

DISCOVERING
NEW ZEALAND NON-FICTION
BOOKS FOR CHILDREN

BY

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Discovering New Zealand Non-Fiction

YEAR: 4-8

LEVELS 3-4

DURATION: 4-6 WEEKS

Welcome to the Discovering New Zealand Non-Fiction Unit. The purpose of the unit is to encourage students to discover and enjoy New Zealand non-fiction books. Each session begins with a 10-20 minute silent reading period, then afterwards they can share their non-fiction facts and what they're enjoying about the book with a buddy or buzz group (5 minutes). Research overseas has shown that this improves students' non-fiction reading skills because they are reading about topics of their choice. Students begin to choose non-fiction as well as fiction books for their reading time.

The lesson also includes metacognitive strategies to improve students' ability to read non-fiction books. Teachers can choose different elements of the programme: just the non-fiction reading time, include the metacognitive lessons, and or the learning centre.

Before you start the unit, find out what your students are interested in and talking about. Choose books that are visually appealing and have some books that can be read from cover to cover in a few sittings.

I'm emphasising New Zealand non-fiction books because each year less and less New Zealand non-fiction children's books are being published. It would be a shame if New Zealand publishers stopped publishing New Zealand non-fiction children's books because there was no demand for it (some publishers already have). These books are essential for New Zealand children to learn about their culture, environment and wildlife.

To keep up to date with New Zealand non-fiction children's books see: <http://kidsbooksnz.blogspot.com>

Curriculum

Listening, Reading and Viewing

Integrate sources of information, processes and strategies confidently to identify, form, and express ideas.

- Selects and reads non-fiction texts for enjoyment and personal fulfilment.
- Integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
- Selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence.
- Thinks critically about texts with increasing understanding and confidence.
- Monitors, self-evaluates, describes progress, and articulates learning with confidence.

Learning Outcomes

Read and respond to the language and meaning contained in non-fiction writing.

Key Competencies

Managing self *Relating to others *Participating and contributing *Thinking skills
*Using language symbols and text

Assessment Task

See Lesson Nine: Students judge children's non-fiction books on the following criteria:

Creative writing, use of language, impact, design and production values, integration of text, graphics, how illustrations were used to engage interest and enhance understanding, plus accuracy of data.

ONE: Discovering NZ Non-Fiction Books – Introduction

LEARNING OUTCOMES

Shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively

Recalls prior knowledge about what a non-fiction book is.

MATERIALS

Selection of non-fiction books, photocopied sheets of PDF

INTRODUCTION:

- * Class discussion about what is a non-fiction book and what makes a good one.
- * In pairs, students share a NZ non-fiction book they really enjoyed and why they liked it.

LEARNING ACTIVITIES:

- * Give each group of students a pile of NZ non-fiction books. Students divide the books into categories. Share with the class what categories they came up with. Categories could be: history, auto/biography, natural history, sports, Maori, science, instructional, art.
- * Students pick a book they are interested in and [skim and scan](#) it.
- * In pairs share what features their book contains: headings, sub headings, contents, index, graphics/pictures/photos, text boxes, and glossary. Students discuss the difference between that layout and a fictional book.
- * Teacher models (thinks aloud) how those features will help her make observations about the book she is going to read.

For example, the title tells me what the main idea of the book is about. The subtitles tell me what the supporting ideas are. Pictures/photographs/diagrams and charts help me visualise what is in the text. Reading the captions underneath them tells me more information. An index lists all the big ideas and helps me find them in different places. The bold-faced text tells me what is important. The contents tell me where I can find different supporting ideas. The Glossary tells me key words that are related to the topic and their meanings.

NOTE: Teacher records what these features mean and displays on wall so students can refer to it.

- * Students use the [Prereading Organiser](#) (PDF) to make predictions about their book.
- * Students read their book quietly to themselves for 10-20 minutes.

SUCCESS CRITERIA

- * Students will use the feature clues to predict what their book is about.
- * Students will compare two books on similar topic.

CURRICULUM LINKS:

- * **Language** – Students write in their **Learning Log** about the book they've read answering:
What special features does it have?
What is the book about?
Why did the author write the book?
Rate the book 1-5 and say why.
- * **Homework** – Find a book on a similar topic and compare the two books: How are they similar?

TWO: Discovering NZ Non-Fiction Books – Text Type

LEARNING OUTCOMES

Identifies an increasing range of text forms and recognises and describes their characteristics and conventions

MATERIALS

Rangitoto book
Paper and pen
Selection of non-fiction books
Labels with text types on them

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

INTRODUCTION:

- * Teacher asks students to share what types of writing will they find in a non-fiction book:
 - creative/narrative writing (true story)
 - instructions – (recipe, experiment, how to)
 - reporting – (letter, info on leaflet, article)
 - fact bites – (small chunks of information in a box)
 - discussion – (balanced account of an issue)
 - explanatory – (glossary, question/answer)
 - persuasion – (advert, poster, book blurb)
- * Teacher models deciding what text she is dealing with. For example, in the Rangitoto book the author has told the story of Rangitoto's explosive beginnings like a story – that is called creative or narrative writing. The author has included small bits of information on the side (a fact bite). She has also included a glossary (explanatory text).

LEARNING ACTIVITIES:

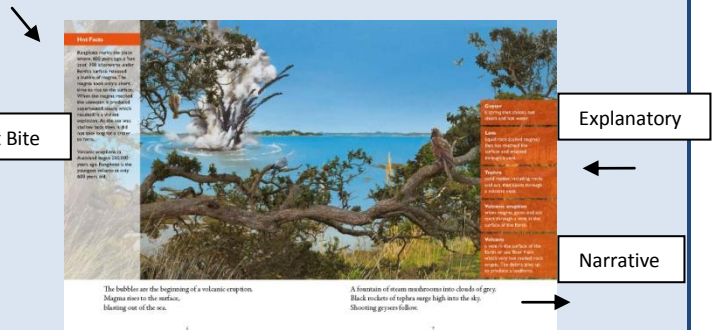
- * In groups, students match a label to types of text with the books on their table
- * In pairs, students share what type of text the author has used for their book and give an example from the book.
- * Teacher asks selected students to share their findings to the class.
- * Students take a passage in their book and change it to a different style of writing. For example, if a student was reading 'Rangitoto' they could draw diagrams of the different stages that Rangitoto has gone through (or a visual time-line).

SUCCESS CRITERIA

- * Students can identify different types of text.

RESOURCES FOR TEACHERS

Different [styles](#) of non-fiction writing.
[Creative Non Fiction](#) Writing



CURRICULUM LINKS

- * **Language** – Students write about something they are an expert on (sport, animals, something that interests them) in [creative writing](#) style.
- * **Homework** – Students look at the books they have at home and identify books with these different styles. Students write the book's name, author and a passage that is an example of that type of writing.

THREE: Discovering NZ Non-Fiction Books – Synthesizing

LEARNING OUTCOMES

Students will learn to identify the main and subsidiary ideas and the links between them

MATERIALS

Sticky notes
Selection of non-fiction books
Eco-Rangers Save the Planet

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

INTRODUCTION:

- * Teacher reads aloud a paragraph in 'Eco-Rangers Save the Planet' (p7). For example, I am going to put a sticky note next to the phrase: "It wasn't until we used coal that our lives really changed", and another one next to the phrase, "the Industrial Revolution". These phrases contain the most important ideas and will help me to summarize this paragraph."

LEARNING ACTIVITIES:

- * Read with your partner(s), a paragraph in your book and point to where there are words, phrases or sentences that bring out the main points. Once you have agreed that these are the main points, put a sticky note next to them.

- * Read aloud the next two paragraphs. Model identifying main points in two paragraphs.
- * Students read the next paragraph silently, and then put some sticky notes next to the main ideas in this paragraph.
- * In pairs, students write out all the main ideas onto the sticky notes and then move them around to make 1-3 sentences that summarize the article.
- * Ask selected students to share their summary sentences.
- * Discuss with your partner(s) whether you found it useful to put sticky notes next to the main ideas. Did it help you when it came to putting them all together to make a summary? Were there some ideas that you didn't use?

SUCCESS CRITERIA

- * Students can synthesize information.

CURRICULUM LINKS

Homework – Students summarize a double page spread in their book into one sentence. But each word they use is worth ten points and they can only go up to 200 points (that's 20 words). See who can have the most succinct sentence for the least amount of points (this is where less is more).

FOUR: Discovering NZ Non-Fiction Books – Drawing Inferences

LEARNING OUTCOMES

Makes and supports inferences from texts with increased independence

MATERIALS

Photocopy of page 52 & 53 from Eco-Rangers Save the Planet (or a page from another book) or put up on OHP

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

INTRODUCTION:

- * Read the title on page 52 'Green Buying Power'. Discuss with your learning partner(s), what you predict the article is about.
- * Skim and scan the text.

LEARNING ACTIVITIES:

- * Students read the first paragraph silently.
- * Turn to your partner(s) and predict why it isn't a good idea to buy overseas products all the time.
- * Take turns reading the next two paragraphs. Afterwards point to where the text proved or disproved your prediction.
- * Predict why local food is better for you.
- * Read silently until to the end of the article. Afterwards, show your partner(s) where the text agrees or disagrees with your prediction.

- * Turn to your partner and tell him/her how different your predictions were from the title to when you had finished reading the article. Point to where the article agrees or disagrees with your first prediction.
- Discuss with your partner(s) how useful this technique is to help you understand the article.
- Fill out the graphic organizer. First, read the example, Second, write down your prediction when you read the title. Third, quote from the text where it agrees and or disagrees with your prediction.

GRAPHIC ORGANISER GREEN BUYING POWER		
PREDICTION	AGREES	DISAGREES
I predicted the article would be about ...	I was right in that it was about ...	But I was wrong in that it wasn't ...

SUCCESS CRITERIA

- * Students can draw inferences when reading new text.

CURRICULUM LINKS

- * **Language** – Students brainstorm ways they can use their green buying power. Then use those ideas to promote Green Buying Power in a poster.
- * **Homework** – Students use the Graphic Organiser to infer information from a page in a non-fiction book they are reading.

FIVE: Discovering NZ Non-Fiction Books – Monitoring Information

LEARNING OUTCOMES

Shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively

MATERIALS

Photocopy of page 12 & 13 Save Our Seas (or another book) or on OHP

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a NF book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

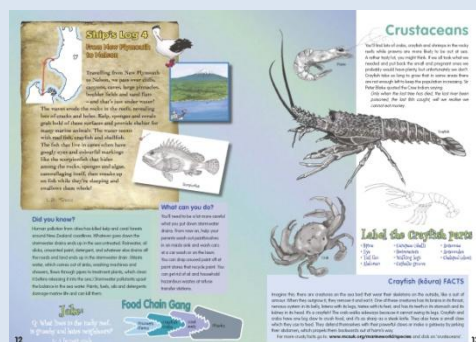
INTRODUCTION:

- * Read aloud the title 'Save Our Seas'.
- * Turn to your partner, and predict what the book will be about.
- * Skim and scan the text (pages 12 & 13).

LEARNING ACTIVITIES:

- * Read aloud the Text Box 'Ship's Log 4'. Model being aware of your thinking and putting sticky notes next to places where you find obstacles and confusions. For example, "After I read 'large pinnacles' I noticed my mind began to wander - I wanted to know what a pinnacle was. I'm going to put a sticky note next to that obstacle. I'm going to put a sticky note next to 'The waves erode the rocks' because I began imagining how the waves would do that. I was a bit confused after reading, "revealing lots of cracks and holes" so I've stuck a sticky note there too. Afterwards, I'll reread those passages and think about how I could solve those obstacles and confusions."
- * Take turns with your partner reading the next paragraph. Point to the places where you found confusions and obstacles. Put sticky notes next to them.

- * Read the Text box 'Crustaceans' silently. Put sticky notes next to the places you found confusing or stopped you from concentrating on the rest of the text.
- * Facilitate a classroom discussion, on the sort of statements the students found confusing or caused an obstacle. Ask the class what could their next step be? For example, could they understand the text better by:
 - Discussing it with another group: [Think-Pair-Share](#)
 - Looking in the dictionary or on the internet
 - Use one of the strategies they've used before i.e. drawing inferences or synthesizing information.



SUCCESS CRITERIA

- * Students will use strategies when they have problems with text.

CURRICULUM LINKS

Homework – Students pick a strategy, Think-Pair-Share or looking on the internet to clarify their confusions or obstacles for the non-fiction book they are reading. Reflect on how useful this strategy is for you.

SIX: Discovering NZ Non-Fiction Books – Asking Questions

LEARNING OUTCOMES

Students will use a range of questions to help with reading with purpose and making sense of text

MATERIALS

Page 12 photocopied (or put on OHP) from 'Feed Me Right'

Sticky notes

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

INTRODUCTION:

- * Students skim and scan the text.
- * Model how to ask questions. For example, "Is the author going to tell you how you get dehydrated? What are dilutes? Why would drinking water be good for you? You have asked a mix of closed and open questions. The question beginning with 'Is' only has a 'yes or no' answer so it is a closed question. The 'what' question requires an answer that you can find from the text. The 'would' question requires you to look further or infer – read between the lines. These are open questions. Write them on sticky notes.

LEARNING ACTIVITIES:

- * Turn to your partner(s), and share the questions you have about the text. Write these down on sticky notes.
- * Read aloud the first paragraph and model stopping when you have a question and attaching a sticky note.

For example, The writer has said: "You lose water from your body." I want to find out how we lose water. I'm going to write the question on a sticky note and place it beside the sentence.

- * Read the experiment with your partner(s). Write questions on a sticky note and put them on the experiment.
- * Model the next step to the class, for example: "Now I've read the article I am going to look at my questions again to see if I can answer them. I've written my questions, prior to reading, on sticky notes too. I am going to look through the text again to see if I can answer my closed and open questions in the text. When I answer a question I am going to put a tick beside it. I will discuss with my partner where I can get my unanswered questions answered."
- * Facilitate a whole class discussion about how useful it was to ask questions before you began reading and during reading.

SUCCESS CRITERIA

- * Students have asked a range of questions when interacting with text.

CURRICULUM LINKS

- * **Science** – Carry out the PH experiment in the book.
 - * **Homework** – Carry out the apple experiment in the book.
- Also use the Asking Question strategy with the book you are reading. First, skim and scan. Write questions. Read the text then find answers to questions. Look up unanswered questions on internet.

SEVEN: Discovering NZ Non-Fiction Books – Making Connections

LEARNING OUTCOMES

Students will make connections by thinking about underlying ideas within and between texts from a range of contexts

MATERIALS

OHP of page 6 & 7 from “Nic’s New Zealand Nature: Invaders”

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they’ve learnt.

INTRODUCTION:

- * Read aloud the title ‘Sneaky Stowaways’. Give an example of making a connection prior to reading. For example, “When I read the title, I thought of the rat that must have stowed on a boat to get to predator free Motuora Island. Because I am making a connection to what I already know about stoways – I am making a text-to-self connection.”
- * With your learning partner(s) think aloud, what text-to-self connections you made when you read the title.

LEARNING ACTIVITIES:

- * Display the first paragraph and read it aloud. Give an example of how to make a text-to-text connection. For example, “I have read about animals coming into New Zealand in ‘Operation Nest Egg’. When I’m thinking aloud like this about text I’ve seen before and what I’ve just read – I am making a text-to-text connection.

- * With your partner(s), think aloud a text-to-text connection you made to the text. Discuss whether you were able to think of some animals that have caused problems for some of our wildlife.
- * Reveal the remaining text and read it aloud. Give an example of how to make a ‘text-to-world’ connection. For example, “When I read about the hitchhikers I thought about how Argentine ants – a recent arrival to New Zealand – is one of the top 100 most invasive species in the world . When I was connecting the Argentine ant to where it stands in the world I was making a ‘text-to-world’ connection.
- * Turn to your partner and discuss what other connections you can make to understand the text. Think aloud any text-to-self, text-to-text or text-to-world connections to your partner.

SUCCESS CRITERIA

- * Students will understand the three different ways you can make connections with text and use this to understand text.

CURRICULUM LINKS

Homework – With your partner(s), use the 3-2-1 strategy to reflect on the types of connections you made and whether they were helpful.

3 – Three things you found out

2 - Interesting things

1 - Question you still have about making connections.

EIGHT: Discovering NZ Non-Fiction Books – Internet vs. Books

LEARNING OUTCOMES

Students understand the limitations of the internet and the value of books.

MATERIALS

Selection of non-fiction books, computers, graphic organiser copied

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

INTRODUCTION:

- * Class discussion on where is the best place to get factual information for topic studies?
- * Ask the students why it is important to get information from a range of sources. Also, ask whether the internet can always be relied upon to be correct.

LEARNING ACTIVITIES:

- * Assign the students a task. They have to set themselves five questions on a topic of their choice. Before researching they hypothesise where they are going to get their answers from and which was the more reliable source. Students research their answers using the internet, a book and an expert.
- * Evaluate afterwards which was the quickest place to get information, which was the more reliable, which was the most up-to-date, which had the most comprehensive amount of information.

GRAPHIC ORGANISER

Source	Quickest	Reliable	Up-to-date	Comprehensive
Internet				
Book				
Expert				

- * Have a discussion with class about what were their findings. Talk about how books are checked by experts, publishers, and peers. Whereas the internet often doesn't distinguish between Fact and Opinion, is not peer reviewed (by other experts) and you might have to look on several sites before you get all the information you require.

SUCCESS CRITERIA

- * Students will realise the value of looking in books for their topic study projects.

CURRICULUM LINKS

- * **Homework** – Compare and Contrast (or do a Venn diagram) Internet information and Book information. How they are alike and how they are different. Prepare in a graphic organiser or a Venn diagram.

COMPARE

CONTRAST

NINE: Discovering NZ Non-Fiction Books – New Zealand Non-Fiction Books

LEARNING OUTCOMES

Students will look closely at New Zealand non-fiction books

MATERIALS

Selection of non-fiction books

SSNFR: (Sustained Silent Non-Fiction Reading)

- * Students read a non-fiction book for 10-20 minutes.
- * Afterwards students share with a partner what they like about the book and new facts they've learnt.

INTRODUCTION:

- * Class discussion about their favourite New Zealand non-fiction books. Why is it important that we have our own New Zealand non-fiction books?

LEARNING ACTIVITIES:

- * In groups, students list their favourite New Zealand non-fiction books. Each group will need to come to a consensus about which are their top five NZ non-fiction books.
- * Students each then write a blurb about one of the books and a paragraph about the author.
- * Each group displays their top five and argues why their books should be the overall top five.
- * As a class, the students need to choose the overall top five books. Students may need to argue in favour of a book they feel needs to be there.

- * Display the class top five picks and children vote (either secret ballot or lively class discussion) which are the top three books (1st, 2nd, 3rd). They need to fill in a score card marking the books on the following criteria:

Creative writing, use of language, impact, design and production values, integration of text, graphics, how illustrations were used to engage interest and enhance understanding, plus accuracy of data.

- * Stage an award ceremony. Put a display in the library. Invite the winning author along to speak to your class/school.

SUCCESS CRITERIA

- * Students engage with New Zealand non-fiction books; see their worth in representing their culture and country.

CURRICULUM LINKS

- * **Language** – Students will write a 'What if' statement on what if there were no New Zealand non-fiction books published.
- * **Homework** – Students write a 'what if' statement on what if all books were only published as e-books – what would our world be like.
- * [Vote](#) who your children's choice is for the New Zealand Post Children's Book Awards.

NEW ZEALAND NON-FICTION BOOKS (in print)

Art

Alex Scott art books
Back and Beyond: NZ Painting for the Young and Curious by G. O'Brien
Cartoon Stew by Stu Duval
Capture It! By Alex Scott
Creatures by Dylan Owen
Draw New Zealand Birds by Heather Arnold
Let's Get Art by Brad Irwin & Knox Ward
Welcome to the South Seas by Gregory O'Brien (out of print)
With my little Eye by Trish Gribben

Auto/Biography

Atoms, Dinosaurs & DNA by V. Meduna & R. Priestly
Ben & Mark – Boys of the High Country by C. Fernyhough
Brave Bess and the Anzac horses by Susan Brocker
Dear Alison by Simon Pollard
Famous New Zealanders series by Kevin Boon
Herbert The Brave Sea Dog by Robyn Belton
High Tech Legs on Everest by Mark Inglis
John Britten: The Boy who did do better by Jennifer Beck
Katarina by Gavin Bishop
Legend of Speed: The Burt Munro Story by Tim Hanna & D. Larsen
Paddy the Wanderer by Dianne Haworth
Piano Rock by Gavin Bishop
Reaching the Summit by A. Johnston with David Larsen
The Dalai Lama Story by Andrew Crowe
Willie Apiata: VC The reluctant hero by Paul Little & John Lockyer
Winging It: The Adventures of Tim Wallis by Neville Peat

Eco Books

Eco-rangers Save the Planet by Maria Gill
Save Our Seas by Maria Gill

History

A History of New Zealand by John Lockyer
Alan Duff's Maori Heroes
Awesome Aotearoa by Margaret Mahy
Captain Cook Encyclopedia by John Robson
Caesar: The true story of a canine ANZAC hero by Patricia Stroud
Developments in New Zealand History series by Kevin Boon
Essential Dates: Milestones in NZ History by Alison Dench
Frontier of Dreams by John Parker
Illustrated History series by Marcia Stenson
Magic Eyes: I Spy NZ History by Coral Atkinson
My Grandfather's War by Glyn Harper
New Zealand Timeline by Murdoch Riley
Pictures from the past series by Bruce Hayward
Rangitoto by Maria Gill
Red Haze by Leon Davidson
Scarecrow Army by Leon Davidson
Soldier in the Yellow Socks by Janice Marriott
The Anzacs at Gallipoli by John Lockyer
There she blows by Sarah Ell
Votes for NZ Women by Susan Dwyer
Wearing a Poppy by AJ Toledo

Instructional

Active Kids Cookbook by Jeni Pearce
Cool Kids Cook, Top Shelf Productions
Crimpy's Cooking for Kids by Daryl Crimpy
Feed Me Right by Dee Pigneguy
First Catch Your Weka by David Veart
Gardening for Planet Earth by Dee Pigneguy
Investigating New Zealand Waters, Curriculum Concepts
Juicy Writing by Brigid Lowry
Yates Young Gardener by Janice Marriott

Maori

An illustrated guide to Maori Art by T. Barrow
Fun with Flax by Mick Pendergrast
How to make a piupiu by Leilani Rickard
Te Rauparaha – Legend of Aotearoa by M. Cavanagh

Natural History

After Dark: NZ Creatures of the Night by Julia Crouth
All About New Zealand animal series by Dave Gunson
Allison Balance series (Habitats of the World)
Andrew Crowe series (A mini guide to the identification of...)
Antarctica: the Unfolding Story by Margaret Andrew
Backyard Battlefield by Rudd Kleinpaste
Barbara Todd series
Betty Brownlea series (Life Cycle)
Blue New Zealand by Glenys Stace
Chameleon, Chameleon by Joy Cowley
Curious Kiwi Creatures by Chrissie Ward
Elwyn's Dream: Saving the Takahe by Ali Foster
Feana Tu'akoi books (What is a...)
Filthy Flies and Other Bad Bugs by Rachael Goddard
Gillian Torckler series
Gordon Ell books (NZ Wild & Wonderful, Volcanoes...)
Graham Meadows books
I am a Spider by Simon Pollard
Icebergs: The Antarctic comes to town by Dave Cull
Introducing New Zealand Birds/Trees by Alina Arkins
Janet Hunt books (A Bird in the Hand, E3 Call Home)
Jenny Jones series
Joe's Ruby by Elsie Locke
Life cycle series by Betty Brownlie
Life size guide to New Zealand Birds by Rod Morris
Maria Gill's books (Bird's-eye View, Operation Nest Egg, Dogs on the Job)
Murdoch Riley series (Know your NZ ...)
NZ Frogs and Reptiles by Brian Gill & Tony Whitaker
New Zealand Through Time by Ronald Cometti
Nic's New Zealand Nature series (Invaders)
Old Blue: The rarest bird in the world by Mary Taylor
Ormiston Walker series (Animal secrets)
Predators in New Zealand by Marc Mason
Shining Armour by Joy Cowley
Smithsonian Q&A: Penguins by Lloyd Spencer Davis
Spiders in NZ by Bill Fairweather
The Plight of the Penguin by Lloyd S. Davis
The return of the Bluff Weka by Nadine Cagney
The Zoo: Babies, Auckland Zoo
Tahi – One Lucky Kiwi by Melanie Drewery
Toroa: The Royal Albatross Te Aorere Riddell
Weather Watch New Zealand by Sandra Carrod

Science

Alan Trussell-Cullen's books: All you need to know about Stuff: Poisonous Stuff, Really Big Stuff, Really Fast Stuff, Smelly Stuff
Falling for Science: Asking the Big Questions by Bernard Beckett
Techno Tricks by Dee Pigneguy

Sport
















Boating Fun and More Boating Fun by Dee Pigneguy
Crimpy's Fishing for Kids by Darryl Crimp
How to eat a huhu grub by N & C Turzynski
Kiwi Extreme: Snowboarding by J & I Trafford
Learn to skateboard with Luka by Lee & Errol Peta

Bloom's & Gardner's Multiple Intelligences	Word	Logic and Maths	Space and Vision	Body	Music	People	Self	Nature
Remembering	Make an A to Z list from your book	Construct a timeline relating to your text	Do a drawing of an interesting part of the book	Move like something from your text	Name sounds you would hear in the text – list them.	Tell a partner 10 things you know about your book	Write a learning log – what you have gained or learnt from the book	Draw and describe any animals or natural settings in your book.
Understand	Write a set of true or false questions about the book	Develop a 'how to...' relating to the text	Show what you know about the book – make a mural, poster or collage	Do some mimes relating to your book	Record sound effects for your book	In a group design five questions that could be put on a test about your book	Draw a picture about how the text makes you feel	Find photographs in magazines which could be included in your book. Under each picture write why and where they could be included.
Applying	Write a radio advertisement for your book telling people why they should buy it. Refer to title and author.	Draw a plan/map to scale relating to your book	Make the following relating to your book: - Cartoon - Pop-up book - maps	Use sign language to teach skills or information from your book to others	Write words for a radio jingle about the book to encourage people to read it	In a sharing circle – share your thoughts/beliefs and opinions about the book with others	What was good, not so good and interesting – complete a PMI relating to your book	Could this book help you in any way with the study of the environment. If so, how?
Analysing	Compare and contrast characters, attitudes using a Venn diagram	Design a survey and graph the results relating to your book	Design a new front cover for the book. Make it visually appealing so it will attract readers. Refer to other book covers to see what to include	Write and present a play or a skit about your book	Create a soundscape for your favourite part of the book. Tape and play it for the class/group	Conduct an interview with another person who has also read your book. Take notes and present it to the class	If you met the author from your book what five questions would you most like to ask them? List them.	
synthesising	Create a glossary for words that are new to you in the book	Design a different layout for one of the pages; you will need to measure text and illustration boxes to change them	Construct a diorama about your book	Produce a video about the book and put it on YouTube	Compose a piece of music to go with the book to be used in a book trailer	Rearrange the people in the book – choose other experts; explain why you would use them	What were the most important ideas in the book for you? Assemble the main idea and supporting ideas.	Design new graphics for the book and include a nature theme.
creating	Use the information you have gained from the book to create a debate. Write pro's and cons.	Create a code relating to your book	Make a book trailer for the book	Design a rap, dance or mime which displays your understanding of the book	Make up and perform a TV adv. Using your jingle	Devise an educational campaign to promote reading Mention your book as an example for students to read...	Explain what you are still confused about from the book. Create a list of things that could help you to better understand when reading	Collect material from nature to create a picture/scene to complement your book.
Evaluating	Review the book from someone else's perspective	Give your book a rank or rating. Write why you gave it this rating, compared to other books.	Do you think this book needs illustrations? Write 3 reasons why/why not by referring to the text.	Evaluate your own performance, write criteria and give yourself an overall comment	Choose a sound to represent each of the characters in the book. List them.	Write a letter to someone recommended they read your book – give reasons why.	Explain your feeling to a particular part of the book – why do you think you feel this way?	

Refer: Bloom Taxonomy and Gardner's Multiple Intelligences

Instructions: 1. Students pick one activity from each of the following: remembering, understanding, applying, analysing, synthesising, creating and evaluating. 2. Once an activity is complete self evaluate: 1 (no effort) 2 (could have put more effort in) 3 (got yourself a pass) 4 (has put effort in) 5 (top marks). 3. Take it to the teacher to mark. 4. Pat yourself on the back for completing something. Then start the next activity.

The Thinker's Keys

 <p>Make a list of things you would never see in a non-fiction book</p>	 <p>What if the book was written for a younger age group – how would it differ</p>	 <p>What are some of the disadvantages of the perspective the author has taken with the book</p>	 <p>List the attributes of the subject matter for the book</p>	 <p>Do an A – Z of words you didn't know in the book and find out what they mean</p>
 <p>Use the bar format to design a new logo for the book: Bigger, Add, remove or replace</p>	 <p>How many ways can you think the same knowledge could be produced but in a different format?</p>	 <p>Paint, draw or create a new front page for the book</p>	 <p>What would the consequences be if we did not take notice what the book is about?</p>	 <p>Make a list of other uses for this book i.e. use it for a social studies project etc.</p>
 <p>Invent a new way to present the information from the book</p>	 <p>What obstacles has the author possibly had while researching your book</p>	 <p>The answer is creative non-fiction. List five questions that could have this answer.</p>	 <p>Brainstorm (list) all the knowledge you have about the subject in the book</p>	 <p>What would happen if there was no paper for your book?</p>