

# No Homework

story by Kathryn England | Illustrated by Douglas Holgate

## Connecting to the text

[EN3-8D/ACELT1613](#)

Students share immediate, instinctive thoughts on the story. Discuss using a [PMI chart as a partner activity](#) or as a whole class.

OR

Making Connections: Show students how their informed understanding may have changed or influenced their response to the text.

Complete [making connections](#) document to help students analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others.

## Story arc

[EN3-2A](#)

**Create** a [story arc](#) to demonstrate the conventions of a narrative. Identify characters, events, places, skilful plot development, perceptible mood, narrative voice and evocative images that complement the story.

**Narrative Concept:** [English Textual Concepts](#)

**Support:** [Narrative Idea Pyramid](#)

## The power of persuasion

[EN3-2A/ACELY1704/ACELY1714](#)

Write a persuasive argument about why we should or shouldn't have homework. Consider research to support arguments with statistics and real-world evidence. Organise thinking using [persuasive map](#) and other downloads to support students.

Organise students into small groups, assigning half the students the 'for homework' position and the other half the 'against homework' position. Encourage students to come up with three points to justify their side of the argument.

**Support:** Some students may like to work in pairs to come up with their three points.

## Joking around

[EN3-1A](#)

Compose Knock-Knock jokes and explore puns reminiscent of Mr Kirk.

Knock, Knock. *Who's there?*

Canoe. *Canoe who?*

Canoe help me with my homework?

Find the funniest jokes and record students' voices using [Audacity](#). Find jokes at [Funology](#).

## Greetings

[EN3-2A](#)

Make a poster to illustrate greetings from languages other than English spoken in the classroom or known by the students.

Is your classroom as multicultural as Mr Kirk's?

## Popular or not?

[EN3-3A](#)

Create a [mind map](#) describing what characteristics or attributes make a great teacher, using Mr Kirk as a springboard for ideas. Can a teacher give lots of homework and still be popular? Why? Try and rank the attributes as a class

## Making connections

[EN3-3A/ACELT1611](#)

Using the structure of the poem 'The Birdbath' on page 24, ask students to write an ode about another inanimate object found in a school. An ode is a poem that admires something ordinary or shows the importance of something that is usually overlooked. An ode does not have to rhyme but includes detailed descriptions and observations. [Ode Scaffold](#)

## Further reading

[Visible Thinking Routines](#)

[Scan Vol. 35 Peer Reviewed Article](#)

## Resources

[Narrative PowerPoint](#)

[How to write an ode](#)

[Narrative Template](#)

[Funny Puns](#)

[Persuasive Rubrics](#)

[Narrative Idea Pyramid](#)

# She Came in a Shoebox

story by Jane Jolly | illustrated by Anna Bron

## Connecting to the text

[EN3-8D/ACELT1613](#)

Do the ideas in the text remind you of another text (a book, song, movie, story, etc)?

Discuss the following statements:

- What I just read reminds me of (story/book/movie/song) because ...
- The ideas in this text are similar to the ideas in ... because ...
- The ideas in this text are different than the ideas in ... because ...

Complete a [making connections](#) document to help students analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others.

**Extension:** Create a [Venn diagram](#) to compare the two texts.

## Evocative Imagery

[EN3-5B](#)

Evocative Imagery is used throughout this story, creating a unique sensory experience. Rosie (Jane Jolly) shares her experiences from her [point of view](#) (POV), placing the reader in her shoes, amplifying empathy. Ask children to highlight all the images, senses, similes and metaphors Jane Jolly uses to make the reader/audience feel like they are in Saigon. Discuss how this influences an audience. Why is imagery so important? What purposes does imagery serve?

Create a sensory poem/riddle that takes the reader to another destination.

**Support:** Scaffold with the senses: I see; I feel; I hear; I smell; I touch. Where am I?

**Extension:** Include the TSM word of the month, 'redoubtable', in the poem.

## Building a narrative

[EN3-2A/ACELY1704/ACELY1714](#)

Create a narrative titled 'Daughter/Son of War' exploring [POV](#) as a concept. Explore how Jane Jolly has positioned students to respond in a particular way. How did she create a more personal or empathetic response from her audience? Ask students to consider who will narrate their stories. Consider character voice as the focal point. Use a [story arc](#) to plan the conventions of a narrative. Identify characters, events, places, skilful plot development, perceptible mood, narrative voice and evocative images that complement the story.

**Support:** [Narrative Idea Pyramid](#)

**Extension:** Present the narrative using [Storybird](#) or [Book Creator](#)

## Personal journeys

[EN3-1A/ACELY1700/ACELY1710](#)

Interview family members or neighbours about their 'journey to Australia'. Present the information as a Harmony Day Talk like Mai did in 'She Came in a Shoebox'.

## Personal journeys (continued)

[EN3-1A/ACELY1700/ACELY1710](#)

**Support:** Liaise with the EALD teacher to support and assist students in their resource collection.

## Harmony Day

[EN3-2A/ACELY1701/ACELY1714](#)

Create a [wordle](#) or a poster to illustrate where all the students' families come from. Discuss the Harmony Day slogan 'Everyone Belongs'. What does *belong* mean? What does *belong* feel like? How can we help Australians live in harmony?

Create a [Mind Map](#) with harmony as the key. Link suggestions to make Australia a place where we all belong.

Create [invitations](#) for parents to join in Harmony Day celebrations.

Adapt the article 'Harmony Day' from p.29 into an infographic or poster marking the 20-year anniversary of Harmony Day [canva.com](#).

## Letter writing

[EN3-2A/ACELY1701/ACELY1714](#)

Write a letter from Mai to Rosie. Use your imagination. How did Mai find Rosie? What would Rosie want to know about Mai? Brainstorm ideas as a class to support a diverse range of responses and creative life stories.

**Support:** Model letter writing and display question ideas.

**Extension:** Write a reply from Rosie to Mai.

## Getting into character

[EN3-8D/ACELT1613](#)

Perform a hot seat activity where students can explore the points of views of Mai and Rosie. Perform as a class. Students can pose questions to Mai or Rosie. [How to play Hot Seat](#)

## Further reading

*The Little Refugee* by Anh Do and Suzanne Do

*May Tang: A New Australian* by Katrina Beikoff (part of 'A New Australian' series by various authors)

*The Unforgotten Coat* by Frank Cottrell Boyce

*The Arrival* by Shaun Tan

*Suri's Wall* by Lucy Estela

## Resources

[Harmony Day](#)

[Twinkl](#)

[Harmony Day Resources](#)

[POV by Anthony Browne YouTube](#)