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| Unit: Tell Me A Story! | Main Idea | Key Concepts | |
| Year: 3 Duration: 10 weeks | Artistry and Craft Cultural Identity | <ul style="list-style-type: none"> • Cultural identity is passed on through story telling • Imagery enhances meaning • Stories around the world have common features • Author voice | <ul style="list-style-type: none"> • Children learn values and culturally based moral concepts through stories • Stories can be told for entertainment, information or as a persuasive device |

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| (A) Communicate through speaking, listening, reading, writing, viewing and representing | (B) Use language to shape and make meaning according to purpose, audience and context | (C) Think in ways that are imaginative, creative, interpretive and critical | (D) Express themselves and their relationships with others & their world | (E) Learn & reflect on their learning through their study of English |
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| EN2-1A Communicates in a range of formal and informal 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 and 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 | 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 | EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to an 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 |
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CONTINUUM CLUSTER 9 - YEAR 3

| Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking |
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| <ul style="list-style-type: none"> • Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days • Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts • Selects and uses the most effective word identification strategy to maintain fluency and meaning • Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information • Uses screen navigation features when reading and viewing internet texts | <ul style="list-style-type: none"> • Builds understanding during reading by discussing possible consequences of actions and events • Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics events • Builds understanding about the meaning of a text by actively seeking information from different parts of a text • Shows an awareness through discussion that texts can present different perspectives • Analyses the ways ideas and information are presented by making comparisons between texts • Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text • Analyses a text by discussing visual, aural and written techniques used in the text • Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links | <ul style="list-style-type: none"> • Uses synonyms for a range of common words • Uses simple content specific vocabulary in appropriate ways when creating texts • Uses relevant vocabulary associated with digital technology and electronic texts • Understands how prefixes and suffixes change word meanings | <ul style="list-style-type: none"> • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience • Plans and organises ideas using headings, graphic organisers, questions and mind-maps • Rereads texts during and after writing to check for accuracy, consistency of meaning and fitness for purpose • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic • Uses a variety of spelling strategies to spell high frequency words correctly • Uses simple word processing functions such as spell check, grammar check • Chooses verbs, adverbs, nouns and adjectival to express specific ideas and details • Used joined letters of consistent size • Experiments with creating simple multimodal texts using digital text creation programs | <ul style="list-style-type: none"> • Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom, e.g. assembly presentations • Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis • Discusses the features of different spoken texts, e.g. formal versus informal interactions; persuasive versus informative • Contributes relevant ideas to discussions, asks questions and rephrases to clarify meaning • Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others • Uses group discussion protocols, e.g. turn taking |

| | | | | Folktales |
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| 1b | Quiz about metalanguage Read Tashi (first book) | Smartboard matching activity | | |
| 2a | <u>Stories of Creation</u> Aboriginal Tale of Creation | | Paper copy | |
| 2b | <u>Creation Tales</u> -Maori -North American Indian -Hindu | Compare and contrast tales | https://www.youtube.com/watch?v=P6q8E1eQjY https://www.youtube.com/watch?v=44ZenHI6HQM https://www.youtube.com/watch?v=QNtxwbCK_Gc | |
| 3a | <u>Sun and Moon Stories</u> Maui tames the sun Aboriginal Tale—Moon Man | | | |
| 3b | <u>How Stories</u> How Birds Got Their Colours Why the Raven is Black | | https://www.youtube.com/watch?v=z0ugB5jT25A | |
| 4a | <u>How Stories</u> How the Rhinoceros Got Its Skin How the Rabbit Got Its Tail | | Rudyard Kipling Bk https://www.youtube.com/watch?v=SIHtzU133NI | |
| 4b | Features of a Folk Tale Writing a Tashi Book—Process/Editing | Begin writing your own 'traditional' tale using "story bird" | | |
| 5a | Tashi and the Baba Yaga Baba Yaga—Visual Literacy | | | |
| 5b | Tashi and the Golem | | | |
| 6a | Theatre Company Poster | | | |
| 6b | Indonesian Folk Tale | | | |
| 7a | Japanese Folk Tale | | | |
| 7b | Nigerian Folk Tale | | | |
| 8a | How to 'Read' a website | | | |
| 8b | Chinese Folk Tale | | | |
| 9a | Traditional Tales—Brothers Grimm | Go to the website, pick a tale and do a review of the tale | http://www.grimmstories.com/en/grimm_fairy-tales/index | Story Writing |

| Unit: | | | |
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| Wk | Explicit Teaching | Resources | Assessment |
| 1a | <p><u>Introduce the topic</u> <u>Slides 1-3</u> In small groups have children write down the name of as many different traditional fairy/folk tales/legends/myths as they can—make it a competition with a prize for the winning group Discuss:</p> <ul style="list-style-type: none"> • How did you come to know these stories? • Do you get told any stories without someone reading them from a book? • Who tells the stories in your life? • Do you have favourite stories? <p><u>Tashi—Book 1</u></p> <ul style="list-style-type: none"> • Look at the front cover– predict what they think it will be about • Read Page 1—see if it tells you who, where and when • Is it in first person or third person (discuss the difference and why each has its own benefits) • Is it a true story? Why? Why Not? • Is Tashi real, or is Jack imagining him? Why? Why not? • Complete the activity sheet | <p>Slides 1-3</p> <p>Tashi (1st book)</p> <p>Activity Sheet 1</p> | <p>Prior Knowledge: name as many different stories as you can in small groups</p> |
| 1b | <p><u>Quiz</u></p> <ul style="list-style-type: none"> • Use the smartboard activity to learn the correct spelling for topic words • Use the match-up activity to find out the exact definitions of folktales, fairytales, legends etc. • Read the rest of Tashi (I) if you didn't finish it already. • Share your favourite part | <p>Smartboard activity</p> | |
| 2a | <p><u>Creation Stories</u></p> <ul style="list-style-type: none"> • Storytelling around the world (slide 4) • Many cultures have creation stories to explain their world—read the Aboriginal creation story on slides 5 and 6 • Retell the story using a story-strip format Activity Sheet 2 | <p>Slide 4</p> <p>Slides 5 & 6</p> <p>Activity Sheet 2</p> | <p>Assessment of Learning Assess story strip activity</p> |
| 2b | <ul style="list-style-type: none"> • Slide 7—What's in common? Discuss. • Watch the Maori Creation of the Earth (Slide 8) It's pretty awesome, and a great bit of animation. Discuss the art of the animator, the colours, music, tone of voice, sense of power it brings • Then watch the North American Indian tale • Then watch the Hindu tale • In small groups, complete the Venn Diagram Activity Sheet 3 (it is probably too hard to do individually, you may even have to do it as a whole class) | <p>Slide 7</p> <p>Slide 8</p> <p>Slide 9</p> <p>Slide 10</p> <p>Activity Sheet 3</p> | |

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| Wk | Explicit Teaching | Resources | Assessment |
| 3a | <p><u>Sun and Moon Stories</u> Slide 11 Maui Tames the Sun It is subtitled, and you may have to stop it every now and then so the kids are following the story through the subtitles Discuss:</p> <ul style="list-style-type: none"> • Is this a true story? Why? Why not? • What could or couldn't have really happened? • Why did someone tell this story? <p>Slide 12—Aboriginal Moon Man To see this, you need to go online to Dust Echoes, and find the story Moon Man. There is a set of study notes that goes with this story with a full set of questions and activities (NB: this is a very gruesome story, that is quite appalling really, but may be taken as a salutary lesson!)</p> | <p>Slide 11</p> <p>Slide 12 http://www.abc.net.au/dustechoes/dustEchoesFlash.htm</p> <p>Study Notes</p> | <p>Prior Knowledge: name as many different stories as you can in small groups</p> |
| 3b | <p><u>'How' Stories</u> How the Birds Got Their Colour Slide 13</p> <ul style="list-style-type: none"> • The sound isn't fantastic on this one, you may have to turn it up • On completion do a 'Pass Around Retell' where students start retelling the story after watching it, then after a minute or so, it gets passed on to the person sitting on their right who continues where they left off. Students have to read carefully to find whereabouts the person was up to and ensure it continues to make sense. They also look at things from different perspectives doing this <p>Why the Raven is Black Slide 14</p> <ul style="list-style-type: none"> • This is an eskimo story and is quite slow, but well worth persevering with • The animation is fantastic and the sounds (I think) are recorded from real life • Discuss how this was similar and also different to the last one • Why do you think this story is told | <p>Activity Sheet 4</p> | |
| 4a | <p><u>'How' Stories</u> How the Rhinoceros got its Skin—Read the story from Rudyard Kipling (a real classic) and discuss the language as you go. There are many antiquated words and phrases, so you will have to stop often as it's very difficult. Discuss</p> <ul style="list-style-type: none"> • Why is it so hard to read? Why are there so many strange words? How has our language changed since this was written in the 1800s? (He also wrote Rikki, Tikki, Tavi) Explain about the colonial nature of the times, the Raj etc. <p>How the Rabbit Got Its Tail—view filmclip and discuss where it comes from Why do so many places around the world have different tales explaining the same thing?</p> | <p><i>Just So Stories</i> by Rudyard Kipling (book)</p> <p>Slide 15</p> | <p>Assessment of Learning Assess story strip activity</p> |

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| Wk | Explicit Teaching | Resources | Assessment |
| 4b | <p>Features of a Folktale Slide 16 Discuss the features in common with most folk tales.</p> <p>Writing a Tashi Story Slide 17 Go over the process that the author follows and explain the steps</p> <p>Editing—it's not just what your teacher tells you to do Slide 18 Look at the page that has been edited by the editor at the publishing company and discuss what the markings and comments mean. Why doesn't the editor just do it themselves?</p> <p>The Illustrations Slide 19 Look at the different versions of the illustration. What has changed? Why do you think they changed? Look through the books at some of the illustrations. Why aren't they in colour?</p> <p>Now its your turn Slide 20 Go over the topics and brainstorm for some more. Go over the structure of a Tashi story and relate it to the scaffold provided. When students have decided on their topic (this is the major assessment task of this unit), they can use the scaffold provided before creating it using 'Story Bird' (or just plain writing if that is what you prefer)</p> | <p>Slide 16</p> <p>Slide 17</p> <p>Slide 18</p> <p>Slide 19</p> <p>Slide 20</p> <p>Activity Sheet 5</p> | |
| 5a | <p>Tashi and the Baba Yaga Predict from the front cover what it might be about. Who is Baba Yaga? What country might this come from? (Eastern European—Russian) Look at Slides 21 and 22</p> <p>Read the story, stopping regularly to predict what will happen and identify the parts (conflict, resolution etc.) When finished, complete the Characterisation activity sheet Activity Sheet 6</p> <p>Visual Literacy Look at slides 23 and 24 and discuss them using aspect of visual literacy to see what makes them so effective. If time, have students draw either their own version of Baba Yaga or her house.</p> | <p>Book: Tashi and the Baba Yaga</p> <p>Slides 21 and 22</p> <p>Activity Sheet 6</p> <p>Slides 23 and 24</p> | |
| 5b | <p>Tashi and the Golem Look at the cover and predict. What is a Golem? (not to be confused with a Gollum. The Golem was the basis for Frankenstein, and is an old Jewish story.) There is a good explanation at the front of the book. You will need to explain what a pogrom is and why they occurred. The Rabbi created the Golem to protect the Jews from pogroms, but he lost control of 'it' and it had to be 'turned off' by removing the name from God on its forehead/tongue. Discuss: Why do you think this story came about? What was the purpose? (teach children how to stay safe, pass on an important cultural understanding and show that man should not 'play at being God'. Slide 25</p> <p>Read the story, stopping regularly to predict and explain. What was the theme of the story? (bullying) Why do you think the authors wrote about this for kids? If you could make a Golem what would it look like, and what could it do? Activity Sheet 7.</p> | <p>Slide 25</p> <p>Activity Sheet 7</p> | |

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| 6a | <p>Reading a Picture</p> <p>Look at Slide 26 and use the visual literacy skills to ‘read’ the picture.</p> <p>Discuss:</p> <ul style="list-style-type: none">• Why did they choose the colours?• Who would the poster be seen by?• How do you think they made it? (commercial graphic designer)• Does it make you want to see the show? Why? Why not?• What sort of information is on a show poster? <p>Design your own poster for a visiting show. It could be for any kind of show—music, science, story telling, puppets etc. Make up a good name for the show and use some of the skills discussed to make your poster effective. (this would be best done on computer using Publisher or something similar—but it could be just drawn)</p> | Slide 26 | |
| 6b | <p>Indonesian Folk Tale</p> <p>Look at the presentation on Slide 27 about shadow puppets from Indonesia.</p> <p>Discuss:</p> <ul style="list-style-type: none">• Why would children in Indonesia have loved these kind of performances when they are not very technically advanced?• What sort of stories did the puppet theatres show?• How did they actually work? (light behind, making shadows etc)• Why is it important to continue with cultural shows of this nature?• Do you think kids today with tv, electronic games and movies would still want to watch the show? Why? Why not?• What do you think Indonesian parents would think of these shows? <p>Use black paper and hinge clips to create a shadow puppet of your own, controlled by bamboo sticks.</p> | Slide 27 | |
| 7a | <p>Japanese Folk Tale</p> <p>Look at the presentation on Slide 28, Urashima Taro (it is a little long and tedious but beautifully done)</p> <p>Discuss:</p> <ul style="list-style-type: none">• What does it have in common with the Indonesian tale?• What do the performers do that take your eyes away from the hands in the foreground?• Does it matter that you can see the hands? Why? Why not?• What features does this story have with other common folk tales• Why do you think it had the ending that it did? Why not a happy ending? (to teach a lesson, never leave your parents!) <p>Complete activity sheet 8 a keyhole scene into an important part of the story</p> | Slide 28 Activity sheet 8 | |

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| 7b | <p><u>Nigerian Folk Tale</u> Read the story on Slide 29 about thunder and lightning. Discuss first where Nigeria is and locate it on a map of the world</p> <ul style="list-style-type: none"> • Why do you think this story was told (to explain a natural phenomenon) • When would have been a good time to tell this story? • What features does it have in common with other tales from around the world? | Slide 29 | |
| 8a | <p><u>Reading a Website</u> Go to the 'World of Tales' website Slide 30 Discuss:</p> <ul style="list-style-type: none"> • Which parts are the advertisements? • Why are there advertisements on a 'kids' website? • Navigate around the site and look at the different parts • Use some of the visual literacy criteria to assess how effective it is (colour, font etc) • How quickly to pages load? • How is the navigation set out? • What does 'subscribe' mean on a website? • Where can we go to find out whose website it is (down the bottom in 'about') • Do all websites have this? Why should we check out places like this in websites? • On laptops/ipads, have children read a few of the stories in different places • Children need to choose a story from the site and retell it orally to a small group using their own words only, no prompts or notes (make sure they are doing different stories within their small groups) • Have students complete a self-assessment sheet on how well they did it. (in with activity sheets) | | |
| 8b | <p><u>Tashi and the Phoenix</u> Predict what the story will be about. After reading, discuss:</p> <ul style="list-style-type: none"> • What is a phoenix? What countries does this mythological beast come from? (front of book) • What do you think a phoenix would look like? What size would it be? • What was the moral of the story? • How is the villain outwitted in each story? • If you had some ghost cake, what would you do with it? <p>Response: Create a story board of one of the stories in the book: activity sheet 9</p> <p><u>Chinese Folk Tales</u> Watch Slide 31 The Ten Suns, a Chinese Folk Tale. After watching, discuss:</p> <ul style="list-style-type: none"> • What was the lesson or moral of the story? • What did it have in common with other stories? (hero is wise, faces difficulty, overcomes obstacle and all is well) | <p>Activity Sheet 9 Storyboard</p> <p>Slide 31</p> | |

Unit:

| Wk | Explicit Teaching | Resources | Assessment |
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| 9a & 9b | <p>Brothers Grimm</p> <ul style="list-style-type: none">Go to the website Grimm Fairy Tales and find and read a story <p>Hans Christian Andersen</p> <ul style="list-style-type: none">Go to the Hans Christian Andersen website, find and read a story <p>Discuss:</p> <p>Why do so many of our traditional stories come from Grimm and Andersen?</p> <p>What features do they have in common? (often scary and gruesome)</p> <p>Why were these 'horrible' tales written for children who we should be protecting from such things?</p> <p>Do they mostly follow the same format: introduction, bad thing happens, protagonist overcomes the bad thing and lives happily ever after.</p> <p>Did any have a sad ending? Discuss.</p> <p>Can you see some stories that are in common with the ones we have studied so far (e.g. Hansel and Gretel and Baba Yaga)</p> <p>What are some of the most commonly told fairytales today?</p> <p>How does Walt Disney change the nature of these stories e.g. Shrek, Hoodwinked, Tangled, Snow White, Malificent etc.</p> <p>Why are they made so 'nice' instead of nasty?</p> <p>Would you like to change any of these?</p> <p>Response: Write a review of one of the stories from the Grimm or Andersen sites using Activity Sheet 9</p> | <p>Slide 29</p> <p>http://www.grimmstories.com/en/grimm_fairy-tales/index</p> <p>http://www.andersenfairytal.es.com/en/main</p> <p>Activity Sheet 9</p> | <p>Assess the story writing using a jointly constructed narrative marking matrix</p> |

At last the sun asked the water why he never visited. The water replied that the sun's house was not big enough, and that if he came with all his people, he would drive the sun out of his home.

The water then said, "If you want me to visit you, you will have to build a very large house. But I warn you that it will have to be very large, as my people are numerous and take up a lot of room".

The sun promised to build a very large house, and soon afterwards, he returned home to his wife, the moon, who greeted him with a broad smile.

The sun told the moon what he had promised the water, and the next day, they began building a large house to entertain the water and all his people.

When it was completed, the sun asked the water to come and visit him.

When the water arrived, one of his people called out to the sun, and asked him whether it would be safe for the water to enter, and the sun answered, "Yes, tell my friend to come in."

The water began to flow in, followed by the fish and all the other water animals.

Very soon, the water was knee-deep in the house, so he asked the sun if it was still safe, and the sun again said, "Yes," so more of them came in.

When the water was at the level of a man's head, the water said to the sun, "Do you want more of my people to come?"

Not knowing any better, the sun and the moon both said, "Yes,". More and more of the water's people came in, until the sun and the moon had to sit on top of the roof.

The water once again asked the sun if it was still okay to keep coming in. The sun and moon answered yes, so more and more of the water's people came in.

Thunder and Lightning. Their mother (one of the most distant Stars you see far up in the sky) waited alone for her children's return.

Now both Sun and Wind were greedy and selfish. They enjoyed the great feast that had been prepared for them, without a thought of saving any of it to take home to their mother—but the gentle Moon did not forget her. Of every dainty dish that was brought round, she placed a small portion under one of her beautiful long finger-nails, that Star might also have a share in the treat.

On their return, their mother, who had kept watch for them all night long with her little bright eye, said, "Well, children, what have you brought home for me?" Then Sun (who was eldest) said, "I have brought nothing home for you. I went out to enjoy myself with my friends—not to fetch a dinner for my mother!" And Wind said, "Neither have I brought anything home for you, mother. You could hardly expect me to bring a collection of good things for you, when I merely went out for my own pleasure." But Moon said, "Mother, fetch a plate, see what I have brought you." And shaking her hands she showered down such a choice dinner as never was seen before.

Then Star turned to Sun and spoke thus, "Because you went out to amuse yourself with your friends, and feasted and enjoyed yourself, without any thought of your mother at home—you shall be cursed. Henceforth, your rays shall ever be hot and scorching, and shall burn all that they touch. And men shall hate you, and cover their heads when you appear."

(And that is why the Sun is so hot to this day.)

Then she turned to Wind and said, "You also who forgot your mother in the midst of your selfish pleasures—hear your doom. You shall always blow in the hot dry weather, and shall parch and shrivel all living things. And men shall detest and avoid you from this very time."

(And that is why the Wind in the hot weather is still so disagreeable.)

But to Moon she said, "Daughter, because you remembered your mother, and kept for her a share in your own enjoyment, from henceforth you shall be ever cool, and calm, and bright. No noxious glare shall accompany your pure rays, and

murrumbidgee. There they were, quarrelling and fighting. Broilga, in her rage, rushed to the nest of Dinewan and seized from it one of the huge eggs, which she threw with all her force up to the sky. There it broke on a heap of firewood, which burst into flame as the yellow yolk spilled all over it, and lit up the world below to the astonishment of every creature on it. They had been used to the semi-darkness and were dazzled by such brightness.

A good spirit who lived in the sky saw how bright and beautiful the earth looked when lit up by this blaze. He thought it would be a good thing to make a fire every day, and from that time he has done so. All night he and his attendant spirits collect wood and heap it up. When the heap is nearly big enough they send out the morning star to warn those on earth that the fire will soon be lit.

The spirits, however, found this warning was not sufficient, for those who slept saw it not. Then the spirits thought someone should make some noise at dawn to herald the coming of the sun and waken the sleepers. But for a long time they could not decide to whom should be given this office.

At last one evening they heard the laughter of Goo-goor-gaga, the laughing jackass ringing through the air.

"That is the noise we want," they said.

Then they told Goo-goor-gaga that, as the morning star faded and the day dawned, he was every morning to laugh his loudest, that his laughter might awaken all sleepers before sunrise. If he would not agree to do this, then no more would they light the sun-fire, but let the earth be ever in twilight again.

But Goo-goor-gaga saved the light for the world.

He agreed to laugh his loudest at every dawn of every day, and so he has done ever since, making the air ring with his loud cackling, "Goo goor gaga, goo goor gaga, goo goor gaga."

When the spirits first light the fire it does not throw out much heat. But by the middle of the day, when the whole heap of firewood is in a blaze, the heat is fierce. After that it begins to die gradually away until, at sunset, only red embers are left. They quickly die out, except a few the spirits cover up with clouds and save to light the heap of wood they get ready for the next day.

Children are not allowed to imitate the laughter of Goo-goor-gaga, lest he should hear them and cease his morning cry.

If children do laugh as he does, an extra tooth grows above their eye-tooth, so that they carry the mark of their mockery in punishment for it. Well the good spirits know that if ever a time comes when the Goo-goor-gagas cease laughing to herald the sun, then no more dawns will be seen in the land, and darkness will reign once more.

they had no time for making slings. Ah Chu's urgent whistle told them that. Much-to-Learn flung his good arm around his father's neck and they hobbled back to their hideaway.

'Two heartbeats later, the Chimera glided down to its birth^{place} amongst the splintered wood of the workshop.

'Safely back in the bushes, Wise-as-an-Owl flipped through the pages in the Book of Spells until he found the page he needed: *How to Destroy the Chimera*. Tashi tried to peep over his shoulder, but it was too hard to read the ^{ancient writing} words in the dusky light, the ancient writing crawling over the paper like spiders' legs. ^{Lotus Blossom made} His friends were making Much-to-Learn as comfortable as ^{she} they could with a sling and a splint, so he turned to help.

new para
simplify here?
run on?

Soon the old man lifted his head. "Yes, it's quite straightforward. Once we get the ingredients from my library—"

'Ah Chu choked. "Go back ^{in?} down there, do you mean?"

"Just give me a list," Tashi said quickly. "I know where all your potions and mixing bowls are kept, Wise-as-an-Owl, ^{I'm quick and light -} and being quicker and lighter than you it will be easier for me to clamber over all that wreckage. Look," he went on, "it's nearly dark and the Chimera has been quiet for ages. In a little while I'll creep down and see if it's ^{asleep} gone to sleep."

'^{later} Tashi wished he felt as brave as he had sounded. He thought his pounding heart would surely wake the Chimera as he carefully felt his way over the smashed walls and windows. A droning noise greeted him as he drew near. The Chimera lay, eyes closed, wings furred amongst the wreckage.

As?

'Tashi tiptoed ^{to} past the library in the main house, where the moonlight poured through the windows, lighting up the shelves of beakers in its cold, eerie beam. Working silently, Tashi found the ingredients on his list, one by one, and put them into a large mixing bowl. He was almost finished when a flurry of wings rose up behind him.

'He stood, transfixed, as his insides turned to water. He tried to slow his frantic breath, to make his hands still. Maybe the creature would think he was a statue, or a piece of wood. At long last he peeped behind him, and laughed with relief to see an owl flying off for its night's hunting.

let picture show the moonlight on beakers etc

too difficult for young readers?

We need scary tension here!

suggest that instead of the owl, the serpent's tail could

come into play...