Rowan of Rin
by Emily Rodda

JOURNEYS

Chris Fraser Chapters 1-4
Tanja Madanat Chapters 5-7
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WILLIAM DEAN PS MODELLED READING 20min per day
Term 3 Week 1 Stage Three (Imaginative text)
* See Appendix for Comprehension Teaching Ideas and Blooms Flowers for questioning stems

ENGLISH SYLLABUS OUTCOMES STAGE 3

EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features **Content descriptors:** use metalanguage to describe the effects of ideas, text structures and language features on particular audiences; use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes; participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

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 descriptors: appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment; analyse how text structures and language features work together to meet the purpose of a text; understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold; recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases; understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes; identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts

EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts **Content descriptors:** identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer; investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation; analyse strategies authors use to influence readers; 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

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 **Content descriptors:** understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts; understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts; investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
Content descriptors: interpret events, situations and characters in texts; explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience; think critically about aspects of texts such as ideas and events; think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text; identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style; compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest; explore and discuss simple appropriation of texts; understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects; identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts **Content descriptors:** make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts; clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view; discuss and explore moral, ethical and social dilemmas encountered in texts

EN3-9E recognises, reflects on and assesses their strengths as a learner **Content descriptors:** formulate questions for specific purposes, eg to clarify and reflect; discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal

CHAPTER 1	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading: *Orientation to the Text*	• What predictions can you make from the title/illustrations? • What type of text is this book and how should it be read? (imaginative) • What expectations/predictions do you have when you read an imaginative text? • Are you familiar with the author? Who would like to read this type of book (discuss audience)? • Focus on spelling and meanings of unknown words prior to reading. Demonstrate how to work out the meaning of a difficult word by **verbalising** your thoughts. e.g. plough p2, forbidden, nestled, speechless p3, shrouded p4, huddled p5. Display list.	Predicting and Making Connections (use *thinking partners when appropriate*)	**C11** Analyses and evaluates the ways that inference is used in a text to build understanding. **C11** Re-examines sections of texts for evidence to support interpretations and opinions. **C11** Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
2 Reading the Text	Model reading using fluency and phrasing: • Students can list difficult words during reading. • Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence". • Students use questioning strategy *QUESTION WEBS/I WONDER…* with their thinking partners to gain meaning from the text. • Students use summarising strategy: *KEY WORD STRATEGY* during reading – record on post-it notes.	Monitoring and Clarifying, Questioning, Summarising (use *thinking partners when appropriate*)	**C12** Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. **C12** Analyses texts to compare how language structures and features are used to position readers and viewers.
3 After reading	• Students retell the chapter by referring to their *KEY WORD STRATEGY* notes. • Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences. • Students make connections to themselves by choosing a character and discussing their own reactions to the events: *If I was in her/his shoes…* • Teacher lists students' difficult words to chunk for spelling. **SEE WRITING FOLLOW UP TO THIS CHAPTER**	Summarising Predicting Making Connections (use *thinking partners when appropriate*)	**V11** Demonstrates understanding of new words for new concepts. **V11** Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. **V12** Draws on knowledge of word origins to work out meaning of new words.

CHAPTER 2	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Review previous chapter using Bloom's Cards- students form groups to discuss their allocated cards (knowledge, comprehension, application, analysis, synthesis, evaluation) and report back to the class. • Focus on spelling and meanings of unknown words. Demonstrate how to work out the meaning of a difficult word e.g. trembling p11, outskirts p1, descended p12, volumes p13, cowering p19, empty-handed p20, droning, undertone p21. Display list.	Bloom's Taxonomy (use *thinking partners when appropriate*)	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts.
2 Reading the Text	Model reading using fluency and phrasing: • Students can list their difficult words. • Demonstrate monitoring and understanding strategy rereading to clarify meaning. • Students use questioning strategy *ASK THE AUTHOR* with their thinking partners to gain meaning from the text. • Students use summarising strategy *VIPs* during reading – teacher stops reading intermittently for students to make notes recorded in writing journals (short notes only). • Teacher stops intermittently for students to visualise chosen phrases such as, *flames licking the staircase* p11, *the blossom of the orchard sweetened the air* p14.	Monitoring and Clarifying, Questioning, Summarising Visualising (use *thinking partners when appropriate*)	
3 After reading	• Students retell the chapter by referring to their *VIP* notes • Students predict the plot to occur in the next chapter after discussion with their thinking partners. • Teacher lists students' difficult words to chunk for spelling. • Students make connections to themselves by discussing how they would react to an event *In my* **own** *shoes …* **SEE WRITING FOLLOW UP TO THIS CHAPTER**	Summarising Predicting Making Connections (use *thinking partners when appropriate*)	V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words

CHAPTER 3	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Review previous chapter using Bloom's Cards- students form groups to discuss their allocated cards (knowledge, comprehension, application, analysis, synthesis, evaluation) and report back to the class **OR** Debono's 6 Thinking Hats Focus: **White-facts Red-Emotions, Black-reality, Yellow-positives, Green-new ideas, Blue-the process.** • Focus on spelling and meanings of unknown words. Demonstrate how to work out the meaning of a difficult word eg befitted, scuttled p 22, exasperation p23, appealed, weakling p24, astray, unshed p25. Display list.	Bloom's Taxonomy Debono Thinking Hats (use *thinking partners when appropriate*)	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
2 Reading the Text	Model reading using fluency and phrasing: • Students can list their difficult words. • Demonstrate monitoring and understanding by rereading to clarify meaning. • Students use questioning strategy *GENERATING QUESTIONS* (use Blooms flowers) with their thinking partners and record for discussion after reading. • Students visualise *SKETCH TO STRETCH* during reading and make sketches to assist retelling after reading as well as noting any difficult words.	Monitoring and Clarifying, Questioning, Visualising for summarising (use *thinking partners when appropriate*)	C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts.
3 After reading	• Students retell/summarise the chapter by referring to their visualised sketches. • Students discuss the questions they have generated. • Teacher lists students' difficult words to chunk for spelling. • Students make connections with similar books they have read. • Teacher gives the students five words from the next chapter. • Students predict the plot from these five words. **SEE WRITING FOLLOW UP TO THIS CHAPTER**	Summarising Predicting Making Connections (use *thinking partners when appropriate*)	V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.

CHAPTER 4	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Review previous chapter using Bloom's Cards- students form groups to discuss their allocated cards (knowledge, comprehension, application, analysis, synthesis, evaluation) and report back to the class **OR** Debono's 6 Thinking Hats Focus: **White-facts Red-Emotions, Black-reality, Yellow-positives, Green-new ideas, Blue-the process.** • Focus on spelling and meanings of unknown words. Demonstrate how to work out the meaning of a difficult word eg fascinated, parchment p31, brow, indrawn p32, surrendered p35, bewitched p36, discarded, senseless p37, scarlet, quiver, rueful p38, saviour, muzzle p39. Display list.	Bloom's Taxonomy Debono Thinking Hats (use *thinking partners when appropriate*)	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text
2 Reading the Text	Model reading using fluency and phrasing: • Students can list their difficult words • Demonstrate monitoring and understanding by rereading to clarify meaning. • Students use questioning strategy *STORY STAR or FLIP IT* with their thinking partners and record for discussion after reading.	Monitoring and Clarifying, Questioning, Visualising for summarising (use *thinking partners when appropriate*)	and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts.
3 After reading	• Students summarise the chapter by using *FACT or FIB* task. • Students discuss the questions they have generated using *FLIP IT* and answer *STORY STAR* questions. • Teacher lists students' difficult words to chunk for spelling. • Interactive writing: teacher creates a graphic organiser the main events of the first four chapters. Students work in thinking partners to suggest sentences for the teacher to scribe. **SEE WRITING FOLLOW UP TO THIS CHAPTER**	Questioning, Summarising (use *thinking partners when appropriate*)	V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.

GUIDED READING: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	READING TEXT CLUSTER MARKERS (COMPREHENSION AND VOCAB see Modelled reading)
• Reciprocal reading (predicting, modifying & clarifying, questioning, summarising) based on some pages of the chapter or a similar **text set** picture or chapter book with a similar theme *JOURNEYS* • Teacher focuses on literary features the author uses to create meaning and engagement	**R11** Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information. **R12** Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning. **R12** Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy.

INDEPENDENT READING TASKS for Chapters (REREADING for MEANING & FLUENCY) EN3-3A EN2-8B			Cluster markers
1	Name the characters and join them describing their connections using a graphic organiser	Illustrate your interpretation of the Town Square	Justify FACT or FIB answers	**R11** Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts. **R11** Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. **R12** Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts.
2	List Rowan's character traits and illustrate your visualisation of him	Describe and sketch a bukshah	Justify FACT or FIB answers	
3	List Allun's character traits and illustrate your visualisation of him	List the preparations they will need to make before leaving from their journey	Justify FACT or FIB answers	
4	Draw a map to the mountains including directions	Make a graphic organiser to show the sequence of events	Justify FACT or FIB answers	

WRITING AND REPRESENTING

Stage Three   EN3-2A
composes, edits and presents well-structured and coherent texts

Rowan of Rin

Engages personally with the text	
*understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas	
*experiment and use aspects of composing that enhance learning and enjoyment	▮
Develop and apply contextual knowledge	
*identify and explore underlying themes and central storylines in imaginative texts	▮
*explore and analyse the effectiveness of informative and persuasive devices in texts	
*understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language	
Understand and apply knowledge of language forms and features	
*plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)	
*understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration	▮
*understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	
*investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	▮
Respond to and compose texts	
*compose imaginative and informative texts that show evidence of developed ideas	
*compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues	
*present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	
*create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	
*experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	▮
*compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics	
*use increasingly complex research data from print and digital sources to compose short and sustained texts	
*assess the reliability of resources, including digital resources, when researching topics	
*reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)	▮
*develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)	
*use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)	

Year Five
Cluster 11

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

Year Six
Cluster 12

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

RESPONDING AND COMPOSING

Stage Three   EN3-5B

discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

Rowan of Rin

Develop and apply contextual knowledge	
*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	
*discuss how the intended audience, structure and context of an extended range of texts influence responses to texts	
Understand and apply knowledge of language forms and features	
*identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	
*identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer	
*investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)	
*analyse strategies authors use to influence readers (ACELY1801)	
*understand the uses of objective and subjective language and bias (ACELA1517)	
*discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts	
Respond to, and compose texts	
*compose more complex texts using a variety of forms appropriate to purpose and audience	
*recognise the techniques used by writers to position a reader and influence their point of view	
*identify and use a variety of strategies to present information and opinions across a range of texts	
*consider and develop sustained arguments and discussions supported by evidence	

WRITING: Characters and events

CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4
Modelled writing: Visualising Enlarge the map of the village of Rin to discuss Read descriptive paragraphs that portray each character. Choose a character to create a character web including: • Gender • Age • Physical characteristics • Temperament	**Modelled writing: Visualising** Students confer with their thinking partners to create a sentence about a character for the teacher to scribe. Students add descriptive words to the sentence to create a vivid image (review vocab from chapter 2).	**Modelled writing: Visualising** Students confer with their thinking partners to create a complex sentence about another character for the teacher to scribe. Students add descriptive words to the sentence to create a vivid image (review vocab from chapter 3).	**Modelled writing: Summarising** Review vocab from chapter 4. Use a graphic organiser to sequence the main events.
Guided writing: In small groups, students choose a character to make a character web to display and refer to during the rest of the book. They are given a paragraph from the text describing their character.	**Guided writing:** Students sketch their image of a character and list their descriptive words from their group character web.	**Guided writing:** In small groups, students create their own FACT or FIB sentences to be used during independent tasks.	**Guided writing:** Students write a short summary of the story so far. These can be displayed with their character sketches.

LITERACY CONTINUUM MARKERS

1. Writes coherent, structured texts for a range of purposes and contexts.

2. Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts.

3. Shows awareness of accurately acknowledging sources in relevant texts.

4. Refines writing in response to feedback.

5. Selects appropriate language for purpose, eg. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial.

6. Uses topic sentences and appropriately organises main and subordinate ideas.

7. Experiments with using complex punctuation to engage the reader and achieve purpose.

8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.

9. Writes fluently with appropriate size, slope and spacing.

10 .Uses word processing programs confidently & accurately, integrating various functions.

11. Plans and designs more complex multi modal texts.

1. Writes sustained texts for a wide range of purposes.

2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.

3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.

4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others.

5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g.modality) to engage and influence an audience.

6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.

7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks & commas to indicate clauses.

8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.

9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.

Rowan of Rin: Chapter 1 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
Water flowed rapidly through Rin. (p.1)		
The bukshah couldn't drink any water. (p. 2)		
Bukshah can drink water from the well. (p.2)		
The travellers saw the green valley at the bottom of the hill. (p.3)		
Water flowed down from the mountain to Rin. (p.4)		
The Dragon had not roared since the stream dried up. (p.5)		
Once, some people climbed the mountain and returned with fruit. (p.6)		
The villagers could live without the water from the mountain. (p.6)		

Rowan of Rin: Chapter 1 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
Maise was the keeper of books. (p.7)		
Sheba lived beyond the orchard. (p.8)		
They left for the mountain before consulting Sheba. (p.9)		
Marlie traded with Sheba. (p.9)		
Sheba hated cheese. (p.9)		
Rowan was not fearful of Sheba. (p.9)		
Annad got the cheese for Sheba. (p.10)		

Rowan of Rin: Chapter 2 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
The cookhouse had a lot of cheese in it. (p.11)		
Rowan's father was called Sefton. (p.11)		
Sefton couldn't save Rowan from the fire. (p.12)		
Rowan was small and shy. (p.13)		
Rowan had the job of herding the cows. (p.13)		
Rowan took the cheeses to Sheba. (p.15)		
Marlie was grateful for Sheba's warnings. (p.17)		
Sheba hit Marlie with a stick. (p.18)		

Rowan of Rin: Chapter 2 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
Sheba's rhyme made sense to everyone. (p. 20)		
Marlie felt bad because Rowan was hurt. (p. 20)		
Strong John thought Sheba was punishing him. (p.20)		
Rowan couldn't remember Sheba's rhyme. (p.21)		

Rowan of Rin: Chapter 3 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
Jiller made a fuss of Rowan's cut. (p.22)		
Rowan shared a room with Annad. (p.22)		
Bronden thought Sheba was a waste of time. (p.23)		
Val and Ellis were messy housekeepers. (p.24)		
Lann thought the strongest villagers must go up the mountain. (p.24)		
Sara did not fear the power of the mountain. (p. 25)		
Sara left the village to marry a traveller. (p. 25)		
Allun was as strong as the children of Rin. (p.27)		

Rowan of Rin: Chapter 3 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
Sara wanted Allum to go up the mountain. (p. 27)		
The group of villagers went up the mountain that night. (p. 28)		
Rowan was upset by Sheba's words. (p. 28)		
Rowan slept well that night. (p. 29)		
Rowan dreamt of Sheba's hut. (p. 29)		

Rowan of Rin: Chapter 4 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
Rowan went back to sleep after his dream. (p.30)		
Rowan couldn't find Sheba's stick. (p.30)		
The stick was a piece of parchment. (p.31)		
Annad woke up. (p.31)		
Rowan saw a map of the Mountain with a pathway marked in blue. (p. 31)		
Sheba tricked the villagers. (p.31)		

Rowan of Rin: Chapter 4 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
The mountain party were to leave before dawn. (p.32)		
The parchment was blank. (p.33)		
When Rowan held the parchment, the map could be seen again. (p.35)		
Jiller was confused. (p.35)		
Sheba didn't want Rowan to go on the journey up the mountain. (p.36)		
Timon copied the map (p.36)		
Bronden did not want to take the map. (p.37)		

Rowan of Rin: Chapter 4 STATEMENT	FACT OR FIB	WHY? Justify your opinion from the text!
John did not want Rowan to go with them. (p.37)		
John cared a lot for Rowan's mother. (p.38)		
Rowan was excited about the journey. (p.38)		
Rowan always supported the bukshah. (p.39)		

Or

FACT OR FIB: Find the part in the story that justifies your decision.

Fact	Fib
Fact	Fib

Water flowed rapidly through Rin. (p. 1)	Water flowed down from the mountain to Rin. (p. 4)	Maise was the keeper of books. (p. 7)	Sheba hated cheese. (p. 9)
The bukshah couldn't drink any water. (p. 2)	The Dragon had not roared since the stream dried up. (p. 5)	Sheba lived beyond the orchard. (p. 8)	Rowan was not fearful of Sheba. (p. 9)
Bukshah can drink water from the well. (p. 2)	Once, some people climbed the mountain and returned with fruit. (p. 6)	They left for the mountain before consulting Sheba. (p. 9)	Annad got the cheese for Sheba. (p. 10)
The travellers saw the green valley at the bottom of the hill. (p. 3)	The villagers could live without the water from the mountain. (p. 6)	Marlie traded with Sheba. (p. 9)	

The cookhouse had a lot of cheese in it. (p. 11)	Rowan had the job of herding the cows. (p. 13)	Sheba's rhyme made sense to everyone. (p. 20)	
Rowan's father was called Sefton. (p. 11)	Rowan took the cheeses to Sheba. (p. 15)	Marlie felt bad because Rowan was hurt. (p. 20)	
Sefton couldn't save Rowan from the fire. (p. 12)	Marlie was grateful for Sheba's warnings. (p. 17)	Strong John thought Sheba was punishing him. (p. 20)	
Rowan was small and shy. (p. 13)	Sheba hit Marlie with a stick. (p. 18)	Rowan couldn't remember Sheba's rhyme. (p. 21)	

Jiller made a fuss of Rowan's cut. (p. 22)	Lann thought the strongest villagers must go up the mountain. (p. 24)	Sara wanted Allum to go up the mountain. (p. 27)	Rowan dreamt of Sheba's hut. (p. 29)
Rowan shared a room with Annad. (p. 22)	Sara did not fear the power of the mountain. (p. 25)	The group of villagers went up the mountain that night. (p. 28)	
Bronden thought Sheba was a waste of time. (p. 23)	Sara left the village to marry a traveller. (p. 25)	Rowan was upset by Sheba's words. (p. 28)	
Val and Ellis were messy housekeepers.(p. 24)	Allun was as strong as the children of Rin. (p. 27)	Rowan slept well that night. (p. 29)	

Rowan went back to sleep after his dream. (p. 30)	Rowan saw a map of the Mountain with a pathway marked in blue. (p. 31)	When Rowan held the parchment, the map could be seen again. (p. 35)	Bronden did not want to take the map. (p. 37)
Rowan couldn't find Sheba's stick. (p. 30)	Sheba tricked the villagers. (p. 31)	Jiller was confused. (p. 35)	John did not want Rowan to go with them. (p. 37)
The stick was a piece of parchment. (p. 31)	The mountain party were to leave before dawn. (p. 32)	Sheba didn't want Rowan to go on the journey up the mountain. (p. 36)	John cared a lot for Rowan's mother. (p. 38)
Annad woke up. (p. 31)	The parchment was blank. (p. 33)	Timon copied the map (p. 36)	Rowan was excited about the journey. (p. 38)
			Rowan always supported the bukshah. (p. 39)

CHAPTER 5	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Briefly summarise chapter 4 by selecting 3 main ideas (main parts) and discuss. • Tell students the next chapter is called 'The Mountain' ask students to make predictions on what they think might happen in this chapter. Write students' prediction on whiteboard or butchers paper. • Ask students to think about what questions could be answered in this chapter. For example will the map help them on their journey? Will they encounter the dragon? Will they make it to the top of the mountain and find what's stopping the water from running down stream? Etc. Write questions on whiteboard or butchers paper.	Predicting and Making Connections	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.
2 Reading the Text	Model reading with fluency and phrasing and follow reciprocal reading process. • **Read** page 40 **Vocab** gushed = poured or spurted **Ask** Why were Bronden and Val irritated? • **Read** page 41 **Vocab** jaunt = trip **Ask** Why do you think Strong John was so caring towards Rowan? • **Read** page 42 **Vocab** resentment = hate **Ask** Why were Bronden and Val irritated? • **Read** page 43 **Vocab** prophecy = dream **Ask** Do you think Sheba is really a witch? Do you think all her predictions will come true? • **Read** page 44 **Vocab** halt = stop **Ask** who will look after the bukshah in Roman's absence? Rowan has a deep attachment to the bukshah, explain why? • **Read** page 45 **Vocab** clambered = climbed, retorted = said, fumbled = looked **Ask** How long do they expect to be travelling for? What do you think will happen next? • **Read** page 46/47 **Vocab** parchment = material **Ask** What do you think the blank spaces on the map represent? • **Read** page 48 **Vocab** gallivant = wander or roam, marvel = react or respond **Ask** What struggles/issues are beginning to arise within the group? • **Read** page 49 **Vocab** quavering = shaking, bough = branch **Ask** Was Rowan afraid of heights? How do you think he will climb the cliff? • **Read** page 50 **Vocab** echoed = sound or utter or repeated sound **Ask** Is Rowan putting the others in danger by being so weak and dependent?	Monitoring and Clarifying, Questioning,	

3 After reading	• **Summarise**
	  o As a class discuss the chapter and summarise main points/ideas.
	  o Reflect back on student predictions made prior to reading the chapter. Discuss if we were right with our predictions or not.
	  o Reflect back on the questions we thought would be answered in this chapter. Were they all answered? Why or why not? What questions were left unanswered?
	• **Predict**
	  o What do you think will happen next?
	  o What dangers/adventures might they encounter in 'the forest'?
		Summarising Predicting Making Connections	

CHAPTER 6	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Briefly summarise chapter 5 by selecting 3 main ideas (main parts) and discuss. • Tell students the next chapter is called 'The Forest' ask students to make predictions on what they think might happen in this chapter. Write students' prediction on whiteboard or butchers paper. • Ask students to think about what questions could be answered in this chapter. For example What will happen in the forest?	Summarising Predicting	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words
2 Reading the Text	Model reading with fluency and phrasing and follow reciprocal reading process. • **Read** page 51/52 **Vocab** pitied = felt sorry for, gallantly = proudly **Ask** Why did Rowan faint? Who helped Rowan climb the cliff? • **Read** page 53 **Vocab** craned = turned, retorted = said **Ask** What do you think the poem means? Do you think the poem will be helpful or more of a hinder for them? • **Read** page 54 **Vocab** jot = bit, hauled = pulled **Ask** What dangers might be awaiting them in the forest? • **Read** page 55/56 **Vocab** infernal = evil or cursed, trudged = went, cannoned = bumped/hit/crashed **Ask** What do you think is making the loud sounds? • **Read** page 57 **Vocab** incredulously = disbelievingly/surprisingly, abide = bear/stand/tolerate **Ask** So far several members of the group have had to endure awful experiences. What do you think this journey is testing? • **Read** page 58 **Vocab** tottered = walked, swathed = covered **Ask** Where did Ellis go? Do you think he will get back to the village safely? • **Read** page 59 **Vocab** crouched = gathered, companions = friends **Ask** How will they pass through the silken door? In the verse it says 'fire and light will be your friends' what do you think this might mean? • **Read** page 60 **Vocab** baffled = surprised, chitter = cheep/chirp/twitter **Ask** Do you think the fire will work? Why or why not? • **Read** page 61/62 **Vocab Ask** do you think Val made it through? What do you think is on the other side of the silken door? What do you think will happen in the next chapter?	Monitoring and Clarifying, Questioning	

3 After reading	• **Summarise**
	   o As a class discuss the chapter and summarise main points/ideas.
	   o Reflect back on student predictions made prior to reading the chapter. Discuss if we were right with our predictions or not.
	   o Reflect back on the questions we thought would be answered in this chapter. Were they all answered? Why or why not? What questions were left unanswered?
	• **Predict**
	   o What do you think will happen next?
	   o What might dreams have to do with the next chapter?
		Summarising Predicting Making Connections	

CHAPTER 7	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Briefly summarise chapter 6 by selecting 3 main ideas (main parts) and discuss. • Tell students the next chapter is called 'Dreams' ask students to make predictions on what they think might happen in this chapter. Write students' prediction on whiteboard or butchers paper. • Ask students to think about what questions could be answered in this chapter.	Summarising Predicting	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.
2 Reading the Text	Model reading with fluency and phrasing and follow reciprocal reading process. • **Read** page 63/64 **Vocab** hurtling = moving/travelling, unwholesome = unhealthy/sickening, keenly = painfully **Ask** Way is everyone in the group feeling down and weak? • **Read** page 65 **Vocab** marshland = swamp land, ravenously = hungrily **Ask** Were Sheba's predictions beginning to come true? • **Read** page 66 **Vocab Ask** What do you think the message means? What dangers are waiting them? • **Read** page 67 **Vocab** sturdy = strong **Ask** How do you think should lead the group? Why? • **Read** page 68 **Vocab** obediently = compliantly/loyally, decreed = decided **Ask** What is the author implying when she used quotation marks when she wrote "to balance the load"? • **Read** page 69 **Vocab** squelching = stamping, **Ask STOP at the shape of**… What do you think Rowan can see? Do you think Star is really there? • **Read** page 70/71 **Vocab** faltered = said, menacingly = seriously **Ask** Why did Rowan see Star being sucked down by the mud? • **Read** page 72/73 **Vocab** snare = trap, **Ask** What do you think will happen? How will they save themselves from this mess?	Monitoring and Clarifying, Questioning,	

3 After reading	• **Summarise**
	  o As a class discuss the chapter and summarise main points/ideas.
	  o Reflect back on student predictions made prior to reading the chapter. Discuss if we were right with our predictions or not.
	  o Reflect back on the questions we thought would be answered in this chapter. Were they all answered? Why or why not? What questions were left unanswered?
	• **Predict**
	  o What do you think will happen next?
	  o What dangers/adventures might they encounter in the next chapter 'Flesh and Blood'.
		Summarising Predicting Making Connections	

Rowan of Rin Literacy Continuum activities

READING/COMPREHENSION

Chapter	CRITICAL ASPECT Reading Texts	ACTIVITES Reading Texts	CRITICAL ASPECT Comprehension	ACTIVITES Comprehension
Chapter 5	• Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. • Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts.	• Students use story frame to reflect on chapter 5 (use template) • Complete 'keyword finder' for 5 tricky words in the chapter	• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.	• Model to students how to summarise by using 'Sum it up' do's and don'ts chart. Do a joint summary with class on chapter 5
Chapter 6	• Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. • Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts.	• Complete jigsaw to respond and reflect on text • Students complete quiz for chapters 5 and 6 (section 3)	• Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.	• Ask students to summarise chapter as modelled to in previous lesson
Chapter 7	• Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy.	• Students use a variety of words from the text to complete Venn diagram to compare Rowan and Strong John.	• Analyses and evaluates the ways that inference is used in a text to build understanding.	• Complete think, pair, share sheet for Here, Hidden, Head Qs.

CHAPTER 8	TEACHING and LEARNING **Flesh and Blood**	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
Before Modelled Reading Orientation to the Text	• **Making Connections:** How have the chapter titles and content been linked previously? (Each title has been a <u>literal clue</u> to the contents, eg Chpt 5 –The Mountain is all about the mountain) • What is meant by 'Flesh and Blood'? (Chapter 8 title) • **Predicting:** Which character(s) could this title be referring to? Why? • **Making Connections:** Deliberate choice of vocabulary to further reinforce the character's traits and remind the reader of the strengths and weaknesses of each (see grid below) • **Making Connections:** construct meaning of a difficult words by *utilising* the root of the word ... and contextual cues eg determinedly is from determine, which means ... | Word	Character	Link
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determinedly p74	Bronden	headstrong - refer to 'Characters and Attributes'
plunged p 74	Bronden	fearless - refer to 'Characters and Attributes'
desperation p75	Rowan	doubting - refer to 'Characters and Attributes'
helplessly p 75	Rowan	weak - refer to 'Characters and Attributes'
blinkering p78		
staggered p80	Strong Jonn	It must be terrible - Strong Jonn needs to stagger backwards from the threat.
treacherous p80	Strong Jonn			Predicting Making Connections	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers.
2 Reading the Text	• **Clarifying:** work with students to **ACT OUT** the events of pp74, 75 opening scene (Who is helping who and how?) • **Questioning:** Students prepare one question to ask one of the characters (questions related to feelings based on text events) Pose question to class. Listen to oral answers and share own written answer • **Summarising:** students follow one chosen character throughout chapter and record up to 5 *KEY WORDS* that have been used to describe the character. Use these words to have other students determine who their character is and to explain their reasoning (Making connections: authors deliberately choose evocative vocab)	Monitoring and Clarifying, Questioning, Summarising	V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.
3 After reading	• **Summarising:** students in groups (one member for each character) retell the chapter by referring to and elaborating on their 5 *KEY WORDS* • **Predicting:** Who does Emily Rodda want us to believe will be next to succumb? What hint(s) has the author given us?	Summarising Predicting Making Connections	

CHAPTER 9	Moving On	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading		• Review previous chapter using Debono's 6 Thinking Hats Focus: **White-facts, Red-emotions, Black-reality, Yellow-positives, Green-new ideas, Blue-the process.** • **Predicting:** Moving On (Chapter 9 title) • What could this be referring to? Could this title be referring to one of the characters or an event? Which character(s)/event? Why? Rowan is 'Moving On': • by how he is engaging with the others • by how the adults are relating to him • from being treated as a child towards being treated as more of an adult • 'Moving On' would also refer to the continuation of their journey	Summarising de Bono	**C11** Analyses and evaluates the ways that inference is used in a text to build understanding. **C11** Re-examines sections of texts for evidence to support interpretations and opinions. **C12** Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. **C12** Analyses texts to compare how language structures and features are used to position readers and viewers. **V11** Demonstrates understanding of new words for new concepts. **V11** Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. **V12** Draws on knowledge of word origins to work out meaning of new words
2 Reading the Text		• **Visualising/Predicting:** (refer to third blank on the parchment p 87) Students discuss their visualisation/prediction relating to each line. What information do we already have to formulate our ideas around? Idea of personal struggle, unpleasant environment, need to help each other etc • **Monitoring and understanding:** Why do authors use flashbacks? pp86, 88 (To remind us of how life used to be. To evoke/heighten empathy with a character for a changed situation. To contrast past and present. etc) • **Questioning:** How does Emily Rodda take Rowan on the journey from childhood towards adulthood? (Answer: Through giving him the control over the map) • **Summarising:** *VIPs* during reading – students make short notes in writing journals	Monitoring and Clarifying, Questioning, Summarising Visualising	
3 After reading		• **Making Connections:** Discuss the connection between the title (now reading is finished) and the text events. • **Making Connections:** **Text To Text** – fantasy – What aspects of the chapter are 'fantasy' based? What other examples of fantasy literature do we know of/have read? Are their characters as 'human-like/normal' as those in Rowan of Rin? **Text to Self** – the adults and Rowan all experienced the same reaction (to the bats) p92. Do you have an example of experiencing the same reaction to an event as an adult?	Summarising Predicting Making Connections	

CHAPTER 10	TEACHING and LEARNING	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
	Endless Night		
1 Before Modelled Reading	• **Summarising:** students present a 'mime' to recount an event from Chapter 9 • **Predicting:** Do we expect the pattern of 'challenge and depart' to continue? What else could happen? Who will be next to be challenged? What are the indications in the text? Surely not Marlie, she is taking the lead. p94	Summarising Predicting	**C11** Analyses and evaluates the ways that inference is used in a text to build understanding. **C11** Re-examines sections of texts for evidence to support interpretations and opinions. **C12** Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. **C12** Analyses texts to compare how language structures and features are used to position readers and viewers.
2 Reading the Text	• Demonstrate **Monitoring and understanding** by rereading to clarify meaning eg p94 paragraph 4 (Who is the speaker? No speech tags in paragraph. Marlie) No other examples on pp94, 95 without use of a speech tag. • **Visualising:** What examples can we find of where the writer has appealed to our 5 senses? eg p 96 para 2, '... Jonn's boots crushing sand and hitting rock ...' • **Visualising:** Sketch and label the features and pathway through the cave. (allow stop and draw sessions throughout reading) • **Questioning:** p 97 last para. It's Allun who is next to succumb. Possible reasons? Did the author lead us to believe it would be Allun? (p 94 para 3 – Hints it could be Marlie!)	Monitoring and Clarifying, Questioning, Visualising for summarising	
3 After reading	• **Viewing:** students view and discuss their sketches with another student, adjust sketch according to feedback before sharing in an 'art gallery' • **Summarising:** Students verbally retell the chapter by referring to their sketch of the journey • **Predicting:** Who will be next to be challenged? Justify. What could this character be challenged by? • **Text construction:** What is the purpose of a speech tag? Speech tag search, list 5 - 10 speech tags used by the author (refer worksheet)	Summarising Predicting Making Connections	**V11** Demonstrates understanding of new words for new concepts. **V11** Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. **V12** Draws on knowledge of word origins to work out meaning of new words.

Suggested Tasks

Reference: Literature Unit, A Guide for Using Rowan of Rin Caroline Jackson 2001 Hawker Brownlow	Quiz: Chapters Seven and Eight	p 27 Answers: p 43
	Who Can Walk Through the Mud? Refer to Rowan of Rin pp 80 – 81	p 29
	Compare Strong Jonn and Rowan (Venn diagram)	p 28
	The Characters and You	p 41

CHAPTER 11	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Review previous chapters summarising strategy PASS AROUND RETELLS • Focus on spelling and meanings of known words. Demonstrate how to work out the meaning of a difficult word eg securely p105, snare p105, gleaming p105, abruptly p107, ordeal p109, blundered p110, possessions p110, transferring p110, distress p111, caverns p111, • Teacher reads the verse on page 105. Students predicting what the lines on the verse might mean and infer what might happen next asking questions to clarify understanding.	Summarising Predicting Questioning	**C11** Analyses and evaluates the ways that inference is used in a text to build understanding. **C11** Re-examines sections of texts for evidence to support interpretations and opinions. **C11** Evaluates a personal interpretation of a text by critically re-examining evidence within the text. **C12** Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. **C12** Analyses texts to compare how language structures and features are used to position readers and viewers. **V11** Demonstrates understanding of new words for new concepts. **V11** Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. **V12** Draws on knowledge of word origins to work out meaning of new words
2 Reading the Text	Model reading using fluency and phrasing: • Students can list their difficult words • Demonstrate monitoring strategy rereading to clarify meaning and BOOKMARK TECHNIQUE record specific information on each book mark about the verse read, page number and paragraph. Recording sketches, unknown words and other interesting information • P 109 Teacher stops for students after reading 'Marlie was shaking "I am sorry. I am sorry," she said over and over.' Questioning and clarifying with students to explain why this was said.	Monitoring and Clarifying, Questioning,	
3 After reading	• Students retell the chapter by referring to their BOOKMARKS to promote discussion about the chapter. • Teacher lists students' difficult words to chunk for spelling • Students discuss 'Fears'. What is a fear? What did the members of the group fear?' Will Strong John and Rowan sub come to a fear? Students predicting what they would be? • Students make connections to themselves by discussing how they would react to an event I would be frightened when...	Summarising Questioning Predicting Making Connections	

CHAPTER 12	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Review previous chapter using *MAGIC JIGSAW* questioning strategy to recap on information of the previous chapter. Students formulate questions for peers to answer. • Chapter Title - *Bravest Heart*- What does it mean to be brave? When have you been brave? Predicting and inferring what will happen in this chapter? • Focus on spelling and meanings of unknown words. Demonstrate how to work out the meaning of a difficult word eg hampered p116, wedged p116, beckoned p117, spluttered p117, penetrate p120, fringed p123, erupted p123, lunged p123	Questioning Predicting Making Connections	C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.
2 Reading the Text	Model reading using fluency and phrasing: (Please note- all students to have photocopy of text (chapter)) • Students can list their difficult words • Demonstrate monitoring and understanding by rereading to clarify meaning • Students use making connections and monitoring *CODING STRATEGY* while reading and record the most important information by using a code - * (things they already knew), + (new information) , ! ('wow' information) and ?? (information they do not understand).	Monitoring and Clarifying, Making Connections	
3 After Reading	• Students meet with a partner to share and compare codes they each have marked. Students discuss and retell the information • Teacher lists students' difficult words to chunk for spelling • Who had the *'Bravest Heart'*? How do you know this? • Compare and contrast Strong John and Rowan using a Venn diagram. • *Six brave hearts have failed in the test. One continues in the quest.* What do you think this is referring to?	Summarising Predicting Making Connections- Comparing and Contrasting	

CHAPTER 13	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN3-1A EN3-3A EN3-5B EN3-6B EN3-7C EN3-8D EN3-9E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	• Review previous chapter by using summarising strategy *I REMEMBER ...* recalling and reflecting on interesting information of the previous chapter. • *Huge. Ancient. Terrible, The Dragon of the Mountain.* With these last sentences from chapter 12 students are asked to predict what will happen in the final chapter of this book. Students then are asked to continue their prediction by finishing the sentence ... I anticipate the most memorable moment will be... • Focus on spelling and meanings of unknown words. Demonstrate how to work out the meaning of a difficult word eg compelling, ail, crooned, quenched, singed, dislodge, flailing, furnace, feeble, retraced, stolidly, parched.	Summarising Predicting	**C11** Analyses and evaluates the ways that inference is used in a text to build understanding. **C11** Re-examines sections of texts for evidence to support interpretations and opinions. **C11** Evaluates a personal interpretation of a text by critically re-examining evidence within the text. **C12** Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. **C12** Analyses texts to compare how language structures and features are used to position readers and viewers. **V11** Demonstrates understanding of new words for new concepts. **V11** Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. **V12** Draws on knowledge of word origins to work out meaning of new words.
2 Reading the Text	Model reading using fluency and phrasing: • Students can list their difficult words • Students use summarising strategy: *KEY WORD STRATEGY* and select words that they believe are important in understanding the text.	Monitoring and Clarifying, Summarising	
3 After Reading	• Students summarise the book by using *MEMORABLE MOMENT STRATEGY* and complete the sentence ' As I finished the chapter I realised the most memorable moment was... ' and 'Another moment that was worthy of attention was ... ' • Students use key words recorded during reading and arrange them to support a cohesive summary of the chapter. Students retell or write a summary. • Teacher lists students' difficult words to chunk for spelling • Students consider all the main characters in the group/team that tackled the journey up the mountain. Describe how the villagers' attitude towards Rowan has changed and explain where Rin's stream water comes from? What keeps it flowing?	Summarising Making Connections	

TEXT SETS for independent reading

Deltora Quest series by Emily Rodda

Rowan of Rin series by Emily Rodda

The Hobbit by J.R.R. Tolkien

Peter Pan by J.M. Barrie

Search for the Lost Kingdom by T.L. Wood

Dragonsong by Anne McCaffrey

The Dark is Rising by Susan Cooper

Dragon Rider by Cornelia Funke

Dealing with Dragons (Enchanted Forest Chronicles) by Patricia C. Wrede

Playing Beattie Bow by Ruth Park

Tomorrow when the war began by John Marsden

The Dragon Box by Katie W. Stewart

The Realm of the Lost by Emma Eden Ramos

Dragondrums by Anne McCaffrey

Alexander Drake's Extraordinary Pursuit by Elizabeth Parkinson Bellows

Barlett and the city of Flames by Odo Hirsch

Barlett and the Ice Voyage by Odo Hirsch

Horrendo's Curse by Anna Fineberg

Haroun and the Sea of Stories by Salman Rushdie (a phantasmagorical)

Ranger's Apprentice by John Flanagon

Artemis Fowl by Eoin Colfer

The Shadow Children Series by Margaret Peterson Haddix (read before you try as it very different and could be rather confronting for some teachers/ students)

Skulduggery Pleasant series by Derek Landy