



The Learning Progression Frameworks (LPFs) describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

Author Rose Lu moved from Auckland to a much smaller place when she was twelve. Fitting in wasn't easy, especially given that her new home contained very few Chinese New Zealanders. Suddenly Rose was different from everyone else – an experience she uses to inform her first piece of fiction for the *School Journal*.

This story deals with bullying and racism. Be aware that some of your students may have experience with these issues. *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing* has information on ways to approach these topics and support your students. *Belong Aotearoa* offers information and guidance on ways to challenge racism.

A PDF of the text is available at www.schooljournal.tki.org.nz

Themes

- Racism
- Confrontation
- Self-assertion
- Bullying

Related texts

“Alvin and Me” SJ L3 May 2017 | “Something Alive” SJ L4 June 2018

Strengthening reading behaviours (what to notice)

Text structure and features

- Figurative language
The group erupts in laughter; The dairy's humming when she gets there; Annie's cheeks are burning; Her eyes dart towards her dad; His anxious face
- Implied information
Annie's cheeks are burning; Annie clenches her fists. Her hands feel clammy; Annie's throat feels hot and tight; Annie places her hands on her hips; the sound of blood rushing in Annie's ears; Annie unclenches her teeth, tries to make her face less hard
- Some long and challenging complicated sentences
At the fridge, she brings the chilled cans forward and puts the new ones at the back, but before she's finished, she senses someone behind her and quickly moves out of their way.

Requiring students to:

- integrate their prior knowledge of figurative language in literary texts with their understanding of the context to understand that Annie is embarrassed but also worried about her father and wants to protect him
- use knowledge of similar experiences, either personal or through reading or viewing other media, with the context of the story so far to interpret the building tension and stress for Annie and her father
- break down longer sentences into separate clauses and phrases to identify and follow the main ideas and distinguish the additional details.

Vocabulary

Possibly challenging words erupts, fumble, stationed, memorised, yakking, absorbed, clenches, dissipates, sniggers, apologetically

Topic-related term Mandarin

Helpful prior knowledge (pre-reading and introducing the text)

- Some people treat others badly if they appear different to themselves.
- Bullying behaviour is common.
- There are actions you can take when people are being treated unfairly or being bullied.

Possible reading and writing purposes

- Describe how a young girl working in her father's shop takes a stand
- Analyse how the author conveys the building tension
- Discuss and explain the characters' motives
- Explore and analyse the author's choices of language, structure, and point of view.

See *Effective Literacy Practice in Years 5–8* for information about teaching comprehension strategies ([Teaching comprehension](#)) and for suggestions on using this text with your students ([Approaches to teaching reading](#)).

Possible curriculum contexts

This text has links to level 4 of *The New Zealand Curriculum* in: [ENGLISH](#) [HEALTH AND PHYSICAL EDUCATION](#)

Understanding progress

The following aspects of progress are taken from the [Learning Progression Frameworks](#) and relate to the specific learning tasks below. See the LPFs for more about how students develop expertise and make progress in these aspects:

- Reading for literary experience
- Making sense of text: reading critically
- Reading to organise ideas and information for learning
- Using writing to think and organise for learning.

Strengthening understanding through reading and writing

Select from the following suggestions and adapt them according to your students' strengths, needs, and experiences.

Note: Most of these activities lend themselves to students working in pairs or small groups.

- After the first reading, prompt the students to share their reactions to the story. *Did you relate to any particular aspects of this story? Was there a character you felt connected to or annoyed with? Why? Have you ever felt the same feelings as Annie – embarrassed, hot, having red cheeks, and not knowing what to say? How did you feel when you'd finished the story?*
- Ask the students to record their initial reactions to each of the main characters by finishing a sentence about each, showing what they think stands out most about this character. For example, Ryan is ... a bully, racist, nasty, unkind, discriminatory. Have them share their sentences in small groups and make a group list of any words that come up so you can unpack and define any labels or clarify any misconceptions. Provide sentence scaffolds and word banks as required for English language learners.
- Point out that much of what the characters are thinking and feeling is implied by what they say and do, for example, "Annie clenches her fists" (she is angry); "He checks to see if anyone's listening" (Ryan is being unpleasant to get attention). Explain that the author has deliberately chosen to include these details because they tell us more about the characters and their motivations. Have the students identify relevant words and phrases in the text and discuss what these tell us about the characters.
- Have the students work in small groups, focusing on the interactions between Annie and Ryan. Ask them to discuss what they know of the two characters from the activity above and then complete the **Character development** template at the end of this TSM to chart how they change and develop as events unfold. *What is the relationship between the two at the start? Who is the dominant personality? How do events affect their relationship? How do the characters change?*
- Have the students write a question that prompts others to think critically about an action in the story. For example, Why did Ryan do what he did? Why did the others do nothing? Did Annie stand up to Ryan? Did Annie do enough? What else could she have done? What could the others have done? What lessons can we learn from the story? Have the students share their questions and discuss them in small groups. Ask them to consider the characters' motives and possible reasons for their actions.
- Ask the students how the author builds tension. Have them draw a line graph showing the events in the story along the X-axis and the level of tension on the Y-axis. Ask them to identify the climax of the story (which will be the highest point of the graph).
- Review complex sentences (which consist of an independent clause that can stand alone and one or more subordinate clauses), compound sentences (which consist of two or more independent clauses joined by a conjunction), and adjectival and adverbial phrases (which don't contain a verb but give extra information or description about nouns and verbs). Have the students identify examples in the text, then practise adding clauses and phrases to simple sentences to add more interesting detail and description.
- Ask the students to think about a time when they experienced discrimination or were treated unfairly. Have them write a short paragraph describing what happened. If they feel comfortable, they could share their story with their group or in pairs and discuss similarities and differences between them. Then have them think about their own story again and answer the questions: *What did you do at the time? What could you have done differently?* They could then write a story based on the events described in their paragraph. Ask them to use "Please Don't Tap the Glass" as a model, planning how they will build tension and use actions to show what the characters are thinking and feeling rather than simply telling the reader. Challenge the students to also include some complex sentences to add detail.

“Please Don’t Tap the Glass” Character development

Annie’s feelings and motives	Events	Ryan’s feelings and motives
She is embarrassed and feels humiliated. She wants to say something, but can’t.	Ryan demands a discount because the coke isn’t cold. He calls Annie “shop girl”.	He feels in control and is enjoying making Annie feel embarrassed.
	A thief tries to escape with a bottle of soft drink but drops it, and it sprays all over the floor.	
	Annie’s father cleans up and Ryan makes fun of him because he won’t call the police.	

Write a sentence summarising how and why Annie changes through the story.