

# Sylphie's Squeezes: The Zoo on You!

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

EN3-UARL-01 | AC9E5LY03

## Learning Intention:

I am learning to explain the features of writing authoritative texts so that I can present ideas in a trustworthy manner.

## Success Criteria:

- I can analyse a text to identify the strategies that authors use to project authority.
- I can distinguish between sources that project greater and lesser authority.
- I can compose a text that is written with authority.

## Essential knowledge:

View the video [Authority](#) from the English Textual Concepts. Discuss the content of the video and ensure students understand that authority refers to how trustworthy a text is. Discuss how a text might project authority. For example:

- If they are written by an expert
- Whether they are written in the appropriate style
- If they are published by a reputable source

Discuss the fact that authority can also be over a text. For example, by considering who controls the message, such as editors and any limitations of publishing such as the word limit. Finally, ensure students note that readers also have authority over texts in the way they use their personal ideas and experiences to interpret a text.

## Oral language and communication

Remind students that where a text is published impacts its authority. Display the following list of places texts may be published:

- An online blog published by a popular YouTuber
- The Department of Education's website
- The website of a well-known charity
- A leaflet you pick up at a garage sale
- A podcast created by a school friend

Discuss which texts have greater and less authority based on where they are published.

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

### Understanding text:

Read Sylphie's Squeezes: The Zoo on You! or listen to the audio file if you have a digital subscription. Discuss the purpose of the text (to inform). Tell students that they will be going on an authority hunt, noting anything in the article that provides authority. Use a **Concept Map** to record ideas. Note the name of the article in the middle and record anything that provides authority in the sections around it.

- Factual information
- Photos
- Technical language
- Key details such as the size that can be checked
- Published in a reputable source

Use a different colour to add any other ideas for projecting authority that weren't used in this article, such as quoting experts and including statistics.

### Creating text:

Inform students that they will be creating a brief article that could feature in a reputable source such as The School Magazine, on a topic of interest to them. Refer back to the concept map students created earlier to remind them of strategies for projecting authority. Inform students that they should strive to include as many of these elements as possible and to add any additional ideas if relevant.

Discuss potential topics for students to write their articles on, such as:

- Sports students participate in
- Games students like to play
- Hobbies or special interest topics
- Family members of interesting details of their family's past

Allow time for students to compose their articles. Students may work independently or with a partner for this task.

### Assessment for/as learning:

Instruct students to swap articles with each other. Refer to the concept map. Instruct students to read the articles and note how many of the strategies for projecting authority their peers have included in the articles.

Those with a digital subscription can refer students to the interactive task on authority to use for assessment.

Display the following exit ticket question and instruct students to respond to it:

- What are some of the strategies authors may use that enable them to write with authority?

## Ocky's Silver Coconut

story by James Dick | illustrated by [Marjorie Crosby-Fairall](#)

[EN3-UARL-01](#) | [AC9E5LY03](#)

### Learning Intention:

I am learning to analyse the impact on readers when authors write from a unique point of view so that I can compose engaging and entertaining stories.

### Success Criteria:

- I can discuss how writing from a unique point of view impacts readers.
- I can consider the perspective of a character.
- I can compose a text that presents a unique point of view.

### Essential knowledge:

View the video from the English Textual Concepts, [Understanding Narrative](#).

Discuss the structural elements of narratives, ensuring students note that they usually feature:

- A character who is in pursuit of a goal, who encounters a problem
- Events that create challenges for the character
- A resolution where the character overcomes their problem

### Oral language and communication:

Discuss stories told from the point of view of animals:

- Finding Nemo
- Dory
- Animal Farm
- Black Beauty

- Charlotte's Web
- Fantastic Mr Fox
- War Horse

Discuss how authors might write about animals' perspectives when writing from their point of view. For example, they might draw from their own experiences, consider how they might react or observe animals to see how they react to particular events.

Discuss the following questions:

- **Why might readers enjoy stories told from an animal's point of view?** Note: If students find this question challenging to respond to, instruct them to consider their own responses to stories about animals. (Answer: To obtain a new perspective, because they particularly like the type of animal the main character is)
- **How might telling stories from the point of view of animals impact the wider community?** (It might improve empathy and compassion for animals, it may inspire conservation of animals)

### Understanding text:

Read Ocky's Silver Coconut or listen to the audio file. Discuss the following:

- **How does Ocky view humans?** (As apes, he is amazed when 'Sport' helps him by pushing him into a coconut and putting him back in the oceans, as he believes humans are 'terrible, terrible monsters')
- **Why does Ocky view humans in this way?** (As they pollute the waters, bleach the reefs, throw refuse into the sea, eat octopuses and steal the seashells coconut octopuses need for their homes, kill the fish, cause toxins to live on the skin of octopuses and stain the reefs with poison)
- **What insights can be gathered from Ocky's perspective about what is happening to the oceans?** (It raises the issues of human's impact on the environment, drawing readers attention to the issue of how humans are damaging the oceans)
- **What impact does Ocky's point of view have on readers?** (It inspires us to take better care of the oceans and to take-action to prevent pollution)

### Creating text:

Refer to the story and discuss the challenges Ocky faces:

- He is washed ashore, and he is in danger of drying out.
- His habitat is being destroyed
- He becomes stuck inside a silver shell and has to decide whether to ask the non-octopus whether to get rid of the apes or not.

Inform students that they will be composing their own story from the point of view of a species of their choice. Tell them that the story should raise awareness about an environmental issue resulting from a change to their chosen species' habitat. Gradually release responsibility by planning an example together.

Identify a species on the endangered list by viewing [Endangered Species](#) from National Geographic. Scroll down to identify species that are classified as endangered and select one from the list, for example the Siberian Sturgeon. Discuss how they are becoming endangered, due to overfishing, poaching, dam construction and pollution from mining. Instruct students to imagine how the animal might feel about these changes and how they might react. Sample responses include, heartbroken, forlorn, hopeful of change, overwhelmed.

Discuss how you might incorporate these ideas into a story, considering the structural elements of problem and resolution. Consider problems the species might face and how they might overcome them, for example they might put an end to overfishing when they make friends with a human who spreads the word about the damage that is being done. Collaboratively plan an idea, using dot points for the students to use if they are finding it challenging to generate ideas.

For example:

- The Siberian sturgeon, named Sturji, narrowly avoids being fished though most his friends and family members are caught
- Alone and forlorn, he takes a risk and speaks to a human child
- The child is horrified about what Sturji has gone through and campaigns to stop overfishing
- Sturji makes new friends from the fish that has survived, and the species begins to thrive again

Instruct students to work with a partner or independently to plan a story from the point of view of an animal that is endangered and how they overcome a problem.

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

Instruct students to respond to the following exit ticket question in their workbooks:

- Why do authors write from unique points of view and what impact does this have on readers?

# Dolphins Eat Sushi

poem by Stephen Whiteside | illustrated by [Michel Streich](#)

EN3-OLC-01 | AC9E5LY02

## Learning Intention:

I am learning to research and create a presentation that expresses ideas with authority so that I can ensure my ideas are deemed trustworthy.

## Success Criteria:

- I can analyse texts to identify how to express authority.
- I can research a topic and create a presentation.
- I can communicate with authority.

## Essential knowledge:

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

Discuss the ideas presented in the video and ensure students understand that authority refers to how trustworthy a text is. Discuss how the authority of a text might be demonstrated, such as whether:

- An expert has written the text
- It is written in the appropriate style
- It is published by a reputable source

Discuss the fact that authority can also be over a text, in that it refers to who controls the message, such as editors, and any limitations of publishing, such as the word limit. Finally, ensure students note that readers also have authority over texts in the way they use their personal ideas and experiences when interpreting them.

## Oral language and communication

Display a visual of the poem *Dolphins Eat Sushi* and of the article [Dolphin](#) from Kids Britannica. At this stage, instruct students not to read either text. Inform them that the idea is to make a prediction based on how the texts visually appear on the page.

Discuss the following:

- Which text do students assume will include factual information about dolphins? (The article due to it being the appropriate style for presenting factual information)

- Which text do students predict will present ideas with the greatest authority? (The article as it is in the appropriate style, and it is published by a reputable source)

### Understanding text:

Read both Dolphins Eat Sushi and [Dolphin](#). Discuss the information provided in each text and record students' ideas using a table. For example:

Note: Some ideas in the table have been underlined. This is to reflect the responses to an activity that students will undertake later in this section.

Dolphins Eat Sushi	Dolphin
<u>Eat raw fish</u>	Mammals
<u>Catch fish in their jaws</u>	Belong to group called whales
<u>Probe the sea floor</u>	Closely related to porpoises
<u>Have a beak</u>	Larger than porpoises and have longer, beaklike snouts
<u>Eat crabs</u>	Over 35 species
<u>Not afraid of sharks</u>	Two groups – true dolphins and river dolphins
Clever	They live in salt or fresh water
	Most widespread species are Common Dolphin and Bottlenose Dolphin
	River dolphins live only in South America and Asia, and they prefer fresh water
	2-3 metres long on average
	Some can reach 4 metres
	Have smooth, rubbery skin, in either a mixture of black, white or grey
	Have two flippers/fins on side and a fin on their backs
	Must come to the surface to get air

	<p>Breathe through blowhole on the top of their head</p> <p>Intelligent and playful</p> <p>Live in groups called schools</p> <p>Use sounds to communicate</p> <p>10 to 12 months after mating females give birth to a single baby or calf</p> <p>Mother nudges their calf to the surface to take its first breath</p> <p>Can live for 30 years</p>
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Discuss the following:

- **Which text appears as though it is written by an expert?** (The article)
- **Which text communicates with greater authority?** (The article)
- **How are the ideas presented in each text?** (The poem uses less formal language and uses comparison to emphasise the differences between dolphins and humans whereas the article uses more formal language and more technical terms)

Underline ideas in Dolphins Eat Sushi that are not included in the article Dolphins. Discuss how these ideas might be developed into a text with greater authority than the poem. Ensure students identify that the ideas should be presented in the appropriate style and that they should be published by a reputable source.

### Creating text:

Inform students that they will be developing the ideas in Dolphins Eat Sushi and researching further information about dolphins to create a presentation that communicates with authority. Gradually release responsibility by first composing examples of how to develop the ideas in Dolphins Eat Sushi into factual statements that have greater authority. Begin this process by identifying the title of the poem,

Dolphins eat sushi

Discuss the fact that this line reveals that dolphins eat raw fish. Remind students that when authors appear to be an expert on a topic, this increases the text's authority. Inform students that one-way authors do this is by being deliberate with the vocabulary they use and by communicating using formal language. Collaboratively compose a sentence that



communicates with authority to express the first fact. For example: 'Dolphins eat a varied diet comprised of raw fish.'

Inform students that they will be working with a partner to adapt the language used to express the remaining facts in the poem so that they can communicate with greater authority. Tell students they will also need to include information in their presentation obtained from research. Direct students to the following sites for research:

- [Bottlenose Dolphin](#) from National Geographic Kids
- [Dolphin](#) from Britannica Kids (Note, instruct students to also read the information under the tabs on this site)
- [Dolphin Facts for Kids](#) from the Dolphin Research Centre
- [Facts about Dolphins for Kids](#) from Active Wild
- [Dolphin Facts for Kids](#) from Kiddle

Instruct students to use programs such as PowerPoint, Google Slides or Canva to create their presentations. Tell students to include both images and text on their slides and remind them to write in an appropriate style to communicate with authority.

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

Discuss criteria that could be used to peer-assess the presentations, for example:

- Builds on the factual information included in the poem
- Presents ideas identified through research
- Communicates with authority by adopting the correct style
- Includes images and text in the presentation

Place students in small groups and instruct them to present to each other. Tell students to assess their peer's work against the criteria. Instruct students to use the [Two Stars and a Wish](#) strategy to share two strengths and one area for development in the presentations.

# Batty Behaviour

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

EN3-OLC-01 | AC9E5LA01

## Learning Intention:

I am learning to use a variety of strategies to support my argument so that I can make them convincing.

## Success Criteria:

- I can analyse a text to identify strategies author's use to position readers.
- I can research a topic and compose an article.
- I can use language to position readers.
- I can challenge opposing arguments to encourage others to overcome misconceptions and to agree with my viewpoint.

## Essential knowledge:

View the video [Argument](#) from the English Concepts. Ensure students note the following about arguments:

- They present views in a sensible and persuasive manner
- To support an argument, you can use methods such as, making a claim, using statistics and including research

Discuss further methods that can be used when striving to be persuasive when presenting an argument. For example:

- Anticipating the opposing view and offering a counter argument
- Using emotive vocabulary

## Oral language and communication

Display images of bats from the National Geographic page, [10 Brilliant Bat Facts](#). Create a mind-map of students' thoughts and opinions about bats. Highlight any opinions that are negative and that express fear for the animal. If none of the students express this viewpoint inform them that some people are afraid of bats.

## Understanding text:

Read Batty Behaviour or listen to the audio file. Discuss the following:

- **How does the author of the article feel about bats?** (The admire them and find them interesting and fascinating)
- **What language has the author used that expresses their viewpoint?** (Strange, batty (meaning strange), special, puzzling, loving and caring family members, beautiful, fascinating and amazing, and by using emotive language to describe the bats, their appearance and their behaviour, for example: little, snuggle, furry ping pong ball)
- **What further evidence is there in the text that reveals the author's opinion of bats?** (The fact they have chosen to write an article about bats)
- Discuss misconceptions that have been challenged in the article. (That vampire bats and predatory and that they such people's blood)
- **How does the author's presentation of the ideas help to position readers?** (It encourages readers to agree with their viewpoint that bats are to be admired, by presenting factual arguments, by using emotive language and by refuting opposing views and challenging misconceptions)

If some students earlier expressed fear of bats, ask them if the article has changed their opinion.

## Creating text:

Inform students that they will be composing their own article arguing for the positive attributes of a creature that some people might not like. Discuss animals some people don't like such as snakes or spiders and note ideas on the board for students to refer to later.

Note: Be mindful of students' sensitivity around animals and any potential phobias amongst students within the class. If a less controversial topic is preferred, students could focus on writing an article arguing in favour of their chosen mode of transport, such as by scooter or on a bicycle.

Place students with a partner and instruct them to select an animal to focus on. Instruct students to create a mind-map, outlining different perspectives of their chosen animal. Students may interview their peers who have differing views from their own if they find it challenging to identify alternative perspectives.

Instruct students to research their chosen animal, using sites such as:

[National Geographic Kids](#)

[Britannica Kids](#)

[Learning Resource](#)

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Tell students to identify positive facts about their chosen animal. Inform students that they should also consider alternative views or misconceptions about their chosen animal, such as that snakes are predatory towards humans when in fact they prefer to retreat when they hear someone approach. Tell students that this will help them with showing the counter argument when constructing their articles. Refer back to *Batty Behaviour*, to identify how the author of the article does this, for example:

There's one kind of microbat that has a rather sinister reputation: vampire bats. In fact, they can make all bats seem a little bit scary. But you don't need to worry. Vampire bats aren't out to suck your blood.

So, vampire bats aren't scary monsters after all. They are actually loving and caring family members who'll happily vomit up their dinner to help a fellow bat out.

Instruct students to compose a brief article attempting to persuade others about the positive attributes of their chosen creature/mode of transport. Remind students that the author of *Batty Behaviour* also used positive language to describe the topic and inform students that they should do the same.

Allow time for students to compose their articles.

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

Instruct students to swap articles with another pair. Discuss criteria that could be used for assessing the articles, such as:

- Creates a convincing argument about the positive attributes of their chosen creature/mode of transport
- Challenges misconceptions
- Presents the alternative point of view and refutes it
- Includes positive language to describe the topic

Students can allocate one mark for each of the criteria the article meets. Allow time for students to orally provide feedback on any areas in their peers' work that could be developed further.

Display the following [exit-ticket](#) question and instruct students to record responses in their workbooks:

- What are some of the persuasive devices authors may use when making an argument?

# My Big Campout with Mum

poem by Sarah Marhevsky | illustrated by Alen Timofeyev

EN3-VOCAB-01 | AC9E5LA08

## Learning Intention:

I am learning to understand how vocabulary is used to express greater precision of meaning, through technical terms so that I can compose texts that project authority.

## Success Criteria:

- I am learning to analyse a poem to identify how Tier 3 vocabulary assists with projecting authority.
- I can identify Tier 3 vocabulary relevant to a topic of my choosing.
- I can compose a poem that features Tier 3 vocabulary to project authority.

## Essential knowledge:

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

Discuss the video and ensure students understand that authority refers to how trustworthy a text is. Discuss how the authority of a text might be demonstrated, such as by whether it is written by an expert, whether it is written in the appropriate style and whether it is published by a reputable source.

Discuss the fact that it can also refer to authority over a text, such as who controls the message as in editors and any limitations of publishing such as the word limit. Finally, ensure students note that readers also have authority over texts in the way they use their personal ideas and experiences to interpret a text.

Ensure students are aware of what technical terms are (subject specific vocabulary) and that these also come under the term Tier 3 Vocabulary. View [Vocabulary- Selecting Words to Teach](#) for more on Tier 2 and Tier 3 vocabulary.

## Oral language and communication or Vocabulary

Display the following version of My Big Campout with Mum, with the technical terms (Tier 3 vocabulary) removed:

I've spent the last week packing for  
my first big camping trip.  
I've rolled my clothes up, neat and tight,  
and double-checked my list.

All the things I need,  
are wrapped up with my rope.  
Lots of things nestle next  
to bandages and soap.

To start a fire, I've bundled up  
some matches.  
The food will last  
for fifty-seven meals.

I'm prepared to camp  
at twenty thousand feet.  
I even have a walking stick  
that turns into a seat!

So come on, Mum! Let's hit the road!  
It's all packed in the car.  
What do you mean, we're staying here?  
We're camping in our yard?

Discuss the following:

- **What is the subject matter of the poem?** (A first camping trip)
- **Rate how knowledgeable about camping the narrator of the poem seems on a scale of one to ten, with ten meaning having an expert level while one means no knowledge whatsoever.** (Most likely students will rate the knowledge around a five, as the narrator seems to have some knowledge as they have packed some useful camping equipment, but their understanding seems fairly limited which reflects the fact that this will be their first-time camping)
- **How enjoyable did you find the poem?**

### Understanding text:

Read the version of My Big Campout with Mum that appears in Orbit or listen to the audio file. Discuss how this version differs from the one displayed, ensuring students identify that the version in the magazine features technical terms (Tier 3 vocabulary). Identify the technical terms and discuss the meanings of any students are unfamiliar with. For example:

- Crampons

- Carabiners
- Flint
- Steel
- Dehydrated
- Bivouac

Select the first word on the list, crampons, and create a word-web placing this word in the middle of the board, inside a circle. Discuss any ideas students might have about the meaning of the word, its root word or anything else the word makes students think of. Draw lines coming out from the circle and write each of these ideas at the end of each line. For example:

- Cramp
- Pain
- Going on something

Place students with a partner and instruct them to select words from the list identified and to create further word webs for each of the words. Share responses.

Use the following questions to reflect on the impact of including Tier 3 vocabulary in the poem:

- **How does it feel to encounter words you are unfamiliar with?** (It feels interesting, challenging and unusual)
- **How does this impact your enjoyment of texts?** (It piques my interest as I have to make predictions about what might be the meanings of the unfamiliar words)
- **Why do you think writers might choose to use Tier 3 vocabulary?** (To make texts more interesting, to challenge readers, to show they are experts on a topic)
- **How might you incorporate Tier 3 vocabulary in your own writing?** (I will try to incorporate tier 3 vocabulary to make the texts I compose more interesting)

Instruct students to re-rate the narrator for their knowledgeability of camping. (Most likely students will provide a far higher rating now).

### Creating text:

Refer to My Big Campout with Mum and remind students of the subject (an exciting event, a night of camping). Inform students that they will be composing a poem about something fun or exciting that they have been involved in. Suggest topics, such as cultural celebrations, trips, or school events. Tell students that they will be required to include technical terms and Tier 3 vocabulary to impact readers' enjoyment and to speak with authority on their chosen topic. Discuss how students might obtain the Tier 3 vocabulary, ensuring students acknowledge that they can identify terms through research, either online or in the school library, or by talking to experts on the topic such as their peers or their teachers.

Display a variety of terms that students might find useful to use in relation to a school event, for example:

- Ceremonial
- Etiquette
- Cohesion
- Centenary
- Alumni

Those with a digital subscription can refer students to the interactive task on Tier 3 vocabulary now.

Discuss how these ideas might be incorporated into a poem. Refer to My Big Campout with Mum to identify the style. Ensure students note the following:

- Each stanza features four lines
- The rhyming scheme used in an ABCB pattern
- Sentences generally run over two lines

Tell students that they should strive to follow the author's style as much as possible. Inform them they don't need to focus on including these elements initially. Instead, they should aim to get their ideas down before editing their poems for stylistic elements.

Students may use a thesaurus or a rhyming dictionary to identify rhyming words.

Gradually release responsibility by composing a collaborative poem first as a class. For example:

It was the day of the event,  
To mark the school centenary.  
There was food and treats galore,  
Even crème brulee in blueberry.

The alumni had all gathered,  
In the gleaming school hall.  
We interacted with etiquette,  
And spoke of times we could recall.

The school choir sang cohesively,  
They'd been practicing for weeks.  
When the principal took the lectern,  
He showed his presenting techniques.

Place students with a partner and instruct them to compose their poems by completing the following steps:

- Select a topic



- Research the topic to identify Tier 3 vocabulary
- Compose a poem
- Edit the poem to suit the style used in My Big Campout with Mum

### Assessment for/as learning:

Display the following exit ticket question and instruct students to respond to it in their workbooks:

- How does language, particularly Tier 3 vocabulary, impact readers' engagement and enjoyment of texts?

## Five Lions

story by Kim Rackham | illustrated by [Peter Sheehan](#)

EN3-CWT-01 | AC9E5LY06

### Learning Intention:

I am learning to analyse how authors create story tension using dialogue so that I use dialogue to create tension when composing texts.

### Success Criteria:

- I am learning to analyse texts to identify how authors create story tension.
- I can compose dialogue to express emotions.
- I can compose texts that use dialogue to create tension.

### Essential knowledge:

Ensure students understand the term 'story tension' and that they correctly identify the following:

- Author's use tension to hook readers
- Tension creates anticipation and emotional reactions in readers
- Tension provides excitement and suspense

Discuss methods authors use for building tension, guiding students towards identifying that methods include:

- The setting
- The choice of vocabulary
- The use of dialogue
- The type of sentences employed

Discuss the purpose of dialogue (to reveal details about characters thoughts, feelings, emotions and their personalities). Tell students that dialogue is a useful tool for authors when striving to build tension.

### Oral language and communication

Display the following extracts of dialogue and discuss the emotions expressed in each line. Select students to role-play each of the lines and instruct them to read with emotion:

- **“This is the worst day ever. I spilt my breakfast on my uniform and now I’ve realised I have forgotten my homework.”** (Emotion, disappointment, frustration, expressed by a morose tone)
- **“This is a dangerous situation. We’ve got to find a way out!”** (Fear, expressed by speaking quickly and loudly)
- **“If we don’t make it in time, the party will be ruined.”** (Nerves, expressed by speaking quickly and emphasising the word ‘ruined’)

### Understanding text:

Prior to reading Five Lions, display the following events from the first half of the story and read through them with the class:

- A family hear on the radio that a family of lions, one lioness and four cubs, have escaped from the zoo
- The dad leaves for work
- The school announces it is closed due to the escaped lions and that the students will be learning from home
- The dad hides behind the letterbox as he doesn’t want to walk to work due to the fear he might run into the lions
- The mum and dad both decide to work from home

Discuss how students might rate the events for story tension, on a scale of one to ten, with one being no tension and ten being a lot of tension. Most likely students will rate the level of tension around a five.

Then, read Five Lions or listen to the audio version, up to the **end of page 17**. Discuss how tense students find the story and use the same scale to rate the story tension. Students will likely give the story a far higher rating than the events on their own.

Discuss the methods the author has used to create tension in the story for example, through vocabulary, characters’ inner dialogue and through their spoken dialogue.

Select the first event from the list of dot points. Identify dialogue that adds tension to this event, such as:

'Will you take a look at this!' he says.

'Lions?' I ask.

'Escaped!' he says. 'Five of them, last night.'

'Oh goodness,' says Mum. 'Where did they escape from?'

'Let's see. They escaped in the middle of the night. Something about a hole in the fence.'

'Yes, but did they find them yet?' asks Mum.

Discuss the following:

- **What emotions are expressed through the dialogue?** (Fear, disbelief, nerves)
- **What can be inferred about how the family are feeling?** (They are nervous about the escaped lions and worried about the implication of lions being on the loose)
- **How does this add to the story tension?** (It inspires readers to feel nervous about the lions too and it adds further tension to the events)

Place students with a partner and instruct students to identify further examples of dialogue that adds more tension to the events. Discuss responses. Draw attention to how descriptions of the character's reactions as they deliver the dialogue have been used to add additional tension, for example:

'Oh dear, I see what you mean,' says Dad, and he turns a little grey.

'Yes,' she says. But she doesn't sound certain.

Read the remainder of the story with students or listen to the audio file.

### Creating text:

Inform students that they will be composing their own stories where they will use dialogue to add story tension.

Discuss ideas for tension in stories that focus on animals. Sample ideas include:

- Pets becoming more human and wanting to take over the world
- Animals escaping
- Animals getting lost

Gradually release responsibility by completing a collaborative example first. Select one of the story ideas and plan challenging events that might occur in the story and the emotions the events may inspire. For example, for the idea about pets taking over the world:

- A pet hamster begins talking and its family notice (Emotion, disbelief)
- The hamster escapes from its cage (Emotion, fear it will be lost)
- The hamster teams up with other pets and starts ordering the family around (Emotion, horror, fear)
- One of the children in the family enlists the help of their friend and the two of them recapture the hamsters (Emotions, desperation, hope)

Discuss ideas for dialogue that could be used to express tension around these events. Sample responses are provided in a table:

Event	Dialogue with tension
A pet hamster begins talking and its family notice	<p>"Whoah, did Mr Fluffy just talk?"</p> <p>"What on Earth is happening? Hamsters don't talk!"</p> <p>"I must be dreaming."</p>
The hamster escapes from its cage	<p>"Oh no, Mr Fluffy isn't in his cage. Where could he be?"</p> <p>"Poor Mr Fluffy, anything could happen to him in the big, wide, world."</p> <p>"We have to find him, immediately!"</p>
The hamster teams up with other pets and starts ordering the family around	<p>"The fridge will remain locked until you do as we say," Mr Fluffy said.</p> <p>"This is dreadful, we'll have to live the rest of our lives under Mr Fluffy's command!" Mum screeched.</p> <p>"How can we live like this? Our every move dictated to by a, by a, by a... hamster!" Dad said.</p>
One of the children in the family enlists the help of their friend and the two of them recapture the hamsters	<p>"We cannot let those fluffy rodents boss us around any longer. It's time we snatched back control," Kyah whispered.</p> <p>"Quick Charlie, open the cage door now before the hamsters notice," called Millie.</p>

	"It's now or never," Kyah screeched.
--	--------------------------------------

Discuss how you might combine the events and the dialogue into a brief story.

Inform students that they will be working with a partner to plan events for a story and to compose dialogue that creates tension. Tell them that they should then incorporate the events and the dialogue into a brief story. Allow time for students to compose their stories. Those students who find planning challenging may use the plan created collaboratively.

### Assessment for/as learning:

Place students in small groups and instruct them to share their work with one another. Discuss criteria that can be used to assess the stories for example:

- Includes challenging events
- Uses dialogue to create tension
- Incorporates ideas into a brief story

Instruct students to provide oral feedback on each other's stories, using the criteria to guide their responses.

Instruct students to respond to the following exit-ticket questions in their workbooks:

- How does dialogue help authors to create tension in texts?
- How might you use this in your own writing in the future?

## Footprints

Poem by Anne Bell | illustrated by Hannah Seakins

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

### Learning Intention:

I am learning to create literary texts that experiment with ideas and stylistic features of selected authors so that I can develop my skills in adopting a variety of literary styles.

### Success Criteria:

- I can analyse a poem to identify how an author has chosen to express unique ideas.
- I can consider a fresh perspective of an item we often take for granted.
- I can present my ideas in a poem.

## Essential knowledge:

Display the following sentence:

A girl walked into the room.

Discuss other, more descriptive verbs that might be used instead of walked and how these change the mood and the meaning of the sentence, for example:

- A girl crept into the room.
- A girl sprinted into the room.
- A girl meandered into the room.

## Oral language and communication:

Place students with a partner and provide them with paper for them to trace around their feet. Tell students to imagine their drawing is a footprint and instruct them to note any ideas they have about footprints around their sketch. Students can also use digital programs such as [Google Jamboard](#) for recording their ideas.

Use the following questions to prompt responses:

- **Where do you see footprints?** (In sand, in mud, in movies when police assess a crime scene)
- **What do they make you think of?** (Making a mess of a freshly mopped floor, walking at the beach)

Discuss students' responses.

## Understanding text:

Read Footprints or listen to the audio version if you have a digital subscription. Discuss the following:

- **Which ideas presented in the poem did you and your partner also identify?** (Student responses will vary)
- **Which did you not identify?** (Student responses will vary)
- **How much thought had you paid to footprints before reading the poem?** (Most likely students won't have paid much attention to footprints until now)
- **How does reading about something you might often overlook, such as footprints, impact reader engagement?** (It makes the poem interesting and engaging as it presents interesting ideas)
- **What feelings are evoked in readers towards footprints?** (Empathy/sadness for the fact they are overlooked and that they disappear)
- **What methods does the author use to evoke emotion in readers?** (The narrator expresses sympathy for footprints and empathy for them 'never knowing the thrill' of

being first up the hill, which encourages readers to agree with them, using expressive verbs, such as, 'never running' and 'trudging along behind' which both make readers imagine a lack of joy)

### Creating text:

Take a walk around the school or observe things in the classroom and make a list of items we often overlook and that we take for granted, for example:

- Markings on the asphalt
- A basketball hoop
- The shutters for the school canteen
- A flower's petal
- A stack of paper
- A recycling bin

Inform students that they will be composing their own poem, presenting unique ideas about what life might be like for one of these objects.

Gradually release responsibility by composing an example together. Display a three-column table and discuss the following:

- Observations of the item
- Emotions, either that the narrator feels towards the item or that the item might feel
- Expressive verbs or vocabulary that might be used to evoke emotion.

A sample response based on the line markings on the asphalt in the playground is:

Observation	Emotion	How to evoke the emotion
Fading/patchy in places	Melancholy Knowing their time is limited	Lonely Forgotten Fading

Use these ideas to collaboratively compose a brief poem about the item. Inform students that they can choose to make their poem rhyme or not. Tell students that they will need to use the opening line, "Oh, I feel sorry for..." from Footprints. For example:

Oh, I feel sorry for the fading lines on the asphalt,  
Knowing their time is running out,  
All alone, soon to be forgotten,  
No longer knowing the joy,  
Of children making use of their boundaries,  
to guide their games of handball.

Place students in pairs. Instruct them to plan their ideas using a table like the one above before composing their poems.

### Assessment for/as learning:

Match pairs together to form groups of four. Inform students that they will be peer-assessing each other's work. Discuss criteria students might use for assessing the poems, for example:

- Includes an observation of the item
- Features an emotion
- Evokes the emotion effectively.

Allow time for students to read each other's work and to provide oral feedback. Students can choose to edit their poems based on the feedback.

## The First ANZACs and the First ANZAC Day

article by [Kate Walker](#) | photo courtesy of National Library of Australia

[EN3-RECOM-01](#) | [AC9E5LY04](#)

### Learning Intention:

I am learning to use skimming and scanning skills to identify key facts in a text that support readers' prior knowledge so that I can compose texts that use this understanding to project authority.

### Success Criteria:

- I can reflect on how agreeing with readers' prior knowledge in texts can support a text's authority
- I can use skimming and scanning to locate specific information
- I can compose an article that includes new information and prior knowledge to make the information appear trustworthy.

### Essential knowledge:

View the video [Authority](#) from the English Textual Concepts. Discuss the content of the video and ensure students understand that authority refers to how trustworthy a text is. Discuss how a text might project authority. For example:

- If they are written by an expert
- Whether they are written in the appropriate style
- If they are published by a reputable source



Discuss the fact that authority can also be over a text. For example, by considering who controls the message, such as editors and any limitations of publishing such as the word limit. Finally, ensure students note that readers also have authority over texts in the way they use their personal ideas and experiences to interpret a text.

Discuss the reading strategies skimming and scanning. Ensure students understand that both these approaches involve quickly glancing over a text to identify the general meaning and location of information to allow readers to identify specific information when required.

### Oral language and communication

Read the title of the article and discuss what students know about the first ANZACs and Anzac Day. Display a [KWL chart](#) on the board and note some of students' ideas. Provide students with their own copies of a blank KWL chart or tell them to copy one into their workbooks. Instruct students to work with a partner, discussing their ideas and recording them on the chart.

Display the following extract:

Note: the errors are deliberate

The ANZAC Day commemorations occur on 15th July each year. The day commemorates the anniversary of the landing of Australian and New Zealand troops at Gallipoli, Turkey on 25 April in 1995.

Discuss the following:

- **Is all the information accurate, to the best of your knowledge?** (Some students will be itching to point out the errors at this stage, if they haven't already)
- **How does that impact the authority of the passage?** (It discredits it and makes the rest of the information seem less reliable)

Inform students that we question the authority of this extract as it does not support what we already know about a topic. Tell students that including some information that most readers will already know supports a text's authority when providing new information.

### Understanding text:

Read The First ANZACs and the First ANZAC Day or listen to the audio version. Instruct one student to share a fact they have recorded in the K (Know) column on their KWL chart. Tell students to skim and scan the article by searching only for the key words or phrases from the fact, in the article. If the student's fact also appears in the article, instruct them to tick it on their KWL chart.

Inform students that they will be working with their partner, selecting each fact in turn that they have recorded in the K column on their charts, then using skimming or scanning to identify whether the fact also appears in the article. Tell students to tick any facts they have identified that also appear in the article.

Instruct students to share how many of the facts on students' charts also appeared in the article. Discuss the following:

- **How trustworthy do you think the article is?** (Most likely students will think it is very trustworthy)
- **How does having your prior knowledge included in an article impact the impression you have of the text's authority?** (Seeing prior knowledge reflected in a text makes the rest of the information in an article appear more reliable and trustworthy)

Instruct students to add any information they learned from the article to the L column (Learned) of their KWL charts.

### Creating text:

Inform students that they will be conducting research into how animals were used during World War I to include in an article. Gradually release responsibility by planning an example together first.

Display the webpage [Animals in the military during World War I](#). Scroll to the description of the first animal on the site, the camel. Use skimming and scanning to identify key facts such as:

- Camels were used to transport equipment and people
- Some were used as ambulances
- The dromedary camel can, carry up to 145kg, survive without water for up to 6 days and travel over 40km a day.

Inform students that some readers may find it unbelievable that camels were used in the war. Discuss how students might project authority in their article (by including information that supports readers' prior knowledge). Identify well-known facts about the ANZACS and World War I that might be included in the article to help project authority, for example:

- The dates World War I began and ended
- Where the war was fought
- Where the soldiers came from

Inform students that they will be composing their own articles. Place them with the same partner as before. Display the following steps as a reminder of what students need to do to complete their articles:

- Select an animal from the webpage [Animals in the military during World War I](#)
- Identify key information about how the animal was used during the war
- Consider key facts that readers are likely to already know to include in your article
- Include both facts about the animal and common elements of prior knowledge in a brief article

### Assessment for/as learning:

Instruct students to consider the following exit ticket question and to record their responses in their workbooks:

- How does our prior knowledge on a subject help recognising the authority of texts?

# Maze of the Minotaur – for close reading

story by Simon Cooke | illustrated by [Greg Holfeld](#)



**Title of Close Reading Text:** Maze of the Minotaur

**Learning Intention:** *I am learning to locate specific information in texts so that I can respond to questions that require literal and inferential answers.*

**Success Criteria:** I can locate specific information.

I can make inferences based on what I have read and my own perceptions.

I can analyse illustrations to see how they support the ideas in texts.

Reading	Text-Dependent Questions	Outcome:
1 <sup>st</sup> Reading What it says.	Read the title: <b>What do you predict the story will be about? Are you familiar with what a Minotaur is?</b>	EN3-RECOM-01   AC9E5LY05

<p><b>Key ideas and details</b></p>	<p>Read the story.</p> <p><b>How do Luca and Antonia feel about the hero before he enters the maze?</b> (They admire him and Luca longs to be the hero one day)</p> <p><b>How does Luca act at the beginning of the story?</b> (He is brave and full of confidence about overcoming the Minotaur)</p> <p><b>Who is braver when the brothers are inside the maze, Luca or Antonio?</b> (Antonio is braver. Luca is afraid of the Minotaur; he is hesitant, and he wants to leave the maze)</p> <p><b>Who really is the Minotaur?</b> (The duke, who dresses up to scare heroes)</p> <p><b>What explanation do Antonio and Luca give for why the duke may wish to dress up as a Minotaur?</b> (They think it is probably not much fun being a duke, with all the official business he must attend to, so they believe this is the duke's one chance each year to have some fun)</p>	
<p><b>2<sup>nd</sup> Reading</b> How it says it.</p> <p><b>Craft and Structure</b></p>	<p>The story is divided into sections using three stars.</p> <p>***</p> <p><b>What do these stars mean?</b> (The change of a scene, when the story jumps time or changes location)</p> <p><b>What type of genre is the story? How can you tell?</b> (It is a mythical story, as it features elements such as a Minotaur, a mythical creature from Ancient Greece, and it is based on a challenge to fight the Minotaur)</p> <p><b>What time period do you think the story is set in?</b> <b>What clues are there in the story?</b> (In the past, for the following reasons: The city is surrounded with gates that are locked at night, a duke runs the city rather than a democratically elected leader, the potential prize is in gold rather than money, the characters believe in a Minotaur, a mythical creature from Ancient Greek mythology)</p>	<p>EN3-UARL-01   AC9E5LY03</p>

	<p><b>How does setting the story in this time period support the genre of the story?</b> (It makes it feel mythical, as though the Minotaur may be real)</p> <p>The mood of the characters Luca and Antonio changes throughout the story. Identify the mood at the various points in the plot.</p> <ul style="list-style-type: none"> <li>• The beginning (Joyful, excited as Luca and Antonia wander through the city)</li> <li>• After Antonio is pick-pocketed (Hopeless, fearful of the guards)</li> <li>• When the brothers first enter the maze (Fear, tension, due to the moans and the dim light)</li> <li>• Once the boys realise the Minotaur is only a rouse created by the duke (Merry, jovial)</li> </ul>	
<p><b>3<sup>rd</sup> Reading</b></p> <p>What it means.</p> <p><b>Language features, sentence structures, visual components, text cohesion, repetitions devices and language features.</b></p>	<p><b>How do you think Antonio and Luca feel when they first arrive in the city?</b></p> <p>Note, use the clues in the text and consider how you might feel if you were coming from the same context they are from.</p> <p>(Antonio and Luca both live on a farm so the city would be an adventure of new sights and sounds. The farm must be far from the city as the characters left early in the morning and only arrive at the city at night, just before the gates are locked for the evening. It's Luca's first time in the city and both he and Antonia appear to be very excited to be there)</p> <p><b>Character's often grow and change their attitudes over the course of a story. How does Luca's attitude and personality develop throughout the story?</b> (He begins brave and bold, expressing a desire to fight the Minotaur, he is then fearful when he and Antonio enter the maze, all bravado gone, but he takes a risk and continues through the maze even though he is scared, which causes him to be elated at the end, with him keen to try the maze challenge for himself once he is old enough)</p> <p>View the illustrations that accompany the story.</p>	<p>EN3-RECOM-01   AC9E5LY05</p>

	<p><b>What colours have been used?</b> (Mostly mustard yellow, blue or red for the background contrasting with black for the illustrations)</p> <p><b>Why do you think the illustrator chose these colours?</b> (The use of a limited palette of colours serves a number of functions. It helps create the mood as eerie and as being from another world that is not quite real, it focuses readers attention solely on the sketches, it adds mystery and intrigue, and it makes the illustrations unique)</p> <p>Why does the author include the following statement from Antonio early in the story: 'Fear is all in the mind. Conquer the fear, and half the battle is won.' (To provide the reader with the clue that the identity of Minotaur might not be as it seems, to show readers that they can do anything they set their minds to)</p> <p><b>Stories often teach us a lesson or provide ideas on how best to live our lives. What are some of the themes of this story?</b> (To take chances, to not fear the unknown)</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>	