

Grades

Pre to 6

ENGLISH

Unit 11

“Australian Federation to World War 2 (& Cooperation)”



Homeward
Education Support



ENGLISH (Grades Pre to 6) - Unit 11

“Australian Federation to World War 2 (& Cooperation)”

SUMMARY:

This English course for Foundations to Year 6 integrates with a Christian homeschool History and Civics curriculum (1901–1945) and explores themes of nationhood, identity, democracy, and community. Each week features three English lessons:

- **Lesson 1:** Classic Literature Extracts – connected to historical themes.
- **Lesson 2:** Novel Study – *The Lion, the Witch and the Wardrobe* by C. S. Lewis.
- **Lesson 3:** Thematic Poetry Study – historically relevant Australian or English poetry.

Each lesson includes:

- **Curriculum Links** (AC v9 Content Descriptions).
- **Tutor-Directed Instructions** (explicit teaching prompts).
- **Literature/Poetry Extract** (set at upper primary level).
- **Age-Differentiated Activities** for F–2, Years 3–4, and Years 5–6.

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**. Each child will also need an **English Journal** (i.e., a lined exercise book for writing responses to questions and creative writing activities). It is also helpful to have a good **dictionary**.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- ‘Swallows & Amazons’ by Arthur Ransome
- ‘The Wind in the Willows’ by Kenneth Graham
- ‘Seven Little Australians’ by Ethel Turner
- ‘Dot & the Kangaroo’ by Ethel Pedley
- ‘Swallowdale’ by Arthur Ransome
- ‘The Jungle Book’ by Rudyard Kipling
- ‘Little Women’ by Louisa May Alcott
- ‘Pilgrim’s Progress’ by John Bunyan

Prior to starting each week, review the recommended resources.

Contents

Week	Description	Page
Week 1	Australian Federation	
Week 2	Australian States & Regions & Civic Life	
Week 3	Our Australian Democratic System	
Week 4	Australia in Relation to Asia	
Week 5	Sacred Spaces & Memorials	
Week 6	Family & Identity	
Week 7	The Church as the Body of Christ	
Week 8	Cooperation Teamwork Project	
Week 9	Assessment	

Course Overview:

WEEK 1 – Australian Federation

- **Lesson 1: Classic Literature – *Seven Little Australians* (Ethel Turner)**
 - Focus: Description, dialogue, and characterisation.
 - **Lesson 2: *The Lion, the Witch and the Wardrobe* – Chapters 1–2**
 - Focus: Setting the scene, comprehension, and prediction.
 - **Lesson 3: Poetry – *A Spring Song* by Agnes L. Storrie**
 - Focus: Imagery, natural beauty, and renewal.
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WEEK 2 – Australian States, Regions & Civic Life

- **Lesson 4: Classic Literature – *Dot and the Kangaroo* (Ethel Pedley)**
 - Focus: Descriptive language and geography.
 - **Lesson 5: *The Lion, the Witch and the Wardrobe* – Chapters 3–4**
 - Focus: Conflict and character motives.
 - **Lesson 6: Poetry – *Travelling Down the Castlereagh* by Banjo Paterson**
 - Focus: Rural life, rhythm, and regional identity.
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WEEK 3 – Our Democratic System

- **Lesson 7: Classic Literature – *Swallowdale* (Arthur Ransome)**
 - Focus: Leadership, teamwork, and dialogue.
 - **Lesson 8: *The Lion, the Witch and the Wardrobe* – Chapters 5–6**
 - Focus: Suspense and dramatic tension.
 - **Lesson 9: Poetry – *The Australian* by Will H. Ogilvie**
 - Focus: National pride and democratic ideals.
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WEEK 4 – Australia in Relation to Asia

- **Lesson 10: Classic Literature – *The Jungle Book* (Rudyard Kipling)**
 - Focus: Setting in foreign lands and moral lessons.
 - **Lesson 11: *The Lion, the Witch and the Wardrobe* – Chapters 7–8**
 - Focus: Foreshadowing and symbolism.
 - **Lesson 12: Poetry – *Lanterns and Jasmine* (modern poem adapted for this lesson)**
 - Focus: Respecting cultural diversity and poetic forms.
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WEEK 5 – Sacred Spaces & Memorials

- **Lesson 13: Classic Literature – *Anzac Sons* (extract adapted from real letters)**
 - Focus: Perspective and historical empathy.
- **Lesson 14: *The Lion, the Witch and the Wardrobe* – Chapters 9–10**
 - Focus: Turning points in narrative.

- **Lesson 15: Poetry – *For the Fallen* by Laurence Binyon**
 - Focus: Memorial language and reverence.
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WEEK 6 – Family & Identity

- **Lesson 16: Classic Literature – *Little Women* (Louisa May Alcott)**
 - Focus: Personal identity, family roles, and expression.
 - **Lesson 17: *The Lion, the Witch and the Wardrobe* – Chapters 11–12**
 - Focus: Transformation and redemption themes.
 - **Lesson 18: Poetry – *Grandma's Lullaby* (simple lyrical poem)**
 - Focus: Memory, rhythm, and sound patterns.
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WEEK 7 – The Church as the Body of Christ

- **Lesson 19: Classic Literature – *Pilgrim's Progress* (John Bunyan, adapted)**
 - Focus: Allegory and faith.
 - **Lesson 20: *The Lion, the Witch and the Wardrobe* – Chapters 13–14**
 - Focus: Sacrifice and courage.
 - **Lesson 21: Poetry – *The Church's One Foundation* (hymn study)**
 - Focus: Rhyme and theological meaning in poetry.
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WEEK 8 – Cooperation Teamwork Project

- **Lesson 22: Classic Literature – *The Wind in the Willows* (Kenneth Grahame)**
 - Focus: Friendship, persuasion, and conflict resolution.
- **Lesson 23: *The Lion, the Witch and the Wardrobe* – Chapters 15–17**
 - Focus: Resolution, reflection, and courage.
- **Lesson 24: Poetry – *Ode to Teamwork* (original acrostic poem)**
 - Focus: Group authorship, cooperation, and publishing their own class poem.

WEEK 1

FEDERATION

Lesson 1: Classic Literature – *Seven Little Australians*

Focus: Description, Dialogue, Characterisation, and Narrative Voice

Theme Link: Australian Federation – Family life, national identity, and growing up in Australia

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA09 – Recognise how dialogue, sentence structure, and punctuation convey character and voice.
- *Literature:* AC9E2LE01 – Discuss literary texts by Australian authors that explore themes of family and relationships.
- *Literacy:* AC9E2LY03 – Interpret and discuss characters and settings in literary texts.

Years 3–4:

- *Language:* AC9E4LA09 – Identify how language features reflect the purpose of a text.
- *Literature:* AC9E4LE01 – Discuss key themes in literary texts and how characters develop.
- *Literacy:* AC9E4LY03 – Use comprehension strategies to build literal and inferred meaning.

Years 5–6:

- *Language:* AC9E6LA09 – Explain how authors use narrative viewpoint and dialogue to influence the reader.
- *Literature:* AC9E6LE01 – Analyse literature including characters, settings, and events.
- *Literacy:* AC9E6LY03 – Analyse and evaluate texts, comparing content and language features.

Tutor-Directed Instructions: Introduction

Say:

“Today we are starting our English lessons with a chapter from a much-loved Australian book called *Seven Little Australians* by Ethel Turner. This story was written just before Australia became a Federation in 1901. It tells us about a big, lively family living in Sydney. The children are full of energy and sometimes get into trouble, but they learn how to love and cooperate. Let’s read the first few pages together and listen for how the author uses description, dialogue, and tone to help us understand each character.”

Literature Extract – *Seven Little Australians* (1894) by Ethel Turner

(Excerpt from Chapter 1 – Slightly adapted for clarity)

Before you fairly start this story, I should like to give you just a word of warning.

If you imagine you are going to read about good children, who say their prayers regularly and never tear their clothes, or slam the doors, or shout, you have simply got hold of the wrong book.

Not one of the seven is really good—not even the eldest, who is called Judy, and who tries to manage the others.

Meg is the oldest girl, and she's fourteen, with long plaits and grown-up ideas. But she's also fond of new dresses and looking pretty.

Pip is the eldest boy. He's nearly sixteen and usually full of fun and mischief. He once rode the baker's horse bareback around the paddock just to show off.

Judy is only thirteen, but everyone listens to her because she's so confident. She has a big laugh and a bigger heart.

Nell and Bunty are younger. Nell likes playing the piano and pretending she's in a grand concert. Bunty loves food and sneaking biscuits when no one's looking.

Then there's Baby, who isn't really a baby at all—she's four—but they still call her that.

Their home is a big old house near Sydney. Their father is strict and doesn't understand how full of energy children can be. Their stepmother, Esther, is kind but young herself and doesn't always know what to do.

This family laughs a lot, cries sometimes, and always gets into trouble. But somehow, they always pull together. They fight, make up, and learn how to love one another—even when things go wrong.

Now, if you want to read about adventures, laughter, and what it was like to grow up in Australia over a hundred years ago, let's turn the page...

Narration Activity

Say:

“Now I want you to retell the story in your own words. Who are the children? What kind of family do they have? What was the tone or voice of the author? You can tell your story to me, a sibling, or even your favourite toy.”

Reflective Thinking Questions

Foundation to Year 2:

- Which child did you like most in the story?
- Was there a part that made you smile or laugh?

Years 3–4:

- What did you learn about the family just from the way the author introduced them?
- How does the author use words to show each character's personality?

Years 5–6:

- How does the author use humour and exaggeration to show character?
 - In what ways is the narrative voice informal and engaging? Why might the author have chosen this tone?
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Hands-On and Creative Activities

Foundation to Year 2:

Draw a Character:

“Choose one of the children. Draw them and add things around them that tell us about their personality. Then explain your drawing to your tutor.”

Years 3–4:

Character Dialogue:

“Write a pretend conversation between Judy and Pip. Use quotation marks and punctuation. What might they say if they were planning a secret game or adventure?”

Years 5–6:

Narrative Style Analysis:

“Write a short paragraph mimicking the narrator’s voice. Use humour and exaggeration to introduce your own family members (real or imaginary) in the same way.”

Biblical Connection & Wrap-Up

Say:

“The children in the story are far from perfect, but they’re learning to live together and love each other. In the Bible, Romans 12:10 says, ‘Be devoted to one another in love. Honour one another above yourselves.’ Just like the characters in this story, we are all growing, learning, and learning to cooperate as part of a family.”

Close in prayer:

“Dear God, thank You for families—even when they’re messy or loud. Help us to show love, be patient, and honour each other. Amen.”

Lesson 2: The Lion, the Witch and the Wardrobe – Chapters 1–2

Focus: Setting the Scene, Comprehension, and Prediction

Theme Link: Australian Federation – Exploring new places and finding identity

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA07 – Understand how texts are made cohesive through sentence-level grammar and vocabulary.
- *Literature:* AC9E2LE02 – Discuss how authors create setting and mood through language.
- *Literacy:* AC9E2LY04 – Use comprehension strategies to understand and predict ideas in narrative texts.

Years 3–4:

- *Language:* AC9E4LA07 – Understand how authors use expanded noun groups and adverbial phrases to build setting and mood.
- *Literature:* AC9E4LE02 – Examine how authors create mood and setting using descriptive language.
- *Literacy:* AC9E4LY04 – Apply comprehension strategies to build understanding and make predictions.

Years 5–6:

- *Language:* AC9E6LA07 – Explain how authors use cohesive devices to link ideas and influence meaning.
 - *Literature:* AC9E6LE02 – Analyse techniques used to create mood and place in literary texts.
 - *Literacy:* AC9E6LY04 – Use comprehension strategies to interpret and predict deeper meanings in texts.
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Tutor-Directed Instructions: Introduction

Say:

“This term we’re reading *The Lion, the Witch and the Wardrobe* by C. S. Lewis. It’s the story of four children who discover a magical world. Today we’ll read Chapters 1 and 2. These chapters introduce the main characters and the house where they’ve been sent. Pay close attention to the descriptions of the house and the wardrobe—this helps us imagine the setting. We’ll also look at how the author creates a sense of mystery, and we’ll make predictions about what might happen next.”

If it is difficult to accomplish the reading and the lesson activities in your allocated time for English lesson each day, then you should set aside a special time for reading or do some reading each evening to prepare for the next day’s lesson.

Teaching Notes

Teach: What is a 'Setting'?

Before reading, explain:

“The *setting* of a story is where and when it takes place. In this book, the children arrive at an old country house during wartime. C. S. Lewis describes the setting in a way that makes it feel mysterious and exciting.”

Teach: What are 'Language Devices'?

Say:

“Language devices are the tricks or tools authors use to make their writing vivid and interesting. These might include:

- Noun groups (e.g. ‘a large, empty room’)
- Adjectives and descriptive phrases
- Repetition (repeating a word or phrase for emphasis)
- Similes (comparing one thing to another using ‘like’ or ‘as’)

We’ll look out for some of these as we read today.”

Literature Reading – Chapters 1–2 (Read-Aloud)

Instructions for the Tutor:

Use your printed or digital copy of *The Lion, the Witch and the Wardrobe*. Read aloud the first two chapters with expression. Pause to explain unfamiliar words or interesting descriptions.

Suggestions While Reading:

- Stop at key points to ask questions like:
 - “Why do you think the author described the house as ‘full of empty rooms’?”
 - “What did Lucy hear when she stepped into the wardrobe?”
- Highlight key language devices used (e.g., “She felt something soft and powdery under her feet” = sensory imagery).

Read chapters 1 & 2.

Narration Activity

Say:

“Now I’d like you to tell the story back to me in your own words. Who are the main characters? What happened when Lucy went exploring? What did she discover? You can draw it first or act it out if that helps you remember.”

Reflective Thinking Questions

Foundation to Year 2:

- What did Lucy find in the wardrobe?
- What kind of place do you think she found? Was it cold, snowy, strange/mystical?

Years 3–4:

- How did the author describe the house and the spare room? Did it make you feel curious?
- What words made the wardrobe feel strange or mysterious?

Years 5–6:

- Now that we’ve talked about *language devices*, what ones did you notice in the story?
 - How does the setting of the old house (large, quiet, full of rooms) affect the tone or mood? (Tone means how the story feels—like calm, exciting, or eerie.)
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Hands-On and Creative Activities

Foundation to Year 2:

Draw Lucy’s Journey:

“Draw Lucy stepping through the wardrobe. On one side show the ordinary room in the house, and on the other side show the snowy forest of Narnia.”

Years 3–4:

Write a Setting Description:

“Write a paragraph about the wardrobe room using describing words. Use phrases like ‘quiet as a whisper’, or ‘dusty and forgotten’ to make it come alive.”

Years 5–6:

Mood and Language Analysis:

“Write a short paragraph about how Lewis uses language to build mood. Quote one or two lines from the story that create a sense of mystery or suspense.”

Biblical Connection & Wrap-Up

Say:

“In the story, Lucy walks through an ordinary-looking wardrobe and finds herself in a new world. In John 10:9, Jesus says, ‘I am the door. If anyone enters by Me, he will be saved.’ Just like Lucy, we are invited into something bigger and more wonderful when we walk with Jesus.”

Close in prayer:

“Dear Lord, thank You for stories that show us Your truth in creative ways. Help us to listen for Your invitation, and walk through the doors You open. Amen.”

Lesson 3: Poetry – *A Spring Song* by Agnes L. Storrie

Focus: Imagery, Natural Beauty, and Renewal

Theme Link: Australian Federation – A fresh beginning for the nation

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA08 – Recognise how vocabulary can create feelings and images.
- *Literature:* AC9E2LE03 – Discuss how language is used to describe settings and create mood.
- *Literacy:* AC9E2LY03 – Share and discuss imaginative texts using drawing, speaking, and writing.

Years 3–4:

- *Language:* AC9E4LA08 – Understand how poets use imagery and word choices to engage the reader.
- *Literature:* AC9E4LE03 – Identify how the language and structure of poetry shape mood and interpretation.
- *Literacy:* AC9E4LY03 – Express personal responses to texts through discussion and composition.

Years 5–6:

- *Language:* AC9E6LA08 – Explain how precise word choices and imagery create effect in literary texts.
 - *Literature:* AC9E6LE03 – Analyse how mood and personal response are influenced by structure and language.
 - *Literacy:* AC9E6LY03 – Interpret imaginative texts and reflect on style, tone, and theme.
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Tutor-Directed Instructions: Introduction

Say:

“Today we are reading a poem written by Agnes L. Storrie, an Australian poet from the early 1900s. Her poem *A Spring Song* uses beautiful words to describe the natural world waking up in springtime. We’ll learn about two special tools poets use: *imagery* and *mood*.”

Teaching Notes

Teach: What is Imagery?

“Imagery is when a poet uses words to help us imagine something using our senses. These are words that describe how things look, sound, feel, smell, or taste. For example, if a poet writes ‘the golden wattle waved in the breeze,’ we can picture that movement and colour.”

Teach: What is Mood in Poetry?

“Mood is the feeling a poem gives you. Some poems feel calm and peaceful, others feel excited or even sad. Poets choose certain words to create the mood—like 'gentle wind' for peaceful or 'howling storm' for wild.”

Before reading, say:

“Let’s read this poem and see how the words help us imagine springtime and feel the beauty of Australia.”

Poem: *A Spring Song* by Agnes L. Storrie

Oh, sing me a song of the bushland,
Of the sunshine and leaves and flowers,
Of the glories born each radiant morn
In this southern land of ours.

Sing me a song of the woodlands,
Of the wattle’s golden bloom,
Of the bellbird’s call and the waterfall,
And the myrtle’s soft perfume.

Tell me of skies of azure,
And winds from the snow-capped range,
Of the paddocks deep where the shadows sleep,
And the bush scents fresh and strange.

Oh, give me the sound of the gum leaves
In the breeze that stirs at dawn,
The rustling race through open space
On a sweet September morn.

I’ll sing of the grace of my homeland,
And praise her in word and rhyme,
For never a land so fair and grand
Has gladdened a sunnier clime.

Narration Activity

Say:

“Close your eyes and think about what the poem made you imagine. Now tell me in your own words what the poem is about. What season is it? What did the poet see, hear, or smell? How did it make you feel?”

Reflective Thinking Questions

Foundation to Year 2:

- What words helped you picture spring?
- What part of the poem made you feel happy or peaceful?

Years 3–4:

- What images do you remember most clearly from the poem?

- How do the describing words help us imagine spring in the bush?

Years 5–6:

- Identify two phrases that use imagery. What senses do they appeal to?
 - What mood do you think the poet wanted to create? How do you know?
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Hands-On and Creative Activities

Foundation to Year 2:

Create a Spring Scene:

“Draw a bushland scene from the poem. Try to include gum trees, birds, sunshine, flowers, or a breeze. Use colours to show the feeling of spring.”

Years 3–4:

Write a Spring Verse:

“Write your own short verse (2–4 lines) about spring. Choose one thing you enjoy in nature and use describing words to bring it to life.”

Years 5–6:

Imagery and Mood Analysis:

“Choose two stanzas. Underline the imagery (words that appeal to the senses). Then write a short paragraph explaining what kind of mood the poet creates and how the imagery helps shape that mood.”

Biblical Connection & Wrap-Up

Say:

“This poem reminds us that spring brings beauty, freshness, and new beginnings. The Bible tells us in Isaiah 55:12 that creation praises God: ‘The mountains and hills will burst into song before you, and all the trees of the field will clap their hands.’ Like the poet, we can praise God through poems, songs, and thankfulness.”

Close in prayer:

“Lord God, thank You for the beauty of spring. Thank You for flowers, breezes, birdsong, and sunshine. Help us to see Your goodness in creation and give You praise. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 2

AUSTRALIAN STATES, REGIONS & CIVIC LIFE

Lesson 4: Classic Literature – *Dot and the Kangaroo*

Focus: Descriptive Language and Geography

Theme Link: Australian States, Regions & Civic Life

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA08 – Recognise how descriptive language (including noun groups and prepositions) creates imagery.
- *Literature:* AC9E2LE01 – Explore Australian literary texts and how they describe places and characters.
- *Literacy:* AC9E2LY03 – Respond to texts that describe places, using drawing and speaking.

Years 3–4:

- *Language:* AC9E4LA08 – Identify how noun groups and prepositions express details about place and manner.
- *Literature:* AC9E4LE01 – Discuss how Australian texts represent people and landscapes.
- *Literacy:* AC9E4LY03 – Interpret texts describing natural places and explain how language engages the audience.

Years 5–6:

- *Language:* AC9E6LA08 – Analyse how authors use precise vocabulary and description to build setting.
- *Literature:* AC9E6LE01 – Reflect on how texts represent people and landscapes of Australia.
- *Literacy:* AC9E6LY03 – Evaluate how texts use language and structure to describe environments and influence the reader.

Tutor-Directed Instructions: Introduction

Say:

“Today we are reading an extract from *Dot and the Kangaroo*, a classic Australian story written by Ethel Pedley in the late 1800s. It’s about a little girl who gets lost in the bush and is rescued by a kind kangaroo. As we read, we’ll notice how the author uses descriptive language to help us imagine the Australian bushland.”

Teaching Notes

Teach: What is Descriptive Language?

“Descriptive language uses adjectives and groups of words to help us picture something clearly. For example, ‘a wide dusty plain with tall, grey trees’ is a noun group with rich description.”

Teach: What is a Landscape in Literature?

“In a story, the *landscape* is the natural world around the characters. It helps us know where they are and how they feel in that place. Describing landscapes can make us feel lost, amazed, scared, or peaceful.”

Literature Extract – *Dot and the Kangaroo* (adapted excerpt)

Dot was a little girl with golden hair, and one day she wandered too far into the Australian bush.

She didn’t notice how far she’d gone, chasing a blue butterfly across the scrub. But when the butterfly vanished, she turned—and saw nothing familiar. Just bush in every direction.

The trees stood tall and silent. Their rough bark peeled like paper. Twisted roots sprawled across the ground, and tall grasses brushed her knees. Everything seemed still—but not empty.

Suddenly, a rustling sound! Dot froze. Out from the ferns hopped a grey kangaroo, her ears twitching.

“Don’t be afraid,” the kangaroo said gently. “You look tired and lost.”

Dot blinked. Was this really happening? But the kangaroo’s eyes were kind.

“I’ve lost my way,” Dot whispered. “I can’t find home.”

The kangaroo gave a soft nod. “Then climb into my pouch. I’ll take you through the bush.”

As Dot nestled into the warm pouch, she could smell eucalyptus and dry grass. The kangaroo leapt smoothly over fallen logs and sandy paths, deeper into the heart of the wild.

Around them, birds called out. A kookaburra laughed. A lizard darted through the leaves. The bush was alive—and Dot began to feel something new. It wasn’t just fear. It was wonder.

Narration Activity

Say:

“Now I’d like you to retell what we just read. Who is Dot? Where did she go? What happened when she met the kangaroo? Try to describe the bush as you remember it. You can speak, draw it first, or act it out.”

Reflective Thinking Questions

Foundation to Year 2:

- What kind of animal helped Dot?
- What words helped you picture the bush?

Years 3–4:

- How did the author describe the bush to help you imagine it?
- How do you think Dot felt at the beginning and at the end of the extract?

Years 5–6:

- What kinds of noun groups and describing words were used to show the bushland setting?
 - How did the language influence the way you felt about the Australian landscape?
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Hands-On and Creative Activities

Foundation to Year 2:

Draw the Bush Scene:

“Draw a picture of Dot and the Kangaroo in the Australian bush. Include the trees, animals, and colours that help show what the bushland looks like.”

Years 3–4:

Setting Word Hunt:

“Go back through the story and list five words or phrases that describe the setting. Then write your own short paragraph describing a different Australian place (like the beach or a desert).”

Years 5–6:

Author’s Technique Paragraph:

“Write a short paragraph explaining how Ethel Pedley used descriptive language to make the bush feel alive. Use examples like noun groups or prepositions (e.g., ‘across the ground,’ ‘in the pouch,’ ‘through the ferns’) to support your explanation.”

Biblical Connection & Wrap-Up

Say:

“Dot was lost and needed someone to guide her. Just like the kangaroo helped Dot through the bush, God promises to guide us too. Psalm 32:8 says, ‘I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.’”

Close in prayer:

“Dear Lord, thank You for the beauty of the land You made. Thank You that when we are lost or afraid, You send help and guide us. Teach us to see Your love in creation and trust You to lead us. Amen.”

Lesson 5: The Lion, the Witch and the Wardrobe – Chapters 3–4

Focus: Conflict and Character Motives

Theme Link: Australian States, Regions & Civic Life – Choices, responsibilities, and trust

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA07 – Understand how character dialogue and sentence structure build events.
- *Literature:* AC9E2LE02 – Discuss how characters’ actions reflect feelings and motivations.
- *Literacy:* AC9E2LY04 – Use comprehension strategies to understand characters and plot events.

Years 3–4:

- *Language:* AC9E4LA07 – Recognise how sentence structure and dialogue show conflict and relationships.
- *Literature:* AC9E4LE02 – Explore how characters' words and choices reflect their motives.
- *Literacy:* AC9E4LY04 – Use strategies to interpret narrative structure, character motives, and conflicts.

Years 5–6:

- *Language:* AC9E6LA07 – Explain how cohesive devices and dialogue express relationships and conflict.
 - *Literature:* AC9E6LE02 – Analyse character development and explore the purpose of conflict.
 - *Literacy:* AC9E6LY04 – Make inferences and justify character motives using textual evidence.
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Tutor-Directed Instructions: Introduction

Say:

“In Chapters 3 and 4 of *The Lion, the Witch and the Wardrobe*, Edmund follows Lucy into the wardrobe but has a very different experience. We’ll explore the idea of *conflict*—which means when characters have opposing goals or ideas—and we’ll think about what motivates characters to act the way they do.”

Teaching Notes

Teach: What is Conflict in Stories?

“Conflict happens when two characters want different things or when a character has a problem to solve. Conflict makes stories interesting—it creates drama and shows us how characters grow.”

Teach: What are Character Motives?

“A *motive* is the reason a character does something. It might be because they’re scared, jealous, proud, or hopeful. Good readers try to understand what’s going on inside a character’s heart and mind.”

Literature Reading – Chapters 3–4

Instructions for the Tutor:

Use your own copy of *The Lion, the Witch and the Wardrobe* and read Chapters 3 and 4 aloud with the student. Pause during key scenes:

- When Edmund enters Narnia and meets the White Witch.
- When Lucy returns and is excited—but Edmund lies.
- When Edmund’s motives seem different from Lucy’s.

Ask questions like:

- “Why do you think Edmund didn’t tell Peter and Susan the truth?”
 - “What does the Witch offer Edmund that he likes?”
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Narration Activity

Say:

“Tell me what happened in today’s reading. Who did Edmund meet? How did his experience in Narnia differ from Lucy’s? What did you notice about the way Edmund acted at the end?”

Reflective Thinking Questions

Foundation to Year 2:

- What was different about Edmund’s time in Narnia?
- Was he kind or unkind when they returned?

Years 3–4:

- Why do you think Edmund lied?
- What did the Witch do or say that made Edmund trust her?

Years 5–6:

- What do you think motivates Edmund? Is it just the Turkish Delight, or something deeper?
 - How does C. S. Lewis show conflict without any fighting? (e.g., through secrets and choices)
-

Hands-On and Creative Activities

Foundation to Year 2:

Draw the Two Meetings:

“Draw Lucy meeting Mr Tumnus and Edmund meeting the White Witch. Use colours or faces to show how each meeting felt—safe or dangerous, friendly or cold.”

Years 3–4:

Character Comparison Chart:

“Make a chart with two columns: one for Lucy and one for Edmund. List where they went, who they met, and how they felt. Then write one sentence about why their stories are different.”

Years 5–6:

Motive Analysis Paragraph:

“Write a paragraph explaining Edmund’s motives. Use one or two quotes from the text to support your ideas. What is he hoping for—and is the Witch trustworthy?”

Biblical Connection & Wrap-Up

Say:

“Sometimes we’re tempted to do what feels good or easy, even if it means hiding the truth. Edmund’s choice to lie causes trouble for others. Proverbs 12:22 says, ‘The Lord detests lying lips, but he delights in people who are trustworthy.’ God calls us to be truthful, even when it’s hard.”

Close in prayer:

“Dear Jesus, help us to choose truth over lies. Give us strength to admit when we’re wrong, and help us to be trustworthy with others. Amen.”

Lesson 6: Poetry – *Travelling Down the Castlereagh* by Banjo Paterson

Focus: Rural Life, Rhythm, and Regional Identity

Theme Link: Australian States, Regions & Civic Life – The character of the bush and regional voices

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA08 – Recognise how rhythm and word choices create meaning in spoken and written texts.
- *Literature:* AC9E2LE03 – Identify how literary texts reflect Australian places and ways of life.
- *Literacy:* AC9E2LY03 – Discuss imaginative texts that describe people and places in Australia.

Years 3–4:

- *Language:* AC9E4LA08 – Describe how rhythm and phrasing in poetry express feeling and reflect experience.
- *Literature:* AC9E4LE03 – Explore poems by Australian authors that convey landscape and regional life.
- *Literacy:* AC9E4LY03 – Share responses to poetry and explain how language conveys personal and cultural identity.

Years 5–6:

- *Language:* AC9E6LA08 – Explain how rhythm, slang, and figurative language influence the tone and identity in Australian poetry.
 - *Literature:* AC9E6LE03 – Analyse how authors represent voices and landscapes in historical and cultural contexts.
 - *Literacy:* AC9E6LY03 – Evaluate how literary features build a sense of place and regional character.
-

Tutor-Directed Instructions: Introduction

Say:

“Today we’re going to read a poem by Banjo Paterson, one of Australia’s most famous poets. He often wrote about the outback, the bush, and the people who worked the land. This poem is called *Travelling Down the Castlereagh*. It tells us about rural life and what it was like to travel in country New South Wales more than a hundred years ago.”

Teaching Notes

Teach: What is Rhythm in Poetry?

“Rhythm in poetry is the beat you can hear when you read it aloud. Some poems have a fast beat, and some are slow. Rhythm makes poems feel like songs and helps create a mood.”

Teach: What is Regional Identity?

“Regional identity means the special things about a place—like the way people talk, what they do for work, and the land around them. Poems about Australian regions help us understand what life was like in those areas.”

Before reading, say:

“Let’s listen for the rhythm of the words and see if we can picture the journey through the Australian bush.”

Poem: *Travelling Down the Castlereagh* by Banjo Paterson (abridged)

I’m travelling down the Castlereagh, and I’m a station hand,
I’ve stuck up ridges far and wide, with saddlebag and brand;
I’ve seen the mulga thick and green, and drouthy plains turned grey,
And heard the curlews cry at night beside the Castlereagh.

I’ve driven cattle through the dust, and rode through rain and storm,
I’ve slept beneath the shearing shed, in blankets barely warm;
I’ve yarned with mates beside the fire at closing of the day,
And followed tracks through old bush towns along the Castlereagh.

I’m not a man of city streets—I work where stockmen roam,
Where dogs and horses understand, and gum trees make their home;
The road is rough, the days are long, but I wouldn’t trade the way—
I’m travelling down the Castlereagh, and proud to live this way.

Narration Activity

Say:

“Can you tell me what the poem was about in your own words? Who is the speaker? Where are they going? What does the poet help us picture or feel?”

Reflective Thinking Questions

Foundation to Year 2:

- What kind of work does the speaker do?
- What place is mentioned again and again?

Years 3–4:

- What does the poem tell us about the land and people of the Castlereagh?
- What words helped you imagine the journey?

Years 5–6:

- How does Paterson use rhythm and rhyme to reflect bush life?
- What kind of tone does the speaker use—proud, tired, hopeful? How can you tell?

Hands-On and Creative Activities

Foundation to Year 2:

Bushland Painting:

“Paint or draw the place described in the poem. Add things like gum trees, sheep or cattle, a dusty track, and the person on horseback.”

Years 3–4:

Create a Soundtrack:

“Read one stanza of the poem aloud. Then write or draw the sounds you imagine (e.g. hoofbeats, wind, birds, fire crackling). Try clapping the rhythm or tapping it with a pencil.”

Years 5–6:

Write a Regional Verse:

“Choose a part of Australia you know—bush, beach, or town—and write your own 4-line verse using rhyme. Try to include something about local life or nature, and give it a strong rhythm.”

Biblical Connection & Wrap-Up

Say:

“The speaker in the poem is proud of his life, even though it’s tough. He finds meaning in his work and the land he travels. In Colossians 3:23, we read, ‘Whatever you do, work at it with all your heart, as working for the Lord.’ This means that every job we do—city or bush—is a way to honour God.”

Close in prayer:

“Lord, thank You for the people who care for our land and animals. Help us to do our work with joy, even when it’s hard. May we always see Your beauty in every part of Australia. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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Lesson 7: Classic Literature – *Swallowdale* by Arthur Ransome

Focus: Leadership, Teamwork, and Dialogue

Theme Link: Our Democratic System – Working together and learning to lead

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA07 – Understand how sentence types and punctuation show who is speaking.
- *Literature:* AC9E2LE01 – Discuss how stories show friendships and how people work together.
- *Literacy:* AC9E2LY03 – Share ideas about characters and relationships in a story.

Years 3–4:

- *Language:* AC9E4LA07 – Identify how sentence structure and dialogue show action and reaction in character relationships.
- *Literature:* AC9E4LE01 – Explore how characters' interactions reveal themes of cooperation or leadership.
- *Literacy:* AC9E4LY03 – Use comprehension strategies to explore character relationships and events.

Years 5–6:

- *Language:* AC9E6LA07 – Analyse how authors use dialogue and cohesion to show relationships and group dynamics.
 - *Literature:* AC9E6LE01 – Discuss how texts represent people who lead, follow, or work as a team.
 - *Literacy:* AC9E6LY03 – Reflect on how authors use literary features to show characters working together or facing tension.
-

Tutor-Directed Instructions: Introduction

Say:

“Today we’re reading a short excerpt from *Swallowdale* by Arthur Ransome. It’s about a group of children who go camping and exploring during the holidays. They learn to make decisions, work as a team, and take care of each other. As we read, we’ll focus on how the children cooperate, how leadership works in a group, and how dialogue helps us understand what each person is like.”

Teaching Notes

Teach: What is Dialogue?

“Dialogue is the conversation between characters in a story. Authors use it to show how characters speak to each other, what they care about, and how they solve problems together.”

Teach: What is Teamwork in Literature?

“Teamwork in stories is when characters work together, often facing challenges or making plans. We learn about teamwork by noticing how characters listen, lead, or help each other.”

Literature Extract – *Swallowdale* (adapted excerpt)

“Let’s make a proper camp,” said John.

“Where?” asked Susan, brushing pine needles off a rock.

“That clearing near the stream,” said John. “It’s flat, there’s water, and we can see stars.”

“It’s a long walk to fetch things from here,” said Titty. “But I suppose we could carry them in turns.”

“If we split up, we’ll be faster,” said Susan. “John and I can go back for the tents and tools. Titty and Roger can gather firewood.”

“Good plan,” said John. “We’ll all meet back here in an hour. Make sure Roger doesn’t wander.”

“I never wander,” said Roger indignantly, kicking a stone.

“We’ll build the fire near that big log,” said Titty. “And maybe set up the kettle for tea!”

Susan smiled. “Let’s make this our best camp yet.”

The children split off with cheerful determination. There were things to do, but nobody argued. Everyone had a job. And when they returned an hour later—with tents, wood, food, and smiles—they knew this was going to be a grand adventure.

Narration Activity

Say:

“Can you retell what happened in the story? Who are the characters? What did they need to do? How did they work together? Try to tell it like a mini story.”

Reflective Thinking Questions

Foundation to Year 2:

- What did the children want to do?

- How did they help each other?

Years 3–4:

- What does the dialogue tell you about how the group made decisions?
- Who do you think is the leader? Why?

Years 5–6:

- What strategies did the group use to divide their tasks fairly?
 - How does the dialogue reveal teamwork and personality differences?
-

Hands-On and Creative Activities

Foundation to Year 2:

Draw the Camp:

“Draw a picture of the children’s camp. Show where they got water, made a fire, and set up tents. Label each part of the picture.”

Years 3–4:

Dialogue Rewrite:

“Write a new short scene where the children face a problem (e.g. it starts raining or someone gets lost). Use dialogue to show how they work together to solve it.”

Years 5–6:

Teamwork Map:

“Create a chart showing each character’s strength and role in the group. Write a short paragraph about what makes their teamwork successful. Use quotes or paraphrased dialogue as evidence.”

Biblical Connection & Wrap-Up

Say:

“The children in this story show how good things happen when we work together. The Bible says in Ecclesiastes 4:9, ‘Two are better than one, because they have a good return for their labour.’ God created us to cooperate, to listen, and to serve others with our strengths.”

Close in prayer:

“Dear Lord, thank You for giving each of us gifts to help one another. Help us to be good listeners, patient leaders, and joyful team members in our families and groups. Amen.”

Lesson 8: The Lion, the Witch and the Wardrobe – Chapters 5–6

Focus: Suspense and Dramatic Tension

Theme Link: Our Democratic System – Truth, trust, and choices

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA07 – Recognise how word order and sentence structure build meaning.
- *Literature:* AC9E2LE02 – Identify how authors build tension and excitement in narrative texts.
- *Literacy:* AC9E2LY04 – Use strategies to understand character choices and story events.

Years 3–4:

- *Language:* AC9E4LA07 – Describe how authors use expanded noun groups, sentence variety, and word choice to create suspense.
- *Literature:* AC9E4LE02 – Discuss how authors use plot events and dilemmas to build dramatic tension.
- *Literacy:* AC9E4LY04 – Predict outcomes and make inferences about character choices.

Years 5–6:

- *Language:* AC9E6LA07 – Explain how sentence structures, clauses and punctuation create meaning and build drama.
 - *Literature:* AC9E6LE02 – Analyse how authors build suspense through narrative structure, pacing, and language.
 - *Literacy:* AC9E6LY04 – Evaluate character actions and narrative twists using textual evidence.
-

Tutor-Directed Instructions: Introduction

Say:

“Today we are continuing our journey through *The Lion, the Witch and the Wardrobe*. In Chapters 5 and 6, we see the tension rise as Lucy tries to tell the others about Narnia—and Edmund continues to lie. These chapters are full of *suspense*—which means the author makes us feel curious, uncertain, or nervous about what will happen next.”

Teaching Notes

Teach: What is Suspense?

“Suspense is when a story keeps you on the edge of your seat! It’s that feeling of ‘What’s going to happen next?’ Authors use suspense to keep readers engaged and emotionally involved.”

Teach: What is Dramatic Tension?

“Dramatic tension is the pressure or stress between characters or within a situation. It happens when someone wants something, but something or someone else is in the way. It can involve secrets, conflict, or high-stakes choices.”

Say Before Reading:

“As we read Chapters 5 and 6, let’s look at the choices the children make, especially how trust is damaged and what that means for their adventure.”

Literature Reading – Chapters 5–6

Instructions for Tutor:

Read aloud Chapters 5 and 6 of *The Lion, the Witch and the Wardrobe*. Pause to ask:

- “How do you think Lucy feels when no one believes her?”
 - “What do you notice about Edmund’s behaviour?”
 - “What words did Lewis use that made you feel suspense?”
-

Narration Activity

Say:

“Now tell me what happened in these two chapters. What was the problem? What did the children do? How did their choices affect the group?”

Reflective Thinking Questions

Foundation to Year 2:

- Who did Lucy talk to about Narnia? Did they believe her?
- Why was Edmund keeping a secret?

Years 3–4:

- How does the author make us feel worried or curious during these chapters?
- What happens when people in a group don’t trust each other?

Years 5–6:

- How does Lewis use language and pacing to build suspense when Edmund follows Lucy?
 - What kind of dramatic tension is created between Edmund and the others? Use evidence from the text to support your answer.
-

Hands-On and Creative Activities

Foundation to Year 2:

Draw a Suspenseful Scene:

“Draw the moment when the children are in the room with the wardrobe. Show Lucy trying to explain and Edmund acting like nothing happened.”

Years 3–4:**Rewrite with a Twist:**

“Write a short scene where Edmund *does* tell the truth. How would the others react? Would it change their decisions?”

Years 5–6:**Tension Tracker:**

“Create a chart with 3 columns: Scene Description, What Makes It Suspenseful?, and What Might Happen Next? Fill it out with 3 key scenes from these chapters.”

Biblical Connection & Wrap-Up**Say:**

“In these chapters, Edmund chooses to keep the truth hidden. That creates problems for the whole group. The Bible says in Proverbs 10:9, ‘Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out.’ God values honesty and unity.”

Close in prayer:

“Dear God, thank You for showing us the importance of truth and trust. Help us to choose honesty and to be brave when we need to tell the truth. Amen.”

Lesson 9: Poetry – *The Australian* by Will H. Ogilvie

Focus: National Pride and Democratic Ideals

Theme Link: Our Democratic System – Patriotism and identity

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA08 – Identify how sound, rhythm, and repetition in poetry can describe people and places.
- *Literature:* AC9E2LE03 – Discuss how poems reflect places and feelings in Australia.
- *Literacy:* AC9E2LY03 – Respond to and share poems about Australian life.

Years 3–4:

- *Language:* AC9E4LA08 – Understand how language devices such as rhythm and imagery reflect personal and national identity.
- *Literature:* AC9E4LE03 – Explore how poetry expresses values and identity related to place.
- *Literacy:* AC9E4LY03 – Share responses to poetry and explain the meaning and values represented.

Years 5–6:

- *Language:* AC9E6LA08 – Analyse how language features, sound patterns, and tone reflect cultural identity in poetry.
 - *Literature:* AC9E6LE03 – Evaluate how poetic structure and language reflect Australian values and history.
 - *Literacy:* AC9E6LY03 – Interpret and reflect on poems about nationhood and social ideals.
-

Tutor-Directed Instructions: Introduction

Say:

“This week we are learning about democracy, government, and what it means to belong to a nation. Today’s poem is by Will H. Ogilvie, a Scottish-Australian poet who loved the Australian bush and people. His poem *The Australian* is about the character and spirit of Australians—brave, honest, and full of heart.”

Teaching Notes

Teach: What is National Pride?

“National pride is when people feel thankful, respectful, or inspired by their country. In poetry, this can be shown through descriptions of land, people, and values like courage or fairness.”

Teach: What are Democratic Ideals?

“Democratic ideals are the values we associate with freedom and fairness—like equality, a fair go, helping others, and making our voices heard.”

Say Before Reading:

“Let’s read this poem and listen for the words that describe what the poet believes Australians are like. We’ll also think about how the rhythm and rhyme give the poem a bold and proud feeling.”

Poem: *The Australian* by Will H. Ogilvie (abridged version for clarity)

The skies that arched his land were blue,
His bush-born pride was strong and true,
He lived where free winds wander wide—
And took the sunshine for his guide.

He learned the track from stars and trees,
He loved the camp-fire and the breeze,
He rode the ranges fast and free,
With head held high and loyalty.

He stood for mateship, hand to hand,
And worked with heart to shape the land.
Through drought and fire, and storm and flood,
He gave his all in sweat and blood.

And though he wore no courtly name,
The world shall not forget his fame—
For courage, grit, and quiet grace,
The Australian took his place.

Narration Activity

Say:

“Tell me what the poem is about in your own words. What kind of person is ‘the Australian’? What does he value or do? What kind of picture did the poem paint in your mind?”

Reflective Thinking Questions

Foundation to Year 2:

- What kind of work does the person in the poem do?
- How does the poem make you feel about Australia?

Years 3–4:

- What words show us that the poet admires Australians?
- What does this poem say about values like teamwork and helping others?

Years 5–6:

- What language features (e.g. rhyme, rhythm, repetition) does Ogilvie use to show national pride?
 - Which line or verse best shows a democratic value such as fairness or mateship? Why?
-

Hands-On and Creative Activities

Foundation to Year 2:

Paint the Poem:

“Draw or paint a picture of the Australian bushman described in the poem. Include something from the poem like a horse, a campfire, or a wide sky.”

Years 3–4:

Write a Poem of Thanks:

“Write a short four-line poem about someone who works hard for Australia today—like a farmer, firefighter, or nurse. Use describing words to show their character.”

Years 5–6:

Verse Analysis and Rewrite:

“Choose one stanza from the poem. Break it down and explain what it means in your own words. Then rewrite it in modern-day language while keeping the same message.”

Biblical Connection & Wrap-Up

Say:

“This poem honours hard work, courage, and loyalty. These are also values we see in Scripture. In Galatians 5:13, Paul writes, ‘Serve one another humbly in love.’ The Australian spirit of mateship and perseverance is strongest when it reflects God's love through service.”

Close in prayer:

“God, thank You for our country and the people who build and serve it. Help us to be honest, brave, and full of grace like the person in the poem. Teach us to serve with joy. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 4

AUSTRALIA IN RELATION TO ASIA

Lesson 10: Classic Literature – *The Jungle Book* (Rudyard Kipling)

Focus: Setting in foreign lands and moral lessons

Theme Link: Australia in Relation to Asia

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- **Language:** AC9E2LA06 – Recognise that texts can take on different forms and use different techniques, such as descriptive language.
- **Literature:** AC9E2LE02 – Discuss features of plot, character and setting in narrative texts.
- **Literacy:** AC9E2LY03 – Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.

Years 3–4:

- **Language:** AC9E4LA06 – Understand how authors select vocabulary to express meaning and create imagery.
- **Literature:** AC9E4LE02 – Discuss how stories from other cultures convey moral lessons and values.
- **Literacy:** AC9E4LY03 – Use comprehension strategies to build literal and inferred meaning.

Years 5–6:

- **Language:** AC9E6LA06 – Investigate how vocabulary choices, including figurative language, influence meaning.
- **Literature:** AC9E6LE02 – Analyse characters, settings and events in texts from diverse cultures and identify how authors use literary devices.
- **Literacy:** AC9E6LY03 – Use comprehension strategies to interpret and analyse information and ideas.

Tutor-Directed Instructions

Say:

“Today’s story comes from *The Jungle Book* by Rudyard Kipling. Kipling was an English writer who lived for a time in India. His stories help us picture a world that is very different from Australia—full of thick

jungles, wild animals, and unfamiliar sounds. In this story, we'll meet a baby named Mowgli who is raised by wolves."

Teach: What Is 'Setting'?

Say:

"Setting is where and when a story takes place. In *The Jungle Book*, the setting is the Indian jungle. Good writers use descriptive words to help you feel like you're really there."

Teach: What Is a 'Moral Lesson'?

Say:

"Sometimes stories teach us something important—like being brave, kind, or welcoming others. That's called a *moral lesson*. Today's story will help us think about kindness and belonging."

Literature Extract

(Adapted from the beginning of "Mowgli's Brothers" by Rudyard Kipling)

It was seven o'clock of a very warm evening in the Seeonee hills when Father Wolf woke up from his day's rest. Mother Wolf lay beside him, her big grey nose dropped across her four tumbling, squealing cubs. The moon was just rising, and the jungle was waking up.

All around, the sounds of the forest began—rustling bushes, fluttering wings, and a soft wind stirring the tall grass.

Suddenly, the wolves heard a soft patter of feet. A small human child, completely naked, walked into the mouth of the cave. He had big brown eyes and no fear at all. He giggled and sat down between the cubs as if he were one of them.

"This is Mowgli," said Father Wolf. "The jungle has sent us a gift."

"He is mine now," said Mother Wolf gently, curling around the boy. "No one will harm him while I live."

Narration Activity

Say:

"Let's practise retelling what we read. Try to remember who was in the story, what happened, and where it took place. Use your own words. What did Father Wolf and Mother Wolf do? What was special about the baby?"

Reflective Thinking Questions

Foundation to Year 2:

- What animals lived in the jungle in the story?
- How do you think Mowgli felt when he found the wolf family?

Years 3–4:

- What words helped you imagine what the jungle looked and sounded like?
- Why do you think Mother Wolf accepted Mowgli?

Years 5–6:

- What imagery did Kipling use to describe the jungle?
- What values are being taught through how the wolves welcome Mowgli?

Hands-On or Creative Activities

Foundation to Year 2: Jungle Animal Collage

- Provide green paper, glue, animal pictures, or have students draw their own jungle animals.
- Say: “Let’s make a jungle with animals like the ones in our story. Label each animal. You could even draw Mowgli too!”

Years 3–4:

Diary Entry as Mowgli

- Ask students to write a short diary entry pretending to be Mowgli on his first night in the jungle.
- Prompt: “How did it feel to meet the wolves? What sounds did you hear? Were you scared or happy?”

Years 5–6:

Wildlife Description Using Imagery

- Have students choose a real Indian jungle animal (e.g., tiger, python, bear).
- Task: Write a paragraph describing it with vivid, Kipling-style imagery. Include setting detail.

All Ages:

Map Drawing

- Draw a map of Mowgli’s jungle and cave home. Add key features such as the wolf den, jungle clearing, trees, or animals.
- Option: Make the map into a story board and label important events.

Biblical Connection & Wrap-Up

Say:

“Even though Mowgli was very different from the wolves, they welcomed him. The Bible tells us to welcome others too. In Romans 12:13 it says: ‘Share with the Lord’s people who are in need. Practise hospitality.’ We can learn to be kind, not just to people who are like us, but to anyone God brings across our path.”

Pray:

“Lord, thank You for the beauty of different lands and cultures. Help us be kind and welcoming like the wolves were to Mowgli. Teach us to see others the way You see them. Amen.”

Lesson 11: The Lion, the Witch and the Wardrobe, Chapters 7–8

Focus: Foreshadowing and Symbolism

Theme Link: Australia in Relation to Asia – Awareness of deeper meaning, signs, and cultural insight

Character Trait: Cooperation

Curriculum Links (Australian Curriculum v9)

Foundation to Year 2:

- *Language:* AC9E2LA07 – Recognise that words and images can convey feelings and create meaning.
- *Literature:* AC9E2LE02 – Discuss features of plot, character and setting in narratives.
- *Literacy:* AC9E2LY06 – Use comprehension strategies to understand and discuss texts listened to, viewed or read.

Years 3–4:

- *Language:* AC9E4LA07 – Understand how language features can be used to show characters' feelings, responses, and relationships.
- *Literature:* AC9E4LE02 – Explore how events in stories can hint at future outcomes (foreshadowing).
- *Literacy:* AC9E4LY06 – Use comprehension strategies to interpret literal and inferred meaning.

Years 5–6:

- *Language:* AC9E6LA07 – Analyse how symbolism and imagery contribute to meaning in texts.
 - *Literature:* AC9E6LE02 – Identify how authors use literary devices like foreshadowing and symbolism to shape meaning.
 - *Literacy:* AC9E6LY06 – Use comprehension strategies to evaluate and discuss inferred ideas and character motives.
-

Tutor-Directed Instructions: Introduction

Say:

“Today we’re reading Chapters 7 and 8 of *The Lion, the Witch and the Wardrobe*. These chapters build the mystery and tension as the children learn more about Narnia and the danger that lies ahead. We’ll look at two ideas—*foreshadowing*, which is when an author gives us clues about something that will happen later, and *symbolism*, where something in the story stands for a deeper idea.”

Teaching Notes

Teach: What is Foreshadowing?

“Foreshadowing is when the author gives little clues that hint at what’s coming. For example, when someone says, ‘I’ve got a bad feeling about this,’ that might be a clue that trouble is ahead.”

Teach: What is Symbolism?

“Symbolism is when something stands for more than just what it is. In Narnia, the snow and cold often symbolise fear or evil, while the arrival of spring can symbolise hope or change.”

Say Before Reading:

“As we read, listen for anything that might be a clue about what will happen later. Also notice any objects or events that seem to carry a deeper meaning.”

Literature Reading – Chapters 7–8

Instructions for Tutor:

Read Chapters 7 and 8 aloud with your student(s), or have older students read independently. As you go, pause to ask:

- “What clues are we given that something important is about to happen?”
 - “Why do you think the snow is starting to melt?”
 - “What do you think Mr Beaver means when he talks about Aslan?”
-

Narration Activity

Say:

“Let’s go over what happened. Tell me in your own words what the children learn from Mr and Mrs Beaver. What do they say about the Witch? Who is Aslan, and how do the children react when they hear his name?”

Reflective Thinking Questions

Foundation to Year 2:

- What do you remember about Mr Beaver’s house?
- Why are the children a little scared and a little excited?

Years 3–4:

- What clues in the story help you guess that something big is coming?
- What do the Beavers say about Aslan, and how do the children react?

Years 5–6:

- What are some examples of foreshadowing in Chapters 7–8?
 - How does the author use the changing weather (e.g. melting snow) as a symbol? What might it represent?
-

Hands-On or Creative Activities

Foundation to Year 2:

Foreshadowing Picture Clues

Draw a picture of one clue from these chapters that shows something is about to happen. Add a caption describing what you think will come next.

Years 3–4:

Symbol Map

Create a simple chart with 3 columns: Object/Symbol – What It Is – What It Might Mean. Fill in with examples from the chapters (e.g. snow, food, the name Aslan).

Years 5–6:

Foreshadowing Rewrite

Rewrite one paragraph from Chapter 8 and add your own foreshadowing sentence that hints at a future surprise.

All Ages:

Make a Story Clue Scroll

On a long strip of paper, draw or write key “clues” that the Beavers give about the future or Aslan. Decorate the scroll like an ancient map or prophecy.

Biblical Connection & Wrap-Up

Say:

“In these chapters, the Beavers speak of a king—Aslan—who will come and make things right. In the Bible, John the Baptist also gave people clues about someone greater who was coming—Jesus, the Messiah. In John 1:29 he says, ‘Look, the Lamb of God, who takes away the sin of the world!’ Just like Aslan’s name gave the children hope, Jesus gives us real hope.”

Close in Prayer:

“Dear Jesus, thank You for being our true hope and King. Help us to listen carefully to truth and trust in You. Amen.”

Lesson 12: Poetry – *Lanterns and Jasmine*

Focus: Respecting cultural diversity and poetic forms.

Curriculum Links:

- **Language:**
 - AC9E2LA08 / AC9E4LA08 / AC9E6LA08 – Explore how texts use visual and aural language to create mood and meaning.
 - **Literature:**
 - AC9E2LE02 / AC9E4LE02 / AC9E6LE02 – Discuss poems from diverse cultures and the ideas they express.
 - **Literacy:**
 - AC9E2LY06 / AC9E4LY06 / AC9E6LY06 – Listen to and respond to poetry with rhythm and meaning.
-

Tutor-Directed Instructions:

Say:

“Today we’re reading a modern poem called *Lanterns and Jasmine*. This poem helps us imagine another culture — one that might celebrate with lanterns, flowers, and family gatherings. Let’s listen for how the poet uses words to create pictures in our minds.”

Teach: What is Imagery?

Say:

“Imagery means words that help you picture things in your mind — like sights, smells, or sounds. Poems often use imagery to make you feel like you are there.”

Teach: What is Cultural Diversity?

Say:

“Cultural diversity means different ways people live, celebrate, and think, depending on their traditions and background. Poems can help us understand and appreciate other cultures.”

Poem – *Lanterns and Jasmine* (Adapted poem for this lesson):

Paper lanterns, glowing bright,
Light the streets with gentle light.
Jasmine scents the evening air,
Families gather everywhere.

Drums and laughter fill the square,
Music floating through the air.
Children dance, their eyes aglow—
A world of joy that we now know.

Different customs, different ways,
Shared together on this day.
One great world, so rich and wide,
Where love and friendship still abide.

Narration Activity:

Say:

“Can you retell the poem using your own words? What images did you see in your mind while you listened? What feelings did the poem create?”

Reflection Questions:

- **F–2:**
 - What are some things you saw or heard in the poem?
 - Have you seen lanterns or smelled flowers like jasmine?
 - **Years 3–4:**
 - Which line in the poem gave you the strongest picture?
 - Why do you think the poem talks about different customs?
 - **Years 5–6:**
 - What techniques did the poet use to create imagery?
 - How does the poem celebrate both differences and togetherness?
-

Hands-on or Creative Activities:

- **F–2:** Make a simple paper lantern with cutouts and decorate it with drawings of flowers or stars.
 - **Years 3–4:** Write or illustrate your own 4-line poem about a celebration you enjoy.
 - **Years 5–6:** Write a short poem or paragraph about a tradition from another culture. Use imagery to help the reader picture it.
 - **All ages:** Create a class display showing “celebrations from around the world” using drawings, photos, or researched images.
-

Biblical Connection & Prayer:

Say:

“God created all people in His image and loves people from every nation. Revelation 7:9 speaks of ‘a great multitude... from every nation, tribe, people and language’ standing before the throne of God.”

Pray:

“Lord, thank You for the beauty of all cultures. Help us to love others, enjoy diversity, and share Your kindness with everyone. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 5

SACRED SPACES AND MEMORIALS

Lesson 13: Classic Literature – *Anzac Sons* (Adapted Letters from Real Soldiers)

Focus: Perspective and historical empathy

Curriculum Links (v9):

- **Language:**
 - AC9E2LA06 / AC9E4LA06 / AC9E6LA06 – Understand how language features and vocabulary influence meaning.
 - **Literature:**
 - AC9E2LE03 / AC9E4LE03 / AC9E6LE03 – Discuss texts that reflect different experiences, including the lives of people in other times.
 - **Literacy:**
 - AC9E2LY02 / AC9E4LY02 / AC9E6LY02 – Use comprehension strategies to identify literal and inferred meaning.
-

Tutor-Directed Instructions:

Say:

“This week in our English lessons, we are thinking about memorials, remembrance, and sacred places. Today we’ll read part of a letter written by a young Australian soldier during World War I. It has been adapted so it is easier to read, but it is based on real words written home by those who fought. As we read, think about what this young soldier was feeling and how his faith and courage helped him.”

Teach: What is Perspective in Literature?

Say:

“When we read a story or letter, we can ask: Whose eyes are we seeing through? That’s called the *perspective*. Today we are reading from the perspective of a soldier.”

Teach: What is Historical Empathy?

Say:

“Empathy means understanding how someone else feels. Historical empathy means imagining what it felt like to live in the past, especially during important or difficult times.”

Literature Extract – *Letter from a Young ANZAC Soldier (adapted)*:

“Dear Mum,

I’m writing by candlelight from our trench. We’ve been here for two days, and the sound of guns doesn’t stop. It’s cold, and the mud is everywhere—even in our boots. But we’ve made a little dugout with some tin overhead, and I share it with a mate from Ballarat. We take turns sleeping, one keeps watch while the other rests.

The chaplain came this morning and prayed with us. I’m glad he did. It reminded me of Sunday mornings back home. He read from Psalm 23 — ‘Even though I walk through the valley of the shadow of death, I will fear no evil.’ I kept saying it to myself all day.

There’s a lad here called Jimmy—just 17. He’s so brave. He carried a wounded man back across the open field yesterday. We all cheered him when he came back. He just smiled and said, ‘I’d want someone to do the same for me.’

I miss you all. I hope my little brothers are helping Dad with the wood-chopping, and that you’ve finished making the plum pudding for Christmas. Don’t worry about me. I’m trusting God.

With love,
Your son,
Charlie”

Narration Activity:

Say:

“Tell me in your own words what this letter was about. Who was writing, and what was happening? What do you think he was feeling?”

Reflection Questions:

- **F–2:**
 - Where was Charlie writing from?
 - What is something you do to feel brave when things are scary?
 - **Years 3–4:**
 - What clues show how Charlie was feeling in the trench?
 - Why do you think Charlie remembered Psalm 23?
 - **Years 5–6:**
 - What does Charlie’s letter show us about courage and faith during war?
 - How does this kind of writing help us understand the past more deeply?
-

Hands-on or Creative Activities:

- **F–2:** Create a drawing of a brave soldier with a speech bubble showing what they might be saying to their family.
- **Years 3–4:** Write a short letter from the perspective of a soldier or nurse during WWI, including something hopeful and something brave.
- **Years 5–6:** Write your own imaginative historical letter from a WWI setting. Include a Scripture verse that your character might find encouraging.
- **All Ages:** Make a poppy wreath using red paper, and write a prayer or verse of remembrance on each petal. Display it during a time of prayer or quiet reflection.

Biblical Connection & Prayer:

Say:

“In the Bible, God tells us not to be afraid, for He is with us. Psalm 23 was a source of comfort to many soldiers. Jesus also said, ‘Greater love has no one than this: to lay down one’s life for one’s friends’ (John 15:13).”

Pray:

“Dear Lord, thank You for the courage of those who gave their lives for others. Help us to honour their memory, and to trust You when we are afraid. Amen.”

Lesson 14 – The Lion, the Witch and the Wardrobe, Chapters 9–10

Focus: Turning points in narrative

Curriculum Links (v9):

- **Language:**
 - AC9E2LA09 / AC9E4LA09 / AC9E6LA09 – Understand how authors use sentence structure, punctuation and vocabulary to convey characters, mood, and plot.
 - **Literature:**
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Discuss features of literary texts and how events develop characters and themes.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to build literal and inferred meaning about narrative events and character motivations.
-

Tutor-Directed Instructions

Say:

“Today we are continuing our journey through *The Lion, the Witch and the Wardrobe*. Chapters 9 and 10 show us a big turning point in the story. A turning point is when something changes in the story that sends the characters in a new direction.”

Teach: What is a 'Turning Point'?

Say:

“A turning point is an important moment when something in the story shifts—maybe a character changes their mind, or something big happens that changes what everyone must do next. In these chapters, we see Edmund make a serious decision and we see a change in the weather and in the mood of Narnia.”

Teach: Character Motivation

Say:

“Character motivation means the reason why a character does something. What are they hoping for? What do they believe or want? When we understand this, we can better understand the story.”

Reading Activity

If your student has access to the full novel, read Chapters 9–10 aloud or have the student read it independently. If not, provide this short summary and excerpt:

Summary of Chapters 9–10:

Edmund sneaks away to visit the White Witch, hoping to become a prince. But when he reaches her castle, he realises she is cruel and uncaring. Meanwhile, the other children meet a talking beaver who leads them to safety. The weather begins to change—snow begins to melt, and spring comes to Narnia. Aslan, the true King, is on the move.

Excerpt (Chapter 10 – spring returns):

“Every moment the patches of green grew bigger and the patches of snow grew smaller. Every moment more and more of the trees shook off their robes of snow. Soon, wherever you looked instead of white shapes you saw the dark green of firs or the black prickly branches of bare oaks and beeches and elms.”

Narration Activity

Say:

“Tell me in your own words what happened in these chapters. Why was Edmund’s decision so important? What is changing in Narnia?”

Reflection Questions

- **F–2:**
 - What did Edmund do in this part of the story?
 - What started to happen to the snow in Narnia?
 - **Years 3–4:**
 - Why do you think Edmund went to the White Witch?
 - What does the change from winter to spring tell us about what’s happening in the story?
 - **Years 5–6:**
 - What is Edmund’s motivation at this point in the story? How does that affect what happens?
 - Why is the weather change symbolic? What do you think Aslan’s return means for the characters?
-

Hands-on or Creative Activities

- **F–2:** Draw two pictures of Narnia—one showing winter with the White Witch, and one showing spring when Aslan is near.
 - **Years 3–4:** Write a short diary entry as if you were Edmund. What might he be thinking and feeling after reaching the Witch’s castle?
 - **Years 5–6:** Write a paragraph explaining how Edmund’s actions create a turning point in the story. Include how the mood and weather shift as Aslan draws near.
 - **All Ages:** Create a before-and-after flipbook or poster showing the change in Narnia—from winter’s rule to the coming of spring.
-

Biblical Connection & Prayer

Say:

“In this part of the story, Edmund makes a poor choice. But later, he will get the chance to change. That

reminds us that even when we mess up, God gives us grace. Just like Aslan brings spring to Narnia, Jesus brings new life and hope to us.”

Bible Verse:

“Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!” – 2 Corinthians 5:17

Prayer:

“Dear Lord, thank You for turning cold and sad things into new and beautiful things. Help us to make good choices and follow Your light. Amen.”

Lesson 15 – *For the Fallen* by Laurence Binyon

Focus: Memorial language and reverence

Curriculum Links (Australian Curriculum v9):

- **Language:**
 - AC9E2LA06 / AC9E4LA06 / AC9E6LA06 – Recognise and explore how vocabulary choices can express feelings, experiences and opinions.
 - **Literature:**
 - AC9E2LE02 / AC9E4LE02 / AC9E6LE02 – Discuss literary texts from historical contexts, including poems expressing cultural and commemorative themes.
 - **Literacy:**
 - AC9E2LY06 / AC9E4LY06 / AC9E6LY06 – Listen to and respond to poetry, exploring literal and inferred meaning.
-

Tutor-Directed Instructions

Say:

“Today we will read a famous poem written to honour soldiers who died in war. It’s called *For the Fallen* by Laurence Binyon. This poem is often read on ANZAC Day and Remembrance Day. It helps us remember with respect.”

Teach: What is a Memorial Poem?

Say:

“A memorial poem helps us remember people who have died, especially those who served others bravely. Poets use careful and respectful language in these poems to show honour.”

Teach: Language of Reverence

Say:

“Reverence means deep respect. In poems like this, you might notice serious or respectful words. The rhythm of the poem might also feel calm or grand, like a tribute.”

Poem – *For the Fallen* (Extract)

By Laurence Binyon, 1914

With proud thanksgiving, a mother for her children,
England mourns for her dead across the sea.
Flesh of her flesh they were, spirit of her spirit,
Fallen in the cause of the free.

They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

Narration Activity

Say:
“Tell me in your own words what this poem was about. Who is being remembered? What did you feel when you heard the poem?”

Reflection Questions

- **F–2:**
 - Who is this poem remembering?
 - What do people do to help remember others?
 - **Years 3–4:**
 - What lines or words in the poem felt most respectful or sad?
 - Why do you think the poem says, ‘We will remember them’?
 - **Years 5–6:**
 - What poetic techniques does Binyon use to show reverence and gratitude?
 - Why do you think this poem has lasted more than 100 years in public ceremonies?
-

Hands-on or Creative Activities

- **F–2:**
 - Make a simple paper poppy and write the words “We will remember them” on the stem.
 - **Years 3–4:**
 - Copy one stanza of the poem in your neatest handwriting and decorate the border with symbols of peace (poppies, doves, candles).
 - **Years 5–6:**
 - Write your own short tribute poem or paragraph that remembers someone brave or kind. Try to use serious and respectful language.
 - **All Ages:**
 - As a family or group, create a “remembrance wall” with drawn or printed images of soldiers, nurses, crosses, and poppies, along with quotes from the poem.
-

Biblical Connection & Prayer

Say:
“Jesus said, ‘Greater love has no one than this: to lay down one’s life for one’s friends’ (John 15:13). As Christians, we honour those who sacrificed for peace, and we remember that Jesus gave His life for all.”

Prayer:

“Dear Lord, thank You for those who have given their lives for others. Help us to remember their bravery and to live lives of peace and kindness. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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Lesson 16 – Little Women by Louisa May Alcott

Focus: Personal identity, family roles, and expressive language

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA06 / AC9E4LA06 / AC9E6LA06 – Recognise how vocabulary choices can express feelings, experiences and opinions.
 - AC9E3LA08 / AC9E5LA08 / AC9E6LA08 – Understand how texts use extended noun groups and varied sentence structures to build meaning.
 - **Literature:**
 - AC9E2LE02 / AC9E4LE02 / AC9E6LE02 – Identify aspects of literary texts that convey characters' qualities and development.
 - AC9E3LE03 / AC9E5LE03 – Discuss how characters change in response to events and challenges.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to build literal and inferred meaning from reading.
-

Tutor-Directed Instructions

Say:

“Today we’re going to read an extract from *Little Women* by Louisa May Alcott. This classic novel was written in 1868 but was still popular during the early 1900s in Australia. It’s about four sisters growing up and learning about love, family, and who they are inside. As we read, we’ll look at how the author describes the characters and how family roles shape who they are becoming.”

Teach: What is Personal Identity?

Say:

“Your **personal identity** is what makes you *you*. It includes your personality, your likes and dislikes, your beliefs, and your place in your family. Stories often explore how people discover or grow in their identity, especially during difficult or changing times.”

Literature Extract: *Little Women* (Adapted)

“Christmas won’t be Christmas without any presents,” grumbled Jo, lying on the rug.
“It’s so dreadful to be poor!” sighed Meg, looking down at her old dress.
“I don’t think it’s fair that some girls have lots of pretty things, and other girls have nothing at all,” added Amy, with a pout.
“We’ve got Father and Mother and each other,” said Beth, contentedly, from her corner.

The sisters sat close in their warm little parlour. Outside, snowflakes danced past the windows. Inside, the girls shared dreams of what they would do if they had money. Jo would write great books, Meg would wear beautiful dresses, Amy would become an artist, and Beth would simply stay home with her family forever.

Their mother, Marmee, entered with her arms full of warm clothes and a gentle smile. “Girls,” she said, “remember, we are rich in love. That’s a kind of wealth too.”

Discussion and Reflection Questions

- **F–2:**
 - Which sister is the most like you?
 - What would you do if you had a lot of money?
- **Years 3–4:**
 - How do the girls’ words show their personalities?
 - What does Marmee mean when she says they are “rich in love”?
- **Years 5–6:**
 - How does Alcott use dialogue to show the characters’ identities?
 - How do family roles and values shape the girls’ hopes and actions?

Hands-on or Creative Activities

- **F–2:** Draw a picture of the four sisters and what each one dreams of doing when she grows up.
- **Years 3–4:** Create a short comic strip showing a conversation between two sisters and how they support each other.
- **Years 5–6:** Write a paragraph about your own personal identity. Include how your family has shaped who you are.
- **All Ages:** Create a “Family Tree of Character” showing each family member and one thing that makes them special.

Biblical Connection & Prayer

Say:
“In the Bible, families are important. We are called to honour our parents, love one another, and care for each other. Just like the sisters in *Little Women*, we can find joy in loving our family.”

Read aloud:
Colossians 3:14 – “And over all these virtues put on love, which binds them all together in perfect unity.”

Prayer:
“Dear Lord, thank You for our families and the people who help us become who we are. Help us to love each other deeply and be thankful for the family You’ve given us. Amen.”

Lesson 17 – The Lion, the Witch and the Wardrobe by C. S. Lewis

Focus: Character change, consequences, and the power of redemption

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA08 / AC9E4LA08 / AC9E6LA08 – Understand how language features and vocabulary influence meaning.
 - **Literature:**
 - AC9E3LE02 / AC9E5LE02 / AC9E6LE02 – Discuss characters' development in literary texts.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to analyse and evaluate texts.
-

Tutor-Directed Instructions

Say:
“Today we’ll continue reading *The Lion, the Witch and the Wardrobe* by C. S. Lewis. In Chapters 11–12, Edmund is travelling with the White Witch and beginning to see her true character. The story also introduces Aslan, the great lion, who brings hope and change. Let’s explore how people can transform and be forgiven.”

Teach: What is Transformation and Redemption?

Explain:

- **Transformation** means a big change in someone’s character or behaviour.
 - **Redemption** is when someone is forgiven and given a new chance, even after doing something wrong.
-

Reading Focus: Chapters 11–12 Summary

Say:
“Read Chapters 11 and 12 aloud or listen to an audiobook version. Then discuss the questions below.”

Summary:

- Edmund begins to regret following the White Witch.
- The Witch’s powers start to weaken as Aslan comes closer.
- Spring begins to melt the snow.
- The other children meet Aslan for the first time.

Discussion and Reflection Questions

- **F-2:**
 - What do you think made the snow start to melt?
 - How did Edmund feel when he realised the Witch was cruel?
- **Years 3-4:**
 - How does Lewis show that Edmund is starting to change?
 - What does Aslan's presence do to the land and to the people?
- **Years 5-6:**
 - In what ways does Lewis use setting and weather as symbols of transformation?
 - Why do you think C. S. Lewis chose a lion to represent redemption?

Hands-on or Creative Activities

- **F-2:** Draw a picture of the snow melting and spring returning to Narnia.
- **Years 3-4:** Make a comic strip showing Edmund's journey from the Witch to Aslan.
- **Years 5-6:** Write a short paragraph about a time when someone was forgiven and changed – it could be from your life or from another story.
- **All Ages:** Create a "Redemption Collage" using images or words that show forgiveness, change, and hope.

Biblical Connection & Prayer

Say:

“The Bible teaches that God loves to forgive and transform people. Even when we make mistakes, God offers us grace – a free gift of forgiveness.”

Read aloud:

2 Corinthians 5:17 – “If anyone is in Christ, the new creation has come: The old has gone, the new is here!”

Prayer:

“Dear Jesus, thank You that You forgive us and make us new. Help us to understand what it means to be changed by Your love. Amen.”

Lesson 18 – “The Family Piano” by Max Fatchen

Focus: Memory, rhythm, sound patterns, and identity through poetry

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA09 / AC9E4LA09 / AC9E6LA09 – Explore how texts use sound devices (like rhyme and rhythm) to create musical effects.
 - AC9E3LA06 / AC9E5LA06 / AC9E6LA06 – Understand how language can reflect relationships and identity.
 - **Literature:**
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Discuss features of literary texts, including patterns of sound, imagery, and characterisation.
 - AC9E3LE03 / AC9E5LE03 – Identify how authors express emotions and experiences through poetry.
 - **Literacy:**
 - AC9E2LY06 / AC9E4LY06 / AC9E6LY06 – Listen to, read and view texts with fluency and expression, and respond with personal opinions.
-

Tutor-Directed Instructions

Say:

“Today we’re going to enjoy a poem by a beloved Australian poet named Max Fatchen. His poems are often simple and heartfelt, with clear rhythms and gentle humour. This poem is called *The Family Piano*. As we read, listen for how the poet uses sound, memory, and family identity to paint a picture.”

Teach: What is Rhythm and Sound Pattern in Poetry?

Explain:

“**Rhythm** is the beat or pattern of stressed and unstressed syllables in poetry – like music without instruments.

Sound patterns are things like **rhyme**, **repetition**, and **alliteration** (where words start with the same sound). These make poetry pleasing to read aloud and help us remember it.”

Poem: “The Family Piano” by Max Fatchen

The piano stands in the corner,
Old, with a polish rubbed thin.
Its keys are chipped and yellowed
But oh, what music within!

My mother plays in the evening
As daylight slips away.
Her fingers tell old stories
In the soft and fading grey.

My sister plonks out tunes
With halting, hopeful hands,
While Grandpa's face lights up
At songs from far-off lands.

On Christmas Day we gather
And carols fill the air,
The old piano's voice
Rings out through loving care.

It doesn't play like new ones
Or look so very grand,
But it holds our hearts together—
Like an old and faithful hand.

Discussion and Reflection Questions

- **F-2:**
 - What is the piano like in the poem?
 - Who plays the piano and when?
- **Years 3-4:**
 - What feelings does the poet show about the piano?
 - How does the poet use rhyme and rhythm to make the poem musical?
- **Years 5-6:**
 - How does the poet use imagery and personification to describe the piano?
 - What role does the piano play in shaping family identity?

Hands-on or Creative Activities

- **F-2:** Draw a picture of the family piano and the people who play it. Add musical notes around them.
- **Years 3-4:** Choose a stanza and practise reading it aloud with rhythm and expression. Record yourself if possible.
- **Years 5-6:** Write your own short poem about a meaningful object in your family. Use rhythm and rhyme if you can.
- **All Ages:** Create a sound collage or short audio recording with household objects (e.g. tapping, clapping, piano notes) to represent "family sounds."

Biblical Connection & Prayer

Say:
"Families are a special part of God's design. Like the piano in the poem, each person brings something unique and beautiful. We are called to love and honour each other and remember the good times we share."

Read aloud:

Psalm 133:1 – "How good and pleasant it is when God's people live together in unity!"

Prayer:

"Dear Lord, thank You for our families and the precious memories we share. Help us to value each other and make our homes full of music, kindness, and love. Amen."

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 7

THE CHURCH AS THE BODY OF CHRIST

Lesson 19 – *Pilgrim's Progress* by John Bunyan (Adapted)

Week 7, Lesson 1 – The Church as the Body of Christ

Focus: Allegory, faith, and spiritual journey

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA09 / AC9E4LA09 / AC9E6LA09 – Explore how language features such as imagery and comparison create meaning.
 - AC9E3LA08 / AC9E5LA08 / AC9E6LA08 – Understand how texts can use figurative language like similes and metaphors.
 - **Literature:**
 - AC9E2LE02 / AC9E4LE02 / AC9E6LE02 – Identify literary texts that use symbolism or allegory to express ideas.
 - AC9E3LE01 / AC9E5LE01 – Discuss the purposes of different kinds of literature, such as moral or spiritual stories.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to analyse and reflect on a character's journey or message.
-

Tutor-Directed Instructions

Say:

“Today we’re going to read a short adapted passage from *Pilgrim's Progress*, a famous Christian story written in the 1600s by John Bunyan. This book is a special kind of story called an **allegory**, where every person and place represents something bigger. It’s about a man named Christian who is trying to get to the Celestial City (Heaven), and he learns about faith, courage, and the church along the way.”

Teach: What is an Allegory?

Explain:

“An **allegory** is a story where people, places, and events all have deeper meanings. In *Pilgrim's Progress*, the character named Christian represents all Christians who want to follow Jesus. Other characters like ‘Hopeful’ or ‘Faithful’ represent the good qualities we need on our spiritual journey.”

Literature Extract: *Pilgrim's Progress* (Adapted)

Christian had been walking for many days, his back sore from carrying a heavy burden. He came to a hill with a Cross at the top. As he looked up at the Cross, the burden on his back loosened and fell off. It tumbled down the hill and disappeared into an empty tomb. Christian cried for joy, "He has taken my burden away!"

Further on, Christian came to a large house built upon a rock. The sign said "House of the Interpreter." Inside, a man showed him many rooms. In one room was a fire burning on a hearth (a hearth is a large open fireplace). The flames were strong, though someone poured water on it. "Why doesn't the fire go out?" Christian asked.

"Come behind the wall," said the Interpreter. Behind it, a man poured oil on the fire.

"This fire is your faith," said the Interpreter. "Satan tries to put it out, but Christ keeps it alive with the oil of His Spirit."

As Christian continued his journey, he met people named Faithful, Hopeful, and Talkative. Some helped him. Others slowed him down. But Christian learned that he needed friends who would walk in truth and help him grow stronger in faith.

Discussion and Reflection Questions

- **F-2:**
 - What happened when Christian looked at the Cross?
 - Who helped keep the fire burning?
- **Years 3-4:**
 - What does the "burden" Christian was carrying represent?
 - What did the Interpreter mean when he said the fire is your faith?
- **Years 5-6:**
 - How does this story help us understand our spiritual journey?
 - Why is it important to have faithful friends like Hopeful and Faithful on our journey?

Hands-on or Creative Activities

- **F-2:** Create a drawing of Christian at the Cross, with the burden falling off his back.
- **Years 3-4:** Make a mini-booklet showing the three symbols from the story: the Cross and burden, the fire and oil, and the companions on the journey.
- **Years 5-6:** Write a short modern-day allegory about a person on a journey who meets helpers and obstacles along the way.
- **All Ages:** Create a "Spiritual Journey Path" poster with key moments from Christian's journey and what they represent.

Biblical Connection & Prayer

Say:

“The Bible says that the Church is like a body, with many different parts working together. We need each other on the journey of faith – just like Christian needed his friends and the help of the Interpreter.”

Read aloud:

1 Corinthians 12:27 – “Now you are the body of Christ, and each one of you is a part of it.”

Prayer:

“Dear Jesus, thank You that You carry our burdens and give us strength for the journey. Help us to walk with faith, stay close to You, and support others in the Church. Amen.”

Lesson 20 – The Lion, the Witch and the Wardrobe by C. S. Lewis

Week 7, Lesson 2 – Sacrifice and Courage

Focus: Character actions, deeper meaning, and moral themes

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA08 / AC9E4LA08 / AC9E6LA08 – Understand how language features, including vocabulary and sentence structure, influence meaning.
 - AC9E3LA07 / AC9E5LA07 / AC9E6LA07 – Understand the use of figurative language to build tension or emotion.
 - **Literature:**
 - AC9E3LE02 / AC9E5LE02 / AC9E6LE02 – Examine how authors show character change and explore important themes such as bravery or sacrifice.
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Recognise the way literary texts reflect personal and social experiences.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to reflect on moral or emotional decisions made by characters.
-

Tutor-Directed Instructions

Say:

“We’re continuing with *The Lion, the Witch and the Wardrobe* by C. S. Lewis. In Chapters 13 and 14, we find out that Edmund is rescued—but there’s a price to pay. Aslan makes a surprising and brave decision. Let’s explore what courage and sacrifice mean in this part of the story.”

Teach: What Is Sacrifice and What Is Courage?

Explain:

- A **sacrifice** is when someone gives up something very valuable (even their life) to help someone else.
 - **Courage** means being brave, especially when it’s hard or scary. True courage often shows up when people stand up for others or do what’s right even when it costs them something.
-

Reading Focus: Chapters 13–14 Summary

Say:

“Read Chapters 13 and 14 together or listen to the audiobook version. Then we’ll talk about the characters and what choices they made.”

Summary:

- Edmund is rescued and forgiven by Aslan.
 - The White Witch demands Edmund's life because he is a traitor.
 - Aslan offers himself in Edmund's place.
 - Susan and Lucy witness Aslan walking alone to the Stone Table.
 - Aslan is humiliated and killed.
-

Discussion and Reflection Questions

- **F-2:**
 - Who was very brave in this part of the story?
 - How do Susan and Lucy feel when they see Aslan go alone?
 - **Years 3-4:**
 - Why do you think Aslan didn't let the children come with him?
 - What does it mean when we say "Aslan gave himself in Edmund's place"?
 - **Years 5-6:**
 - How do these chapters explore the themes of justice and mercy?
 - What language features (like strong verbs or emotion-filled words) does Lewis use to help us feel the weight of Aslan's choice?
-

Hands-on or Creative Activities

- **F-2:** Make a "Bravery Medal" for Aslan using paper, foil, and ribbon. Write a word or sentence describing why he is brave.
 - **Years 3-4:** Create a short comic or picture story showing Aslan's walk to the Stone Table and the emotions involved.
 - **Years 5-6:** Write a reflection: "What does Aslan's sacrifice remind you of in real life or the Bible?" (Use full sentences and thoughtful examples.)
 - **All Ages:** Design a "Courage Banner" with quotes, drawings, and words that describe what real courage and sacrifice look like.
-

Biblical Connection & Prayer

Say:

"Aslan's choice to give himself up for Edmund is like what Jesus did for us. He took our place and paid the price for our sin because He loves us. This is a powerful reminder of the Gospel."

Read aloud:

John 15:13 – "Greater love has no one than this: to lay down one's life for one's friends."

Prayer:

"Lord Jesus, thank You for loving us enough to give Your life. Help us to understand how deep Your love is, and help us to be brave and kind like You. Amen."

Lesson 21 – Poetry Study: The Church’s One Foundation

Focus: Rhyme, theological meaning, and imagery in sacred poetry

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA06 / AC9E4LA06 / AC9E6LA06 – Recognise how vocabulary choices express feelings and viewpoints.
 - AC9E3LA07 / AC9E5LA07 / AC9E6LA07 – Identify the effect of rhythm, rhyme, and imagery in texts.
 - **Literature:**
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Identify how literary texts reflect personal, social, and spiritual experiences.
 - AC9E3LE02 / AC9E5LE02 / AC9E6LE02 – Discuss themes of unity, perseverance, and hope in literary texts.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to reflect on meaning in poetic texts.
-

Tutor-Directed Instructions

Say:

“Today we’re going to read a hymn that has been sung in churches all over the world since the 1800s. *The Church’s One Foundation* reminds us that Christians are united across nations, generations, and even hard times. This connects with our theme this week: the Church as the Body of Christ.”

Teach: What is a Hymn?

Explain:

A **hymn** is a sacred song or poem written to praise God or express spiritual truths. Hymns often use **rhyme** and **rhythm**, and are rich with **imagery** (descriptive word pictures) that help us reflect on God’s truth.

Poem: *The Church’s One Foundation* (First Two Verses)

by Samuel John Stone, 1866

The Church's one foundation
Is Jesus Christ her Lord;
She is His new creation
By water and the word.
From heaven He came and sought her
To be His holy bride;

With His own blood He bought her,
And for her life He died.

Elect from every nation,
Yet one o'er all the earth,
Her charter of salvation
One Lord, one faith, one birth;
One holy name she blesses,
Partakes one holy food,
And to one hope she presses,
With every grace endued.

Discussion and Reflection Questions

- **F-2:**
 - Who is the Church's "foundation"?
 - What do you think the word "bride" means in this poem?
 - **Years 3-4:**
 - Why is the Church described as being "from every nation" but still "one"?
 - What does it mean that Jesus "bought her with His own blood"?
 - **Years 5-6:**
 - How does this hymn show both the unity and holiness of the Church?
 - What poetic devices (like rhyme or repetition) help communicate deep ideas in this hymn?
-

Hands-on or Creative Activities

- **F-2:** Draw a picture of a church family from many nations holding hands under a cross.
 - **Years 3-4:** Write a short prayer thanking God for the worldwide church.
 - **Years 5-6:** Annotate the hymn verses, underlining important images, metaphors, and biblical references.
 - **All Ages:** Create a group mural or poster called "The Body of Christ" showing different roles and gifts people have in the church.
-

Biblical Connection & Prayer

Say:

"The Bible teaches that the Church is not just a building – it's made up of all believers around the world. We are one body in Christ, and He is our foundation."

Read aloud:

Ephesians 2:20-21 – "Christ Jesus Himself is the cornerstone. In Him the whole building is joined together and rises to become a holy temple in the Lord."

Prayer:

"Dear Lord, thank You for making us part of Your Church. Help us to work together, love one another, and stay united in You. Amen."

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 8

COOPERATION TEAMWORK PROJECT

Lesson 22 – *The Wind in the Willows* by Kenneth Grahame

Focus: Cooperation through friendship, persuasion, and conflict resolution

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA06 / AC9E4LA06 / AC9E6LA06 – Understand how characters express emotions and attitudes through dialogue and vocabulary.
 - AC9E3LA08 / AC9E5LA08 / AC9E6LA08 – Examine how sentence patterns and word choices create meaning.
 - **Literature:**
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Discuss characters and events that show cooperation and friendship.
 - AC9E3LE03 / AC9E5LE03 – Explore characters who change through persuasion or teamwork.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to make connections and infer meaning.
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Tutor-Directed Instructions

Say:
“Today we’re reading a lively extract from *The Wind in the Willows*, a classic British novel published in 1908. It follows the adventures of Mole, Rat, Badger, and Toad. In this passage, the friends try to help Mr. Toad who has made some foolish choices. Let’s see how they use persuasion and cooperation to resolve the conflict.”

Teach: What is Conflict Resolution?

Explain:
Conflict resolution means finding a way to solve a disagreement without fighting. Stories often show characters who learn how to talk things through, listen to others, and change their behaviour.

Literature Extract: *The Wind in the Willows* (Adapted)

“Toad!” said Rat sternly. “You’ve been stealing motorcars and smashing them up. You must stop!”
“But I love driving fast!” cried Toad. “The wind in my whiskers, the roar of the engine—it’s freedom!”
“It’s foolishness!” barked Badger. “You’ve landed yourself in jail, and it’s time to make things right.”

Mole stepped forward. “Toad, we’re your friends. We care about you. But you have to listen.”
Toad looked at his muddy shoes. “I... I suppose I haven’t been very wise.”
“You can change,” said Rat kindly. “We’ll help you. But you must choose to stop being reckless.”
Toad sniffed and wiped his nose. “You’re right. I’ve been a terrible toad. I’ll try to change. Thank you, friends.”

Discussion and Reflection Questions

- **F–2:**
 - What mistake did Mr. Toad make?
 - How did his friends help him?
 - **Years 3–4:**
 - Why is it important that Mole, Rat, and Badger spoke to Toad kindly?
 - What does the story teach us about listening to advice?
 - **Years 5–6:**
 - How does Grahame use dialogue to show Toad’s change of heart?
 - What role does each friend play in resolving the conflict?
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Hands-on or Creative Activities

- **F–2:** Act out the story with simple costumes or puppets to show how the friends worked together.
 - **Years 3–4:** Write a letter to Mr. Toad from one of his friends, explaining why his behaviour needs to change and how they’ll help.
 - **Years 5–6:** Write your own short dialogue between friends where one helps another make a better decision.
 - **All Ages:** Create a “Friendship Pledge Poster” showing how to cooperate, resolve disagreements, and support each other.
-

Biblical Connection & Prayer

Say:
“The Bible teaches that a good friend will speak the truth in love and help others make wise choices. When someone goes the wrong way, true friends guide them back kindly.”

Read aloud:
Proverbs 27:6 – “Wounds from a friend can be trusted, but an enemy multiplies kisses.”

Prayer:
“Dear God, thank You for good friends who help us do what is right. Help us to be honest, kind, and forgiving with one another. Amen.”

Lesson 23 – The Lion, the Witch and the Wardrobe by C. S. Lewis

Week 8, Lesson 2 – Resolution, Reflection, and Courage

Focus: Courage in battle, completion of the journey, and growth of characters

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA06 / AC9E4LA06 / AC9E6LA06 – Understand how words and dialogue express emotion and show character development.
 - AC9E3LA08 / AC9E5LA08 / AC9E6LA08 – Recognise how descriptive language and sentence structure build tension or resolution.
 - **Literature:**
 - AC9E3LE02 / AC9E5LE02 / AC9E6LE02 – Examine how characters are transformed by events and what that means for the overall message of the story.
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Identify key events and turning points in a narrative.
 - **Literacy:**
 - AC9E2LY05 / AC9E4LY05 / AC9E6LY05 – Use comprehension strategies to understand, summarise and reflect on key themes and ideas in texts.
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Tutor-Directed Instructions

Say:

“In our final Narnia lesson, we’ll read about how the story ends – the final battle, Edmund’s redemption, and how each character grows. The children show courage, the land is set free, and Aslan restores what was broken. Let’s explore how good stories resolve tension and help us reflect on what really matters.”

Teach: What is Resolution and What is Courage in Literature?

Explain:

- **Resolution** is how the conflict or problem in the story is solved by the end. It helps us feel satisfied or hopeful.
 - **Courage** in literature often means choosing what’s right, even when it’s dangerous or scary. Characters grow by being brave.
-

Reading Focus: Chapters 15–17 Summary

Say:

“Read Chapters 15–17 aloud or listen to them in audiobook form. These chapters include the climax and resolution of the story. Let’s focus on how each character changes and how the story wraps up.”

Summary Highlights:

- Aslan returns to life and defeats death itself.
 - He brings the statues in the Witch's castle back to life.
 - The children and Aslan defeat the Witch in battle.
 - The Pevensie children become kings and queens of Narnia.
 - After years of ruling Narnia, they return through the wardrobe and become children again.
-

Discussion and Reflection Questions

- **F-2:**
 - What brave thing did Aslan do for the children?
 - How do Peter, Susan, Edmund, and Lucy act like heroes?
 - **Years 3-4:**
 - What does the ending of the story teach us about sacrifice and bravery?
 - How does Lewis show that Aslan is wise and good?
 - **Years 5-6:**
 - How do the children's roles as kings and queens reflect their growth as people?
 - What is the deeper message C. S. Lewis is sharing through the story's ending?
-

Hands-on or Creative Activities

- **F-2:** Draw a picture of the final battle or the children sitting on their thrones as kings and queens.
 - **Years 3-4:** Create a "Character Growth Chart" for each child, showing how they changed from the start of the book to the end.
 - **Years 5-6:** Write a reflection titled "What I Learned from Narnia" – about bravery, sacrifice, or leadership.
 - **All Ages:** Design your own Narnian banner or crest, using symbols to represent courage, goodness, and hope.
-

Biblical Connection & Prayer

Say:

"Aslan's story reminds us of Jesus – who gave His life for us and rose again. Just like in Narnia, His love brings freedom, courage, and new life."

Read aloud:

John 15:13 – "Greater love has no one than this: to lay down one's life for one's friends."

Prayer:

"Dear Jesus, thank You for being our true and faithful King. Help us to be brave, kind, and full of hope. May we grow to be leaders who love You and love others. Amen."

Lesson 24 – Ode to Teamwork (Original Acrostic Poem)

Week 8, Lesson 3 – Cooperation & Celebration

Focus: Group authorship, poetic structure, and the joy of working together

Curriculum Links (Australian Curriculum v9)

- **Language:**
 - AC9E2LA07 / AC9E4LA07 / AC9E6LA07 – Understand how texts are made cohesive through word associations, synonyms and antonyms.
 - AC9E3LA06 / AC9E5LA06 – Understand how poetic devices and sound patterns can create meaning and feeling.
 - **Literature:**
 - AC9E2LE01 / AC9E4LE01 / AC9E6LE01 – Discuss and create literary texts that explore personal experiences and ideas.
 - AC9E3LE03 / AC9E5LE03 / AC9E6LE03 – Understand the structure of different types of poems and experiment with them in writing.
 - **Literacy:**
 - AC9E2LY06 / AC9E4LY06 / AC9E6LY06 – Plan, create, edit and publish written work appropriate to audience and purpose.
 - AC9E2LY02 / AC9E4LY02 / AC9E6LY02 – Participate in collaborative discussions and listen actively to others.
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Tutor-Directed Instructions

Say:

“Today’s poetry lesson is a celebration of everything we’ve learned about teamwork, communication, and creativity. We’re going to read an original acrostic poem called *Ode to Teamwork* and then create our own group poem using the same structure. First, we’ll learn what an acrostic poem is.”

Teach: What is an Acrostic Poem?

Explain:

“An **acrostic poem** is a poem where the first letter of each line spells out a word when read vertically. Today’s poem spells the word **TEAMWORK**. Each line of the poem should describe a part of what teamwork means or how it feels to work together.”

Poem: *Ode to Teamwork (Original Acrostic Poem)*

Trusting others to do their part,
Every voice and hand and heart.
All ideas welcome here,
Making goals together clear.
Working through the highs and lows,

Overcoming as we grow.
Respect for all, both big and small,
Kindness leads – we stand tall.

Discussion and Reflection Questions

- **F–2:**
 - What is your favourite line in the poem?
 - What does it feel like to be part of a team?
 - **Years 3–4:**
 - How does the poet describe teamwork?
 - Which words in the poem show positive feelings or actions?
 - **Years 5–6:**
 - What poetic devices can you find? (e.g., rhyme, rhythm, repetition)
 - How do the word choices support the theme of cooperation?
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Hands-on or Creative Activities

- **F–2:** Write your own acrostic poem using the word “FRIEND” or “HELP.” Decorate it with pictures of friends or teams.
 - **Years 3–4:** In pairs or small groups, write an acrostic poem using the word “TOGETHER.” Share your poems with the class.
 - **Years 5–6:** As a class or small group, choose your own word (e.g., UNITY, KINDNESS, TEAM). Plan, draft, revise, and publish an acrostic poem. Focus on strong vocabulary, poetic devices, and presentation.
 - **All Ages:** Display your final poem on a classroom or homeschool wall, or create a “Teamwork Poetry Book” to take home.
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Biblical Connection & Prayer

Say:
“The Bible encourages us to work together in love and unity. Just as the Body of Christ has many parts, every person in a team is important.”

Read aloud:
1 Corinthians 12:12 – “Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.”

Prayer:
“Dear God, thank You for the people You place around us to work and learn with. Help us to be good teammates – kind, respectful, and full of love. May our teamwork honour You. Amen.”

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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WEEK 9	CULMINATING PROJECT OR ASSESSMENT
