

# Buster's Bluff

poem by [Zoë Disher](#) | illustrated by Jake Minton

EN2-OLC-01 | AC9E3LA01

## Learning Intention:

I am learning to understand that cooperation with others depends on shared understanding of social conventions so that I can work collaboratively with others.

## Success Criteria:

- I can identify guidelines for working in groups.
- I can follow the agreed guidelines to work collaboratively.
- I can reflect on my groups' performance with a collaborative task.

## Essential knowledge:

View the video [Theme](#) from The English Textual Concepts. Ensure students note the following:

- The plot, characters, setting and language all help reveal the theme
- The theme is the message of the text
- The theme invites us to think about our own lives and what we value.

## Oral language and communication

Prior to reading Busters Bluff, display the following statement:

- Chocolate should be banned.

Place students in small groups. Set a timer for three minutes and instruct them to discuss the topic.

Inform students that they won't be required to share their opinions on the topic with the class. Instead, they'll be reflecting on the process of conducting the discussion. Display the following questions and instruct students to respond to them in their workbooks:

- Did you feel your ideas were listened to by your group?
- Did everyone have an equal opportunity to speak?

- How could you ensure all students have a chance to share their ideas?

Discuss responses and use these to compose a list of guidelines for discussion tasks.

For example:

- Take turns to speak
- Provide reasons for your opinions
- Ensure everyone has an equal opportunity to share their ideas
- Make sure all ideas are given fair consideration.

### Understanding text:

Read the first stanza of *Buster's Bluff*, up to the end of page 4, or listen to the audio file if you have a digital subscription. Discuss the following questions:

- What do we know about Buster? (He likes to bark at people passing by)
- Why do you think Buster is acting in this way? (He's territorial and he feels he is protecting his owners)
- What might be the theme of this story? (Students responses will vary, but might include watch out for dogs that bark or a dog's bark might be worse than its bite)

Note: Some students might use the first line, 'When Buster is behind his gate, he likes to act so tough,' to correctly infer that Buster is only acting tough as he feels safe behind the gate.

Read the remainder of the poem and instruct students to discuss the same questions as previously, in their groups. Remind students of the guidelines they helped to create for discussing topics in groups.

Discuss responses. Sample ideas include:

- What do we know about Buster? (He's actually shy when he doesn't have the protection of the closed gate)
- Why do you think Buster is acting in this way? (He's acting tough to hide the fact he's scared of other dogs)
- What might the theme of this story be? (Don't take things at face value, sometimes the toughest are the most scared, a dog's bark is often worse than its bite)

Emphasise how the events in the poem help support the possible themes (Buster acts tough when he feels safe but in reality, he's scared of the other dogs).

## Creating text:

Inform students that they will be discussing with their group ideas for stories that portray a theme of their choosing. Tell students that they will need to work collaboratively, using the guidelines they composed earlier to support their discussions. Display the following list of themes:

- Hard work and dedication pay off
- Loyalty is more important than winning praise
- Everything in life worth having takes dedication
- True friends are loyal no matter what.

Discuss further ideas of themes and add these to the list. Tell students that they will need to complete the following with their group:

- Decide on a theme
- Discuss suggestions for how best to portray this theme in a story (Note: Students may find it helpful to consider that one way to express a theme is by having a character initially acting in the opposite way to how the theme suggests, then as the story progresses, they overcome a hurdle and learn to act in accordance with the theme)
- Decide on a story idea.
- Jot down notes on the plot for the story.

Match groups together and instruct them to share their story ideas. Instruct students to provide feedback, using the [Two Stars and a Wish](#) strategy.

## Assessment for/as learning:

Provide students with the same questions as earlier to use as exit ticket questions, and instruct students to respond to them in their workbooks in relation to the main activity:

- Did you feel your ideas were listened to by your group?
- Did everyone have an equal opportunity to speak?
- How could you ensure all students have a chance to share their ideas?

Finally, display the following question and instruct students to add their response to it to the answers in their workbooks:

- How does our own understanding of characters' experiences help us identify textual themes? (They often act in a way that is opposite to the theme in the beginning before experiencing an event that helps them to learn the lesson of the theme)

# Captain Ahab's Weird Wide World: Little Miss Mascot

article by Stephanie Ryan | illustrated by Fifi Colston

EN2-SPELL-01 | AC9E3LY11

## Learning Intention:

I am learning to focus on phoneme-grapheme (sound-letter) relationships to enable me to understand how to use less common letter patterns to spell words.

## Success Criteria:

- I can identify the phoneme/grapheme relationships in words.
- I can select words I am unsure how to spell.
- I can analyse a range of elements about my chosen words.
- I can include the information I collect in a word-profile.
- I can practice spelling unfamiliar words using a range of strategies.

## Essential knowledge:

Ensure students are familiar with terms such as phoneme (speech sound), grapheme (the smallest unit of sound in the written language) and digraph (a combination of two letters representing one sound).

View the document [K-2 Instructional Sequence, Grapheme-Phoneme](#)

[Correspondences](#) for information on supporting grapheme/phoneme understanding.

Note: While this document relates to years K-2, it provides useful background information on the teaching process and the information included may still be highly relevant for students in Year 3.

Discuss etymology ensuring students understand that many of the words we have in English have origins in other languages, including Greek, Latin and French. Inform students that understanding the origins of words allows us to identify common spelling patterns.

## Vocabulary

Discuss how the same graphemes and digraphs can make different speech sounds in words. Display the following:

- Snow
- How?

Discuss the sound 'ow' makes in each of the words, emphasising that these are different. Instruct students to share further examples they have encountered, for example: eat and head, xylophone and fox.

## Understanding text:

Read Captain Ahab's Weird Wide World: Little Miss Mascot or listen to the audio file if you have a digital subscription. Tell students that identifying the digraphs for each of the speech sounds in a word will support them with learning to spell new words.

Display the following words:

- Nearest
- Instead
- Treatment

Refer students to the first three words, nearest, instead and treatment. Discuss the speech sounds made by the digraph 'ea' in each word, emphasising that in nearest and treatment the digraph 'ea' makes a long e sound, whereas in instead it makes a short e sound.

Discuss further words that feature the digraph 'ea' and note these on the board. For example:

- Bread
- Eat
- Head
- Sea
- Easter
- Peach
- Dread
- Knead
- Ordeal

- Dead

Sort the words based on the speech sound made by the 'ea' diagraph using a T-chart. For example:

Diagraphs sound like a long e	Diagraphs that sound like a short e
Eat	Bread
Sea	Head
Easter	Dread
Peach	Dead
Knead	
Ordeal	

Inform students that they will be identifying words in the article that they are unsure how to spell before analysing the words to help them to learn how to spell them. Inform students that one element they will be analysing is the speech sounds made by the diagraphs in each word.

Instruct students to identify at least three words from the article that they are unsure how to spell. Sample words might include:

- Arthur
- Treatment
- Rowed
- Anchored
- Allowed
- Medical
- Civilians
- Formally
- Enlisted
- Honorary
- Transported
- Received
- Service
- Certificate

- Brought
- Discharged
- Required

Note: Students may require support to identify words they find challenging to spell without attempting them. In this case, instruct students to cover over the page of the magazine before conducting a quick spelling check, calling out the words noted above and asking students to spell them in their workbooks. Any words they are unsure of should form the words they select for the main activity.

If students are confident with spelling all the words in the article, refer them to view the list from the [National Curriculum in England](#) to identify words they are unfamiliar with.

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

### Creating text:

Inform students that they will be taking a deep dive into their chosen words. Tell students that they will be creating a word-profile, similar to a character profile, about their chosen words. Inform students that their word profile should include as much information about the word and how it is spelt. Display the following list of elements students may include in their word profile:

- The number of letters
- The number of syllables
- The pronunciation/breakdown of the speech sounds in each syllable (perhaps written phonetically)
- Other words that feature the same diagraphs
- The etymology of the word (where each of the elements originate from)
- Possible prefixes and suffixes that can be added to the word and how these impact the spelling of the word.

Students can use a dictionary, either in book format or online, to identify the information they require for the word-profiles.

Inform students that they can choose from the following approaches to display their word profiles:

- A poster
- A fact-file

- A list
- An article style with an image of the word

Once students have completed their word-profiles, place students with a partner. Instruct students to test each other on their chosen words. Discuss whether students feel more confident with spelling the words they identified after creating the word-profiles.

### Assessment for/as learning:

Use a [digital exit ticket](#) for students to reflect on their learning. Alternatively, instruct the students to respond to the following questions in their workbooks:

- Something I learned today is:
- In relation to the spelling we practiced today (select one of the following),
  1. I can move onto the next concept
  2. I need a little more practice
  3. I would like to re-learn that concept again
  4. I would like to learn more about....

# Finnegan's Well

story by [Kathryn England](#) | illustrated by Michel Streich

[EN2-RECOM-01](#) | [AC9E3LA03](#)

### Learning Intention:

I am learning to understand the typical structure for revealing the theme in a story so that I can write stories that clearly express a theme.

### Success Criteria:

- I can identify possible themes in a story.
- I can consider how structure reveals the theme.
- I can compose an ending to a story.
- I can use structure to express a story's theme.



## Essential knowledge:

View the video [Theme](#) from The English Textual Concepts. Ensure students note the following:

- The plot, characters, setting and language all help reveal the theme
- The theme is the message of the text
- The theme invites us to think about our own lives and what we value

## Oral language and communication

View the story of [King Midas](#) or listen to the audio version. Discuss the following:

- Why is King Midas' daughter upset? (She wishes her dad paid her more attention)
- What does King Midas love most in the world, apart from his daughter? (Gold)
- What does his obsession lead the king to do? (Midas makes a wish that everything he touches turns to gold. The wish means he turns his beloved daughter to gold.)
- What does Midas learn from this wish? (Remember that loved ones are more important than any wealth and be careful what you wish for)

## Understanding text:

Read *Finnegan's Well* or listen to the audio version if you have a digital subscription. Place students with a partner and instruct them to discuss the following:

- What does Finnegan want? (A well to collect water from)
- What does Henry want? (The gold that he believes Finnegan must have)
- How does Henry try to get what he wants when he first meets Finnegan? (He threatens to not let Finnegan go until Finnegan gives him his gold)
- What does Henry's desire lead him to do? (Finnegan tricks Henry into digging a hole and to shoring up the sides to make them strong, creating the well that Finnegan had been hoping for)
- What does Henry learn? (To not be ruled by greed)

Discuss how the theme is revealed through Henry's character. Sample responses include, greed will lead you to failure, don't trust others, don't allow greed to rule your head. Emphasise how this is revealed due to the fact Henry acts in the following ways:

- In the beginning he acts in the opposite way to the idea portrayed in the theme (He allows greed to dictate his actions)

- He encounters a challenge (Digging the hole)
- This distracts him from his original purpose (Getting to his fence building job on time)
- He learns his lesson in accordance with the theme (Don't allow greed to distract you from your goal/to dictate your actions)

Discuss the following question:

- How are themes expressed through characters? (Through their actions, by initially acting in a way that is opposite to the theme, before undertaking a challenge that leads them to learn the lesson expressed in the theme)

Emphasise that while Henry learns this lesson, Finnegan does not. Ensure students note that Finnegan gets away with tricking Henry in the story. Discuss the fact that tricking people isn't kind.

### Creating text:

Reflect on how themes are revealed in stories by using Henry's experiences in Finnegan's Wall to consider the approach. Ensure students note the following:

- The character acts in a way that is different from the theme (For example, by Henry acting greedily and trying to take gold from Finnegan)
- The character has a problem to overcome (Digging the hole for Finnegan)
- The character learns a lesson that expresses the theme (Not to be ruled by greed)

Discuss ideas for a better lesson that Finnegan might learn in the story, for example:

- That it isn't kind to trick people
- That tricking people into doing your dirty work doesn't always pay off

Discuss ideas of ways Finnegan might learn this lesson in story, by following the structure identified earlier. Display ideas for students to refer to later. For example:

- Henry chases after Finnegan and steals his gold
- The water in the well isn't fresh and tastes of mud
- The well collapses and Finnegan has to return to collecting water from the river

Inform students that they will be composing their own ending to the story that ensures Finnegan learns not to trick others. Tell students that they can choose one of the ways Finnegan can learn this lesson from the list or create their own. Remind students to use structure to reveal the theme.

Students may work independently or with a partner for this task.

### Assessment for/as learning:

Prior to the feedback section, the teacher should view the short video [20 Minute Peer Feedback Session](#). Note, the time of this session can be reduced depending on your students. Teachers may choose to show the video to students or not.

Match students into small groups and instruct them to use the process from the video to provide peer feedback to each other. The steps include:

- The student requiring feedback should provide an elevator pitch of their idea by reading their ending
- The students providing feedback can ask clarifying questions if necessary
- The students providing feedback should give specific feedback, for example strengths and weaknesses
- The students receiving feedback should paraphrase the feedback in their own words
- The students receiving feedback should make a list of possible changes to be made to their work
- Students should then switch roles to ensure all students have an opportunity to give and to receive feedback

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

- How are themes expressed through characters?

## What Noses Know

poem by Neal Levin | illustrated by [Douglas Holgate](#)

EN2-UARL-01 | AC9E3LA09

### Learning Intention:

I am learning to create images to match the style of a text so that I can consider how images can be used to support ideas.

### Success Criteria:

- I can analyse elements within an image.

- I can construct an image of my chosen sense.
- I can draw on ideas of other illustrators when creating images.
- I can compose a poem that matches my illustration.

### Essential knowledge:

Sketch a rectangle on the board (drawn vertically) and use horizontal dotted lines to divide the shape into thirds. Sketch something in the centre of middle third, such as a cat. In the top third, off to one side, draw a sun. In the bottom left, draw a flower. Discuss which images viewers eyes are usually drawn to, ensuring students note that our eyes usually travel to the centre of the mid-third first before viewing elements in the upper or lower thirds. Discuss the fact that elements in the centre are usually viewed before those on either the right- or left-hand sides. Inform students that designers think carefully about where to place elements within an image to direct viewer's attention.

### Oral language and communication

Prior to providing students with copies of the magazine, read What Noses Know to students or listen to the audio file if you have a digital subscription. Do not allow students to view the accompanying illustration for now. Discuss the following:

- Does your nose get rosy/sore when you smell? (Probably students will state that they're noses get sore only when they have a cold or flu)
- Who might this be an issue for? (Animals that sniff on the ground)
- Who do you think might be the subject of this poem? (Most likely students will predict an animal such as a cat or a dog)

### Understanding text:

View the illustration that accompanies the poem and discuss who the poem is about (a dog). Use the following discussion questions to analyse the illustration:

- Where is the dog placed within a frame? (In the centre of the middle third of the frame)
- Does the dog appear to be still? (No, it appears to be moving)
- What elements in the illustration make it appear as though the dog is moving? (The yellow lines that come out from the dog, the word 'sniff' written at different angles and the lines around the dog's tail that imply it is wagging)

- What mood does the illustration create? How? (Busy and frenetic through the movement of the dog, and tense through the rabbit's expression which appears to infer fear/shock)

### Creating text:

Inform students that they will be creating their own illustration and accompanying poem, to communicate about a different sense. Discuss further senses, such as hearing, sight, feeling or taste. Take a walk through the playground and instruct students to work with a partner and note down on blank paper or in their workbooks the things they hear, see, feel and taste. Sample responses include:

- See: Trees swaying gently in the breeze, play equipment standing empty
- Hear: The rustling of the trees, students chattering quietly in classrooms
- Feel: The breeze on their skin, the hard playground underfoot
- Taste: Salty air (Note: This sense may be more challenging to identify responses for)

Once back in class discuss students' responses. Inform students that they will be selecting one of these senses to feature in their illustration. Tell students that they should consider the placement of the elements within the frame, so viewers' eyes fall on the most important features first. Inform students that their illustration should feature themselves and that it should imply movement, showing them walking through the school. Refer back to the illustration that accompanies What Nose Know to remind students of how the illustrator made it appear the dog was moving. Note these on the board and discuss further suggestions, adding these to the list.

- Jagged lines shown around the character
- Words such as 'sniff' or 'stomp' noted on the image
- The facial expressions of the other characters
- Using a blurred outline for the character
- The setting appearing to be moving, through ways such as the leaves floating in the air, apparently disturbed by the character, or dust being kicked up by the person's feet as they walk

Place students in pairs and instruct them to decide on which sense they wish to portray before composing an illustration of themselves experiencing this sense. Remind students that putting the most important features of the image in the middle of the frame helps to

guide viewers eyes to the key elements. Students may use digital programs such as Canva or Microsoft Paint or paper and coloured pens/pencils.

Allow time for students to compose their illustrations before discussing poems that might accompany them. Refer back to What Noses Know, to identify the rhyming scheme (AAB,CCD).

Discuss how the poem begins and ends, emphasising that it begins and ends with the lines, 'I don't know, What noses know, for I am not a nose,' (except the final line differs slightly as it ends with the word 'nosy').

Tell students that they should aim to use the same rhyming scheme and to use similar lines to begin and to end their poems as those used in What Noses Know. Compose an example together, such as:

I don't know,  
What taste buds know,  
For I am not a taste bud.  
But I know for sure,  
When I explore,  
It's salty chips I taste.  
Muddy breeze,  
And leaves from trees,  
All settle in my mouth.  
But I don't know,  
What taste buds know,  
For I am not a taste bud.

Instruct students to compose a poem with their partner to accompany their illustrations. Once students have drafted their poems, they can publish them with their illustrations or on a separate piece of paper.

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

Display the illustrations with the poems around the classroom. Conduct a gallery walk, inviting students to view the work of their peers. Discuss the following questions and instruct students to respond to them in their workbooks:

- The illustration that stood out most to me was...
- I particularly liked this illustration because...
- The artist used the positioning of the elements in the frame to guide viewers eyes by...
- The artist showed movement in the image by...
- The accompanying poem made me think...

Alternatively, edit a digital [Gallery Walk Template](#) for digital feedback responses.

# Dandelion Wish

story by Jodi Toering | illustrated by [Anna Bron](#)

[EN2-UARL-01](#) | [AC9E3LE03](#)

## Learning Intention:

I am learning to understand how descriptions help create mood in texts so that I can create moods in the texts I compose that match the feelings I wish to evoke.

## Success Criteria:

- I can identify language that helps to create the mood in a text.
- I can identify the different moods in a story.
- I can use language to express a mood.
- I can consider how the mood of a text helps to support its theme.

## Essential knowledge:

View the video [Theme](#) from The English Textual Concepts. Ensure students note the following:

- The plot, characters, setting and language all help reveal the theme
- The theme is the message of the text
- The theme invites us to think about our own lives and what we value

## Vocabulary

Display the following descriptions:

- The air pumped with energy
- He hung his head and stared at the ground
- Her fingers buzzed
- The sound of children's laughter floated on the air
- Dark clouds loomed overhead
- The sun shone brightly
- Exhaustion pulled at her limbs
- She looked longingly out of the window and thought of happier times

Inform students that each of these descriptions relate to one of the following moods:

- Ecstatic
- Morose

Ensure students understand the meanings of each of these words before sorting the descriptions to match the moods. Students should identify the following:

Descriptions that create the mood of excitement/feeling ecstatic include:

- The air pumped with energy
- Her fingers buzzed
- The sound of children's laughter floated on the air
- The sun shone brightly

Descriptions that create the mood of morose include:

- He hung his head and stared at the ground
- Dark clouds loomed overhead
- Exhaustion pulled at her limbs
- She looked longingly out of the window and thought of happier times



Emphasise that the way authors describe settings and characters helps to create the mood and the feeling in a text.

### Understanding text:

Read Dandelion Wish or listen to the audio version if you have a digital subscription. Reread the story, focusing on the first section, up to the end of page 13. Discuss descriptions of the setting and the characters in this section for example:

the darkening sky

she squeezed her eyes tight, then sent her silent hope toward the heavens

Ava's big sister had no faith in wishes.

'There is no such thing as a fairytale, Ava,' Mim spoke bitterly.

Father slept more and ate less. Like a photograph in the sun, his colours faded.

scant harvest

Discuss the mood this setting evokes, ensuring students correctly identify that it is a morose/hopeless/sad mood.

View the accompanying illustration and discuss the elements in the image that also create this mood. For example:

- The muted colours
- The morose looking face of the father
- The downcast facial expressions of the sisters

Provide students with copies of the story. Place students with a partner. Instruct them to reread the section up to towards the end of page 15. Tell them to pause reading two paragraphs before the end of this page, stopping at the paragraph that ends:

Laughing, he placed the necklace carefully over Ava's head and said goodbye.

Instruct students to underline descriptions that reveal the mood. Discuss responses. Ensure students have underlined descriptions, such as:

...he plucked a dandelion, then presented it to her with a flourish.

The hawker smiled

...it's not what we see that matters; it's what we believe.'

watched the tiny seeds drift slowly upon the breeze, up and into the clear blue morning sky.

He produced a necklace, flashing silver; the very same colour as his eyes.

Hanging from the beautiful chain, in a perfect resin sphere, was a tiny dandelion seed, suspended. Frozen in time.

'Some see a weed, child, but I see a wish.'

Laughing

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

Refer students to the illustrations on pages 14 and 15 and discuss elements in these that help to create the mood, for example:

- The smiles on the characters' faces
- The lighter colours used
- The use of yellow in the illustration on page 15, that makes the hawker appear to glow

Discuss the mood in this section, ensuring students note that it is hopeful and joyful.

Instruct students to reread the remainder of the story with their partner and to analyse the final illustration. Tell them to again underline descriptions that help create the mood before identifying the mood. Sample responses of which descriptions to underline in the story include:

In fury, Mim tore the chain from Ava's neck and threw the necklace deep into the garden.

That night, Ava tiptoed under starlight, heartsick, hungry and ashamed.

The dandelion necklace gleamed in the weeds.

as watercolour dawn stole gently across the sky, Father sat up and called out, eyes clear and bright.

The hawker smiled knowingly.

... sunlight played in the empty resin sphere.

Elements students might identify in the illustration include:

- The use of white on the moon that appears to make it glow
- The contrast of deep blue for the remainder of the image that accentuates the glow of the moon

Ensure students identify that the mood in this section ranges from fear about the consequences of buying the necklace to joy and elation at the father recovering from his sickness. Emphasise that the feelings of joy and elation are portrayed in descriptions, such as the necklace gleaming in the weeds, the 'watercolour dawn' and the sunlight playing in the necklace.

Discuss students' ideas for the theme for the story. Sample responses include:

- Never give up hope
- Wishes can come true
- Keep believing in magic

Discuss how the different moods of the story help support the theme. For example, the fact that hope is a recurring mood in the story, expressed through Eva hope that her father will get well despite it all seeming hopeless. Hope also plays a role in the mood when she purchases the necklaces and wishes for her father to return to health.

### Creating text:

Inform students that they will be experimenting with using descriptions to create mood. Identify each of the characters in the story (Ava, Mim and Father). Select one of these and discuss events that might happen in the story that might conjure up a particular mood, for example, Ava joy at Father being well enough to leave the house or Mim feeling apprehension when Father leaves the house solo for the first time. Select one of these and discuss how you might create the mood by using descriptions, for example:

- Brightly coloured flowers, birds tweeting and blazing sunshine to express joy
- Heavy clouds, birds squawking loudly and damp air to express apprehension

Instruct students to work with the same partner as previously. Display the following list of steps for students to follow when composing their own descriptions that create a specific mood:

- Select one of the characters from Dandelion Wish
- Identify an event that could happen in the story
- Select a mood you wish to create based on your chosen event
- Compose descriptions that create that mood

Students should then include their descriptions in a brief paragraph that could be added to the story.

### Assessment for/as learning:

Match pairs together and inform them that they will be using **Thinking Hats** to provide peer feedback on each other's work. Instruct one student from each pair to wear a blue hat, using a blue coloured pencil or pen to underline things that have been done well in their peer's work. Instruct the other students in each pair to wear a green hat, using a green coloured pencil or pen to note any suggestions where the work might be improved. Students may choose to edit their work based on their peers' feedback if they wish to do so.

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

- How can mood help support a theme in a story? (It supports the transition towards the characters learning the lesson of the theme)
- How do characters' emotions help express theme in a text? (Their emotions often match the moods in a story and their emotions develop as they learn the lesson of the theme)

# Dive Deep

poem by Christabel Seneque | illustrated by Rosemary Fung

[EN2-REFLU-01](#) | [AC9E3LY04](#)

## Learning Intention:

I am learning to use syllable patterns to understand the rhythm in poetry so that I can focus on fluency when reading aloud.

## Success Criteria:

- I can identify syllable patterns.
- I can compose a poem that follows a syllable pattern.
- I can read my poem aloud following the syllable pattern to create rhythm.

## Essential knowledge:

Display the following list of words:

- Concoction
- Disaster
- Australia
- Athletic
- Disinfectant
- Hesitant
- Enchanted
- Classical

Collaboratively clap the syllables for the first word, concoction, ensuring students correctly identify that it contains three syllables. Repeat this process with the second word, disaster,

and ensure students identify that it also contains three syllables. Emphasise that each syllable relates to one vowel sound. Place students in small groups and instruct them to identify the syllables in each of the remaining words on the list, clapping them first if they wish. Discuss responses, ensuring students note that the words contain the following number of syllables:

- Australia (4)
- Athletic (3)
- Disinfectant (4)
- Hesitant (3)
- Enchanted (3)
- Classical (3)

Invite students to share further examples of four syllable words that they are familiar with.

### Oral language and communication

Read the poem What Noses Know (page 12) from this issue of Countdown aloud to students. As you read, ignore rhythm and line breaks, instead merging the lines together so that both the rhythm and the rhyming sequence are unclear.

For example, read the first two lines in a continuous stream, pausing mid-way through the third line rather than at the end of the line where the pause should be, for example:

I don't know, What noses know, For I am not...

Continue reading in this manner so that the rhythm and rhyming pattern are unclear.

Reread the poem, this time pausing at the end of each line, so the rhythm and the rhyming pattern are clearer, or listen to the audio file if you have a digital subscription. Discuss the differences between each of the readings. Ensure students identify that pausing at the appropriate times allows the rhythm and the rhyming sequence to be clear to the listener.

Inform students that patterns of syllables help to create rhythm. Discuss the syllable pattern in What Noses Know, ensuring students identify that the pattern alternates between fewer and more numbers of syllables, with two lines with less syllables, followed by one line with more. For example:

I don't know (3 syllables)  
What noses know, (4 syllables)  
For I am not a nose. (6 syllables)  
But I can tell (4 syllables)  
That noses smell, (4 syllables)  
At least I would suppose. (6 syllables)

## Understanding text:

Read the first stanza of Dive Deep aloud, using accurate fluency by pausing in the appropriate places. Discuss the syllable pattern, ensuring students note the following:

A vessel drops beneath the waves, (8 syllables)  
its path is very steep. (6 syllables)  
It's looking for whatever lies (8 syllables)  
in waters cold and deep (6 syllables)

Instruct students to work with the same partners as previously to identify the syllable pattern in the remaining stanzas. Ensure students identify that the remainder of the poem follows the same syllable pattern, alternating between 8 and 6 syllables with every pair of lines.

## Creating text:

Inform students that they will be composing their poems that use a syllable pattern to create rhythm. Tell students that when poets compose poems, they will go through a number of drafts. Inform them that often poets will first focus on getting their ideas on the page before editing their poems to ensure they conform to patterns of rhyme and the number of syllables. Tell students that they will be experimenting with this process. Inform students that first you will be composing an example collaboratively.

Discuss locations that are important to students, for example, the night sky, the beach, the forest, school, or a park. Select one of these locations to compose a collaborative poem, for example, the night sky. Begin by listing vocabulary on the board to describe the chosen location, for example:

- Twinkling stars
- Far away lights
- Glowing moon
- Deep black sky
- Sky like a ribbon
- Stars like lights

Compose a brief poem with the students that includes these descriptions. For now, don't worry about rhyme or syllables, for example:

High above, the lights twinkle,  
Like blinking lights in the sky,

The moon glows bright,  
A shining orb in the deep black sky.

Discuss how you might edit the lines to create a syllable pattern similar to that in Deep Dive, where the number of syllables alternates between 6 and 8. For now, ignore the rhyming scheme. Edit the lines collaboratively, for example:

High above, the lights glow,  
Like blinking lights in the night,  
The orb of the moon glows,  
A shining ball in the black sky.

If students wish to make the poem rhyme, they may use a rhyming dictionary. If choosing to follow a rhyme scheme, edit the poem further, for example:

High above, the lights shine,  
Like blinking lights in the dark night,  
The orb of the moon glows,  
In the black sky a special sight.

Read the poem aloud, listening to the rhythm created by the syllable pattern. Instruct students to compose their own poems with their partner, by completing the following:

- Identify a location that is special to you
- Note down vocabulary to describe the location
- Compose a poem that features the vocabulary
- Edit the poem for a syllable pattern that alternates between 6 and 8 syllables every second line
- Edit your poem for rhyme if you wish

Allow time for students to practice reading their poems using accurate fluency.

### Assessment for/as learning:

Inform students that they will be reading their poems aloud to another pair of students. Allow time for students to perform their poems and encourage students to provide oral feedback on the syllable pattern in each of the poems.

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

- Syllables support rhythm when reading aloud poems because...

## Hooray for Ruby!

story by Katie Aaron | illustrated by Amy Golbach

EN2-VOCAB-01 | AC9E3LA06

Refer to Close reading task here at [Learning Resources](#) or here on the [Digital page](#) of The School Magazine. The Close reading lesson can be downloaded either way.

## Bird Architects: Nests with a Twist

article by Mina | photos by Alamy

EN2-CWT-01 (imaginative) | AC9E3LY06

### Learning Intention:

I am learning to draw on structures I have experienced through reading texts so that I can consider key points to include in specific texts.

### Success Criteria:

- I can identify key information included in an article.
- I can create fictitious information in response to key questions.
- I can include the responses to key questions in a fictitious entry for an article.



## Essential knowledge:

Discuss the purpose of articles, ensuring students note that they are similar to information reports in that their purpose is to inform readers about a particular topic.

## Oral language and communication

Inform students that they will be analysing the information included in articles to best inform readers about a topic. Display the following opening paragraph from another article also featured in this issue of Countdown, Captain Ahab's Weird Wide World: Little Miss Mascot.

On 15 November 1920, Nancy Bentley was playing in bushland in Port Arthur, Tasmania, when she fell and got bitten by a snake. The nearest medical treatment was many kilometres away, so instead of going overland her father rowed her out to the HMAS Sydney—an Australian naval ship that was anchored nearby.

Display the following questions and discuss the responses:

- Who is the article about? (Nancy Bentley)
- What is the main event the article describes? (Nancy Bentley was bitten by a snake and the nearest medical treatment was many kilometres away so her father rowed her to HMAS Sydney)
- Where did it happen? (In bushland in Port Arthur, Tasmania)
- When did the event take place? (15 November 1920)
- Why did it occur? (Because she was playing in bushland, and she got bitten by a snake, so she needed medical attention)

Inform students that articles will usually try to provide the answers to these key five questions.

## Understanding text:

Read Bird Architects: Nests with a Twist or listen to the audio version if you have a digital subscription. Reread the section under the subheading Sew, sew, sew your nest. Discuss responses to the same questions as earlier, namely:

- Who? (The tailorbird)
- What? (The tailorbird is unique in its nest crafting technique as it sews its nest, collecting strong leaves before puncturing holes in them and then carefully threading plant fibres through the holes)
- Where? (Across Asia, from India to Vietnam and as far south as Indonesia)

- When? (Response not provided in the text)
- Why? (Response can be inferred, make nests that are suitable for its eggs)

Place students with a partner and instruct them to reread the remainder of the article, locating answers to the questions who, what, where, when and why, for each of the sections. Use the students' observations to discuss what makes each of the birds' nests unique, ensuring students note the following:

- Hummingbirds and kinglets collect spiderwebs which they use to hold their nests together
- The Maleo bird of Sulawesi, Indonesia builds its nests underground
- Swiftlets make their nests using saliva and their nests are used to make 'birds nest soup', which is considered a delicacy in countries like China, Vietnam and Malaysia
- The pink flamingo makes its nest in the mud

### Creating text:

Inform students that they will be composing their own fictitious entry about a type of bird nest to include in the article. Gradually release responsibility by composing an example collaboratively first.

Discuss unusual places for birds to build nests, and tell students these can be as wacky as they wish, for example:

- Under houses
- Out on the ocean
- High up in the tallest trees
- Under the sand at a beach
- Amongst the best books in a library
- On top of the scariest ride at a fair ground
- On a waterslide

Select one example and discuss responses to the questions, who, what, where, when and why. For example:

- Who: A sliding slidey bird
- What: Builds its nest in a floaty ring, made of leaves stuck together with saliva and inflated, so they can float down a waterslide

- Where: Waterslides across Australia
- When: Just before spring
- Why: To prevent predators from catching their chicks

Inform students that they will use this information to compose a brief entry to include with the article about the chosen fictitious bird.

Instruct students to work with the same partner as previously to complete the following:

- Identify a fictitious location for a bird's nest
- Jot down responses to the questions, who, what, where, when and why about your fictitious nest
- Compose a brief entry to include with the article

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

Match pairs together and instruct them to use the [Thinking hats](#) strategy, using a different coloured pencil to make notes on each of the five criteria below:

- They have included information about who the bird is
- They have included information about what the bird does
- They have included information about where the bird builds their nest
- They have included information about when the bird builds their nest
- They have included information about why the bird builds their nest in the unique place

A Close reading lesson of this text can be downloaded here: [Bird Architects: A Nest with a Twist.](#)

# It's in the Bag

story by David Hill | illustrated by [Andrew Joyner](#)

EN2-UARL-01 | AC9E4LE02

## Learning Intention:

I am learning to connect personal experiences and character experiences in literary texts so that I can better understand character's actions and choices.

## Success Criteria:

- I can identify events in a story.
- I can consider how the character reacts.
- I can connect my personal experiences with those of characters in a story.

## Essential knowledge:

View the video [Theme](#) from The English Textual Concepts. Ensure students note the following:

- The plot, characters, setting and language all help reveal the theme
- The theme is the message of the text
- The theme invites us to think about our own lives and what we value

## Oral language and communication

Display the following list of actions and ways that people might react:

- Someone takes something that belongs to a student, and they respond with anger
- A child makes a choice that they regret, and they wish they could take it back
- A student finds out their friend has been disloyal, and they refuse to speak with them
- A child discovers a surprise gift for them hidden away and they take a peek even though they know they shouldn't
- Siblings fight and they both react in anger

Discuss which of these examples' students relate to and encourage them to share their personal experiences. Display the following list of elements to consider and instruct students to share, if they feel comfortable, their responses:

- Specific details about the events of the situation
- How the situation made you feel
- How you reacted

Place students in small groups and instruct them to discuss further examples of situations that they might connect or relate to. Remind them to use the list of elements to consider when sharing their experiences.

### Understanding text:

Read to the end of page 31 of *It's in the Bag*, or listen to the audio file, and discuss the following:

- Why do you think Jordan blame the mess in his bag on a beast that must live inside it? (He is embarrassed about the mess, he is making a joke)
- Have you ever blamed something on someone else? If so, why? (Sample responses might include, to avoid getting into trouble or due to embarrassment)
- Who do you think leaves Jordan the note? (Finn)

Continue reading to the end of the story or listen to the audio file if you have a digital subscription. Discuss the following:

- Why does Jordan pretend to be amazed and say it must be a bag-beast after all, when Finn claims it wasn't him who left the note (page 32)? (He thinks he is playing along with Finn)
- How do you think Jordan feels when he discovers the bag-beast has moved to his soccer bag? (Scared, surprised, shocked that the bag-beast might actually be real)

Discuss possible themes for the story, for example:

- Be careful what you joke about
- Sometimes reality is stranger than fiction
- Everything isn't always what it seems

### Creating text:

Discuss the experiences of Jordan in the story and jot these on the board. For example:

- He discovers his bag is in a mess and he blames it on a bag beast
- He blames Finn for writing the notes
- He plays along when he thinks Finn is playing a trick on him
- He feels shocked when he discovers something he thought was a joke might actually be true

Discuss which of these students' events students relate to. Refer students to the list of elements to consider from earlier:

- Specific details about the events of the situation
- How the situation made you feel
- How you reacted

Inform students that they will be writing a fictitious note that could be placed in Jordan's bag, just as the bag-beast does, only this time they'll be explaining which of the events from Jordan's life they most relate to and why. Tell students that they can choose to include advice for Jordan in their note if they wish. Gradually release responsibility by composing an example collaboratively first, based on ideas shared during discussions. Discuss the usual format for letter writing, ensuring students identify that usually authors will use the recipient's name to begin a letter and that they will sign off with their own name. Inform students that they should use the first person, and present tense unless recounting something. Tell students that they should follow this format. A sample response is:

Hi Jordan,

I totally understand your desire to pretend the mess in your bag is due to a bag-beast. I too blame my mess on someone else, my little brother. Whenever my mum tells me that my room is messy, I feel so frustrated. So, I've begun pretending it's my brother's mess and not mine. I actually feel quite guilty sometimes as mum will tell my brother to tidy up instead of me. I'm beginning to realise I probably should take responsibility and tidy my room myself. Perhaps you should do the same and clean up your bag.

Good luck,

Lachlan

Instruct students to compose their notes. Once complete, tell students to share their notes with a peer.

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

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

How does relating to a character make you feel about them? (It helps me to connect with the character and the story)

How might you use this in your own writing? (I will aim to create relatable characters when crafting stories)