

# Pompeii

part two of a story by Susan Hall | illustrated by [Greg Holfeld](#)

EN3-UARL-01 | AC9E6LE01

## Learning Intention:

I am learning to analyse representations of heroes in stories so that I can create stories that feature unexpected heroes.

## Success Criteria

- I can identify personality traits common to most heroes.
- I can analyse a character to identify ways they are typical and untypical of a hero.
- I can compose a story about a character with a goal.
- I can feature an unexpected hero in my story.

## Essential knowledge

View the video [Character](#) from the English Textual Concepts. Discuss the main ideas in the video, ensuring students note the following:

- That characters in stories have their own unique personalities, emotions, wants and feelings
- What happens to characters that create the action in narratives?
- What is the motivation or goal of the main characters?

## Vocabulary

Display the word 'hero'. Create a mind-map on the board by listing vocabulary that students associate with the word 'hero' around it. Then, connect further words associated with those added to create a map. For example, 'superhero' could be connected to the word 'hero' then 'Wonderwoman', 'Superman', 'Aquaman', could be noted around the word 'superhero'.

Discuss the key attributes of heroes and add these to the mind-map on the board. For example, that they are:

- Brave

- Strong
- Fearless
- Selfless
- They overcome challenges through their physical and mental strength

## Understanding text

Read the beginning of Pompeii, up to the end of page 4, or listen to the audio file if you have a digital subscription.

Discuss the following:

- **What is the character Lucius' goal?** (To persuade his father, Atilius, to take the family to safety as he is worried the mountain, Vesuvius, is behaving strangely)
- **Does it seem that Lucius will be correct about his prediction that the mountain poses a danger?** (Responses may vary, some students may observe that Marius' agreement with Lucius' prediction makes it seem more likely while others may think Atilius' doubts make the risk seem unlikely)

Refer to the list of characteristics students identified earlier for a hero and discuss which students associate with the character Lucius.

- Brave
- Strong
- Fearless
- Selfless
- They overcome challenges through their physical and mental strength

Most likely students will conclude that while Lucius is being brave to stand up to his father in spite of his doubts, he isn't behaving like a typical hero.

Read the remainder of the story or listen to the audio file. Discuss the following:

- **What actions does Lucius take that allows him to achieve his goal?** (With Marius' help, he persuades his father to take the family to the port and to board a boat and travel out to sea when the sky begins raining ash)
- **Which of the personality traits of a hero does Lucius demonstrate?** (He is brave to persuade his father to take the family to the port in the face of his father's doubts, he uses his mental strength and his knowledge of the mountain to overcome challenges)

- **Which traits does he not demonstrate?** (He isn't fearless, in fact the story mentions that 'fear made his stomach clench')

Note: Emphasise here that Lucius is an unexpected hero

- **How does it impact engagement for Lucius' character to differ from the usual expectations of heroes?** (It makes the story engaging as readers might not expect Lucius to save his family)

Those with a digital subscription can complete the interactive activity now.

## Creating text

Inform students that they will be experimenting with creating an unexpected hero. Gradually release responsibility by creating a collaborative example first, as outlined below.

Tell students that unexpected heroes work particularly well if at the outset of the story they embody traits that are the antithesis of being a hero. Refer back to the beginning of part two of Pompeii and emphasise that initially it seems possible that Lucius might be mistaken about the mountain posing a danger.

Discuss traits that are the opposite of being a hero by using the ideas recorded on the mind-map. For example, cowardly, nervous, anxious, weak.

Remind students that stories usually feature a character with a goal and refer back to Lucius' goal (to persuade the family to avoid the danger he anticipates).

Discuss possible goals characters might have and note these on the board. For example:

- To save their family
- To right an injustice
- To stand up for an underdog

Discuss how these might be incorporated into a story that features an unexpected hero.

Briefly dot point plot ideas with the students and display these on the board. For example:

- The character is afraid of the school bully
- When she sees the school bully pick on a younger child, she knows she must leap to the child's defense
- She stands up to the bully and the rest of the class are proud of her

Place students with a partner and instruct them to complete the following steps to plan their own story:

- Identify a character trait that makes your character an unexpected hero
- Identify a goal for the character

- Consider how the character might reach their goal and become an unexpected hero

Once students have planned their stories in pairs, they may choose to compose their story with their partner or independently. If time allows, the story may be composed digitally or using pen and paper.

### Support

Students who may require additional support with the planning stage can use the plan created collaboratively to write their story.

### Assessment for/as learning

Instruct students to swap stories with another pair/student. Discuss criteria students may use to peer-assess the stories. Sample ideas include:

- The story features a character trait that makes the character an unexpected hero
- The character has a clear goal
- The story describes how the character reaches their goal and becomes an unexpected hero.

Instruct students to read the work of their peers and to respond to the stories using the criteria as a guide. Tell students to use the criteria to identify one area where their peer has done particularly well and one where they might improve.

Allow time for students to discuss their work with each other and provide oral feedback. If time allows, instruct students to edit their work to include the suggestions of their peers.

## The Human Alarm Clocks of the 1800s

article by Dominique Wilson | photos by Alamy

EN3-RECOM-01 | AC9E6LY05

**Title of Close Reading Text: The Human Alarm Clocks of the 1800s**

**Learning Intention:** I am learning to improve my reading comprehension by asking and answering text dependent questions in order to increase my perseverance when reading and comprehending challenging text.

**Success Criteria:**

- I can participate in multiple re-readings of the same text looking closely at text, paragraph, sentence and word level choices.

<ul style="list-style-type: none"> <li>• I can locate specific information to respond to questions requiring literal responses.</li> <li>• I can ask questions of the text so that I can make sense of the text.</li> <li>• I can answer questions of the text using the evidence provided in the text.</li> <li>• I can share my opinions and back my interpretation of the text with evidence from the text.</li> </ul>		
Reading	Text-Dependent Questions	Outcome:
<p><b>1<sup>st</sup> Reading</b> What it says.</p> <p><b>Key ideas and details</b></p>	<p>Read the title of the article and examine the accompanying illustration and photographs. What do you predict the article may be about?</p> <p>Read the article:</p> <p>What is the text about?</p> <p>What is the purpose of this text?</p> <p>What information in the text did you find surprising?</p> <p>Locating specific information:</p> <p>What occurred that changed the way people measured time?</p> <p>What impact did this change have on local rhythms and traditions of telling time?</p> <p>What job was created out of these changes?</p>	<p>EN3-RECOM-01  AC9E6LY05</p>
<p><b>2<sup>nd</sup> Reading</b> How it says it.</p> <p><b>Craft and Structure</b></p>	<p>The article begins with the following rhetorical question:</p> <ul style="list-style-type: none"> <li>• Have you ever wondered how people woke up in time for school before alarm clocks were invented?</li> </ul> <p>What impact does posing this question have on readers? (It piques their interest and makes them ponder something they may not have considered previously)</p> <p>Another rhetorical question is used later in the article:</p> <ul style="list-style-type: none"> <li>• So how did people who worked in factories wake up at a specific time when watches and clocks were too expensive, and being late for work often meant losing your job and becoming poor and homeless?</li> </ul> <p>Why has this rhetorical question been used? (To emphasise how important it became to wake up on time and to make readers question something they may not have considered previously)</p>	<p>EN3-UARL-01 AC9E6LE03</p>

	<p>What impact does this have on readers? (It generates interest and engagement)</p> <p>Examine each of the subheadings:</p> <ul style="list-style-type: none"> <li>• In the beginning</li> <li>• Better late than never</li> <li>• Keeping track of time</li> <li>• Knock knock</li> </ul> <p>Which of these subheadings allow readers to infer the type of information that might be included in the section? (In the beginning, keeping track of time)</p> <p>Which are more ambiguous? (Better late than never, Knock know)</p> <p>Why do you think different types of subheadings have been used? (For variety and to generate interest)</p> <p>Examine the type of sentence that have been used in the article. Locate at least one of each of the following types:</p> <p>A complex sentence (Since prehistoric times, people have measured time, sometimes by simply looking at where the sun was in the sky, sometimes with sundials or hourglasses and other time-keeping instruments.)</p> <p>A compound sentence (They were used in the towns' clock towers and would ring every hour.)</p> <p>A simple sentence (This became known as the Industrial Revolution.)</p> <p>Which type of sentence has been used most in the article? (Complex sentences)</p> <p>Why do you think this type of sentence features most often? (As the article is aimed at readers in Year 6 who are sophisticated readers)</p>	
<p><b>3<sup>rd</sup> Reading</b></p> <p>What it means.</p> <p><b>Language features, sentence structures, visual components, text cohesion, and repetition.</b></p>	<p>Why has the author included information about what life was like before human alarm clocks were used? (For comparison)</p> <p>Examine the illustration on page 11. What can you infer about what life in the factories might have been like for the workers? (It would have been busy, loud and dangerous)</p> <p>Examine the inscription on the clock in the photograph on page 10 (Memory is time). What do you think this means? (Memories are created through time)</p> <p>Consider the following sentence:</p>	<p>EN3-UARL-01 AC9E6LY03</p>

	<ul style="list-style-type: none"> <li>• With thirty or more houses, a knocker-upper could make two pounds a week—that’s close to four-hundred dollars in today’s money!</li> </ul> <p>Why has the author converted the money into the amount it would be worth today? (To make the amount relevant to readers)</p> <p>Read the following sentence:</p> <ul style="list-style-type: none"> <li>• Time no longer ‘passed’ but was ‘kept’.</li> </ul> <p>Why has the author drawn the distinction between time passing and being kept? (To demonstrate the difference in attitudes from before and after the advent of factories) What does this mean to you? (Time is no longer to be whiled away and instead must be observed and followed)</p> <p>The author has used a number of exclamation marks in the article. For example:</p> <ul style="list-style-type: none"> <li>• The first clocks were invented around seven hundred years ago, but they could only tell the hours, not the minutes and seconds, and had no clock face and no alarm!</li> <li>• Enter the knocker-upper!</li> <li>• With thirty or more houses, a knocker-upper could make two pounds a week—that’s close to four-hundred dollars in today’s money!</li> <li>• At first, knocker-uppers would knock loudly or ring at their customer’s door, but they soon realised neighbours on either side of the paying customers’ doors were also getting woken up, but for free!</li> <li>• A good knocker-upper would not leave until the occupant had proven they were awake by coming to the door or the window—no snooze buttons in those days!</li> </ul> <p>What can we infer by the author’s use of exclamation marks about their thoughts and opinions on the topic? (It reveals the ideas the author finds interesting or exciting or that they assume readers will)</p> <p>Could you reword the sentences to express the author’s point of view in another way?</p> <p>For example: The first clocks were invented around seven hundred years ago, but they could only tell the hours, not the minutes and seconds, and can you believe they had no clock face and no alarm.</p>	
<p><b>General follow up questions for each of the readings:</b></p>	<p>How do you know this? What evidence do you have to support that? Why do you think this? What examples can you find in the text?</p>	

# Finding the Words

story by Kim Rackham | illustrated by Astred Hicks

EN3-RECOM-01 | AC9E6LA05

## Learning Intention:

I am learning to understand how embedded clauses can be used in complex sentences so that I can experiment with using embedded clauses to elaborate, extend and expand on ideas in the stories I create.

## Success Criteria:

- I can identify embedded clauses in a text.
- I can consider why embedded clauses are used.
- I can experiment with using embedded clauses.

## Essential knowledge

Discuss what [complex sentences](#) are and ensure students identify the following:

- Complex sentences include a [main/independent clause](#) and a [subordinate/dependent clause](#).
- Main clauses make sense on their own while dependent clauses do not.

## Oral language and communication

Display the following complex sentences:

1. [Swimming is a fast-paced activity](#), [particularly when participating in competitions](#).
2. [While it can be enjoyed anytime](#), [toast is usually eaten at breakfast](#).
3. [My friend, Ella](#), [has lived in the neighbourhood all her life](#).

Discuss the following:

- Identify the main/independent clauses in each sentence.

[Main clauses are:](#) [Swimming is a fast-paced activity](#), [toast is usually eaten at breakfast](#) and [My friend has lived in the neighbourhood all her life](#).



- Identify the dependent/ subordinate clauses.

Dependent clauses are: particularly when participating in competitions, while it can be enjoyed anytime and Ella

- What do you notice about where the dependent clauses appear in each sentence?
  1. The dependent clause appears after the main clause
  2. The dependent clause appears before the main clause
  3. The dependent clause appears in between the main clause

Inform students that today they will be looking closely at the way the dependent clause is included in the third example, where it appears in between the main clause. Inform students that this is called an 'embedded' dependent clause.

### Understanding text

Read Finding the Words or those with a digital subscription can listen to the audio file to the end of the first page (page 14). Note: The final sentence on page 14 continues onto page 15. Read to the end of this sentence.

Display the following section of the sentence from Finding the Words (page 14):

My teacher, Ms. Potts, said that these things are really important...

Discuss the following:

- What is the main clause in this sentence? (My teacher said that these things are really important)
- What is the dependent clause? (Ms. Potts)
- Where does the dependent clause appear? (Between the main clause)
- Why do you think it appears here? (As the information directly relates to the part of the sentence 'My teacher' so it makes sense for it to appear here)

Note: Play with the sentence to demonstrate that it wouldn't flow as well if the teacher's name appeared after the main clause, for example: My teacher said that these things are really important who is Ms. Potts.

- What further information does the dependent clause provide? (Specific details about who the teacher is)

Display further sentences from page 14.

'Hello, I'm Lacey, and today I'm going to talk to you about....

I try to find my way back to the beginning for another fresh start, but it's too late.

I have imagined myself standing in front of all my friends, telling them about how we chose my dog, Pip, from an Animal Rescue shelter.

Students who fully understand the concept can work with a partner, responding to the same questions as previously in relation to these sentences. Instruct students to record their answers in their workbooks.

Students requiring more support may need to work collaboratively with the teacher to respond to the questions in relation to these sentences.

Instruct students to experiment with placing the dependent clause in a different part of each of the sentences for example:

'Hello, and today I'm going to talk to you about, I'm Lacey, ....

I try to find my way back to the beginning but it's too late for another fresh start.

I have imagined myself standing in front of all my friends, telling them about how we chose my dog, from an Animal Rescue shelter, Pip.

Discuss why the dependent clauses have been placed where they have, ensuring students identify that it is so relevant information appears together.

Place all students with a partner and instruct them to identify further examples of sentences with embedded clauses in the story. Sample responses include:

She knows me; she trusts me; she loves me. I keep telling her story.

When I jiggled the wire, you just lifted your eyebrows a little bit, enough so that you could see who it was.

So, I gave you some cauliflower – cauliflower, ugh – and you ate it!

How she didn't like sleeping in her kennel, and then we worked out that she was lonely and afraid, and we let her sleep inside with us.

How sometimes our loud voices made her jump, but we learned to be quieter and calmer, and she learned to trust us. Pip, with her eyes bright and her tail wagging, after she had been with our family for half a year.

Pip, in a small black frame, which I can easily slip into my bag and take to school with me.

In my classroom, in front of Ms. Potts and twenty-three children, I feel a nervous grumbling in my tummy.

## Creating text

Refer back to Finding the Words and discuss the following:

- What challenges does the main character (Lacey) experience at the beginning of the story? (She is nervous about her presentation, and she can't focus on what she wants to say)
- How does she change? (She finds the confidence to talk fluently when she practices with her dog, Pip)

Inform students that they will be experimenting with creating their own story about a character who overcomes a weakness. Tell students that they will be including sentences that feature embedded clauses in their stories.

Tell students that first you will be completing an example together. Discuss weaknesses that characters might exhibit, for example:

- Wanting to fit in with a crowd that they compromise on their values
- Being selfish

Briefly discuss how you might show this in a story using the first example:

A character wants so badly to fit in with a group of students at school that they break a school rule, even when they know it is not the right choice. When they are caught and are forced to face the consequences, they learn the error of their ways.

Remind students that the goal is to include sentences with embedded clauses. Discuss ideas of complex sentences that feature embedded clauses and note these on the board.

- Jack, who had never had many friends, was desperate to fit in with the others.
- Marli, the most popular girl in the class, stared at Jack.
- "Hey, Jack, ask Mr Cole to go to the bathroom. While you're there, you can use the pen you found on the floor, to graffiti the wall.

Collaboratively compose a story that features this idea. Remind students to include sentences with embedded clauses. For example:

The class assembled in the hall for band practice. Jack, who has never had many friends, was desperate to fit in with the other members of the band. It was no fun always being on your own. Marli, the most popular girl in the class, stared at Jack.

"Hey, Jack, ask Mr Cole to go to the bathroom. While you're there, you can use the pen you found on the floor to graffiti on the wall. It will only take a minute."

Jack looked at the other students gathered around Marli. They smiled at him. Perhaps they'd be friends with him if he did what they asked.

"OK," he said, and raised his hand to ask for permission to visit the toilets.

Once back in class, Jack had to take deep breaths to calm his banging heart. He smiled at Marli, but she looked away. 'Why wasn't she being friendly?' Jack wondered. He'd done exactly what she'd asked.

"Anyone know about the graffiti in the boys' toilets?" Ms. Price said as she hurried in the room.

Jack's cheeks flamed red.

"It was Jack, Miss," Marli called out.

She'd betrayed him. He'd been a fool to trust her. He'd never make that mistake again.

Place students with a partner. Instruct them to compose a story that shows a character overcoming a weakness and that features complex sentences with embedded clauses by following the steps below:

- Identify a weakness for your character
- Consider how they might overcome the weakness
- Plan ideas for complex sentences that feature embedded clauses that you might include in your story
- Compose a story

Allow time for students to compose their stories.

### **Assessment for/as learning:**

Instruct students to swap stories with another pair. Tell students to read each other's stories and to underline the embedded clauses. Discuss responses.

Display the following **exit ticket** questions and instruct students to highlight them.

- What are embedded clauses? (Where the dependent clause appears in between the main clause)
- Why might authors choose to use embedded clauses? (So that relevant information can appear together)

# Monkey Business on the Rock of Gibraltar

poem by Amelia Shearer | illustrated by Sarah Davis

EN3-RECOM-01 | AC9E6LA04

## Learning Intention:

I am learning to use general and specific words so that I can make deliberate word choices when producing texts.

## Success Criteria:

- I can analyse a text to identify general and specific words.
- I can consider why general and specific words have been used in the places they appear.
- I can identify general and specific words to describe a subject.
- I can use the vocabulary I identify in a poem.
- I can edit my poem to ensure it follows the shape of the item I am describing.

## Essential knowledge

Discuss the difference between general words and specific words. Ensure students note the following:

- That general words (Tier 1 words) are common words we use often
- That specific words (Tier 2 words) refer to particular topics

View [Vocabulary](#) from The NSW Department of Education for more information on the types of vocabulary, including tier 1 and tier 2 words.

Ensure students understand the term 'synonym' refers to words with the same or similar meanings.

## Vocabulary

Display the following words:

- Car

- Water
- Cup
- Run
- Talk

Select the first word 'car' and discuss synonyms for this word, for example:

- Automobile
- Vehicle
- Automotive
- Motor car
- Old banger
- Rust bucket

Place students in pairs or small groups. Select the next word from the list, water. Set a timer for one minute and instruct them to jot down in their workbooks or on individual whiteboards all the words they associate with this word and any synonyms they can think of. Sample responses include:

- H<sub>2</sub>O
- Liquid
- Aqua
- Sea
- Ocean
- Lake

Repeat this process with the remaining words on this list. Create a challenge where pairs/groups should compete over who can identify the most words for each topic.

Discuss why it is important to identify synonyms, ensuring students note that it is so we can avoid repetition (unless it is a deliberate choice) when composing texts.

## Understanding text

Read the poem *Monkey Business on the Rock of Gibraltar* or listen to the audio file if you have a digital subscription. Discuss specific and general words that have been used to describe the subject matter (monkeys).

Note: Ensure students are aware that pronouns are general words.

- Specific: The Apes of Gibraltar, two primates, ten monkeys

Note: Emphasise that the specific terms vary and discuss the reasons for this (To add variety)

- General: they're, they, they've

Discuss the following questions:

- Where has the author used specific words? (At the first mention of the subject, then two further mentions towards the end of the poem)
- Where do they use general words? (General terms have been used throughout much of the middle of the poem)
- Why has the author varied between general and specific terms? (The first mention is specific to make the subject matter clear to readers. From there, general terms have been used as readers are familiar with the subject matter. Specific words have been reintroduced towards the end of the poem to remind the reader what the subject matter is and to add variety)

## Creating text

Inform students that they will be composing a poem that uses a variety of specific and general terms. Refer back to *Monkey Business on the Rock of Gibraltar* and discuss the structure of the poem. Ensure students note that the number of words in each line gradually increases throughout the poem to form a triangular shape similar to a mountain-like structure.

Discuss other objects that include a diagonal line, where the base is wider than the tip.

Sample responses include:

- An ice-cream cone
- The pyramids of Egypt
- A drink bottle
- An umbrella
- A slice of watermelon
- A traffic cone
- A slice of cheese

Inform students that they will be selecting one of these topics as the subject matter for a poem. Gradually release responsibility by constructing an example together first.

Select an item from the list, for example an ice-cream cone. Discuss synonyms for the term and note these on the board such as, cornet, wafer, and for ice-cream, such as gelato, sorbet, frozen treat. Discuss general terms that might be used to describe an ice-cream cone or an ice-cream, for example, it, its, they.

Discuss ideas that could be included in a poem about an ice-cream cone, for example that it drips all over a child's hands or that it is a delicious treat on a hot day. Collaboratively compose a poem about the topic using a variety of specific and general terms. A sample response is:

The child grips their ice-cream cone,  
The bright treat trickles down the wafer,  
A sea of ice-cream pools along it,  
It will be soggy soon.  
The sun makes it melt further,  
The frozen treat will be a river,  
It runs down the child's arm,  
And drips on the floor.

Edit the poem so that it forms the shape of a cone by gradually increasing the number of words per line. You may need to add words so the lines can gradually increase in length. Ensure you have included a variety of general and specific terms. For example:

The  
child grips  
their ice-cream cone,  
The bright treat trickles  
down the golden coloured wafer,  
A sea of ice-cream pools along its edge.  
It will be soggy soon as the sun makes it melt,  
The frozen treat will become a wide-running river,  
It runs down the child's arm, cool and sticky, and drips on the floor.

Place students with a partner and instruct them to complete the following steps:

- Select a triangular shaped item
- Identify general and specific terms for the item, using pronouns and synonyms



- Identify an idea about your chosen item
- Construct a poem about the topic
- Edit your poem to ensure you have included both general and specific terms
- Present your poem in a triangular shape

### Assessment for/as learning:

Display the poems around the room and instruct students to conduct a [gallery walk](#), examining the work of their peers.

Display the following questions for students to respond to in their workbooks as they examine each other's work.

- What do you notice about where specific words and general words have been used in the poems?
- Are there any examples of specific words that might be replaced with synonyms?
- Identify one poem you think has responded excellently to the criteria.
- Select one of the poems to suggest how it might be improved.

Allow time for students to orally share their comments about the poems.

## Dossier of Discovery: We're Hiring!

article by Cheryl Bullow | illustrated by Michel Streich

EN3-UARL-01 | AC9E6LY03

### Learning Intention:

I am learning to understand how elements can be used to support arguments so they might influence readers in order to develop my skills with creating persuasive texts.

### Success Criteria:

- I can identify elements used to make an argument persuasive.
- I can experiment with using persuasive elements when making an argument.
- I can compose a text that seeks to persuade readers.

## Essential knowledge:

View the video [Argument](#) from the English Textual Concepts. Discuss the ideas presented in the video ensuring students note the following:

- That arguments are powerful things when structured properly and in a sensible and persuasive manner
- A number of elements can be used to support an argument, such as making a claim, including statistics and describing research
- Arguments can be presented in a variety of ways including poems, articles and stories

## Oral language and communication

Display the following fictitious job advertisement:

Come and work with us, the greatest team on Earth!

You have to trust us on that, in fact nine out of ten employees have been here for more than three years! That's a long time. They must like it here!

We will support you and provide training. We also offer regular staff catch-ups, a yearly team building day and there's free juice in the kitchen!

So don't delay, apply today!

Discuss the following questions:

- **What argument is the advertisement is making?** (That people should apply for the role)
- **What elements make the job sound attractive?** (It claims the team is the greatest on Earth, the advertisement includes information about support and the perks of the job)
- **What persuasive devices have been used to support the claim that it is the greatest team on Earth?** (Statistics and research have been included, persuasive vocabulary features in the advertisement and the attractive elements of the workplace have been included)
- **What may have been omitted from the advertisement?** (Less than desirable elements about the role, information about the hours and pay)

## Understanding text

Display an image of pet food and discuss whether students would be keen to eat it. Most likely students will conclude that they would prefer not to eat pet food.

Read Dossier of Discovery: We're Hiring! or listen to the audio file if you have a digital subscription. Ensure students note the argument of the article (that people should apply for the role of a pet food taster).

Discuss the following:

- **How does the author try to persuade readers to work as pet food tasters?** (They make the claim that tasting pet food is preferable to sitting at a computer all day, they include information about what the role entails and they soothe any worries in case people fear they will have to swallow the food by explaining that staff will be provided with a spitting bowl)
- **What other information is included about the role?** (The attributes they are looking for in staff members, 'Someone who is highly-skilled, has a university degree, and is passionate about the nutritional value of pet food.')
- **What further persuasive devices have been used?** (Persuasive vocabulary, such as, highly skilled, passionate, dedicated, delicious, excellent candidate)
- **Does the article convince you to apply for the role of pet food taster?** (Responses may vary)

## Creating text

Inform students that they will be composing their own job advertisements for fictitious jobs. Gradually release responsibility by completing an example collaboratively first.

Discuss other jobs that students might not find desirable. Encourage students to think of amusing ideas. Sample responses include:

- Crocodile trainer
- Mucking out the animals at the zoo
- Rat catcher
- Dust collector

Select one of these jobs, for example, crocodile trainer.

Refer back to the approaches identified in both advertisements, which identifies how to successfully present an argument, for example:

- Making a claim
- Including statistics and research
- Featuring persuasive language

Discuss ideas for each of these elements focusing on the role of a crocodile trainer. Sample responses have been provided:

- Making a claim (It is the most thrilling job you can do)
- Including statistics and research (Tell students that these can be fictitious, for example, ninety per cent of crocodile trainers love their jobs)
- Rhetorical questions (Do you get bored easily? Do you enjoy living on the edge? Do you like surprises? )
- Featuring persuasive language (Exciting, living on the edge, thrilling, death-defying, challenging, fun,)

Use these ideas to co-construct a sample advertisement, for example:

Crocodile training, the most thrilling job on the planet!

What other job allows you to get up close with these incredible animals? As a crocodile trainer no two days are the same. You might be teaching the crocodiles tricks one day and running from an angry croc the next. You'll need to become an expert at performing death-defying leaps to escape these beasts. What could be more exciting?

So, if you like a fun role where you get your adrenalin pumping then this is the job for you. You'll need a strong heart and a forgiving nature to get past the attempted attacks from your new reptile 'friends'. Being a fast runner helps too!

So, apply today. Uniform and running shoes provided.

Place students with a partner and instruct them to construct their own job advertisements by completing the following:

- Select an undesirable, fictitious job
- Plan elements to support your argument that people should apply for the role
- Construct a sample advertisement for the role

## Assessment for/as learning

Once students have completed their advisements, instruct them to swap with another pair/student. Discuss criteria students might use for assessing the work of their peers. For example:

- Features a description of an undesirable, fictitious job.
- Includes elements of the role
- Uses rhetorical questions
- Features persuasive elements to support their argument, such persuasive language, making a claim about the role
- includes statistics and research

Instruct students to use these elements as criteria to peer assess each other's work. Tell students to use [Peer Feedback strategies](#) such as the Two-Stars and a Wish strategy to identify two elements their peer has done well from the list and one area where their work might be developed.

Allow time for students to discuss the feedback and for students to edit their work based on the ideas provided by their peers if they wish.

Prior to the end of the class, display the following [exit ticket](#) question for students to respond to in their workbooks:

- What are some of the devices authors may use to support their arguments?

# Surprise Delivery

article by M. Gim | illustrated by [Marjorie Crosby-Fairall](#) | photo by Alamy

[EN3-OLC-01](#) | [AC9E6LA01](#)

### Learning Intention:

I am learning to follow criteria when engaging in class discussions so that I can successfully engage in debates.

### Success Criteria:

- I can identify criteria for discussions.
- I can analyse articles to identify practices that differ from today.
- I can consider opinions about these practices.

- I can follow the criteria to successfully engage in a discussion.
- I can reflect on my contribution to the discussion.

## Essential knowledge

View the video [Argument](#) from the English Textual Concepts. Discuss the ideas presented in the video, ensuring students note the following:

- That arguments are powerful things when structured properly and in a sensible and persuasive manner
- A number of elements can be used to support an argument, such as making a claim, including statistics and describing research
- Arguments can be presented in a variety of ways including poems, articles and stories

This text also provides opportunities to discuss [Perspective and Context](#) particularly as the text examines cultural contexts that were deemed appropriate in previous cultures, but would not be approved of in our modern day society.

## Oral language and communication

Discuss strategies students feel are important when conducting discussions. Collaboratively agree on criteria and note these on the board. Sample ideas include:

- Waiting for your turn to speak
- Using impartial language
- Providing clear evidence for opinions
- Showing respect to each other

Inform students that they will be conducting a class discussion later in the lesson.

## Understanding text

Read Surprise Delivery or listen to the audio file if you have a digital subscription. Discuss the following:

- **What is the subject matter?** (The delivery of babies by the postal system)
- **What period in time is the article referring to?** (From 1913 to a couple of years after that)
- **How does the information described in the article differ from the practices of today?** (Babies can no longer be delivered by mail)

Inform students that they will be conducting a brief class discussion about whether babies should be delivered by mail in the present day. Divide the class into two groups and inform one group that they will be arguing in favour of delivering babies by mail and the other group that they will be arguing against this. Tell students that they should plan three to five strong arguments to support their claim. Discuss ideas of arguments, for example:

In favour:

- Babies should be delivered by post as long as their well-being can be ensured as it is cost effective
- Delivering babies by post would save the long and tiresome journeys some parents and carers may undertake when transporting their children to childcare.

Against:

- Delivering babies by post would be dangerous and it would put the safety of all parties involved at risk
- It may be unsettling for the babies who would be unfamiliar with the delivery staff

Remind students of the elements that help create a strong argument, such as rhetorical questioning and the inclusion of statistics and information obtained through research. Inform students that they can use the information in the article to support their ideas.

Briefly conduct a class discussion. Remind students of the criteria they created around how to participate successfully in class discussions and refer back to it when required.

Following the discussion, reflect on the criteria and adjust where necessary, deleting or adding any additional ideas students deem important.

## Creating text

Inform students that they will be conducting a discussion in small groups. Tell them that they will be analysing a different article in Touchdown for information to use in their discussions. Read The Human Alarm Clocks of the 1800s or listen to the audio file. Note: This article is found on pages 10 to 12 of this issue of Touchdown. Place students in groups of six or eight. Instruct students to discuss the same questions as previously in their groups. Share responses. Sample ideas are:

- **What is the subject matter?** (The article describes the work of Knocker-uppers, who after the introduction of the Industrial Revolution where time was required to be kept, woke people up in the mornings for a small fee)
- **What period in time is the article referring to?** (The 1800s up to the early 1940s)

- **How does the information described in the article differ from the practices of today?** (Today people use alarm clocks or settings on their phones to wake themselves up)

Divide the groups into two smaller groups. Inform one group that they will be arguing in favour of using human knocker-uppers in the modern day and the other that they will be arguing against. Instruct students to plan three to five strong arguments to support their position. Sample ideas include:

In favour:

- Human knocker-uppers would be a reliable method for waking people up
- Resurrecting the role would provide employment for older people who may find it challenging to gain employment

Against:

- Using human knocker-uppers nowadays would be a waste of time and money
- It would be unfair and unethical to have knocker-uppers working outside in unpredictable weather conditions

Allow time for students to plan their arguments before instructing them to conduct a discussion in their group.

### Assessment for/as learning:

After the discussion display the following questions for students to use to reflect on their performance. Instruct students to record their answers in their workbooks.

- The argument I am most proud of is\_\_\_\_\_
- The criteria I followed when engaging in the discussion are\_\_\_\_\_
- I found the following criteria more challenging to follow (if any)\_\_\_\_\_
- In future, I will aim to adapt my contributions to class discussions by\_\_\_\_\_
- I think the following additional criteria should be added to the list (if any)\_\_\_\_\_



# The Lighthouse

poem by Karyn Savage | illustrated by Peter Sheehan

EN3-VOCAB-01 | AC9E6LA08

## Learning Intention:

I am learning to examine the use of figurative language to create a mood so that I can experiment with using figurative language.

## Success Criteria:

- I can identify examples of figurative language, both personification and metaphor.
- I can experiment with using figurative language.
- I can use figurative language when composing a poem.

## Essential knowledge

Discuss the following terms with students and ensure they understand their meanings. Refer to the NSW Syllabus Glossary for definitions, such as:

### Figurative language

From the NSW Syllabus Glossary:

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Words or phrases used in a way that differs from the expected or everyday usage. Figurative language creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.

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**Personification:** Attributing humanistic characteristics to inanimate objects

Discuss the meaning of the term 'metaphor' further and ensure students understand that a metaphor is when resemblances between two things are used to profess that one thing is another.

Discuss common purposes of poetry and note examples on the board, for example:

- To entertain

- To make the mundane lyrical
- To provide a fresh perspective

## Vocabulary

Display the following versions of the first stanza of The Lighthouse, with all the figurative language replaced with literal language:

The lighthouse is on top of the grey cliffs,  
It's been damaged by the salt sea spray,  
It shows sailors where the land begins,  
By being lit at night.

Display the first stanza of the original poem, The Lighthouse:

Standing proud above cliff tops grey,  
Weathered from storms and salt sea spray,  
My hope and compass of the sea,  
Beacon of light please call to me.

Ensure students note that the stanzas are referring to a lighthouse. Refer back to the list of purposes of poetry and discuss which version of the stanza best meets the purposes. Most likely students will conclude the original version does as it is more lyrical, more descriptive and as it provides a fresh perspective.

Focus on the first stanza from the original poem. Discuss examples of figurative language and identify which type of figurative language each example is. For example:

- Standing proud above cliff tops grey (Personification, as lighthouses cannot express a human emotion of pride)
- My hope and compass of the sea (Metaphor, comparing the lighthouse to the author's hope and their compass)
- Beacon of light (Metaphor, comparing the lighthouse to a beacon of light)

Continue to focus on the first stanza of the original poem and discuss the following:

- What is the mood evoked? (Hopeful, admiring of the lighthouse)
- How does figurative language help create the mood? (It evokes the mood by describing it in a way that readers can visualise and imagine)

## Understanding text

Place students with a partner and instruct them to read the remainder of The Lighthouse. Tell students to identify further examples of figurative language and instruct them to strive to note which type of figurative language each example is. Sample responses have been provided on a table.

Personification	Metaphor
<ul style="list-style-type: none"> <li>• paint stripped bare</li> <li>• light burn free</li> <li>• Decades fly</li> <li>• Who you are and were made to be</li> <li>• Stand your ground (and can also be a metaphor)</li> </ul>	<ul style="list-style-type: none"> <li>• Guardian of the ships at sea</li> </ul>

## Creating text

Inform students that they will be composing their own examples of figurative language. To do this, begin by discussing objects or elements of nature students are familiar with, for example:

- A car
- A cat
- A torch
- A doll
- The sunrise
- Trees
- Wind
- Rain

Provide students with small pieces of paper and instruct them to jot ideas on the paper. Provide a box or bag at the front of the class and instruct students to fold their slips of paper before placing them inside the box.

Select two pieces at random and discuss how the two items might be connected in a metaphor, for example:

- A car and a torch: The car's path, a beam of light from a torch, never wavering on its path.
- A doll and the wind: The doll is snatched by a gust of wind in child form and taken on an adventure.
- The rain and a cat: The cat is the rain that streams through an open window, both intruders to a home.

Place students with a partner. Tell students to select slips of paper with objects written on them from the hat at random. Set a timer for one minute and instruct students to discuss with their partner how the two items they have been selected might be compared to one and other before creating a metaphor.

Discuss how one of the items students selected might be used to create an example of personification by attributing it with human features. Collaboratively compose examples, such as:

- The car purrs happily
- The torch flashed on and off in protest
- The doll watched on sadly
- The wind whipped angrily

Allow time for students to compose their own examples of personification before sharing responses.

Select examples of metaphors and personification and collaboratively construct a brief poem about one of the items. For example:

The car carved out a straight path,  
Its headlights, beams of light from a torch,  
Happily purring,  
As it potted along

Refer to The Lighthouse to identify the rhyming scheme (couplets). Discuss how the poem might be edited to rhyme but inform students that making their poem rhyme is not essential. Edit the poem collaboratively, for example:

The car carved out a straight path,  
Like firelight in the hearth,  
Happily purring,  
As it was whirring.

Tell students to work with the same partner as previously to compose their own poems. Remind students to use the metaphors and the examples of personification they composed when writing their poems. Tell students that they may choose to make their poems rhyme or not.

### Assessment for/as learning:

Instruct students to respond to the following [exit ticket](#) questions in their workbooks:

- What is a Metaphor? (When resemblances are drawn between two things to profess that one thing is another)
- What is Personification? (Ascribing human traits to inanimate objects)
- What impact does using personification and metaphors have on poems? (They help create the mood and to evoke feelings)

## Nandi

story by Elizabeth Williams | illustrated by [Sylvia Morris](#)

EN3-CWT-01 | AC9E6LY06

### Learning Intention:

I am learning to examine character development so that I can develop a text to show how a character has changed.

### Success Criteria:

- I can analyse a character and plot their development.
- I can consider how a character might act differently after they have grown and developed.

- I can develop a story to reveal how a character has changed.

## Essential knowledge

View the video [Character](#) from the English Textual Concepts. Discuss the main ideas in the video, ensuring students note the following:

- That characters in stories have their own unique personalities, emotions, wants and feelings
- What happens to characters drives the action in narratives
- Characters usually have a motive or goal

## Oral language and communication

Discuss characters that are familiar to students either from a class text read recently or well-known literary figures such as Harry Potter or Charlie from Charlie and the Chocolate Factory. Discuss the characteristics of one of the characters at the outset of the story, for example Charlie in Charlie and the Chocolate Factory who is nervous and unsure of himself, hopeful of winning a ticket. Discuss how Charlie changes throughout the story by becoming confident and excited about winning the chocolate factory.

Inform students that this is called character development. Remind students that stories are about characters pursuing a goal. As part of pursuing a goal, characters will often grow and change.

## Understanding text

Read Nandi or listen to the audio file if you have a digital subscription.

Identify the two characters in the text, Bafana and Nandi the elephant. Discuss Bafana's character at the following points in the story:

- The beginning (Inexperienced about caring for elephants but shows kindness towards Nandi)
- The middle (Bafana doesn't believe Nandi will leave even when Father says so)
- The end (Becomes a ranger and understands that elephants belong to the wild)

Use a character line to plot this growth. Begin by drawing a horizontal line across the board. Above the left-hand side of the line write 'beginning'. On the right, write 'End' and in the middle write 'Middle'.

On the left, describe Bafana's character at the beginning of the story (Inexperienced, compassionate). In the middle of the line, describe what Bafana's character is like in the middle of the story (Doesn't believe Nandi will leave). On the right-hand side, write words to describe Bafana at the end of the story (Confident, a park ranger, experienced, understands elephants belong to the wild).

Place students with a partner and instruct them to repeat this process, this time noting how Nandi's character grows and changes. Tell them to record their answers using a character line.

Sample responses include:

- Beginning: Nervous, hesitant to feed, exhausted and hungry
- Middle: Growing in confidence, enjoys playing with other elephants, reluctant to go into the river but she enjoys it once Hattie encourages her
- End: A fully grown elephant with her own herd

Emphasise that both characters begin the story by acting nervous and unsure and by the end of the story both become confident and experienced adults.

## Creating text

Refer back to the end of the story and discuss what happens (Nandi and Bafana meet each other and recognise their old friends). Tell students that they will be developing the story to show further interaction between the two characters.

Tell students to imagine that Nandi needs Bafana's help. Discuss potential reasons for this, for example, another elephant is hurt, or poachers are encroaching on Nandi's land. Discuss how Bafana might have reacted to this situation based on her personality at the beginning of the story, for example, at this stage Bafana might have been nervous or unsure and would have looked to others such as Nomsa for guidance.

Discuss how Bafana may act now they are more experienced, for example, Bafana might take control of the situation and be confident enough to solve it themselves. Tell students that they should strive to show how both characters will be more confident.

Inform students that they will be creating a brief, three-part story that reveals the way both characters have changed and that shows them overcoming a challenge together. Remind students that their story should show the characters as more confident and experienced than their former selves.

Tell students that they will be using a comic strip to communicate their story. Briefly discuss potential plot ideas and how these might be divided into three clear sections. For example:

Section 1: Nandi takes Bafana to see the damage poachers have done to the herd

Section 2: Bafana waits for the poachers and stands up to them when they arrive

Section 3: The poachers retreat, and the herd are happy that Bafana has saved them

Refer to the cartoon at the end of the story (Page 30) and discuss how the illustrator has communicated the ideas. Ensure students note that they have used speech bubbles and illustrations. Tell students that while this cartoon uses only one frame, they will be creating a three-frame comic. Remind students that they can also use thought bubbles in comics to express the character's thoughts and feelings.

Instruct students to divide a piece of plain paper into three sections. Tell them to discuss their ideas with a partner before sketching the stages of a story. Instruct students to add text in the form of speech bubbles and thought bubbles. Students may use coloured pencils or create their comic digitally using programs such as [Toontastic 3D](#) or [PowToon Edu](#).

### Assessment for/as learning

Display the comics around the room and instruct students to conduct a [gallery walk](#), examining the work of their peers.

Instruct students to select one of the comics and to use [Peer Feedback strategies](#) such as the Two-Stars and a Wish strategy to identify two elements where their peer has done well and one area where their work might be developed further.

Note: Ensure each student chooses a different comic to provide feedback on so that all students receive feedback.

Allow time for students to provide oral feedback on the comics to each other.

## The Glow of the Moon on the Snow

poem by Stephen Whiteside | illustrated by Rosemary Fung

EN3-UARL-01 | AC9E6LE04

### Learning Intention:

I am learning to understand why authors use imagery in poems so that I can experiment with using imagery to create specific effects.

### Success Criteria:

- I can experiment with composing examples of imagery.



- I can use imagery when composing a poem.

## Essential knowledge

Ensure students are familiar with the term 'imagery' and that they understand imagery is descriptive or figurative language that allows the reader to form a clear picture in their minds.

Display the following examples,

- The leaves rustled as the wind whipped through the trees.
- The icy spray from the ocean felt like needles hitting my skin.
- The light danced through the trees, creating a strobe effect.

## Oral language and communication

Display the following factual description of the moon:

The moon is large, approximately 3,475 km in diameter. Travellers have often described the moon's power to light up the sky. In fact, it is the reflection of the sun on the moon's surface that makes the moon appear bright at nighttime.

Discuss the type of information included, ensuring students note that it is mainly factual.

## Understanding text

Read The Glow of the Moon on the Snow or listen to the audio file if you have a digital subscription.

Discuss the following in relation to the factual description and the way the moon is described in The Glow of the Moon on the Snow:

- **Which provides the most factual information?** (The factual description)
- **Which description creates a clearer image of the moon in your mind?** (The description in The Glow of the Moon on the Snow)
- **Why do you think authors use imagery in poems?** (To create effect and meaning by evoking feelings and emotional responses in readers)

Discuss examples of imagery in The Glow of the Moon on the Snow and the image they evoke, for example:

- The moon's soft glow (Describes the moon's glow with the feeling 'soft')

- Lands gently on the fields of snow (Evokes the image of the light being soft and gentle)
- The heavens sparkle through the night (Creates an image of the light sparkling)
- To reinforce the ghostly light. (Evokes an eerie mood through the use of the word 'ghostly')
- Shine like jewels through the dark. (Describes the light on the leaves as being like jewels, which again creates a glittery, other worldly feel)

## Creating text

Tell students that many artists have examined the contrast between light and shade in images. Introduce students to the term 'Chiaroscuro' and inform them that this refers to artworks that show the juxtaposition between light and shade.

View artworks by artists such as or [Tohby Riddle](#) (TSM illustrator and former Editor) Discuss how the artist has used light in their work to show the contrast between light and shade.

Tell students that they will be looking at the light around the school. Take students for a brief walk around the school and view both areas that are in direct sunlight and those that are in the shade. Discuss imagery that might be used to describe the impact of light in each of these locations. Sample responses include:

- The white light beams down on the asphalt like hot rays from a laser.
- The dappled shade provides refuge from the heat. Tall shadows dance across the floor.

Place students with a partner and tell them to select one of these locations. Instruct them to make notes on anything they observe about how the light impacts the view. Tell students to photograph their chosen location using iPads or digital software for them to refer to once back in class.

Return to the classroom and discuss how you might incorporate this imagery into a poem, just as *The Glow of the Moon on the Snow* does. Remind students that imagery seeks to create a visual description through the language used. Compose a poem collaboratively with the students. Inform students that they may choose to make their poems rhyme or not.

A sample poem about a sunny spot is:

White light beams down on the asphalt,  
The sun's warmth heats the Earth.  
Hot rays from a laser searing the ground,  
Determined in their unrelenting glare.

Instruct students to work with their partner to compose a poem about their chosen location. Remind students of the following:

- To include imagery describing the light in their chosen location
- To decide whether to make their poem rhyme or not

Students may like to use a thesaurus to identify synonyms and descriptive word choices.

### **Assessment for/as learning**

Match students with another pair. Instruct them to take turns to read each other their poems. Tell the students who are listening to their peer's poem to make a sketch of what is described, based on the imagery.

Compare the sketches to the photographs students took of their chosen location. Instruct students to discuss the following in their groups:

- Which elements of the photograph can be seen in the sketch?
- How clearly did the imagery describe the use of light?

Ensure both pairs have the opportunity to read their poems aloud and to make a sketch.

Prior to the end of the lesson, display the following [exit ticket](#) question and instruct students to respond in their workbooks:

- How do authors use imagery to create meaning and effect in poetry?

# Papa Bear Repays a Visit

story by Garry McNulty | illustrated by [Anna Bron](#)

EN3-UARL-01 | AC9E6LY01

## Learning Intention:

I am learning to examine the context in which the story is written and how this shapes characters' reactions so that I can create believable characters.

## Success Criteria:

- I can examine stories to identify the context that guides each character's opinions.
- I can consider alternative perspectives.
- I can experiment with showing a character's context based on their behaviour.

## Essential knowledge

View the video [Character](#) from the English Textual Concepts.

Inform students that the opinions held by characters are due to the experiences they have encountered.

## Oral language and communication

Ensure students understand that the context of an idea means the circumstances that need to be known to fully understand an idea.

Briefly retell the story of Goldilocks and the Three Bears, ensuring you include the following plot points:

- Goldilocks visits the Three Bears' house uninvited.
- She eats their porridge and breaks their chair.
- She then falls asleep in one of their beds.

Discuss the following:

- **How do you think the bears will feel after Goldilocks has been in their home?**  
(Annoyed, frustrated, upset)
- **What might their reaction be?** (They might be angry at her and try to seek revenge)

## Understanding text

Read the first page of Papa Bear Repays a Visit or listen to the audio file if you have a digital subscription, up to the end of page 32. Discuss the following:

- **How does Mama Bear feel about Goldilocks's visit?** (She is angry and upset)
- **What is she afraid of?** (She believes humans carry diseases and she is worried that their home is infected with human germs)
- **How much interaction do you think Mama Bear has had with humans?** (Minimal interaction, she is afraid of humans and humans are most likely afraid of bears)
- **What is the context impacting Mama Bear's opinion?** (She has never encountered a human visitor before, and she finds Goldilocks's behaviour abhorrent as she wouldn't behave in the same way herself)
- **How does Papa Bear feel about Mama Bear's reaction to Goldilocks's visit?** (He sits quietly and listens to his wife complain, he wishes they could forget the whole incident, he isn't worried about human germs, and he rolls his eyes when Mama Bear mentions this)

Continue reading to the end of the story or listen to the audio file. Refer students to Papa Bear's reactions and discuss the following:

- **What does Papa Bear do in reaction to Goldilock's visit?** (He is hungry, so he goes to visit Goldilocks's house. When he sees her family leave, he goes inside their home and eats their food, he accidentally breaks their chair then he goes upstairs for a nap in their bed)
- **How does Papa Bear react when he arrives back home and hears Mama Bear complaining about feeling violated?** (He has a sheepish grin, which implies he feels guilty or embarrassed as he has behaved in a similar way)
- **What is the context that forms Papa Bear's opinion?** (He has behaved in the same way as Goldilocks; therefore, he has an insight into her perspective)

## Creating text

Inform students that they will be composing dialogue between Papa Bear and Baby Bear. Tell students that they will be focusing on Papa Bear's perspective now that he has some insight into Goldilocks's behaviour after behaving the same way.

Refer back to Papa Bear Repays a Visit to identify how Baby Bear reacts after they discover Goldilocks has been in the bears' home. Ensure students note that Baby Bear is upset and is

crying. When Mama Bear mentions human germs, Baby Bear ceases crying and inspects the pillow and blanket for germs.

Discuss how Papa Bear might explain the situation to Baby Bear. For example, he might make excuses for Goldilocks or try to normalize her behaviour.

Place students in pairs. Tell students to compose a brief interaction between Baby Bear and Papa Bear based on Papa Bear's context. Instruct students to note their ideas in their workbooks as a script before role-playing with a partner. Tell students to ensure both of the pair have a turn acting as Baby Bear and as Papa Bear.

Once students have experimented with creating their interactions, place them in small groups. Instruct students to take turns performing their interactions to one and other. Tell students to provide feedback on the interactions to each other, focusing on how well the character Papa Bear reveals his context of having some insight into Goldilocks's behaviour.

Those with a digital subscription can complete the interactive activity now.

### **Assessment for/as learning:**

Display the following [exit ticket](#) questions and instruct students to respond to them in their workbooks:

- **How does understanding context provide explanations for character's opinions?** (It provides insight and perspective)
- **How might you use this when creating characters?** (I might consider the context my characters are viewing situations from before identifying their reactions)