

The Corner Shop

story by Andrea Keyo | illustrated by Jake Minton

EN3-CWT-01 | AC9E6LY06

Learning Intention:

I am learning to create imaginative texts that use context to provide insight into a character's perspective so that I can create well-developed and believable characters.

Success Criteria:

- I can examine how knowledge of context impacts my perspective.
- I can create an idea where the context influences perspective.
- I can include my ideas in a story.
- I can provide context in an engaging way, for example through flashback or via dialogue.

Focus question:

How does empathy and understanding link with perspective and context?

Essential knowledge:

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

- Perspective shapes what readers see in a text and the way they see it
- Perspective can be influenced by readers' experiences, their attitudes, values and beliefs
- Authors have their own perspectives
- Authors' perspectives are revealed through ways such as the language they choose to use, what they have included or left out of a text, and how they structure a text.

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

- Context refers to the factors outside the text that shape its meaning

- This means our own experiences and knowledge influence how we create texts, and how we respond to them
- Context can include the time, place, and culture in which the author lives that influences the composition of the text.

Inform students that our perspective may be influenced by the context, either the context which the story was written in (who/when/where it was written) or the context in which the story is set, and the characters exist (When and where the story is set and the characters' unique context).

Oral language and communication:

Note: Prior to the lesson, discuss the fact that stealing is illegal. Inform students that in this activity they will be considering how their perspective of who is to blame for stealing may change over the process of them developing a deeper understanding of the context.

Be mindful of the context within the classroom with the topic of the activity and consider replacing the first topic for the alternative topic provided.

Display the following scenario, without revealing any of the context yet:

- A child has a chocolate bar that they didn't pay for in their pocket when they leave a corner shop.
- Alternative topic: A younger sibling gets angry at you, seemingly for no reason.

Discuss the scenario, encouraging students to consider whether they think the child is guilty or not. Students may comment on elements such as the fact the chocolate bar was found in the child's pocket or the fact that the scenario omits to mention how it ended up there.

Once students have concluded their discussion, provide the following piece of information:

- The child who stole the chocolate bar didn't steal it themselves. Instead, their friends placed it in their pocket.
- For the alternative topic: The younger sibling has had a particularly challenging day, and they didn't sleep well the night before.

Reflect on how this new piece of information may change the students' perspective of the situation. Most likely students will comment that the additional information changes their opinion. Draw students towards concluding that often understanding the context influences our perspective.

Understanding text:

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

- How does Danny treat the main character when they go to the cash register to pay for a slushie and one chocolate bar, but they don't offer to pay for the chocolate bar that Danny knows is in their pocket? (Danny raises his eyebrows and asks if the main character is only buying a slushie and the one chocolate bar, but he doesn't question them about the chocolate bar in their pocket)
- How else might Danny have reacted? (He might have accused the main character of stealing or blamed them for placing the chocolate bar in their pocket)
- Why doesn't Danny accuse the main character of stealing? (He understands that the Ben and Nico placed it in there and he reveals it is a test, to weed out the kids he can trust from those he cannot, in case any of the children ask them for a job when they are older)
- How does the main character react when they discover a chocolate bar that they didn't pay for in their pocket? (They immediately want to return to the shop and give it back, but Ben and Nico talk them out of it. Later, they visit Danny's corner shop and returns the chocolate bar, prepared to take the blame for the theft until Danny reveals he knows that it wasn't their fault)

Emphasise that Danny could have based his perspective of the main character solely on the results (the chocolate bar in their pocket). Instead, he understood the context and used this to form his perspective.

Those with a digital subscription can complete the interactive activity, The Corner Shop, Checking Understanding, now.

Creating text:

Inform students that they will be creating their own story, where context influences a character's perspective of another character. Gradually release responsibility by working on an example collaboratively first. Discuss other actions that are deemed morally inappropriate just as stealing is and note these on the board. For example:

- Lying
- Betraying a friend

Discuss the following question:

- Is there ever a time when these actions might be OK? (For example, it was necessary to lie to protect someone's feelings)

Tell students that they will be creating a scenario where a character could form their perspective based solely on the results of the actions, just as Danny might have. Instead, they'll show their character choosing to seek to understand the context before forming their perspective. Tell students that the context could form part of a backstory (the history of a fictional character).

Discuss an example, using the following questions to guide responses:

- What action will the character display? (Lying about their plans for the next day)
- What might another character's perspective of this action be? (Another character, their friend, might think that they are being unkind and that they are trying to leave them out of an event)
- What context/insight can you include that provides an explanation for the character's actions? (They are planning a surprise party for the friend that they lied to)
- How might this impact the other character's perspective? (They know that they can trust their friend due to their past actions, so they give them to benefit of the doubt and wait to see what happens. When they attend the planned surprise party their trust in their friend is confirmed)

Place students with a partner and instruct them to use the same questions to plan their own ideas. Tell students that they should use their ideas to compose a story. Inform students that they can include the context in a variety of ways and display the following examples:

- Writing the story in chronological order, so the back story appears first
- Including the backstory as a flashback
- Including the context as part of the dialogue between two characters

Allow time for students to compose their stories.

Assessment for/as learning:

Conference with students as they compose their stories. Once stories are complete, refer to the success criteria and instruct students to self-assess their work by ticking the criteria they have included. Tell students that they should score any criteria they have ticked out of five, depending on how well they believe they have met that element. Students should use the elements of the success criteria where they scored in the higher range to make a comment on their strengths. For example,

I have successfully generated an idea where context influences a character's perspective.

Students should then use any criteria where they scored the lower range to set individual learning goals, for example,

My learning goal is to provide context in a creative way, for example through a flashback or dialogue.

Exit ticket

Students should respond to the following exit ticket question in their workbooks, to show their reflections on the focus question now that they have completed the lesson:

- How do empathy and understanding link with perspective and context?

Brown Kite

poem by Anne Bell | illustrated by [Sylvia Morris](#)

EN3-VOCAB-01 | AC9E6LA08

Learning Intention:

I am learning to identify authors' use of vivid, emotive vocabulary, such as metaphors, personification and imagery, so that I can create texts that use vocabulary to engage readers.

Success Criteria:

- I can identify the mood in a poem.
- I can consider how vocabulary helps create mood.
- I can identify examples of figurative language.
- I can compose examples of figurative language including metaphors, personification and imagery.
- I can use figurative language in a poem.

Essential knowledge:

Ensure students are familiar with the term 'mood' in relation to poetry. Explain that the mood of a poem relates to the feeling it evokes in readers.

Discuss the meaning of the term imagery. Ensure students identify that imagery refers to a description that allows readers to form a clear picture of what is being described in their minds. Imagery may include descriptions that engage each of the senses.

Oral language and communication or Vocabulary:

Display the following poem:

The bright sky is littered with light fluffy clouds,
Balls of cotton wool, free to travel on the wind.
Below birds tweet their cheerful greetings,
Filled with wonder at the awaiting day.

Discuss the mood of the poem using the following questions to guide the conversation:

- What does the poem make you feel? (Warm, hopeful, cheerful)
- What vocabulary helps create this feeling? (bright, fluffy clouds, balls of cotton wool, free, cheerful, wonder)
- What is the mood of the poem? (Lighthearted/calm and tranquil/hopeful)

Understanding text:

Display the following version of Brown Kite, where the imagery has been omitted:

The kite rose to the sky and hovered there,
on the wind—
and all the while below
was the earth

Note: Ensure students identify that the kite referred to here is the bird variety and not the type of kite made from fabric and string.

Discuss the following:

- How would you rate this poem for interest and engagement, using a scale from 1 to 5, with 1 being not very interesting or engaging and 5 being highly interesting and engaging? (Most likely students will award a low score at this stage)

- What do you like about the poem/dislike about the poem and why? (Students might like the subject matter or dislike the plain language)
- What would you suggest changing to make the poem more interesting and engaging? (Adding more interesting descriptions, including imagery)
- How does the poem make you feel? (Indifferent)
- What do you think the mood of the poem is? (Students may find this difficult to identify with this version, but perhaps might respond with ideas such as peaceful or calm)

Read the original version of Brown Kite or listen to the audio file if you have a digital subscription.

Display the same questions as previously and discuss. Sample responses include:

- How would you rate this poem for interest and engagement, using a scale from 1 to 5, with 1 being not very interesting or engaging and 5 being highly interesting and engaging? (Most likely students will award a far higher score for the version in the magazine)
- What do you like about the poem/dislike about the poem and why? (The imagery, the descriptive language, the mood conjured up via the vocabulary)
- What would you suggest changing to make the poem more interesting and engaging? (Students will most likely have less suggestions this time round, but they might include further description or the inclusion of a wider variety of senses)
- How does the poem make you feel? (Calm, relaxed, respectful towards nature)
- What do you think the mood of the poem is? (Tranquil, peaceful, majestic, reflective)

Identify examples of figurative language used in the poem. For each example, discuss the type of figurative language, and how it provides an interesting or a unique description, for example:

- Carved from the limb that was his vantage point (Metaphor: Describing the kite as being carved from the limb of the tree emphasises how it is camouflaged into the tree, and using the term 'vantage point' shows that the kite is high above the land)
- He rose to the sky and hovered there (Imagery: Using the words 'rose' and 'hover', creates a clear image of the way in which the kite flies)
- Held by the wind's hand (Personification: Describe the wind holding the kite in its hand, emphasises how the kite glides)
- The earth unrolled embroideries of spring (Imagery: Using the term 'embroideries of spring' conjures up an image of a beautiful and intricate sight)

Emphasise that the inclusion of figurative language improves interest and engagement, and it makes the mood clearer.

Creating text:

View the video [Feathers in Flight](#) from National Geographic. Pause the video at 1 minute, 28 seconds. Discuss vocabulary used to describe the Willow Flycatcher, either words that are used in the video or based on students' observations. Record examples on the board. You may need to play the video a second time, this time asking students to record vocabulary as they watch. Sample responses include:

- Small, plain bird
- Flaps
- Catches flies
- Pecks at its nest, near rivers and creeks
- Fitz-bew
- Clinging to a stalk
- Dust floating in the sunlight.

Inform students that they will be composing a poem about the Willow Flycatcher. Tell students will need to include figurative language in their poems. Gradually release responsibility by composing an example together first. Discuss the type of mood students wish to evoke, that is relevant to the birds, for example lighthearted or optimistic.

Compose examples of different types of figurative language to describe the birds, using the vocabulary identified in the video. For example:

- Imagery: It's song, a fitz-bew, that floats on the air
- Metaphor: The Willow Flycatcher, the hardworking ant of the bird world
- Personification: It twitches and pecks excitedly and happily at its nest then flaps away

Those with a digital subscription can access the interactive task now, to discover further examples and guidance on each of the types of figurative language.

Refer back to Brown Kite to identify the style. Ensure students note that there is no particular rhyming scheme used in the poem. Tell students that they will not need to make their poem rhyme. Use the examples of figurative language to compose a poem collaboratively with the students. For example:

The Willow Flycatcher calls its fitz-bew,
The light sound that floats on the air.
The hardworking ant of the bird world,
An excited toddler than runs around a playground,
Twitching and pecking happily at its nest.

Place students with a partner and instruct them to compose their own poems about the Willow Flycatcher. Tell students that they should include an example of each of the types of figurative language used in Brown Kite, including imagery, personification and metaphor. Remind students that they can use the vocabulary on the board or create their own when composing their poems. Students may wish to view the video once more for inspiration. Allow time for students to compose their poems.

Assessment for/as learning:

Display the poems around the classroom. Discuss criteria students might use to peer assess the poems. For example:

- Includes a metaphor
- Includes imagery
- Features personification
- Creates a clear mood.

Conduct a gallery walk, instructing students to move around the room, and read the poems. Tell students to focus on one of the poems written by their peers, and to use the criteria identified to peer-assess it. Ensure all students have a poem to assess. Allow time for students to provide oral feedback to their peers.

Saving the *Uiver*: How One Australian Town Made Aviation History

article by Angela Toniolo | illustrated by [Marjorie Crosby-Fairall](#) | photos by Alamy

[EN3-UARL-01](#) | [AC9E6LY01](#)

Learning Intention:

I am learning to examine texts and identify how the ideas and events presented reflect the content in which they are created so that I can better understand the context of texts I read.

Success Criteria:

- Identify the context of a specific text.

- Identify elements of your school context.
- Consider the perspective of those who attend school in a different context.
- Compose a letter.
- Include features of interest from the perspective of those who attend school in a different context.

Essential knowledge:

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

- Context refers to the factors outside the text that shape its meaning
- This means our own experiences and knowledge influence how we create texts, and how we respond to them
- Context can include the time, place, and culture in which the author lives that influences the composition of the text.

Oral language and communication or Vocabulary:

View the following webpage [Welcome to Airspace Cabin](#) from Airbus. Click on different sections and examine the information, such as Inspiring Space, Relaxing Space and Beautiful Space.

Identify features of the aircraft, paying close attention to technological elements and factors that influence passenger comfort, for example:

- State of the art LED lighting
- The quiet cabin
- Flexible seating
- Spacious design

Inform students that this is a modern design for a comfortable aircraft.

Understanding text:

Prior to allowing students to view copies of the magazine, read the article, Saving the Uiver: How One Australian Town Made Aviation History, up to the end of the first section (right before the fourth subheading, Albury lights the way, page 15).

Note: As you read, omit the year the airline acquired the aircraft.

Inform students that their goal is to identify the context of the event outlined in the article. Discuss features of the aircraft that are described in the article and anything worth noting about the race. For example:

- The aircraft featured automatic steering, retractable landing gear, a separate cockpit and a food preparation area
- The prize for winning the race was fifteen-thousand pounds
- People around the world were listening to radios to follow the story.

Discuss the context, ensuring students identify that the event described in the article occurred many years ago. At this point, you can reveal the year of the race, 1934.

Place students with a partner and instruct them to continue reading the article to identify further elements that reveal details about the context. Examples include:

- The fact the call for help was broadcast across the radio, by the radio announcer Arthur Newnham, rather than on the internet or on television
- News travelled fast despite there being no mobile phones
- The captain expressed his thanks to the people of Albury via a radio interview, rather than online or on television.

Briefly discuss how these events would differ in the modern context, for example:

- The plane would be far comfortable and include more advanced technology, similar to the Airbus examined earlier
- The news would be broadcast on television, via the internet or on mobile phones
- The landing strip might be lit with the lights from mobile phones or with LED lighting
- People would video the plane landing using their mobile phones.

Creating text:

Tell students that there are many different types of school contexts around Australia. Discuss examples of these, such as those in rural, coastal, or city settings, on farms, or those that utilize remote learning. Inform students that they will be composing a letter to send to students in a different type of school context than their own. Tell students that the letter should describe their own context. Inform students that they will need to consider the perspective of the students they are writing to, to enable them to identify what those students might find interesting or engaging. Use a search engine to view photos of a context different from the one where the school is based, for example a coastal, rural or city context.

Discuss elements that might be common to the students in the context you will be writing to, for example:

- Rural: Walking long distances to school, having multi-age classes
- City: Being based in an urban, often a busy city location
- Coastal: Being close to the beach, including beach culture into learning, for example surfing lessons

Then, discuss what students in the context might find surprising about the school where you are based. Display the following suggestions and add any additional ideas students think of:

- The extra-curricular opportunities
- The way students travel to school
- The number of students/age range in the classroom
- The subjects undertaken
- What students like to do for leisure time?

Briefly discuss the format of a letter, including that they open with formal terms of address such as Dear and they end with the name of the person who has written the letter. Place students with a partner and instruct them to make notes on the displayed topics before constructing their letter.

Assessment for/as learning:

Refer students to the success criteria and instruct them to re-read their work, ticking elements from the success criteria that they have included. Where students identify success criteria that they haven't already addressed, allow time for them to edit their work and include these elements.

The Queen's Revenge

poem by Kerry Gittins | illustrated by Hannah Seakins

EN3-CWT-01 | AC9E6LE05

Learning Intention:

I am learning to create literary texts that adapt ideas from texts I have experienced so that I can build on the range of creative ideas I can draw from when composing text.

Success Criteria:

- I can use my own experience to infer meaning in a text.

- I can identify a character from a familiar text and consider their habits/traits.
- I can consider elements of a game.
- I can identify how my chosen character might react when playing a game.
- I can include my ideas in a poem.

Essential knowledge:

Discuss what students know about the game of chess. Display the following questions. Discuss responses or view the page [Chess](#) from Britannica to locate the answers.

- Which piece is more valuable in chess, the Pawn or the Queen? (The Queen)
- What is the game played on? (A board)
- What does 'checkmate' mean? (One player is unable to make a move so the other player wins the game)

Oral language and communication:

At the beginning of the lesson, before explaining the task, discreetly talk with two students and tell them that they should cheat in the upcoming game. Play a game students are familiar with such as silent ball (where students are required to pass a ball to one another without dropping it, while remaining silent) or heads down thumbs up (where the majority of students place their heads on their desk and close their eyes, while four students sneak around the classroom and tap their thumbs, then the students who have been tapped have to guess who tapped them).

Tell students that today you will be playing a little differently as two people will be cheating. Inform students that their goal is to identify who is cheating. Explain how the students might cheat, depending on the chosen game. In silent ball, this could be two students agreeing to pass the ball back and forth only to each other and in heads down thumbs up students may not tell the truth if other students correctly guess they were the ones to tap them. Play the game and instruct students to try to identify who was cheating.

Discuss the following questions:

- What are some ways you could tell who was cheating? (They might giggle, look uneasy or hide away)
- How did those students react when they were accused of cheating? (They might deny it, giggle, or look embarrassed)

Inform students that this activity will provide them with some insight when reading the poem *The Queen's Revenge*.

Understanding text:

Read The Queen's Revenge or listen to the audio file if you have a digital subscription. Discuss the following to check students' comprehension of the poem:

- What are Rabbit and Alice doing? (Playing chess)
- What does Alice accuse Rabbit of? (Cheating, by swapping a pawn for a queen)
- How does she know what Rabbit is doing? (Rabbit's 'feet lightly tap and 'lips become thinner')
- How does the Queen react when she discovers she wasn't invited to join the other characters to play the game? (She is angry, she sends the board flying and she declares 'checkmate' meaning she has won the game by ordering that they have their heads chopped off)

Note: If students are familiar with the story of Alice in Wonderland, that the characters in the poem are based on, briefly summarise it. Inform students that the story focuses on Alice, who arrives in a strange world filled with unusual characters, and that is ruled by the Queen of Hearts. Inform students that the idea of a monarch ordering someone to have their heads chopped off is based on actions of kings and queens from history.

Creating text:

Inform students that they will be composing their own poem that features fictional characters from a story they are familiar with. Scaffold the activity by planning the ideas collaboratively first. Discuss characters students are familiar with and briefly consider some of their key habits/traits. Note ideas on the board, for example:

- Willy Wonka from Charlie and the Chocolate Factory: Loves inventing unique treats
- Harry Potter: Is learning to be a wizard
- Goose from The Wild Robot: Loyal and protective of their family
- George from George's Marvelous Medicine: Concocts strange and unusual mixtures
- Another character from a novel that has been read in class together.

Inform students that they will be selecting a character and including some of their key habits/traits into the poem. Gradually release responsibility by composing an example together first.

Select a character, such as George from George's Marvelous Medicine. Discuss games students like to play and note these on the board in a separate area to the list of characters. Sample ideas include:

- Monopoly

- Handball
- Tennis
- Uno

Select a game, for example Uno. Use a pair and share to identify features of the game before noting ideas on the board. For example: The game includes cards in red, yellow, blue and green, the cards usually feature numbers, there are special cards, you play by placing a card of the same colour or number on the pile, the goal is to get rid of all your cards. Discuss how the chosen character might behave whilst playing the game. For example, George might keep dashing off and missing their turn to add more ingredients to their medicine mixture.

Collaboratively compose an example of a poem, that includes how the character might play the selected game. Inform students that they can choose to make their poems rhyme or not. A sample poem is:

The game of Uno was really exciting,
That is til George did something frightening,
For he'd just thought of more for his mixture to do,
And missed his turn, when we were playing on blue.
I'd nearly got rid of all of my cards,
Till George was off searching for worms in the yard.
And when he returned, I had to skip a go,
He played his last card, the number was low.

Place students with a partner and remind them of the stages for completing their poems:

- Select a character and identify their habits/traits
- Choose a game and note down vocabulary associated with the game
- Compose a poem about the character playing the game.

Allow time for students to complete their poems. Students may work independently on this task if they prefer.

Assessment for/as learning:

View the video on the [RISE Model](#). Inform students that they will be using the RISE model to provide feedback in small groups. Tell students that the groups will be discussing each of the poems and sharing their thoughts on them.

Discuss sentence stems that could allow students to provide feedback, based on the RISE model, and display ideas on the board. During the first time of using this process, students may need more support with constructing the sentence stems. Ideas include:

When providing their own feedback:

- The poem made me think/feel... (Engaged/it made me laugh/I related to the character's behaviour in the game)
- What I liked the most was... (The humour/vocabulary/ideas)
- I think the poem could be developed further by... (Considering further how the character might react when playing the game)

And when building on the ideas shared by other members of the group:

- I relate/concur/disagree with... because... (I relate to what my peer said, as I too found that the poem would benefit from more humour)
- What affected me most was... because of my perspective... (What affected me most was what my peer said about the character's reactions, as from my perspective, I believe the character would act differently, for example...)

Little Jack Harker: Vampire Hunter

story by Kevin Snipes | illustrated by Dante Hookey

[EN3-UARL-01](#) | [AC9E6LE02](#)

Learning Intention:

I am learning to identify similarities in literary texts on similar topics so that I can reflect on my own perspectives.

Success Criteria:

- I can identify the reasons why a character has formed a particular perspective
- I can consider the factors that cause a character to change their perspective
- I can identify similarities in the way two texts tackle perspective
- I can reflect on my own perspectives
- I can create a poster to demonstrate my opinions on how perspectives are formed

Focus question:

How do our own experiences allow us to connect with characters?

Essential knowledge:

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

- Perspective shapes what readers see in a text and the way they see it
- Perspective can be influenced by readers' experiences, their attitudes, values and beliefs
- Authors have their own perspectives
- Authors' perspectives are revealed through ways such as the language they choose to use, what they have included or left out of a text, and how they structure a text.

Oral language and communication:

Prior to reading *Little Jack Harker: Vampire Hunter*, read the first four pages of *Skin Deep* (pages 28 to 31), also found in this issue of *Touchdown*. If you have a digital subscription, you can also listen to the audio file.

Discuss the following questions as a class:

- What is Thandi's perspective of her mother initially? (She loves her, and she has never questioned her mother's appearance before)
- What changes her perspective? (The reactions of her friends to her mother's appearance)

Place students in small groups and instruct them to discuss the following topic:

- Does the change in perspective have positive or negative results? (It has a negative result, as it changes Thandi's perspective of her mother's appearance, so she thinks of the way her mother looks as awful and frightening)

Instruct students to read to the end of *Skin Deep* in their groups and then discuss the same question as above, to see if their perspective changes. This time, students might identify that although Thandi's change of perspective initially causes her to view her mother's appearance negatively, her reaction results in her mother revealing the heroic action that caused her to be burnt. This causes Thandi to have a new respect for her mother which is a positive outcome.

Discuss responses, emphasising the way Thandi's perspective changes in light of each new piece of information.

Understanding text:

Read Little Jack Harker: Vampire Hunter or listen to the audio version if you have a digital subscription. Discuss the following questions:

- What initially influences Jack's perspective of vampires? (The ideas he gathers from a book)
- What does this cause him to believe about vampires? (That they are terrible creatures)
- What does he decide to do? (To dedicate the rest of his life to hunting vampires)
- When he discovers a vampire in the abandoned mansion (page 22), what does he prepare to do? (To drive his wooden stake through its heart to kill it)
- What surprises him about the vampire? (That he is smartly dressed and well kept)
- How does this make Jack feel? (He feels self-conscious, as by comparison, he has soot on his face and his clothes are ripped)
- When Jack and Vlad speak, what does Jack discover? (They have lots in common, they are both vegetarians, they are both lonely, they are both into books, Vlad has been watching Jack as he wants to be friends)
- What happens to Jack and Vlad? (They become friends)

Instruct students to compare how Thandi and Jack's perspectives are influenced by external factors, using a table. Sample responses have been provided:

	Thandi	Jack
What influences the character's perspective?	What her friends said about her mother's appearance	Ideas he read in a book
Was the influence positive or negative?	Negative	Negative
What causes them to change their perspective?	When Thandi speaks directly with her mother she discovers why her mother's appearance is different from	Through meeting a vampire, Vlad, and getting to know him

	her teachers and the other mothers	
What do the character and the reader learn through the experience?	<p>You shouldn't let others influence your perspective. Instead, you should speak directly to the person involved.</p> <p>Don't rely on one source of information when forming a perspective.</p>	<p>You need to encounter a variety of sources before forming a conclusion.</p> <p>You should consider real-life experience when forming a perspective.</p> <p>Keep an open mind.</p>

Instruct students to discuss their findings with their group. They can use the following sentence stems to guide their responses:

- The portrayal of perspective in both texts is similar because__ (The characters in both texts have their perspectives influenced by others, Thandi by her friends, Jack by a book, both stories show the characters' perspectives changing through their experiences)
- What do the characters in both stories learn__ (Not to form your perspective based on what others say/write, to seek out multiple sources of information before forming a perspective)

Discuss whether students identify with the characters' experiences and instruct students to share examples from their own lives.

Sample responses include:

- I have been negatively influenced by my friend's perspective when I listened to them about not playing with another student. Once I got to know that student, I realised we have lots in common and we are now friends
- I refer to books to form my perspective.

Discuss the focus question:

- How do our own experiences allow us to connect with characters? (They allow us to relate to characters, seeing our experiences reflected in texts allows us to view our experiences in a new light)

Creating text:

Discuss ways our perspective can be influenced and note these on the board. Answers include:

- What other people say
- What we read in books
- Personal experiences
- The experiences of those close to us
- What we see in the media
- Our beliefs
- Education
- Family values
- Our age

Place students in pairs. Inform students that they will be creating a poster to represent their views on perspective and how it can be influenced by external factors.

Provide the following prompt question for students to consider:

- What influences your perspectives?
- Have you ever questioned this?
- Do the experiences of Thandi and Jack make you reflect on your own perspectives?

Emphasise that there are no right or wrong answers here.

Instruct students to create a poster that demonstrates how perspectives might be influenced by positive factors, either positively or negatively. Discuss examples, such as:

- Sometimes your perspective can be influenced by your friends. It's important to speak directly to the person involved and to keep an open mind
- Your parents have more experience of life, so sometimes it is useful to listen to them when forming your perspective.

Provide students with paper and coloured pencils/textas for creating their posters. Students may also use digital programs such as Microsoft Paint. Tell students to include a message that sums up their opinion of perspective, and an illustration that supports their idea. Instruct students to make the posters as eye-catching as they can. Allow time for students to create their posters.

Assessment for/as learning:

Display students' posters around the classroom. Conduct a gallery walk, instructing students to examine the work of their peers. Tell students to select one of the posters where the idea it represents resonates with them. Instruct them to respond to the following questions in their workbooks, based on the poster they have chosen:

- The poster I have chosen displays the idea that__
- This resonates with me because__
- It makes me think__

Finally, refer students back to the focus question and instruct them to respond to it, in their workbooks, as an exit ticket:

What are some of the elements that shape our perspectives?

- How does knowing how other peoples' perspectives are shaped impact our responses to them?

A Vampire's Dilemma

poem by Neal Levin | illustrated by [Tohby Riddle](#)

[EN3-OLC-01](#) | [AC9E6LY07](#)

Learning Intention:

I am learning to plan, create and deliver a presentation that outlines my personal perspective about a topic so that I can develop my skills with creating a cohesive argument.

Success Criteria:

- I can identify a topic where I have a personal opinion.
- I can identify the benefits of my chosen topic.
- I can conduct research into my chosen topic.
- I can include my ideas in a presentation.
- I can develop a cohesive argument to explain my personal perception of the topic and how this may differ from others.

Essential knowledge:

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

- Perspective shapes what readers see in a text and the way they see it
- Perspective can be influenced by readers' experiences, their attitudes, values and beliefs
- Authors have their own perspectives
- Authors' perspectives are revealed through ways such as the language they choose to use, what they have included or left out of a text, and how they structure a text.

Oral language and communication or Vocabulary:

Display the following question:

- Is there anything you know is good for you or for the environment but that you do not like?

Sample ideas include vegetables, spiders, bees.

Instruct students to discuss the following questions with a partner and record their responses on individual whiteboards or in their workbooks. Encourage students to use their own knowledge to identify at least one positive attribute of their chosen topic. Students may form small groups if they find this challenging in pairs.

- What is your chosen topic?
- What are some positive features and attributes of your chosen topic? (Bees pollinate plants, including a significant amount of the fruits and vegetables we eat, they produce honey)
- What don't you like about them? (Their sting hurts)

Emphasise that while we can appreciate the positive attributes of a topic, this may not be reflected in our personal perspective of a topic.

Understanding text:

Do not allow students to access the poem in the magazine initially. Instead, read the poem to students, stopping before the final stanza. Discuss the ideas presented about garlic in the text, for example:

- That garlic is delicious and nutritious

- It includes vitamin C
- It improves hypertension
- It has an excellent flavour.

Discuss what students assume is the narrator's perspective of garlic. Most likely students will conclude that the narrator loves garlic. Continue reading to the end of the poem. Discuss the author's perspective (that garlic for them is taboo). Reveal the page of the magazine and use the illustration to identify the reason behind the narrator's perspective (They are a vampire, and vampires are known to be repelled by garlic).

Creating text:

Inform students that they will be creating a presentation about a topic where the general opinion of it differs from their own perspective. Tell students that they can develop the topic they discussed earlier in pairs/groups or think of a different one. Inform students that they will need to conduct research to both identify further positive attributes of their chosen topic and to further explain the reasons behind their perspective.

Discuss an example based on the idea of garlic from the poem. Inform students that they would need to include further detail about the benefits of garlic and additional information such as recipes garlic can be used in. Tell students that they should then include further information about their perspective and why they dislike garlic. If using the ideas in the poem as an example, this might include why vampires cannot eat garlic (or why they personally don't like it) and additional information, such as potential allergies to garlic and ways to avoid it.

Display the following criteria for the presentations:

- Should include at least four slides (Two that focuses on the benefits, two that outlines the reasons why the student's perspective differs)
- Must feature additional information gathered through research
- Should include images/videos or audiovisual elements to make the presentation appealing.

Provide the following list of sites students may use for research. Emphasise that this list is by no means exhaustive and that students can identify their own reputable sources.

[Britannica Kids](#)

[National Geographic Kids](#)

The Discover and Learn section from [The Australian Museum](#)

Instruct students to work in pairs/small groups to prepare their presentations. While they are working, conference with the groups to ensure the information they identify through research is relevant.

Assessment for/as learning:

Match pairs/groups to form two pairs/groups. Inform students that they will be presenting to the other pair/group and that they will be peer-assessing the presentations. Discuss criteria that might be used when peer assessing. Refer back to the list of instructions for inspiration. For example:

- Should include at least four slides (Two for the benefits, two for the reasons for the student's own perspective)
- Must feature additional information gathered through research
- Should include images/videos or audiovisual elements to make the presentation appealing.

Instruct students to perform their presentations to each other and to provide feedback using the criteria as a guide.

Allow time for students to edit their presentations based on the feedback if they wish.

Dossier of Discovery: Frightening Fungi

article discovered by Karen Wasson | photos by Alamy

[EN3-RECOM-01](#) | [AC9E6LY05](#)



Title of Close Reading Text: Dossier of Discovery: Frightening Fungi

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

Success Criteria:

- I can participate in multiple re-readings of the same text looking closely at text, paragraph, sentence and word level choices.
- I can answer questions of the text using the evidence provided in the text.
- I can share my opinions and back my interpretation of the text with evidence from the text.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Prior to reading the article, view the photograph that accompanies it. What do you think the items in the photograph are?</p> <p>How does the photograph make you feel about reading the article? For example, curious, interested, or revolted/repelled.</p> <p>Read the subheadings. What do you predict the text will be about? (Something scary/interesting due to vocabulary such as, monster)</p> <p>As you read the text focus on the following words and consider strategies you might use to decode them. Tips, segment the words into syllables, consider words you know that are similar, and look for diagraphs/suffixes you are familiar with:</p> <ul style="list-style-type: none"> • Delicious (Suffix -ous) • Fatally (Segment the word into syllables: fa/tal/ly) • Wilderness (Segment the word into syllables: wild/er/ness. Tip, try different ways of pronouncing the sound i to find the one that sounds right) 	<p>EN3-SPELL-01 AC9E6LY08</p>

- Xylaria polymorpha (Xy as in my, segment the syllables la/ria, then segment polymorpha into syllables, po/ly/morph/a)
- Europe (Vowel diagraph eu)
- appearance (Segment the word into syllables: app/ear/ance, tip the c is the soft sound here as it is followed by e)
- Stromata (Segment the word into syllables: stro/ma/ta)
- Gnarled (G is silent)

Use the context (the overall meaning of the sentence) to identify the meanings of the following words:

- Xylaria polymorpha (A mushroom common throughout Britain and Ireland, also known as dead man's fingers)
- Stromata (Stems that in this case, growing up out of the ground or rotting tree trunk)
- Gnarled – tip, use the photo to help to find the meaning of this word (Twisted, knobbly, misshapen)

After reading the text, consider the following:

- What type of text is this? (Informative)
- What is the purpose of this text? (To inform readers)
- Who is this text aimed at? (Year 6 students, readers interested in nature)
- What impact might this text have on readers opinions of Xylaria polymorpha? (It might cause them to be less fearful if they see this type of mushroom in the wild)

2nd Reading

How it says it.

Craft and Structure

Subordinate clauses are clauses that provide additional information about the main clause, but they do not make sense on their own. They can appear, before, after or between the main clause. Identify examples of sentences in the article where the subordinate clauses appear before and after the main clause.

- Before the main clause (When the *Xylaria polymorpha* wants to spread its spores, it grows tufts of stems or *stromata*, ranging from three to six per mushroom.)
- After the main clause (Examples include:

Some can be delicious and highly sought after, others can be fatally toxic, and it can be exciting to spot different types of mushrooms on a walk through the wilderness.

They aren't edible and you probably wouldn't want to eat one anyway, as it's their appearance that gives them their horrifying name.)

Locate the em dash (—) in the text. (The clue is in the name, because growing up out of the ground or rotting tree trunk is something that looks like gnarled fingers —sometimes complete with what look like fingernails!)

Why has this been used? (To set apart additional information)

How might you edit the sentence to avoid using an em dash? (You could use a comma, or you could separate the information into two sentences, for example: The clue is in the name, because growing up out of the ground or rotting tree trunk is something that looks like gnarled fingers. These gnarled fingers sometimes come complete with what look like fingernails!)

Locate the exclamation marks. (There are two examples, which are:

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AC9E6LA05

	<ul style="list-style-type: none"> • The clue is in the name, because growing up out of the ground or rotting tree trunk is something that looks like gnarled fingers — sometimes complete with what look like fingernails! • Next time you're taking a stroll through a forest, and someone tells you to run because zombies are popping out of the ground, tell them to look closer. It's more likely to be a peaceful mushroom than a zombie attack! <p>Why has it been used in each instance? (In both sentences the exclamation mark has been used to show the information is shocking/surprising)</p> <p>Refer to the subheadings. These have been used to introduce the information that follows. What could you replace each of the subheadings with?</p> <p>(Instead of Finding fingers: Surprising fungi, Finger-like fungi, Is that a finger?</p> <p>Instead of Mushroom or monster? Is that a zombie? Scary-looking mushrooms, Fingers growing out the ground)</p> <p>Identify the question in the article. (What do these stromata look like?)</p> <p>What type of question is this and why has it been used? (It is a rhetorical question, used to pique readers' attention and to make readers think about this idea)</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetitions devices</p>	<p>Do you think the author of the article likes regular mushrooms? (Yes, most likely)</p> <p>Identify examples of vocabulary that provides an insight into this. (Interesting, delicious, exciting)</p> <p>What is their opinion of this type of mushroom? (They find them interesting/ scary looking)</p>	<p>EN3-RECOM-01 AC9E6LY05</p>

<p>and language features.</p>	<p>Again, identify vocabulary in the text that enables you to form your opinion. (Terrifying, horrifying)</p> <p>How would you feel if you saw these mushrooms when out on a walk?</p> <p>Would your perspective differ if you hadn't read this article?</p> <p>What additional illustrations or photographs could be added to the article? (A map of where Xylaria polymorpha are found, a diagram of how they grow)</p> <p>What further questions do you have about Xylaria polymorpha? (What time of year do they grow? How long do they live for? Are there any animals that eat them? When were they first discovered?)</p>	
<p>General follow up questions for each of the readings:</p>	<p>How do you know this?</p> <p>What evidence do you have to support that?</p> <p>Why do you think this?</p> <p>What examples can you find in the text?</p>	

Skin-Deep

story by [Jenny Robson](#) | illustrated by [Anna Bron](#)

EN3-UARL-01 | AC9E6LE01

Learning Intention:

I am learning to share responses about how heroes are portrayed so that I can consider what makes a believable hero in the texts I create.

Success Criteria:

- I can identify characteristics of heroes from texts I am familiar with.
- I can examine how perspectives can be shaped by others.

- I can reflect on how representations of heroes' support or challenge my perception.
- I can create an idea about an everyday hero.
- I can compose a news report that features an everyday hero.

Focus question:

How do character perspectives allow us to empathise with them and their situations?

Essential knowledge:

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

- Perspective shapes what readers see in a text and the way they see it
- Perspective can be influenced by readers' experiences, their attitudes, values and beliefs
- Authors have their own perspectives
- Authors' perspectives are revealed through ways such as the language they choose to use, what they have included or left out of a text, and how they structure a text.

Oral language and communication:

Discuss heroes' students are familiar with. Students will most likely identify superheroes. Discuss key attributes of heroes, for example:

- Bravery
- Self-sacrifice
- Kindness
- A belief in the inherent goodness of others
- A desire to improve the world.

Understanding text:

Read *Skin Deep*, up to the end of page 29. Inform students that they will be considering the characters' perspectives as they analyse the ideas in the story. Discuss the following:

- What is Thandi's classmates, Tebogo and Victoria's, perspective of Thandi's mother? (Tebogo says she has never, 'seen such an ugly person before in my whole life,' and Victoria says she thought she was a monster)
- How does Thandi react to this? (She is shocked and begins to question if it is true)
- How does Thandi perceive her mother? (She thinks of arms wrapped around her, her gentle voice comforting her, her sweet smell and her loving smile)
- What type of person is Thandi's mum? (She appears to be an everyday person)

Continue reading to right before the end of the first column of text on page 31, pausing at the paragraph that ends,

But instead, the day was turning into something awful.

Discuss the following:

- What does Thandi say to her mother? (Thandi tells her mother that her friends said she is ugly, and she asks her why she can't be pretty like Miss Moeti)
- How does her sister perceive Thandi's actions? (She is horrified by her behaviour, and she calls her 'cruel and nasty')
- How does Thandi react to her sister's anger? (She starts crying and she is upset about how the day has turned from what was supposed to be an exciting day into something awful)
- What are your thoughts about Thandi and her sister's behaviour? (Students might empathise with Thandi as she was influenced by what her friends said, they could be shocked she said something unkind to their mother, they might feel her sister's reaction was too harsh or that Thandi needed to hear the truth)

Refer back to the focus question, 'How do character perspectives allow us to empathise with them and their situations?' and discuss how understanding both Thandi's perspective and her sister's enables readers to empathise with them. Sample responses are that knowing neither sister had any ill intent and that they are both upset with the outcome might cause them to empathise with them.

Discuss how Thandi's perception of her mother changes once she knows what she has gone through (She says her mother is the most beautiful person in the world, both inside and out, and that she is brave). Emphasise that additional information changed Thandi's perspective.

Continue reading to the end of the story and discuss what Thandi learns (That her mother is a hero, who risked her life to save Thandi). Refer back to the attributes of a hero identified earlier and discuss which ones the mother exemplifies, for example self-sacrifice, bravery, kindness. Emphasise that Thandi's mother differs from the cartoon version of superheroes in some stories. Instead, she is a regular person who does something exceptional.

Place students in small groups and instruct them to discuss the following:

- How does this portrayal support or challenge your perception of a hero? (It supports my perception of heroes as being self-sacrificing, but it challenges my perception of heroes being superheroes and instead shows an everyday person can also be a hero)

Discuss responses and tell students that they should draw on their ideas generated through the discussion when creating their own character.

Creating text:

Explain to students that often when momentous events occur, they will feature in a news report. Inform students that they will be creating a news report about an everyday person who becomes a hero. Tell students that the hero should be someone unexpected and their heroic deed should change peoples' perception of them. Refer back to Skin Deep to reflect on why Thandi's perception of her mother changes (through the discovery of new information).

Discuss examples of fictitious events that could cause someone to change their perspective, for example:

- Someone who is known for not following the rules in the past acts as a hero and helps an elderly person who is injured
- A child is caught skipping their chores but then it is discovered that they have been using their spare time to help another student with their homework.

Refer to an episode of [Behind the News](#) to examine how a news report is constructed. Discuss elements of the report and ensure students note the following:

- News reports include factual information, such as who, what, where, when, why
- The news reporter will often talk directly to the camera.

Place students with a partner and instruct them to complete the following steps when composing their news report:

- Decide on an event where someone acts as a hero. Remember, that the heroic action should change people's perception of the person.
- Compose a brief news report about the event
- Include responses to questions such as who, what, where when and why the event occurred.

Assessment for/as learning:

Match pairs together and instruct them to present their news reports to each other. Students can use the success criteria as a guide to provide feedback to each other. Inform students to adapt their news reports based on the feedback. Once students are happy with their news reports they can video them using video recording software on an iPad or Android device.

Exit-ticket

Students should respond to the focus question as an exit-ticket, in their workbooks:

- How do character perspectives allow us to empathise with them and their situations?