

Approach: One to one

Focus: Telling a story

Resources: Video on laptop computer

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

In this activity you are going to hear the start of a story called "Nanny Mihi's Birthday Surprise". You'll hear most of the story – but not its ending.

After you've heard the start of the story, you are going to be the story teller, and make up the rest of the story. If you already know this story try to think of your own ending – not the one you already know.

Click the Birthday Surprise button.

Now I want you to take over and be the story teller. Keep on telling the story and try to give it a good ending. Remember, you are the story teller. Try to make it interesting for me to listen to.

Allow time then encourage the student to take the role of a story teller.

**VIDEO VOICEOVER:**

Nanny Mihi lives in her whare by the sea. Every school holidays we go and stay, but sometimes we make a special trip. "It's Nanny Mihi's birthday this weekend," said Mum. "Why don't we drive up and surprise her?" We packed up the car on Saturday with Nanny Mihi's presents. There was a straw hat for the sun, a new kete to carry things, some koromiko trees for Nanny's garden, and lots of kai for a birthday feast. But the biggest present of all was a goat to mow Nanny's weeds.

The car was very full with all of us, and the presents, and the goat.

"Nanny will get a big surprise when she sees us!" we laughed.

"Haere mai, mokopuna mā. What are you doing here?" called Nanny when we arrived.

"Happy birthday, Nanny Mihi," we yelled, and we jumped out of the car and ran to hug her. "What a nice surprise for my birthday," she smiled.

Then she got an even bigger surprise.

Oral presentation:

very expressive and lively
moderately expressive
little expressiveness

Continuity:

(follows narrative thread appropriately)

very well linked
partially fits, some discontinuity
doesn't follow story at all

Achieving closure:

(bringing story to clear conclusion)

very cohesive, complete ending
quite cohesive, most elements
pulled together
partial, abrupt or confusing ending
story clearly not completed

% response
2008 ('04)
year 4 year 8

10 (14) 12 (20)
38 (33) 41 (40)
52 (53) 47 (40)

24 (29) 36 (53)
63 (59) 57 (43)
13 (12) 7 (4)

5 (6) 11 (14)
23 (26) 37 (40)
51 (47) 41 (36)
21 (21) 11 (10)

Creativity/originality of content: high
moderate
little or none

Used rich descriptive language:

% response
2008 ('04)
year 4 year 8

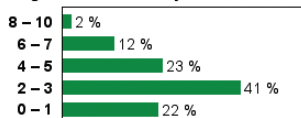
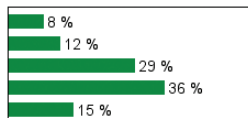
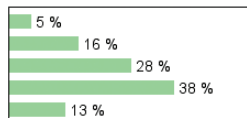
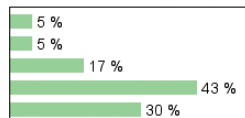
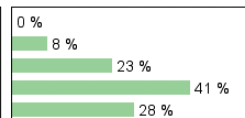
8 (13) 16 (18)
34 (33) 41 (39)
58 (54) 43 (43)

8 (12) 17 (18)

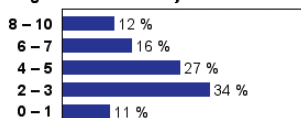
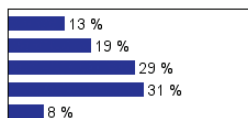
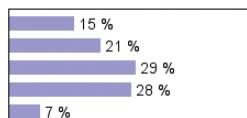
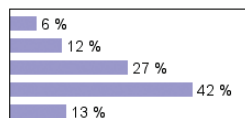
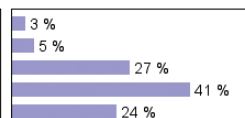
Total score: 8–10 5 (10) 12 (15)
6–7 12 (15) 18 (22)
4–5 26 (20) 28 (28)
2–3 39 (39) 32 (26)
0–1 18 (16) 10 (9)

Subgroup Analyses:**Year 4**

Score Range

Boys**Girls****Pakeha****Māori****Pasifika****Year 8**

Score Range

Boys**Girls****Pakeha****Māori****Pasifika****Commentary:**

In presenting an ending to this story, there was little difference between year 4 and 8 students in expressiveness, but the year 8 students tended to come up with a more appropriate and complete ending. At both year levels, there were slightly fewer high scores in 2008 than in 2004.