

## Water bottles

### Annotation

Wiremu uses non-standard measurement units appropriately to compare the capacity of two containers. He understands that the number of scoops of water that fit into a bottle will determine the bottle's capacity, and he uses this measuring method to help him decide which bottle, from a choice of two, holds more water. When he measures, he understands that, in order to compare two containers, each scoop must be full and he must not spill any water from his measuring scoop.

### Problem: Water bottles

The teacher shows the student two water bottles, gives him a scoop, a funnel and a container of water and asks:

*Which bottle holds more water?*



### Student Response

Wiremu counts the number of full scoops of water it takes to fill bottle A. He is careful not to spill any water as he fills the bottle.

**Wiremu:** Bottle A has four scoops.

He then repeats the exercise, counting the number of scoops that are required to fill bottle B.

**Wiremu:** Bottle B takes seven scoops.

**Teacher:** So which bottle holds more water?

**Wiremu:** B because it fits more scoops of water in it.

## R050205 - Reading to organise ideas and information for learning.

### Annotation

Haydon demonstrates that he can successfully use an organisational framework, provided by the teacher, to evaluate and record information and ideas from the text.

In doing so, he demonstrates that he is beginning to understand how plots and characters evolve. He will draw on this understanding when he writes his own narrative.

### Text

“At the Game”

This realistic narrative deals with a moral dilemma. Brady, the main character, finds a wallet when he arrives at the stadium before a rugby game. He is upset at the prospect of missing kick-off when Dad insists on handing in the wallet right away. Luckily their good deed is rewarded.



There was a huge crowd at the stadium when they arrived. There was a buzz of excitement in the air. “Watch out for gate number six,” said Dad, checking his ticket again. Brady felt very excited. He wanted the Lionhearts to win. “One day, I’ll play for the Lionhearts,” he said. “Yeah, right,” said Sarah. “I will so,” said Brady. “Hey, you two,” said Dad. “Be kind to each other. It’s good to have dreams.”

Brady felt angry at Sarah. He walked in front of her, his shoulders slumped and his head down. That was how he spotted the wallet.

## Task

The students have read this text in a previous **guided reading** lesson.

As part of the class reading programme, the students have been exploring how characters think, feel and act in the narratives they are listening to and engaging with in guided and independent reading.

The students' **independent reading** task is to select a story they have read and enjoyed previously and describe how the main character is feeling, thinking and acting at different times throughout the story.

Haydon uses a graphic organiser, provided by the teacher, to record his ideas and responses.

## Student Response

Story: *At the Game*  
 Character: *Brady*

Draw your character



Use information from the story and the illustrations to help describe how your character was thinking, feeling and acting as events unfolded during the story.

Plot	Feeling	Thinking	Acting
Beginning	<i>Excited</i>	<i>lets go</i>	
Middle	<i>Angry at Sarah</i>	<i>Shes being mean to me</i>	<i>in a bad mood</i>
	<i>Worried</i>	<i>We will be late for the game</i>	<i>like he only cares about himself</i>
End	<i>Surprised, Excited</i>	<i>I am lucky</i>	<i>nelly happy</i>

Write a sentence about your character saying what you think or feel about the way he /she has behaved or might behave in the future.

*I think Brady was selfish when he ~~didn't~~ didn't want to go and find the people. But next time he will do the rite thing strate away because he knows ~~something~~ some times you can get a reward.*

## Reference

Jones, Sharyn. 2011. "At the Game". *Junior Journal* 43. Wellington: Learning Media for the Ministry of Education, page 26.

**Item 5**

**Illustration 4**

**Annotation**

Richie has chosen mostly relevant content to create a **credible** story based on his own experience, although some reader inference is required. The **plan** he develops with some peer feedback shows his understanding of:

- how to turn a real experience into a literary text ( by presenting himself as a character, Harry)
- the structure and features of narrative texts
- how he can use actions and dialogue to **portray** the characters of Dad and Uncle Dylan

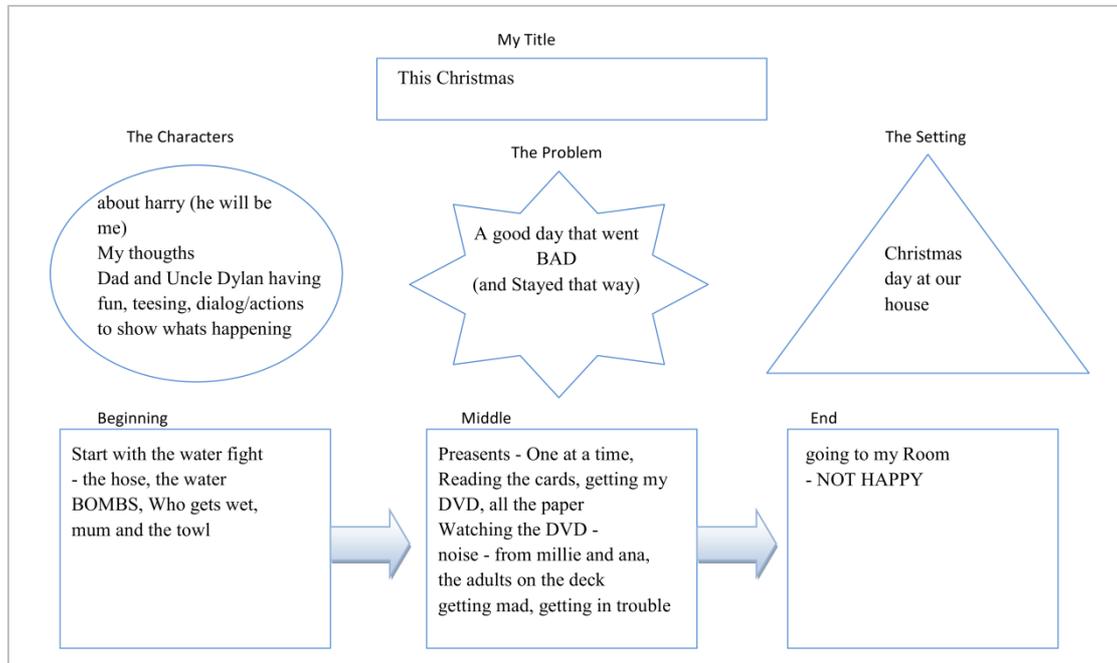
Richie’s text shows he has made some deliberate language choices (“Run guys run”; Dad roared”; “the hose on full bore”) for impact.

**Task**

The students are writing a narrative text based on a personal experience of an event that they were looking forward to but that turned out badly. The writing focus is on crafting a credible story based on an earlier recount that uses the students’ plans and integrates peer feedback.

## Student Response

In his own handwriting, Richie completes this planning diagram provided by the teacher, and writes a story.



Richie: The problem in my story comes a bit late. I'm not sure how to tell the reader sooner.

Pita: Well shouldn't that kind of be part of your introduction?

Richie: I've been thinking about that.....but I really want to start with the water fight. That was cool fun....

Pita: So how would you hook them in?

Richie: I could use dialogue... show what's going on.

Pita: Oh yea, that's a good hook.....Well you could say something in the next paragraph.....

Richie: Or what about the title? If I change the title, like, the readers will know from the start something's going to happen. Yeah...I'll work on that. I like that.

"Run guys run", Dad roared!! There's nothing like the family water fights on Christmas day. Uncle Dylan thundred down the path with the hose on full bore! Harry hid behind the car but his cousin David got full blast and got soaked to the skin! Uncle Dylan laughed so much he didn't hear ~~da~~ Dad. Dad got him with a humungus water bomb behind, splat!!!! Sweet! When Mum called everyone to come and open the Christmas presents they were all soaked, and muddy. She stood at the door with a pile of old towels. "No one comes into this house until you're ~~cleaned~~ cleaned up!" Everyone sat around the longe waiting. Uncle Dylan was father Christmas and the next present can't be opened until the last person opened theres.

He loves to make everyone wait! Harry was first, yippee! He started to rip the paper. "Hold it Harry, read the card first", said father Christmas. Harry read it and then the paper hit the floor and he was looking at the DVD he'd wanted, 'The Lorax.' "Yippee, awesome, thanks", he said. Present time took ages. More and more paper hit the floor. By the time all the presents were open the green carpet had disappeared under a ton of Christmas paper. Then they ~~th~~ had left over coke and trifle - it was delicious. Harry and his cousins could'nt wait to watch his DVD. They just started watching The Lorax, when the little cousins started getting noisy.

Harry couldn't hear so he turned up the sound. then the adults started what sounded like an eruption on the deck. He called out to be quiet. No one listened. Harry thought everyone was rude and he started to get angry. Finally he roared "SHUT UP!!!!" Suddnley Dad marched in the door! "Harry that's rude, apologise to everyone." Harry mumbled sorry but Dad didn't think it was good enough.

~~Ha~~ Harry ended up in his room to think about it while the cusins got to wach the rest of HIS new DVD. Harry thought it just wasn't fair. A day that was going so well ended up with him feeling so bad.