

TOITOI

TEACHER SUPPORT MATERIALS - IDEAS FOR THE CLASSROOM



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 Toitōi in your class.



READ

Choose a text in Toitōi to share with your class or ask your students to read it independently using their own journal.



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.

VISIT TOITOI.NZ FOR SUBMISSION GUIDELINES AND DEADLINES

INDEX

NARRATIVE WRITING

4	Wayno the Wrestler	64	Sadie the Slater
8	Cousin Danny	68	Morning Feeding
20	Pōhutukawa Playground	72	Falling
22	Paekākāriki Beach	78	The Champion
26	Ngā Matawhitu o te Wā	80	Friday Afternoons
30	The Squid Incident	84	Caught a Baby Pig
44	The Magic House	86	A Knock at the Door
46	On-Court Complications	92	Wētā
50	Baseball Eruption	94	My Dawn Chorus
58	Under the Sky's Blue Dome	100	The Return of the Stone Giant
60	Kayaking at Tōtaranui		

DESCRIPTIVE & INFORMATIVE WRITING

34	From My Window	88	Porourangi
54	Fabulous Sea Turtles	98	An Interview with My Grandad, John Stalker, 73 Years Old
66	Arbitrium		

POETRY

6	Cicadas	70	Tūi
18	Enzo the Cat	76	Awake
28	Space Beast	82	Moss
48	Blackberry	90	Underneath
56	Fort of Feathers	96	Manaakitanga
62	Junk Drawer	102	Advice from an Albatross

ART & COMICS

IFC	A Bagel in 2097	IBC	My Weekend
3	Jellyfish		

Mix and match the ideas for your class



READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 3 Jellyfish Pictures by Maeve Sorensen, age 11</p>	<p>Study Maeve's beautiful painting carefully. What do you notice about her artistic choices? Consider her use of colour, texture and materials. Make a list of words that describe Maeve's picture.</p>	<p>Choose a sea creature of your own to study. Make notes about how it looks and moves.</p>	<p>Create an artwork of your sea creature based on your notes. Choose your materials carefully and pay particular attention to your colour palette, light and sense of movement, like Maeve.</p>
<p>PAGE 4 Wayno the Wrestler Words by Ali Koia-Hamling, age 9 Pictures by Max Carter, age 11</p>	<p>Ali describes the incredible past careers of her school principal and teacher. Do you think your school principal or teachers have had interesting past lives? Discuss with the class.</p>	<p>Write a funny adventure story starring the principal or a teacher in your school. You could take inspiration from true events, or let your imagination run wild!</p>	<p>Illustrate your story using a style that captures the spirit of the narrative, like Max. Display the picture and story together on your classroom wall. Be sure to leave a copy in the staffroom!</p>
<p>PAGE 6 Cicadas Words by Katie Olds, age 5 Pictures by Hazel Knewstubb, age 5</p>	<p>With a friend, take turns reading Katie's poem aloud. What do you notice about the sounds in the poem? What do you think "sneakily stealing 'S's" means? Discuss your ideas with your friend.</p>	<p>Choose a bird or insect that makes an unusual noise. Write a short poem that captures the sounds it makes, like Katie.</p>	<p>Make your own instrument or noise-maker that replicates the sounds your bird or insect makes.</p>
<p>PAGE 8 Cousin Danny Words by Theo Dennison, age 13 Pictures by Naomi Brokenshire, age 12</p>	<p>Theo has written an incredible story about two cousins and their scary adventure. What is a protagonist? What is an antagonist? Research these terms, write down the definitions, and decide who's who in <i>Cousin Danny</i>.</p>	<p>Write an exciting adventure story featuring at least one protagonist and one antagonist. Outline your plot before you get started to help plan the action.</p>	<p>Use digital drawing software to illustrate key scenes in your story, like Naomi. Publish your work and give it to your friends to read!</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 18 Enzo the Cat Words by Dylan O'Keefe, age 12 Pictures by Angela Seo, age 13</p>	<p>Dylan's poem was inspired by <u>Paula Green's</u> <i>The Gargle Bird</i>. What do you notice about its structure? Dylan has used compound modifiers in several places. Research what this term means and find examples in the text.</p>	<p>Inspired by <i>Enzo the Cat</i>, write about your favourite pet or person. Use rhyme, repetition and compound modifiers, like Dylan.</p>	<p>Create a portrait of your chosen subject that captures its personality. Consider using a brightly coloured background, like Angela.</p>
<p>PAGE 20 Pōhutukawa Playground Words by Elisa Currie, age 9 Pictures by Zuri Hazlehurst, age 12 TOI TOI STORY SEARCH WINNER</p>	<p>Elisa has written about an imaginary playground. Research the best, most creative playgrounds in the world. Take screenshots of your favourites and make notes about why you love them.</p>	<p>Using your research, design an awesome playground of your own on a large piece of paper. Write a detailed description of each area and include a list of materials that you would use.</p>	<p>Add diagrams, drawings, photos or even a model to bring your ideas to life. Consider presenting your idea to your local community board to see if you can get your playground built!</p>
<p>PAGE 22 Paekākāriki Beach Words by Neiva Elliott, age 11 Pictures by Gloria Dai, age 10</p>	<p>Neiva's story is a dramatic recount of her experience boogie boarding at an iconic New Zealand beach. What language features does she use to make her writing so exciting? Discuss your ideas with a classmate.</p>	<p>Write a story about an exciting experience you have had. Be sure to use well-chosen verbs, adverbs and adjectives, like Neiva.</p>	<p>Paint a picture to go with your story. Think carefully about the colours and textures that best capture the feeling you are trying to convey, like Gloria.</p>
<p>PAGE 26 Ngā Matawhitu o te Wā Ko ngā kupu me te pikitia a Ōkaire Lewis, e 10 tau tōna pakeke</p>	<p>Ōkaire has crafted a beautiful meditation on time. Read his story aloud and consider each of his key ideas.</p>	<p>Imagine you have a time machine. Write a poem or story about your adventure in the past or future.</p>	<p>Design your own time machine. Think about what special features it would have and label them carefully. Where will it take you next?</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 28 Space Beast Words by Shona Beedie, age 12 Pictures by Geronimo LaHood, age 12</p>	<p>What is the 'space beast' Shona refers to in her poem? Conduct some research and make notes about what you find. You might want to investigate spaceplace.nasa.gov</p>	<p>Use your research to create a slideshow about space. Think about how to structure your slideshow to get people's attention.</p>	<p>Use diagrams, illustrations and photos to illustrate your slideshow. Make sure the pictures support your information. Share your slideshow with your class!</p>
<p>PAGE 30 The Squid Incident Words by Thomas Dean, age 10 Pictures by Nayef Rahman, age 13</p>	<p>Thomas's inventive story details an escape from Te Papa by one of the exhibits. Have you ever visited a museum? What was it like? Discuss your favourite exhibits with the class.</p>	<p>Write a story in which an exhibit comes to life and escapes from a museum. Include plenty of fun details to bring your reader along on the adventure, like Thomas.</p>	<p>Using your choice of modelling materials, recreate the exhibit in 3D. Place it in a display case in the classroom and share your story with your classmates.</p>
<p>PAGE 44 The Magic House Words by Eve Hughes, age 11 Pictures by Oxodog, age 12</p>	<p>Eve's amusing story features a real estate agent. What do real estate agents do? Have you ever met one? Find some property advertisements in your local paper and study their language features.</p>	<p>Imagine you are an agent for a real estate company. Write an advertisement designed to sell an interesting property. Choose a great headline and make the property sound as enticing as you can!</p>	<p>Create illustrations to go with your advertisement and design a layout for the property that will capture the attention of prospective buyers.</p>
<p>PAGE 46 On-Court Complications Words by Maioha ki te Ao Tohe, age 12 Pictures by Matilda Wake-Willers, age 13</p>	<p>Maioha describes a startling incident during a netball match. What happened? Has anything like this ever happened to you? Discuss your experiences with the class.</p>	<p>Write a persuasive speech about why everyone in Aotearoa should learn te reo Māori. Use Māori words and phrases where possible and deliver your speech to your class!</p>	<p>Create a poster promoting the benefits of learning te reo Māori. Display the posters in your school library along with books in te reo Māori to encourage people to learn the language.</p>

Adapt the ideas to suit the abilities of your students



Pictures by Monica Koster, age 18

FROM MY WINDOW

Recently, *The New York Times* asked 17 artists to capture the view from their window during lockdown. Inspired by this project, Toitōi invited young New Zealand artists who have been published in the journal over the last five years to share their own perspective.

Several of these pieces were published in Toitōi 20, and you can discover even more at toitōi.nz/from-my-window.

If you are a young New Zealander aged 5-18 and would like to share the view from your own window, send your artwork and a short artist's note to submit@toitōi.nz. There is currently no deadline for this project.



READ

LEARN

CREATE

ILLUSTRATE

PAGE 34

From My Window

Words and pictures by Sam McGee, age 12

Sam has described a scene from his window during lockdown. What was your experience during lockdown? Make a list of the emotions you experienced, both positive and negative.

Write a vignette that captures the essence of your lockdown experience. Make every word count.

Create an artwork showing what someone would have seen looking into your window during lockdown.



READ

LEARN

CREATE

ILLUSTRATE

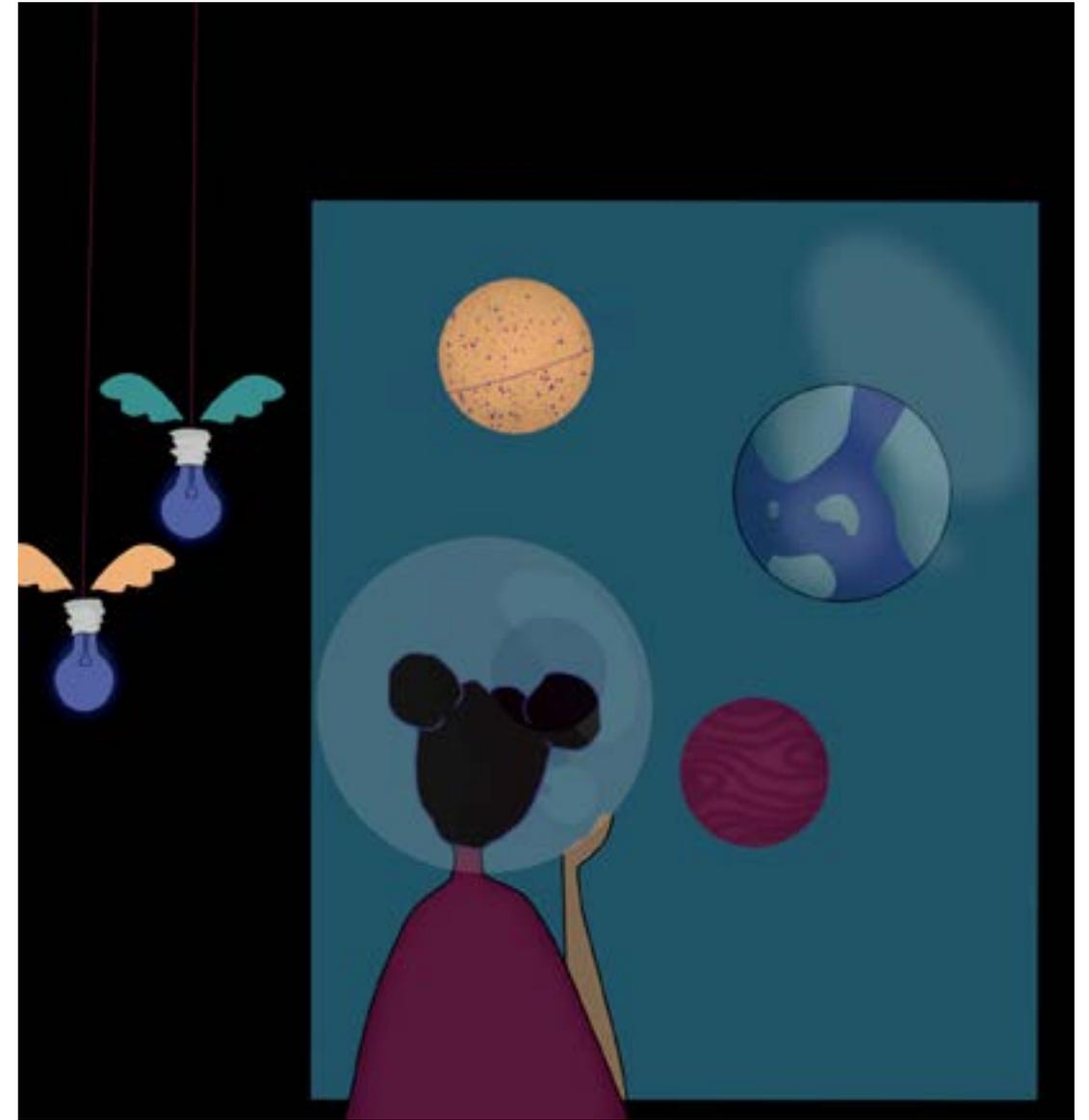
PAGE 36
From My Window

Words and pictures by Meg Marshall, age 13

Meg's simple yet powerful 14-word sentence describes an important symbol in her life. What is the beacon that gets you through? Discuss your ideas with a friend.

Write a single sentence that describes the importance of your beacon, like Meg.

Create a small image of your beacon, about the size of a library card. Laminate it and carry it with you as a symbol of hope.



READ

LEARN

CREATE

ILLUSTRATE

PAGE 38
From My Window

Words and pictures by Carmen Baxter, age 11

What is science fiction? How is it different to general fiction? Make a list of books you have read and movies you have seen that are regarded as science fiction. Which do you prefer?

Using Carmen's line, "Everything is silent, it feels like I'm in space" as a starting point, write an awesome science fiction story.

Record your story. Use sound effects to make the story come to life. Play your recording for the class.



READ

LEARN

CREATE

ILLUSTRATE

PAGE 40
From My Window

Words and pictures by Zara Hermens, age 13

Zara has illustrated her lockdown experience using her incredible creative talent. What is the difference between knitting and crochet? What other ways could you reinvent the scene from your window?

Recreate the scene outside your bedroom window using your own creative skills. Develop your ideas using a mood board with magazine clippings, sample materials and colours.

Create your scene from craft materials and photograph it, like Zara. Share it with your class.



READ

LEARN

CREATE

ILLUSTRATE

PAGE 42
From My Window

Words and pictures by Katherine McArthur, age 13

Katherine's lockdown picture shows a teddy bear sitting in the window. Why? Research the origins of people placing teddy bears in their windows during lockdown.

Create a board game that involves going on a bear hunt. What is the objective of the game? Write a clear set of instructions to describe how to play.

Design your board game using bright colours. Pay special attention to developing fun counters or pieces for your players to select. Play the board game with your friends or family!

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 48 Blackberry Words by Penelope Helbick, age 12 Pictures by Dahyun Yoo, age 13</p>	<p>Penelope has written about a type of fruit that she loves. What fruit fills you with joy? Make a list of your top five favourites and rank them in order.</p>	<p>Create an original recipe featuring your favourite fruit. List the ingredients and measurements, followed by clear instructions on your method.</p>	<p>Make your recipe and photograph the result. Gather all of the recipes together to create a cookbook for your class.</p>
<p>PAGE 50 Baseball Eruption Words and pictures by Te Amotawa Steward, age 8</p>	<p>Te Amotawa has imagined what it would be like to play for his favourite team in a sport that he loves. What is your favourite sport? What team would you like to play for? Tell a friend.</p>	<p>Imagine you are a star player in your favourite team. Write a story from your point of view about a dramatic moment in an important game. Focus on pacing and tension as your story builds to a climax, like Te Amotawa.</p>	<p>Draw a picture of you in your team uniform at the height of the drama.</p>
<p>PAGE 54 Fabulous Sea Turtles Words by Henry Peters, age 7 Pictures by Nia Turner, age 12</p>	<p>Henry has written about an awesome sea creature. Conduct some research about sea turtles or another special sea creature and share your findings with the class.</p>	<p>Inspired by your research, compose the lyrics for a song that celebrates your special creature.</p>	<p>Make a musical composition to accompany your lyrics. Perform your song for your class!</p>
<p>PAGE 56 Fort of Feathers Words by Micaiah Veer, age 12 Pictures by Ina Weiss, age 11</p>	<p>Have you ever built a fort? Tell a friend about the best fort you have ever made.</p>	<p>Write a series of instructions for building the perfect fort. Make sure you include a list of the required materials and a step-by-step guide. Be as clear and precise as you can.</p>	<p>Gather your materials and follow the instructions to build your fort. Take a photograph of it when you have finished to show your friends.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 58 Under the Sky's Blue Dome Words by Vita Lawson, age 13 Pictures by Madeleine Wylie, age 10</p>	<p>Vita has written a detailed description of a quiet moment. How would you describe the mood of her writing? How does it make you feel? Discuss your ideas with a friend.</p>	<p>Write a story that focuses on a quiet moment. Before you start, think about what mood you would like your story to convey. Choose your language carefully, like Vita.</p>	<p>Create an artwork that captures the mood of your story. Pay particular attention to the colours you choose, like Madeleine.</p>
<p>PAGE 60 Kayaking at Tōtaranui Words and pictures by Xanthe Southward, age 12</p>	<p>Read Xanthe's awesome story about her kayaking adventure. Now read Neiva's story about Paekākāriki Beach (p. 22). What do the stories have in common? How do they differ? What do you notice about the tense of each story?</p>	<p>Write a short account of an exciting outdoor experience that you have had. Now rewrite the story in another tense. Which do you prefer? Choose your favourite version.</p>	<p>Paint pictures to go with your writing, like Xanthe and Gloria. Display your art and story together.</p>
<p>PAGE 62 Junk Drawer Words by Elizabeth Foot, age 11 Pictures by Ruby Jones Johnson, age 11</p>	<p>Do you have a junk drawer at home? Make a list of everything you think is in there and check whether you are right after school. Get your classmates to do the same.</p>	<p>Share the information with your class. Now identify the top 10 things most commonly found in people's junk drawers. Tally up how many there were of each item and create a grid showing the numbers.</p>	<p>Use the data from your grid to make a colourful pie chart or bar chart. Display the chart on your classroom wall!</p>
<p>PAGE 64 Sadie the Slater Words by Lilah Hughes, age 11 Pictures by Coco Butler, age 9</p>	<p>What did you learn about slaters from Lilah's story? Write down three facts. Research other forest-dwelling insects to discover surprising things about them.</p>	<p>Using your research, create a series of information panels with facts about insects that live on the forest floor.</p>	<p>Design a colourful wall in your classroom featuring the insects that dwell on the forest floor. Attach your information panels to the wall.</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 66 Arbitrium Words and pictures by Aisha El Qadimi-Courtney, age 11</p>	<p>Read Aisha's writing and examine her picture carefully. What are the big ideas she is grappling with? Consider your response. You may want to do some research online to develop your thoughts further.</p>	<p>Write a persuasive essay about something that is important to you and encourage your reader to take action.</p>	<p>Use white pen on black paper to illustrate your essay, like Aisha. Publish your work as a small book and ask your librarian to display it in the school library. Give your book a great title and a striking cover.</p>
<p>PAGE 68 Morning Feeding Words by Juno Ireland, age 9 Pictures by Jecholeah Sun, age 11</p>	<p>Juno has written about one morning on her farm. What did you do this morning? Compare notes with classmates and find out whether you all started the day in a similar way.</p>	<p>Start a diary! Record everything that you do for a whole week. Take a note of funny conversations with friends and family. Remember to record your feelings too.</p>	<p>Using a phone or camera, take photos to go with your writing. Print them and glue them into your diary. Decide whether to keep it private or share it with a friend.</p>
<p>PAGE 70 Tūi Words by Zoe Muller, age 6 Pictures by Caja Paulin, age 8</p>	<p>What is your favourite native New Zealand bird? Conduct some research online or go to your library to find out five fabulous facts about it.</p>	<p>Write a poem that celebrates your bird. Incorporate the facts that you learned in your research. Consider telling your reader about something your bird can do that you cannot, like Zoe!</p>	<p>Make a collage of your bird to go with your poem using old newspapers and magazines. Display the poem and picture together on your wall.</p>
<p>PAGE 72 Falling Words by Sid Gibbs, age 9 Pictures by Harper Wallace, age 9</p>	<p>Sid shows great imagination in his story. How else could it have ended? Discuss your ideas with a friend.</p>	<p>Inspired by Sid's story, write your own adventure based on a dream. Use terrific verbs to convey the excitement of the adventure.</p>	<p>Make an awesome scene to go with your adventure story using toys like Lego!</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 76 Awake Words by Bonnie Spite, age 10 Pictures by Jemma de Burger, age 13</p>	<p>Bonnie has described what it feels like to lie awake at night, unable to sleep. What effect do you think Jemma's picture has on how you read Bonnie's writing? Why? Discuss your ideas with your class.</p>	<p>Write a soothing poem or song that could help you relax and get back to sleep if you are wide awake and worrying.</p>	<p>Create a calming image to go with your soothing words. Place the picture next to your bed so you can see it if you wake in the night.</p>
<p>PAGE 78 The Champion Words by Paddy Butcher, age 11 Pictures by Jerry Zou, age 13</p>	<p>Paddy's story vividly describes a surfing competition. What sports do you love? Write a list of the stars of your favourite sport.</p>	<p>Write an exciting commentary about a pivotal moment in your sport, such as a world championship, featuring some of the stars on your list.</p>	<p>Record yourself reading your commentary. Vary your expression and tone to convey your ideas. Think about using background music and sound effects to add interest.</p>
<p>PAGE 80 Friday Afternoons Words by Eli Warshof, age 9 Pictures by Xanthe Gou, age 11</p>	<p>Eli has written a lovely description of special time spent with his dad. Read Eli's story aloud. What do you notice?</p>	<p>Describe a regular outing or time spent with a family member. Use repetition to help paint a picture in your reader's mind, like Eli.</p>	<p>Choose one of the moments in your story to illustrate, like Xanthe. Show your work to your family member so that they can see how special it is to you.</p>
<p>PAGE 82 Moss Words by Elsie Button, age 10 Pictures by Melanie Pownall, age 11</p>	<p>Elsie has used an extended metaphor in her poem about moss. What is a metaphor? Do you think it works here? Why?</p>	<p>Write a poem using a metaphor. Share it with a friend and make sure they understand what your poem is about.</p>	<p>Create an illustration to go with your poem. Consider whether your artwork should be abstract or literal.</p>

Adapt the ideas to suit the abilities of your students



TOITOI

STORY SEARCH

Write a story or poem inspired by 13-year-old Lucas Sue's incredible artwork published in Toitoi 20.

You may submit in English or te reo Māori.

Send it to submit@toitoi.nz and include your name, age, school and a parent or teacher's name and contact details.

Submissions are due on September 25, 2020.

We will publish the best story in Toitoi 22 with additional illustrations by Lucas.

Download the digital resource at toitoi.nz/story-search

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#TOITOISTORYSEARCH

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 84 Caught a Baby Pig Words by Ryan Campbell, age 12 Pictures by Otis Yeoman, age 11</p>	<p>Ryan has written a great story about pig-hunting on his farm. What do you think about pig-hunting? Discuss your ideas with your class.</p>	<p>Choose a moderator and hold a debate with the moot that hunting should be banned. Make sure your arguments are clear and persuasive.</p>	<p>In your group, create a strong visual image that supports your argument. Make it concise and use pictures or symbols to persuade your audience.</p>
<p>PAGE 86 A Knock at the Door Words by Kahu Short, age 10 Pictures by Heidi Smith, age 9</p>	<p>Kahu has written a funny story about what happened when his imagination got the better of him. Have you ever been at home and heard a knock at the door? Discuss your experience with the class.</p>	<p>Imagine that you are the person knocking on Kahu's door. Rewrite the story from your perspective.</p>	<p>Create two pictures to convey the different perspectives of the stories. What are the differences and similarities between the images?</p>
<p>PAGE 88 Porourangi Words by Tory Campbell, age 8 Pictures by Emelie Wissel, age 12</p>	<p>Make a list of the Māori words Tory uses in his story and write down the English translations using maoridictionary.co.nz</p>	<p>Write an adventure story featuring Porourangi or another legendary figure. Incorporate Māori words throughout your story, like Tory.</p>	<p>Paint a wonderful portrait of your chosen figure, like Emelie.</p>
<p>PAGE 90 Underneath Words by Alody Reed, age 13 Pictures by Charlie Dale-Low, age 12</p>	<p>Alody has written a powerful poem about how she feels on the inside. Consider her line, "But lying is just another form of hiding"? Do you agree?</p>	<p>Write a poem that describes what you are like on the inside.</p>	<p>Examine Charlie's portrait and analyse what makes it so striking. Using pencil, create a self-portrait that conveys the ideas in your poem.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 92 Wētā Words by Matilda Livesey, age 11 Pictures by Sasha Bruorton, age 10</p>	<p>Read Matilda's funny story. Now take a look at <i>Sadie the Slater</i> on page 64. How are these stories similar? How are they different? Which is your favourite?</p>	<p>Both writers incorporate facts about their chosen insects into their writing. Create a story of your own that uses this technique to teach your readers about your favourite insect.</p>	<p>Using your choice of modelling materials, create your creature in 3D. Place it in a display case in your classroom and share the story with your classmates.</p>
<p>PAGE 94 My Dawn Chorus Words by Zoe Bonny, age 11 Pictures by Aamani Patel, age 10</p>	<p>Zoe's story uses the present tense to describe an early morning scene. Choose your three favourite sentences and think about why you like them so much.</p>	<p>Write a piece of flash fiction describing a favourite time in your day. Use the present tense and careful observation, like Zoe. Make sure it is no longer than 200 words!</p>	<p>Create a detailed artwork to go with your flash fiction, focusing on one aspect of your story.</p>
<p>PAGE 96 Manaakitanga Words by Keisha Miller, age 6 Pictures by Yilin He, age 12</p>	<p>What is manaakitanga? Discuss your ideas with a friend. Now look up the meaning using maoridictionary.co.nz</p>	<p>Think carefully about a time when someone showed you manaakitanga. Write a simple story that tells your reader what happened, and how it made you feel.</p>	<p>Cut a piece of coloured card into the shape of a heart. Draw images on both sides to depict manaakitanga. Punch a hole in the top and hang the heart from the ceiling using coloured ribbon.</p>
<p>PAGE 100 The Return of the Stone Giant Words by Mikayla Kennedy, age 9 Pictures by Lucy Haydon, age 12</p>	<p>Do you think Mikayla's story is fiction or non-fiction? What is the difference?</p>	<p>Imagine you are a news journalist. Write a report about the stone giant emerging from the ground. Remember to include eyewitness accounts.</p>	<p>Video your news report with yourself as the journalist and friends playing the eyewitnesses. Edit your footage to make an interesting video. Add music and sound effects to engage your audience.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 102 Advice from an Albatross Words by Oscar Murphy, age 6 Pictures by Sarah Nakayama-Mattingly, age 12</p>	<p>Oscar has used poetic devices like alliteration and assonance to add power to his poem. Can you find examples in the text? Don't forget to study the title too!</p>	<p>Write a poem that features advice from an animal of your choice. Use poetic devices to add impact, like Oscar.</p>	<p>Paint your animal on a large, smooth pebble or rock. Display it in your classroom along with your poem.</p>
<p>INSIDE BACK COVER My Weekend Words and pictures by Ruby Santos-Jackson, age 11</p>	<p>Read Ruby's fantastic lockdown comic. Using clues from the comic, work out who are the members of Ruby's family. What are their likes and dislikes? Discuss your ideas in class.</p>	<p>Think about your own lockdown experience. Inspired by Ruby, sketch out a cartoon or comic strip that shows your reader what you got up to. Remember to add clues about your family's personalities!</p>	<p>Bring your cartoon to life with colourful drawings. Give it a great title and share it with your family!</p>
<p>Bonus Activity!</p> <p>We have created a bonus activity for <i>An Interview with My Grandad, John Stalker, 73 Years Old</i> in Toitōi 20 that you can print for the classroom or share with your students online. Find the digital story and bonus activity at toitōi.nz/bonus-activity or click the link below.</p>			
<p>PAGE 98 An Interview with My Grandad. John Stalker, 73 Years Old Words by Isaac Elkins, age 8 Pictures by Sophia Jongco, age 12</p>	<p>Isaac has interviewed his grandad and discovered some interesting facts about his life. Now it's your turn! Choose a relative or friend and ask them about their life experiences. Come up with a set of great questions and take notes.</p>	<p>Use your notes to write a short article about your special person. Give it an interesting headline and a pull quote to catch your reader's attention. Don't forget to add your byline!</p>	<p>Publish the article on the front page of your own newspaper. Draw a portrait of your special person to go with your article. Create a masthead for the newspaper and arrange other stories around it.</p>

[Access the full bonus activity here!](#)

The Toitōi website is expanding to make it an engaging and exciting place for young Kiwi creatives. It aims to complement the journals and offer practical support with online learning.



FROM THE EDITOR

From the Editor is our new blog. We will regularly post ideas and content from Toitōi to inspire young writers and artists to submit their own work for publication.



ASK GLENDA

Ask Glenda is a new series of videos on Toitōi TV, where Submissions Editor Glenda Kane will answer questions about the creative process and offer tips and tricks for making a submission.



EXPLORE TOITOI

A selection of stories, poems and artwork from the journals is published online, alongside teacher support materials that provide instant ideas for the classroom.



TOITOI TV

Toitōi TV hosts a collection of videos of kids reading kids' stories and poems from the journal. Toitōi readers are welcome to make their own video and share it with everyone.

VISIT TOITOI.NZ FOR MORE INFORMATION



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

REVIEW

Encourage your students to write a review of Toitōi. They can choose one or more stories or poems or review the whole journal.

PUBLISH

Encourage your students to submit their work to Toitōi 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.

Submission deadlines and guidelines are available at toitoinz.com

Please send all correspondence and submissions to submit@toitoinz.com



Best Resource in Primary
NZ Content Counts Education
Awards 2016



Pictures by Jesse Swift, age 12