

# Hello, Olinguito!

article by Katie Furze | photos by Alamy

## Outcomes

### EN2-2A

- plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language
- experiment with visual, **multimodal** and digital processes to represent ideas encountered in texts

### EN2-4A

- Use **comprehension strategies** to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692). Critical and creative thinking
- recognise how aspects of personal **perspective** influence responses to texts

### EN2-7B

- identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts
- express a point of view for a particular purpose in writing, with supporting **arguments**

### EN2-8B

- respond to a wide range of **literature** and analyse purpose and audience

English Textual Concept: [Representation](#)

## Learning activities

### Connecting to the text

Prior to reading the article show the image (p. 18) and discuss the concept of representation. What is representation? How is the olinguito being represented? How are we influenced by this image? How are we responding to this image? Why do you think the author chose this image to represent the olinguito?

Reading 'Hello, Olinguito!'

Discuss: How is the audience affected by the representation of the olinguito?

Students share how the representation of the olinguito made them feel.

Encourage students to move beyond making meaningless statements (such as, good, bad) by providing a list of words depicting positive and negative emotions.

Students justify their responses by using a stem such as:

The representation of the olinguito made me feel \_\_\_\_\_ because \_\_\_\_\_.

Katie Furze has used \_\_\_\_\_ to represent \_\_\_\_\_.

(Positive: interested, satisfied, pleased, surprised, reassured, comforted, optimistic, curious)

(Negative: irritated, incensed, disappointed, discouraged, upset, perplexed, unsure, frustrated)

### **Composer's context**

Investigate author [Katie Furze](#) and her creation of 'Hello, Olinguito!'.

Identify any elements of the author's context that may have influenced the way she represented the olinguito in the text. Is the author a conservationist, animal lover or scientist? What audience has the author targeted? Find evidence in the text to support your answers. (Allow time for students to analyse the text).

Engage in a whole class discussion, sharing ideas and opinions using [Think Pair Share](#).

### **Going further**

Research and present an informative iMovie, slideshow or similar on the other 'New Discoveries' listed on page 20 or Create your own new discovery.

### **Design**

Design a 'Lost' poster for an olinguito using the descriptive language from the article. Locate an image to represent an olinguito.

### **Create**

Create an animation, using [Vyond](#), of an interview or argument between an olinguito and the author Katie Furze. Olinguito feels he/she has been misrepresented in some way, or he/she never wanted to be discovered.

### **Extension:**

[Thinker's Keys PDF](#)

Question Key:

The answer is 'Olinguito'; Write/ask five questions.

Pretend you are an olinguito and write a paragraph about what is going through your mind after you are finally discovered.

# Hayley's Birthday Socks

story by Annette Gulati | illustrated by Anna Bron

## Outcomes:

[EN2-2A](#)

[EN2-4A](#)

[EN2-7B](#)

[EN2-8B](#)

English Textual Concept: [Point of View](#)

## Learning Activities

### Connecting to the text

1. Prior to reading the story show the image (p. 21) and discuss the concept of point of view. How does the position of the girl affect how we view this story? Whose POV will this story be from? What could happen in the story if the POV were from the socks? Or the boy?
2. Read the story and discuss the various POVs the story could be told from. Annette Gulati has written from Hayley's POV. Why do you think she choose this POV? How does POV influence how we 'see' the text? Students can role-play different POVs to demonstrate their understanding of the POV concept.
3. Discuss: Have you received a present you did not like? How did you react? What did you say? How did you feel? What did you do? Try to imagine what the giver was thinking or feeling when they gave you the present. Discuss cultural aspects of gift giving, family traditions and celebrations that involve gift giving.

Write a thankyou letter to the person who gave you the 'unwanted' present. Write a response from the perspective or POV of the person who gave you the present.

1. Create a [mind map](#) for Mrs Couture that shows her point of view regarding the rainbow socks. What thought bubbles can you imagine she is thinking? How could you include the brown and grey socks in the mind map? How does receiving gifts affect people's feelings? What emotions would Mrs Couture be feeling? How do Hayley's gifts change each character? Is it better to give than to receive?
2. Write a script and create a digital project (iMovie, PowerPoint, Google Slides, Sway or eBook) that shows the story from a different point of view. Ask the children to present their digital projects to the class. Watch [Voices in the park, a short film](#) to further clarify POV.
3. Create a [Character Arc](#) or [Story Arc](#) for the struggles in 'Hayley's Birthday Socks'. Watch [Story Arc YouTube](#) to explain how to write a story arc. Who is the character? What are the obstacles she faces? What is the outcome?
4. Create an infographic using [canva.com](#) to create a slogan for socks. Socks are considered the worst present ever; persuade people to think otherwise.

5. Research the origin of gift-giving among different countries. Choose a culturally relevant celebration—for example 18th birthdays, NYE, 21st birthdays and compare and contrast how different countries/cultures commemorate these occasions using a [Venn diagram](#).

## Further Reading

[Voices in the Park](#) by Anthony Browne

*The Day the Crayons Quit* by Drew Daywalt and Oliver Jeffers

*The Pain and the Great One* by Judy Blume

## Resources

[canva.com](https://www.canva.com)

[Storybird](#)

[Book Creator](#)

[Mind Map](#)

## Extension

Thinker's Keys:

The Question Key—The answer is 'socks', come up with five different questions?

Q: What do you wear on your feet that rhymes with docks?

A: Socks!