

TOITOI

TEACHER SUPPORT MATERIALS



We know that teachers are busy and any support material needs to be quick and simple. So with every issue of the journal, we offer ideas for using Toitoti in your class.



READ

Choose a text in Toitoti to share with your class or ask your students to read it independently using their own journal.



LEARN

Use the questions as a starting point for class discussion or independent research.



CREATE

Guide your students to write their own response to the text.



ILLUSTRATE

Work with the text to inspire your students to create an artwork of their own.



SHARE

Encourage your students to submit their work for publication and begin a conversation with other young New Zealanders through the arts.

VISIT [TOITOTI.NZ](https://toitoti.nz) FOR SUBMISSION GUIDELINES AND DEADLINES

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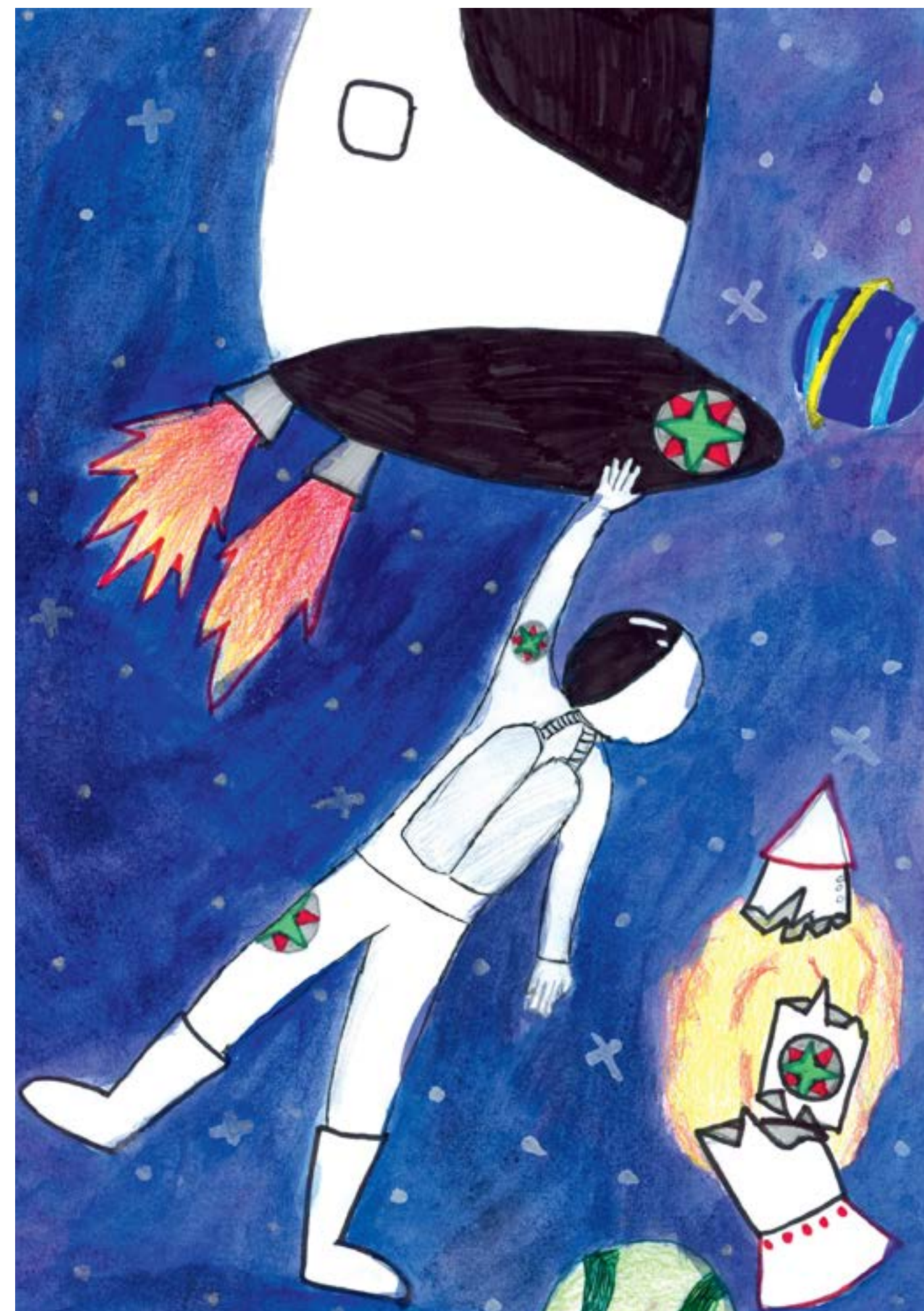
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Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>INSIDE FRONT COVER</p> <p>Rocket Man</p> <p>Pictures by An Nguyen, age 10</p>	<p>An captures a dramatic moment deep in outer space. What do you think is happening? Would you ever want to explore space? Discuss your ideas with a friend.</p>	<p>Write a report about one aspect of space exploration that interests you. What are some of its goals and challenges?</p>	<p>Make a poster to present your research. Use diagrams and pictures to make your poster engaging.</p>
<p>PAGE 4</p> <p>Autumn Harvest</p> <p>Words by Angus Campbell, age 11</p> <p>Pictures by Harvey McGee, age 12</p>	<p>Read Angus's poem out loud. What do you notice about the language he uses to describe the action? Can you think of crops other than maize that are harvested in Aotearoa? Make a list with your class.</p>	<p>Write a poem describing a harvest. Use awesome verbs and adjectives to create powerful images in your readers' minds, like Angus.</p>	<p>Draw an illustration that conveys the excitement of harvest. Use colours that indicate the season, like Harvey.</p>
<p>PAGE 6</p> <p>Treasured Time</p> <p>Words and pictures by Keshia Linyard, age 12</p>	<p>Keshia ends her fantastic story with a whakataukī, or Māori proverb. What proverbs do you find inspirational? Research whakataukī to find some that resonate with you. Discuss their meanings with your classmates.</p>	<p>Write a story inspired by your favourite whakataukī. Decide whether to put it at the beginning, middle or end of your story.</p>	<p>Use colour pencil to create vibrant art to go with your story, like Keshia. Share it with your class.</p>
<p>PAGE 10</p> <p>Dad's Coffee</p> <p>Words by Abby Cruse, age 10</p> <p>Pictures by Hao Xue, age 10</p>	<p>Abby's poem is based on observing her father's relationship with coffee. What funny habits do your parents, grandparents, caregivers and siblings have? Describe them to a friend.</p>	<p>Choose a person from your family and write a short poem based on that person's funny habits and sayings.</p>	<p>Hao uses a cartooning style to create an awesome illustration for Abby's poem. Create an image to go with your poem that also uses these techniques.</p>

Adapt the ideas to suit the abilities of your students



Pictures by An Nguyen, age 10

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 12 Last One in's a Rotten Egg Words by Naia Robson, age 12 Pictures by Max Carter, age 12</p>	<p>Naia's story is driven by dialogue. Read it carefully paying special attention to the characters and what they say to each other so that you can present a dramatised reading to your class.</p>	<p>Divide into groups. Choose a narrator and assign the other roles among your group. Practice your reading and explore the different ways you can use your voice to convey meaning and action.</p>	<p>Make an audio recording of the story. Use expressive voices and sound effects to make it come alive. Play it for your class.</p>

Bonus Activity - My Hero

We have created a bonus activity for the *My Hero* series of stories starting on page 16 that you can print for the classroom or share with your students online.



My Dad, My Hero



My Mum, My Hero



My Best Friend, My Hero

Find the digital stories and bonus activity at toitoei.nz/teach

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 22 Goat Island Words by Ethan Bennett, age 11 Pictures by Abby Fox, age 10</p>	<p>Ethan's story is about a visit to Goat Island Marine Reserve. What is a marine reserve? How many do we have in Aotearoa? What is special about them? Conduct some research online or in your school library to learn more.</p>	<p>Write a submission to the government asking for an area that you love to be made into a marine reserve. Use your research to provide facts that support your argument.</p>	<p>Create maps and diagrams to go with your submission. Send it to your local Member of Parliament or the Minister for Conservation. Go to www.parliament.nz to find out how.</p>
<p>PAGE 24 My Plot Twist (A True Story) Words by Charlee Bennett, age 10 Pictures by Carly Guild, age 12</p>	<p>Read Charlee's amazing true story. What did you learn about diabetes from Charlee's experience? Write down all the facts you can find in the narrative.</p>	<p>Charlee uses a first-person narrator in her story. Choose another person from the story and re-write it from that person's point of view. Use your list of facts to help you.</p>	<p>Create a series of pictures to illustrate your story. Think about what style and colour palette you use to create an appropriate mood, like Carly.</p>
<p>PAGE 30 A Family Day at the Beach Words by Ryan Reid, age 8 Pictures by Isaac Hanul Yoon, age 5</p>	<p>Ryan decided not to use any capital letters in his poem. Read it aloud and find all of the places where there should be a capital letter. Do you think it makes a difference in how you understand his poem?</p>	<p>Write a poem describing a day at the beach with your family. Make a decision about whether to use capital letters.</p>	<p>Create a colourful bird's eye view of your beach adventure, like Isaac.</p>
<p>PAGE 32 Campfire Words by Hana Smith, age 11 Pictures by Kaya Ford, age 12</p>	<p>Have you ever made a campfire of your own? What three things do you need and what steps should you take to make the perfect campfire? What other information do you need before you start?</p>	<p>Write a set of instructions for how to make a campfire. Include important safety information and a summary of your local council's rules and restrictions for lighting fires in public areas.</p>	<p>Create an educational brochure on how to make a campfire. Include diagrams, pictures and other illustrations to communicate your instructions and guidelines effectively.</p>

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READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 34 Web of the Spider Words by Mei Peacock, age 11 Pictures by Lars Sweeney, age 11</p>	<p>Do you like spiders? Why? Do your friends feel the same way? What other creatures do you like or dislike?</p>	<p>Choose a creature and write a poem from its point of view. Try to get inside its mind to convey its experience, like Mei.</p>	<p>Use craft materials to make a model of your creature. Photograph it in a natural setting and display it with your poem.</p>
<p>PAGE 36 Titan a Mainstall Words by Rose Oborn, age 11 Pictures by An Nguyen, age 10</p>	<p>Rose’s hilarious story is based on a real-life experience. What do you think happened to her? Have you ever tried something new and been very confused?</p>	<p>Write a funny story that captures the sense of confusion you felt when you tried something new.</p>	<p>Illustrate your story with a single striking image and a strong colour palette, like An.</p>
<p>PAGE 38 Twintastic Words by Olive Sherriff, age 13 Pictures by Clodagh Valins, age 12</p>	<p>What are twins? Do you know any? Can you think of any famous twins from literature or film? Make a list with your class.</p>	<p>Find your classroom twin! Create a questionnaire to discover who is your ‘twin on the inside’. It might not be who you expect!</p>	<p>Design a twin team uniform. Bring in some clothes from home and see how much you can look alike!</p>
<p>PAGE 42 Vikings Words by Nikolas Tsulaia, age 12 Pictures by Manea Heeney, age 12</p>	<p>What do you know about Vikings? Discuss your ideas with your class then conduct some online research and visit your library to add to your knowledge.</p>	<p>Write a chant that Vikings might have used as they travelled in their ships to raid other lands.</p>	<p>Make a Viking helmet from paper, cardboard or another material. Paint and decorate it to make it look like the real deal. Team up with your friends, wear your helmets and perform your chant together!</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 44 Outside Words by Miley Davidson, age 12 Pictures by Alice Li, age 10</p>	<p>Read Miley’s beautiful poem with your class. What do you notice about its structure? Study it closely, paying particular attention to line breaks and language choices. What effect do these tools have on how you experience the poem?</p>	<p>Write a poem about a force of nature. Think carefully about how you will structure the poem and use line breaks and language to full effect.</p>	<p>Paint a picture to go with your poem. Pay special attention to colour and composition to make sure the art complements the writing, like Alice. Display your art and poem together.</p>
<p>PAGE 46 My Great-Great-Uncle Words by Edith Hart, age 12 Pictures by Benji Watson-Palmer, age 13</p>	<p>Do you have someone in your family with an intriguing past? Make a list of questions to ask them about what they have seen and experienced during their life. Conduct the interview and take careful notes.</p>	<p>Write a newspaper report based on your relative’s experiences at the time they happened. Give the article a compelling headline and remember to put your subject’s words in direct quotation marks.</p>	<p>Illustrate your news article with photographs or drawings. Don’t forget to add captions and cite your sources. Share the article with your family.</p>
<p>PAGE 48 Puzzle Time Words by Phoebe Smith, age 10 Pictures by Jieun Kwon, age 12</p>	<p>How does Phoebe build tension in her story? Read it carefully and pay attention to how she describes the action as the story progresses.</p>	<p>Write a thrilling story that describes a challenging competitive situation, either real or imagined. Focus on pacing and tension as your story builds to a climax, like Phoebe.</p>	<p>Create a series of monochrome illustrations for your story, like Jieun.</p>
<p>PAGE 52 Pig Hunting Words by Georgia Cowen, age 11 Pictures by Elsie Rumball-Smith, age 11</p>	<p>Read Georgia’s story aloud. What do you notice about her sentences? What effect does this have on her story?</p>	<p>Write a story about a memorable event that you have experienced. Think carefully about crafting a narrative voice, like Georgia.</p>	<p>Illustrate your writing with collage or mixed media. Decide whether to depict a moment before or after the action, like Elsie.</p>

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TOITOI

STORY SEARCH

Write a story or poem inspired by 12-year-old Jieun Kwon's fantastic artwork published in Toitōi 24.

You may submit in English or te reo Māori.

Send it to submit@toitōi.nz and include your name, age, school and a parent or teacher's name and contact details.

Submissions are due on October 1, 2021.

We will publish the best story in Toitōi 26 with additional illustrations by Jieun.

[Download the poster](#)

 @TOITOI.NZ |  TOITOI.NZ

#TOITOISTORYSEARCH

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 54 Glenorchy Sunset Pictures by Holly Thomas, age 13</p>	<p>Study Holly's beautiful landscape and analyse what makes it so striking. Consider the subject and composition of her painting as well as its texture, colour and the way it depicts light.</p>	<p>Write a personal response to Holly's picture. Review her artistic choices and techniques but also think about how the painting makes you feel.</p>	<p>Create your own landscape artwork. Think carefully about your subject and the composition of your picture as well as what techniques you will use. What are you trying to achieve?</p>
<p>PAGE 56 Why Do Wolves Howl at the Moon? Words by Ronan Hinchliffe, age 8 Pictures by Sebastian Palmer-Roche, age 10</p> <p>STORY SEARCH WINNER</p>	<p>Ronan's story explains why wolves howl at the moon. Do you think it's fiction or non-fiction? What is the difference? Find clues in the text.</p>	<p>Research a favourite animal and describe one aspect of its behaviour using known facts. Then, write a fictional story that explains the same behaviour. Let your imagination run wild!</p>	<p>Create two illustrations in two different styles that match the mood of your non-fiction and fictional writing. You might want to consider using cartooning techniques, like Sebastian.</p>
<p>PAGE 58 Thunderstruck Words by Kaia Mackenzie Erkens, age 10 Pictures by Katie McIlhaton, age 11</p>	<p>Kaia has written a fantastic science fiction adventure. Using her story as inspiration, work with a friend and invent a plot involving an alien invasion.</p>	<p>Summarise your plot in 5-10 key points. Make sure they build to a climax and form a coherent narrative. Give your story a terrific title!</p>	<p>Create an illustration for each plot point and put the words and pictures together to create a graphic story about an alien invasion.</p>
<p>PAGE 62 Waxeyes' Games Words by Brianna Govier, age 8 Pictures by Jazzlyn Thompson, age 8</p>	<p>Haiku is a form of poetry with short, concise wording that celebrates the natural world. Read Brianna's haiku and count the number of syllables in each line.</p>	<p>Create your own haiku. Remember to keep it short and concise. You might want to follow the pattern of syllables that Brianna has used: 5/7/5.</p>	<p>Write your haiku in ink on rice paper. Make a decorative frame and display it in your classroom.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 64 The Note Words by Victoria Gao, age 13 Pictures by Penny Aggerholm, age 12</p>	<p>Victoria's story is an exploration of some of the different relationships that can exist at school. Read the story with your class and analyse the relationships between the narrator and Jess, Claire and Ms Peters.</p>	<p>Write a detailed character analysis of the narrator in the story. What do her actions tell us about her? How does she relate to the other characters in the story? Find examples in the text to support your ideas.</p>	<p>Create a music playlist for one of the characters based on your analysis. Order the songs and design cover art for the playlist.</p>
<p>PAGE 70 Mārahau Words by Emily Grinder, age 6 Pictures by Amelia Marsh, age 8</p>	<p>Emily has described a lovely trip to Mārahau she took with her family. Make a list of the places your class has visited during the holidays. Can you find each location on a map?</p>	<p>Create a wordfind of the different places in Aotearoa that your class has visited on holiday. Give it to another class to complete.</p>	<p>Create a map of Aotearoa for your classroom and mark the places you have visited.</p>
<p>PAGE 72 The All-Consuming White Words by Sebastian Oswald, age 11 Pictures by Elsa Chen, age 10</p>	<p>Sebastian's powerful writing uses fantastic poetic technique to convey his ideas. What is personification? What is a simile? Find examples in the text.</p>	<p>Write a poem that uses powerful descriptive language. Include personification and at least two great similes to engage your reader.</p>	<p>Create a fantastic illustration that interprets a single image from your poem, like Elsa.</p>
<p>PAGE 74 Paikea Words by Sapphire Green, age 10 Pictures by Lauren Ng, age 10</p>	<p>Sapphire's story is inspired by a Māori myth. What is a myth? What is its purpose? How can telling stories preserve our past, heritage and culture? Why are there different versions of the same story? Research other stories in Māori mythology.</p>	<p>Choose a scene from your favourite myth and imagine you are one of the characters. Write a short narrative describing your thoughts and feelings. Use te reo Māori where you can.</p>	<p>Use drawing software to create one or more pieces of digital art to illustrate your favourite moments from your story, like Lauren.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 76 Footprints in the Sand Words by Sophie Graham, age 12 Pictures by Moon Nguyen, age 12</p>	<p>Read Sophie’s gorgeous writing with your class and make a list of all the different kinds of footprints she observes on her trip to the beach.</p>	<p>Work with your classmates to create a class poem that describes each person’s footprints and something special about them.</p>	<p>Roll out a long piece of newprint on the classroom floor. Ask everyone to make a footprint using coloured paint on the soles of their bare feet. Copy out your class poem between the footprints!</p>
<p>PAGE 78 My Friend’s Birthday (A True Moment) Words by Alexandra Stuart-Burton, age 9 Pictures by Leah Johnston, age 10</p>	<p>What is the most disappointing present you have ever received? Discuss your experiences with the class.</p>	<p>Take a poll to discover the top 10 least-liked gifts. Do you notice any common themes?</p>	<p>Turn your findings into a pie chart or a bar graph. Give it a title, illustrate it and put it on the wall of your class to remember what NOT to give somebody as a gift!</p>
<p>PAGE 80 Why Being a Kiwi Is So Great! Words by Poppy Macklow, age 12 Pictures by Connor Kiernan, age 10</p>	<p>Poppy’s poem celebrates all the things she thinks are great about being a Kiwi. What else can you add to her list?</p>	<p>Write a poem of your own that celebrates what it means to be a Kiwi. Include things that are world-famous and also things that are personal to you.</p>	<p>Design a fantastic poster celebrating what it means to be a Kiwi.</p>
<p>PAGE 82 Southland Farm Story Words by Hunter Norman, age 12 Pictures by Nick Cade, age 12</p>	<p>Hunter has written a terrific action story set in Southland. Make a list of all the vehicles and machinery that appear in his story. Look them up online and make notes about their specific characteristics or features.</p>	<p>Choose a vehicle or piece of machinery and describe it in detail.</p>	<p>Draw or sketch your vehicle or piece of machinery. Add as much detail as you can.</p>

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<p>PAGE 88 The Witching Hour Words by Rosie Sutherland, age 11 Pictures by Rosa McCutcheon, age 11</p>	<p>Have you ever felt terrified, like Rosie? Discuss your experiences with your class.</p>	<p>Using your own experience as inspiration, write a script for a scary movie. Work hard to build tension using dialogue and action. Include at least one big jump-scare!</p>	<p>Cast your friends in your movie. Make costumes and props, then film your performance. When it’s finished, close your classroom blinds and have a movie premiere in the dark. See who jumps!</p>
<p>PAGE 90 The Wind in Winter Words by Evan Wyllyams, age 11 Pictures by Phoebe Suyat, age 10</p>	<p>Read Evan’s awesome poem. Now take a look at Winter Thoughts on page 106. What do these poems have in common? How are they different? Do you have a favourite?</p>	<p>Write a poem about wind. Use poetic techniques such as simile and metaphor to capture the mood.</p>	<p>Make a kinetic sculpture — something that interacts with wind. Hang it from a tree and watch how it moves.</p>
<p>PAGE 92 Professor Ding Dong Words by Rosie Beck, age 10 Pictures by Carmen Baxter, age 12</p>	<p>Rosie has invented a character with a strange trait along with a backstory to explain it. What other fictional professors or teachers are you familiar with? What are their key characteristics? Make a list.</p>	<p>Create a teacher or professor character with a strange trait. Invent a backstory for them. Go crazy!</p>	<p>Make a business card for your character with their name, job title and description of what they do. Choose fonts and colours to suit your character.</p>
<p>PAGE 96 Rakiura / Stewart Island Words by Sophie Bannister, age 10 Pictures by Lucia Sarang Yoon, age 9</p>	<p>The title of Sophie’s story uses alternative names for the same place. Which name do you prefer? Why? Discuss with your class.</p>	<p>Hold a class debate with the moot, ‘All New Zealand place names should be in te reo Māori’. Ask a teacher to moderate the debate and get your audience to vote on which argument was more persuasive.</p>	<p>Design a new signpost for your town or suburb. Use te reo Māori. Submit your design to your local council to see whether they would consider using it!</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 98 Milky Way Words by Tyler Gouws, age 9 Pictures by Ziqi Cao, age 12	What is the Milky Way? Conduct research online and visit your library and make a list of 10 fantastic facts.	Use your facts to create a slideshow about the Milky Way. Think about how to structure your slideshow to get people's attention.	Use diagrams, illustrations and photos to illustrate your slideshow. Make sure the pictures support your information. Share the slideshow with your class so everyone can learn about this amazing galaxy.
PAGE 100 The Perfect Place for a Scare Words by Lucy Hassan, age 10 Pictures by Mishel Nayshul, age 9	Read Lucy's story with your class. Does it sound familiar? Do you have a funny story in your family? Tell it to a friend.	Write a fun story recounting something that happens in your family. Incorporate dialogue to make the characters come alive, like Lucy.	Create a series of paintings to illustrate your story, like Mishel.
PAGE 104 Te Pō Words by Juno Ireland, age 10 Pictures by Sophie Barnes, age 12	Juno's gorgeous writing captures the feeling of the New Zealand bush at night. What do you notice about the verbs and adjectives that she uses? Find examples in the text.	Think about the bush at night. What would you see, hear, smell, taste and feel? Write a story that uses rich language to convey a sense of time and place.	Draw a nocturnal creature from the New Zealand bush. Choose a dark, moody palette, like Sophie. Display your art with your writing.
PAGE 106 Winter Thoughts Words by Elliot Ruck, age 11 Pictures by Bella Dempsey, age 12	Sit comfortably and gaze out the window. Let your thoughts drift. Where do you go?	Write a simple poem about what you think about as you gaze out the window, like Elliot.	Study Bella's digital artwork carefully for inspiration and illustrate your poem with a contemplative self-portrait.

[Access the full bonus activity here!](#)

The Toitoti website has expanded to be an engaging and exciting place for young Kiwi creatives. It complements the journals and offers practical support with online learning.



FROM THE EDITOR

From the Editor is our new blog. We will regularly post ideas and content from Toitoti to inspire young writers and artists to submit their own work for publication.



ASK GLENDA

Ask Glenda is a new series of videos on Toitoti TV, where Submissions Editor Glenda Kane will answer questions about the creative process and offer tips and tricks for making a submission.



EXPLORE TOITOI

A selection of stories, poems and artwork from the journals is published online, alongside teacher support materials that provide instant ideas for the classroom.



TOITOI TV

Toitoti TV hosts a collection of videos of kids reading kids' stories and poems from the journal. Toitoti readers are welcome to make their own video and share it with everyone.

VISIT TOITOI.NZ FOR MORE INFORMATION



Toitoti encourages New Zealand's young writers and artists to share their ideas, imaginations and creativity with each other through the arts.

RESPOND

Ask your students to select their favourite piece of writing or art from the journal and write a letter to the young writer or artist who created it.

REVIEW

Encourage your students to write a review of Toitoti. They can choose one or more stories or poems or review the whole journal.

PUBLISH

Encourage your students to submit their work to Toitoti and begin a conversation with other young writers and artists across the country.

GET IN TOUCH

We would love to hear from you and your students.

Submission deadlines and guidelines are available at toitoti.nz

Please send all correspondence and submissions to submit@toitoti.nz



Winner 2020
Best Educational
Book or Series
(Primary)



Pictures by Jesse Swift, age 12