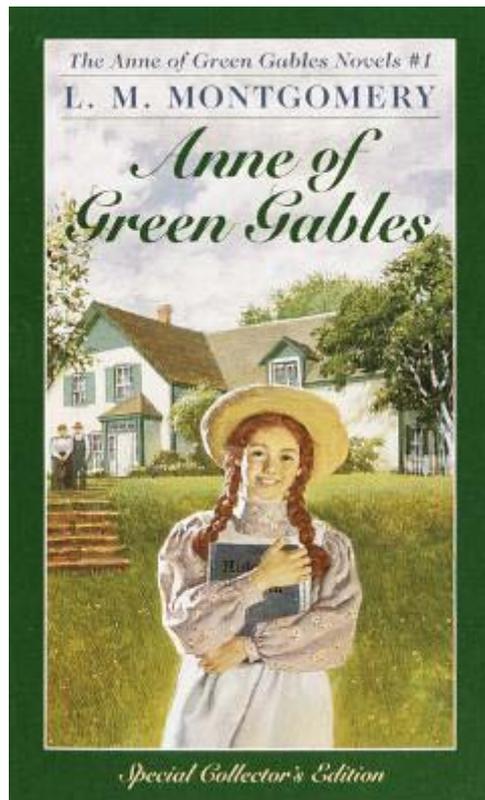


Anne of Green Gables

By Lucy Maud Montgomery



A Literature Unit

Stage 2 : Year 4



STAGE 2 Year 4 : ENGLISH PROGRAM OVERVIEW		TERM:			WEEKS:		
Objective A: <i>communicates through speaking, listening, reading, writing, viewing and representing</i>							
Cross-curriculum priorities <input type="checkbox"/> 🇺🇦 Aboriginal & Torres Strait Islander histories & cultures <input checked="" type="checkbox"/> 🌏 Asia & Australia's engagement with Asia <input type="checkbox"/> ♻️ Sustainability General capabilities <input checked="" type="checkbox"/> ⚙️ Critical & creative thinking <input type="checkbox"/> ⚖️ Ethical understanding <input checked="" type="checkbox"/> 💻 Information & communication technology capability <input checked="" type="checkbox"/> 🌐 Intercultural understanding <input type="checkbox"/> 📖 Literacy <input type="checkbox"/> 📊 Numeracy <input checked="" type="checkbox"/> 👤 Personal & social capability Other learning across the curriculum areas <input type="checkbox"/> 🇺🇦 Civics & citizenship <input checked="" type="checkbox"/> 🌐 Difference & diversity <input checked="" type="checkbox"/> ⭐ Work & enterprise	EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	EN2-3A uses effective handwriting and publishes texts using digital technologies	EN2-4A uses an increasing range of skills, strategies & knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies	EN2-5A uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words		
	Content Overview Central Concept: Analysis – How is audience and purpose central to conveying the author's meaning?						
		Speaking & Listening 1	Writing & Representing	Handwriting & Using Digital technologies	Reading & Viewing	Spelling	
	Respond to and compose texts - demonstrate understanding of ideas & issues in texts through dramatic representation, role play & simulations * using class created event cards, tell the story of what happened in a selected scene from <u>Anne of Green Gables</u> .	Develop and apply contextual knowledge - identify key elements of planning, composing, reviewing & publishing in order to meet the demands of composing texts on a particular topic for a range of purposes & audiences * emphasis on intended audience and purpose when completing writing and representing tasks across all aspects of the unit Understand and apply knowledge of language forms and features - plan, draft and publish imaginative, informative & persuasive texts containing key information & supporting details for a widening range of audiences, demonstrating increasing control over text structures & language features * using key events from the novel, rewrite the story for a kindergarten audience Respond to and compose texts - discuss aspects of planning prior to writing * review a selection of texts appropriate for a Kindergarten audience. Compare language structures and features to those of the novel <u>Anne of Green Gables</u> . Discuss the type & style of language structures & features to rewrite the story for the target audience.	Develop and apply contextual knowledge - recognise that effective handwriting & presentation of work is required in order to communicate effectively for a range of audiences * create class story cards for key events in the story <u>Anne of Green Gables</u> . Understand and apply knowledge of language forms and features - recognise that legibility requires consistent size, slope & spacing * audience and purpose are central to presentation of handwriting and digital technologies Respond to and compose texts - use a range of software including word processing programs to construct, edit & publish written text, & select, edit & place visual, print & audio elements * publish storybook suitable for Kindergarten audience using computer technologies for text and illustrations	Develop and apply contextual knowledge - draw on experiences, knowledge of the topic or context to work out the meaning of unknown words * specifically words of the time period Understand and apply knowledge of language forms and features - identify & explain language features of texts from earlier times & compare with the vocabulary, images, layout & content of contemporary texts * <u>Anne of Green Gables</u> verses <u>The Little Refugee</u> Respond to and compose texts - summarise a paragraph & indicate the main idea, key points or key arguments in imaginative, informative & persuasive texts * summarise key events for story cards	Develop and apply contextual knowledge - understand how accurate spelling supports the reader to read fluently and interpret written text * reference spelling accuracy for story books and story cards, as these may be read by others Understand and apply knowledge of language forms and features - understand how knowledge of word origins supports spelling * emphasis on vocabulary words from <u>Anne of Green Gables</u> Respond to and compose texts - discuss and use strategies for spelling difficult words * emphasis on vocabulary words from <u>Anne of Green Gables</u> - use a variety of strategies to spell high-frequency words correctly when composing imaginative and other words * encourage use of high frequency words from texts to be utilised in writing and representing activities * incorporate high frequency words from text into weekly spelling		

Cluster 10 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking	Objective B: use language to shape and make meaning according to purpose, audience and context			
	EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts	EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts
	Content Overview Central Concept: Analysis – How is audience and purpose central to conveying the author’s meaning?			
	Speaking & Listening	Writing & Representing	Reading & Viewing	Grammar, Punctuation & Vocabulary
Develop and apply contextual knowledge - discuss ways in which spoken language differs from written language and how spoken language differs according to different audiences, purposes and contexts * writing is not talk written down * how do we need to adjust our writing for different audiences eg, Kindergarten, classmates Understand and apply knowledge of language forms and features - identify organisational patterns & language features of spoken texts appropriate to a range of purposes * compare the language usage and features of the book as compared to a chosen scene from the movie * was the language changed. Why/why not? Respond to and compose texts - plan, rehearse & deliver presentations incorporating learned content & taking into account the particular purposes & audience * class presentation by individuals on key events from the story, emphasis on purpose and audience in delivery of presentation	Develop and apply contextual knowledge - identify & analyse the purpose & audience of imaginative, informative & persuasive texts * what was the author’s purpose in writing <u>Anne of Green Gables</u> ? Justify. * who do you think was the intended audience of the text? Explain. * do you think intended audience changed for the movie version? Why/why not? Understand and apply knowledge of language forms and features - describe how audience & purpose impact on language forms & features in imaginative, informative & persuasive texts * compare and contrast the language of <u>Anne of Green Gables</u> to texts read to Kindergarten children Respond to and compose texts - compare and review written & visual texts for different purposes & audiences * select a scene from the novel and compare how that same scene is depicted in the movie version	Develop and apply contextual knowledge - identify the audience and purpose of imaginative, informative & persuasive texts * who do you believe Montgomery intended her novel for? Explain * do you think Montgomery had a purpose/motive for the subject matter of the text? Explain and justify opinion Understand and apply knowledge of language forms and features - identify characteristic features used in imaginative, informative & persuasive texts to meet the purpose of the text * chosen texts * picture books * reading group material * silent reading material - understand how different types of texts vary in use of language choices, depending on their purpose and context * compare and contrast <u>Anne of Green Gables</u> with <u>The Little Refugee</u> and these titles with picture books suitable for younger readers Respond to, read and view texts - respond to a wide range of literature and analyse purpose and audience * chosen texts * picture books * reading group material * silent reading material	Develop and apply contextual knowledge - understand that choice of vocabulary impacts on the effectiveness of texts * how does a change in the vocabulary choice impact text quality, purpose and audience Understand and apply knowledge of language forms and features - understand that paragraphs are a key organisational feature of written texts * novel structure verses story book structure * organisation of ideas in writing - identify a variety of connectives in texts to indicate time, to add information and to clarify understanding * use of connectives to convey time period as well as time of event in text * does the use of connectives help to clarify understanding of unfamiliar words in text Understand and apply knowledge of vocabulary - experiment with vocabulary choices to engage the listener or reader * vocabulary choice for peers as opposed to younger audience * vocabulary choice to convey meaning and enhance text quality Respond to and compose texts - compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience * story cards * Kindergarten stories * humorous writing * compare and contrast activities	

Literacy Continuum	Objective C: <i>think in ways that are imaginative, creative, interpretive and critical</i>	Objective D: <i>express themselves and their relationships with others and their world</i>	Objective E: <i>learn and reflect on their learning through their study of English</i>
	EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own	EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning
	Thinking Imaginatively ,Creatively & Interpretively	Expressing Themselves	Reflecting on Learning
	<p>Engage Personally with texts - respond to texts by identifying & discussing aspects of texts that relate to their own experience * Anne relates many humorous stories of her early life before coming to Green Gables. Choose one that you can relate to. Write about a humorous event in your life that you can relate to one of Anne's, make it as comical and amusing as possible. Encourage illustrations!</p> <p>Develop and apply contextual knowledge - discuss how authors & illustrators make stories exciting, moving & absorbing & hold reader's attention by using various techniques * when we think of a child whose parent's have died we think of a sad story, what techniques has the author used not to make <u>Anne of Green Gables</u> a sad and miserable story?</p> <p>Understand and apply knowledge of language forms and features - identify and discuss how vocabulary establishes setting and atmosphere * <u>Anne of Green Gables</u> was written in the 1800s, explore the use of language from the story which is different to that which we use to day. What are the alternate language features we use?</p> <p>Respond to and compose texts - make connections between the ways different authors may represent similar storylines, ideas and relationships * how have the author's Lucy Maud Montgomery and Anh Do represented each of the children adapting to change in their books?</p>	<p>Engage Personally with texts - recognise how personal perspective influence responses to texts * look at the students' understanding of orphans and what do they relate to the story's scenario from a modern perspective.</p> <p>Develop and apply contextual knowledge - discuss how people from different times and cultures may respond differently to characters, actions and events in texts <u>Anne of Green Gables</u> was set in the 1800s, looking at some of the major events in the story, examine why the characters may have reacted to Anne the way that they did and how would we react differently/similarly today eg green hair dye.</p> <p>Understand and apply knowledge of language forms and features - identify and compare the differences between texts from a range of cultures, languages and times * in the novel Anne must adapt to many changes in her life as a child. In the story Anh Do's <u>The Little Refugee</u> he too must adapt to change as a child. Compare and contrast the journey of these two characters, taking into account differences in time period and culture.</p> <p>Respond to and compose texts - draw on the literature and ideas from other countries and times to compose imaginative and informative texts * write a letter to a relative from the perspective of either Anne or Anh Do on adapting to change in your new life, expressing both the ups and downs and what you are looking forward to for the future</p>	<p>Develop and apply contextual knowledge - develop a criteria for successful completion of tasks * develop a criteria for Kindergarten level story rewrite.</p> <p>Understand and apply knowledge of language forms and features - discuss different ways that we learn to read and write * discuss the similarities and differences between different level readers. How is this reflect in the language used and text choice?</p> <p>Respond to and compose texts - jointly develop and use criteria for assessing their own and others' presentations * class development of a criteria for assessing their own and classmates presentation of an event from the story using a selected story card. Individuals must be able to justify their assessment based on the criteria developed.</p>
	ASSESSMENT		
	Assessment for Learning	Assessment as Learning	Assessment of Learning
	<ul style="list-style-type: none"> * anecdotal records * comments or notations * conversations * marks & grades * feedback 	<ul style="list-style-type: none"> * self assessment of learning, based on set criteria's * peer assessment of learning, based on set criteria's * questioning * skill practise 	<ul style="list-style-type: none"> * writing tasks graded, based on set criteria's * student achievement against selected outcomes * student achievement against set learning goals
RESOURCES			
<ul style="list-style-type: none"> 🌐 <u>Anne of Green Gables</u> By LM Montgomery 🌐 <u>The Little Refugee</u> by Anh Do 🌐 <u>Anne of Green Gables</u> DVD 🌐 variety of picture books and other texts 🌐 Literacy/English workbooks 🌐 word processing/publishing software 🌐 dictionaries/thesaurus' 			

ANNE OF GREEN GABLES

Synopsis

Summary

At the beginning of the story, Anne is eleven years old and is an orphan. She is going to a new home called Green Gables, the home of Matthew and Marilla, a brother and sister, neither of whom married. Anne comes to help with work on the farm and she grows up there, in a small rural village in Canada, among friends and neighbours during the 1800s.

Anne's ways often get her into trouble as a young girl, but after each incident, there is a happy ending. Amusing episodes include what happens when Anne bakes a cake, when she dyes her hair green and when she gets into trouble on a boat.

She grows up loved by her adoptive parents, and loving them too. She goes to college and becomes a teacher. Matthew and Marilla grow old, then Matthew dies. Anne is able to return to the village to teach at her old school and take care of Marilla. When she finds out that she has gotten the teaching job because of Gilbert, a boy she has hated since they were both at school together, she no longer hates him and they finally become friends.

About the Author

Lucy Maud Montgomery was born on November 30, 1874 on Prince Edward Island, eastern Canada. Her mother died when she was 21 months old, and she was raised by her grandparents. Her father remarried in 1887. Her great-uncle was Sir William Mackenzie, famous builder of the Canadian National and Canadian Pacific railroads.

Montgomery lived on Prince Edward Island until she married the Reverend Ewen Macdonald in 1911. They then moved to north Ontario and had three children. She wrote a dozen novels there, many of them about Prince Edward Island, including *Anne of Green Gables* which was written in 1908. Even Prince Edward itself became famous. It was an immediate success and has been widely translated. Other books that followed are *Anne of Avonlea*, *Chronicles of Avonlea*, *Anne of the Island*, and *Anne's House of Dreams*. She also wrote poems.

Background and Themes

Today, Prince Edward Island is the smallest and most densely populated province of Canada. Its capital is Charlottetown. Montgomery was born in Cavendish, on the northern shores of the island. In the late 1800's, the people living on this rocky island were farmers or fishermen. *Anne of Green Gables* gives a good picture of rural society in Canada in the 1800s.

Anne of Green Gables has been translated into fifteen languages and has been made into a movie and video. People love the character of Anne, the other people in the story, and the descriptions of the place itself.

Anne of Green Gables is partly autobiographical. Like Lucy Montgomery, Anne enjoys reading and becomes a teacher, and most of the stories about her take place on Prince Edward Island. Both Anne and Montgomery lost their mothers. The story describes the adjustments people make in order to live happily with one another. Anne learns to adapt to her new life with her adoptive parents, and they learn to live with a child.

Anne hates the colour of her hair. A neighbour mentions it when Anne first arrives. The new boy at school, Gilbert, calls it 'carrots'. Later she tries to change the colour, but it goes horribly wrong and turns green. Accepting what one looks like is part of growing up.

The relationship between Marilla and Matthew and Anne changes. They have brought her up and given her a happy home. As she grows independent of them, they need her more and more. This is most obvious after Matthew dies. Marilla becomes tired, she has difficulty with her eyes, and money is a problem. Anne becomes the strong one. For a long time, Anne does not like Gilbert. She is not fair to him and is blind to the kind of person he really is. He rescues her from a boat accident and asks to be her friend, but she says no. He is never put off, however. When they are both grown up and a teacher is needed in her old school, Gilbert lets Anne take the job so that she can stay and look after Marilla. Anne finally realises that he is a true friend.

http://www.pearson.ch/download/media/9780582529823_FS.pdf

LEARNING INTENT	TEACHING/LEARNING ACTIVITIES	ASSESSMENT
<p>To make predictions and locate key information</p> <p>To comprehend text (literal & inferred), provide justifications, give descriptions and explanations</p> <p>To draw conclusions and make parallels.</p> <p>To identify key events, identify and discuss oral presentation skills, jointly create a marking criteria and assess others.</p> <p>Identify and sequence key events, write a description of</p>	<p>SPEAKING AND LISTENING</p> <p>Discussion Questions</p> <p>Prior to Reading:</p> <ul style="list-style-type: none"> ➤ Locate key information from the cover of the book (Title, author etc) ➤ Using the title and cover illustration, predict what the text maybe about, setting (place and era), main character and any other information that can be derived from the cover. <p>During Reading:</p> <ul style="list-style-type: none"> ➤ See attached questions <p>After Reading:</p> <ul style="list-style-type: none"> ➤ How accurate was your prediction about the story, based on the cover? ➤ What do you think was the author’s purpose in writing this particular story? Explain and justify. ➤ If it was written today, how do you think it would change the events of the story? (What do you relate orphans to in today’s society? How different do you think the story would be if it was written in modern times?) ➤ What audience do you think the author had in mind for the text? Could you relate to the story? ➤ When we think of a child whose parents have died we think of a sad story. What techniques has the author used not to make <u>Anne of Green Gables</u> a sad miserable story? <p>Story Cards</p> <p>This task uses the story cards created by students in the related writing task. The task itself has two elements:</p> <ul style="list-style-type: none"> ➤ Joint development of a marking criteria for oral presentations and creation of a proforma ➤ Individual oral presentations <p>As a class develop a criteria for the marking of individual oral presentations on an event from the story. The students should be encouraged to include the following elements in the criteria;</p> <ul style="list-style-type: none"> • Non-verbal Skills: eye contact, ability to engage the audience • Verbal Skills: pace, volume, clarity of speech • Content: understanding of event, clear structure to presentation, use of appropriate vocabulary • Number of criteria for each element: 3 should be sufficient (low, sound, high) <p>Clear guidelines need to be established for peer assessment. Students need to understand that they are assessing the presentation and not their peer. Accountability needs to be established by ensuring that students record their name on marking criteria proformas. Teacher discretion should be used in how the assessments are used as feedback.</p> <p>For the oral presentation, each student randomly draws a story card from the pack. Time is provided for the students to then read the event outlined on their story card and to prepare an oral presentation for the class. After the allotted time has elapsed the teacher randomly selects students to present their story card event to the class. A short amount of time should be provided at the conclusion of each presentation for the rest of the class to complete the marking criteria proforma.</p> <p>WRITING AND REPRESENTING / HANDWRITING AND USING DIGITAL TECHNOLOGIES</p> <p>Story Cards / Story Quilts</p> <p>Students are to select an event from the story (if possible a different event for each student) and create a story card for class oral presentations. The card should have a heading naming the event and one clear sentence stating what the event is. After conferencing with a peer and or</p>	<p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: Self assessment/reflection of comprehension and prediction skills</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: Peer assessment, based on set criteria</p> <p>ASSESSMENT OF: Teacher assessment based on set criteria</p> <p>ASSESSMENT FOR: Anecdotal records, comments and</p>

<p>key event and publish work</p> <p>Identify and discuss purpose and audience, identify and discuss key elements of picture books, jointly construct a writing criteria, complete a writing task based on a set criteria and publish work using digital technologies.</p> <p>To identify humour in text, identify use of descriptive language and exaggeration to create humour, experiment with humour in writing.</p> <p>To compare and contrast a scene in the text to one in the movie, draw conclusions and</p>	<p>teacher, students need to publish their event onto a story card. Emphasis needs to be given to clear legible foundation writing, of a uniform slope and size. Headings need to be clearly distinguished from the sentence and an illustration to enhance meaning should be encouraged.</p> <p>When oral presentations have been completed, students need to retrieve the card that they produced. These should then be glued onto the centre coloured construction paper. Students then need to add captions, phrases, vocabulary, characters etc that are relevant to their event around the outside of their story card. A combination of written and digital technologies should be used to provide mixed media and texture to the finished product.</p> <p>When complete the construction squares need to be sequenced into the order of events from the text and attached to each other to create a story quilt.</p> <p>Books for Kinder Buddies</p> <p>Prior to beginning this task, arrange a time for students to read picture books (chosen by the Kinder teacher preferably) with a Kinder buddy. Students need to be encouraged to take note of the type of language used in the books they read and the language structure. During and after reading the students need to discuss the story with their Kinder buddy, particularly asking questions about what they like and don't like about the stories read (to gain a sense of audience).</p> <p>After reading, the class needs to discuss what they learnt about picture books whilst reading with their buddy. Emphasise what was discovered about language structure and usage, the role of illustrations to support text and what the target audience likes and doesn't like about picture books. Brainstorm ideas for future use.</p> <p>As a class discuss the main events of the story and decide which ones should be included in a rewrite of the text for a Kindergarten audience. Then using the information from the brainstorming session, develop a criteria for writing a text for their buddy. The writing criteria should include:</p> <ul style="list-style-type: none"> ➤ purpose (rewrite the main events for Kinder buddy) ➤ sense of audience (Kindergarten) ➤ content (events in order; clear beginning, middle and end) ➤ structure (sentence, spelling, vocabulary, punctuation and grammar) ➤ style (picture book format) <p>Once students have drafted and edited their stories, they should be published using digital technologies. Illustrations may be hand drawn and scanned into the document, or appropriate clipart or images sourced online.</p> <p>Published books should be shared with Kinder buddies. After sharing, students should use the marking criteria developed to self-assess their work. The teacher should also mark student work based on the marking criteria and conference with students about the two assessment results.</p> <p>Humorous Writing</p> <p>Brainstorm and discuss the humorous events that happened to Anne prior to coming to Green Gables. What events in their own lives can the students relate to Anne's. Invite students to describe these events to the class. Discuss what is needed to add humour to the writing of a funny event. Brainstorm descriptive words/phrases that could be used. Discuss the notion of 'poetic licence' (exaggeration) to enhance humour.</p> <p>Prior to writing, practice adding humour to a set of non-humorous sentences. Encourage students to share their attempts with the class. Students select an event from their own life and attempt to retell the event through writing using descriptive language and exaggeration to add humour. Remind students of the books that they read to Kindergarten and how the illustrations enhanced the text. Encourage students to add humorous illustrations to support their text. Share work with the class on completion.</p> <p>Text Verses Movie</p> <p>Select a scene from the text to view in the movie version of the story. Whilst listening to the scene from the text and watching the scene from the movie complete a senses checklist on how each of them made you feel. After rereading the scene in the text and viewing the scene in the movie, discuss:</p>	<p>notations, conversations, observation</p> <p>ASSESSMENT AS: Self assessment of work quality</p> <p>ASSESSMENT OF: Teacher assessment of completed task</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations, conversations, observation</p> <p>ASSESSMENT AS: Self assessment, based on set criteria</p> <p>ASSESSMENT OF: Teacher assessment based on set criteria</p> <p>ASSESSMENT FOR: Comments and notations, conversations, observation</p> <p>ASSESSMENT AS: Self reflection, based on sharing with the class</p> <p>ASSESSMENT OF: Student achievement against learning intent</p> <p>ASSESSMENT FOR: Anecdotal notes and comments, observation</p>
---	--	---

Sharon Tooney

<p>give an explanation based these comparisons.</p>	<ul style="list-style-type: none"> ➤ What was the author’s purpose in writing <u>Anne of Green Gables</u>? Justify. ➤ Who do you think was the intended audience for the text? Explain. ➤ Do you think the intended audience changed for the movie version? Why/why not? ➤ Compare the language usage and features of the text with the movie. Did the language change? Why/why not? <p>Thinking about the text and the movie, compare the similarities and differences of the two versions using a Venn Diagram. Think specifically about purpose, audience, language features and content of the scene. Based on the information the students have collected, have them write a brief explanation as to how the scenes were alike/different and explain their conclusions.</p>	<p>ASSESSMENT OF: Student achievement against learning intent</p>
<p>To compare and contrast audience, purpose and language structures and features of two different texts. To write a letter from a character’s perspective.</p>	<p>Text Comparison / Letter Writing</p> <p>After reading <u>Anne of Green Gables</u> read the text <u>The Little Refugee</u> by Anh Do. Both of these stories share a central <i>theme</i> of a child have to adapt to changes in their life; the first as an orphan and the second as a refugee.</p> <p>Compare and contrast the journey of the two central characters, taking into account differences in time period and cultural aspects.</p> <p>Discuss:</p> <ul style="list-style-type: none"> ➤ How would you describe the purpose of each story? ➤ How have the author’s Lucy Maud Montgomery and Anh Do represented each of the children adapting to change in their books? ➤ How did the choice of language differ in each text? Was this important to the story telling? ➤ Did the use of illustrations in <u>The Little Refugee</u> contribute to the sense of audience and give you a better understanding of the author’s purpose? Why/Why not? <p>After comparing the two texts and central character, have students select one whose point of view they would like to write from.</p> <p>Task:</p> <ul style="list-style-type: none"> ➤ Write a letter to a relative from the perspective of either Anne or Anh, on adapting to change in your new life. Express both the ups and downs and what you are looking forward to in the future. 	<p>ASSESSMENT FOR: Comments and notations, conversations, observation</p> <p>ASSESSMENT AS: Self reflection, based on compare contrast activity</p> <p>ASSESSMENT OF: Student achievement against learning intent</p>
<p>Identify audience and purpose. Identify characteristic features; language choice and features, content, vocabulary and images.</p>	<p>READING AND VIEWING</p> <p>Texts</p> <p><u>Anne of Green Gables</u> by Lucy Maud Montgomery</p> <p><u>The Little Refugee</u> by Anh Do</p> <p>A selection of picture books suitable for Kindergarten</p> <p>Class reading material and student selected reading material.</p> <p>The activities for Reading and Viewing are integrated into all other activities within the unit:</p> <ul style="list-style-type: none"> ➤ <u>Anne of Green Gables</u> verses <u>The Little Refugee</u> ➤ Stories for Kindergarten buddies ➤ Story cards (summarising key events) ➤ Story quilts (sequencing events within a story) 	<p>ASSESSMENT FOR: Anecdotal records, running records, observation</p> <p>ASSESSMENT AS: Self correcting using word knowledge when reading</p> <p>ASSESSMENT OF: Student achievement against learning intent</p>
<p>Identify main idea and key points.</p> <p>To utilise high frequency words and vocabulary into Writing</p>	<p>Summarise a Paragraph</p> <p>Select a paragraph from the text. Summarise the paragraphs content, by identify the main idea and the key ideas of the paragraph. Use a main idea chart to record responses.</p> <p>SPELLING</p> <p>Vocabulary and High Frequency Words</p> <p>See attached lists.</p>	<p>ASSESSMENT FOR: Comments and notations,</p> <p>ASSESSMENT OF: Student achievement against learning intent</p>

and Representing tasks. To accurately spell high frequency words and some vocabulary words in weekly Spelling.

To demonstrate an understanding of connectives, an ability to identify in text and their own writing.

Utilise high frequency words in weekly spelling.
Add vocabulary words as challenge words to weekly lists.

Word Wall

Create a word wall of vocabulary words.
Add definitions and word origins for each unfamiliar word.

Spelling Activities

- Sentence building
- Definitions
- Word boxes
- Jumbled words
- Find a word
- Word origins
- Thesaurus; find another word that would suit modern day writing

Grammar, Punctuation and Vocabulary

Connectives

Define for students:

Words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition.
Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:

- temporal – to indicate time or sequence ideas, for example *first, second, next*
- causal – to show cause and effect, for example *because, for, so*
- additive – to add information, for example *also, besides, furthermore*
- comparative – for example *rather, alternatively*
- conditional/concessive – to make conditions or concession, for example *yet, although*
- clarifying – for example *in fact, for example.*

Using a passage from the text, identify the connectives used and the relationship that they play.

Find specific examples of ‘temporal’ connectives.

Does the use of connectives help to clarify your understanding of unknown words in the text?

Can you identify where you used connectives in your story for your Kindergarten buddy?

ASSESSMENT FOR:

Observation of word usage in writing and reading

ASSESSMENT AS: Self reflection, based on ability to transfer knowledge

ASSESSMENT OF: Student achievement against learning intent, weekly spelling results

ASSESSMENT FOR:

Observation and feedback

ASSESSMENT AS: Self reflection, based on ability to recognise in own writing and questioning

ASSESSMENT OF: Student achievement against learning intent

Discussion Questions

During Reading:

LEARNING INTENT: To comprehend text (literal and inferred), provide justifications, give descriptions and give explanations

- **Chapter 1— Mrs. Rachel Lynde Is Surprised**
 1. Who is telling the story?
 2. Briefly describe Matthew's character?
 3. Why is Rachel so interested in Matthew's behaviour?
 4. How does Rachel feel about Marilla's decision?
- **Chapter 2—Matthew Cuthbert Is Surprised**
 1. Why is Matthew surprised?
 2. How do we know that Anne is a very imaginative young girl?
 3. Why does Anne insist that she "can never be perfectly happy"?
 4. Why is Matthew not very anxious to return home?
- **Chapter 3—Marilla Cuthbert is Surprised**
 1. Why does Anne burst into tears upon entering the Cuthbert home?
 2. Why do you think Matthew might be anxious to keep Anne?
 3. How do you feel at this point? Would you want to keep Anne or send her back?
- **Chapter 4—Morning at Green Gables**
 1. What "horrible remembrance" did Anne have when she awoke?
 2. What does Marilla mean by the phrase "What's to be done with a man who just *looks*"? (page 43)
 3. Why is Marilla planning to go to White Sands?
- **Chapter 5—Anne's History**
 1. Briefly describe Anne's parents.
 2. What do you think it would have been like living with Mr. and Mrs. Thomas? Why?
 3. Why is Anne afraid of arriving at the Spencer home?
- **Chapter 6—Marilla Makes Up Her Mind**
 1. How does Mrs. Spencer respond to Marilla's suggestion that they send back Anne?
 2. Why would Anne not be too responsive about going with Mrs. Blewett?
 3. Why was Matthew's face a "glow of delight" at the end of the chapter?
- **Chapter 7—Anne Says Her Prayers**
 1. Why did Marilla feel embarrassed about teaching Anne the childish classic, "Now I lay me down to sleep"?
 2. What was humorous about Anne's first attempt at praying?
 3. Why does Marilla think that Anne is next to a perfect heathen?
- **Chapter 8—Anne's Bringing-Up Is Begun**
 1. What is Marilla's response when Anne wants to address her as "Aunt Marilla"?
 2. What is a kindred spirit?
 3. Who is Diana Barry?
- **Chapter 9—Mrs. Rachel Lynde Is Properly Horrified**
 1. What evidence is there that Anne appreciates nature?
 2. What does Mrs. Lynde say that infuriates Anne?
 3. Why does Marilla feel a desire to laugh at the end of this chapter?
- **Chapter 10—Anne's Apology**
 1. Why is Marilla surprised at Matthew's response to the incident with Mrs. Rachel Lynde?
 2. How does Matthew convince Anne to apologise? Describe how Anne tricks Mrs. Lynde with her "apology"?
- **Chapter 11—Anne's Impressions of Sunday School**
 1. Why is Anne so unhappy with the dresses that Marilla has selected?
 2. What was Anne's reaction to her first experience at Sunday school?
 3. Why was Marilla reluctant to criticise Anne for her comments about the minister's sermons?
- **Chapter 12—A Solemn Vow and a Promise**
 1. How did Marilla react to the news of the flower-wreathed hat?
 2. Describe Diana Barry.
 3. How do we know that Marilla is beginning to soften up towards Anne?
- **Chapter 13—The Delights of Anticipation**
 1. Why is Anne so excited?
 2. Why is Anne's kiss on the cheek so different from any other that Marilla has ever received?
 3. Why did Anne cry when she saw her first real diamond?
- **Chapter 14—Anne's Confession**
 1. What does Anne admit to doing when asked by Marilla about the amethyst brooch?

2. What does Marilla tell Matthew that she thinks has happened to her brooch?
3. Why does Anne make a false confession? What actually happened to the brooch?
- **Chapter 15—A Tempest in the School Teapot**
 1. Describe the Avonlea school.
 2. Describe the scene when Gilbert teased Anne about her red hair.
 3. Why was Matthew surprised to hear Marilla laughing?
- **Chapter 16—Diana is Invited to Tea with Tragic Results**
 1. Why did Diana have to go home early?
 2. How was Marilla able to explain the mixup?
 3. Why was Anne so disheartened at the end of the chapter?
- **Chapter 17—A New Interest in Life**
 1. What did Anne ask Diana to give her as a keepsake of their friendship?
 2. Why did Anne drop the "strawberry apple"?
 3. Why was Anne so mortified when she tied with Gilbert on one of their assignments?
- **Chapter 18—Anne to the Rescue**
 1. Why did Diana come to Anne's home all in a panic?
 2. Is the comment about the "French girl" racist in nature? Why or why not?
 3. Why is Mrs. Barry willing to forgive Anne for her past transgressions?
- **Chapter 19—A Concert, A Catastrophe, And A Confession**
 1. How do Diana and Anne signal one another?
 2. Why does Marilla finally relent and allow Anne to go to Diana's house and the Debating Club concert at the hall?
 3. Describe Anne's first encounter with Aunt Josephine.
- **Chapter 20—A Good Imagination Gone Wrong**
 1. What special anniversary occurs in this chapter?
 2. How does Anne try to convince Marilla that ghosts do exist?
- **Chapter 21—A New Departure in Flavourings**
 1. Why is Anne so fond of Mrs. Allan?
 2. Describe the incident when Mrs. Allan tastes Anne's cake.
 3. According to Marilla who is to blame for this?
- **Chapter 22—Anne is Invited out to Tea**
 1. Why does Anne arrive home so excited?
 2. What rules of etiquette has Anne been studying?
 3. What kind of *new* teacher did they have in Avonlea that Mrs. Lynde felt was a dangerous innovation?
- **Chapter 23—Anne Comes to Grief in an Affair of Honour**
 1. Who dared Anne to walk the ridgepole?
 2. What sudden revelation did Marilla have when she saw Mr. Barry carrying Anne into the yard?
 3. According to Marilla what had not been injured by Anne's fall off the roof?
- **Chapter 24—Miss Stacy and Her Pupils Get Up a Concert**
 1. What does Anne feel instinctively when Miss Stacy pronounces her name?
 2. Why did Marilla think that Anne was vain?
 3. Why was Anne happy to talk to Matthew about the concert?
- **Chapter 25—Matthew Insists on Puffed Sleeves**
 1. What did Matthew notice about Anne that was different from her mates?
 2. Why did Matthew end up buying a garden rake in the middle of December?
 3. What happens at the concert that suggests Gilbert Blythe cares deeply for Anne?
- **Chapter 26—The Story Club Is Formed**
 1. According to Diana, why will Anne find it easy to write her composition?
 2. Why did Anne suggest that she and Diana form a story club?
 3. According to Mr. Allan, what is the important or great thing to remember when writing a story?
- **Chapter 27—Vanity and Vexation of Spirit**
 1. Why was Marilla disappointed and irritated when she returned home from her meeting?
 2. Where did Marilla find Anne?
 3. Explain why Anne was in her bedroom.
- **Chapter 28—An Unfortunate Lily Maid**
 1. In what unfortunate dilemma did Anne suddenly find herself as she drifted in the flat (barge)?
 2. Why is Anne so angry and upset when she is finally rescued?
 3. Anne tells Marilla that she has learned much from her mistakes. What does she claim to have learned from this incident?
- **Chapter 29—An Epoch in Anne's Life**
 1. What news does Diana have for Anne?

2. Why did Anne refuse to bet with Diana on the horse races?
3. Why did Miss Barry give Anne and Diana ten cents each?
- **Chapter 30—The Queen's Class Is Organized**
 1. Why does Anne think Miss Stacy had paid a visit to Green Gables? What was the real reason for Miss Stacy's visit?
 2. Why was there open rivalry between Gilbert and Anne?
 3. Why had Marilla not been at the Aid meeting on Thursday?
- **Chapter 31—Where the Brook and River Meet**
 1. Why does Marilla allow Anne so much freedom during her summer vacation?
 2. What "good friends" does Anne retrieve from the attic at the end of the summer?
 3. Why is Marilla crying?
- **Chapter 32—The Pass List is Out**
 1. Why were the handkerchiefs so damp?
 2. Why was Ruby in hysterics when Anne reached the boarding house?
 3. Why did Anne want so desperately to finish well up the list? How many names appeared on the pass list and whose name was at the top?
- **Chapter 33—The Hotel Concert**
 1. Describe how the east gable had changed over the past four years.
 2. What was the purpose of holding the concert?
 3. Who arrived at Green Gables to take Anne to the concert?
- **Chapter 34—A Queen's Girl**
 1. What does Matthew mean by Mrs. Spencer's lucky mistake?
 2. Why does Anne decide not to board with Miss Josephine Barry?
 3. What does Anne resolve to do at the end of the chapter.
- **Chapter 35—The Winter at Queen's**
 1. What do the Avonlea students do every Friday night if the weather cooperates?
 2. What happened after the Christmas holidays?
 3. Who were the three medal contenders according to the other students.
- **Chapter 36—The Glory and the Dream**
 1. What caused Anne to feel a sickening pang of defeat?
 2. What spectacular news did Anne receive?
 3. Why does Marilla plan on seeing the doctor in June?
 4. Explain the significance of the last sentence in the chapter.
- **Chapter 37—The Reaper Whose Name is Death**
 1. What happens to Matthew and why does it happen?
 2. How do we know that Matthew and the Cuthbert family were well-respected in Avonlea?
 3. Why does Anne say to Marilla, "Oh, just let me cry"?
 4. What story does Marilla reveal to Anne about Gilbert Blythe's father?
- **Chapter 38—The Bend in the Road**
 1. Why had John Sadler from Carmody paid a visit to Marilla at Green Gables?
 2. What news does Anne tell Marilla about the scholarship.
 3. What news does Mrs. Lynde bring to Anne about Gilbert Blythe.
 4. Describe Gilbert and Anne's conversation at the end of the final chapter.

<http://www.nt.net/torino/anne.html>

SPELLING

Vocabulary and High Frequency Words

LEARNING INTENT: To utilise high frequency words and vocabulary into Writing and Representing tasks. To accurately spell high frequency words and some vocabulary words in weekly Spelling.

Vocabulary			High Frequency Words		
traversed	ferreted	decorum	Anne	funny	rescue
gauntlet	innovation	qualms	Marilla	wonderful	river
uncanny	profound	sorrel	Matthew	sorry	cherish
sundry	rapture	dialogue	green	unhappy	calmly
elusive	revelation	animation	gables	concert	brook
ruminated	mellowed	reconcile	Avonlea	college	solemn
pervading	heroine	poverty	imagine	horse	sorrowful
persistency	moral	neglect	imaginings	strange	wicked
relapsed	scrawny	benevolent	imagination	cordial	vacation
pert	harrowed	grippe	surprise	placid	scorn
stipulation	admonished	homely	miles	zest	betray
mute	manse	auburn	orphan	frequent	promise
gimlet	obedient	blight	buggy	composed	moral
harrowed	indignation	caper	hollow	recite	amuse
tremulous	amiable	dubious	children	surpass	kindred
penitent	pew	vexed	adopted	mellow	splendid
rebuke	sermon	cordially	chatter	ordeal	perfectly
bequeathed	meddle	rustic	supper	amid	spirit
smitten	primly	patriarchal	braids	regal	duties
infatuated	steadfast	lingered	freckles	vanity	village
sallow	tempest	trice	dreams	unfortunate	rivalry
dejected	sundry	dire	avenue	fortunate	interesting
staunchly	wistful	jaunty	island	linger	amid
muse	courting	lurked	colour	muse	sermon
perusal	curfew	limpid	minister	sundry	mistake
sarcastic	patriotism	trifling	trouble	wistful	summer
etiquette	bashfully	epoch	carrot	croup	company
ridgepole	scornfully	placidly	heart	discreet	forgive
entreated	ingratiatingly	contritely	rude	homely	evermore
shroud	shirks	elope	brooch	pew	woe
zest	flounce	lamented	slate	blight	shall
scoffed	providence	comrades	beautiful	harrow	splendid
latter	parasol	threshold	happy	temper	spruce
vigil	thronged	tilled	excited	tantrum	fiddlesticks

STORY CARDS

Copy cards onto cardboard and provide one to each student to complete an event card for Anne of Green Gables



TEXT VERSES MOVIE

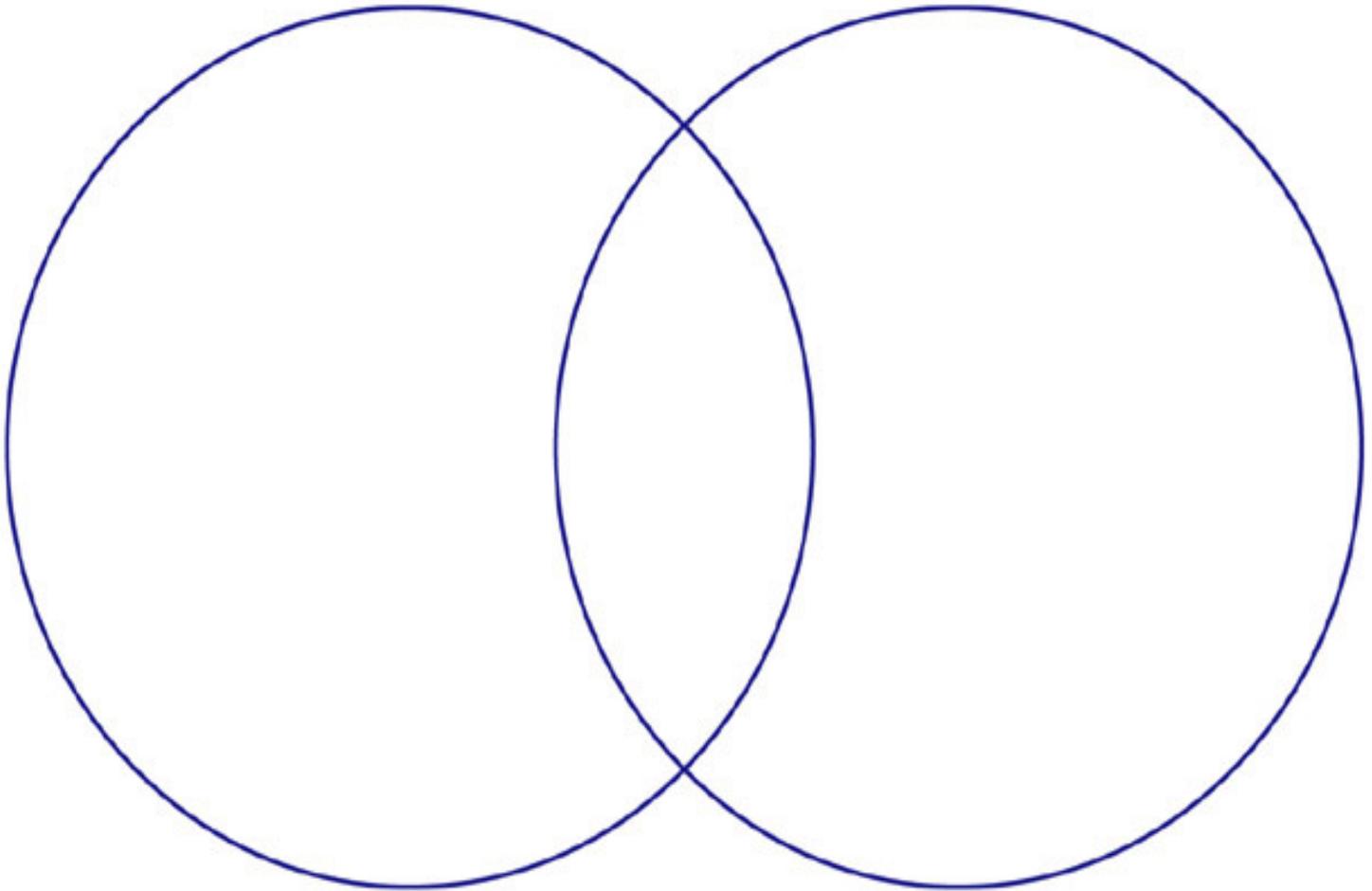


What scene from the movie and the text did you compare?

Thinking about the purpose, audience and the language used in the scene from the book and the scene from the movie, how were they alike, different and the same? Complete the diagram to show the similarities and difference.

TEXT SCENE

MOVIE SCENE



Write an explanation as to how the two scenes were alike and different, based on the information in your diagram.

TEXT COMPARISON

After listening to the stories Anne of Green Gables and The Little Refugee by Anh Do, think about how both of these stories share a central *theme* of a child having to adapt to changes in their life; the first as an orphan and the second as a refugee.

Compare and contrast the journey of the two central characters, taking into account differences in time period and cultural aspects.

Anne	Anh
	

THE MAIN IDEA

Chapter 16 : Diana is Invited to Tea, With Tragic Results

'Oh, Mrs Barry, please forgive me. I did not mean to - to – intoxicate Diana. How could I? Just imagine if you were a poor little orphan girl that kind people had adopted and you had just one bosom friend in the whole world. Do you think you would intoxicate her on purpose? I thought it was only raspberry cordial. I was firmly convinced it was raspberry cordial. Oh, please don't say that you won't let Diana play with me anymore. If you do you will cover my life with a dark cloud of woe.'

Write the main idea of the paragraph in the large oval below. Write the supporting ideas in the small ovals. Write what the main idea of the paragraph was in your own words on the lines below the ovals.

