

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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Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 4 My Hair Words by Grace Iuvale, age 12 Pictures by Mia Ohlin, age 12</p>	<p>Grace’s fantastic spoken-word poem celebrates her heritage. Read her poem out loud and use expression to bring her words to life. How does it make you feel?</p>	<p>Write a poem that celebrates your own culture or family by focusing on something about you that is special. Read it aloud and pay particular attention to how it sounds.</p>	<p>Illustrate your poem using colour pencils, like Mia. Display your art and writing together so that your classmates can learn more about you.</p>
<p>PAGE 8 When I Met the General Words by Niko Arlidge, age 11 Pictures by Ania Kuziel, age 12</p>	<p>What is this story about? Read it carefully and discuss your ideas with a friend.</p>	<p>Write a story that appears to be about one thing but ends up being about another, like Niko. Be as clever as you can and have fun with your readers!</p>	<p>Create an awesome illustration to go with your writing. Consider whose viewpoint you will show, like Ania. Be careful that you don’t reveal the twist.</p>
<p>PAGE 10 The Loch Ness Monster Joins a Swimming Class (an Urban Myth) Words by Tom Nalder, age 12 Pictures by Timmy Walker, age 10</p>	<p>What is an urban myth? How does it differ from a traditional myth? Share your ideas in class.</p>	<p>Write an urban myth featuring a mythical creature in an everyday setting.</p>	<p>Use colour pencil and felt pens to create vibrant art to go with your urban myth, like Timmy.</p>
<p>PAGE 12 Charlotte Hates Birds Words and pictures by Isabelle Sanders, age 11</p>	<p>Isabelle’s hilarious story is about two friends having a disagreement. Has this ever happened to you? What were you annoyed about?</p>	<p>Working in pairs, write a short dialogue based on a disagreement. Make sure to reach a resolution or truce of some kind.</p>	<p>Create props and costumes and perform the dialogue for your class.</p>

Adapt the ideas to suit the abilities of your students



Pictures by Mia Ohlin, age 12

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 16 Moments with the Whale Words by Violetta Dacre, age 11 Pictures by Zamora Guerin, age 11</p>	<p>Violetta’s poem imagines an interaction between the writer and a whale. Research your favourite kind of whale and find out where they live.</p>	<p>Use your research as a springboard to write about an interaction between you and a whale.</p>	<p>Study Zamora’s painting carefully. What techniques has she used? Create an artwork to go with your writing and choose your colour palette and medium to create mood.</p>
<p>PAGE 18 My Family’s Roof Words by Hillary Oo-Leota, age 6 Pictures by Judy Xinyi Zhu, age 13</p>	<p>Sitting on her roof gives Hillary a different perspective of a familiar place. Climb the school playground and look down. What do you notice from up there? Make mental notes.</p>	<p>Create an adventure story about someone who sees things differently when they change their viewpoint.</p>	<p>Choose one scene from your adventure story. Create two pictures to go with your writing — one showing what you would see at ground level, the other showing a different view.</p>
<p>PAGE 22 Shadows Words by Devon Johnson, age 12 Pictures by Christine Aixinjueluo, age 11</p>	<p>Devon’s poem has a sense of mystery. Who or what are the shadows she is describing? Discuss your ideas with a friend.</p>	<p>Write a poem about shadows that can be interpreted in multiple ways.</p>	<p>Create a silhouette picture to go with your writing.</p>
<p>PAGE 26 The Ocean’s Treasure Words by Julia Wilkins, age 13 Pictures by Cathy Li, age 13</p>	<p>Read Julia’s story with a friend. Can you find examples of personification in the text? What effect does this have?</p>	<p>Choose an aspect of nature that you find either friendly or frightening. Write a story about it using personification.</p>	<p>Create a mixed media portrait of an aspect of nature that conveys its surfaces and depths, colours and changing moods.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 32 Lamp Poem Words by Zayden Hylton, age 9 Pictures by James Zhang, age 9</p>	<p>Have you ever felt like hiding from the world? Why? Where do you go and what do you do? Discuss your ideas with a friend.</p>	<p>Inspired by your own experience, write a set of instructions telling someone how to hide from the world and find the deep quiet. Don’t forget to include a list of the things they need.</p>	<p>Make a kit with everything you need to go into hiding. For example, books, music, pillows, blankets, snacks, etc.</p>
<p>PAGE 34 My Tooth Words by Nina Eccleshall, age 5 Pictures by Leah Matheson, age 8</p>	<p>What do you think an average day looks like for the Tooth Fairy? Let your imagination run wild!</p>	<p>Imagine that you are the Tooth Fairy. Write a diary entry that describes a typical day.</p>	<p>Use paper, cardboard, pipecleaners or other materials to make a model of the Tooth Fairy to go with your writing.</p>
<p>PAGE 36 The Dance Lesson Words by Lilah McDonald, age 10 Pictures by Yanni Zhang, age 10</p>	<p>Read Lilah’s story and list all the verbs and adjectives she has used. What effect do these words have on the reader?</p>	<p>Write a narrative to celebrate your favourite activity. Use strong verbs and adjectives to describe it in vivid detail, like Lilah.</p>	<p>Create an artwork to go with your writing using symbols and colour to help convey a sense of action, like Yanni.</p>
<p>PAGE 38 Bones Words by Rebecca Richards, age 11 Pictures by Jasmine Lee, age 13</p>	<p>Rebecca’s awesome poem is inspired by the discovery of bones at the bottom of a dry pond. What else might you find there? Make a list of your ideas.</p>	<p>Choose one of the items from your list and write a poem about discovering it. Think carefully about the mood you wish to create.</p>	<p>Illustrate your poem with a single striking image. Add lots of detail to intrigue your reader, like Jasmine.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 40 Run like a Girl Words by Chillí Jamieson, age 12 Pictures by Eliana Brown, age 12</p>	<p>Why do you think Tom kept challenging Julia to race him? Why do you think Julia kept accepting his challenges? Discuss your ideas with your class.</p>	<p>Imagine you are a commentator calling a race. Write a script that tells the story of the race from the commentator's point of view. Be sure to give it an exciting ending.</p>	<p>Record yourself calling the race. Add sound effects. Play it to your class but stop it just before the end. See who can predict the outcome!</p>
<p>PAGE 44 Me. But Better Words by Josie Bamber, age 13 Pictures by Hanae Vito-Toleafoa, age 13</p>	<p>Are you often compared to your brother, sister, cousin or friend? By whom? How does this make you feel? Discuss your experiences with your classmates.</p>	<p>Write a poem that encapsulates your feelings. Give it a great title, like Josie.</p>	<p>Create an artwork that expresses the ideas in your poem in different ways, like Hanae. Share your poem and art with your whanau.</p>
<p>PAGE 50 Climate Change Words by Eruera Stainton, age 6 Pictures by Fangshuo Zhao, age 8</p>	<p>Eruera has described climate change in his own words. What did you already know about climate change? Make a list of five main problems and five possible solutions to help the earth.</p>	<p>Create a poster that persuades people to protect our environment. Use sentences or slogans that will stick in people's minds.</p>	<p>Design visuals that amplify your message. Give careful thought to colours and mediums that will get people's attention. Put your poster on display around your school to get your message out.</p>
<p>PAGE 52 Adventure Words by William Bareta, age 7 Pictures by Georgia-Ray Fatupaito Pooley, age 11</p>	<p>Read William's poem out loud. What do you notice about the language he uses? List all the verbs and all the adjectives you can find in the text.</p>	<p>Write a poem about an adventure that you have had. Choose your verbs and adjectives carefully to make the action come alive, like William.</p>	<p>Choose your favourite piece of action from your poem. Use coloured pencils to create an artwork that shows the scene, like Georgia-Ray.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 54 On the Run Words by Charlotte Coutts, age 9 Pictures by Hunter Johnston, age 13</p>	<p>How does Charlotte 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 fantasy story that describes a threatening situation. Engage your readers by building tension slowly in the text.</p>	<p>Create a monochrome illustration for your story, like Hunter. Be sure to select a single colour that helps convey the tension in your story.</p>
<p>PAGE 58 Wealth Words by Evie Haughton, age 10 Pictures by Xanthe Gou, age 12</p>	<p>Read Evie's poem aloud. What is the significance of the title? How does it relate to the descriptions in the poem?</p>	<p>Think of all the experiences you've had that have made you feel rich. Write a poem that celebrates those things.</p>	<p>Illustrate your poem with a single image that includes as many of your experiences as possible, like Xanthe.</p>
<p>PAGE 60 A Kiwi Adventure Words by Isabel Petersen, age 9 Pictures by Sophia Glover, age 12</p>	<p>Isabel has used her imagination to create an exciting story set in the New Zealand bush. Make a list of all the creatures mentioned in the story. Which are native? Which are introduced?</p>	<p>Choose one of the other creatures from Isabel's story. Write a brand new adventure from its point of view.</p>	<p>Illustrate your story with a series of drawings or paintings to help bring the adventure to life. Consider using a limited colour palette to make sure your images fit together, like Sophia.</p>
<p>PAGE 66 Netball Words by Zoe Smith, age 9 Pictures by Fangfei Zhao, age 9</p>	<p>Read Zoe's poem aloud. What do you notice about the language she uses? Do you think it is effective? Why?</p>	<p>Use very simple and precise language to write a short play about your favourite sport or hobby.</p>	<p>Gather your friends. Design costumes and create choreography to go with your play. Act it out in front of your class with one person performing the role of narrator.</p>

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TOITOI

STORY SEARCH

Write a story or poem inspired by 11-year-old Christine Aixinjueluo's incredible artwork published in Toitōi 23.

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 July 9, 2021.

We will publish the best story in Toitōi 25 with additional illustrations by Christine.

[Download the poster](#)

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#TOITOISTORYSEARCH

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 68 My Hero Words by Maikolo Vailea, age 7 Pictures by Lucas Ze Xi He, age 6</p>	<p>Who is your hero? Why? Make a list of all the things that make them special.</p>	<p>Write a letter to your hero describing why they are special to you and why you admire them so much.</p>	<p>Design a superhero costume. Cut out a photo of your hero's face and glue it in place. If you can, give the letter and picture to your hero!</p>
<p>PAGE 70 Snowplanet Pictures by Yunhui Ju, age 12</p>	<p>Study Yunhui's artwork carefully. How has she created an illusion of depth on a two-dimensional page? What medium has she used and what effect does it have?</p>	<p>Create an artwork that uses perspective to create a sense of depth, like Yunhui. Consider adding texture with your medium of choice to help build the illusion.</p>	<p>Make a frame that complements your artwork and display it on the wall at school or home.</p>
<p>PAGE 72 The River Words by Amber Zhou, age 11 Pictures by Samuel Sun, age 12</p>	<p>Read Amber's poem with your class. Compare the first half of the poem to the second half. How does the language change when the peace is shattered?</p>	<p>Use the last line of Amber's poem to start a poem of your own that describes what happens next.</p>	<p>Create an artwork for your poem that depicts the action both above and beneath the water's surface, like Samuel.</p>
<p>PAGE 74 Today Words by Isla McHarg, age 11 Pictures by Mackenzie Butters, age 12</p>	<p>Isla has written about an old man who is filled with regret about something from the past. What happened? Do you think he should feel guilty or not? Why?</p>	<p>Imagine that you are an elderly person who regrets something from the past. Write a story that gives your reader clues about the experience, and what made you do what you did.</p>	<p>Make a portrait to go with your writing. See whether you can depict regret in your subject's expression and body language, like Mackenzie.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 76 My Bike at McLean's Island Words by Charlie Wilson 10 Pictures by Benji Watson-Palmer, age 13</p>	<p>Charlie starts his poem with two very powerful similes. What are similes? How do they help create strong images in readers' minds? What do you notice about the descriptive language in the rest of the poem?</p>	<p>Write a poem that uses powerful descriptive language. Include at least two great similes to grab your readers' attention.</p>	<p>Choose a single moment from your poem. Create a fantastic illustration that shows the action frozen in time, like Benji.</p>
<p>PAGE 78 Our Hut Words by Weaam Al Ajjan, age 10 Pictures by Paige Horn, age 10</p>	<p>Have you ever built a hut? Was it inside or outside? What materials did you use and who helped? Describe your experience to a friend.</p>	<p>Write a set of instructions for building the perfect indoor hut. Describe the materials to use, measurements and techniques for construction.</p>	<p>Create a fold-out blueprint with detailed drawings to illustrate your instructions. Give it to a friend and see whether they can follow your specifications!</p>
<p>PAGE 80 A Bed of Clams Words by Finn Beedie, age 8 Pictures by Heath Stevenson, age 6</p>	<p>What is a bed of clams? What other collective nouns do you know? Conduct some research and make a list.</p>	<p>Choose your favourite collective noun and write a short poem about it, like Finn.</p>	<p>Use bright colours to create a fantastic artwork to go with your poem, like Heath.</p>
<p>PAGE 82 Eyes Open Words by Ameer Livne, age 9 Pictures by Mason Heta, age 11</p>	<p>Ameer's story ends on a cliffhanger. What is a cliffhanger? Can you think of stories or movies with cliffhanger endings? Discuss them with a friend.</p>	<p>Imagine what happened before Ameer's story begins. Write the previous chapter. Try to end on a cliffhanger!</p>	<p>Illustrate your story with graphic art that draws the reader's eye, like Mason. Give your story and art to a friend to enjoy.</p>

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<p>PAGE 84 Pōhutukawa Words by Phoebe James, age 12 Pictures by Jacob Wharehinga, age 10</p>	Phoebe has used several poetic devices in her beautiful poem. Can you find examples of alliteration, assonance, simile, metaphor and personification?	Choose something in nature that you love. Write a poem about it that uses your favourite poetic techniques for maximum effect.	Make a model or diorama of a scene from the natural world to go with your poem.
<p>PAGE 86 The Ant Story Words by Niamh McIlhatton, age 13 Pictures by Scout van Dam, age 9</p>	Niamh's story is written from the point of view of an ant. Do you think this works well? What is your favourite part of the story? Why?	Rewrite Niamh's story twice — first from the point of view of the anteater, then from the human's point of view. Which one makes a better, more engaging story?	Choose your preferred story. Illustrate the action from the point of view of your protagonist.
<p>PAGE 90 Isolation Words by Felix Wall, age 10 Pictures by Amelia Dimitrova, age 10</p>	Have you ever felt alone and isolated? Discuss your experiences with your class. Take a poll of everyone who has felt alone and find out when and why they felt this way. Brainstorm ideas for tackling isolation.	Write a report based on your findings. Describe the problem then offer possible solutions.	Illustrate your report with graphs reflecting your findings. Think of a visual way to depict the possible solutions. Consider showing your report to your school principal to make them aware of how young people feel.
<p>PAGE 92 Hoodie Words by Nikolas Tsulaia, age 11 Pictures by Charlotte Blake, age 11</p>	Is Nikolas's story set in the present, past or future? Is it set in our civilisation or another? Read it carefully and look for clues.	Write a story about an encounter with something or someone evil. Think carefully about where and when your story is set and make it as dramatic as possible.	Inspired by Charlotte's awesome art, create an illustration to go with your story. Think about how to capture the mood of your writing with colour and technique.

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READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 94 The Last Foray Words by Kaiata Kaitao, age 13 Pictures by Olga Domracheva, age 11</p> <p>TOITOI STORY SEARCH WINNER</p>	Kaiata's incredible writing describes an epic battle between two powerful opponents. What are the most fearsome people or creatures, real or imagined, that you can think of? Make a list of your top five.	Devise a game that pits these fearsome rivals against each other. Write the rules of the game and decide whether or not you need a board and counters.	Design the cards for each character, board and counters. Invite your friends to play your game at lunchtime!
<p>PAGE 98 From the Heart Words by Joseph Taulangovaka, age 10 Pictures by Aaliyah Mati, age 11</p>	Joseph has written about a patterned Cook Island quilt called a tivaevae. Do you have a favourite traditional pattern from your culture? Describe it to a friend then research its origins and any other interesting information about it.	Write about your emotional connection with your chosen pattern. Tell your reader what it means to you, like Joseph.	Use your knowledge and research to create your pattern on paper or cloth. Display it alongside your writing.
<p>PAGE 100 Penguin at Ōwhiro Bay Words by Zoe Sullivan, age 13 Pictures by Madeleine Mouat, age 10</p>	What penguins are native to New Zealand? What is particularly special about the little blue penguin? Conduct research online and in your library to find out all about our native species.	Select your favourite native penguin and create an informative slideshow about it. Share fascinating facts and highlight what factors make life difficult for your chosen bird.	Choose photos and create your own art to illustrate your slideshow. Present it in class or at school assembly to educate others about the plight of New Zealand's penguins.
<p>PAGE 102 The Battle of the Mountains Words by Logan Newth, age 7 Pictures by Stella Tamepo, age 13</p>	Logan has retold a traditional Māori story. Do you know the Māori stories related to your geographical area? Research your local landmarks to find out more.	Retell one of the stories in your own words. Use lots of great words to describe the action, like Logan.	Use paint to illustrate your story, like Stella. Ask your library to put your writing and art on display so that local people can learn more about their region.

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PAGE 104 A Cicada's Song Words by Chloe Morrison-Clarke, age 13 Pictures by Ina Weiss, age 12	Chloe's gorgeous poem captures the feeling of a long summer's day. What is your favourite stanza? Why?	Think about your best-ever summer's day. Write a diary entry about that day. Describe what you did, with whom, and how it made you feel.	Draw a series of circles. Create pictures to go inside each one to illustrate the events and feelings described in your diary entry.
PAGE 106 The House on the Hill Words by Emma Bews-Hair, age 13 Pictures by Mia Long, age 10	Can you imagine living alone, like the girl in Emma's story? What would be the worst thing about it? What would be the best? Discuss your ideas in class.	Write a fairy tale about a someone living alone in a big house on a hill.	Inspired by Mia's fantastic art, paint a series of pictures to illustrate your fairy tale.

Bonus Activity!

We have created a bonus activity for *Yellowhead* on page 110 by Kaylee Wong that you can print for the classroom or share with your students online. Find the digital story and bonus activity at toittoi.nz/bonus-activities



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

The Toittoi 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 Toittoi to inspire young writers and artists to submit their own work for publication.



ASK GLENDA

Ask Glenda is a new series of videos on Toittoi 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

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

VISIT TOITTOI.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
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Pictures by Jesse Swift, age 12