

# Across the River

story by Christine Sutton | illustrated by David Legge

## Connecting to the text

[EN2-4A/ACELY1680/ACELY1692](#)

After reading *Across the River* ask students to put forward their thoughts, feelings and intuitions regarding the story. Students share immediate, instinctive thoughts on the story. Discuss using [Think Pair Share](#) as a partner activity or as a whole class.

Use a [PMI chart](#) to organise the information in the story. What do you know about the story? What would you like to know about the story? What do you need to know? Identify narrative structure and story elements used by the author.

## Narrative structure

[EN2-2A/ACELY1682/ACELY16924](#)

*Pass on a story*—Write a 45-minute narrative using a similar theme. Focus on narrative structure: introduction (15 mins), complication (15mins) and resolution (15mins). Have each student write a solid introduction in 15 mins. They must include all the elements necessary for the next writer to be able to continue. Then they pass their story on. Next, students write someone else's complication and lastly, write the conclusion of another story. Return stories to the introduction writers so they can read and discuss where their story went.

Create a [Narrative PowerPoint](#) or Google slide to illustrate understanding of the textual features, structure and the messages conveyed in 'Across the River'.

**Support:** Provide students with extra scaffolding as needed. Extra time may be required for *Pass on a story*.

**Extension:** Students edit and refine their text.

## Delving into character

[EN2-7B](#)

What are the dangers and difficulties portrayed in 'Across the River'? Who pointed out the risks and dangers? Discuss the role of risks in our lives. Is a life without risk worth living? Define risk in relation to the story; what is a calculated risk? Are risks the same as chances?

Construct a [Venn diagram](#) to compare Robbie the squirrel and Barney the badger. Introduce the terms 'pessimist' and 'optimist' to describe the characters. Find adjectives or phrases used in the text that influence the reader's point of view.

## Get creative

[EN2-2A/ACELT1601/ACELT1794](#)

- Thinking creatively about the story, suggest changes and modifications:
- Write an alternative ending.
- Adapt the story using different animals or different characters entirely.

## Get creative (continued)

**EN2-2A/ACELT1601/ACELT1794**

- Create a cartoon/storyboard using [Storyboarder](#).
- Rewrite the story into a script for a podcast. [How to create a podcast](#) or an animation using [Storyboarder](#).

## Explore analogy

**EN2-10C**

The river represents a divide, a chasm, an obstacle and the unknown. When we 'try something new are we exploring the unknown?

Write an ode to the unknown. Brainstorm ideas and allow students to write either an ode ([Ode scaffold](#)) or free verse poems to express this connection with the story.

## Get descriptive

**EN2-10C**

Create a river artwork using the story ideas and events as the flow. Divide the paper into three parts (orientation, complication and resolution) and have students illustrate the events using only blue and green lines. For each line add an adjective and an adverb to describe the way in which the story flows and how the river moves.

## Further reading

*A River* by Marc Martin

[Scan Special Issue](#)

## Resources

[Narrative PowerPoint](#)

[The Willow Pattern YouTube](#)

# Making Mochi

article by Caroline Arnold

## Connecting to the text

[EN2-11D/ACELT1596](#)

How do the ideas in this text relate to the larger world—past, present and future? Students complete the following statements using [Think Pair Share](#) or [Making Connections PDF](#)

- What I just read makes me think about (event from the past) because ...
- What I just read makes me think about (event from today related to my own community, nation or world) because ...

Discuss how food 'connects' people and brings cultures together, especially in Australia.

## Answer this

[EN2-4A/ACELY1680/ACELY1692](#)

Quiz students using ready-made [Kahoot](#). Search title 'Making Mochi'. Encourage students to create their own quiz questions using the text.

**Support:** [Question Creation Chart](#)

**Extension:** Students can create another Kahoot.

## Get writing

[EN2-7B](#)

Rewrite 'Making Mochi' as a script for a cooking show following a simple format [YouTube Making Mochi](#). Notice in the clip that they use mocha flour, not rice. Ask students why they think this is.

## Point of view

[EN2-11D/ACELY1675](#)

Draw a cartoon strip from the point of view of the grain of rice being beaten into mocha, then eaten by a human being.

**Extension:** Adapt the cartoon into a narrative.

## Lights, camera, action

[EN2-6B/ACELY1689](#)

Create a [film strip](#) illustrating the steps involved in making mochi. Students can also choose to adapt their own favourite recipe into this format.

**Extension:** Adapt the film strip into a procedural text.

Create a podcast of the filmstrip (or steps to make mochi), or another recipe

## Advertisement

**EN2-2A/ACELY1682/ACELY1694**

Create an advertisement for mochi. Scaffold arguments using [persuasion scaffold](#) to organise the thinking. Adapting structure and styles of texts draws on the [intertextuality](#) concept, where texts can be appropriated for audience, purpose, mode or media.

## Further reading

[www.englishtextualconcepts.nsw.edu.au](http://www.englishtextualconcepts.nsw.edu.au)

[Scan Vol.32 2014](#) Australia's engagement with Asia

## Resources

[Japan Nat Geo](#)

[Investigating Procedural Texts](#)

[Create Kahoot](#)

[Play Kahoot](#)