

TOITOI JILLION

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 book.



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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Mix and match the ideas for your class

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Mix and match the ideas for your class



Pictures by Manea Heeney, age 9

READ	LEARN	CREATE	ILLUSTRATE
PAGE 14 Mount Taranaki Pictures by Chloe van der Ree, age 12	Study Chloe's landscape painting carefully and think about what makes it so beautiful. Discuss its composition, brushstrokes and the colour choices Chloe has made.	Use Chloe's landscape as a setting for an epic New Zealand adventure story. Make sure you describe Mount Taranaki and the surrounding landscape in all its glory.	Draw a detailed map that depicts the setting of your story. Note key topographical features and important locations.
PAGE 18 New Zealand Morning Words by Seren Stevens, age 12 Pictures by Ruby Peacock, age 6	Seren's poem has a simple rhyme scheme and beautiful imagery. Read the poem aloud with a friend or group. Seren repeats a particular motif to describe the landscape in her poem. What is it? Can you find examples in the text?	Write a poem of your own about New Zealand. You may want to make your poem rhyme, like Seren. Think about using a motif to tie your ideas together.	Ask each member of the class to bring a piece of fabric to school. Work together to design and create a patchwork landscape to display in your classroom.
PAGE 20 Tongs, Tweezers and a Vacuum Cleaner Words by Sienna Hayston, age 8 Pictures by Brooke Hansen, age 9	Have you or someone in your family ever done something really silly or dangerous? Share your story with a friend. Set the scene and use expressive language, humour and different voices to engage your audience.	Write a funny narrative about doing something silly or dangerous. Think carefully about how you translate your story from oral language to written language. Give it a catchy title like Sienna.	Design a cover for a book of silly stories. Think about the images and information you use that will encourage people to pick it up and read it.
PAGE 26 Criminal Rats Words by Sarah-Kate Simons, age 11 Pictures by Abby Lim, age 11	Sarah-Kate's poem and Abby's artwork come together to create a brilliantly imagined world of a network of criminal rats. With your class, devise a plot for an animated movie about the rats and their adventures in crime.	Write a script for a movie trailer. Use Sarah-Kate's poem as a starting point and add your own embellishments. Give the movie a fantastic title and some great characters.	Make the movie trailer with digital software like iMovie. You could use Abby's picture and some visuals of your own. Add a voiceover and some music.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 28 My Name Is Elaf Words by Elaf Abduljawad, age 11 Pictures by Jess Dean, age 10	Elaf has written a personal account of coming to New Zealand. Read it with your class and discuss why Elaf and her family had to leave their home. Can you find Syria on a map? How far away is it from New Zealand?	Do you know someone who has moved to New Zealand recently? Write a letter to them introducing yourself and tell them why New Zealand is a great place to live. Ask them about their home country and why it is special.	Design a fantastic poster welcoming people to New Zealand. Share it with your community.
PAGE 34 Mum Words and Pictures by Monica Koster, age 13	Monica created two works of art — a poem and a picture — to express her feelings for her mum. Do you have a special person in your life? Who is it? Why are they special?	Write a form poem. Think about where you place the words on the page to reinforce the poem's meaning.	Can you think of an animal whose characteristics remind you of your special person? Draw a portrait of your special person as that animal.
PAGE 36 The Flying Fox Words by Sylvie Kidd, age 10 Pictures by Keira Haig, age 11	Read Sylvie's story with your class. How did Sylvie find the courage to jump off the ledge? Have you ever conquered a fear? What does it feel like? What happens if you succeed? What happens if you fail?	Write a story about a time when you needed courage. What happened? Remember to take the reader on a journey with you and describe how you felt before and after your adventure.	Keira's pictures also tell a story. How? Create images of the key moments in your story that show how your feelings changed.
PAGE 40 Stargazing with My Dad Words by Izak Koster, age 10 Pictures by Sejin Byun, age 10	Izak 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 to how you understand his poem? Why?	Write a poem about what you see in the night sky. Make a decision about whether to use capital letters.	Create a scratch artwork like Sejin's to go with your poem. Use your imagination and put the stars exactly where you want them. What else might be in the night sky?

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 42 The Dragon Words by Jazmin Almond, age 10 Pictures by Isaac Johnstone, age 10	Read Jazmin's description of the dragon with your class. Look carefully at how she describes the setting for her story. How does it change over the course of the narrative? Find examples in the text.	Write your own description of an imaginary creature and invent a magical setting like Jazmin.	Sketch one feature of your imaginary creature with charcoal. Use shading to provide depth and shadow like Isaac.
PAGE 44 Lake Roto Kōhatu Words by Corban Farnley, age 11 Pictures by Cleo Exell, age 9	What is a verb? What does it do? Find all of the verbs in Corban's poem. What do you notice about them? Inspired by Corban, write a list of verbs that describe your summer.	Write your own summer poem using your list of verbs.	Cleo has used red and white paint on blue coloured paper with amazing effect. Illustrate your poem on coloured paper using only three colours.
PAGE 46 Kaimanawa Words by Stella Weston, age 12 Pictures by Jess Barron, age 13	Study Stella's magnificent story with your class and discuss the role of the landscape in her narrative. How does it affect the main character's actions? Find examples in the text.	Write a story set in a dramatic New Zealand landscape. Think about how the landscape shapes your plot and characters. Consider repeating phrases in your story to emphasise the role of the setting, like Stella.	Paint a beautiful landscape to go with your story. Add texture to your painting to create movement and depth like Jess.
PAGE 50 Tīrairaka Nā Te Miria Hau ngā kupu me ngā pikitia, e 8 tau te pakeke.	Te Miria has created a beautiful tribute to a tīrairaka which captures its appearance and personality. Select a native bird that is special to you. Research its appearance, behaviour and habitat.	Write a short speech about your chosen bird using your research and present it to your class.	Create a watercolour artwork of your bird that incorporates your research.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 52 This Is the Life Pictures by Logan Simich-Burr, age 12	Logan has created an extraordinary mural on plywood that celebrates a Kiwi summer. Examine his mural carefully and make a note of all the elements in his composition.	Plan your own summer scene on a piece of paper. Think carefully about composition and your use of colour.	Get a piece of plywood or another flat surface and paint your own mural to celebrate your Kiwi summer.
PAGE 56 Eruption Words by Abbie Mackay, age 11 Pictures by Luke Sutherland, age 10	Read Abbie's poem aloud. Find out more information about Mount Ruapehu or other New Zealand volcanoes and share it with your class.	Imagine you are the narrator in Abbie's poem. Write a diary entry for the day after the eruption. Describe what happened and how you felt.	Illustrate your diary entry with pictures and diagrams showing the mountain before and after the eruption.
PAGE 60 Silence Words by Greta Balfour, age 12 Pictures by Nadja Figur-Ambler, age 10	Why do you think Nikki Duval a.k.a. the bully of the neighbourhood is mean to Winnie? Do you think Winnie and Hunter bullied Nikki by scaring her with frogs?	Write a story about being a bully or being bullied. Think carefully about how to describe the way you feel so that your reader feels it too.	Nadja's illustrations, especially the one on pages 64-65, capture the kindness and friendship between Winnie and Hunter. Can you draw Winnie and Nikki together? How would it be different?
PAGE 68 Gannets Words and pictures by Aurora Garner-Randolph, age 11	Aurora has written a poem in which she compares gannets with conservative Victorian gentlemen. Read the poem aloud with your class and find examples of this in the text. What other imagery does she use?	Write a poem of your own about a bird you admire. Use unusual imagery that highlights particular characteristics of your bird.	Create an illustration to accompany your poem that captures your bird in action.

Adapt the ideas to suit the abilities of your students

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PAGE 70 At the End of the Highway Words by Evie Boughey, age 12 Pictures by Eva Bogue, age 11	Evie's story reflects on a difficult time in a girl's life. She uses imagery to describe the outside world that could also describe how she feels on the inside. Can you find specific examples of this in the text? What is the mood of this story?	Think about a difficult moment in your life and write a story about it. Pay particular attention to describing your internal and external landscape to create a mood for the story.	Eva's artworks have a luminosity that make them come alive. Using glass paint, create a landscape artwork to accompany your story on the outside of a glass jar. Place a copy of your story in the jar and display it on a windowsill.
PAGE 74 Maths Words by Ella Mitchell, age 10 Pictures by Billie Allan, age 10	Work with a friend and take turns in reading this poem aloud. What are the patterns in the poem? The rhythms? The rhymes? What makes it funny?	Write the next three stanzas of this poem: four plus four, five plus five, six plus six. Make it rhyme!	Illustrate your poem with chalk on the ground outside.
PAGE 76 Do Dreams Come True? Words by Kevin Li, age 11 Pictures by Sam McGee, age 10	Read Kevin's fantastic story with your class. Can you think of other famous stories in which one character gets revenge over another? Make a reading list.	Write your own revenge story. Use a combination of real-life detail and fantasy like Kevin. Find inspiration in other books you have read and let your imagination run wild.	Draw a series of cartoon images that capture the real and fantasy elements of your story.
PAGE 80 Guitar Words by Taralina Lesātele, age 12 Pictures by Rosalie Iharour, age 12	Music can be an important part of life and a fantastic way to connect with friends and family. What music is special to you?	Imagine you are creating an album of all the important songs from your life so far. Write a playlist and share it with a friend. Tell them why each song or piece of music is special to you.	Create an album cover for the soundtrack of your life.

Mix and match the ideas for your class

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PAGE 82 The Chore Robot Words by James O'Keefe, age 10 Pictures by Leith Kiniana, age 10	If you could invent a robot, what would it be like? Brainstorm a list of chores it could do for you. Where would you hide your secret lab?	Create an operating manual for your robot that lists all of its features and functions.	Draw a technical picture of your robot for the operating manual showing all of its different parts, features and functions.
PAGE 84 The View from the Shore Words by Samara Khan, age 12 Pictures by Riley Toomer, age 13	Samara has written a lovely observational piece of writing from the point of view of a person sitting on the shore. Did you go to a beach this summer? What did you see? Describe it to a friend.	Describe your very own view from the shore. Start your story with the words "I can see..." like Samara.	Riley has chosen to illustrate Samara's beach scene from an unexpected point of view. Draw a picture of your beach scene from a different perspective.
PAGE 86 Raukawa Rangiaitu Kora Words by Te Maia Kora, age 11 Pictures by Courtney Yeoman, age 12	Te Maia has written a loving description of his older brother. He uses a combination of physical detail and personal anecdote so that we get to know Raukawa. Do you have a sibling or cousin? What are they like? How would you describe them?	Write a detailed character description of someone in your family who is important to you. Describe how they look, what they do and how they make you feel.	Courtney shows great skill by drawing Raukawa in various poses. Draw your special person doing three different things they love.
PAGE 88 What I Can See on State Highway Three Words by Barney Gould, age 8 Pictures by Maria Laurie, age 10	Barney repeats the same phrase at the beginning of each line of his poem. What other techniques does he use to make his poem sound great?	Did you go on a big trip in the car this summer? What did you see from your car window? Write a poem about your road trip in which each line starts with "I can see..."	Draw a fun map of your summer road trip and mark the things you saw on your journey.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 90 The Remarkables Pictures by Ollie Ridd, age 8	Study Ollie's beautiful landscape painting of The Remarkables and think about what makes it so striking. Consider the subject, composition, texture and colour choices Ollie has made.	Write a poem about New Zealand's incredible landscape inspired by Ollie's painting.	Create your own landscape artwork and consider using different materials and techniques to give your picture texture like Ollie.
PAGE 94 The Carnival Words by Dom Botherway, age 11 Pictures by Isabella Loghides, age 12	Dom describes a violent and chaotic scene using vivid language and the metaphor of a carnival. Read the story aloud with your class and find examples of how the metaphor develops throughout the text.	Write an intense description of a dramatic moment using an extended metaphor. It can be real or imagined. Use vivid language like Dom.	Isabella has used drawing software to create a multi-layered portrait of Dom's narrator. Create a portrait of the main character in your story that captures the intensity and drama of the narrative.
PAGE 96 Cat Words by Freya Kelly, age 10 Pictures by Anna Sophia Holtz, age 10	What other animals belong to the cat family? What are their common characteristics?	Write a descriptive poem from the point of view of another animal from the cat family.	Create an eye-catching image of just one part of that animal.
PAGE 98 A Dog Called Loyal Words by Isabel Carman, age 12 Pictures by Nicky Rezakhan-Kermani, age 13	Isabel has written a brilliant story set during a real historical event. What happened to Mount Tarawera and the people who lived nearby? When did it happen? Research the history behind Isabel's story.	Choose a significant natural event in New Zealand history and use it as the setting for a story of your own. Use your research to spark your imagination and infuse your narrative with real details of what happened.	Make a diorama to go with your story. Decide whether to interpret the scene before or after the event took place.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 108 My Dyslexia Words by Dylan Foote, age 13 Pictures by Benjamin McQueen-Davies, age 12	Benjamin's interpretation of Dylan's poem is very thoughtful. What is dyslexia? How does Benjamin express the concept of dyslexia in his picture?	Is Dylan's poem a haiku? Discuss the characteristics of haiku with your class. Write a haiku about a moment you found difficult or frustrating.	Create a picture and incorporate your poem into the image. Think about how the words and pictures work together to convey meaning.
PAGE 110 Paper Birds Words by Rosie Meyer, age 11 Pictures by Isla Bremner, age 12	Tom and his grandpa had a very special relationship. Can you find examples in the text where Rosie tells us how they feel about each other? Why does Rosie call her story 'Paper Birds'? Why are they important?	Write a story about a loss that you have experienced. Make sure you think about how to convey your feelings to the reader and give your story a meaningful title.	Isla captures the spirit of Rosie's story in her illustrations. How does she do this? Create a series of pictures that guide your reader through the story.
PAGE 112 The Anzac Parade Words by Ruby Chamberlain, age 12 Pictures by Lucia Olney-Boyd, age 12	Ruby has written a contemporary story about an Anzac ceremony. What is it like to be a New Zealand soldier today? Where might you go and what might you do?	Write an article for your local newspaper about an Anzac parade in your town or city. What happened? Who attended the ceremony? How did it make you feel?	Draw a scene from the Anzac parade to accompany your article. Write a caption to explain what is happening.
PAGE 114 Thirteen Words by Pippi Duncan, age 13 Pictures by Meg Lyell, age 13	Pippi and Meg are friends and they have collaborated on a description of what it is like to be 13. How old are you? Work with a friend and discuss what it is like to be your age.	Collaborate on a piece of writing with a close friend that describes key moments in your lives.	Create a picture using charcoal to go with your poem.

Adapt the ideas to suit the abilities of your students

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PAGE 116 Put Yourself in My Shoes Words by Felix Hall, age 9 Pictures by Nisha Beauchamp, age 11	Felix has written a thoughtful and moving story in which he wonders what it would be like to be homeless. What does 'putting yourself in someone else's shoes' mean? Why is it important?	Take a look at some stories from a newspaper and find a person who is different to you. What do you think life would be like if you were them? Think about how it would feel emotionally as well as physically, like Felix. Write your story.	Paint a self-portrait to accompany your story. Create a beautiful background for your portrait like Nisha.
PAGE 118 The Champion Words by Carys Morgan, age 11 Pictures by Taylor Katipa, age 10	What does it take to be a champion? Is it all about winning or are there other qualities that are important?	Write a poem or story about being a champion.	Draw a black and white portrait of your champion. Consider how you use shading in your picture like Taylor.
PAGE 120 Fifty Years since the Wahine Disaster Words by Mobina Sadeghzadeh-Khameneh, age 7 Pictures by Dylan McLaren, age 7 and Sophie Millen, age 8	Research the extraordinary event that inspired Mobina's story. What happened to the <i>Wahine</i> and who was involved? When and where did the disaster occur?	Choose five interesting facts from your research and find pictures to support them. Don't forget to record your sources.	Create a slideshow that presents your research in an engaging way. Show it to your class.
PAGE 122 Dear Friend and Taniwha Words by James Drake, age 8 Pictures by Mikah Miller, age 10	James has written a beautiful ode to animal war heroes. What is an ode? Read the poem carefully with your class and discuss the meaning of the Māori words used. Which animals are mentioned? Why is the soldier saying farewell?	Choose an animal war hero whose story speaks to you. Think about how the animal may have helped people physically and emotionally during the war. Write an ode to your animal from the perspective of one of those people.	James and Mikah wanted to acknowledge the efforts of all the troops with their work. Design a medal for your chosen animal. Draw a picture of your animal wearing the medal and display it next to your poem.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 124 After the Bomb Pictures by Amy Bright, age 13	Take a look at Amy's fantastic artwork. What do you think has happened to the people in the picture? What are they reacting to? How does the style of Amy's picture affect your reaction to it?	Write a list of verbs that might describe the feelings and reactions of the people in Amy's picture. Use your word list to craft a short story. Try to imagine parts of the story that aren't shown by Amy.	Draw the part of your story that isn't shown in Amy's picture. Think carefully about how the style of your drawing might change its emotional impact on the reader.
PAGE 128 The Sister Puzzle Words by Rosa Kerridge, age 9 Pictures by Amy Schonert, age 11	Family relationships can be wonderful but they can also be complicated. Choose a person in your family and reflect on your relationship with them. Think about why the relationship is important to you.	Write a poem that describes the richness and complexity of family life. Share it with your family.	Draw a picture of your family, stick it to a piece of cardboard and cut it into jigsaw pieces to make a puzzle. Share it with a friend.
PAGE 130 The Flood Words by Kathryn Reid, age 10 Pictures by Samuel Ferguson, age 10	Kathryn's story of the flood is based on real events. Read her description of what happened. Work with a friend and imagine one of you is Kathryn and one of you is a journalist investigating what happened. Conduct a short interview.	Write a newspaper article about the flood. Include Kathryn's eyewitness account of what happened. Give it a clever headline to capture your reader's interest and make sure to include your byline.	With your friend, stage a scene from the flood. Take a photo and publish it with your article. Don't forget to give your photo a caption and a credit.
PAGE 132 Phoenix Words by Helena Zeman, age 10 Pictures by Manea Heeney, age 9	Helena describes a fictional encounter with a magical phoenix. What is the difference between fiction and fact? Discuss with your class. Can you name some examples of fiction and factual writing?	Inspired by Helena's fictional story, write an article about her rare sighting of the phoenix for your local newspaper. Include witness statements and quotes from experts. Don't forget to include a headline and byline.	Stage a photo of a phoenix in the trees to go with your article. Be creative and make it look as real as possible!

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 134 Tree Words by Xenia Prinz, age 9 Pictures by Anna Sophia Holtz, age 11	Xenia's simple poem about a tree carries an environmental message. What does this poem say to you?	Write a poem about an aspect of the natural world that you care about.	Create an artwork to go with your poem that pays attention to composition and texture, like Anna Sophia.
PAGE 136 Synthetic Humans Words by Hayden Waddell, age 11 Pictures by Carter Wu, age 11	Hayden writes a brilliant narrative with great pace and energy set in future New York. What do you imagine the future looks like? Do you think we will have to worry about clones and robots? What other problems might we face?	Write your own science fiction story. Think carefully about your plot and work on making your characters believable even though they live in a futuristic world.	Carter uses cartooning techniques to create awesome illustrations for Hayden's story. Create a series of images to go with your story that use these techniques.
PAGE 142 Kororā Words by Paige Bowman, age 12 Pictures by Amber Dow, age 9	Paige's poem has an important message. What is it? How does she communicate her concern? What information does she leave out? Find examples in the text of personification and repetition, and describe their effects.	Write a poem of your own that communicates a concern that you have for our environment. Consider using some poetic techniques like Paige.	Create a poster that communicates your environmental message. Think carefully about how you use words and pictures to capture attention and convince your audience that it is time to act.
PAGE 144 Roar Words by Pippi Duncan, age 13 Pictures by Amy Tan, age 12, Olivia Lee, age 12 and Taige Spalding, age 12	Pippi uses an extended metaphor of combat and battle to describe her experience of surfing in a powerful sea. Can you find examples of this? How effective is it?	Describe a time when you battled nature. Where were you? What happened? How did you feel? Use an extended metaphor like Pippi in your description.	Paint a picture for your story using simple shapes and bold colours.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 148 Africa as My Cloak Words by Tekjouk Pal, age 11 Pictures by Lukas Joy, age 11	Tekjouk writes about her homeland in Africa. Where is the Sudan? Locate it on a map and find three important facts to share with your class. Where is your homeland? What makes it special?	Using your research, write a poem about Tekjouk's homeland or write about your own special place.	Illustrate your poem using the colours and symbols of your homeland.
PAGE 150 The Incline Words by Hannah Hitchcock, age 12 Pictures by Abbie Wood, age 12	Read Hannah's fantastic story with your class and pay particular attention to the setting. Where and when does the narrative take place? Can you find Denniston on a map? Why is it an important aspect of the story?	Choose a time and place in New Zealand during the last century and use it as a setting for a story. Think carefully about what it would be like to live in that place at that time, like Hannah.	Draw a map that shows where your story takes place and any interesting features that are important to your narrative.
PAGE 154 Wish List for an Elephant Words by Tom Nalder, age 9 Pictures by Carlo Marquand, age 9	Read Tom's poem with your class. What do you think happened to the elephant? Point to clues in the text.	Write a poem about an endangered animal. What are they afraid of? What are they longing for?	Draw a picture of your animal using charcoal. Use shading to provide depth and shadow like Carlo.
PAGE 156 I'm Sprinting Words by Elizabeth van Wijk, age 12 Pictures by Keira Haig, age 13	Elizabeth describes her love of sprinting using a first-person narrator. She takes the reader into the headspace of an athlete with specific details that bring the narrative to life. Read the story and find examples in the text.	Write a story about participating in a race or competition. Use a first-person narrator like Elizabeth and describe how your character prepares for the challenge.	Keira has drawn a beautiful picture of Elizabeth in a world of her own. Draw a picture of your narrator at a key moment in your story.

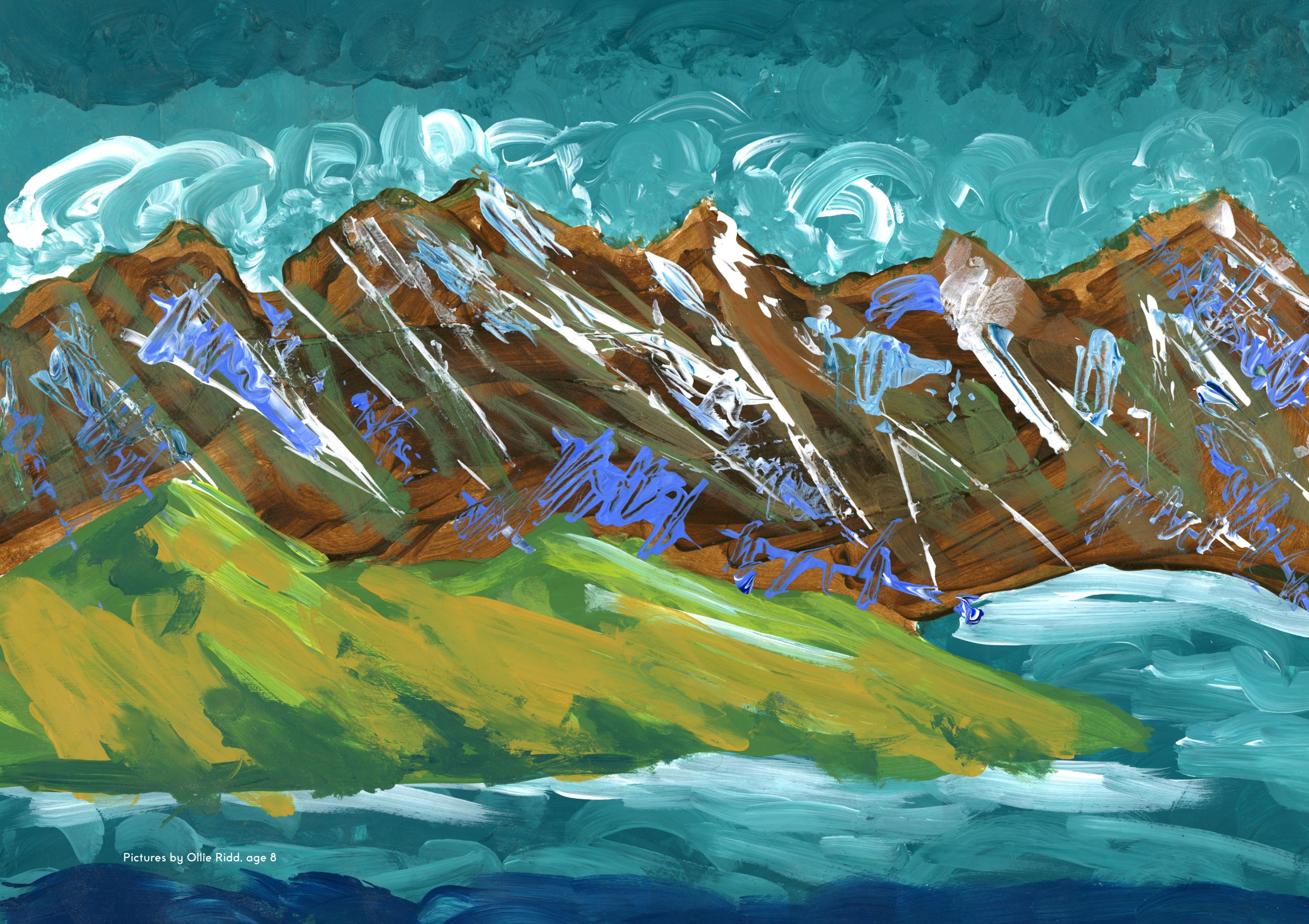
Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 158 Pirate Words by Millie Sarjeant, age 11 Pictures by Logan Simich-Burr, age 13	Read Millie's poem aloud. Every line uses strong poetic language to contribute to the description of the pirate. With your class, discuss how much the poem reveals about the pirate and how much you are left to guess.	Choose a dark or scary figure and write a poem describing them. Try to make every line a powerful image.	Create a woodcut of your figure. Consider the way that you use light and shadow for dramatic effect.
PAGE 160 Titan Pictures by Nadia Shaw-Bell, age 13	Study Nadia's epic painting carefully and think about what makes it so powerful. Discuss its composition, brushstrokes and the colour choices she has made. Why do you think Nadia called her painting 'Titan'?	Write a poem or story about a majestic New Zealand mountain inspired by Nadia's painting. Make sure you give it a terrific title.	Create a diorama of a scene from your story with an epic mountain like Nadia's.
PAGE 161 Man on the Moon Pictures by Jack Busst, age 10	Jack's incredible painting is a pastiche that celebrates the moon landing in 1969. What is a pastiche? Who was the 'Man on the Moon'? Find the iconic photograph that Jack used as his inspiration and compare the two images.	Research an historic event that interests you. Find an iconic photograph depicting that event and study it carefully. What do you notice about its composition? Take notes.	Create a pastiche of your photograph paying particular attention to the design elements of your composition. Consider using paints to create texture like Jack.
PAGE 162 Voices Pictures by Beth Cooper, age 11	Examine Beth's beautiful portrait carefully. Make a detailed list of the girl's physical characteristics. Can you also describe her personality from the picture? Compare your notes with a friend's.	Write a story with the girl as a central character. Weave a detailed description of her into your narrative. Think about how she sees herself and how she is seen by other characters in your story.	Create a black and white portrait of another character in your story. Consider how you can use their physical appearance to tell the reader something important about their personality.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 163 Can Kiwi Fly? Pictures by Isabella Lee, age 10	Isabella's illustration accompanied a story about a flying kiwi in Toitū 8. Research flightless bird species in New Zealand. How have they adapted to living on the ground? Which species are extinct?	Write a poem that imagines what life was like in New Zealand before people arrived. You may like to incorporate some of your research into your poem or imagine a fictional landscape.	Study some famous New Zealand paintings of birds including works by Bill Hammond and Don Binney. Discuss their different styles with your class. Create an illustration for your poem in a style that fits your vision of early New Zealand.
PAGE 164 Shark Pictures by Teresa Sell, age 9	Teresa's picture was chosen as the cover of Toitū 3. Compare it with the cover of another book or magazine and think about the purpose of a cover. Why do you think this picture was chosen? Do you think it was effective? Why?	Write a narrative to go with Teresa's picture. Imagine you are the shark. Tell your story.	Create your own eye-catching illustration for Toitū to accompany your story.
PAGE 165 Marbles Pictures by Ruby Judson, age 10	Ruby's old tin of marbles is an heirloom that has special family significance. What is an heirloom? Do you have something at home that has been passed down through the generations and is special to your family?	Write a letter to a grandparent, aunt, uncle or other family member about why you think your family is special.	Paint a picture of your family and send it to them with your letter. Can you include your heirloom in your picture?
PAGE 166 Flower Power Pictures by Emilia Pearce, age 8	Emilia has created a beautiful series of paintings that depicts four key stages in the life of a flower. Study it carefully. Make notes about her use of light and colour.	Inspired by Emilia's artwork, think about an idea you would like to represent in a series of artworks. Make notes about the techniques, colours and materials you would like to use. Ask a friend to review your plan. Finalise your sketches.	Using your sketches as a guide, create your series. Show it to your friend and reflect on how you were able to put your ideas into practice.

Adapt the ideas to suit the abilities of your students



READ	LEARN	CREATE	ILLUSTRATE
PAGE 167 House Pictures by Charlie Carson, age 8	Charlie has created a monochrome artwork of a house. What else do you notice about this picture? Does it convey any emotion?	Let your imagination run wild and use Charlie's picture as a setting for a story. Where is this house? Who does it belong to? Who lives here? What happens?	Create a monochrome artwork that illustrates a key part in your story.
PAGE 168 Self-portrait Pictures by Max Hey, age 10	Compare and contrast the awesome portraits by Max and Beth on pages 168 and 162 of the Jillion. What do they have in common? What makes them unique? Which do you prefer? Why?	Make a list of things that are special about you. Ask one or two friends what they think is special about you too. Think about how to draw a portrait of yourself that captures some of the things on the list.	Draw your own self-portrait that tells us something about who you are and what is important to you.
PAGE 169 Gorilla Pictures by Zixin Zhu, age 8	Study Zixin's stunning portrait of a gorilla. What do you notice about her artistic choices? Consider Zixin's use of colour and texture. What effect do they have?	Inspired by Zixin's artwork, sketch a portrait of your favourite animal. How would you like to convey its personality? Make notes about techniques and colours you would like to use.	Paint your animal portrait using your sketch as a guide. Try to capture the animal's personality like Zixin.
PAGE 170 Bottles Pictures by Sofia Kite, age 9	What is a still life? Find examples of famous still life pictures. How does a still life differ from other paintings?	Write a description of Sofia's picture or one of the famous still life paintings that you found in your research.	Draw a still life of your own using everyday objects.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 171 Dinghies Pictures by Jesse Swift, age 11	Jesse's stunning artwork was inspired by the Pauatahanui Inlet in Porirua. Research the inlet's ecological and cultural importance. How is it under threat? What is being done to protect it? Take notes on your findings.	Organise your notes under 3-4 key headings and summarise your research in each area. Highlight key facts or points of interest and add the sources of your research. Publish your study in an A3 poster, adding your name and a title.	Create a diagram, map or chart that illustrates a key area from your research. Use bold colours and clear outlines to give your work impact, like Jesse.
PAGE 172 Octopus Pictures by Mikah Miller, age 11	Octopuses have evolved over a long period of time and are well known for being incredibly smart. Research the different species of octopus that live in our oceans.	Choose a species of octopus and investigate it. Find out about its habitat, diet, predators and evolutionary path.	Create a slideshow using your research and present it to your class. Incorporate images and videos to show how amazing these creatures are.
PAGE 173 The Woods Pictures by Phoebe Leenhouders, age 12	Phoebe has created an incredible image that excites the imagination. What do you think has happened to the girl in the forest? Invent a backstory that explains her situation.	Imagine that this picture is on the cover of your new novel. Invent an eye-catching title and include a blurb, tagline and author biography. Pay careful attention to fonts, colour and layout.	Design a book jacket for your novel incorporating the title, blurb, tagline and author biography. Pay careful attention to fonts, colour and layout.
PAGE 176 The Ossler Words by Claudia Keys, age 12 Pictures by Sam Marshall, age 11	Claudia has written a magical poem about an imaginary animal. She uses neologisms to great effect. What is a neologism? Can you find some in Claudia's poem? What do you think they mean?	Write your own poem about an imaginary animal and have some fun creating new words to describe its appearance and behaviour.	Give your poem to a friend and ask them to draw your animal. They will have to interpret your neologisms! How is it different to what you imagined your creature would look like?

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 178 Interstellar Words by Kaia Murray, age 12 Pictures by Jude Wilson, age 9	Kaia describes the fear and exhilaration of an astronaut as she blasts into space. Could you relate to the story's narrator? Why? Why not?	What happens immediately before this story and immediately after it? With a friend, write the beginning and ending. Put the story together.	Draw the beginning of the story and the end of the story and create a storyboard with Jude's picture in the middle.
PAGE 180 Gate Racing Words and pictures by Tarn Hoyle, age 8	Tarn tells his story as a writer and as an artist. For example, we see his back in the picture but the words of his poem tell us how he is feeling inside. Think about how words and pictures work together to convey meaning.	Write a poem about something that you love but that also makes you nervous. Think about the picture you will draw as you write.	Tarn uses pencil to create his picture. Can you illustrate your poem using only one medium?
PAGE 182 Make Our Voices Count Words by Maxim Whatmough, age 12 Pictures by Walt Hamer, age 12	Maxim's speech is designed to convince an audience to adopt his point of view. Read the speech aloud and summarise its main arguments. What do you notice about the structure of the speech? What rhetorical devices does Maxim use?	Write a speech of your own on a topic that is important to you. Pay careful attention to structure and use rhetorical devices like Maxim to convince your audience.	Create a cartoon to go with your speech. Capture the essence of what you want to say in a single illustration and think carefully about how your words and pictures work together for maximum effect, like Walt.
PAGE 186 The Man with the Violin Words by Lily Knox, age 11 Pictures by Wilkie Proudfoot, age 10	As a class, read Lily's poem aloud and discuss its poetic features. Make a list of the adjectives she uses to describe the man with the violin. What do you notice about them?	Write a poem of your own about someone mysterious or magical. Select your adjectives carefully and don't reveal your character's true nature until the very end.	Give your poem to a friend and ask them to paint a picture to go with it. Think carefully about how your friend interprets your poem. Was it what you expected?

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 188 Meeting the Enemy Words by Ella Simons, age 12 Pictures by Dylan Huber, age 13	Ella's moving war story is driven by action and dialogue. Read it carefully and think about how you would present a dramatised reading of this story to your class.	Change the text of Ella's story into a script. Choose a narrator and find some props. Divide the speaking parts among your group. Rehearse the play and present it to your class.	Design a playbill for 'Meeting the Enemy'. Include a cast list and synopsis of what happens. Don't forget to credit Ella's original story.
PAGE 194 Map Words by Josh McPhail, age 10 Pictures by Luke Reger, age 11	Josh decided not to use capital letters or full stops in his poem. Read it aloud with a friend and think about what effect this has.	Write a poem about a very strong emotion like love. Think about how to convey that emotion in the structure of your poem. Make a decision about whether to use full stops and capital letters depending on the emotion you choose.	Illustrate your poem. Make careful colour choices to reflect the emotion in your poem.
PAGE 196 A Kayaking Adventure Words by Dan Percy, age 11 Pictures by Mia Harding-Trail, age 11	Dan takes us on a thrilling adventure. Make a timeline of all the events in the story. How could things have turned out differently?	Have you ever been on an adventure like Dan's? Tell a friend. Don't forget to explain what, where, when, why and how.	Create a board game based on your adventure. Your players will need a setting, a goal, obstacles and tools to overcome them. Include three different paths to success.
PAGE 198 On a Still Night Words by Rowan Ellis, age 10 Pictures by Anahera Abraham, age 9	Rowan has created a terrific atmosphere in his poem. How do you think the narrator came to be in the old wooden shack? Who is he? Where did he come from? Discuss your ideas with a friend.	Write a backstory for the narrator and the events that lead up to the moment in Rowan's poem.	Create a silhouette picture to accompany your story.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 200 Pushing Through Words by Ella Graves, age 10 Pictures by Brietta Freeman, age 13	Ella has written a beautiful and heartfelt story. Can you relate to it? Why? Why not? Give specific examples from the text.	Write a story about a moment you had to 'push through'. Make it personal so that you connect to your reader.	Brietta uses a black background to dramatic effect in her illustration for Ella's story. Create a picture for your story and think about what background colour you can use to connect the image with the text.
PAGE 204 Bees Words by Lovedeep Karda, age 6 Pictures by Bella Hinton, age 9	Choose an animal to research as a class. Watch a short video and answer some simple questions. 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.	Draw your animal in its natural habitat.
PAGE 206 Sunbathers Pictures by Sasha Marchant, age 11	Did you spend time at the beach this summer? Brainstorm a list of adjectives that describe what it was like.	Write a poem or story about a day at the beach using your adjectives as inspiration.	Create a bird's-eye view of your beach adventure, like Sasha.
PAGE 210 Birthday in the Bush Words by Melissa Bentley, age 12 Pictures by Amelie Nicholls, age 13	Melissa uses rhyming couplets to tell the story of her special birthday in the bush. Read the poem aloud with a friend so you can hear the rhythms and rhymes of her poem. Tell your friend about a special birthday you have had.	Write a poem about your special birthday using rhyming couplets.	Amelie has used the swirling branches and glowing fire to create a lovely mood that echoes Melissa's poem. Using coloured pencils, draw a picture that captures the mood of your birthday.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 212 Earthquakes Words by Yasmin Kerr, age 12 Pictures by Oliver Strong, age 13	Yasmin creates an atmosphere of tension and mystery in her story about the earthquakes. How does she do this? Find specific examples in the text.	Write a mystery story. Focus on creating a tense atmosphere that sucks your reader into your narrative.	Oliver uses a limited colour palette that matches the mood of Yasmin's story. Illustrate your story using a limited palette to evoke its mood.
PAGE 216 The Parade Words by Grace Downie, age 8 Pictures by Gaby Brown, age 11	Read Grace's poem aloud. Although it describes a jubilant event, it is also full of quiet observations. Find examples of this in the text.	Write a poem about a time when you were in a crowd of people but felt alone. What did you notice? How did you feel?	Create a picture to go with your poem that contrasts the chaos of a crowd with quiet observations, like Gaby.
PAGE 218 Biscuiting Words by Katrina Weblin, age 11 Pictures by Oliver Jenkins Jablonski, age 11	Katrina describes what it is like to be scared and excited at the same time. Have you ever felt like this? Tell a friend about it.	Describe a time when you felt exhilarated. Remember to take your reader on a journey with you and describe not just what happened but also how you felt.	Think carefully about the most important moment in your story and create an image that captures it.
PAGE 220 Voices Words by Elise Edmonds, age 12 Pictures by Melinda Pender, age 13	Elise's poem is very thoughtful. We all worry that we are not good enough. Why do you think that is? What can we do we about it?	Write down some of your worries on pieces of paper. Write an encouraging message on the other side.	Fold your worries into beautiful origami shapes and place them in a worry jar. Decorate your jar and keep your worries in their place.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 222 Monday Swimming Words by Auraeyah Harris, age 9 Pictures by Male'hanisi Viki, age 11	Auraeyah's story is a very funny rendition of the 'torture' of going swimming at school. What do you hate doing at school? Why is it so awful?	Write a story describing a school activity you loathe. Use exaggeration to make your story funny, like Auraeyah.	Create a funny caricature of yourself doing an activity you hate.
PAGE 224 Fantail Words by Georgia Loach, age 10 Pictures by Georgia Macalister, age 8	The fantail or pīwakawaka is a native New Zealand bird. Choose another native bird. What can you find out about it? Do some research and make a list of five interesting facts.	Write a poem about your bird using the information you have found. Use descriptive language to bring the bird to life, like Georgia.	Find some photographs of your bird and study them. Make notes about its important features and characteristics. Draw a picture of your bird.
PAGE 226 Mouse Rider Words by William Hamilton, age 11 Pictures by Sebastian Schofield, age 13	William has written a terrific narrative with one central character. As you read the story, make notes about Jack Slade — what he looks like, how he behaves, what he thinks and how he feels.	Write a detailed character analysis of Jack Slade. Use your notes and examples from the text to support your ideas. What would you say to Jack if you could talk to him? What would you ask him?	Draw a sequence of pictures that tell the backstory of how Jack came to be so small.
PAGE 232 The Red-Billed Thief Words by Xanthe McElroy, age 11 Pictures by Sarah Crowther, age 12	Read Xanthe's beautiful poem aloud with your class. What are some of the poetic features she uses to tell the reader about the red-billed thief? What is happening in the poem?	Write a poem about a bird you love. Use poetic imagery to describe your bird and its actions.	Create a beautiful pencil sketch of your bird in action. Pay careful attention to light and shade in your picture like Sarah.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 234 Gaga's Bach Words by Brooke Zimmerman, age 12 Pictures by Zoe Gauntlett, age 7	Do you have a place that is special to you and your family? Think about the landscape and the people you find there. What is special about it? What do you do there?	Write a detailed description of your special place and why it matters to you.	Using coloured pencils, draw a picture that captures what you love most about your special place.
PAGE 236 The Lonely Girl Words by Josie Christie, age 10 Pictures by Katrina Marks, age 11	Josie uses the metaphors of a bubble and a rain cloud to describe isolation and loneliness. Have you ever felt lonely? Why? What does it feel like? How would you describe it?	Write a diary entry for a day when you felt very alone or very sad.	Create a clay model of a person. Pay attention to body language to convey emotion.
PAGE 238 Cityscape Pictures by Nathan Dixon, age 9	Nathan has drawn an incredible cityscape from a bird's-eye view. Imagine you are a superhero and you can fly between the skyscrapers. What else can you see? What is happening at street level?	Write an action adventure story set in your favourite city. It can be a real place or an imaginary one. Imagine you are the superhero and you are chasing a dastardly villain. What happens next?	Create a diorama of your favourite city. It could be of the whole city or you could zoom in. Make sure you include major landmarks. Show it to a friend and see if they can guess what city it is.
PAGE 242 Awesomeness Unleashed Words by Ethan Cleave, age 10 Pictures by Max Turley, age 10	Have you ever unleashed awesomeness on the world? What happened? Share it with your class.	Write a story about your greatest triumph. Use terrific similes to describe how it made you feel, like Ethan.	Make a medal to celebrate your awesomeness using cardboard and string. Hold a medal ceremony with your class. Don't forget to prepare an acceptance speech!

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 244 My Bedroom Window Words by Max Balmer, age 7 Pictures by John Sutton, age 8	What do you see when you look out of your bedroom window? Consider what it's like to be inside and what it's like to be outside. Record details both big and small, like Max.	Write a poem or description of what you see when you look out of your bedroom window.	Create a picture of what you see using a black pen on white paper. Leave some white space in your picture to add your poem.
PAGE 246 The Biggest Fire Words by Sam Catton, age 5 Pictures by Helen de Vries, age 10	Read Sam's poem about the terrible fire in Christchurch's Port Hills with your class. What is the atmosphere or mood in the poem? Find examples in the text. What effect does this have on you as a reader?	Write a poem about a natural disaster. Make careful word choices to create an appropriate atmosphere, like Sam.	Helen's artwork captures an atmosphere of smoky fear and fiery rage. How has she achieved this? Create an artwork of your own that captures the atmosphere of your poem.
PAGE 248 Parents Words by Hunter Scott, age 11 Pictures by Meg Marshall, age 10	Hunter was a hit at his school speech competition with this piece of persuasive writing. Read the speech aloud and identify some of the rhetorical devices he uses to persuade his audience.	Write a speech like Hunter's that uses rhetorical devices to convince your audience of your argument. Perform it for the class.	Design a poster with a slogan and an image to support your argument.
PAGE 250 The Monster Words by Derek Chai, age 11 Pictures by Brooke Hansen, age 10	Nature can be our friend and our foe. Read Derek's story with your class and compare it to 'Roar' by Pippi Duncan on page 144. What do these narratives have in common?	Write a story about being at the mercy of nature. Build pace and tension throughout your narrative as it builds to a climax.	Use paints on canvas to portray nature's overwhelming force, like Brooke.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 252 Muster Words and pictures by Ashley Robinson, age 9	What is a muster? Has anyone in the class ever been on a muster? Can they share their experience with the class? Brainstorm the types of animals you might muster.	Write a poem about another type of animal — real or imaginary — that you could muster.	Draw a portrait of your animal.
PAGE 254 The Undertaker Words by Cameron Pryde, age 11 Pictures by Isla Athfield, age 11	Cameron has written a brilliant character description of an undertaker. Read it with your class and list some of the fantastic details that Cameron uses to bring Adaric Grul to life.	Use your imagination to write a detailed character description of someone with an unusual job. Describe what they do for a living but also invent a backstory for them that sheds light on their character, like Cameron.	Dress up as your imaginary character using as many of the details from your story as you can. Ask your friend or teacher to take your photograph. Publish it with your story.
PAGE 258 My Bridge Words by Lachlan Peters, age 9 Pictures by Georgia Shivan, age 12	Lachlan writes about a place that is special to him and his family. Do you have a special place? Think about the location, the landscape and the people there. How do you get there? Why is it important to you? Tell a friend.	Write a detailed description of your special place. Think about how you get there and why it matters to you. Read your description aloud to your friend.	Sketch your special place using pencils. Use shading to provide depth and shadow, like Georgia.
PAGE 260 A Kiwi Life on the Farm Words by Emma Taylor, age 11 Pictures by Jared Bramwell, age 9	Do you live on a farm? On a mountain or by a river? In a small town or a big city? Brainstorm all the different places you could live in New Zealand and make a list of the advantages and disadvantages of each one.	Write a poem about a day in your life. Describe morning, noon, afternoon and evening in separate stanzas, like Emma.	Sketch key moments in your day using coloured pencils.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 262 Sea Turtle Words by Emma Waugh, age 11 Pictures by Kathryn Reid, age 10	Research the incredible journey sea turtles make after they hatch. What challenges do they face? Who are their main predators? Does Emma's narrative capture this perilous odyssey?	Write this story from the point of view of the seagull.	Kathryn's picture is a bird's-eye view of the sea turtle making its way to the sea. Illustrate the seagull's story from the point of view of the turtle.
PAGE 264 The Ghost Train Words by Finn Grieve, age 11 Pictures by Hannah Xiao, age 13	Read Finn's story with your class. Do you like scary stories? Why? Why not? What are the elements of a good scary story?	Write a scary story using descriptive language. Think about who your audience is and how scary your story should be.	Paint a picture to go with your scary story. Think carefully about your choice of colours, like Hannah.
PAGE 268 Robot Pictures by Hamish Wills, age 12	Hamish let his imagination run wild when he drew his incredible robot. If you could invent a robot, what would it look like? What would it do? Brainstorm a list of features and characteristics for your robot.	Draw your robot and label its key features. Consider its size and functionality as well as how it moves and communicates. What is it made out of? What is its power source? Give it a name.	Collect some materials and build your robot. Look through your recycling bin for spare parts and be creative!
PAGE 272 Kea Words by Xanthe McElroy, age 9 Pictures by Lydia Smith, age 11	Read this poem aloud to your class or group without revealing its title. Can you guess what bird is being described? What are the clues?	Write your own poem about an animal you love and try to capture its key characteristics and personality. Don't give it a title and see if your friends can guess what kind of animal you have written about.	Lydia captures a kea in an alpine landscape using broad brushstrokes to create texture. Draw or paint a picture of your animal in its natural habitat. Think about how you can create texture in your picture.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 274 Tables Turned Words by Luc Botherway, age 11 Pictures by Katerina Kelly, age 8	Luc has written an exciting story with a terrific first-person narrator. Examine his language choices to see how he makes his narrative voice come alive. Find examples in the text to back up your findings.	Write a story of your own using a first-person narrator. Think carefully about who your narrator is and choose language that is specific to him or her.	Katerina uses a fun style to capture the spirit of Luc's narrator. Create a picture of the hero of your story that reveals their personality.
PAGE 276 Madagascar Hissing Cockroach Pictures by Finn Pearce, age 9	Finn has drawn two beautiful labelled diagrams. His drawings show how the parts of an insect work together as a whole. Research an insect of your choice. Take notes about its anatomy.	Write a short description of your insect using your research.	Draw a diagram of your insect and label its main features.
PAGE 278 My Special Place Words by Ariana Heslop-Riddell, age 12 Pictures by Harriet Eglington, age 13	Ariana writes about a place that is special to her. Do you have a special place? Think about the location, the landscape and the people there. Why is it important to you? Share it with the class.	Write a detailed description of your special place and why it matters to you.	Draw a picture that captures the essence of your special place using coloured pencils. Pay attention to movement and light, like Harriet.
PAGE 282 My Grandfather in India Words by Niya Kochakkan, age 7 Pictures by Alice Chen, age 7	Niya's poem is a beautiful tribute to her grandfather. Do you have a special person who you don't see every day? Tell your class about that person and what makes them special. Where do they live?	Write a letter to your special person. Tell them about what you have been doing and why you miss them.	Make an envelope and decorate it. Leave room for a stamp and an address. Put your letter in the envelope and post it.

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
PAGE 284 Eagle Rays Words by Esther Steer, age 10 Pictures by Anayka de Jager, age 11	Esther describes a favourite moment from her summer holiday. What is your best holiday memory? Share it with the class.	Write an intense description of a special moment from a recent holiday. Tell your reader what happened and how it made your feel.	Publish your poem on a large piece of white paper. Fill the remaining space with detailed drawings. Consider using only black pen, like Anayka.
PAGE 286 The Deceptive Track Words by Noah Cunningham, age 11 Pictures by Ciara Bowkett, age 13	Noah has written a mysterious narrative that uses the third-person 'he' to great effect. What is a third-person narrator? How does it contribute to the sense of mystery in the story?	Write your own narrative about an outdoor adventure. Use a third-person narrator to create a sense of mystery for your reader.	Ciara has maintained the mystery of Noah's story by creating an image that does not reveal the main character and instead portrays another key element of the story. Illustrate your story without revealing your protagonist.
PAGE 288 Sunday Words by Scarlett Gordon, age 11 Pictures by Charlotte Elliott, age 11	Scarlett captures what Sunday feels like to her. What does it feel like to you? How is it different from the other days of the week?	Choose a day of the week and write a poem about what happens on that day — good or bad — and how it makes you feel.	Create a picture that portrays the day you chose. Use colours that emphasise how you feel about that day.
PAGE 290 My Friend Dominic Words by Konzay Rang, age 10 Pictures by Manley Herd, age 12	Read Konzay's tribute to Dominic aloud with your class. Do you have an awesome person in your life? What makes them so great?	Write a letter to a friend or family member who is important to you. Tell them why you think they are awesome.	Draw a picture of yourself with your important person. Send it with your letter.

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
PAGE 292 Just Because Words by Dilyn Siobhan, age 12 Pictures by Sophia Ross, age 10	Dilyn's poem challenges traditional stereotypes. What is a stereotype? Brainstorm with your class and make a list of examples.	Write your own version of Dilyn's poem. Start each line with the words "Just because..." and challenge the stereotypes of people in your own family.	Choose a person in your family from your poem. Draw a picture of them doing what they love and give it to them.
PAGE 294 Another World Words by Naomi Hay, age 13 Pictures by Vidushi Fernando, age 11	Naomi's story and Vidushi's artwork come together beautifully to portray a young girl's delight in the natural world. Read the story and find examples of similes and metaphors. What effect do they have?	Write an adventure story set in the natural world with one central character. Use similes and metaphors to describe the environment in exquisite detail like Naomi.	Vidushi has highlighted nature's beauty in her painting by contrasting vibrant colour with a silhouette. Create an image for your story that mixes silhouette and colour.
PAGE 296 The Whistle Blows Words by Alex Keogh, age 11 Pictures by Logan Simich-Burr, age 12	Alex uses free verse to write about an intense passage of play in a rugby game. What is free verse? Can you find other poems in the Jillion that use it?	Write a free verse poem to describe an intense moment on the sports field. Use short sentences to create pace and build tension like Alex.	Use felt tips and an exaggerated artistic style like Logan to illustrate the action of your poem.
PAGE 298 Tree Pictures by Cherry Zhou, age 10	Study Cherry's beautiful landscape and analyse what makes it so striking. Consider the subject and composition of her painting as well as its texture and colour.	Write a personal response to Cherry's picture. Review her artistic choices and techniques but also think about how the painting makes you feel when you look at it.	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?

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 Jillion and write a letter to the young writer or artist who created it.

REVIEW

Encourage your students to review the Jillion. They can choose a single piece of writing or art, or review the whole book.

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.

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Pictures by Jesse Swift, age 12