

Dossier of Discovery: Meet ASIMO

story by [Anne Renaud](#) | photos by Honda North America

EN3-RECOM-01 | A9CE6LY05

Learning intention:

I am learning to use evidence from the text and my prior knowledge when reading so that I can make sense of the text.

Success criteria:

- I can predict vocabulary by viewing images in an informative text.
- I can define technical terms specific to the informative text.
- I can apply my knowledge of technical vocabulary to read and comprehend informative texts.

Essential knowledge:

Before beginning the activity, have students view the English Textual Concepts video [Context](#).

After the video, display the images from the article (without the text or heading) and ask students what context they, as the reader, are viewing the images from. Encourage them to consider where else they see robots (movies and television), what they know about robots and what other technology they use daily (mobiles phones, tablets, computers). Ask them how their thoughts might change if they were viewing these images from a different time in history, or what they would think of the images if they were ninety-nine years old. What do the images mean to them as children in the year 2023?



Explain to students that this robot is referred to as ASIMO, which is an acronym. Have them predict what it might stand for. After some discussion, show students the caption beneath the photograph that says 'ASIMO stands for Advanced Step in Innovative Ability'. Ask students whether they agree that this is a good name, or whether theirs were better.

Explain that these images come from an article, which is an informative text. Write ROBOTS on the board and invite students to brainstorm technical vocabulary that might come up in the article. Answers might include mechanics, computers, batteries, electrical.

Once students have contributed their predictions, write the following words on the board:

- Engineers
- Magnesium Alloy
- Detect
- Volt

Ask students to discuss with a partner what these words mean. After some independent discussion time, invite students to share their answers with the class. If students are unsure of any answers, use dictionaries or online dictionaries such as [Merriam-Webster](#) to find the definitions (split the words magnesium and alloy if necessary).

Finally, read through the text as a class, indicating any vocabulary students had correctly predicted would occur and discussing the technical vocabulary in context. This can be done using a [Frayer diagram](#).

Mrk0: An Ordinary Robot

story by [Katie Furze](#) | illustrated by [Tohby Riddle](#)

EN3-UARL-01 | A9CE6LY03

Learning intention:

I am learning to analyse strategies authors use to influence readers so that I can identify the ways different elements in a text contribute to characterisation.

Success criteria:

- I can describe ways authors and illustrators influence readers' perspectives on characters.
- I can identify points of repetition in text.
- I can describe how the author uses repetition for narrative purposes.

Essential knowledge:

Information about language features in texts can be found in the English Textual Concepts video [Connotation, Imagery and Symbol](#).

After reading the story as a class, ask students to describe the character Mrk0. Answers may include robotic, trapped, caring, different, bored, brave, curious. Ask students what parts of the text tell them this. Students might identify:

- vocabulary (such as the word 'monotonous')
- character feelings (such as Mrk0 realising he was sad that the plant was destroyed)
- character actions (such as Mrk0 trying to rescue the bird)
- text features (such as italics to show Mrk0's thoughts and bolded text to show specific words he was processing)
- symbolism (the plant and the sky representing freedom; the broken wing of the bird representing Mrk0's inability to escape)
- the illustrations (which show Mrk0's chest bar is a different colour to the other robots, marking him as different)

Ask students to name one of the jobs Mrk0 ended up doing, and guide them towards the last illustration, which shows the robot helping a vet. Discuss what sort of character would help sick animals.

Explain that another way the author used language to show character was repetition. Explain that this doesn't always mean repeating a word or a phrase – it can also mean repeating an idea in different ways. In pairs, have students search through the text and highlight or take notes on places they find repetition.

Sample answers include:

- Grip, twist, tighten
- Every shift was the same. Nothing ever changed.
- The bots worked quietly, without communicating.
- Seeing nothing... hearing nothing.
- Sometimes Mrk0 noticed the chill... Sometimes he wondered
- Jar after jar

Students share their answers with the class. Ask when most of the repetition in the text happens (at the beginning and when Mrk0 returns to work as normal). Discuss as a class why the author chose to add a lot of repetition in these points of the story (to show the monotony of Mrk0's life).

Conclude by asking students to summarise either written or orally how the author and illustrator influenced readers' perspective of Mrk0 (vocabulary, symbolism etc) and the narrative purpose of using repetition (to show the monotony of Mrk0's life).

Stop Motion

poem by Peter Friend | illustrated by [Christopher Nielsen](#)

EN3-UARL-01 | A9CE6LE02

Learning intention:

I am learning to recognise and explain language features in texts so that I can compare two texts with similar themes.

Success criteria:

- I can recognise and explain the analogy used in two poems.
- I can identify common themes between the two poems.
- I can apply these themes to life to evaluate their effectiveness.

Essential Knowledge:

1. Information about identifying themes and applying them to life can be found in the English Textual Concepts video [Theme](#).

2. Visit the NSW Education Department's page on [Literary Devices](#) and download the resource. Complete the first activity on Analogy and Simile on page 6 with the class, using the posters on pages 11-14 (How is Fear Like a Microwave? How is Enjoyment Like a Grasshopper? How is Control Like a Barcode? How is Power Like a Helicopter?)

3. View the page [Make Stop Motion Animation](#) on the ACMI Museum of Screen Culture, watch the video and discuss the process behind stop motion animation.

Put the class into pairs and have them label themselves either A or B. Instruct students labelled A to read the poem Stop Motion. Instruct students labelled B to read the poem on page 21 labelled A Missed Opportunity. Each student should write down the literal meaning of their poem and the analogy. When complete, students compare their poems.

Answers:

Stop Motion – literal meaning: there’s a magpie on the lawn. Analogy: editing a stop motion film.

A Missed Opportunity – literal meaning: there’s moonlight on the water in a birdbath but the birds are asleep and don’t get to splash in it. Analogy: the sleeping birds are missing the opportunity to be celebrities. (For students who are confused about the use of the word star in this instance, guide them to the word spotlight and ask what that word brings to mind.)

Once students have had time to compare their poems with their partners, ask individual students to share their ideas with the class. Query if anyone noticed similarities between the poems. Students might have realised both poems mention birds and compare them to movies/movie stars. Ask students why the two poets might have both used this analogy – what connects birds and movies? What might it say about our lives? Remind the class of the English Textual Concepts video [Theme](#) to guide their thinking.

Brainstorm what students know about birds. Sample answers include:

- They can fly
- They eat worms and insects
- They can bathe in birdbaths
- Most sleep at night
- They protect their young
- They can be kept in cages as pets
- There are many different types
- They can be colourful/flashy
- They’re all over the place

Ask students if there are any connections between what they know about birds and what they think about movies and movie stars. They might notice the link between being colourful and flashy, or the fact that movies are common in our society. Students capable of more complex thinking might notice the symbolism of movie stars soaring to great heights.

Write the following statements on the board:

Movies have become part of our everyday life.

Movie stars reach much higher levels of success than regular people.

Ask students to contribute any of their own thoughts about the themes these two poems have in common. Go through each thematic statement and have students give a thumbs up or thumbs down as to whether it applies to their own life. Have some students discuss the reasons behind their answers.

The Time Capsule at the Bottom of the Sea

article by Karen Wasson | illustrated by Fifi Colston | photos by Alamy

[EN3-CWT-01](#) | [A9CE6LY06](#)

Learning intention:

I am learning how to experiment with appropriate text structures and vocabulary so that I can compose a coherent and well-structured text.

Success criteria:

- I can research and summarise information from several sources to plan for writing.
- I can use research and my imagination to create a believable diary entry.
- I can make intentional vocabulary, grammar and structural choices to portray information, feelings and mental images that affect an audience.

After reading the article, view the following websites and videos:

ABC's article [Ernest Shackleton's ship Endurance found beneath Antarctic ice after more than a century](#)

Highlight the paragraphs starting from: "Despite being stranded on the ice..." to "...Trans-Antarctic Expedition left London."

ABC'S video [Ernest Shackleton's ship Endurance found beneath Antarctic ice](#)

Watch the story of Shackleton and his crew from 2.24-3.38.

BBC's article on Perch Blackborow, [Endurance: The Newport stowaway on Shackleton shipwreck](#)

Read the story under the sub-heading 'How did Percy end up on board?'

The University of Cambridge's archives on [Ernest Shackleton's Endurance diary, 1915](#)

Click on the diary entries to view Shackleton's writing.

Students are to write a diary entry in a similar style to Shackleton, as if they are one of the crew members aboard the Endurance. They are to choose from one of these moments during the expedition:

- setting out
- getting stuck on the ice
- the long trek to Elephant Island
- getting rescued

Students use the information gathered from The School Magazine's article and the various sources provided above to write their diary entry. They are to write in first person point of view and to use evocative language that will affect the reader. Remind students that a diary entry can have slang, crossed out words and punctuation that is different from the usual rules, but there has to be a reason for why they make these decisions. If you have a digital subscription, complete the interactive activity Intentional Choices in Writing.

Ask students how it would feel to be setting out on adventure, lost on the ice for so long or finally seeing a rescue party, and what they want their reader to feel when reading their diary entry – sadness, excitement, hope, worry? This will be different for each student depending on what part of the expedition they're writing about. For guidance, as a class brainstorm vocabulary that might be used in their diary entry, such as freezing, survival, desperate, starvation, frostbite, dire.

An example entry set during the long trek to Elephant Island:

Excuse my handwriting. It's so cold, I can barely feel my fingers. Percy's toes have frostbite – I think they'll have to ~~chop~~ remove them. We're living on rowboats in the ice, trying to get to freedom. But freedom feels like an eternity away. There is white as far as the eye can see. We're so hungry, we had to eat the last of the huskies. Poor Rover. He was a great dog. My stomach is roiling from the meat, but my muscles shake with starvation. I hope we get out of this ice soon. Don't think we can last much longer. I'd do anything to see my wife and children again.

Students use the checklist below to evaluate their writing:

- I have used first person point of view the whole way through
- I have used information from the resources
- I can identify what emotion I want my reader to feel
- I have made intentional vocabulary, grammar and structural choices to affect the reader

Quitzigibbons

story by Angie Schiavone | illustrated by [Anna Bron](#)

[EN3-CWT-01](#) | [A9CE6LA09](#)

Learning intention:

I am learning to use knowledge of sentence structure, grammar and punctuation so that I can compose cohesive texts.

Success criteria:

- I can identify different uses of commas in a text.
- I can use commas to compose a cohesive text.

Essential Knowledge:

1. Information on sentence structure can be found on the NSW Department of Education page [Sentence Structure](#).

2. Information on commas can be found on the NSW Department of Education page [Commas](#) (including a [starter activities handout](#) under Activity Two). There is also a [Rules Worksheet](#) under Activity Four, which can be used as a complementary activity to the learning resource below.

After reading the story as a class, separate students into groups of five. Assign each student a page number from the story and have them hunt through the text, making note of every comma.

Once complete, groups use the text to come up with rules for when to use commas, giving examples from the text. For example, the second sentence of the story is

The whole clan,(1) stretching right up to the oldest,(2) highest,(3) most bendy branches of the family tree,(4) was made up of dropouts,(5) layabouts,(6) peter pikers and shoulder shruggers.

Students might look at commas 1 and 4 and identify that including extra information (non-essential clauses/appositives) within a sentence requires a comma. Commas 2, 3, 5 and 6 are for lists, which also includes items in a series.

Other answers include:

- For dialogue e.g. 'Yes,' her husband agreed.
- To separate clauses e.g. Mr and Mrs Quitzgibbon weren't sure it was a great idea, but they agreed to pay the entry fee.
- After an introductory clause e.g. Soon after they married, the couple had a daughter and named her O.
- After a connective to start a sentence e.g. Well, I can't really think of anything to wish for...

Once groups have completed their list, have a speaker from each group share their answers with the class, discussing and compiling answers into one list on the board.

Individually, students write a short story either about Mr Quitzgibbon trying to cook again or Mrs Quitzgibbon taking up cycling, using varying sentence structures that require different uses of commas. Students can colour-code their commas to demonstrate their purposes. For example:

- Blue commas for lists/items in a series
- Red commas for appositives/non-essential clauses
- Purple commas to separate clauses
- Orange commas after an introductory clause
- Green commas after sentences starting with connectives

A Missed Opportunity

poem by [Janeen Brian](#) | illustrated by Jasmine Seymour

EN3-CWT-01 | A9CE6LA09

Learning intention:

I am learning word origins so that I can spell new words.

Success criteria:

- I can identify the silent letter in a word.
- I can identify the origin of the word.
- I can research the origins of subject specific vocabulary (Tier 3 words) with silent letters.

Display the poem on the board and read aloud to the class. Ask students to look carefully for words that have silent letters in them. Students might answer with the 'gh' in night/spotlight – mention that these are part of the trigraph 'igh'.

When students find the word 'nestling', ask the class what the base word is (nestle). Have students discuss the definition of the word, where they think the word might come from and what else they know about the word. Comments might include:

- It has the word nest in it, like a bird's nest
- It means to snuggle
- It's the same spelling as Nestlé, the brand (pronounced Ness-lay or Ness-lee)

Visit Merriam-Webster's entry on the word [nestle](#) to view the definition and etymology, then Collins Dictionary's entry on the [suffix -le](#) (scroll down to the second entry). Discuss how the word nestlian and the suffix -le came together to form the word nestle, and how the 't' was assimilated by its surrounding consonants to lose its sound. Ask students what other words have a silent t. Answers include: listen, thistle, wrestle, castle, pestle, apostle, gristle, whistle.

Explain that students are to research three to five words with silent letters that are less frequently used and specific to a certain topic. Use the word pterodactyl as an

example. Encourage students to use dictionaries, online dictionaries and reputable websites for their research. They are to write down the etymology of the word, a definition and a sentence using the word. An illustration can be included. This can be done using a [Fruyer diagram](#) with the boxes: etymology, sentences, definition, illustration.

Some useful webpages to get ideas:

Merriam-Webster's page [Every Letter is Silent, Sometimes](#)

Mental Floss's [15 Words Plagued by Unusual Silent Letters](#)

Jack and the Magic Beans

story by [Bill Condon](#) | illustrated by [Michel Streich](#)

EN3-UARL-01 | A9CE6LY01

Learning intention:

I am learning how to compare texts with similar ideas so that I can explain the effects of different approaches.

Success criteria:

- I can identify similarities between two selected texts.
- I can predict the events of a text based on intertextual references.
- I can explain the effects of the differences between the two selected texts.

Essential knowledge:

Information about the relationship between texts can be found in the English Textual Concepts video [Intertextuality](#).

Without reading the title or allowing students to see the story, read aloud the first two paragraphs, stopping at:

‘...pay their bills and buy their food.’

Ask students if they recognise aspects of the story. If students suggest Jack and the Beanstalk, continue to read without affirming. If students cannot guess, continue reading.

Read the rest of page 23, stopping at:

‘What kind of magic would you give me for my cow?’ he asked.

Ask students what they think the wizard would give Jack for his cow. When students identify magic beans, have a class discussion about what elements might appear in

the rest of the story and write their answers on the board. Refer to the English Textual Concepts video [Intertextuality](#) for guidance.

Answers might include:

- A giant beanstalk
- A giant
- Fee Fi Fo Fum
- Jack stealing from the giant (students might remember specific items such as the golden goose and talking harp)
- Jack cutting down the beanstalk
- The giant falling to his death

Continue reading up to the start of page 25, stopping at:

'...we'll work out a way to get out of this mess.'

Ask students if they expected Jack's mother to be kind, and if not, why not? Students should identify that in the common tale, his mother is furious. Ask students why the author might have made this change. Students could suggest modern retellings give more humanity to the characters. Guide them towards the idea that this change is hinting at more changes to come. Ask if they'd like to revise their ideas about what elements might appear in the rest of the story.

Read up to page 26, stopping at:

'Why do you want to scare people off?'

Tell students to write a prediction in their books. Why does the giant want to scare people off? Students can share their answers with their partners when they're done.

Continue reading until the giant introduces himself as Biggun and ask if any students' predictions were correct. Ask students to write a prediction on what might happen next in the story. They can share with a partner when they're done.

Continue to read the story until the end. Check to see if anyone's predictions were correct. Ask if the events of the story surprised them, and if so, why. Students should identify that while this story started out very similar to Jack and the Beanstalk, it ended differently.

Students are to fill out a table or chart in their books with the headings Same, Different and Thoughts. Using the elements written on the board, students note what was the same between the two stories, what was different and what effect the new story had on their expectations. Ask whether they liked or disliked the changes and to give reasons for their answers.

A History Through Chimneys

poem by [Kaye Baillie](#) | illustrated by [Gabriel Evans](#)

EN3-UARL-01 | A9CE6LE01

Learning intention:

I am learning to identify how different viewpoints are represented in texts so that I can make connections with my own experiences.

Success criteria:

- I can identify the viewpoint in a text.
- I can consider a different viewpoint in the same text.
- I can write a connecting text using my own experience.

Essential knowledge:

Information about identifying reliable sources of information can be found in the English Textual Concepts video [Perspective](#). Focus on the section talking about the author's perspective.

Read the poem aloud to the class. Display the illustration. Ask students to identify the following:

1. What the poem was about (musing over the history of the chimneys).
2. Whose point of view it was from (an onlooker).
3. Why the illustration of house is transparent (the house is no longer standing; only the chimneys remain).

Explain that the onlooker musing the history of the place doesn't know for sure that the events in the poem happened. Ask students who might know. Possible answers include: the people who lived in the house, an older person from the area, a historian. If it isn't mentioned, ask students to consider the chimneys themselves. If the chimneys could tell their story in free verse, what would they say?

As a class, create a short poem describing the history from the chimneys' point of view. Discuss what life might have been like in the previous generation, or the generation before that. Students can use elements from the original poem to brainstorm what could be included in the poem. While a sample text is below, give students a chance to explore their own thoughts.

We chimneys stand rooted to the ground like ancient trees.

The house between us long fallen apart.

We used to warm families over time

but now we are only visited by birds.

A mother breathed life to the flame in our bellies,

chilly mornings making steam of her breath.

While her baby slept, snuggled deeply in blankets,

She would bake a loaf of bread in our fires.

Once the class poem is complete, students are to write a free verse poem of their own design, using the point of view of a place they know well to tell stories about the history they might have witnessed. Examples of topics could be:

A History Through an Old Library Book

A History Through the School Administration Block

A History of my Home

A History of the Beach Jetty

Students are to use the general structure of the original poem to explore what life was like over several generations in their chosen place. It might help if students first brainstorm what each stanza (verse) could be about and/or to research the history of the area they've chosen to give them ideas.

The Voice in the Forest

play by Karen Wasson | illustrated by [Queenie Chan](#)

[EN3-OLC-01](#) | [A9CE6LA01](#)

Learning intention:

I am learning to communicate using different social dialects so that I can read increasingly challenging texts.

Success criteria:

- I can differentiate different social dialects in a text.
- I can research other words and their meanings in the same social context.
- I can use these words in texts and spoken presentations.

Read the play as a class, assigning students different roles to read. Once complete, ask students to identify the three words or phrases in the play that are no longer commonly used i.e. "olden day" words. Answers:

- Good morrow
- How fare ye?
- Hark

Ask students what each of these words mean, using the information in the play for guidance, and to give an example in a sentence. Ask them what they notice about the words and whether they've seen them before. Possible responses may be:

- "morrow" looks like "tomorrow"
- "fare" can mean payment for transport like the bus or ferry
- "Hark" is used in Christmas carols such as Hark Now Hear the Angels Sing

Brainstorm other words that students might know from historical social contexts. Prompt them with Christmas carols, movies set in Elizabethan/Shakespearean times, etc. Write answers on the board, and include others:

- Thou

- Thy
- Thee
- Thine
- Twixt
- Tis
- Methinks
- Sirrah
- Knave
- Doth
- Hath
- Art
- Forsooth
- Quoth

Split class into groups of two or three and assign each group a word to research. Students need to write down the definition of their assigned word as well as an example sentence. Once complete, join two or three groups together so there are six or seven students per group, and have them present a short play set in Elizabethan times, correctly using all the words they've collectively researched.