

Even More Wild and Crazy Adventures

Story by [Bill Condon](#) | illustrated by [Tohby Riddle](#)

[EN3-CWT-01](#) | [AC9E5LE05](#)

Learning Intention:

I am learning to analyse character traits so that I can use characterisation in my own writing a compose a new ending to the story.

Success criteria:

- I can Identify how character traits are portrayed in a text.
- I can create an engaging ending to the text using setting and characters represented in the text.

Read through the play as a class and discuss the two main characters. Construct a class word cloud for each character, looking at description and discussing character traits that students [share](#). Have students draw an annotated character portrait in their workbook, add detail and notes on the character and use annotations, speech bubbles or links to connect the text.

Explain to the students that an exciting ending will leave the audience engaged and intrigued by the concluding storyline. Within this text, the author has left clues and complications to consider five possible endings. After allowing the students time to read the text, discuss the five possible storylines that the students may continue with to create an ending to this story. Generate a high quality [work sample](#) to framework student ideas.

In their workbook, have students choose one of the endings identified below and continue the story with a small writing sample that concludes the text.

Consider an ending for each of the clues and complication topics:

- A Yeti
- A Banana
- A Spider
- Keys to the chains
- A Mouse

Students read their story in a group of four. Groups nominate a writer to share their ending with the class.

Differentiation

Inform students that a director in a movie will create a **storyboard** to have a clear view of the sequence and events that will develop in their movie. Students will use a storyboard [template](#) that allows them to draw the order of scenes and include annotated notes below to guide the film crew, identifying characters in the scene, props required and the developing action. This activity can also be used on an iPad using iMovie or using an online [story board creator](#) for [digital storytelling](#).

Learning Progressions

UnT8-UnT10

CrT8-Cr10

Hail the Snail

Poem by Jill Carter-Hansen | illustrated by [Christopher Nielsen](#) | photos by Alamy

[EN3-VOCAB-01](#) | [AC9E5LA06](#)

Learning Intention:

I am learning to create a clear description using adjectives in noun groups so that I can use these features in a poem.

Success criteria

- Identify text features with adjectives and noun groups in the poem.
- Create examples of description

Read the text and explain that the students today will be a conchologist.

*Ask students to suggest what a conchologist may study.
A conchologist studies gastropod (snails).*

After reading the text, have students discuss within the class, descriptive words and phrases in the poem.

Watch the short film [Spiral](#) by Samuel Guiton from Nat Geo Wild. Discuss the sense of tension and danger in the film and ask students to choose one gastropod and describe the snail to a partner.

Considering the text and the short film, create a spiral adjective artwork using words written in a spiral shape in your workbook. You can create an online version using [Spiral Text](#) or [Canva](#).

Take the class for a conchologist's investigation, walking through the garden or view this short [snail investigation](#). When students find a snail, watch the way it moves, describe it to a partner and read through the poem. Ask students if they agree with the way the author has described the snail.

Support student learning with a revision of language conventions, including noun groups and adjectival phrases.

Students could use their workbook to organize this information in a [concept map](#).

Ensure students are aware of the following;

[Noun groups](#) build the story in text with imagery and characterization.

Noun groups will always include a noun or pronoun.

[Adjectival phrases](#) or clauses build up the description of the noun and will develop creative expression, imagery and characterization.

Differentiation

Students can create their own poem based on an insect or gastropod.

Allow them to generate their own ideas using [Nat Geo for Kids](#) to investigate the insect world.

As they plan, ask them to list descriptive adjectives for their chosen insect. Use prompts to consider what it looks like and add detail with adverbs to consider how it moves.

Using their research based on Hail the Snail, ask them to construct their own poem in their workbook and share it with a partner.

Learning Progressions

UnT8-UnT10

CrT8-Cr10

Busy as a Bee

story by Steven Paulsen | illustrated by [Aśka](#)

[EN3-RECOM-01](#) | [AC9E5LY05](#)

Learning Intention:

I am learning to investigate literary devices, analyse information and use comprehension strategies so that I can link ideas to make inferences based on the text.

Success criteria:

- I can Interpret information in a narrative and can identify inferences that the author has given the reader.
- I can Identify character traits from a narrative and infer the motivation behind the characters actions.

In this text, Ethel asked, “What can I be when I grow up?”
Two days later she had decided – “I want to be a Bee.”

Challenge students to consider

- What happens when non-human characteristics are attributed to a person?
- Would you have any? For example, you might ‘swim like a fish’ or ‘run like a cheetah’. These similes are attributing non-human characteristics and describe a good swimmer or a fast runner.

As a class read the text and pair students. One student in the pair will look at the characteristics of a Bee that Ethel displayed. The other student in the pair will look at the human characteristics that Ethel displayed.

As a class, create a Venn Diagram to consider if Ethel is more like a Bee than human.

Direct students to create a Venn Diagram in your workbook or using a [template](#), ask students to compare and contrast under the headings – ‘Human Characteristics’ and ‘Bee Characteristics’. Possible suggestions from the text are included in the table.

Possible answers Human Vs Bee Venn Diagram		
Human	Areas that could be performed by both	Bee
Talking	Beekeeper	Buzzing noises
Returned to class on time	Look after Beehives	Smelling Flowers
Eats Honey	Collect honey	Makes honey

Wears a brown and yellow striped jumper	Dressed as a Bee	Body is brown and yellow
Wears fairy wings	Dressed as a Bee	Has wings
Planted seeds	Honey expert	Works in a hive
Watered plants	Identifies the flower that made the honey by the colour scent and taste.	Has a hierarchy
Pulled out weeds		Has well developed hives

What is behind Ethel's closed door?

Explain to the class that an inference is a conclusion that you make based on clues in the text, considering the evidence and reasoning.

Discuss with students the fact that the author has given us a series of clues and inferences in the text to give us insight into Ethel's life. Students can complete the quiz to check on their understanding and comprehension Ethel.

Those with a digital subscription can complete the interactive activity now, Quiz Cards. Ask students to create a drawing or narrative as an imaginative response and an understanding of Ethel's life with the heading;

Open the door and show us inside the Bee house.

Read to the class, the three clues that are presented as a mystery below and allow students to discuss ideas that the clue generates. Ask students to write a descriptive piece or draw what they think would be behind Ethel's closed door. Is it a garden, a machine Mr Bee created as a computer programmer or a hidden courtyard with all of her bees working?

Mystery 1. "The neighbours often wondered where all the delicious honey came from, but they never found out."

Mystery 2. "People claimed that if they walked up the front path to Ethel's house, they could hear a faint buzzing noise from inside. But it always stopped when they rang the doorbell."

Mystery 3. "When Ethel answered the door, she seemed to be smiling a secret smile, her bright eyes twinkling. As though she knew something that they didn't."

Learning Progressions

UnT8-UnT10

CrT8-Cr10

My Strange Collection

poem by Scott Chambers | illustrated by Michel Streich

[EN3-CWT-01 | AC9E5LY06](#)

Learning Intention:

I am learning to experiment with word choice and language features in poetry so that I can share and provide feedback for editing.

Experiment with word choice and language features in poetry to share, class review and provide feedback for editing

Success criteria:

- Interpret the meaning of a description in a poem
- Use language features in my poetry and share it for peer review
- Peer review poetry for cohesive structure and meaning using the editing checklist

Read the poem aloud to students and discuss the use of [couplets](#) in the text.

Ask students to identify the couplets in the poem and then find two more words that would fit this rhythm.

- collection and detection
- bees and trees
- cockatoo and kangaroo
- solemn and common
- luck and truck

View this short 2 minute project called [Storykeepers](#) on Indigenous artist- [Boori Monty Pryor](#) to understand the inspiration behind some of his poems. Discuss with the students the different connections both poets had with the land, the meaning of their poems and the intended audience.

Discuss with students what to look for in a poem and use the peer review checklist as a guide in their poetry writing.

[A peer review checklist can be found in the pdf downloadable on the TSM website.](#)

Direct students to create their own poem, in their workbooks, using the framework and considering the peer review and checklist.

Students can use a [rhyming dictionary](#) to help them identify rhyming words.

Use this framework to create a poem inspired by “My Strange Collection”

Students read their poem to a partner and peer review it, using the peer review checklist .

Differentiation

Students investigate a contrasting form of poetry to create a collection of poems.

- [Free Verse](#)
- [Acrostic](#)
- [Palindrome](#)

Learning Progressions

UnT8-UnT10 CrT8-Cr10 SpK6- SpK8 InT5-InT6

Poem is written by:

Poem is peer reviewed by:

Editing my poem and Peer review		
Poem checklist	My editing notes	Peer review notes
Audience – Who is this poem written for?		
Purpose- What does the author want to tell you?		
Poetic devices- Any poetry techniques used, rhyming, alliteration, simile, personification, onomatopoeia.		
Description- Does it “Show don’t tell”		
Read the poem aloud- How does it sound?		



My Strange Collection

poem by Scott Chambers | illustrated by Michel Streich

What is your collection?		
My topic will be:		
	Where is it ? Setting.	Rhyming words in pairs
Line 1 10 words		Rhyming word-
Line 2 10 words		Rhyming word-
	What is it ? List it.	
Line 3 11 words or syllables		Rhyming word-
Line 4 11 words or syllables		Rhyming word-
	Describe it.	
Line 5 12 words or syllables		Rhyming word-
Line 6 12 words or syllables		Rhyming word-
	Is there a twist, or a hook that makes the reader intrigued? Wanting to know more?	
Line 7 11 words or syllables		Rhyming word-
Line 8 11 words or syllables		Rhyming word-
	The "punchline" or the final statement that gives the reader a conclusion.	
Line 9 10 words		Rhyming word-
Line 10 10 words		Rhyming word-

The Spider Silk Cape

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

[EN3-OLC-01](#) | [AC9E5LY02](#)

Learning Intention:

I am learning to compare the difference between fact and opinion in a text so that I can use this information to experiment with persuasive texts.

Success criteria:

- Give examples of fact and opinion statements from the text.
- Create a factual report.

Discuss with the class the difference between a fact and an opinion.

Explain that

- Facts can be proven, gives information and as a statement may be answered as true or false.
- A fact is measurable, observable and provable with evidence.
- A fact cannot be changed.
- Opinions are statements that give a person's thoughts, feelings, ideas or beliefs.
- An opinion is a judgement or belief that has not yet been proven.
- An opinion can be changed.

Ask students to investigate the text and look for keywords and factual clues that would be used in an **informative text**. Display their findings on a vocabulary word and remind them that factual clues can be data, historical events, statistics that can be proven, names, results, measurements, scientific studies, eyewitness accounts, substantiated and verified facts.

Examples from the text include:

- Silk comes from silkworms
- Silkworms eat mulberry leaves
- To create this cape, eighty people worked for three years to collect spider silk.

To contrast the students' findings, now direct them to look for opinion clues and keywords that would be used in a **persuasive text**. Record these on a separate vocabulary word wall and remind them that they are looking for statements and words identifying feelings, thoughts, I think and I believe statements, points of view, and superlatives which are exaggerated expressions that emphasise a high degree of quality.

Examples from the text include:

- Golden orbs are exceptional for their silk
- No one has ever farmed spiders for silk
- The cape is a true work of art

The Golden Spider Silk Cape in this text grabbed media attention when it went on show in 2012

CNN News headline stated –

"Arachnophobe creates cape woven from spider silk."

Ask students to consider what an arachnophobe is and why this is an attention grabbing headline.

Show students the [documentary](#) by the Cape Creators, Simon Peers and Nicholas Godley. V&A display The Golden Spider Silk, Victoria and Albert Museum 2012.

In the student's workbook, ask them to **draw** motifs that they saw on the Silk Cape. In ancient civilisations, the spider was often a symbolic motif and may represent artistry, patience, wisdom, power and balance. The class may want to look further into the [symbolism of spiders](#) in ancient civilisations.

Divide the class into pairs with one student creating a factual report for the Golden Orb Spider and the other a factual report on the Silkworm.

Suggestions for **headings** to organise their research includes:

- Scientific name
- Habitat
- Appearance
- Describe their silk.
- Diet
- What are their main threats

Students can research [Facts on Silkworms](#) and [Facts on Golden Orb Spiders](#) , and present their findings on Powerpoint or Google Slides.

Students can share their **presentation** to the class or post on Google Classroom.

Differentiation:

Using their research from the prior task, students can construct a [Persuasive Text](#).

Display the following question and discuss.

Spiders should be used to make silk.

Do you agree or disagree with this statement?

Explain to the students that they will take a point of view and persuade the reader to agree with their argument.

Revise the framework for a Persuasive Text.

- **Topic sentence-**
Introduction will use strong language to state your opinion on this argument and the reasons that you will talk about. Hook the reader and make them want to read more.
- **Body of the argument-**
In each paragraph, state your opinion, what is the reason behind your argument. Give an example and details to support this.
- **Conclusion-**
Restate your opinion. Summarise your points and state strongly why the reader will agree with you. A concluding statement will strongly restate your point of view.

Learning Progressions:

- CrT8-CrT10 InT5-InT6

Chook Wars

story by Pam Greatorex | illustrated by [Anna Bron](#)

[EN3-VOCAB-01](#) | [AC9E5LA06](#)

Learning Intention:

I am learning to analyse noun groups and adjective groups so that I can create description and build characterisation in my own writing.

Success criteria:

- I can create a wanted poster with appropriate visual elements,
- I can write a description of a character and adopt a specific point of view through my careful consideration of word choice.

Read through the text as a class and discuss the words and phrases that the author has used to create **tension**, anticipation and a sense that something is going to happen.

Within this word find is a collection of words and phrases from the text that create tension.

Ask students to solve the word find and identify the words and phrases in the text.

Check student understanding of [noun groups](#) and the role of adjectives in noun groups. Use the example from the text-

They are equipped with a pointy beak and they have wrinkly pink feet, each toe armed with a talon at the end

Discussion with the class

- What are [noun groups](#)? A noun group builds the story with imagery, characterisation and description.
- How are [adjectives](#) a part of noun groups? A noun group includes adjectives to build images.

Direct students to read the three descriptive excerpts from the text and choose one to draw a picture in response to the descriptive image that it evokes. Ask a partner to view their image and connect the text excerpt to the student's image.

1. They are equipped with a pointy beak and they have wrinkly pink feet, each toe armed with a talon at the end
2. They pecked their way around and lifted their feet daintily as they went
3. She launched herself from the lemon tree, a white flash of beak and claws, her eyes fixed on me like a laser beam

Some excerpts reveal a **point of view** within the text, such as the following.

“I put my hand on the wire hook and took a deep breath.”

Ask students to consider who is telling this story.

Discuss with students’ the concept of a point of view in this text and the difference that another characters point of view may have in a story.

Challenge students to imagine that they were **Beryl the Chook**. How would they feel if somebody was coming in to steal the eggs? Students can write a small statement on their feelings as Beryl in their workbook.

Next, students can imagine that they are Lizzie, recording how she feels being chased by Beryl the Chook every time she does her chores.

In their workbooks, students can construct two **Wanted Posters**.

Construct a wanted poster for “Lizzie” as written from Beryl the Chooks point of view and one for “Beryl” as written from Lizzies’ point of view.

Learning Progressions

UnT8-UnT10 CrT8-Cr10

Eggstraordinary Eggs

article by Emma Heyde | photos Dreamtime

[EN3-RECOM-01](#) | [AC9E5LY05](#)

Learning Intention:

I am learning to understand the difference between fact and opinion and how to identify these in a text so that I can write for a wide range of purposes and different audiences.

Success criteria

- I can use a graphic organizer to analyse information
- I can Integrate and link ideas from the text as a necessary part of writing information reports.
- I can compose an information report, incorporating elements (visual and literary) that help explain the topic taking into consideration my audience.

Discuss the specific language features within an informative text with the students.

[Information reports](#) give facts and data related to a specific topic.

When writing an information report the text [structure](#) and features include a clear topic, factual information that gives detail to the topic and a conclusion that summarises the information in the text.

[Think, pair, share.](#)

Ask students to work with a partner, read the text and identify facts and opinions in the text.

In pairs use a [graphic organiser](#) to write these facts and opinions down.

Join another pair to make a group of 4 and look at the headings used in the text.

Headings organize text and are used in information reports to organize material.

As a class look at a work sample that shows the key features of an [information report](#).

Use word clouds to collect key words used in an information report.

Discuss

- Use of headings or paragraphs to organise work
- Vocabulary for an information report
- Hook the reader with an introduction
- Complete the information report with a strong concluding sentence.

Students construct an individual information draft report on Eggs in their workbooks.
A [checklist](#) criteria can be created on the board to guide students.

Students share their information report with their original partner, who gives feedback based on the checklist criteria.

Differentiation

Students give a 2 minute presentation report using powerpoint or google slides.
Research text and images using [kiddle](#) or [National geographic](#).

Work in pairs to create a presentation, alternate researcher and computer input/designer.
Share presentations on Google classroom to enable students to peer review class work.

Learning Progressions

- UnT8-UnT10 CrT8-CrT10 SpK6-SpK8

Super Bad

article by James O’Sullivan | illustrated by [Stephen Axelsen](#)

[EN3-OLC-01](#) | [AC9E5LY07](#)

Learning Intention:

I am learning to use stage directions, integrate sound effects so that I present the script in an organised way and give meaning to the script.

Success criteria

- I can set the scene- look at freeze frames to view the different interpretation of the script
- I can create sound effects for the each scene within the play
- I can perform a role in a play adopting my own style
- I understand how stage directions are important in developing a well organised, smooth production.
- I incorporate stage directions into my writing.

As a class read through the script.

Brainstorm and discuss-

Students can write down points or/and draw the following;

- Describe the characters
- Visualise the setting

Freeze frame

Explain to the students the meaning and purpose of a [freeze frame](#). Watch this short clip from Drama Resources.

Form groups of 8 (each character plus a director).

- Using the sections from the script below, allocate a Freeze frame card for each group.
- The director will set up the scene, balancing group space, individual character position and then using an Ipad, take a photo of a freeze frame moment.
- As a group, edit and discuss the scene- did it project the intended image? Peer review the characters and offer suggestions for the actors to develop their poses.

Share images for the class to peer review with different interpretations of the scenes and discuss the focus behind the director’s intentions and why the group may have set up the scene in that way.

Freeze frame 1

Shopkeeper: Are you sure you have some thugs?

Shadez: Of course I do. *(Calling offstage) Guys, where are you?
(Enter two thugs, wearing balaclavas.)*

Freeze frame

Freeze frame 2

Shopkeeper: Well it doesn't matter because I just pressed the alarm! Every superhero in this city is coming here to save the day! In fact, I think I hear one coming now.
(All wait expectantly. No-one enters)

Shadez: I think that was the bus.

First thug: You're right, boss.

(Enter New Age Woman.)

Freeze frame

Freeze frame 3

Shadez: Of course they're thugs! You should see them when they've had a few cappuccinos. They're bouncing off the walls, just itching to cause mayhem. So , for the hundredth time give us all your bad guys!

(Enter Power man. He comes onstage trying to put on his trousers, trips up, then gets to his feet.)

Shopkeeper: It's Powerman, come to save the day!

Freeze frame

Work beyond

View the Vimeo- ["Ruckus"](#) a short, stylized animation film about two bandit brothers. Ruckus was a BFI Future film award winner and was created by 7 NCAA graduates as a final year project in 2013. Peter Matev, Oscar Rickett, Jared Auty, Luke Gravett, James Kasapi, Peter D. May, Ben Davis.

Students look at the use of [sound effects](#) to bring meaning to the film Ruckus and ask students to review again their play Super Bad and look at areas where sound effects could be brought into the play. Source implements to make sound effects and suggest them to the performance group such as running on a timber floor, rattling of chain, banging of saucepan lids, bike horn.

Differentiation

Highlight difficult words in the script and clarify meaning with the students.

Share

Perform your play with props and appropriate dress to represent the character.
Pair up and perform for another group.

Learning Progressions

- UnT8-UnT10 CrT8-CrT10 SpK6-SpK8 InT5-InT6

Silos in the Sky

poem by [Janeen Brian](#) | illustrated by Matt Ottley

[EN3-UARL-01](#) | [AC9E5LE04](#)

Learning Intention:

I am learning to explore literary devices and imagery in poetry so that I can apply these features to my poetry.

Success criteria

- Links technical ideas from the text to create samples of simile, metaphors and personification
- Contributes to a Class walk through gallery of art, multimedia pieces and poetry inspired by the poem.
- Creates a multimedia piece that represents the imagery depicted in the poem.

Essential Knowledge:

View the [Imagery video](#) on The School Magazine website so that everyone has a shared understanding of what imagery means when we are analysing texts. The imagery video is a fun, easy and short video that will help children understand this concept.

As a class read through the poem.

Use [Think-pair-share](#) and ask the students what they notice in the poem, including word selection, sound, rhythm and structure of the poem. [Imagery](#) uses words to create pictures in the readers mind based on the five senses and also the emotion the reader feels. Ask students what they feel the author wanted the reader to see, hear, smell, touch, taste and feel.

Ask the students to discuss what they think is the meaning of the title Silos in the Sky. Form a group of 4 and report their thoughts and ideas to the class. The teacher can construct a class mind map to include ideas from each group.

Around the mind map, include a metalanguage word bank with examples and meanings to promote deeper discussion. Include the discussion questions and have the students identify an example for each literary device.

What is a [simile](#)?

What is a [metaphor](#)?

What is [personification](#)?

What is [imagery](#)?

A [poetry analysis mind map](#) could include the following headings to framework student responses.

- Title- How is the title significant?
- Narrative stance- Who do you think is the speaker in the poem?
- Language selection- This poem is compact, so every word choice needs to have impact to unlock the imagery. Discuss the [poetic terms](#) and find examples such as alliteration, couplets, metaphors, mood, onomatopoeia, personification, repetition, simile.
- Imagery- Use of metaphor, simile and personification to create a picture
- Rhyming scheme- What patterns are used in this poem and identify where the rhyme occurs.
- Punctuation- What is used and what effect does it have?
- Structure of the poem- Discuss the use of [stanzas](#) in the poem. Why do you think the poet chose this structure?
- Tone- The [tone](#) is the feeling, attitude, mood or character of the poem.
- Theme- What is the [theme](#) or message that the poet wants to convey in the poem.

Class gallery walk – Differentiation activities to contribute and share

Direct students to create a piece of art to reflect the poem's imagery. Choose a medium such as paint, pencil or crayon and ask students to create a picture of what image this poem creates in their mind.

Individually, direct students to create examples of poetry that is inspired by this poem. It may mean creating samples of similes, metaphors and personification on a theme or subject that they would like to describe to the reader. As a class compose an example with a sentence starter. Some students may experiment and create their own **poem**, using "Silos in the Sky" as a framework to express a theme or subject of their own choice.

Construct a **multimedia presentation** that uses text and images to convey the imagery from the poem Silos in the Sun. Use the platform Powerpoint or Google Slides to share your work.

Learning Progressions

- UnT8-UnT10 CrT8-CrT10 InT5-InT6