

TOITOI

TEACHER SUPPORT MATERIALS



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 Toitoti in your class.



READ

Choose a text in Toitoti 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 TOITOTI.NZ FOR SUBMISSION GUIDELINES AND DEADLINES

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Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>INSIDE FRONT COVER</p> <p>Portrait</p> <p>Pictures by Paula Quarrie, age 11</p>	<p>Paula has made an incredible portrait using collage. Examine it closely. Does it contain clues about the person it is portraying? Discuss your ideas with a friend.</p>	<p>Create a word cloud that describes everything you love about a close friend or family member.</p>	<p>Inspired by your word cloud, make a colourful portrait of your special person using collaging techniques, like Paula.</p>
<p>PAGE 4</p> <p>Travelling</p> <p>Words by Oliver Peters, age 9</p> <p>Pictures by Jasper Macknight-Wilson, age 11</p>	<p>Imagine that you are going to circumnavigate the globe, like Oliver. Study an atlas from your class or school library and find a country that has always captured your imagination.</p>	<p>Write a diary with detailed descriptions about what you see and who you meet on your travels.</p>	<p>Make a globe out of papier-mâché. Decorate it and hang it from the ceiling of your classroom.</p>
<p>PAGE 8</p> <p>Anzac Day Lockdown</p> <p>Words by Holly Connor-Kebbell, age 9</p> <p>Pictures by Alice Murphy, age 11</p>	<p>Holly has written a recount of how her family commemorated Anzac Day during Covid-19 lockdown. What else was different during lockdown? Make notes and discuss with a friend.</p>	<p>Describe an event that had to be adapted due to Covid-19 lockdown restrictions. What were the positives and negatives of the new situation?</p>	<p>Create side-by-side illustrations of the event comparing lockdown and Level 1.</p>
<p>PAGE 10</p> <p>Māui's 21st Century Catch</p> <p>Words by Maia Higgins, age 11 and Azalea Ford, age 11</p> <p>Pictures by Phoebe Newcombe, age 12</p>	<p>Maia and Azalea have written a fantastic story set in present-day Aotearoa. What story are they retelling? How do you know?</p>	<p>Choose a well-known traditional story. Collaborate with a friend and re-tell it for the 21st century in an entertaining way, like Maia and Azalea.</p>	<p>Illustrate key scenes from your story using felt pens and paint in vibrant colours, like Phoebe.</p>

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<p>PAGE 18</p> <p>Matarangi</p> <p>Words by Lucy James-White, age 9</p> <p>Pictures by Maddy Ridd, age 12</p>	<p>Lucy is very proud of her home town. Where are you from? What are your favourite things about living there? Use Google Earth and Google Street View to get another perspective of where you live.</p>	<p>Make a brochure advertising your hometown or suburb. Think of all of the awesome things you can do there. Include important information like where it is and how to get there.</p>	<p>Illustrate your brochure with images that visitors might find appealing. Ask your local tourist office to distribute copies!</p>
<p>PAGE 22</p> <p>The Maths Test</p> <p>Words and pictures by Pemma de Wit, age 12</p>	<p>Read Pemma's story with your class. Have you ever been worried about a test or an event at school? Talk to a friend and describe what happened and how it made you feel.</p>	<p>Write an affirmation to help you when you feel nervous at school.</p>	<p>Write your affirmation on one side of a card. Draw a picture on the other side. Put the card in your wallet or school bag so you can look at it any time you need it.</p>
<p>PAGE 28</p> <p>My Spinosaurus is Fighting and Killing the Covid-19 Virus</p> <p>Pictures by Louis Nguyen, age 7</p>	<p>Study Louis's awesome art without looking at the title of the picture. What do you think is happening? Brainstorm some ideas with your friends. Did you get it right?</p>	<p>Imagine a creature or monster that could fight a virus. Write a detailed description of its special powers and qualities.</p>	<p>Inspired by Louis's artwork, create a colourful illustration of your creature to go with your descriptive writing.</p>
<p>PAGE 30</p> <p>A Leap of Faith</p> <p>Words by Kate Marshall, age 12</p> <p>Pictures by Ava Kennedy-Grant, age 11</p>	<p>What is a 'leap of faith'? Have you ever taken one? Make detailed notes about what you did and how you felt.</p>	<p>Use your notes to help you write an internal dialogue. Focus on your feelings and describe how they changed as you took the leap.</p>	<p>Inspired by Ava, draw a series of illustrations that show you before, during and after your leap of faith.</p>

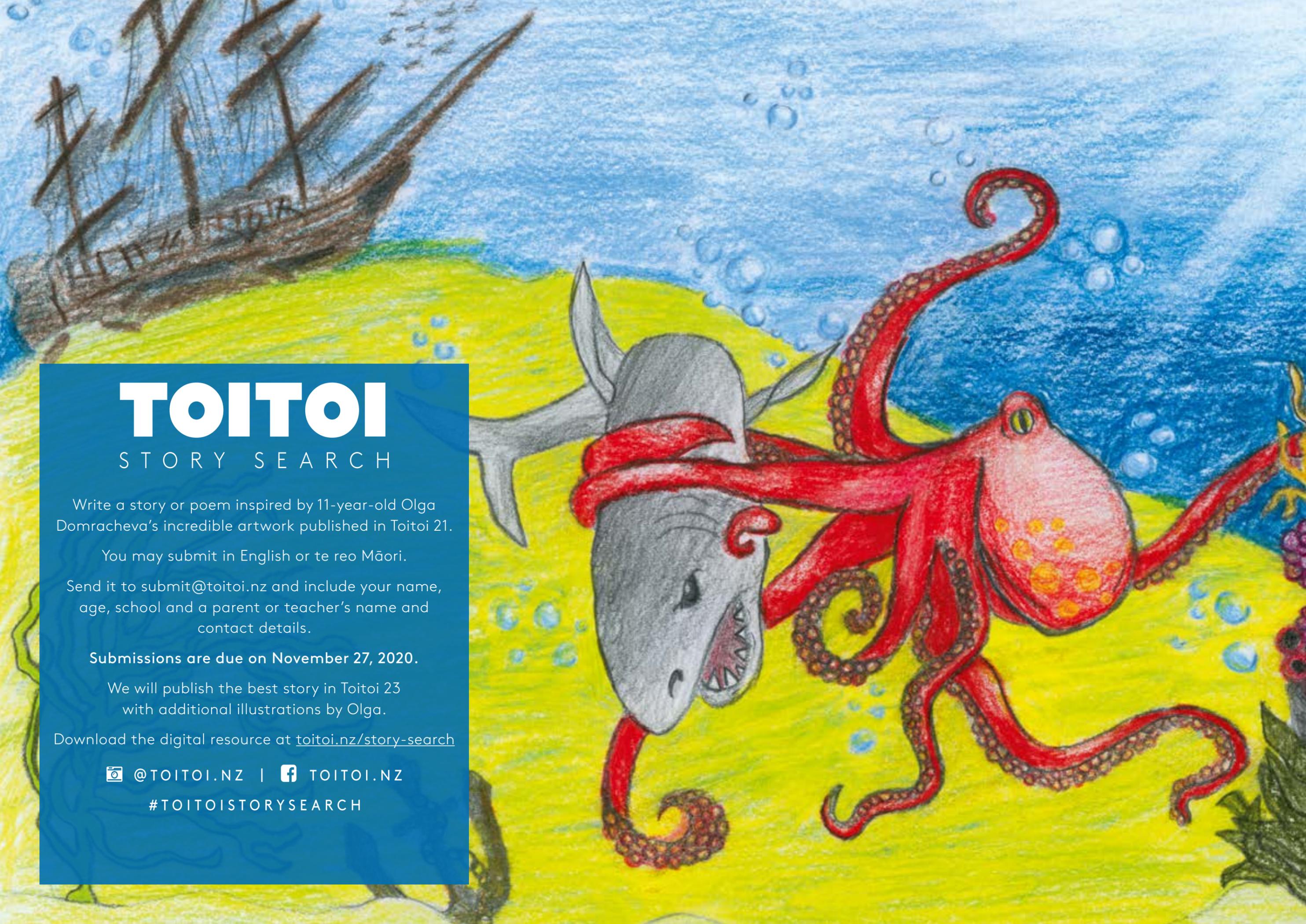
Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 34 My Life Words by Oscar Santos-Jackson, age 9 Pictures by Alody Reed, age 13</p>	<p>Oscar has written a hilarious story from an unusual point of view. At what point in the poem do you realise that Oscar's narrator is an egg?</p>	<p>Rewrite this scene from the point of view of the chicken or the young girl. Try to capture your narrator's voice, like Oscar.</p>	<p>Alody uses a fun drawing style to capture the spirit of the egg. Create a picture of the narrator of your story that reveals their personality.</p>
<p>PAGE 36 The Rogue Wave Words by Magnolia Crocker, age 11 Pictures by Zara Greig-French, age 12</p>	<p>Have you ever had a frightening experience like the one Magnolia has described? What happened?</p>	<p>Imagine you are a surf lifesaver at Lyall Bay. Write up an incident report about what happened to Kim and March. Record interviews with eyewitnesses and relatives. Conclude your report with a series of safety recommendations.</p>	<p>Create a sign to display at Lyall Bay based on the recommendations from the incident report.</p>
<p>PAGE 40 A Door Is Words by Daniel Stokes, age 10 Pictures by Sarah Nakayama-Mattingly, age 12</p>	<p>Daniel's poem uses the extended metaphor of a door to convey his ideas. What is a metaphor? Can you find specific examples in the text? What is your favourite stanza?</p>	<p>Write a poem featuring an extended metaphor to convey ideas that are important to you, like Daniel.</p>	<p>Use digital art to illustrate your poem, like Sarah.</p>
<p>PAGE 42 Calling Agent Silver Swan Words by Meredith Williams, age 10 Pictures by Rose Hodge, age 12 TOITOI STORY SEARCH WINNER</p>	<p>Read Meredith's story out loud with a friend and take turns to voice the two main characters. What makes the story so funny?</p>	<p>Write your own adventure story featuring two main characters. Use fun dialogue to hook your reader. Think about how you could give your story a surprise ending, like Meredith.</p>	<p>Record yourself and a friend performing the dialogue from your story. Enlist another friend to be the narrator. Play your recording to the class.</p>

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READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 48 Friend or Foe? Words by Isobel Knowles, age 11 Pictures by Leah Wakuluk, age 11</p>	<p>Read Isobel's essay about the overuse of technology with your class. What is the counter-argument? Conduct some research and make notes.</p>	<p>Use your notes to write an essay that argues that technology is a positive force in our society.</p>	<p>Make a poster that distills your message into one line or image. Ask your teacher to display it in your class.</p>
<p>PAGE 52 Snowman Words and pictures by Mia Evans, age 12</p>	<p>Mia's amazing poem about a snowy landscape is made up of a series of sentences. What effect does this have on how you read it?</p>	<p>Write a poem of your own about a dramatic landscape and think carefully about how you lay the words out on the page to engage your reader.</p>	<p>Illustrate your poem with a single striking image, like Mia.</p>
<p>PAGE 54 Overthrowing Words by Aoife Ryan Markie, age 10 Pictures by Sana Khalid, age 11</p>	<p>Aoife's story is set in a dystopian city. What is a dystopia? Find other examples of dystopian stories and think about what their purpose is. Share your thoughts with the class.</p>	<p>Write your own dystopian narrative about a great city. What is it like? What happened there? What are you trying to say?</p>	<p>Use digital drawing software to create pictures for your story and think carefully about how you can convey a dystopian world through your artistic choices.</p>
<p>PAGE 58 Shine Bright, Night Sky Words by Cassie-Rivers Miringaorangi, age 9 Pictures by Grace Wang, age 7</p>	<p>Cassie-Rivers has written a poem about Matariki, a constellation that appears in our sky in the middle of the year. What stars do you see at this time of year? Why do they change?</p>	<p>Write a short information piece explaining why we see different stars and planets in our sky at different times of the year.</p>	<p>Draw a diagram to illustrate your explanation. Share it with your class.</p>

Adapt the ideas to suit the abilities of your students



TOITOI

STORY SEARCH

Write a story or poem inspired by 11-year-old Olga Domracheva's incredible artwork published in Toitoi 21.

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 November 27, 2020.

We will publish the best story in Toitoi 23 with additional illustrations by Olga.

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

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#TOITOISTORYSEARCH

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 60 Tsunami Words by Ardeth Waugh, age 11 Pictures by Jed Ingua, age 10</p>	<p>A tsunami is a very dangerous extreme weather event. Find out the science behind why and how they occur.</p>	<p>Choose a famous tsunami from history. Research it and note five interesting facts. Don't forget to record your sources.</p>	<p>Make a powerpoint presentation about tsunamis and share it with your class. Incorporate images and videos where you can.</p>
<p>PAGE 62 Astronaut Words by Eruera Stainton, age 5 Pictures by Tegan Thwaites, age 5</p>	<p>What is the coolest job on the planet? Brainstorm ideas with your class and make a list. Does everyone agree?</p>	<p>Choose your favourite job from the list. Write a poem that describes what it would be like to do that job, like Eruera.</p>	<p>Draw a portrait of yourself having fun in your job. Glue a photo of your face to add some fun!</p>
<p>PAGE 64 After School Words by Hannah Gullery, age 11 Pictures by Anabel Gorman, age 13</p>	<p>Hannah has written a wonderful account of a winter's afternoon. She uses terrific language to give her writing energy. Can you find examples in the text?</p>	<p>Write a piece of flash fiction using less than 300 words that celebrates something you like to do after school. Use energetic verbs and adjectives to bring your writing alive, like Hannah.</p>	<p>Use pen and paint to illustrate your story, like Anabel.</p>
<p>PAGE 66 Scissors Words by Kyra Saywell, age 11 Pictures by Sebastian Palmer-Roche, age 9</p>	<p>Kyra's hilarious story uses personification. What is this? Have a rummage in your pencil case and find an item that sparks your imagination. What personality traits might it have?</p>	<p>Write a funny story about the item you have found, using personification like Kyra.</p>	<p>Use pencil to create illustrations to go with the key events of your story, like Sebastian.</p>

Mix and match the ideas for your class

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 68 Cross Country Words by Rosemary Buyck, age 10 Pictures by Pixel Freeman, age 13</p>	<p>Read <i>Cross Country</i>. Now turn to p22 and read <i>The Maths Test</i>. What do these stories have in common? How are they different? Make notes.</p>	<p>Write a story about a time when you had to dig deep and show perseverance. What happened? How did it make you feel?</p>	<p>Record a mantra on your device to encourage you to persevere when times are tough. Play it to yourself when you need inspiration.</p>
<p>PAGE 72 Lonely Words by Sonia Reddy, age 11 Pictures by Bailey MacKay, age 10</p>	<p>Sonia's poem is written in first-person. Rewrite it in second- and third-person and compare each version and their effect on the reader.</p>	<p>Write a poem about a strong emotion in first/second/third-person and compare them. Choose the version you feel most connected to and polish it for publication.</p>	<p>Illustrate your poem with an incredible portrait, like Bailey.</p>
<p>PAGE 74 Eeling Words by Leo Christmas, age 5 Pictures by Heath Stevenson, age 6</p>	<p>When is your birthday? Do you know what happened on the day you were born? Ask your family or whānau to describe the special day.</p>	<p>Write a recount of your birth. Include the facts that you have learned from your family or whānau.</p>	<p>Design your own birth certificate. Put it in a frame and give it to your family or whānau along with your writing.</p>
<p>PAGE 76 Pūrorohū Words and pictures by Aea Bautista, age 12</p>	<p>Look up the meaning of the Māori words in Aea's fantastic poem. Who is Tāwhirimātea? Can you name any other Māori gods?</p>	<p>Using your research, write a poem featuring a force of nature and its associated Māori god. Make your writing as descriptive as possible and take your reader on an intense journey, like Aea.</p>	<p>Use natural materials such as wood, stone, earth and leaves to create a symbolic offering to your chosen god. Put it on display in your school garden!</p>

Adapt the ideas to suit the abilities of your students

READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 80 Ko Au te Whenua Ko te Whenua Ko Au Words by Georgette Herkt, age 12 Pictures by Isla Pegg, age 13</p>	<p>Georgette has written an uplifting story set in the future. Its title is the same as the last line. What does it mean? Discuss your ideas then find its translation to see if you are right.</p>	<p>With your class, write your hopes and dreams for the future of Aotearoa on slips of paper. Consider using te reo Māori for some of the messages if you can.</p>	<p>Create a time capsule. Place your class's messages of hope in a tin or jar, seal it and bury it in your school's garden to be dug up in 25 years' time!</p>
<p>PAGE 86 Elephantastic Safari Pictures by Heath Stevenson, age 6</p>	<p>Heath has created a colourful artwork featuring animals gathered around a waterhole. Can you name all six animals? What continent would you find them on?</p>	<p>Choose your favourite animal from Heath's picture and answer the following questions: Where do they live? What do they eat? Who are their predators? What is special about them?</p>	<p>Create an artwork of your animal inspired by your research. Give your picture a fantastic title, like Heath.</p>
<p>PAGE 88 Pass in Winter Words by Ben Lough, age 10 Pictures by Ryan James, age 13</p>	<p>What are the hazards of mountaineering? What safety measures should mountaineers take? Take a look: www.mountainsafety.org.nz to find out more.</p>	<p>Write a script for a mountaineering safety video. Include a clear description of all the main hazards and the measures that a mountaineer should take to keep safe.</p>	<p>Make a background for your video and find some props to help get your points across. Film your video and present it to your class!</p>
<p>PAGE 94 Ollie the Cat Words by Hollie Anderson, age 11 Pictures by Madeleine Mathers, age 11</p>	<p>Do you have a favourite pet or animal? What observations can you make about it? Take notes.</p>	<p>Write a poem about your pet or animal based on your observations. Consider using two-line stanzas, like Hollie.</p>	<p>Use digital drawing software to capture the essence of your animal like Madeleine.</p>

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READ	LEARN	CREATE	ILLUSTRATE
<p>PAGE 96 A Winter Storm Words by Ella Tyrrell-Baxter, age 12 Pictures by Abigail Stokes, age 8</p>	<p>Read <i>A Winter Storm</i>. Now take a look at <i>After School</i> on p64. What are the similarities and differences between the texts and artwork?</p>	<p>Inspired by Ella and Hannah, write a story about a time and place where you feel safe and secure. Describe how the weather contributes to your mood.</p>	<p>Create a picture that captures the mood of your story, paying attention to style and colour, like Abigail and Anabel.</p>
<p>PAGE 98 Rhino Poachers Words by Lincoln Chapman, age 10 Pictures by Brianna Smith, age 12</p>	<p>What is poaching? Conduct some research to find out more. Make notes with facts and statistics. The Convention on International Trade in Endangered Species is a good place to start: www.cites.org</p>	<p>Write a persuasive letter to someone who is thinking of buying an endangered animal, telling them why they shouldn't.</p>	<p>Make a poster to go with your letter. Use words and graphics to communicate the harm that is being done by poaching. Put your poster on display.</p>
<p>PAGE 104 The Last Warrior Words by Brooklyn Jiang, age 11 Pictures by Benson Lee, age 11</p>	<p>Research a great warrior from the past and make notes about their achievements.</p>	<p>Choose your favourite warrior and write a speech about why that person was great. Back up your argument by using facts from your research.</p>	<p>Use modelling clay to create a statue of your hero. Display it as you deliver your speech!</p>
<p>PAGE 106 Autumn Words by Joanna Morgan, age 11 Pictures by Lanjun Liu, age 12</p>	<p>Read Joanna's poem out loud. What do you like about it? What is your favourite image from the poem?</p>	<p>Write a series of four poems, one for each season. Use careful, close observation. Try to make all four poems fit together as a complete work.</p>	<p>Make four artworks in quadrants to illustrate the four poems. Display them together to show a whole year's seasons.</p>

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Pictures by Hazel Tweedie, age 12

BONUS ACTIVITY

We have created a bonus activity for *Gratitude* in Toitoti 21 that you can print for the classroom or share with your students online. Find the digital story and bonus activity at toitoti.nz/bonus-activities or click the link below.

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

The Toitoti 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 Toitoti to inspire young writers and artists to submit their own work for publication.



ASK GLENDA

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



EXPLORE TOITOTI

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



TOITOTI TV

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

[VISIT TOITOTI.NZ](http://toitoti.nz) FOR MORE INFORMATION



Toitoti 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 Toitoti. They can choose one or more stories or poems or review the whole journal.

PUBLISH

Encourage your students to submit their work to Toitoti 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 toitoti.nz

Please send all correspondence and submissions to submit@toitoti.nz



Best Resource in Primary
NZ Content Counts
Education Awards 2016



Pictures by Jesse Swift, age 12