

The English Series

Year

English:

3

Aligned with the NEW
v8.1 Curriculum.

Sample

Read this Indigenous Dreaming story entitled *Wayambeh The Turtle*, then complete the activity sheets which follow.

Wayambeh The Turtle
(adapted by Lindsay Marsh)

A long time ago, there lived a man named Wayambeh who was very stubborn and did not listen to his Elders. Every day he did what he wanted to do and did not obey any of the tribal rules.


One day, the Elders told Wayambeh that it was time for him to marry a woman from his tribe, but Wayambeh refused to marry the woman who was selected for him. Instead, he grabbed his spear and marched off into the bush to hunt.

While Wayambeh was hunting, he wrongfully entered another tribe's territory - this tribe was known as the Spiny Lizards. He saw a woman from the Spiny Lizards who was digging for yams with a digging stick. He decided that she was the woman who he wanted to marry.

Wayambeh crept up on the woman like a snake and snatched her from where she was digging. The woman's name was Ula - she was the princess of the Spiny Lizards. Ula explained to Wayambeh that she was already married with a baby and that she could not marry him because she belonged to the Spiny Lizards.

Wayambeh, however, did not listen to the Elders. Instead, he stole Ula to his tribe and returned to her with her.

The Elders were very cross with Ula. "You must return Ula to her tribe immediately," they demanded. But Wayambeh was again disrespectful and disobedient - he did not return Ula.



Analyzing Images

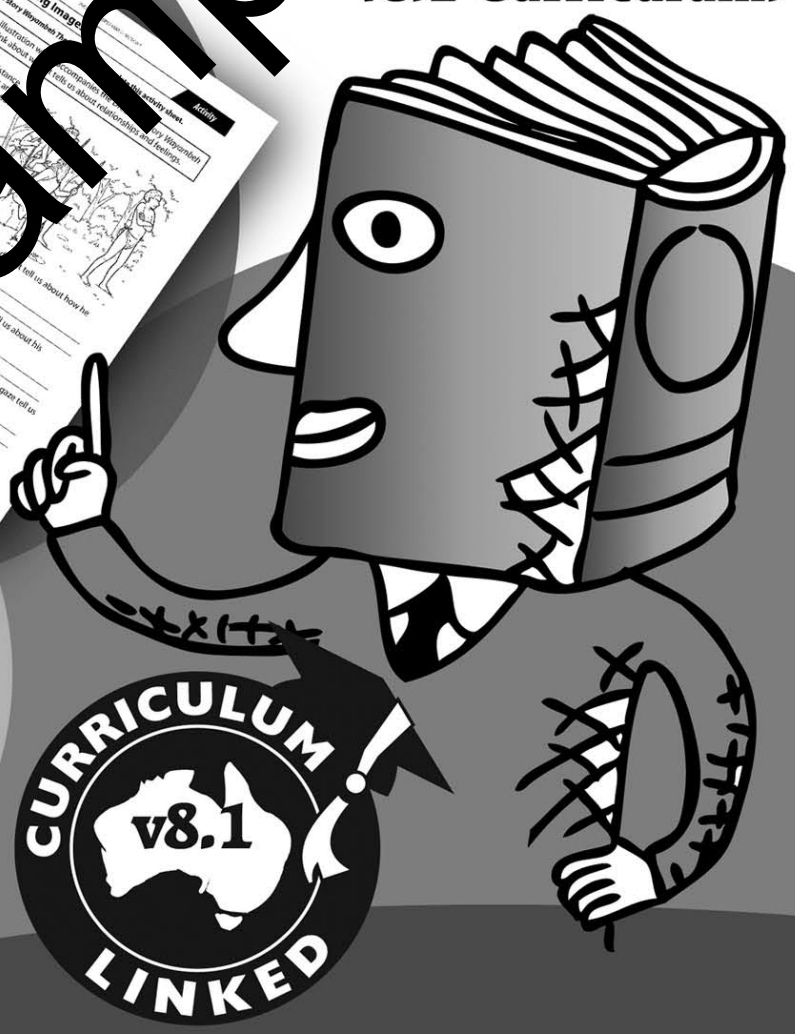
Look at the illustration below and write a short story about the turtle. Think about the turtle's feelings and feelings.

1. What does the illustration tell you about the relationship between the turtle and the turtle?

2. How does the illustration tell you about the relationship between the turtle and the turtle?

3. How does the illustration tell you about the relationship between the turtle and the turtle?

By Lindsay Marsh



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Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. It is linked to the new v8.1 Australian curriculum and each page in the book references the content descriptor/s and elaboration/s which it specifically addresses.

The activities in this book revolve around one Aboriginal Dreaming story, one story written in the style of a Creation Dreaming story, one poem and two fairy tales from different cultures. The activities linked to these texts enable the students to demonstrate much of the Year 3 curriculum.

Students will be asked to show their learning and understanding by: reading, drawing, sequencing, retelling, answering literal questions, inferring, analysing, describing, creating, adapting, making links, comparing and contrasting, organising, researching, drawing on prior knowledge, locating and playing games. Teachers will be inspired to create additional content based on the provided texts to extend students' learning and development.

Each page in this book has been typeset to appeal specifically to this age group and help these students to process concepts being introduced and/or assessed. The illustrations in the book have been drawn purposefully to help students make meaning.

There are opportunities for the students to pair up or work in small groups to complete set tasks. Pairing more able students with less able students might help more able students play the 'teacher' and consolidate their learning and help less able students to make a start, and approach the task with more confidence.

To make life even easier for the very busy teacher, answers are provided at the very back of the book.

v8.1 Curriculum Links

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

Elaboration

- learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately

Examining how evaluative language can be varied to be more or less forceful (ACELA1477)

Elaborations

- exploring how modal verbs, for example 'must', 'might', or 'could' indicate degrees of probability or obligation.
- distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts.

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Elaboration

- becoming familiar with typical structural stages and language features of various types of text, for example narrative procedures, reports, reviews and expositions.

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)

Elaborations

- noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture
- observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's

eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons(ACELT1594)

Elaboration

- exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)

Draw connections between personal experience and the worlds of texts, and share reasons with others (ACELT1596)

Elaboration

drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view

Develop criteria for establishing personal preferences for literature(ACELT1598)

Elaboration

- selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)

Elaboration

- discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'

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)

Elaborations

- identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems
- exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment

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)

Elaboration

- innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

Elaboration

- creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text

Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Elaboration

- speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

Elaboration

- identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)

Elaborations

- combining different types of knowledge (for example word knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning
- analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics
- reading text types from a student's culture to enhance confidence in building reading strategies
- reading aloud with fluency and intonation
- reading a wider range of texts, including chapter books and informative texts, for pleasure

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 (ACELT1780)

Elaborations

- making connections between the text and students' own experience and other texts
- making connections between the information in print and images
- identifying important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Elaborations

- selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact
- using appropriate simple, compound and complex sentences to express and combine ideas
- using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas

- Read this indigenous Dreaming story entitled *Wayambah The Turtle*, then complete the activity sheets which follow.

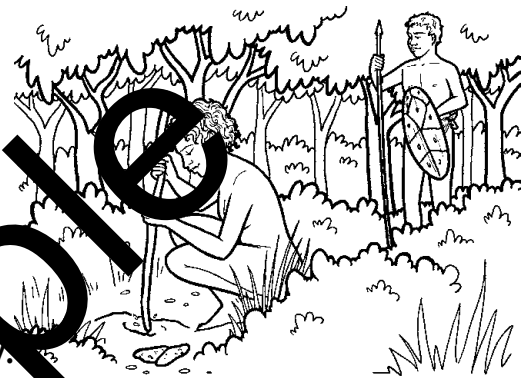
Wayambah The Turtle

(adapted by Lindsay Marsh)

A long time ago, there lived a man named Wayambah who was very stubborn and did not listen to his Elders. Every day he did what he wanted to do and did not obey any of the tribal rules.

One day, the Elders told Wayambah that it was time for him to marry a woman from his tribe, but Wayambah refused to marry the woman who was selected for him. Instead, he grabbed his spear and marched off into the bush to hunt.

While Wayambah was hunting, he wrongfully entered another tribe's territory – this tribe was known as the Spiny Lizards. He saw a woman from the Spiny Lizards who was digging for yam with a digging stick. He decided that she was the woman who he wanted to marry.



Wayambah crept up on the woman like a snake and snatched her from where she was digging. The woman's name was Ula – she was the princess of the Spiny Lizards. Ula explained to Wayambah that she was already married with a baby and that she could not marry him because she belonged to the Spiny Lizards.



Wayambah, however, did not listen to Ula, in the same way that he did not listen to his Elders. Instead, he stole Ula from her tribe, and returned to his tribe with her.

The Elders were very cross when they saw Wayambah with Ula, "You must return Ula to her tribe immediately," they demanded. But Wayambah was again disrespectful and disobedient - he did not return Ula.

Analysing Images 1

Activity

○ Read the story *Wayambah The Turtle*, then complete this activity sheet.

Look at the illustration which accompanies the Dreaming story *Wayambah The Turtle*. Think about what it tells us about relationships and feelings.

1. What does the distance between the Elders and Wayambah reveal about their relationship?



2. Describe Wayambah's body language. What does it tell us about how he feels?

3. Look at Wayambah's facial expression. What does it tell us about his feelings?

4. Gaze means where someone is looking. What does Wayambah's gaze tell us about what he is thinking?

5. How are the Elders portayed in the image?

- Read the poem entitled *Late For School*, then complete the activity pages which follow.

Late For School by Theresa Wilton

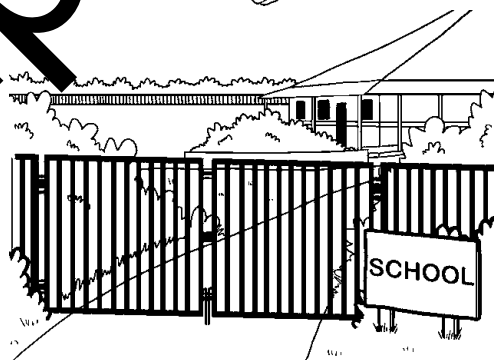
I woke up this morning
and crawled out of bed
I hurried down the stairs,
"I'm so late!" I said.



I'd no time for breakfast,
my coat wasn't there,
my bike tyres were punctured
I'd lost my bus fare!

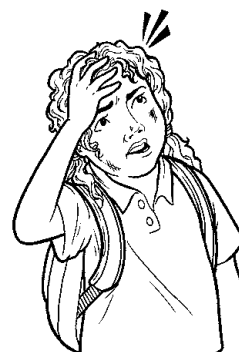


I sprinted and sprinted
and trod on my lace,
I grazed both my elbows
and scratched all my face.



I fled round the corner
and over the hill
the school came into sight
but things were so still

"Are the gates locked?"
I said to myself,
and then I remembered
of course
it was... Saturday!



Briefly describe in your own words what you think the poem is about.

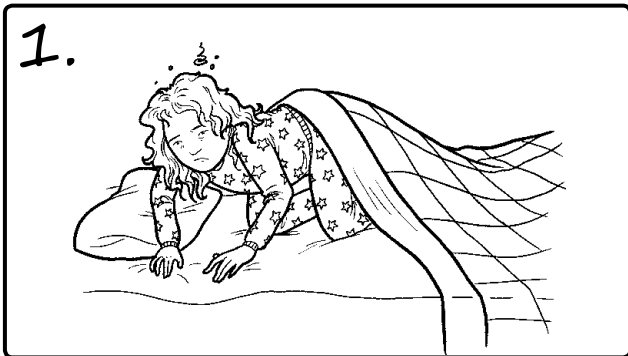
 **Imagery**

Activity

○ Read the poem *Late For School*, then complete this activity sheet.

When you read a poem, you create visual pictures in your mind to help you understand what is happening. This is imagery.
 Sometimes verbs can create imagery, "I **crawled** out of bed".
 Sometimes adjectives create imagery, "but things were so **still**".

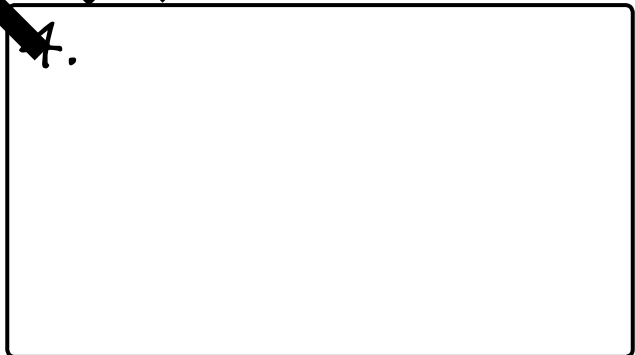
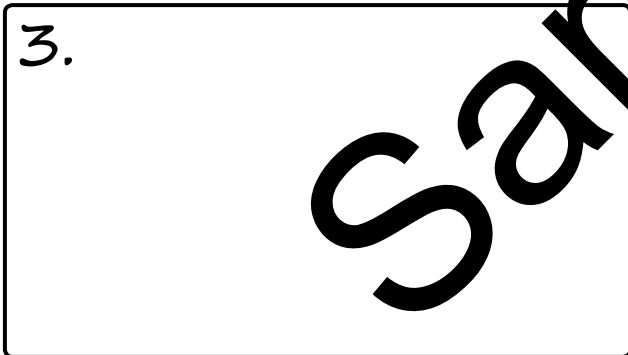
Complete the chart below to describe the imagery created in the poem *Late For School*.



e.g. I crawled out of bed

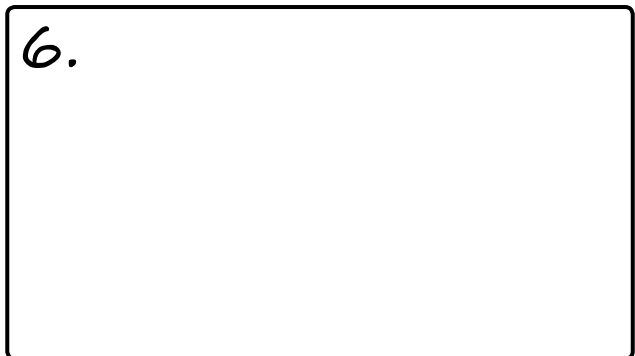
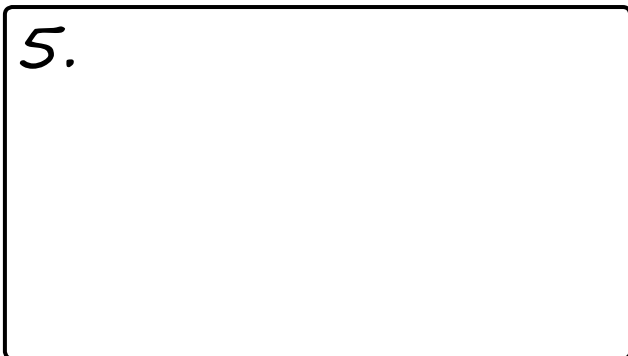
verb adjective

verb adjective



verb adjective

verb adjective



verb adjective

verb adjective