

DISCOVERING  
NEW ZEALAND NON-FICTION  
BOOKS FOR CHILDREN

BY

Maria Gill

## Discovering New Zealand Non-Fiction

YEAR: 4-8

LEVELS 3-4

DURATION: 4-6 WEEKS

*Welcome to the Discovering New Zealand Non-Fiction Unit. The purpose of the unit is to encourage students to discover and enjoy New Zealand non-fiction books. Each session begins with a 10-20 minute silent reading period, then afterwards they can share their non-fiction facts and what they're enjoying about the book with a buddy or buzz group (5 minutes). Research overseas has shown that this improves students' non-fiction reading skills because they are reading about topics of their choice. Students begin to choose non-fiction as well as fiction books for their reading time. Tell your students that one of the advantages of reading non-fiction is that you don't have to read it from the beginning to the end – you can read chunks of it; you could start with the narrative story, then read some of the fact boxes, and the next time study the pictures and captions.*

*The lesson also includes metacognitive strategies to improve students' ability to read non-fiction books. Teachers can choose different elements of the programme: just the non-fiction reading time, include the metacognitive lessons, and or the learning centre. Teachers could complement the unit by reading a creative non-fiction picture or chapter book aloud to the class during the Unit.*

*Before you start the unit, find out what your students are interested in. Choose books that are visually appealing and include books that can be read from cover to cover in a few sittings.*

*I'm emphasising New Zealand non-fiction books because each year less and less New Zealand non-fiction children's books are being published. It would be a shame if New Zealand publishers stopped publishing them because there was no demand for it (some publishers already have). These books are essential for New Zealand children to learn about their culture, environment and wildlife.*

*To keep up to date with New Zealand non-fiction children's books see: <http://kidsbooksnz.blogspot.com>*

## Curriculum

### Listening, Reading and Viewing

Integrate sources of information, processes and strategies confidently to identify, form, and express ideas.

- Selects and reads non-fiction texts for enjoyment and personal fulfilment.
- Integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
- Selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence.
- Thinks critically about texts with increasing understanding and confidence.
- Monitors, self-evaluates, describes progress, and articulates learning with confidence.

### Learning Outcomes

Read and respond to the language and meaning contained in non-fiction writing.

### Key Competencies

Managing self \*Relating to others \*Participating and contributing\*Thinking skills  
\*Using language symbols and text

### Assessment Task

See Lesson Nine: Students judge children's non-fiction books on the following criteria:

*Creative writing, use of language, impact, design and production values, integration of text, graphics, how illustrations were used to engage interest and enhance understanding, plus accuracy of data.*

## ONE: Discovering NZ Non-Fiction Books – Introduction

### LEARNING OUTCOMES

Shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively

Recalls prior knowledge about what a non-fiction book is.

### MATERIALS

Selection of non-fiction books, photocopied sheets of PDF

### INTRODUCTION:

- \* Class discussion about what is a non-fiction book and what makes a good one.
- \* In pairs, students share a NZ non-fiction book they really enjoyed and why they liked it.

### LEARNING ACTIVITIES:

- \* Give each group of students a pile of NZ non-fiction books. Students divide the books into categories. Share with the class what categories they came up with. Categories could be: history, auto/biography, natural history, sports, Maori, science, instructional, art.
- \* Students pick a book they are interested in and [skim and scan](#) it.
- \* In pairs share what features their book contains: headings, sub headings, contents, index, graphics/pictures/photos, text boxes, and glossary. Students discuss the difference between that layout and a fictional book.
- \* Teacher models (thinks aloud) how those features will help her make observations about the book she is going to read.

For example, the title tells me what the main idea of the book is about. The subtitles tell me what the supporting ideas are. Pictures/photographs/diagrams and charts help me visualise what is in the text. Reading the captions underneath them tells me more information. An index lists all the big ideas and helps me find them in different places. The bold-faced text tells me what is important. The contents tell me where I can find different supporting ideas. The Glossary tells me key words that are related to the topic and their meanings.

NOTE: Teacher records what these features mean and displays on wall so students can refer to it.

- \* Students use the [Prereading Organiser](#) (PDF) to make predictions about their book.
- \* Students read their book quietly to themselves for 10-20 minutes.

### SUCCESS CRITERIA

- \* Students will use the feature clues to predict what their book is about.
- \* Students will compare two books on similar topic.

### CURRICULUM LINKS:

- \* **Language** – Students write in their [Learning Log](#) about the book they've read answering:  
What special features does it have?  
What is the book about?  
Why did the author write the book?  
Rate the book 1-5 and say why.
- \* **Homework** – Find a book on a similar topic and compare the two books: How are they similar?

## TWO: Discovering NZ Non-Fiction Books – Text Type

### LEARNING OUTCOMES

Identifies an increasing range of text forms and recognises and describes their characteristics and conventions

### MATERIALS

*Rangitoto* book  
Paper and pen  
Selection of non-fiction books  
Labels with text types on them

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

### INTRODUCTION:

- \* Teacher asks students to share what types of writing they will find in a non-fiction book:
  - creative/narrative writing (true story)
  - instructions – (recipe, experiment, how to)
  - reporting – (letter, info on leaflet, article)
  - fact bites – (small chunks of information in a box)
  - discussion – (balanced account of an issue)
  - explanatory – (glossary, question/answer)
  - persuasion – (advert, poster, book blurb)
- \* Teacher models deciding what text she is dealing with. For example, in the *Rangitoto* book the author has told the story of Rangitoto's explosive beginnings like a story – that is called creative or narrative non-fiction writing. The author has included small bits of information on the side (a fact bite). She has also included a glossary (explanatory text).

### LEARNING ACTIVITIES:

- \* In groups, students match a label to types of text with the books on their table
- \* In pairs, students share what type of text the author has used for their book and give an example from the book.
- \* Teacher asks selected students to share their findings to the class.
- \* Students take a passage in their book and change it to a different style of writing. For example, if a student was reading '*Rangitoto*' they could draw diagrams of the different stages that Rangitoto has gone through (or a visual time-line).

### SUCCESS CRITERIA

- \* Students can identify different types of text.

### RESOURCES FOR TEACHERS

Different [styles](#) of non-fiction writing.  
[Creative Non Fiction](#) Writing

The image shows a page from the book 'Rangitoto'. On the left, there is a 'Fact Bite' box containing text about Rangitoto's volcanic activity. On the right, there is a 'Glossary' box with definitions for words like 'volcano', 'lava', and 'ash'. At the bottom, there is a 'Narrative' section with a story about the volcano's eruption. Arrows point from labels 'Fact Bite', 'Explanatory', and 'Narrative' to their respective parts on the page.

### CURRICULUM LINKS

- \* **Language** – Students write about something they are an expert on (sport, animals, something that interests them) in [creative writing](#) style.
- \* **Homework** – Students look at the books they have at home and identify books with these different styles. Students write the book's name, author and a passage that is an example of that type of writing.

## THREE: Discovering NZ Non-Fiction Books – Synthesizing

### LEARNING OUTCOMES

Students will learn to identify the main and subsidiary ideas and the links between them

### MATERIALS

Sticky notes  
Selection of non-fiction books  
*Eco-Rangers Save the Planet* book

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

### INTRODUCTION:

- \* Teacher reads aloud a paragraph in 'Eco-Rangers Save the Planet' (p7). For example, I am going to put a sticky note next to the phrase: "It wasn't until we used coal that our lives really changed", and another one next to the phrase, "the Industrial Revolution". These phrases contain the most important ideas and will help me to summarize this paragraph."

### LEARNING ACTIVITIES:

- \* Read with your partner(s), a paragraph in your book and point to where there are words, phrases or sentences that bring out the main points. Once you have agreed that these are the main points, put a sticky note next to them.

- \* Read aloud the next two paragraphs. Model identifying main points in two paragraphs.
- \* Students read the next paragraph silently, and then put some sticky notes next to the main ideas in this paragraph.
- \* In pairs, students write out all the main ideas onto the sticky notes and then move them around to make 1-3 sentences that summarize the article.
- \* Ask selected students to share their summary sentences.
- \* Discuss with your partner(s) whether you found it useful to put sticky notes next to the main ideas. Did it help you when it came to putting them all together to make a summary? Were there some ideas that you didn't use?

### SUCCESS CRITERIA

- \* Students can synthesize information.

### CURRICULUM LINKS

**Language** – Students write a new back-of-book blurb for their creative non-fiction story. A [blurb](#) summarises what the book is about.

**Homework** – Students summarize a double page spread in their book into one sentence. But each word they use is worth ten points and they can only go up to 200 points (that's 20 words). See who can have the most succinct sentence for the least amount of points (this is where less is more).

## FOUR: Discovering NZ Non-Fiction Books – Drawing Inferences

### LEARNING OUTCOMES

Makes and supports inferences from texts with increased independence

### MATERIALS

Photocopy of page 52 & 53 from *Eco-Rangers Save the Planet* (or a page from another book) or put up on OHP

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

### INTRODUCTION:

- \* Read the title on page 52 'Green Buying Power'. Discuss with your learning partner(s), what you predict the article is about.
- \* Skim and scan the text.

### LEARNING ACTIVITIES:

- \* Students read the first paragraph silently.
- \* Turn to your partner(s) and predict why it isn't a good idea to buy overseas products all the time.
- \* Take turns reading the next two paragraphs. Afterwards point to where the text proved or disproved your prediction.
- \* Predict why local food is better for you.
- \* Read silently until to the end of the article. Afterwards, show your partner(s) where the text agrees or disagrees with your prediction.

- \* Turn to your partner and tell him/her how different your predictions were from the title to when you had finished reading the article. Point to where the article agrees or disagrees with your first prediction.
- Discuss with your partner(s) how useful this technique is to help you understand the article.
- Fill out the graphic organizer. First, read the example, Second, write down your prediction when you read the title. Third, quote from the text where it agrees and or disagrees with your prediction.

GRAPHIC ORGANISER GREEN BUYING POWER		
PREDICTION	AGREES	DISAGREES
I predicted the article would be about ...	I was right in that it was about ...	But I was wrong in that it wasn't ...

### SUCCESS CRITERIA

- \* Students can draw inferences when reading new text.

### CURRICULUM LINKS

- \* **Language** – The Climate Change chapter in *Eco-Rangers Save the Planet* is an example of discursive writing – giving both sides of the argument. Students write an essay on an environmental issue in the discursive writing style.
- \* **Homework** – Students use the Graphic Organiser to infer information from a page in a non-fiction book they are reading.

## FIVE: Discovering NZ Non-Fiction Books – Monitoring Information

### LEARNING OUTCOMES

Shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively

### MATERIALS

Photocopy of page 12 & 13 *Save Our Seas* (or on Smart Board)

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a NF book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

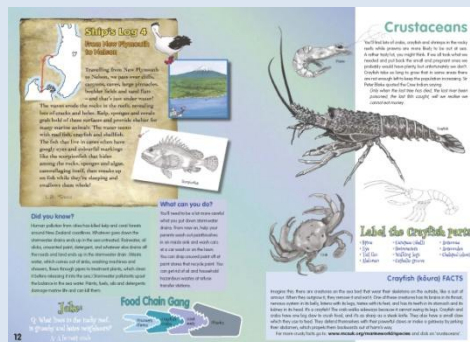
### INTRODUCTION:

- \* Read aloud the title 'Save Our Seas'.
- \* Turn to your partner, and predict what the book will be about.
- \* Skim and scan the text (pages 12 & 13).

### LEARNING ACTIVITIES:

- \* Read aloud the Text Box 'Ship's Log 4'. Model being aware of your thinking and putting sticky notes next to places where you find obstacles and confusions. For example, "After I read 'large pinnacles' I noticed my mind began to wander - I wanted to know what a pinnacle was. I'm going to put a sticky note next to that obstacle. I'm going to put a sticky note next to 'The waves erode the rocks' because I began imagining how the waves would do that. I was a bit confused after reading, "revealing lots of cracks and holes" so I've stuck a sticky note there too. Afterwards, I'll reread those passages and think about how I could solve those obstacles and confusions."
- \* Take turns with your partner reading the next paragraph. Point to the places where you found confusions and obstacles. Put sticky notes next to them.

- \* Read the Text box 'Crustaceans' silently. Put sticky notes next to the places you found confusing or stopped you from concentrating on the rest of the text.
- \* Facilitate a classroom discussion, on the sort of statements the students found confusing or caused an obstacle. Ask the class what could their next step be? For example, could they understand the text better by:
  - Discussing it with another group: [Think-Pair-Share](#)
  - Looking in the dictionary or on the internet
  - Use one of the strategies they've used before i.e. drawing inferences or synthesizing information.



### SUCCESS CRITERIA

- \* Students will use strategies when they have problems with text.

### CURRICULUM LINKS

**Language** – In the *Save Our Seas* book there are text boxes that persuade you to take action. Students write a page of [persuasive writing](#) urging people to help the environment in some way.

**Homework** – Students pick a strategy, Think-Pair-Share or looking on the internet to clarify their confusions or obstacles for the non-fiction book they are reading. Reflect on how useful this strategy is for you.

## SIX: Discovering NZ Non-Fiction Books – Asking Questions

### LEARNING OUTCOMES

Students will use a range of questions to help with reading with purpose and making sense of text

### MATERIALS

Page 6 & 7 photocopied (or put on OHP/ Smart Board) from *'Bird's-eye View'*  
Sticky notes

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

### INTRODUCTION:

- \* Students skim and scan the text.
- \* Model how to ask questions. For example, "Is the author going to tell you how birds survive? What special qualities does a kiwi have? How can the kiwi see in the dark forest? You have asked a mix of closed and open questions. The question beginning with 'Is' only has a 'yes or no' answer so it is a closed question. The 'what' question requires an answer that you can find from the text. The 'how' question requires you to look further or infer – read between the lines. These are open questions. Write them on sticky notes.

### LEARNING ACTIVITIES:

- \* Turn to your partner(s), and share the questions you have about the text. Write these down on sticky notes.
- \* Read aloud the first paragraph and model stopping when you have a question and attaching a sticky note.

For example, The writer has said: "Kiwis also use their whiskers to sense their way through the bush"- I want to find out why they do that. I'm going to write the question on a sticky note and place it beside the sentence.

- \* Read the Brown Kiwi Facts with your partner(s). Write questions on a sticky note and put them on the experiment.
- \* Model the next step to the class, for example: "Now I've read the article I am going to look at my questions again to see if I can answer them. I've written my questions, prior to reading, on sticky notes too. I am going to look through the text again to see if I can answer my closed and open questions in the text. When I answer a question I am going to put a tick beside it. I will discuss with my partner where I can get my unanswered questions answered."
- \* Facilitate a whole class discussion about how useful it was to ask questions before you began reading and during reading.

### SUCCESS CRITERIA

- \* Students have asked a range of questions when interacting with text.

### CURRICULUM LINKS

- \* **Language** – Students write an [expository essay](#) about an endangered animal.
- \* **Homework** – Use the Asking Question strategy with the book you are reading. First, skim and scan. Write questions. Read the text then find answers to questions. Look up unanswered questions on internet.



## SEVEN: Discovering NZ Non-Fiction Books – Making Connections

### LEARNING OUTCOMES

Students will make connections by thinking about underlying ideas within and between texts from a range of contexts

### MATERIALS

Ppage 4 & 5 from “*Operation Nest Egg*” on OHP/Smart Board

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they’ve learnt.

### INTRODUCTION:

- \* Read aloud the title ‘Kiwi Dilemma!’ Give an example of making a connection prior to reading. For example, “When I read the title, I thought of kiwi being endangered in New Zealand. Because I am making a connection to what I already know about kiwi – I am making a text-to-self connection.”
- \* With your learning partner(s) think aloud, what text-to-self connections you made when you read the title.

### LEARNING ACTIVITIES:

- \* Display the first paragraph and read it aloud. Give an example of how to make a text-to-text connection. For example, “I have read about predators being a problem for kiwi in Nic’s New Zealand Nature book: ‘Invaders’. When I’m thinking aloud like this about text I’ve seen before and what I’ve just read – I am making a text-to-text connection.

- \* With your partner(s), think aloud a text-to-text connection you made to the text. Discuss whether you were able to think of some animals that have caused problems for some of our wildlife.
- \* Reveal the remaining text and read it aloud. Give an example of how to make a ‘text-to-world’ connection. For example, “When I read about before humans arrived in New Zealand I thought about when our country was part of a large land mass – Gondwana land – when most of the world was joined together. When I think about text and how it relates to the rest of the world I am making a ‘text-to-world’ connection.
- \* Turn to your partner and discuss what other connections you can make to understand the text. Think aloud any text-to-self, text-to-text or text-to-world connections to your partner.

### SUCCESS CRITERIA

- \* Students will understand the three different ways you can make connections with text and use this to understand text.

### CURRICULUM LINKS

**Language** – ‘Operation Nest Egg’ uses a cartoon figure and [captions](#) to get across information. Design your own [cartoon figure](#) and write [captions](#) – using a humorous tone.

**Homework** – With your partner(s), use the [3-2-1 strategy](#) to reflect on the types of connections you made and whether they were helpful.

- 3 - Three things you found out
- 2 - Interesting things
- 1 - Question you still have about making connections.

## EIGHT: Discovering NZ Non-Fiction Books – Internet vs. Books

### LEARNING OUTCOMES

Students understand the limitations of the internet and the value of books.

### MATERIALS

Selection of non-fiction books, computers, graphic organiser copied

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

### INTRODUCTION:

- \* Class discussion on where is the best place to get factual information for topic studies?
- \* Ask the students why it is important to get information from a range of sources. Also, ask whether the internet can always be relied upon to be correct.

### LEARNING ACTIVITIES:

- \* Assign the students a task. They have to set themselves five questions on a topic of their choice. Before researching they hypothesise where they are going to get their answers from and which was the more reliable source. Students research their answers using the internet, a book and an expert.
- \* Evaluate afterwards which was the quickest place to get information, which was the more reliable, which was the most up-to-date, which had the most comprehensive amount of information.

### GRAPHIC ORGANISER

Source	Quickest	Reliable	Up-to-date	Comprehensive
Internet				
Book				
Expert				

- \* Have a discussion with class about their findings. Talk about how books are checked by experts, publishers, and peers. Whereas the internet often doesn't distinguish between Fact and Opinion, is not peer reviewed (by other experts) and you might have to look on several sites before you get all the information you require.

### SUCCESS CRITERIA

- \* Students will realise the value of looking in books for their topic study projects.

### CURRICULUM LINKS

- \* **Homework** – Compare and Contrast (or do a Venn diagram) Internet information and Book information. How they are alike and how they are different. Prepare in a graphic organiser or a Venn diagram.

#### COMPARE

#### CONTRAST

COMPARE	CONTRAST

## NINE: Discovering NZ Non-Fiction Books – Evaluating Non-Fiction Books

### LEARNING OUTCOMES

Students will look closely at New Zealand non-fiction books

### MATERIALS

Selection of Non-fiction books  
4 Boxes labelled with categories

### SSNFR: (Sustained Silent Non-Fiction Reading)

- \* Students read a non-fiction book for 10-20 minutes.
- \* Afterwards students share with a partner what they like about the book and new facts they've learnt.

### INTRODUCTION:

- \* Class discussion about their favourite New Zealand non-fiction books. Why is it important that we have our own New Zealand non-fiction books?

### LEARNING ACTIVITIES:

- \* Students pretend they are the authors/publishers and judges for the 2010 New Zealand School Children's Non-Fiction Book Choice Awards. First they have to pick their categories – for example: Junior Non-fiction, Creative Non-fiction, Chapter book non-fiction, and Informational book.
- \* Students write their choice for each of the categories on a piece of paper and put in box. Count the votes and list the top five in each category.
- \* Students write a blurb about their favourite book in each category and why that book should win – display.

- \* Divide students into four groups (under categories) students become judges and have to read the books in their shortlist. They evaluate as a group the books under agreed criteria. For example: use of language, impact, design and production values, integration of text, graphics, how illustrations were used to engage interest and enhance understanding, plus accuracy of data, use of support material (websites, glossaries).
  - \* The groups pick their winner then prepare a speech about why that book won.
  - \* Stage an award ceremony. Put a display in the library. Invite the winning author along to speak to your class/school.
  - \* Also have a children's choice award; where students vote (secret ballot) who they would pick as the winner. Then count the votes.
  - \* Students draw posters of their favourite book (in the awards) including a synopsis and blurb about the author. Display on wall.
- ### SUCCESS CRITERIA
- \* Students engage with New Zealand non-fiction books; see their worth in representing their culture and country.

### CURRICULUM LINKS

- \* **Language** – Students will write a 'What if' statement on what if there were no New Zealand non-fiction books published.
- \* **Homework** – Students list their five favourite New Zealand non-fiction books. Students then write a blurb about one of the books (their favourite one) and a paragraph about the author.

## NEW ZEALAND NON-FICTION BOOKS (in print)

### Art

Alex Scott art books  
 Back and Beyond: NZ Painting for the Young and Curious by G. O'Brien  
 Cartoon Stew by Stu Duval  
 Capture It! By Alex Scott  
 Creatures by Dylan Owen  
 Draw New Zealand Birds by Heather Arnold  
 Let's Get Art by Brad Irwin & Knox Ward  
 Welcome to the South Seas by Gregory O'Brien (out of print)  
 With my little Eye by Trish Gribben

### Auto/Biography

Atoms, Dinosaurs & DNA by V. Meduna & R. Priestly  
 Ben & Mark – Boys of the High Country by C. Fernyhough  
 Brave Bess and the Anzac horses by Susan Brocker  
 Dear Alison by Simon Pollard  
 Famous New Zealanders series by Kevin Boon  
 Herbert The Brave Sea Dog by Robyn Belton  
 High Tech Legs on Everest by Mark Inglis  
 John Britten: The Boy who did do better by Jennifer Beck  
 Katarina by Gavin Bishop  
 Legend of Speed: The Burt Munro Story by Tim Hanna & D. Larsen  
 Paddy the Wanderer by Dianne Haworth  
 Piano Rock by Gavin Bishop  
 Reaching the Summit by A. Johnston with David Larsen  
 The Dalai Lama Story by Andrew Crowe  
 Willie Apiata: VC The reluctant hero by Paul Little & John Lockyer  
 Winging It: The Adventures of Tim Wallis by Neville Peat

### Eco Books

Eco-rangers Save the Planet by Maria Gill  
 Save Our Seas by Maria Gill

### History

A History of New Zealand by John Lockyer  
 Alan Duff's Maori Heroes  
 Awesome Aotearoa by Margaret Mahy  
 Captain Cook Encyclopedia by John Robson  
 Caesar: The true story of a canine ANZAC hero by Patricia Stroud  
 Dear Allison by Simon Pollard (ed)  
 Developments in New Zealand History series by Kevin Boon  
 Dreams of Warriors by Susan Brocker  
 Essential Dates: Milestones in NZ History by Alison Dench  
 Frontier of Dreams by John Parker  
 Illustrated History series by Marcia Stenson  
 Magic Eyes: I Spy NZ History by Coral Atkinson  
 My Grandfather's War by Glyn Harper  
 New Zealand Timeline by Murdoch Riley  
 Pictures from the past series by Bruce Hayward  
 Rangitoto by Maria Gill  
 Red Haze by Leon Davidson  
 Scarecrow Army by Leon Davidson  
 Soldier in the Yellow Socks by Janice Marriott  
 The Anzacs at Gallipoli by John Lockyer  
 There she blows by Sarah Ell  
 Votes for NZ Women by Susan Dwyer  
 Wearing a Poppy by AJ Toledo

### Instructional

Active Kids Cookbook by Jeni Pearce  
 Cool Kids Cook, Top Shelf Productions  
 Crimpy's Cooking for Kids by Daryl Crimpy  
 Feed Me Right by Dee Pigneguy  
 First Catch Your Weka by David Veart  
 Gardening for Planet Earth by Dee Pigneguy  
 Investigating New Zealand Waters, Curriculum Concepts  
 Juicy Writing by Brigid Lowry  
 Yates Young Gardener by Janice Marriott

### Maori

An illustrated guide to Maori Art by T. Barrow  
 Fun with Flax by Mick Pendergrast  
 How to make a piupiu by Leilani Rickard  
 Te Rauparaha – Legend of Aotearoa by M. Cavanagh

### Natural History

After Dark: NZ Creatures of the Night by Julia Crouth  
 All About New Zealand animal series by Dave Gunson  
 Allison Balance series (Habitats of the World)  
 Andrew Crowe series (A mini guide to the identification of...)  
 Antarctica: the Unfolding Story by Margaret Andrew  
 Backyard Battlefield by Rudd Kleinpaste  
 Barbara Todd series: I am a ... series  
 Betty Brownlea series (Life Cycle)  
 Blue New Zealand by Glenys Stace  
 Chameleon, Chameleon by Joy Cowley  
 Curious Kiwi Creatures by Chrissie Ward  
 E3 Call Home by Janet Hunt  
 Elwyn's Dream: Saving the Takahe by Ali Foster  
 Feana Tu'akoi books (What is a...)  
 Filthy Flies and Other Bad Bugs by Rachael Goddard  
 Gillian Torckler series  
 Gordon Ell books (NZ Wild & Wonderful, Volcanoes...)  
 Graham Meadows books  
 I am a Spider by Simon Pollard  
 Icebergs: The Antarctic comes to town by Dave Cull  
 Introducing New Zealand Birds/Trees by Alina Arkins  
 Janet Hunt books (A Bird in the Hand, E3 Call Home)  
 Jenny Jones series  
 Joe's Ruby by Elsie Locke  
 Life cycle series by Betty Brownlie  
 Life size guide to New Zealand Birds by Rod Morris  
**Maria Gill's books** (Bird's-eye View, Operation Nest Egg, Dogs on the Job)  
 Murdoch Riley series (Know your NZ ...)  
 NZ Frogs and Reptiles by Brian Gill & Tony Whitaker  
 New Zealand Through Time by Ronald Cometti  
 Nic's New Zealand Nature series (Invaders)  
 Old Blue: The rarest bird in the world by Mary Taylor  
 Ormiston Walker series (Animal secrets)  
 Predators in New Zealand by Marc Mason  
 Shining Armour by Joy Cowley  
 Smithsonian Q&A: Penguins by Lloyd Spencer Davis  
 Spiders in NZ by Bill Fairweather  
 The Plight of the Penguin by Lloyd S. Davis  
 The return of the Bluff Weka by Nadine Cagney  
 The Zoo: Babies, Auckland Zoo  
 Tahī – One Lucky Kiwi by Melanie Drewery  
 Toroa: The Royal Albatross Te Aorere Riddell  
 Weather Watch New Zealand by Sandra Carrod

### Science

Alan Trussell-Cullen's books: All you need to know about Stuff: Poisonous Stuff, Really Big Stuff, Really Fast Stuff, Smelly Stuff  
 Falling for Science: Asking the Big Questions by Bernard Beckett  
 Techno Tricks by Dee Pigneguy  
 The Kiwi Fossil Hunter's Handbook by J. Crampton & M. Terezow

### Sport

Boating Fun and More Boating Fun by Dee Pigneguy  
 Crimpy's Fishing for Kids by Daryl Crimp  
 How to eat a huhu grub by N & C Turzynski  
 Kiwi Extreme: Snowboarding by J & I Trafford  
 Learn to skateboard with Luka by Lee & Errol Peta  
 Lost in the Bush by Lindy Kelly