Books

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

**English**

ENS2-10C - Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.

**Student Activity:**

*Discuss the idea of 'The disappearing' as a topic for a poem.*

- What do the students feel is disappearing in their local community, in Australia and in the world?
- What do students feel is disappearing from their lives and opportunities?
- How else can they interpret the idea of the ‘disappearing’?

Brainstorm and list all the suggestions students come up with on the interactive whiteboard. Include pictures if students think of a picture that they feel they could use as inspiration for writing. Allow students to use the words and pictures on the board to make their own poem titled 'The disappearing'. Allow students who are willing to share their poem with the class. Display poems around the room.

**Student Activity:**

Read the class a picture book. (eg: The Cat in the Hat; Where The Wild Things Are; The Jolly Postman; The Very Hungry Caterpillar etc.) *Discuss the following points:*

- What makes a good picture book?
- What makes a good story?
- What makes good pictures?

Explain to students that as a class you are going to be writing a narrative to make into a picture book. *Decide the following important parts of your story:*

- What genre will your story be? (action, adventure, romance, comedy, romantic comedy, horror, thriller, drama, historical, science fiction, western)
- Who will your main character be? (this is the good guy of the story, your hero) - Name – Age - Background to the character
- Who will be your main characters nemesis? (this is the bad guy of your story) – Name – Age - Background to the character
- Where will your story be set? (space, an old western town, in a school, in a cave, inside a whale?)
- When will your story be set? (past, present or future?)
- What problem will your main character come across? (the complication to the story)
- What is one way the main character will try to solve the problem – but it won’t work?
- What is another way the main character will try to solve the problem that the audience thinks might work, but doesn’t?
- What is the final way the character tries to solve the problem and it works.

As you are writing your story, edit and re-read to ensure it makes sense and inspires students to help write the next sentences.

*Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014*
English

EN2-8B - Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

Student Activity:
Look at the following two poems. Find the similarities and differences in the purpose, audience and subject matter. Write your response in your book.

<table>
<thead>
<tr>
<th>RABBIT</th>
<th>Storm At Sea - © Amar Qamar</th>
</tr>
</thead>
<tbody>
<tr>
<td>A rabbit</td>
<td>CRASHING waves... SMASHING seas...</td>
</tr>
<tr>
<td>Bit</td>
<td>Bringing sailors to their knees.</td>
</tr>
<tr>
<td>A Little bit</td>
<td>As they struggle to save their lives.</td>
</tr>
<tr>
<td>An itty-bitty</td>
<td>Hoping and praying, help arrives.</td>
</tr>
<tr>
<td>Little bit of beet</td>
<td>The stormy seas as dark as coal,</td>
</tr>
<tr>
<td>Then bit</td>
<td>Preventing the sailors from reaching their goal.</td>
</tr>
<tr>
<td>By bit</td>
<td>Battered and bruised, but still they fight...</td>
</tr>
<tr>
<td>He bit</td>
<td>Staring ahead, into the dead of night.</td>
</tr>
<tr>
<td></td>
<td>Rocking and rolling as they try to stand...</td>
</tr>
<tr>
<td></td>
<td>Hoping against hope, that they soon reach land.</td>
</tr>
<tr>
<td></td>
<td>Bleary eyed from lack of sleep.</td>
</tr>
<tr>
<td></td>
<td>Down in their cabins, huddled like sheep.</td>
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<tr>
<td></td>
<td>As they’re rocking and rolling down beneath</td>
</tr>
<tr>
<td></td>
<td>Weary sailors above, resist with gritted teeth.</td>
</tr>
<tr>
<td></td>
<td>hours later, as the storm starts to dissipate,</td>
</tr>
<tr>
<td></td>
<td>It leaves a calm tranquil sea in it wake.</td>
</tr>
<tr>
<td></td>
<td>The veteran sailors know the battle is over, and they have won...</td>
</tr>
<tr>
<td></td>
<td>As contemplate, other storms yet to come...</td>
</tr>
</tbody>
</table>

Because he liked the taste of it

Student Activity:

Download and explore the app - The Disappearing. Visit a historical site in your local town. Imagine who may have lived there long ago. Write a poem or piece of descriptive writing inspired by the historical site. What other poems can you find that are written about the same historical site? Who do you think each one was written for and what was the purpose of writing the poem? If you cannot find one written about a local site then choose any site from the app.

ENS2-2a – Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.

Student Activity:
Use the two poems from above as inspiration and swap the subject matter and audience around to create two new poems. That is, compose a poem about a sailor, for a young child and compose another poem about a rabbit for an adult.
Today you are going to write a CINQUAIN poem.

A cinquain is a form of poetry that is very popular because of its simplicity. It was created by American poet Adelaide Crapsey about 100 years ago, and is similar to Japanese poetic forms, such as haiku and tanka. Cinquains are just five lines long, with only a few words on each line, making them easy to write. The first and last lines have just two syllables, while the middle lines have more. Though they are just five lines long, the best cinquains tell a small story. Instead of just having descriptive words, they may also have an action, a feeling caused by the action, and a conclusion or ending.

You can learn to write cinquains by following these few simple steps:

1. Decide what you would like to write about:

2. Brainstorm words and phrases that have to do with your idea:

3. Think about what story you want to tell:

Write your words and phrases in an order that tells your story, being sure to count the syllables as you go. Follow these rules:

4. Complete your poem:

   Heading:

   1st line (2 syllables):

   2nd line (4 syllables):

   3rd line (6 syllables):

   4th line (8 syllables):

   5th line (2 syllables):

**Cinquains are five lines long.**

*They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line.*

*Cinquains do not need to rhyme, but you can include rhymes if you want to.*
STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

**English**

ENS3-2A - Composes, edits and presents well structured and coherent texts.

**Student Activity:**

*Discuss the idea of ‘the local area’ as a topic for a poem.*

- What do the students feel is wonderful about their local area?
- What do the students feel is sad or not nice about their local area? (pollution, rubbish) List all ideas and search for pictures and images as well. Allow students to use the words and pictures on the board to make their own poem titled ‘My Local Area’. Allow students who are willing to share their poem with the class. Display poems around the room.

**Student Activity:**

Create a writing journal and write each day for a week on the funniest thing that happened each day or the happiest moment in your day.
**English**

**ENS3-7C** - Composes, edits and presents well structured and coherent texts.

**Student Activity:**
Read the class the following picture books: The Cat in the Hat; Where the Wild Things are; The Jolly Postman; The Very Hungry Caterpillar.

**Student Activity:**
Discuss the following points:
- What makes a good picture book?
- What makes a good story?
- What makes good pictures?

**Student Activity:**
Students write their own narrative to make into a picture book. They will then read their picture book to a younger class. Discuss the following important parts of a story:
- What genre will the story be? (action, adventure, romance, comedy, romantic comedy, horror, thriller, drama, historical, science fiction, western)
- Who will the main character be? (this is the good guy of the story, your hero) – Name – Age - Background to the character
- Who will be the main characters nemesis? (this is the bad guy of your story) – Name – Age - Background to the character
- Where will the story be set? (space, an old western town, in a school, in a cave, inside a whale?)
- When will the story be set? (past, present or future?)
- What problem will the main character come across? (the complication to the story)
- What is one way the main character will try to solve the problem – but it won’t work?
- What is another way the main character will try to solve the problem that the audience thinks might work, but doesn’t?
- What is the final way the character tries to solve the problem and it works.

As they are writing their story, get them to edit and re-read it to ensure it makes sense. Present stories in a book format with a cover. Read stories to younger children.

**Student Activity:**
With a friend select a topic and write a ‘limerick’ poem together, about your favourite sport or hobby. Do some research to determine the rules of writing limerick poetry. Take turns to write a sentence each. Once this is completed paint a picture of your poem or draw a comic to illustrate your poem.

**Student Activity:**
Become Inspired! Cut out pictures from a magazine or photos and organise this into a collage based on colour selection of your favourite foods. Write a ‘haiku’ poem inspired by the picture collage. Do some research to determine the rules of writing ‘haiku’ poetry.
Today you are going to write a FREE VERSE poem.

Free verse is one of the simplest, and yet most difficult, type of poetry to write. While it doesn’t limit you, the poet, with rules about form, it requires you to work hard at creating a piece that is beautiful and meaningful without any specific guidelines about rhyme and meter.

**CHOOSING YOUR WORDS CAREFULLY**

Carefully chosen words can help you create a poem that sounds like the situation, emotion, or object you are trying to portray, eg: cut, bash, stop, kick, lick, bite, punch, jump, stick, kiss. They almost sound like what they mean. Use these types of short words when you want to show excitement, fear, anger, new love, or anything that might make your heart beat quickly. Longer words with soft sounds cause the reader to slow down. Use them when you want to show pause, tension, laziness, rest. Write down some words that you might include in your poem:

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**USING ALLITERATION**

Alliteration [http://www.poetry4kids.com/blog/lessons/alliteration-and-assonance-a-poetry-lesson-plan/](http://www.poetry4kids.com/blog/lessons/alliteration-and-assonance-a-poetry-lesson-plan/) is a literary device where the first sound in a series of words is the same, like “She shines shimmering shells.” You can use alliteration in free verse to create a particular mood, feeling, or sound to the poem, especially when combined with careful word choice. Write some examples of alliteration you might use in your poem:

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**USING PERSONIFICATION**

Sometimes giving an inanimate object human characteristics can breathe new life into it. Have you ever heard someone say that the sun was peeking out from somewhere, or that the clouds were lazy, or the water licked the shore? That’s personification. Now you try it here:

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Use these tools to create your own FREE VERSE poem. Have fun!
Certificate of Achievement

Congratulations

………………………………………
on completing your studies of
BOOKS
From
“Enquiring Minds”.
You are well on your way to becoming an
ARTISTIC DIRECTOR/POET
# Books

## STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

### English

ENS4-2A – Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

**Student Activity:**

*Narrative / Creative writing*

Students write a piece of creative writing by choosing from one of the stimuli below:

- “The disappearing ….. “
- Prompts – trees, animals, memories and time
- Or
- “Oops….”

EN4-5C - Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

**Student Activity:**

Authors have the power to shape an entire world of their creation. Take a book that you are reading at the moment and write an alternate ending for the book.

### History

HT5-9 - Applies a range of relevant historical terms and concepts when communicating and understanding of the past.

**Student Activity:**

Imagine you are moving to Australia from Britain. You must write a narrative based your experience. Your narrative must include:

- The year you travelled to Australia.
- Your reason for coming to Australia (convict, free settler).
- A description of your living conditions in Britain.
- Your journey whilst travelling by ship to Australia.
- A description of the type of ship you travelled in.
- Some interactions between you and other settlers/convicts in Australia (how you engage with people will depend on when you arrived in Australia as the Australian culture was constantly changing).
- Describe where you chose to live in Australia and how the Indigenous peoples interacted with the white Australians. (were the Indigenous people still living where you settled? Why/why not? Describe your feelings in your narrative.
- Your narrative does not have to be of an actual person, but MUST be based on some facts reflecting the opinions and culture during your era of settlement to Australia.