

TOITOI

TEACHER SUPPORT MATERIALS - IDEAS FOR THE CLASSROOM



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.

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VISIT TOITOTI.NZ FOR SUBMISSION GUIDELINES AND DEADLINES

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 3 Too Tall Pictures by Valentina Diaz Segares, age 7	Take a look at Valentina's humorous artwork of a giraffe. What do you think it would be like to be a giraffe? What skills would you have? What challenges might you face? Discuss with a friend.	Write a story from the point of view of a giraffe or another unusual animal. Help your reader to understand what the world looks like through their eyes.	Illustrate a scene in your story. Use exaggeration to show your character's unique perspective.
PAGE 4 Yellow Words by Tom Nalder, age 10 Pictures by Laura Sohn, age 11 TOITOI STORY SEARCH WINNER	Read Tom's poem with your class. What do you notice about its structure? Study it closely, paying particular attention to line breaks and punctuation. What effect do these tools have on how the reader experiences the poem?	Write a poem about the home or habitat of an animal. Think carefully about how you will structure the poem and use line breaks to full effect.	Draw a cross-section of your animal's home or habitat. Use plenty of colour and detail, like Laura.
PAGE 6 Head over Heels Words by Eve Moon, age 10 Pictures by Yolanda Chang, age 11	Eve has written a gripping recount of a summer adventure. Read the story with your class. Pay attention to how Eve uses action and dialogue in her story. Find specific examples in the text.	Write a recount of an adventure you had this summer. Describe the action and use dialogue to bring it to life.	Create a short comic strip about your summer adventure. Draw the action and include your dialogue in speech bubbles.
PAGE 8 Boogie Boarding Words by Olivia Napp, age 12 Pictures by Sophie McClymont, age 9	Compare and contrast Olivia's poem about boogie boarding to Eve's story about sandboarding on the previous page. What are the similarities and differences between the two texts?	Write a detailed set of instructions for boogie boarding, sand boarding or another summer activity you love.	Create an instruction booklet for a fun summer activity. Give it a cool cover and include drawings and diagrams that show what to do.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 10 Snapper Words and pictures by Harrison Vaughan, age 10	Harrison's poem is based on a real-life fishing trip. Did you expect it to end the way it did? Talk about it with a friend and make a list of the pros and cons of recreational fishing.	Write a persuasive speech for or against recreational fishing. Rehearse your speech and deliver it to your class.	Design a poster with a slogan and an image to support your argument.
PAGE 14 Storyweaver Words by Alice MacLean, age 13 Pictures by Carmen Baxter, age 11	Read Alice's story with your class. What is a Storyweaver? What four things are needed to activate it? Find your answers in the text. What other object could be a Storyweaver? Invent a set of rules for using it.	Inspired by your Storyweaver, write your own narrative starting with the magical words 'Once upon a time...' Consider including famous authors in your story, like Alice.	Illustrate your story. With your class, bind your stories and illustrations together to create a book. Add a fantastic cover and display it in your class library.
PAGE 18 Kitten Kenning Words by Ben Edward, age 7 Pictures by Lilli Cramond, age 12	Ben's poem has an unusual title. What is a 'kenning'? Write down the definition at the top of a page.	Choose your favourite animal and invent kennings to describe it. Be as creative as you can.	Lilli's artwork brings to life the line "night hunter". Choose a favourite kenning from your poem and use it to inspire an artwork of your animal.
PAGE 20 Planting on Titirangi Words by Harlequin Atkins, age 9 Pictures by Nikau Cameron, age 10	Read Harlequin's story and discuss the importance of tree-planting with your class. Find out when a public planting day is coming up near you.	Design a flyer with the day, time and location of the public planting day. Include a list of the environmental and community benefits of tree-planting.	Illustrate your flyer and photocopy it. Give it to your neighbours and friends to encourage them to come along.

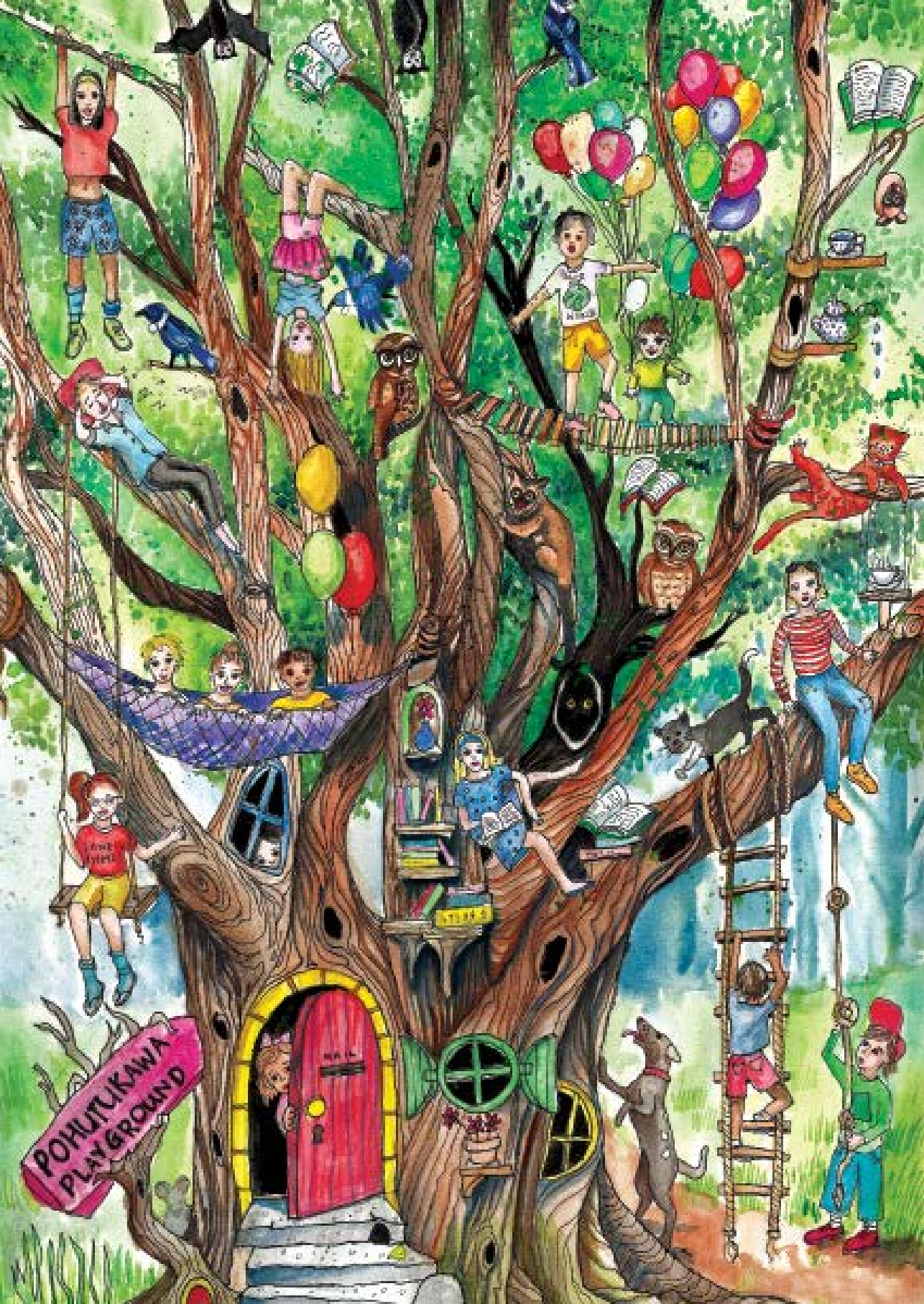
Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 22 Trampoline Words by Jamie Rea, age 12 Pictures by Parker Knight, age 11	Read Jamie's poem aloud with a friend. What do you notice about the use of rhythm and rhyme in the poem? Find examples in the text.	Write a poem about doing something you love. Work with a friend and use a rhyming dictionary if you like. Don't forget to read the poem aloud to make sure the rhythm works.	Parker's picture is very joyful. Draw a picture to go with your poem that shows how much you love what you are doing.
PAGE 24 Kia Ora. Adults Words by Theo Keith, age 11 Pictures by Sienna Trollē, age 10	Read Theo's powerful essay and discuss it with your class. Do you agree with his argument that children should be allowed to vote? Why?	Set up a stage in your classroom. Choose a moderator and hold a debate with the moot that children should be allowed to vote. Make sure your arguments are clear and persuasive.	Sienna has created portraits of two important New Zealand political figures. Who are they? Draw a portrait of a leader you admire and display it at the debate.
PAGE 28 The Voyage Words by Noah Cavanagh, age 8 Pictures by Masaki Macdonald, age 8	What is a verb? What does it do? Read Noah's poem and underline all of the verbs that describe his journey. What do you think Noah's poem is really about? Why?	Imagine you are making an incredible voyage like the one Noah describes. Write a diary based on your travels, recording what you learn along the way. Use terrific verbs to energise your writing and make it exciting.	Draw a detailed map in your diary showing your travels. Mark the start and end points of your journey and the obstacles you faced.
PAGE 30 Dad. There's a Shark in the Attic! Words by Cooper Hall, age 9 Pictures by Jared Mangahas, age 11	Cooper's story starts with a crazy idea which then becomes even crazier. Why is this story so funny?	Use exaggeration and humour to write a one minute comedy routine based on a crazy story. Learn your lines and rehearse it.	Video yourself performing your comedy routine and play it for an audience.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 32 The Hermit Crab Words by Sofia Croft, age 6 Pictures by Cara Birch, age 13	Watch the BBC Earth video about hermit crabs exchanging shells. Read Sofia's story and discuss the way in which she interpreted the video. What might you have done differently?	Inspired by Sofia's story and the video, write a script for a play about hermit crabs exchanging shells. Think about how you could use dialogue and physical comedy to engage your audience.	Make some props and simple costumes from materials found in your classroom. Perform your play!
PAGE 34 My Broken Heart Words by Jake Steel, age 10 Pictures by Havana Vaka'uta, age 11	Jake had a heart condition which makes him special. He wrote his poem for a poetry slam at school to express what happened to him and how he felt. Read Jake's poem with your class and talk about how it makes you feel.	Write a poem of your own that starts and ends with the line, 'I'm different to everyone else'. Think about how you can best express yourself, like Jake.	Perform your poem in a poetry slam. Invite feedback from your audience!
PAGE 37 Siapo Pictures by Peyton Nathan, age 10	What is siapo? How is it made? What traditions are associated with siapo? How do Samoan siapo differ from other tapa cloth? Gather research on siapo from at least three trustworthy sources.	Arrange the information you have gathered into different sections with headings and bullet points so that your reader can easily understand it.	Imagine you are holding a museum exhibit on siapo in your classroom. Create a brochure to help visitors understand the displays. Include your research and drawings or diagrams of siapo.
PAGE 38 Small But Strong Words by Lukas Clarke, age 12 Pictures by Benjamin Watson-Palmer, age 12	Lukas's description of a snail makes a small creature seem larger than life. Can you think of some other tiny creatures that are often overlooked?	Write an ode to a small creature. Be sure to use fantastic descriptive language and acute observation, like Lukas.	Make a model of your creature using clay or plasticine.

Adapt the ideas to suit the abilities of your students



TOITOI

STORY SEARCH

Write a story or poem inspired by 11-year-old Zuri Hazlehurst's incredible artwork published in Toitoi 18.

You may submit in English or te reo Māori.

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

Submissions are due on April 9, 2020.

We will publish the best story in Toitoi 20 with additional illustrations by Zuri.

Download the digital resource at www.toitoinz.nz/story-search

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#TOITOISTORYSEARCH

READ	LEARN	CREATE	ILLUSTRATE
PAGE 40 Market Stall Pictures by Julianna Wang, age 12	Do you ever help with the grocery shopping? Where do you usually go? What is your favourite part of the trip? Discuss your experiences with a friend.	Write a shopping list for your household this week. You will need to think about what meals you will eat, the food you already have and your family's likes and dislikes. How much do you think it will cost?	Glue a notepad or several sheets of blank paper to a larger piece of card. Add drawings of grocery items around the outside of the notepad. Write your grocery list on the notepad and stick it on your fridge!
PAGE 42 Luminous Luna Words and pictures by Lila Markham-Hennah, age 9	What does 'luna' mean? What are some of the books or stories about the moon that you can find in your school library? Why do you think the moon captures our imaginations?	Write your own myth or legend about the moon. Use poetic language, like Lila.	Create a three-dimensional moon out of papier-mâché. Consider giving your moon a face like Lila. Use invisible thread or fishing line to hang it in your classroom.
PAGE 44 Moonlit Mystery Words by Luscha McMiken, age 13 Pictures by Cerys Southward-Ellis, age 13	Luscha has written a wonderful recount of a tramp to see glow worms at her school camp. Have you ever had a moonlit adventure? Describe it to a friend.	Write about a time you had a moonlit adventure. Describe your experience in great detail, like Luscha.	Illustrate your story using silhouettes cut out of black paper on top of a moonlit landscape. Display it on your class wall along with your writing.
PAGE 46 The Painted Line Words by Chloe Morrison-Clarke, age 12 Pictures by Jade Li, age 10	Read Chloe's poem with your class. Why do we have bike lanes? What can we do to stay safe on the roads? Discuss your ideas with your classmates.	Draft a road safety guide for young cyclists using the ideas you discussed in class.	Design a backpack cover with a message for motorists. Draw it on cloth and sew it to an existing cover or attach it to your backpack.

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READ	LEARN	CREATE	ILLUSTRATE
PAGE 48 The Misadventures of Xylene Words by Maya Sezer-Meddings, age 11 Pictures by Anataia White, age 13	Find a dictionary and look up 'xylene'. Is it a real word? What does it mean? What other words can you find in the dictionary that you have never seen before?	Flick through the dictionary and find another word that intrigues you. Use its meaning to spark a story idea. Be super creative!	Illustrate your story with characters and symbols that help your readers understand the meanings of words, like Anataia.
PAGE 50 Homesick Words by Sarah Reid, age 11 Pictures by Mia Ohlin, age 11	Have you ever felt homesick? Read Sarah's story and find some adjectives that describe the feeling. Talk to a friend about the things you can do to deal with homesickness.	Write a story about a person suffering from homesickness. Imagine how they feel and describe it in detail.	Draw a black and white portrait of your character using pencil, like Mia.
PAGE 52 Spinning Through Time Words by Reuben Veenstra, age 11 Pictures by Kiwa Rawhiti, age 11	Can you remember a time you 'burst through the walls of reality' like Reuben? What was your most intense imaginative experience? Was it in a different time period? Tell a friend about it.	Imagine you have a time machine. Write a poem or story about your adventure in another time.	Design your own time machine. Think about what special features it would have and label them carefully. Where will it take you next?
PAGE 54 If I Were... Words by Aiokura Beach, age 5 Pictures by Helena Watkins, age 11	Who was Māia Poroaki? Where did he come from and what were his most famous skills and characteristics? Research his life and times. Write down five key facts about him.	Using your research, write a description of Māia's journey and arrival in Aotearoa New Zealand. Make your writing as descriptive as possible to hook your reader.	Design a sculpture or statue to commemorate the achievements of Māia Poroaki.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 56 Māia Poroaki Words by Te Kohatea Beach, age 8 Pictures by Helena Watkins, age 11	Te Kohatea has written a description of Māia Poroaki in te reo Māori. Can you read it? Identify any words you know, then see if you can find someone who can help you translate the rest. If you can read it yourself, help someone who can't.	Research a famous figure who spoke a different language from you. Write a short description of their life and achievements. Underneath your description, provide translations of five key words.	Dress up as your famous figure using clothing and props you have found or made. Learn how to say "Hello, my name is..." in their language.
PAGE 58 Why Hyperloop Is the Future of Transport Words by Jasper Barkett-Greenberg, age 12 Pictures by Savannah Haughie, age 11	Jasper's excellent essay argues that hyperloop is the future of transport. What other transportation technologies are possible in the future? Research one that interests you.	Using your research, create a slideshow about a future mode of transportation. Include facts and figures to support your argument, like Jasper.	Add drawings, diagrams and photographs to your slideshow to show how we could travel in the future. Present it to your class.
PAGE 64 The Secret Keeper Words by Alice Murphy, age 9 Pictures by Jade Choun, age 13	Read Alice's poem about friendship. Do you have a special person in your life? Why are they important to you?	Write a letter to your special person, telling them what they mean to you.	Put your letter in an envelope and draw a picture of the two of you together on the front of the envelope. Give the letter to your friend.
PAGE 66 The Hut Words by Ben Eglington, age 9 Pictures by Eva Stockman, age 11	Have you ever built a hut? Tell a friend about the best hut you have ever made.	Write a series of instructions for building the perfect hut. Make sure you include a list of the required materials and a step-by-step guide. Be as clear and precise as you can.	Create an instruction booklet for the perfect hut. Give it an awesome cover and include drawings or diagrams that show what you need to do.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 68 Priceless Words by Adam Kelly, age 10 Pictures by Elly Taylor, age 10	Consider the title of Adam's story. What does 'priceless' mean? Discuss your ideas with the class. Do you have something priceless? What is it?	Write a short essay describing a priceless item. Think about its actual value and its emotional value, like Adam.	Make a treasure box for your priceless item to keep it safe.
PAGE 70 Māui Pictures by Toby Currie, age 7, Ryan Tam, age 7, Ruby Burnnand, age 7 and Emily Lazarte-Simic, age 7	Māui is an important figure in Aotearoa New Zealand. Why? Who was he and what did he do? Research Māui and his adventures.	Create an artwork depicting a scene from your favourite story about Māui. Write a short description to go with your picture.	Celebrate all of Māui's adventures and achievements by creating an art display in your school hall.
PAGE 72 Kiwi Christmas Words by Kyle McCutcheon, age 11 Pictures by Ethan Harrison, age 12	Read Kyle's story about his Christmas experience. Do you celebrate Christmas? What do you do? What do you eat? Share your favourite memories with the class.	Write a recipe for the perfect Christmas Day or another festive day that is important to you and your family. List everything you need: the people, the places, what you do and what you eat. Include a step-by-step method.	Design a festive treat for your special day, like Ethan. Take it home and ask someone to help you make it.
PAGE 74 Pōhutukawa Pictures by Holly Thomas, age 12	Study Holly's landscape painting carefully and think about what makes it so beautiful. Consider the composition, texture and colour choices Holly has made.	Write a haiku about an incredible summer landscape.	Paint a landscape artwork based on your poem. Before you begin, select your tools, plan your composition and choose the colour palette you will use.

Adapt the ideas to suit the abilities of your students



READ	LEARN	CREATE	ILLUSTRATE
PAGE 76 Finding Light in the Darkness Words by Lucy Smith, age 12 Pictures by Piper Harrison, age 12	Lucy has written an empathetic reflection about one of Aotearoa New Zealand's darkest days. With your class, discuss some of the ways we can show love and compassion to our friends and neighbours in times of tragedy.	Create a response or reflection for the Christchurch tragedy that encourages love and compassion.	Inspired by Piper's art, create your own pictures that depict love and compassion.
PAGE 80 Pluto Words by Izzy Clyne, age 11 Pictures by Charlize Chandra, age 12	Read Izzy's fantastic poem together with your class. In the fifth stanza, she says that Pluto has been 'rejected by the wise souls of the International Astronomical Union'. What does this mean? Research it to find out.	Choose your favourite planet and write a poem that celebrates it. Find a fantastic fact to incorporate into your poem, like Izzy.	Create a giant collage for your classroom wall. Add the poems, facts and illustrations of the solar system. Consider using neon poster paints or glow-in-the-dark pens to make the collage come alive.
PAGE 82 The Karate Tournament Words by Evelyn Hay, age 10 Pictures by Frankie McAuliffe, age 11	Have you ever participated in a competition? What did it feel like? Were you nervous, excited or both? Tell a friend about what happened.	Write a short script for a movie trailer about an exciting competition you were in. Finish your trailer with a cliffhanger to leave your audience wanting more.	Get together with a group of friends and re-enact the competition. Film it and create a thrilling movie trailer that will have your audience on the edge of their seats!
PAGE 84 Cross Country Words by Arthur Wrenn, age 7 Pictures by Connor Kiernan, age 8	In Arthur's poem, he describes coming fifth in the cross country race. What is more important in sport: winning or taking part? Why?	Imagine that you have to persuade a reluctant person to take part in a school activity. Invent a catchy slogan and brainstorm ways to get them to join in.	Using your slogan, make a poster to encourage people to take part in a school activity. Make it short, concise and visually appealing. Use bright colours, like Connor.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 86 The Dragon Words by Jack Owen, age 12 Pictures by Aimee O'Leary, age 13	Jack has written an amazing fantasy story about a dragon. He uses great descriptive language, including metaphors and similes. Can you find them? Did you like the ending of the story? Discuss it in class.	Write your own tale about a dragon using fantastic descriptive language. Give it an unexpected twist, like Jack.	Look closely at the detail in Aimee's dragon eye. Draw a close-up detail of your dragon to illustrate your story.
PAGE 90 End of the Line Words by Medha Baadkar, age 10 Pictures by Lydia Fagan, age 11	Medha's poem uses onomatopoeic words to echo the noise of a factory that is closing its doors for the last time. Make a list of the words and work with a friend to create sound effects to go with them.	Write a poem of your own about factory life and incorporate sound effects, like Medha.	Record an audio version of your poem and make each stanza come to life using sound effects. Play your recording for the class.
PAGE 92 My Final Disco Words by Mira Evans-McDonald, age 10 Pictures by Abby Lamb, age 13	Have you ever been to a special event like a disco? What was it like? What do you remember most about it?	Write a diary entry about your special event. Recount what happened and how it made you feel.	Paste memorabilia from the event, such as a ticket, programme or photograph into your diary. If you don't have any, make your own!
PAGE 94 My Cat, Bitey Words by Nikol Sudareva, age 9 Pictures by Georgia Simpson, age 11	Read Nikol's hilarious description of his cat. He has used some great similes. Can you find them in the text?	Write a poem about a pet, using terrific similes like Nikol. Make them as original as you can!	Choose one or more of your similes and use it to inspire a quirky portrait of your pet, like Georgia.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 96 The Virtual World Words by Jeppe Weisbach, age 10 Pictures by Jordan Huh, age 10	Read Jeppe's story. Have you every experienced the feeling of being stuck in a fantasy world after playing a game? Discuss with your class.	Design your own video game. Invent the characters, their attributes and the obstacles they must overcome to win. Turn this information into a set of clear instructions.	Use digital software to design your characters or another aspect of the game. Let your imagination run wild!
PAGE 98 Animal Kingdom Pictures by Xanthe Gou, age 10 and Finn Wilson, age 10	Choose an animal you love and research it. Where do they live? What do they eat? Who are their predators? What is special about them?	Write a short factual description of your animal using your research. Give your description an exciting title!	Using pastels, draw a portrait of your animal in its natural habitat, like Xanthe and Finn.
PAGE 100 Escape from Ōrākau Words by Ngaio Reedy, age 10 Pictures by Jemma de Burger, age 12	Read Ngaio's story as a class. What historical event inspired it? Pay attention to the way Ngaio uses an actual event to create an imagined story. Find examples in the text.	Write a story inspired by an important moment in Aotearoa New Zealand's history. Weave fact and fiction together like Ngaio.	Use pencil to draw black-and-white pictures that capture the action and consequences of your story, like Jemma.
PAGE 102 Spring Words by Caitlin Young, age 11 Pictures by Eileen Li, age 11	Read Caitlin's poem aloud. What do you notice about it? Pay particular attention to its rhyme scheme.	Write your own rhyming poem about your favourite season.	Make a bouquet of flowers from your favourite season using craft materials and display it alongside your poem.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 104 What I See Words by Te Onematua Noel Hansen, age 9 Pictures by Hamish Clark, age 13	Te Onematua's story is about gratitude. What are you grateful for? Is there a person who is especially kind to you, like Te Onematua's mum?	On pieces of paper, write down some of the reasons why you are grateful for your special person. Fold each piece of paper into a different shape.	Decorate a glass jar and place your gratitudes inside. Give the jar to your special person so that they know how much you appreciate them.
PAGE 108 How My Brain Works Words by Tiaki McArdle, age 12 Pictures by Jack Graham, age 13	What happens to your brain and body when you are scared? Research the physiological responses to fear and see if you can find examples of them in Tiaki's story.	Write a scientific description about the human response to fear and anxiety. Use footnotes to show your sources. Be as accurate as you can.	Draw a picture of your brain under stress, like Jack. Label each part and describe what is happening. Show your classmates and discuss your findings.
PAGE 110 Castlepoint Words by Trelise McEwan, age 11 Pictures by Maddy Ridd, age 12	Trelise has written a beautiful poem about the Castlepoint lighthouse in the Wairarapa. Visit www.maritimenz.govt.nz to find out about the history of lighthouses in Aotearoa New Zealand. Which one is your favourite? Why?	Write a story about a lighthouse that inspires you. Think about when your story is set and who might live there. Describe the surrounding landscape.	Build a model or diorama of your lighthouse in a particular time period. Think carefully about how to recreate the landscape it protects.
INSIDE BACK COVER The Unbirthday Pictures by Zuri Hazlehurst, age 11	Examine Zuri's incredible illustration closely. Make a list of 20 items you can find including people, animals, food and other hidden gems. Why is it called "The Unbirthday?"	Create a wordfind from your list to go with Zuri's picture. Give it to a friend to complete.	Create an intricate drawing of a fantastic scene. Consider using lots of colour, like Zuri. Hide something in the picture for your friend to find!

Adapt the ideas to suit the abilities of your students



Toitoe 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 Toitoe. They can choose one or more stories or poems or review the whole journal.

PUBLISH

Encourage your students to submit their work to Toitoe 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 www.toitoe.nz

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



Best Resource in Primary
NZ Content Counts Education
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Pictures by Jesse Swift, age 12