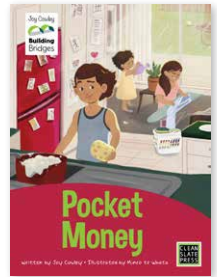


## ***Rules are Rules***

### ***Highlights of the text***

- Chores at home
- Rules and consequences
- Humour
- Rhyming words



### **Orientation**

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- Talk about chores done at home.
- Talk about the chores that children can do.
- Talk about the importance of rules and consequences.

### **Making Meaning**

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- Revisit p. 1 and talk about the things the children did as they “worked”.
- Talk about why the author mentions the age of each child along with the work they did.
- Revisit p. 2 and talk about why Sonny might have raced outside as soon as he woke up.
- Revisit p. 3 and talk about Sonny’s “hard lesson”.

### **Literacy Focus**

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- Talk about the words used for the chores: pp. 2, 4, 6: job, and pp. 7 and 8: work
- Revisit p 3 and talk about the rhyming words in the text messages: “No money, not funny. Your Sonny” and “Too bad, how sad. Your Dad.”
- Revisit the word dough on p. 6. Talk about its two meanings (mixture, money). Make a list of synonyms.
- Revisit the word wrinkled on p. 4. Make a list of synonyms.

### **Rules are Rules continued**

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

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- Encourage the students to list the chores they find easy and the ones they find hard to do.
- Encourage the students to make a poster of chores they like to do and chores they don't like to do.
- Encourage the students to investigate how much it costs to clean a car at a car wash in their area.
- Encourage the students to suggest classroom chores and responsibilities.
- Encourage the students to create a class roster of chores.
- Encourage the students to have a discussion on the topic: Everyone in the family should help with chores.

## **The Good News Cook Up**

### **Highlights of the text**

- Family traditions
- Sharing news and stories
- Humour
- Descriptive verbs

#### **Orientation**

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- Talk about family traditions.
- Talk about sharing news and stories with family.
- Talk about why families have meals together.

#### **Making Meaning**

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- Revisit p. 11 and talk about Dad's good news.
- Revisit p. 9 and talk about the rule of the whānau kōrero.
- Revisit p. 15 and talk about why the children had to buy a cake.
- Revisit the illustration on p 13 and talk about how the illustrator shows the way the children made the dinner plan.

### ***The Good News Cook Up continued***

#### **Literacy Focus**

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- Talk about the descriptive verbs: cried (p. 10), shouted (p. 11), snapped (p. 12), chanted (p. 12), interrupted (p. 12). Make a list of synonyms for some of these verbs.
- Revisit the word kōrero on p. 9 and discuss its meaning (meeting, discussion, chat).
- Revisit the word posh on p. 11. Make a list of synonyms.

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

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- Encourage the students to create an invite for a special dinner.
- Encourage the students to find a recipe for their favourite cake.
- Encourage the students to hold a classroom kōrero with a pencil for a talking stick.
- Encourage the students to make a list of their family traditions.
- Encourage the students to compile five good news stories from a newspaper or news website.
- Encourage the students to make a poster of foods eaten on special occasions.

### ***Rangatira Dad*** ***Highlights of the Text***

- **Family dynamics**
- **Pranks and punishments**
- **Showing respect**
- **Descriptive verbs**

#### **Orientation**

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- Talk about the ways in which we can show respect to others.
- Talk about pranks and punishments.
- Talk about family outings to a café or restaurant.

### ***Rangatira Dad continued***

#### **Making Meaning**

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- Talk about how the children were cheeky at the café.
- Revisit p 20 and talk about Sonny's prank and why he hung up laughing.
- Revisit pp. 22 – 23 and talk about what Mum thinks about the punishment for the children.
- Revisit the illustration on p 18 and talk about how the illustrator shows Dad's embarrassment.

#### **Literacy Focus**

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- Talk about the descriptive words: cheeky (p. 19), strict (p. 19), embarrassing (p. 20). Make a list of synonyms.
- Revisit p. 21 and talk about the words that show Sonny didn't mean to phone Uncle Rongo. (by mistake)
- Revisit the pun Boo who? on p. 20 and talk about what it sounds like (the sound of crying)

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

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- Encourage the students to make a poster of different ways they can earn pocket money.
- Encourage the students to make a list of milkshake flavours.
- Encourage the students to write the steps to make their favourite milkshake.
- Encourage the students to recount a time they have been cheeky.
- Encourage the students to hold a discussion about ways they show respect to others.
- Encourage the students to make a list of Knock! Knock! Jokes and take turns to narrate them.