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My Dad's Name Is Crash

ABOUT THE INTRODUCTION

The Learning Context and Integrating Reading and Writing have been combined and expanded as a single introductory sheet (A4) accompanying the seven character exemplars. This shared introduction suggests the approach Riki Lee's teacher may have taken to working with the class on character writing. It also suggests ways in which teachers can integrate their classes' work on character writing with reading.

Teacher-student conversations

After the first draft

Teacher: You've crossed this bit out about "who do you like and that". Why have you done this?

Riki Lee: I don't reckon it sounds good. People won't understand what I mean.

Teacher: This bit here ["My dad will never say cook dinner and never say go to bed ..."] – you've written "never say" twice.

Riki Lee: Yep.

Teacher: Writers often use repetition. Do you remember that repetition "Dad got mad, really mad" in the book we shared this morning?

WHERE TO NEXT?

To move Riki Lee towards the next learning step, her teacher could help her to focus on:

- sentences: continuing to look for ways of varying sentence beginnings and lengths;
- vocabulary: using a greater range of verbs, adjectives, and adverbs;

- language features:
 - exploring ways of using features such as similes
 - exploring ways of including speech or dialogue in characterisation;
- spelling: developing knowledge of and familiarity with all dominant letter-sound relationships (especially "w", "dr", "br", and "un");
- punctuation: using capital letters and apostrophes correctly.

The teacher could nurture these skills in a rich language environment where discussion supports reading and writing. The skills could be specifically taught during guided and shared reading sessions, modelled and shared writing sessions, and in conferencing times.

CURRICULUM LINKS



Level 1: Writing Functions

Poetic Writing: Students should write on a variety of topics, beginning to shape ideas.

Levels 1 and 2: Reading and Writing Processes

Exploring Language: Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

Thinking Critically: Students should identify and express meanings in written texts, drawing on personal background, knowledge, and experience.

English in the New Zealand Curriculum, pages 35–36

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My Dad's Name Is Crash

STUDENT'S FIRST DRAFT

~~He~~ My Dad's name is ~~Crash~~ or ~~Thomas~~. He always wears a ~~cote~~ and a beanie and ~~boxes~~ too. He loves being warm. My Dad has ~~gifs~~ and ~~has~~ ~~bone~~ eyes. My Dad buys food for me. He ~~takes~~ ~~me~~ to my ~~fav~~ ~~place~~ at my ~~gods~~ house. My Dad likes cars and ~~money~~ too. My Dad likes ~~fires~~.

My Dad will never ~~say~~ ^{make me} cook ~~dinner~~ and never ~~say~~ ^{go to bed} go to bed when I ~~get~~ ^{wake up} wake up. ~~What do you like and that.~~

I feel like I am in a cool ~~world~~ ^{and} he ~~tracks~~ ^{cares} me feel like he ~~cares~~ ^{cares} for me!



Poetic Writing: Character

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What the Work Shows

Riki Lee expresses strong and loving feelings for her dad. She is able to express her feelings clearly and honestly. She is also able to add details and illustrations that are personally significant to her. These strong feelings lead to a very satisfying conclusion.

STUDENT'S FIRST DRAFT

DEEPER FEATURES

Voice

Records careful observations of a character, showing a sincere personal response.

Ideas

Selects ideas from observation that have some significance for the portrayal of the character.

Structure

Demonstrates some sense of sequence (appearance, actions, feelings).

Sentences

Uses simple and compound sentences with some variations in beginnings.

Vocabulary

Attempts a range of content words.

My DaD's name is CraCh or Toms. He allway's risse a cotte and a benne and Boxe too. He LoVe's being warm. My DaD has gris and has bone eye's. My DaD bays food for me. He takes me to my Favrt Plaecs at my Uoclls house. My DaD like's car's and mony too. My DaD like Fines. My DaD will never say cook Dinner and never say go to Bed when I gos wack up. I feel like I am in a cool Wold. He mack's feel like he cisse for me!

SURFACE FEATURES

Spelling

Spells most high-frequency words correctly. Records most dominant sounds in order (with obvious exceptions).

Punctuation

Beginning to use capital letters, full stops, apostrophes, and exclamation marks with some independence (with obvious overuse of capital letters and apostrophes).

Grammar

Uses most grammatical conventions correctly. Beginning to explore variation in tenses.

My dad's name is Crash or Thomas. He always wears a coat and a beanie and boxers too. He loves being warm. My dad has dreads and brown eyes. My dad buys food for me. He takes me to my favourite place at my uncle's house. My dad likes cars and money too. My dad likes friends.

My dad will never say cook dinner and never say go to bed when I just wake up. I feel like I am in a cool world. He makes feel like he cares for me!