

YEARS 5–6

Title and content from the <i>School Journal</i> and other series	ITEM
GIVE IT A TRY AND OTHER STORIES	31892
<i>Bringing Stories to Life</i> by Caren Wilton / SJ 2.3.02 <i>Fearless</i> by Feana Tu'akoi / JJ 35 <i>Flying Boats and Coral Islands</i> by Sandra Carrod / SJ 1.4.06 <i>Give It a Try</i> by Jan Trafford / SJ 2.2.00 <i>Lanterns for Matariki</i> by Jill MacGregor / SJ 1.3.05 <i>Nippers</i> by Jill MacGregor / SJ 2.1.06 <i>Not Just Kicking and Punching</i> by Adele Broadbent / SJ 2.2.06 <i>Sand</i> by Emma Jean Finch / SJ 1.5.05 <i>There's a Boy under the Bed!</i> by Sian Burling-Claridge / SJ 1.5.05 <i>Walking on the Grass</i> by Sun Lyoung Kim / SJ 1.4.06	
FROG POND AND OTHER STORIES	31371
<i>Beach Balls</i> by Jill MacGregor / SJ 1.5.05 <i>The Best Camping Place in the World</i> by Tadpole / SJ 1.2.05 <i>Dad's Switched on the Dryer</i> by John Parker / SJ 1.1.04 <i>Easy as Child's Play</i> by Philippa Werry / Connected 2 2002 <i>Frog Pond</i> by Rupert Alchin / Connected 1 2002 <i>Life on the River</i> by Cushla Mahoney / SJ 1.3.04 <i>Postcard from the Bahamas</i> by Jeena Murphy / SJ 1.5.04 <i>A Very Special Frog</i> by Lindy Kelly / SJ 1.4.05 <i>Whitebaiting</i> by Jan Trafford / SJ 1.4.04 <i>A Wild Ride</i> by Allyson Ross / SJ 1.5.05	
SAILING THE PACIFIC AND OTHER STORIES	30912
<i>Dead Car Clean-up</i> by Sarah Tamihana and Susan Botting / SJ 2.2.04 <i>Fire! Fire!</i> by Simon Cooke / SJ 3.2.04 <i>Flood</i> by Sonny Mulheron / SJ 2.2.04 <i>An Interview with a Glass of Water</i> by Jeffy James / Connected 2 2002 <i>Less than One Second</i> by Jan Trafford / SJ 2.3.03 <i>The Lightest Wood in the World?</i> by Jill MacGregor / SJ 1.1.04 <i>The Little Red Riding Hood Rap</i> by Midge Janssen / SJ 2.2.04 <i>Sailing the Pacific</i> by Maria Samuela / SJ 2.3.03 <i>Tampa Story</i> by Hussain Ewazi and Sakina Ewazi / JYPW 2003 <i>The Three Kete</i> by Sue Gibbison / SJ 3.1.04	
WILD AND WACKY AND OTHER STORIES	30011
<i>Here We Go Again!</i> by Peter Friend / SJ 3.2.99 <i>Move That Tree!</i> by Sharon Holt / SJ 1.3.02 <i>Splash</i> by Sam Bojesen-Trepka / JYPW 2001 <i>Spooky</i> by John Parker / SJ 2.3.02 <i>Swallowed by the Sea</i> by Amanda Jackson / SJ 2.1.03 <i>Te Pūpū Harakeke</i> by Sheridan Waitai-Cherrington / SJ 2.3.03 <i>Time for a Spell</i> by David Hill / SJ 2.4.02 <i>Vanilla Ice Cream</i> by Jill MacGregor / SJ 2.1.03 <i>Wild and Wacky: The Art of Fraser Williamson</i> by John Parker / SJ 1.1.03 <i>Zookeeper for a Day</i> by Maggie Lilleby / SJ 3.1.03	
POSTCARDS IN SPACE AND OTHER STORIES	27493
<i>The Cindy Limpics</i> by Michael Wilson / SJ 2.2.01 <i>Cockroaches – Creepy or Incredible?</i> by Amba Morton / SJ 3.1.02 <i>Fishing for Octopus</i> by Feana Tu'akoi / SJ 2.1.01 <i>Happy Holi!</i> by Hilary Watson / SJ 2.2.01 <i>An Interview with Aaron Slight</i> by Nicole Slight / JYPW 2001 <i>Let's Go, Rangers!</i> by Jill MacGregor / SJ 2.4.02 <i>My Friend Ben Baxter</i> by Sam Hughes / JYPW 2001 <i>The Plum Tree</i> by Paora Tibble / SJ 2.1.02 <i>Postcards in Space</i> by David Hill / SJ 3.3.00 <i>Suzie and the Space Nuts</i> by Lorenzo Van Der Lingen / SJ 2.1.00	

At least one copy of each CD-ROM in the year 5–6 series has been sent to each school with year 5–6 classes, and in the year 7–10 series, at least one to each school with classes in years 7–10.

For more information about entitlements, or enquiries about further copies at the education price of \$26.00, please contact Customer Services, phone 0800 800 565, fax 0800 800 570, email orders@learningmedia.co.nz

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YEARS 7–10

Title and content from the <i>School Journal</i> and other series	ITEM
JUST SWALLOW THIS CAMERA AND OTHER STORIES	31987
<i>Adrian Heke: Photographer</i> by Norman Bilbrough / SJ 3.3.05 <i>Big Shift</i> by Jacqui Brown / SJ 3.2.06 <i>The Bike Race</i> by Anna Kenna / Choices, 2006 <i>Friday Night Out</i> by Kathy Taylor / SJ 3.1.06 <i>Just Swallow This Camera</i> by Bill O'Brien / Choices, 2006 <i>Patterns of Light</i> by Feana Tu'akoi / Connected 2 2006 <i>Shark Day</i> by Lani Young / SJ 3.2.06 <i>The Singer</i> by Jacqui Brown / SJ 3.3.04 <i>Streets Ahead</i> by David Hill / Choices, 2006 <i>Tattoo</i> by Helen Frances / Choices, 2006	
CREEPY AND OTHER STORIES	31375
<i>A Bit of a Bang</i> by David Hill / SJ 4.3.04 <i>Catching the Bus in Samoa</i> by Jane Davitt / SJ 3.1.05 <i>Creepy</i> by Jane Buxton / SJ 3.1.05 <i>The Haka</i> by Janice Marriott <i>Kehu – Hero of Early New Zealand</i> by Lindy Kelly / SJ 4.2.05 <i>Let's Hear It for Waiata Reka</i> by Jill Brasell / SJ 4.3.05 <i>Making Manu Taratahi</i> by Sue Gibbison / SJ 4.2.06 <i>Making Waves</i> by Ben Ngaia / Choices, 2004 <i>Phobia</i> by Peter Friend / SJ 4.1.05 <i>Playing with Words</i> by Apirana Taylor / SJ 4.3.04	
TAIAHA AND OTHER STORIES	30864
<i>Aotearoa Rocks!</i> by Alan Bagnall / Connected 2 2003 <i>The Big Jump</i> by Philip Waller / SJ 4.1.02 <i>Cars of the Future</i> by Bernard Carpenter / Choices, 2000 <i>Champion with a Difference</i> by Philippa Werry / Connected 2 2001 <i>The Class Newspaper</i> by Sue Gibbison / SJ 4.2.03 <i>Emergency!</i> by Vivienne Joseph / Choices, 2002 <i>Maka</i> by Jill MacGregor / Choices, 2003 <i>Shine!</i> by Makerita Urale / SJSL 2004 <i>Tagged!</i> by Norman Bilbrough / SJSL 2004 <i>Taiaha</i> by Ian Trafford / SJSL 2004	
PUNK JUNK MAILER AND OTHER STORIES	30088
<i>Across the Lake</i> adapted by David Chadwick / Choices, 2001 <i>Make-up Magic</i> by Helen Frances / SJ 3.2.02 <i>MotoX</i> by Jan Trafford / SJSL 2003 <i>Nightmare on Anchorage Island</i> by Johnny Frisbie / SJ 4.1.99 <i>No Joke</i> by David Hill / SJ 4.3.00 <i>The Paddling Pigs of Fakaofu</i> by Healoa Sosene / Connected 1 2002 <i>Picking up Pūhā</i> by Hayley Tamati / SJ 4.3.00 <i>Pig Hunt</i> by Ian Trafford / SJSL 2004 <i>Punk Junk Mailer</i> by Don Franks / SJ 4.1.01 <i>Trucking On</i> by Ian Trafford / SJSL 2003 <i>The Wreck of the Delaware</i> by Lindy Kelly / SJ 3.3.03 and cartoon by Gus Sinaumea Hunter and Margaret Smith / Choices, 1999	
SWIMMING WITH SHARKS AND OTHER STORIES	27494
<i>The Great White Shark</i> by Angie Belcher / SJ 4.2.02 <i>How Fire Came to Samoa</i> retold by Makerita Urale / SJ 2.2.02 <i>In the Picture</i> by Janice Marriott / SJ 4.1.03 <i>Jump Shot</i> by Norman Bilbrough / SJSL 2002 <i>The Moa</i> by Steven Storer / SJ 4.3.01 <i>Racing Driver</i> by Jane Buxton / SJ 4.1.02 <i>SK8!</i> by Jan Trafford / SJSL 2002 <i>Surf's Up</i> by Angie Belcher / SJSL 2002 <i>Swimming with Sharks</i> by Feana Tu'akoi / SJ 3.1.02 <i>"Yeah, Right!"</i> by Janice Marriott / Choices, 2001	
THE GAME AND OTHER STORIES	26577
<i>Alien Earth Base</i> by John O'Brien / SJSL 1992 <i>BreakOut!</i> by Angie Belcher / SJSL 2001 <i>The Case of the Phantom Tagger</i> by Margaret Schroder / SJ 4.1.98 <i>The Game</i> by Mike Carter / SJ 4.1.00 <i>"I'm Dreading It!"</i> by Diana Noonan / SJ 4.3.97 <i>In Touch</i> by Bill O'Brien / SJSL 2001 <i>Jonah Lomu</i> by Norman Bilbrough <i>Māui and the Sun</i> / SJSL 1998 <i>Sky Rider</i> by Angie Belcher / SJSL 1996 <i>Tuatara and Māngo the Shark</i> by Oho Kaa / SJ 1.3.98 <i>White Water Action</i> by Jan Trafford / SJ 4.3.01	

ELECTRONIC STORYBOOKS



Reading Support for Students and Teachers

The electronic storybooks, published for the Ministry of Education by Learning Media, are a powerful means of motivating students who are not yet proficient readers. These award-winning CD-ROMs are produced in two series aimed at different age levels: years 5–6 and years 7–10. They contain carefully selected texts from series such as the *School Journal*, *Connected*, and *Choices*, supported by audio, glossaries, tools, and activities.

These features help to build reading mileage and fluency by motivating students to read, supporting them in their reading, and modelling the reading and writing processes. The electronic format acts as a "circuit breaker" for students who are not confident book readers. Research has shown that students have a renewed interest in reading after they've used these electronic storybooks.*

FROG POND AND OTHER STORIES HOME SCREEN (YEARS 5–6 SERIES)



The storybooks are flexible – they can be used for guided, shared, and independent reading. The teachers' notes have suggestions and ideas for using the programs in these ways.

The teachers' notes suggest ways to integrate the storybooks into classroom practice and include suggested teaching purposes, features to consider, discussion points for before, during, and after reading, and suggestions for revisiting the text.

Students can log in and save their work so that a lesson can take place over several sessions.

The stories are selected for their high-interest subjects and likely appeal to the target students.

The music on the home screen encourages students to explore and listen to the audio introductions for each text before making a selection.

On the recent CD-ROMs, students can listen to examples of the two audio tracks and choose the one they prefer. Voice B may be more suitable for ESOL students.

CREEPY AND OTHER STORIES STORY SCREEN (YEARS 7–10 SERIES)



The tools (pop-up glossary items, text highlighting, notes, and audio) allow students to control the level and kind of support they receive.

Some stories are divided into "chapters" with hyperlinks used to allow students to choose their path through the text, maintaining their interest and attention.

The audio support gives students access to texts that they cannot yet read for themselves and models the reading process. Students can choose to hear the audio sentence by sentence or a page at a time.

The programs can be installed on the school network or on a single computer's hard drive or can be run from the discs. Students may also take the CD-ROMs home.

The activities provide a framework for students to respond to the texts.

Glossary definitions are provided for difficult or technical words.

Teachers can use the note tool to set up an independent reading session by leaving questions or comments for the student, or group of students, to respond to on screen.

Teachers can use the highlighter and note tools with students to promote questioning, predicting, and inferential thinking – encouraging learners to check for evidence in the text by commenting in the notes and highlighting text in the story – as well as for feedback.

* McDowell S and Boyd S (2003). *Playing the Game*, Wellington: NZCER.

YEARS 5–6 SERIES



GIVE IT A TRY
(2007)

ACTIVITIES AND FEATURES:
M P M P S C
ESOL audio track

FROG POND
(2006)

ACTIVITIES AND FEATURES:
M P M P S C
ESOL audio track

SAILING THE PACIFIC
(2005)

ACTIVITIES:
M C P M

WILD AND WACKY
(2004)

ACTIVITIES:
M C P M

POSTCARDS IN SPACE
(2003)

ACTIVITIES:
M C P M

Winner, Education award,
TUANZ 2003



THE GAME
(2002)

ACTIVITIES:
R

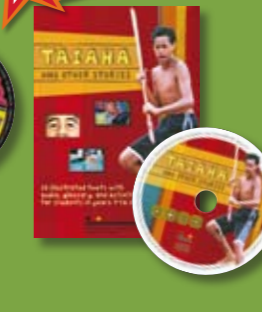
SWIMMING WITH SHARKS
(2003)

ACTIVITIES:
R

PUNK JUNK MAILER
(2004)

ACTIVITIES:
R

Winner, Best of the Best award and
Education award, TUANZ 2006



TAIAHA
(2005)

ACTIVITIES:
I C R

CREEPY
(2006)

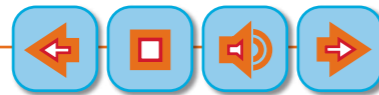
ACTIVITIES AND FEATURES:
C P S I R
ESOL audio track



JUST SWALLOW THIS CAMERA
(2007)

ACTIVITIES AND FEATURES:
C P S I R
ESOL audio track

ACTIVITIES



The activities are designed to encourage students to respond to the reading and to facilitate writing. Most stories have one or two of the following activities that can be completed after reading.

Message (M): students select an image from the story and write a message to a friend about what they've read.

Poem (PM): students select an image, read an example of an acrostic poem, then choose to write their own acrostic poem or another kind of poem.

Cartoon (called Creator in years 7–10 series) (C): students create a cartoon using images from the text they've been reading. This activity is designed to support students to recount the story or aspects of it, using the images as a prompt and point of connection back to the text.

Presentation (called Presenter in years 7–10 series) (PS): supports students to create a presentation on a subject related to the text they've been reading.

Innovator (I): scaffolds students' writing by providing a framework or structure to build upon. As in a parallel writing exercise, the student reads a text, chooses a new topic, and then writes on that topic using the structure of the first text by typing over highlighted words.

Responder (R): supports students to respond to a text. Each step prompts the student to make choices or answer questions. The choices they make and the text they type are pulled together at the end of the activity to produce a piece of writing, e.g., a sports profile, a newspaper report, a letter to the editor, a music review, or a letter.

The programs can be installed on the school network, on a single computer's hard drive, or run from the discs. Students may also take the CD-ROMs home.

"It was a hard decision to choose which to read first ..." Willie

"It wasn't dull. It was exciting. It made you want to know more about it." Afisa



"My literacy programme is now richer because of the links between the books and the CD-ROMs, which really motivates my students."

TEACHERS' NOTES

Teachers' notes come with each storybook (as a printed booklet and PDF) and are designed to help you:

- incorporate the storybooks into your reading programme;
- use the storybooks with your students to encourage them to enjoy reading and gain confidence and fluency in it;
- develop the comprehension strategies as described in *Effective Literacy Practice in Years 5 to 8*.

The notes for each text include:

- suggested teaching purposes;
- features to consider;
- discussion points for before, during, and after reading (with icons to identify which comprehension strategy is being used);
- suggestions for revisiting the text.

The discussion points and follow-up tasks are suggestions only: you can set goals and adapt the lessons to suit the needs of your students.

The notes also include instructions for installing and using the programs, some troubleshooting tips, and contact details for reporting technical problems.

FURTHER READING

- McDowell, S (2004). "Opening up a New World: Reluctant Readers' Use of *The Game and other stories*". *Set*, no. 1, pp. 12–14.
- Ministry of Education (2003). *Effective Literacy Practice in Years 1 to 4*. Wellington: Learning Media.
- Ministry of Education (2006). *Effective Literacy Practice in Years 5 to 8*. Wellington: Learning Media.
- "Quality Teaching Using Digital Resources". *Education Now*, no. 3, 2004. Wellington: Learning Media. www.learningmedia.co.nz/nz/online/ednow/issue3

