Take It or Leave It

poem by Robert Schechter | illustrated by Cheryl Orsini

EN2-UARL-01 | AC9E4LE03

Examine the advantages and disadvantages of always carrying an umbrella.

Before reading the poem, preview the textual features (title, illustration, number of and structure of stanzas). Without reading the poem, ask students to predict what the title 'Take It or Leave It' might refer to.

Read the poem aloud and deconstruct its meaning through class discussion. Use the following prompts to scaffold discussion:

- Who is the speaker in the poem?

- What is she considering / thinking about?

- What is her problem?

- What decision does she make to resolve the problem?

Explain to students that they will now construct a pros and cons list on the topic: 'You should always take an umbrella with you when you leave the house'. You may wish to provide students with the definition and etymology of the phrase 'pro and con' which means advantages and disadvantages and comes from the Latin terms for prō (for) and contrā (against).

Use a T-chart to create a pros and cons list. Alternatively, use a weighted pros and cons worksheet to incorporate numeracy into the activity. Students can begin by using some examples featured in the poem (for example: lugging it all day vs. rain beginning to fall; standing on the street sopping wet, looking like a fool). Encourage students to then come up with their own ideas about why you should/should not carry an umbrella at all times (for example: it is easy to search up what the weather will be vs. weather forecasts are unreliable). Students should aim to come up with at least ten ideas for each side to encourage increasingly inventive reasons (for example: an umbrella may become a trip hazard vs. if you fall over, an umbrella would make an excellent walking stick).

After students have come up with their pros and cons list, they will write a piece of advice for the speaker in the poem. Use the following steps:

- Students work out whether they have more pros or cons (or if using the weighted worksheet, which side has the more important or persuasive reasons).

- They decide on their most compelling or persuasive reason to take their umbrella or leave it at home.

- Finally, they write their piece of advice. This should take use following structure: I think you should/should not always take an umbrella with you when you leave the house. My most persuasive reason is … This reason is important because …

Example answer: I think you should always take an umbrella with you when you leave the house. My most persuasive reason is that an umbrella has many functions and can protect you from the rain, sun and be used as a walking stick. This reason is important because it shows that it doesn't need to be raining for an umbrella to be useful as they can be used in all sorts of ingenious ways.

Extension: students' advice can be used as arguments in a class debate on the topic. Before presenting their piece of advice, they should refute the advice given by the person who spoke before them using the structure 'They said…' (a brief summary of their piece of advice); 'I say…' (an explanation why this advice is not correct).

The Chunk

story by Katie Aaron | illustrated by Sheree Fiala

EN2-OLC-01 | AC9E4LA01

Compose a speech as the character Daniel convincing another character in the story that you should keep the chunk. **Select** persuasive language and techniques appropriate to audience and context.

Before reading the story, introduce/revise the terms formal and informal language. Formal language is used for serious, official or impersonal addresses. In contrast, informal language is used in relaxed, casual or chatty situations. You may wish to use some of the following resources to consolidate understanding:

- BBC Bitesize - Using Formal and Informal Language

- Wordwall interactive activities – Formal and informal

- Classtools - Tarsia Puzzle Generator (see this Tweet from Sunnybank Primary as an example tarsia puzzle)

Then create a class checklist/anchor chart for formal and informal writing and conversations (see this example on Pinterest).

Read through the story with the class. Take note of the characters in the story (Daniel, the pet shop owner, the chunk, Gran, Dad, Sami, the neighbour and the neighbour's dog).

After reading, inform students that they will work in groups to write a persuasive speech. Each group will write from the perspective of Daniel, but they will have a different audience and topic. Assign each group one of the following topics and audience (there will be multiple groups covering the same topic):

- Speaking to the pet shop owner to persuade him to sell you a chunk.

- Speaking to Gran to persuade her to let you keep the chunk.

- Speaking to Sami to persuade him that your chunk is superior to his chunk.

Next, provide the following steps to scaffold the completion of the activity:

1. Decide on whether the speech will use formal or informal language based on the audience. You may wish to prompt students by asking them how close they are to their audience and how much respect they should show them. Provide groups with a formal/informal language word mat to help them make appropriate vocabulary choices.

2. Write a bullet point list of arguments that suit the topic and audience. Encourage students to reread the text to help them come up with arguments (for example:

Sami's chunk is only good at cleaning, whereas Daniel's chunk can control the neighbour's yappy dog).

3. Provide a list of techniques that can be used to persuade the audience. Suggested techniques include: direct address, rhetorical questions and emotive language. For example:

   a. Direct address (speaking directly to the audience in the second person): How would you feel Sami if your chunk was able to control your neighbour's infuriating cat?

   b. Rhetorical question (a question to make a point, rather than to get an answer): 'Gran, do you think the neighbour's dog would stop barking if we returned the chunk to the pet shop?

   c. Emotive language (deliberately choosing words to create certain emotions): If you let me take this chunk home, I will be a responsible, caring and loving owner.

4. In groups students compose their speeches using a range of persuasive techniques and the appropriate register of formal or informal language.

Success Criteria:

- Uses formal/informal language appropriate to audience

- Uses a range (2-3) persuasive techniques

- Presents a range of arguments relevant to the topic

Extension: groups rehearse delivering the speech. One group member presents it to the class. You may wish to show the YouTube clip Formal vs. Informal English. Ask groups to think about the tone of voice, eye contact and body language that they would use when speaking to a stranger, an older family member or a close friend.

Will Wonders Never Cease? Lots of Spots

article by Zoe Disher | photos by Alamy

Worksheet: Comparing Text Types

EN2-RECOM-01 | AC9E4LA05

Compare the layout and textual features of a print and an online text about similar topics.

Prior to reading, unpack the textual features of the article including the title (Will Wonders Never Cease? Lots of Spots); the subtitle (Ladybird beetles just love to get togetherrrrrrrr.); the three headings and the image. Discuss the purpose of each of these features (for example: the title and the subtitle are a hook to gain the audiences' interest, the headings give a cryptic summary of the content of the article.)

Read the article and show a complementary YouTube clip: Ladybugs Invade and Go Wild. Then, define the term 'swarm': a large number of things massed together and usually in motion. Explain that the term swarm often refers to insects. Brainstorm a list of insects that swarm (bees, aphids, crickets, cicadas, and locusts).

Show students the YouTube clip Swarm Of Locusts DEVOUR Everything In Their Path. Discuss the similarities between the topic of this clip and the topic of the article (for example: both insects have a variety of different species, both tend to fly to special locations in groups). You may also wish to identify differences between the two types of insects (for example: ladybirds cause no real threats when they swarm, whereas locusts cause massive devastation to crops.)

Explain to students that you will now look at an online text about locust swarms. Visit the ThoughtCo. webpage Which Insect Makes the Biggest Swarm? Prior to reading, also unpack the textual features of the webpage. First, ask students if they see any textual features that also appeared in the article (title, image, heading). Then introduce students to the key features of a website. The webpage 13 Parts of a Website You Should Know About contains a useful diagram and glossary. Suggested features to unpack include:

- The header, which contains logo of the website (ThoughtCo.) and the main topics the website covers.

- Social links, under the title, which allow readers to easily share the article.

- Sidebar, which provides easy links for readers to access other pages about insects and animals.

- Hyperlinks, which are underlined, and will take the reader to a different page to gather more information.

- Advertisements, which appear around the website and allow the company to obtain revenue. Remind students that they need to read around advertisements as they are a distraction, not a part of the website's content.

Then, read the body of the webpage. You may wish to write a summary of important or interesting information.

Finally, provide students with the worksheet Comparing Text Types. Through class discussion, consider the advantages and disadvantages of the various textual features. Finally, students should independently complete the final section, and explain which type of text they prefer to read and why.

Huge Hello! Australia's BIG Dinosaur Discovery

article by Karen Jameyson | illustrated by Fifi Coulson

 EN2-CWT-01 | AC9E4LY06

Create a travel brochure to encourage people to visit Eromanga and see the Australotitan cooperensis.

Before reading the article, show the Behind the News (BTN) Youtube clip Giant Aussie Dinosaur, Australotitan cooperensis. Then ask the following questions:

- Is the clip fiction or nonfiction? How do you know?

- Who is clip text about?

- What is the key information about this subject?

- Where does the clip take place?

- When do the events take place?

- Why are these events significant?

- How do people (the scientists) in the clip feel?

Next, read the article. Students complete a nonfiction graphic organizer (suggested resource: Nonfiction Notes). They should identify and understand the main idea of the passage: that the Australotitan cooperensis is the largest discovery of a dinosaur in Australia, one of the largest discoveries in the world and recently displayed to the public. They should also collect at least three interesting facts about the dinosaur.

After reading, remind students that the BTN clip mentioned that the dinosaur discovery would provide tourism opportunities for the small Western Queensland town of Eromanga. Explain to students that they are going to imagine they are members of the Eromanga tourism board and will be designing a new brochure to encourage people to visit the dig site and museum.

Discuss the purpose and audience of travel brochures (to persuade potential travellers to visit a destination). You may also want to show a range of travel brochures (suggested resource: 17 Great Travel Brochure Examples Fit for Globetrotters).

Create class success criteria on what information should be included to make a persuasive travel brochure. Criteria may include:

- A bold title

- Eye catching images

- Interesting facts

- Important details (addresses, contacts, prices)

- A list of activities

- FAQs

Provide students with a template to complete their travel brochure (suggested resource: Download Travel Brochure Template). Alternatively, students can the task online using Canva's Travel Brochure Templates.

Students can peer assess each other's travel brochures using the collaboratively composed success criteria. They can also become part of a class display.

A Cheese Sandwich

play by Mark Konik | illustrated by Andrew Joyner

Worksheet: Why is it funny?

EN2-UARL-01 | AC9E4LE04

Analyse how an author uses different strategies to create humour in a playscript.

Read the play with the class. After the class reading, discuss whether the play was humorous, dramatic or informative. Students should recognise that the play is funny because it is full of jokes.

Ask students to identify parts of the play that are funny. Answers could include: Glen mistaking the lunch orders for ridiculous items ('jam and custard sandwich' and 'lemon pips'); people preventing Alan from speaking ('Hang on Alan, I'm a higher manager than you...'); the fact that none of the orders are possible as the shop only does cheese sandwiches on Wednesdays.

Explain to students that they are going to analyse the different types of jokes in the play. Provide students with the categories of humour that are listed below. Alternatively, you can read the article 'Laughter' (Orbit, Issue 8 2020), which provides an explanation of these terms in greater detail.

- The incongruity theory: incongruity means something out of place, or something that doesn't fit. When we hear the first part of a joke, we try to predict the end. If our prediction is wrong and the punch line is an odd match, we laugh because it is incongruous.

- The superiority theory: when we laugh at somebody else's misfortune.

- The pun theory: a humorous play on words, particularly when words have a double meaning. (You may like to use the definition in the Australian curriculum glossary.)

Ask students to complete the worksheet: Why is it funny? This requires them to analyse and categorise the types of humour used in the play.

Ask the class which types of humour are kind, and which type is unkind. Students should recognize that the incongruity and pun theory are kind, like dad jokes. In contrast, the superiority theory creates unkind jokes. Direct students to only use kind jokes in the independent task below.

Students will ask their partner a simple request. For example: Would you like to go to the skate park? Then, give them five minutes to draft a response which either uses incongruity or a pun. For example: No, I would not like to see snakes after dark! Give students a few attempts at offering a request and then writing a humorous response. Then ask class members to share their most funny conversations.

Making Perfect Scents

part two of a two-part story by Geoffrey McSkimming | illustrated by Peter Sheehan

EN2-CWT-01 | AC9E4LY06

Explore how interesting vocabulary choices can improve content and make a story more engaging.

Before reading, revise the meaning of synonyms. Explain that synonyms are related to a general word however, they will provide a more specific meaning. This makes writing clearer and descriptions easier to understand. As a result, stories become more engaging.

Create some synonym clines for general words such as:

- Walk: listing words that increase in speed (plod, stroll, march, stride, jog, run, sprint)

- Hot: listing words that increase in heat intensity (warm, balmy, summery, baking, roasting, blistering)

- Talk: listing words that increase in volume (whisper, mumble, chatter, project, yell, shout, bellow)

You may wish to visit the Digital Learning Selector's page on Clines to see a range of ICT templates.

While reading the story, ask students to underline the interesting vocabulary. After reading, collate students' contributions of interesting words and categorise them under the headings of nouns, verbs, adjectives and adverbs. Then provide students with a range of quotations from the story. You may choose to use the sentences containing the interesting words identified by the students. Alternatively, choose a range of sentences that you think will challenge the students. Some sample sentences include:

> He started into the quagmire, trying to see where it became quicksand and not just the swampy, sludgy water.

> They had only been venturing into this place for a few minutes, but already they were drenched in warm droplets of humidity.

> The quicksand was already up to Jools's waist, and she was steadily sinking further into it.

Ask them to identify interesting nouns, verbs etc. within each sentence. Then ask students to think of a less interesting synonym for these unusual words. For example:

- Can you find two exciting verbs in this sentence?

  'They had only been <u>venturing</u> into this place for a few minutes, but already they were <u>drenched</u> in warm droplets of humidity.'

- What is a less interesting synonym of these verbs?

o Venturing: walking

o Drenched: soaked

If you have a digital subscription, there is an interactive version of this activity at [ELISE COULD YOU PLEASE INSERT THE URL FOR THE INTERACTIVE HERE]

Finally, provide students with a writing sample. Explain that the content is interesting, but the vocabulary choices are letting it down. Ask them to substitute boring words for more interesting vocabulary. They could also add a range of interesting adjectives and adverbs. To scaffold this task, you may wish to provide them with a selection of word mats (for example Words for said) or allow them access to an online dictionary/thesaurus such as Kids.Wordsmyth.

A suggested writing sample is below. Some suggested words/phrases to improve have been underlined. This could be converted into a worksheet with double or triple spacing, to allow students to simply edit the necessary words or phrases, rather than copying it out in full.

> James stood on the top of the building feeling the wind blow past his hair. He couldn't believe that he had agreed to tightrope walk from one skyscraper to the other. They were so high up and when he looked down the cars, trees and people looked very small. The wind was very strong and he felt like he might blow over.

> Out of nowhere, rain drops started landing on his arms, making them wet. Shaking, from cold or from fear, James realised that he needed to take the first step. As he placed his foot on the start of the rope he started shaking and decided that this was a terrible mistake.

One Raindrop

poem by Beverly McLoughland | illustrated by Anna Bron

EN2-CWT-01 | AC9E4LE05

Create a descriptive paragraph from the perspective of a ladybug, which explores the ideas in the poem.

Display Anna Bron's illustration without the accompanying poem. Conduct a brief class discussion about what students can see in the illustration (insects, leaves, clover, flowers) and what they think it means (insects are using the leaves etc. as umbrellas to protect them from the rain). As a class, predict the content of the poem.

Next, show the YouTube clip: The World: From A Bug's Perspective. After showing the clip (you may wish to show it several times) complete a See Think Wonder routine:

- See: what sorts of objects and locations did you see in the clip?

- Think: what observations did you make while you were looking at these objects and locations through the eyes of a bug?

- Wonder: what questions do you have after watching the clip?

Read the poem as a class. Explain that the poem shows two different perspectives on a single raindrop. Ask the class to identify the two perspectives (how raindrops appear to humans vs. how raindrops appear to ladybugs).

Instruct students to write a descriptive paragraph of a light shower from the perspective of a ladybug. Use the following steps to scaffold the task:

First, provide students with a Y Chart template with the headings 'looks like', 'feels like', 'sounds like'.

Second, ask students to hunt for details and vocabulary in the poem and then place them in the appropriate section of the Y Chart. For example, the onomatopoeia (splash, plop, dunk, soar, crash) can be placed under 'sounds like'.

Third, students should now add their own ideas and key vocabulary. For example: a raindrop might look like a lake or a pond, a ladybug might feel drenched by one raindrop and it might sound like a cannon landing.

Finally students use the information in their Y Charts to write their descriptive paragraph. As they include their words and phases they should cross off this information.

Tua's Reef

story by Millie Lewis | illustrated by Marjorie Crosby-Fairall

EN2-RECOM-01 | AC9E4LY05

Understand the conventions of a fable and **explain** what the moral of a story is.

Prior to reading the story, introduce the definition and conventions of a fable:

- Fables are a short work of fiction.

- Fables only have a few characters.

- Fables often feature animals with human characteristics (for example they talk).

- Fables contain a lesson or moral which is sometimes stated at the end of the story.

List a range of fables that students may have heard of (for example The Tortoise and the Hare, The Boy Who Cried Wolf, The Pied Piper of Hamelin). You may also wish to visit the Owlcation site: List of Most Popular Fables of All Time and Their Authors, which provides a range of fables from around the world.

Next, read the story. After reading, turn the conventions of a fable into a checklist. Individually, or through class discussion, students should decide whether 'Tua's Reef' is a fable. They could collate their answers into a table, such as the one below:

Convention	Appears in 'Tua's Reef'?	Explanation
Short work of fiction	✓	The story is only four pages long.
Only a few characters	✓	The only characters are Tua, his father, the dolphin and the pregnant fish.
Animals with human characteristics	✓	The dolphin can think and talk like a human.
Contains a moral	✓	

Revise the definition of moral: the lesson provided by a story. Students should make an initial prediction about the moral of the story. Share these predictions with the class.

Explain to students that they will now analyse the moral in more detail and revise their answer. Provide them with the worksheet from Education.Com Finding the Moral. Help students decide the parts of the story that can be classified as 'beginning', 'middle' and 'end'. Finally, after summarising the story, ask students to review and possibly rewrite their moral. You can provide the sentence stem: The moral of this story is _____ because _____.

Sample answer:

The moral of this story is that we must protect the environment because there isn't always more fish in the sea. This is the moral because Tua and his father catch too many fish which sends the dolphin away and destroys the coral reef.

Spaghetti Serve

poem by Helen Martin | illustrated by Aśka

EN2-UARL-01 | AC9E4LE04

Experiment with poetic structure by turning a recipe into a poem.

Read the poem. Ask students what they notice about the poem. Suggested observations include: it contains the steps for cooking spaghetti, the ingredients are listed, unfamiliar words (Nonno, *al dente*) are used.

Explain to students that this poem has many similarities to a recipe. Provide students with a sample recipe (suggested resources: 'A Mouth-Watering Ravani Cake' in Orbit, Issue 5 2020 or Kids' Cooking Recipes by BBC Good Food.) Read the recipe in conjunction with the poem. Using a Venn Diagram, identify shared textual features (ingredients, steps, technical language), features only in the recipe (quantities, timing, more detail) and features only in the poem (personal details, future recipe ideas).

Allow students to explore the Kids' Cooking Recipes webpage. Instruct them to select a recipe they have made before, or they think looks really tasty. They should read the recipe in detail.

Explain to students that they will turn the recipe into a poem. Use the steps listed below to scaffold their responses:

1. Ask students to turn the recipe procedure into a summary. This summary should be written as a paragraph, rather than starting a new line for each sentence. They should only summarise the method, making sure that they are listing all the key ingredients. Remind them that they do not need to include the quantity of ingredients, the timings or the same amount of detail as the recipe.

2. Students turn their paragraph summary into shorter paragraphs. Remind them of the TiPToP paragraphing strategy. They should make a mini paragraph whenever they introduce a new ingredient or step. Students use one bracket - [- to indicate where the mini paragraphs will go.

3. Explain that students will need to make their mini paragraphs even smaller. Remind them that a line in a poem doesn't need to be a full sentence, it can even be one or two words. Ask them to read their mini paragraphs under their breath, and when they pause to take a breath they should start a new line. They might even like to start a new line to draw attention to a really tasty ingredient, or important step.

4. Provide students with an opportunity to experiment with breaking their mini paragraphs into smaller lines. Once they have made a series of drafts, students should write or type their final draft and illustrate it with appropriate images in the style of Aska.

Why is it funny?

Read the quotations from the play 'A Cheese Sandwich'. Tick the category of humour to which they belong.

Extension: can you explain why the line is funny?

Quotation	Type of humour	Why is it funny?
Alyssa, you want a jam and custard sandwich, and Fred, you want a bag of lemon pips.	☑ Incongruity ☐ Superiority ☑ Pun	This is a pun because jam and custard sounds like ham and mustard. Also hot chips sounds like lemon pips. It also uses incongruity because these are unusual choices of food for lunch.
Hang on, Alan. I'm a higher manager than you	☐ Incongruity ☐ Superiority ☐ Pun	
I asked for an orange juice, not a giant moose!	☐ Incongruity ☐ Superiority ☐ Pun	
for Rebecca I have to get a pet turtle.	☐ Incongruity ☐ Superiority ☐ Pun	
The shop only sells cheese sandwiches on Wednesday.	☐ Incongruity ☐ Superiority ☐ Pun	

Can you find any other quotations from the play that you find funny? Can you explain why they are funny?

Quotation	Type of humour	Why is it funny?
	☐ Incongruity ☐ Superiority ☐ Pun	
	☐ Incongruity ☐ Superiority ☐ Pun	
	☐ Incongruity ☐ Superiority ☐ Pun	

Summarise a nonfiction text

Five interesting facts from the text

Interesting New Words

Main idea and details in the text

Can you find the moral?

Summarise the events that happen in the beginning, middle and the end of Tua's Reef:

Beginning	Middle	End
Dolphin teaches Tua how to catch fish.	Tua's father asks Tua to show him where to locate the reef full of fish.	The reef dies from overfishing.

Read over your summary. Can you guess what the moral of the story is?

Two Ways to Brew a Storm

Poem by Jessica A Nelson-Tyers | illustrated by David Legge
EN3-UARL-01 | AC9E4LE01

Image	What can I see?	What do the elements in the image make me feel?	What is the connection between the two illustrations?
Plane flying in a storm	(for example): the underside of an aeroplane	(for example): hopeful at the sight of the sun through the clouds	(for example): rain
Two characters arguing	(for example): Two children's faces	(for example): Tense/nervous of the argument	

Comparing Text Types

Nonfiction Print Article	Nonfiction Website
Advantages of textual features	Advantages of textual features
Disadvantages of textual features	Disadvantages of textual features

I think that a nonfiction print article / nonfiction website is a more enjoyable text to read because …