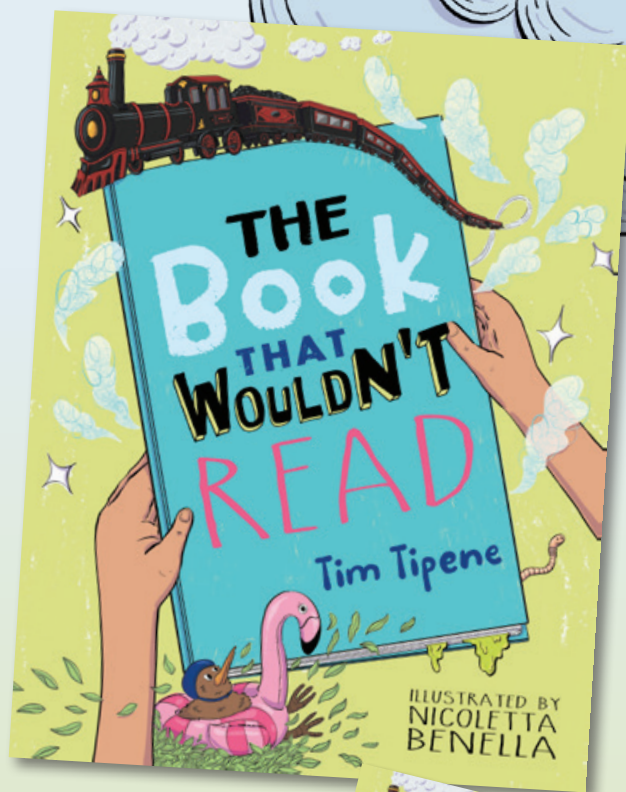
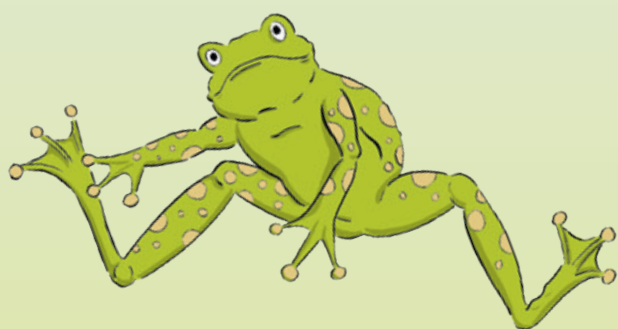


THE Book THAT WOULDN'T READ

Tim Tipene

ILLUSTRATED BY
NICOLETTA BENELLA



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ENGLISH

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MĀORI



Teacher Resource

'I don't like reading. But I had never come across a book that didn't want to be read. I found it in the library. The one I got was called, *The Book that Wouldn't Read*. Strange name for a book,' I thought.

Some people find it hard to read – the boy in this book does. But there are books that make you read them and they open up fantastic worlds in their pages. *The Book that Wouldn't Read* is just such a book. Open it – or maybe it will open itself . . .



Discussion

Writing from experience, award-winning author Tim Tipene describes some of the struggles faced when reading is a hard task, letting children know it is possible to overcome those difficulties.

At school, everyone is expected to learn to read. But how do we learn to read? And why is it so difficult for some people, while others learn to read very easily? How do you think Tim, and others who find reading hard, overcame these difficulties and became good readers? Why do you think Tim wanted to write books, if he couldn't even read them properly when he was at school?



Activities

1 Best book ever!

Choose your best book ever and think about what you like about it.

Find a person who you think will also like this book and:

- introduce the book by reading the title, author and what it is about
- tell them why you think it is the best book ever
- read all or part of the book to them
- ask them what they think of the book.

2 Write a book review

How can you find the right book for you?

One way is to find out what other people think about a book by reading book reviews. Book reviews are a good way to share information with other readers about books you have read, to let them know what you enjoyed or found useful, and what you thought was not so good in the book.

Write a book review using the information at one of the links below, or use the template at right.

MY BOOK REVIEW By _____

Title _____

Author _____

This is what happened in the story _____

This is a drawing of my favourite part of the story

I would recommend / not recommend this book because _____

My star rating is ☆☆☆☆☆

<https://my.christchurchcitylibraries.com/blogs/post/writing-book-reviews-for-kids/>
<https://www.mensaforkids.org/teach/lesson-plans/book-review-guide/>

Activities continued

3 Mapping

Maps don't need a lot of words and are a great way to think about stories from a different perspective.

- Draw a map of your classroom and map the path the words may have taken when they fell out of the book. Where do they end up?
- Create a map for the setting of your favourite story.
- Draw a story map to retell a story.

4 The wonderful world of words

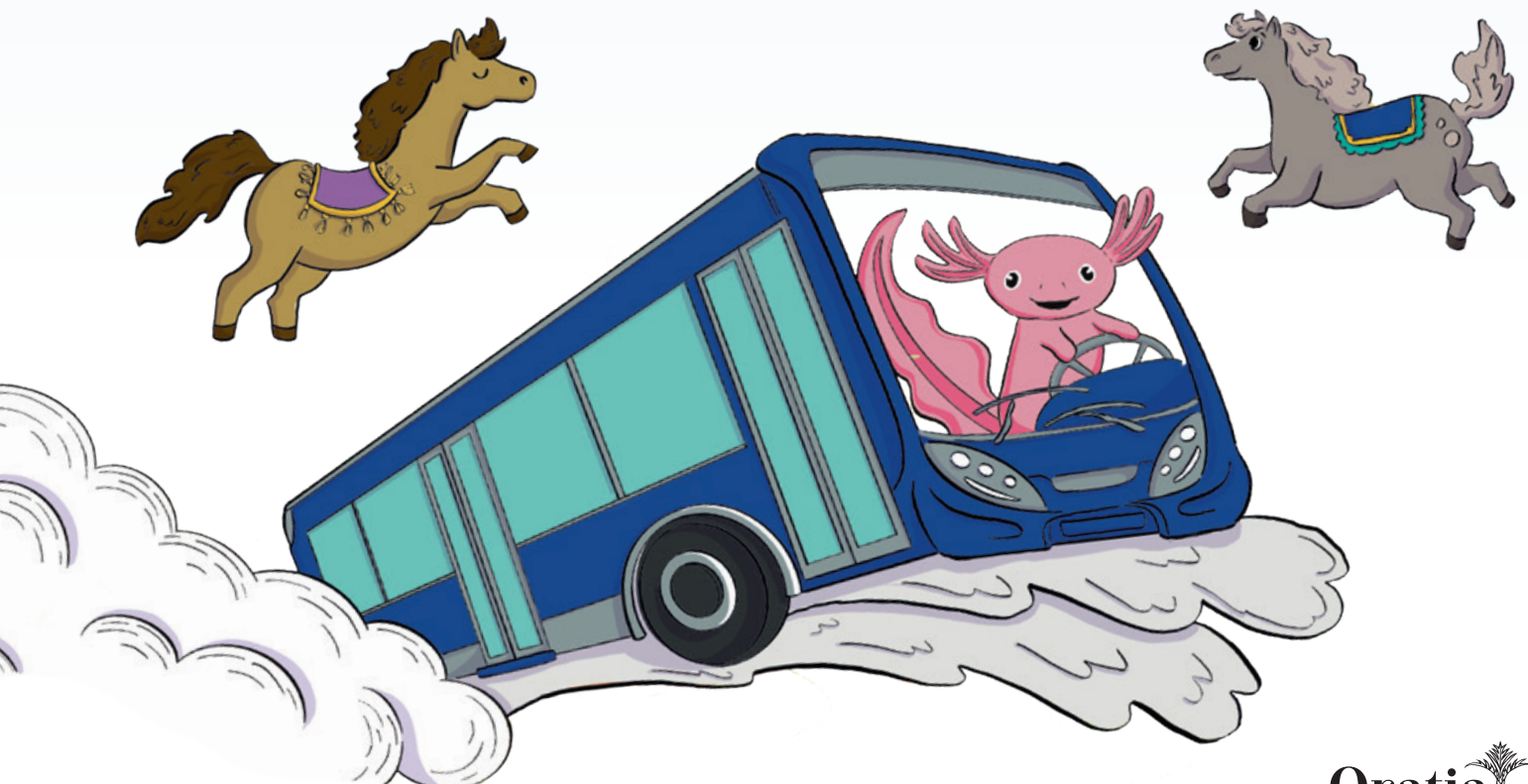
The Book that Wouldn't Read is packed full of interesting and unusual words with something for everyone.

- Create lists of words: longest, hardest, loudest, smelliest, funniest and so on.
- Find rhyming words, synonyms, antonyms, alliterations, unusual words, favourite words and so on.
- Research the origin of interesting words.

5 Cloud watching

Relax together. Lie down on the grass on a warm day and watch the clouds move across the sky.

- Daydream! Explore the benefits of letting your mind wander freely.
- Be creative. Describe what you can see, do pencil drawings, make up stories, pretend it is a magical kingdom.
- Explore art. Learn how New Zealand artists have depicted the sky and clouds in their work, for example, Rita Angus, Sofia Minson, Carl Foster, Star Gossage, Dean Buchanan. Use these works as inspiration to create your own artwork.
- Be a scientist. Learn about clouds and cloud behaviour, predict the weather, learn how to make a cloud in a bottle.



Activities continued

6 Learn about dyslexia

There are many reasons some people find reading difficult. For a small number, it may be due to dyslexia. It is estimated that dyslexia affects 1 in 10 New Zealanders.

- As a class, learn what dyslexia is and explore the labels of disability versus learning preference.
- Research a famous person affected by dyslexia.
- Research the Assistive Technology available for people affected by dyslexia and/or other reading difficulties. You can use this website for reference: <https://www.dyslexiafoundation.org.nz/>

7 Overcoming challenges

We are all good at some things and other things we find more difficult. What can we do when we find something hard or don't know what to do?

- Remember what you are good at. Draw yourself as a superhero and add labels that state your superpowers. Share this with your family, friends or class and look at it often to remind yourself that you really are a superhero.
- Be an expert. Share your skills with your family, friends or class, for example, by showing someone how to do something, teaching a game, or cheering someone up with a joke.



8 The stories of Māui

The Māori demigod Māui is known for his bold, sharp wit, his cleverness and his ability to overcome any and all obstacles. He tamed the sun and brought fire to the world and most famously fished up the islands of Aotearoa New Zealand.

- Retell one of the stories of Māui, including how he overcame the obstacles in his path to achieve his desired goal.
- Write or discuss what you think Māui can teach us about achieving our goals.
- Write a modern day story with Māui as the main character. What do you think he would want to challenge in our world? You can find some Māui stories at this website: <https://www.newzealand.com/int/feature/the-legend-of-new-zealand/>

Tim Tipene has also written a book about Māui called *Māui – Sun Catcher*. You might be able to find it in your classroom or school library.



- Talk nicely to yourself. Think of some helpful things you can say to yourself when you are feeling unhappy or stuck. For example, 'It's okay if I make a mistake, I believe in myself', 'I am safe and protected', and 'This is tough, but so am I'.
- Have fun. Do fun things every day by yourself, with your family, your friends, your pets, or anyone else you know. You could play games, sing songs, tell jokes, make something, dance, climb, dress up, help someone, write or read a story or be silly!



Using this book in Aotearoa New Zealand classrooms

The New Zealand Curriculum starts with a vision of young people who will develop the competencies they need for study, work and lifelong learning and go on to realise their potential. The stated importance of language as the medium for most learning in the Curriculum relates directly to the central theme of *The Book that Wouldn't Read*, namely the difficulties experienced by some students in learning to read and attaining literacy, and applies to all learning areas across the Curriculum. Of relevance are the guiding values of excellence by aiming high and persevering in the face of difficulties, along with respect for oneself and others.

Within the framework of the New Zealand Curriculum, *The Book that Wouldn't Read* supports several principles that reinforce the vision of developing lifelong learners, notably: High Expectations, Inclusion, Learning to Learn, and Coherence. In addition, the exploration of strategies for learning may be enriched if viewed through the lens of Cultural Diversity.

Of the five key competencies that the Curriculum endorses, this book links closely to Using Language, Symbols and Texts, Thinking, and Managing Self, particularly in developing a 'can-do' attitude.

The Book that Wouldn't Read is timely in the context of the current New Zealand Curriculum Refresh. Within the English learning area, greater clarity around literacy and communication has been added to emphasise the importance of this learning in all phases of the Curriculum.

Resources for teachers

Discussion

<https://theeducationhub.org.nz/the-pedagogy-of-reading/>

<https://www.timtipene.com/>

Cloud watching

Daydream

https://greatergood.berkeley.edu/article/item/what_daydreaming_does_to_your_mind

Explore art

<http://www.artbythesea.co.nz/carlfosternzabstractfineart.htm>

<https://artistprofile.com.au/star-gossage/>

<https://www.blackdoorgallery.co.nz/dean-buchanan.html>

<https://www.newzealandartwork.com/>

<https://www.tepapa.govt.nz/about/past-exhibitions/rita-angus-new-zealand-modernist>

Be a scientist

<https://mothernatured.com/animal-play/finding-animals-in-clouds/>

Dyslexia

<https://www.dyslexia.com/about-dyslexia/dyslexic-achievers/all-achievers/>

https://www.dyslexiafoundation.org.nz/assistive_technologies.html

Overcoming challenges

<https://theeducationhub.org.nz/strategies-for-helping-students-build-their-resilience/>

<https://www.thepathway2success.com/how-to-teach-positive-self-talk/>

<https://www.weareteachers.com/team-building-games-and-activities/>

<http://www.starters.co.nz/bpchallenge-index.html>

