

Will Wonders Never Cease?

Fruit Salad Tree

article by Mina | photo by Alamy

AC9E4LY05 EN2-RECOM-01

Learning Intention:

I am learning to identify key topic-specific vocabulary so that I can build my understanding of texts.

Success Criteria:

- I can identify the topic-specific vocabulary in a text.
- I can use clines to compare vocabulary.
- I can create a “word tree” to connect synonyms.

Essential knowledge:

For more information about specific word use, view The School Magazine’s video on [Connotation, Imagery and Symbol](#).

Vocabulary

Write the word “FRUIT” on the board and ask students to list all the topic-specific words they can think of, from parts of the fruit to growing fruit to selling and eating fruit. (Advise them that they don’t need to name fruits.) Some examples include stem, stone, flesh, skin, orchard, fertiliser, irrigation, crops, crates, punnets.

Understanding text:

Read through the text Fruit Salad Tree and have students make note of any topic-specific vocabulary they see. Answers below.

Branches, family, stone, citrus, produce, varieties, orchard, ingredients, greengrocer

Ensure students know the definitions of these words, then pair students up and assign each pair one of the words (you can double up words with larger classes).

Pairs are to create a **cline** for their word using the following steps:

1. Select five relevant synonyms for the word – a dictionary or online dictionary can be used for this task. (e.g. Synonyms for branches: boughs, arms, limbs, twigs, offshoots)
2. Discuss the different connotations of each word (view The School Magazine’s video on [Connotation, Imagery and Symbol](#) for more information about connotations).

3. List the synonyms in order from strongest to weakest use of the word in the context of the text Fruit Salad Tree. (e.g. The word branches comes from the sentence: "They are trees where different fruit tree branches are attached and grown on one tree." A possible list of synonyms from strongest to weakest meaning that work in the context of this sentence are: 1 – boughs 2 – offshoots 3 – arms 4 – limbs 5 - twigs.)
4. Discuss whether the author has chosen the best technical vocabulary for the text. (e.g. Students might agree that "boughs" could work better than "branches".)

Creating text:

After pairs have presented their clines to the class, students can create a "word tree". In their workbooks or on an A3 sheet of paper (or digitally, using software such as Canva or Paint), students draw a large tree with multiple branches. Along each branch, they write the technical vocabulary found in the text, with attached fruit to write the synonyms. They can also include the technical vocabulary discussed at the beginning of the lesson.

Assessment for/as learning:

Students reflect on their learning by answering the following questions in their workbooks:

1. What is a new word you learnt in this lesson?
2. What does it mean?
3. What is a synonym for this word?

Dragons in the Pantry

story by Katie Aaron | illustrated by Sarah Davis

AC9E4LY06 EN2-CWT-02 (Informative)

Learning Intention:

I am learning how to use text structure to group and sequence information so that I can create an informative text.

Success Criteria:

- I can skim and scan to select relevant information from a text
- I can use a fact file structure to group and sequence information
- I can use colours as symbols

Essential knowledge:

For more information about symbols, view The School Magazine's video on [Connotation, Imagery and Symbol](#).

Oral language and communication

Ask students what they know about fact files. Some guiding questions:

- What are they? (A short summary of a specific topic like a type of animal or a sports star)
- What is their purpose? (To give an overview of a topic)
- Where would you find them? (Magazines, books, articles, online)
- What is their structure? (Heading, subheadings, often a picture)
- What sort of subheadings might you find in a fact file about an animal? (Description, habitat, diet, special features)

Understanding text:

Explain that the class will be working together to create a fact file of a pantry dragon. Summarise the events of part one of Dragons in the Pantry or reread the story in full (access it online or, if you have access to last month's issue of Blast Off, use the magazine).

Read Dragons in the Pantry part two as a class, getting students to note any descriptions or useful information about the dragon as they read. After reading, write relevant information that students find on the board, such as:

- The dragon is bright green
- It is tiny (students can estimate the size based on the fact it sits on Ben's spoon)
- It can't swim

- It's invisible to humans unless it gets wet
- Its eyes turn red when angry (it's body also turns red)
- It has scales
- It makes a hissing sound
- it's a peaceful species
- It can change colours and breathe fire when it's angry

Ask students to use the information to create a set of subheadings for the fact file, such as:

- Description
- Behaviour
- Habitat

and have them sort the information into the relevant subheadings.

Invite students to assist in turning the dot points into short paragraphs to go under each subheading. For example:

Description

Pantry dragons are about four centimetres in length. They normally have bright green scales, although they will turn other colours, such as yellow, orange and red, when angry.

Creating text:

Explain that students will be designing their own species of dragon similar to the pantry dragon and writing a fact file for it. Brainstorm types of dragons to give students ideas, such as library dragons, swimming pool dragons, freezer dragons and fireplace dragons. Using the same subheadings as for the pantry dragon, students write short paragraphs describing their dragons.

Explain that students will also be drawing a picture of their dragon, and that they should choose a scale colour based on the dragon's habitat and inner nature. Ask students:

- What colour might a freezer dragon be? (White or blue to represent cold)
- What colour would a fireplace dragon be? (Red, orange or yellow to represent hot)
- What colour would you make a dragon who lived in rainbows? Flowers? Meadows? (Multi-coloured)
- What colour would you make a dragon who lived in graveyards? (Black to represent death)

For a deeper understanding of what colours symbolise, view the Academy of Animated Art's webpage [What is Color Symbolism?](#)

Once complete, students can share their fact files with a partner.

Assessment for/as learning:

Ask the following questions to students and have them respond with a thumbs up, thumbs middle or thumbs down depending on how they feel.

1. I know what a fact file is.
2. I know the structure of a fact file.
3. I found relevant information in the text (Dragons in the Pantry) to add to our pantry dragon's fact file.
4. I can explain why I chose certain colours for my own species of dragon.
5. I am satisfied with my own dragon fact file.

Monster Advice

poem by Colin West | illustrated by [Christopher Nielsen](#)

[AC9E4LE02 EN2-UARL-01](#)

Learning Intention:

I am learning to use questioning and research skills when analysing a text so that I can respond to the text using metalanguage.

Success Criteria:

- I can identify poetic devices in a text
- I can describe the effects of poetic devices in a text
- I can use metalanguage when sharing opinions of a text

Oral language and communication

Prior to reading the text, ask the class to share what they know about techniques used in poetry. Students may have answers such as rhythm, rhyme, metaphor, personification, simile and repetition. Explain that students will be evaluating a poem based on the techniques used, and that they will be using technical language (metalanguage) to describe what they did and didn't like about the text.

Understanding text:

Read Monster Advice aloud to the class, or, if you have a digital subscription, listen to the audio recording.

Display the poem. Ask students to point out things they notice, such as the invented word “wansta”, the repetition of “really” or the fact the word GULP is in capitals and brackets and replaces the word “dinner”. Have students fill out a KWLH chart as follows:

Under “K” – Students write what they already know about the poem (e.g. It rhymes)

Under “W” – Students write questions about what they want to know (e.g. What it’s called when the final word of a poem is missing but the rhyme makes it clear what’s supposed to come next? What is it called when two lines in a row rhyme? Why is this poem’s rhythm so fast?)

“L” – Leave this blank for now, as it will be what students have learnt

“H” – Students brainstorm ways they will find out their questions (e.g. Going to the library, searching online, asking others)

Creating text:

Give students time to investigate the answers to their questions under the “W” column. Encourage them to write more questions that occur to them as they’re researching.

Some useful sources include:

Young Writers’ page [Rhyming Couplets](#)

Wilton Public School’s PDF [Examples of Poetic Devices](#)

BBC’s page [How to Understand Rhythm in Poetry](#), subheading [Effect of rhythm](#)

Australian Association for the Teaching of English’s [Glossary of Poetry Techniques](#)

Teaching note: As it is difficult to find an appropriate site explaining subverted rhymes (since they’re often used to cut off a profanity or innuendo), it may be best to inform students what a subverted rhyme is yourself, as below.

Subverted rhyme/Teasing rhyme/Mind rhyme: The suggestion of a rhyming word left unsaid (or replaced by another), where the listener must use the context of the poem to infer the missing word. In the case of Monster Advice, the missing word is “dinner”.

Once students have discovered answers to their questions, they can write it in the “L” column of their KWLH chart.

Assessment for/as learning:

Students write an evaluation of the poem based on their research. They can mention points they liked and didn’t like, and give an overall judgement. A template for sentences and an example evaluation are below.

Template sentences:

The use of _____ (poetic device) helped _____ (how the poetic device affected the poem). I thought this was clever because _____ (reason why student liked the poem). I wish _____ (something the poem was lacking) because _____ (reason it could have improved the poem). Overall, _____ (student's overall thoughts of the poem).

Example evaluation:

The use of rhyming couplets and fast rhythm helped give a sense of urgency to the poem. I thought this was clever because the subject matter is about playing against a monster, which is a very tense situation. I wish the poet had used a simile because it helps me visualise the situation. Overall, I think the poem was a fun read.

BLAST OFF

Title of Close Reading Text: The Amazing Adventures of Seeds!

Learning Intention: I am learning to identify ways that authors use structure and language features to meet the purpose of a text so that I can deepen my understanding of topic knowledge and ideas.

Success Criteria:

- I can explain the meaning of language features in a text
- I can explain the characteristic structures of an informative text
- I can explain how language features and structures help meet the purpose of a text

Focus Question: How can imagery be used to make information texts more engaging?

	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Read the title, byline and abstract of the text, stopping at “travel great distances?”</p> <p>Ask students:</p> <p>What type of text do you think this is? Why?</p> <p>Students may recognise that this is an information text from the word “article” and the abstract. They may also note that the text has subheadings, which is characteristic of information texts.</p> <p>Ask:</p> <p>What is the purpose of an information text? (To provide information to the reader about a topic.)</p> <p>Who is the intended audience? (School-aged children.)</p> <p>Do you think the intended audience will make a difference to the type of language used? Why? (Yes, because if the text is for children they’ll need simpler vocabulary, more questions in the text to think about and more dynamic writing.)</p> <p>Read through each of the subheadings and discuss their meanings. Some discussion points are below.</p> <p>Globetrotters</p>	<p>AC9E4LA03</p> <p>EN2-RECOM-01</p>

	<p>Metaphor – globe = world, trotters = someone who walks at a moderate pace Personification – seeds do not have feet, but the word has been used for them.</p> <p>Ready for take-off Metaphor – take-off implies a plane, and the text in this section of the article uses imagery to further the metaphor before explaining how seeds actually fly.</p> <p>Hitching a ride Personification – to “hitch” is short for “hitchhike”, which people do to get from one place to another.</p> <p>Kaboom! Onomatopoeia – the use of an explosive sound and an exclamation mark suggests something violent happens. The illustration of a cannon helps further this imagery.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>Have students locate the two questions in the text. (Seeds can grow into plants and trees, but did you know that seeds also have the ability to travel great distances? Why do seeds need to travel?) Ask: Where do these questions occur in the text? (At the beginning.) Why do information texts use questions at the beginning? (To get the reader thinking about the topic, to hook the reader, to guide the reader into the text.)</p> <p>Read the text under the subheading <i>Ready for take-off</i>. Reread the following sentences:</p> <ul style="list-style-type: none"> • But don’t expect to find a family of seeds dragging their luggage to the airport. • The one thing most winged seeds have in common is that they look like little wings. • If you’ve ever blown a dandelion, you would have seen the tiny seeds flying away on their little parachutes. <p>Students choose one of these sentences to draw a funny cartoon to represent the imagery used in the sentence. For example, the first sentence could be represented with a drawing of a family of seeds dragging luggage at an airport, the second sentence could be represented by a seed that looks like a fairy, blowfly or dragonfly and the third sentence could be represented by dandelion seeds with literal parachutes jumping out of a plane.</p> <p>After students have finished their cartoons, they can share it with the class. Ask:</p>	<p>AC9E4LY03</p> <p>EN2-UARL-01</p>

	<p>Why did the text use this kind of imagery? (Students may link this question to the one about how the language in an information text will vary depending on its intended audience. Because the imagery is playful and connects to everyday life, students may note that it is used to help children visualise the different types of seeds.)</p> <p>Do you think this imagery helped meet the purpose of the text? Why/Why not? (If students think the playful imagery helped them imagine the seeds, then they should recognise it provided them with information, which was the purpose of the text.)</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetitions devices and language features.</p>	<p>Ask students to locate instances of the word “you” in the text. Answers:</p> <ul style="list-style-type: none"> • You can find them in flowers, hanging around on trees and in fruits and vegetables. • Seeds can grow into plants and trees, but did you know that seeds also have the ability to travel great distances? • If you’ve ever blown a dandelion, you would have seen the tiny seeds flying away on their little parachutes. • So you guessed it, • You probably didn’t expect that, • Perhaps you can discover more for yourself. • you never know where a seed might end up! <p>Ask: Why has the author used the word “you” in this way? (Ensure students understand that speaking directly to the audience in this way gives the text a more immediate and friendly tone, inviting the reader to participate in the discussion without literally doing so.)</p> <p><u>Text connectives</u> Point out the following sentence under the subheading <i>Ready for take-off</i>. Another flying seed is the dandelion.</p> <p>Ask: What is the purpose of the word “Another” in this sentence? Ensure students understand that: - this word links the sentence to the previous paragraph in the text - the previous paragraph talked about winged seeds, while this paragraph talks about dandelion seeds</p>	<p>AC9E4LE05</p> <p>EN2-CWT-01</p> <p>AC9E4LA04</p>

	<p>- the sentence starting with “Another” is a topic sentence for a “body paragraph” in an information text, meaning it tells the reader what the paragraph will be about</p> <p>After discussing the use of the word “Another” in this sentence, read the following sentence: Another way seeds can hitch a ride is inside an animal’s stomach. Have students write down the purpose of the word “Another” in this sentence, using their answers for the previous question as guidance.</p> <p>When complete, ask the class again: What was the purpose of this text? (To inform.) What was the purpose of the word “Another” in the text? (To link the sentence to the last paragraph; to start a new topic)</p> <p>Give students time to discuss, ask clarifying questions and build on each other’s ideas when asking the following question: How do text connectives like the word “Another” help meet the purpose of the text? (It leads to the next body paragraph in a text, linking to the last topic before beginning a new topic under a similar heading. This characteristic structure is used to provide information to the reader, which is the purpose of the text.)</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>	

Dynamo Bunny

story by Wendy Graham | illustrated by Amy Golbach

AC9E4LE04 EN2-UARL-01

Focus question: How does figurative language and imagery help us build deeper understanding of a text?

Learning Intention:

I am learning to examine the use of language features so that I can build a deeper understanding of the text.

Success Criteria:

- I can identify similes, metaphors and personification in a text
- I can explain how imagery shapes the meaning of a text

Essential knowledge:

For more information about specific word use, view The School Magazine's video on [Connotation, Imagery and Symbol](#).

Vocabulary

Draw a three-column chart on the board and leave the titles blank. Fill the chart as below.

?	?	?
She was as happy as a clam.	His heart was broken.	The car groaned to life.

Ask students if they can add an appropriate sentence to one of the columns. Go around the room, getting individual answers until students start to pick up on what the columns represent. When everyone's offered an answer, have students name the headings for each of the columns. (Left: Simile, middle: Metaphor, right: Personification)

Ensure students understand the definitions for each of these language features.

Simile: Comparing two things using "like" or "as"

Metaphor: Comparing things by saying one thing is another thing (non-literal)

Personification: Giving human attributes to a non-human thing

If you have a digital subscription, complete the interactive activity [Describing Using Imagery](#).

Understanding text:

Read Dynamo Bunny or listen to the audio recording if you have a digital subscription. Have students make note of any similes, metaphors and instances of personification. Answers below.

Her pigtails jiggle like dangling ping-pong balls. (Simile)

My stomach flutters like bursting popcorn. (Simile)

I wake to sunshine throwing a striped pattern through the slats on my bedroom window. (Personification)

Disappointment hits me like a wrecking ball. (Simile)

A sudden thought hits me. (Metaphor)

A tsunami-wave of new hope surges through me. (Metaphor)

The pathetic little thing stares at me with eyes like marbles. (Simile)

Dylan explodes into laughter, (Metaphor)

...his shoulders shake like he is operating a jackhammer. (Simile)

An unexpected sensation melts over me like warm honey. (Simile)

As usual, he trembles like a leaf in the wind. (Simile)

My heart squishes into a tight ball. (Metaphor)

His tail whizzes around like a windmill in a gale. (Simile)

His claws scrabbling on the hard plastic sound like rain on a tin roof. (Simile)

Murmurs of surprise thrum through the crowd like the strumming of a guitar. (Simile)

Bunny is showing off. Bunny has attitude! (Personification)

He drops it at my feet like he's brought me a present. (Simile)

My heart sings. (Metaphor)

...he has a lion's heart. (Metaphor)

Note: Ensure students understand that phrases such as "This dog looks like a baby ferret." is a comparison not a simile.

Creating text:

Sort students into pairs. Assign each pair a sentence or phrase and explain that they will become "experts" of that piece of text. Pairs discuss the meaning of their language feature, what things are being compared and how it helps enhance the meaning of the text. On a card or A4 paper, each pair writes out their answers and designs two illustrations – one to show the literal meaning, and one to show the language feature. Model the below example to scaffold the activity.

Sentence: "Her pigtails jiggle like dangling ping-pong balls."

Language feature type: Simile

What is being compared: Pearl's pigtails to ping-pong balls.

Why: To show that Pearl's pigtails are small and round.

What this suggests: Her hair is quite short.

(First illustration is of a girl with little pigtails)

(Second illustration is of a girl with literal ping-pongs for hair)

Assessment for/as learning:

Join pairs into small groups or four or six students, so pairs can show their cards to peers.

Peers discuss the answers and illustrations on the cards and can give feedback in the form of **two stars and a wish** or **TAG** (Tell me something you really liked, Ask a question for clarification, Give a suggestion).

Snail Smarts

poem by [Sally Murphy](#) | illustrated by [Caitlin O'Dwyer](#)

AC9E4LA11 EN2-VOCAB-01

Focus question: How does language influence the way the audience interprets a text?

Learning Intention:

I am learning to explore synonyms and connotations of words encountered in texts so that I can expand my vocabulary to use in my writing.

Success Criteria:

- I can identify synonyms of a word
- I can explain the different connotations of synonyms
- I can explore connotation by writing two texts using synonyms of the same word
- I can evaluate the use of vocabulary in a text

Essential knowledge:

For more information about specific word use, view The School Magazine's video on [Connotation, Imagery and Symbol](#).

Oral language and communication

Without allowing students to see the text, read aloud the title Snail Smarts and the first line "They say you're slow". Ask students what they think this first line means. Students may observe that a text about snails and the word "slow" means the poem is talking directly to a snail, saying it is slow-paced.

Read the next line, "and not that clever" and ask students if the word "slow" could mean something else. Ensure students understand that slow can be a euphemism for unintelligent. Explain that the poet chose the word "slow" to connect pace and intelligence to describe the snail, and that poets always take great care when selecting the words of their poem. Ask students to note any other interesting vocabulary when they read the rest of the poem.

Understanding text:

Read aloud the rest of the poem or listen to the audio recording if you have a digital subscription. Invite students to share the interesting vocabulary they found in the poem. Some examples:

Suspect

Ponder

Hack

Cosy

Cease

Contented

Ask students to choose a word from the poem and write down five to eight synonyms for the word, as well as other meanings (for example, the word "suspect" can mean distrust, but it can also mean someone who's been accused). Synonyms can be found in thesauruses or online.

Once they've written a list, ask students to examine the words and think about how, while they are all synonyms, each word has a different connotation. Using the word "cosy" as an example, explain that the synonyms "snug" and "welcoming" brings different things to mind – "snug" might make the reader think of curling up in a warm blanket, but "welcoming" might make the reader think of someone welcoming a visitor into their home. Have students explain the connotations of each synonym to a partner who has chosen a different word.

Creating text:

Tell students to select two synonyms from their list that have very different connotations. Students will be writing two pieces of text, either poems or short stories, to explore how the words differ from each other.

Use an example to model to students. For example, using the "cosy" again:

Snug

I'm wrapped in my blanket

Snug and warm

Candles flicker

Outside is storm

I sip my tea

And watch the light

Isn't it nice

To be inside tonight?

Welcoming

The host is welcoming

Invites me in

Offers a drink
And sweets from a tin
We laugh and talk
And feel at ease
And spend the day
Shooting the breeze

Students can share their two pieces of text with a partner or the class if they're willing.

Assessment for/as learning:

Once they've completed the task, students return to the poem Snail Smarts and answer the following questions in their workbook:

1. What is one word choice in the poem you think was especially good? How did its connotation help you interpret the text? (e.g. I loved the word cosy because it made me think of being snug and warm.)
2. What is one suggestion you would give to the poet to change the vocabulary? How did that word's connotation affect how you interpreted the text? (e.g. I thought the word hack was a strange choice because it made me think of hacking a computer, which has nothing to do with the poem.)

Maestro Mouse

story by [Marian McGuinness](#) | illustrated by [Tohby Riddle](#)

AC9E4LA03 EN2-RECOM-01

Learning Intention:

I am learning to create story maps and plot tension on a graph so that I can identify the characteristic stages and structures of narrative texts.

Success Criteria:

- I can identify the characters and setting of a narrative
- I can identify the main plot elements of a narrative
- I can plot story beats onto a graph to show narrative structure

Essential knowledge:

For more information about the characteristic stages of texts, view The School Magazine's videos [Narrative](#) and [Code and Convention](#).

Oral language and communication

Explain to students you are going to create a story map and a graph to plot story tension for Little Red Riding Hood.

Draw or display a chart on the board that looks like the one below.

Characters		Setting	
Beginning	Middle	End	
Problem		Solution	

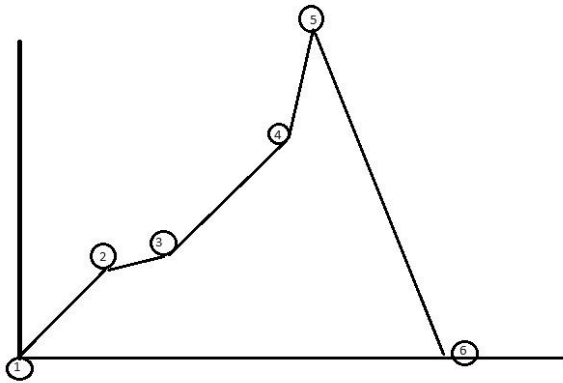
After a discussion, have students fill in the boxes for the story Little Red Riding Hood. An example answer is below.

Characters		Setting	
Little Red Riding Hood Wolf Grandmother		The forest Grandmother's house	
Beginning	Middle		End
Little Red Riding Hood is taking a basket of food to her grandmother	She meets a wolf in the woods who decides to trick her by dressing up as her grandmother		She is eaten by the wolf but is rescued by a woodcutter
Problem		Solution	
A wolf is trying to trick Little Red Riding Hood		A woodcutter kills the wolf	

Ask students to identify the major story beats - the points that are important to move the plot along. Answers are below.

1. LRRH is taking a basket to her sick grandmother.
2. LRRH meets a wolf in the forest, who decides to go to her grandmother's house.
3. LRRH gets to her grandmother's house and sees the wolf, who is dressed as her grandmother
4. LRRH starts asking questions, wondering why her grandmother looks different.
5. The wolf eats LRRH.
6. A woodcutter comes along and kills the wolf, freeing LRRH.

Explain that students are to plot these points on a graph depending on how tense the scene is. Define "tense" as something that makes their heart beat faster and makes them want to read more quickly to find out what's about to happen. An example graph is below, using the numbered points from above.



As a class, discuss the rising points of tension and the climactic ending, along with the quickly disappearing tension before the resolution. Explain that while stories vary with how the tension rises in their story beats, the most common narrative structure is a steady ascent to the climax scene (point 5) and a steep drop at the end.

Understanding text:

Explain to students they will be doing the same two activities with the text *Maestro Mouse*. Read through the story as a class, or, if you have a digital subscription, listen to the audio recording.

Fill out the story map chart as a class. An example is below.

Characters		Setting	
Mouse Number Five His brothers and sisters Mother Mouse Cleaner Conductor Orchestra Audience		The Opera House	
Beginning	Middle		End
Mouse Number Five declares he wants to be a maestro	Mouse Number Five makes a suit and imitates a conductor during a performance		Mouse Number Fives gets the chance to conduct the orchestra
Problem		Solution	
Mouse Number Five wants to be a maestro but he's a mouse		He gets the chance when the real conductor faints	

As a class, decide on the main story beats of *Maestro Mouse*. An example list is below.

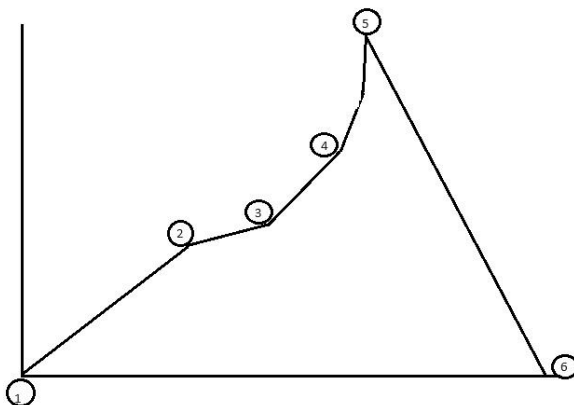
1. Mother Mouse is having more babies so her current children have to move out, prompting Mouse Number Five to declare he wants to be a maestro.
2. Mouse Number Five makes a suit and is almost caught by the cleaner.
3. Mouse Number Five imitates a conductor during the next orchestral performance.
4. The audience sees his shadow and thinks it's a monster, while the conductor is so shocked that he faints.
5. Mouse Number Five tries to conduct the orchestra but at first they aren't convinced.
6. Mouse Number Five successfully conducts the orchestra.

Creating text:

Put students into six groups and assign them one of the story beats from the list. Each group illustrates the story beat on a sheet of paper.

Once complete, roll out a long piece of butcher's paper and plot the illustrations onto a graph to show the narrative structure of the story. Students decide how tense their scene is and place the illustration onto the corresponding point of the graph. An example of the rising tension in the story beats is below.

Note: This activity can be done digitally if digital resources such as Microsoft Paint or Canva are available.



Assessment for/as learning:

Display the graph in its entirety to the class. Have other groups decide if each illustration is plotted correctly on the graph according to the tension of the scene. Make adjustments if necessary.

Read out the following questions and have students write their answers on whiteboards:

1. A narrative plot should always have rising...? (Tension)

2. Where in the story is the scene with the most tension? (Climax/End)
3. Choose a number between one and ten (ten=most confident, one=least confident) to show how confident you are that you could
 - a) identify the characters in any story
 - b) identify the setting of any story
 - c) identify the beginning, middle and end of any story
 - d) identify the problem of any story
 - e) identify the solution of any story

Loss for Words

poem by Jesse Anna Bornemann | illustrated by [Queenie Chan](#)

AC9E4LY09 EN2-SPELL-01

Learning Intention:

I am learning to apply phonological knowledge to a range of letter combinations so that I can read and write more complex words.

Success Criteria:

- I can use phonological knowledge to read and write more complex letter combinations
- I can identify various ways to spell the same sound

Oral language and communication

If you have a digital subscription, complete the interactive activity Words With the Long O. If not, ask students to name words that have the long /o/ sound and write them on the board in different columns depending on how they're spelt. An example is below.

o	o_e	ow	oa	oe	ough
so	rose	snow	boat	toe	though
hotel	stone	crow	soap	woe	dough
hero	hope	yellow	coach	oboe	thorough

Give students two minutes to write down as many more as they can in their own workbooks. Willing students can share their answers with the class.

Explain that because English has roots in many other languages, the same sound can be spelt multiple ways, depending on where it originated.

Understanding text:

Ask students to think of word origins when reading through Loss for Words.

As a class, read the poem or listen to the audio recording if you have a digital subscription. Note the words written in italics: xylophone, gnu, sassafras, breeze, handkerchief, sneeze. Discuss what students think each word means, where it comes from and any other interesting things they notice about the word (such as handkerchief contains the word hand).

Explain that students will become word experts by investigating one of the words.

Creating text:

Sort students into six groups and assign each group one of the words. Teaching note: students who may need assistance in this task can be part of the group assigned “breeze”, whereas students who need extension can be part of the group assigned “xylophone”.

Display the following questions about the words on the board. Students are to use dictionaries or online resources to find the answers to each question. Depending on how many are in each group, students can tackle a question each, with some students doubling up or pairing up on questions as needed.

1. What does it mean?
2. Where does it come from?
3. Why is it spelt like that?
4. What are some words that have the same sounds but different spellings?
5. What are some words that have the same spelling?

Answers (etymology sources from Merriam-Webster):

	xylophone	gnu	sassafras	breeze	handkerchief	sneeze
What does it mean?	A musical instrument	A type of animal	A type of tree	A gentle wind	A small piece of cloth for blowing the nose	A reflexive, violent breath through the nose and mouth
Where does it come from?	Greek and English	Africa	Spain/Latin	Spain	Anglo-French and German	German and Greek
Why is it spelt like that?	Greek – xylo (of wood) English – phone (sound producing device)	Khoikhoi word for wildebeest	Spanish - sasafrás	Spanish – brisa (northeast wind)	German – hant (hand) Anglo-French - coverer (to cover)	Middle High German pfnüsen to snort, sneeze; Greek <i>pnein</i> to breathe
What are some words that have the	For the “z” sound: zebra zinc zirconia	For the “n” sound: number no nerve	For the “s” sound: cylinder city centre	For the “eeze” sound: tease cheese sleazy bees	For the “ker” sound: Curt Curb Curly	For the “eeze” sound: tease cheese sleazy bees

same sounds but different spellings?	For the "f" sound: frog February fish	For the "u" sound: clue drew soup			For the "ee" sound: sweet wheat sleeve	
What are some words that have the same spelling?	For the "z" sound: xylophonist xylem xylology For the "f" sound: photo dolphin phoenix	For the "n" sound: gnat gnarly gnome For the "u" sound: music unicorn bugle	For the "s" sound: single bus messy	For the "eeze" sound: sneeze wheeze freeze	For the "ker" sound: baker biker kerosene For the "ee" sound: piece niece	For the "eeze" sound: sneeze wheeze freeze

Groups can display their answers on A3 poster paper split into five segments (one for each answer), with their word written in the middle.

Groups share their posters with the class.

Assessment for/as learning:

Students fill out the following questionnaire as an exit slip:

One new thing I learnt today was _____.

The most surprising thing I learnt today was _____.

My favourite word from the list is _____ because _____.