

Giants

Annotation

Troy uses the framework **provided** by the teacher to:

- **record** some words he thinks would best describe the giant that he is developing for his own story
- **choose** and **organise** words and phrases about what the giant looks like, what he sounds like and what he might say.

Troy also draws on the stories he has read and heard and the class discussion and brainstorm to help him develop his list of "giant" words.

Task: Giants

The students have been reading books about giants, they have dressed up as giants and now they are writing their own stories about giants. Before they started their writing, they talked about giants and brainstormed words that described the giants they had met in their reading.


Student response

My think sheet Giant words

What a giant looks like
enormously big
extremely strong

What a giant sounds like
rude roar
chomp on their food.
you are a bloated
arrrh!

What a giant can say



Transcript of student writing

My think sheet Giant words

What a giant looks like

[enormously] big

[extremely] strong

What a giant sounds like

Rude roar

Chomp on [their] food

What a giant can say

You are a [blockhead]

arrrh!

Places

Annotation

Joy is able to record some **factual information** relating to her important places. She uses the template to help her to:

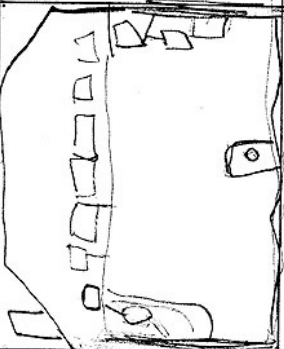

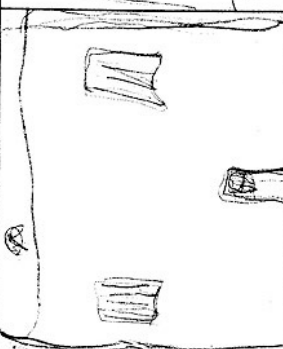
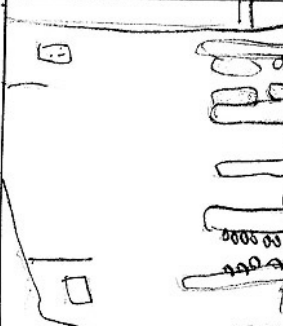
- **draw** pictures and **record** the place names
- further **clarify** her ideas when she talks with the teacher about her choices.

Task: Places

In preparation for a Social Studies focus, the students are discussing what are some "important places" for them in their local community. The teacher gives the students a simple organiser that they can use to record significant details about their important places. The students choose four places to draw and label.

Student response

Our important Places

	
My hs	Nana's hs
	
Scol	Sopkt

Transcript of student writing:

My [house], [Nana's house], [School], [Supermarket]

Teacher: Tell me why you chose these places Joy.

Joy: My house, and I live there and mummy and daddy and Jamie.

Teacher: And Nana's house?

Joy: Nana always helps us, and she always lets me stay, and I can climb her trees.

Teacher: Your Nana sounds fun. Why did you choose school?

Joy: 'Cos I can learn about stuff.

Teacher: And the supermarket?

Joy: So we can buy some food. I like helping at the supermarket. I can push the trolley sometimes.

Trip

Annotation

Devlin draws on the **class discussion** as well as his **prior knowledge** of other day trips to write a list of the items he thinks the students will need to take on this class trip. For example:

- his list includes most of the generally accepted important items to take on a class trip
- the items he lists for lunch are personal but indicate that he recognises that he will need enough food to last the day.

Task: Trip

The class is preparing for a trip to a local dairy farm. They have talked about the day and will be working with the teacher to write a class letter to take home to their parents, informing them of the trip.

To prepare for writing the letter, the teacher asks the students to list some of the information they will need to include in it. The students and teacher co-construct a simple framework for organising their lists.

Student response

Devlin
wot to tak.
My lunchbox
saw wig
bar
pokit of chips
apple
Sunhat
jacket
shoes.

Transcript of student writing

Devlin
[What] to [take].
my lunchbox
[sandwich]
bar
[packet] of chips
apple
sunhat
[jacket]
shoes.

Dancing 2

Annotation

Tayla uses the **conversation** with her peer and her **drawing** of the "dancers in the water" (synchronised swimmers) to plan her writing following the class discussion.

Task: Dancing 2

The students have been talking on the mat about the sports they watched on TV from the 2012 Olympic Games. The teacher gives them a personal writing task to write their opinion of what was the best sport in the games and why. They start their planning by sharing their thoughts with a buddy.

Student response

Peer conversation before writing

Tayla: I think the girls dancing in the water are best.

Monique: Why?

Tayla: They smiled, and they had beautiful togs ... and they could make their legs go up high out of the water.

Monique: I saw them too. I liked the pink ones.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Monday	Tuesday	Wednesday	Thursday	Friday
Rahina	Ratu	Racapa	Rapare	Ramere



I like the Dancers

In the water are best

because they look

beautiful.

Transcript of student writing

I [think] the [Dancers] in the [water are] Best because they look [beautiful].

Hook

Annotation

Ella uses the "beginning, middle and end" structure of the narrative **framework** to **record** and **organise** the ideas that she will develop for her story. As she plans her writing, she draws on:

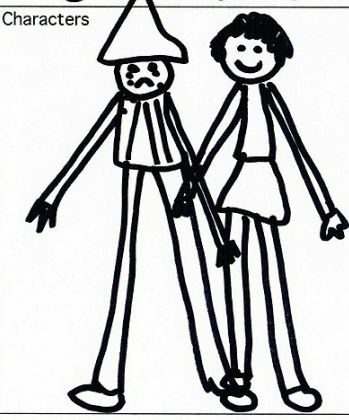
- her prior knowledge of stories, including the pirate stories that the class read recently
- the class brainstorm, to select vocabulary that will suit the character and the problem in her story (portraying the usually fierce character of Captain Hook in a somewhat different manner).

By **segmenting** her planning into the three stages suggested in the framework, Ella is supported to link words and phrases specifically to the problem and the solution.

Task: Hook

The students have been reading a range of pirate stories, they have dressed up as their favourite pirate and they are now writing their own pirate stories. Before they started their writing, they talked about pirates and brainstormed words that describe the characters they had met in their reading.

Student response

Writer	Ella
Title	Captin Hook and the bath
Characters	
Beginning	Home He is smelly Mrs Hook says Get in the bath!
Middle	He cries Scared of water Bubbles Soape Toys
End	Mrs Hook says "You can do it" He plays in the bath Happy.

Transcript of student writing:

Writer: Ella

Title: [Captain] Hook and the bath

Beginning:

Home

He is smelly

Mrs Hook says Get in the bath

Middle:

He [cries]

Scared of water

[Bubbles] [Soap] Toys

End:

Mrs Hook says "You can do it"

He plays in the bath

Happy

Community

Annotation

In preparation for the class discussion, Aperira **records** her ideas about four places in the community she thinks are important to her and her family.

She uses the framework to help her **organise** her ideas, naming each place and including some evidence for what makes that place important to her.

Aperira then **uses** the notes in the organiser framework to support her as she discusses her important places with her peers.

Task: Community

In preparation for a Social Studies focus, the students are discussing what are some "important places" for them in their local community. The teacher gives the students a simple organiser that they can use to record significant details about their important places, with at least one supporting reason to justify that importance, to highlight their prior knowledge and experiences as a starting point.

Student response

Our important places	
Home The doors can get locked and we are safe. We have beds to sleep.	The Surf life Saving They save peple from drowning They show you Wer to swim.
Marae We meet the family. Tangi	Libary Evey one can get books to read.

List

Annotation

Terence uses the framework modelled by the teacher to help him **record** and **organise** the items he thinks that the students will need for the trip to include in the letter to parents. As Terence writes down his ideas he:

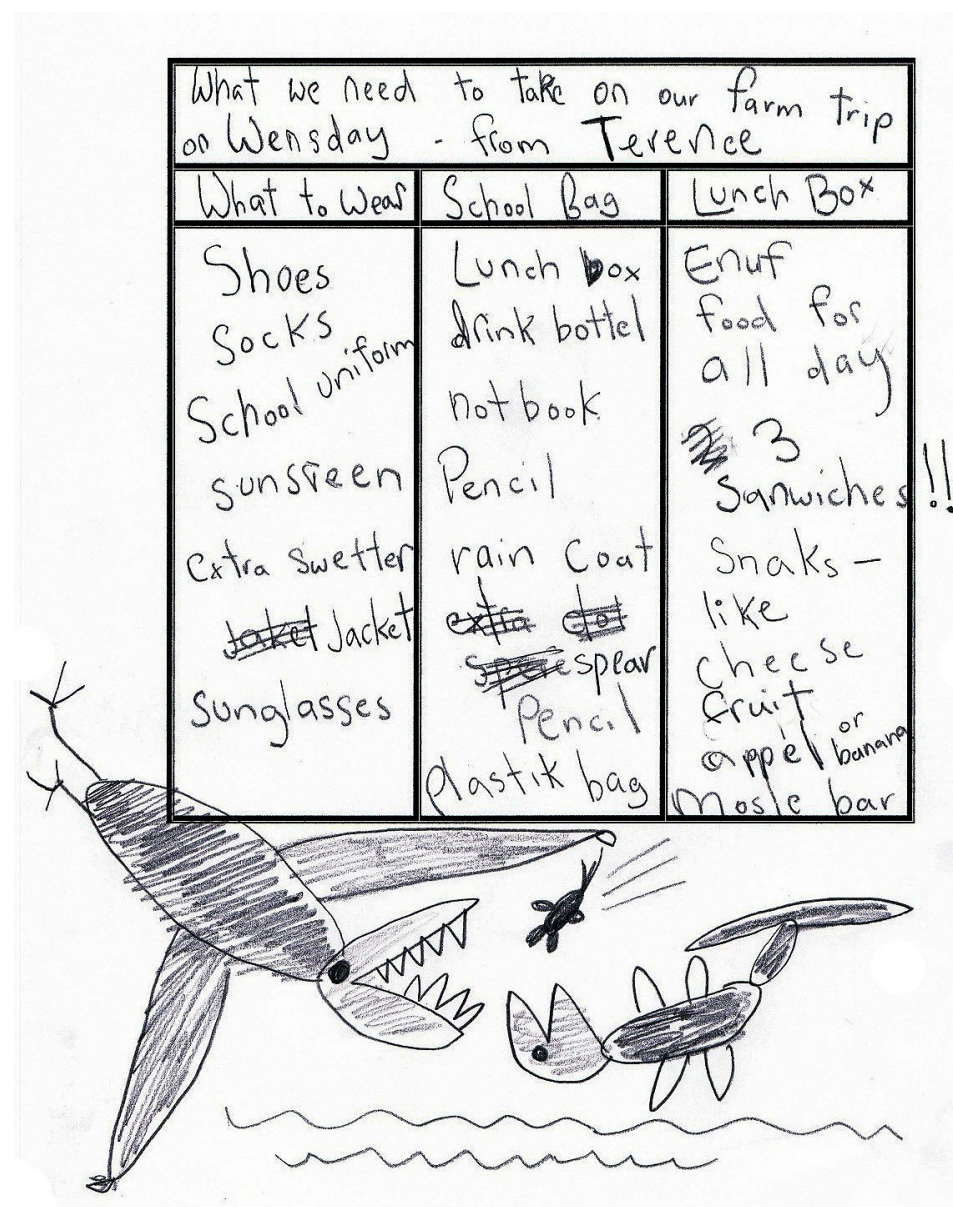
- draws on the earlier **class discussion** and brainstorm about the upcoming trip as well as his own **prior experiences** of class trips to create his list of necessary items
- **uses the headings from the class brainstorm** to create three categories to successfully organise his list
- records all the items that are important to take on a class trip.

His illustration is unrelated to his writing.

Task: List

The class are preparing for a trip to a local dairy farm. They have talked about the day and will be working with the teacher to write a class letter to take home to their parents to let them know what each student will need to bring on the day. To prepare for writing the letter, the teacher asks the students to list some of the information they will need to include in it. The teacher provides a simple framework for organising their lists.

Student response



Wedding 2

Annotation

Janna develops a picture plan to **record** her **initial ideas** about her aunty's wedding. She is then able to **use** her picture plan to keep building her story over several days.

Task: Wedding 2

The students are writing about a special event in their lives. The focus is on developing their ideas by revisiting their picture plan over a few days, each time adding more information, which they then use to write a new sentence.

Student response

Janna builds her story over several days in the following way:

1. On the first day, she discusses her ideas with a peer and draws a picture to form an initial plan for her story.
2. On each of the next few days, she adds a **new idea** to her picture plan, which she refers to as she adds a **new sentence** to her story.
3. After teacher feedback on the third day, Janna **adds** a picture of a car and the word "Dad" to her picture plan to remind her of what Dad did, then she later **adds a sentence** to explain why Dad had to clean the car.

Teacher: Can you read to me what you wrote yesterday? (*The student rereads her writing with support from her picture plan.*) I'd love to hear more about the wedding. What else can you write about it? What did you talk about with your partner at mat time?

Janna: Dad had to clean the car inside so we didn't get dog hair on our good clothes. Mum made him

Teacher: You could draw that in your planning picture, and that would help you remember what you are going to write next.

Janna: I'm going to say that Dad cleaned the car in my writing 'cos he did.

Janna draws a car and writes "Dad" on her plan to remind her of what she will write.

In her own handwriting, Janna wrote:

I went to Aunt
Ariana wedting. I had
my gren ge gdes
wthik sakos on. it wos
gsit liek mummy.

Dad end the car
sow my sres didt
get dog's hair here g
it.

Tuatara

Annotation

Tevin follows the teacher's template to record **specific questions** he has about tuatara before reading the article. **During** the reading, he thinks of and records a **further** question, "What are fossils?" and finds the answer near the end of the article.

After his group read and discuss the article, Tevin refers to the "Question/Answer" template again to record and **clarify** information on the uniqueness of tuatara. He is now able to use specific language from the text, such as "endangered", "predators", "native bush", "cold blooded", "ancient" and "fossils".

Through this careful reading, supported recording and clarification of information, Tevin discovers that tuatara are cold blooded, and this leads to a further question ("Are there any more cold-blooded animals in New Zealand?"), which he plans to investigate using classroom materials.

Task: Tuatara

The students are studying special New Zealand animals and preparing to read the article "Living Fossils" (*School Journal*, level 2, October 2012) about tuatara. Before reading, they use a simple "Question/Answer" template that the teacher has drawn up to help them make a list of questions, and after reading, they revisit their questions and write their answers where they can. This leads them to write some new questions.

Student response

Name: Tevin		Topic: Tuatara	
My Questions about: Living Fossils			
Before reading: What makes the tuatara special? Are they already extinct? Where do they live?	Answers from the article: They have lived since dinosaurs - millions of years. They are endangered to be safe from rats and predators. In the native bush, and in burrows with sea birds.	During reading: What are fossils?	Bits of ancient plants and animals found in rocks.
After reading: Are there any more cold blooded animals in NZ?			Look at the index of the NZ native animals book on our display to see cold blooded.

Heroes

Annotation

Following a **group discussion** Cole uses the K-W-L **digital framework** to record and clarify his existing knowledge, to pose questions that will extend his understanding and to summarise the new things he learns based on the fireman's responses.

The **simple structure** of the framework supports Cole as he seeks to both clarify his ideas (for example: "They are very brave ...") and extend his learning (for example, with questions such as "Why do you want to be a fireman ...?").

The fireman's response that he "wants to help save people", and **support from the teacher's prompts**, lead Cole to his clear concluding statement "... firemen are [heroes] because they rescue us and it is dangerous work for them."

The digital format Cole uses for his chart can distract from the process he uses to create his text as well as the text itself.

Task: Heroes

The students have been investigating the special qualities of people who make a difference to communities. They want to find out more about how firemen help the community. They are using a K-W-L framework provided by the teacher to frame their inquiry, and they refer to their prior knowledge to list what they know, what they want to find out and what they have learnt from interviewing a local fireman.

Student response



by: Cole

Local Heroes Firemen

Topic:

What I Know

They are very brave. They could get burned trying to rescue someone. They put out fires in houses. They save people from burning houses and in earthquakes. They teach the kids to be safe in a fire. Get done get low get out.

What I Want to learn

Why do you want to be a fireman when you can get burned? How can you go in a fire and not be burned? What do you do when you are not at a emergency?

What I Learned

- What I learned from the fireman
- He wants to help save people and fight fires. So firemen use bush like in Nelson last year. So people have to be rescued from car accidents and other things.
 - Firemen's clothes and helmet are spec to protect them and heavy as 25 kilos and breathing aparas so the smoke can't hurt.
 - They clean all the fire stuff and train to be rely fit. And they come and tell us about get down get low get out stuff.

What I think now

- I think firemen are heroes because they rescue us and it is dangerous work for them. I would like to race along in the fire engine with the siren going. That would be exiting.

Coins

Annotation

The prompts in the **framework** support Erin to **reflect** on her maths learning and help her **generate** further questions related to the task.

She **highlights** the key mathematical ideas of the activity, for example, accurately measuring the string by starting the measuring from 0 on the ruler.

Erin's **questions** show that her writing helps her to **clarify** her maths learning and to think of where it could lead next.

Task: Coins

The students have been involved in a maths task to accurately measure the length of a fund-raising gold coin trail. Now the students are using a simple framework that the teacher provided to reflect on their maths learning in their maths books.

Student response

Draft Publish

Erin's Maths Reflection [scanned version]

My Maths Reflection

What I did at maths today
We mesurd our coin trail that we made. Amy and me mesurd the trail it was fun!!!

How I did it
We got some string and Amy held it right on the outside edge of the first coin. We mesurd the string with a ruler.

What I learnt about maths
★ You can mesyr a curvy shape
★ You have to mesur from zero, not the end of the ruler. If you use the bit at the end you won't be accurate.
★ 5 metres and 17 centimetres is the same as 517 centimetres
A question I have What would happen if we had just one dollar coins? How much longer would we have the string?

Camp 3

Annotation

Lan uses the teacher-prepared **writing frame** to help her **organise** her ideas and list some **relevant** vocabulary for her poem. For example:

- the headings in the framework help her to focus on specific aspects in her writing, such as what she smelt, saw, heard and did
- she draws on the **group brainstorm** to select and categorise her vocabulary choices.

In writing her poem, Lan chooses several **specific** images from the writing frame (the parents sitting quietly; the mince bubbling on the stove; the students washing the floors) to convey the scene and atmosphere to her audience, while rejecting other possible content (for example, the students having a water fight and the adults growling).

Task: Camp 3

The students' task is to write a poem about one experience that they had while they were at school camp. The focus is on selecting specific content and descriptive language to create strong images of the experience. The students have had a structure modelled to them, based on the poem "Early", by Rachel Bush, and have been provided with a writing frame that they have used in small groups to brainstorm specific descriptive words and phrases.

Student response

In her own handwriting, Lan writes:

Words to describe things you can see	Words to describe things you can hear	Words to describe things you can smell	Words to describe how you feel	Words to describe what you did
Kids cleaning Mr Feilden and Nana Ruddil sit by table. Adolts are chatting Drinking cofe Steaming cups Kids all have fun	kitchin quwiet big pot lid bang Jump up and down	Revolving mince Yuck!!! Appel pie smeel nice sweet and warm	Sick happy fun Good tired	peel carrots portatoes dirty hands wosh floor and dirty mop
What happened				
Water Spill Water fihite! Adolts groweling us Floor sparkeling cleen				

The Camp Kitchen

The Kitchin is nice and quwiet
Adolts just siting and drinking cofee
I can see the **steaming** cups
and the kids **cleening** the floor

I can hear the mince bubbled
And the big pot lid jumping up and down
I can **smeel** the revolting mince **smeel**
like rotten ~~mince~~ meat
My stomach sounds sick
But the **appel pie** **smeel** nice
Sweet and warm

The floors are dirty and kids cleen and cleen
Now the mop is dirty too
And then the water spill all over the floor
And make the floor sparkling **cleen**.

Tramp

Annotation

James takes notes during the DOC ranger's talk using a **framework** the teacher has provided to organise the detailed information that the ranger shares with the students. His **note-taking** is effective and he records the **details** that are relevant for the tramping plan that he and his classmates will develop later with the teacher.

During the note-taking process, James:

- includes **headings** (underlined) with dot sub-bullet points to expand on the five high-level main ideas
- deliberately uses **key words** and phrases that are concise and brief.

After the ranger's talk, James uses a second column of bullet points to **extend** his notes and develop the information into specific actions, adding more detail that is specifically relevant to the school tramp. He uses **short phrases** to get his ideas down efficiently.

Task: Tramp

The students are planning a school tramp as part of an Education Outside the Classroom (EOTC) week at their school. A local DOC ranger visited the whole senior school and gave the students tips about safety in the outdoors. The students have used a framework suggested by the teacher to record key points from that safety talk. They will use the key points to help them plan their trip.

Student response

Safety In The Bush

My Name James
 Speaker STEVE DOC Ranger Date Wednesday 31/10

<u>5</u> Rules	<u>2</u> Our planning
<u>1. Plan Trip</u> • Where? • How long? • What's track like?	• Found route on map - old rail trail - 11 km • Will take all day (takes cyclists 3 hours) • Wide track <u>BUT</u> very steep in places
<u>2. Tell Someone</u> • Plans • R Route • Let people know	• Teachers, principal and parents know • Could tell grandparents and friends.
<u>3. Check Weather</u> • Radio } forecast • TV } • Mountain forecast	• Got MET SERVICE on favourites - <u>check day before</u> • Listen to mountain forecast on radio • Everyone watch TV weather
<u>4. Know Our Limits</u> • Think what could go wrong • Get tired • Sore legs • Don't complain	• Steve told us to look out for each other. • Tell an adult if anyone <u>acting strange</u> • Make sure no one cold!! • Encourage each other!!
<u>5. Take enough Stuff</u> • Warm clothes • Strong shoes • Plenty food (Not the kitchen sink!!)	• Make own check list for food and clothing • Can borrow wooten clothing, like jerseys or sweatshirt • Get used water bottle and fill it • Remind Dad to charge up it

USEFUL WEBSITES: www.mountain-safety.org.nz the cellphone
www.met-service.com Josh, mummy Scroggh.

Water

Annotation

Mikele creates a **diagram** that includes key words and phrases to support his understanding of the water cycle.

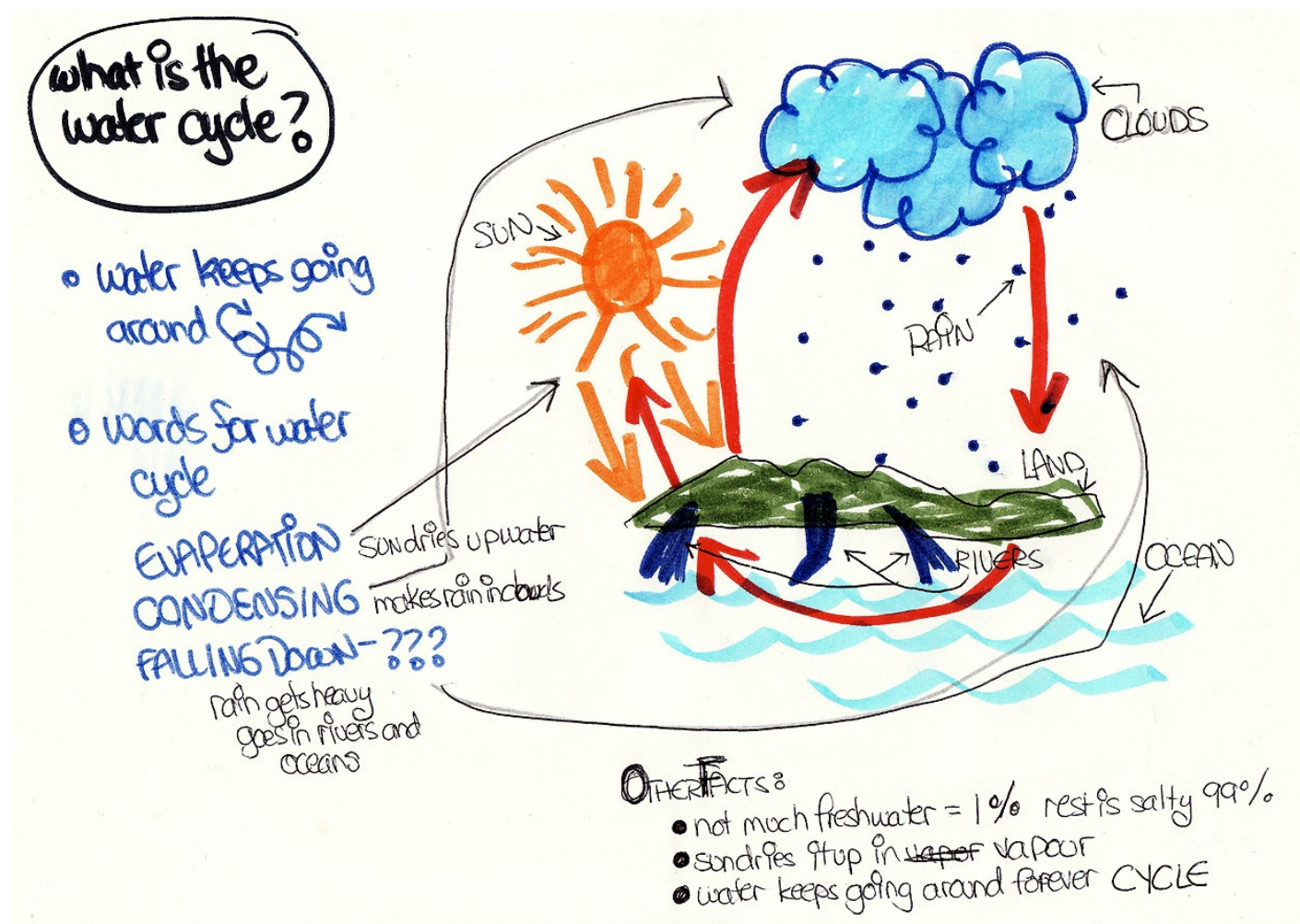
He organises his ideas **simply**, using colour coding, a picture and bulleted information for easy referral when discussing the science inquiry with his peer.

His notes and diagram demonstrate Mikele's attempt to record his thinking under **time constraints**: he has not included all relevant information from the article and discussion, for example, the details of how clouds are formed or how rain is made.

Task: Water

The students are beginning an inquiry: What makes the weather? They start by reading and discussing the article "What Makes the Weather?" (*Connected 2012*, level 3) to connect to their prior knowledge and build new understandings. Each student takes notes and creates a graphic representation to support their explanation of the water cycle to a peer.

Student response



Discrimination 2

Annotation

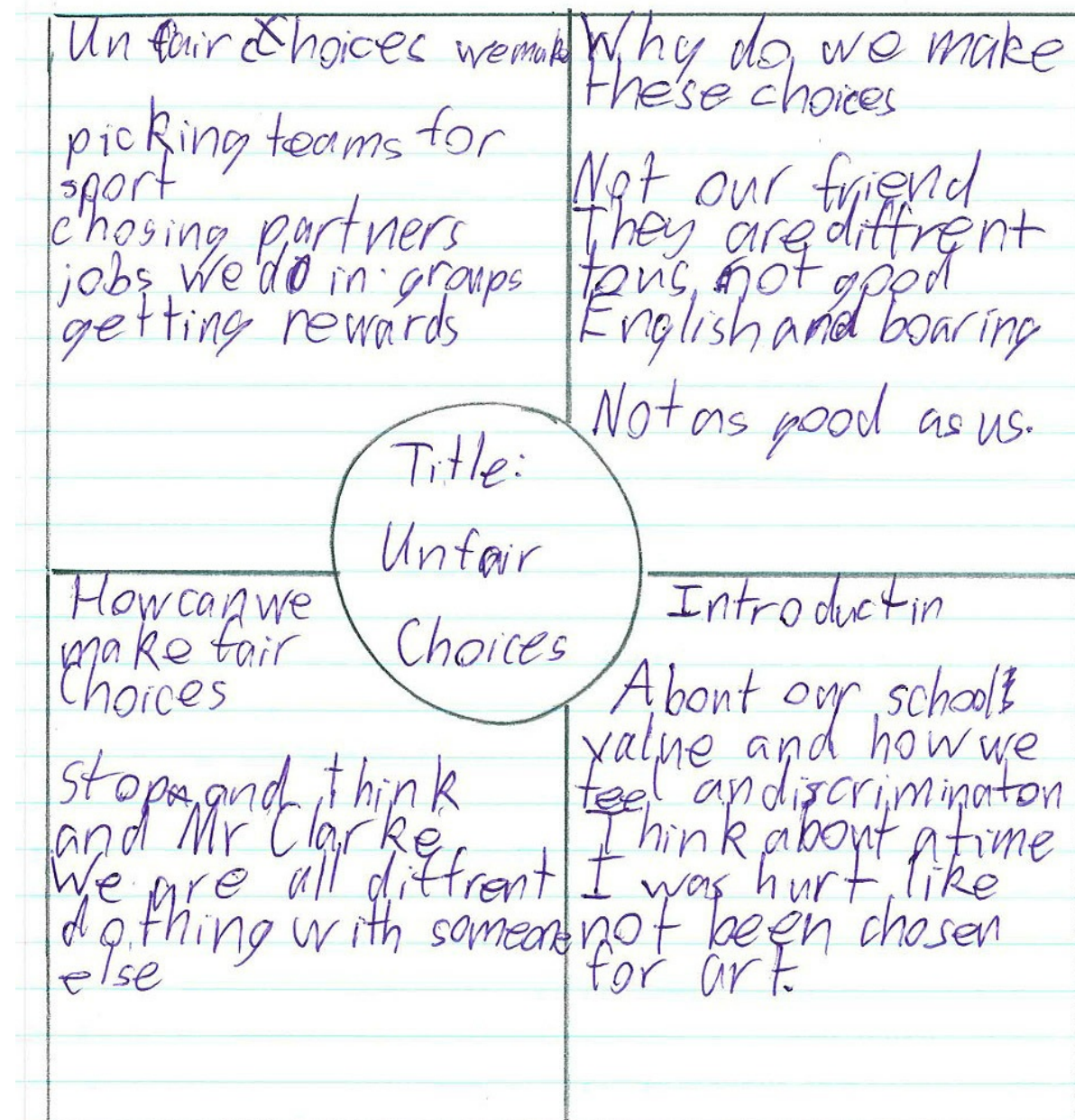
Cory **independently** develops his own plan for his writing based on the group's discussions and the teacher's guidance. As he develops his own plan Cory:

- selects four key **themes** that he will **group** his ideas under ("Introduction", "Unfair Choices We Make", "Why Do We Make These Choices?"; "How Can We Make Fair Choices?")
- **lists** the details that support each of the four themes in his plan and records these details mostly as **short phrases**.

Task: Discrimination 2

As part of a social sciences inquiry with a particular focus on the school's values, the students are exploring discrimination and considering how they treat each other. The students' writing task is to describe how everyone in their class can act more fairly. Before writing, they used brainstorming and a guided discussion to share their ideas, with the teacher helping them to prioritise their thoughts.

Student response



Mindmap

Annotation

Tipene **independently** uses an online **digital tool** to create his own mind map, specifically to organise and make sense of the information he has gathered about the qualities of four different types of material that may be suitable for the school's sports uniforms.

He effectively **manipulates** and **arranges** the information on screen into six categories to help him see the important qualities and connections between each of the fabrics, using different colours for each category so he can make comparisons quickly.

After reviewing the collated information, Tipene **identifies** the best type of material to use for the uniforms.

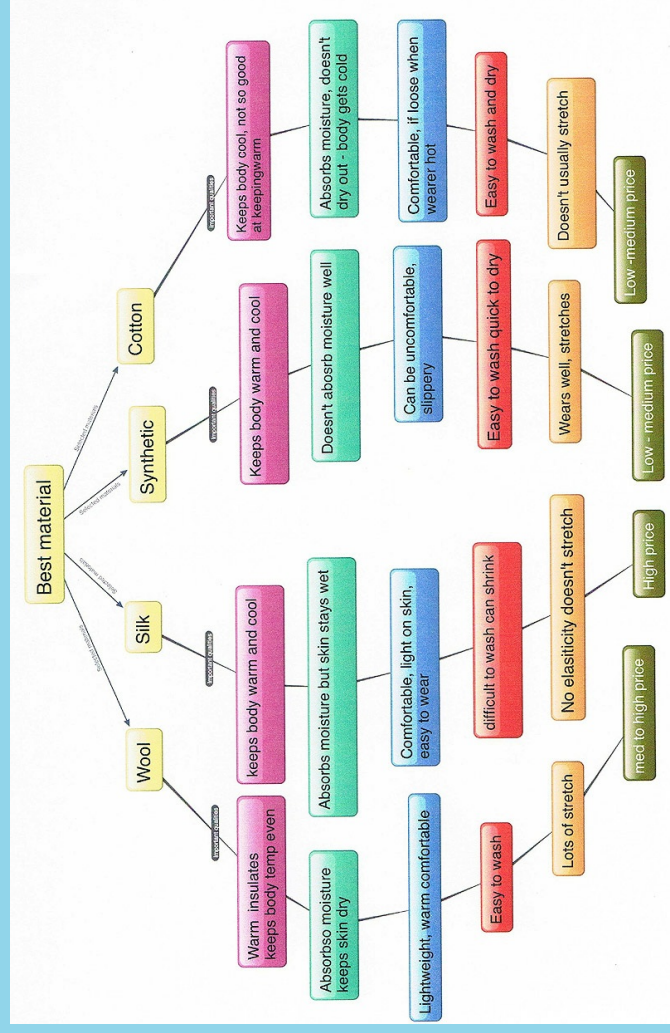
He **reflects** on how his mind map helped him efficiently identify the most suitable material.

Task: Mindmap

The students are investigating the qualities of materials used to create clothes for athletes. They will use this information to write a design brief for the school's soccer team sports uniform (for boys and girls).

As the students are gathering and researching information, they summarise what they have learnt so far about the most suitable materials for the uniforms. They each create and use a format or framework that best suits their information and their purpose. Some students develop mind maps.

Student response



Speech

Annotation

In preparing his "thank you" speech, Will first discusses the **criteria** for speeches with the teacher. Then he:

- uses these criteria to **organise** the main points for his speech
- quickly devises an effective **organisational structure** suited to the task (headings based on the criteria, and bullet points to record relevant details from the DOC ranger's talk).

This supports him to efficiently **synthesise** the notes into a short speech that he then delivers to thank the DOC ranger for talking to the school.

Task: Speech

The students are planning a school tramp as part of an Education Outside the Classroom (EOTC) week at their school. A local DOC ranger is going to visit the school and give the whole senior school students tips about safety in the outdoors. The teacher has asked Will to make a short speech of thanks at the end of the ranger's talk.

Monday July 30.

What's the best material?

This is what I think. For the players [us kids] things like warmth, comfort and stretch are pretty important. I reckon wool ticks all the boxes. For parents though price and washing are pretty important and cotton ticks those boxes! But I know that all parents want their kids to be warm too and comfortable when they do sports. My advice is to go with wool or a wool/cotton mix maybe. That's what I think.

Tuesday July 31.

THE MIND MAP

I have to write about what I thought of the mind map process. Making the mind map was cool!! I put information in the boxes going across so it was easy. This helped me see what was different or the same about the materials. That helped to decide what the best material was.

Student response

Thank you speeches =

1. into self → use person's name, in thank you
2. say what was useful → for our tramp.
3. say what had impact → specific and groups.
4. how will it help us → be specific
5. what will we do now → action

remember → Morning tea and clap!!!

• MY NAME
• Mr Jones → D.O.C. safety education

• 5 safety rules → lots of tips for planning like:
→ know your limits
→ be asthma aware
→ important for everyone like hairs spinning fitness

• suggestions to make tramp safer
• TAKE NOTHING AWAY (PHOTOS)
• LEAVE NOTHING BEHIND (FOOTPRINTS)

• future → will help with other trips or tramps
• enjoy ourselves
• appreciate time → morning tea roll
→ join me - thank you

Written transcript of Will's 'Thank You' speech

Mr. Jones my name is Will and I am in Year 7. I want to thank you very much for coming along today and telling us all the important things for keeping safe when we do our bush tramp in two weeks.

We learnt heaps of really useful information, like um the five safety rules. We will use them when we start planning the trip tomorrow. The tip about knowing your limits is really important for me because I sometimes get asthma and I know it's important for other people too. All the information you gave us will be really important to remember for any other trip we do. Like when we do um tramps or even other trips.

And we will all make sure we enjoy the outdoors and take only take photos and leave only footprints. Hopefully no one will leave chipotle bags or take shells!

So once again, thank you very much for giving up your precious time for our benefit. To help us show our appreciation we would like you stay for a special morning tea. And I would like everyone to join me and show our thanks to Mr Jones. (Clap, clap, clap.)

Poem 1

Annotation

Tim **independently** creates his own note-taking and planning format for **recording** and describing the key features of the poems he has read, and also for **thinking** about how he will use these ideas in his own poem.

Tim's notes reveal that **clarifying** the poems' particular features enables him to make deliberate choices about how he will structure his own poem ("I like verses, not just one long poem ..."). The poem he creates has clear links back to his planning decisions.

Task: Poem 1

The students are writing poems to relate personal experiences. They have read and discussed a range of poems together and made notes of the content, structures and language features of those poems that they may wish to include in their own poems.

Student response

In his own handwriting, Tim writes a poem based on his notes.

Poem Notes Think about content, language, structure.	My Ideas for the poem Theme - A day at the beach - the best moments
Window Cleaners - 4/1/02 sequence over the day choosing moments. Like its plain	Order of my ideas - include special moments across the day - morning, fishing, rock pools with Simon, end of day
If I Go West - 4/1/11 Repetition of ideas, and some phrases makes it sound good to read aloud - a beat to it without having a rhyme.	Outline - morning on the beach and dusk with the same thing happening Waves on the sand - morning light and night light Words - alone - not alone across the poem
What a Day - 3/2/98 In verses so each part stands out.	I like verses not just on long poem, each moment into its own verse. Verse for each of the ideas, sequence images around fishing and rock pools. Ideas - Fishing - Jetty, bait, seagull - so not alone, bare feet, shells, crabs, barnacles. Can be alone at morning and night.
Lines of each verse are in similar patterns.	Like to try same line patterns in 2/3 verse, try and rhyme last 2 lines Beginnings - 4 lines Not alone - what (noun) - action (verb) - while/as/for/when

Hall

Annotation

Shenya **independently** chooses to write a journal entry in her e-portfolio to evaluate aspects of making a video with her peers.

She skilfully uses her writing to identify the high and low points of the experience by developing a **simple framework** for the purpose that includes subheadings of "What worked well", "What didn't work well" and "What we learnt".

This enables her to **reflect** on both the effectiveness of the video-making process and her own learning.

Task: Hall

The students have been working in small groups to produce digital stories for their social sciences project on recording the stories of older people in the community as they recall the wide variety of events and functions held at the community hall over the years.

The students are intending to show their digital stories at a family evening organised by the school to commemorate the hall's 100th anniversary. After completing their videos, the students use different formats to share reflections and evaluations of the learning experience.

Perfect Moments

Alone on the beach in the dawning light
Watching waves crashing onto the golden sand
Then turning back to where they began.

Not alone, on the harbour jetty
A cheeky seagull perching nearby
Eyeing the lumps of aging bait
As he lowers his line and waits.

Not alone, at the rock pools
Four bare feet over jagged rocks
Hunting through crevices and around
For those hermit crabs not wanting to be found.

Alone on the beach in the golden dusk
Watching waves crashing onto the pale sand
Then turning back to where they began.

Student response

The screenshot shows a user interface for 'myPortfolio Schools: My Future'. The navigation bar includes 'Dashboard', 'Content', 'Portfolio', 'Groups', 'Plans', 'Institution information', 'Files', 'PLD', 'Journal', 'Résumé', 'Notes', and 'Settings'. The user's name 'Shenya's Journal' is displayed. The main content area is titled 'REFLECTION ABOUT MAKING OUR VIDEO' and is marked as a 'Draft'. There are buttons for 'New entry', 'Publish', and 'Settings'.

What we did

Last week Kylee, me and Blair finished our video about the old people in our community and the special things they remember about the community hall (on the corner of Arawhata and Nelson Streets). We asked six people in our community. Even though we said that we wanted old people, some of them weren't that old.

Starting out

We started by doing a brainstorm of what we wanted to find out, and then Blair and Kylee wrote some questions. We showed them to the teacher and she said they were too general. She said we needed to get more and more specific. She said less questions would get us more information that lots. This is what we asked:

- How did people use the hall when you were young?
- What is your best memory about the Hall?
- Tell us what was happening and why you were there?
- Can you describe a particular image or moment in time about the event that you remember?

What worked well

It was good that we had to keep asking each other if we agreed so that no one became too bossy. We didn't do anything until we all agreed. Also we had turns at using the camera and at asking the questions, and keeping an eye on things.

What didn't work well

Blair had the camera and we had interviewed Brent's mum (and it took ages) then we realised that Blair hadn't pushed the record button so we had to do it all over again. Also, it was hard to keep people on track and some of the interviews got a bit long.

What we learnt

Ms Bryan was right. Some people talked about big things but then focused on something in particular. But it was hard to keep them on track.

We learnt that we needed a checklist to make sure that we had done everything we needed to before recording.

We also learnt that we needed to think about 'back up' questions, and to put a time limit on the talking bit BEFORE we started.

Kylee said that she learnt that editing is hard because you have to take out lots of really good stuff because our videos had to have only the best and relevant bits.

What we learnt about the hall

It must have been cool to have a place where everyone belonged. They had weddings, funerals, school prize-givings, dances, and even showed movies there in the old days. We even learnt that at the end of WW1 all the soldiers who had the flu were looked after there until they recovered.

Posted on Thursday, 29 November 2012, 12:19 PM

Kawau

Annotation

Brittany **organises** important information about the two main characters in the story, Mum and Serena, by using a character plot framework that she saw the teacher model earlier.

First she **identifies** key stages of the plot and then **aligns** these stages to the two characters' actions and reactions.

Brittany uses her framework to better **analyse** and **interpret** the qualities of strength that both Serena and Mum show in spite of their fear, and to clarify how the challenging experience impacted on their relationship (evident in her reflection with her peers in their group discussion).

Task: Kawau

The students have been reading the novel *Night Race to Kawau* by Tessa Duder in their literature circle. After reading, each student creates a character analysis to help them clarify their interpretation of the characters in the novel as a basis for their final discussion about the book in their group. Following this discussion, each student briefly shares and evaluates their choice of format for analysing the characters and how it did or didn't help them meet their learning purpose.

Student response

Character REACTIONS MUM	PLOT	Character REACTIONS SERENA
A bit grumpy, has intuition that something wrong Does most of the work	Family planning to sail race to from Auckland to Kawau	Really happy and excited, but mad at mum for not being positive about the race. Does what she's told but argues in her head
Seems happy having a good time	On the boat everything is going okay ok	Enjoying the trip but doesn't agree with all the decisions - like spinnaker
Getting worried	Wind turns northerly and gets stronger	Getting worried
Cool and calm and give instructions to Serena and Jane (younger sister)	Dad gets knocked out trying to get spinnaker down and is unconscious	Panic, really worried argues with mum because she's scared but does what she is told.
In control but seems worried and scared. Makes all decisions	Mum and kids have to work out how to get spinnaker down	Really scared argues when mum tells her to do but knows Mum's right
Strong character has to mostly by herself. Worried about Dad.	Mum and girls have to get Dad down into cabin	Sails boat by herself with sister looking out Nervous and inconfident
Worried because she yells at kids, but she tries to explain everything she knows she needs their help.	Nearly hit other boats, sisters and mum have to steer boat	Seems a bit out of control, thinks Mum isn't a "real skipper" but doing her best.

MUM

PLOT

SERENA

Tries to carry on
goes inside boat
to check Dad
even though she
knows she'll get
sick

Mom seasick and faints
a couple of times

Feels sorry for
Mum and takes
control

Shows a lot of
patience - knows
that Serena and
Jane exhausted,
but needs them

Weather rougher everyone
tired

Gets so tired she
can't think
straight Keeps carry-
ing on.

At wits end ex-
hausted worried
about Dad

Mum decides to take
shelter in Bosquet Bay

Mad at Mum for not
asking her but
does as she's told

Firm about her
decision

Girls trek over the hill in
the dark to Mansion House
raise alarm

Doesn't want to
go, scared of
dark freaked
out by historical
events at beach

Relieved and
proud of girls,
especially Serena

Doctor checks out Dad,
Dad goes to hospital
Mum and girls get help
to sail boat back home.

Relieved and proud
of Mum and Jane

CONCLUSION

We can see how wise
and strong Mum was
to keep everyone safe

CONCLUSION

We can see how
strong she was
even though she
was scared and not
confident. Is closer
to her Mum under-
stands her better.

Sefa: Ok, it's your turn Brit. Why did you choose that character map?

Brittany: I kept getting a bit confused about Serena's relationship with her mum. She seemed to get mad at her, but then she'd change again. I wanted something to help me work it out.

Janey: How did it help?

Brittany: It slowed me down and made me focus on just Serena and Mum, by separating out just the events from the way they dealt with them. It was a bit clearer. In the end, they were both courageous, and Serena saw what her mum had gone through, but Mum also realised how amazing Serena had been as well.