

# Educator support material



## Collections 7: New Zealand at War

This educator support material has possible learning goals and activities for each of the texts within this collection. Each suggested goal focuses on a particular reading progression, but the support material also refers to other progressions. For example, each set of goals will also involve comprehension because making meaning from text is always the purpose for reading.

In addition to learning goals, this support material gives a suggested reading purpose for each text. The reading purpose focuses on an authentic reason for reading, such as the information, insights, or entertainment a reader can gain from the text. The learning goals focus on the skills and strategies that help a reader meet their reading purpose.

The support materials for Collections 1, 2, and 3 presented two or three “lesson guides” for each text. This support material, and that for Collections 4 and 5, present one learning sequence for each text, consisting of learning activities before, during, and after reading. The activities follow a logical order, but you will need to select from and adapt the learning goals and activities according to your learners’ strengths, needs, and interests. As the learners read more of these texts, you will find many opportunities to make links to and build on their previous learning.

You will probably work on each text over several lessons, depending on the length of your lessons and your learners’ needs. This will allow for multiple readings of each text and give extensive opportunities for learners to develop their language skills through talk. Be guided by the responses of your learners and don’t “overdo” a text if you feel they are ready to move on.

This support material also provides lists of text features. The lists are not intended to be exhaustive but to indicate the kinds of supports, challenges, and learning opportunities that the text provides.

This support material includes links to [Learning Progressions for Adult Literacy](#) and to [Teaching Adults to Read with Understanding: Using the Learning Progressions](#).

### ESOL learners

Many adult learners are also new learners of English. While this support material is intended to be relevant and useful to these learners, it is important that you bear in mind the differences between ESOL learners and those learners for whom English is a first language.

ESOL learners may differ from their English-speaking peers in a variety of ways. They will have different kinds of prior knowledge, including cultural knowledge, life experiences, literacy skills, and language knowledge. They may have high levels of literacy in their first language and therefore need support in transferring their literacy skills from their first language, rather than in building these skills. They may not have a large oral language base (in English) to build literacy skills on. On the other hand, some ESOL learners will have a high level of oral language proficiency in English but very little literacy in any language. ESOL learners vary widely in terms of their backgrounds and language and literacy proficiencies.

For information about ESOL learners and the *Learning Progressions for Adult Literacy*, see the relevant sections under Background information in *Learning Progressions for Adult Literacy and Numeracy*.

You might find the *ESOL Online Teaching Approaches and Strategies* useful for more ideas about how to support your ESOL learners. Although ESOL Online is focused on primary and secondary contexts, many of the approaches and strategies are suitable for adult learners.

### Vocabulary

All of the texts in *New Zealand at War* include a glossary. The words and phrases in the glossaries are generally low frequency. These glossary items aren't necessarily the most important vocabulary for your learners to focus on learning. The support material lists some suggested “key vocabulary” from the texts. The suggested key vocabulary is higher frequency and/or central to a specific topic. These words and phrases may be appropriate to focus on for teaching and learning. However, when selecting vocabulary for explicit instruction, you need to draw on your knowledge of your learners' specific needs. You should also leave room for the learners to make their own decisions about words that would be useful to them.

Remember to find ways to recycle and revisit vocabulary and to discuss strategies for learning vocabulary. (For more information about vocabulary learning, see *Learning Progressions for Adult Literacy*, pages 34–36.)

### Introducing the book

Make sure every learner has a copy of the book (*Collections 7: New Zealand at War*). Tell them that this is a collection of texts based on the theme of New Zealand at war. Ask the learners to examine the front cover and read the contents page. They can then talk with a partner about the aspects of war they think the book focuses on and why they think this.

After reading each text (or before the group reads the next one), discuss how it connects with the overall theme.

## Helping to Win the War

by Dick Grace



### Overview

Dick Grace recounts his life as a schoolboy in an East Coast Māori settlement during the Second World War and recalls how the community contributed to the war effort by raising money for *Te Rau Aroha*, a canteen truck for the Māori Battalion.

Note that you will need to be sensitive to the learners' experiences of war generally and in relation to the Second World War in particular.

The learning goals for this text focus on the following reading progressions: Decoding, Vocabulary, Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

### Features of the text

The main body of this text is a recount. It includes a boxed introductory section and a glossary at the end of the article.

The detailed drawings and the photographs provide visual support. There is a contrast between the coloured illustrations and the black and white photographs. Other features include:

- many pronouns;
- the rich variety of verb forms, including the timeless present (the final sentence), some regular past forms, for example, “stocked” and “travelled”; irregular past forms, for example, “fought” and “came”; and complex forms using auxiliary verbs such as the passive

(“was called”) and the past perfect (“had made”, “had raised”);

- the use of the passive voice, for example, “was called”, “was stocked”;
- the frequent references to time, often expressed in adverbial clauses or phrases, for example, “during the Second World War”, “In 1941”, “As we lay there”, “in 1945”, “About a year later”, “When the truck came”.

### Key vocabulary

Place names: Middle East, North Africa, Italy, Tupaoroa, East Coast of the North Island, Pearl Harbour, Hawai’i, Gisborne, Waiouru

Subject specific vocabulary: soldiers, marching, rifles, bombed, invade, evacuate, disappeared, bullet

### Learning activities

Learning goals:

- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text
- to use the comprehension strategies of asking questions, making connections, and making inferences to make meaning and read critically.

### Before reading

#### KWL chart

Read aloud the title, share-read the introduction, and show the learners the illustrations without the text. Ask them to predict what the article will be about. To build on their prior knowledge (of the topic and topic-related vocabulary), have them share what they know about the Second World War, the Māori Battalion, and the East Coast of New Zealand. Ask “What do you know about the Second World War?” “What do you know about the Māori Battalion?” “Who do you think was in it?” “Why was it set up?” “Have you been to the East

Coast?” “What kind of communities are there?” “What might it have been like there in the 1940s?” Show the learners Tupaoroa on a map (on the coast to the east of Ruatoria).

A good way to establish a purpose for reading is to use a KWL chart (see below). Brainstorm and fill in the first two columns (What we know and What we want to learn) in groups or as a class. Review the third column after reading the text. (For more information, see Brainstorming and KWL activity in *Teaching Adults to Read with Understanding: Using the Learning Progressions*, pages 46–47. See also page 49 for information on Asking questions.)

K: What we know	W: What we want to learn	L: What we have learned

### Word map

Use a word map to find out what vocabulary the learners know about the topic of this text. Write the word “war” in a circle in the middle of a chart or on the whiteboard. Draw branches off the circle. Ask the learners to brainstorm words that relate to “war”. Encourage them to include vocabulary from the text. Record each word on the appropriate branch of the map. Use this word map to highlight the key vocabulary you want the learners to focus on during the reading. (For more information about Word maps, see *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 31.)

### During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text, referring to their questions in the second column of the KWL chart. For example, *We are reading this text to find out how Māori schoolchildren helped the war effort in the Second World War.* Point out that their learning goals will help them achieve their reading purpose.

Ask the learners to scan the text to find the vocabulary that is on their word map. Discuss what each word means in the context of the sentence.

*Scanning helps learners to read more efficiently by getting a general idea of the text and of where to find relevant information in it. When scanning, a reader looks through a text for particular pieces of information, paying closer attention to sections where they expect to find the required information and looking out for words or images that relate to it. It is different from skim reading in that skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text gaining a broad picture of the content, reading none of the parts in close detail. (For more information about Skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 50.)*

Ask the learners to read to the end of the first paragraph on page 6. Ask “Have any of your questions been answered?” “Do you want to change any of your questions?” “Do you have any new questions?” Explain that asking questions helps readers engage with, think about, and make meaning from texts, and that as we read and gain more information, we change our questions and create new ones. Have the learners read to the end of each page, looking for answers to their questions as they read. Check their understanding of the text and whether their questions have been answered. To check their understanding, have them write a heading for each page, for example, “Setting the scene” for page 4.

### After reading

Have the learners fill in the third column of the KWL chart independently. They can compare their answers in groups and then discuss them as a class. What are their questions now? Ask “Where could we get the information we didn’t find?” If it hasn’t been discussed, talk about the truck being brought

back to New Zealand. Ask “Why did they bring it back?” “How would they have brought it back?” Draw out the idea that readers ask questions to help them make meaning, but they don’t always find answers.

### Reading critically

Ask the learners why they think the writer wrote about his wartime experiences. Tell them that you want them to reread the text and make inferences about what the writer thinks and feels about Tuparoa and *Te Rau Aroha*. Explain that making inferences involves reading between the lines and deciding what the writer means, even when it isn’t explicitly stated. The reader uses clues from the text, their prior knowledge, and the overall meaning or purpose to make a “best guess” about what the writer means.

Before discussing what the writer thinks and feels about Tuparoa and *Te Rau Aroha*, you could create a three-level thinking guide to support the learners to read critically. A three-level thinking guide consists of true and false statements, which are literal, interpretative, or evaluative. The learners discuss whether the statements are true or false, using evidence from the text to support their opinions. The interpretative and evaluative statements should allow for different opinions and encourage discussion, rather than simply being right or wrong. (For more information, see [Using three-level thinking guides](#), [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 55.) You could use the following statements in the box on the opposite page.

Read “Helping to Win the War” and decide whether the following statements are true or false. Discuss your answers with your partner or group and give reasons for your decisions.

1. The Battalion fought mainly in Europe.
2. Sometimes the people in Tuparoa went hungry.
3. The men in the Home Guard had rifles.
4. The children did not wear shoes.
5. People in Tuparoa did not care about the men in the Māori Battalion.
6. The children felt very loyal to New Zealand.
7. The children thought the plane was a Japanese bomber.
8. The truck was in good condition when it came to Tuparoa.
9. The writer is proud that they helped raise money for *Te Rau Aroha*.
10. The soldiers were grateful for the truck.

Have the learners reread the text and discuss their ideas in groups. Ask each group to choose someone to summarise their ideas for the class. Remind them that different answers are possible when they are interpreting and evaluating. Emphasise that inferences are based on evidence in the text, so they should refer to the article when discussing their answers.

Have a learner report their group’s ideas back to the class. Discuss the ideas and prompt the learners to provide evidence from the text. For example, “No one wanted to be the enemy” suggests the children’s loyalty to New Zealand; the time and effort the children and their parents put into fund-raising shows how much they cared about the men in the Battalion; the writer states that when the truck came to Tuparoa, the children realised that they had helped win the war.

As a class, talk about the ways that people in Tuparoa helped win the war. Discuss what you and the learners know about the other ways New Zealanders helped to win the war.

### Reflecting on the learning

Remind the learners of the learning goals and ask them to talk with a partner about how asking questions and making connections helped them to understand how Māori schoolchildren helped to win the Second World War. They could also record their reflections in their notebooks.

Take some time yourself to reflect on the lesson. Ask yourself:

*How successful was this lesson in helping my learners reach their goals?*

*What have I learned or noticed about my learners that will help me focus my teaching?*

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text.

### Follow-ups and further practice

#### Understanding pronoun reference

This text has a lot of pronoun reference. Mostly, the pronoun refers to one simple noun that was mentioned in the previous sentence, for example:

“I got my first pair of shoes when I went to boarding school in 1950. **They** gave me blisters.”

However, some usage is more complex, for example, on page 6:

“... we heard the plane coming closer. Then we saw **it**. **It** was just a small plane ...

Our teacher said **it** was probably just someone from the Gisborne Aero Club.”

In this example, “it” refers back to “the plane”. “It” is used three times. The final time, “it” refers to the plane in the preceding paragraph.

To help learners notice the way pronouns are used in this article, you could give them examples of pronouns and have them state what the pronoun refers to, as in the chart below.

Page, paragraph, line	Pronoun	What the pronoun refers to
page 5, paragraph 2, line 5	<b>which</b> means the Leaf of Love	<i>Te Rau Aroha</i>
page 4, paragraph 1, line 12	<b>They</b> gave me blisters	his first pair of shoes
page 5, paragraph 1, line 4	I remember <b>them</b>	the Home Guard
page 5, paragraph 3, line 2	<b>They</b> also sent food parcels	the children’s parents
page 7, paragraph 1, line 4	<b>He</b> thanked all the Māori children	Charlie Bennet
page 7, paragraph 2, line 2	went to see <b>it</b>	the truck

You could suggest that the learners reread the sentences, replacing the pronouns with nouns. Ask “What do you notice?” Draw out the idea that using pronouns makes writing and speaking less awkward and repetitive. However, a pronoun can be confusing when a writer or speaker isn’t clear about what or who it refers to or the pronoun is far apart from what is being referred to. The example on page 6 could confuse readers who can’t remember what the writer meant by “it”.

**Pair definitions**

Divide the vocabulary that was brainstormed on the word map into two lists. Divide the class into two groups and give each group a list. Have them work with a partner to write definitions for their words. If you think this will be too challenging for your learners, provide them with definitions. Then ask them to swap their definitions with a pair from the other group without showing them the words. Each pair then writes what they think the word is from the definition. As a class, go through both lists and clarify any issues.

(For more information about Pair definitions, see *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 40.)

**Anzac Biscuits**

by Philippa Werry



**Overview**

This report describes the origins of Anzac biscuits and how they became part of New Zealand’s military and culinary history. The theme of “symbols of home” is relevant for all learners, even if the concepts of Anzac Day and Anzac biscuits are unfamiliar. The text includes a recipe for Anzac biscuits that could lead to a fun follow-up activity, which could provide rich opportunities for oral language.

The learning goals for this text focus on the following reading progressions: Decoding, Comprehension, and Using Language and Text Features.

Share the learning goal or goals with your learners and display them during the lesson(s).

**Features of the text**

There are two parts to this text: an information report with photos and captions, and a recipe, which includes a list of ingredients and numbered instructions. A glossary is provided at the end of the article. Other features include:

- the use of signal words to indicate the relationship between ideas, for example, “However”, “So”;
- the use of pronouns, relative pronouns, and demonstratives (the pronouns this, that, these), which help provide cohesion in the text, for example, “Many people ... they”, “the soldiers who”, “the mothers, wives, and girlfriends ... These women”;

- the lexical chain from “Many people” to “they” to “Some families” to “Nobody knows” and finally to “you” – each change positions the audience slightly differently and has an effect on the author’s voice;
- adjectives that convey the qualities that make a biscuit pleasant or unpleasant, for example, “tasty, crunchy, crispy”, “long-lasting”, “hard”, “softer”, “fresh”, “golden”;
- present verb forms such as “they remember” and “here’s a recipe” at the beginning and end of the text;
- past verb forms that describe historical information;
- the combination of regular past-tense verbs such as “died” and “stayed”, irregular forms such as “fought” and “made”, and complex forms using auxiliary verbs such as “were packed”;
- some passive verb forms, for example, “The food parcels were carried in navy ships” instead of the active “Navy ships carried the food parcels”;
- the imperative verbs in the recipe, for example, “Mix”, “Melt”, “Put”, “Add”, “Pour”, “Stir”, “Grease”, “Bake”;
- the measurement vocabulary, for example, “½ cup”, “100 grams”, “4 centimetres apart”.

### Key vocabulary

Anzac Day, dawn parades, soldiers, Gallipoli, Turkey, biscuits, crispy, parcels, golden, mixture

### Learning activities

Learning goals:

- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text
- to make and check predictions to help me understand the main ideas in this text
- to use the language features to help me understand how the writer signals new ideas.

### Before reading

Read aloud the title and ask the learners to share what they know about Anzac biscuits. Ask them questions, such as “Have you ever eaten an Anzac biscuit?”, “What are they like?”, “Why do you think they are called Anzac biscuits?”

### Pre-teaching vocabulary

Give each learner ten to twelve words or phrases from the text. Remember that they should be the most appropriate for your learners (see the Vocabulary section in the introductory notes). Alternatively, you could say each word or phrase and ask the learners to write them down. Have them scan the text to find examples of the words. Tell them that there is a glossary but you don’t want them to use it yet. Refer to page 4 for information on scanning.

Give the learners definitions of the words and have them work in pairs to match the words to their definitions, using the text to help them. Point out that many of the words are associated with Anzac Day and Anzac biscuits.

As a class, discuss the learners’ answers and encourage them to give reasons. Discuss any words and phrases that they still aren’t sure about. Ask them to share their ideas about the strategies they use to work out the meaning of unfamiliar vocabulary.

Tell the learners that there are many levels of “knowing a word” when they are reading, for example:

- recognising a word immediately and knowing what it means;
- decoding a word (working out what it is) and realising that you know what it means;
- decoding a word but not knowing what it means;
- not being able to decode a word or work out its meaning.

Discuss strategies for decoding words and/or working out their meanings. Record these strategies on a chart. The learners can refer to this chart and add to it as they read new texts.

**Decoding strategies: working out what the word is**

1. Look for familiar parts of the word.
2. Break the word into smaller “chunks” or syllables (for example, “Ga-lli-po-li”, “com-mem-or-ate”).
3. Remember that some letters or combinations of letters can have more than one sound.
4. Look for root words and use my knowledge of how suffixes and prefixes can affect the form or meaning of a word, (for example, “tast-y”, “refrigerat-or”).
5. Think about what I know about spelling rules (for example, “died”, “crunchy”).
6. Think about how some words “belong together” (for example, “Anzac Day”, “dawn parades”, “made up”).
7. Think about what makes sense and what “fits” in the sentence.

**Vocabulary strategies: working out what the word means**

8. Think about the topic or the meaning of the text around the word.
9. Read on to the end of the sentence or paragraph or reread the previous sentence to look for clues.
10. Look for definitions or explanations, including those in other parts of the text, for example, footnotes, glossaries, photos, illustrations, or diagrams.
11. Recognise figures of speech (where words or phrases have a meaning that is different from their usual meaning), for example, “good as gold”.
12. Remember that some words can have more than one meaning and think about which meaning makes most sense.
13. Look up the word in a dictionary.
14. Identify root words.

**During the reading**

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find out about the history of Anzac Day and Anzac biscuits.* Point out that their learning goals will help them achieve their reading purpose. If you think your learners will need more support with reading the text, you could listen to the audio version of the story before reading. Ask them to find the answers to two questions as they listen. For example, “Where did the soldiers fight?” and “What are some of the ingredients in Anzac biscuits?”

**Using the audio**

You can use the audio versions of the text for focused listening before or after reading. Listening to the audio before reading can help learners whose oral language is at a higher level than their written language to access the written text. Before reading, you can have the learners listen and sequence pictures or events, listen and note key vocabulary, listen for one main idea, or listen for the gist of the text.

Listening to the audio and following the written text after reading can help promote fluency (not reading word by word), recognition of sound and letter relationships, and pronunciation (especially for ESOL learners).

Using the audio before or after reading can support learners’ listening skills and vocabulary development. It also provides opportunities for repeated reading of the text and/or exposure to the language, which can help consolidate learning.

Read aloud the first sentence. Ask “What is Anzac Day?” Give each learner a copy of the graphic organiser below. Model how to use it by filling in the second column together (Our predictions). Record the learners’ predictions and then share-read the first paragraph. (For an explanation of



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Shared reading, see *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 59.) Discuss whether their predictions were right and the evidence for this. Record this information on the shared graphic organiser and have the learners copy it onto their graphic organisers.

Read the second paragraph and ask the learners why the writer has used a rhetorical question. Draw out the idea that addressing the reader directly enables the writer to convey her purpose for writing the text. Have the learners record their predictions for the second question on their graphic organiser and share their ideas in pairs.

Read to the end of page 11. Draw the learners' attention to the sentence "The food parcels were carried in navy ships." Ask "What carried the food parcels?" "What is the main topic of the sentence?" (the food parcels). Tell the learners that this is an example of a passive verb. Compare it to the same

statement made using an active verb: "The navy ships carried the food parcels." Explain that the two statements say the same thing but there is a difference in emphasis. The writer has used the passive voice to emphasise the most important item in the context of the Anzac biscuit – the food parcels.

Have the learners read to the end of the text. Remind them to record any new words and to use decoding and vocabulary strategies to help them read and understand unfamiliar words. While they are reading, offer support as required and note any further teaching points.

When the learners have finished reading, ask them to complete their graphic organiser with their partners. Encourage them to revisit the text to find evidence for why their predictions were right or wrong. Finally, discuss their answers as a class and record the agreed answers on the shared graphic organiser.

Our questions	Our predictions	Were our predictions right or wrong?	How can we tell?
What is Anzac Day?	<i>A day for remembering the soldiers who have fought for New Zealand</i>	<i>We were correct.</i>	<i>People "... remember all the soldiers who fought and died in World War One and many other wars since then".</i>
What are Anzac biscuits?			
Who may have first made them?			
When were they first made?			
How were they made?			

### Reading the recipe

Before the learners read the recipe, draw their attention to the procedural text. Point out that the first word of each step is an imperative verb ("Mix", "Melt", "Put" ...) and that imperative verbs don't have a subject. Ask them which words and phrases tell the reader when to do something ("then", "until"). You could also point out the vocabulary related to measurement and discuss the importance of reading a recipe carefully.

**After reading****Signal words**

Ask the learners questions that encourage them to notice signal words and phrases, which give readers important clues about what is going to happen. Different kinds of signal words also indicate different relationships between ideas. In this article, signal words and phrases convey time and sequence, for example, “in World War One”, “on the 25th of April 1915”, “that” [was the day], “on Anzac Day”, “At first”, “Later”.

With the class, find examples of time and sequence signal words and then ask the learners to find other examples.

Remind the learners that their purpose for reading is to find out the history of Anzac Day and Anzac biscuits. Have them discuss the key points in the text with a partner. If you think the learners need more support, identify the key points together. Ask each pair to write a short paragraph that summarises the history of Anzac Day and Anzac biscuits. Remind them to use some signal words or phrases that you’ve focused on at least once. You could give them the sentence starter: “Anzac Day is ...” Have each pair swap their paragraph with another pair and give feedback about whether they have been used correctly.

**Example**

*Anzac Day is important to New Zealanders because it reminds us of the soldiers who fought in World War One. On the 25th of April 1915, Anzac soldiers fought at Gallipoli in Turkey. Biscuits were eaten by soldiers in World War One. Anzac biscuits were named after the soldiers who fought at Gallipoli.*

**Vocabulary practice**

Revisit the vocabulary you worked on before reading the text. Begin class vocabulary charts or individual vocabulary notebooks (or add to existing ones). Record the word or phrase, a sentence that contains the word, the definition, other forms of the word (nouns, verbs, adjectives), and any words they typically go with. Have the learners work in pairs to construct two or three sentences using the vocabulary. Have them write their sentences onto the whiteboard, leaving a blank space for the word. Ask the rest of the class to find the correct word.

The learners could choose three words that they’ve used in their writing and share them in groups. They can explain what their words mean, why they used them, and what the other forms of the words are. Alternatively, they can select five words that they focused on before reading and share information about them.

**Reflecting on the learning**

Remind the learners of the learning goals and ask them to discuss with a partner how making predictions and focusing on signal words helped them to understand the history of Anzac Day and Anzac biscuits. They could also record their reflections in their notebooks.

Take some time yourself to reflect on the lesson. Ask yourself:

*How successful was this lesson in helping my learners reach their goals?*

*What have I learned or noticed about my learners that will help me focus my teaching?*

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text.

## Follow-ups and further practice

You and your learners can select from these activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

### Giving reasons

Ask the learners to think about a food that is special. It could be a food that commemorates a particular event, or it could be something that is special to their family. Have them share with a partner what their special food is and why it is important to them. Then ask them to use a signal word such as “because” or “so” to write several sentences summarising this.

#### Example

*My family eats moon cakes to celebrate the Moon Festival. Moon cakes are important to us because they were used to pass messages when our ancestors were trying to overthrow the Mongol rulers.*

*My family eats roast dinner every Sunday. It is special because Dad grows the vegetables, Mum cooks the dinner, and we all sit at the table and talk while we eat.*

You could revisit the article and study the adjectives that describe Anzac biscuits. Then ask your learners to list some adjectives that describe their special food.

### Instructions

Follow the recipe for making Anzac biscuits. You could do this in class, or your learners could do it at home and report to the class on the success of their biscuits. This could provide another opportunity for your learners to use appropriate adjectives.

The learners could work in groups to write the recipe for another simple dish. The recipe should include a list of ingredients, numbered steps, and imperative verbs.

## Pigeon Post

by Philippa Werry



### Overview

This report explains why and how the world’s first airmail delivery service was set up in New Zealand and describes how pigeons were used in the two world wars. The theme of communication links the two main parts of the text.

The learning goals for this text focus on the following reading progressions: Decoding, Vocabulary, Using Language and Text Features, and Comprehension.

Share the learning goal or goals with your learners and display them during the lesson(s).

### Features of the text

This report incorporates a range of text types. The first part is an information report, which includes a map, photos with captions, and images of stamps. Then there is a recount of a shipwreck and procedural text that describes the operation of a pigeon mail service. The final section, “War Heroes”, is a recount, which includes explanatory text. This combination of text types could create confusion for learners. A glossary is provided at the end of the article. Other features include:

- a range of verb forms;
- action verbs such as “smashed”, and adjectives such as “dreadful”, “poisonous”, and “terrible”, add tension and drama;
- many compound words;
- the use of the modal verb “could” to express ability;
- the phrasal verb “set off” is used with two different meanings – to begin a journey and to make an alarm sound;

- vocabulary related to time and distance, such as “a six-day trip”, “had taken three days”, “took about one and a half hours”;
- the adverbial phrases used to describe time, distance, and location, for example, “for thousands of years”, “from hundreds of kilometres away”, “from almost anywhere”;
- the explanation of the meanings of “homing pigeons” and “flimsies”;
- the use of the connectives “When” and “Then” to indicate the sequence of events in the procedural text on page 17.

### Key vocabulary

Vocabulary related to communication: messages, airmail, learnt the dreadful truth, mail, news, pigeon message, regular, stamped

Vocabulary related to war: two world wars, front lines of battle, gunfire, poisonous, gas, trenches, headquarters, military, first-aid post

### Learning activities

Learning goals:

- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text
- to ask and answer questions to help me understand this text
- to use language and text features to help me read and understand the multiple time frames and the main events in this text.

### Before reading

Talk about how the learners communicate with one another. Ask “How do you communicate with your friends or family?” “How do you communicate when you are far away?” Their responses are likely to include email or texting. “How would you communicate without technology?” Move to the context of war and talk about how it was important for people to get messages to each other but that

during the world wars, technology, was limited. You could discuss such communication codes as Morse code and semaphore. Ask the learners about their prior knowledge of pigeons and homing pigeons in particular and how they are used to carry messages.

### During the reading

Help the learners to navigate this complex text by briefly discussing its structure. Have them skim the text and identify the focus of each section (see chart below). They only need to get a general idea of the topic of each section; they don’t need to worry about fully understanding the text. Fill in the chart together.

Section	Purpose
Part 1: page 14	Background information about pigeons
Part 2: pages 15-17	A description of a shipwreck and how this led to pigeons being used in New Zealand to carry news
Part 3: pages 18-19	An explanation of how pigeons were used in the two world wars

*Skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text, gaining a broad picture of the content and reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))*

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find out how pigeons have been used to carry messages and how useful that was in wartime.* Point out that their learning goals will help them achieve their reading purpose.

**Vocabulary: Exploring key words**

Identify ten or twelve key words or phrases from the text. Remember that they should be the most appropriate for your learners (see the Vocabulary section in the introductory notes). Divide the class into three groups and give each group a section of the text (see the chart in Before reading) and a list of the key words and phrases. Ask each group to identify the words or phrases in their section, work out what they mean, and be prepared to explain them. Remind the learners of the vocabulary strategies they can use (see page 7 in the support material for “Anzac Biscuits”) and have dictionaries available. Emphasise that they need to be able to explain the meanings in context – you don’t want

them to just copy from the dictionary. Tell them that there is a glossary but you don’t want them to use it yet.

Have the learners work with a partner from the other group to share their vocabulary and explanations.

**Asking and answering questions**

Ask the learners to read sections of the text and discuss them with a partner. Then have them ask and answer questions as a class. Encourage the learners to ask their own questions to check their own comprehension. The chart below suggests sections and questions.

Suggested sections to read	Suggested questions
From “Some people think” to “almost anywhere”	Why does the writer say at the beginning that some people think pigeons are pests? How does she signal that there is a different point of view? (“but”)
From “Homing pigeons” to “New Zealand”	What do you notice about the first sentence in this section? (The writer provides a definition.) How does the writer grab the attention of readers in New Zealand? (By telling us that the first airmail postal service started here.) Why are some words printed in bold? Does the glossary help you to understand them?
From “On the 24th” to “kilometres”	Does this part of the text leave you with any unanswered questions? (We’re not told what happened to the passengers.)
From “A man named” to “hours”	Can you predict how Fricker will set up his pigeon service?
From “The first” to “part of the loft”	Were your predictions correct?
From “In 1908” to “stopped”	What is the main idea in this paragraph? (The pigeon mail service ended in 1908.)
War Heroes	What does the writer think about the pigeons who carried messages during the war? How can you tell?

**Phrases describing time and location**

Tell the learners that this text has many phrases that add information about where, how, or when. For example, “We’re going to the shop at the bottom of the hill.” These phrases are a type of signal word (see page 10 in the support material for “Anzac Biscuits”). In this text, these phrases are used to indicate time, location, and distance.

## Collections 7: New Zealand at War “Pigeon Post”

Use the following examples from the text to illustrate adverbial phrases:

- “They can find their way home from hundreds of kilometres away.” (distance)
- “But the *Wairarapa* didn’t arrive at Auckland [location] on the 29th.” (location and time)

Have the learners reread the text, using the phrases describing time to understand the multiple time frames and the events. Prompt them to identify the phrases that indicate time and location. (Don’t focus on the phrases describing distance at this stage.)

Ask the learners to identify with sticky notes the key events and the phrases that signal when and where they took place. They can order the events as shown in the timeline below. They need to copy the exact words from the text. To scaffold different learners, you could fill in some boxes on the chart and leave some gaps.

Time	Event	Location
for thousands of years	Pigeons have been used to carry messages	from almost anywhere
at the time of the ancient Egyptians	They [pigeons] carried messages	
	the first airmail postal service started	in New Zealand
On the 24th of October 1894	the steamship <i>Wairarapa</i> set off	from Sydney
on the 29th	the <i>Wairarapa</i> didn’t arrive	at Auckland
On the 1st of November	people learnt the dreadful truth It had taken three days for the news to travel	in Auckland
	The <i>Wairarapa</i> had smashed into cliffs	on the northern coast of Great Barrier Island
At that time	mail had to be carried by the local steamer	
On the 29 <sup>th</sup> of January 1896	Ariel carried the first pigeon message	
in 1897	The first regular pigeon mail service started	in a loft in Newton Road, Auckland
In 1908	a telegraph link was opened	between Great Barrier Island and the mainland
In the two world wars	pigeons were used	in the front lines of battle
during the terrible battle of Verdun in the First World War	The men had become lost	
in 1919	Cher Ami died	

Ask the learners to cover the left- and right-hand columns and read the middle column. Then ask them to read the left- and right-hand columns and not the middle column. Ask “What do you notice about this?” Draw out the idea that the phrases (or signal words) don’t mean anything unless they are matched to the events. On the other hand, it would be confusing if there weren’t any phrases to tell the reader when and where the events took place.

You could also ask the learners to identify and list the phrases of distance, for example, “long distances”, “hundreds of kilometres”. Ask “What is the effect of this?” Draw out the idea that the author emphasises:

- the long distances that pigeons are able to travel;
- the effects of technology, which means that it takes much less time to travel what were once regarded as great distances.

### After reading

In pairs, the learners can use their timeline to retell the events, paying attention to the way they use phrases of time and location.

### Exploring simple present and simple past verb forms

Remind the learners that one of the learning goals is to use language features to help them understand a text. They did this when they studied the way phrases signal the time in which events took place. Now they are going to focus on the verb forms in this text.

On the whiteboard, create a chart (see below) to clarify the meaning and form of simple present and simple past verbs. Explain that you are focusing on only one meaning for each verb form.

Verb form	Meaning	Form
simple present	describes characteristics describes things that are always so	regular – add “s” (used with he, she, and it) irregular – is, are, have
simple past	describes events in the past	regular – add “ed” to the verbs irregular – was, were, had, learnt, knew, kept, took

Give the learners a copy of the chart below, with only the left-hand column filled in. In pairs, they can identify the verb form and its meaning.

Examples from the text	Verb form	Meaning	Form
pigeons <u>are</u> pests	simple present	describes characteristics	irregular
the first airmail postal service <u>started</u>	simple past	describes events in the past	regular
Great Barrier Island <u>is</u> 100 kilometres	simple present	describes things that are always so	irregular
pigeons <u>were used</u>	simple past (passive)	describes events in the past	irregular

### Identifying root words

Give the learners a list of the following words or create your own list from the text: fly, flew, carry, carried, carrying, start, started, stamps, stamped, saved, saving

Give them a copy of the chart below and ask them to write the word in the first column; the root word in the middle column; and any patterns they notice, such as the use of a suffix (“tion”, “an”) or inflected ending (“ed”, “s”), in the third column. Encourage them to add other forms of the words. Support your learners to find patterns and encourage them to share their discoveries, for example, the root word “carry” changes its “y” to “i” when adding “ed”.

Word	Root word (or words)	What I’m noticing

Alternatively, you could use the Word building activity, see [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 30, to explore root words or to study the compound words in this article.

### Word and definition barrier activity

Do a word and definition barrier activity with the learners. The aim is to match words with definitions. Have the learners work in pairs. Give each person some words and phrases and some definitions. Each person has the definitions for their partner’s vocabulary. They cannot show each other their lists, but they must match the words and definitions through discussion and by referring to the text. (For further information on word and definition barrier activities see [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 42).

### Reflecting on the learning

Remind the learners of the learning goals. Ask them to talk with a partner about how asking and answering questions and looking at the text features helped them find out more about the ways pigeons have been used to carry messages. They could also record their reflections in their notebooks.

Take some time yourself to reflect on the lesson. Ask yourself:

*How successful was this lesson in helping my learners reach their goals?*

*What have I learned or noticed about my learners that will help me focus my teaching?*

Finally, as part of the lesson or as home practice, give the learners an opportunity to reread the text.

### Follow-ups and further practice

You and your learners can select from these activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

#### Debate

Divide the class into two groups and have the learners debate the topic “Pigeons are pests”.

#### Using phrases of time and location

The learners could write a paragraph that recounts an event in their lives, using phrases of time and location to add significant relevant information. They could swap their paragraphs with a partner who could give feedback on whether it is clear when and where the event took place.

#### Exploring verb forms

You could use the exploring simple present and simple past verb forms activity above to explore other verb forms. For example:

- the third paragraph has an example of “used to + verb” to describe habits in the past;
- there are several passive forms;
- there are two examples of the past perfect (the use of “to have” (had) + the past participle of the main verb to show that one event happened before another (“had smashed”, “had taken”).



### Writing definitions and vocabulary

Together, read the first sentence of the second paragraph on page 14. Look at the sentence pattern the writer uses to give the definition.

“Homing pigeons are pigeons that have been trained to fly long distances.”

Plural noun + are + category + action or characteristic.

Write another example sentence using this sentence pattern, for example, “Cars are vehicles that have four wheels.” Have the learners write definitions in pairs, then join with other pairs or the whole class to share their definitions and guess the words. (Choose words that can fit this pattern.)



## Boy Soldiers

by Norman Bilbrough

### Overview

When the First World War began in 1914, many young boys and under-age New Zealanders enlisted in the army. This report tells the story of Stan Stanfield and Len Coley and charts their painful path from youthful enthusiasm to bitter disillusionment.

This text includes recounts of traumatic events, so be sensitive when using it with learners who might have disturbing memories, especially those with experiences of war.

The learning goals for this text focus on the following reading progressions: Comprehension, Vocabulary, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

### Features of the text

This text has many typical features of an informational text, such as a map, photos, and a glossary. However, much of the text is a recount, often in Len’s or Stan’s own words, which gives it a strong personal voice. The horror of the war is described in rich descriptive language as well as in colloquial language. Other features include:

- the place names that emphasise the scale of the war and its distance from the boys’ homes;
- the shifts between the two men’s stories;
- the use of a variety of verb forms to talk about the past, including regular forms, such as “joined” and “lied”, irregular forms, such as “ran” and “tore”, and complex forms using auxiliary verbs, such as “was helping” (past continuous) and “was given” (past simple passive);
- the use of the word “front” to mean where two sides meet in battle;
- descriptive verbs that emphasise the drama and tension, including “blundered”, “fainted”, “lost”, “shot”, “gassed”, “hit”, “survive”;
- similes, such as “rumbles of gunfire sounded like a volcano erupting” and “like ‘gun fodder’”;
- the use of adverbial phrases and clauses as indicators of time, for example, “In May 1916”, “Over the next three years”, “By May 1916”, “In June the next year”, “When they weren’t fighting”, “When he returned to the front”, “On Len’s nineteenth birthday”;
- the use of connectives (such as adverbs and prepositions) to describe the sequence of events, for example, “When”, “Over”, “By”, “Then”, “Next”;
- the use of direct speech, the second person, and colloquial expressions (some of which are old-fashioned) to create an informal tone;
- the irony of the final lines, which link back to the boys’ early innocence: “After all, they had been taught at school to honour the British Empire.”;
- the black humour when the sergeant farewells his arm.

### Key vocabulary

war, uniform, rifle, training camp, marching, shooting, enlisted, fight, soldier, troopship, major battles, front, trenches, military base, ammunition, heavy fire, sergeant, shrapnel, fodder, gassed, battalion, shelling, Allies, shells, machine guns, battlefields,

### Learning activities

Learning goals:

- to make predictions to help me understand the main ideas and the key vocabulary in this text
- to use the comprehension strategy of making inferences to make meaning and read critically.

### Before reading

To introduce the text, the learners could watch the short film *Tama Tu*, directed by Taika Waititi, which depicts a group of young Māori Battalion soldiers waiting for nightfall in the ruins of an Italian home. Forced into silence, they keep themselves entertained by clowning around. The film contains humour but also pathos.

Have the learners read the title, look at the illustration on page 20, and predict what the text will be about. Explain that the story is set during the First World War, and it recounts the experiences of two young New Zealand soldiers. Ensure that your learners understand the meaning of the word “front” in the context of war. Explain that they will need to pay close attention to the signals in the text about whose perspective is being given.

Prompt the learners to make connections to what they know about the First World War from movies, TV documentaries, and family members. Have them study and discuss the visual features in the text. You could print out some online maps to show the extent of the British Empire in 1914 and to allow the learners to identify the places mentioned. They could also listen to the audio version of the text and note the place names they hear on the

map. Record what the learners know about the First World War, ensuring that you use some of the vocabulary they will encounter in the text.

### Predicting key ideas

Share-read the first two pages. Point out the repetition of the word “fun” in two contrasting statements. Ask “Why did Stan say this?”

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find out what happened to Stan and Len to make them change their minds about the war being fun.* Point out that their learning goals will help them achieve their reading purpose.

Ask the learners to predict what the war will be like and what might happen to Stan and Len. Record their initial predictions on the chart below. Don’t fill in the second column until after reading.

#### What was the First World War like for Stan and Len?

What we predict	What we found/How we can tell
They will be injured.	Stan was shot in the back. Len was gassed.

### Predicting and defining key vocabulary

Ask the learners what they notice about the vocabulary in the first two paragraphs after the bolded introduction. Point out that there are a lot of words about war and the army. List the words on the whiteboard and check that the learners understand their meanings. Point out that “cadets” is printed in bold, which means that it is in the glossary.

Ask the learners to predict any other vocabulary. Create the chart below and write ten to twelve words in the first column. Give each learner a copy of the chart. Play the audio version of the text and ask the learners to place a tick beside the words they hear and, if they can, add two or three others

## Collections 7: New Zealand at War “Boy Soldiers”

that weren't on the list. In pairs, have them compare their lists and write definitions in the third column. If they are ESOL learners, they can write a translation in their own language. As they read, they can tick the words that they find and note the words that have the same meaning as any words they predicted.

Predicted words	Were they in the text?	Our definition or translation before reading the text	Our definition or translation after reading the text
gun	We didn't find gun, but we found rifle.		

For more information on Predicting and defining new words, see [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 38.

### During the reading

#### Jigsaw reading

Give each learner a copy of the two charts below, leaving some entries blank. Fill in some of these entries as a class list. Divide the learners into two groups and ask each group to fill in the information for either Len or Stan. Explain that they need to fill in the times, places, and events (where known). They don't need to fill in the fourth column yet. They can also check where Stan and Len are on the maps. As they work, remind the learners to tick the words that have the same meaning as the words they predicted.

Stan			
Time (date or age)	Place	Event	Feelings: How was he feeling? How can we tell?
1914/13 years old	Wairarapa	War is declared in Europe.	
14 years old		Stan joins the cadets.	
15 years old		Stan enlists in the army.	
May 1916	England	in training	
	Military base in France	in training	
June 1917	Messines	fighting in the Battle of Messines	
	Passchendaele	fighting at Passchendaele is shot in the back commands a group of soldiers	
after the war		returns home	

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Len			
Time (date or age)	Place	Event	Feelings: How was he feeling? How can we tell?
	Palmerston North	Len enlists	
May 1916/17 years old		Len leaves New Zealand on a troopship.	
During the next three years	in France and Belgium	fighting in all the major battles in France and Belgium	
June 1917	Messines	fighting in the battle of Messines helps wounded sergeant	
	Passchendaele	fighting at Passchendaele is gassed	
19th birthday	French town	comes under fire has to bury a mother and baby	
after the war		returns home burns uniform	
1930		revisits Ypres and Passchendaele	

### After reading

#### **Jigsaw reading continued**

Have the learners work in pairs to combine their two charts and compare the men’s stories. Create a class version of the charts, compiling the information from each pair.

#### **Using inference to read between the lines**

Model looking at one section of the text and identifying the language that suggests feelings. Prompt the learners to notice that sometimes Stan’s and Len’s feelings are explicitly stated and at other times they are suggested, which requires the reader to make inferences.

Explain that making inferences involves “reading between the lines” and deciding what the writer means, even when it isn’t explicitly stated. The reader draws on clues in the text, their prior knowledge (including vocabulary knowledge), and the overall meaning or purpose of the text to make a “best guess” about what the author means.

The learners could reread the text to find clues about how Stan and Len felt at different times. They could add these clues to the fourth column. Discuss what the learners have written about Stan’s and Len’s feelings. Encourage the learners to think of synonyms for the feelings they have described, for example, “sad” could mean “horrified” or “depressed”.

Discuss what is not stated in this text. Ask the learners questions such as the following (reminding them to give reasons for their answers).

- What inferences can you make about how people felt about the British Empire in 1914? How do you think people felt after the war?
- What do you know about the sounds of war and how it made soldiers feel?
- What does Stan think about the way the soldiers were treated?
- Why didn't Len talk about the war afterwards?
- What do you think the author thinks about the war?
- What other things could we make inferences about? How are we making these inferences? (Draw the learners' attention to the way they use their prior knowledge, the language features, and evidence from the text to infer the missing information.)

### Reviewing predictions

#### Key ideas

Together, complete the second column (What we found/How we can tell) of the Predicting key ideas chart on page 18.

Ask the learners if there were other things they found out that they hadn't predicted. On the basis of their reading and the inferences they have made, ask “Why do you think Stan said the war was no fun at all?” Although the answer to this is obvious, it reflects the fact that Stan was a young boy and viewed the war as an adventure.

#### Key vocabulary

Ask the learners to complete the definitions in the Predicting and defining key vocabulary chart. Have them select words for further practice in conversation and/or in writing. What do they notice about this vocabulary? (Because the technology used in war has changed a lot since World War One, they may have predicted vocabulary that isn't used in this text.)

### Reflecting on the learning

Remind the learners of the learning goals and ask them to discuss with a partner how making predictions and inferences helped them to find out more about the impact of the war on these two men. They could also record their reflections in their notebooks.

Take some time yourself to reflect on the lesson. Ask yourself:

*How successful was this lesson in helping my learners reach their goals?*

*What have I learned or noticed about my learners that will help me focus my teaching?*

Finally, either as part of the lesson or as home practice, give the learners an opportunity to reread the text.

### Follow-ups and further practice

You and your learners can select from these activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

#### Vocabulary building

Use the photographs and illustrations in the text to explore new vocabulary and review the vocabulary you studied. Have the learners work in pairs or small groups to describe the photos. The partner or the rest of the group could then guess which photo is being described. To extend this activity, you or your learners could bring other photos to explore. You could also focus on the language that describes feelings.

Have the learners choose two or three words from the text that they would like to learn. Ask them to make notes about these words, including definitions for each word, different forms of the words, words that they commonly occur with, and examples of these words in sentences or paragraphs. They can work in groups to discuss why they chose their words and the notes they have made.

**“Say it” role play**

Review the vocabulary that the students used to describe the feelings of each character in the charts on pages 19 and 20. Carry out a “say it” role play. This helps learners to think about an issue or event from a different point of view. It also enables learners to reuse key language from the text in another context.

(See [ESOL Online](#) for an explanation of “say it” role plays.) Ensure that all learners include some key vocabulary in their role plays. (Note that the most useful vocabulary is probably not topic-specific vocabulary such as “bayonet”.)

<p>You are Stan’s mother or father. The war is over, and Stan is home. Describe how you felt when war was announced and Stan said, “Well, I’ll be going.” How do you feel now that he’s back?</p>	<p>You are Len’s sergeant. Explain how you felt about losing your arm and how it has affected your life.</p>	<p>You are one of the people whose town was shelled. Explain how you felt when the shelling stopped and you saw the destruction.</p>
<p>You are one of the soldiers whom Stan had to command at Passchendaele. What was the battle like for you, and how did it feel being commanded by someone so young?</p>	<p>You are a young soldier on the German side of the battle lines. What was the war like for you?</p>	<p>You are the grandson or granddaughter of either Stan or Len. How do you think the war affected your grandfather? How has that affected your view of war?</p>

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Editor: Sarah Wilson  
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