



Overview

After the quakes that destroyed much of Christchurch, many people came up with ideas to help bring the city back to life. This article recounts several of these ideas, many of which were small, temporary installations designed to raise people's spirits. Note: Be sensitive to your students' feelings as some may be experiencing difficulties post the earthquakes.

This article:

- recounts a series of ideas, giving details or examples for each one
- includes the theme of healthy communities

- gives students opportunities to consider what gives a community its "heart" and how people can support this
- provides a good model of a straightforward structure and a conversational tone.

Greening the Spaces: You can watch a step-by-step film of the park being made here:
www.youtube.com/watch?v=AJMu1HkjXFM&feature=youtu.be

Texts related by theme "Earthquake" SJ 2.4.04 | "From Corned Beef to Captain Cook: The Art of Michel Tuffery" SJ 2.4.08

Text characteristics from the year 4 reading standard

TAKING CARE OF EACH OTHER

You've heard of Batman, but what about Flat Man? He's Christchurch's own superhero. Flat Man also has a sidekick called Quake Kid. They deliver food parcels to people who need extra help. They also cheer people up by surprising them with treats. Flat Man's catchphrase is "Be a bruv, share the love."

Sharing the love is a good message – the earthquakes have made life hard for a lot of people. Because of this, a group called the All Right? team has made special posters for Christchurch. The posters remind people to take care of themselves and each other. These posters say things like "It's all right to feel a little blue now and then" and "When did you last share kai with the whānau?" Children can make their own posters with lists of things that make them happy.

some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge

Christchurch's main art gallery has been closed since the earthquakes, so the people from the gallery have set up exhibitions in other spaces. And street art is appearing all over town. You might turn a corner and see a huge face looking down at you. On another wall, you'll find strange creatures. Or perhaps you'll see the head of a giant moa. Most of the art is temporary. It's always changing and always surprising – a bit like Christchurch.

Buildings and roads are part of a city. But the heart of a city is its people and their ideas. The buildings and roads of Christchurch are slowly being rebuilt. The people of Christchurch are helping to rebuild the heart of their city too, one good idea at a time.

some places where information and ideas are implicit and where students need to make inferences based on information that is easy to find because it is nearby in the text and there is little or no competing information

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some compound and complex sentences, which may consist of two or three clauses

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some words or phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations

Possible curriculum contexts

HEALTH AND PHYSICAL EDUCATION (Healthy Communities and Environments)

Level 2 – Community resources: Identify and use community resources and explain how these contribute to a healthy community.

ENGLISH (Reading)

Level 2 – Structure: Show some understanding of text structures.

ENGLISH (Writing)

Level 2 – Structure: Organise texts, using a range of structures.

Possible reading purposes

- To read about some of the ideas that are helping Christchurch recover from the earthquakes
- To find out how ideas can be turned into reality
- To learn how people can help each other to feel good about their community.

Possible writing purposes

- To respond to the ideas in the article, describing your opinion about those ideas
- To create and write about other ideas for Christchurch or for your own community
- To report on a local idea that has been put in place in your school or community.



The New Zealand Curriculum

Text and language challenges

VOCABULARY

- Possibly challenging words or phrases, including “hooked up”, “projector”, “sound system”, “volunteers”, “mini golf course”, “book exchange”, “fridge”, “smart phone”, “MP3 player”, “extinguishers”, “orchestra”, “tinfoil”, “prop up”, “wall coverings”, “sculptor”, “Department of Conservation”, “tussock grass”, “sidekick”, “food parcels”, “feel a little blue”, “limousine”, “Symphony Orchestra”, “exhibitions”, “temporary”
- Terms relating to Christchurch ideas: “Gap Filler”, “Dance-O-Mat”, “Cardboard Cathedral”, “Re:Start mall”, “Greening Spaces”, “Greening the Rubble”, “Flat Man”, “Quake Kid”, “All Right?”.

Possible supporting strategies

Some of these suggestions may be more useful before reading, but they can be used at any time in response to students’ needs.

- Identify words and phrases that will be unfamiliar. If necessary, list and pre-teach but, if possible, give students the opportunity to work out some of the words and terms as they read. Offer support when necessary.
- English language learners may need support to understand some words and terms: identify key vocabulary and spend time on this during pre-reading discussions as well as during reading.
- You could create word maps to explore collocations and terms that use words in unusual ways, for example, “Re:Start mall” or “greening the rubble”.
- *The English Language Learning Progressions: Introduction*, pages 39–46 has useful information about learning vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Knowledge of the 2010–2011 earthquakes in Christchurch and the damage they caused
- Some awareness of the reconstruction of Christchurch
- Experience of belonging to a community and of community events and resources
- Familiarity with recycling and with making something new from unusual materials.

Possible supporting strategies

- Have the students recall what they know about the Christchurch quakes and what has been happening there since.
- Discuss the services and facilities that we expect to find in a community and what we could do if they disappeared.

TEXT FEATURES AND STRUCTURE

- A report with an introduction that sets up the structure by saying there are a number of ideas
- A structure where paragraphs or sections explain the ideas from the introduction
- Direct appeals to the reader to imagine situations, make connections, and join others
- Use of “you” to address the reader specifically at times and in other places to refer to the generalised “you” meaning “a person”
- The use of a metaphor that likens Christchurch to a living thing with a “heart” that can be brought back to life
- The abstract concept of rebuilding the “heart” of the city
- Ideas that may be outside the students’ experiences: a book exchange in a fridge, a public dance floor, an orchestra with diggers and cranes, and wall art on buildings.

Possible supporting strategies

- Some students may need support to follow the use of “you” and “yours”. Discuss the writer’s informal, colloquial style, likening it to a conversation she might be having with the reader. Work through several examples together, substituting “someone” for “you” to help clarify meaning.
- Ask the students to work in pairs or threes to identify and discuss each idea, making sure that everyone in the group can visualise what the idea does, what (if anything) it replaces, and how it can help “rebuild the heart of Christchurch”.
- A jigsaw reading approach could help make this text more manageable for students who find it challenging. Jigsaw reading also provides opportunities to preview the text orally, to integrate speaking and reading, and to repeat language and ideas. See <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/>
- The students can use a graphic organiser or a mind map to help identify each idea. Some students will need extra support to use a graphic organiser and identify the main points and details. There are a range of ways you could do this.
 - Provide a graphic organiser as a table to record each main idea and the details.
 - Model how to identify and record the information, for example, drawing out the idea that the main point will usually be the first or second sentence of a paragraph and that each paragraph will have one main idea.
 - For some or all of the sections, provide students with a bank of main ideas to select from and add to the correct cell in the table.
 - Provide a version of the table with some sections filled in and support students to complete it.



Sounds and words

Instructional focus – Reading

Health and Physical Education

(Healthy Communities and Environments, level 2 – Community resources: Identify and use community resources

and explain how these contribute to a healthy community.)

English (Level 2 – Structure: Show some understanding of text structures.)

First reading

Before reading, briefly review what happened to Christchurch in 2010–2011.

- Support the students to imagine how life would have changed for children in Christchurch. Ask them to share any information about initiatives in Christchurch to help communities rebuild.
- Prompt the students to identify the separate ideas. List or mind map the ideas. For each idea, ask them to explain what it involved in their own words. *Why did people do this? How might it help “rebuild Christchurch”? Think about any experiences at school or with you families, whānau, or community that you can draw on to connect with this idea.*
- Ask questions to help the students look for clues about the impact each idea had on the people of Christchurch. *As you read, think about our own community: would the ideas work for us if our community was damaged? Why or why not?*

If the students struggle with this text

- Support them to visualise as they read, modelling how you do it with the introductory section. Explain how this helps you to understand the details that follow.
- Ask questions to support the students to make inferences as they are reading, for example: *Why do you think they used all kinds of strange things as musical instruments? Why couldn't they use real instruments?*
- Remind the students to use these and other strategies as they read. Encourage the students to work with a partner to share their questions and ideas.

Subsequent readings

The teacher

Ask questions to help the students to make connections between the text and their own experiences.

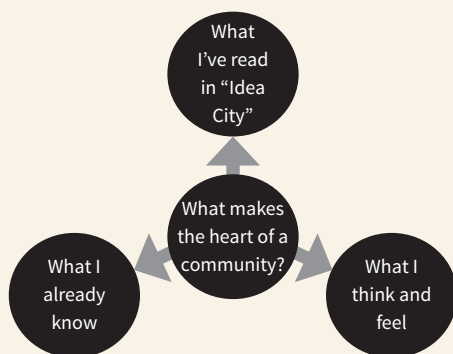
- When you read about going to the movies, what did you think of?
- Why did people watch movies on bicycles? How would that make people feel?
- Why do you think the group called themselves Gap Fillers? What is a gap filler? What gaps were they filling?
- As you read each idea, think about why it was created and the effect it had on the people in Christchurch. How would you feel if you had to use an old fridge in the street instead of going to a library or bookshop?

The teacher

Prompt the students to discuss Flat Man, Quake Kid, and the All Right? team and the kind of help they give people in Christchurch.

- What is a superhero? What is a sidekick? What do those terms mean in this context?
- What is a catchphrase, and what does this one mean? Where else might you hear a catchphrase?

Support the students to bring together the information and evaluate and integrate ideas about the “heart” of a community. You can add support by drawing a diagram like this and asking the students to discuss and/or make notes for each circle.



The students:

- reread and identify separate ideas within the text
- make connections between the ideas and things from their own experience, for example, going to the movies
- use information from the text and their experiences to make inferences about what had changed and why the idea would help people
- use word knowledge and associations to work out what a book exchange in a fridge, a Dance-o-Mat, and a Sound Garden would be like
- evaluate the use and impact of these ideas, based on their own ideas of what would be fun or useful.

The students:

- share their connections between the text and what they know of superheroes, comic characters, and catchphrases
- use the context to discuss how these people help Christchurch.

The students:

- evaluate the various ideas they have read about and, with support, integrate ideas across the text to understand how they helped to “rebuild the heart of their city too, one good idea at a time.”
- think critically about the factors that make a city or a community feel good. They do this by making connections between what they have read in the text, what they know about Christchurch, and what they think and feel about living in a community.

GIVE FEEDBACK

- You used your knowledge of comics and the context to work out why Flat Man and Quake Kid were good names for people who help others.
- When you came up with more ideas for All Right? posters, you showed me that you understood their purpose. I agree it would be good to use some of these at school too.

METACOGNITION

- Show me a place where you were not sure of what the text meant. How did you work it out? What strategies did you use?
- How did the structure of the article help you stay on track? How could the writer have made the structure clearer or expressed the ideas better? Why would those changes be helpful?

Reading standard: by the end of year 4

The Literacy Learning Progressions

Assessment Resource Banks

Instructional focus – Writing

Health and Physical Education

(Healthy Communities and Environments, level 2 – Community resources: Identify and use community resources

and explain how these contribute to a healthy community.)

English (Level 2 – Structure: Organise texts, using a range of structures.)

Text excerpts from “Idea City”

Imagine a city with cardboard buildings, leaping foxes on the wall, a washing machine that plays music, and its own superhero. It's not as crazy as it sounds – Christchurch has all those things and more.

When you go to the movies, you sit in a comfortable seat, right?

Instead of drum kits or guitars, you can play on old fire extinguishers, road signs, plastic tubes, and concrete pipes. You can join in with the diggers and cranes to make a new type of orchestra!

Christchurch's main art gallery has been closed since the February earthquake, so the people from the gallery have set up exhibitions in other spaces. And street art is appearing all over town. You might turn a corner and see a huge face looking down at you. On another wall, you'll find strange creatures. Or perhaps you'll see the head of a giant moa. Most of the art is temporary. It's always changing and always surprising – a bit like Christchurch.

Examples of text characteristics

SETTING THE SCENE

The introduction of an article has to grab the readers' attention and make them want to keep reading. The introduction sets the scene and gives clues about what is to come. It can often indicate a topic or theme that will continue throughout the article.

ADDRESSING THE AUDIENCE

Using “you” and a friendly voice is an excellent way to engage the reader's interest. The author addresses the reader as “you” to imply that the reader (or anyone) could participate in the actions being described.

MAIN IDEA AND SUPPORTING DETAIL

In an informational text, writers often put the main idea at the start of a paragraph or section. Then they give details that explain or describe the main idea.

Teacher

(possible deliberate acts of teaching)

Ask questions to help the students decide how to introduce the important ideas in their own writing.

- What big ideas do you want to communicate?
- Do you want to let them know your ideas right at the start, or will you reveal them later?
- Will you give clues or hints about what is to come? How will you do that?
- Will the ideas you introduce carry right through the article? Why or why not?

Explain the need to consider the audience and voice as well as the structure.

- When you plan your writing, think about how you can make your readers interested.
- If you decide to “speak” to the reader directly, make sure your use of pronouns and verbs are consistent.

Remind students of this method of structuring a paragraph.

- A topic sentence tells your readers what the paragraph will be about. It carries the main idea for that paragraph.
- The rest of the paragraph is made up of sentences that add detail to support the main idea.
- Review your writing, marking off the main ideas and checking that you have supported each new idea with some details or examples.



Some students will benefit from scaffolded practice with topic sentences. You could give them paragraphs without topic sentences and have them match or write the topic sentences. Students could construct paragraphs from cut-up and jumbled topic sentences and sentences with details.

GIVE FEEDBACK

- You've planned your article carefully and chosen an interesting fact to start with. That will catch your readers' attention and make them want to read on to find out more.
- I noticed that you've revised your writing to make each paragraph describe a separate idea. That's helpful for your readers – the details in each paragraph help them to understand its main idea, then they can move on to the next idea.

METACOGNITION

- Tell me about why you structured your writing in this way. How does the structure help to convey your ideas?
- Show your partner where you've made some revisions. Describe why you made these changes.
- You've chosen an unusual topic. How will you help your readers to follow the ideas you want them to understand? What planning strategies helped you to work this out?

 **Writing standard: by the end of year 4**
 **The Literacy Learning Progressions**