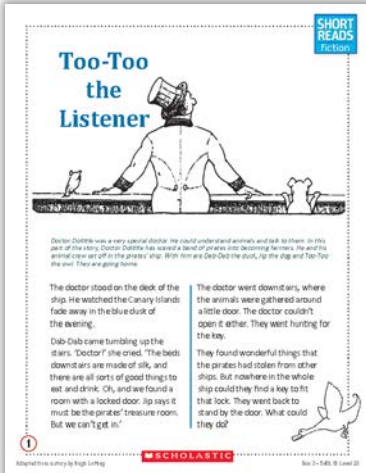



Lesson Focus	Activities
<p>Lesson 1: Building Tension <i>Too-Too the Listener</i> by Hugh Lofting</p> <p>BUILDING EFFECTIVE NARRATIVE</p> 	<p>Discuss</p> <ul style="list-style-type: none"> Identify main events of excerpt: <ul style="list-style-type: none"> the animals find a locked door on the boat Doctor Dolittle can't open the door no-one can find the key Too-too can hear someone inside Too-too can hear someone crying How does the author make the reader gradually more curious about who is behind the door? <ul style="list-style-type: none"> even the characters don't know who is behind the door characters try different ways to open the door small details are revealed about the character behind the door (it is a boy who is crying) <p>Write</p> <ul style="list-style-type: none"> Write a paragraph describing you and a friend finding one of the following objects. Create tension as you describe trying to break into it. Is there any smell/light/sound coming from the object? <ul style="list-style-type: none"> black onyx box door set into an old oak tree doorway beneath the school hall round metal sphere with strange markings over it locked metal grate found in the forest
<p>Lesson 2: Linking Ideas <i>Daydreaming</i> Middle-Eastern Folk Tale</p> <p>BUILDING EFFECTIVE NARRATIVE</p> 	<p>Discuss</p> <ul style="list-style-type: none"> Draw together a flow chart of events for the story: how one thing led to another in the man's dream. <ul style="list-style-type: none"> sells glass buys more expensive glass, and sells it buys jewels and perfume, and sells them buys large house with fine artwork becomes popular, and is asked to visit the palace sultan asks him to be his advisor princess wants to marry him becomes a king thieves will try to steal his gold, but he will fight them he breaks the glass <p>Write</p> <ul style="list-style-type: none"> Write a dream chain of event to describe what would happen if you sold the beautiful glass. Make each event more extravagant and extreme as the story continues. <ul style="list-style-type: none"> write the story in first-person: 'I will sell the . . .' ensure that at least 5 steps are included in the story ensure that the last step involves breaking the glass



Lesson Focus

Activities

Lesson 3: Gradually Revealing Key Details

An Artist's Sight

by Madelaine Fischer



Discuss

- Does this short story have an introduction?
 - no, it begins with a character talking
- What is the first CLUE that Pearl is blind?
 - fourth paragraph: '[Pearl's] eyes match her name' (i.e. they are clouded)
- What clues are there about the author's age?
 - she lives at home; is old enough to sketch and make muffins by herself in the kitchen
- Why do you think the author didn't start the story with an introduction like: 'Emily carried the chocolate muffin carefully next door. She felt uncomfortable and nervous. Her old neighbour, Pearl, was really Mum's friend, and she was blind. How would Emily know what to say to her?'
 - it is more mysterious to gradually discover things about the characters; it allows the author to surprise the reader as the story continues

Write

- Write a short story that doesn't have an introduction. Start with describing the action, and work up to revealing something surprising about your character at the end of the story. (Ensure that subtle clues are given through the story about the surprise...)

Story Prompts:

Setting: walking along the beach

Describe: sounds, footprints, people playing, smelling the fish and chips, stomach rumbling

Surprise: main character is a seagull

Setting: children's birthday party

Describe: games, food, feeling left out, wanting to join in

Surprise: main character is a grandparent

Setting: memories of family

Describe: fun birthdays, watching children grow up, feeling loved but now left behind

Surprise: main character is a house

Setting: memories of earlier life

Describe: growing bigger, birds visiting, animals living nearby, losing a limb

Surprise: main character is a tree

Setting: travelling to the country

Describe: stopping for lunch, feeling the wind, remembering previous visit, listening to music

Surprise: main character is a car



Lesson Focus

Activities

Lesson 4: The Likeable Villain

The Sly Thief
French Folk Tale



Discuss

- In what ways is Jacques a villain?
- he steals and tricks people
- How does the author encourage the reader to like Jacques, even though he does bad things?
- the author has given Jacques some features—cleverness, bravery, boldness—that help balance out his bad qualities
- Why might the author give the villain some good and bad characteristics?
- it makes the character feel more realistic (real people are usually a mix of good and bad)
- it makes the reader feel sympathy for the villain; perhaps it allows the villain to grow into a good character

Write

- Choose one of the following characters to write a short story about. Show the character's bad qualities, but encourage the reader to feel sympathy for them, or to like them for some reason.

Story Prompts:

Character: a casual teacher

Bad: very loud, angry, strict

But... rescues a kitten from up a tree

Character: a bully

Bad: angry, fights others, steals things

But... steals food from garbage bins and lives with an angry uncle

Character: a pirate

Bad: steals, sinks ships, greedy

But... likes to play silly tricks on his crew, has a good sense of humour

Lesson 5: Character Interactions

Summer Dragons
by Madelaine Fischer



Discuss

- In this short story, the reader learns more about the characters' personalities when they talk to each other. How would you describe each character and the way they talk to others?
- **Mara** – talks freely and honestly with everyone, she is outgoing and talkative, and likes to tease her younger brother
- **Parents** – get cross with Mara but let her speak plainly, they don't get along with Uncle Jim, and don't talk easily with him
- **Grandfather** – close relationship to everyone, he is a peacemaker, he takes the time to explain to Mara why the adults are fighting
- **Lisa** – initially quiet, doesn't talk much until she feels comfortable

Write

- Write a conversation between two of the characters listed below. They are in the same classroom, and are asked to create a poster for the school fete.
- **Simon:** outgoing, confident chatterbox, friendly
- **Lee:** shy, creative, talks only in short sentences
- **Aaron:** bossy, destructive, rushes his work
- **Kate:** obeys the rules, always neat, talks quietly
- **Ben:** enthusiastic, often clumsy, encourages others

DEVELOPING CHARACTERS

DEVELOPING CHARACTERS



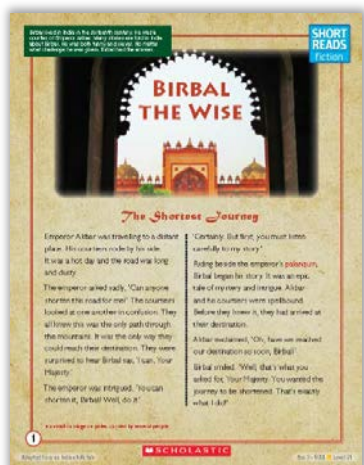
Lesson Focus

Activities

Lesson 6: Playing with Words

Birbal the Wise

Indian Folk Tale



Discuss

- The humour and cleverness in this story centres around a few superlative words: **sharpest**, **strongest** and **shortest**. How does the author play with the meaning of each word in each short story?
- shortest journey**: Birbal makes the journey feel shorter by distracting the Emperor
- sharpest spear and strongest shield**: Birbal points out that only one of these facts can be true
- shortest line**: Birbal 'makes' the line shorter by adding a longer line to compare it to.

Write

- Write a new tale about Birbal using one of the following superlatives:

HARDEST (hint: hardest can mean the strongest object, but it can also mean something that is very difficult . . . such as the hardest problem) e.g. Birbal might be asked to create the 'hardest' puzzle ever created.

RICHEST/WEALTHIEST (hint: people can be rich in things other than money) e.g. The emperor may ask Birbal to bring the 'wealthiest' man in a village to meet him.

SWEETEST (hint: things can be sweet when they are sugary, but people can be 'sweet' when they are kind) e.g. The emperor may ask Birbal to bring him something 'sweet' after dinner.

BIGGEST (hint: objects can be big, but other things can also be 'big', such as a big heart or a big dream)

LARGEST (hint: objects can be large, but other things can also be large, such as a large voice or heart. A picture can be made larger by adding something to it . . . even something small)

Lesson 7: Playing with More Words

The First Law

by Joseph Jacobs



Discuss

- Humour can be created when the reader sees things happening that the characters don't. What obvious mistake does the snake make?
- he believes that the fox doesn't understand how he was trapped, and offers to trap himself again
- What humorous twist is at the end of the story, and why is it funny?
- the fox gets tricked by the man at the end of the story; this is funny because it is unexpected and ironic

Write

- Write a short story about an animal that escapes only by talking to a predator:
- flattery** (e.g. ask the predator to show them how to do tricks that gradually become more difficult)
- trickery** (e.g. tell the predator that a hunter is chasing him, then tell the hunter the predator is chasing him)
- pretending to misunderstand** (e.g. ask the predator to show how a human trap works)
- challenging** (e.g. challenge the predator to climb higher and higher trees)

DEVELOPING HUMOUR

DEVELOPING HUMOUR



Lesson Focus

Lesson 8: Humour that Relies on Understanding 1

Hans in Luck

German Folk Tale



DEVELOPING HUMOUR

Activities

Discuss

- In this story Hans blissfully swaps a lump of gold for a horse, then a goat, then a duck, then a millstone that he tosses away. Why do you think the reader finds this funny to read?
 - the reader can easily see what Hans doesn't: he keeps trading valuable objects for less valuable objects, until he has nothing at all
- Why doesn't the reader feel more pity for Hans?
 - the reader doesn't feel sorry for Hans because Hans isn't upset at the end of the story; he is content with having nothing
- How would you describe the people that Hans meets along the way?
 - the people that Hans meets along the way take advantage of Hans' ignorance; however, in each case, Hans complains about each object and indicates that he actually wants to swap

Write

- Write a short story about a modern-day Hans. Ensure that he swaps at least four objects, so that he begins the story with something valuable, but finishes with nothing. Hints:
 - You will need to find a reason why Hans finds each object a nuisance after a while, and a reason why he thinks the new object might be better.
 - You will also need to organise your objects from most expensive/valuable to the least expensive.

Example Objects:

Diamond/Gold/Money:

Hans likes it because — he feels rich, the diamond sparkles

Hans doesn't like it because — he is hungry, the gold is heavy

Mobile phone:

Hans likes it because — he can call people, it fits in his pocket

Hans doesn't like it because — it has no credit, it has no charger

Bicycle:

Hans likes it because — he is tired of walking, it is his favourite colour, the person riding it is laughing

Hans doesn't like it because — it gets a flat tyre, he gets tired

Umbrella:

Hans likes it because — it has started to rain or the sun is very hot

Hans doesn't like it because — it stops raining or he is tired of holding it

Soccer Ball:

Hans likes it because — he doesn't have to hold it, it is fun to play with

Hans doesn't like it because — he is tired of kicking it, he has no one to play soccer with, he starts walking uphill and the ball keeps rolling back down the hill

Hot chips/bag of lollies:

Hans likes it because — he is hungry, he can smell the hot chips

Hans is left with nothing because — he eats it, he throws it towards a dog that is chasing him to get away



Lesson Focus

Activities

DEVELOPING HUMOUR

Lesson 9: Humour that Relies on Understanding 2

Hans the Helpful

German Folk Tale



Discuss

- How is the humour created in this story?
 - when Hans is told by his mother how to carry an object correctly, he tries to carry the next object in the same way
- Why is the order of WHEN Hans carries each object important in this story?
 - because the way each object is carried has to result in something bad happening the next time. It helps create the humour

Write

- Write a short story about other things that Hans carries. Write an outline for your story first, so that you know exactly how the story will develop. (Teachers: photocopy the graphic organiser on page 7 or display it on your IWB to help students plan their stories.)

Example objects and how you could carry them:

Phone: place in your pocket

Flowers: tie a string around them and carry them in your hand

Bird: poke small holes in a box and carefully seal the box with tape

Book: place it in a plastic bag, then put it in your backpack

Cake: put it in a paper bag and carry it with two hands

Balloon: tie a string on one end and tie the other to your wrist

DEVELOPING HUMOUR

Lesson 10: Humour that Relies on Understanding 3

Finest Liar in the World

French Folk Tale



Discuss

- The story told by the boy has many unbelievable parts, but he tells it as if it is a true story. At what point in the story did you realise that he was starting to tell lies?
 - he states 'in my youth I was an old man'; this has to be wrong
- Even though the story has many lies, there is a story thread of a journey. Describe the main events that happen in the story:
 - he finds a bee missing
 - he chases after the bee, across the sea
 - he finds another man has captured his bee
 - he takes the bee home
 - while he sleeps, his bee is killed, and the valley he lives in is filled with honey
 - he escapes from the honey, finds a piece of paper in his pocket, the note says the bread belongs to the boy, not the man

Write

- Use the graphic organiser (page 8) to plan a basic adventure story outline, with four parts to it. Next, brainstorm ways that each part of the story could be twisted into an incredible lie. Then write your tall tale, telling the story as if it is true.

HINT: You could make something larger, smaller, meaner, stronger, older, have a different purpose . . .

Hans the Helpful: Graphic Organiser

OBJECT 1

How he carried it:

What went wrong:

Mother said to:

OBJECT 1

How he carried it:

What went wrong:

Mother said to:

OBJECT 1

How he carried it:

What went wrong:

Mother said to:

OBJECT 1

How he carried it:

What went wrong:

Mother said to:

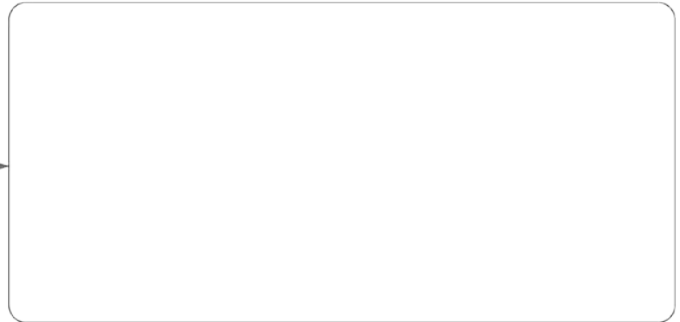
The Basic Story

TWISTED

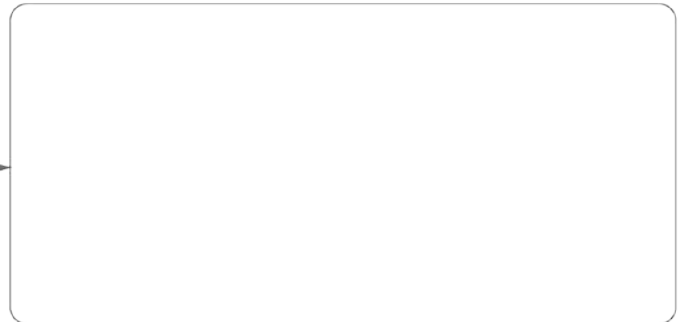
First



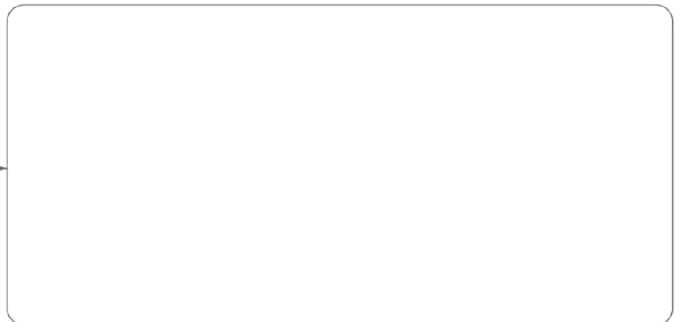
Then





Next



Finally



	Lesson Focus	Activities
THE IMPORTANCE OF DETAILS	<p>Lesson 1: Background Research <i>Martin Rattler</i> by R.M. Ballantine</p> 	<p>Discuss</p> <ul style="list-style-type: none"> The author made some errors in describing the behaviour of a jaguar: for example, he described the jaguar as roaring like a lion, when instead it has a deep, chesty cough. Why do you think the author made these mistakes? <ul style="list-style-type: none"> he had never seen a real jaguar when he wrote the story in 1858 in Scotland, there weren't many ways he could research information about South America (books, talking to people, the museum) How does the internet make it easier, but also trickier to research information about another country or time period? <ul style="list-style-type: none"> EASIER – the internet has videos and written information from all over the world TRICKIER – it can be difficult to decide what information is reliable and true; can get distracted onto other topics while searching <p>Write</p> <ul style="list-style-type: none"> Use the research prompts on page 2 to write some details about your own environment (your street), from your own time era (last week). <p>Now, imagine you are a writer from 50 years into the future. Write about a robbery that takes place in your street, adding some of the details that you noted on your research page. These will help set your story in a realistic and specific time.</p>
	<p>Lesson 2: Spine tingling Settings <i>Skellig</i> by David Almond</p> 	<p>Discuss</p> <ul style="list-style-type: none"> David Almond cleverly creates a detailed picture in the reader's mind of what the shed looks like, and what Michael is feeling and experiencing. Find specific examples of where he is describing the whole scene, and where he describes Michael's view of the scene, his feelings and his 5 senses. <ul style="list-style-type: none"> whole scene: 'Everything was packed in tight—ancient furniture, kitchen units, rolled-up carpets, pipes and crates and planks.' SOUND: 'something scratched and scratched in the corner' TOUCH: 'more cobwebs snapped on my clothes and skin' SIGHT: 'I opened a cupboard an inch, shone the torch in and saw a million woodlice scattering away.' TASTE/SMELL: 'There was dust clogging my throat and nose.' FEELINGS/THOUGHTS: 'I moved so carefully. I was scared every moment that the whole thing was going to collapse.' <p>Write</p> <ul style="list-style-type: none"> Write a paragraph describing how a character explores one of the following places. Try to describe the whole scene, as well as the scene through the character's senses, thoughts and feelings. <ul style="list-style-type: none"> an abandoned village in the jungle a secret tunnel beneath the town hall a grocery store in the middle of the night



Martin Rattler: Graphic Organiser

A Daring Robbery



Imagine an author 50 years into the future is writing a fiction story about a robbery that took place in your street last week.

If some of the details were wrong, it could ruin the whole story! Help them out by filling out the following details about the street you live in.


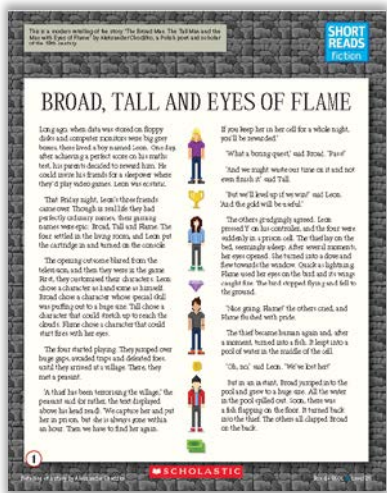
What kind of objects would people in your street be likely to steal?

Describe what your street looks like. Are there trees outside? *Are the houses single/double storey, What kind of noises might there be in in your street at night (animals, music, cars) and what lighting might be around (street lights, headlights from cars)?*

How would a burglar break into a home in your street? *(Could there be flyscreens they would need to cut, an alarm system to turn off, solar lights in the garden?)*

What kind of objects might the burglar see in your home? *(eg. a flat-screen TV, lego on the floor, gaming console...)*

If someone woke up and surprised the burglar, what would their conversation sound like? *(Think about how people today talk. Would you use full sentences? Would you or the burglar use any slang words, such as 'cops'?)*

Lesson Focus		Activities
THE IMPORTANCE OF DETAILS	<p>Lesson 3: Deep Descriptions <i>Through the Dragon Glass</i> by Abraham Merritt</p> 	<p>Discuss</p> <ul style="list-style-type: none">• Much of the suspense in this story comes from the vivid description of the dragon glass, climaxing with the moment that something unexpectedly moves inside the glass. The author uses many techniques to create a vivid picture for the reader. Find examples of each of the following techniques in the text:<ul style="list-style-type: none">- SIMILES: (use 'like' or 'as') 'all you saw was cool green ... like the sea when you swim under water on a still summer day and look up through it'- COLOURS: topaz, emerald, ivory, vermillion...- ADJECTIVES: 'dusky little vaporuous flames'; 'cool, green, glimmering translucence'- REPETITION: 'There has never been anything like that thing! Never!'- UNUSUAL SENTENCE STRUCTURE: 'But they were alive, those dragons'; 'It took your breath away, the first glimpse of the Dragon Glass' <p>Write</p> <ul style="list-style-type: none">• Write a paragraph describing one spectacular object featured on page 4. Try to describe it so vividly that someone who hasn't seen it before could create a picture in their mind of the object.<ul style="list-style-type: none">- add a twist at the end—something surprising about the object that would make the reader want to keep reading.- use some of the techniques discussed above (perhaps the class could brainstorm creative adjectives, or sample similes that describe different colours)
	<p>Lesson 4: Historical terminology <i>Broad, Tall and Eyes of Flame</i> retold by Madelaine Fischer; based on <i>The Broad Man, The Tall Man and the Man with Eyes of Flame</i> by Aleksander Chodźko</p> 	<p>Discuss</p> <ul style="list-style-type: none">• This story has taken a traditional tale, and placed it in a totally different setting. Why might people choose to retell an older children's story instead of creating a new one?<ul style="list-style-type: none">- the old story has a great storyline- it is fun to build a new story from existing ideas- the original wording might be difficult to understand <p>Write</p> <ul style="list-style-type: none">• Write a new story based on one of the following famous fables. (Some ideas on how to adapt are suggested after each title.) <p>TWISTED TALES</p> <p><i>The Fox and the Crows</i> (card in FICTION Box 2): main message is flattery. Choose new animals to write about in the story. Example storylines: a man drops his ice-cream when a bird compliments him on how well he can throw and catch things; a bear loses some berries when a sparrow compliments him on how good his memory is—to prove it, he hides the berry in the middle of a snowy field</p> <p><i>The Fox and the Stork</i> (card in FICTION Box 2): one animal tricks the other by feeding them things they can't eat. Example storylines: a giraffe offers leaves high on a tree to a horse, so the horse feeds grass on a steep slope to the giraffe; a boy gives a girl a hamburger with lots of chilli that she hates, so the girl gives the boy a hamburger with mustard that he hates</p>
THE IMPORTANCE OF DETAILS		

Cockerel Fabergé Egg



French Cabinet on a Stand



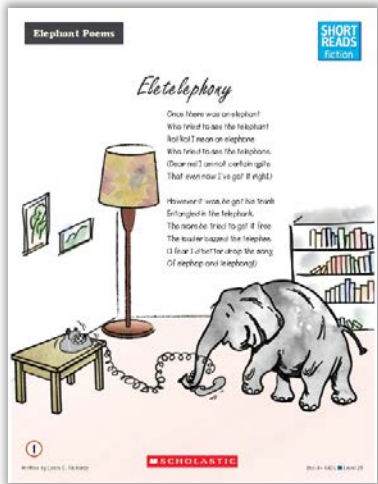
Imperial State Crown


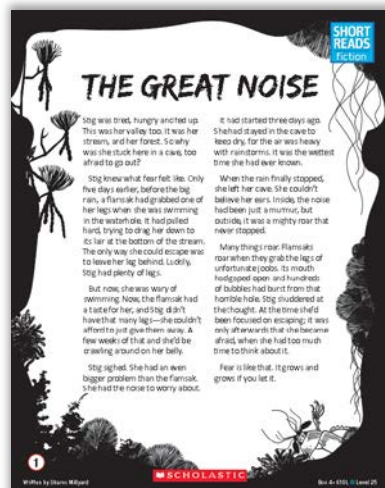




Sutton Hoo Ship Burial Mask, UK



Image Credit: top left: Cockerel Fabergé egg at Fabergé Museum in Saint Petersburg, Russia © Testus/via wikimedia commons; top right: cabinet on a stand attributed to André-Charles Boulle in J Paul Getty Museum/ via wikimedia, public domain; bottom left: Imperial State Crown /via wikipedia, public domain; replica of the helmet from the Sutton Hoo ship-burial, British Museum © Ziko-C/via wikimedia commons

Lesson Focus	Activities
<div data-bbox="172 152 598 255"> Lesson 5: Playing with Syllables <i>Elephant Poems</i> by Laura Richards, John Godfrey Saxe </div> <div data-bbox="181 304 560 786">  </div> <div data-bbox="113 987 140 1207" style="writing-mode: vertical-rl; transform: rotate(180deg);"> POETIC WORDING </div>	<div data-bbox="643 152 758 185"> Discuss </div> <div data-bbox="657 197 1417 456"> <ul style="list-style-type: none"> How has the author played with the words 'elephant' and 'telephone' in this poem? <ul style="list-style-type: none"> she merged the front of one word with the back of another; the words were split after the second syllable How did the mixed-up or tangled words reflect what actually happens in the poem? <ul style="list-style-type: none"> the elephant gets mixed-up or tangled, just like the words </div> <div data-bbox="643 479 732 512"> Write </div> <div data-bbox="657 524 1465 591"> <ul style="list-style-type: none"> Write your own poem about a tangled animal that gets mixed-up while using a piece of equipment or transport. </div> <div data-bbox="684 598 767 624"> HINTS: </div> <div data-bbox="684 633 1461 770"> <ul style="list-style-type: none"> ensure that the animal and the equipment have the same number of syllables in their names think about how the animal might get mixed-up when trying to use the equipment </div> <div data-bbox="689 826 904 855"> EXAMPLE POEMS </div> <div data-bbox="233 882 553 1066"> <p>Once there was a manatee, That tried to ride the monotee. No! No! I mean a manarail, Who tried to ride the monorail. (Dear me! I am not certain quite That even now I've got it right.)</p> </div> <div data-bbox="233 1102 614 1285"> <p>However it was, he squeezed his nose Through the door of the monorose. The more he pushed to get inside The faster his tail swished side to side. (I fear I'll never finish the song Of manatos and monotong!)</p> </div> <div data-bbox="651 882 973 1066"> <p>Once an anaconda, Tried to use a gondonda. No! No! I mean an andola, Who tried to use a gondola. (Dear me! I am not certain quite That even now I've got it right.)</p> </div> <div data-bbox="651 1102 963 1285"> <p>However it was, he got his tail Entangled in the gondalail The more he tried to get it free The bigger the knot grew to be. (I fear I'd better drop the song Of gondalos and anacong!)</p> </div> <div data-bbox="1082 882 1410 1066"> <p>Once there was a pelican, That tried to tow a carican. No! No! I mean a pelavan, Who tried to tow a caravan. (Dear me! I am not certain quite That even now I've got it right.)</p> </div> <div data-bbox="1082 1102 1425 1285"> <p>However it was, he got his beak Stuck in the tow bar for a week. When he finally pulled it free He pushed that van into the sea. (And so that ends the terrible tale Of pelicat and caratale!)</p> </div> <div data-bbox="204 1346 381 1375"> Further Hints: </div> <div data-bbox="204 1384 544 1552"> <p>The anaconda poem uses an animal and equipment with 4 syllables. Note the change to the first two lines to maintain correct rhythm.</p> </div> <div data-bbox="204 1574 440 1603"> <p>In all second stanzas:</p> </div> <div data-bbox="223 1615 563 2027"> <ul style="list-style-type: none"> Consider carefully what part of the animal gets tangled each time, at the end of the first line. You need to find a rhyming word for this object for the second line. The two nonsense words in the last line are a blend of the animal/equipment and the word at the end of the second last line. </div> <div data-bbox="708 1346 920 1375"> Possible Animals </div> <div data-bbox="708 1384 847 1973"> <p>rhinoceros alligator armadillo crocodile wallaby dinosaur flamingo porcupine antelope echidna gorilla wildebeest dromedary chimpanzee antelope anteater chameleon</p> </div> <div data-bbox="1050 1346 1303 1379"> Possible Equipment </div> <div data-bbox="1050 1384 1308 1975"> <p>bicycle mountain bike hydrofoil limousine helicopter boogie board battleship rollercoaster escalator elevator dishwasher vacuum cleaner microwave refrigerator television computer motorbike/motorcycle</p> </div>

Lesson Focus		Activities		
POETIC WORDING	<p>Lesson 6: Nonsense Characters and Words</p> <p><i>Triantiwontigongolope</i> by C.J. Dennis</p> 	<p>Discuss</p> <ul style="list-style-type: none">Triantiwontigongolope is a word created about 100 years ago by C. J. Dennis, an Australian poet, yet most people can work out how to pronounce it in the poem. Why is this?some parts of the word use familiar word families/prefixes/suffixes we see in many other words; we recognise them easily and know how they are pronounced, e.g. the prefix 'tri' <p>Write</p> <ul style="list-style-type: none">Using some of the following word families/patterns, create an animal name that you can pronounce and that you like the sound of. Now, draw the animal and write a paragraph describing its habits and habitat.Feel free to join word families together with additional vowels and consonants as needed. Consider also the way the word sounds (Does it have a nice rhythm? Do some parts of the word sound the same?)Under the title, write a 'pronunciation guide' for your animal name (by breaking the word into syllables/word groups using colour or dashes) <table><tr><td><p>Common Word Patterns</p><p>ough, ack, uck, ock, ight, ill, ine, est, ash, ing, ump, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, oke, op, ore, ot, ug, ump, unk</p></td><td><p>Number prefixes</p><p>mono (one) bi (two) tri (three) quad (four) sept (five) hex (six) centi (hundred) milli (a thousand)</p></td></tr></table>	<p>Common Word Patterns</p> <p>ough, ack, uck, ock, ight, ill, ine, est, ash, ing, ump, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, oke, op, ore, ot, ug, ump, unk</p>	<p>Number prefixes</p> <p>mono (one) bi (two) tri (three) quad (four) sept (five) hex (six) centi (hundred) milli (a thousand)</p>
	<p>Common Word Patterns</p> <p>ough, ack, uck, ock, ight, ill, ine, est, ash, ing, ump, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, oke, op, ore, ot, ug, ump, unk</p>	<p>Number prefixes</p> <p>mono (one) bi (two) tri (three) quad (four) sept (five) hex (six) centi (hundred) milli (a thousand)</p>		
COMPLEX CHARACTERS	<p>Lesson 7: 'Believable' Sci-Fi Characters</p> <p><i>The Great Noise</i> by Sharon Millyard</p> 	<p>Discuss</p> <ul style="list-style-type: none">What human emotions do you recognise in the character 'Stig'?fear, worry, courage and joyHow would the story be different if Stig didn't show any feelings, and the author just described the actions?The story wouldn't be as interesting. Most people know what it is like to feel scared and then conquer your fears, so you feel a connection with Stig; you want her to survive and overcome her fears. <p>Write</p> <ul style="list-style-type: none">Select a science-fiction character from the list below and write about one event in their life. Give the character human feelings in the story so that the reader can connect with what the character is feeling.robotic vacuum cleaner in the future (perhaps it hates the family cat, or is allergic to dust?)super-computer that controls a spaceship (perhaps it is tired of its job, or is involved in a giant battle)alien plant that can walk on its roots to new locations (perhaps there is a drought/flood, or it is lonely and looking for a friend)		

	Lesson Focus	Activities
COMPLEX CHARACTERS	<p>Lesson 8: Gradually Revealing Characters</p> <p><i>The Winged Girl</i> by Madelaine Fischer</p> 	<p>Discuss</p> <ul style="list-style-type: none"> This story doesn't have an introduction. It launches straight into the story, and pieces of important information are gradually revealed. Name some of the interesting things you learn about Sahlah and her people throughout the story? <ul style="list-style-type: none"> her town is destroyed she can fold her wings behind her not everyone in the group has wings her home has been destroyed motterdels are enemies, are chasing Sahlah's people her people hand-draw maps on parchment they are trying to reach the Vivorene Valley <p>Write</p> <ul style="list-style-type: none"> Continue the story about Sahlah and Ellhah. Gradually reveal more things about them as you tell the story, such as: <ul style="list-style-type: none"> What do the motterdels look like? Why must they reach the Vivorene Valley? How do they actually 'get' their wings, when they are obviously not born with them? What kind of food do they eat? What are the names of Sahlah's friends, and what are they like? <p>Possible Story Starters:</p> <ul style="list-style-type: none"> This day had started much like the day before, with little food and little hope to spread around. Ellhah closed her eyes and tried to focus her breathing. The radiating heat from the fire, along with the sharp smell of metlock, assaulted her senses and sent a shiver tickling down her spine.
BREAKING THE RULES	<p>Lesson 9: Twisting the Genre</p> <p><i>Bug Muldoon and the Killer in the Rain</i> by Paul Shipton</p> 	<p>Discuss</p> <ul style="list-style-type: none"> Bug Muldoon has taken a well-known genre, and placed it into a totally new setting. What features from a classic detective novel do you recognise in the card? <ul style="list-style-type: none"> Bug Muldoon describes events happening to him in third person many older clichés used: ugly mug (ugly mouth), biding its time (waiting for the best time), yours truly (me), the exchange (the meeting), repetition of name (The name is Bug—Bug Muldoon) <p>Write</p> <ul style="list-style-type: none"> Rewrite the story of Bug Muldoon confronting the toad using one of the following styles: <ul style="list-style-type: none"> Fairy Tale: (key phrases: once upon a time, happily ever after; wicked/evil character; main character described as good, fairy godmother, magic, evil punished) Spooky Tale: (set at night, atmosphere important, lots of description of sounds/shadows, surprised by evil character) Police Report: (factual details important, evidence, time, description of crime scene, no feelings only facts)

Lesson Focus	Activities
<div data-bbox="113 817 142 1077" data-label="Page-Header">BREAKING THE RULES</div> <div data-bbox="169 152 509 224" data-label="Section-Header"> <h2>Lesson 10: Removing the Context</h2> </div> <div data-bbox="169 230 282 259" data-label="Section-Header"> <h3>The Trek</h3> </div> <div data-bbox="169 264 386 291" data-label="Text"> <p>by Madelaine Fischer</p> </div> <div data-bbox="175 315 550 795" data-label="Image"> </div>	<div data-bbox="643 152 756 185" data-label="Section-Header"> <h2>Discuss</h2> </div> <ul style="list-style-type: none"> • This short story purposely limits how much background information the reader is given. What facts do you learn in the story about the main character and the setting? <ul style="list-style-type: none"> - Main Character: boy; travelling with his father; doesn't want to be discovered; trying to reach a place; they have little food; following a path - Setting: forest; other people live near/in the forest (they are nearly seen by a girl, and they don't light a fire because they are too worried others will see them) • Brainstorm some different reasons the boy and his father might be travelling to another place without wanting to be seen. <ul style="list-style-type: none"> - they could be running away because they witnessed a crime - they could be refugees - they could be trying rescue someone who has been kidnapped <div data-bbox="643 734 730 768" data-label="Section-Header"> <h2>Write</h2> </div> <ul style="list-style-type: none"> • This style of writing, if it is done well, can hook a reader in so they want to keep reading. It is sometimes used in novels to give a sense of mystery to the storyline. • In order for it to work, the reader must connect with the main character or the scene emotionally—they need to glimpse what the character is feeling/experiencing, so description is vitally important. Write a paragraph about one of the following characters/settings, without giving away too much information. <div data-bbox="684 1084 922 1113" data-label="Section-Header"> <h3>Possible Storylines:</h3> </div> <ul style="list-style-type: none"> - A girl walking through an abandoned train tunnel, trying to reach the other end (Is a person/animal with her? Can she hear water dripping? Is there litter on the ground? Is there a little bit of light from somewhere? Would sounds echo in a tunnel?) - A boy exploring a basement underneath a house, looking for something (Does he have a light with him? What kind of objects would be stored in a basement? Would there be plumbing pipes and rough walls down there? Is he in a hurry to find the object? Can he hear people inside the house upstairs, and is it important that he stays quiet?) - A mouse trying to run unseen across the floor of a busy shopping centre (What kind of objects could it hide under? What would shoppers look like through the eyes of a mouse? How would people react if they spotted the mouse? What sounds would there be in a shopping centre? Would it be distracted by any food smells?)

Lesson Focus

Activities

Lesson 1: Character Habits

Mr Deane Goes Missing

by Joseph Smith Fletcher



Discuss

- Sheldmore, the lawyer in this story, is extremely neat and ordered. Instead of stating this, the author shows the reader, in several ways throughout the story, *how* Sheldmore is tidy. What examples of this can you find in the text? He...
 - is called a 'creature of habit' (likes habits)
 - arrives at exactly ten minutes to ten each morning, and leaves at ten minutes to five each afternoon
 - tidies his desk each afternoon, and puts on his gloves with 'meticulous precision'
 - neatly rolls his umbrella
 - doesn't like to jump to conclusions, likes to follow 'standard procedures'

Write

- Write a paragraph about one of the plot/character combinations below, focusing on a habit or character trait. Without simply stating what the habit or trait is, use examples of the person displaying the habit throughout the paragraph.

Possible Plots/Characters

- A girl has been called to the principal's office because she ran out of the playground to rescue a cat. *(When she gets nervous she can't stand/sit still, and talks very quietly.)*
- A boy is taking part in a spelling competition and this is the final round with only three competitors remaining. *(When he gets nervous his hands tremble and he sometimes forgets things.)*
- An old man is taking his dog for a walk in the park. *(He is not very strong, but can still speak well. When he gets angry he turns very red in the face, and interrupts people who try to talk with him.)*

Some physical signs of FEAR:

- tremble
- cry
- freeze on the spot
- run away
- sweat
- talk in broken sentences
- eyes widen
- rapid breathing
- speak in a high-pitched voice, or unable to talk at all

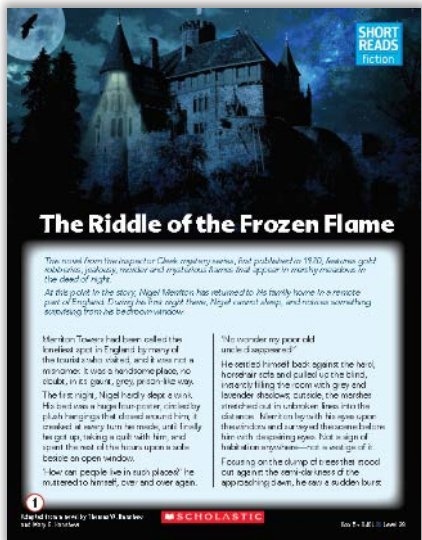
Some physical signs of ANGER:

- skin turn pink/red
- shake
- sweat
- frown
- growl
- yell
- lean forward
- muscles tighten
- heartbeat speeds up
- teeth clenched together
- veins can become more visible

Lesson Focus

Activities

Lesson 2: Creating Tension
The Riddle of the Frozen Flame
by Thomas & Mary Hanshew



Discuss

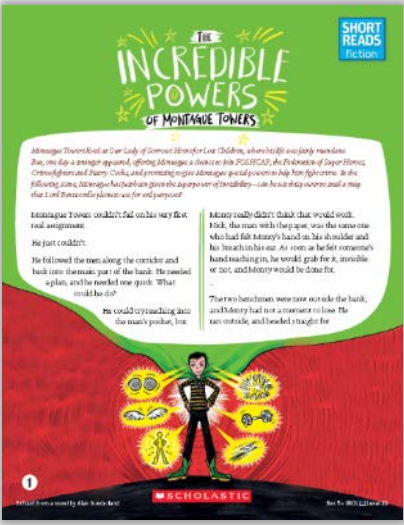
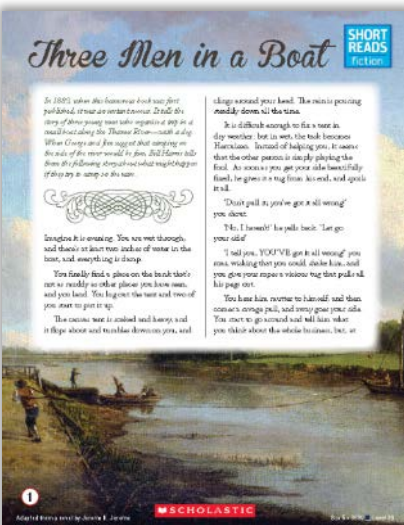
- The tension in this text comes from the way things are described, how Borkins shares the rumours surrounding the flames, and how Nigel Merriton and Borkins physically show they are scared. Identify some words or phrases that help create a scary atmosphere in the story.
 - **Merriton Towers:** ‘gaunt, grey, prison-like’
 - **Marshlands:** ‘gloomy’
 - **Nigel:** ‘whipped around as though he had been shot, his nerves shaking from the very atmosphere of the place’; ‘a cold chill crept over Merriton’s bones and he gave a forced, mirthless laugh’
 - **Borkins:** ‘gave a little exclamation of alarm and put one trembling hand over his face’; ‘murmured in a shaken voice’
 - **Borkin’s story:** ‘If you values your life at any price at all don’t go out, sir, and investigate them.’

Write

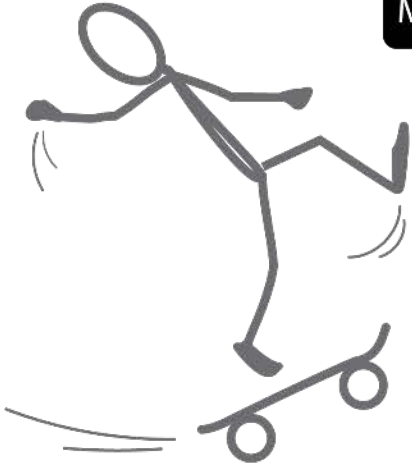
- Write a paragraph describing one of the following story scenes. Make sure you describe the setting in a spooky way, and show that the character/s are scared in the way their bodies react, and the way they speak.
 - lost in the rainforest in the middle of the night
 - abandoned house in the country
 - lost in the back streets of a rough city as night is falling

‘Scary Word’ Database

- howling
- hover
- creak
- dusty
- eerie
- haunting
- murky
- terrifying
- trembling
- shiver
- uncanny
- spooky
- shaking
- rattling
- piercing
- whining
- whispering
- howling
- shadowy

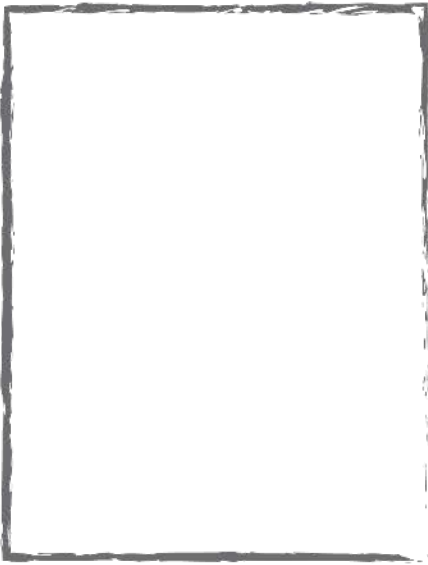
	Lesson Focus	Activities
EMOTIONS AND ATMOSPHERE	<p>Lesson 3: Visual Humour <i>The Incredible Powers of Montague Towers</i> by Alan Sunderland</p> 	<p>Discuss</p> <ul style="list-style-type: none"> This extract relies on creating a clear picture in the reader's mind of what is happening in each scene. This kind of visual humour is commonly found in small clips on the internet, or in 'home video' shows on television that demonstrate what happens when things go wrong or unexpected things happen. Which events in the extract do you recognise as visual humour? <i>Montague bumps into the two robbers, and drops the paper in front of them</i> <i>The two robbers are confused about who tripped over Nick</i> <i>The real map 'floats' down the street</i> <p>Write</p> <ul style="list-style-type: none"> (Teachers, print out the 'Montague Towers: Visual Humour' outline/planning sheet on page 4 for each student.) Choose one of the following events and, on the planning sheet, sketch three humorous things that might happen in that situation. Write a detailed paragraph that describes these scenes so well that readers can create a clear picture in their minds about what is happening. clumsy person in a toy store <i>(possible events: person trips down steps, knocks over large bowl of marbles, knocks over a display of jigsaw puzzles)</i> escaped goat running through a busy street <i>(possible events: goat knocks over fruit stall display, car dodges goat then smashes through a window, bicycle rider dodges goat and smashes into a newspaper stand)</i> painting lesson in a crowded classroom <i>(possible events: paint spills on the floor and the teacher slips on it, paint flicks onto the ceiling then drips onto principal as they come into classroom, paint splashes over maths books)</i>
	<p>Lesson 4: Simply Silly <i>Three Men in a Boat</i> by Jerome K Jerome</p> 	<p>Discuss</p> <ul style="list-style-type: none"> This extract describes one thing after another that could go wrong when three men and a dog try to camp in the rain. <p>Write</p> <ul style="list-style-type: none"> Select one of the following activities. Brainstorm a list of at least eight different things that could go wrong if someone did this activity. Use this brainstormed list to write a funny paragraph that starts off with a sentence such as: <i>'People ask me why I've decided never to ride a bike again. Well, it all started one fine Saturday last September, when...'</i> <i>learning to ride a bike</i> <i>learning to drive a car</i> <i>learning to rollerblade through the city</i>

Montague Towers: Visual Humour



Plan out a series of funny things that could happen in one of the following settings. (*Think about things that could go wrong, how people might react and how one event could lead into another.*)

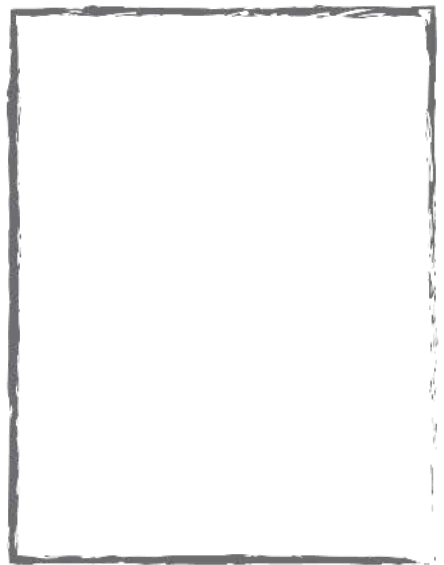
- ☐ A clumsy person in a toy store.
- ☐ An escaped goat running through a busy street.
- ☐ A painting lesson in a crowded classroom.



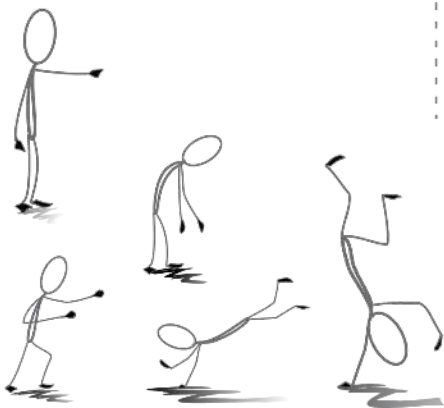
Notes about scene 1



Notes about scene 2



Notes about scene 3



SCHOLASTIC

Lesson Focus

Activities

Lesson 5: Creative Sentences

Escaping Sirens and Sea Monsters

Adapted from the epic poem by Homer



Discuss

- This translation of the original poem written by Homer, uses some effective writing techniques. With the student, locate the following examples, and discuss how these techniques are effective.
 - **Foreshadowing (hinting at what is to come):** *"I had failed to mention six-headed Scylla, who lived on those rocks, for I knew the men would have ceased rowing and huddled in the hold had I warned them of this second monster."*
(effective because: it increases anticipation of what will follow, prepares the reader for coming events, lets them think of various ways this event will affect characters and the plot line)
 - **Placing an important fact at the beginning of the sentence to emphasise it:** *"Only then [when they were out of range of the Siren's voices] did the men remove the wax from their ears and untie me."*
(effective because: it emphasises important plot points in the story, it changes up the sentences to make it more interesting to read)
 - **Summarising the 'big picture' of what the characters are facing:** *"On one side, deep in her cave, was Scylla; on the other, lying in wait, was the dreaded Charybdis, eager to engulf any man who dared pass."*
(effective because: it usually highlights a significant crisis point in the story. It is like saying: this is the big confrontation moment, keep reading to see what will happen, because this part of the story is important)

Write

- Choose a well-known, simple folk tale or fairy tale. Rewrite the basic story in a paragraph, in a more sophisticated way. Ensure that you use the three strategies discussed above in your retelling.

FORESHADOWING

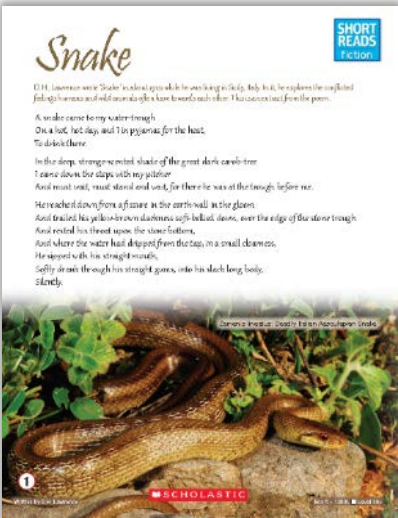
for example: *'Little did the hare know that he was about to learn his biggest lesson about speed from an old, ponderous tortoise.'*

RESTRUCTURE SENTENCE

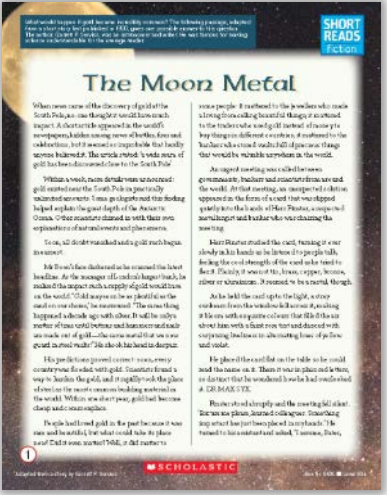

for example: *'Determined to find the girl who owned the glass slipper, the prince visited every house in the kingdom.'*

SUMMARISE THE CRISIS POINT

for example: *'The three little pigs huddled together in fear, realising that just outside their door stood the Big Bad Wolf, ready to huff and puff their house down, and they had no more houses left in which to hide. If the wolf blew this house down, then he would be dining on roast pork and bacon before the evening was through.'*

	Lesson Focus	Activities
BREAKING CONVENTIONS	<p>Lesson 6: Creative Poetry</p> <p>Snake</p> <p>by D.H. Lawrence</p> 	<p>Discuss</p> <ul style="list-style-type: none"> This extract from the poem 'Snake' features lines of different lengths and a non-standard rhyming pattern. How does D.H. Lawrence create the feeling in his poem of a snake sliding smoothly up to take a drink? Repetition of 's' words: <i>'strange-scented shade'; 'slackness soft-bellied down'; sipped, softly, slack, silently</i> Long descriptive sentences: <i>He reached down from a fissure in the earth-wall in the gloom, And trailed his yellow-brown slackness soft-bellied down, over the edge of the stone trough, And rested his throat upon the stone bottom, And where the water had dripped from the tap, in a small clearness, He sipped with his straight mouth, Softly drank through his straight gums, into his slack long body, Silently.</i> What effect does the variation in line-length and occasional repetition have on the poem?
	<p>'Jumpy' language:</p> <ul style="list-style-type: none"> Short words/sentences Jump from describing one thing to another rapidly words such as: darting, twitchy, quick, twist, nip, dive, rush, flick, jump, lunge, rapid, fast, startling <p>'Stealthy' language:</p> <ul style="list-style-type: none"> Longer words/sentences a lot of description, possibly of small details words such as: sly, cunning, skulking, sneaky, covert, furtive, silent, undercover, shifty, prowling <p>'Playful' language:</p> <ul style="list-style-type: none"> long/short words and sentences, mixed up onomatopoeia words, repeated words Words such as: lively, jumping, sprightly, acrobatic, comical, tricky, mischievous, impish <p>'Annoying' language:</p> <ul style="list-style-type: none"> repeated words and phrases, and 'sound' words Words such as: humming, buzzing, whiz, whirl, drone, bloodthirsty, pesky, irritating, infectious, miniscule 	<ul style="list-style-type: none"> Variation in line-length: <i>short lines become prominent and powerful. For example, the word 'silently' sits on its own line and emphasises how quiet the snake is; the final line 'I felt so honoured' sums up the feelings of the poem—after debating whether he should kill the snake, this line shows that he has decided to allow the snake to live, and also shows the respect he has for it.</i> Occasional repetition of words/phrases/themes: <i>'He lifted his head from his drinking, as cattle do, And looked at me vaguely, as drinking cattle do' (This forces the reader to think why we are prepared to let cattle live and drink near us, but snakes are often hated and killed); 'I came down the steps with my pitcher And must wait, must stand and wait, for there he was at the trough before me.'</i> (Repetition of the word 'wait' forces the reader to slow down ... just as the author needed to do in the poem). <p>Write</p> <ul style="list-style-type: none"> Write a paragraph describing you and a friend finding one of the following animals. Create tension as you describe trying to break into it. Is there any smell/light/sound coming from the animal? <i>jumpy meerkat</i> <i>stealthy crocodile</i> <i>playful monkey</i> <i>annoying mosquito</i>

Lesson Focus	Activities
<div data-bbox="116 869 145 1182" data-label="Page-Header">BREAKING CONVENTIONS</div> <div data-bbox="164 143 555 244" data-label="Section-Header"> <h2>Lesson 7: Startling Sentences</h2> <h3>Freemantle Prison Break</h3> <p>by Deborah Lisson</p> </div> <div data-bbox="167 262 564 768" data-label="Image"> </div> <div data-bbox="189 835 461 871" data-label="Section-Header"> <h4>Examples of Similes</h4> </div> <div data-bbox="188 889 603 1028" data-label="Text"> <p>'Shattered glass covered all surfaces around me, like deadly grass waiting to hurt anyone brave enough to walk through it.'</p> </div> <div data-bbox="188 1055 608 1155" data-label="Text"> <p>'The snakes hissed in warning; like a fuse spitting quickly towards a deadly bomb.'</p> </div> <div data-bbox="188 1182 614 1285" data-label="Text"> <p>'The ground above and below was like a bleak stone sandwich, slowly squeezing the filling in between.'</p> </div>	<div data-bbox="659 143 775 179" data-label="Section-Header"> <h2>Discuss</h2> </div> <div data-bbox="671 185 1477 1025" data-label="List-Group"> <ul style="list-style-type: none"> • The storm that Thomas experiences while in a small boat uses some very dramatic sentences. Locate the following examples with your students, and discuss what makes them effective. <ul style="list-style-type: none"> - Series of vivid images linked in a sentence: <i>"I was beyond fear: sick and cold, sloshing around in a pool of vomit and seawater, battered from the constant pounding of the waves"</i> (Effective because: it provides quick glimpses of different parts of the scene, to help readers visualise it well; the tiny glimpses help maintain urgency—if there were three long, descriptive sentences, it would have slowed down the story for the reader) - Short/shocking sentences, followed by a dramatic explanation: <i>"The mast went! I shall never forget the sickening crack as it fractured and then snapped, close to the thwart."</i> (Effective because: the short, sharp sentence is dramatic, showing tension. The second sentence helps explain the situation with dramatic verbs, adverb and adjectives.) - Startling similes: <i>"His face was the colour of a dead fish and his eyes like two black marbles glued into his eye sockets."</i> (Effective because: they are awful (dead fish) and shocking (marbles being glued into eye sockets) which enhances the feeling of dread; they are simple to visualise in your head) </div> <div data-bbox="655 1046 751 1081" data-label="Section-Header"> <h2>Write</h2> </div> <div data-bbox="671 1090 1431 1196" data-label="List-Group"> <ul style="list-style-type: none"> • Write a paragraph describing you and a friend in one of the following situations. Create tension as you describe trying to free yourself. Can you smell/see/hear anything in particular? </div> <div data-bbox="697 1214 1069 1245" data-label="Section-Header"> <h4>Fearful situations to describe:</h4> </div> <div data-bbox="697 1263 1461 1471" data-label="List-Group"> <ul style="list-style-type: none"> - being trapped at the top of a skyscraper in a violent storm when the window breaks - being trapped in a snake pit in a zoo after accidentally falling over the barrier while taking a photo - being caught in an underground tunnel during an earthquake </div>

	Lesson Focus	Activities
SETTINGS: REAL AND IMAGINED	<p>Lesson 8: 'Believable' Fantasy The Moon Metal by Garrett Serviss</p> 	<p>Discuss</p> <ul style="list-style-type: none"> This story is based on one significant change happening in the world in the future, and encourages the reader to think about what would happen when that change occurred. The event was the discovery of huge amounts of gold on Earth. What are some of the effects that Garrett Serviss predicted would happen? <ul style="list-style-type: none"> a gold rush would occur at the new mining site (Antarctica) the value of gold would drop significantly people would not collect gold as much, or treasure it as highly gold would no longer be used in trade as a type of international currency <p>Write</p> <ul style="list-style-type: none"> Select one of the following events, and brainstorm what might happen as a result of this one thing occurring. Use this list to write a pretend newspaper article reporting on some of these changes. <p>What if...</p> <ul style="list-style-type: none"> the world temperature increases so much that all the polar ice melts? (Which animals and plants would perish and which would thrive? How might it effect human jobs/hobbies/ housing?) an unknown disease begins killing all green plants in an African village, and starts to spread quickly via spores in the air. (Would it interest all countries or only some? How could something be trapped or stopped when it is floating in the air? How would the death of all the plants affect animals/humans?) A cure for cancer is discovered, made from a rare plant in the Amazon jungle. (Who would try to access the plant? What would happen to the cost of the plant? What would people pay to have access to this plant?)
	<p>Lesson 9: Historical Fiction My Father's War by Sophie Masson</p> 	<p>Discuss</p> <ul style="list-style-type: none"> From reading the extract, what information do you find out about the Amiens in France during World War 1? <ul style="list-style-type: none"> bombing destroyed many buildings in the town the town was left deserted after the bombings Australian soldiers fought in this area the climate in April is not so cold that it snows (it is hard to tell from the extract, but April is spring. Amiens has mild winters and cool summers) <p>Write</p> <ul style="list-style-type: none"> Read the fact sheet (on pages 9 and 10) that describes a special event in the history of Lithuania, called the Chain of Freedom. Write a story about a young child taking part in this event, but enhance the story with various facts that you learnt from the sheet, so it sounds authentic. (For example, the boy might take a basketball along to play with on the way, or take a packed lunch, or ask his mum where they are going.)

THE CHAIN OF FREEDOM

(From a Lithuanian perspective)



WHAT was it?

This was a peaceful protest against Russian rule, that stretched across three countries. Approximately 2 million people made a human chain that linked the capital cities of Lithuania, Latvia and Estonia. The chain was 675.5 kilometres (419.7 miles) long!

(This is about the distance between Melbourne and Canberra.)

WHEN did it happen?

23 August 1989, 7pm local time (4pm GMT), for 15 minutes.

WHERE did it happen?

Along the main roads linking Vilnius (Lithuania), Riga (Latvia) and Tallinn (Estonia).

WHO took part?

Approximately 2 million people (men, women and children from Lithuania, Latvia and Estonia)



WHY did they protest?

At the start of World War II (1939), Germany and Russia signed a secret agreement about which European countries they wanted to invade and rule over. Lithuania was one of these countries. In 1940 the USSR (Russia), supporting Nazi Germany, occupied Lithuania.

Lithuania was a proud, independent nation, with its own language and culture. They rebelled against the invasion: they wanted freedom and disagreed with Nazi views. After World War II, Russia continued its occupation of Lithuania. Sometimes their rebellions were violent, and lives were lost. They also rebelled by gathering in large numbers to sing banned songs (The Singing Revolution).

In 1989 the three Baltic States (Lithuania, Latvia and Estonia) organised a giant chain of people to protest the secret agreement, and seek true independence from Russia.

On the 11 March 1990, the Lithuanian people voted, making Lithuania the first of the Soviet republics to declare independence.



SOME LITHUANIAN NAMES

Boys names Girls names

Alexandras	Angelika
Algimantas	Audra
Algimas	Daina
Andrius	Dovana
Benas	Drasa
Darius	Edita
Emilis	Ema
Fabius	Gamta
Filip	Grazina
Jonas	Janina
Justinas	Karolina
Leonas	Kotryna
Lukas	Laima
Matis	Leja
Nojus	Lina
Paulius	Margryta
Petras	Ona
Raulo	Rami
Rytas	Roze
Tavas	Sofija
Tomas	Vilte
Vadimas	Zuzane

Historic Vilnius, the capital of Lithuania, has a long, rich history. With its cobblestone streets and many old buildings, it is very beautiful. The Neris River flows through Vilnius. Many rivers are found throughout Lithuania.



CLIMATE

The climate in Lithuania is relatively mild. The *Chain of Freedom* occurred in summer. The average day temperature is 20°C, cooling down to about 14°C at night.

SPORT

Football (soccer) is Lithuania's favourite sport. Basketball, bicycling and canoeing are also popular.

FOOD

Lithuania's food differs from the coast to the inland regions. They eat a lot of barley, potatoes, rye, beets, green vegetables and berries. **Kibinai** (mutton and onion in pastry) and **Piragi** (bacon and onion in pastry) are popular. A common snack is **Kepta Duona** (deep fried bread with garlic and salt) which is dipped in cheese sauce. **Borscht** is a cold beetroot soup eaten in summer. A hard-boiled egg or potato is often eaten with it. **Cepelinai** are potato dumplings with meat, cheese or mushrooms inside.



TAKE ANOTHER LOOK

Study the photo at the bottom of the previous page, then discuss the following questions. By thinking through the answers to these questions, you will be able to write a more 'authentic' historical fiction.

- A lady to the left of the photo has an old radio at her feet. Why would this have been useful when organising the *Chain of Freedom*?
- Buses can be seen in the background. Why do you think they are there?
- Why do you think the people carried Lithuanian flags and written banners?
- How do you think the Lithuanian people were able to organise this huge protest, without the Russian soldiers/government in Lithuania stopping them?

WHAT HAPPENED NEXT?

The human chain helped to publicise the Baltic cause around the world and symbolised solidarity among the Baltic peoples. Western media reported the event widely and voiced their support.

The Russian Communist government on the evening news stated that the protestors were a 'serious threat' to the fate of Baltic people, and encouraged 'workers and peasants to rise up and defend Soviet (Russian) ideals. The president of the USA and the chancellor of Germany urged Russia to seek a peaceful solution.

If you visit Lithuania today you will find memorials of The *Chain of Freedom* in Vilnius. One of them is a stone in the town square (pictured). It is meant to be the exact spot where the chain started. It is said that if a person steps on this stone and turns around three times, his or her wish will be granted.



Lesson 10: Cultural Context

Domingo's Cat

Based on a Brazilian Folk Tale



Discuss

- This story originated in Brazil; in the retelling, the authors included several facts about Brazil to make it more interesting. What Portuguese words do you learn in the story, and can you guess what they might mean? What plants grow in Brazil? Do you learn about any Brazilian festivals in the story?
- **Brazilian words:** *gato* (cat), *caramba* (an exclamation like 'wow'), *meu amigo* (my friend), *tchau* (goodbye), *senhor* (sir), *castelo* (castle), *gigante* (giant), *olá* (hello), *carnaval* (carnival), *samba* (type of dance), *obrigado* (thankyou), *quem sabe* ('who knows')
- **Plants in Brazil:** *orchids*, *rosewood tree*, *forests*
- **Brazilian Festival:** *carnaval* (where they dance the Samba)

Write

- Study the fact sheet (on pages 12 and 13) about Iceland. Rewrite a well-known tale so that the setting is now in Iceland.

Some possible stories:

- *The Tortoise and the Hare* becomes: *The Fox and the Mouse*
- *Chicken Little* becomes: *The Pocket-sized Puffin*
- *The Great Big Enormous Turnip* becomes: *The Great Big Enormous Shrimp*, or *The Great Big Enormous Geyser*
- *The Boy Who Cried Wolf* becomes: *The Boy Who Cried Shark*
- *The Elves and the Shoemaker* becomes: *The Elves and the Fisherman* (perhaps his nets are mysteriously fixed)
- *The Gingerbread Man* becomes: *The Roly-Poly Roll of Cheese*
- *The Little Red Hen* becomes: *The Shy Little Sheepdog* (who wants to make some cinnamon rolls, or dry some fish)

Domingo's Cat: Setting a story within a specific culture

ICELAND

LAND

Iceland has a relatively cold climate, with short summers and long winters. It has many geysers, and about 30 active volcanic systems.



Kirkjufell mountain



Arid region



A geyser in Iceland



Traditional farmhouses with grass roofs



Wetland

Iceland



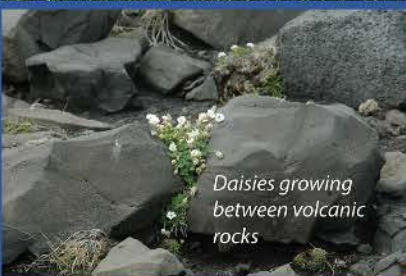
A geothermal pool—groundwater heated by the earth's crust

PLANTS

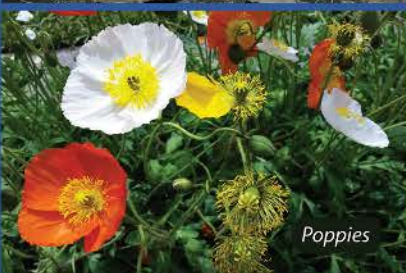
Birch and tea-leaved willow are the main species of tree found in Icelandic woodlands and shrublands.



Cottongrass



Daisies growing between volcanic rocks



Poppies

FOOD

Much of Iceland's food uses fish, lamb, and dairy products. Traditionally it is very difficult to grow fruit and vegetables in Iceland due to the climate. Icelanders would trade with Denmark for fruit, vegetables and cereals (such as rye and oats).

Breakfast: is often pancakes, cereal, fruit and coffee.

Lunch: is often a *smörgåsbord* (self-serve meal consisting of multiple meats, fish, cheeses, bread and buicuits)

Dinner: is the main meal of the day. It usually consists of fish or lamb.

Treat: *snúður*—is a type of cinnamon roll, usually topped with a sugary glaze or melted chocolate.



Shark (back) and beef with shallots (front)



Dried fish



Lobster with garlic butter



Traditional fisherman

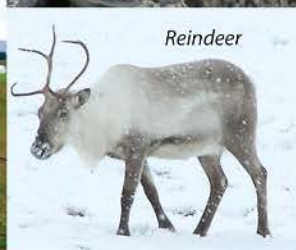
ANIMALS

The Arctic Fox is the only native land animal from Iceland. Wild mammals that have made a home in the harsh conditions include the Arctic fox, mink, mice, rats, rabbits, and reindeer. Iceland has no native or free-living reptiles or amphibians. People farm Icelandic sheep, cattle, chickens and goats.

The sturdy Icelandic horse and sheepdog have thick winter coats to protect them from the cold.

Marine mammals include the grey seal and harbor seal. There are also many varieties of fish, as well as sharks and whales.

Birds (especially seabirds) are an important part of Iceland's animal life. Puffins, skuas, and kittiwakes nest on its sea cliffs.



ICELANDIC NAMES

Fun Fact: Since 1991, parents must choose baby names from an approved list of boy and girl names. If parents want to choose a name not on the list, they need to submit it to the 'Icelandic Naming Committee' to be approved. (There are thousands of names on the list.)

Female names

Abela
Anna
Drifa
Elly
Elvi
Finna
Hilma
Inga
Jana
Kala
Kristin
Maran
Marja
Otta
Salka

Male names

Aran
Baldur
Eric
Filip
Fritz
Funi
Hamar
Henrik
Jarl
Jón
Peter
Skafti
Tandri
Valberg
Valdi

SPORTS AND HOBBIES

Sport is an important part of Icelandic culture. Handball is referred to as the national sport. Football, track and field and basketball are also popular.

Skiing, fishing, snowboarding, ice climbing, rock climbing, hiking, and swimming are common sports.



Iceland has produced many chess masters.

Icelanders are also avid readers! For its size, Iceland imports and translates more international literature than any other country! Most books in Iceland are sold between late September to early November, during the Jolabokafloð (the Christmas Book Flood).