The Gum Wall

story by Heather Gallagher | illustrated by Jake Minton

EN2-UARL-01 | AC9E4LY03

Learning Intention:

I am learning to identify and describe how ideas are represented in literature using genre so that I can use similar representations when creating texts.

Success Criteria:

- I can identify key ideas through a text.
- I can emulate structures and representations to make my own writing more sophisticated.
- I can identify features of different genres.
- I can compose a story in the genre of a newspaper article.

Essential knowledge:

View the video Genre from The School Magazine. Ensure students note that:

- Genre is the term used to group texts, based on their similarities in form and function
- Knowing the genre of a text helps us to know what to expect of it and the patterns it might follow.

Oral language and communication:

Prior to the lesson, locate a recent article on Time for Kids. Display the article and discuss the genre. Ensure students note it is a news article, which is similar in style and that includes the same features as an information report. Discuss patterns and expectations of this genre, using the article to identify examples. Note ideas on the board, such as:

- Includes factual information.
- Remains largely impartial and avoids showing an opinion.
- Includes details such as answering the questions, who, what, where, when and why

Understanding text:

Read the beginning of The Gum Wall, up to the end of page 4. Discuss the following:

- What type of genre do you predict the story may be? (Students will likely identify that it will be a crime/mystery story)

- How can the opening of a story help set readers' expectations about its genre? (It includes mentions of a crime, which makes me think the genre might be a crime story)

Read the remainder of the story or listen to the audio version and discuss the following:

- What job does mum do? (She's a reporter for the local newspaper)

- What genre/style of writing does mum undertake for her job? (News writing/informative writing)

- What features of news articles are identified in the text? (That newspapers include factual information about events and the fact that journalists, who write news articles, are supposed to be impartial)

  Note: Add these ideas to the list of features of news articles on the board

- What is the genre of The Gum Wall? (Narrative, specifically a mystery, crime story)

  Note: If students find it challenging to identify the genre, draw their attention to this extract, on page 8,

  'Wow,' said Tao. 'How do you know all this stuff?'

  'Haven't you ever read a good mystery, Tao?'

Re-read the story then discuss the following:

- What are some of the features of this genre? (Mystery/crime, includes a crime with clues, a suspect and characters that solve the crime)

- What further elements specific to mystery/crime stories are included? (Henry says that they need to identify the thief's 'modus operandi', which he explains means – how the thief operates/any special patterns in their approach

Creating text:

Refer to The Gum Wall and discuss the main steps that enable Henry and his friends to solve the mystery of the jewel thief and the result of their actions. Note these on the board for students to refer to later, for example they:

- Identify a prime suspect, Mrs Crone, due to the following clues, she always looks in the jewellery store but never buys anything, the children notice that she switches which leg she limps with

- The children see Mrs Crone in the jewellery shop, shout 'thief' and surround her with Christos's dog, Lucy.

- Mrs Crone backs away from the dog and became stuck in the gum wall.

- As the police help Mrs Crone unstick her walking stick from the gum wall a diamond necklace and three gold rings slip out

- Henry, Christos, Tao receive medals for bravery.

- The developer announces they will keep the wall and the three friends stick gum next to Poppy Star's gum.

Inform students that they will be composing a news article based on these events. Tell them that they will be adopting the style of the genre, news writing. Refer back to the elements of the genre of news writing identified from the story. (That newspapers include factual information about events and the fact that journalists, who write news articles, are supposed to be impartial) Tell students that for the purpose of this activity they'll be pretending the plot points from the story are factual information.

Discuss how students might write the information from the plot in an impartial manner, similar to the style adopted in the news article they read. Ensuring they note the following:

- That they should avoid using any language that provides an opinion, for example: hero, brave, clever and instead state the facts.

- That they should include information from both sides, including what Mrs Crone may say as her deference (Discuss examples here, for example that she has been framed)

Place students with a partner and allow time for students to write their news articles. Students may work independently for this task if they prefer.

Assessment for/as learning:

Instruct students to swap news articles with another pair. Tell students that they will be peer-assessing the articles. Discuss criteria that could be used to assess the work, using the features of news writing identified earlier. View Stage 3 Assessment and Evaluation Rubric: Informative Text from The School Magazine for ideas.

For example:

- Includes factual information

- Remains largely impartial and avoids showing an opinion

- Includes details such as answering the questions, who, what, where, when and why

Instruct students to use the Two Stars and a Wish strategy, to identify two areas their peers have adopted the features of the genre well and one area where they might develop their work.

For more on assessment, view Assessment for, as and of Learning.

I Don't Want a Pet Snake

poem by Kathryn Apel | illustrated by Christopher Nielsen

EN2-UARL-01 | AC9E4LE02

Learning Intention:

I am learning to analyse the effects of text structures and language features of different types of genres so that I can consider a range of genres when composing texts.

Success Criteria:

- I can analyse a poem to identify the structure and the language features.

- I can analyse an information report to identify the structure and the language features.

- I can reflect on how the structure and the language features of each type of text support the genre.

- I can consider the most suitable genre for a variety of topics.

Essential knowledge:

View the video Genre from The School Magazine. Ensure students note that:

- Genre is the term used to group texts, based on their similarities in form and function

- Knowing the genre of a text helps us to know what to expect of it and the patterns it might follow.

Oral language and communication

Discuss the following:

Read I Don't Want a Pet Snake and discuss the genre. Ensure students identify that it is a poem. Discuss key features of the genre and language features, using the poem as a guide. For example:

- Features rhyming words (Although not all do)

- They follow a rhythm (Although not all do)

- Ideas are organised in stanzas.

- This poem features a conclusion in the final stanza, which begins, 'In conclusion…'

- They often feature playful and/or poetic language, such as 'ssssnoozing' and 'sssssmitten'

- An illustration accompanies this poem.

Display the following question and discuss:

- How does the use of language help categorise texts into genres? (The use of rhyming words, rhythmic patterns of language and playful/poetic language helps readers to categorise texts as poems.

- What other types of language may support you with identifying the genre of different types of texts? (Other types of language provide insight into the genre, for example: impartial language for information reports, description/imagery for narratives/poetry)

Understanding text:

Provide students with a T-Chart and instruct students to add the heading 'poems' to the left-hand column. Tell them to record the ideas they have discussed here.

Discuss the following:

- What is the purpose of poetry? (To entertain, to evoke an emotional response)

- Does the poem include factual information? (Students may be surprised to discover that this poem also includes factual information)

- What factual information is included in the poem? (For example, they 'have a dangerous bite', 'they sleep in winter, day… and night,' 'experts milk some snakes')

Instruct students to add their responses to their T-Charts.

Draw students' attention to the fact that the author has woven factual information into the poem.

Refer students to Silk-tastic Spider Webs found on pages 18 to 20 of this issue of Blast Off. Identify the genre (information report). Place students with a partner and instruct them to discuss the structure and the language features of this genre, using the Silk-tastic Spider Webs to assist them.

Discuss responses. Sample responses include:

- Ideas are grouped and organised under subheadings

- Features photographs

- Includes factual information

- Also features some playful language, such as 'Silk-tastic' although most language is more formal

Creating text:

Inform students that they will be using the information on their T-Charts to reflect on the impacts of structures and the language features of different genres. Place students in groups of four. Display the following questions and instruct students to note responses to them in their workbooks before discussing their ideas with their group. Remind students to consider what they have learnt about text structures and language features of genres of texts when responding:

- How do the language features of each genre support the genre's purpose? (The playful and poetic language assists with entertaining readers and can create an emotional response. The more formal language of information reports makes the information seem believable and credible)

- How does the structure of each genre support the genre's purpose? (The structure of poems, with a rhythmic and often rhyming style, assists with entertaining reader. The structure of information reports, organising ideas under subheadings, allows readers to easily locate the information they need)

- How does presenting factual information in a poem impact readers? (It provides surprise, and it creates intrigue)

- How does presenting playful language such as 'Silk-tastic' in an information report impact readers? (It makes the text engaging and it suits the target audience, Year 4 students)

- Consider the following topics and decide which genre may best suit them:

    A humorous tale about a recent encounter (Poem)

    An explanation of the water cycle (Information report)

    A reflection on a recent event (Either)

    An emotion story about a family member (Poem)

Allow time for students to discuss their responses with their groups.

Assessment for/as learning:

Display the following exit ticket questions and instruct students to respond to them in their workbooks:

- The language features and the structure of different genres support their purpose because…

- Examples of this include…

Those with a digital subscription can complete the interactive activity as an exit ticket.

For more on assessment, view Assessment for, as and of Learning.

Will Wonders Never Cease? Daily Dose of Tomato Sauce

article by Mina | photo by Alamy

EN2-REFLU-01 | AC9E4LY04

Learning Intention:

I am learning to read different types of texts, integrating phonic knowledge so that I can decode unfamiliar words accurately and fluently.

Success Criteria:

- I am learning to use a range of strategies to decode unfamiliar words.
- I can identify words that are unfamiliar to me.
- I can select the most useful strategy to allow me to decode the word.

Essential knowledge:

Ensure students are familiar with terms such as, chunking/stretching the sounds.

View Phonological Awareness from the Department of Education for further information. Scroll down to find the resource Advanced Phonemic Awareness for information relevant to stage 2.

Oral language and communication

Display the following pseudo words (made-up words):

- Snozzcup
- Elephins
- Zatan
- Ishliv
- Tesban
- Apfil

Place students with a partner. Instruct them to read the words and discuss the strategies they used to read them. Sample responses include:

- Looking for familiar words or patterns in the words

- Using phonemic knowledge to sound the words out

- Stretching the sounds into familiar blends or syllables before blending them

Understanding text:

Read Will Wonders Never Cease? Daily Dose of Tomato Sauce. Instruct students to note on post-it-notes any words they find challenging to read. Most likely, words will include:

- Condiment

- keh-jup

- koe-cheup

- aches

- cholera

- medicine

- hype

If students do not report having found these words challenging to read, display them anyway. Invite students to share how they read/might read the words, and the strategies they used/could use. If students don't share ideas for each of the words, discuss strategies, such as:

- condiment (Stretch the sounds, con-di-ment, to enable me to blend the word)

- poisonous (I know that 'oi' makes an 'oy' sound the sound 'ous' so I blended them together

- decorative (Stretch the sounds, dec-or-a-tive to enable me to blend the word)

- keh-jup (I saw the word 'eh' in keh so I knew it would make a sound similar to whispering and I saw a 'j' in 'jup' so I knew it would make a 'j' sound rather than a 'ch' as I would usually use when pronouncing the word ketchup)

- koe-cheup (I thought of the word 'toe' to assist with how I might pronounce 'koe' to rhyme with this word and I 'eup' so separated these sounds as 'e' and 'up')

- aches, cholera (I know words with German origins pronounce ch as 'k' so I tried this for aches, and I know that ch often makes a 'k' sound when it is at the beginning of a word, so I tried this to listen if it sounded right for cholera)

- medicine (I know that when an i, e or y appears after the letter c it makes a soft sound)

- hype (I know that 'y' makes the long 'I' sound when it comes at the end of a short word)

Creating text:

Identify Tier 2 and Tier 3 vocabulary most relevant to your students by viewing Vocabulary-Selecting Words to Teach.

Alternatively, provide students access to Tier 2 and Tier 3 Vocabulary Words. Instruct students to identify five words they are unfamiliar with and discuss with a partner the strategies they might use to decode them. Suitable vocabulary might include:

- Initiate

- Delineate

- Exemplify

- Decontextualise

- Conjecture

Tell students to write each of the words they have selected in their workbooks. Instruct students to note the strategies they have used to decode each word, for example:

- Identifying familiar words or patterns in the words

- Using phonemic knowledge to sound the words out

- Stretching the sounds into familiar blends or syllables before blending them (Note: Students can use diagonal lines placed within the words to identify the syllables)

Assessment for/as learning:

Instruct students to respond to the following exit ticket questions in their workbooks:

- When decoding unfamiliar words, I can use the following strategies to help me:

(Sample responses include any/all of those discussed within the lesson)

For more on assessment, view Assessment for, as and of Learning.

Rats

story by Stephen Gard | illustrated by Andrew Joyner

EN2-CWT-01 (Imaginative) | AC9E4LE05

Learning Intention:

I am learning to develop stories that use character dialogue to express genre so that I can analyse the impact vocabulary has when writing in specific genres.

Success Criteria:

- I can identify genre based on character dialogue.

- I can adapt dialogue to suit a specific genre.

- I can include the dialogue into a story in my chosen genre.

Essential knowledge:

View the video Genre from The School Magazine. Ensure students note that:

- Genre is the term used to group texts, based on their similarities in form and function

- Knowing the genre of a text helps us to know what to expect of it and the patterns it might follow.

Vocabulary

Prior to reading Rats, Display the following lines of dialogue and tell students that these lines are spoken in a play, performed by the characters in a story that they will be examining:

'How much further to the treasure castle, Brother Rufus Rat?'

'Many a mile yet, Brother Rodney Rat.'

'How much further to the treasure castle, Brother Rufus Rat?'

'Many a weary mile, Brother Rodney Rat!'

'The treasure is mine!'

Discuss the following:

- When do you think the play is set, for example in the modern day or in the past? (Most likely students will infer the story is set in the past, as it features a castle, and treasure)

- What examples of vocabulary support you to identify this? (Vocabulary, such as: further, many a mile, weary)

- What type of story do you think the dialogue appears in? How can you tell? (A treasure hunt, a pirate story, or a historical story)

- How can genre be expressed through character dialogue? (The vocabulary characters use provides insight into the genre, for example, historical)

Understanding text:

Read Rats or listen to the audio file. Display the following dialogue, that is spoken between the characters when they are not performing the play, for example:

'Not doing it,' said Mark. 'Going home.'

'Can't go home!' shouted Peter, ''cause it's my play! I wrote it!' He shoved Mark in the church door.

'First play on!' hissed Sister Hush.

'Get ready!' hissed Peter.

Discuss what type of genre the story is (realistic fiction). Emphasise that this is revealed in part through the dialogue. Draw students' attention to the fact the genre of the story differs from the genre of the play the characters perform.

Creating text:

Refer back to the lines of dialogue in the story that feature in the play, for example:

'How much further to the treasure castle, Brother Rufus Rat?'

'Many a mile yet, Brother Rodney Rat.'

'How much further to the treasure castle, Brother Rufus Rat?'

'Many a weary mile, Brother Rodney Rat!'

'The treasure is mine!'

Discuss genres of stories students are familiar with, for example:

- Historical fiction

- Magical realism

- Sci-fi

- Realistic fiction

- Mystery/crime

- Fairy tale

Those with a digital subscription can complete the interactive activity now.

Inform students that they will be converting the dialogue so that it matches a different genre. Gradually release responsibility by collaborating on the following example. Select one of the genres students identified, for example sci-fi. Discuss vocabulary that might be used in sci-fi stories, for example:

- Evil professor

- Martians

- UFO

- Outer space

- Mars

- Aliens

- Asteroids

Adapt the lines from the play to include vocabulary from a different type of genre, for example:

'How much further to the space station, Astronaut Rufus Rat?'

'Just a few more light years,' Astronaut Rodney Rat.'

'How much further to unexplored planet, Astronaut Rufus Rat?'

'Just across this galaxy, Astronaut Rodney Rat!'

'The asteroids will be mine!'

Inform students that they will then include the dialogue into a story in the genre selected. Students who find planning challenging may use the dialogue planned collaboratively. Briefly discuss expectations of the genres identified, for example:

- Historical fiction (Includes events from the past, and features characters and settings from history)

- Magical realism (Features magical elements such as dragons, wizards and fairies, but in realistic settings)

- Sci-fi (Includes stories set in space or about inventions and innovations that are not yet possible)

- Realistic fiction (Features characters and settings from the world we are familiar with)

- Mystery/crime (Includes a crime, clues and characters who are committed to solving the crime)

- Fairy tale (Features unrealistic elements, such as talking animals and often feature a moral lesson)

Instruct the remaining students to work with a partner and plan dialogue in a genre of their own choosing, before including the dialogue into a story. Once students have completed their stories, place them in small groups and instruct them to reach them to each other.

Assessment for/as learning:

Instruct students to respond to the following exit-ticket question in their workbooks:

- How can genre be expressed through character dialogue?

Silk-tastic Spider Webs

article by Mina | illustrated by Michel Streich | photos by Alamy

EN2-OLC-01 | AC9E4LY07

Learning Intention:

I am learning to research animals and to create a presentation based on an interview with an 'expert' so that I can develop my skills using multiple sources when researching ideas.

Success Criteria:

- I can complete a KWL chart on spider-webs, considering what I know, what I would like to know and what I have learnt.

- I can research an animal of my choosing.

- I can interview a peer to gather information about the animal they researched.

- I can create a presentation.

- I can include the information collected through the interview in my presentation.

Essential knowledge:

View the video Genre from The School Magazine. Ensure students note that:

- Genre is the term used to group texts, based on their similarities in form and function

- Knowing the genre of a text helps us to know what to expect of it and the patterns it might follow.

Discuss the genre, informative texts, and discuss the styles of informative texts students are familiar with, for example:

- Information reports

- Articles

- Presentations

Oral language and communication

Prior to reading Silk-tastic Spider Webs write the word 'spider webs' on the board. Provide students with a blank KWL Chart and discuss ideas of what students know already about spider webs and what they would like to know about them. Leave the 'Learnt' column blank for now. For example, they might know that spider webs are built often in dark places, and they might want to know how spiders build them.

Place students with a partner and instruct them to discuss further ideas about spider webs and to add these to their charts.

Understanding text:

Read Silk-tastic Spider Webs or listen to the audio file if you have a digital subscription.

Discuss the following:

- What information in the article did you already know?

- Which was new information?

- Which of your areas you wanted to know more about were answered?

Focus on information that students might have found surprising or interesting, for example that spider webs is one of the toughest fibres found in nature and that understanding the strength and toughness of spider webs has enabled 'scientists to improve everything from durable bulletproof vests to flexible surgical stitches, repairing ligaments in knees, elbows and jaws and even biodegradable fishing gear'.

Instruct students to add new information that they have learnt to the final section on their KWL charts. Draw students' attention to the amount of new or surprising information students have learnt, using what they have recorded in the 'Learnt' column to support this.

Discuss the following:

- What impact did learning new and surprising information about spider-webs in the article have on you as a reader? (Most likely students will conclude it made the article more interesting and engaging)

Creating text:

Discuss ways in which authors locate information to include in articles and presentations, ensuring students note that they might:

- Research information using online resources or books

- Interview experts for information

Tell students that they will be becoming experts on an animal. Inform them that they will then be interviewing each other about the animal they selected to enable them to create a presentation about the animal they learnt about from the 'expert'. Emphasise that the goal here is to share enough in the interviews for students to be able to compose a presentation with information that is obtained purely on what they learn from the 'expert'.

Place students with a partner and provide them with access to a variety of sources and instruct them to select an animal. For example:

- National Geographic Kids
- Britannica Kids
- World Wildlife Fund
- Students may particularly enjoy this article, 10 weird and wonderful wildlife of Australia

Inform students that once they have selected an animal that they should research it and make dots points with information about it. Inform students that one of the pair may act as the scribe while the other reads. Emphasise that there won't be time to copy whole paragraphs of texts and instead students should select the most important details to include in their dot points.

Note: This activity works best if students each select a different animal. If multiple students select the same animal, instruct them to select a different one.

Allow eight to ten minutes for students to research their chosen animal. Bring students back together and inform them that they will need to plan the questions they will ask the 'expert' to ensure they obtain enough information to compose their presentations. Remind students that the only way they will be obtaining the information about the animal they will be using in their presentations is through the interviews.

Discuss questions students might ask when interviewing the 'expert', for example:

- What is the animal's name?

- What does it look like?

- Where does it live?

- What is its diet?

- What interesting features does it have?

Role-play asking questions with one of the students. Pretend not to have understood one of their responses and discuss with the remainder of the class what you might do in this instance. Ensure students identify that you might do any/all of the following:

- Repeat back what the other person has said to ensure they have correctly understood

- Ask the 'expert' to repeat their response

- Rephrase the question, for example changing the word 'diet' for what they eat

- Ask clarifying, follow-up questions, such as 'Do you mean it only eats leaves or that it eats leaves as well as seeds?

Match pairs into groups of four, ensuring that each pair selected a different animal to research from each other. Allow time for students to conduct the interviews and to make notes on the 'experts' responses.

Instruct students to use the interviews they conducted to compose a presentation about the animal the expert told them about, based on the information they collected through the interviews. Tell students to use programs such as PowerPoint or Google Slides to create slides to accompany their presentations. Inform students that they do not need to include all the information in their slides, just the main points. Inform students that they should then search for illustrations and/or video of the animal they a presenting on to their slides to accompany their presentations.

Assessment for/as learning:

Instruct students to present their presentations to the 'experts' they interviewed. Tell students to identify key facts in the presentations their partners produced that support information they shared in the interviews. Discuss any instances where the interviewers may have been confused or misunderstood the information in the interviews, based on the responses they provided in the presentations.

Instruct students to use their ideas to respond to the following exit-ticket question in their workbooks:

- When engaging in discussions with peers, it is useful to use the following techniques to ensure I have correctly understood the information:

(Repeating back what the person has says to ensure I have correctly understood, asking the other person to repeat their response, rephrasing the question, asking clarifying questions)

For more on assessment, view Assessment for, as and of Learning.

Asha and Nani Search for Words

story by Seetha Dodd | illustrated by Sarah Davis

EN2-RECOM-01 | AC9E4LY05

Title of Close Reading Text: Asha and Nani Search for Words **Learning Intention: I am learning to make inferences about ideas in text so that I can better understand the texts I read.** **Success Criteria:** • **I can identify how illustrations support ideas in a text.** • **I can infer characters' emotions based on their actions.** • **I can consider the emotional journeys of characters.** • **I can use language and text features to make inferences about ideas in a story.**		

Reading	Text-Dependent Questions	Outcome:
1st Reading What it says. **Key ideas and details**	Note: This story features sensitive ideas and themes that some students may find upsetting. • Prior to reading the story, view the first illustration. What can you see in the illustration? What does it make you think the story will be about? (For example, in the first illustration I see a child and a grandparent sitting together, working on a word-search so I think the story will be about their relationship)	EN2-RECOM-01 | AC9E4LY05

	• How does the grandparent's appearance differ between the first illustrations, and the remaining two illustrations? (In the second illustration the grandmother looks worried, in the third it looks as though the child is comforting the grandmother.) • Read the story. What is special about Asha and Nani's relationship? (They are close, they share an interest in similar activities) • Why do you think Nani pretends not to be able to find the words sometimes? (To allow Asha the chance to locate the words herself) • How does Nani change throughout the story? (She becomes more forgetful, perhaps through illness or old age) • What might the genre of this text be? (Realistic fiction)	
2nd Reading How it says it. **Craft and Structure**	• What emotions does the story evoke in readers? (Empathy, sorry for Nani) • How does it do this? (It shows Asha's sorrow and fears for Nani and Nani's confusion) • Why does Asha hug Nani when Nani finds she cannot read the words? (To comfort her, because she is worried for her) • Stories often include emotional journeys of the characters. How does Asha change? How does Nani? (Asha becomes less fearful about the changes happening to Nani and she recognises that they'll always be connected. Nani loses her memory and doesn't recognise Asha, but she still trusts her)	EN2-UARL-01 | AC9E4LE03
	• The author has uses dashes between the letters in the word Asha and Nani search for. For example, C-A-T-A-S-T-R-O-P-H-E. Why	EN2-RECOM-01 | AC9E4LY05

| **3rd Reading**

What it means.

Language features, sentence structures, visual components, text cohesion and repetition. | do you think they have used them? (To show the letters are separate from each other in the word search

• What words are featured in the word-searches in the story? (Catastrophe, tasty, love, family, trust, change)

• What clues might these provide about the ideas in the story? (The words in the word-searches match the key ideas in the story, such as love and family and trust. When Nani begins to change, the word 'change' that appears in the puzzle matches this)

• What might be the theme of the story? (Hint: Look at the speech bubble at the bottom of the page)

• Why do you think Asha didn't cry the second time Nani forgot who she is? (After speaking with mum, she realises Nani will always be her, even if she doesn't remember Asha)

• What can you infer about Nani and Asha's relationship? (They are very close)

• We can use exclamation marks (!) for a variety of reasons, for example, to show something is exciting, scary, loud or shocking. Identify the exclamation marks in the story and consider why they have been used. (As follows:

But Nani is even better! To express shock

'Oh! I didn't see it!' To express surprise

'Nani, right there!' To express excitement/shock

'Well, maybe we can do something about that!' says Ma. To show strength, conviction | |

	'Nani! You can see the words again!' To express excitement/joy 'I'll help you, Nani!' To show strength, conviction • Why have all the examples of exclamation been used in dialogue? (To express the characters' emotions)	
General follow up questions for each of the readings:	How do you know this? What evidence do you have to support that? Why do you think this? What examples can you find in the text?	

Willy Wagtail

poem by Ursula Dubosarsky | illustrated by Lesley McGee

EN2-VOCAB-01 | AC9E4LA09

Learning Intention:

I am learning to understand past, present and future tense so that I can consider their meanings in a sentence.

Success Criteria:

- I can identify the tense used in a text.

- I can consider why the tense might change.

- I can identify my reactions to a video.

- I can compose a poem that features both the past and the present/future tense.

Essential knowledge:

Display the following sentences:

- I went to the park.

- I am at the park.

- I will go to the park.

Discuss the following:

- Identify when the narrator went to the park in each sentence.

- How do you know? (By the tense of the verbs, either past, present or future)

Vocabulary

Display with the following events:

- Going for a swim

- Attending a birthday party

- Completing a task at school

Place students in small groups and allocate each group to one of the events. Instruct students to discuss how they might change the tense of the sentence to reflect it happening at a different time, either past, present or future. Instruct students to note their ideas on individual whiteboards.

Share responses and underline the words that change when the tense changes. Ensure students identify that these are the verbs in the sentences.

Understanding text:

Read Willy Wagtail or listen to the audio version if you have a digital subscription. Ensure students understand that Willy Wagtail is a bird.

Discuss the following:

- What tense is the poem written in? (Mostly past tense)

- What vocabulary supports this? (For example, heard, knew, were, closed, could, went, was)

- Is this consistent right the way through the poem? (No, it changes at the end to future tense)

- Why do you think the tense changes? (The future tense forms part of direct/quoted speech)

Ensure students identify that when using direct/quoted speech we use the present and/or future tense, depending on what the character is referring to. Display examples and discuss the difference in tense between the direct/quoted speech and the indirect/reported speech. For example:

- "This is the best ice-cream in the world," Sara squealed.

- "I am working with a group of my closest friends on this project," Sanjeet informed Ms Janjić.

- "I will help you with that tomorrow," La'raya explained as she dashed out the door.

Creating text:

Inform students that they will be experimenting with using both past and present tense, in a poem. Tell students that they will be including directed/quoted speech in their poems. Inform students that you will be planning an example together prior to students being required to work independently/in pairs.

View the video Bird Mimics Chainsaw, Car Alarm and More from National Geographic Wild. Discuss the sounds made by the Lyrebird, and note vocabulary on the board, under the heading 'Sounds of the Lyrebird', for example:

- Chirruping

- Chirping

- Whooping

- Whi whoo

- Urrr urr urrr urr

- Whoo whoo

- Clicking

- Motor drive

- Car alarm

- Trilling

- Chain saw buzzing/scraping.

Discuss anything students found interesting/surprising about the sounds the lyrebird makes and encourage them to provide examples, such as, 'I was amazed at the siren song'. Record responses on the board, under the heading 'Reactions'. Note: Use the past tense when

describing the reactions. Model this for students as they provide their reactions. Sample responses include:

- Amazed at the siren song

- Impressed with how it sang its heart out

- It was hilarious how it imitated other sounds

- It was like a sound-chameleon

- The way it mimicked sounds around them made me laugh.

Collaboratively compose a brief poem that focuses on students' reactions to the video of the lyrebird. Tell students that the poem should feature mostly the past tense, with an example of direct/quoted speech, in the present/future tense, that features the sounds of the lyrebird. Inform students that they can choose whether to make the poem rhyme or not. A sample response is:

As I watched that bird chirrup,

I was amazed by its siren sound.

Never before have I seen a bird,

That sounded like a chain saw.

The way it imitated other sounds,

The joker of the bird world.

It made me laugh, it made me cry,

So impressed was I.

As I listened to its calls,

And pondered what they meant.

Perhaps, 'Chirp, be my friend,

Come and play with me," it said.

Place students in pairs and instruct them to complete the following:

- Select sounds the Lyrebird made in the video

- Consider your reaction to the video

- Compose a poem that features your reactions, using the past tense

- Include an example of direct/quoted speech, in the present tense.

Assessment for/as learning:

Once students have completed their poems, place them into groups of four. Discuss criteria students may use to assess the poems, using the instructions for the task as a guide. Instruct students to use the criteria to peer-assess the poems and to provide oral feedback using the Two Stars and a Wish strategy.

Dolphins

poem by Lisa Varchol Perron | illustrated by David Legge

EN2-UARL-01 | AC9E4LE04

Learning Intention:

I am learning to create literary texts that represent different perspectives, so that I can develop my skills with composing texts in a variety of styles and that are interesting and engaging to readers.

Success Criteria:

- I can identify the point of view of a text.
- I can consider a unique perspective.
- I can compose a poem written from a unique perspective.

Essential knowledge:

Discuss key features of poems, ensuring students identify that:

- Ideas are represented in lines and stanzas
- Often lines may rhyme or follow a rhythmic pattern
- Poems may feature playful or poetic language.

Oral language and communication

Display the first stanza of the poem, without allowing students to access the magazine or to see the accompanying illustration for now.

> We've spent the summer day at play,
> now night is drawing near—
> the perfect time to search for creatures
> known to venture here.

Discuss the following questions:

- Who do you think is searching for creatures? (Most likely students will think humans)
- What type of creatures might they be searching for? (Nocturnal animals such as wombats, possums or bats)

Understanding text:

Read Dolphins or listen to the audio version, this time allowing students to view the poem on the page of the magazine.

Discuss the following:

- Whose point of view is the poem written from?

- What surprised you about this?

- When do you learn whose point of view it is from? (The final line)

- Why do you think the author has waited till then to reveal who the narrator is? (To make the ending surprising, to perpetuate the incorrect inference that the poem is written from the point of view of a human)

- What information do we learn about the narrator of the poem? (They have been playing all day, they enjoy searching for humans, they spend leisure time with their mother)

- How did the fact the poem was written from this point of view impact your enjoyment and engagement with the poem?

Creating text:

Discuss further animals who might experience encounters with humans and how they might perceive us, for example:

- Domestic cats might view humans and perpetual waker-uppers, who constantly interrupt their sleep

- Foxes may view humans as a disturbance to their nightly exploits

- Sheep might view humans as strange creatures that drive past fields in weird metal boxes (cars)

Inform students that they will be composing a poem based on the unique way an animal views humans. Gradually release responsibility by composing a collaborative example first. To do this, select one of the ideas above, for example that cats view humans as perpetual waker-uppers.

Refer back to Dolphins and discuss when the reader discovers the subject matter of the poems is humans (the final line). Discuss the structure and the rhyming scheme. (Two stanzas, each with four lines and an ABCB rhyme scheme). Inform students that they can choose whether to follow the same structure or to compose their own. Emphasise that the focus is on providing a unique point of view of humans, with the reveal of this occurring in the final line of the poem.

Discuss ideas further ideas about how cats may view humans. To do this, first identify key attributes of cats, such as:

- Graceful

- Stealth-like

- Sleepy

- Aloof

Use these ideas as comparison to inspire discussions around how cats may view humans. For example:

- Clumsy

- Banging and crashing around

- Always running about

- Overly friendly

Use these ideas to collaboratively compose a poem, for example:

Here they come again,

Banging and crashing about.

You think they'd learn to whisper,

But they only holler and shout.

I'm woken up again,

By these overly friendly beasts,

But at least these owners of mine,

Are the humans I despise the least.

Place students in pairs and instruct them to complete the following:

- Select an animal and identify a unique way they might view humans
- Identify key attributes of these animal
- Use these to compare them to humans
- Compose a poem where you only revel the subject matter at the end.

Assessment for/as learning:

Allow time for students to compose their poems. Match the pairs into groups of four and inform students that they will be peer-assessing the poems. Discuss criteria students may use to assess the poems, for example:

- Provides a unique perspective about humans
- Only reveals the subject matter at the end of the poem.

Instruct students to assess each other's poems and to provide oral feedback using the criteria as a guide. If time allows, students may edit their poems based on the feedback if they wish.

For more on assessment, view Assessment for, as and of Learning.