



### Learner guide 1: Language and text features, comprehension

Think about your learning goals and choose activities that you think will help you.

#### Activity 1: Identifying root words

Draw up a table like the one below. Choose twenty words from the word list and write them in the left-hand column of the table. Identify the root word (or words) and write it (or them) in the middle column. In the third column, write about any patterns or features you notice, such as:

- the way the root words “use”, “rage”, and “amaze” lose their final “e” when “ing” is added;
- the prefix “pre” in “pre-assembled”;
- the use of “y” to make adjectives out of nouns (“rocky”, “smoky”).

Two examples have been done for you.

Word	Root word (or words)	What I’m noticing
mountaineer	mountain	“eer” ending, not just “er”
thought	think	can’t add “ed” to “think”

#### Word list

<i>mountaineer</i>	<i>conquering</i>	<i>beekeeper</i>	<i>crawled</i>	<i>perched</i>
<i>rocky</i>	<i>ferocious</i>	<i>whipped</i>	<i>amazing</i>	<i>tackled</i>
<i>nowhere</i>	<i>travelling</i>	<i>fearsome</i>	<i>dominated</i>	<i>working</i>
<i>sitting</i>	<i>smoky</i>	<i>asked</i>	<i>thought</i>	<i>cannot</i>
<i>anything</i>	<i>Himalayan</i>	<i>donations</i>	<i>poured</i>	<i>pre-assembled</i>
<i>opening</i>	<i>enrolled</i>	<i>airstrip</i>	<i>badly</i>	<i>easier</i>
<i>machinery</i>	<i>levelled</i>	<i>couldn’t</i>	<i>tipped</i>	<i>compacted</i>
<i>roller</i>	<i>vigorous</i>	<i>stamping</i>	<i>satisfaction</i>	<i>sadness</i>
<i>youngest</i>	<i>crashed</i>	<i>devastated</i>	<i>continued</i>	<i>within</i>
<i>built</i>	<i>airfield</i>	<i>raging</i>	<i>happened</i>	<i>directing</i>
<i>passing</i>	<i>highest</i>	<i>everything</i>	<i>tallest</i>	

#### Activity 2: Using vocabulary strategies

Use the numbered list of [vocabulary strategies](#) and draw up a table like the one below. Reread or skim through “More than a Mountaineer” and, in the left-hand column, write any words you’re still not sure about. In the middle column, write what you think each word means. In the third column, write the number(s) of the strategies you used to try to work out the meaning of each word.

Unknown words	What I think the word means	The strategies I used

# Learner guide

(Collections 3)

## “More than a Mountaineer”



Think about these things:

*What strategies am I using the most?* (The numbers in the third column will show this.)

*Are the strategies working?*

*Are there any words or strategies I need help with?*

### **Activity 3: Creating subheadings**

Reread “More than a Mountaineer” and create a heading for each paragraph. The headings could be brief statements, or they could be questions that are answered within the paragraph. You could also write captions for the photographs, using information you have gained from the text.

# Learner guide

(Collections 3)

“More than a Mountaineer”



## Learner guide 2: Comprehension, reading critically

### **Activity: Finding out more**

Use a library or the Internet to find out more about Sir Edmund Hillary and the ongoing work of the Himalayan Trust.



## Learner guide 1: Comprehension, reading critically

Think about your learning goals and choose activities that you think will help you.

### Activity 1: Clarifying information

Recall the activity during the lesson when you made notes to clarify what was happening on page 9. Choose another page from the text and make notes, as you did in the lesson, to help you follow the sequence of events.

### Activity 2: Creating subheadings

Imagine this recount as a news article. Create dramatic headings (headlines) for each paragraph from pages 9 to 13. The headings should encourage someone to read the paragraphs. The headings could be brief statements, or they could be questions that are answered within the paragraph. You could also write captions for the illustrations.

### Activity 3: Visualising

Using a printout of the text, choose a dramatic episode and highlight the language that helped you to visualise it. Use the language you've highlighted to help you sketch a picture or diagram of the episode.

### Activity 4: Finding out more

Use a library or the Internet to read other accounts of the rescue and/or about the rescue carried out by Grace Darling in 1838. (Grace Darling was a young English woman who helped her father carry out a dangerous and daring rescue of passengers from a wrecked ship.)

Think about the connections between Hūria's story and Grace's story.



## Learner guide 2: Vocabulary and language features, reading critically

Think about your learning goals and choose activities that you think will help you.

### Activity 1: Identifying root words

Draw up a table like the one below. Choose twelve words from the word list and write them in the left-hand column of the table. Identify the root word (or words) and write it (or them) in the middle column. In the third column, write a synonym or definition of the word. Discuss your thinking with a partner. You can use a dictionary to help you. Some examples have been filled in for you.

Word list				
whistling	noises	beating	howled	pounding
daring	sailors	battled	safety	fearing
dragged	pushed	rocky	struck	underwater
cries	running	leaped	dashed	unconscious
thrown	plunged	grabbed	swam	climbing
holding	smashed	tipping	dunking	drowning
hanging	swallowing	companions	wading	swimming
dragged	perilous	sinking	exhausted	friends
ashore	wrapped	dried	deciding	dead
lying	swept	rescuers	amazed	overboard
drowned	smashed	strewn	saddlery	settlers
grateful	saving	rescuer	commemorate	painted
tugboat	heroes			

Word	Root word (or words)	A synonym or definition
whistling	whistle	making a sound like a whistle
daring	dare	risky, dangerous
saddlery	saddle	saddles, bridles, and other equipment that is needed to look after them

### Activity 2: Using vocabulary strategies

Use the numbered list of vocabulary strategies and draw up a table like the one below. Reread or skim through “Hūria Mātenga: Hero of Whakatū” and, in the left-hand column, write any words you’re still not sure about. In the middle column, write what you think the words mean. In the third column, write the number(s) of the strategies you used to try to work out the meaning.

Unknown words	What I think the word means	The strategies I used

# Learner guide

## “Hūria Mātenga” (Collections 3)

### “Hūria Mātenga: Hero of



Think about these things:

*What strategies am I using the most? (The numbers in the third column will show this.)*

*Are the strategies working?*

*Are there any words or strategies I need help with?*

### **Activity 3: Exploring language choices**

On a printout of the text, choose one or two pages and highlight words that the writer has used to emphasise the danger of the situation and the bravery of the rescuers. Discuss your work with a partner.

# Learner guide

## “A Small Footprint – A Big Impression, Elsie Locke 1912–2001” (Collections 3)



### Learner guide 1: Language and text features, comprehension

Think about your learning goals and choose activities that you think will help you.

#### Activity 1: Creating subheadings

Create a heading for each paragraph. The headings could be brief statements, or they could be questions that are answered within the paragraph. You could also write captions for the photographs, using information you have gained from the text.

#### Activity 2: Thinking about key words

Work with a partner to discuss the meaning of each word in the list below and why the word is important to the text. You can use a dictionary to help you. An example has been done for you.

Word list				
<i>fighter</i>	<i>causes</i>	<i>career</i>	<i>published</i>	<i>activist</i>
<i>campaigned</i>	<i>women's rights</i>	<i>social justice</i>	<i>peace</i>	<i>environment</i>

Word	What it means	Why this word is important in the text
author	A writer, someone who writes books and stories	Elsie Locke was an author. She wrote stories for the <i>School Journal</i> .

#### Activity 3: Timeline

Create your own timeline about six significant events in your life. You can use the timeline activity from the lesson as a guide.

#### Activity 4: Finding out more

Use a library or the Internet to find out more about Elsie Locke.

# Learner guide

## “A Small Footprint – A Big Impression, Elsie Locke 1912–2001” (Collections 3)



### Learner guide 2: Comprehension, reading critically

Think about your learning goals and choose activities that you think will help you.

#### Activity 1: Responding to ideas

Use a “comments code” to help you think more deeply about the main ideas in “A Small Footprint – A Big Impression, Elsie Locke 1912–2001”. Read a printout of the text, and add some codes to say what you think about some of the ideas. For example, you could use A for agree, DA for disagree, M for main idea, D for detail, CTO for check this out, and I for interesting.

Discuss your ideas with a partner.

#### Activity 2: Finding out more

Use a library or the Internet to find out about other women from Elsie Locke’s era who left a big impression on New Zealand, for example, Robin Hyde, Rita Angus, Sonia Davies, Aunt Daisy, or Mabel Howard.



# Learner guide

(Collections 3)

“Melodie Robinson, Black Fern”



## Learner guide 1: Vocabulary, language and text features

Think about your learning goals and choose activities that you think will help you.

### Activity 1: Identifying root words

Draw up a table like the one below. Choose twelve words from the word list and write them in the left-hand column of the table. Identify the root word (or words) and write it (or them) in the middle column. In the third column, add prefixes or suffixes, or use what you know to write a synonym or definition of the word. Discuss your thinking with a partner. You can use a dictionary to help you. Some examples have been filled in for you.

Word list				
leading	players	won	played	seriously
representative	opposite	flanker	watched	decided
radical	bigger	slower	internationally	coached
easily	scored	tries	memorable	closer
everything	influenced	taught	kept	motivated
myself	anything	retiring	journalist	thought
commentate				

Word	Root word (or words)	Other forms of the word
leading	lead	led, leader
won	win	wins, winning
memorable	memory	memorial, remember, commemorate

### Activity 2: Synonyms

Match up the synonyms (words that have similar meanings) in the following lists.

Word	Synonym(s)
leading	
player	
team	
rep	
loosies	
game	
succeed	

Choose synonyms from this list:

representative   side   loose forwards   match   achieve   first   team member



### Activity 3: Unpacking contractions

Writers often use contractions to make their writing seem less formal. Find examples of contractions (I've, they'd, who'd, you've, there's) in the text and write them as their expanded versions. Note that some contractions, such as “they'd”, “who'd”, and “there's”, can have more than one meaning. For example, “they'd” can be short for “they had” or “they would”, and “there's” can be short for “there is” or “there has”, so you will need to read the contractions within the context of the sentence to make the correct choice.

### Activity 4: Definitions

Working with a partner, choose five words each from the brainstorm chart. Write definitions for the words you have chosen, then ask your partner to match the definitions with the words on the chart.

### Activity 5: Finding out more

Use the Internet to find out more about Melodie Robinson or the Black Ferns.



### Learner guide 2: Comprehension

Think about your learning goals and choose activities that you think will help you.

#### **Activity 1: Making inferences**

Choose two examples of inferences you made when reading this text and explain to a partner what evidence you used to make these inferences.

#### **Activity 2: Personal response**

Imagine yourself as an international sports person. Discuss your ideas with a partner and write three things you would like about it and three things you would find difficult.

#### **Activity 3: Comparing ideas across texts**

Compare your ideas about the characteristics Robinson has that helped her become successful with your ideas about the qualities of another successful person, for example, Apirana Taylor or Gus Sinaumea Hunter (in Collections 2).