

A New Zealand Book Trip

In collaboration with the Hell Reading Challenge 2023



ABOUT THIS RESOURCE

The HELL Reading Challenge is a well-established programme that has been hugely successful in getting kids reading and enjoying the pleasures of stories with the reward of free HELL pizza. This year we have decided to incorporate some updated curriculum-based activities alongside our pizza wheels to showcase a range of New Zealand authors. The pizza wheels will continue the same as in previous years.

**To find out more about how the HELL Reading Challenge works,
download the 2023 HELL Reading Challenge manual here:**

<http://nzbookawards.nz/Images/Assets/44753/1/Hell Reading Challenge How to Manual 2023.pdf>

For any book read, the child will receive a stamp on their pizza wheel, but we hope that by highlighting some great New Zealand books we will encourage our tamariki to read more New Zealand based content. So come along on a book trip around New Zealand, we hope you enjoy what Aotearoa has to offer!

AIM

The aim of this resource is to use shared reading to introduce students to a variety of New Zealand authors and genres. The intent of the unit is to expose students to a variety of different texts encouraging them to recognise and reflect on their purpose. It aims to encourage students to be able to read and identify how writing is shaped for different purposes and draw on their own personal experience.

Each resource can be used as an individual shared reading lesson or as part of a unit of study on New Zealand authors. We hope that this is a great starting point in bringing more content from Aotearoa into your classroom.



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UNIT OVERVIEW: LEVEL 2

ENGLISH ACHIEVEMENT OBJECTIVES

Listening, reading and viewing

Processes and strategies

Students will:

Select and use sources of information processes, and strategies with some confidence to identify, form and express ideas.

Purposes and audience

Show understanding of how texts are shaped for different purposes and audiences.

Ideas

Show some understanding of ideas within, across, and beyond texts.

Language features

Show some understanding of how language features are used for effect within and across texts.

Structure

Show some understanding of text structure.

Speaking, writing and presenting

Processes and strategies

Students will:

Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Purposes and audiences

Show some understanding of how to shape texts for different purposes and audiences.

Structure

Organise texts using a range of structures.

KEY COMPETENCIES

- Thinking
- Relating to others
- Using language, symbols, and texts
- Participating and contributing

Links to other curriculum Areas

Te Aho Arataki Marau mō te Ako i Te Reo Māori

Taumata 2

Achievement objectives:

Communicate relationships between people talking about whakapapa.



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RESOURCES

Animals of Aotearoa by Gillian Candler, illustrations by Ned Barraud.
Published by Potton and Burton 2018.

Egg and Spoon By Alexandra Tylee, illustrated by Giselle Clarkson.
Published by Gecko Press 2020.

Mihi by Gavin Bishop.
Published by Gecko Press 2020.

Nanny Mihi and the Rainbow by Melanie Drewery, illustrated by Tracy Duncan.
Published by Oratia Books 2019.

Mihi by Gavin Bishop. Published by Gecko Press 2020.

The Bomb by Sacha Cotter, illustrations by Josh Morgan.
First published by Huia Publishers 2018.

The Smelly Giant by Kurahau, illustrations by Laya Mutton-Rogers.
Published by Huia Publishers 2019.

REFERENCES

The New Zealand Curriculum

Pepeha.co.nz

Reomaori.co.nz

www.literacyonline.tki.org.nz

ASSESSMENTS

Assessment could include both formative and summative assessments aligned with your wider literacy programme.



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RESOURCE ONE: RECOUNT

SUGGESTED LEARNING OUTCOMES

Students will be able to recognise specific vocabulary used to develop an idea in a story.

Students will be able to write their own recount with reference to a summer memory.

Students will be able to establish connections between a story and their own personal experiences.

***The Bomb* by Sacha Cotter, illustrated by Josh Morgan.** First published by Huia Publishers 2018. Also published in te reo Māori as *Te Pohū* (2018).

It wouldn't be summer in Aotearoa if having fun in the water with friends and family didn't feature. *The Bomb* by Sacha Cotter is the story of one young boy's ambition to perfect the perfect 'bomb' into the water with the help of his grandmother. This story recounts one child's experience as a child in Aotearoa- a perfect introduction to encourage the recount of your own students' summer memories.

Suggested learning ideas

- Start by looking at the cover of the book and activating your students' prior knowledge. What does this scene remind you of? Students will be asked to draw on their own personal experiences. Where do you think this story is set? Do the illustrations of pōhutukawa trees and flowers give you an idea about where this story might be set? Read the first page and ask your students to discuss the pictures they can see and any connections they could make between the illustrations and their own summer.
- Discuss the boy's relationship with his Nan – what has she taught him? Discuss the specific language used for the description of a bomb – what do you think a staple, knee lock, bottle pop or coffin drop are?
- Discuss the description of pre-jump rituals, describe what is meant by the phrase 'a thinker?' 'Poser?' 'She'll be right' and 'joker?'
- Think, peer, share. How do you think the boy feels standing at the end of the plank? Has there been a time that you have felt like this too?
- What advice did Nan give the boy?
- How do you think the boy felt at the end of the story? Can you think of a time you overcame your nerves to do something?
- At the end of the story discuss the characters in the book and the setting. Can you think of a summer when somebody close to you taught you something new? Ideas might include learning to swim, jumping in the deep end, riding a bike, making a sandcastle...

Recommended reading response might include students writing a follow up recounting a summer memory of their own. Their writing may include what, where, how, why and where.



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RESOURCE TWO: POEM

SUGGESTED LEARNING OUTCOMES

Students will be able to construct a poem using objects found in nature to illustrate a rainbow.

Students will be able to discuss the main idea in a story.

***Nanny Mihi and the Rainbow* by Melanie Drewery, illustrated by Tracy Duncan**

During the school holidays the children go to stay with their Kuia Nanny Mihi, a tradition that many New Zealand children can relate to. Each day Nanny Mihi sends them out to collect different coloured objects. The children collect shells, flowers, seaweed and objects left on the beach always wondering why? At the end of the week the objects are laid out to form a rainbow on the beach.

Suggested learning Ideas

- Begin the lesson by reading the story to the students, discuss the language of the story, what sort of person do you think Nanny Mihi is? Look at each colour that the children focus on each day. The children collected red things and found pōhutukawa and rātā flowers, red stones and leaves from the akeake tree – can you think of anything else you might find which is the colour where? Continue the story, stopping to discuss the objects for each colour. Ask the students ‘when I hear the word.....what does it make you think of?’
- Take your time to ask the students what the colour is in te reo Māori and what they think they might find if they were searching for objects of that colour. At the end of the story reflect on the colours of the rainbow – how many colours were there? How did they know this? Use the accompanying grid to classify different objects from nature under each colour. Model the use of these objects to write a poem about rainbows.

Whero is the pōhutukawa flowers that dance in the wind.

Kākāriki is the starfish that hide in the rockpools.

Kōwhai is the harakeke and kōwhai flowers that brighten our day.

Kākāriki brings us green lipped-mussels to eat.

Kikorangi is the pāua shell that sparkles in the sun.

Tawa is the pansies that brighten our garden.

Ko uenuku tēnā – that is a rainbow.



RESOURCE THREE: AUTHOR STUDY

SUGGESTED LEARNING OUTCOME

Students will be able to research and present information about a New Zealand author.

We continue our trip around New Zealand with a look at some of our most accomplished authors, from Joy Cowley in Featherston to Gavin Bishop in Christchurch. From writers such as Katherine Mansfield to present day examples, New Zealand stands tall in its literary achievements.

Suggested learning idea

You can find videos of author readings and question and answer sessions that have taken place as part of HELL's Great NZ Book Trip on the NZ Book Awards for Children and Young Adults YouTube channel. You can find videos of author readings and question and answer sessions that have taken place as part of HELL's Great NZ Book Trip on the NZ Book Awards for Children and Young Adults YouTube channel: <https://youtube.com/playlist?list=PLGkTRYrKJo3SChS7yc9rRaE108WNM0kwR>

In small groups students will discuss their favourite New Zealand books, making a list of authors whose work they admire.

Independently they will research their author. Below you will find links to a variety of New Zealand authors' websites. Students will then collect and present information under the following headings:

Name:

Birthdate:

Personal life:

Career:

Interesting facts:

Great books they have written:

Websites about New Zealand authors

www.brianfalkner.co.nz

www.gavinbishop.com

www.joycowley.com

www.donovanbixley.com

www.ruthpaul.co.nz

Read NZ Te Pou Muramura Writers' Files are also a useful source of information about writers from Aotearoa: www.read-nz.org/writers-files



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RESOURCE FOUR: PEPEHA

SUGGESTED LEARNING OUTCOMES

Students will be able to recognise the structure of a Pepeha.

Students will be able to create their own Pepeha.

Students will be able to establish relationships between people and places.

Mihi by Gavin Bishop

As we travel around our country we meet people and their whānau who are connected to different parts of our land. Gavin Bishop's book *Mihi* is a simple introduction to the structure of a Mihi or Pepeha. A Pepeha is a way of introducing yourself in te reo Māori describing your identity and history. It is a story of who you are and the people and places you are connected to.

Gavin Bishop's book introduces us to the language and structure of Mihi through Te Ao Māori with accompanying illustrations. His follow up book *Koro* follows the same character as they take us through a day with their Koro. The stories show the connection between young and old with the emphasis on the sharing of food and stories, an integral part of life in New Zealand.

Suggested learning experiences

Use the books *Mihi* and *Koro* as an introduction for students to write their own Mihi or Pepeha.

Discuss the language in the books, for example; Tōku maunga - my mountain, and how this will relate to the students' personal heritage. For further information on how to write your own Pepeha there are excellent resources at www.pepeha.co.nz and www.Reomaori.co.nz.

The following information from TKI acts as a great starting point for introduction of Pepeha with your students: <https://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Te-Wiki-o-te-Reo-Maori>



RESOURCE FIVE: FACT FILE

SUGGESTED LEARNING OUTCOMES

Students will be able to identify specific characteristics about an animal native to New Zealand.

Students will determine key information from non-fiction texts and summarise the facts.

***Animals of Aotearoa* by Gillian Candler and Ned Barraud**

As we take a trip around Aotearoa we are amazed by the different wildlife native to our country. From sea creatures to reptiles and birds many native animals make our waters, bush, and back gardens their home.

Animals of Aotearoa is a compendium full of facts and illustrations. It gives children the opportunity to identify the different wildlife they might encounter in New Zealand. The introduction establishes where our animals came from, where the animals live and what we can do to keep our native birds, animals, and sea life safe. It proposes the concept of grouping animals according to their similar features with text-specific language such as species, invertebrates, and vertebrates.

Suggested learning experiences

- Read the introduction discussing the language specific to a non-fiction text.
- Discuss the contents page and how the author has broken the book up into sections profiling birds, reptiles, fish etc. Discuss the idea behind scientists grouping animals according to their features.
- Ask the students to think/peer/share what features might be similar between a tuatara and skink? What features might be different between a skink and kiwi? Ask questions which rely on the students using their prior knowledge.
- Discuss habitat and ecosystems. What can you tell me about these words? Have you heard of them before? Can anybody identify a habitat of a native animal which may live near them?
- Browse the book, choosing different animals to focus on.

Suggested reading response

Students will create their own fact file from their chosen native animal from the book. As a class make a list of important information that this might include, for example:

- ➔ Description
- ➔ Diet
- ➔ Young
- ➔ Habitat
- ➔ Predators

Students will give examples of these before they independently present their own work.



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RESOURCE SIX: PROCEDURAL WRITING

SUGGESTED LEARNING OUTCOMES

Students will be able to explain language characteristics of instructional writing.

Students will be able to construct their own step by step guide or recipe using procedural writing language.

***Egg and Spoon* by Alexandra Tylee, illustrated by Giselle Clarkson**

Alexandra Tylee's cookbook *Egg and Spoon* is an illustrated cookbook for children. It was the winner of the Elsie Locke Award for Non-Fiction at the 2021 New Zealand Book Awards for Children and Young Adults. The book is beautifully illustrated and gives easy recipes which can be enjoyed by both children and adults. It teaches children the basic tips that they need to be successful in the kitchen, like how to boil an egg or chop an onion. The language and illustration in the book make it very easy to follow, while the recipes invoke memories spent with family sharing food- an essential part of the Kiwi road trip.

Suggested teaching ideas

- In the introduction to the book, the author explains her inspiration behind her recipes. It tells the story of Pipi. Read the description of Pipi Cafe and talk about the language the author has used to describe it. The personification of the cafe through the use of 'if Pipi were a dog... or If Pipi were a mythical beast' invokes what in your imagination? Discuss how language features help us build a picture in our mind.
- As we move through the book, we read the steps of how to get started in the kitchen. Discuss the following steps; are these important? Why do you think this is? Would you see step-by-step information like this in other cookbooks? Pull out some words like 'assemble' and follow these steps, discussing how this relates directly to the language of instructional writing. Can you think of any words that you might find alongside these?
- Look through the book and take a look at a variety of different recipes. Students will draw on different memories and experiences of cooking in their own lives. Ask questions like who has boiled an egg before? Have you made cupcakes? Do you think the diagram on page 57 about how to melt chocolate is helpful? What features of a diagram can you see here?
- Talk about the genre of instructional writing and how it tells the reader how to do something. What examples can you think of? Recipes, step-by-step instructions or a how-to. Use the Breakfast Popsicle recipe on pg. 14 as an example of the structure of a recipe.
- Discuss the purpose, materials and equipment and sequenced steps in chronological order.
- To follow up, students could create their own recipe or step-by-step instructions for food that they might eat in summer, eg, hokey pokey ice cream, Marmite toast or pavlova.



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RESOURCE SEVEN: BOOK REVIEW

SUGGESTED LEARNING OUTCOME

Students will be able to identify the main idea or theme of a story.

Students will be able to think critically about a text and express their own thoughts and opinions about it.

Have a selection of New Zealand books available to read and discuss with peers. Use the template to review their books and share what they might like to encourage their peers to read.

Students will then present their information summarising and recommending what they have read.

Some suggested reading material from New Zealand:

Atua: Māori Gods and Heroes by Gavin Bishop. Published by Penguin Random House (2021).

Amorangi and Millie's Trip Through Time by Lauren Keenan. Published by Huia Publishers (2022).

Aotearoa: The New Zealand Story by Gavin Bishop. Published by Penguin Random House (2017).

Awatea's Treasure by Fraser Smith. Published by Huia Publishers (2017); also published in te reo Māori as *Te Taonga Huna o Awatea* (2022).

Dozer the Fire Cat by Robyn Prokop, illustrated by Jenny Cooper. Published by Scholastic NZ (2020).

How Māui Slowed the Sun by Donovan Bixley. Published by Upstart Press (2019); also published in te reo Māori as *Te Whakatautōnga A Māui – I Te Rā* (2019) (One of a series of picture books retelling the Māui legends; all books in this series have also been released in te reo Māori).

Kōwhai and the Giants by Kate Parker. Published by Little Love (2021).

Lost in the Museum by Victoria Cleal, illustrated by Isobel Joy Te Aho-White. Published by Te Papa Press (2022).

Mophead by Selina Tusitala Marsh. Published by Auckland University Press (2019).

New Zealand Disasters by Maria Gill, illustrated by Marco Ivančić. Published by Scholastic NZ (2020).

Pelorus Jack the Dolphin Guide by Susan Brocker, illustrated by Raymond McGrath. Published by Scholastic NZ (2022).

Rona Moon – Ko Rona Māhina by Tim Tipene, illustrated by Theresa Reihana. Published by Oratia Books (2020).

The Adventures of Mittens by Silvio Bruinsma, illustrated by Phoebe Morris. Published by Penguin Random House (2021).

The Eight Gifts of Te Wheke by Steph Matuku, illustrated by Laya Mutton-Rogers. Published by Huia Publishers (2021); also published in te reo Māori as *Ngā Taonga e Waru mā Te Wheke* (2022).

The Greatest Haka Festival on Earth by Pania Tahau-Hodges, illustrated by Story Hemi-Morehouse. Published by Huia Publishers (2021); also published in te reo Māori as *Mokopuna Matatini* (2021).

The Stolen Stars of Matariki by Miriama Kamo, illustrated by Zak Waipara. Published by Scholastic NZ (2018); also published in te reo Māori as *Ngā Whetū Matariki i Whānakotia!* (2018).

Things in the Sea are Touching Me by Linda Jane Keegan, illustrated by Minky Stapleton. Published by Scholastic NZ (2019); also published in te reo Māori as *Ngā mea kei rō Moana e whakapā mai ana!* (2019).

Whetū Toa and the Magician by Steph Matuku. Published by Huia Publishers (2018); also published in te reo Māori as *Ko Whetū Toa me te Tangata Tāmatarau* (2022).

RESOURCE EIGHT: STORYBOARD

SUGGESTED LEARNING OUTCOME

Students will be able to summarise the main parts of a story.

The Smelly Giant by Kurahau, illustrated by Laya Mutton-Rogers. Also published in te reo Māori as Tio Tiamu (2019)

From the forests of Tane to the volcanoes of Rūaumoko, *The Smelly Giant* tells the story of Toe Jam, the giant who only wanted to help his people.

Suggested learning experience

- Begin reading the story to the students reflecting on the main character Toe Jam. Discuss his problem and the reaction he got from the other children. Talk about the characterisation of Toe Butter, how he grew and grew and what effect this and the way he smelt had on the villagers.
- Students will then be asked to identify the problem – Toe Butter the Giant smelt so bad that the people sent him away. Ask the students how might this have made Toe Butter feel? Did the people do the right thing?
- Introduce the conflict of the story. What happened to the people and how did Toe Butter try to help? How did the villagers repay him? In the final part of the story Toe Butter commits the most selfless act to help his people, what did he do and what does this tell you about him?
- What did Toe Butter teach the people and what effect did this have on their hearts?

Recommended reading response

Discuss the following questions as a class:

- ➔ Where is the story set?
- ➔ Describe the hero.
- ➔ What was the problem in the story?
- ➔ What conflict arose in the story?
- ➔ Was there a resolution in the story?
- ➔ Divide the story up into parts and present it on a storyboard. Draw a picture for each part of the story and write a brief description underneath it. Remember to use speech bubbles and dialogue in your illustrations where necessary.



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