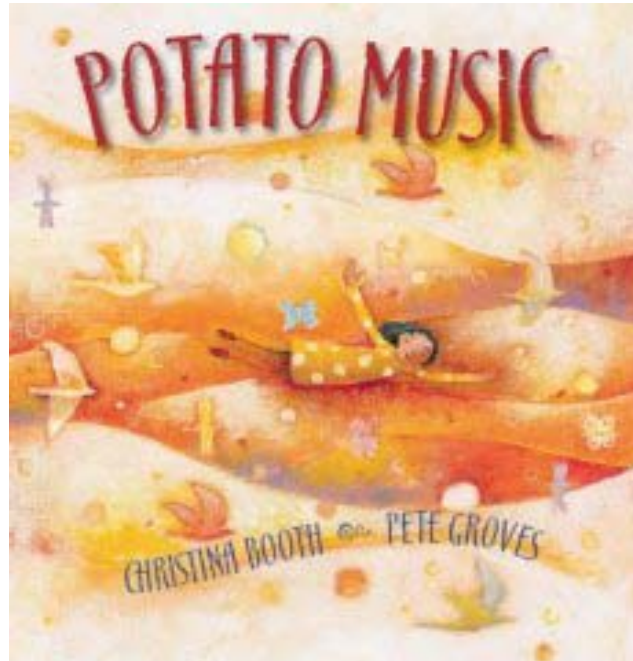


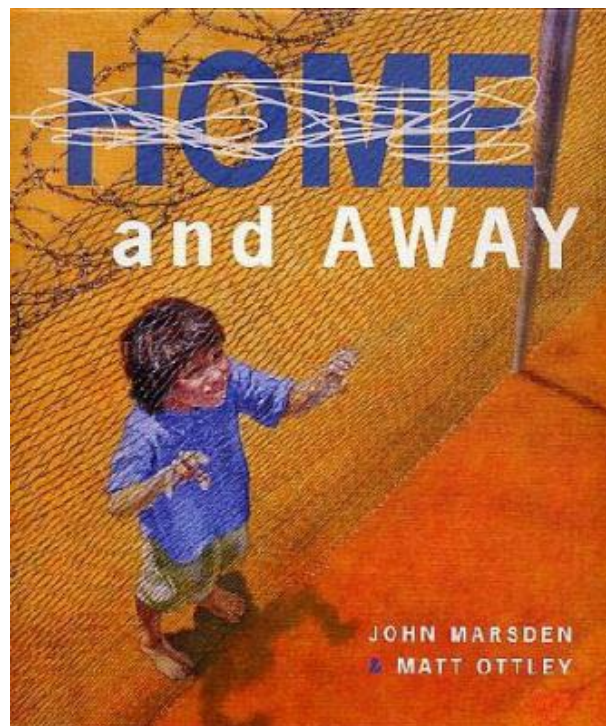
Potato Music

By Christina Booth & Pete Groves



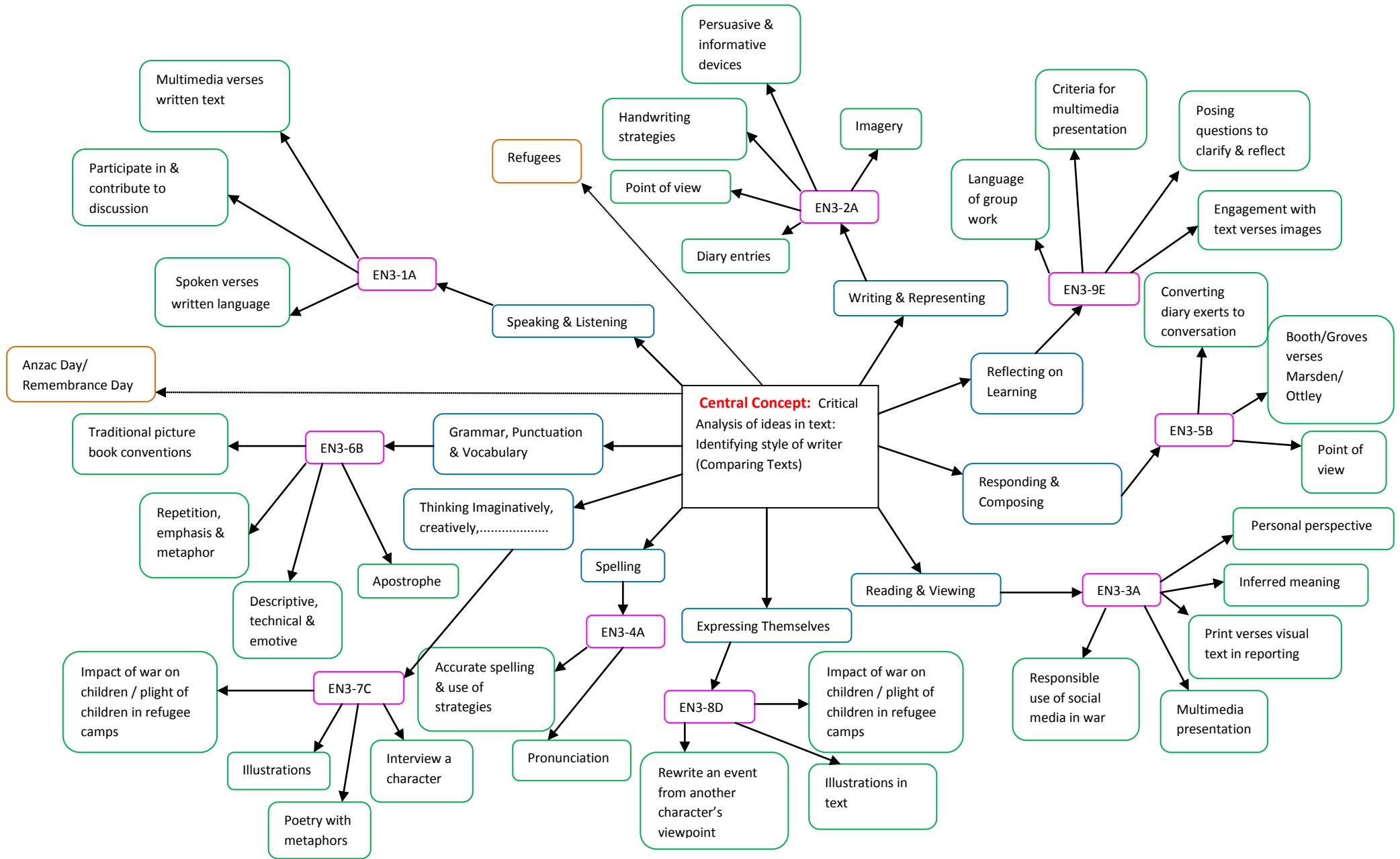
Home and Away

By John Marsden & Matt Ottley



A Literature Unit

Stage 3 : Year



STAGE 3 Year 6 : 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 checked="" 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 type="checkbox"/> ⚡ Work & enterprise	EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN3-2A composes, edits and presents well structured and coherent texts	EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
	Content Overview Critical Analysis of Ideas in Text: Identifying Style of Writer (Comparing Texts)		
	Speaking & Listening	Writing & Representing	Reading & Viewing
	Develop and apply conceptual knowledge - compare and justify the ways in which spoken language differs from written language according to purpose, audience and context * Compare the language used by Zlata in an excerpt from the book <i>Zlata's Diary</i> by Zlata Filipovic with a news report on the Bosnian war http://www.youtube.com/watch?v=oznWhPqRLag * Discuss use of diary entries in text/as text. - Is it talk written down? - Is it another form of narrative? - What does it do for the text from an author/reader's perspective? Understand and apply knowledge of language forms and features - use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts *Using <i>Zlata's Diary</i> and Youtube clip describe the language used in each Respond to and compose texts - participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions *Throughout all lessons within the unit	Engage personally with texts - understand & appreciate the way texts are shaped through exploring a range of language forms & features and ideas * Discuss use of diary entries in text/as text. - Write a diary entry for an incident which has happened in the playground in the last week - Using the same incident tell the class about it verbally - Examine the difference in language used Develop and apply conceptual knowledge - explore & analyse the effectiveness of informative & persuasive devices in texts *Examine the persuasive and informative devices used in each text - How and why were they effective/not effective? Explain and justify - Are news reports informative or persuasive? Explain - What is the function of persuasion in news reporting? * Write a newspaper article about the plight of the children in the Refugee Camp in the text <i>Home and Away</i> - It must be factual with regard to circumstances, events and the Government's stance - Offer alternatives to putting refugees in camps (prison) - Include your feelings towards the treatment of refugees - It must also persuade the reader to have empathy for their plight Understand and apply knowledge of language forms and features - understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs * Look at the use of imagery - through illustration in the text, variation in colour tones, symbolism - Look at the imagery of words in the text, i.e., music helps to keep your soul warm, - Compare this to the poem 'Where Have The Children Gone?' * Create a visual representation of the poem. Use word processing fonts to create words that add imagery to support the visual Respond to and compose texts - present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others *Using <i>Home and Away</i> look at the text from diary entries onwards - Whose point of view is presented by the diary entries? - Whose point of view is presented by the chalk drawings? How is this inferred? - How is point of view important to the meaning we derive from the	Develop and apply conceptual knowledge - explain and justify the responsible use of digital technologies *In relation to reporting on war - What is responsible use of digital technology? - What is propaganda and how is social media used to spread this during war? * View the Youtube clip 'Home Sweet Home' http://www.youtube.com/watch?v=S-bHjifC04I - Discuss the responsible use of digital technology to communicate a very important message - In groups use digital media to research the number of places in the world currently impacted by armed conflict - Using multimedia each group is to produce a presentation urging the world to unite against armed conflict for the good of the children Understand and apply knowledge of language forms and features - compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches *Reporting on chemical attacks in Syria; print verses visual media - analyse how text structures and language features work together to meet the purpose of a text *Using the two forms of media presentation, identify the language structures and features used to support the reporting purpose of each text. - What were these features? - Were they used effectively? - Was the information totally informative? - Can quotes printed in newspaper articles be trusted as an accurate portrayal of interview? Why/why not? Respond to, read and view texts - recognise how aspects of personal perspective influence responses to text *Students identify their personal perspective of war and refugees - Where does this perspective come from? Explain - Who influences this perspective? How? - Can our personal perspective change? How? - Identify ways in which personal perspective may influence

		<p>text?</p> <ul style="list-style-type: none"> * Personal point of view - Which text do you prefer? Explain - Why do you have differing viewpoints on each one? Justify - How does your viewpoint differ from others? Why is this so? * Students consider what they have discovered about personal and character viewpoint. - Use the second exert from <u>Zlata's Diary</u> - Write a short narrative about the event - add the viewpoint of Zlata, her mother and her father to the narrative (diary entry, illustration, phone conversation, etc) - <u>experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice</u> * <u>Potato Music / Home and Away / Zlata's Diary</u> / Youtube News Report - narrative + visual - narrative + diary + visual - diary - spoken + visual - What is the purpose, audience and context of each? - How effective is the text structure and language at creating an impact, a personal response, personal preference? * Concentrating on the use of imagery write a narrative from the point of view of a child impacted by war or held in detention as a refugee - <u>develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose</u> * This should be evident in all writing tasks completed throughout the unit 	<p>your responses to the texts.</p> <ul style="list-style-type: none"> * Both the author and illustrator of <u>Home and Away</u> comment about empathy. - Discuss how this is portrayed in the book - How can this be applied to our everyday lives - <u>analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts</u> * <u>Potato Music / Home and Away</u> both rely extensively on inference to build understanding and meaning? - Explain how. Give examples - How do the titles require inferred meaning before we even read the text? - In <u>Potato Music</u>: <ul style="list-style-type: none"> ☆ What can be inferred by the use of wavy text? ☆ What do the birds and butterflies signify? ☆ Why do the keys extend off the piano? ☆ What is implied by the change of colour in the? ☆ Who are the shadows in the windows? ☆ What is inferred by the reference to boots? ☆ Why is the door red? ☆ What is inferred by the garden at the end of the story? - In <u>Home and Away</u> <ul style="list-style-type: none"> ☆ What is the meaning of scribbling out the title? ☆ Who is responsible for the diary entries? What can be inferred by what the diary entries are written on? ☆ Who is responsible for the crayon drawings? How do you know this? ☆ What is the significance of the torn picture at the end? ☆ Why is there no illustrations at the end of the story?
Literacy Continuum	Objective B: <i>use language to shape and make meaning according to purpose, audience and context</i>		
Cluster 12	EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies
<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	Content Overview Critical Analysis of Ideas in Text: Identifying Style of Writer (Comparing Texts)		
	Spelling	Responding & Composing	Grammar, Punctuation & Vocabulary
	<p>Develop and apply conceptual knowledge</p> <ul style="list-style-type: none"> - understand how accurate spelling supports the reader to read fluently and interpret written text with clarity * Evident throughout unit <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> - understand that the pronunciation, spelling and meanings of words have histories and change over time * Evident throughout unit <p>Respond to and compose texts</p> <ul style="list-style-type: none"> - integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, 	<p>Develop and apply conceptual knowledge</p> <ul style="list-style-type: none"> - identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts * Using the diary exerts from September 30 & October 1 in <u>Home and Away</u> discuss the purpose, structure & language conventions of these entries - Using the same purpose and language rewrite these entries as a conversation between the characters using speech bubbles, using a cartoon strip style format - Discuss how they maintained the meaning of the text without using narrative 	<p>Develop and apply conceptual knowledge</p> <ul style="list-style-type: none"> - understand that language is structured to create meaning according to audience, purpose and context * Examining: <u>Home and Away</u>, picture books are traditionally recognised as texts for young children. - What aspects of traditional picture books are used in the text? - Is it suitable for young children? Why/why not? - How would it need to change to be more suitable for a younger audience? * The text has 3 main parts: 1. War Breaks Out, 2. The Boat Trip & 3. The Refugee Camp.

	<p>when composing imaginative and other texts</p> <p>* Evident throughout unit</p>	<p>Understand and apply knowledge of language forms and features</p> <p>- analyse strategies authors use to influence readers</p> <p>* Booth/Groves vs Marsden/Ottley</p> <p>- Identify the strategies used by each author/illustrator</p> <p>- Did each satisfy context/audience/purpose? Justify</p> <p>- How did the strategies used influence the reader? Explain</p> <p>- Have the texts changed your viewpoint on the impact war has on children and/or the plight of children in refugee camps? Explain</p> <p>Respond to and compose texts</p> <p>- recognise the techniques used by writers to position a reader and influence their point of view</p> <p>* Identify whose point of view each text is written from</p> <p>- Is any one of the texts more believable than the other? Explain and justify</p> <p>- How is each writer attempting to influence your viewpoint?</p> <p>- Do you think your viewpoint would change if the text was not written in the first person?</p> <p>- Do you think the influence of the text would change if the text was written from a different person's viewpoint, for example, Toby in <u>Home and Away</u>, the father in <u>Potato Music</u>, Zlata's mother in <u>Zlata's Diary</u>?</p> <p>- Are the illustrations as important as the text in influencing the reader? Explain</p> <p>- <u>Zlata's Diary</u> and <u>Where have The Children Gone</u> did not include illustrations. Were they as effective at influencing your point of view?</p> <p>* Retaining the point of view of the character telling the story in either <u>Potato Music</u> or <u>Home and Away</u>:</p> <p>- What do you think happens beyond the end of the story?</p> <p>- Write that part of the story</p>	<p>- Select one of these events in the story</p> <p>- Identify a younger audience to rewrite this event for</p> <p>- Change/mo</p> <p>explain how choices in language, for example modality, modify the language structure of this event to make it more suitable for your target audience</p> <p>Understand and apply knowledge of language forms and features</p> <p>- identify & phasis, repetition and metaphor, influence personal response to different texts</p> <p>* Examine <u>Potato Music</u> & <u>Where Have The Children Gone</u>?</p> <p>- Identify repetition within each text</p> <p>- What language is emphasised within these texts</p> <p>- How did the choice of language influence your response to the text?</p> <p>- Did you prefer one more than the other? Explain</p> <p>* How could the element of metaphor been used in these texts?</p> <p>- Do you think it would have been a useful tool for the author to employ? Explain</p> <p>- Do you think it was a conscience decision by the author not to use metaphor? Justify</p> <p>- Choose either the topic of War or Refugees; write a poem that significantly uses metaphor to create meaning</p> <p>- understand how the grammatical category of possessives is signalled through apostrophes & how to use apostrophes with common & proper nouns</p> <p>* Define apostrophe</p> <p>* Identify the use of apostrophe in text and explain usage</p> <p>* Demonstrate/apply correct use of apostrophes</p> <p>Understand and apply knowledge of vocabulary</p> <p>- investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling & opinion</p> <p>* Examine the language used in each text</p> <p>* Identify specific examples of language usage which expressed feelings, enhanced meaning added to the mood of the text</p> <p>Respond to and compose texts</p> <p>- select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts</p> <p>* Define descriptive, technical and emotive texts.</p> <p>* Examine how these language styles were used in the shared texts</p> <p>* In groups of 3 students are give one topic per group. As a group they must construct a paragraph for each style of language to present to the class. After hearing the text, peers should be able to identify which individual texts were written in which language style.</p>
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	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>
	EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts	EN3-9E recognises, reflects on and assesses their strengths as a learner
	Thinking Imaginatively, Creatively, Interpretively & Critically	Expressing Themselves	Reflecting on Learning
	<p>Engage personally with texts</p> <ul style="list-style-type: none"> - think critically about aspects of texts such as ideas and events * The impact of war on children * The plight of children in refugee camps - In the beginning of the book <u>Home and Away</u> there is a description of the characters. Are the characters the same at the end? Explain - Write a description of the characters as they appear at the end - Using the images from the family photo and illustrations throughout the story, draw an illustration of each character to go with the written description <p>Develop and apply conceptual knowledge</p> <ul style="list-style-type: none"> - compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest * Examine in detail the use of illustration in <u>Potato Music & Home and Away</u> <p>Understand & apply knowledge of language forms & features</p> <ul style="list-style-type: none"> - identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse * Poetry writing using metaphors <p>Respond to and compose texts</p> <ul style="list-style-type: none"> - adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events * Choose one of the three main characters from the story texts. - Write an interview with this character - Include the questions asked and the likely responses using the text as a stimulus - analyse and evaluate similarities and differences in texts on similar topics, themes or plots * Compare and contrast texts studied 	<p>Engage personally with texts</p> <ul style="list-style-type: none"> - recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses * Rewrite one event from the story from a different character's viewpoint <p>Develop and apply conceptual knowledge</p> <ul style="list-style-type: none"> - identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> - recognise how the use of language and visual features can depict cultural assumptions in texts * Examine the illustrations in the text - What significant assumptions can be made about the social, cultural and historical issues within each text? - How were these assumptions made? <p>Respond to and compose texts</p> <ul style="list-style-type: none"> - discuss and explore moral, ethical and social dilemmas encountered in texts * The impact of war on children * The plight of children in refugee camps - compose a variety of texts, eg poetry, that reflect their understanding of the world around them * Write a rhyming poem which compares your life to a child of war 	<p>Develop and apply conceptual knowledge</p> <ul style="list-style-type: none"> - begin to understand the difference between their way of learning and the way others learn * Engagement with text vs engagement with images <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> - recognise that there is a language for discussing learning experiences * Identify the type of language used when working with a group - To put forward ideas - To clarify meaning - To suggest changes/modifications tactfully <p>Respond to and compose texts</p> <ul style="list-style-type: none"> - develop criteria for assessing their own and others' presentations * Develop a criteria for multimedia group presentations * Assess own and others work - formulate questions for specific purposes, eg to clarify and reflect * Pose a series of questions about each multimedia presentation to clarify understanding * Pose questions for your own group to reflect on your presentation and how you would change/modify the process used
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			
<p> ⊕ Potato Music By Christina Booth & Pete Groves ⊕ Home and Away By John Marsden & Matt Ottley ⊕ Zlata's Diary By Zlata Filipovic ⊕ Where Have The Children Gone? By Sharon Tooney ⊕ ABC News Report : Chemical Attack on Syria ⊕ http://www.youtube.com/watch?v=oznWhPqRLag (Bosnian News Report) ⊕ http://www.youtube.com/watch?v=S-bHjF04I (Home Sweet Home) ⊕ http://www.abc.net.au/news/2013-08-29/us-concludes-syrian-regime-behind-chemical-attack/4920332 </p>			

POTATO MUSIC

Synopsis

Summary

The family life of Mama, Papa and their little girl revolves around music. Mama plays her piano every night after dinner, and music fills the family's hearts and lives. As the war encroaches from outside, the music must compete with the sound of marching in the streets and the sound of planes in the sky. As times grow hard, there is less dinner and more music. Mama and Papa become sadder and more worried until finally their little girl wakes up to find that the piano itself has gone, gone during the night and replaced by a bag of potatoes. Undaunted, Mama and Papa still dream of their music, which, once in their hearts, can never be taken away, just as their love for each other can never be taken away.

About the Author

Tasmanian author/illustrator Christina Booth has been drawing and writing for as long as she can remember. Christina grew up on Tasmania's east coast surrounded by state reserves, sand dunes and beaches. This fostered a deep appreciation of the unique textures and colours, native flora and fauna that can only be found in this part of the world. As an artist, Christina tells stories visually and as an author combines her illustrations with words to fill the senses, inspired by her surroundings. Christina is passionate about art being accessible to all. As an author/illustrator she believes that a most wonderful way to learn about the world is through quality picture books and inspiring stories that make us think and challenge us to take the next step forward. Through her love of books and art, Christina enjoys sharing her enthusiasm with kids and adults alike. *Potato Music* is Christina's 13th children's book, her third as author.

Background and Themes

'The story of *Potato Music* came about from an old piano stool we had in our house. When I was a child I asked my mother why we had a piano stool if we didn't have a piano. All she could tell me was that the piano was swapped for a bag of potatoes in the Second World War. I had an opportunity to talk to my grandfather (Opa) about this when I decided to write the story. He had won some money and had purchased his new bride her beloved piano and stool as a gift. In 1944 in Amsterdam, Holland they had a little girl and a baby on the way. Most of the country starved during what was known as the Hunger Winter in 1943 and '44, my family included. To save his family he sold the piano and bought much needed clothing for their winter baby and two sacks of potatoes from the black market. He had to carry them through the German soldiers to get them home. The black marketer who offered to help him carry the load ran off with and stole one of the sacks but he could not make a fuss because of the soldiers. He said it was the scariest moment of his life, he thought he would be shot. They survived.

The baby that was born was my mother. We still have the beautiful stool.'

About the Illustrator

The illustrator, Pete Groves, was born in Melbourne, where he completed a Bachelor of Arts in Graphic Design at Swinburne Institute of Technology. His work is represented in private collections in Australia, the USA, Japan and London, including a recent purchase for the BHP Billiton London Collection. He continues to exhibit in numerous successful solo and group exhibitions each year. Pete used acrylic paint on canvas paper for the illustrations in *Potato Music*. His technique involves building layers of paint to allow the texture on the layers to build up and present an intriguing, luminous effect. This fine-art technique is unusual in picture book art, but suits this timeless story very well. The figures, although rendered very simply, are nevertheless expressive of emotion, the poses of the characters and their 'body language' eloquent in conveying the story, which relies on a symbolic representation of the setting rather than a realistic one. For this particularly spare but meaningful text, the style is just right. This is Pete's first picture book.

Sharon Tooney

HOME AND AWAY

Synopsis

Summary

Mum is a rehab counsellor for people with alcohol problems. Grandma Raynor lives next door. Dad is a driver for Elgas. Then there's me, fifteen, into a lot of different stuff. Music, surfing, animals, tennis, swimming, computer games. And my sister, Claire, and brother Toby. We're a typical family. Then one day things change.

April 26, Dad burns the toast, yells at Toby, thanks me for cleaning the cab of the truck, kisses Mum and Toby, then he's gone.

April 27, the war starts.

May 21, the city's in ruins, blackouts nearly all the time, food is hard to find.

September 13, Dad's heard news of a boat. We might get out of here yet.

September 28, it is just after dawn. A boat from their Navy has found us. We waved and cried and cheered. But then, slowly, we realised they were shouting at us, telling us to go away.

September 30, we are in a huge prison, with razor wire all around us.

The government says there's no room for us. The Prime Minister says that if they let us out into the community it'll just encourage other illegal immigrants. The Deputy Prime Minister says we're not genuine refugees. The Minister for Immigration says we should have gone through the proper procedures and applied to come here the prescribed way. Apparently there was a queue or a waiting list or something, and we were meant to find an Immigration Office and put our names down to be considered.

About the Author

John Marsden was born in Victoria, Australia in 1950. He went to many different primary schools, and from an early age enjoyed the journeys into magical worlds that reading could provide. His teachers in Grade 4 and Grade 6 encouraged him to write, and at the age of nine he decided he wanted to become an author.

When he was 28, he began a teaching course, which he loved from the start. Embarking on a teaching career, he also became more and more interested in writing, and in 1987 succeeded in getting his first book, "So Much to Tell You", published. A string of huge hits followed, highlighted by the Tomorrow series and Ellie chronicles. John has now sold more than 2 1/2 million books in Australia alone, but is an international best-seller, with many major awards to his credit.

John's interest in education has never waned. In 1998 he bought the Tye Estate, 850 acres of natural bush, on the northern edge of Melbourne, and later added the property next door. For eight years he ran enormously popular writers' courses and camps at Tye, before starting his own school there, Candlebark, in 2006. Candlebark is a P-8 school, which has been described by John as "somewhere between Steiner and The Simpsons". Its friendly lively and positive atmosphere has resulted in such early success that it has a four-year waiting list.

Background and Themes

Children impacted by war.

Boat people/refugees

About the Illustrator

Matt Ottley was born in the Highlands of Papua New Guinea, where he spent the first eleven and a half years of his life. After almost failing high school in Sydney, he lived the itinerant life of a stockman for some years on cattle stations in Queensland, before returning to Sydney to study fine arts and music. He then lived in the UK for three years, working as an equestrian artist, painting some of Britain's leading polo ponies and thoroughbreds. He is now one of Australia's most popular children's author/illustrators, and has been published in several different languages around the world. He also works as a composer and as a flamenco guitarist.

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 make predictions and locate key information</p>	<p>SPEAKING AND LISTENING</p> <p>Discussion Questions</p> <p>Potato Music</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, main character and any other information that can be derived from the cover. ➤ What sort of book do you think it is? (i.e. information, imaginative, etc) ➤ Who might the child be on the cover? ➤ Do you think the symbols on the cover have any significance to the story? Explain <p>During Reading:</p> <ul style="list-style-type: none"> ➤ What area of the world would you expect to hear parents referred to as Mama and Pa? ➤ Why do the illustrations extend the pictures of the piano? How does this imagery match the text? ➤ Why has the girl's world of colour and music changed? How has the illustrator demonstrated this? ➤ Why do you think Pa is slowing down as he dances the girl to bed? Explain. ➤ If the parents are so hungry, why are they dancing longer each night? ➤ Where do you think Pa is going? Why? ➤ What is gone? Why do you think that? Where do you think it has gone? Why? ➤ Why is the girl's heart empty? ➤ Why pretend to play a piano that is not there? Justify. ➤ When the family is in the garden at the end, do you think that is part of the girl's dream or reality? Explain your opinion. <p>After Reading:</p> <ul style="list-style-type: none"> ➤ In the context of the story, what is meant by the phrases: <ul style="list-style-type: none"> - 'music keeps your soul warm' - 'It helps to keep our dreams and hopes alive' - 'They can never take our music' ➤ In the story the author said "War does that – it takes away the things we need most" <ul style="list-style-type: none"> - What is meant by this statement? - What do we need most? ➤ What impact did the images have on the story? Explain ➤ What images depicted war? ➤ What images depicted hope? ➤ What do you think was the significance of the red door? <p>Home and Away</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, main character and any other information that can be derived from the cover. ➤ What sort of book do you think it is? (i.e. information, imaginative, etc) ➤ Who might the child be on the cover? 	<p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: Self assessment/reflection of comprehension and prediction skills</p>

<p>To comprehend text (literal & inferred), provide justifications, give descriptions and explanations</p> <p>To draw conclusions and make parallels.</p> <p>To recognise the different language structures of written and spoken text</p> <p>To explore the use of diary entries in narratives and as narrative</p>	<ul style="list-style-type: none"> ➤ Why do you think the illustrator scribbled through the word 'home' on the title page? <p>During Reading:</p> <ul style="list-style-type: none"> ➤ Who is in the photograph? Who can we assume took the photo? Why? ➤ Where do you think the story is set? ➤ On 17th September Grandma died. Why do you think this happened? ➤ Who is responsible for the crayon drawings? How do you know this? ➤ Identify what each diary entry is written on. Why is this continually changing? <p>After Reading:</p> <ul style="list-style-type: none"> ➤ What happens to the family in the story? ➤ What impact did Grandma's and other deaths have on the surviving characters? ➤ How were the characters described at the beginning of the story? Had this description changed by the end? Explain. ➤ What impact did the images have on the story? Explain ➤ What are the different styles of illustrations used in the story? Why has the illustrator done this? ➤ What images depicted hardship? ➤ What images depicted hope? ➤ Why do you think Josh and Emily visit the refugees? ➤ What is the significance of the torn piece of photo at the end of the story? Explain. ➤ What is the significance of the lack of illustrations at the end of the story? Justify your answer. <p>Spoken Verses Written Language</p> <p>Compare the language used by Zlata in an exert (see resources attached) from the book <u>Zlata's Diary</u> by Zlata Filipovic with a news report on the Bosnian war, from the time http://www.youtube.com/watch?v=oznWhPqRLag</p> <ul style="list-style-type: none"> ➤ How did the words of a child differ to those of a journalist? ➤ Did the words of each give the same sense of war? Explain ➤ Which was more emotive? Justify with examples ➤ Which is more informative? Justify with examples ➤ What was the purpose of each text? Did it serve this purpose? ➤ Which text was more compelling for you? Explain ➤ Discuss the language used in each <p>Diary Writing</p> <p>Discuss the use of diary entries incorporated within the text of a story and as the text of the story.</p> <ul style="list-style-type: none"> ➤ Are diary entries just talk written down? ➤ Who are diary entries usually written for? ➤ What is the purpose of using diary entries within a text? ➤ Why would an author choose to use diary entries as text? ➤ Is it another form of narrative? ➤ What does it do for the text from an author and a reader's perspective? <p>WRITING AND REPRESENTING</p> <p>Diary Entries</p> <p>Discuss the use of diary entries in text and as text:</p> <ul style="list-style-type: none"> ➤ Students write a diary entry for an incident which happened to them personally in the playground within the last week. They should 	<p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: Self assessment of matching skills</p> <p>ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: Reflection on understanding of diary writing and audience</p> <p>ASSESSMENT OF: Student achievement against set goals</p>
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<p>To explore the use of persuasive and informative language in text</p> <p>To apply knowledge of informative and persuasive language structures to own writing</p> <p>To examine the use of imagery in text, through words and pictures</p>	<p>take into account that diary entries are usually written for the author as audience and not for general viewing. Their writing should reflect this.</p> <ul style="list-style-type: none"> ➤ Students should then look at the incident they have written about. Explain that they now must tell that event to the class. Emphasise that this does not involve reading the diary entry, but rather retelling the event for an audience other than themselves. ➤ Examine with students the difference in language used when retelling the same incident for two different audiences. 'Diary' language verses 'news' language. <p>Persuasive and Informative Devices in Text</p> <p>Examine the persuasive and informative devices used in <u>Potato Music</u>, <u>Home and Away</u> and the exert from <u>Zlata's Diary</u></p> <ul style="list-style-type: none"> ➤ How and why were they effective/not effective? Explain and justify ➤ Are news reports informative or persuasive? Explain ➤ What is the function of informative language in newspaper reporting? ➤ What is the function of persuasive language in newspaper reporting? <p>Write a newspaper article about the plight of children in the refugee camp in the text <u>Home and Away</u>:</p> <ul style="list-style-type: none"> ➤ It must be factual with regard to circumstances, events and the Government's stance on refugees entering the country as boat people. ➤ It should offer an alternative suggestion to placing refugees in camps (prisons) ➤ It should include the reporters feelings towards the treatment of refugees ➤ It must also persuade the reader to have empathy for the plight of the children in refugee camps <p>Imagery</p> <p>Examine the use of imagery in the texts <u>Potato Music</u> and <u>Home and Away</u>:</p> <ul style="list-style-type: none"> ➤ Look at imagery through the use of illustrations <ul style="list-style-type: none"> - Variation in colour tones - Symbolism - Change in illustration style ➤ Look at imagery through the use of text <ul style="list-style-type: none"> - 'music helps to keep our soul warm' - 'grey-green trees' - Choice of language - Vocabulary usage <p>Introduce the poem <u>Where have The Children Gone?</u></p> <ul style="list-style-type: none"> ➤ Compare the use of imagery used in the poem to that of the two texts <ul style="list-style-type: none"> - What type of imagery does the poem use? - Give examples of the imagery used? ➤ Using the words of the poem create a visual representation of the poem <ul style="list-style-type: none"> - This should represent images from the poem - Reflect the mood of the poem through choice of colour, tone and texture - Identify the key imagery presented as text - Using word processing fonts, create words that add to and support the visual imagery of the poem created 	<p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: Reflection on understanding of persuasive & informative devices in writing, questioning</p> <p>ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: self assessment of task performance</p> <p>ASSESSMENT OF: Student achievement against set goals</p>
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<p>To recognise the point of view of a character within text</p> <p>To recognise personal point of view of texts</p>	<p>Point of View Using the text <u>Home and Away</u>:</p> <ul style="list-style-type: none"> ➤ Examine the text from the diary entries onwards and discuss <ul style="list-style-type: none"> - Whose point of view is presented by the diary entries? - Whose point of view is presented by the diary entries? How is this inferred? - How is point of view important to the meaning we derive from text? Explain <p>Examine the student's personal point of view:</p> <ul style="list-style-type: none"> ➤ Which text do you prefer? Explain giving reasons ➤ Why do you have differing viewpoints on each text? Justify ➤ How does your point of view differ to others in the class? Why is this so? <p>Students consider what they have discovered about personal and character point of view and apply this to the exert from <u>Zlata's Diary</u> :</p> <ul style="list-style-type: none"> ➤ Concentrate on the second diary entry from the exert ➤ Write a short narrative about the events which have taken place in this diary entry ➤ Within the narrative, add the viewpoints of Zlata, her mother and her father to the narrative. This may be done in a variety of ways, for example: <ul style="list-style-type: none"> - Diary entries within the text - Illustrations added to the text - Phone conversations within the text - Etc <p>Text Structure Experiment with text structure and language features and their effects in creating literary texts, by examining the texts shared:</p> <ul style="list-style-type: none"> ➤ <u>Potato Music</u> : narrative + visual ➤ <u>Home and Away</u> : narrative + diary + visual ➤ <u>Zlata's Diary</u> : diary ➤ 'Youtube News Report' : spoken + visual <ul style="list-style-type: none"> - What is the purpose/context and audience of each text? - How effective is the text structure and language usage of each text in creating an impact, a personal response and a personal preference? <p>Concentrating on the use of imagery used in the above texts, students write a narrative from the point of view of a child impacted by war or held in a refugee detention camp.</p> <p>The Characters In the beginning of the book <u>Home and Away</u> there is a description of the characters. Are the characters the same at the end of the book? Explain.</p> <ul style="list-style-type: none"> ➤ Write a description of the characters as they appear at the end of the text ➤ Using the images from the family photo and illustrations throughout the story, draw an illustration of each character to go with their written description <p>Interviewing a Character Choose one of the three main characters from the shared texts:</p> <ul style="list-style-type: none"> ➤ Write an interview with that character 	<p>ASSESSMENT FOR: Anecdotal records, comments and notations</p> <p>ASSESSMENT AS: questions, reflection on ability to change a given writing style using understanding of point of view</p> <p>ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR:, comments and notations</p> <p>ASSESSMENT AS: Self assessment of attempts</p> <p>ASSESSMENT OF: Student achievement against outcomes</p> <p>ASSESSMENT FOR: comments and notations</p> <p>ASSESSMENT AS: self reflection of character understanding</p> <p>ASSESSMENT OF: Student achievement against set goals</p>
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<p>To utilise poetry to demonstrate an understanding of oneself in relation to others in the world</p> <p>To explore digital technologies, responsible use, as a tool for reporting, as a means of presenting information to a global audience</p>	<ul style="list-style-type: none"> ➤ Include the questions asked and the likely responses, using the text as stimulus <p>Poetry to Compare Brainstorm the students lives verses the lives of the main characters from the texts shared</p> <ul style="list-style-type: none"> ➤ Have the students write a rhyming poem to demonstrate the difference in the two worlds of themselves and the characters ➤ The poem should have a rhyming format ➤ Each alternate line should be either themselves or the character, to provide that one to one comparison of thoughts and ideas, demonstrating the differences of their two worlds <p>Handwriting</p> <ul style="list-style-type: none"> ➤ All handwritten tasks completed by students should consist of legible and fluent handwriting. <ul style="list-style-type: none"> - Consistency in size, shape and slope of letters - Demonstrating acceptable handwriting conventions ➤ Handwriting should also reflect the purpose of the task. ➤ Handwriting should demonstrate a sense of audience for each task. <p>READING AND VIEWING Digital Technology Students should explain and justify the responsible use of digital technologies in relation to reporting on war/armed conflict?</p> <ul style="list-style-type: none"> ➤ Identify what responsible use of technology means ➤ What is propaganda? <ul style="list-style-type: none"> - prop·a·gan·da <p>Noun</p> <ol style="list-style-type: none"> 1. Information, esp. of a biased or misleading nature, used to promote or publicize a particular political cause or point of view. 2. The dissemination of such information as a political strategy. ➤ How is social media used to spread propaganda during times of war/armed conflict? Why is this done? <p>View the 'Youtube clip : Home Sweet Home' http://www.youtube.com/watch?v=S-bHjiFc04I</p> <ul style="list-style-type: none"> ➤ Discuss the responsible use of technology to communicate a very important message to the world ➤ Students in small groups, use digital technology to research the number of places in the world currently impacted by war/armed conflict? ➤ Using multimedia applications, each group must produce a presentation urging the world's governments to unite against armed conflict for the good of the children. Presentations should give reference to: <ul style="list-style-type: none"> - The prevalence of armed conflict in the modern world - The impact this has on children - A push for peace - An emphasis on the future world which the students will live in - Directed at governments to change policies/actions, but for a global audience to view ➤ Prior to beginning the class must first set a criteria by which the multimedia presentations will be marked ➤ During class presentations, peers should formulate questions to ask about the presentation presented and for their group with regard to their own finished product 	<p>ASSESSMENT FOR: comments and notations ASSESSMENT AS: Reflection on ability to compare themselves to others in the world ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Anecdotal notes and comments, task marking ASSESSMENT AS: Self assessment, peer assessment ASSESSMENT OF: Student achievement against set goals</p>
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<p>To explore the differences in language structures in features of visual and written media texts</p>	<p>Print Verses Visual Media Discuss with students how in the modern world we are bombarded in a variety of forms of media for reporting purposes. Use the 'Chemical Attacks' in Syria, for example and how it has been reported in printed media verses television media (An example of printed media is attached in the resources section) watch the first 3 minutes of this news report on Syria http://www.youtube.com/watch?v=GkyGvwqViEI :</p> <ul style="list-style-type: none"> ➤ Identify the language structures and features used in these two media presentations to support the reporting purpose of each text <ul style="list-style-type: none"> - What were these features? - Were they used effectively? - Was the information provided by each totally informative? Explain - Can quotes printed in newspaper articles be trusted as an accurate portrayal of interview? Why/Why not? 	<p>ASSESSMENT FOR: Discussion, task marking ASSESSMENT AS: questions ASSESSMENT OF: Student achievement against set goals</p>
<p>To understand that we all have a personal perspective and how this is influenced</p>	<p>Personal Perspective Students should be encouraged to share their personal perspective of war and refugees (emphasis should be made at the beginning to respecting individual points of view regardless of personal feelings or opinions)</p> <ul style="list-style-type: none"> ➤ Where does this perspective come from? Explain ➤ Who influences this perspective? How? ➤ Can our personal perspective change? How? Explain ➤ Identify ways in which personal perspective may influence your personal response to texts? Explain in relation to the texts share. 	<p>ASSESSMENT FOR: Anecdotal notes, discussion, task marking ASSESSMENT AS: Reflection on task completion, questions ASSESSMENT OF: Student achievement against set goals</p>
<p>To explore the concept of empathy and to demonstrate empathy for others</p>	<p>Both the author and the illustrator of <u>Home and Away</u> commented about 'empathy' when interviewed about this text:</p> <ul style="list-style-type: none"> ➤ Author comments Like many Australians, I felt despair and impotent rage, that crimes against humanity were being committed in our name by those to whom we'd entrusted the management of our country. Hundreds and thousands of Australians have acted in various and admirable ways to try to right these wrongs. My way is to use the pen. One element common to all crimes is a lack of empathy, and so I tried to write a book that would increase the ability of readers to empathise with displaced persons. The title, <i>Home and Away</i>, I pushed for it, because I liked its connection with two Australian icons: the TV show, and the football season. The phrase is used light-heartedly in those contexts, but it must resonate rather differently for people who want to be home and have been forced away. Justice and humanity demand that we share our homes with them. ➤ Illustrator comments I was sent the text to John Marsden's book about two years ago, and I knew immediately that I wanted to do the book. Empathy is something sorely lacking in the world, and that's what this book does so beautifully: shows us, in an exquisite way, what it is to walk in someone else's shoes. I have just been inside a detention centre, and have met some of the inmates, and more than ever I'm so completely glad that John and I created this book. When I heard personally from people who had escaped from repressive regimes or war-torn countries, and I saw the anguish in their eyes, and felt my heart breaking as I listened to their stories, the book became even more important to me. I hope it touches the hearts of others too. <p style="text-align: right;">http://www.petaa.edu.au/docs/cbca-guides-full-text/2009F_Guide.pdf?sfvrsn=0</p> <ul style="list-style-type: none"> - Discuss how empathy is portrayed in the book? - How can this be applied to our everyday lives? <p>Students create a poster about an element of the story. The poster must portray a sense of empathy, in relation to this element from the story. For example, empathy for children impacted by war, empathy for boat people, empathy for children held in detention, etc</p>	<p>ASSESSMENT FOR: Anecdotal notes, discussion, task marking ASSESSMENT AS: Reflection on task completion, questions ASSESSMENT OF: Student achievement against set goals</p>

To explore and explain the use of inference in shared texts

Inference

Potato Music and Home and Away both rely extensively on inference to build understanding and meaning

- Explain how. Give examples
- How do the titles of the books require inferred meaning before even beginning to read the text?
- In Potato Music:
 - What can be inferred by the use of the wavy text?
 - What do the symbols of birds and butterflies signify?
 - Why do the keys and sometimes the text, extend off the piano?
 - What is implied by the change of colour in the illustrations?
 - Who are the shadows in the windows?
 - What is inferred by the reference to 'boots'?
 - Why is the door red?
 - What is inferred by the garden picture at the end of the story?
- In Home and Away:
 - What is the meaning of the scribbled out word in the title?
 - Who is responsible for the diary entries?
 - What can be inferred by what the diary entries are written on?
 - Who is responsible for the crayon drawings? How do you know this?
 - What can be inferred about the well-being of the child drawing the pictures, by their content?
 - What is the significance of the torn picture towards the end of the story? Where was it originally from?
 - Why are there no illustrations at the end of the story?

Illustrations in Text

Examine the illustrations in the shared texts:

- What significant assumptions can be made about the social, cultural and historical issues within each text?
- How can these assumptions be made?

SPELLING

Vocabulary and High Frequency Words

Vocabulary		High Frequency Words	
curtsy	civilians	Mama	magic
bow	innocence	Pa	sing
war torn	freedom	piano	alive
conflict	optimism	music	boots
hunger	despair	soul	march
black market	sacrifice	dance	war
hostility	imagery	dreams	whisper
victims	inspiration	hopes	love
soldiers	symbolism	fingers	colour
hardship	violence	hope	distant
refugee	shrapnel	whistle	piercing
aggressor	desperate	shriek	gloom
jaundice	abandoned	hopelessly	bleak
emergency	rations	died	life
mirage	empathy	cellar	

ASSESSMENT FOR:

Discussion, task marking
ASSESSMENT AS: Reflection on inferencing skills, questions

ASSESSMENT OF: Task marking based on set criteria

To explore how significant concepts can be portrayed through illustrations

To identify, understand and correctly use high frequency words and vocabulary within texts

ASSESSMENT FOR: Anecdotal notes, comments, discussion, task marking

ASSESSMENT AS: Self assessment of ability to successfully use high frequency words and vocabulary in written and spoken work

ASSESSMENT OF: Student task grading, achievement of outcome

<p>To demonstrate a range of strategies and a need for correct spelling when completing tasks for a range of audiences</p> <p>To identify and explain the use of diary structures within texts</p> <p>To explore ways in which authors influence readers</p> <p>To identify and explore point of view in texts</p>	<p>Word Wall Create a word wall of vocabulary and high frequency words. Emphasis understanding of and correct usage of words in spoken and written work. Evidence of correct usage should be apparent in set written tasks.</p> <p>Spelling Achievement/Skill Emphasis</p> <ul style="list-style-type: none"> ➤ Accurate spelling in set written tasks ➤ Understanding that accuracy in spelling, supports the reader, particularly when writing for a specific audience ➤ Correct pronunciation of high frequency and vocabulary words in spoken language and when reading ➤ Understanding of the meaning of high frequency and vocabulary words ➤ Utilising a range of spelling strategies when completing writing tasks, and when attempting unknown words in texts <p>RESPONDING AND COMPOSING</p> <p>Text Purpose Using the diary excerpts from September 30 and October 1 in <u>Home and Away</u>, discuss the purpose, structure and language conventions of these entries:</p> <ul style="list-style-type: none"> ➤ Using the same purpose and language, students rewrite these entries as a conversation between the characters using speech bubbles. A cartoon strip format can be utilised for this activity. ➤ Discuss with students how they maintained the meaning of the text without using narrative <p>Influencing the Reader In the texts <u>Potato Music</u> and <u>Home and Away</u>, the authors and illustrators work together to deliver the text. Looking at Booth/Groves and Marsden/Ottley, examine the strategies employed to influence the reader. Discuss:</p> <ul style="list-style-type: none"> ➤ Identify the strategies used by each author/illustrator. ➤ Did each satisfy, context/audience/purpose? Justify ➤ How did the strategies used influence the reader? Explain ➤ Have the texts changed your viewpoint on the impact that war has on children and/or the plight of children in refugee camps? Explain. <p>Point of View Examining the texts shared, identify whose point of view each text is written from. Discuss:</p> <ul style="list-style-type: none"> ➤ Is any one of the texts more believable than another? Explain and justify ➤ How is each writer attempting to influence your viewpoint? ➤ Do you think your viewpoint would change if the text was not written in the first person? Explain ➤ Do you think the influence of the text would change if it was written from a different person's viewpoint, for example, <ul style="list-style-type: none"> - Toby in <u>Home and Away</u>? - The father in <u>Potato Music</u>? - Zlata's mother in <u>Zlata's Diary</u>? ➤ Are the illustrations as important as the text in influencing the reader? Explain ➤ <u>Zlata's Diary</u> and <u>Where Have The Children Gone</u>? Did not include illustrations. Were they as effective at influencing your point of view? Explain your reasoning <p>Retaining the point of view of the character telling the story in either <u>Potato Music</u> or <u>Home and Away</u>:</p> <ul style="list-style-type: none"> ➤ What do you think happens beyond the end of the story? ➤ Write that part of the story 	<p>ASSESSMENT FOR: Anecdotal notes, discussion</p> <p>ASSESSMENT AS: Questioning, self reflection</p> <p>ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Discussion, task marking, feedback</p> <p>ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Marks and grades, discussion, feedback</p> <p>ASSESSMENT AS: skills practise using prior knowledge of point of view</p> <p>ASSESSMENT OF: Student marks based on set goals</p>
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<p>To identify the conventions of picture books and to utilise this to modify text</p>	<p>GRAMMAR, PUNCTUATION AND VOCABULARY</p> <p>Picture Books</p> <p>Examining the text <u>Home and Away</u>; discuss the generalisation that picture books are traditionally recognised as texts for young readers:</p> <ul style="list-style-type: none"> ➤ What aspects of traditional picture books are used in the text? ➤ Is this text suitable for young readers? Why/why not? ➤ How would it need to change to be more suitable for a younger audience? <p>The text has three main parts; 1. War Breaks Out, 2. The Boat Trip and 3. The Refugee Camp:</p> <ul style="list-style-type: none"> ➤ Select one of these events from the story ➤ Identify a younger audience to rewrite this event for ➤ Change/modify the language structure of this event to make it more suitable for your target audience ➤ Discuss what changes were made and why 	<p>ASSESSMENT FOR: Anecdotal notes and comments, discussion, feedback</p> <p>ASSESSMENT AS: Reflection on task completion against chosen audience</p> <p>ASSESSMENT OF: Student achievement based on outcome</p>
<p>To explore and experiment with the use of metaphor</p>	<p>Language Choice and Usage</p> <p>Examine the texts <u>Potato Music</u> and <u>Where Have The Children Gone?</u></p> <ul style="list-style-type: none"> ➤ Identify repetition of language structures within each text ➤ What language is emphasised within these texts? ➤ How did the choice of language influence your response to the text? ➤ Did you prefer one text over the other? Explain ➤ How could the element of metaphor been used in these texts? <p>metaphor</p> <p>A resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.</p> <ul style="list-style-type: none"> - Do you think it would have been a useful tool for either of the authors to employ? Explain - Do you think it was a conscience decision by these authors not to use metaphor? Justify <p>Choose either the topic of War or Refugees; students are to write a poem that significantly uses metaphor to create meaning.</p>	<p>ASSESSMENT FOR: Anecdotal notes and comments, discussion, feedback</p> <p>ASSESSMENT AS: Reflection on task completion against understanding of topic</p> <p>ASSESSMENT OF: Student achievement based on outcome</p>
<p>To identify and correctly use apostrophes in modelled, guided and independent activities</p>	<p>Apostrophes</p> <p>Define apostrophe:</p> <p>apostrophe (')</p> <p>A punctuation marker used to:</p> <ul style="list-style-type: none"> • indicate possession, for example 'Rosie's cup'. Note: an apostrophe attaches to nouns, not possessive pronouns such as <i>hers, his, its, theirs, ours</i> • indicate missing letters or numbers in a contracted expression, for example 'He's gone home', 'It's news to me'. <p>Demonstrate correct use of apostrophes in modelled and guided activities.</p> <p>Apply correct use of apostrophes in independent writing activities.</p> <p>Vocabulary</p> <p>Examine the language and vocabulary used in each shared text:</p> <ul style="list-style-type: none"> ➤ Identify language usage which expressed feeling ➤ What language enhanced the meaning of a particular text? Give examples ➤ What language features added to the mood of the text? Give examples 	<p>ASSESSMENT FOR: Anecdotal notes and comments, discussion, feedback</p> <p>ASSESSMENT AS: skills practise</p> <p>ASSESSMENT OF: Student achievement based on outcome</p>

<p>To explore and experiment with descriptive, persuasive and technical language in writing</p>	<p><i>Descriptive, Persuasive and Technical</i> Define what is meant by descriptive, persuasive and technical texts</p> <p>Examine how these language styles were utilised in the shared texts.</p> <p>Applying descriptive, persuasive and technical language in small group work activity:</p> <ul style="list-style-type: none">➤ Each group of three is given one topic➤ As a group of three, they must construct a paragraph for each language style for their given topic (3 paragraphs per group)➤ The groups are to present their three paragraphs to the class orally➤ Peers should be able to identify which paragraph was written in which language style	<p>ASSESSMENT FOR: Anecdotal notes and comments, discussion, feedback</p> <p>ASSESSMENT AS: Peer assessment</p> <p>ASSESSMENT OF: Student achievement based on outcome</p>
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Thursday, 7 May 1992

Dear Mimmy,

I was almost positive the war would stop, but today . . . Today a shell fell on the park in front of my house, the park where I used to play with my girlfriends. A lot of people were hurt. From what I hear Jaca, Jaca's mother, Selma, Nina, our neighbour Dado and who knows how many people who happened to be there were wounded. Dado, Jaca and her mother have come home from hospital. AND NINA IS DEAD. A piece of shrapnel lodged in her brain and she died. She was such a sweet, nice little girl. We went to kindergarten together, and we used to play together in the park. Is it possible I'll never see Nina again? Nina, an innocent eleven-year-old little girl – the victim of a stupid war. I feel sad. I cry and I wonder why? She didn't do anything. A disgusting war has destroyed a young child's life. Nina, I'll always remember you as a wonderful little girl.

Love, Mimmy,
Zlata

(Exert from Zlata's Diary, Zlata Filipovic, page 42-43)

Sharon Tooney

Wednesday, 13 May 1992

Dear Mimmy,

Life goes on. The past is cruel, and that's exactly why we should forget it.

The present is cruel too and I can't forget it. There's no joking with war. My present reality is the cellar, fear, shells, fire.

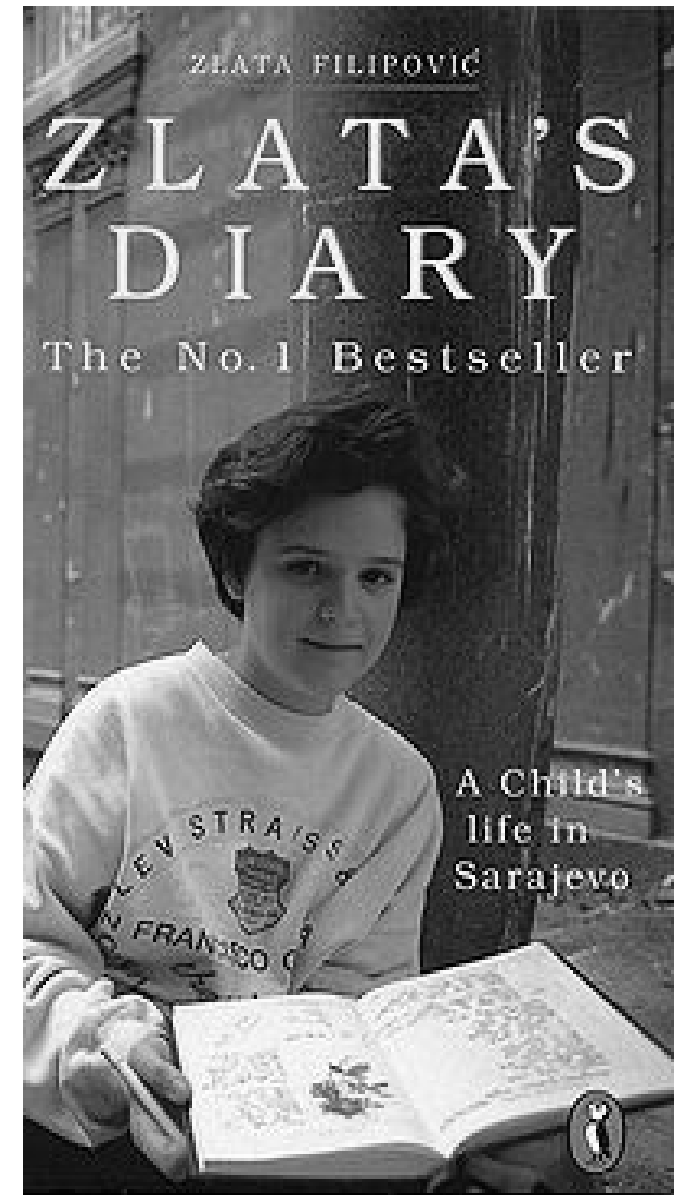
Terrible shooting broke out the night before last. We were afraid that we might be hit by shrapnel or a bullet, so we ran over to the Bobars'. We spent all night in the cellar and in Nedo's flat. (Nedo is a refugee from Grbavica. He left his parents and came here to his sister's empty flat.) We saw terrible scenes on TV. The town in ruins, burning, people and children being killed. It's unbelievable.

The phones aren't working, we haven't been able to find out anything about Grandma and Grandad, Melica, how people are in other parts of town are doing. On TV we saw the place where Mummy works, Vodoprivreda, all in flames. It's on the aggressor's side of town (Grbavica). Mummy cried. She's depressed. All her years of work and effort - up in flames. It's really horrible. All around Vodoprivreda there were cars burning, people dying, and nobody could help them. God why is this happening?

I'M SO MAD I WANT TO SCREAM AND BREAK EVERYTHING!

Your Zlata

(Exert from Zlata's Diary, Zlata Filipovic, page 43-44)



Rudd says Australia condemns Syrian regime's chemical weapons attack in Damascus

By correspondents [Mary Gearin](#) and [Matt Brown](#), wires

Updated Thu 29 Aug 2013, 5:17pm AEST

Photo: UN chemical weapons experts carry samples in the Ain Tarma neighbourhood of Damascus. (Reuters: Mohamed Abdullah)



Prime Minister Kevin Rudd says Australia condemns the Syrian regime for using chemical weapons on its own people.

Echoing comments by US president Barack Obama earlier today, Mr Rudd says the evidence is now overwhelming that the regime of Bashar al-Assad is behind last week's chemical attack in the suburbs of Damascus which killed hundreds of people in a "flagrant breach of international law".

"It is an offence against humanity and arguably is a crime against humanity," Mr Rudd told a news conference today.

"Therefore, it is now critical that the international community move towards agreement on a robust international response to the regime.

Key points

- Obama: Syrian regime behind chemical attack
- UK says it may act on Syria without UN mandate
- UK says it wants to wait until inspection teams wrap up their work
- UN team completes second sampling visit to Damascus
- US officials say any strikes could last days
- Russia, China, Iran warn of risks of wider war
- Syrian government says rebels used chemical weapons

"In the absence of such a response, the problem is that this regime could then take succour that it could do this again.

"We do not believe that is the right course of action."

Defence Minister Stephen Smith says Australia may offer humanitarian assistance if needed and will provide "one of the leads" in the international community when it takes over the presidency of the Security Council on Sunday.

However, "no-one is looking to Australia for military assistance" and "no-one is contemplating troops on the ground" in Syria, Mr Smith says.

<http://www.abc.net.au/news/2013-08-29/us-concludes-syrian-regime-behind-chemical-attack/4920332>

Where Have The Children Gone?

A distant whistle, a piercing shriek, a gloom filled cloud, hopelessly bleak

There's a ghostly silence in the park
The swings hang limp, long before dark
The ground is littered, but not as it should be
This is not the mess when children play free

A distant whistle, a piercing shriek, a gloom filled cloud, hopelessly bleak

Day and night have blurred into one
Long forgotten the notion of childhood fun
The children dare not venture into the street
For life is in peril without a hasty retreat

A distant whistle, a piercing shriek, a gloom filled cloud, hopelessly bleak

No beautiful gardens, no manicured lawn
No toys, no bikes, for joy is long gone
Once stood a proud, strong, populated city
Now nothing but destruction, emptiness, pity

A distant whistle, a piercing shriek, a gloom filled cloud, hopelessly bleak

Where are the granddads, the fathers, the sons
No-one seems to care, nobody comes
There is no power, no water, no bread
Homes left in darkness, filled with fear, filled with dread

A distant whistle, a piercing shriek, a gloom filled cloud, hopelessly bleak

Why has this happened? Why will nobody say?
We no longer remember peace, happiness and play
We are just children who want to run free
Can anyone hear us? Can anyone see?

A distant whistle, a piercing shriek, a gloom filled cloud, hopelessly bleak

By Sharon Tooney