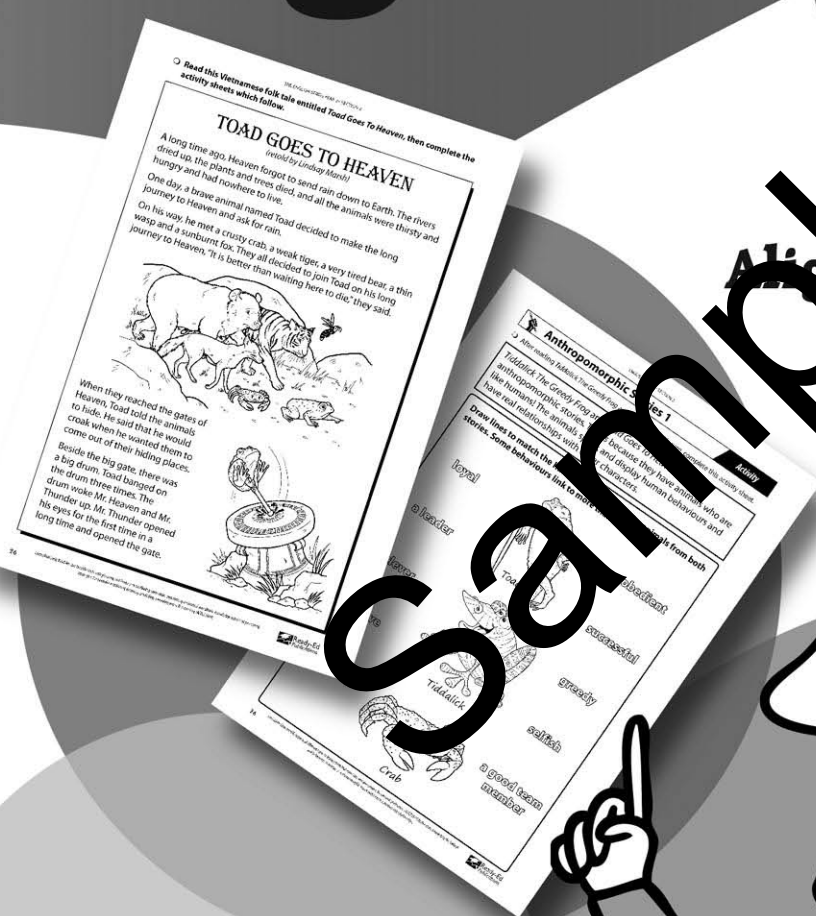


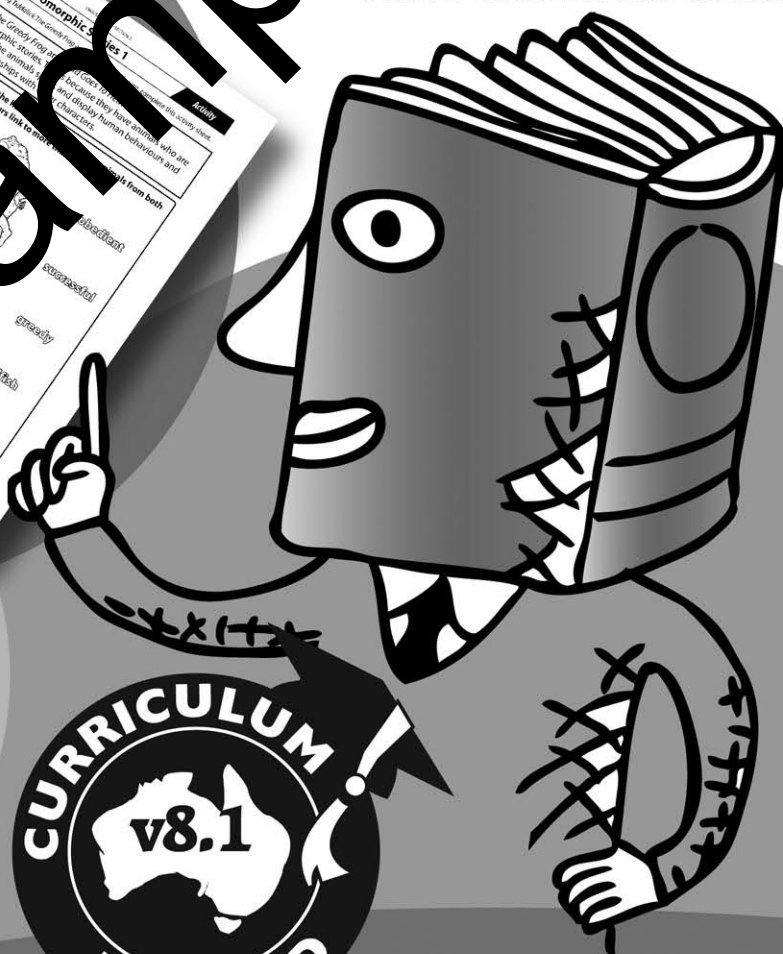
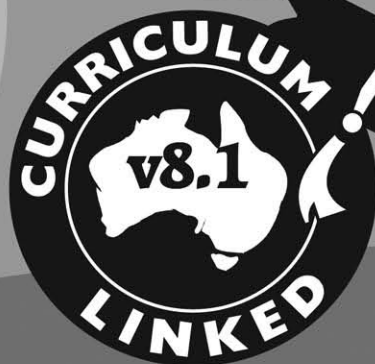
The English Series

Year English: 2

Aligned with the NEW
v8.1 Curriculum.



By Lindsay Marsh



Contents

Teachers' Notes	4
v8.1 Curriculum Links	5-6
SECTION ONE: FOLK TALE FROM THAILAND	7
Diamond Cuts Diamond	8-9
Nouns And Adjectives	10
Themes	11
Setting And Characters	12
Dilemmas	13
The Complication	14
The Resolution	15
Resolutions Reveal Morals	16
Structure	17
Genre Of A Folk Tale	18
Point Of View	19
Creating A Sequel	20
Personal Preferences	21
Favourite Events	22
SECTION TWO: DREAMING STORY AND VIETNAMESE FOLK TALE	23
Tiddalick The Greedy Frog	24-25
Toad Goes To Heaven	26-27
Oral Traditions	28
Looking At Morals	29
Looking At Themes	30
Dreaming Stories Have Similarities 1	31
Dreaming Stories Have Similarities 2	32
Making Comparisons	33
Characters 1	34
Characters 2	35
Anthropomorphic Stories 1	36
Anthropomorphic Stories 2	37
Preferences 1	38
Preferences 2	39
Commas And Proper Nouns	40
Another Point Of View	41
Plot	42
Connections 1	43
Connections 2	44
SECTION THREE: POETRY	45
Japanese Haiku	46
Creating A Japanese Haiku	47
An Epic Poem	48-50
Epic Poems 1	51
Epic Poems 2	52
Epic Poems 3	53
Epic Poems 4	54
Epic Poems 5	55
SECTION FOUR: ABORIGINAL DREAMING STORIES	56
Birth Of The Sun	57
The Origin Of Water	58
The Sea Eagle And The Seagull	59
Answers	60-62

Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. It is linked to the revised version 8.1 Australian curriculum and each page in the book references the content descriptor(s) and elaboration(s) which the activities specifically address.

The activities in the first two sections of this book revolve around one Aboriginal Dreaming story, one Vietnamese folk tale and one folk tale from Thailand. The third section focuses on Japanese Haikus and an epic poem. The tasks linked to these texts enable the students to demonstrate much of the new version 8.1 English curriculum for Year 2 students. The activity sheets will inspire teachers to create similar content to extend students' learning.

Some of the activities in this book ask the children to source their own Dreaming stories so that they can make connections. This task develops the children's understanding that Dreaming stories have recurring themes, ideas, settings and characters (a requirement of the Year 2 curriculum). To make this task easier, I have placed a number of Dreaming stories at the back of this book, so that children can select one of these Dreaming stories for such tasks if they wish. Alternatively a good website which contains a number of age appropriate Dreaming stories is:

www.didjshop.com/stories/

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

Enjoy using this student-friendly resource.

v8.1 Curriculum Links

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)

- identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities

Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

- exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented'
- exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences
- exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened'

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

- identifying the topic and type of text through its visual presentation, for example, cover design, packaging, title/subtitle and images.
- becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)

- exploring how texts develop their themes and ideas, building information

through connecting similar and contrasting dissimilar things

- mapping examples of word associations in texts, for example words that refer to the main character

Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)

- talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a tiger, a dinosaur and two snakes'

Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

- exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

- recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources
- discussing moral and teaching stories from varied cultures, identifying and comparing their central messages

Compare opinions about characters, events and settings in and between texts (ACELT1589)

- discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

- describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences

v8.1 Curriculum Links

- connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships
- drawing, writing and using digital technologies to capture and communicate favourite characters and events

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

- describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings
- investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

- exploring poems, chants, rhymes or songs from different cultures which class members may bring home.
- learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures

Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

- telling known stories from a different point of view
- orally, in writing or using digital media, constructing a sequel to a known story

Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

- comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences

Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies,

for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)

- using prior and learned knowledge and vocabulary to make and confirm predictions when reading text
- using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts
- using knowledge of sound-letter relationships and high frequency sight words when decoding text
- monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge
- using grammar and meaning to read aloud with fluency and intonation

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

- making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic
- predicting, asking and answering questions

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

- sequencing content according to text structure

Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)

- reading their work and adding, deleting or changing words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text



Setting And Characters

Activity

- Reread the **third and fourth paragraphs** of the folk tale, *Diamond Cuts Diamond*, then complete this activity sheet.

When the poor man had finished his rice, he approached the rich man's fancy house, and asked the cook for some water. As he was drinking the water, he told the cook that his rice was extra tasty because of the smell of her curry.

When the cook served the rich man the curry, he said it was tasteless. He was very angry. He slammed down his spoon on his marble table. The cook began to shake with fear, "It is not my fault that the curry does not taste good, it is a poor man's fault who stole its taste today."



1. What type of language tells us how the rich man is feeling? (Is a verb used, an adjective, etc.?)

2. What type of language tells us how the cook is feeling? (Is a verb used, an adjective, etc.?)

3. Do you think the poor man has done anything wrong? Why do you think this?

4. Colour red who you think is being unfair in the story. Underneath, write why you think this.



5. What is the setting at this point in the folk tale?

6. What type of language is used to describe this setting? (An adjective?)



Dilemmas

Activity

- Reread the **fifth paragraph** of the folk tale, *Diamond Cuts Diamond*, then complete this activity sheet.

The rich man ordered his servants to find the poor man and bring him to his majestic house to be punished. When the poor man was found he apologised. The rich man asked the poor man to hand over all of his money. The poor man only had one gold coin in his pocket. He needed this coin to buy medicine for his sick brother.



1. A 'dilemma' is when someone has to make a very difficult decision. The rich man creates a dilemma for the poor man. What is this dilemma?

2. Circle the adjectives that could be used to describe the rich man at this point in the story.

unreasonable

kind

selfish

mean

gentle

uncaring

generous

angry

hungry

nasty

cruel

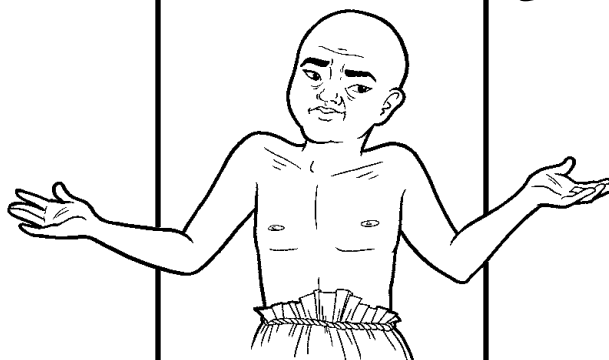
irrational

3. What does the poor man decide to do?

4. What are the consequences of this choice?

5. Give an example of a time when you have had to make a difficult decision because you've had to choose between two things. *Once, I had to decide between ...*

A



B

- Read this Vietnamese folk tale entitled *Toad Goes To Heaven*, then complete the activity sheets which follow.

TOAD GOES TO HEAVEN

(retold by Lindsay Marsh)

A long time ago, Heaven forgot to send rain down to Earth. The rivers dried up, the plants and trees died, and all the animals were thirsty and hungry and had nowhere to live.

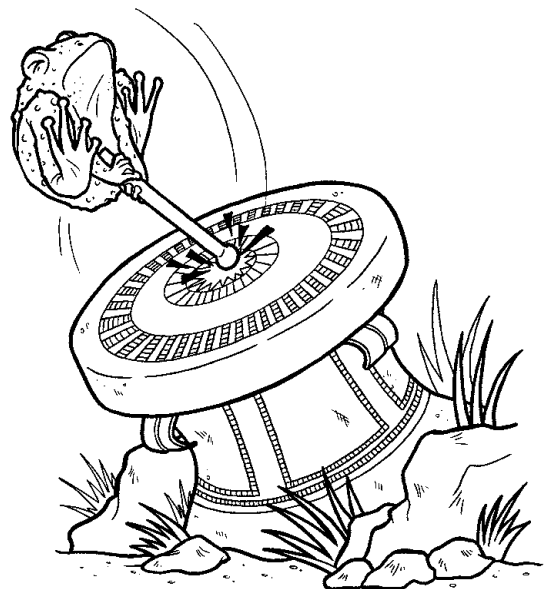
One day, a brave animal named Toad decided to make the long journey to Heaven and ask for rain.

On his way, he met a crusty crab, a weak tiger, a very tired bear, a thin wasp and a sunburnt fox. They all decided to join Toad on his long journey to Heaven, "It is better than waiting here to die," they said.



When they reached the gates of Heaven, Toad told the animals to hide. He said that he would croak when he wanted them to come out of their hiding places.

Beside the big gate, there was a big drum. Toad banged on the drum three times. The drum woke Mr. Heaven and Mr. Thunder up. Mr. Thunder opened his eyes for the first time in a long time and opened the gate.





When he saw Toad, he was angry that he had been woken up and sent Rooster to gobble up Toad, so that he could go back to sleep.

As Rooster was about to swallow Toad, Toad croaked, and Fox jumped out from his hiding place, and ate Rooster up.

Furious, Mr. Thunder told Hound to attack Toad, but Toad croaked again and Bear pounced on Hound and sent him flying over the next mountain.

Mr. Thunder lifted his lightning hammer to destroy Toad himself with one blow, but Wasp flew up Mr. Thunder's nose and stung him several times and Crab nipped him.

Mr. Thunder dropped his hammer and fell to the ground. Tiger then tore Mr. Thunder into two pieces.

The animals waited through the gates of Heaven and said to Mr. Heaven, "For four long years, Earth has had no rain because you and Mr. Thunder have been too busy napping. If you want us to put Mr. Thunder back together again, you must send rain immediately to Earth."

Scared, Mr. Heaven sent rain down to Earth straight away. "And if you ever forget to send rain again," said Toad, "We will be back".

"You will never have to come back, Uncle * Toad," said Mr. Heaven, "I will never forget to send rain again. Every time you need rain, just croak."

For over a thousand years, the sound of toads croaking is a sure sign that rain is on its way.

*Uncle is a term of respect in Vietnamese culture.



Another Point Of View

Activity

- After reading *Toad Goes To Heaven*, complete this activity sheet.

The folk tale *Toad Goes To Heaven* is told from the point of view of Toad. This point of view makes us dislike Mr. Heaven and Mr. Thunder and see Toad as a hero. In the form of an email, present the point of view of Mr. Heaven OR Mr. Thunder. Who will you address your email to? Colour the character who you have chosen below right.

New Message

To:

Subject:

Sample



Mr. Thunder



Mr. Heaven

1. Now that you have finished, edit your email (check for spelling errors, etc.).
2. Read your email out to the class.
3. Does your email still make us dislike Mr. Heaven or Mr. Thunder?

