

Q Focus Questions

Writing Lesson

- 1. In small groups, discuss the Writing Lesson story.
- 2. About how many books has Andy Griffiths written?
- 3. What does he say is the most important part of the writing process?
- 4. Think of three words to describe Andy Griffiths' books.
- 5. What tips does he have for writing great stories?
- 6. Describe the sorts of stories you like to read and/or write.
- 7. When you write a story, where do you get your ideas from?
- 8. Who is your favourite author? Explain your answer.
- 9. Illustrate an aspect of this story.
- 10. What did you learn watching the Writing Lesson story?

Roald Dahl Centenary

- 1. Before you watch the BTN story, record what you know about Roald Dahl and his books.
- 2. Think of three adjectives to describe his books.
- 3. What inspired Roald Dahl to write Charlie and the Chocolate Factory?
- 4. Before he became an author, what did Roald Dahl do?
- 5. What was Dahl's first kids' book?
- 6. Roald Dahl books have sold more than _____million copies worldwide.
- 7. What is the name of the language that Roald Dahl invented?
- 8. Why did he invent the language?
- 9. What is your favourite Roald Dahl book? Why?
- 10. Why do you think his work is still popular today?

Letter Writing Class

- 1. What was the main point of the BTN story?
- 2. How many fewer letters were delivered across Australia last year than the year before?
 - a. 8 million
 - b. 20 million
 - c. 820 million
- 3. When did World Letter Writing Day begin?
- 4. Why does Richard want to bring back handwritten letters?
- 5. How can letters teach us about the past?
- 6. How did the letter that Meghan Markle wrote when she was twelve make a difference?
- 7. What is the difference between a formal and an informal letter? Give an example.
- 8. What are some of the benefits of writing letters?
- 9. How do you feel when you receive a handwritten letter in the post?
- 10. Who would you like to send a letter to? Why?





Teacher Resource

Writing Lesson

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Activity

Negotiate with students how many activities they complete from each section.

Remember and Understand

Can you recall the three story writing tips that Andy Griffiths talks about in this story? As a class write down Andy's tips and explain why you think they are useful. Here they are:

- Tip #1 Base your story on your own life and the things that happened to you and the people in your life.
- Tip #2 It's a good idea to work really quickly, write your ideas down as they come into your head and don't worry about grammar or spelling to start with.
- Tip #3 Rewrite your work constantly and make it as good and clear as you can.

Brainstorm a list of words to describe Andy Griffiths' writing style. Here are some to get you started.

- adventurous
- funnv
- attention grabbing
- exaggerated
- imaginative



Key Learning

Students will identify, describe, and discuss similarities and differences between texts. Students will create literary texts that experiment with structures, ideas and features of selected authors.

@ Curriculum

English - Year 4

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

English - Year 5

Create literary texts that experiment with structures, ideas and features of selected authors

English - Year 6

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

Analyse strategies authors use to influence readers

English - Year 7

Create literary texts that adapt features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition.

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour



As a class read the *Band-aid* extract from Andy Griffiths' book <u>Just Crazy</u>. http://www.andygriffiths.com.au/books/justcrazy.htm

- Before you read Band-aid...
 - o Take the CRAZY TEST to find out if this book is right for you.
 - o What do you think this story will be about? Write down your ideas.
- After you read Band-aid...
 - o Summarise what you have read.
 - o Draw pictures to go with the words.
 - O What could have happened next?

Apply and Analyse

Watch this workshop <u>The Baby and The Dinosaur</u> to find out how Andy Griffiths makes his stories exciting, moving and absorbing.

- Here is an extract from the video to give you an idea.
 - "Here's a baby. We're going to write a story about it. Would you write a story about a good baby or a bad baby? A bad baby, of course! Because a good baby just sits in the cot and gurgles a bit. But a bad baby jumps out of the cot, out of the window and runs down the street where it can get into trouble."
- What is Andy Griffith trying to teach us in this video?
- How does he hold his readers interest?
- Make a list of useful tips for story writing. Include tips on how to build character development, plot tension and narrative.
- Write your own imaginative piece about a baby and a dinosaur. Start by brainstorming possible scenarios. Remember to bring danger in from where the reader is least expecting it. Experiment with different narrative structures such as flashback and multiple perspectives.

Choose a book written by Andy Griffiths and then write your own book review.

- What are the themes in the book?
- What did you like or dislike about the book? Why?
- Would you recommend the book to other kids your age? Why or why not?
- Include an illustration with your review. It could be a sketch of the front cover or one of the characters from the story.
- Tip: Think about the audience you are trying to reach. Use effective vocabulary and accurate and persuasive language.
- Class activity! Hold your own class book club.
 Everyone will read the same Andy Griffiths book, either individually or as a class and then discuss the story.



Choose and explore two stories written by Andy Griffiths.

Compare these stories and find similarities and differences.



	text 1	text 2
Subject or theme characterisation text structure plot development tone vocabulary sense of voice narrative point of view visual techniques		

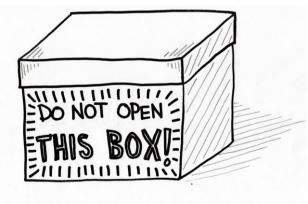
Evaluate and Create

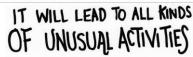
How do you start a story?

- Using illustrations, in comic strip format, tell your own story. Your first drawing will be a box with the words "DO NOT OPEN THIS BOX!"
- Your second drawing will include the box with the lid open. What is coming out of the box?
- Include dialogue to accompany your illustrations.
 This will form the start of your story!

Check out this story starter generator! http://www.scholastic.com/teachers/story-starters/

Choose a character from one of Andy Griffiths' books. Imagine the character's life events.





- Describe the character, including personality traits, motivations, feelings and actions.
- Put the character in a new situation that you have imagined. Write a short story detailing the events. Tell the story in an adventurous and humorous way.
- Include illustrations to match your story.

Choose three illustrations from your favourite Andy Griffiths book.

- Write your own short story to match these illustrations.
- Alternatively choose a chapter from your favourite Andy Griffiths book and draw your own illustrations to match. Your illustrations could be in a poster format, using computer animation or a comic strip.

Write a sequel or prequel or rewrite an ending to your favourite Andy Griffiths story.



Andy Griffith – Official website http://www.andygriffiths.com.au/index.htm

YouTube – Andy Griffiths Books https://www.youtube.com/user/AndyGriffithsBooks

Andy Griffiths – A Teacher's Guide to the Treehouse Series
http://www.treehousebookseries.com/uploads/books/guides/13 Story Treehouse Guide jyF8wDT.pdf





Teacher Resource

Roald Dahl

Q Focus Questions

- Before you watch the BtN story, record what you know about Roald Dahl and his books.
- 2. Think of three adjectives to describe his books.
- 3. What inspired Roald Dahl to write Charlie and the Chocolate Factory?
- 4. Before he became an author, what did Roald Dahl do?
- 5. What was Dahl's first kids' book?
- Roald Dahl books have sold more than _____million copies worldwide.
- 7. What is the name of the language that Roald Dahl invented?
- 8. Why did he invent the language?
- 9. What is your favourite Roald Dahl book? Why?
- 10. Why do you think his work is still popular today?

Activity

After watching the BTN story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

Class Brainstorm

Ask students to record all of the Roald Dahl books they know. Which ones have they read? Then ask them to brainstorm a list of words to describe Roald Dahl's writing style. Here are some to get you started.

- adventurous
- funny
- exaggerated
- imaginative

Activity

Gobblefunk

Gobblefunk is the language Roald Dahl invented to use in many of his books. Dahl thought that the made-up words were a way of making his books more interesting. Ask students to find out the

Key Learning

Students will explore the work of Roald Dahl and create a biography of the author.

@ Curriculum

English - Year 4

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.

English - Year 5

Understand that the pronunciation, spelling and meanings of words have histories and change over time.

Create literary texts that experiment with structures, ideas and stylistic features of selected authors

English - Year 6

Analyse strategies authors use to influence readers.

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.



meanings to the following Gobblefunk words then put them into a sentence. They can choose a few of their own in the spaces provided. Students can also be encouraged to create their own Gobblefunk words.

Word or phrase	Meaning	Example in a sentence
Hopscotchy		
Crodsquinkled		
Squibbling		
Whizzpopping		
Trogglehumper		
Quogwinkle		
Phizz-whizzing		
Ucky-mucky		
Swigpill		
Kiddles		
Scrumdiddlyumptious		



Roald Dahl Biography

Students will develop a biography on Roald Dahl. Establish what students already know about him. What sort of information is included in a biography? What does a biography tell us about a person?

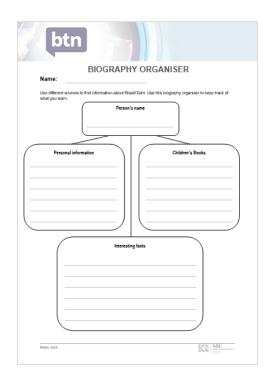
Students can use the Biography template at the end of this activity to structure their biographical information on Roald Dahl.

Here are some question ideas to start your research:

- When and where was he born? When did he die?
- Describe his childhood.
- Who did he marry, and did he have any children?
- Why did he become a children's author?
- What are some of Dahl's books?
- What impact has Roald Dahl had on children's literature?

Present your research in an interesting way.

· Give a presentation on your soldier





- · Create a portrait
- Design a poster
- Make a "Did you know?" for other students
- Write a letter Roald Dahl
- Create a timeline highlighting significant events

☆ Activity

Choose a book written by Roald Dahl and then write a book review.

- What are the themes in the book?
- What did you like or dislike about the book? Why?
- Would you recommend the book to other kids your age? Why or why not?
- Include an illustration with your review. It could be a sketch of the front cover or one of the characters from the story.
- Tip: Think about the audience you are trying to reach. Use effective vocabulary and accurate and persuasive language.
- Class activity! Hold your own class book club.
 Everyone will read the same Roald Dahl book,
 either individually or as a class and then discuss the story.



Some of Roald Dahl's books have been made into movies. Students may choose to review a movie that's based on one of his novels.

Activity

Quizzes

Students can test their Roald Dahl knowledge by having a go at the <u>quizzes</u> Find out which Roald Dahl character you are by completing <u>this quiz</u>.



Image: Roald Dahl website (link to image)





BIOGRAPHY ORGANISER

	Person's name	
Personal information		Children's Books



The Guardian – Roald Dahl: the best Gobblefunk words https://www.theguardian.com/childrens-books-site/2016/jun/14/roald-dahl-dictionary-best-gobblefunk-words

CBBC Newsround – Six fantastic facts about author Roald Dahl http://www.bbc.co.uk/newsround/36824907

CBBC Newsround – Roald Dahl dictionary: 10 of our favourite Gobblefunk words http://www.bbc.co.uk/newsround/36405434

Roald Dahl – About Roald Dahl http://www.roalddahl.com/roald-dahl

Scholastic – Roald Dahl Biography http://www.scholastic.com/teachers/contributor/roald-dahl

Young Writers – Fact Pack https://www.youngwriters.co.uk/fact-pack-roald-dahl





Teacher Resource

Letter Writing Class

Q Focus Questions

- 1. What was the main point of the BTN story?
- 2. How many fewer letters were delivered across Australia last year than the year before?
 - a. 8 million
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- 3. When did World Letter Writing Day begin?
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- 7. What is the difference between a formal and an informal letter? Give an example.
- 8. What are some of the benefits of writing letters?
- 9. How do you feel when you receive a handwritten letter in the post?
- 10. Who would you like to send a letter to? Why?

Activity

Class Discussion

Discuss the BTN *Letter Writing Class* story as a class, using the following questions to guide the discussion. Record the main points on a mind map with `Letter Writing' at the centre.

- What are the different ways that you communicate with friends and family? What types of technologies do you use?
- When did you last receive a handwritten letter in the post?
- How do you feel when you receive a handwritten letter in the post?
- How often do you write letters?
- Who would you like to send a letter to? Why?
- Do you think we should write more letters? Why or why not?
- What are the different parts or features of a letter? (e.g. date, postal address, greeting, signature).

Key Learning

Students will practise the art of letter-writing. Students will investigate how technology has changed the way we communicate.

@ Curriculum

English - Year 6

Analyse how text structures and language features work together to meet the purpose of a text.

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.

Re-read and edit students' own and others' work using agreed criteria and explaining editing choices.

Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.





Class brainstorm

Discuss the BTN *Letter Writing Class* story as a class and ask students to brainstorm who we send letters to. Below is a list to get you started.

- Friends, relatives or pen pals
- Politician about an issue important to you
- To your principal or teacher
- To a newspaper
- Dealing with banks

Students will investigate the purpose of a letter and then give examples of different types of letters, for example:

- A letter of invitation
- Job application
- · Thank you letter
- Exchanging news
- Letters of complaint
- Making an appointment
- Asking questions
- Giving information about an event



Letter writing activities

Students will practise the art of letter writing. Below are some letter writing activities.

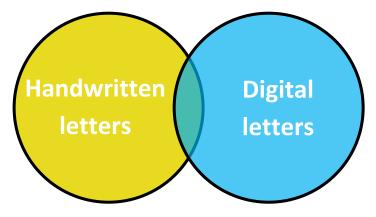
- Who would you like to send a letter to? Why? Students will design and create their own letter head or writing paper and write a letter to someone using their paper.
- Make a time capsule which includes a collection of letters handwritten by your students. Students
 can write to future students at the school telling them what school is like for them and then make a
 prediction about what school will be like in the future.
- Connect with a class from another country and ask if they would like to become pen pals with your class. Students will tell them what school life is like in Australia and then find out how their school life is similar or different.
- Students will explore an issue that is important to their school community. Students will then write a letter to their local council or member of parliament voicing their concerns and/or asking for change.
- Students will interview a friend or relative about letters they wrote (or still write).

Activity

Compare and contrast

Students will find similarities and differences between handwritten letters and digital letters. Use the questions below to start a class discussion. Use a Venn diagram to help organise the information.

- What are the differences and similarities between handwritten letters and digital letters (e.g. emails)?
- When would you hand write a letter?
- When would you send an email instead of a handwritten letter?
- What's the difference between a formal letter and an informal letter?
 Give examples.





Further investigation

Students will choose one of the questions below to explore in more detail.

- What type of language would you use in an informal letter to a friend or relative? Compare the language used in an informal letter to the language used in a formal letter. Give examples.
- Why are letters useful primary sources? Investigate how letters can tell us about the writer's opinions and personality and tell us more about the past. Choose an important letter in history to interpret and then explain your findings to the class. Here are some examples link.
- How has technology changed the way we communicate?
- What is meant by the term 'the art of handwritten letters is dying'? Explain using your own words.
- What is the future of 'snail mail'? Check out the <u>BTN Snail Mail story</u> then make some predictions about the postal mail system 20 years from now.



Persuasive text

Students will develop a persuasive text for or against the following statement: `We should write more letters.' Alternatively, students can develop their own statement. Students can use the information recorded on the mind map and their own research to help develop their argument. Encourage students to use a range of sources. Provide students with the following structure to follow when completing this activity.

Structure

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- o Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- o The rest of the paragraph gives more reasons.
- o Arguments can be ordered from strongest to weakest.

Conclusion

- o Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this *Read Write Think* persuasion map to plan your exposition text.



World Letter Writing Day

http://www.worldletterwritingday.com/index.html

Education – Australia Post

https://auspost.com.au/about-us/corporate-responsibility/our-community/education

Snail Mail - BTN

https://www.abc.net.au/btn/classroom/snail-mail/10535178

