

# Captain Ahab's Weird Wide World

## Sing Along

Article by Louise Malloy | Photos by Alamy

EN2-RECOM-01 | AC9E3LA03

### Learning Intention:

I am learning to present facts using appropriate language so that I can write for a specific target audience.

### Success criteria:

- I can identify the elements of a factual report
- I can write a report using researched information
- I can use language that considers the context of the target audience

After reading the article, ask the class the following questions:

- What type of text is this? (report)
- Who is the target audience? (kids)
- Why do you think that? (Type of language used, questions, exclamations, has a friendly tone as if talking to the reader)

If you have a digital subscription, complete the interactive activity examining various parts of the article.

As a class, view the webpage [10 Animals That Sing](#). Scroll through briefly without reading the article itself and tell students to choose one of the animals. Encourage students to choose an animal that is a specific species rather than the general bird, whale, mouse. Students may also opt to choose a different animal that they know makes music.

Students conduct their own research into their chosen animal, finding out three to four facts about the music their animal makes. To keep them from being overloaded with information, remind students they should be looking for how, why, and when the animal makes its music. They can use the website given above or find others. Some example websites include:

Katydid/crickets/cicadas – [The sounds of summer](#)

Toadfish – [Grumpy Toadfish Sings Strange Love Songs](#) (National Geographic YouTube video)

Bats – [Bat Senses](#)

Once students have their facts, they need to organise them into a format that will fit as a fourth section of the article. Encourage them to choose a subheading that will match the others (Drummers, Hummers, Humpbacks), which means it should be a single word relevant to their chosen animal.

Students need to choose a starting sentence that will draw in their readers. It should use the same friendly tone as the article, with a question or an exclamation that includes something interesting about their animal. Remind students that each point (how, why, and when the animal makes its sound) should be a different paragraph. Finally, students should choose an interesting and fun sentence as their conclusion. Have them look at the other last sentences for each section of the article for examples. If students need further scaffolding, model a few additional introduction and concluding sentences.

Students can find a photograph of their animal online to accompany their piece. The text can be handwritten or typed on the computer and printed.

# Bad Luck Benny

Story by Taylah Needham | illustrated by [Cheryl Orsini](#)

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

## Learning Intention:

I am learning to identify the point of view in the text so that I can explore alternative points of view.

## Success Criteria:

- I can identify the point of view in a text
- I can identify other character actions in a text
- I can present possible motivations for secondary characters, keeping in mind that their actions are seen from the narrator's point of view

After reading the story, ask students whose point of view the story is being told from. Once students have identified Benny the black cat as the narrator, ask what other characters are in the story. Answers include the other alley cats, the stray dog and Lucy. Explain that each character has their own reasons for their actions and their own story to tell. Students are to get a point of view worksheet each. Project the worksheet on the board or draw a three-by-three table on the board to scaffold the activity.

Model finding the part about the stray dog in the story and read it aloud, starting with 'a growling stray dog' up to 'dashes past me and disappears'. Talk aloud about the fact the dog was growling at the girl, it saw the black cat and ran away. Fill out the box under what the stray dog did on the projected worksheet for students to copy, then talk through the next part. Say something like:

"The dog is described as big and mean, but we have to remember this is from Benny's point of view. A lot of dogs probably look big and mean to a cat. And it was growling, but why? Had it come across the girl shivering, or did it chase

her there? Maybe it was just hungry – it was a stray after all. It ran from the cat, so it couldn't have been that vicious. Even though there are a lot of reasons for the dog's actions, this is what I'm going to decide based on what I know about dogs and from the story."

In the box about possible reasons for the dog's actions, write something along the lines of it having been a stray for many months and trying to tell the girl it was hungry. Students to copy on their own worksheets.

Ask students to find the actions of the alley cats in the story. Students should identify that the cats call Benny 'Bad Luck Benny' and that they chase him away. Ask students why the cats might do this. Allow them time to brainstorm or discuss before guiding them to the line 'They say I scare away the humans and stop them from giving out more free food.' Remind students the alley cats are also strays who don't get food very often. Ask how frustrating it might be for the cats to finally find someone who's willing to feed them, only for that person to leave at the sight of the black cat, taking the food away. As a class, decide on the best wording for the box under reasons for the actions of the stray cats.

Explain that students are to do the activity again, this time for Lucy. Ask them to think about why she was in the alley crying in the first place. They can produce their own reasons, as long as it doesn't contradict the information given in the story. Ask why she might have decided to bring a stray black cat home, and why she let him stay. Students may decide that she is lonely and doesn't have any friends, or that she's grateful and wants to thank the cat, or they may come up with their own reasons.

Once complete, students share their answers with a partner. Select a few students to share with the class.

## Worksheet – Bad Luck Benny

### Points of View

<b>Character</b>	<b>What they do in the story</b>	<b>Possible reasons for their actions</b>
Stray dog		
Alley cats		
Lucy		

# Cat-TV

Poem by Suzy Levinson | Illustrated by Amy Golbach

EN2-OLC-01 | AC9E3LY02

## Learning Intention:

I am learning to modulate my voice so that I can perform in diverse ways to portray mood.

## Success Criteria:

- I can experiment with tone, facial expressions and voice to convey emotion in a performance
- I can speak clearly and confidently during a presentation
- I can cooperate with peers for choral reading

Before reading the play, write this line on the board:

I do not know how I'm supposed to do it.

Have enough copies of the following words on slips of paper to hand one to each student. Ensure students do not show each other their own slip.

worried	furious
frustrated	confused
sad	excited
happy	scared
careful	amused

Explain that students will deliver the line 'I do not know how I'm supposed to do it' in a way that conveys the emotion written on their slip without telling anyone what that emotion is. Encourage students to imagine what 'it' is that they do not know how to do, and why they would be feeling the emotion on their slip. Have them think about the tone of their voice, their facial expression and their body language when delivering the line. Ask them to practise before they start – have everyone

demonstrate a happy face, a scared face, an angry face and a sad face. Encourage them to look at each other when pulling the faces to see how their mouths and eyebrows move for each expression. Ask what other ways our bodies show how we are feeling, such as clenched fists when we are angry or tears when we are sad.

Give students some time to go around the classroom performing their line to each other, with their partners guessing what emotion they are supposed to be feeling.

When finished, bring the class back and ask the following questions:

- who delivered their line well?
- what did they do to make you know immediately how they were feeling?

Ask students what strategies they used to make their emotion believable.

Read the poem Cat-TV aloud in a neutral tone. Ask students what emotions can be conveyed by reading the poem differently. Answers may include:

- anger
- fear
- amusement
- joy
- confusion

Separate the class into groups of four or five and give each group a different emotion to convey. Explain they will perform the poem as a group using this emotion. Remind them to think about body language, facial expression and voice when reading the poem. Allow several minutes to discuss their ideas and practise reading in a fluent and phrased manner. Students can still be independent and put their own spin on their emotional reading, but they should try to read in time with the others.



Each group performs their reading to the class. Give a chance for the audience to provide feedback (e.g. I like the way (student) clenched her fists and talked through her teeth to show she was angry). If time, allow groups to perform again using a different emotion.



# Minty

Story by Rolli | illustrated by [Michel Streich](#)

[EN2-REFLU-01](#) | [AC9E3LY09](#)

## Learning Intention:

I am learning more complex letter patterns so that I can apply them to my spelling.

## Success Criteria:

- I can identify some consonant blends of more complex letter patterns
- I can identify some consonant digraphs and trigraphs of more complex letter patterns
- I can identify five different ways to read and spell 'gh'

Choose a way to create a treasure box for each student:

- downloading an outline template such as the [Printable Treasure Chest](#) from Coolest Free Printables
- downloading a cut-and-fold template of either a treasure chest or a rectangular prism such as the [Gift Box](#) from Printablee
- printing 3D treasure boxes

Prepare a way for students to write their treasure words to fill their boxes. For example, they can have a pile of printable coins.

After reading the story as a class, read aloud the following poem:

Seven treasures you must find  
Some are groups, some one-of-a-kind  
A special treasure is five of gold  
A new task ahead, so keep them on hold

Explain that students will be treasure hunters by investigating the text to find the following treasures:

1. At least five words with 'ck' (five red coins)
  2. A word with 'tch' (one blue coin)
  3. A word with 'ph' (one green coin)
  4. A word with 'shr' (one purple coin)
  5. A pair of words that pronounce 'ch' differently (two brown coins)
  6. At least three words with 'str' (one orange coin)
  7. Two words with 'squ' (one pink coin)
- Special number 8: Five words with 'gh' (five gold coins)

Answers:

Words with ck: kicked, back, suck, sucked, backpack, snickering, bricks, block, backyard, lucky, kicking, luckily

Word with tch: twitch

Word with ph: elephant

Word with shr: shrugged

Words that pronounce ch differently: school (paired with one of the following: screeched, bunched, children, teachers, chased, achoo)

Words with str: street, strangely, straw, instructions, strange

Words with squ: square, squinted

Words with gh: laughing, right, spaghetti, through, though

Students write their treasure words on the template coins, colouring in the words as instructed above. They can either glue their words into the treasure chest if it's a printable template, or pop them into the chest if they've made a box. Ensure they don't stick in their gold coins yet.

For the gold coin words (laughing, right, spaghetti, through, though), go through each one as a class and ask how the 'gh' is used in the word. Write the answers on the board.

Answers:

Laughing – the digraph gh makes a 'f' sound

Right – part of the trigraph 'igh'

Spaghetti – the digraph gh makes a hard 'g' sound

Through – the quadgraph 'ough' makes an 'oo' as in 'moon' sound

Though – the quadgraph 'ough' makes an 'o' as in 'blow' sound

Students stick the gold coin words around the outside of their treasure box and copy from the board how the 'gh' is used next to each word.

Once students have evaluated the five 'gh' words, watch the comprehensive YouTube video [7 Different Ways to Say OUGH](#).

# Come and See the Dinosaurs

Poem by [Bill Condon](#) | illustrated by [David Legge](#)

[EN2-UARL-01](#) | [AC9E3LE02](#)

## Learning Intention:

I am learning to compare two texts with similar themes so that I can develop a criteria for personal preferences.

## Success Criteria:

- I can identify the similarities and differences between two texts with common themes
- I can identify personal preferences
- I can present explanations for personal preferences

After reading the poem aloud as a class, view the YouTube video [Prehistoric Animal Brigade](#) and follow along with the lyrics on [Humph](#).

Ask students what they noticed was the same between the two texts, and what was different. Answers for similarities may include the theme of prehistoric animals in a group. Differences include the setting (street vs swamp), the text type (poem vs song) and the character actions (visiting the beauty shop vs the creation of a noisy brigade). Students may also point out the accompanying illustration with Come and See the Dinosaurs compared to the singers for the Prehistorical Animal Brigade.

Students fill out a comparison worksheet on the two texts using a template such as page 19 on Jennifer Findley's [Paired Passage Graphic Organizers](#). Next to each similarity and difference, encourage students to think about whether this is something they like or dislike. This can be done a number of ways. For example:

- colour coding red for dislike, orange for neutral and green for like
- cross for dislike, question mark for neutral and tick for like
- a number scale, with 1 being dislike to 5 being like a lot

Have students discuss with a partner what they liked and disliked about the two texts and to think about the reasons behind each choice (for example, if they like that the Prehistorical Animal Brigade included a woolly mammoth, they should identify the reason is because they personally like woolly mammoths). After the discussion, students tell their partners which text they prefer.

In their books, students write a few sentences about their personal preferences with reasons for their choice. Encourage them to include the information they wrote into their graphic organisers to help with their explanation. Two examples are given below.

Example one:

I preferred Come and See the Dinosaurs because I liked the rhythm of the poem and the illustration that went with it. I also liked that the dinosaurs had their nails painted because it's a funny idea. The Prehistoric Animal Brigade felt like a nursery rhyme for little kids and I didn't like the singing.

Example two:

I didn't like either of the texts because I don't like dinosaurs. I think the idea of dinosaurs going to a beauty shop is silly, but I also think a dinosaur brigade doesn't make sense because woolly mammoths didn't live at the same time as dinosaurs.

# Princess Paloma and the Pea Challenge

Story by Liz Ledden | illustrated by Queenie Chan

EN2-UARL-01 | AC9E3LA09

## Learning Intention:

I am learning to identify the purpose of visual techniques so that I can create a front cover for a text.

## Success Criteria:

- I can describe the purpose of visual techniques used in book covers
- I can create a book cover for the story
- I can give reasons for illustrative choices

After reading the story, go through each of the accompanying illustrations by Queenie Chan and ask the class:

- what do you see?
- what part of the story are these illustrations from?
- how do you think they help the reader?
- if this story was in a book format, what might be included on the front cover?

Students may have a range of different ideas about what could be on the front cover. Once they've given some answers, ask:

- what is the purpose of a front cover?
- what are the things we can look at on a front cover when choosing a book to read?

Guide students towards the following answers and write them on the board:

- the title
- colours used

- style of illustration/photograph
- the scene shown in the illustration
- the age of the characters in the illustration

Select a diverse range of four or five books from either the classroom library or school library (try ranging from Goosebumps to something from the Rainbow Magic series to a picture book etc). Alternatively, find a list of suitable book covers online, such as Imagination Soup's [Big List of Wonderful Fairy Tales Books for Children](#).

Go through the book covers and ask the following questions for each:

- who is the target audience for the book?
- how do you know?
- what scene is shown on the cover?
- what kind of mood do the scene, colours and title size/font give the book?
- what might the book be about?
- do you think the front cover is effective at drawing in its target audience? Why or why not?

Students might recognise elements like more simplistic illustrations with block colour are often aimed for younger audiences, while more detailed illustrations that lean towards realism are often for middle to upper primary students. They may also notice the font of Goosebumps gives an oozy, creepy mood, while the colours of the Rainbow Magic series gives a happy, fun mood.

Explain that students will be designing a cover for Princess Paloma and the Pea Challenge. Discuss how the following might affect their choice of illustration:

- the target audience
- the mood of the story
- their personal preferences of book covers



Students may use Queenie Chan's style to match their cover, or they can create their own style, as long as they're keeping in mind the mood, colour, scene and title font.

Once they have completed their illustration, students write a summary explaining their choices. For example:

This story is aimed for readers in year three, so I made a bright cover with eye-catching colours. I used green bubble writing for the title font since it is about peas. I chose to draw Princess Paloma eating the pea ice cream with everyone watching in amazement because it shows that this will be a fun and silly book.



# Rat or Roo?

Article by [Zoë Disher](#) | photos by Alamy

[EN2-VOCAB-01](#) | [AC9E3LA07](#)

## Learning Intention:

I am learning to identify the different tenses of verbs so that I can change the verbs to suit the tense.

## Success Criteria:

- I can identify verbs from the text
- I can differentiate between past, present, future and continuous tense verbs
- I can change verbs to suit the tense

Read the article as a class. Write the words nibble, will hide, lives, runs, digs, carry, hopping, planted. Tell students these are all words taken directly from the text and ask them to identify what sort of words they are (doing words; verbs). In pairs, students are to find a way to sort these words, written exactly as they are, into four categories. Give them time to discuss how they might sort these words and provide guidance where necessary.

Answers:

1 – nibble, carry, lives, runs, digs (present tense)

2 – will hide (future tense)

3 – hopping (continuous)

4 – planted (past tense)

Once students have identified the four categories, go through each one and ask when we use them. (Present tense is for when something's happening now or happens habitually, future tense is for when it happens in the future, continuous means it's actively happening now, past tense means it's happened in the past.) Have students give more examples of each, then give sentences with each type.

Examples:

Present – I live in a house. The dog barks every night. I comb my hair.

Future – I will live in a house. The dog will bark every night. I will comb my hair.

Continuous – I am living in a house. The dog is barking. I am combing my hair.

Past – I lived in a house. The dog barked every night. I combed my hair.

Have students examine their answers and find clues to help them easily identify verb tenses. For example, continuous verbs end in 'ing', future verbs use 'will', past verbs often end in 'ed'.

Hand out copies of the image below, or create a similar template. Explain that students are to pair up and play a game of battleships. (For a short tutorial, watch the YouTube video [How to Play Battleship](#).) Students can set up their ships the same way they would in a normal game of battleships, but instead of calling out grid coordinates, they must use the subject and the verb of their chosen square to create a sentence, depending on which tense you call out.

	rat	rat - Kangaroo	Kangaroo -rat	Sea Lion	Starfish	Koala	Kangaroo
Lives ...							
eats ...							
digs ...							
moves by...							
Climbs ...							
sleeps in...							
Looks like ...							

Sample sentences include: A rat ate seeds. A starfish will look like a star. A rat-kangaroo moves by running. A koala is sleeping in a tree.

# The Happy Monkeys and the Water Ogre

Retold by Bonnie Highsmith Taylor | Illustrated by [Craig Phillips](#)

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

## Learning Intention:

I am learning to identify elements of a procedural text so that I can write one.

## Success Criteria:

- I can brainstorm collaboratively to produce a solution
- I can write a procedure using correct structure
- I can edit my work

After reading the text, ask the students if the story had a good resolution. Some students may initially say yes, but prompt them to think about whether the monkeys' problem has really been solved. Remind them there's still an ogre in the lake. Maybe the ogre will rip out the reeds or wait until all the reeds have been used as straws.

Tell the class to imagine that they have received a letter from the monkeys asking for a permanent solution. Students are to work in teams of three or four and brainstorm different ways they could get rid of the ogre. Examples include luring the ogre out, tricking the ogre to leave, scaring the ogre away. Discourage solutions such as poisoning the lake, as this means the monkeys will no longer have fresh water.

Once teams have agreed on a good solution, explain that they will need to send clear instructions back to the monkeys, so they know exactly what to do. Ask students what kind of text they could use to give step by step instructions (procedure).

Visit Literacy Ideas' webpage on [Procedural Texts](#) and scroll down to view the comprehensive video on how to write procedural texts. When they have finished viewing, ask students what the main things are they need to include in a procedure.

Answers:

- Purpose of the procedure
- Materials/tools needed (in dot points)
- Numbered instructions (in sequential order, starting with a verb, using second person present tense)
- a conclusion, if there's more to do when the main procedure is complete
- an illustration to help guide the reader

Remind students they need to be clear in their instructions to the monkeys. They should aim to use short and simple sentences to convey any complex ideas.

For an example of a procedure, continue scrolling down beneath the video on the Literacy Ideas page. Near the bottom are some student writing samples. Click on the year 3 tab to view a procedure for how to grow carrots.

Students discuss their step-by-step instructions in their teams, writing down any ideas as notes. Individually, they write their procedure either on a template provided by the Literacy Ideas page or in their books.

# Funky Junk

Play by Sue Murray | Illustrated by Tohby Riddle

EN2-UARL-01 | AC9E3LE02

## Learning Intention:

I am learning to draw connections between personal connections and text so that I can write a recount with a similar theme.

## Success Criteria:

- I can connect personal experience to the text and characters' feelings
- I can create a recount using an orientation, ordered events and conclusion
- I can include feelings of the event

After reading the play as a class, ask students to think of a time they also entered a competition. It could be anything from spelling to horse riding to the school athletics carnival. Ask students:

- was anyone cheering them on? Friends, family, class members?
- did they win?
- did they come close to winning?
- did they bomb out?
- how did the experience make them feel?

For the students who won, ask them how they imagined Jake felt in the play. Happy, excited, proud, ecstatic? For the students who lost, ask them how they think Emily and Tai felt, or one of the adults. Embarrassed? Sad? Disappointed? Ashamed?

Explain that students will recount their experience in any creative way they choose. For example, they can do a written recount, a play like Funky Junk, a comic strip, a series of pictures with captions or an oral retelling.

Before beginning on their creative project, students make notes of the events in chronological order, the feelings they experienced and specific details they can remember. For example:

- I entered the fifty-metre freestyle in last year's school swimming carnival
- It was raining that day
- I'd had cereal for breakfast and could feel it churning in my tummy
- We lined up on the blocks
- My mum waved at me from the crowd
- I did a good dive when the whistle blew
- I swam the best I could
- At the end, the parent helper gave me card that said FIRST and I realised I'd won
- I was so happy because I'd never won anything before
- I got to stand on the top of the winner's block
- My faction cheered when they called my name
- It was one of the best days of my life

From these notes, students can start preparing for their recount. Regardless of what format they're doing, students need to have an orientation (who, where, what, when why), the events in order and a conclusion (how they felt about the event). Encourage them to use the notes they had made before starting.

Remind students that recounts use first person past tense (I was, I did, I felt) and to include transitional terms (first, next, then, during, finally). This will apply to most types of recounts except the comic strip and the play. For the comic strip, find templates on Printable Paper's [Comic Pages](#).



Once complete, students can present their recount in small groups, either by showing their work or performing.



# Stingers

Poem by Carol L MacKay | Illustrated by [Christopher Nielsen](#)

[EN2-CWT-01](#) | [AC9E3LE05](#)

## Learning Intention:

I am learning to apply language features and digital technology to create a multimodal response poem.

## Success Criteria:

- I can write a response poem to Stingers
- I can use rhyme and rhythm to create my text
- I can create a multimodal text using images and sounds

After reading the poem as a class, discuss what it's about. Encourage students to think about what questions the poem is asking. Ask students specifically:

- Would you catch a bee in your palm and rub it against your face? Why or why not?
- Would you stick your toes in a beehive? Why or why not?
- Would animals that eat honey leave the beehives alone?
- Would the bees lose all their honey if they didn't have stingers?

If students have not already picked up on it, discuss how some of the things may harm the bee, such as catching it may damage its wings, and sticking toes in a beehive might break the hive.

Explain that students are to write a response poem to the original using multimodal elements. This means they will need to do a digital poem using music, sound effects and/or images. Students can use PowerPoint or a similar program to create their text.

Before beginning online, students write a draft of their poem in their books. They don't have to use the same rhythm or rhyming scheme as the original; however, they

do have to use rhyming words. The response poem should begin with the following two lines:

If bees were born without stingers,  
I know how it would be

You can also guide them by giving examples of how they can write their response poems, such as the following.

Example one:

I would not hold them in my palm and risk damage to their wings,  
I would not touch their precious hive with all their special things.

Example two:

While I'd love to hold them in my palm, I'd have to stay away,  
Bees are creatures, not our toys – I'd tell others not to play.

Example three:

Yes, I'd touch a bee to cheek!  
We'd play tag and hide and seek.

Students can use a rhyming dictionary like [Rhyme Zone](#) to help construct their poem.

Once a draft is written, students use a program like PowerPoint to write out their good copy. They can include images, music and sounds to their presentation. They can also record a reading of their poem to play when the slide is up. Some useful links:

[Find Sounds](#) search page (including [bees buzzing](#), [children giggling](#))

Youtube - [Three Hours of Bees Buzzing](#)

Youtube - [Ten Hours of Birds Chirping and Bees Buzzing](#)

Youtube - [Bees Buzzing Sound Effect](#)

Youtube – [Flight of the Bumblebee](#)

Youtube – [How to Add and Record Audio in Your PowerPoint Presentation](#)

Microsoft Support's [Add or Delete Audio](#)

Microsoft Support's [Insert a Picture](#)

Youtube – [PowerPoint: Inserting Pictures](#)

Search on Creative Commons: [Bees](#)

Students present their multimodal poetry to the class.