

UNIT 2
“The Ancient Hebrews
(& Obedience)”



Prep to
Grade 6

ENGLISH



English (Prep to Grade 6)

“The Ancient Hebrews (& Obedience)”

CURRICULUM CONNECTIONS (Australian Curriculum v9)

This term of lessons will cover Australian Curriculum Content Descriptions that address the following:

- Literature and Context
- Responding to Literature
- Examining Literature
- Creating Texts
- Language Features
- Interacting with Others

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** and **Bible**.

The lessons in this Learning Guide will provide the necessary English skills. However, to enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, and classic children’s literature from your local library.

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

- “*Journey for Tobiyah*” by Barbara Ellen Morgan, 1966 (This one is required to link with the lessons.)
- & ...others - to be advised.....

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Prior to starting each week, review the recommended resources.

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Topic	Description	Page
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Topic 3	In the Wilderness: i) Psalm 95 (Learning Trust) ii) Literature (Journey for Tobiyah): Friendship on the Way iii) Writing skills:.....	
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Topic 5	Occupying the Land: i) Psalm 1 (Living God's Ways Daily) ii) Literature (Journey for Tobiyah): Hospitality and Kindness iii) Writing skills:.....	
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Topic 7	Saul & David: i) Psalm 56 (Fear, Trust, and Rescue) ii) Literature (Journey for Tobiyah): Returning Home Changed iii) Writing skills:.....	
Topic 8	King David: i) The Shepherd King ii) Literature (Journey for Tobiyah): What Tobiyah Teaches Us Today	

iii) Writing skills:.....

Topic 9

Assessment:

Lesson 1.1 (Poetry): God Delivers His People

Poem/Psalm: Psalm 105 (focus on the Exodus section: God’s mighty rescue)

Lesson Aim

Students listen to, read, and respond to a Psalm that recounts God’s rescue, and learn how poems use **rhythm, repetition, and vivid words** to strengthen meaning.

What You Need

Bible, notebook/paper, pencils, (optional) highlighters, (optional) a drum/desk for gentle beat tapping.

Parent/Tutor Says

“Today we’re learning poetry from the Bible. A Psalm is a song-poem. We’re going to notice how the writer helps us *remember* what God has done.”

Step 1: Read and Hear the Psalm

1. Parent reads aloud **Psalm 105** (or selected Exodus verses if time is tight).
2. Children listen with a simple job:
 - **F–2:** listen for “special repeated words” or “big feeling words”.
 - **3–4:** listen for repeated ideas and “power words” about God.
 - **5–6:** listen for patterns (repetition, command words like “remember”).

Step 2: Poetry Noticing

Parent/Tutor Script

“Poetry often repeats on purpose. Repetition helps a message stick.”

- **F–2:**
 - Clap/tap gently when you hear a repeated word/idea (you choose the cue).
 - Draw one picture: “God rescues.”
- **Years 3–4:**
 - Find one repeated idea (e.g., God’s mighty acts).
 - Write: “The Psalm repeats _____ to help us remember _____.”
- **Years 5–6:**
 - Identify **one** technique and explain effect: repetition, strong verbs, or “listing” mighty acts.
 - Write 3–5 sentences: “The author uses _____ to make readers feel/think _____.”

Step 3: Meaning and Connection

Discuss:

- What does this Psalm teach about **God's character**?
- How does it connect to the History lesson about **Moses and deliverance**?

F-2: say one sentence: "God is _____."

3-4: give one reason from the Psalm.

5-6: explain how poetry can teach history + faith at the same time.

Step 4: Create a Response

Choose ONE per group:

- **F-2 (choose 1):**
 1. **Echo-line poem:** Parent says: "God saved His people," child adds a describing word (safe/strong/kind). Repeat 4 times.
 2. **Picture + caption:** draw the rescue, write one sentence with capital letter + end mark.
- **Years 3-4 (choose 1):**
 1. **4-line "Rescue" poem** with a repeated first line.
 2. **Short paragraph (one mini-paragraph):** "How God rescues and why it matters."
- **Years 5-6 (choose 1):**
 1. **Free verse** (10-14 lines) using vivid verbs and repetition.
 2. **Poetry reflection:** explain how the Psalm's structure supports its purpose (remembering God's acts).

Wrap-Up

Pray: "Lord, thank You that You rescue and keep Your promises. Help us remember what You've done."

Curriculum Links (used in this lesson)

F-2

- **AC9EFLE01** – share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators
- **AC9EFLE04** – explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs
- **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently

Years 3-4

- **AC9E3LE04** – discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
- **AC9E4LE04** – examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
- **AC9E4LY05** – use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts

Years 5-6

- **AC9E5LE04** – examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs
 - **AC9E6LE04** – explain the way authors use sound and imagery to create meaning and effect in poetry
 - **AC9E6LY06** – plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features
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Lesson 1.2 – Courage and Calling

English Focus: Character Traits (Adjectives) & Describing People

A) Introduction

Parent/Tutor Says:

“Today we’re beginning a new set of English lessons based on the themes found in *Journey for Tobiyah*. We won’t be retelling the book, but we will learn English skills that help us understand stories like it.

This lesson is about **character traits** – the words we use to describe what a person is like on the inside. Stories often show characters who are brave, kind, fearful, determined, or hopeful. These inside qualities help us understand why characters make certain choices. Today we’ll learn how to describe character traits using **adjectives**, which are describing words.”

B) Teaching Section

English Skill: Understanding and Using Adjectives (Character Traits)

Parent/Tutor Says:

“An adjective is a word that describes something. When we describe a person in a story, we often describe what they look like on the outside, but we also describe what they’re like on the inside. These inside qualities are called **character traits**.”

Say to the student(s):

“For example, I might say:

- *The boy was brave.*
- *The girl was thoughtful.*
- *The traveller was nervous.*

The words brave, thoughtful, and nervous are **adjectives**. They tell us what kind of person the character is.”

Tutor Demonstration

Parent/Tutor Says:

“I’m going to model how to think about character traits. I will imagine a character who is beginning a journey, just like stories about young heroes.”

Speak aloud:

“If a character decides to go on a long, difficult journey, what might that tell us about them? They might be **courageous, obedient, hopeful, or curious**.”

Guided Practice

Parent/Tutor Says:

“Let’s think of a pretend character together. Imagine a young traveller who has to carry an important message. Let’s describe what kind of person they are.”

Ask:

“What describing words can we think of for someone who wants to do what is right, even when it’s hard?”

Allow student to give ideas. Prompt if needed:

- brave
- loyal
- kind
- determined
- patient
- responsible
- gentle
- careful
- adventurous

Skill Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I’m going to say a sentence, and I want you to listen for the adjective.”

Examples:

- “The brave boy walked forward.”
- “She was a caring friend.”
- “The worried traveller looked around.”

After each one ask: “What word tells us what the person is like?”

Then: “Now YOU tell me one word to describe a person who is going on a journey.”

Years 3–4 (Developing)

Parent/Tutor Says:

“Let’s look at how adjectives help us understand the character more deeply.”

Give 3–4 short example sentences and ask them to identify the adjective and explain what it shows about the character.

Then:

“Choose a character trait and make your own sentence about a traveller.”

Years 5–6 (Extending)

Parent/Tutor Says:

“Older readers often describe characters with more precise or subtle traits, such as ‘compassionate’, ‘resolute’, or ‘hesitant.’ These adjectives can help us understand motivation.”

Ask:

“Choose a specific adjective and explain what it reveals about a character’s inner world. Why might an author pick that adjective? How does it influence the reader’s understanding?”

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words what we learned today.

Tell me:

- What are adjectives?
- What do character traits describe?
- Why are they important in stories?”

Encourage oral narration. Older students may write a short paragraph.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What is an adjective?
2. Can you name two words that describe what a person is like inside?
3. Why do stories need characters who have different traits?

Years 3–4

1. How do adjectives help you understand a character better?
2. What character trait would help someone start a difficult journey?
3. Think of a character trait that might cause problems in a story. Why?

Years 5–6

1. Explain how an author’s choice of adjectives can influence how the reader feels about a character.
 2. What is the difference between describing a character’s appearance and their inner qualities?
 3. Choose a character trait and discuss how it might shape a character’s decisions in a story.
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E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Draw a person and label them with three character-trait adjectives (e.g., brave, kind, happy).

Activity 2: Cut out or write adjective cards and sort them into “Good Traits” and “Challenging Traits.”

Years 3–4

Activity 1: Create a character trait chart with three columns:

- Adjective
- What it means
- How this trait might show in actions

Activity 2: Choose a character trait and write 3 sentences showing it through actions (e.g., “He shared his food,” for kindness).

Years 5–6

Activity 1: Write a paragraph introducing a fictional traveller who is about to begin a journey. Use at least four precise character trait adjectives.

Activity 2: Compare two similar traits (e.g., brave vs. determined) and explain how they lead to different story possibilities.

F) Optional Extension Activity

Create a Character Trait Collage

Find or draw images that represent different character traits. Label each image with an adjective. Older students may write a short paragraph explaining why the image fits the trait.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“In the Bible, God often called people to be brave, obedient, and faithful – just like characters in many stories. Joshua was told, ‘Be strong and courageous.’ David showed courage as a boy. Mary was obedient to God’s plan.

When we learn about character traits, we learn how people in stories – and in real life – choose to follow God with their hearts, attitudes, and actions.”

Close with:

“Today we learned how adjectives help us understand what a character is like on the inside. Over the next lessons, we’ll learn more English skills that help us enjoy stories and understand them more deeply.”

AC9 Content Descriptions for this Lesson

Courage and Calling – Character Traits (Adjectives)

Foundation

- AC9EFLA02 – explore different ways of using language to express preferences, likes and dislikes
- AC9EFLA05 – recognise that sentences are key units for expressing ideas
- AC9EFLA08 – recognise and develop awareness of vocabulary used in familiar contexts
- AC9EFLE02 – respond to stories and share feelings and thoughts about their events and characters
- AC9EFLY05 – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
- AC9EFLY06 – create and participate in shared editing of short written texts to record and report ideas and events

Year 1

- AC9E1LA02 – explore language to provide reasons for likes, dislikes and preferences
- AC9E1LA07 – understand that words can represent nouns, verbs, adjectives and adverbs
- AC9E1LE02 – discuss literary texts and share responses by making connections with own experiences
- AC9E1LE03 – discuss plot, character and setting, which are features of stories
- AC9E1LY05 – use comprehension strategies when listening, viewing and reading
- AC9E1LY06 – create and edit short written texts using simple sentences

Year 2

- AC9E2LA02 – explore how language can be used for appreciating texts and providing reasons for preferences
- AC9E2LA07 – understand that nouns may be extended into noun groups and verbs into verb groups
- AC9E2LE02 – identify features of literary texts and give reasons for personal preferences
- AC9E2LY05 – use comprehension strategies such as predicting, summarising and questioning
- AC9E2LY06 – create and edit short imaginative, informative and persuasive texts

Year 3

- AC9E3LA02 – understand how the language of evaluation and emotion can vary in force
- AC9E3LA07 – understand how verbs represent different processes for doing, feeling, thinking, saying and relating
- AC9E3LE02 – discuss connections between personal experiences and character experiences
- AC9E3LE03 – discuss how an author uses language and illustrations to portray characters
- AC9E3LY05 – use comprehension strategies to build literal and inferred meaning

Year 4

- AC9E4LA02 – identify subjective and objective language
- AC9E4LA11 – expand vocabulary by exploring synonyms and antonyms
- AC9E4LE02 – describe the effects of text structures and language features when sharing opinions
- AC9E4LE03 – discuss how authors make stories engaging by developing characters
- AC9E4LY05 – use comprehension strategies to build meaning and evaluate texts

Year 5

- AC9E5LA08 – understand how vocabulary is used to express precision of meaning
- AC9E5LE02 – present an opinion on a literary text using terms about devices, structure and language features
- AC9E5LE03 – recognise that point of view influences interpretation
- AC9E5LY05 – use comprehension strategies to evaluate information and ideas

Year 6

- AC9E6LA06 – understand how ideas can be sharpened through careful choice of verbs and adverb groups
 - AC9E6LA08 – identify authors' use of vivid, emotive vocabulary
 - AC9E6LE03 – identify and explain characteristics that define an author's style
 - AC9E6LY05 – use comprehension strategies to build literal and inferred meaning, compare texts
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Lesson 1.3 – Writing Complete Sentences

Unit: The Ancient Hebrews (& Obedience)

Week: 1

Writing Focus: Writing clear, complete sentences

Connection: Courage & Calling

Australian Curriculum Link: this lesson supports sentence boundary punctuation, idea clarity, and early paragraph development. Addresses Achievement Standards across F–2, 3–4, and 5–6.

SECTION A – LEARNING & MODELLING

Learning Goal

Today I am learning to **write complete sentences**.

A complete sentence:

- starts with a **capital letter**
 - tells **one clear idea**
 - ends with **punctuation** (. ? !)
-

What Is a Sentence?

A sentence is a group of words that **makes sense on its own**.

Look at these examples:

✗ *the boy was brave*

✓ *The boy was brave.*

✗ *because God spoke*

✓ *He obeyed because God spoke.*

Read Together

Read these sentences aloud.

☐ *The boy obeyed God.*

☐ *Moses listened carefully.*

☐ *Walking through the desert.*

☐ *The journey began.*

Which Are Complete?

Tick the sentences that are complete.

- ☐ *The boy obeyed.*
 - ☐ *because God spoke*
 - ☐ *Moses listened carefully.*
 - ☐ *walking through the desert*
-

Remember

A sentence must:

- ✓ begin with a capital letter
 - ✓ make sense
 - ✓ end with punctuation
-
-

SECTION B – STUDENT WRITING & REFLECTION

Foundation – Year 2

Write **2 complete sentences** about a brave person beginning a journey.

Sentence 1

Sentence 2

Years 3–4

Write **4 – 5 complete sentences** about someone who begins a journey with courage.

Try to:

- keep each sentence clear
- start some sentences differently

Writing space:

Years 5–6

Write **one paragraph** (5–6 sentences) about a person who feels called to do something important.

Remember:

- complete sentences
- clear ideas
- correct punctuation

Writing space:

Editing Check

Read your work carefully. Tick when finished.

- ☐ Every sentence starts with a capital letter
- ☐ Every sentence makes sense
- ☐ Every sentence ends with punctuation

Narration (Optional)

Tell someone:

- What is a sentence?
- What makes a sentence complete?

OR write your answer here:

† Biblical Reflection

God calls His people to act with courage and obedience.
When we write clearly and carefully, we show order in our thinking.

“Let all things be done decently and in order.”
– 1 Corinthians 14:40

TOPIC 2	THE LAW....

Lesson 2.1 (Poetry): The 10 Commandments

Poem/Psalm: Psalm 19 (God's Word/law is good)

Lesson Aim

Students learn how poets use **imagery** and “comparison language” to teach that God's Word is precious and wise.

What You Need

Bible, something sweet (optional: a small taste of honey), paper.

Step 1: Read the Psalm

Read **Psalm 19** aloud (focus on the section about God's law/words).

Step 2: Vocabulary and Images

Parent/Tutor says: “Poets paint pictures with words.”

- **F–2:** Find “sweet” words; draw the picture (honey/gold/light).
- **3–4:** List 3 describing words/phrases about God's law; explain what each suggests.
- **5–6:** Identify imagery (sweetness, value, guidance) and explain how it persuades the reader.

Step 3: Skill Mini-Lesson

Teach a simple device:

- **F–2:** “A describing word helps us picture.”
- **3–4:** “Imagery = word-pictures.”
- **5–6:** “Metaphor/simile/personification (as used in poetry) can shape meaning.”

Step 4: Create

- **F–2:** “God's Word is...” poem (4 lines) + drawing.
- **3–4:** “Treasure Lines” poem: 6 lines, each begins with “Your words...”
- **5–6:** Write a short poem that uses **at least 2 images** (light, path, treasure, sweetness) and **one sound choice** (repetition or rhythm).

Curriculum Links

F–2

- **AC9EFLE04** – explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs
- **AC9EFLA08** – recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
- **AC9EFLY07** – create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume

Years 3–4

- **AC9E4LE04** – examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
- **AC9E3LY06** – plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words
- **AC9E4LA11** – expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

Years 5–6

- **AC9E5LE04** – examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs
 - **AC9E6LA08** – identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole
 - **AC9E5LY02** – use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea
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Lesson 2.2 – Beginning a Journey

English Focus: Setting Descriptions Using the Five Senses

A) Introduction

Parent/Tutor Says:

“Today we’re learning how authors describe **settings** – the places where stories happen.

A setting might be a village, a road, a desert path, a marketplace, or a quiet home. In many stories about journeys, the setting changes often. When we read good writing, we can imagine what a place looks like, sounds like, smells like, and even feels like.

Today we will learn how to describe settings using our **five senses**. This helps writing come alive and helps readers imagine the journey more clearly.”

B) Teaching Section

English Skill: Using Sensory Language to Describe a Setting

Parent/Tutor Says:

“When writers describe settings, they don’t just say ‘It was a road’ or ‘It was a field.’ They use **sensory words** – words that help us imagine the place.”

Write these on a page or whiteboard:

- **Sight** – what you can see
- **Sound** – what you can hear
- **Smell** – what you can smell
- **Touch** – what something feels like
- **Taste** – sometimes used in descriptions of food or places with strong flavours

Parent/Tutor Says:

“I’m going to describe a setting using the five senses.”

Example (spoken aloud):

“I can see dusty paths stretching ahead.

I can hear the wind brushing the trees.

I can smell warm earth baking in the sun.

I can feel stones under my feet.

I can taste the dryness in the air.”

Parent/Tutor Says:

“Did you notice how each sentence uses a sense to paint a picture? That’s what we’re going to learn today.”

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I’m going to say a place, and you tell me one thing you might see or hear there.”

Example places:

- a quiet garden
- a busy shop
- a sunny path
- a cosy room

Prompt: “What can you see there? What can you hear?”

Then:

“Choose one sense and describe something from your imagination.”

Years 3–4 (Developing)

Parent/Tutor Says:

“Choose a place where a journey might begin – maybe a road, a small village, a field, or a path.

Now tell me one detail for each of these senses: sight, sound, smell, touch.”

Guide them to build a list like:

- Sight: tall grasses
- Sound: crunching footsteps
- Smell: fresh morning air
- Touch: cool breeze

Then:

“Now join two details into a single descriptive sentence.”

Years 5–6 (Extending)

Parent/Tutor Says:

“Older writers often blend sensory details naturally into sentences. Instead of listing them, they weave them into one flowing paragraph.”

Model briefly:

“The early morning sun spilled across the dirt road, warming the stones underfoot. In the distance, birds called to one another, their voices echoing through the still air scented with dry grass.”

Then ask:

“Choose a setting and describe it using at least three senses in a single paragraph.”

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words what we learned today.

Explain what the five senses are and how they help describe a setting.”

Encourage detail.

Older students may narrate in writing.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What is a setting?
2. Which senses can help us describe a place?
3. Tell me one thing you might *see* on a journey.

Years 3–4

1. Why do writers use sensory details?
2. How does sensory language help you imagine a setting?
3. Choose one sense and describe a place using that sense.

Years 5–6

1. Explain how sensory language can change the mood of a scene.
 2. Why is it important to use more than one sense in descriptions?
 3. Describe a setting using three senses and explain how it supports the theme of a journey.
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Draw a place where a journey begins. Label it with sensory words (e.g., “bright sun,” “soft grass”).

Activity 2: Touch-and-feel sensory bags (rice, sand, leaves). Describe each texture using words.

Years 3–4

Activity 1: Complete a “Five Senses Setting Sheet”:

- Sight / Sound / Smell / Touch / Taste
Fill in one detail for each.

Activity 2: Write 3 descriptive sentences about your chosen setting.

Years 5–6

Activity 1: Write one descriptive paragraph using at least three senses.

Activity 2: Rewrite the same paragraph using different sensory details to create a different mood (quiet / tense / hopeful).

F) Optional Extension Activity

Create a Sensory Map

Draw a simple map of the setting and add written sensory descriptions beside different areas (e.g., “windy hill,” “rough stones,” “smell of cooking”).

Older students may use paragraphs instead of single words.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“In the Bible, journeys are an important part of many people’s lives – Abraham, Moses, Ruth, Paul, and many others. God guided them step by step.

When we read or write about journeys, we remember that God walks with people as they travel, discover new places, and face challenges. Sensory descriptions help stories come alive, but they also remind us to pay attention to the world God made.”

Close with:

“Today we learned how writers describe settings using the five senses. Next lesson, we’ll explore how characters talk to each other using dialogue.”

AC9 Content Descriptions for Lesson 2

Beginning a Journey – Describing Settings Using Sensory Language

Foundation

- AC9EFLA03 – understand that texts can take many forms
- AC9EFLA07 – explore the contribution of images and words to meaning
- AC9EFLA08 – develop awareness of vocabulary for everyday contexts
- AC9EFLY05 – use comprehension strategies such as visualising, predicting and questioning
- AC9EFLY06 – create short written texts using basic sentence punctuation

Year 1

- AC9EILA03 – explore how texts are organised according to their purpose
- AC9EILA08 – compare how images in different texts contribute to meaning
- AC9EILE03 – discuss plot, character and setting
- AC9EILY05 – use comprehension strategies to build meaning
- AC9EILY06 – create and edit short texts using simple sentences

Year 2

- **AC9E2LA03** – identify how texts are organised depending on purpose
- **AC9E2LA08** – understand that images add to or multiply the meanings of a text
- **AC9E2LE03** – discuss characters and settings and how language presents them
- **AC9E2LY05** – use comprehension strategies to build literal and inferred meaning
- **AC9E2LY06** – create short texts with simple and compound sentences

Year 3

- **AC9E3LA03** – describe how texts use language features for their purpose
- **AC9E3LA09** – identify how images extend meaning
- **AC9E3LE03** – explore how settings influence mood
- **AC9E3LY05** – use comprehension strategies including visualising to build meaning
- **AC9E3LY06** – plan, create and edit texts using simple paragraphs

Year 4

- **AC9E4LA03** – identify text organisation depending on purpose
- **AC9E4LA08** – understand how adverb and prepositional phrases provide circumstantial details
- **AC9E4LE03** – examine how authors develop character, setting and plot tensions
- **AC9E4LY05** – use comprehension strategies to expand topic knowledge

Year 5

- **AC9E5LA03** – describe how texts use language features and are organised into stages
- **AC9E5LA07** – explain how sequences of images affect meaning
- **AC9E5LE04** – examine the effects of imagery such as simile and metaphor
- **AC9E5LY05** – use comprehension strategies including visualising
- **AC9E5LY06** – create and edit texts using expanded noun groups and vivid vocabulary

Year 6

- **AC9E6LA03** – explain how texts are organised into characteristic stages
 - **AC9E6LA07** – identify how images and diagrams contribute to meaning
 - **AC9E6LA08** – identify authors' use of vivid and emotive language, imagery and figurative devices
 - **AC9E6LY05** – use comprehension strategies to compare and evaluate sources
 - **AC9E6LY06** – create and edit texts using complex sentences and vivid vocabulary
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Lesson 2.3 – Expanding Sentences with Details

Unit: The Ancient Hebrews (& Obedience)

Week: 2

Writing Focus: Adding details to expand ideas

Connection: God’s Law gives clarity and guidance

Learning Goal

I am learning to **expand my sentences** by adding details so my writing is clearer and more interesting.

Good writers add details about:

- **what**
 - **who**
 - **where**
 - **how**
 - **why**
-

Section A – Learning & Modelling

What Does It Mean to Expand a Sentence?

A simple sentence tells one idea.

An expanded sentence tells **more about that idea**.

Look at the difference:

Simple sentence:

He walked.

Expanded sentence:

He walked carefully along the dusty road.

The second sentence helps the reader **see the scene more clearly**.

Teacher / Parent Modelling (Read Aloud)

Say:

“Listen to this sentence:

The boy listened.

Now I will expand it:
The boy listened carefully to God's instructions.

I added details to explain **how** and **to whom**."

Guided Practice (All Students)

Read the sentences below.

Circle the sentence that gives **more detail**.

1.

☐ *The people obeyed.*

☐ *The people obeyed God's commands in the desert.*

2.

☐ *She spoke.*

☐ *She spoke gently to her friend.*

Section B – Writing & Practice

Foundation – Year 2

Add **one describing word** to each sentence.

1. *The boy walked.*

→ _____

2. *The law was good.*

→ _____

Now write **one expanded sentence** of your own.

Years 3–4

Rewrite each sentence by adding **two or more details**.

1. *The people listened.*

→ _____

2. *They followed the law.*

→ _____

Now write **3 expanded sentences** about people learning God's law.

Years 5–6

Write **one short paragraph** (4–5 sentences) explaining **why God’s law was important**.

Remember to:

- expand sentences with details
- avoid vague words (nice, good, things)
- make ideas clear for the reader

Writing space:

Editing Check

Read your writing carefully.

- ☐ I added details to my sentences
 - ☐ My sentences are clear and complete
 - ☐ I used capital letters and punctuation
-

Narration (Optional)

Tell someone:

- What does it mean to expand a sentence?
- Why do details help the reader?

Older students may write their answer here:

Biblical Reflection

God’s law was given clearly so people would understand how to live wisely.
When we add details to our writing, we help others understand our ideas clearly too.

“Your word is a lamp to my feet and a light to my path.”
– Psalm 119:105

(Teacher note – small print)

Builds elaboration, clarity, and early paragraph development.

Supports Achievement Standards across F–2, 3–4, and 5–6 for idea development and sentence expansion.

TOPIC 3

IN THE WILDERNESS...

Lesson 3.1 (Poetry): Learning Trust

Poem/Psalm: Psalm 95 (hearts that listen; warning + invitation)

Lesson Aim

Students learn that poems can **invite**, **warn**, and **teach**, and they practise reading with expression.

Core Activities

1. Read Psalm 95 aloud twice: once normally, once with expression.
2. Notice “voice”: invitation (“come”), warning (“do not harden”), remembering.

Create

- **F–2:** Make a “listening heart” poster + 2 rhyming lines (parent helps).
- **3–4:** Write a short “invitation poem” (6–8 lines) using repeated starter words (“Come...”).
- **5–6:** Write two stanzas: stanza 1 invitation, stanza 2 warning; explain the purpose.

Curriculum Links

F–2

- **AC9EFLY02** – interact in informal and structured situations by listening while others speak and using features of voice including volume levels
- **AC9EFLE02** – respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently

Years 3–4

- **AC9E3LY02** – use interaction skills to contribute to conversations and discussions to share information and ideas
- **AC9E4LY07** – plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume
- **AC9E3LE04** – discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose

Years 5–6

- **AC9E6LE04** – explain the way authors use sound and imagery to create meaning and effect in poetry
 - **AC9E6LY02** – use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions
 - **AC9E6LA01** – understand that language varies as levels of formality and social distance increase
-

Lesson 3.2 – Friendship on the Way

English Focus: Dialogue, Voice, and How Characters Speak

A) Introduction

Parent/Tutor Says:

“Today we are learning about **dialogue** – the words that characters say in stories.

Dialogue helps us understand friendships, emotions, and relationships. It shows us how characters talk to each other and how they feel.

When two characters travel together or help each other, their conversations can show trust, encouragement, fear, hope, or wisdom. We are going to learn how to recognise dialogue and how to create it using correct punctuation and expressive language.”

B) Teaching Section

English Skill: Understanding and Using Dialogue (Speech)

Parent/Tutor Says:

“Dialogue is when a character speaks.

In writing, we show dialogue using **quotation marks** – sometimes called ‘speech marks.’

They look like this: “ ”.

Writers also use **speech verbs** to show how something is said, such as:

- said
- asked
- whispered
- shouted
- replied
- mumbled

These help us understand the voice and emotion behind the words.”

Tutor Demonstration

Parent/Tutor Says:

“I’m going to show how dialogue works. Listen carefully.”

Speak aloud:

“‘We can do this,’ said the traveller.

‘Are you sure?’ whispered the companion.”

Then say:

“In these sentences, the quotation marks show the exact words the characters spoke. The speech verbs ‘said’ and ‘whispered’ tell us *how* the characters spoke.”

How to Punctuate Dialogue

Parent/Tutor Says:

“Here are the rules for writing dialogue clearly:

1. Put quotation marks **around** the words that are spoken.
2. Begin the spoken words with a **capital letter**.
3. Use a **comma** before the closing quotation mark if the speech verb comes after.
4. Finish the spoken words with a punctuation mark **inside** the quotation marks.”

Example:

“Let’s keep going,’ said the traveller.”

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I’m going to say a sentence with someone talking. You tell me what the character said.”

Examples:

- “‘Hello!’ said the boy.”
- “‘Wait for me!’ called the girl.”

Ask: “What words were inside the speaking marks?”

Then:

“Let’s make up one thing a friend might say to another while walking together.”

Keep it simple: one spoken sentence.

Years 3–4 (Developing)

Parent/Tutor Says:

“Let’s practice choosing speech verbs. If two characters are on a journey, they might encourage or question each other.”

Give examples and ask them to choose appropriate speech verbs:

- “‘I think we’re nearly there,’ _____ the traveller.”
(said / guessed / whispered)
- “‘Look out!’ _____ the companion.”
(shouted / warned)

Then:

“Now write your own short conversation between two travelling friends.”

Encourage 2–3 lines of dialogue.

Years 5–6 (Extending)

Parent/Tutor Says:

“Dialogue can show personality, emotion, and relationships. Skilled writers choose speech verbs and phrasing carefully.”

Ask:

“How does the choice of ‘whispered’ vs. ‘declared’ change how we imagine the scene?”

Then:

“Write a short dialogue (4–6 lines) between two characters who are travelling together. Use a range of expressive speech verbs and include correct punctuation.”

Encourage subtlety – for example, hesitation, encouragement, doubt, excitement.

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words what dialogue is.

Tell me how we write dialogue, and why writers use it.

If you’re older, explain how dialogue helps show relationships between characters.”

Oral narration for younger students; written narration for Years 5–6.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What are the marks called that show someone is speaking?
2. What are two things friends might say to each other?
3. Why do characters talk to each other in stories?

Years 3–4

1. Why do writers use speech verbs?
2. How can dialogue show friendship or teamwork?
3. What happens if a writer never uses dialogue?

Years 5–6

1. Explain how dialogue can reveal emotion without directly stating it.
 2. How does dialogue help the reader understand relationships?
 3. Discuss why dialogue must be punctuated clearly.
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Draw two friends talking. Write one short sentence of dialogue with help, such as: “‘Let’s go!’ said the friend.”

Activity 2: Role-play a short conversation using expressive voices.

Years 3–4

Activity 1: Write a 3-line conversation between two characters on a journey. Include:

- quotation marks
- speech verbs
- correct punctuation

Activity 2: Highlight the speech verbs in your writing with a coloured pencil.

Years 5–6

Activity 1: Write a short scene (6–8 lines) using dialogue to show friendship.

Use at least four different speech verbs.

Activity 2: Rewrite the same scene changing the mood (e.g., from hopeful to worried) by changing the dialogue.

F) Optional Extension Activity

Dialogue Punctuation Detective

Find a page from any children’s book at home (NOT *Journey for Tobiyah*).

Look for:

- quotation marks
- commas before closing quotes
- capital letters inside quotes
- speech verbs

Older students can rewrite a poorly punctuated example and correct it.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Good friendships often show encouragement, wisdom, honesty, and kindness. In the Bible, Jonathan encouraged David, Ruth encouraged Naomi, and Jesus spoke gently to His disciples. Dialogue in stories can reflect these kinds of friendships.

When we learn how characters talk to one another, we learn to notice the words people speak and how they build others up. God wants our words to be full of grace and encouragement.”

Close with:

“Today we learned how writers use dialogue to show relationships. Next lesson, we will learn how writers show **action and movement** through strong verbs.”

AC9 English Content Descriptions Addressed in This Lesson

Foundation

- **AC9EFLA02** – explore different ways of using language to express preferences, likes and dislikes
 - **AC9EFLA05** – recognise that sentences are key units for expressing ideas
 - **AC9EFLA08** – recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
 - **AC9EFLY01** – identify some familiar texts, such as stories and informative texts, and their purpose
 - **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts
 - **AC9EFLY06** – create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary and basic sentence boundary punctuation
-

Year 1

- **AC9E1LA01** – understand how language, facial expressions and gestures are used to interact with others
 - **AC9E1LA10** – understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns
 - **AC9E1LE01** – discuss how language and images are used to create characters, settings and events in literature
 - **AC9E1LE03** – discuss plot, character and setting, which are features of stories
 - **AC9E1LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E1LY06** – create and edit short written and/or multimodal texts using simple sentences
-

Year 2

- **AC9E2LA01** – investigate how interpersonal language choices vary depending on context
 - **AC9E2LA04** – understand how texts are made cohesive by using pronouns and by omitting words that can be inferred
 - **AC9E2LE03** – discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways
 - **AC9E2LY05** – use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning
 - **AC9E2LY06** – create and edit short imaginative, informative and persuasive texts using simple and compound sentences, noun groups and verb groups
-

Year 3

- **AC9E3LA02** – understand how the language of evaluation and emotion can be varied to be more or less forceful
 - **AC9E3LA03** – describe how texts across the curriculum use different language features and structures relevant to their purpose
 - **AC9E3LE03** – discuss how an author uses language and illustrations to portray characters and settings
 - **AC9E3LY05** – use comprehension strategies when listening and viewing to build literal and inferred meaning
 - **AC9E3LY06** – plan, create, edit and publish imaginative, informative and persuasive texts using visual features and simple paragraphs
-

Year 4

- **AC9E4LA01** – explore language used to develop relationships in formal and informal situations
- **AC9E4LA07** – investigate how quoted (direct) and reported (indirect) speech are used
- **AC9E4LE03** – discuss how authors and illustrators make stories engaging by developing characters, settings and plot tensions
- **AC9E4LY05** – use comprehension strategies to build literal and inferred meaning, expand topic knowledge and ideas, and evaluate texts
- **AC9E4LY06** – plan, create, edit and publish written and multimodal texts using complex sentences and appropriate punctuation

Year 5

- **AC9E5LA01** – understand that language is selected for social contexts and signals social roles and relationships
 - **AC9E5LA03** – describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages depending on purpose
 - **AC9E5LE03** – recognise that the point of view in a literary text influences how readers interpret and respond to events and characters
 - **AC9E5LE04** – examine the effects of imagery, including simile, metaphor and personification, and sound devices
 - **AC9E5LY06** – plan, create, edit and publish texts using expanded noun groups, text connectives, and punctuation including dialogue punctuation
-

Year 6

- **AC9E6LA01** – understand that language varies as levels of formality and social distance increase
 - **AC9E6LA08** – identify authors' use of vivid, emotive vocabulary such as metaphors, similes, personification, idioms, imagery and hyperbole
 - **AC9E6LE03** – identify and explain characteristics that define an author's individual style
 - **AC9E6LY05** – use comprehension strategies to build literal and inferred meaning and to compare content from a variety of sources
 - **AC9E6LY06** – plan, create, edit and publish texts using paragraphs, complex sentences, expanded verb groups, vivid vocabulary and clear punctuation
-

Lesson 3.3 – Sequencing Events Clearly

Unit: The Ancient Hebrews (& Obedience)

Week: 3

Writing Focus: Sequencing events in the correct order

Connection: Learning trust on the journey (In the Wilderness)

Learning Goal

I am learning to **write events in the correct order** so my writing makes sense to the reader.

Good writers:

- tell events **in sequence**
 - use **time words** to show order
 - help the reader follow what happened **first, next, and last**
-

Section A – Learning & Modelling

What Does Sequencing Mean?

Sequencing means putting events in the order they happened.

If events are out of order, the reader becomes confused.

Look at these sentences:

✗ *He arrived safely. He packed his bag. He walked along the road.*

✓ *He packed his bag. He walked along the road. He arrived safely.*

The second example makes sense because the events are in the right order.

Sequencing Words

Writers often use **sequencing words** to show order.

Some common sequencing words are:

- first
 - next
 - then
 - after that
 - finally
-

Teacher / Parent Modelling (Read Aloud)

Say:

“Listen to how these sentences are ordered:

First, the boy prepared for the journey.

Next, he walked through the desert.

Finally, he reached a safe place.

The sequencing words help us follow what happened.”

Guided Practice (All Students)

These sentences are out of order.

Number them **1, 2, 3** to show the correct sequence.

☐ He reached the camp.

☐ He followed the path.

☐ He began his journey.

Section B – Writing & Practice

Foundation – Year 2

Look at the pictures (or think about a journey).

Write **one sentence** for each part of the journey.

First

Next

Finally

Years 3–4

Write **4–5 sentences** telling about a journey.

Use these sequencing words:

first, next, then, finally

Writing space:

Years 5–6

Write **one organised paragraph** describing a journey through a difficult place.

Remember to:

- keep events in the correct order
- use sequencing words naturally
- help the reader clearly follow what happened

Writing space:

Editing Check

Read your writing carefully.

- ☐ My events are in the correct order
- ☐ I used sequencing words
- ☐ My sentences are clear and complete

Narration (Optional)

Tell someone:

- What does sequencing mean?
- Why is it important to write events in order?

Older students may write their answer here:

† Biblical Reflection

God often led His people **step by step**.

They did not arrive all at once – they followed His guidance one stage at a time.

When we write in order, we reflect God’s orderly way of leading His people.

“The steps of a good man are ordered by the Lord.”

– Psalm 37:23

(Teacher note – Australian Curriculum Links)

Strengthens recount writing, logical organisation, and use of time connectives.

Supports Achievement Standards across F–2 (retelling events), 3–4 (sequencing ideas), and 5–6 (cohesive paragraph construction).

TOPIC 4

MOVING INTO THE PROMISED LAND ...

Lesson 4.1 (Poetry): God Keeps Promises

Poem/Psalm: Psalm 44 (remembers God's past help in the land)

Lesson Aim

Students explore how poems use **remembering** and **community voice** ("we/our") to build faith.

Key Steps

1. Read Psalm 44 (or selected verses).
2. Identify "we/our" language (community voice).
3. Discuss: why do God's people retell history in poetry?

Create

- **F-2:** Class/family "We remember..." chant (4 lines).
- **3-4:** Write a "promise poem" with a repeating chorus line.
- **5-6:** Write a poem that uses collective voice + one image (river/stone/path).

Curriculum Links

F-2

- **AC9EFLE01** – share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators
- **AC9EFLA05** – recognise that sentences are key units for expressing ideas
- **AC9EFLY06** – create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

Years 3–4

- **AC9E4LE02** – describe the effects of text structures and language features in literary texts when responding to and sharing opinions
- **AC9E3LA04** – understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together
- **AC9E4LY02** – listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information

Years 5–6

- **AC9E5LE02** – present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others
 - **AC9E6LE02** – identify similarities and differences in literary texts on similar topics, themes or plots
 - **AC9E6LY03** – analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences
-

Lesson 4.2 – Facing Danger

English Focus: Strong Verbs, Tenses, and Action Sentences

A) Introduction

Parent/Tutor Says:

“In many stories, characters face difficult or dangerous moments. Writers use **strong verbs** – powerful action words – to show what characters do during these tense scenes.

Today we’re going to learn how **verbs** and **verb tense** help create movement and excitement in writing. This will help you understand stories better and make your own writing stronger.”

B) Teaching Section (Replacing the Story)

English Skill: Using Strong Verbs & Understanding Verb Tense

Parent/Tutor Says:

“A **verb** is an action or doing word. It tells us what someone is doing.

Examples:

- run
- jump
- whisper
- climb
- freeze
- tremble
- shout

But some verbs are stronger than others.”

Parent/Tutor Says:

“For example:

- ‘walked’ is okay, but ‘marched’ or ‘crept’ tells us much more.
 - ‘looked’ is fine, but ‘glanced’, ‘stared’, or ‘peeked’ is stronger.
- Stronger verbs help us picture the danger or action.”
-

Understanding Verb Tense

Parent/Tutor Says:

“Verbs change depending on when something happens.

This is called **tense**.”

Write on the whiteboard:

- **Present tense** – happening now (runs, shouts, climbs)
- **Past tense** – already happened (ran, shouted, climbed)
- **Future tense** – will happen later (will run, will shout, will climb)

Explain:

“Writers usually use **past tense** for stories, but sometimes present tense is used for dramatic effect.”

Tutor Demonstration

Speak aloud two versions:

Version 1 (weak verbs):

“He looked around. He walked away. He was scared.”

Version 2 (strong verbs):

“He scanned the shadows. He hurried down the path. His hands trembled.”

Ask the student(s):

“Which one sounds more exciting? Why?”

Explain:

“The strong verbs make the danger feel real.”

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I’m going to say a weak verb, and you give me a stronger one.”

Examples:

- walk → march / creep / tiptoe
- look → peek / stare
- said → shouted / whispered

Then:

“Choose one strong verb and tell me an action sentence: ‘The boy _____.’”

Years 3–4 (Developing)

Parent/Tutor Says:

“I will read a simple sentence, and you make it stronger.”

Examples:

- “The girl walked up the hill.”
- “The boy looked at the sky.”
- “The traveller said something quietly.”

Student rewrites:

- “The girl trudged up the steep hill.”
- “The boy gazed at the cloudy sky.”
- “The traveller whispered nervously.”

Then practise:

“Write 3 strong-action sentences using past tense verbs.”

Years 5–6 (Extending)

Parent/Tutor Says:

“Choose one moment of danger – a storm, a steep cliff, a sudden noise – and write a short action paragraph using:

- at least 4 strong verbs,
- mostly past tense, and
- precise, vivid language.”

Then extend:

“Rewrite the paragraph in **present tense** to compare the effect.”

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words:

- What is a verb?
- Why do writers use strong verbs?
- What is verb tense?
- How does verb tense change a sentence?”

Encourage a spoken answer; older students may write a paragraph.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What is a verb?
2. Can you name two strong action words?
3. Why do strong verbs make writing more interesting?

Years 3–4

1. How do strong verbs help readers imagine a scene?
2. Why is past tense used in many stories?
3. Change this sentence to past tense: “He climbs the tree.”

Years 5–6

1. Explain how strong verbs can change the mood of a scene.
 2. Compare the effect of present tense and past tense in action writing.
 3. Rewrite this weak sentence with strong verbs:
“She went across the field and looked for help.”
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Match strong verbs to pictures (e.g., someone running → sprint).

Activity 2: Act out a verb and let another person guess the strong verb (“creep,” “charge,” etc.).

Years 3–4

Activity 1: Create a “Strong Verbs List” with 10 action verbs.

Activity 2: Write 4 sentences showing action on a journey, using past tense verbs.

Years 5–6

Activity 1: Write a short paragraph (5–7 sentences) about a danger scene using strong verbs and consistent tense.

Activity 2: Replace all weak verbs in a given list with stronger alternatives.

F) Optional Extension Activity

Verb Tense Transformation

Write a short action scene in past tense (5–6 sentences).

Then rewrite it entirely in present tense.

Compare the effect.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Many people in the Bible faced danger – David, Daniel, Paul, and many others. They trusted God, and their courageous actions show their faith.

Strong verbs remind us that people make real choices and take action. God calls His people to act with courage, obedience, and trust.”

Close with:

“Today we learned how verbs and verb tense help us understand action in stories. Next lesson we’ll explore how writers add richness through detailed description.”

AC9 English Content Descriptions Addressed in This Lesson**Foundation**

- AC9EFLA05 – recognise that sentences are key units for expressing ideas
- AC9EFLA08 – recognise and develop awareness of vocabulary used in familiar contexts
- AC9EFLY05 – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
- AC9EFLY06 – create short written texts with learnt vocabulary and basic sentence punctuation

Year 1

- AC9E1LA07 – understand that words can represent nouns, verbs, adjectives and adverbs
- AC9E1LA10 – understand that written language uses punctuation such as full stops, question marks and exclamation marks
- AC9E1LE03 – discuss plot, character and setting
- AC9E1LY05 – use comprehension strategies to build literal and inferred meaning
- AC9E1LY06 – create and edit short written texts using simple sentences

Year 2

- AC9E2LA06 – understand that connections can be made by using compound sentences
- AC9E2LA07 – understand that nouns may be extended into noun groups and verbs expressed as verb groups
- AC9E2LE03 – discuss how characters and settings are presented in different ways
- AC9E2LY05 – use comprehension strategies including visualising, predicting, summarising and questioning
- AC9E2LY06 – create and edit short texts using simple and compound sentences

Year 3

- AC9E3LA03 – describe how texts use language features and structures depending on purpose
- AC9E3LA07 – understand how verbs represent different processes (doing, thinking, feeling, saying)
- AC9E3LA08 – understand that verbs are anchored in time through tense
- AC9E3LY05 – use comprehension strategies to build literal and inferred meaning
- AC9E3LY06 – plan, create and edit texts using appropriate vocabulary, paragraphs and tense

Year 4

- AC9E4LA03 – identify how texts are organised into characteristic stages depending on purpose
- AC9E4LA06 – understand that complex sentences contain independent and dependent clauses
- AC9E4LE03 – examine how authors create character, setting and plot tension
- AC9E4LY05 – use comprehension strategies to expand topic knowledge and evaluate texts
- AC9E4LY06 – plan, create, edit and publish texts using complex sentences and appropriate tense

Year 5

- AC9E5LA05 – understand the structure of complex sentences and how writers use them for effect
- AC9E5LA06 – understand how noun groups can be expanded for richer description
- AC9E5LE04 – examine effects of imagery, simile, metaphor and personification
- AC9E5LY05 – use comprehension strategies to evaluate information and ideas
- AC9E5LY06 – create and edit texts using expanded noun groups, strong vocabulary and correct tense

Year 6

- AC9E6LA05 – understand how embedded clauses expand sentence variety
- AC9E6LA06 – understand how ideas can be sharpened through precise verb choice and adverb groups
- AC9E6LE03 – identify and explain characteristics that define an author’s style
- AC9E6LY05 – use comprehension strategies to compare and evaluate meaning
- AC9E6LY06 – create and edit texts using paragraphs, complex sentences, expanded verb groups and varied tense

Lesson 4.3 – Writing Action with Strong Verbs

Unit: The Ancient Hebrews (& Obedience)

Week: 4

Writing Focus: Using strong verbs to show action clearly

Connection: Facing danger with trust (Moving into the Promised Land)

Learning Goal

I am learning to **use strong verbs** to show action clearly in my writing.

Strong verbs:

- show **exact actions**
 - help the reader **picture what is happening**
 - make writing more **interesting and clear**
-

Section A – Learning & Modelling

What Is a Strong Verb?

A **verb** is an action word.

Some verbs are weak because they do not tell us much.

Look at the difference:

Weak verb:

He went down the hill.

Strong verb:

He hurried down the hill.

The strong verb helps the reader imagine the action.

Examples of Strong Verbs

Instead of saying **said**, writers might use:

- whispered
- shouted
- warned

Instead of **walked**, writers might use:

- marched
 - crept
 - hurried
-

Teacher / Parent Modelling (Read Aloud)

Say:

“Listen to this sentence:

The boy went into the camp.

Now I will change the verb:

The boy crept into the camp.

The verb *crept* shows careful, quiet movement.”

Guided Practice (All Students)

Circle the sentence with the **stronger verb**.

1.

☐ *The people went across the land.*

☐ *The people crossed the land.*

2.

☐ *He looked at the enemy.*

☐ *He scanned the enemy.*

Section B – Writing & Practice

Foundation – Year 2

Choose a stronger verb to finish each sentence.

1. *The boy _____ forward.*
(walked / crept)

2. *The people _____ God’s instructions.*
(listened / obeyed)

Now write **one sentence** using a strong verb.

Years 3–4

Rewrite each sentence by changing the **weak verb** to a **strong verb**.

1. *The man went into the city.*

→ _____

2. *The people said they were afraid.*

→ _____

Now write **3 action sentences** using strong verbs.

Years 5–6

Write **one short paragraph** (4–6 sentences) describing a moment of danger or challenge.

Remember to:

- replace weak verbs (went, got, said)
- choose precise action verbs
- help the reader picture the scene

Writing space:

Editing Check

Read your writing carefully.

- ☐ I replaced weak verbs with strong verbs
- ☐ My sentences are clear and complete
- ☐ I used correct punctuation

Narration (Optional)

Tell someone:

- What is a strong verb?
- Why do writers use strong verbs?

Older students may write their answer here:

† Biblical Reflection

God's people often had to act with courage and trust.

Their choices were not passive – they **stepped forward**, **stood firm**, and **obeyed**.

Strong verbs remind us that obedience involves action.

“Be strong and courageous. Do not be afraid.”

– Joshua 1:9

(Teacher note – Curriculum links)

Develops precise verb choice, action clarity, and early revision skills.

Supports Achievement Standards across F–2 (action words), 3–4 (language choices), and 5–6 (authorial control and description).

Lesson 5.1 (Poetry): Living God's Ways Daily

Poem/Psalm: Psalm 1 (the righteous path; choices; outcome)

Lesson Aim

Students learn how poems can teach through **contrast** (two ways to live) and **simple structure**.

Key Steps

1. Read Psalm 1.
2. Sort phrases into two columns: "wise path" vs "foolish path".

Create

- **F–2:** Draw two paths + write one sentence for each (parent scribes if needed).
- **3–4:** Write a two-stanza poem: stanza 1 wise path, stanza 2 unwise path.
- **5–6:** Write a poem using contrast + at least one metaphor/image (tree, wind, chaff).

Curriculum Links

F–2

- **AC9E1LA04** – explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs
- **AC9E1LE04** – listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme
- **AC9E2LY05** – use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

Years 3–4

- **AC9E4LA02** – identify the subjective language of opinion and feeling, and the objective language of factual reporting
- **AC9E4LE04** – examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
- **AC9E4LY06** – plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

Years 5–6

- **AC9E6LA04** – understand that cohesion can be created by the intentional use of repetition, and the use of word associations
 - **AC9E5LE04** – examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs
 - **AC9E6LE04** – explain the way authors use sound and imagery to create meaning and effect in poetry
-

Lesson 5.2 – Hospitality and Kindness

English Focus: Expanded Noun Groups & Adding Descriptive Detail

A) Introduction

Parent/Tutor Says:

“In many stories, travellers come across people who offer kindness or hospitality. Writers often describe food, homes, places, and people in rich detail to help the reader picture warmth, comfort, and generosity.

Today we’re going to learn how authors use **expanded noun groups** to describe things more clearly. An expanded noun group is when a writer adds *extra information* before or after a noun to give more detail.”

B) Teaching Section (Replacing the Story)

English Skill: Expanded Noun Groups (Describing People, Objects & Places)

Parent/Tutor Says:

“A **noun** is a person, place, or thing.

A **noun group** is a noun and the words around it.

Writers often expand noun groups to help the reader imagine the scene more clearly.”

Write on a board:

- **basic noun:** the house
- **expanded noun group:** the small stone house with a warm fire inside

Parent/Tutor Says:

“See how adding describing words gives us a clearer picture?

Expanded noun groups can include:

- adjectives (cosy, wooden, bright)
 - articles (a, an, the)
 - additional details (with..., beside..., surrounded by...)
 - number or quantity (many, several, a few)
 - size, shape, colour, texture (long, round, soft, dusty)”
-

Tutor Demonstration

Speak aloud:

Basic:

“the meal”

Expanded:

“the warm, fragrant meal served in simple clay bowls”

Another:

Basic:

“a path”

Expanded:

“a narrow, winding path lined with smooth stones”

Parent/Tutor Says:

“When writers expand noun groups, their descriptions become much richer and help us imagine kindness, hospitality, or comfort more clearly.”

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I will say a simple noun. You add one describing word.”

Examples:

- bread → warm bread
- cloak → soft cloak
- house → tiny house

Then:

“Now tell me an expanded phrase with two describing words, like: ‘a big, cosy house’.”

Years 3–4 (Developing)

Parent/Tutor Says:

“We’re going to build expanded noun groups with adjectives *and* extra detail.”

Give simple nouns for them to expand:

- the table
- the meal
- the guest
- the traveller

Ask them to create phrases like:

“the long wooden table near the door”

“the steaming meal with herbs sprinkled on top”

Then:

“Write three expanded noun groups describing a place of hospitality.”

Years 5–6 (Extending)

Parent/Tutor Says:

“Older writers add multiple layers of detail to create vivid images. Let’s build noun groups that use:

- multiple adjectives
- prepositional phrases
- specific nouns
- sensory detail”

Example model:

“the soft, woven blankets piled neatly in the corner of the lamp-lit room”

Then ask:

“Write four expanded noun groups that could describe:

- a welcoming home
- a shared meal
- a caring host
- a resting place on a journey”

Encourage precision and sensory detail.

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words:

- What is a noun group?
- What does it mean to expand it?
- How do expanded noun groups help a writer describe hospitality or kindness?”

Allow oral narration for younger students; older students may write a paragraph.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What is a noun?
2. What does a describing word do?
3. How does adding describing words make writing clearer?

Years 3–4

1. Why do writers expand noun groups?
2. How do expanded noun groups help the reader imagine a scene?
3. Expand this noun: “the door”.

Years 5–6

1. Explain how expanded noun groups contribute to mood or atmosphere.
 2. Compare a basic noun with a richly expanded one – how does the meaning change?
 3. Create a detailed noun group that expresses warmth or hospitality.
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Match nouns with describing words (warm meal, soft bed, kind host).

Activity 2: Draw a cosy place and label it with expanded noun groups (e.g., “the big soft cushion”).

Years 3–4

Activity 1: Expand five basic nouns using adjectives and extra detail.

Activity 2: Write 3–4 sentences describing a welcoming place, using expanded noun groups.

Years 5–6

Activity 1: Write a paragraph describing a scene of hospitality using at least six expanded noun groups.

Activity 2: Edit the paragraph to further improve precision, adding sensory details.

F) Optional Extension Activity

Hospitality Description Challenge

Write a descriptive piece (6–8 sentences) about a welcoming home or meal without using the words “nice” or “good”.

Students must rely on expanded noun groups and precise vocabulary.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Hospitality is an important theme in the Bible. Abraham welcomed visitors with a generous meal. The early church shared food and supported travellers. We are encouraged to show kindness and welcome others.

Expanded noun groups help writers paint a rich picture of warmth and kindness – just as acts of hospitality show love and care in real life.”

Close with:

“Today we learned how expanded noun groups make descriptions richer and more meaningful. Next lesson, we will explore how writers organise events using story structure.”

AC9 English Content Descriptions Addressed in This Lesson

Foundation

- **AC9EFLA03** – understand that texts can take many forms such as signs, books and digital texts
 - **AC9EFLA07** – explore the contribution of images and words to meaning
 - **AC9EFLA08** – recognise and develop awareness of vocabulary used in familiar contexts
 - **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
 - **AC9EFLY06** – create and participate in shared editing of short written texts
-

Year 1

- **AC9E1LA03** – explore how texts are organised according to their purpose
 - **AC9E1LA07** – understand that words represent nouns, verbs, adjectives and adverbs
 - **AC9E1LA08** – compare how images in different types of texts contribute to meaning
 - **AC9E1LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E1LY06** – create and edit short written and/or multimodal texts using simple sentences
-

Year 2

- **AC9E2LA03** – identify how texts across the curriculum are organised differently depending on purpose
 - **AC9E2LA07** – understand that nouns may be extended into noun groups and verbs into verb groups
 - **AC9E2LA08** – understand that images add to or multiply the meanings of a text
 - **AC9E2LY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
 - **AC9E2LY06** – create and edit short imaginative and informative texts using simple and compound sentences
-

Year 3

- **AC9E3LA03** – describe how texts use different language features and structures relevant to their purpose
 - **AC9E3LA09** – identify how images extend the meaning of a text
 - **AC9E3LA10** – extend topic-specific and technical vocabulary
 - **AC9E3LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E3LY06** – plan, create, edit and publish texts using simple paragraphs and appropriate vocabulary
-

Year 4

- **AC9E4LA03** – identify how texts are organised into characteristic stages depending on purpose
 - **AC9E4LA08** – understand how adverb and prepositional phrases work to provide circumstantial detail
 - **AC9E4LA11** – expand vocabulary by exploring synonyms and antonyms
 - **AC9E4LY05** – use comprehension strategies to build meaning and evaluate texts
 - **AC9E4LY06** – plan, create, edit and publish written texts using complex sentences and appropriate tense
-

Year 5

- **AC9E5LA06** – understand how noun groups can be expanded to provide fuller description
- **AC9E5LA08** – understand how vocabulary is used to express greater precision of meaning
- **AC9E5LE01** – identify aspects of literary texts that represent details of historical, social or cultural contexts
- **AC9E5LY05** – use comprehension strategies to evaluate information and ideas
- **AC9E5LY06** – plan, create, edit and publish texts using expanded noun groups, visual features and correct punctuation

Year 6

- **AC9E6LA05** – understand how embedded clauses expand complex sentences to elaborate and explain ideas
 - **AC9E6LA06** – understand how ideas can be expanded and sharpened through careful verb and adverb choice
 - **AC9E6LA07** – identify and explain how images and diagrams contribute to meaning
 - **AC9E6LY05** – use comprehension strategies to build literal and inferred meaning and compare sources
 - **AC9E6LY06** – plan, create, edit and publish texts using paragraphs, complex sentences, vivid vocabulary and visual features
-

Lesson 5.3 – Organising Ideas into Paragraphs

Unit: The Ancient Hebrews (& Obedience)

Writing Focus: Grouping related ideas into a clear paragraph

Connection: Living God's ways daily (Occupying the Land)

Learning Goal

I am learning to **organise my writing into paragraphs**.

A paragraph:

- is about **one main idea**
 - has sentences that **belong together**
 - helps the reader follow my thinking easily
-

Section A – Learning & Modelling

What Is a Paragraph?

A **paragraph** is a group of sentences that are about the **same idea**.

When writers start a new idea, they usually start a **new paragraph**.

Look at this example:

The people learned God's laws. They listened carefully and followed His instructions. God's law helped them live wisely together.

All of these sentences belong together, so they form **one paragraph**.

Topic Sentences

The **topic sentence** tells what the paragraph is about.

Example:

God's law helped the people live wisely.

The other sentences explain or support that idea.

Teacher / Parent Modelling (Read Aloud)

Say:

“I will write a paragraph about one idea.

God’s law gave the people guidance. It showed them how to treat one another fairly. By following God’s law, they could live together in peace.

All of these sentences belong together, so they stay in one paragraph.”

Guided Practice (All Students)

Read the sentences below.

Circle the sentence that would make the **best topic sentence**.

- ☐ *The people obeyed God.*
 - ☐ *They built homes and planted crops.*
 - ☐ *They lived in many different places.*
-

Section B – Writing & Practice

Foundation – Year 2

Write **2–3 sentences** about **one idea**.

Idea: *Following rules helps people live well together.*

Sentence 1

Sentence 2

Sentence 3 (optional)

Years 3–4

Write **one paragraph** (4–5 sentences) explaining **why rules or laws are important**.

Remember to:

- stay on one main idea

- make sure all sentences belong together

Writing space:

Years 5–6

Write **one well-organised paragraph** explaining **how following God’s ways helped people live wisely in the land**.

Remember to:

- include a clear topic sentence
- add supporting details
- keep all sentences focused on the same idea

Writing space:

Editing Check

Read your paragraph carefully.

- ☐ My paragraph is about one main idea
- ☐ All sentences belong together
- ☐ My sentences are clear and complete

Narration (Optional)

Tell someone:

- What is a paragraph?
- Why do writers use paragraphs?

Older students may write their answer here:

† Biblical Reflection

God gave His people clear instructions so they could live well together.
Order in living – and in writing – helps ideas make sense and brings peace.

“Let all things be done decently and in order.”
– 1 Corinthians 14:40

(Teacher note –Curriculum Links)

Builds paragraph unity, topic sentences, and organised explanation.
Supports Achievement Standards across F–2 (grouping ideas), 3–4 (paragraph structure), and 5–6 (cohesive, purposeful writing).

Lesson 6.1 (Poetry): The Need for Righteous Leadership

Poem/Psalm: Psalm 106 (pattern: rebellion → mercy; remembering history)

Lesson Aim

Students analyse how a long poem can be structured like a **pattern** (cycle) and how that supports the message.

Key Steps

1. Read selected parts of Psalm 106 (or full, over two sittings).
2. Make a simple “cycle” chart: forget → wrong choice → trouble → cry out → God helps.

Create

- **F–2:** Draw the cycle as 4 pictures; say the “remember God” line together.
- **3–4:** Write a “pattern poem” with repeating structure (“We forgot... / God...”).
- **5–6:** Write an explanatory paragraph: how structure supports meaning, then a short poem that imitates the pattern (but ends with hope).

Curriculum Links

F–2

- **AC9E2LA03** – identify how texts across the curriculum are organised differently and use language features depending on purposes
- **AC9E2LE04** – identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs
- **AC9E2LY07** – create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

Years 3–4

- **AC9E3LA03** – describe how texts across the curriculum use different language features and structures relevant to their purpose
- **AC9E4LE02** – describe the effects of text structures and language features in literary texts when responding to and sharing opinions
- **AC9E3LY05** – use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Years 5–6

- **AC9E6LY01** – examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created
 - **AC9E6LE01** – identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors
 - **AC9E6LY05** – use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources
-

Lesson 6.2 – Finishing the Mission

English Focus: Plot Structure & Sequencing Events

A) Introduction

Parent/Tutor Says:

“In every story, characters move through a sequence of events. These events form the **plot** – the structure of the story. Many stories have a mission, goal, or purpose, and the events build toward completing that goal.

Today we are learning how writers organise events in a clear order. This helps us understand stories better, and it also helps us write clearly when we tell our own stories.”

B) Teaching Section (Replacing the Story)

English Skill: Understanding Plot Structure (Beginning–Middle–End) & Sequencing Events

Parent/Tutor Says:

“A story’s plot usually has three main parts:

1. **Beginning** – introduces the character and the problem or mission
2. **Middle** – shows the journey, challenges, and important events
3. **End** – completes the mission and shows what happens afterward

Writers also use **sequencing words** to show the order of events.”

Write these on a board:

- first
- next
- then
- after that
- meanwhile
- finally
- in the end

Parent/Tutor Says:

“These words help the reader understand the order and flow of the story.”

Tutor Demonstration

Speak aloud a simple example:

“**First**, the traveller prepared for the journey.
Next, he faced several challenges along the way.

Then, he reached the place he needed to go.
Finally, he completed his mission.”

Explain:

“Sequencing words show how the story moves forward.”

Understanding Key Events

Parent/Tutor Says:

“Every story has **key events** – the important things that move the story along. Not every detail is a key event. A key event is something that:

- changes the character
 - causes a new problem or solution
 - moves the character closer to completing the mission”
-

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I’ll tell you three events out of order, and you put them in the right order.”

Example:

- He arrived at the safe place.
- He packed his bag.
- He walked along the road.

Have the child reorder them as:

1. He packed his bag.
2. He walked along the road.
3. He arrived at the safe place.

Then:

“Tell me one thing that happens at the beginning of a story, one thing in the middle, and one at the end.”

Years 3–4 (Developing)

Parent/Tutor Says:

“Here are four events in random order. You rewrite them as a logical sequence using sequencing words.”

Example events:

- He thanked the people who helped him.
- He faced a difficult obstacle.
- He set out on his journey.

- He completed his task.

Students arrange:

First he set out...

Next he faced...

Then he completed...

Finally he thanked...

Then:

“Write your own short sequence of four events showing a character completing a mission.”

Years 5–6 (Extending)

Parent/Tutor Says:

“Older writers organise events into full **plot structure**:

- Orientation (beginning)
- Rising Action
- Climax
- Falling Action
- Resolution (end)

Choose a simple mission and write brief notes for each stage of the structure.”

Then:

“Write a paragraph or short outline that uses sequencing words and clearly shows a beginning, middle, and end.”

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words:

- What is a plot?
- What are sequencing words?
- Why do writers organise events in order?
- What happens at the beginning, middle, and end of a story?”

Encourage oral narration; older students may write the explanation.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What happens at the beginning of a story?
2. What word can you use to show what happens next?
3. What happens at the end of a story?

Years 3–4

1. Why do sequencing words help readers?
2. Which part of the story usually includes the biggest problem?
3. Put these in order: met a friend, finished the mission, began the journey.

Years 5–6

1. Explain the difference between rising action and falling action.
 2. Why is it important for events to be organised logically?
 3. Describe a climax from a familiar story and explain why it is the turning point.
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Cut-and-paste sequence cards (3-step story).

Activity 2: Draw the beginning, middle, and end of a simple journey story.

Years 3–4

Activity 1: Write a four-step sequence using sequencing words.

Activity 2: Create a simple story map showing beginning–middle–end.

Years 5–6

Activity 1: Plan a short narrative by completing a plot-structure chart with five parts.

Activity 2: Write a paragraph summarising a mission-completion story using sequencing and transition words.

F) Optional Extension Activity

Plot Structure Graphic Organizer

Create a visual chart (like a mountain) showing:

- Beginning
- Rising Action
- Climax
- Falling Action
- Resolution

Older students fill in each stage with original ideas.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“In the Bible, God often gives people a mission or task. Noah built the ark. Moses led the people out of Egypt. Nehemiah rebuilt the wall. God guided them step by step.

Plot structure in stories reflects how God guides people through their own journeys – beginning, challenges, turning points, and completion.

Today we learned how to recognise and organise events in a meaningful order. Next lesson, we’ll explore how characters grow and change over time.”

AC9 English Content Descriptions Addressed in This Lesson

Foundation

- **AC9EFLA03** – understand that texts can take many forms such as signs, books and digital texts
- **AC9EFLA07** – explore the contribution of images and words to meaning
- **AC9EFLA08** – recognise and develop awareness of vocabulary used in familiar contexts
- **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
- **AC9EFLY06** – create and participate in shared editing of short written texts

Year 1

- **AC9E1LA03** – explore how texts are organised according to their purpose
- **AC9E1LE03** – discuss plot, character and setting
- **AC9E1LY05** – use comprehension strategies to build literal and inferred meaning
- **AC9E1LY06** – create and edit short texts using simple sentences

Year 2

- **AC9E2LA03** – identify how texts across the curriculum are organised differently depending on purpose
- **AC9E2LA06** – understand that connections can be made using compound sentences
- **AC9E2LE03** – discuss characters and settings and how language presents them
- **AC9E2LY05** – use comprehension strategies such as predicting, summarising and questioning
- **AC9E2LY06** – create and edit short texts using simple and compound sentences

Year 3

- **AC9E3LA03** – describe how texts use language features and structures relevant to their purpose
- **AC9E3LA04** – understand that paragraphs group related information
- **AC9E3LY05** – use comprehension strategies to build literal and inferred meaning
- **AC9E3LY06** – plan, create and edit imaginative, informative and persuasive texts using simple paragraphs and appropriate form

Year 4

- **AC9E4LA03** – identify how texts are organised into characteristic stages depending on purpose
- **AC9E4LA04** – identify how text connectives sequence and link ideas
- **AC9E4LE03** – examine how authors develop character, setting and plot tension
- **AC9E4LY05** – use comprehension strategies to expand topic knowledge
- **AC9E4LY06** – plan, create, edit and publish texts using complex sentences and appropriate tense

Year 5

- **AC9E5LA03** – describe how texts use language features and are organised into stages depending on purpose
 - **AC9E5LA04** – understand how texts can be made cohesive using sentence or paragraph starting points
 - **AC9E5LE01** – identify aspects of literary texts that show historical, social or cultural contexts
 - **AC9E5LY05** – use comprehension strategies to evaluate ideas
 - **AC9E5LY06** – plan, create and edit texts using strong text structure, sequencing and clear stages
-

Year 6

- **AC9E6LA03** – explain how texts are organised into characteristic stages depending on purpose
 - **AC9E6LA04** – understand that cohesion can be created by repetition and word associations
 - **AC9E6LY05** – use comprehension strategies to compare and evaluate meaning
 - **AC9E6LY06** – plan, create and edit texts using paragraphs, complex sentences and clear sequencing
-

Lesson 6.3 – Writing Clear Explanations

Unit: The Ancient Hebrews (& Obedience)

Writing Focus: Explaining ideas clearly using reasons and examples

Connection: The need for righteous leadership (From Judges to Kings)

Learning Goal

I am learning to **explain an idea clearly** so the reader understands **what happened and why**.

Good explanations:

- make the idea clear
 - give **reasons**
 - include **examples or details**
-

Section A – Learning & Modelling

What Is an Explanation?

An **explanation** tells **how** or **why** something happens.

It is different from a story because it:

- does not tell every event
- focuses on understanding an idea

Look at this example:

The people needed leaders because they struggled to follow God's ways on their own.

This sentence explains **why** something was needed.

Helpful Explanation Starters

Writers often use sentence starters such as:

- *This happened because...*
- *This shows that...*
- *One reason is...*
- *For example...*

These help the reader follow the explanation.

Teacher / Parent Modelling (Read Aloud)

Say:

“Listen to this explanation:

The people needed good leaders because they often forgot God’s instructions. Without guidance, they made poor choices. A faithful leader helped remind them to do what was right.

I explained **why** leaders were important and gave an example.”

Guided Practice (All Students)

Read the sentences below.

Circle the sentence that **explains** an idea.

- ☐ *The leader spoke to the people.*
 - ☐ *The leader was important because he guided the people wisely.*
-

Section B – Writing & Practice

Foundation – Year 2

Finish each sentence using **because**.

1. *The people needed rules because* _____.
2. *A good leader helps people because* _____.

Now write **one explaining sentence** of your own.

Years 3–4

Write **one short explanation paragraph** (3–4 sentences) answering:

Why are good leaders important?

Use:

- at least one *because* sentence
- one example

Writing space:

Years 5–6

Write **one clear explanation paragraph** (5–6 sentences) explaining:

How righteous leadership helped guide God’s people.

Remember to:

- explain *why* leadership mattered
- include reasons and examples
- make ideas clear for the reader

Writing space:

Editing Check

Read your explanation carefully.

- ☐ I explained *why* or *how* something happened
- ☐ I gave reasons or examples
- ☐ My sentences are clear and complete

Narration (Optional)

Tell someone:

- What is an explanation?
- How is it different from a story?

Older students may write their answer here:

† Biblical Reflection

God appointed leaders to guide His people in truth and wisdom.
Clear explanations help people understand what is right and why it matters.

*“Where there is no guidance, a people falls,
but in an abundance of counsellors there is safety.”*
– Proverbs 11:14

(Teacher note – Curriculum Links)

Develops causal language, reasoning, and explanatory paragraph structure.

Supports Achievement Standards across F–2 (expressing ideas), 3–4 (explaining reasons), and 5–6 (elaborated explanation and clarity).

Lesson 7.1 (Poetry): Fear, Trust, and Rescue

Poem/Psalm: Psalm 56 (when afraid, trust God) *(also fits David's conflict period)*

Lesson Aim

Students explore how poetry expresses **emotion** and teaches faithful responses.

Key Steps

1. Read Psalm 56.
2. Identify feeling words + trust words.
3. Read again with expression (voice and pace).

Create

- **F-2:** "When I am afraid, I will..." sentence + simple 4-line chant.
- **3-4:** Write an emotion-to-trust poem (8 lines): first half fear, second half trust.
- **5-6:** Write a poem that uses vivid vocabulary and one technique: repetition, imagery, or contrast. Add a short reflection explaining choices.

Curriculum Links

F-2

- **AC9E1LY02** – use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions
- **AC9E1LE02** – discuss literary texts and share responses by making connections with students' own experiences
- **AC9E1LY07** – create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace

Years 3-4

- **AC9E3LA02** – understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful
- **AC9E4LE04** – examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
- **AC9E4LY03** – identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

Years 5-6

- **AC9E6LA08** – identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole
 - **AC9E6LE04** – explain the way authors use sound and imagery to create meaning and effect in poetry
 - **AC9E6LY07** – plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features
-

Lesson 7.2 – Returning Home Changed

English Focus: Reflective Language, Summarising, and Describing Character Growth

A) Introduction

Parent/Tutor Says:

“In many stories, when a character completes a journey and returns home, they are not the same as when they began. They have grown, learned something, or changed in some important way.

Today we are learning how writers show change through **reflective language** and how we can summarise a character’s growth. These skills help us think deeply about stories and clearly express how characters develop.”

B) Teaching Section (Replacing the Story)

English Skill: Reflective Language & Summarising Character Change

Parent/Tutor Says:

“Reflective language expresses thoughts, feelings, and lessons learned.

Writers use reflective language to show how a character has changed or what they have discovered.”

Write examples on a board:

- “He realised that...”
- “She had learned that...”
- “Now she understood...”
- “He felt more confident because...”
- “This experience taught him...”

Parent/Tutor Says:

“These sentences help us look back on the journey and describe how the character has grown.”

Understanding Character Growth

Parent/Tutor Says:

“When characters change, we think about two things:

1. **What were they like at the beginning?**
2. **What are they like now?**

This helps us describe their journey of growth.”

Example (general, not from the book):

- At the beginning: unsure, timid, inexperienced
- After the journey: confident, brave, wiser, patient

How to Write a Summary of Character Growth

Parent/Tutor Says:

“A **summary** is a short explanation of the most important ideas.

When we summarise a character’s growth, we keep it short and focus on:

- what changed
- how it changed
- why it changed”

Write a simple structure:

Beginning: At first, the character was...

Middle: Through the journey, they learned/discovered...

End: Now they are...

Tutor Demonstration

Speak aloud a model (general example):

“At first, he was unsure about the journey. As he faced challenges, he discovered courage and patience. Now he feels more confident and ready to help others.”

Explain:

“This shows growth without telling the whole story.”

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I’ll say a feeling from the beginning, and you say a feeling from the end.”

Examples:

- Beginning: worried → End: brave
- Beginning: shy → End: confident

Then:

“Tell me one way a character might change on a journey.”

Years 3–4 (Developing)

Parent/Tutor Says:

“Choose a character you know from any book or movie and describe:

- what they were like at the start,

- what they learned,
- what they were like at the end.”

Then:

“Write 3–4 sentences summarising their growth.”

Years 5–6 (Extending)

Parent/Tutor Says:

“Older students should use reflective language such as ‘He realised...’ or ‘She understood...’

Write a paragraph describing how a fictional traveller changed during a journey.

Use reflective language and explain why the change happened.”

Encourage depth and insight, not just listing traits.

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words:

- What is reflective language?
- What does it mean when a character ‘grows’?
- How do we summarise a character’s change?”

Invite oral narration; older students may write a one-paragraph summary.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What is something a character might learn on a journey?
2. How can a character change from the beginning to the end?
3. Can you name a word that shows someone feels brave or confident?

Years 3–4

1. Why do stories usually show characters changing?
2. How does reflective language help the reader?
3. Write a sentence using “He learned that...” or “She realised that...”.

Years 5–6

1. Explain why character growth is important in storytelling.
 2. How does a writer show change without describing every event?
 3. Describe a moment in a familiar story where a character changed suddenly – what caused it?
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Draw a character at the beginning and end of a journey; label each picture with a word (worried/brave).

Activity 2: Match character traits to “beginning” or “end”.

Years 3–4

Activity 1: Create a “Character Growth Chart” with three boxes:

- Beginning
- What happened
- End / What they learned

Activity 2: Write 4–5 sentences summarising the character’s growth.

Years 5–6

Activity 1: Write a reflective paragraph explaining a fictional character’s emotional or spiritual growth.

Activity 2: Revise your paragraph to improve clarity by adding reflective phrases and removing unnecessary details.

F) Optional Extension Activity

Character Growth Comparison

Choose two characters from different stories and compare how each one changed.

Write a short paragraph or create a Venn diagram.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“The Bible tells many stories of people who returned home changed. Jacob returned to his family wiser and more humble. Ruth returned to Bethlehem with new faith and commitment. The disciples returned from their journeys stronger and more confident in God’s power.

God often uses journeys to shape people’s hearts. Reflective language helps us describe how characters – and people – grow because of what they experience.”

Close with:

“Today we learned how to describe character growth and use reflective language. In our final lesson, we will explore how to express themes and opinions clearly in writing.”

AC9 English Content Descriptions Addressed in This Lesson

Foundation

- **AC9EFLA03** – understand that texts can take many forms such as signs, books and digital texts
 - **AC9EFLA08** – recognise and develop awareness of vocabulary used in familiar contexts
 - **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
 - **AC9EFLY06** – create and participate in shared editing of short written texts
-

Year 1

- **AC9E1LA03** – explore how texts are organised according to their purpose
 - **AC9E1LE02** – discuss literary texts and share responses by making connections with students' own experiences
 - **AC9E1LE03** – discuss plot, character and setting
 - **AC9E1LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E1LY06** – create and edit short written and/or multimodal texts using simple sentences
-

Year 2

- **AC9E2LA02** – explore how language can be used for appreciating texts and providing reasons for preferences
 - **AC9E2LA07** – understand that nouns may be extended into noun groups and verbs into verb groups
 - **AC9E2LE02** – identify features of literary texts and give reasons for personal preferences
 - **AC9E2LY05** – use comprehension strategies such as predicting, summarising and questioning
 - **AC9E2LY06** – create and edit imaginative, informative and persuasive texts
-

Year 3

- **AC9E3LA02** – understand how the language of evaluation and emotion can be more or less forceful
 - **AC9E3LA10** – extend topic-specific vocabulary and understand words can have different meanings in different contexts
 - **AC9E3LE02** – discuss connections between personal experiences and character experiences
 - **AC9E3LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E3LY06** – plan, create, edit and publish texts using paragraphs and appropriate vocabulary
-

Year 4

- **AC9E4LA02** – identify the subjective language of opinion and feeling, and the objective language of factual reporting
 - **AC9E4LA11** – expand vocabulary by exploring synonyms and antonyms
 - **AC9E4LE02** – describe the effects of text structures and language features when responding to literature
 - **AC9E4LE03** – examine how authors develop character, setting and plot tension
 - **AC9E4LY05** – use comprehension strategies to build literal and inferred meaning and evaluate texts
-

Year 5

- **AC9E5LA08** – understand how vocabulary is used to express greater precision of meaning
 - **AC9E5LE02** – present an opinion on a literary text using specific terms about literary devices, text structures and language features
 - **AC9E5LE03** – recognise that point of view influences how readers interpret events and characters
 - **AC9E5LY05** – use comprehension strategies to evaluate ideas
 - **AC9E5LY06** – plan, create, edit and publish texts using expanded noun groups, topic-specific vocabulary and appropriate structure
-

Year 6

- **AC9E6LA02** – understand the uses of objective and subjective language and identify bias
 - **AC9E6LA08** – identify authors' use of vivid, emotive vocabulary, imagery, and figurative devices
 - **AC9E6LE03** – identify and explain characteristics that define an author's individual style
 - **AC9E6LY05** – use comprehension strategies to build literal and inferred meaning and compare sources
 - **AC9E6LY06** – plan, create, edit and publish written texts using complex sentences, vivid vocabulary and paragraphs
-

Lesson 7.3 – Reflective Writing: Showing Change

Unit: The Ancient Hebrews (& Obedience)

Writing Focus: Using reflective language to show growth and change

Connection: Fear, trust, and rescue (Saul & David)

Learning Goal

I am learning to **write reflectively** by explaining **how someone has changed** and **what they have learned**.

Reflective writing:

- looks back on an experience
 - explains **what changed**
 - explains **why the change happened**
-

Section A – Learning & Modelling

What Is Reflective Writing?

Reflective writing helps the reader understand **growth**.

It often answers these questions:

- What was the person like **before**?
- What happened **during** the experience?
- What are they like **now**?

Look at this example:

At first, the boy was afraid. After facing danger, he learned to trust God. Now he feels more confident and brave.

This shows **change over time**.

Helpful Reflective Language

Writers often use phrases such as:

- *At first...*
- *After that...*
- *This experience taught...*
- *He realised that...*
- *She learned that...*

These help make reflection clear.

Teacher / Parent Modelling (Read Aloud)

Say:

“Listen to this reflective paragraph:

At first, the people were afraid of their enemies. Through many challenges, they learned to trust God’s protection. This experience taught them that obedience brings courage and peace.

I explained what changed and why.”

Guided Practice (All Students)

Read the sentences below.

Circle the sentence that shows **reflection**.

- ☐ *The boy ran away.*
 - ☐ *The boy learned to trust God instead of running away.*
-

Section B – Writing & Practice

Foundation – Year 2

Finish each sentence.

1. *At first, the person felt* _____.
2. *Now, the person feels* _____.

Now write **one sentence** explaining **what they learned**.

Years 3–4

Write **one short reflective paragraph** (3–4 sentences) about a person who **learned to trust instead of being afraid**.

Use at least one phrase such as:

At first... / This taught... / Now...

Writing space:

Years 5–6

Write **one reflective paragraph** (5–6 sentences) explaining:

How facing fear can lead to trust and growth.

Remember to:

- describe what changed
- explain *why* the change happened
- use reflective language

Writing space:

Editing Check

Read your reflection carefully.

- ☐ I explained what changed
- ☐ I explained why the change happened
- ☐ My sentences are clear and thoughtful

Narration (Optional)

Tell someone:

- What does it mean to reflect?
- Why is reflective writing important?

Older students may write their answer here:

† Biblical Reflection

God often uses difficult moments to grow trust in His people.
When we reflect on change, we recognise how God works in hearts over time.

“When I am afraid, I put my trust in You.”
– Psalm 56:3

(Teacher note – Curriculum Links)

Develops reflective language, character growth explanation, and evaluative thinking.

Supports Achievement Standards across F–2 (sharing feelings), 3–4 (reflective explanation), and 5–6 (insightful interpretation of change).

Lesson 8.1 (Poetry): The Shepherd King

Poem/Psalm: Psalm 23 (shepherd imagery; comfort; guidance)

Lesson Aim

Students learn how a poet's **imagery** (shepherd, path, cup, valley) builds deep meaning, and they practise performance/recitation.

Key Steps

1. Read Psalm 23 slowly.
2. Build an “imagery map” (word-pictures → meaning).
3. Practise speaking clearly and reverently.

Create

- **F–2:** Draw 3 pictures from the Psalm; label each with a simple word/phrase.
- **3–4:** Write a “God guides me” poem using 3 images (path, light, safe place).
- **5–6:** Write a style imitation: a modern psalm-poem using extended metaphor (e.g., God as guide/doctor/teacher), then explain how your choices shape meaning.

Curriculum Links

F–2

- **AC9EFLE02** – respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLY07** – create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume
- **AC9EFLA07** – explore the contribution of images and words to meaning in stories and informative texts

Years 3–4

- **AC9E3LE03** – discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative
- **AC9E4LE02** – describe the effects of text structures and language features in literary texts when responding to and sharing opinions
- **AC9E3LY07** – plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume

Years 5–6

- **AC9E6LE03** – identify and explain characteristics that define an author's individual style
- **AC9E5LE04** – examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs
- **AC9E6LY06** – plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

Lesson 8.2 – What Tobiyah Teaches Us Today

English Focus: Expressing Opinions, Identifying Themes, and Explaining Ideas Clearly

A) Introduction

Parent/Tutor Says:

“Stories often teach lessons about life – these lessons are called **themes**.

A theme might be courage, obedience, friendship, kindness, perseverance, or learning from mistakes.

Today we are learning how to:

1. Identify themes in stories
2. Express our own **opinions** about these themes
3. Explain our thinking clearly in spoken or written sentences

These skills help us understand stories deeply and communicate our thoughts with clarity.”

B) Teaching Section (Replacing the Story)

English Skill: Identifying Themes & Expressing Opinions with Reasons

Parent/Tutor Says:

“A **theme** is the big idea behind the story – the message the writer wants us to think about.

To identify a theme, we ask:

- What did the character learn?
- What was the problem, and how was it solved?
- What idea appears again and again?
- How did the character change?”

Examples of themes (general):

- trust in God
 - courage
 - forgiveness
 - friendship
 - obedience
 - perseverance
 - hope during difficulties
-

How to Express an Opinion Clearly

Parent/Tutor Says:

“When we give an opinion, we explain what we think about a theme or idea.

Good opinions include:

- a clear statement
- a reason
- an example or explanation

Here are some sentence starters:

- ‘I believe that...’
- ‘The theme of ____ is important because...’
- ‘In my opinion...’
- ‘This teaches me that...’
- ‘This theme matters today because...’”

Tutor Demonstration

Speak aloud:

“In my opinion, the theme of perseverance is important because it helps us keep going even when things are difficult. This matters today because everyone faces challenges, and perseverance helps us finish what we start.”

Explain:

“This opinion is clear because it has a statement, a reason, and an explanation.”

Guided Practice by Age Group

Foundation–Year 2 (Simplified)

Parent/Tutor Says:

“I will say a theme, and you tell me if you think it is important and why.”

Examples:

- “Is kindness important? Why?”
- “Is courage helpful? Why?”

Then:

“Finish these sentence starters:

- ‘I think...’
- ‘I like the idea of...’”

Years 3–4 (Developing)

Parent/Tutor Says:

“Choose one theme – courage, obedience, kindness, or friendship.

Tell me:

- why it is important,
- how it might help someone today.”

Then:

“Write 3–4 sentences expressing your opinion about one theme.”

Encourage:

statement → reason → example.

Years 5–6 (Extending)

Parent/Tutor Says:

“Older writers need to explain opinions more fully. Choose a theme, and write a paragraph including:

- a clear opinion
- reasons
- examples
- an explanation of why this theme matters in life today.”

Encourage them to use linking words:

‘because’, ‘therefore’, ‘this shows’, ‘another reason’.

C) Narration (About the English Skill)

Parent/Tutor Says:

“Tell me in your own words:

- What is a theme?
- How do we identify a theme?
- What makes an opinion strong or clear?
- Why is it important to explain our thinking?”

Younger students answer orally; older students summarise in writing.

D) Thinking Questions (Differentiated)

Foundation–Year 2

1. What is something important you learned from stories?
 2. Which theme do you like – kindness, courage, or friendship? Why?
 3. How can you show this theme in real life?
-

Years 3–4

1. What theme do you think is the most important in many journey stories?
 2. Give a reason why this theme matters today.
 3. What does the theme teach us about behaviour or choices?
-

Years 5–6

1. Explain how themes help us understand the deeper meaning of a story.
 2. Pick a theme and argue why it is the most relevant to children today.
 3. How does the author's use of character change help reveal a theme?
-

E) Learning Activities (Differentiated)

Foundation–Year 2

Activity 1: Draw a picture showing one theme (kindness, courage, friendship).
Write one sentence explaining it.

Activity 2: Theme sort – place cards into groups: ‘Courage Words’, ‘Kind Words’, etc.

Years 3–4

Activity 1: Write a short paragraph explaining why one theme is important.

Activity 2: Create a “Theme Poster” with a theme, a sentence explaining it, and illustrations.

Years 5–6

Activity 1: Write a persuasive paragraph defending why one theme is essential for young people today.
Include at least:

- 1 opinion statement
- 2 reasons
- 1 example

Activity 2: Write a short reflection on how a personal experience connects to the chosen theme.

F) Optional Extension Activity

Theme Comparison Essay (Short)

Students compare two themes (e.g., courage vs. obedience) and argue which one has the greatest impact on a character's ability to complete a journey.

This can be one paragraph or more, depending on age level.

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Themes in stories help us understand truths about God and about life. The Bible is full of themes that show God's character – courage, faithfulness, obedience, kindness, love, and hope.

When we think about themes, we also think about how we can live them out. God's Word encourages us:

- to be strong and courageous,
- to be kind and tender-hearted,
- to persevere,
- to walk in obedience.

Today we learned how to identify themes and express our opinions clearly. This helps us think deeply and communicate well. You have now completed all eight lessons.”

AC9 English Content Descriptions Addressed in This Lesson

Foundation

- **AC9EFLA02** – explore different ways of using language to express preferences, likes and dislikes
 - **AC9EFLA08** – recognise and develop awareness of vocabulary used in familiar contexts
 - **AC9EFLY01** – identify familiar texts and their purpose
 - **AC9EFLY05** – use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
 - **AC9EFLY06** – create and participate in shared editing of short written texts
-

Year 1

- **AC9E1LA02** – explore language to provide reasons for likes, dislikes and preferences
 - **AC9E1LE02** – discuss literary texts and share responses by making connections to personal experiences
 - **AC9E1LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E1LY06** – create and edit short written texts using simple sentences
-

Year 2

- **AC9E2LA02** – explore how language can be used for appreciating texts and providing reasons for preferences
 - **AC9E2LA03** – identify how texts are organised differently depending on their purposes
 - **AC9E2LE02** – identify features of literary texts and give reasons for personal preferences
 - **AC9E2LY05** – use comprehension strategies including predicting, summarising and questioning
 - **AC9E2LY06** – create and edit short imaginative, informative and persuasive texts
-

Year 3

- **AC9E3LA02** – understand how the language of evaluation and emotion can be more or less forceful
 - **AC9E3LE02** – discuss connections between personal experiences and character experiences
 - **AC9E3LE03** – discuss how an author uses language and illustrations to portray characters and settings
 - **AC9E3LY05** – use comprehension strategies to build literal and inferred meaning
 - **AC9E3LY06** – plan, create, edit and publish imaginative, informative and persuasive texts using simple paragraphs
-

Year 4

- **AC9E4LA02** – identify subjective and objective language
- **AC9E4LE02** – describe effects of text structures and language features when responding and sharing opinions
- **AC9E4LE03** – examine how authors develop character, setting and plot tensions
- **AC9E4LY05** – use comprehension strategies to expand ideas and evaluate texts
- **AC9E4LY06** – plan, create, edit and publish texts using complex sentences and appropriate text structure

Year 5

- **AC9E5LA02** – understand how to move beyond bare assertions by considering differing ideas and opinions
 - **AC9E5LE02** – present an opinion on a literary text using specific terms about devices and structure
 - **AC9E5LE03** – recognise that point of view influences interpretation
 - **AC9E5LY05** – use comprehension strategies to evaluate information and ideas
 - **AC9E5LY06** – plan, create, edit and publish texts using appropriate structure, topic-specific vocabulary and expanded noun groups
-

Year 6

- **AC9E6LA02** – understand the uses of objective and subjective language and identify bias
 - **AC9E6LE02** – identify similarities and differences in literary texts on similar themes or plots
 - **AC9E6LE03** – identify and explain characteristics that define an author's individual style
 - **AC9E6LY05** – use comprehension strategies to build and compare meaning across sources
 - **AC9E6LY06** – plan, create, edit and publish written texts using paragraphs, complex sentences, vivid vocabulary and appropriate structure
-

Lesson 8.3 – Writing Opinions with Reasons

Unit: The Ancient Hebrews (& Obedience)

Writing Focus: Stating an opinion and supporting it with reasons

Connection: What Tobiyah teaches us today (King David)

Learning Goal

I am learning to **write an opinion clearly** and **support it with reasons**.

Good opinion writing:

- clearly states what the writer thinks
 - gives **reasons**
 - explains **why the opinion matters**
-

Section A – Learning & Modelling

What Is an Opinion?

An **opinion** is what you think or believe about an idea.

Opinions often answer questions such as:

- What do I think is important?
- What lesson stands out to me?
- Why does this matter?

Look at this example:

I believe obedience is important because it helps people make wise choices.

This sentence:

- states an opinion (*I believe...*)
 - gives a reason (*because...*)
-

Helpful Opinion Starters

Writers often begin opinions with:

- *I think...*
- *I believe...*
- *In my opinion...*
- *This lesson is important because...*

To add reasons, writers use:

- *because*
 - *one reason is...*
 - *for example...*
-

Teacher / Parent Modelling (Read Aloud)

Say:

“Listen to this opinion paragraph:

I believe courage is important because it helps people obey God even when they are afraid. One reason courage matters is that it allows people to do what is right. For example, David trusted God instead of giving in to fear.

I stated my opinion and supported it with reasons and an example.”

Guided Practice (All Students)

Read the sentences below.

Circle the sentence that is an **opinion**.

- ☐ *David was a shepherd.*
 - ☐ *I think David was a good leader because he trusted God.*
-

Section B – Writing & Practice

Foundation – Year 2

Finish each sentence.

1. *I think obedience is important because* _____.
2. *I like stories about courage because* _____.

Now write **one opinion sentence** of your own.

Years 3–4

Write **one opinion paragraph** (3–4 sentences) explaining:

Why obedience or courage is important.

Remember to:

- clearly state your opinion

- give at least one reason
- explain your thinking

Writing space:

Years 5–6

Write **one well-structured opinion paragraph** (5–6 sentences) explaining:

Which lesson from this unit is most important for people today, and why.

Remember to:

- clearly state your opinion
- support it with reasons
- include an example
- write for a reader

Writing space:

Editing Check

Read your opinion carefully.

- ☐ I clearly stated my opinion
- ☐ I gave reasons for my opinion
- ☐ My sentences are clear and complete

Narration (Optional)

Tell someone:

- What is an opinion?
- Why do writers need to give reasons?

Older students may write their answer here:

† Biblical Reflection

God's Word teaches us what is right and wise.

When we explain our opinions clearly and truthfully, we honour God with our thinking and our words.

"Let your 'Yes' be 'Yes,' and your 'No,' 'No.'"

– Matthew 5:37

(Teacher note – Curriculum Links)

Develops opinion writing, justification, and evaluative language.

Supports Achievement Standards across F-2 (expressing opinions), 3-4 (supporting opinions with reasons), and 5-6 (persuasive and structured argument).

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

FINAL POETRY ASSESSMENTS:

This assessment is designed so you can assess **some** English Achievement Standards across **F–2, 3–4, 5–6** using the poetry work students have completed.

ENGLISH AC ACHIEVEMENT STANDARD...

A) Student Task Options (Differentiated)

Task A (F–2): “My Favourite Psalm Poster + Oral Share”

Student produces

1. A poster about **one Psalm studied** (teacher/parent chooses).
2. Includes: one drawing, 1–3 sentences, and one “sound” feature (rhyme, repeated word, or beat).
3. Student gives a **30–60 second oral share**: “I chose this Psalm because...”

Task B (Years 3–4): “Poetry Response + Short Performance”

Student produces

1. A written response (one paragraph) explaining what the Psalm teaches and **one** technique the author used (repetition, rhythm, imagery).
2. A poem of their own (8–12 lines) that copies **one** technique.
3. A short performance/recitation (1–2 minutes).

Task C (Years 5–6): “Compare + Create Portfolio”

Student produces

1. A comparison response: choose **two Psalms** from the course and write 2–3 paragraphs explaining similarities/differences in theme and poetic technique.
2. An original poem (12–20 lines) that uses **imagery + sound** intentionally.
3. A short spoken presentation (1–2 minutes) explaining craft choices.

B) Teacher Assessment Checklist (mark Yes/Not yet)

F–2 Checklist

- Listened to and discussed a Psalm and shared a preference
- Demonstrated awareness of rhyme/repetition/rhythm in a simple way
- Created a short spoken text to share ideas

- Created a short written text (or dictated) with some sentence boundary punctuation attempts

Years 3–4 Checklist

- Identified a poetic device and explained effect in simple terms
- Wrote an original poem using a chosen device
- Organised ideas in a paragraph / clear structure
- Presented orally with an understandable structure and appropriate voice features

Years 5–6 Checklist

- Compared ideas/themes between texts
- Explained how sound/imagery creates meaning and effect
- Created and edited an original poem with deliberate craft choices
- Presented a spoken explanation using appropriate structure and vocabulary

C) Rubrics (5 levels)

Use the rubric for the student's band.

F–2 Rubric (aligned to Foundation–Year 2 Achievement Standards language)

Levels: Beginning | Developing | Sound | High | Excellent

Criteria

1. **Speaking & listening (sharing ideas, retelling, responding)**
2. **Reading/viewing comprehension (connections + key ideas)**
3. **Poetry features (rhyme/repetition/rhythm awareness)**
4. **Creating (short written/oral text with basic conventions)**

Years 3–4 Rubric

Criteria

1. **Response to text (literal + inferred meaning; explanation of device)**
2. **Text creation (structured poem + paragraphing/organisation)**
3. **Language features (topic vocabulary + device use)**
4. **Oral presentation (clear structure, voice features, engagement)**

Years 5–6 Rubric

Criteria

1. **Analysis (how language features + structure meet purpose/effect)**
2. **Comparison (similarities/differences across Psalms/themes/devices)**
3. **Creation (crafted poem: imagery + sound for meaning/effect)**
4. **Presentation (explains choices; appropriate vocabulary & structure)**

FINAL LITERATURE ASSESSMENT:

Foundation – Year 2

Primary English – Ancient Hebrews & Obedience

Assessment Title: *Retell & Respond – Stories of the Ancient Hebrews*

Focus Texts from Course: Abraham, Moses, The Exodus, Ten Commandments, Joshua, King David

A) Student Assessment Task – F–2

PART 1 – Retell a Story (Speaking or Writing)

Choose one biblical story studied in the unit (e.g., *Abraham obeys God*, *Moses and the burning bush*, *Crossing the Red Sea*, *David is chosen as king*).

Your task:

- Retell the story in **your own words** (orally or in writing).
- Include:
 - Who the story is about
 - Where it happened
 - The main events in order
 - How the people showed **obedience** or **disobedience**

Foundation–Year 1 may draw pictures with labels; Year 2 writes 3–5 linked sentences.

PART 2 – Personal Response

Explain one of the following in **1–2 sentences** (or orally):

- What part of the story you liked best and why.
 - What the story teaches about **obedience**.
 - How you can obey at home like the people in the story.
-

PART 3 – Reading Task

Teacher reads a short paragraph from the course (e.g., a simplified paragraph about Moses or David).
Student:

- Identifies the characters
 - Identifies the setting
 - Answers two literal or simple inferential questions
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B) Teacher Assessment Checklist (F–2)

Marks ✓ = Demonstrated

Speaking / Interaction

- ☐ Retells a familiar story in own words with key ideas (F: “retell events,” Y1: “retell or adapt familiar stories,” Y2: “share ideas and details”)
- ☐ Organises ideas in a simple sequence (Y1–2 standard)
- ☐ Uses simple topic-specific vocabulary (e.g., obey, promise, king, desert)

Reading / Comprehension

- ☐ Identifies characters, settings, and events (F–1 standard)
- ☐ Answers literal questions (F–2 standard)
- ☐ Identifies simple inferred meaning (Year 2 only)

Writing

- ☐ Creates a short written or multimodal text that retells a story (F–2 standard)
- ☐ Writes simple or compound sentences as appropriate (Y1–2)
- ☐ Uses basic punctuation (capital letters, full stops) (Y1–2)
- ☐ Uses topic-specific vocabulary
- ☐ Spells common CVC or common-pattern words (F–2 standard)

C) Rubric – Foundation to Year 2

Level	Description
Excellent	Retell is clear, ordered, and detailed; strong vocabulary; correct punctuation; reading responses show understanding of literal + inferential meaning; clear personal response.
High	Retell is clear and mostly ordered; vocabulary appropriate; mostly correct punctuation; reading shows literal understanding; personal response included.
Sound	Retell includes main events; some sequencing; basic punctuation; mostly literal understanding; simple personal response.
Developing	Retell missing some events or unclear; limited sequencing; emerging punctuation; basic literal understanding only.
Beginning	Attempts retell but unclear; drawings only without explanation; limited comprehension demonstrated.

FINAL LITERATURE ASSESSMENT: Years 3–4

Assessment Title: *Explain, Describe & Create – Stories of the Ancient Hebrews*

A) Student Assessment Task – Years 3–4

PART 1 – Analytical Paragraph (Written)

Choose one story from the unit (e.g., *The Exodus*, *Ten Commandments*, *Jericho*, *David & Goliath*).

Write a **one-paragraph explanation** describing:

- The story's **main idea**
- How the characters showed obedience or disobedience
- How this obedience or disobedience changed what happened in the story
- Why the story is important

Use **at least one** topic-specific word (e.g., covenant, commander, prophet, sacrifice, obedience).

Year 4 should use paragraphs with linking sentences.

PART 2 – Text Structure & Language Features Task

Students complete a short worksheet:

Identify:

- The **text type** of the chosen story (narrative)
 - 2 language features (e.g., strong verbs, descriptive phrases, dialogue)
 - 1 visual feature from an illustrated page (e.g., images that support meaning)
 - Describe how these features help the audience understand the story.
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PART 3 – Creative Rewrite

Rewrite part of the story from the **viewpoint of another character** (e.g., a soldier in Jericho, a servant of King David, Joshua's helper).

Length:

- Year 3: 4–6 sentences
 - Year 4: 1–2 paragraphs
-

B) Teacher Assessment Checklist (Years 3–4)

✓ Demonstrated

Speaking / Interaction (if oral component included)

- ☐ Shares ideas and opinions with relevant details (Y3–4 standard)

Reading / Comprehension

- ☐ Identifies literal and inferred meaning (Y3: literal + inferred; Y4: how texts reflect contexts)
- ☐ Describes how ideas develop through characters and events (Y3–4)

Writing

- ☐ Creates a narrative or informative text for a purpose (Y3–4)
- ☐ Uses paragraphs to organise ideas (Y3–4)
- ☐ Writes logically sequenced ideas with linking sentences (Y4)
- ☐ Uses topic-specific vocabulary
- ☐ Uses compound/complex sentences (Y3: compound; Y4: complex)
- ☐ Applies spelling using phonic and morphemic knowledge (Y3–4)

Language & Structure Knowledge

- ☐ Identifies text structures of narratives (Y3–4)
- ☐ Identifies language features and visual features (Y3–4)

C) Rubric – Years 3–4

Level	Description
Excellent	Paragraph is well organised, detailed, and includes strong explanation; creative rewrite is vivid and well-structured; text features identified accurately with reasoning.
High	Paragraph includes clear explanation; rewrite is clear and organised; identifies features with some explanation.
Sound	Paragraph covers main ideas; rewrite retells events with some structure; identifies features but with limited explanation.
Developing	Paragraph unclear or missing elements; rewrite short or confusing; minimal understanding of text features.
Beginning	Attempts tasks but lacks clarity, structure, or understanding of story and language features.

FINAL LITERATURE ASSESSMENT: Years 5–6

Assessment Title: *Interpret, Analyse & Compose – Ancient Hebrews & Obedience*

A) Student Assessment Task – Years 5–6

PART 1 – Analytical Response Essay (1–3 paragraphs)

Choose one character from the Ancient Hebrews unit (e.g., Moses, Joshua, Samuel, David, King Saul).

Explain:

1. **How the character changed over time**
2. **How obedience or disobedience shaped the events**
3. **What the text teaches about leadership, faith, or obedience**
4. **How the story reflects the historical or cultural context of the Ancient Hebrews**

Use **topic-specific vocabulary** and **quotes or details** from the stories.

PART 2 – Text Comparison Task

Students compare:

- One narrative (e.g., “Crossing the Jordan River”)
- One informational exposition from the course (e.g., explanation about the role of prophets, kings, or the tabernacle)

Students explain:

- **How ideas are presented differently**
- **How text structures differ** (narrative vs informative)
- **How language features and visual features influence meaning**

Written as:

- Year 5: Two linked paragraphs
 - Year 6: 3–4 linked paragraphs with elaboration.
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PART 3 – Creative Composition

Write a **literary piece** inspired by the Ancient Hebrews unit. Choose one:

- A diary entry from inside Jericho
- A reflective monologue from Ruth or David
- A scene imagining a conversation between two biblical characters
- A “missing moment” added to a story from the unit

Use descriptive language and at least **one literary device** (simile, metaphor, repetition, imagery).

B) Teacher Assessment Checklist (Years 5–6)

✓ Demonstrated

Interaction / Speaking (if oral components included)

- ☐ Shares, develops and expands ideas for an audience (Y5–6)

Reading & Comprehension

- ☐ Explains how ideas are developed through characters, settings, and events (Y5–6)
- ☐ Identifies similarities/differences between texts (Y6)
- ☐ Describes/Explains how texts reflect their contexts (Y5–6)
- ☐ Explains how language and visual features influence meaning (Y5–6)

Writing

- ☐ Creates written texts for specific audiences and purposes (Y5–6)
 - ☐ Uses varied text structures and paragraphs to organise ideas (Y5–6)
 - ☐ Uses topic-specific vocabulary
 - ☐ Uses literary devices in original writing (Y5–6)
 - ☐ Uses complex sentences and grammar appropriately
 - ☐ Uses spelling based on phonic, morphemic, and grammatical knowledge (Y5–6)
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C) Rubric – Years 5–6

Level	Description
Excellent	Analytical writing is sophisticated with clear evidence and elaboration; comparison demonstrates deep understanding; creative writing shows strong control of language and literary devices.
High	Analytical writing is clear and well-organised; comparison is accurate; creative piece is descriptive and engaging.
Sound	Meets task requirements; explanations reasonable; some use of literary devices; comparison partially developed.
Developing	Limited explanation; comparison shallow; creative writing lacks detail or structure.
Beginning	Minimal demonstration of achievement standards; unclear ideas; incomplete tasks.

****Foundation – Year 2 Poetry Rubric**

Alignment to Achievement Standards**

Achievement Standard focus (F–2)

Students:

- listen to and respond to texts
- share ideas and feelings
- recognise sound patterns in poems
- create short spoken and written texts
- use basic sentence punctuation and spelling knowledge

Aligned Rubric Table (F–2)

Foundation – Year 2 Poetry Assessment Rubric

Criteria	Beginning	Developing	Sound	High	Excellent
Listening & Responding to Poetry	Listens with support; responses are minimal or off-topic	Listens to poems and responds with simple prompts	Listens attentively and responds to poems with relevant ideas	Listens carefully and shares thoughtful responses about poems	Listens attentively and responds confidently with clear ideas and personal connections
Understanding of Poetic Features (rhyme, rhythm, repetition)	Shows little awareness of sound patterns	Recognises some rhyme or repetition with support	Identifies rhyme, rhythm or repetition in familiar poems	Explains how sound patterns make poems enjoyable	Clearly explains and uses sound patterns intentionally to enhance meaning
Creating a Poetic Response (spoken or written)	Creates a very short or incomplete response	Creates a short response with guidance	Creates a short poem or response using simple ideas	Creates a poem with clear ideas and some descriptive language	Creates an engaging poem using sound patterns and clear ideas
Oral Sharing / Presentation	Shares ideas reluctantly or unclearly	Shares ideas with support and reminders	Speaks clearly when sharing ideas	Speaks clearly with confidence and appropriate expression	Speaks confidently with expressive voice and clear organisation
Basic Conventions (sentences, spacing, spelling attempts)	Limited control of conventions	Some correct sentence features	Uses basic sentence punctuation and spacing	Uses correct punctuation and readable spelling	Uses conventions accurately and independently

****Years 3–4 Poetry Rubric**

Alignment to Achievement Standards**

Achievement Standard focus (Years 3–4)

Students:

- explain ideas and themes in texts
- describe how language features affect meaning
- create structured imaginative texts
- use paragraphs and topic vocabulary
- deliver structured oral presentations

Years 3–4 Poetry Assessment Rubric

Criteria	Beginning	Developing	Sound	High	Excellent
Understanding of the Psalm / Poem	Identifies a topic with limited understanding	Identifies main ideas with support	Explains main ideas using examples from the poem	Explains ideas clearly and links them to meaning	Insightfully explains ideas and themes using well-chosen examples
Use of Poetic Devices (imagery, repetition, rhythm)	Limited or inaccurate identification of devices	Identifies a device with guidance	Identifies and explains a poetic device	Explains how a device shapes meaning	Explains multiple devices and their effects clearly
Creating an Original Poem	Poem lacks structure or clarity	Poem shows basic structure and ideas	Poem is structured and uses a chosen device	Poem uses devices effectively to enhance meaning	Poem is engaging, purposeful and skilfully crafted
Written Expression (paragraphing, vocabulary, sentences)	Writing is unclear or poorly organised	Writing shows emerging organisation	Writing is organised with mostly correct sentences	Writing is well organised with varied vocabulary	Writing is fluent, well organised and expressive
Oral Presentation	Presentation is unclear or incomplete	Presentation is mostly clear with support	Presentation is clear and organised	Presentation is confident with expressive features	Presentation is confident, engaging and well-paced

Aligned Rubric Table (Years 3–4)

✓ This rubric directly assesses **text comprehension, language analysis, writing creation, organisation, and speaking**, which are core requirements of the Years 3–4 Achievement Standards.

****Years 5–6 Poetry Rubric**

Alignment to Achievement Standards**

Achievement Standard focus (Years 5–6)

Students:

- analyse themes and author choices
- explain how language features shape meaning
- compare texts
- create well-crafted imaginative texts
- present ideas clearly and persuasively

Years 5–6 Poetry Assessment Rubric

Criteria	Beginning	Developing	Sound	High	Excellent
Analysis of Poetry (ideas, themes, purpose)	Identifies ideas with limited explanation	Explains ideas with some support	Explains themes and purposes clearly	Analyses themes with clear reasoning	Provides insightful analysis with strong textual evidence
Understanding of Language Features (imagery, sound devices)	Limited understanding of poetic techniques	Identifies techniques with partial explanation	Explains how techniques create meaning	Analyses how techniques affect readers	Insightfully evaluates how techniques shape meaning and effect
Comparison of Texts (where required)	Limited comparison	Identifies basic similarities or differences	Explains similarities and differences clearly	Compares texts using relevant evidence	Compares texts thoughtfully with depth and insight
Creating an Original Poem	Poem shows limited planning or control	Poem shows some structure and technique	Poem uses imagery and sound effectively	Poem is well-crafted and purposeful	Poem demonstrates creativity, control and strong authorial voice
Oral / Multimodal Presentation	Ideas are unclear or poorly organised	Ideas are mostly clear with support	Presentation is organised and clear	Presentation is confident and engaging	Presentation is polished, expressive and highly engaging

✓ This rubric therefore assesses **listening, responding, creating, speaking, and basic writing conventions**, exactly as required by the F–2 Achievement Standards.
