

Shirt Tales

story by Christine Sutton | illustrated by [Heidi Cooper Smith](#)

Understanding

EN3-3A

Complete the [Reading Response Graphic Organiser: 'Power of Speech' worksheet](#) to demonstrate student understanding of three important things that characters have said and respond to questions.

Create a story arc to find and summarise the main events in 'Shirt Tales', to highlight the conventions of a narrative used by the author, Christine Sutton. For information on how to use a story arc, read [Using a Story Arc](#) or watch this [Introduction to the Story Arc YouTube clip](#). How does Christine create empathy? (Most people love their family) What role do sympathy and empathy play in the story to carry the plot? How did the author engage students in the story? Explore further the [English Textual Concept 'Narrative'](#).

Mini book review: Using the scaffolded ['Mini Book Review' worksheet](#) students can complete and share a review of the story, 'Shirt Tales'.

Engaging personally

EN3-5B & EN3-8D

Character: Create a character map or attribute web about the type of character you think Kieran has been portrayed as in the story, using one of these [Character Map and Attribute Web worksheets](#). Explore how the author constructed the narrative in such a way, to invite and emotional response, to invoke empathy, sympathy and identification. Explore further the [English Textual Concept 'Character'](#).

View the ABC Splash [Creating Characters with Sally Rippin video clip](#), where author Sally Rippin discusses the process of character development and the role of imagination.

Complete the Think About It [Personal Response worksheet](#), with written prompts, to elicit student responses to the text.

Point of view: Write a review of Kieran's presentation from a class member's point of view—either Michael O'Sullivan or Josie. Have students re-read page 27 to orientate themselves with their character. Explore further the [English Textual Concept 'Point of View'](#).

Connecting

EN3-8D

Background reading: [Strategy explained: text-to-text, text-to-self, text-to-world](#)

- Text-to-text connections occur when we make connections between other texts in relation to the text we are reading.
- Text-to-self connections occur when we make connections between personal experiences and the text.

- Text-to-world connections occur when we relate the text with what we already know about the world.

Text-to-Self: How do the ideas in this text relate to your own life, ideas, and experiences?

- What I just read reminds me of the time when I ...
- I agree with/understand what I just read because in my own life ...
- I don't agree with what I just read because in my own life ...

Students complete this [Double-Entry Journal worksheet](#) to record connections during the reading.

Discuss as a class.

Engaging critically

EN3-7B

Conduct a [Think, Pair, Share routine](#) to promote understanding through active reasoning and explanation. This Thinking Routine encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts. As students are listening to and sharing ideas, Think Pair Share encourages students to understand multiple perspectives.

Record student responses on one of these [Think Pair Share worksheets](#).

- What is a hero?
- Is Kieran's dad a hero?
- What is not heroic?
- What is the difference between being brave and being a hero?

Write a persuasive speech to convince students that their mum or dad is a hero. Scaffold arguments using a [persuasion scaffold](#) to organise thinking.

Experimenting

EN3-7C

Create an infographic using [Canva](#) about fire safety.

Create five questions where the answer is fire. For example, what did Prometheus give to man? Fire.

Intertextuality: Appropriate the the structure, imagery and some words of the poem 'Connection' by Diana Smith (page 24) as a scaffold to write a poem about heroes or fire. Explore further the [English Textual Concept 'Intertextuality'](#)

Animate 'Shirt Tales' using [Comic Life](#), or draw a simple film strip, using this [Story Board worksheet](#).

Reflecting

EN3-9E

Conduct an [I used to think ... But now I think ... routine](#). This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as students identify their new understandings, opinions, and beliefs. Record responses on this [I Used to Think ... Now I Think ... worksheet](#).

Exit Slips are a formative assessment that can be used to quickly check for understanding. The teacher poses one or two questions in the last couple minutes of class and asks student to fill out an 'exit slip' (e.g. on an index card) to ascertain student thinking and understanding. Here are [Instructions on filling out an Exit Slip and two Exit Slip worksheets](#).

Further reading

[English Textual Concepts](#)

Resources

[Harvard Thinking Routines](#)

[Think From the Middle: Strategy Toolbox](#)