

Year 5 and 6 Examining and Responding to Any Fiction Novel

Six Lesson Teaching Program

ACELT1609 - Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

ACELT1614 - Analyse and evaluate similarities and differences in texts on similar topics, themes or plots

ACELT1615 - Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts

ACELT1610 - Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

ACELT1611 - Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

ACELT1616 - 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

Examining and Responding to Literature

Lesson One and Two Teacher Notes

I can present a considered point of view and reflect on others' responses.

Curriculum Link: ACELT1609, ACELT1610

Part One: Class Discussion/Small Group Discussion

Preparation:

Print and display the Discussion Question Cards for students to refer to during the discussion.

Use the Discussion Question Cards to spark a discussion about different aspects of the text. Students can use these questions to reflect and consider:

- character dilemmas;
- what the text means, the moral or message the author is trying to convey;
- their opinion about the text, or part of the text.

Part Two: Class/Small Group Activities

Preparation:

Print and copy the activity sheet of your choice.

For the, What Does This Mean? and What Do You Think? activity sheets, photocopy or select an excerpt from the text to suit.

Making Balanced Judgements activity sheet: Students will need to choose a decision or dilemma that the character has faced, or is facing, and make a balanced judgement on the relative merit or harm.

What Does This Mean? activity sheet: Students will need to interpret a chapter of the text, make a considered interpretation about the meaning, finding evidence in the text, and then compare their response with a peer.

What Do You Think? activity sheet: Students will need to answer a series of questions designed to make them think critically about the text, chapter or excerpt being read.

Part Three: Class/Small Group Reflection

Play the 'Three Words' game. Using the part of the text being analysed, students take turns to share three words that:

- describe how they feel;
- describe how the character would feel;
- after sharing with a peer, describe how their peer feels.

Questions to Explore Character
Dilemmas and Decisions:

**Should this
character
have behaved
as they did?**

Questions to Explore Character
Dilemmas and Decisions:

**What is the
motive of the
character?**

Questions to Explore Character
Dilemmas and Decisions:

**What should
have happened
instead?**

Questions to Explore Character
Dilemmas and Decisions:

**What was the
purpose of...?**

Questions to Explore Character
Dilemmas and Decisions:

**Why did
the character
say...?**

Questions to Explore Character
Dilemmas and Decisions:

**Why did this
character
make this
decision?**

Questions to Explore Character
Dilemmas and Decisions:

**What else
could the
character have
done in this
situation?**

Questions to Explore Character
Dilemmas and Decisions:

**Who would
be affected
by this?**

Questions to Explore Text Meaning:

**What would
you ask the
author about...?**

Questions to Explore Text Meaning:

**Why do you
think the
author chose
this situation
to happen?**

Questions to Explore Text Meaning:

**How does this
event change
the meaning
or outcome of
the story?**

Questions to Explore Text Meaning:

**What do you
think the
author was
trying to
tell us here?**

Questions to Explore Text Meaning:

**What does
this mean
for the main
character?**

Questions to Explore Text Meaning:

**What is the
moral of
this story?**

Questions to Explore Text Meaning:

**What lesson
can we
take away
from this?**

Questions to Explore Opinion:

**How did this
make you feel?**

Questions to Explore Opinion:

What are the parts of this story that you really enjoyed? How come?

Questions to Explore Opinion:

Why was this part of the story so important?

Questions to Explore Opinion:

Do you think the character made the right or wrong decision? Why?

Questions to Explore Opinion:

How could this story be improved?

Questions to Explore Opinion:

**Would you
be friends
with the main
character in
this story?**

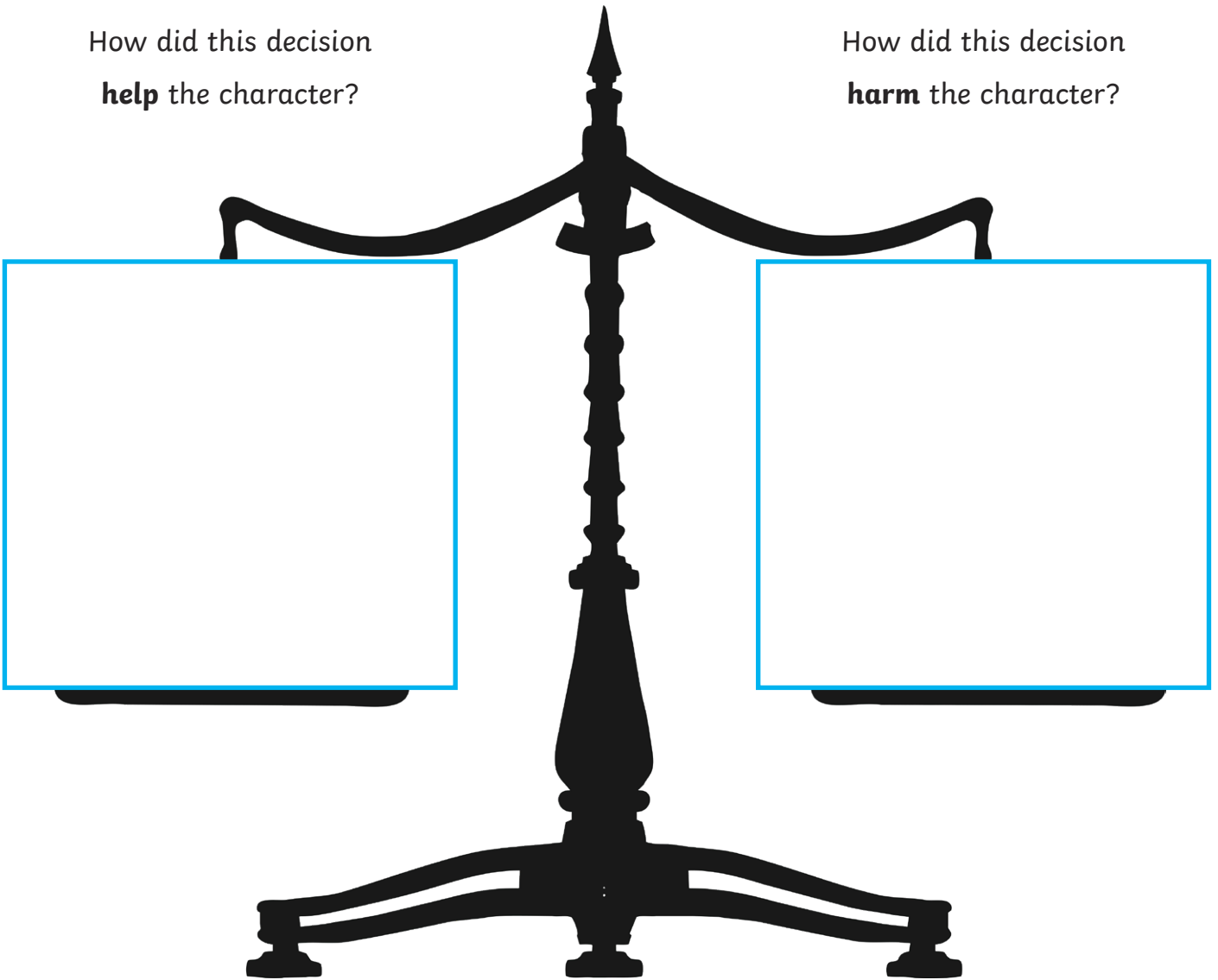
Making Balanced Judgements

Choose a decision or dilemma that the main character has faced. Think about that decision and record the advantages (helped) and disadvantages (harmed).

Character's Decision or Dilemma:

How did this decision
help the character?

How did this decision
harm the character?



Would you have made the same decision as the character did? Why/why not?

What Does This Mean?

Read the selected text and record what you believe it means. Record the evidence you found in the text to support your answer.

What I Think This Part of the Text Means	Evidence Found in the Text

Do you think this part of the story could be interpreted a different way?

Share your ideas with a peer. Did they think something different?

Which interpretation do you agree with the most? Why?

What Do You Think?

Read the selected text and consider the questions below.

1. Identify and record the different emotions this text makes you feel as you read it.

2. Why do you think the author wrote this part of the text?

3. Do you think the main character is likable? Why/why not?

4. Have you experienced anything similar to the main character in the story?

5. Would you be friends with the main character if they were in your class? Why/why not?

6. Do you think the author is trying to communicate a message or moral to the reader of this story?

Examining and Responding to Literature

Lesson Three and Four Teacher Notes

I can identify the imagery and descriptive language used by the author and describe their effect on the reader.

Curriculum Link: ACELT1611, ACELT1615

Part One: Class Discussion/Small Group Discussion

In narratives, imagery comes in the form of descriptive language and literary devices that appeals to the readers' senses and allows them to imagine the world the author is trying to convey.

Simile	Metaphor	Personification	Emphasis	Repetition
Uses like or as to show a comparison.	Makes a comparison between two unrelated things.	When a thing, idea or animal is given human attributes.	When special importance is given to a word or phrase to show importance.	Repeats the same word or phrase to make it more important and memorable.
Her personality shone like sunshine. Tim was angry. As angry as a caged lion.	Then, suddenly, the curtain of night fell. The swimming pool was a zoo.	The flower missed the sun at night. Opportunity knocked at my door.	This was meant to be a holiday, but so far, no fun had been had! The sky was so blue. It looked painted on!	I was feeling sad, sad, sad. On this summer's day the sun was shining, shining, shining!

Preparation:

Print and display the Discussion Question Cards for students to refer to during the discussion.

Use the Discussion Question Cards to spark a discussion about different aspects of the text. Students can use these questions to reflect and consider:

- What kind of imagery is being used?
- Why the author used the imagery and the intentional effect on the reader?
- How the imagery effects opinion about character, events and settings?

Part Two: Class/Small Group Activities

Preparation:

Print and copy the activity sheet of your choice. For the, Which Literary Device Is This? and Senses and Imagery activity sheets, photocopy or select an excerpt from the text to suit. For the, How Do You Feel? activity sheet, select particular literary devices from the text being studied.

Senses and Imagery activity sheet: Students will need to identify the literary devices the author has used and decide which sense it most applies to.

Which Literary Device is This? activity sheet: Students will need to read a chapter or excerpt from the text, identify and record the literary device being used.

How Do You Feel? activity sheet: Students will need to read the different descriptive excerpts and record what the author wanted them to feel or understand. They will then decide if they felt the intended way or something different.

Part Three: Class/Small Group Reflection

Play 'Synonym Back to Back'. Choose two students to come to the front of the room and stand back to back in front of the whiteboard.

The teacher writes a word on the board between the two students (so neither student can see it, but the rest of the class can) For example, 'happy'.

The teacher then writes a different synonym for the middle word next to each student (so each student can see their own word and not the other one) For example, 'delighted; for the first student, and 'joyful' for the other.

After the teacher says, 'Go!' the students have a race to see who can identify the synonym in the middle first. For example: the first student to say, 'happy' wins.

That student then stays up the front and a new opponent (and word) is chosen.

Questions to Explore Types
of Imagery:

**Where in
this text
can you find
an example
of simile?**

Questions to Explore Types
of Imagery:

**Where in this
text can you
find an example
of metaphor?**

Questions to Explore Types
of Imagery:

**Where in this
text can you find
an example of
personification?**

Questions to Explore Types
of Imagery:

**Where in
this text
can you find
an example
of emphasis?**

Questions to Explore Types of Imagery:

Where in this text can you find an example of repetition?

Questions to Explore Types of Imagery:

What kind of literary devices is the author using in the following text...?

Questions to Explore Types of Imagery:

What sense is the author appealing to here, with this kind of imagery?

Questions to Explore Author Purpose and Intent:

Why do you think the author used this particular type of device here?

Questions to Explore Author Purpose and Intent:

Why do you think the author chose to describe this situation in this way?

Questions to Explore Author Purpose and Intent:

How do you imagine the character looks/feels?

Questions to Explore Author Purpose and Intent:

How do you imagine the setting looks/feels?

Questions to Explore Author Purpose and Intent:

What do you think the author was trying to tell us here?

Questions to Explore Author Purpose and Intent:

Do you feel the way the author was intending you to?

Questions to Explore Author Purpose and Intent:

What sense is the author appealing to here?

Questions to Explore Author Purpose and Intent:

What message is the author trying to convey?

Questions to Explore Opinion:

How has the main character been described?
Do you like them?

Questions to Explore Opinion:

**Do you think
the author
has made
good imagery
choices?**

Questions to Explore Opinion:

**Describe the
picture in
your mind
when you read
this part of
the story.**

Questions to Explore Opinion:

**Which part
of this story
created the
best picture in
your mind?**

Question:

**Do you feel
like you have
an accurate
picture of the
setting/character/
situation?**

Senses and Imagery

Authors use literary devices to appeal to your senses. This creates an image in your mind of different parts of the story. It could be that you imagine how something or someone looks, feels, sounds, smells or tastes.

In this activity, read the text and record the descriptive language. Then decide which sense the author is trying to appeal to.

Sight	
When the text says...	In my mind I can see...
Smell	
When the text says...	In my mind I can see...
Sound	
When the text says...	In my mind I can see...
Taste	
When the text says...	In my mind I can see...
Touch	
When the text says...	In my mind I can see...

Which Literary Device is This?

Read the text and see if you can find and record the literary devices used. Write the device from the text into the correct box when you find it. You may not be able to find all of them in the text.

Literary Device Definitions and Examples:

Simile	Metaphor	Personification	Emphasis	Repetition
Uses like or as to show a comparison.	Makes a comparison between two unrelated things.	When a thing, idea or animal is given human attributes.	When special importance is given to a word or phrase to show importance.	Repeats the same word or phrase to make it more important and memorable.
Her personality shone like sunshine.	Then, suddenly, the curtain of night fell.	The flower missed the sun at night.	This was meant to be a holiday, but so far, no fun had been had!	I was feeling sad, sad, sad.
Tim was angry. As angry as a caged lion.	The swimming pool was a zoo	Opportunity knocked at my door.	The sky was so blue. It looked painted on!	On this summer's day the sun was shining, shining, shining!

Examples of Metaphor:

Example of Simile:

Example of Personification:

Example of Emphasis:

Example of Repetition:

How Do You Feel?

When authors use imagery, they are wanting you to understand the story, or elements of the story, in a particular way. Read the different excerpts and decide what the author wanted you to understand or feel, and what you did understand or feel, when you read the text.

Text:	What the Author Wanted Me to Understand or Feel:	What I Understood or Felt:
Text:	What the Author Wanted Me to Understand or Feel:	What I Understood or Felt:
Text:	What the Author Wanted Me to Understand or Feel:	What I Understood or Felt:
Text:	What the Author Wanted Me to Understand or Feel:	What I Understood or Felt:
Text:	What the Author Wanted Me to Understand or Feel:	What I Understood or Felt:

Examining and Responding to Literature

Lesson Five and Six Teacher Notes

I can identify, describe, evaluate and discuss similarities and differences between texts.

Curriculum Link: ACELT1614, ACELT1616

Part One: Class Discussion/Small Group Discussion

Preparation:

Print and display the Discussion Question Cards for students to refer to during the discussion.

Use the Discussion Question Cards to spark a discussion about different aspects of the text. Students can use these questions to reflect and consider:

- similarities between texts that share a common plot, theme or topic;
- similarities between texts by the same author;
- characteristics that define an author's style.

Part Two: Class/Small Group Activities

Preparation:

Print and copy the activity sheet of your choice.

Comparing Story Elements activity sheet: Students will need to choose two stories that follow a similar plot, theme or topic and compare story elements from both books.

Compare and Contrast Bubble Map activity sheet: Students will need to choose two stories by the same author or illustrator and compare these using the bubble map. They will then find elements common to the author's writing style.

Part Three: Class/Small Group Reflection

Complete a 'Reflect and Sketch'. Give each student a piece of paper or a whiteboard and have them reflect on the lesson and sketch their 'take away'. It may be an idea they had or something new that they learned during the lesson. Once they're done with their sketch, they can share with the group or a peer.

As an alternative, students can complete their sketch on a sticky note and then display it in the classroom.

Questions to Compare Texts with a Similar Plot, Theme or Topic:

How are the main characters in both texts similar? How are they different?

Questions to Compare Texts with a Similar Plot, Theme or Topic:

Do both texts share similarities in the plot line? How?

Questions to Compare Texts with a Similar Plot, Theme or Topic:

Why do you think this theme is being explored in both texts?

Questions to Compare Texts with a Similar Plot, Theme or Topic:

Is the author's message in each story similar? Do you think it is an important message for people of your age to understand?

Questions to Compare Texts with a Similar Plot, Theme or Topic:

How has each author written about a similar topic/theme/plot in different ways?

Questions to Compare Texts by the Same Author or Illustrator:

Can you see any obvious plot, theme, character or topic similarities between the two texts?

Questions to Compare Texts by the Same Author or Illustrator:

What are the similarities between the illustrations in both texts?

Questions to Compare Texts by the Same Author or Illustrator:

Why do you think the author has written two texts with similar plot lines, themes or topics?

Questions to Compare Texts by the Same Author or Illustrator:

What are the main differences between these two texts?

Questions to Compare Texts by the Same Author or Illustrator:

Could you interchange characters between the two stories?

Questions to Compare Texts by the Same Author or Illustrator:

If you swapped the settings of both stories, would it change the story overall? How?

Questions to Define an Author's Writing Style:

Has the author used similar literary devices to create imagery in both books? Why?

Questions to Define an Author's Writing Style:

Do you see any similarities in the way the author described the setting, characters or plot lines between the two books?

Questions to Define an Author's Writing Style:

How does the author use descriptive language?

Questions to Define an Author's Writing Style:

Would you be interested in reading other books by this author or illustrator?

Comparing Story Elements

Using two books with a similar theme, plot or topic, use the grid below to record the story elements and language devices used in each book. Afterwards, answer the questions to compare each story.

Story Elements	Book 1 _____	Book 2 _____
Characters		
Setting		
Plot		
Topic		
Literary Devices (use of simile, metaphor, personification, repetition etc.)		
Problem		
Solution		
Ending		

Comparing Story Elements

How are the two books similar?

What are the main differences between the two books?

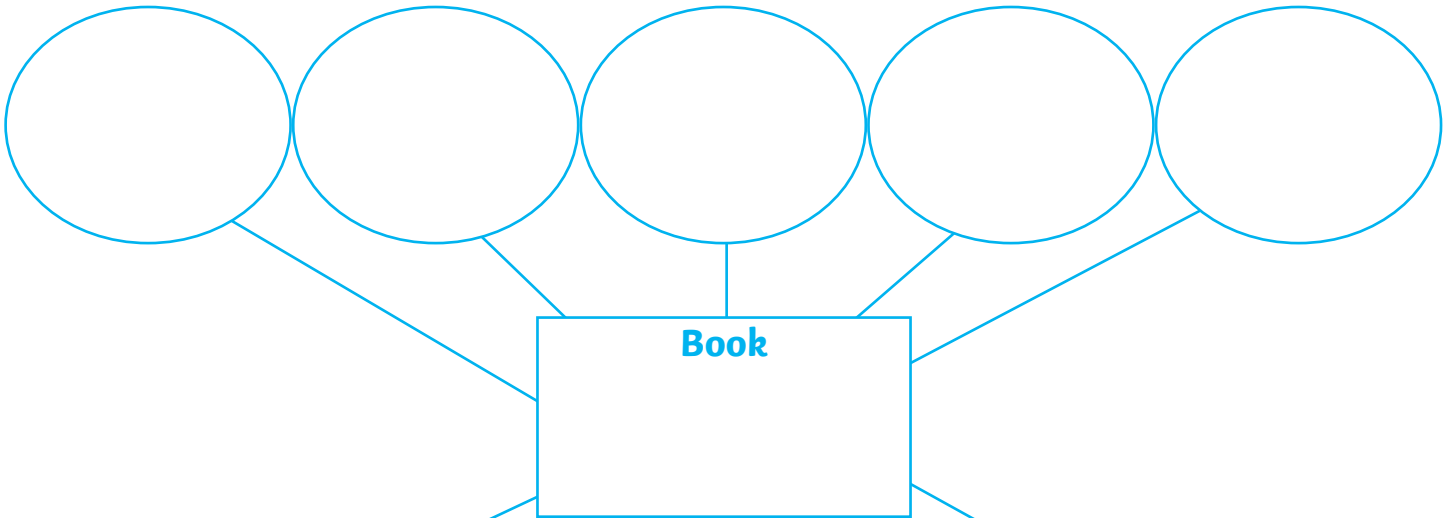
Which book did you enjoy the most and why?

Compare and Contrast Bubble Map

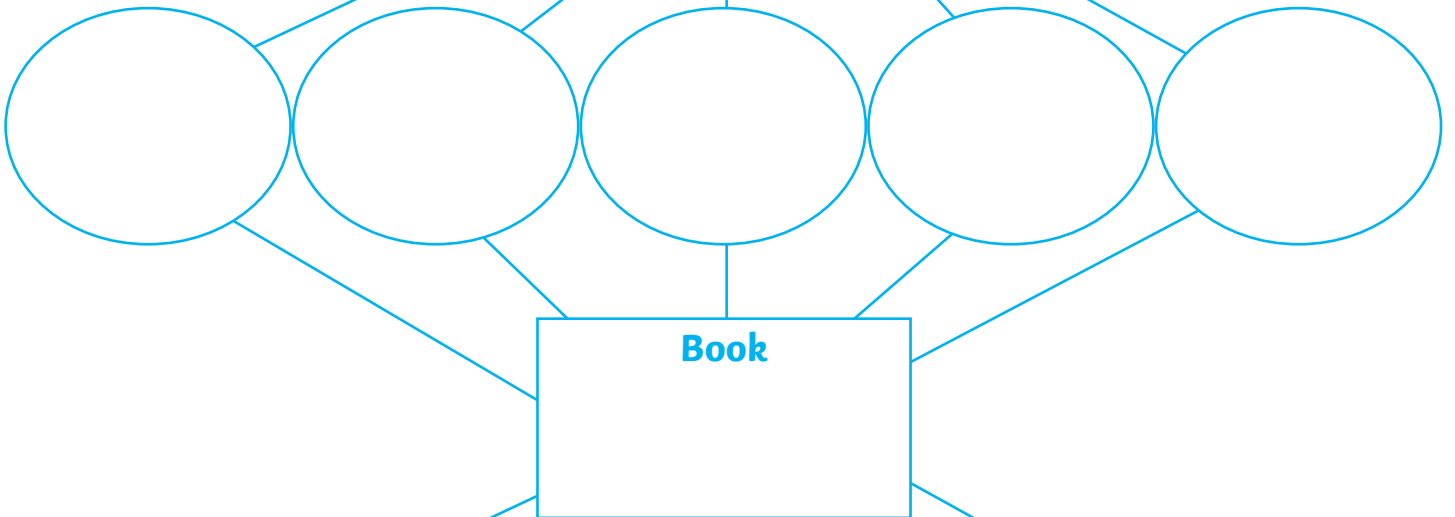
Each author has a writing style that reflects their personality, unique voice and the way they like to approach their audience or readers. Writing style is an important part of any story because it is why a lot of readers enjoy reading books by that particular author.

Use the bubble map below to find similarities and differences between two books by the same author.

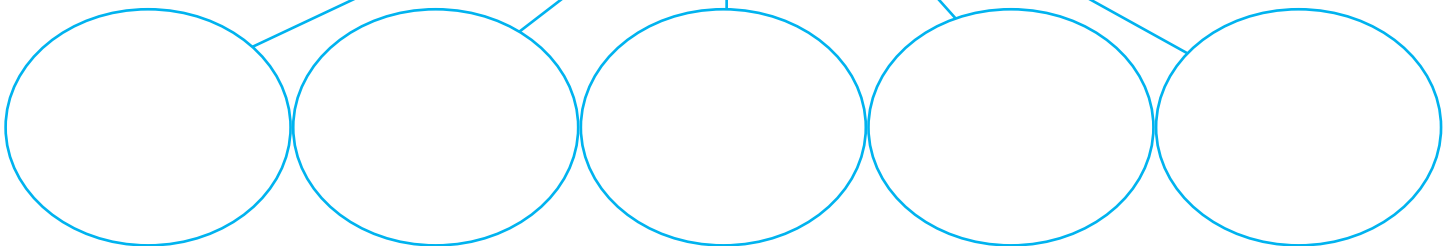
Differences



Similarities



Differences



Compare and Contrast Bubble Map

How are the two books similar?

How are the two books different?

Does the author use the same tone (the way they make non-verbal observations) in both books?

Does the author choose similar words in each story to describe places, people or ideas?

What do you like about this author's writing style?
