

The Odd Ogre

story by Elizabeth Hillman | illustrated by [Christopher Nielsen](#)

[EN2-UARL-01](#) | [AC9E3LE03](#)

Learning intention:

I am learning to create a setting and use descriptive adjectives to establish the atmosphere so that I can create mood in a story.

Success Criteria:

- I can identify descriptions of settings and the impact these have on atmosphere
- I can draw or find an image of a setting where a character they have chosen might feel out of place
- I can compose statements about the setting using descriptive language

Identify each of the settings that either Fitz's appears in or that are discussed in the story (the Ogre's tower, the highway to the city, the marketplace and Duke Danilo's castle, which although Fitz doesn't visit, the appearance of the castle is visible and atmosphere is discussed by Fitz and Duke Danilo). Focus on the ogre's tower and Duke Danilo's castle for comparison. Discuss vocabulary used to describe the settings. Sample responses have been provided in the table below:

Ogre tower

- big, dreary, glum and gloomy
- miserable family
- dark tower

Duke Danilo's castle

- lots of fine fat sausages for supper
- bright, white castle on the hill
- above the friendly city

Discuss the atmosphere each setting creates (for example, grim and foreboding for the ogre's tower and cheerful and inviting for Duke Danilo's castle). Discuss the following:

- Which characters live in each setting? (the ogres in the tower and Duke Danilo in his castle)

- How do their personalities match their surroundings? (the grumbling and snarling ogres match the dreary gloomy castle Duke Danilo appears fun-loving and cheerful, which matches the castle's appearance of being bright)

Discuss Fitz's nature identifying descriptions in the text that reveal his personality. For example, describing that he always felt like an outsider amongst his grumbling and snarling brothers and how he used to sneak off to play cheerful songs on his mouth organ. Discuss which setting suits him best ensuring students observe that he seems out of place in the tower while Duke Danilo's castle matches his jovial nature.

Discuss well known characters and the settings they reside in. Sample responses include:

- Mr. and Mrs. Twit's messy home, from 'The Twits'
- The Gruffalo in the forest, from 'The Gruffalo'
- Harry Potter in Hogwarts School of Witchcraft and Wizardry, from 'Harry Potter'
- Andy and Terry in their Treehouse, from 'The Treehouse Series'

Select one well-known character to feature in the following collaborative task.

Discuss alternative settings where the chosen character may feel uncomfortable. Sample responses include, the Twits at an amusement park, the Gruffalo in a shopping mall, Harry Potter in a regular school

Discuss how these settings might be shown with images. Provide an example such as including fairground rides, a candy floss machine and a balloon seller for an amusement park.

Instruct students to select a character and create a setting in which they would feel uncomfortable. Students can draw their setting or find images of settings online. Students may complete this task independently or with a partner.

Once students have completed their settings, instruct them to swap with another student/pair/group. Select one of the settings to model the activity. Discuss adjectives and adjectival groups that could be used to describe the setting. Sample responses might include, 'the garishly colourful amusement park' or 'the blindingly sunny beach'.

Instruct students to decide on adjectives to describe the setting they have been allocated.

Instruct students to complete a one-sentence exit ticket, outlining how descriptive language helps create mood in a setting, for example: 'using descriptive language helps readers imagine the mood and feeling of a setting'.

Extension:

Instruct students to write a brief story about the character feeling out of place in the setting they have created. Tell students to include the adjectives and adjectival groups composed by their peers to describe the setting in their stories.

Categorical Cat

poem by Sally Murphy | illustrated by Peter Cheong

EN2-OLC-01 | AC9E3LY02

Learning intention:

I am learning to discuss personal preferences for poems sharing reasons for choices with a group so that I can reflect on my preferences.

Success Criteria:

- I can examine two different poems, 'Categorical Cat' and 'Why Can't an Elephant?'
- I can express preferences for one particular poem
- I can discuss reasons for my choices with my peers

Read 'Categorical Cat'. Jot a table on the board similar to the one below. Discuss the following questions, just in relation to 'Categorical Cat' at this stage, and record students' responses in the table:

- How many syllables are there in each line of the poem?
- Are there any words that are repeated?

Sample responses have been provided below. Leave the third row of the table that refers to 'Why Can't an Elephant?' blank for now.

	How many syllables are there in each line?	Are there any words that are repeated?
Categorical Cat	every third line is longer, around seven or eight syllables, while the others are shorter, around three to four lines	the word 'cat' is repeated at the end of each line
Why Can't an Elephant	between three and six syllables	The pattern of including: 'A' [animal name] [verb], e.g. 'a bird purred', is repeated multiple times

Read 'Why Can't an Elephant?' found on pages 16 and 17 of this issue of Countdown. Place students in groups and instruct them to discuss their responses to the same questions above.

Once students have discussed their ideas, share responses. Record ideas in the same table as earlier. Sample responses have been provided in the table above.

Discuss which of the poems students' prefer. Instruct them to vote with their feet standing on one side of the room if they prefer 'Categorical Cat' and the other if they prefer 'Why Can't an Elephant?' Form small groups based on the students' preferences grouping those who prefer the same poem together.

Instruct students to discuss with their group their reasons for choosing the poems they have. Tell students to refer to the table on the board to support them with ideas for their reasons. Instruct students to include reasons why they like the other poem less. Provide an example based on your own opinion, for example:

I prefer 'Why Can't an Elephant?' as I find the style more surprising and interesting. I think 'Categorical Cat' is a little repetitive as the word 'cat' is used at the end of each line.

Once students have discussed their ideas with their group open the discussion up to the whole class. Remind students to be respectful of others when sharing their ideas. Allow time for each group to share some of their reasons.

Perfect Rock

story by Katie Aaron | illustrated by [David Legge](#)

[EN2-UARL-01](#) | [AC9E3LA09](#)

Learning intention:

I am learning to experiment with using the placement of characters within a frame to reveal power relationships so that I can make choices of where to place characters when creating images.

Success criteria:

- I can analyse images to identify the characters with more power based on the position they are placed in within a frame
- I can create an image using the position of characters within a frame to show a power relationship

- I can compose a brief oral story to accompany their image

Prior to reading 'Perfect Rock' or viewing the illustrations provide students with worksheet 1. View the images on the worksheet. These are edited versions of images three and four that accompany the story. The images have been reworked so the characters are in new positions within the frame.

Display the following questions and discuss:

- Which character appears to have the power in each image? (the kangaroo, is threatening the mermaid, Opal, in image three and Splasher the seal is intimidating Opal and the kangaroo in image four)
- How does the placement of the characters within the frame assist with making inferences about the power relationship between the characters? (Positioning some characters above others leads viewers to conclude they have more power)

Instruct students to record their responses on the worksheet.

Show students the original images from the magazine. Discuss the same questions in relation to these images.

Read the story. Discuss who has the most power and the type of power they try to exert over others, revealed through the ways the characters try to remove the others from the rock (the mermaid, Opal tries to use her physical strength while Splasher the seal uses his intellect).

Discuss relationships familiar to students where one party often has more power. Sample responses include:

- Teachers and students
- Animal trainers and their animals
- Law enforcement officers and the public

For each example discuss who often is seen as having the most power (teachers, animal trainers and law enforcement officers).

Discuss how these power relationships might be revealed through the placement of each person/animal within a frame. Sample responses include: showing a student seated while a teacher stands over them or by having an animal cowering in the bottom of the frame while an animal trainer looks down on them from above.



Instruct students to create an image to show a power relationship by completing the following:


- Select two characters

Perfect Rock

story by Katie Aaron | illustrated by David Legge

View the images below and answer the accompanying questions:

	<p>Which character appears to have the power in this image?</p>	
	<p>How does the placement of the characters within the frame assist with making inferences about the power relationship between the characters?</p>	

		
<p>Which character appears to have the power in this second image?</p>		
<p>How does body language of the characters assist with making inferences about the power relationship between the characters?</p>		

- Decide which of the characters will have power over the other (for an added challenge encourage students to think creatively about who they attribute the power to, for example, the animals having power over their trainers)
- Provide students with a frame, either by cutting strips and connecting them to create a rectangle or by creating a rectangular frame to compose the collage digitally
- Place the characters within a frame in such a way to show who has the most power

Provide students with a variety of images from magazines for them to use to make a collage of their image. Alternatively, students can complete this task digitally, using images found via internet searches then creating their collage using [Canva](#).

Allow time for students to create their images with a partner or individually.

Display the images so all students can view them.

Select one of the images and collaboratively compose a brief story where one character uses their power in a negative way over the other character. A sample answer has been provided below:

Dennis the dog was sick to his back teeth of being bossed around by his trainer, Tod. Every night as he gobbled his bowl of food, Dennis plotted ways to escape. Dennis' opportunity arose one day quite by chance. As he was watching Tod stoop down cleaning stray dog hairs from under the couch something caught his eye. The door keys! The light shimmered off their silver chain. Dennis knew it was now or never. He skulked over, keeping his eye on Tod as he went. Then one snap of his mouth and the keys were his. Tod looked up at him in horror, realising his mistake. Dennis gave a quick growl down at him before bolting for the door and for his freedom.

Instruct students to compose a brief oral story about their image, where the dominant character in the image asserts power over the other character, either with their partner or individually.

Match pairs with one another and instruct students to share their story ideas.

Discuss how the positioning of characters within the frame supports the story.

Animals Who Eat Stones

article by [Kate Walker](#) | illustrated by Michel Streich

[EN2-REFLU-01](#) | AC9E3LY04

Learning intention:

I am learning to experiment with a variety of strategies when making inferences so that I can learn to interpret ideas in a text.

Success criteria:

- I can use a variety of strategies to make inferences including drawing on prior knowledge, considering what might make sense and reading the rest of the information in a passage
- I can read statements about animals and match them to the correct animal based on the inferences they make
- I can compose a statement about the Lithoredo that invites readers to make inferences

Discuss some of the ways readers make inferences, for example by using their prior knowledge, by thinking about what might make sense or by looking for clues in the rest of a passage.

Prior to reading 'Animals Who Eat Stones' discuss any experiences students may have of animals eating stones. Some may have seen wild animals or pets doing this. Tell students that here they are drawing on any prior knowledge.

Inform students that often animals eat stones for specific reasons. Discuss students' predictions about reasons for animals eating stones. Avoid providing any correct answers at this stage. The focus for this task is encouraging students to consider what they already know on the topic.

Display the following list of animals:

- Goldfish
- Crocodiles
- Chickens
- Dogs
- Seals
- Whales

Alongside display the statements below:

- These animals chew stones to obtain the minerals missing from their diet.
- Stones in their stomach help them to keep their long bodies steady as they swim allowing them to glide silently through the water.
- When they are young and still survive on their mother's milk these animals eat stones to keep their bellies full while their mothers go off to look for food.

- They eat tough food but do not have teeth, so use stones in their stomachs to soften their food.
- They suck stones to remove the algae then spit the stones back out.
- They eat stones to crush the parasites in their stomachs and perhaps even to help them remain under the water.

Inform students that each statement relates to one of the animals on the list. Discuss how students might consider making predictions about which of the statements match each of the animals if their prior knowledge cannot assist them with this task. Sample responses include: focusing on what might make sense or considering the rest of the information in a passage. Inform students that often readers use a combination of these strategies, considering what they already know such as which animals live in water or which might not have teeth to allow them to identify the answer that fits best.

Display the table below and discuss the first animal on the list. Use the table to organise discussion ideas.

Animal	What I know	What I can infer based on what I know and/or the rest of the passage	What I predict
Goldfish	They may or may not have teeth They live in water They eat algae	They may use stones to help them swim	They suck stones to remove the algae then spit the stones back out.

Once you have discussed one of the animals, place students in pairs and instruct them to use Worksheet 2 to record their responses as they discuss the remaining animals with their partner, matching them to each of the statements.

Allow time for students to make predictions, before discussing responses.

Read the article, discussing which of the predictions were correct.

Answers are as follows:

- They eat tough food but don't have teeth so use stones in their stomachs to soften their food. (chickens)
- Stones in their stomach help them to keep their long bodies steady as they swim allowing them to glide silently through the water. (crocodiles)
- When they are young and still survive on their mother's milk these animals eat stones to keep their bellies full while their mothers go off to look for food. (seals)

- They eat stones to crush the parasites in their stomachs and perhaps even to help them remain under the water. (whales)
- They suck stones to remove the algae then spit the stones back out. (goldfish)
- These animals chew stones to obtain the minerals missing from their diet. (dogs)

View the video and read the accompanying article, [Slimy Sea Creature that Eats Stone](#), from The Sun.

Discuss statements that could be made about the Lithoredo that could be added to the list above. Sample ideas include: 'this strange creature eats stone' or 'this creature bored through rock'.

Instruct students to compose their own statements about the Lithoredo that allow readers to make inferences about which animal the statement might be referring to.

Animals Who Eat Stones

Record your responses in the table below.

Animal	What I know	What I can infer	What I predict
Goldfish	They may or may not have teeth They live in water They eat algae	They may use stones to help them swim	They suck stones to remove the algae then spit the stones back out.
Crocodiles			
Chickens			
Dogs			
Seals			
Whales			

Why Can't an Elephant?

poem by Robert Schechter | illustrated by Cheryl Orsini

EN2-CWT-01 | AC9E3LE05

Learning intention:

I am learning to compose a stanza for a poem following the rhyming pattern of 'Why Can't an Elephant?' so that I can develop my ability to compose poems in a variety of styles.

Success criteria:

- I can identify rhyming words for the unusual sounds made by the animals in the story 'What the Ladybird Heard'
- I can compose lines to add to a stanza following the same rhyming pattern as used in 'Why Can't an Elephant?'
- I can compose my own stanza to add to the poem following the same rhyming pattern as used in 'Why Can't an Elephant?'

Discuss the humor in 'Why Can't an Elephant?' ensuring students identify that it comes from the unexpectedness of the sounds made by the animals.

Read or view a video of the story, [What the Ladybird Heard](#), by Julia Donaldson. Discuss how the animals were able to trick the thieves, ensuring students identify it was due to the animals confusing the thieves by making sounds of other animals. Highlight the connection between both texts, with both featuring animals that make unusual sounds.

Identify which sounds each of the animals make in 'What the Ladybird Heard,' when they trick the thieves (listed below):

- Goose: neigh
- Dog: quack
- Cats: oink
- Hen: baa baa baa
- Duck: moo

Examine 'Why Can't an Elephant?' to identify the rhyming pattern. Ensure students identify that lines two and four, and lines six and eight rhyme, while the other lines do not forming the pattern (ABCDEFEF).

Discuss how to compose a poem featuring the sounds the animals made in 'What the Ladybird Heard.' Remind students of the first sound made when the animals were trying to trick the thieves (neigh). Use the thinking-aloud strategy to consider words that rhyme with 'neigh.' Direct students to a rhyming search engine such as [RhymeZone](#). List rhyming words on the board. Sample responses include: 'bray,' 'hay,' 'pay,' 'ray,' 'say,' 'weigh.'

Compose the first four lines of a poem about the sound the first animal made, following the rhyming pattern from the poem. A sample response has been provided below:

A funny day on the farm,
The goose went neigh,

The sun began to shine,

The farmer collected hay.

Place students in pairs. Instruct them to repeat this process using the second sound made by an animal in this section of 'What the Ladybird Heard' (quack by the dog) to compose the second part of the stanza. A sample response has been provided below:

It was all going so well,

Until the dog went quack,

the farmer scratched his head,

and decided to hit the sack.

Once students have composed their own four lines to add to the stanza discuss responses.

Instruct students to repeat this process, writing a second stanza for their poems. Students can choose to work independently or with a partner.

Captain Ahab's Weird Wide World: Elephant Rock

article by Cheryl Bullow | photos by Alamy

[EN2-RECOM-01](#) | [AC9E3LA04](#)

Learning intention:

I am learning to compose a paragraph featuring a topic sentence and supporting details so that I can learn to organise my ideas into paragraphs.

Success criteria:

- I can identify a topic sentence and supporting details in a paragraph
- I can use information obtained through research to compose a paragraph
- I can include a topic sentence and supporting details in their paragraph

Discuss how the information is organised in 'Captain Ahab's Weird Wide World: Elephant Rock.' Ensure that students note the article is organised in paragraphs and that each time a new paragraph begins the text is indented.

Display the first sentence of the article on the board:

On the other side of the world, in Westman Islands in Iceland, stands a rock that has to be seen to be believed.

Discuss what students expect the rest of the paragraph to be about (e.g. why the rock has to be seen to be believed).

Read the remaining information in the paragraph. Under the displayed sentence note the additional information that is included in the paragraph.

Sample responses include:

- What the rock looks like (the head of a giant elephant)
- What makes it special (it looks like it is drinking from the ocean)

Reflect on how this information relates to the first sentence. Emphasise that it adds further detail to the first sentence. Inform students that the first sentence is a topic sentence, which introduces the subject matter of the paragraph while the remaining sentences provide the supporting details about the topic sentence. Highlight how all the information in the paragraph relates to the rock in Westman Islands and why it needs to be seen to be believed.

Inform students that topic sentences can appear at the beginning or end of a **paragraph**, or even at times in the middle. Tell them the key element to search for is the sentence that introduces or summarises the main idea of the paragraph.

Read the remainder of the article. Place students in pairs and instruct them to identify the topic sentence in each paragraph. Students may note these on a photocopy of the article using a highlighter or by placing post-it-notes next to the sentence in the magazine.

Those with a digital subscription may complete the interactive task now.

Experiment with composing paragraphs that feature topic sentences by following the steps below.

Read the article [The 20 Most Famous and Amazing Rock Formations in the World](#), from Wander Wisdom.

Discuss which of the rock formations students are most interested in. Select one, for example Aphrodite's Rock and collectively reread the information. Discuss key information about the rock formation found in the article ensuring students note the following:

- It is in a famous spot in Cyprus
- Its location is believed to be the birthplace of the goddess of love, Aphrodite
- People believe swimming around the rock formation will bring eternal beauty

Discuss how to group this information using a topic sentence to introduce the topic.

Provide an example such as, 'Aphrodite's Rock in Cyprus is believed to possess special powers'.

Discuss additional information that could be added to this. For example:

The belief comes from the fact the rock formation is located in what is supposed to be the birthplace of the goddess of love, Aphrodite. People believe swimming around the rock formation will bring eternal beauty

Inform students that they will be writing a brief paragraph about their favourite rock formation from the website to compile in a group article about interesting rock formations. Students can work in pairs or independently to compose their paragraph.

Tell students to use the information in the article to compose a paragraph featuring a topic sentence and supporting details. Inform students that they will need to select the key elements of information before writing the information in their own words. Emphasise that students should avoid copying sentences from the website word-for-word.

After students have had time to work on their paragraphs, match them with a partner or another pair. Instruct students to read each other's work, checking the topic sentence introduces the topic while the additional sentences add supporting details.

Compile the paragraphs into a group article about students' favourite rock formations.

Mr. Wobbly and the Floating Boy

story by Elizabeth Best | illustrated by [Greg Holfeld](#)

[EN2-CWT-01](#) | [AC9E3LY06](#)

Learning intention:

I am learning to compose a story using everyday objects to solve a challenge experienced by a character so that I can think creatively about ways characters can solve problems.

Success criteria:

- Students select a challenge for Mr. Wobbly to overcome
- Students choose objects for Mr. Wobbly to use when solving the problem
- Students compose a brief story about Mr. Wobbly where he uses everyday items to fix a problem

Prior to the lesson, gather a variety of everyday objects. Ideas include: a key, a leaf, a pencil, some coins, a rubber band, and a padlock. Additional ideas that could add interest include:

- a sandwich bag labelled with 'Magic sneezing powder'
- a cardboard box with the label 'Fragile, magic toadstools inside'
- an envelope with 'secret instructions on how to take over the world' written on the front

Place these items to one side for now.

Read the story, 'Mr. Wobbly and the Floating Boy'. Discuss challenges the character Adam encounters. Sample answers include:

- he keeps sinking instead of floating
- the floating becomes out of control with Adam unable to stop it
- Adam nearly floats in front of an oncoming train

- Adam enjoys himself so much that he doesn't want to come down resulting in him floating off over the open sea

Discuss how Mr. Wobbly's attempts to resolve each of these challenges (using items he finds in his pockets). Identify which items he uses (Floating Powder, a ball of string which he uses as a lasso, the antidote and the 'How to' book).

Display the following list of challenges:

- An evil genius trying to take over the world
- A fairy who has forgotten how to fly
- A cat who keeps growing until it becomes a giant

Select one of these challenges, for example a fairy who has forgotten how to fly.

Show students the range of items prepared earlier. Tell students that they will need to select a few items from the class selection to solve the problem they have chosen.

Discuss ideas for solving the challenge using the items available. Compose a brief oral presentation of a story outlining how the challenge might be overcome. A sample response is provided below:

The poor little fairy was sobbing uncontrollably. It turned out she had forgotten how to fly. Mr. Wobbly found a rubber band in his pocket and attempted to sling shot her into the air, sure it would remind her how to use her wings. Unfortunately, she became stuck in the branches of a tree causing her to become even more upset. Afraid she'd fall out of the tree, Mr. Wobbly took a padlock from his pocket and locked her to the branches for her own safety while he could decide what to do. Searching through his pockets once more he found the magic toadstools he'd been saving for later. He clambered up the tree and shook the dust from the toadstool over the fairy's head. At once, her wings lifted and began to flap. Within moments she was rising into the air. Mr. Wobbly was just quick enough to remove the padlock. The fairy flapped away, pausing to look back and wave goodbye, a wide smile across her face.

Place students in pairs. Instruct them to select a challenge for Mr. Wobbly to overcome, either from the list or one they think of themselves. Tell students to select a few items for Mr. Wobbly to use to resolve the problem. Instruct students to create a brief story where a Mr. Wobbly uses everyday items to solve a challenge. Students can choose to write their story out in full or to a [printable storyboard](#) when composing.

Witchinella and the Fairy Bread

story by [Janeen Brian](#) | illustrated by Sarah Davis

[EN2-UARL-01](#) | [AC9E3LE01](#)

Learning intention:

I am learning to identify the evaluative language authors use to present subject matter from a particular point of view so that I can reflect on the impact it has on positioning the reader.

Success criteria:

I can identify the evaluative language the author has used to present this story from the witches' point of view.

I can identify that the author uses language that presents the witches food and games in a more favourable way to emphasise the point of view.

I can emulate this structure in my own writing.

I can manipulate and carefully choose evaluative language to suit my audience and purpose when writing.

Essential knowledge:

This learning resource is exploring how authors establish point of view through evaluative language. To ensure children understand the textual concept of point of view, have class watch the video. Click on the link here: [Point of View](#).

After reading 'Witchinella and the Fairy Bread', discuss Witchinella's family's reaction when she says she would like to host a 'Human Being party. Emphasise lines such as:

her mother asked:

What do they do?

and her brother complaining that 'Human Being parties' do not look much fun, with lines such as:

'Not fair,' said Walter with a grunt. 'And no worm-gum jelly either.'

'And the games looked boring,' said Walter. 'No spin-the- spider-web or frog-and-spoon race.'

Ensure students conclude that 'Human Being parties' are very unusual and unique to Witchinella and her family.

Discuss what Witchinella learns about 'Human Being parties'. Sample responses include:

- The food includes: mini pizzas, little pies and pasties, frankfurters with tomato sauce and fairy bread
- the birthday cake is made with eggs, flour and sugar and decorated with icing or cream or strawberries with candles on the top
- Guests wear clothes such as jeans, shorts, T-shirts and jackets
- games include pass the parcel, pin the tail on the donkey, musical chairs and a treasure hunt

Discuss how many of these customs are familiar to people in Australia but for Witchinella they are very unfamiliar. Emphasise that because Witchinella is unfamiliar with these customs the reader is provided a unique point of view seeing them through her eyes.

Discuss how this story might have differed had it been told from the point of view of a human (most likely many of the customs would not have seemed interesting or noteworthy).

Identify some of the customs the reader discovers are more familiar to Witchinella. Sample responses include:

- Party ideas such as: 'a Best Decorated Broomstick party', a 'Swap Spells party' or a 'White Bat party'
- They 'blow out baby dragon flames on a toadstool cake'
- They include food such as toad-tongue twisty pops, worm-gum jelly and bat wing burgers
- Games include spin-the- spider-web or frog-and-spoon race
- Gifts include, a green fluorescent flag and toy kitten to strap to the back both for Witchinella's broomstick, frog flavoured bubblegum and a cloak with a silver hood

Emphasise that these customs seem unusual or unique to humans. Discuss students thoughts on what some of these customs might be include, for example, decorating your broomstick spookily, in spiders and bats for 'a Best Decorated Broomstick party' or taking along your most scary spells for a 'Swap Spells party'.

Inform students that they'll be creating an invitation to a party that features customs Witchinella is accustomed to. Tell students that they'll be writing from a human point of view for fellow humans so they should explain unfamiliar customs.

Collaboratively compose the first few lines of an invitation. A sample response is provided below:

Gather together your most spooky spells for this Swap Spells party. Be prepared to share your spells with others and don't forget to bring your spell book to record all the new spells you discover. The scarier the better.

From 2pm we'll be serving snacks such as toad-tongue twisty pops and worm-gum jelly. Both these treats looks strange but are really tasty once you get past the texture. So bring a big appetite!

Place students in pairs or small groups and instruct them to compose their own invitation to a party that features customs Witchinella and her family are family with. Remind students to write from a human point of view explaining each of the customs. Students can be creative with the layout of their invitations. View templates on [Canva](#) for inspiration.

The Swaggies' Stone Soup

play by Sue Murray based on a Portuguese fable | illustrated by [Douglas Holgate](#)

EN2-UARL-01 | AC9E3LE01

Learning intention:

I am learning to develop a well-known tale to include elements of Australian culture so that I can consider the impact culture has on stories.

Success criteria:

- I can compare and contrast 'The Swaggies' Stone Soup' to the traditional tale 'Stone Soup' that the story is based on
- I can adapt a well-known story to include elements of Australian culture

View a video of the original version of [Stone Soup](#), on YouTube. The video is around seven and a half minutes long so if you are short of time read [Stone Soup Story](#) on BedtimeShortStories instead.

Discuss the main idea of the story. Ensure students note that while the villagers were initially reluctant to share food with the travelers, when the travelers convince each person to share one item collaboratively they are able to compile a feast.

Read 'The Swaggies' Stone Soup'. Draw students attention to the fact that 'The Swaggies' Stone Soup' is based on the original story 'Stone Soup'. Briefly discuss similarities between this story and the original (the main idea is the same).

Discuss differences between both stories, instructing students to focus on elements from Australian culture that have been included in 'The Swaggies' Stone Soup.' Sample responses include:

- Referring to the travelers as 'swaggies' (an Australian term for someone who travels for work)
- Henry referring to the soup as a 'feed' (an Australian term for meal)
- The fact there has been a drought in the town (emphasise that while this isn't a uniquely Australian phenomenon droughts are more common in Australia than they are in Europe)
- The description of Henry putting his swag back on (swag being an Australian term for a roll out bed)
- Sam referring to food as 'tucker' (an Australian term for food)
- The swaggies cooking the food on a barbecue (a way of cooking often associated with Australian culture)
- Sam's line, 'magic stuff, mate' (which is Aussie slang)

Tell students that they are going to jointly construct a well-known story to include elements of Australian culture.

Decide on an example such as 'Goldilocks and the Three Bears'. Briefly remind students of the main plot points. Read the short story [The Story of Goldilocks and the Three Bears](#) on DLTK to refresh students' memories if necessary.

Brainstorm and record elements of Australian culture that could be added to the story. Sample responses include:

- changing the bears to koalas
- the koalas (bears) leaving home to go for a bushwalk or a surf rather than a walk through the forest
- Goldilocks eating the koalas' snags (barbecued sausages) or fairy bread rather than their porridge
- Goldilocks breaking one of the bears' AFL trophies rather than a chair

Using [joint construction](#) and sharing of the pen between teacher and students collaboratively work through the text and incorporate some of these elements in an Australian version of the story. A sample response has been provided below:

The sausages had just finished cooking on the barbie and were too hot for koalas to eat so they decided to go for a quick surf. Just after they left, boards tucked under their arms, Goldilocks stumbled across their cottage.

'Mmmmm snags,' she said, sniffing the air.

She opened the door to their cottage knocking an AFL trophy from the shelf as she entered.

Place students in pairs or small groups. Instruct them to decide on a well-known story or fairy tale before adapting the story to include elements of Australian culture. Students can choose to write their story down or to tell it orally, in the manner fairy tales have traditionally been passed down.