

Read and Achieve

**like an
All Black!**



By David Riley

Why do rugby players wear long sprigs on their boots on rainy days? They've learned that when it's raining the field becomes slippery. If their sprigs are too short they will slip and slide all over the place! They use their prior knowledge to help them stay on their feet.

Prior knowledge is what you already know about something. You can activate or use, your prior knowledge to help you with reading. Before you read a text ask yourself, "What do I know about this topic?" As you read, ask yourself, "How does this connect with what I already know?"

WARM UP

A 'Brainstorm' is one way of using your prior knowledge to help you read. Before you read a text, write down anything you already know about its topic. Just let the ideas flow. You can write in any language you want. You can draw pictures too. Doing this helps warm up your brain!

This is a book about rugby and reading skills. Around the rugby player, write and draw anything you already know about rugby. Share ideas with friends. See if you can come up with 15 items together. That's a rugby team!



STRETCH

Next take the items in your brainstorm and see if you can fill in an 'ABC Brainstorm'. Under each letter write or draw something about rugby beginning with that letter. In the 'M' box you might write 'maul', or draw a picture of Richie McCaw. Remember, you can use any language. Don't worry if you can't fill every box - you can always trade letters with your classmates.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	XY	Z

TRAINING

You can use titles to help warm up your brain before reading. Read the titles below. Use your prior knowledge to think about what you already know about each topic.

Props: Rugby's Tough Guys

What do you know about props?

All Blacks' Haka Inspires Players

What do you know about the haka?

Sonny Bill Williams: The Most Feared Man in World Rugby

What do you know about the way Sonny Bill Williams plays rugby?

GAME TIME

The following article is about the Rugby World Cup. Ask yourself, “What do I already know about this topic?” Read the questions, then circle the letter next to your choice. Your prior knowledge about the Rugby World Cup can help you better understand this article.

- | | |
|-------------------------------|-----------------------------------|
| 1. A trophy is | 3. A drop kick is |
| a. an award given to a winner | a. a dance move |
| b. a honey brown sweet | b. a way of scoring in rugby |
| 2. A final is | 4. Extra time happens when |
| a. a type of floor covering | a. players want to keep playing |
| b. a championship game | b. there is a draw in normal time |

The Rugby World Cup is named the ‘William Webb Ellis Trophy.’ William Webb Ellis was a young man who went to Rugby School in England. A legend says that William was the first person to pick up a football and run forward with it.

In 1987, New Zealand became the first Rugby World Cup Champions. They beat France 29-9 in the final at Eden Park in Auckland. The most successful Rugby World Cup teams are New Zealand, Australia and South Africa. They have each won two times.

The Rugby World Cup has twice been won by a drop kick – in extra time! In 1995 Joel Stansky did it for South Africa against New Zealand. In 2003 Jonny Wilkinson did the same for England against Australia.

Which parts of the article did you already know? That’s your ‘prior knowledge’. Write them here:

Don’t worry if you didn’t know anything about this topic. Sometimes we don’t have much prior knowledge about a particular topic.

EXTRA TIME

A KWL table is another way you can activate your prior knowledge about a topic.

K = Know What do I already know?	W=Want to know What do I want to find out?	L = Learned What have I learned?

1. Preview the reading
2. Fill in the K column
3. Fill in the W column e.g. 'I want to know why' or 'I've always wondered why...'
4. What did you learn from the reading? Put this in the L column.

Try it with this article about the beginnings of rugby in New Zealand:

Rugby is sometimes called New Zealand's national sport. Here's how rugby came to New Zealand.

Charles Monro was a young New Zealander studying at Christ's College in England in the 1860s. He learned the game of rugby from some friends who had gone to Rugby School.

When Charles returned to New Zealand he taught the game of rugby to his friends. They liked it and formed the Nelson Football Club. They encouraged Nelson College students to try the game as well so they could have someone to play against.

And so, the first rugby game in New Zealand was played on 14th May 1870. Nelson Football Club beat Nelson College, two goals to none.

Try using a KWL table the next time you have to read a text. It will help to you be a better reader.

WARM DOWN: WRITING

What have you learned about reading from this section?

Preview and predict

All Black captain Richie McCaw is one of the best rugby players in the world. He knows how to prepare for a big game. He watches films to see how his opponents play. He previews the stadium the game will be played in. He meets with the other loose forwards to talk about how they will play the game. This preparation helps Richie know what to expect when he gets on the field.

Previewing is another way of preparing yourself to read. Previewing a text helps you know what to expect when you read a text. It will help you become a better reader. One way to preview is to look closely at **text features**:

- Front and back cover
- Title
- Photos, illustrations and captions [tip: if there are no images, search for some on the internet so you can see what the topic might look like]
- Headings [hint: sometimes they are **bold** or in *italics* or LARGER or underlined or in a different *font*]
- First and last paragraphs/sentences

WARM UP

Scavenger Hunt

Find an example of the following text features inside this workbook:

Text features	Page number	How does it help you understand the text?
Table of Contents		
A photograph		
A diagram or chart		
Print variations e.g. bold, italics, underline, size		
Format [how the chapters are set out]		

STRETCH

1. The title of this book makes me think it will be about

2. The Contents page makes me think I will learn about

3. By looking at the photos, I think I will read about these players:

TRAINING

Preview the article about Richie which is on the next page. **Don't** read the whole article, just preview it. Then answer the questions below.

1. Look carefully at the title. Based on the title what do you think the article might be about?

2. Look at the sub-headings [hint: they are in **bold** type]. What do you think you might read about in those sections?

3. Look at the photo of Richie carefully. What else might the article be about?

Now read the whole article. Think about your predictions as you go.

Richie Fulfils His Destiny



A fine young man!

Otago Boys High School rugby master Neil Baker was one of the first people to predict Richie would become a great player. How did he know? He saw the clues! Richie was a hard worker, intelligent, had leadership skills and was reliable. Maybe that's why he was also head boy! 'He was a fine young man,' Neil said. 'No question he was destined for greatness.'

A dream comes true!

In 2001 Richie achieved his childhood dream - he was chosen for the All Blacks! He was just 21 years old and only in his first year of top rugby. Why did the All Blacks select Richie so young? They saw the clues! He was very quick, a strong defender and a good support player. Just the kind of player the All Blacks needed in the number seven jersey!

On 17th November 2001, Richie played his first test for the All Blacks, against Ireland. The Irish tackled Richie hard and ran big forwards at him. They wanted to test him out. But they hadn't read the clues. The All Blacks won 40 -29. Man of the match? Richie McCaw!

Captain Fantastic!

In 2006 Richie was made captain of the All Blacks. Why did coach Graham Henry ask Richie to lead the team? You guessed it - he saw the clues! Richie had become one of the best players in the world. He was aggressive, strong, good in lineouts, deadly in rucks and a great tackler. 'Richie is an outstanding leader,' Graham says. 'He also is an exemplary ambassador off the field, so we are very fortunate to have him out in front of this team.'

How close were your predictions?

on the money! pretty close not close at all!

GAME TIME

Preview the article about Richie on the next page. Don't read the whole article. Just preview it by looking at the text features. Then answer the questions below.

Title

1. What is the title of the article?
2. What do you already know about this topic?
3. What do you think it will be about?

Headings

1. What are the paragraph headings?
2. Turn each heading into a question that might be answered in the article
 -
 -
 -

Photo and caption

1. Describe the picture.
2. What does the caption say?
3. What do the picture and caption make you think this will be about?

First and last sentences

1. What do you think this article will be about based on the opening sentence?
2. What do you think this article will be about based on the last sentence?

Predictions

Use the information above to make predictions. What do you think this article will be about?

Now read the whole article. Think about your predictions as you go.

Richie's Time Out – In the Sky!

Glide time!

What do All Black players do when they're not training or playing? Some study at university. Others spend time with their families. Richie McCaw flies glider planes!

Richie has a pilot's license and is a member of the Canterbury Gliding Club. 'It's an unreal feeling. I absolutely love it,' he says. 'Gliding is the closest you could get to putting a set of wings on your back.'

Flying in the family

Richie's love of flying comes from his grandfather Jim McCaw. Jim was a pilot in World War Two. His job was to destroy missiles and bomb enemy targets. Jim was a great pilot. He was awarded a Distinguished Flying Cross medal.

Richie grew up listening to the stories of his grandfather's flying adventures. And by the age of 9 he and Jim were flying gliders together!



Richie checks out an air force jet plane

Thrilling but dangerous!

There's nothing Richie enjoys more than surfing the wind over some of the most beautiful mountains in New Zealand. But Richie knows he can't get too relaxed. Thunderstorms, turbulence, mountains, other gliders and even sunburn help keep him on full alert!

'There are risks,' Richie says. 'But I certainly don't go putting myself in danger. It's no worse than driving a car.'

Similar skills

Richie says being a good glider pilot is a lot like being a good openside flanker! Like a number seven, a pilot has to make good decisions, has to think ahead and has to know what's going on around him – at all times!

Before flying Richie previews the weather and atmosphere conditions. He doesn't want any surprises when he's 20,000 feet above the ground! Richie believes good preparation is the key to a good performance on the field, and in the sky.

How close were your predictions?

on the money! pretty close not close at all!

EXTRA TIME

Sometimes you can predict what an article is about just by reading the first sentence of each paragraph. In the following article you can only see the first sentence of each paragraph. Preview these sentences. Then make predictions about the missing parts.

2010 - What a Year for Richie and the ABs!

The amazing season began with the Tri Nations tournament.....
.....
.....

In November, the All Blacks toured Europe.....
.....
.....

Richie ended the year being named IRB Player of the Year!
.....
.....

Write your predictions

1. What do you think the first paragraph is about?

2. What is the second paragraph about?

3. What is the third paragraph about?

Here is the whole article. Read it and see how close your predictions were.

2010 - What a Year for Richie and the ABs!

The amazing season began with the Tri Nations tournament. The All Blacks kicked off in style hammering the world champs South Africa, 32-12. The All Blacks won all six of their Tri Nations games. Final points table: New Zealand 27, Australia 11, South Africa 7.

In November, the All Blacks toured Europe. They were unbeaten again! They won their fourth Grand Slam and broke countless records along the way. Richie became the most capped All Black captain in history on the tour.

Richie ended the year being named IRB Player of the Year! He is the only player to have won the award three times. 'It's been a good year and a lot of fun to work with quality players,' Richie says. 'I just love playing rugby, especially international rugby.'

How close were your predictions?

on the money! pretty close not close at all!

Try this predicting strategy the next time you are reading. See how close you and your friends can get!

WARM DOWN: WRITING

You can also use previewing as a way to learn new words:

- write down the bold words you don't know
- look for the word when you're reading
- draw a picture that goes with the word
- write your own definition of the word
- write your own sentence with the word in it

Try it with one of the bold words in this section

Know your purpose for reading

When All Black first five Dan Carter wanted to find out more information about his former teammate Mils Muliaina, he read Mils' autobiography, *Living the Dream*. By reading the book Dan found out where Mils was born, who his parents were and when he played his first game of rugby. Dan found it easy to read Mils' book because he had a purpose for reading.

Before you read any text you should know the purpose for reading. Knowing why you are reading the text helps you understand and enjoy it more. Here are some different purposes for reading:

- For enjoyment
- To find information
- To improve vocabulary
- To learn something new

Can you think of any more? Write them here:

WARM UP

1. What could be your purpose for reading an All Black test match report?
 - a. To find out what school Dan went to
 - b. To find out Dan's training techniques
 - c. To find out how well Dan played

2. Which of these texts would you read if your purpose was to find out when rugby began?
 - a. An All Blacks match program
 - b. A Wikipedia article on the history of rugby
 - c. A magazine article about Dan Carter

STRETCH

Reading is easier when you have a purpose for reading. This lesson will prove that to you!

This is a team sheet of the All Black team that won the 1987 Rugby World Cup. Study the information for 30 seconds and then cover it. Your time starts ... now!



FULLBACK
John Gallagher
 Born: 1964
 School: St. Josephs
 Province: Wellington
 Nickname: Kipper
 All Black Games: 23



RIGHT WING
John Kirwan
 Born: 1964
 School: De La Salle
 Province: Auckland
 Nickname: JK
 All Black Games: 96



LEFT WING
Craig Green
 Born: 1961
 School: Shirley Boys
 Province: Canterbury
 Nickname: Greenie
 All Black Games: 39



CENTRE
Joe Stanley
 Born: 1957
 School: Mt. Albert Grammar
 Province: Auckland
 Nickname: Smokin Joe
 All Black Games: 49



SECOND FIVE
Warwick Taylor
 Born: 1960
 School: Matamata College
 Province: Canterbury
 Nickname: Tayls
 All Black Games: 40



FIRST FIVE
Grant Fox
 Born: 1962
 School: Auckland Grammar
 Province: Auckland
 Nickname: Foxy
 All Black Games: 78



HALFBACK
David Kirk (c)
 Born: 1961
 School: Wanganui Coll
 Province: Auckland
 Nickname: Kirky
 All Black Games: 34



NUMBER 8
Wayne Shelford
 Born: 1957
 School: Western Heights
 Province: North Harbour
 Nickname: Buck
 All Black Games: 48



FLANKER
Michael Jones
 Born: 1965
 School: Henderson High
 Province: Auckland
 Nickname: Iceman
 All Black Games: 74



FLANKER
Alan Whetton
 Born: 1959
 School: Auckland Grammar
 Province: Auckland
 Nickname: AJ
 All Black Games: 65



LOCK
Gary Whetton
 Born: 1959
 School: Auckland Grammar
 Province: Auckland
 Nickname: G Dub
 All Black Games: 101



LOCK
Murray Pierce
 Born: 1957
 School: Waitaki Boys
 Province: Wellington
 Nickname: Piercey
 All Black Games: 54



PROP
John Drake
 Born: 1959
 School: Auckland Grammar
 Province: Auckland
 Nickname: Drakey
 All Black Games: 12



HOOKER
Sean Fitzpatrick
 Born: 1963
 School: Sacred Heart
 Province: Auckland
 Nickname: Labrador
 All Black Games: 128



PROP
Steve McDowell
 Born: 1961
 School: Western Heights
 Province: Auckland
 Nickname: Unknown
 All Black Games: 81

Cover the team sheet. Write down as much as you can remember from your reading:

That was pretty hard right? That's because you didn't have a purpose. It's much easier to read when we know why we're reading and what we're looking for.

Read the information again. But this time try to answer this question: **How many of the players come from Auckland?** You have 30 seconds ... Go!

Write your answer here:

Did you find it easier the second time? That's because it's easier to read when we have a purpose.

What you have learned about reading from this lesson?

TRAINING

Below is an article about Dan Carter's **childhood**. Before you read the article ask yourself a question: What do I want to find out? Write your question here:

Tip: if you're having trouble thinking of a question, try the 5W1H method. Think of a question beginning with What, Who, Where, When, Why or How.

Writing down what you want to learn sets a purpose for reading. When you are reading look carefully for any information that answers your question.

In his father's footsteps

Dan Carter says his father Neville, is a big reason for why he has become a famous All Black.

Neville Carter was a fine player in the Canterbury area. He loved rugby and played for the Southbridge club. From the moment Dan could walk, Neville put a rugby ball in his hands and encouraged him to run with it.

When Dan was five Neville signed him up with Southbridge, the same club he had played for. And who was Dan's first coach? His father Neville of course!

Neville could see Dan loved rugby as much as he did. So he cleared a section of land at the back of their house and made a field for Dan to practise on! He even built Dan a set of goal posts!

Dan's father is still his number one supporter. 'He rings me before every game,' Dan laughs. 'No matter where I am in the world, he'll call me. The main thing he tells me is to make sure I enjoy the game.'

With support like that, it's no wonder Dan has become such a great player.

Did you find the answer to the question you wanted to find out from this article?
Write it here

GAME TIME

Below is an article about Dan's **high school years**. Before you read the article think about **two** things you want to find out? Write your questions here:

- 1.
- 2.

Finding the answers to these questions is your purpose for reading. Look carefully for any information that answers your questions.

Seeking Higher Things

When Dan was young, he played mostly at halfback. But by the time he reached Ellesmere College, he was getting taller and a little bigger. His coach decided to make him a first five eighth.

Dan didn't mind. He was still going to touch the ball more than most other players! And of course, he was the goal kicker. All those hours practising on his own goalposts paid off.

In year 10, Dan was chosen for the First Fifteen! Now he was playing against bigger, more experienced boys. Did it worry him? Not a bit. It just meant he would get better faster.

Dan enjoyed playing for his local school, Ellesmere College. But by the time he reached Year 13, he wanted to experience a harder level of rugby. So he left home and enrolled at Christchurch Boys High School, one of the best rugby schools in New Zealand.

Christchurch Boys' motto is 'Altiero Peto: I Seek Higher Things.' They have twice been World Champions of High School rugby! Twenty three of their students have become All Blacks!

Dan didn't know if he would even get selected in the Christchurch Boys High School First Fifteen. But he was willing to take that risk. His dream of one day becoming an All Black was on the line. He had to do it.

Dan admits he was very nervous when he first walked into his new school. He looked at the photos of past players hanging on the walls. They seemed to say, 'You better not let us down country boy!'

Dan played in the trials and made the First Fifteen. From day one he was determined to show everyone, that the country boy from Southbridge could play!

Did you find the answer to the question you wanted to find out from this article?
If no, try reading it again. If yes, write it here:

EXTRA TIME

Purposes for reading this workbook

Why does your teacher want you to read this workbook?	Why do you want to read this workbook?	Why does the author want you to read this workbook?

What other purposes for reading this workbook could you have?

As you go through the activities in this workbook think about the different purposes for reading it that you have talked about.

WARM DOWN

Dan went to Christchurch Boys High School because he had a purpose – he wanted to become an All Black. What have you learned about reading in this section?

Connecting

Isaia Toeava studies hard during the week of a big game. He takes notes in his workbook, revises the things his coaches say and practises set moves. When he runs on to the field he connects what he has learned with what he sees in front of him. That's one of the reasons he's one of the most versatile rugby players in the world.

Active readers make connections before, during and after reading. You will understand what you are reading better if you can connect it to other things you know. Here are three kinds of connections you could make:

1. PERSONAL - connections to your own personal life, experiences you have had, times you felt the way a character in the text feels.
2. TEXT - connections to other texts like movies, books, songs and tv programs.
3. WORLD - connections to events and people in the world.

WARM UP

Read the following paragraph about Isaia's early days. Then study the readers' connections underneath. Decide what kind of connection each reader made.

If it wasn't for friendship, Isaia may have been a New Zealand Warrior today, rather than a New Zealand All Black! That's because when he was young he played rugby league. Isaia played standoff for the Papatoetoe Panthers. Isaia loved playing league. So why did he switch to rugby? Because his best friend did!



This reminds me of when Sonny Bill Williams switched over from rugby league to rugby.

Type of connection



This is like the movie Lord of the Rings. The guys followed Frodo because they were friends.

Type of connection



I remember when I joined the school choir because my best friend did.

Type of connection

STRETCH

Read the following paragraph. Then make your own connection to it.

<p><i>Isaia is a very spiritual person. He belongs to Saint Therese Catholic church in Mangere, South Auckland. Isaia prays before and during every game. He asks the Lord to guide him, to give him strength and to look after everyone. 'My faith is very important to me,' he says.</i></p>	CONNECTION

	What kind of connection did you make?

TRAINING

Read the next article and see if you can make one of each kind of connection.

<p><i>Isaia was only 19 years old when he was first named in the All Blacks. Here's how it happened: It's a Saturday evening in October 2005. Isaia is on his way to dinner with the Auckland rugby team. His phone rings. Isaia checks the Caller ID. He doesn't recognise the number. 'Hello Isaia, this is Graham Henry. We have selected you for the All Blacks. Congratulations!' 'Huh?' 'You're an All Black! But I have to ask you not to tell anyone. The official announcement is tomorrow. Can you keep it secret until then?' Isaia puts the phone down, in total shock! 'Who was that?' asks one of his friends. 'Oh, just an old mate,' Isaia replies, smiling from ear to ear.</i></p>	PERSONAL CONNECTION

	TEXT CONNECTION

	WORLD CONNECTION

GAME TIME

The best connections are ones that help you understand the text better.

- help you understand how a character feels
- help you visualise what you are reading
- help you understand the author's main idea

Sometimes you have to think a little longer to make a connection like this. Read the next paragraph and make a *thoughtful* connection. Then explain how the connection helps you understand the text better.

<p><i>Isaia is a very skilful player. He's quick and strong. He's a great passer. And he can kick too. He can play every position in the backline except scrum half! 'I don't mind too much,' Isaia says. 'As long as I get on.'</i></p> <p><i>Isaia is humble too. He once won man of the match after a game against Australia. What did he do with his trophy? 'It's a bit too flash for me,' he said. 'I'll take it home and give it mum and dad. They'll look after it.'</i></p> <p><i>No wonder All Black Coach Graham Henry says, 'He's like gold to us.'</i></p>	<p style="text-align: center;">CONNECTION</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">HOW DOES THE CONNECTION HELP YOU UNDERSTAND THE TEXT BETTER?</p> <hr/> <hr/> <hr/> <hr/>	

EXTRA TIME

Keep practising the skill of making thoughtful connections. Remember: a thoughtful connection is one that helps you understand the text better.

Read the article about Isaia's rugby journey and see if you can make two thoughtful connections. For each, explain how it helped you understand the article better.

Isaia played his first game for the All Blacks on 26th November 2005. It took place at the famous Murrayfield stadium in Edinburgh, Scotland. The day was cold, overcast and windy!

As 50,000 Scottish fans sang 'Flower of Scotland,' Isaia shivered. And it wasn't just because of the weather. Just a few months earlier he was playing for the New Zealand under 19s. Now here he was . . . in an All Black test match! Isaia wondered if he really belonged.

Fast forward six years and 'Ice' is a completely different player. He is one of the senior members of the team. He's played 30 tests for the All Blacks and scored 7 test tries. The only shivering now comes from Isaia's opponents, wondering how they can shut him down!

Connection

Type of connection

How does it help you understand the article?

Visualising

Keven Mealamu was eight years old when New Zealand hosted the first Rugby World Cup in 1987. Keven watched the games with his family. He was thrilled by way the All Blacks played. 'I wonder if I could do that,' he thought. In his mind he saw a picture of himself putting on the black jersey, singing the anthem, performing the haka.

Keven was visualising. The pictures Keven saw in his mind came true. Today he is one of the All Blacks' most important players.

Visualising can help you become a better reader. When you read a text try to imagine what you are reading about. Change the words into pictures in your mind. Doing this will help you better understand and remember what you are reading.

WARM UP

Keven's position in the All Blacks is hooker. A hooker has many important skills to learn. One of them is throwing the ball into lineouts. A good lineout throw helps jumpers catch the ball and wins possession for your team.

Keven uses visualisation to help with his throwing. He runs quickly to the spot where the ball is. He stands tall and steady. He makes sure his grip is firm, elbows in. He pictures the ball firing out of his hands in a perfect spiral, his hands follow through. In his mind Keven sees his jumping teammate catch it sweetly. The All Blacks go on the attack!

Draw a symbol to help you visualise each item



Grip the
ball



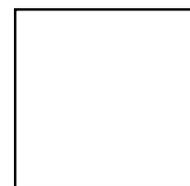
Follow
through



Keep
elbows in



Fire the ball
out



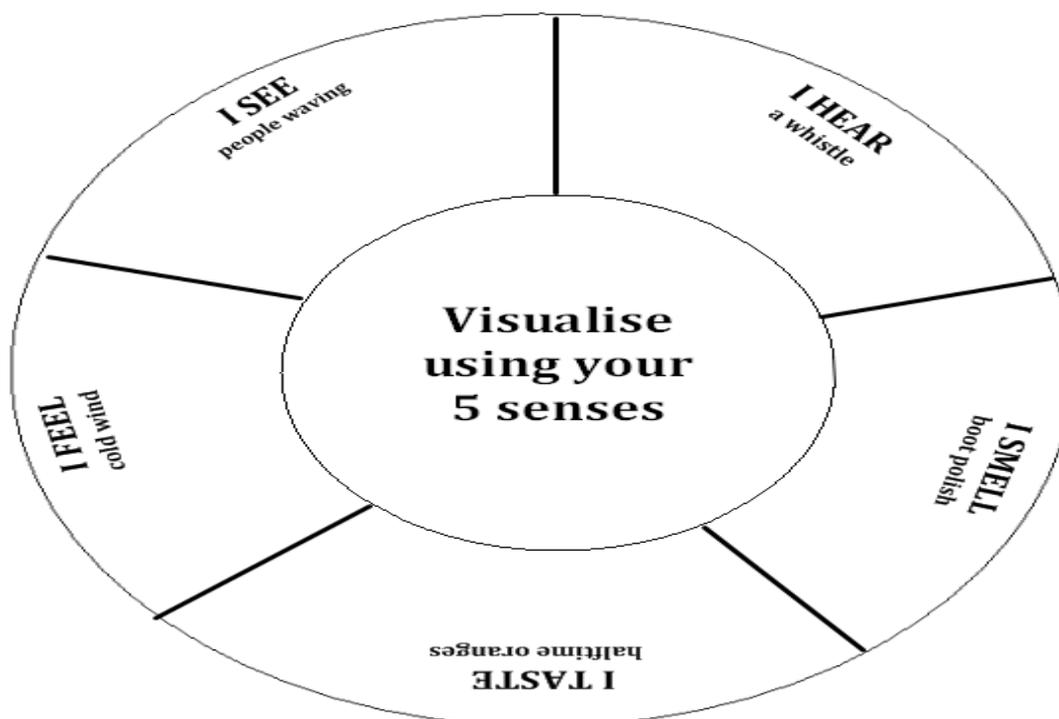
Stand
steady and

STRETCH

Try to use all your senses when you visualise.

Here is a short passage: *It's the middle of winter. An eight year old boy is playing rugby with his friends. His family stand watching on the sideline.*

Use your five senses and your own experience to help you visualise this scenario. One example of each has been given to you.



TRAINING

Use visualisation to help you read the following article about Keven. Some of the sentences have numbers. These sentences contain words that put pictures in a reader's mind. These words are underlined.

1. Read the text
2. Change the numbered sentences into pictures in your mind
3. Draw and label the pictures

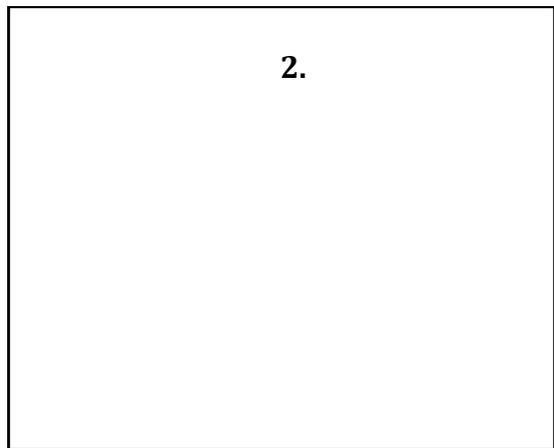
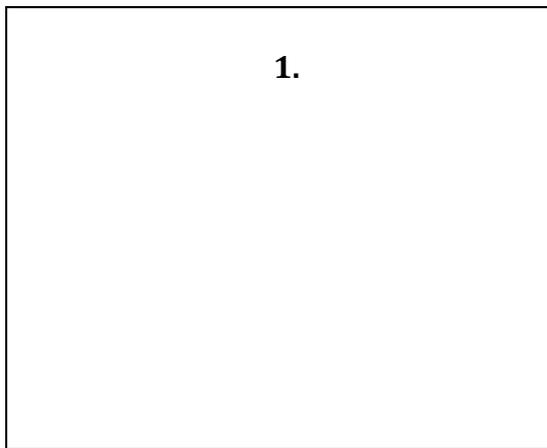
Keven grew up in Tokoroa, a small town in the central North Island. Like many New Zealand kids, ¹Keven loved playing rugby, even in the icy frost, with no boots. 'That's the way we did it back then!' he laughs.

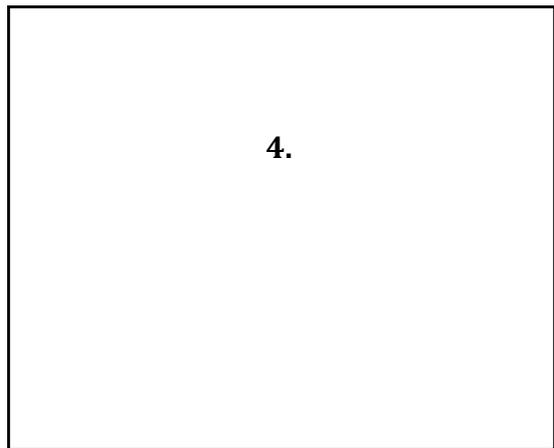
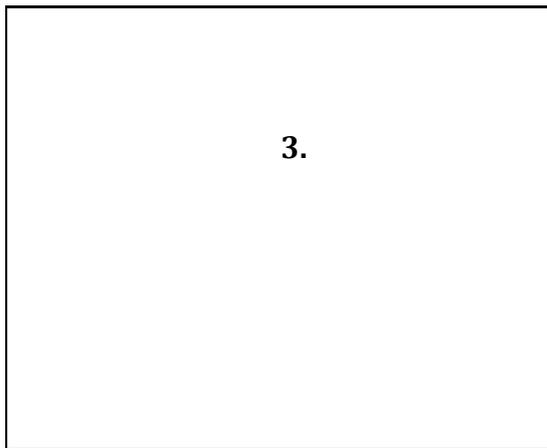
A little later Keven's family moved to South Auckland. Keven joined older brother Luke at Aorere College. ²Keven was a small boy but very good at rugby. He made the Aorere First XV at the age of 14!

But playing in the Auckland competition was going to be a lot different to playing in Tokoroa. ³'I had never seen guys that big,' he says. 'I had never played against guys with beards.'

Getting "smashed" became something Keven slowly got used to! Fortunately Keven had his older brother Luke to protect him. ⁴'He's a guy who looked after me and still does,' Keven says. 'I'm pretty lucky to have a big brother who always had my back.'

Draw and label your pictures here. You don't have to be good at art to visualise. You just need to use your five senses and your imagination! You have four minutes. Go!





GAME TIME

Here is another way to use visualisation to help you understand a text

1. Read the text.
2. Underline sentences that interest you.
3. Choose one of these sentences. Discuss with a friend some ways of illustrating it.
4. Do your illustration.
5. Show a group and ask, 'What sentence do you think I chose to draw?' Explain your illustration to them.

Keven uses visualisation in another area of his life too – illustrating children’s books.

Keven has always loved drawing. But he admits he was nervous the first time he was asked to illustrate a children’s book. The book is called *Room 22 and Jumbo, the Monster Caterpillar*.

‘I had never illustrated a book before . . . and I was hoping for something that was easy to draw!’ he said. ‘The story of Jumbo the caterpillar has been great fun to illustrate.’

Keven’s illustrations help children understand the stories. How does he do it? First he reads the text. As he reads, he pictures the story in his mind. Next, he discusses his ideas with the author, John Parker. Then he draws!

The second book Keven illustrated is *The Weather Fish*. The third, released in 2010, *Paul and the Magic Pencil*. ‘I’m not sure if I draw too good,’ Keven said. ‘But having fun with it and using your imagination is always good.’

Keven often draws during break times with the All Blacks. ‘It’s a hobby for me, especially when I’m playing rugby. It’s really nice to get away from it and do something different. Being an illustrator is great fun.’

Money made from the sale of these books goes to Starship Children’s Hospital.

Illustrate the sentence you chose here. You have 2 minutes. Go!



Explanation

EXTRA TIME

Visualising helps you to be an active reader and thinker. Here are other ways of using visualisation when reading:

- Choose one passage or scene from the text and draw it
- Draw the most important moment
- Draw a character that interests you
- Draw an idea or issue in the text that interests you

Choose another article in this workbook. Select one of the visualising ideas above and illustrate it in the box below



WARM DOWN: WRITING

Write a paragraph describing a hobby you enjoy doing. Use each of the five senses in your paragraph. Give it to a friend to read. Ask your friend to find an example of each of the five senses in the paragraph.

Questioning

Sonny Bill Williams knows how important it is to ask questions. When he first made the All Blacks he knew he had a lot to learn. 'Everyone's really helpful,' he said. 'You ask one question and you get ten answers!'

Sonny Bill asked questions so that he could better understand what was going on. You can do the same when you are reading. Asking questions about what you are reading helps you understand what you are reading. It keeps you thinking and helps you to be an active reader.

WARM UP

When I look at this picture of Sonny Bill I wonder:



Those are some of the questions I was wondering when I looked at the picture. You might have some questions about the picture too. Write them here:

Now I'm going to read some of the article that goes with this picture. As I read, questions will form in my mind. The questions might be '*what does that word mean?*' or '*why did that happen?*' I'm going to write them next to the article. Put your own questions in the last column.

Article	I wonder...	I wonder...
<p><i>Before the All Blacks November tour, Ma'a Nonu and Conrad Smith made a pact. 'Let's help Sonny as much as we can.'</i></p> <p><i>Sonny listens carefully to things Conrad and Ma'a say to him. 'Anytime they speak, I am all ears,' Sonny said. 'I just try and be a sponge when I am around them.'</i></p> <p><i>Sonny has become close with Ma'a on the tour. 'I've learned more from Ma'a than probably anyone else,' Sonny said. 'He's really taken me under his wing and helped me out a lot.'</i></p>	<p><i>What does 'pact' mean?</i></p> <p><i>What kinds of things do they say to him?</i></p> <p><i>What does 'taken me under his wing' mean?</i></p>	

STRETCH

Asking questions helps you keep interested in what you are reading. Read the following article. Use the 5WIH method to help you think of questions.

It's five minutes before kick off. Sonny is about to play his first test for the All Blacks. New Zealand's national anthem begins. Sonny thinks about how far he has come in rugby.

'I don't want to let my family down,' he thinks. 'And the people that gave me this opportunity.'

The All Blacks have finished the haka. The players move to their kick off positions.

Sonny looks around at the stadium. 80,000 people, sweet! He looks across at the England team. 'Yeah, bring it!' He looks at his teammates. There's Richie McCaw on his left. Dan Carter on his right. 'Am I doing this?' he thinks. 'Am I really playing for the All Blacks?'

The referee's whistle screams, 'Yes you are!' Game on!

Your Questions

Who

What

Where

When

Why

How

Asking questions helps you think more about what you are reading. It makes reading more interesting.

TRAINING

Sometimes the answers to our questions can be found right there in the text. Read the following article. Ask questions as you read. Then see if you can answer your questions.

	Your questions	Answers
<p><i>John Ackland was one of the first people to see Sonny's potential. John was a talent scout for the NRL's Canterbury Bulldogs. He convinced the Bulldogs to offer Sonny a contract.</i></p> <p><i>The Bulldogs flew Sonny's parents to Sydney, to show them the club and the home he would be living in with other young players. Sonny's parents liked what they saw..</i></p> <p><i>One afternoon, Sonny and his mum were supposed to come to John's house to sign the contract. But as time ticked by, they had not arrived. John became nervous.</i></p> <p><i>Suddenly, John heard a car pull into his driveway. It was Sonny's mum, Lee. She was alone. 'Where's Sonny?' John asked. 'He hasn't come home from school yet,' she replied. 'I'm a bit worried. Maybe he's having doubts.'</i></p> <p><i>John quickly jumped into his car and drove off to look for Sonny. He spotted him walking down his street with some friends. 'I grabbed him and got him to sign the contract on the bonnet of my car!' John laughs.</i></p> <p><i>'He didn't say much. He was just a normal, quiet, humble kid who loved playing football.'</i></p>		

GAME TIME

Some questions get us thinking and using our brains a lot more. Here are some starters for questions like these:

What if Why might Why should I wonder why How might

Read the following article and ask three of these 'open' questions. The answers might not be in the article. That's okay. The purpose for doing this is to get you thinking.

Sonny enjoyed playing American Football when he was younger. He played for the Metro Lions. His coach was Eugene Meredith.

Eugene remembers the first time Sonny came to training. 'He was a tall, skinny young boy you didn't think much of,' Eugene says.

'He was very polite and humble. He always asked questions, because he wanted to be better. In his first game, we just told him where to stand. He ended up making all the tackles! Anyone that got through: Boom! Bang! He knocked them over.

Eugene believes Sonny could have gone further in American Football if he had wanted to, even possibly to the NFL. But Sonny's mother had different ideas!

'One day Sonny came to me and said, "Sorry Coach, my mum told me I can't play." So I said, "Okay, you have to respect your parents."

Your questions

[remember to make them 'open' ones that get you thinking]

1.

2.

3.

Answers

Now try to answer the questions! Use your own prior knowledge and inferring skills to help you.

1.

2.

3.

Asking questions and thinking about the answers is a great reading strategy to use. Asking questions helps you focus when you are reading and that helps you understand more.

EXTRA TIME

Sonny Bill isn't afraid to ask questions of his teammates and coaches. He wants to understand. Asking questions while you read is like talking to the text! When you do this you are being an active reader.

Here are some other question starters you can use:

Column 1	Column 2
WHAT	should
WHEN	could
WHERE	might
WHO	will
WHY	are
HOW	else

Read the following article. To form your questions this time, choose one word from Column 1 above and one from Column 2 e.g. 'What might...' Use the two words as a starter. Write a question and then try to answer it.

Remember how Sonny played American Football when he was young? He can't do that now, not with a Rugby World Cup around the corner.

So he's taken up a new sport – boxing! 'I love the sport so much,' he says. 'It's doing wonders for me.'

Boxing helps Sonny stay fit and sharp. 'I have to put myself in different situations to get that edge, to keep myself in contention for that All Blacks jersey.'

Sonny also boxes to support his friend Anthony Mundine. Anthony's "K.O. To Drugs" events raise money to help get people off drugs.

Sonny is unbeaten in his five fights.

Example

Column 1 word	Column 2 word	Question
<i>WHAT</i>	<i>might</i>	<i>What might happen if Sonny gets injured in boxing?</i>
Answer <i>It might mean he can't play rugby or league anymore. I wonder if he would regret that.</i>		

Your turn

Column 1 word	Column 2 word	Question
Answer		

Column 1 word	Column 2 word	Question
Answer		

Column 1 word	Column 2 word	Question
Answer		

WARM DOWN: WRITING

How does asking questions help the reader?

Summarising

The All Black coaches don't get time to watch and enjoy test matches like we the fans do. They are too busy taking notes! As they watch they write down the main things that happen and the important details. This is called summarising.

At halftime they give the summary to the players. The summary has to be short because they have only ten minutes. The summary has to be simple too, so the players understand it.

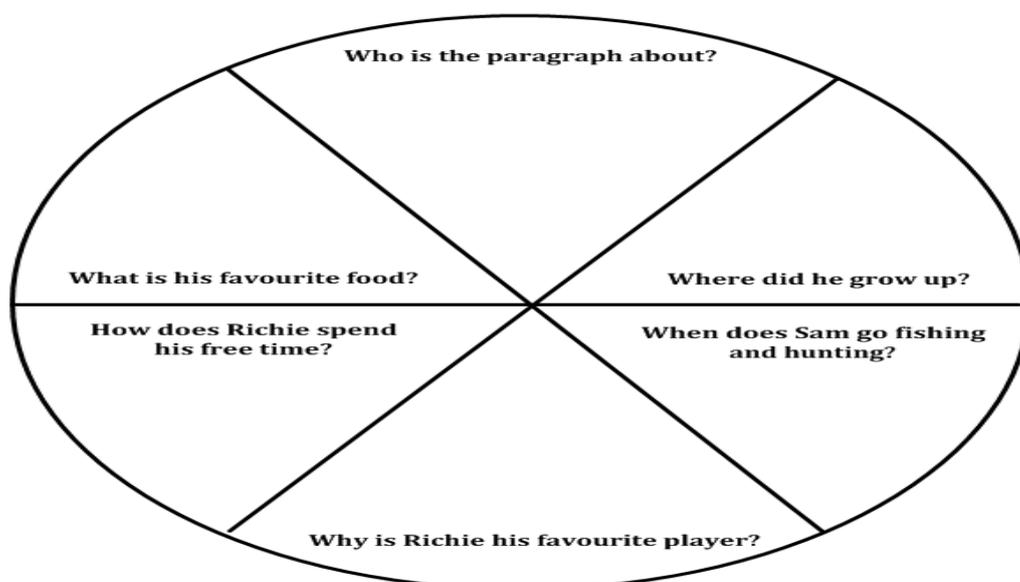
All Black lock Sam Whitelock listens carefully to the summary. When the second half begins he feels confident. He understands what is happening and what to do next.

Good readers summarise as they read too. They think about the main things that happen as they read. Then they put the information into their own words.

WARM UP

Sam's favourite rugby player is his Crusaders and All Black teammate, Richie McCaw. Richie teaches Sam how to prepare for a big game. He also shows him how to spend his free time. When he's not playing rugby, Richie loves to fly glider planes! On Sam's time off, he enjoys hunting and fishing. What else would you expect from someone who grew up on a farm in the Manawatu! His favourite food? Pizza – meat lovers!

Summarise the information in this paragraph by filling in the 'summary wheel' below.



STRETCH

When you summarise, look for the main idea and the main supporting details. Then put the information into your own words. Try it with the paragraphs below.

Sam played his first test for the All Blacks in June 2010. He came on as a reserve in the victory against Ireland. Sam's next seven tests were all as a replacement. Finally, in November 2010 Sam got his first test match start. He was named as lock to play against England.

Sam made the most of his opportunity. He won all of his lineouts and even stole one from the opposition! Sam was also one of the first players to get to rucks. He was one of the hardest working players in the game

Which is the best summary of the paragraphs?

- Sam played his first test for the All Blacks in 2010. He was a reserve.
- Sam won all of his lineouts in the game against England.
- Sam waited a long time for his first test start, but when he got it he made the most of it. He was great in the lineouts and worked hard around the field.

TRAINING

One good way to summarise is to take notes as you read. After each paragraph write a summary. Here's how to do it:

- Look for the main idea and the main details
- Combine them and put them into your own words

Try it with the article below.

Sam has three brothers: Adam, George and Luke. When the boys were young they played many tough games of rugby against each other on the family farm. Being boys the games could get pretty fiery! Sam learned that if he wanted to win, then he better bring his best effort, every time!

Sam's oldest brother is George. In 2005 George captained the New Zealand under 19 team. He was also the first Whitelock to join Canterbury. Sam took note of how professional his brother became. He saw firsthand the sacrifices and training it would take to become a top rugby player.

Though they are all grown up now, the four brothers still help each other. That's because they all play for Canterbury! Adam, George and Sam are in the Crusaders Super 15 squad. Youngest brother Luke is in the Canterbury Colts. Sam loves having his brothers around. 'We all look after each other,' he says.

Which is the best summary of the first paragraph?

- a. Sam and his brothers played rugby on their farm.
- b. Sam and his brothers competed against each other and that's how Sam learned to be tough.

Which is the best summary of the second paragraph?

- a. Sam's oldest brother George is a good rugby player.
- b. Sam learned what he needed to do to get better by watching his older brother.

Which is the best summary of the third paragraph?

- a. Sam's youngest brother plays for the Canterbury Colts.
- b. All four Whitelock boys play for Canterbury and help each other just like they did when they were young.

Which is the best summary of the whole article?

- a. The four Whitelock brothers are all good rugby players.
- b. Sam's brothers have played a big part in his success. From them he learned about toughness and professionalism. They continue to support him.
- c. Sam has three brothers: Adam, George and Luke.

GAMETIME

Now it's your turn to summarise. Read the following article. Summarise each paragraph as you go. Then summarise the whole article. Remember, to summarise:

- Look for the main idea and the main details
- Combine them and put them into your own words

Sam has all the qualities a lock needs to be successful. He's athletic, has freakish ball skills and is fast. But Sam knows he's still got a lot to work on.

Sam didn't say much in his first test match. 'I was shy at first,' he says. 'I didn't know how to express myself.' But Sam has tried hard to share ideas and thoughts with his team mates. Today he feels much more confident.

Sam's understanding of rugby grows every day. He's learning how to read the game better. And he's learning how to study his opponents on the computer.

Another area Sam has improved is his strength. All Black forwards have to be strong enough to take on some of the biggest men in the world! Sam spends hours in the gym, adding muscle to his physique.

Summaries

Summary of the whole article

EXTRA TIME

Have you ever wondered where Sam gets his amazing lineout leaping ability from? You can find out in the paragraph below. When you finish reading, write and draw a summary. Drawing a summary is the same as writing it. Do you remember how to summarise? Look back over this lesson to recap, then give it a try.

As well as being one of the best rugby players in the world, Sam is also a great basketball player. That's right, basketball is his second love.

When he was younger, Sam had the potential to go a long way in basketball. In 2006 he was selected for the New Zealand under 18 training camp.

Sam's favourite player is NBA legend Michael Jordan. Michael Jordan changed the way people played basketball. He made it exciting and fun. But he was tough as well. He once played an NBA semifinal game with the flu!

Sam has the amazing ball skills and leaping ability of a top basketball player. He likes having fun and he's tough. He might be the Michael Jordan of rugby!

Written summary	Picture summary
<hr/> <hr/> <hr/> <hr/>	

WARM DOWN

Choose two articles in this workbook. Read them again. Then write a summary of each article on the next page.

Article 1 Title:

Summary

Article 2 Title:

Summary

Identify the author's purpose

All Black centre Conrad Smith plays rugby for many reasons. He plays because he enjoys the game. He plays because it's his job. And he plays because he likes to win!

When someone writes an article, a story or a book they have a purpose too. Here are three common purposes for writing:

- To entertain: give you something descriptive, funny, sad, scary or inspirational to read
- To inform: tell you some information about something
- To persuade: make you believe or think something

WARM UP

Look carefully at the different types of writing in the first column below. In the second column write the most likely purpose for writing – to entertain, to inform or to persuade.

Style of writing	Purpose
<i>A newspaper article about Conrad's latest game</i>	
<i>A poem about Conrad</i>	
<i>A funny story about Conrad</i>	
<i>A Wikipedia article about Conrad's background.</i>	
<i>A letter from Conrad's mum to the All Black coaches, telling them why they should pick Conrad.</i>	

STRETCH

Sometimes an author will have many purposes for writing a text. The author of the article below has three purposes for writing. Find examples of each and write them in the table. One has been done for you.

Conrad loves living in New Zealand. He loves the crystal blue coastal waters; the fresh, lush green forests; the dark and magical lakes.

Conrad wants future generations of children to be able to experience New Zealand like this too. That's why he agreed to be a Project Litefoot Ambassador.

Project Litefoot suggests ways Kiwis can help protect our environment:

- *Turn off lights when they are not in use.*
- *Switch electrical appliances off at the wall.*
- *Use cold water instead of hot water.*
- *Drive less, walk more.*
- *Recycle everything!*

'We are proud people as Kiwis,' Conrad explains. 'And if we lead the way in this, it's something we could be proud of.'

TO ENTERTAIN look for words that are interesting to read	TO INFORM look for new information	TO PERSUADE look for places the author asks you to do or think something
	<i>Conrad is a Project Litefoot Ambassador</i>	

TRAINING

Knowing the author's purpose can give you a head start to understanding what you are reading. It helps you figure out why a writer would include some information and leave some out. And why a writer would use a particular style of language.

Try it with the article below.

Are you a small person? Do you sometimes think you can't achieve your dreams because of your size? Conrad Smith knows how you feel.

Back in 2003 Conrad wasn't even given a trial for the Hurricanes B team! Why? The coach thought he was too small!

Did Conrad give up? No. He decided to use his size to his advantage. Being small meant he could get through tiny gaps in the defence. That's how he got the nickname 'Snake'!

Over the years Conrad has managed to put on weight. He drinks protein shakes and eats lots of fruit and soup after training.

But he never forgets what it was like to be one of the smallest players on the field. 'There's a place for every type of player,' he says.

Conrad never let size stop him from achieving his goals. Neither should you.

GAME TIME

1. What do you think is the author's **main** purpose for writing this article?

- a. to entertain
- b. to inform
- c. to persuade
- d. all of the above

2. What do you think the author is trying to persuade you to think?

3. What words show this?

GAME TIME

Here are more questions you can ask when you are thinking about a writer's purpose:

Why did the person write this text?

Who is the intended audience?

How does this influence the way it is written?

Practise with the following article. As you read it think, what is the author's most likely purpose for writing this text? Who is the most likely audience? How can I tell?

'I don't need to go to class! I don't have time to do English, or Maths, or Science, because I'm gonna be an All Black!'

*You say it's not possible to play rugby **and** study? Well I've got news for you – you can do both. You want proof? I got your proof. Let me school you on Conrad Smith.*

Conrad went to Francis Douglas Memorial College in New Plymouth. He played lots of sports – cricket, rugby, soccer. But Conrad also did well in classwork, debating and drama! He was even deputy head boy. You still wanna tell me there's no room for both sports and study?

When he finished high school Conrad moved to Wellington, home of the Hurricanes. Home also of Victoria University. Conrad studied Law during the day and trained for rugby at night. In 2003 he graduated with a Law degree.

Some players tease Conrad, the rugby playing lawyer. They call him 'geek.' But one day they might need a lawyer. And they'll be glad Conrad believed in sports and study.

So, do you still think you don't need to go that class?

1. What kind of person do you think the author is?

2. What makes you think that?

3. Who do you think the intended audience is?

4. What makes you think that?

5. What do you think is the author's purpose for writing this article?

6. What words show you this?

EXTRA TIME

'Question the Author' is another strategy you can use after you have read a text. Here's how to do it:

1. Read the text
2. What is the author trying to say?
3. Why does the author want to say this?
4. Is it said clearly?
5. How could the author have said it more clearly?

Choose another article in this workbook and try this strategy out.

WARM DOWN

Who is the best rugby player in the world? Write a paragraph that tries to *persuade* readers to agree with you. Swap your writing with a friend. Underline examples of your friend's persuasive language.

Evaluating

Aaron Smith's position is scrumhalf. It's one of the most important positions on the field. When he gets the ball, he evaluates the situation. Then he decides whether to kick, pass or run.

Evaluation skills are important in reading too. You gain more understanding when you respond to the reading in a personal way.

WARM UP

Have you ever wanted to be an All Black selector? Here's your chance! Your job is to choose the scrumhalf for the next All Black test match. Here are three contenders. Read the notes and evaluate each player. Make your choice and give three reasons to support your decision.

NAME	BORN	HEIGHT	WEIGHT	ALL BLACK DEBUT	ALL BLACK TESTS	SKILLS
<i>Aaron Smith</i>	1988	1.69m	80kg	2012	41	<ul style="list-style-type: none"> ▪ Quick passer ▪ Good sidestep ▪ Knows AB first five Aaron Cruden well
<i>Tawera Kerr-Barlowe</i>	1990	1.87m	90kg	2012	15	<ul style="list-style-type: none"> ▪ Fast runner ▪ Long pass ▪ Quick thinker ▪ Aggressive
<i>T.J. Perenara</i>	1992	1.84m	94kg	2014	15	<ul style="list-style-type: none"> ▪ Good at running through gaps ▪ Quick pass ▪ Knows right thing to do

The scrumhalf I choose is _____

Reasons

STRETCH

Read each of these comments by or about Aaron Smith. Circle AGREE, UNSURE or DISAGREE. Then give a reason for your evaluation.

		Your reason
<i>Aaron likes to eat sea food before big games.</i>	<p>DO YOU THINK THIS IS A GOOD IDEA?</p> <p>AGREE UNSURE DISAGREE</p>	
<i>Aaron once got knocked out in a big game. The team doctors didn't know he had been concussed and Aaron kept playing. A try was scored through him.</i>	<p>DO YOU THINK PLAYERS WHO HAVE BEEN CONCUSSED SHOULD KEEP PLAYING?</p> <p>AGREE UNSURE DISAGREE</p>	
<i>Aaron says he doesn't need 'God Defend New Zealand', or the haka to get him excited. 'When I put that black jersey on, I know what I've got to do.'</i>	<p>WHAT DO YOU THINK ABOUT AARON'S ATTITUDE?</p> <p>AGREE UNSURE DISAGREE</p>	

TRAINING

Former All Black halfback, Piri Weepu left the Hurricanes Super 15 team at the end of the 2011 season. He wanted a change and decided to join the Blues. But instead of training during the summer so that he could be superfit, Piri took a break. He arrived at the Blues in 2012 ... overweight.

The Blues players and coaches were disappointed with Piri and they let him know that he had let them down. They gave him a choice – food or rugby? They also told him they would help him. The team believe it's better to support someone with challenges rather than reject them. Piri accepted their support and trained harder than he ever had before!

'I'm a bit disappointed in coming back the way I did,' Piri said. 'Playing rugby means the world to me. I still enjoy my food - I just eat wisely now.'

The sacrifice has paid off for Piri. He has become one of the best scrumhalves in the world!

Questions

1. Some people thought the Blues were too 'soft' on Piri. They felt Piri should have been cut from the squad. Do you agree with the way the Blues dealt with Piri?

YES

UNSURE

NO

Explain

2. Who would you recommend should read this article?

Explain why

GAMETIME

In 2010 the All Black coaches wanted more leaders in the team. So they asked some older players to form a leadership group. Their job was to encourage the team to be excited and positive. They also looked after new players, making sure they felt welcome and part of the team.

Piri was invited to join the leadership group. The All Black coaches were proud of the way he overcame challenges in his life. They believed he was a good role model in the team. Piri accepted the invitation. He thought being a leader would help him become a better player.

Questions

1. Do you think asking Piri to join the leadership group was a good idea?

YES

UNSURE

NO

Explain

2. Decide on the five most important qualities you think a player should have to be in the leadership group.

- _____
- _____
- _____
- _____
- _____

EXTRA TIME

Piri has a routine for the way he likes to prepare for a test match. Early in the week he focuses on studying. He memorises the plays. He draws the moves in his workbook. In the middle of the week he focuses on his physical skills. On the night before the game he gets his book out again and reviews everything. Piri believes preparation is the key to good performance.

You can also use a PMI chart to evaluate an idea or a piece of text.

P = PLUS – what are the positives/the good things/the benefits?

M = MINUS – what are the negatives/the weaknesses?

I = INTERESTING – what else do you wonder or want to find out?

Evaluate the paragraph above using the PMI method.

P What are the positives of working this way?	M What negatives might there be?	I I wonder why... I wonder what...

WARM DOWN

'The All Blacks are good role models for young people.'

Write an **argument** agreeing or disagreeing with this statement.