



Lesson 1 - New Experiences

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| Lesson Title | New Experiences |
| Stage | Stage 2 |
| Year Group | Years 3 and 4 |
| Resources | <ul style="list-style-type: none"> • Picture book, <i>Eric</i>, by Shaun Tan • https://www.youtube.com/watch?v=vniVrN5NV_Q • Internet enabled devices (optional) • Other student materials will depend on the task in the lesson that students choose to complete. Materials may include a text organiser (either a printed copy or relevant software/applications), comic strip organiser (either a printed copy or relevant software/applications), cardboard, software/application for voice recording, camera, cardboard, scissors. |

Lesson Overview

In this lesson, students will listen to a reading of the story, *Eric*, by Shaun Tan, and engage in discussion to gain a deeper understanding of the main character, Eric.

In response to the story, students will select and complete a task that relates to the main character. A range of tasks, suitable for individual learning styles and thinking skills, are provided.

Aims and Objectives

Students will:

- Listen to a reading of the story, *Eric*, by Shaun Tan.
- Explore and discuss their understanding of the main character.
- Demonstrate their understanding of the main character's complexities via the development of a verbal, written or visual text.

Australian Curriculum Links

Key learning area: ENGLISH

Literature

Responding to Literature

- Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596](#))
- Discuss literary experiences with others, sharing responses and expressing [a point of view](#) ([ACELT1603](#))

Responding to Literature

- [Create](#) imaginative texts based on characters, settings and events from students' own and other cultures using [visual features](#), for example perspective, distance and angle ([ACELT1601](#))
- [Create](#) literary texts that explore students' own experiences and imagining ([ACELT1607](#))



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Literacy

Interacting with others

- [Listen](#) to and contribute to conversations and discussions to share information in collaborative situations ([ACELY1676](#))
- Interpret ideas and information in spoken texts and [listen](#) for key points in order to carry out tasks and use information to share and extend ideas and information ([ACELY1687](#))

Key learning area: TECHNOLOGIES (Design and Technologies)

Design and technologies processes and production skills

- Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques ([ACTDEP015](#))

General Capabilities

Personal and Social Capability

Critical and Creative Thinking

Information and Communication Technology Capability

ScOT Catalogue Terms

Listening, speaking, conversations, attitudes, personal responses, characters, creating texts, illustration, imaginative texts, settings (narratives), fantasy, spoken texts, themes, graphic arts, technical drawing, computer graphics, problem solving, modelling.

Higher-Order Thinking Skills

Theory: Bloom's Taxonomy

Levels addressed in this lesson:

Synthesis

- Devise innovative solutions to the problems faced by the character in the story.
- Create a comic strip illustrating part of the story, and include thought bubbles to represent the character's thinking.

Evaluation

- Retell part of the story from the character's point of view.

Analysis

- Identify problems that the character faces in the story.

Application

- Write a postcard from the character, describing his feelings.
- Develop a series of photographs displaying the character in different settings.

Comprehension

- Interpret pictures from the story.



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Lesson Introduction

1. Students engage in the think-pair-share-strategy. They must partner up and think about a place they once visited for the first time. For example: a school, town, country or new house, and describe the feelings they experienced. Students share their memory with a partner. Invite willing students to share their experience with the class.
2. Introduce students to the story, *Eric*, by Shaun Tan. Explain that the Eric's character also visits a place for the first time. If you have a copy of the book, ask students to analyse the visible features of Eric in the illustration on the front cover of the book. Prompt students to adopt a critical literacy outlook by prompting with the following questions.
 - a. Who do you think Eric is? Why have you come to that assumption?
 - b. Where do you think he may come from? What makes you think that?
 - c. Why do you think the Shaun Tan has chosen to draw him in this style?
 - d. How does the use of colour, posture, facial expressions, body language, size and stature, shading etc. affect your initial opinion on Eric?
3. Share with students the aims of the lesson.

Main Teaching

4. Read the story to the students. If a hard copy version of the book is not available, view an online storytelling of the tale: https://www.youtube.com/watch?v=vniVrN5NV_Q
5. In small groups, students share and discuss their responses to the following questions:
 - a. Why do you think Shaun Tan chose to draw Eric as a non-human character?
Answers may include:
 - *to create a sense of wonder and mystery*
 - *to emphasise how alien Eric feels, or appears, in his new environment.*
 - b. Who do you think is the narrator of the story? What makes you say that?
References made to 'mum' indicates that the narrator is a young boy or girl, and a member of the family that accommodates Eric during his exchange student experience.
 - c. What information do the settings in each picture provide us about Eric?
Answers may include:
 - *They inform us of Eric's size.*
 - *They emphasise a misfit between Eric and his unfamiliar environment.*
 - d. What do the pictures tell us about Eric that the words do not?
Answers may include:
 - *Eric wonders about many things.*
 - *Eric faces obstacles because of his small stature, and because he is in a foreign place.*
6. As a means of understanding the character further, students select and engage in one of the following activities:
 - a. Devise innovative solutions to the problems Eric encounters in the story. Display these using an appropriate text organiser.
 - b. Create a comic strip showing part of the story, and include thought bubbles for Eric. Consider using a technological application, such as Comic Life, to present your work.



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- c. Rewrite/retell part of the story from Eric's point of view, giving reasons for your thinking. Students may use a technological application, such as Voice Thread, to record their voice.
- d. Write a postcard from Eric to his host family, describing how he felt about his stay.
- e. Create cardboard cut-out of Eric, and develop a series of photographs featuring Eric in new and innovative settings.

Plenary

7. This exercise may be facilitated as a whole class or in small groups. Students reflect on their understanding of the character by completing one of the following sentence starters:
 - I really enjoyed...
 - I now know that...
 - My question is...
 - I'm still not sure about...
 - I wish I could...
 - I learnt that...
 - Now I need to...
 - My goal is...
8. Explain to students that adjusting to change can be challenging. We have all experienced change at school, within our friendship groups, and sometimes within our home environment or our daily routines. Being diagnosed with MS can also be extremely challenging. All of a sudden there is a lot of new information to absorb, questions that need to be asked and key decisions that need to be made. The funds you raise by participating in the MS Readathon will go towards providing vital support and services for people living with MS, thereby making their lives less challenging.

Inform students how their fundraising helps:

<http://www.msreadathon.org.au/AboutMS/Howmyfundraisinghelps/tabid/122/Default.aspx>

Further Learning

- Find out about the author, Shaun Tan, and explore more of his books.
<https://www.youtube.com/watch?v=QR91oT0Ku6U&nohtml5=False>
<https://www.youtube.com/watch?v=c9NCUydoJFk&nohtml5=False>
- Write a biography of Shaun Tan and present it as a multimodal text.



Lesson 2 - Tomorrow

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| Lesson Title | Tomorrow |
| Stage | Stage 2 |
| Year Group | Years 3 and 4 |
| Resources | <ul style="list-style-type: none">• Picture book, <i>The Tomorrow Book</i>, by Jackie French• https://www.youtube.com/watch?v=Nm_zHakMj9M• Internet enabled devices (optional) |

Lesson Overview

In this lesson, students will listen to a reading of the story, *The Tomorrow Book*, by Jackie French. They will consider the points of view of the characters, and communicate these via the composition and presentation of a monologue or dialogue. The students will consider environmentally sustainable actions, which is a central theme of the story.

Aims and Objectives

Students will:

- Listen to a reading of the story, *The Tomorrow Book*, by Jackie French.
- Identify environmental issues presented in the story.
- Consider the perspectives of characters within the text.
- Develop a monologue or dialogue to communicate the points of view of the characters.

Australian Curriculum Links

Key learning area: ENGLISH

Literacy

Texts in context

- Identify the point of view in a text and suggest alternative points of view ([ACELY1675](#))

Interacting with others

- Plan and deliver short presentations, providing some key details in logical sequence ([ACELY1677](#))
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences ([ACELY1689](#))

Language

Expressing and developing ideas

- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ([ACELA1498](#))



Lesson 2 - Tomorrow

Key learning area: HUMANITIES AND SOCIAL SCIENCES (Geography)

Concepts for developing understanding

- The importance of environments, including natural vegetation, to animals and people ([ACHASSK088](#))
- The use and management of natural resources and waste, and the different views on how to do this sustainably ([ACHASSK090](#))

Key learning area: SCIENCE

Science as a human endeavour

Use and influence of science

- Science knowledge helps people to understand the effect of their actions ([ACSHE051/ACSHE062](#))

General Capabilities

Ethical Understanding
Personal and Social Capability
Critical and Creative Thinking

Cross-curricular Priorities

Sustainability

ScOT Catalogue Terms

Reading comprehension, attitudes, speaking, facial expressions, oral presentations, eye contact, vocabularies, human impact, casuality.

Higher-Order Thinking Skills

Theory: Bloom's Taxonomy

Levels addressed in this lesson:

Synthesis

- Compose and perform a monologue or dialogue, communicating the points of view of characters from the story.

Evaluation

- Consider how the story can help us in our lives.
- Write a recommendation as to why the book should be read or not.

Analysis

- Differentiate fact from opinion.

Comprehension

- Predict what the book may be about, based on the front cover and title.



Lesson 2 - Tomorrow

Lesson Introduction

1. Ask students to reflect upon what they would like their environment to look like in 20 years. Invite students to share their thoughts with the class.
2. Tell the students that the main character from the book, *The Tomorrow Book*, also has dreams about the future. Display the front cover of the book and ask students to predict what the book may be about. What do they think is meant by the word 'tomorrow'?
3. Share with students the aims of the lesson.

Main Teaching

4. Read the story to the students. If a hard copy version of the book is not available, view an online storytelling of the tale: https://www.youtube.com/watch?v=Nm_zHakMj9M
5. After the story, students engage in the think-pair-share-strategy. Students contemplate the following questions and discuss their responses with a partner:
 - How does reading help the little prince?
 - The little prince, says, "I think real life should be improved." Is this a fact, or an opinion? How do you know? Do you agree with this statement? Why, or why not?
 - Do other characters in the story share the little prince's point of view? What makes you say that?
 - What problems within the environment does the book present?
 - Following the reading, has your understanding of the title of the book changed? If so, how?Invite some students to share their responses with the whole class.
6. Together, create a list of environmental problems presented in the story. These may include, but are not limited to:
 - A shortage of water, leading to dying vegetation, lack of bath water
 - Transport issues, such as expensive fuel and traffic jams
 - A lack of vegetation to house animals, leading to endangered species
 - An enormous consumption of energy and the depletion of fossil fuels
7. Outline for students the following task, which may be completed individually, or in pairs:
 - a. Choose any character from the story, except the little prince. For example, it may be a koala, a kangaroo, a local child, or the butler.
 - b. Imagine you are the character. In your opinion, what environmental issue is most pressing to you, and why?
 - c. Conduct some brief research on the environmental issue you select.
 - d. Write a monologue expressing the perspective of your character, or, in conjunction with a partner, create a dialogue expressing the perspectives of two characters.
 - e. Present your monologue or dialogue to the class, or to a small group.
8. At the conclusion of each presentation, peers are encouraged to provide feedback to the presenters about speaking skills, facial expression and eye contact. Feedback may take the form of 'two stars' (two positive aspects of the presentation) and 'a wish' (one aspect of the presentation to develop further).



Lesson 2 - Tomorrow

Plenary

9. Having examined the perspectives of the characters, students reflect upon and respond to the question, 'How can this story help us in our lives?'
10. Explain to students that the story implies that just one person can change the world. Research, experiments and inventions are constantly changing the way we think and live. Currently there are lots of experiments being done in many hospitals that are looking for a cure for MS. These experiments include working out how the cells of the brain and spinal cord are affected by multiple sclerosis, and others investigate human tissues of the central nervous system and how the cells are able to differentiate into other cells and are capable of 'self renewal' or multiplying to produce greater numbers. The funds you raise in the MS Readathon will go towards a number of research projects which are currently underway, which will hopefully one day find a cure for MS.
11. Inform students how their fundraising helps:
<http://www.msreadathon.org.au/AboutMS/Howmyfundraisinghelps/tabid/122/Default.aspx>
12. See the following link for more information about stem-cells:
<https://www.msaustralia.org.au/what-is-ms/stem-cells>

Further Learning

- Students may wish to find out about what they can do in their local area to contribute to a more sustainable environment. Visit the website www.dosomethingnearyou.com.au. Students enter their local postcode to discover how they can contribute to and participate in their local community.
- The story is, 'A story of ideas and hope'. What ideas do students have for the future, and what do they hope for? Students create a sculpture or painting representing their ideal future.
- Find out about a recent invention that has changed the environment for the better. Who created it? What does it do? How has it changed our lives? How does it contribute to a more sustainable environment?



Lesson 3 – Wilfrid Gordon McDonald Partridge

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| Lesson Title | Wilfrid Gordon McDonald Partridge |
| Stage | Stage 2 |
| Year Group | Years 3 and 4 |
| Resources | <ul style="list-style-type: none">• Picture book, <i>Wilfrid Gordon McDonald Partridge</i>, by Mem Fox• http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/ |

Lesson Overview

In this lesson, students will listen to a reading of the story, *Wilfrid Gordon McDonald Partridge*, by Mem Fox. They will develop their comprehension of the story via questioning, text analysis and role play. Students will make predictions, develop inferences and identify the author's purpose.

Aims and Objectives

Students will:

- Listen to a reading of the story, *Wilfrid Gordon McDonald Partridge*, by Mem Fox.
- Identify and discuss a selection of literary devices used by the author.
- Use drama to represent and empathise with characters in the story.
- Use comprehension strategies to build literal and inferential understanding.

Australian Curriculum Links

Key learning area: ENGLISH

Literature

Examining literature

- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))
- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension ([ACELT1605](#))

Literacy

Interpreting, analysing, evaluating

- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ([ACELY1680](#))
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ([ACELY1692](#))



Lesson 3 – Wilfrid Gordon McDonald Partridge

Key learning area: THE ARTS (Drama)

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama ([ACADRM031](#))
- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place ([ACADRM032](#))

General Capabilities

Critical and Creative Thinking
Ethical Understanding
Personal and Social Capability

ScOT Catalogue Terms

Figures of speech, reading comprehension, text structure, devised drama, characters (acting), plots (stories).

Higher-Order Thinking Skills

Theory: Bloom’s Taxonomy: Levels addressed in this lesson

Synthesis

- Develop a freeze frame, mime and role play to represent and empathise with the characters.

Evaluation

- Use textual information to support inferences.
- Identify the author’s purpose.

Analysis

- Identify literary phrases in a selection of the text.
- Compose questions for the author.

Comprehension

- Make predictions within the text.

Lesson Introduction

1. Ask students to think about an older person in their life. Who are they, and how is that person important to you? Have students share their response with a partner. To encourage listening skills, randomly call on students to share their partner’s response with the class.
2. Introduce the book, *Wilfrid Gordon McDonald Partridge*, to the students. Ask them to predict who ‘Wilfrid Gordon McDonald Partridge’ might be. What might be the relationship between the boy and the elderly lady? What might the story be about?
3. Share with students the aims of the lesson.



Lesson 3 - Wilfrid Gordon McDonald Partridge

Main Teaching

4. Read the story to the students. If a hard copy version of the book is not available, view an online storytelling of the tale: <http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/>
5. Students discuss the following questions in small groups or with a partner. Encourage them to use textual clues to justify their opinion.
 - a. What kind of person do you think Wilfrid is?
 - b. How did Wilfrid become friends with all of the people in the home?
 - c. Are there any other reasons Wilfrid might have a connection with Miss Nancy, other than the fact that she has four names as well?
6. Display to students a written description of the characters:
 - a. He liked Mrs Jordan who played the organ.
 - b. He listened to Mr Hoskings who told him scary stories.
 - c. He played with Mr Tippett who was crazy about cricket.
 - d. He ran errands with Miss Mitchell who walked with a wooden stick.
 - e. He admired Mr Drysdale who had a voice like a giant.
7. Students identify literary devices used in the sentences, such as rhyme, alliteration and similes. Why do you think authors use these devices?

Alliteration and rhyme are used to add character to the writing, enhance the reader's enjoyment, or to create an element of fun. Similes may be used to develop a character further, or to convey the sentiments of the author.
8. Students do a role walk of an elderly person.
9. Divide students into groups of 7, allocating each student one of the characters above, and including Miss Nancy and Wilfrid. Ask each group to perform in turn, in front of the class.
 - a. The group creates a 'freeze frame' (still image) of the characters. Students use their bodies to create high, medium and low levels.
 - b. Teacher uses the drama technique of 'tapping in'. Gently tap the shoulder of each student, cueing them to verbally express a phrase or sentence that is reflective of the character.
 - c. The group moves into mime.
 - d. The group moves into role play, using both actions and words to portray each character.
 - e. Ask the group to freeze, maintaining their final pose.
 - f. Remaining students comment on facial expression, body language, words and phrases used, and interactions between the characters.
10. Once all of the groups have presented their character interpretations, regroup as a class. Ask students, 'What do they think the author is trying to tell us about elderly people? Why do you think the author wrote the book?'



Lesson 3 – Wilfrid Gordon McDonald Partridge

Plenary

11. Students compose questions about the messages or characters of the story, for the author. (These may form the basis of a succeeding lesson focusing on the author, Mem Fox). Encourage students to form open-ended, rather than closed questions i.e. each question should invite an explanation, rather than a 'yes', 'no', or short answer.
12. Remind students that the character, Wilfrid, helps a friend to find her memory. Explain that we all help others in many ways. Memory loss is one of the many symptoms of MS. By participating in the MS Readathon, the funds you raise will help people living with MS by providing them with vital support and services.
13. Inform students how their fundraising helps:
<http://www.msreadathon.org.au/AboutMS/Howmyfundraisinghelps/tabid/122/Default.aspx>

Further Learning

14. This lesson could be followed up with lessons based on the theme of memory. Some ideas include:
 - a. Research memory loss. Compare a factual book about memory loss to *Wilfrid Gordon MacDonald Partridge*. Use a Venn diagram to compare the two texts.
 - b. Have students create their own box of memories. Students can bring in or make a special box, and include items from home that represent special memories.
15. Organise a visit to a local senior centre or nursing home. Students could work on a project with its visitors or residents e.g., making jewellery, taking pictures, learning how to knit, making paper kites, storytelling, etc.