

# The Birthday Party

story by Jane Buxton | illustrated by Anna Bron

## Connecting to the text

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

After reading 'The Birthday Party' ask students to put forward their thoughts, feelings and intuitions regarding the story. Students share immediate, instinctive thoughts on the story. Discuss using a [PMI chart](#) as a partner activity or as a whole class.

OR

**Text-to-Self:** How do the ideas in this text relate to your own life, ideas, and experiences? Discuss the following statements or use a [graphic organiser](#):

- 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 ...

## Narrative structure

[EN2-2A/ACELY1680/ACELY1692](#)

Organise the information in the story using one of these three [graphic story organisers](#). What events take place? Students identify the structure as a narrative and discuss conventions used by the author.

Watch [Author's Purpose PIE YouTube](#) and discuss the intention/purpose of the author. Identify evidence in the text using [PIE pdf](#) to support student thinking and analysis of the text.

**Extension:** Define the TSM word of the month, 'offbeat', and use in creative writing appropriately for the month of March.

## Point of view

[EN2-7B](#)

**Thinking Routine [True for Who?](#):** The *True for Who* routine helps students cast a wide net for facts and arguments by imagining how an issue looks from different points of view. Begin the discussion by clarifying a claim and imagining various perspectives on the topic—for example, 'Liam shouldn't invite Andy to his party'. Use [True for Who.pdf](#) to scaffold discussion.

## The value of friends

[EN2-6B/ACELY1676](#)

What are the values and benefits of friendship? Who benefits in 'The Birthday Party'? How did the benefits come about? How do we value our friends? What do we expect from a friendship? What do our friends teach us about ourselves? Use a [tree chart](#) to illustrate thoughts and ideas about friendship from the text.

Identify Liam's character traits based on evidence from the text. Illustrate students' understanding of the text using [character traits pdf](#)

## Get creative

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

- Write a thank you letter to a friend.
- Adapt the story using animals or different characters entirely.
- Create a cartoon/storyboard using [Storyboarder](#)
- Perform the story as a three-minute mime.
- Create a friendship poem using the structure in 'Waiting' on page 20-21. Model six stanza ideas to mimic the structure and provide a scaffold for ideas and planning.

**Extension:** Use rhyme, rap or prose and perform the friendship poem.

## Hot seat

Perform a [Hot Seat \(how to play\)](#) activity where students can explore the points of view of each character. Perform in groups of three, or as a class.

**Support:** List suitable/creative questions on cards

## Further reading

[Visible Thinking](#)

[Scan Special Issue](#)

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

## Resources

[Flocabulary PIE](#)

# The Secret Seed Vault

article by John Lockyer

## Connecting to the text

**EN2-1A**

How do the ideas in this text relate to the larger world—past, present and future?  
Watch [Inside the doomsday vault](#) on YouTube to prompt further discussion and questions.  
What is Doomsday?

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 ...
- What I just read makes me wonder about the future because ...

## Comprehension

**EN2-4A/ACELY1680/ACELY1692**

Quiz student comprehension using ready-made [Kahoot](#). Search title 'Secret Seed Vault' #School Magazine.

## Author purpose

**EN2-7B**

Watch [Author's Purpose PIE YouTube](#) and discuss what John Lockyer's intention/purpose is?  
Identify evidence in the text using [PIE pdf](#) to support student thinking and analysis of the text.

**Discuss:** [Style](#) refers to the characteristic ways in which composers choose to express ideas in a variety of modes.

How has John Lockyer used semantics, structure, form, design and point of view to influence the audience? What language choices and images have been chosen and how do they impact our interpretation? Why did he call it a secret vault?

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

**Extension:** Create another Kahoot or True/False quiz

## Finding evidence

**EN2-7B**

Conduct a class debate about the importance of diversity. Use a [KWHL Google Slide](#) to help organise and locate factual information from a variety of digital sources including:

[croptrust-diversity-why-it-matters](#)

[Food Tank](#)

[TedEd Biodiversity](#)

[Time Magazine article](#)

## Power of persuasion

**EN2-2A**

Create a persuasive flow chart or infographic using [canva.com](https://www.canva.com) for the importance of Seed Vaults. Scaffold arguments using [persuasion scaffold](#) to organise thinking and slogan generation. For example, *save our seeds, diversity rules, diversity sustains life*.

Adapting structure and styles of texts draws on the [intertextuality](#) concept, where texts can be appropriated for audience, purpose, mode or media.

## Wonderful words

**EN2-9B/ACELA1484/ACELA1498**

Research and create a crossword using facts and new vocabulary from 'The Secret Seed Vault'. Use the crossword on page 34 of *Countdown* as a guide for suitable questions. Remember: answers can only be letters or words, not numbers. Use [Crossword generator](#) or [puzzle maker](#) to compose.

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

**Extension:** Create a Kahoot

## Get creative

**EN 2-10C**

Create a [film strip](#) from the point of view of the 'top three grains'—rice, maize or corn. How do they feel about their friends disappearing? Who will be saved by the Vault?

**Extension:** Adapt the cartoon into a narrative / Create a podcast of the film strip above using [audacity](#).

## Further reading

<http://www.englishtextualconcepts.nsw.edu.au/>

[Food4Ever](#)

[Crop Trust](#)

[CSIRO](#)

[SEED](#)

## Resources

[Kahoot](#)

[Play Kahoot](#)

[How to create a podcast](#)

[Debating and Public Speaking Resource](#)