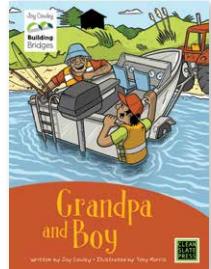


### Whopper Snapper

#### Highlights of the Text

- Family dynamics
- Problem solving
- Telling lies
- Humour through double meanings



### Orientation

- Talk about going fishing and the gear that you need.
- Talk about telling lies to make someone else feel better.
- Talk about what you know about gutting fish.

### Making Meaning

- Revisit p. 2 and talk about how you know that Grandpa is an experienced fisherman. (his reference to black moon day; he could tell the fish on the line was a shark not a snapper)
- Revisit p. 4 and talk about how Grandpa tried to disguise the shark as snapper. (the way he gutted the fish)
- Revisit p. 6 and talk about what Nan meant by: *"It is more whopper than snapper."*
- Revisit the illustration on p. 4 and talk about how the illustrator shows Boy's apprehension and Grandpa's sneakiness.

### Literacy Focus

- Talk about the double meaning of *whopper* (p. 5). (a lie; something huge)
- Talk about the expression *"Oh stink!"* (p. 3). Create synonyms.
- Revisit p. 2 and talk about the figurative meaning of *screamed*. Create synonyms.

### **Whopper Snapper continued**

#### **Inquiry Focus/Activities**

- Encourage the students to investigate *black moon* day and the Māori lunar calendar (Maramataka). Discover activities associated with the changing phases of the moon.
- Encourage the students to investigate fishing gear, especially the *star drag* system on a fishing rod and its importance in saltwater fishing.
- Encourage the students to research different ways of gutting and filleting fish.
- Encourage the students to research what species of fish they can buy locally.
- Encourage the students to find out how much it would cost to buy fish for their family.
- Encourage the students to create a collage of either fishing gear or species of fish.

### **Pig Hunt**

#### **Highlights of the Text**

- Family dynamics
- Confronting challenges
- Adventure
- Descriptive language

#### **Orientation**

- Define the term *bush* (p. 8 and p. 15). Suggested definition: *dense native forest*.
- Talk about doing something for the first time and the associated emotions (fear, exhilaration) e.g. starting a new school, going camping.
- Talk about pig hunting and pig hunting dogs.

#### **Making Meaning**

- Ask the students to find clues in the text about how inexperienced Boy was about pig hunting: p. 7: "stay close"; p. 10: "Come on, Boy"; p. 11: *I couldn't keep up.*; p. 11: *I slipped in the mud and went down a hill*; p. 14: *I was too scared to call out.*; p. 15: "Boy, this is your first pig hunt"
- Revisit pp. 14–15 and talk about how the pig would have been killed. (dogs grabbed the pig and held on, adults knifed the pig)
- Revisit p. 15 and p. 16 and talk about the joke that Grandpa and Uncle Rongo played on Boy. (eating eyes and ears on first pig hunt)
- Revisit the illustration on pp. 12–13 and talk about how the illustrator shows how both Boy and the pig are feeling.

### Pig Hunt continued

#### Literacy Focus

- Revisit p. 7 and talk about the play on words. (a *cup of butter*; *greased up*)
- Talk about the descriptive verbs throughout the text: *sniffed* (p. 9), *slipped* (p. 11), *crashing* (p. 13), *rushed* (p. 13), *grabbed* (p. 14), *squealed* (p. 14). Create synonyms for some of these.
- Revisit p. 13 and talk about the detailed description of the pig. (*black and hairy, little eyes, white tusks*)

#### Inquiry Focus/Activities

- Encourage the students to investigate animals with tusks.
- Encourage the students to investigate what animals can use tusks for.
- Encourage the students to investigate the kinds of dogs that can be used when hunting.
- Encourage the students to debate the pros and cons of hunting. (trophy, conservation, food)
- Encourage the students to make “scared faces” and photograph them.
- Encourage the students to investigate customs and family traditions.

## The Cake Tin

### Highlights of the Text

- Family dynamics
- Problem solving
- Humour
- Swearing and euphemisms

#### Orientation

- Talk about swearing, in both school and home contexts, and consequences for use of bad language.
- Talk about euphemisms and words that students use instead of swearing.
- Talk about ways of launching small boats.

### Making Meaning

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- Revisit p. 19 and talk about how Boy helped Grandpa avoid paying for swearing. (by using the word *blink*)
- Revisit p. 20 and talk about the evidence that the tractor is broken-down. (*old and rusty; no key and no brakes*)
- Revisit p. 21 and talk about how we know the family lives in the countryside. (*paddock, beach*)
- Revisit the illustration on p. 23 and talk about how the illustrator shows Grandpa is swearing.

### Literacy Focus

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- Talk about the meaning of *grunted* (p. 19). Create synonyms.
- Revisit p. 19 and Grandpa's comment: "*That woman will make me bankrupt.*" Create synonyms for *bankrupt*.
- Talk about the meaning of *its engine drowned* (p. 23). (flooded with water)

### Inquiry Focus/Activities

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- Encourage the students to investigate the role of spark plugs in an engine. Revisit p. 22 and work out what would have happened if Grandpa had successfully pulled the lead off the spark plugs.
- Encourage the students to make a collection of photos of old tractors.
- Encourage the students to make a poster about boat safety e.g. life jackets, cell phone, anchor.
- Encourage the students to revisit p. 25 and work out how much money Grandpa would have had to put in the cake tin if he hadn't used the word *blink*.
- Encourage the students to describe other ways that Nan could have placated Grandpa.
- Encourage the students to make a list of other ways of penalising swearing.