

Unit 1

**“Origins & Ancient Times
(& Orderliness)”**

**Pre to
Grade
6**

ENGLISH





ENGLISH

“Origins & Ancient Times (& Orderliness)”

Unit 1 (Prep to Year 6)

SUMMARY:

Theme: *God's Orderly Hand in History*

Character Trait: *Orderliness*

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**.

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

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

- To be advised

CONTENTS/OVERVIEW:

TOPIC 1 – Introduction to Stories and History

Lesson 1: *What Is a Story?* (using *Aesop's Fables* – "The Tortoise and the Hare")

Lesson 2: *Stories that Teach Lessons* (using *Aesop's Fables* – "The Lion and the Mouse")

Lesson 3: *Explicit Writing Skills*

Lesson 4: *Retelling What You Hear* (short story: *The Boy Who Cried Wolf*)

Lesson 5: *What is My Place in God's Big Story* (Psalm 139:13–16 reflection)

TOPIC 2 – Early Mankind and the Power of Words

Lesson 6: *God Made Mankind Intelligent* (Genesis 2: Adam Naming the Animals)

Lesson 7: *Early Stories and Memory* (Australian Aboriginal Dreamtime tale: "The Rainbow Serpent" – simplified and sensitively approached)

Lesson 8: *Explicit Writing Skills*

Lesson 9: *The Power of Naming Things* (Poem: "Jabberwocky" by Lewis Carroll – exploring invented words)

Lesson 10: *Our Words Reflect God's Order* (Proverbs 18:21 discussion)

TOPIC 3 – Building Knowledge: Early Inventions and Discoveries

Lesson 11: *Stories of Ancient Builders* (The Temple of Karnak)

Lesson 12: *Imagining Ancient Worlds* (Poem: "The Land of Story-books" by Robert Louis Stevenson)

Lesson 13: *Explicit Writing Skills*

Lesson 14: *Describing Great Inventions* (Short description text about the Wheel)

Lesson 15: *Creating Order with Words* (Writing a how-to: How to Build a Simple Tent)

TOPIC 4 – The Great Flood: Stories of Water and Rescue

Lesson 16: *Noah Obeyed God* (Poem: "Noah Built a Boat")

Lesson 17: *Building with Care* (Poem: "Plan it First, then Build it Right")

Lesson 18: *Explicit Writing Skills*

Lesson 19: *Poetry of Water and Storms* (Poem: "Summer Storm" by Elizabeth Coatsworth)

Lesson 20: *The Flood and the Evidence* (Informative Text)

TOPIC 5 – The Tower of Babel: Words That Scatter

Lesson 21: *A World of One Language* (Genesis 11 retelling)

Lesson 22: *Language Differences Around the World* (Excerpt: *The Jungle Book* – “The Law of the Jungle”)

Lesson 23: *Explicit Writing Skills*

Lesson 24: *Understanding New Words* (Poem: “Foreign Lands” by Robert Louis Stevenson)

Lesson 25: *Celebrating Diversity with Order* (Psalm 117 reading and discussion)

TOPIC 6 – Mesopotamia: Storytelling in the First Cities

Lesson 26: *Sumerian Stories: Gilgamesh (Simplified excerpt)*

Lesson 27: *Life in an Ancient City* (Excerpt: *The Bronze Bow* by Elizabeth George Speare)

Lesson 28: *Explicit Writing Skills*

Lesson 29: *Creating Descriptions: Ancient Markets* (Descriptive writing exercise)

Lesson 30: *Order in Early Laws* (Discussion: The Ten Commandments and Hammurabi’s Code)

TOPIC 7 – Abraham’s Journey: Faithful Storytelling

Lesson 31: *The Call of Abraham* (Genesis 12 retelling)

Lesson 32: *Journey Poems* (Poem: “The Road Not Taken” by Robert Frost)

Lesson 33: *Explicit Writing Skills*

Lesson 34: *Telling Our Faith Stories* (writing a short “My Faith Journey” paragraph)

Lesson 35: *Story Mapping Abraham’s Journey* (Timeline and map creation)

TOPIC 8 – Egypt: Stories of Power and Providence

Lesson 36: *Life Along the Nile* (Excerpt: *The Cat of Bubastes* by G.A. Henty)

Lesson 37: *The Pyramids and their Mysteries* (Poem: “Ozymandias” by Percy Bysshe Shelley)

Lesson 38: *Explicit Writing Skills*

Lesson 39: *Joseph’s Rise to Power* (Genesis 41 simplified retelling)

Lesson 40: *Writing a Thankfulness Story* (Reflecting on God’s faithfulness)

TOPIC 9 – Culminating Project and/or Assessment:

Section 9 includes a review lesson, plus an assessment task and rubrics for marking.

The final project “Reflections on God’s Orderly Hand in History”.

TOPIC 1	INTRODUCTION TO STORIES AND HISTORY

Lesson 1: What Is a Story?

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - God teaches us truth through well-ordered stories.

Week 1: Introduction to Stories and History

Lesson Overview:

In this lesson, children will explore what a story is, why we tell stories, and how God has designed us to understand through stories. We will read a classic fable (*The Tortoise and the Hare*) and practice recalling and retelling the story in an orderly way.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are starting a new unit about *stories*! Stories are one of the ways God teaches us and helps us understand the world.

In fact, the Bible itself is made of true stories that show God's work in history.

Stories help us remember important lessons.

We're going to learn how to listen carefully, think carefully, and tell stories carefully – just the way God wants us to think and speak in an orderly manner so we make sense when we talk."

(Pause for the child to respond or react.)

Parent says:

"Let's start by thinking:

- What is a story?
- Have you ever told someone a story?
- What's your favourite story you know?"

(Wait for short answers. Encourage even simple responses.)

B) Storytime: Reading Aloud

Parent says:

"Now I'm going to read you a famous story called *The Tortoise and the Hare*.

It's a short story with a big lesson. Listen carefully because afterwards I want you to tell everything you can remember about the story."

Read aloud clearly and with expression:

The Tortoise and the Hare (Aesop's Fable)

In a lush forest, a swift and boastful Hare prided himself on being the fastest creature around. He often mocked the slow-moving tortoise, saying, "With legs like yours, you'll never get anywhere!"

The Tortoise, known for his patience and humility, grew weary of the Hare's taunts. One day, he calmly replied, "Hare, I may be slow, but I believe determination can outpace arrogance. Let's have a race to prove it."

Amused, Hare laughed, "A race? With you? This will be over before you take your first step!" He agreed, eager to showcase his speed.

The forest buzzed with excitement as animals gathered to witness the unlikely competition. The wise old owl was chosen as the referee, and a course was set from the big oak tree to the riverbank.

At the starting line, the owl hooted, "On your marks, get set, go!"

Hare bolted ahead, quickly disappearing from sight. Confident of his victory, he decided to rest under a shady tree midway, thinking, "Tortoise is miles behind; I have time for a quick nap."

Meanwhile, Tortoise maintained a steady pace, never stopping, his eyes fixed on the path ahead. He passed the sleeping hare, quietly continuing his journey.

Hours later, Hare awoke to the sound of cheering. He sprang up and dashed toward the finish line, only to find Tortoise crossing it.

The animals erupted in applause. Hare hung his head in shame, realizing his overconfidence had cost him the race.

From that day on, Hare learned to value persistence over pride, and Tortoise's steady determination became a legend in the forest.



(Option: If you have a picture book version or online picture, you may show the images while reading.)

C) Thinking Time

Parent says:

"Let's stop and think about what just happened."

- Who were the characters in the story?
- What happened first?
- What happened in the middle?
- What happened at the end?
- What lesson did the story teach?"

(Allow the child to answer. Gently guide them if needed.)

Example guidance:

- Characters = the Tortoise and the Hare
- First = the Hare boasted
- Middle = they raced and the Hare slept
- End = the Tortoise won
- Lesson = slow and steady wins the race

Extension Discussion for Years 5–6: (AC9E6LE03 and AC9E5LE03)

- How did the author use the characters of the Tortoise and the Hare to teach a lesson?
 - Do you think the story would feel different if it were told by the Hare instead of a narrator? Why?
-

D) Activity: Narration and Simple Response

Parent says:

"Now I want you to tell me the story back in your own words."

Try to remember the beginning, the middle, and the end."

(Allow the child to narrate as much as they can. Encourage full sentences.)

If the child is younger (F–2):

Prompt with simple questions like,

- "What happened first?"
- "And then what happened?"
- "How did it end?"

If the child is older (Years 3–6):

Encourage them to retell the whole story in order, either orally or in writing (depending on writing ability).

Written or Drawing Response:

[Note: Child may dictate their sentences to parent/teacher if unable to write. We will teach writing skills in future lessons].

- **F-2:** Draw a picture of the Tortoise and the Hare at the finish line.
 - **Years 3-4:** Write 3-5 sentences retelling the story.
 - **Years 5-6:** Write a full paragraph (8+ sentences) retelling the story and explaining the lesson.
-

E) Bible Connection

Parent says:

"God teaches us important lessons through stories too.
The Bible is full of true stories that show God's power, love, and truth."

Read aloud:

Psalm 78:2-4

"I will open my mouth with a parable;
I will utter hidden things, things from of old -
things we have heard and known,
things our ancestors have told us.
We will not hide them from their descendants;
we will tell the next generation
the praiseworthy deeds of the Lord."

Parent says:

"God wants us to listen to stories carefully and to tell His truth carefully to others.
Being able to remember and retell good stories is part of being orderly and faithful."

F) Wrap-Up

Parent says:

"Today you learned that stories teach lessons.
You listened carefully, you thought carefully, and you retold the story carefully.
Each time we practise, we become better at using the gift of language the way God intended - with order, truth, and beauty."

Related Australian Curriculum v9 Content Descriptions:

Foundation (F):

Language

- **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 in stories and informative texts

Literature

- **AC9EFLE02** – Respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLE05** – Retell and adapt familiar literary texts through play, performance, images or writing

Literacy

- **AC9EFLY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently
 - **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
-

Year 1:

Language

- **AC9E1LA03** – Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

Literature

- **AC9E1LE03** – Discuss plot, character and setting, which are features of stories
- **AC9E1LE05** – Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

Literacy

- **AC9E1LY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading
 - **AC9E1LY06** – Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event
-

Year 2:

Language

- **AC9E2LA03** – Identify how texts across the curriculum are organised differently and use language features depending on purposes

Literature

- **AC9E2LE02** – Identify features of literary texts, such as characters and settings, and give reasons for personal preferences
- **AC9E2LE05** – Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

Literacy

- **AC9E2LY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning
 - **AC9E2LY06** – Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences
-

Year 3:

Language

- **AC9E3LA03** – Describe how texts across the curriculum use different language features and structures relevant to their purpose

Literature

- **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
- **AC9E3LE05** – Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

Literacy

- **AC9E3LY05** – Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts
 - **AC9E3LY06** – Plan, create, edit and publish imaginative written texts, using appropriate layout and grouping ideas in simple paragraphs
-

Year 4:

Language

- **AC9E4LA03** – Identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

Literature

- **AC9E4LE03** – Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
- **AC9E4LE05** – Create and edit literary texts by developing storylines, characters and settings

Literacy

- **AC9E4LY05** – Use comprehension strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts
 - **AC9E4LY06** – Plan, create, edit and publish written and multimodal imaginative texts, using linked ideas, correct tense, and simple punctuation
-

Year 5:

Language

- **AC9E5LA03** – Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

Literature

- **AC9E5LE03** – Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters
- **AC9E5LE05** – Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

Literacy

- **AC9E5LY05** – Use comprehension strategies to build literal and inferred meaning to evaluate information and ideas
 - **AC9E5LY06** – Plan, create, edit and publish written texts whose purposes may be imaginative, developing ideas with appropriate structure and vocabulary
-

Year 6:

Language

- **AC9E6LA03** – Explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes

Literature

- **AC9E6LE03** – Identify and explain characteristics that define an author's individual style
- **AC9E6LE05** – Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

Literacy

- **AC9E6LY05** – Use comprehension strategies to build literal and inferred meaning and to connect and compare content from a variety of sources
 - **AC9E6LY06** – Plan, create, edit and publish written texts whose purposes may be imaginative, using paragraphs, vivid vocabulary, correct spelling and punctuation
-

Lesson 2: Stories That Teach Lessons

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - God uses stories to teach wisdom in an orderly way.

Week 1: Introduction to Stories and History

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are going to read another story – another fable – that teaches an important lesson.

Stories aren't just for fun. They can also help us learn how to live wisely.

God designed us to learn through stories, and Jesus often taught people by telling parables - short, simple stories with important truths.

When we listen carefully and think carefully, we grow in wisdom and orderliness."

Ask your child:

- "Can you remember the story we read yesterday?"
- "What was the lesson we learned from *The Tortoise and the Hare*?"

(Encourage brief recall. Praise their effort, even if they only remember parts.)

Parent says:

"Today's story is about a big strong lion and a little tiny mouse - and how they helped each other."

B) Storytime: Reading Aloud

Parent says:

"I'm going to read aloud the fable *The Lion and the Mouse*.

Listen carefully and see if you can find what the lesson is."

Read aloud clearly and expressively:

The Lion and the Mouse (Aesop's Fable)

In the heart of a great green forest, where the trees stood tall and the grasses grew thick, the mighty Lion ruled. His roar echoed across the valleys, and all the animals respected him. Some feared him, but most admired his strength and his noble presence.

One hot afternoon, the Lion lay stretched out beneath a shady tree, his golden mane glistening in the sun. His heavy eyes closed, and soon he drifted into a deep sleep. Birds chirped overhead, and a warm breeze rustled the leaves.

Meanwhile, a tiny Mouse, no bigger than an acorn, scampered through the forest floor, searching for food. As she darted about, sniffing and searching, she didn't notice the Lion's huge paw sprawled across her path. In a blink, she accidentally ran right across his nose!

With a mighty snort, the Lion awoke, his amber eyes flashing with annoyance. Before the little Mouse could escape, the Lion's massive paw pinned her firmly to the ground.

"Well, well, what have we here?" rumbled the Lion, his voice deep as thunder. "A snack wandering right into my grasp?"

The poor Mouse squeaked in terror. "Oh, great Lion, please forgive me! I didn't mean to disturb your rest. If you let me go, I promise - someday, I will help you in return!"

The Lion threw back his head and roared with laughter. "You? Help me? What could a tiny creature like you ever do for the King of the Jungle?"

Still chuckling, the Lion lifted his paw and let the Mouse scurry away into the undergrowth. Though he laughed, something about the Mouse's courage touched him, and he decided to spare her life.

Days passed, and the Lion continued his proud patrols of the forest. But one morning, while prowling near a narrow path, he was caught in a cruel trap set by hunters. Thick ropes bound him tightly, and no matter how he roared and struggled, the net would not break. His mighty strength was useless against the cunning design of the net.

Hearing the roars of distress, the tiny Mouse came racing through the trees. She recognised the voice at once and followed it until she found the Lion trapped and helpless.

Without a moment's hesitation, the Mouse sprang into action. With her sharp teeth, she began to gnaw at the thick ropes. Bit by bit, strand by strand, she chewed through the net. Her tiny paws worked quickly and cleverly, and before long, there was a large enough hole for the Lion to push himself free.

The Lion shook his mane and looked down at his little rescuer in amazement. "I cannot believe it," he said. "You, whom I almost crushed under my paw, have saved my life."

The Mouse smiled warmly. "You laughed when I said I could help you. Now you see, even the smallest creature can make a mighty difference."

From that day forward, the Lion and the Mouse became the most unlikely of friends. And throughout the forest, the story of their friendship was told again and again, reminding all the animals that no act of kindness is ever wasted, and no one is too small to make a difference.

(Option: If you have a picture version or printable image, show it while reading.)

C) Thinking Time

Parent says:

"Let's think about the story we just heard.
Let's put it in the right order."

Ask the child:

- "Who were the two characters?"
- "What happened first?"
- "What happened next?"
- "How did the story end?"
- "What lesson did the story teach?"

(Allow your child to answer. Help them sequence the story properly if needed.)

Example of ordered thinking:

- Characters = Lion and Mouse
- First = Mouse woke the Lion
- Next = Lion forgave the Mouse
- Then = Lion got trapped
- End = Mouse freed the Lion
- Lesson = Even small friends can be very important

Parent says:

"God wants us to see that even people who seem small or unimportant can do great things with His help."

D) Activity: Narration and Creative Response

Parent says:

"Now I want you to tell the story back to me in your own words.
Try to remember the beginning, the middle, and the end."

Narration options by age:

- **Foundation–Year 2:**
Prompt gently: "What happened first? What did the Mouse say? How did the Lion get free?"
- **Years 3–4:**
Encourage an oral or simple written retelling (3–5 sentences).
- **Years 5–6:**
Ask for a full paragraph narration (8+ sentences), including the moral of the story in their own words.

Drawing or Writing Response:

Choose one or more:

- **Foundation–Year 2:**
Draw a picture of the Mouse helping the Lion.
 - **Years 3–4:**
Write a few sentences about what the Mouse teaches us.
 - **Years 5–6:**
Write a short reflection: "Describe a time when someone small or unexpected helped you. If you can't remember a real true situation, then you make up an imaginary one."
-

E) Bible Connection

Parent says:

"God often uses people who seem small or weak to do great things for Him.
The Bible tells us that God doesn't just look at how strong or important someone seems."

Read aloud:

1 Samuel 16:7

"But the Lord said to Samuel, 'Do not consider his appearance or his height, for I have rejected him.
The Lord does not look at the things people look at.
People look at the outward appearance, but the Lord looks at the heart.'"

Parent says:

"In today's story, the Lion looked down on the Mouse because he was small.
But the Mouse had a big heart, just like God sees when He looks at us.
Even small people can do great things when they are faithful and wise."

F) Wrap-Up

Parent says:

"Today we learned that stories can teach us important lessons.
The Lion learned not to judge others by their size, and we learned that God can use anyone - big or small - to do wonderful things.
Being able to remember the important parts of a story and explain the lesson clearly is part of being orderly and wise."

Extension (Years 5–6):

To extend students to think from a narrative viewpoint considering the author’s style, you may include the following...

“Rewrite the fable from the Lion’s point of view. What did he think when the Mouse made her promise? How did he feel when he was trapped? How did he change by the end?”

(Links to AC9E5LE03 and AC9E6LE03 – narrative viewpoint and author’s style.)

Related Australian Curriculum v9 Content Descriptions:

Foundation (F):

Language

- 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 in stories and informative texts

Literature

- AC9EFLE02 – Respond to stories and share feelings and thoughts about their events and characters
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing

Literacy

- AC9EFLY05 – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently
- 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

Year 1:

Language

- AC9E1LA03 – Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

Literature

- AC9E1LE03 – Discuss plot, character and setting, which are features of stories
- AC9E1LE05 – Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

Literacy

- AC9E1LY05 – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading
- AC9E1LY06 – Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event

Year 2:

Language

- AC9E2LA03 – Identify how texts across the curriculum are organised differently and use language features depending on purposes

Literature

- AC9E2LE02 – Identify features of literary texts, such as characters and settings, and give reasons for personal preferences
- AC9E2LE05 – Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

Literacy

- AC9E2LY05 – Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning
 - AC9E2LY06 – Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences
-

Year 3:

Language

- AC9E3LA03 – Describe how texts across the curriculum use different language features and structures relevant to their purpose

Literature

- 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
- AC9E3LE05 – Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

Literacy

- AC9E3LY05 – Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts
 - AC9E3LY06 – Plan, create, edit and publish imaginative written texts, using appropriate layout and grouping ideas in simple paragraphs
-

Year 4:

Language

- AC9E4LA03 – Identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

Literature

- AC9E4LE03 – Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
- AC9E4LE05 – Create and edit literary texts by developing storylines, characters and settings

Literacy

- AC9E4LY05 – Use comprehension strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts
 - AC9E4LY06 – Plan, create, edit and publish written and multimodal imaginative texts, using linked ideas, correct tense, and simple punctuation
-

Year 5:

Language

- AC9E5LA03 – Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts

Literature

- AC9E5LE03 – Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters
- AC9E5LE05 – Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

Literacy

- AC9E5LY05 – Use comprehension strategies to build literal and inferred meaning to evaluate information and ideas
 - AC9E5LY06 – Plan, create, edit and publish written texts whose purposes may be imaginative, developing ideas with appropriate structure and vocabulary
-

Year 6:

Language

- AC9E6LA03 – Explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes

Literature

- AC9E6LE03 – Identify and explain characteristics that define an author's individual style
- AC9E6LE05 – Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

Literacy

- AC9E6LY05 – Use comprehension strategies to build literal and inferred meaning, and to connect and compare content from a variety of sources
 - AC9E6LY06 – Plan, create, edit and publish written texts whose purposes may be imaginative, using paragraphs, vivid vocabulary, correct spelling and punctuation
-

LESSON 3: EXPLICIT WRITING SKILLS

NOTE: The third lesson each week will be specifically for teaching writing skills, whereas the other lessons each week will be more focussed on enjoying literature and poetry with reading, comprehension and communication skills. Choose the writing skills lesson that fits your year-level.

Group A (Foundation – Year 2)

Lesson: What Is a Sentence?

Focus: A sentence expresses one complete idea.

AC Alignment:

- AC9EFLA05 – Recognise that sentences are key units for expressing ideas
 - AC9E1LA06 / AC9E2LA07 – Understand simple sentences and noun/verb uses
 - AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Create short written texts
-

A) Warm-Up Discussion

Tutor says:

“Today we are learning how to write a *sentence*. A sentence tells one idea. It has a **who** and a **what happens (action)**.”

Examples:

- The dog ran.
- I like the sun.
- The bird sings.

Ask:

“Can you tell me a sentence?”

Accept *any* simple idea.

B) Mini-Teaching

Write on a board or paper:

WHO? (person/animal/thing)	WHAT DO THEY DO?
The cat	sleeps.
The boy	jumps.
The sheep	eat grass.

Explain:

“A sentence starts with a **capital letter** and ends with a **full stop**.”

C) Guided Practice

Tutor says words aloud:

dog / hops → Student forms sentence: **The dog hops.**

Do 5–6 examples.

D) Independent Practice (Write in Journal)

- **Foundation:** Copy 3 short sentences + draw one.
 - **Year 1:** Write 3 original sentences (begin with “The ____” if needed).
 - **Year 2:** Write 5 sentences using **different verbs (ie., action words)**.
-

E) Wrap-Up

Ask: “What must every sentence have?”

Answer: **A who + a what happens action word + capital + full stop.**

Group B (Years 3–4)

Lesson: How to Build a Paragraph Using TEEL Lite

Focus: A paragraph groups ideas together in order.

AC Alignment:

- AC9E3LA04 – Understand grouping ideas into paragraphs
 - AC9E4LA03 – Characteristic stages in texts
 - AC9E3LY06 / AC9E4LY06 – Plan and create imaginative texts
-

A) Mini-Teaching: TEEL Lite Paragraph Structure

Write on board:

T	Topic Sentence	What is this paragraph about?
E	Example / Detail	Describe or explain
E	Extra Detail	Add something more
L	Link	Close the idea

B) Model Paragraph

Topic: *The Tortoise Was Wise*

T: The Tortoise showed wisdom in the story.

E: He did not rush or brag.

E: He kept going slowly even when others laughed.

L: This teaches us that patience is powerful.

Read aloud.

Ask: “Did this paragraph stay on *one idea*?” (Yes)

C) Guided Practice

Students brainstorm adjectives (describing words) for **Tortoise**:
patient, calm, steady, wise.

Then co-write a paragraph using TEEL.

D) Independent Practice

Write **one paragraph**:

Topic: A time you had to be patient.

- Year 3: 4–6 sentences
 - Year 4: 6–8 sentences (encourage conjunctions: *because, when, although*)
-

E) Wrap-Up

Tutor summary line:

“Paragraphs are one idea, explained clearly and in order.”

Group C (Years 5–6)

Lesson: Strong Sentences Through Sentence Variety

Focus: Varying sentence openings + lengths.

AC Alignment:

- AC9E5LA03 / AC9E6LA03 – Text organisation
 - AC9E5LE05 / AC9E6LE05 – Experimenting with style
 - AC9E5LY06 / AC9E6LY06 – Plan, create and edit written texts
-

A) Mini-Lesson

Write on board:

Too simple writing:

The lion was strong. The lion roared. The lion was feared.

Better writing *changes the sentence openings*:

1. **Start with a verb:** *Roaring loudly, the lion announced his power.*
 2. **Start with a preposition:** *In the tall grass, the lion waited.*
 3. **Start with an -ing word:** *Waiting patiently, he watched the herd.*
 4. **Start with a feeling:** *Proud and fierce, the lion stood upon the rock.*
-

B) Guided Practice

Rewrite:

The mouse was tiny. She wanted to help. She ran to the lion.

Students must rewrite using varied openings.

C) Independent Writing Task

Write **1 paragraph (8–12 sentences)**:

Topic: Rewriting part of *The Lion and the Mouse* using **sentence variety**.

Require:

- At least **one** verb-start opener
 - At least **one** preposition opener
 - At least **one** descriptive opener
-

D) Editing Checklist

- ✓ Capital letters and punctuation
 - ✓ Sentences start differently
 - ✓ Strong vocabulary (replace boring words)
-

E) Wrap-Up Reflection

Tutor asks:

“How did changing sentence beginnings improve your writing?”

Students share one example aloud.

Lesson 4: Retelling What You Hear

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - God loves truthful and careful words.

Week 1: Introduction to Stories and History

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are learning something very important about stories:

We must tell the truth carefully, and not make up lies.

God loves truthfulness and order in everything we say.

When we tell stories, we must be honest – just like when we tell what really happened in our lives."

Ask your child:

- "Have you ever heard someone tell a story that wasn't true?"
- "Why is it important to tell the truth when we speak?"

(Allow your child to share examples or thoughts.)

Parent says:

"Today's story will show us what happens when someone doesn't tell the truth."

B) Storytime: Reading Aloud

Parent says:

"I'm going to read aloud the story *The Boy Who Cried Wolf*.

Listen carefully and see if you can hear what mistake the boy made."

Read aloud clearly and expressively:

The Boy Who Cried Wolf (Aesop's Fable)

Once upon a time, in a small village surrounded by green fields and rolling hills, there lived a young shepherd boy. Every day, it was his duty to take the village's flock of sheep to graze on the grassy slopes and to guard them from any dangers that might come their way.

At first, the boy was proud of his responsibility. He would carefully count the sheep as they wandered, keeping a sharp eye out for wolves, who were known to lurk in the forests nearby. But after many weeks without any trouble, he began to grow restless. Watching sheep all day long was, he thought, the most boring job in the world.

"I need some excitement," the boy said to himself one afternoon, kicking at the dirt. "What's the point of sitting here if nothing ever happens?"

Suddenly, a mischievous idea came to him. He would cry out for help - pretend there was a wolf - and see what would happen. Surely it would bring some fun and attention.

Running toward the village as fast as he could, he waved his arms wildly and shouted at the top of his lungs, "Wolf! Wolf! A wolf is attacking the sheep!"

Alarmed, the villagers dropped what they were doing and grabbed sticks, pitchforks, and ropes. They rushed up the hill to protect the flock. But when they arrived, they found the boy laughing so hard he could hardly stand.

"There is no wolf!" he choked out between giggles. "It was just a joke!"

The villagers were not amused. With frowns and angry mutters, they returned to their homes, warning the boy to be more careful with his words.

But the boy did not learn his lesson. Only a few days later, feeling bored once again, he decided to pull the same trick. Racing toward the village, he cried out even louder, "Wolf! Help! A wolf is among the sheep!"

Again, the villagers dropped everything and rushed to his aid. And again, they found no wolf - only the boy laughing and rolling on the ground.

This time, the villagers were furious. "Foolish boy!" they scolded. "Don't waste our time! Someday you might truly need help, and no one will believe you!"

The boy only shrugged and went back to the fields, still chuckling at his cleverness.

But one evening, as the sun dipped low and the sky turned gold and purple, a real wolf crept out of the forest. Its sharp teeth gleamed as it stalked toward the flock.

The boy saw it and was terrified. He leapt up and shouted, "Wolf! Wolf! Please help! A real wolf is attacking the sheep!"

He screamed until his throat was hoarse. But this time, no one came. The villagers, remembering his tricks, thought he was only playing another foolish joke.

The wolf scattered the flock, snatching sheep and causing havoc. The boy watched helplessly, his heart full of regret and sorrow.

That night, he sat alone among the tattered remnants of the flock, and he understood the lesson well:
Liars are not believed, even when they speak the truth.

(Option: Show a simple image of a shepherd boy and wolf if available.)

C) Thinking Time

Parent says:

"Let's think carefully about this story."

Ask your child:

- "Who was the main character?"
- "What did the boy do wrong?"
- "What happened the first time he cried 'Wolf'?"
- "What happened the second time?"
- "What happened when there really was a wolf?"
- "What important lesson can we learn?"

(Let your child answer. Help guide their thinking in an orderly way.)

Example answers:

- Main character = the shepherd boy
- First = he lied
- Second = he lied again
- Third = no one believed him when it was true
- Lesson = Always tell the truth

Parent says:

"God wants our words to be truthful and dependable.

Telling the truth is part of living an orderly life that honours Him."

D) Activity: Narration and Response

Parent says:

"Now I want you to tell me the story back in your own words.

Try to remember the important events in the correct order."

Narration options by age:

- **Foundation–Year 2:**
Use prompting questions: "What did the boy do? What happened to the sheep?"
- **Years 3–4:**
Encourage a clear oral or written retelling (3–5 sentences) focusing on the cause and effect of the boy's actions.
- **Years 5–6:**
Ask for a full paragraph narration (8+ sentences), explaining why it is important to be truthful.

Drawing or Writing Response:

Choose one or more:

- **Foundation–Year 2:**
Draw the boy shouting "Wolf!" and the villagers looking cross.
 - **Years 3–4:**
Write a short paragraph: "Why is it wrong to tell lies?"
 - **Years 5–6:**
Write a reflection: "Tell about a time when telling the truth mattered, even if it was hard."
-

Extension (Years 5 - 6):

To extend students into reflection and evaluation (AC9E6LY05 and AC9E5LE03), you may include:

- **Years 5–6 Optional Extension Activity:**
"Retell the story from the boy's point of view. How did he feel at the beginning, in the middle, and at the end? What did he learn about trust and truth?"
(Emphasises narrative perspective and moral reasoning.)
-

E) Bible Connection

Parent says:

"The Bible tells us clearly how important it is to tell the truth.
Lying causes confusion and disorder, but truth brings peace and trust."

Read aloud:

Proverbs 12:22

"The Lord detests lying lips,
but He delights in people who are trustworthy."

Parent says:

"God is a God of order and truth.
When we speak truthfully, we are being like Him.
Telling the truth helps us live in a way that pleases God and helps others trust us."

F) Wrap-Up

Parent says:

"Today we learned that stories don't just entertain us - they also teach us important lessons. The story of the boy who cried wolf reminds us to speak the truth carefully, just like God wants. Every time you tell a story, remember: your words matter."

Related Australian Curriculum v9 Content Descriptions:

Lesson Focus: Listening comprehension, narrative sequencing, truthful storytelling, character reflection, and oral/written retelling of a fable.

Core Skills Practised: Listening, recounting, sequencing, inferring lessons/morals, reflecting on truthfulness, producing simple imaginative texts.

Foundation (F):

Language

- **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 in stories and informative texts

Literature

- **AC9EFLE02** – Respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLE05** – Retell and adapt familiar literary texts through play, performance, images or writing

Literacy

- **AC9EFLY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently
- **AC9EFLY06** – Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary

Year 1:

Language

- **AC9E1LA03** – Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

Literature

- **AC9E1LE03** – Discuss plot, character and setting, which are features of stories
- **AC9E1LE05** – Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

Literacy

- **AC9E1LY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading
- **AC9E1LY06** – Create and re-read to edit short written and/or multimodal texts to report on a topic or recount an event

Year 2:

Language

- **AC9E2LA03** – Identify how texts across the curriculum are organised differently and use language features depending on purposes

Literature

- **AC9E2LE02** – Identify features of literary texts, such as characters and settings, and give reasons for personal preferences
- **AC9E2LE05** – Create and edit literary texts by adapting structures and language features of familiar literary texts

Literacy

- **AC9E2LY05** – Use comprehension strategies to build literal and inferred meaning
 - **AC9E2LY06** – Create and edit short imaginative written texts for familiar audiences
-

Year 3:

Language

- **AC9E3LA03** – Describe how texts across the curriculum use different language features and structures relevant to their purpose

Literature

- **AC9E3LE03** – Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how settings and events influence the mood
- **AC9E3LE05** – Create and edit imaginative texts, using or adapting language features, characters, and ideas from literary texts

Literacy

- **AC9E3LY05** – Use comprehension strategies to build literal and inferred meaning, and begin to evaluate texts
 - **AC9E3LY06** – Plan, create, edit and publish imaginative texts, grouping ideas in simple paragraphs with correct tense and vocabulary
-

Year 4:

Language

- **AC9E4LA03** – Identify how texts have different language features and are typically organised into characteristic stages depending on purposes

Literature

- **AC9E4LE03** – Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
- **AC9E4LE05** – Create and edit literary texts by developing storylines, characters and settings

Literacy

- **AC9E4LY05** – Use comprehension strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts
 - **AC9E4LY06** – Plan, create, edit and publish written and multimodal imaginative texts using linked ideas and appropriate tense
-

Year 5:

Language

- **AC9E5LA03** – Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes

Literature

- **AC9E5LE03** – Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters
- **AC9E5LE05** – Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

Literacy

- **AC9E5LY05** – Use comprehension strategies to build literal and inferred meaning to evaluate information and ideas
 - **AC9E5LY06** – Plan, create, edit and publish written texts with purpose, clear structure, and language features
-

Year 6:

Language

- **AC9E6LA03** – Explain how texts are typically organised into characteristic stages and phases depending on purposes

Literature

- **AC9E6LE03** – Identify and explain characteristics that define an author's individual style
- **AC9E6LE05** – Create and edit literary texts that adapt plot structure, characters, and ideas from experienced texts, and experiment with literary devices

Literacy

- **AC9E6LY05** – Use comprehension strategies to build literal and inferred meaning, and to connect and compare content from a variety of sources
 - **AC9E6LY06** – Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative or persuasive, using paragraphs and vivid vocabulary
-

Lesson 5: What Is My Place in God's Big Story?

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - God created each life with a plan and purpose.

Week 1: Introduction to Stories and History

Lesson Focus: Reflective reading of a biblical poem (Psalm 139), personal interpretation, self-expression through writing or drawing, and understanding the idea of being part of a larger story (God's).

Core Skills Practised: Listening and responding, making personal connections, expressive and imaginative writing/drawing, reflecting on identity and values, and memorising poetic text.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we're going to learn something very special - you are part of the greatest story ever told! God's story began at the creation of the world, and it is still being written today. You are not just here by accident. God made you carefully, lovingly, and with a purpose. He knows your name, your heart, and your future."

Ask your child:

- "What do you think it means that your life is part of God's story?"
- "Can you think of something special that God made about you?"

(Encourage your child to think personally about their place in God's world.)

B) Storytime: Bible Reading and Reflection

Parent says:

"Today's 'story' isn't a made-up fable. It's a true poem from the Bible (written by King David) about how God made each person carefully and purposefully."

Read aloud slowly and thoughtfully:

Psalm 139:13–16 (Simplified for younger students)

"For You created my inmost being;
You knitted me together in my mother's womb.
I praise You because I am fearfully and wonderfully made;
Your works are wonderful, I know that full well.
My frame was not hidden from You

when I was made in the secret place,
when I was woven together in the depths of the earth.
Your eyes saw my unformed body;
all the days ordained for me were written in Your book
before one of them came to be."

Parent says:

"These words tell us that God made you with great care, like a wonderful masterpiece.
Even before you were born, He already had a plan for your life.
You are not random. You are not forgotten.
You are part of God's big, beautiful story of history."

C) Thinking Time

Parent says:

"Let's think carefully about what this psalm tells us."

Ask your child:

- "Who made you?"
- "When did God start His plan for you?"
- "What does it mean that your days are written in God's book?"
- "How does it make you feel to know that you are wonderfully made?"

(Let your child answer. Encourage open-ended responses and personal reflection.)

D) Activity: My Place in God's Story

Parent says:

"Now, let's create something that shows how you are part of God's big story."

Activity Options by Age:

- **Foundation–Year 2:**
Draw a picture of yourself holding God's hand, walking along a path.
(Parent prompt: "Draw yourself walking on a path. God is leading you, because you are part of His story.")
- **Years 3–4:**
Write 3–5 sentences about how God made you special.
(Example starter: "God made me with a kind heart. He gave me the ability to...")
- **Years 5–6:**
Write a short paragraph (8+ sentences) reflecting on these questions:
 - "How has God made me unique?"
 - "What special gifts or interests has God given me?"
 - "How can I use these gifts to be part of His big story?"

Optional Creative Extension:

Make a simple "God's Story Scroll."

Roll a piece of paper into a scroll shape, decorate it, and write:

"I am part of God's Big Story! Psalm 139:13–16"

Then inside, draw or write about your own life as part of God's plan.

Optional Enhancement Suggestions:

To strengthen higher-level curriculum links:

- For **Years 5–6**, consider this **Optional Writing Extension**:

“Write a fictional narrative from the viewpoint of someone who doesn’t know God’s plan for their life and how they come to understand it.”

(Links to AC9E6LE05 – creation of texts using adapted structures and deep ideas.)

- For **Years 3–4**, add:

“Compare Psalm 139 to another poem or story you know that talks about people being special or important.”

(Links to AC9E3LE02 – connections to personal experiences.)

E) Bible Connection and Memory Verse

Parent says:

"Because this lesson comes straight from the Bible, we're also going to try to remember a special part of it."

Memory Verse for the Week:

Psalm 139:14

"I praise You because I am fearfully and wonderfully made."

Parent says:

"Let's practise saying it together."

This verse reminds us that God made us with great care – not by accident, but with love and purpose."

F) Wrap-Up

Parent says:

"Today we learned that you are part of God's big, beautiful, orderly plan.

God created you for a reason, and your life has meaning because He wrote your story even before you were born.

When we understand our place in God's big story, it helps us live with purpose, hope, and order in our lives."

Closing prayer:

"Dear God, thank You for making me wonderfully and for giving me a special place in Your story.

Help me to live in a way that honours You. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation (F):

Language

- AC9EFLA02 – Explore different ways of using language to express preferences, likes and dislikes (applies when students express personal reflections)
- AC9EFLA08 – Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences

Literature

- AC9EFLE02 – Respond to stories and share feelings and thoughts about their events and characters
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing

Literacy

- AC9EFLY05 – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently
-
- AC9EFLY06 – Create and participate in shared editing of short written texts to record and report ideas and events

Year 1:

Language

- AC9EILA02 – Explore language to provide reasons for likes, dislikes and preferences
- AC9EILA09 – Recognise the vocabulary of learning area topics

Literature

- AC9EILE02 – Discuss literary texts and share responses by making connections with students' own experiences
- AC9EILE05 – Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text

Literacy

- AC9EILY05 – Use comprehension strategies when listening, viewing and reading to build literal and inferred meaning
- AC9EILY06 – Create and re-read to edit short written texts to report on a topic or recount a real or imagined event

Year 2:

Language

- AC9E2LA02 – Explore how language can be used for appreciating texts and providing reasons for preferences
- AC9E2LA09 – Experiment with and begin to make conscious choices of vocabulary to suit the topic

Literature

- AC9E2LE02 – Identify features of literary texts, such as characters and settings, and give reasons for personal preferences
- AC9E2LE05 – Create and edit literary texts by adapting structures and language features of familiar literary texts

Literacy

- AC9E2LY05 – Use comprehension strategies to build literal and inferred meaning
 - AC9E2LY06 – Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences
-

Year 3:

Language

- AC9E3LA02 – Understand how the language of evaluation and emotion can be varied to be more or less forceful (as students reflect on God's purpose or their personal uniqueness)
- AC9E3LA10 – Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts

Literature

- AC9E3LE02 – Discuss connections between personal experiences and character experiences in literary texts and share personal preferences
- AC9E3LE05 – Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts

Literacy

- AC9E3LY05 – Use comprehension strategies when listening and viewing to build literal and inferred meaning
 - AC9E3LY06 – Plan, create, edit and publish imaginative texts using simple paragraphs, mostly correct tense and topic-specific vocabulary
-

Year 4:

Language

- AC9E4LA02 – Identify the subjective language of opinion and feeling, and the objective language of factual reporting (as students reflect on how they are made and express their identity)
- AC9E4LA11 – Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

Literature

- AC9E4LE02 – Describe the effects of text structures and language features in literary texts when responding and sharing opinions
- AC9E4LE05 – Create and edit literary texts by developing storylines, characters and settings

Literacy

- AC9E4LY05 – Use comprehension strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts
 - AC9E4LY06 – Plan, create, edit and publish written and multimodal imaginative texts, using visual features, linked ideas and appropriate tense
-

Year 5:

Language

- **AC9E5LA02** – Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources (such as biblical texts)
- **AC9E5LA08** – Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms

Literature

- **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
- **AC9E5LE05** – Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

Literacy

- **AC9E5LY05** – Use comprehension strategies to build literal and inferred meaning to evaluate information and ideas
 - **AC9E5LY06** – Plan, create, edit and publish written and multimodal texts that reflect personal experience, use structure appropriate to topic and purpose, and include vivid vocabulary
-

Year 6:

Language

- **AC9E6LA02** – Understand the uses of objective and subjective language, and identify bias (relevant when expressing feelings of purpose or interpreting Scripture)
- **AC9E6LA08** – Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole

Literature

- **AC9E6LE02** – Identify similarities and differences in literary texts on similar topics, themes or plots (students could compare biblical poetry to other reflective or identity-themed writing)
- **AC9E6LE05** – Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

Literacy

- **AC9E6LY05** – Use comprehension strategies to build literal and inferred meaning, and to connect and compare content from a variety of sources
 - **AC9E6LY06** – Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative or persuasive, using paragraphs, vivid vocabulary, punctuation, spelling and visual features
-

TOPIC 2	EARLY MANKIND AND THE POWER OF WORDS

Lesson 6: God Made Mankind Intelligent

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - God made humans to think, name, and create with wisdom and order.

Lesson Focus: Listening to a simplified biblical narrative, reflecting on human intelligence as God's gift, creative naming and imaginative response, recognising the value of thoughtful language.

Core Skills Practised: Listening comprehension, connecting ideas to personal experience, imaginative writing and drawing, responding to texts, using language to name, describe and create.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are going to learn about one of the very first true stories ever recorded – how God made Adam and gave him an amazing job.

God didn't make humans by accident. He made us smart, creative, and thoughtful.

Today we'll see that Adam was created with a mind ready to think, organise, and give names – just like God Himself creates and names things with order."

Ask your child:

- "Have you ever had to name a pet or a toy?"
- "How did you choose the name?"

(Encourage responses, whether serious or silly - all answers are welcome!)

Parent says:

"Giving names is a very important part of making sense of the world.

It's one of the first jobs God gave to Adam."

B) Storytime: Bible Reading and Reflection

Parent says:

"I'm going to read the Bible's true story of how Adam named the animals. Listen carefully and picture it happening."

Read aloud slowly and expressively:

Genesis 2:19–20 (Simplified for younger students)

"Now the Lord God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to Adam to see what he would name them. And whatever Adam called each living creature, that was its name. So Adam gave names to all the livestock, the birds in the sky, and all the wild animals."

Parent says:

"God could have named all the animals Himself – but He gave that job to Adam. This shows how intelligent and creative Adam was right from the very beginning. He didn't have to invent his own brain – God gave him a fully working mind!"

C) Thinking Time

Parent says:

"Let's think carefully about what we just read."

Ask your child:

- "Who made all the animals?"
- "Who gave the animals their names?"
- "Why do you think God let Adam name the animals instead of doing it Himself?"
- "What does this show us about how God made humans?"

(Encourage thoughtful answers. Praise every attempt at thinking carefully.)

Parent says:

"Adam's ability to name the animals shows that people were made intelligent from the start – with order, creativity, and wisdom. It wasn't something Adam had to slowly learn over millions of years - God made him smart right away."

D) Activity: Naming and Creating

Parent says:

"Now, let's imagine what it might have been like to name the animals!"

Activity Options by Age:

- **Foundation–Year 2:**
Draw a picture of an imaginary animal and make up a new name for it.
(Parent prompt: "Make a creature no one has ever seen before! What would you name it?")
 - **Years 3–4:**
Invent two new animals (they can be silly or realistic).
Write a short description of each one and give them names.
(Example: "The Snuffleglump - a small, furry creature that loves climbing trees.")
 - **Years 5–6:**
Create a short paragraph imagining Adam's first day naming the animals.
Include details:
 - What did he see?
 - What surprised him?
 - How did he decide what names to give?
-

Optional Extension Suggestions:

For all ages:

- Make a "Naming Chart" – draw pictures of real animals and write their real names beside them.
- Discuss how names often describe features (like "elephant" suggesting something large).

For **Years 3–4**, link to language use:

Prompt: "Do you think names should describe something about an animal? Why or why not? What kind of name fits a quiet animal? A loud one?"

For **Years 5–6**, to deepen engagement with AC9E6LE05 and AC9E6LA02:

Extension Task: "Write a journal entry imagining you were Adam at the end of the day. Reflect on how it felt to be given the responsibility to name the animals, and what it showed you about your relationship with God."

E) Bible Connection and Reflection

Parent says:

"God not only made Adam intelligent – He made you intelligent too!
Your ability to think, create, and organise is a gift from God."

Read aloud:

James 1:17

"Every good and perfect gift is from above, coming down from the Father of the heavenly lights."

Parent says:

"Your mind - your ability to think, imagine, create and name – is one of God's good gifts. We should use our minds in ways that honour Him - wisely, kindly, and carefully."

F) Wrap-Up

Parent says:

"Today we learned that God made mankind intelligent and creative right from the beginning. Adam's first job was to name the animals - a job that needed orderliness and imagination. When we use our minds well, we are honouring God's plan for us."

Optional closing prayer:

"Dear God, thank You for giving me a mind that can think, create, and imagine. Help me to use it wisely for Your glory. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation (F):**Language**

- **AC9EFLA02** – Explore different ways of using language to express preferences, likes and dislikes (*e.g., naming animals and expressing creative ideas*)
- **AC9EFLA08** – Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences (*e.g., naming and describing animals*)

Literature

- **AC9EFLE02** – Respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLE05** – Retell and adapt familiar literary texts through play, performance, images or writing (*e.g., drawing and naming imaginary animals*)

Literacy

- **AC9EFLY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to
 - **AC9EFLY06** – Create and participate in shared editing of short written texts to report ideas and events using some learnt vocabulary and punctuation
-

Year 1:**Language**

- **AC9EILA02** – Explore language to provide reasons for likes, dislikes and preferences (*e.g., explaining why a name suits an invented animal*)
- **AC9EILA09** – Recognise the vocabulary of learning area topics (*e.g., animals, naming, creation*)

Literature

- AC9E1LE02 – Discuss literary texts and share responses by making connections with students' own experiences
- AC9E1LE05 – Orally retell or adapt a familiar story using language features and structure of a familiar text

Literacy

- AC9E1LY05 – Use comprehension strategies to build literal and inferred meaning when listening, viewing and reading
 - AC9E1LY06 – Create and edit short written or multimodal texts to express an idea or recount an imagined event
-

Year 2:

Language

- AC9E2LA02 – Explore how language can be used for appreciating texts and providing reasons for preferences
- AC9E2LA09 – Experiment with and begin to make conscious choices of vocabulary to suit the topic (*e.g., naming and describing imaginary creatures*)

Literature

- AC9E2LE02 – Identify features of literary texts such as characters and settings and give reasons for preferences
- AC9E2LE05 – Create and edit literary texts by adapting familiar language structures (*e.g., imagining Adam's naming job*)

Literacy

- AC9E2LY05 – Use comprehension strategies to build literal and inferred meaning
 - AC9E2LY06 – Create and edit imaginative texts for familiar audiences using appropriate structure and vocabulary
-

Year 3:

Language

- AC9E3LA02 – Understand how the language of evaluation and emotion can be varied to be more or less forceful (*e.g., reflecting on names, describing surprising animals*)
- AC9E3LA10 – Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts

Literature

- AC9E3LE02 – Discuss connections between personal experiences and characters or situations in texts
- AC9E3LE05 – Create and edit imaginative texts, using or adapting language features, characters, and ideas encountered in literary or historical texts

Literacy

- AC9E3LY05 – Use comprehension strategies when listening and viewing to build literal and inferred meaning
 - AC9E3LY06 – Plan, create, edit and publish imaginative texts using paragraphs, topic vocabulary and mostly correct grammar and spelling
-

Year 4:

Language

- AC9E4LA02 – Identify the subjective language of opinion and feeling, and the objective language of factual reporting (*e.g., explaining naming choices for animals*)
- AC9E4LA11 – Expand vocabulary by exploring synonyms and antonyms and using new words from a variety of sources

Literature

- AC9E4LE02 – Describe the effects of text structures and language features in literary texts
- AC9E4LE05 – Create and edit literary texts by developing characters and settings (*e.g., describing Adam's experience naming animals*)

Literacy

- AC9E4LY05 – Use comprehension strategies to expand knowledge and evaluate texts
 - AC9E4LY06 – Plan and create imaginative texts using appropriate structure, complex sentences and linked ideas
-

Year 5:

Language

- AC9E5LA02 – Understand how to move beyond making bare assertions by taking account of differing ideas or opinions (*e.g., reflecting on biblical truth about mankind's intelligence*)
- AC9E5LA08 – Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms

Literature

- AC9E5LE02 – Present an opinion on a literary text using literary terms and reflect on the viewpoints of others (*e.g., reflecting on Adam's role*)
- AC9E5LE05 – Create and edit literary texts, experimenting with figurative language, settings and ideas from texts students have experienced

Literacy

- AC9E5LY05 – Use comprehension strategies to build literal and inferred meaning to evaluate information and ideas
 - AC9E5LY06 – Plan, create, edit and publish imaginative texts using clear structure, vocabulary, and punctuation for purpose and audience
-

Year 6:

Language

- AC9E6LA02 – Understand the uses of objective and subjective language, and identify bias (*e.g., biblical vs secular views of early mankind*)
- AC9E6LA08 – Identify authors' use of vivid, emotive vocabulary and figurative language

Literature

- AC9E6LE02 – Identify similarities and differences in texts with related themes or perspectives
- AC9E6LE05 – Create and edit literary texts that adapt ideas from texts students have experienced and experiment with literary devices

Literacy

- AC9E6LY05 – Use comprehension strategies to build literal and inferred meaning, and to compare content from different sources
 - AC9E6LY06 – Plan, create, edit and publish imaginative texts using paragraphs, vivid vocabulary and correct grammar, punctuation and spelling
-

Lesson 7: Early Stories and Memory

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – God gives people the ability to remember and retell stories.

Lesson Focus: Understanding oral storytelling traditions, listening with respect, recalling and sequencing events, and reflecting on the purpose of memory and story in both biblical and cultural contexts.

Core Skills Practised: Listening and retelling, sequencing events, understanding myth/legend vs biblical truth, discussing cultural beliefs, and reflecting on personal/family storytelling.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we're learning about stories from long ago – stories that were passed down carefully from one generation to another.

Before people had books to read, they remembered stories in their minds.

God gave us memory so we can remember what is important.

Telling and remembering stories in the right order is part of being orderly and wise."

Ask your child:

- "Can you think of a story you know by heart?"
- "Have you ever told a story to someone else without reading it from a book?"

(Encourage responses. Praise any examples of memory or storytelling.)

Parent says:

"Some stories are true and some stories are not true (we call them fiction). Who knows a fictional story? (example: in the poem about a cow jumping over the moon.)

Many ancient peoples used memory to keep their history alive, or to try to make sense of things they can't understand. Two kinds of stories told by people are 'Myths' & 'Legends'.

Myths are traditional stories, often with a supernatural or religious context, that try to explain the origins of the world, humanity, or natural phenomena.

Legends are stories rooted in a past event or hero, often exaggerated or embellished over time, and are sometimes thought to have a historical basis.

Today, we're going to listen to a myth-story from the Aboriginal peoples of Australia.

Although we understand that God truly created the world, we'll be respectful listeners, and try to also understand how different people tried to explain the world in different ways. "

B) Storytime: Reading Aloud

Parent says:

"I'm going to read a simple version of an Aboriginal Dreamtime story called *The Rainbow Serpent*. The Dreamtime is what Aboriginal people call the time when they believe the world was shaped. We are not saying this story is true like the Bible is true, but we can still respect their tradition of remembering and telling stories."

Read aloud slowly and thoughtfully:

The Rainbow Serpent (Simplified Retelling)

Long, long ago, when the world was flat and still, there were no rivers, no mountains, and no animals. The land was empty and quiet.

Then the Rainbow Serpent woke up from her sleep underground. She pushed her way up to the surface, and as she moved, she created valleys, hills, rivers, and mountains. Her great body made the land beautiful.

As she moved across the earth, she called out to the animals to wake up. The animals came out from under the ground and filled the land - kangaroos, emus, snakes, birds, and lizards.

The Rainbow Serpent told the animals how to live: which places to find water, which lands to live in, and how to care for the earth.

The people remembered the Rainbow Serpent in their songs and stories, passing it down from parents to children, so no one would forget how the world was shaped.

Parent says:

"Aboriginal people have passed down stories like this for thousands of years. They didn't have books – they used careful memory to keep their stories alive."

C) Thinking Time

Parent says:

"Let's think carefully about what we just heard."

Ask your child: According to this Aboriginal legend...

- "What did the Aboriginal people believe the world was like before the Rainbow Serpent moved?"
- "What did they think the Rainbow Serpent create?"
- "In the story, what did the animals do after the Rainbow Serpent woke them up?"
- "Why did people pass this story down from generation to generation?"

(Help your child reflect on the story in an orderly way.)

Parent says:

"Even though we know the Bible's account of Creation is the true one, we can appreciate that many people around the world have developed stories to try to explain their beginnings through carefully ordered stories. This shows that God gave people memory and language to pass down important knowledge."

D) Activity: Memory and Storytelling

Parent says:

"Now it's your turn to practise telling a story from memory."

Activity Options by Age:

- **Foundation–Year 2:**
Either: i) Draw a simple picture showing the Rainbow Serpent making hills and rivers....or...
ii) Draw a picture of what really happened – God creating and separating the land from the sea.
Then, tell the story back to your parent from your picture.
 - **Years 3–4:**
Retell the Rainbow Serpent story in 3–5 sentences, trying to put the main events in the correct order.
 - **Years 5–6:**
Write a full paragraph retelling the story in your own words, and then reflect:
 - "Why is it important to pass stories carefully from one generation to the next?"
-

Optional Extension Suggestions:

For all ages:

- Choose a family story (an event from your family's life) and practise telling it aloud from memory.
- Discuss how remembering true stories keeps family history alive.

For Years 3–4:

Prompt: "Why do you think Aboriginal people remembered stories like this without books? How does that show the importance of memory?"

- deliver spoken or written retellings of cultural narratives.

For Years 5–6, to deepen critical comparison and evaluation skills:

Task: "Compare the Rainbow Serpent story with the Genesis creation account. What are some differences? Why does it matter which story is true?"

(Links to AC9E6LE02 and AC9E5LE03 – comparing texts and analysing cultural perspectives.)

E) Bible Connection and Reflection

Parent says:

"God gave His people a way to remember the most important true stories - by writing them down. But before the Bible was written, God's people also passed down stories carefully by word of mouth."

Read aloud:

Deuteronomy 6:6–7

"These commandments that I give you today are to be on your hearts.

Impress them on your children.

Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up."

Parent says:

"God wanted His truth to be remembered carefully, just like important lessons were remembered by many people in early history.

We must listen carefully, think carefully, and speak carefully to honour God's truth."

F) Wrap-Up

Parent says:

"Today we learned that early people used memory and storytelling to keep important lessons alive. We saw how Aboriginal people in Australia remembered the mythical story of the Rainbow Serpent. And we remembered that God also wants His stories passed down carefully and truthfully. Being orderly in remembering and telling stories is one way we honour God's gift of memory."

Optional closing prayer:

"Dear God, thank You for giving us memory and language.

Help us to remember Your truth and tell it carefully to others. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation (F):

Language

- **AC9EFLA02** – Explore different ways of using language to express preferences, likes and dislikes
- **AC9EFLA08** – Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

Literature

- **AC9EFLE02** – Respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLE03** – Recognise different types of literary texts and identify features including events, characters, and beginnings and endings

Literacy

- **AC9EFLY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently

- AC9EFLY06 – Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary
-

Year 1:

Language

- AC9E1LA02 – Explore language to provide reasons for likes, dislikes and preferences
- AC9E1LA09 – Recognise the vocabulary of learning area topics (*e.g. myth, memory, serpent, creation*)

Literature

- AC9E1LE02 – Discuss literary texts and share responses by making connections with students' own experiences
- AC9E1LE03 – Discuss plot, character and setting, which are features of stories

Literacy

- AC9E1LY05 – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning
 - AC9E1LY06 – Create and re-read to edit short written or oral recounts of events or texts
-

Year 2:

Language

- AC9E2LA02 – Explore how language can be used for appreciating texts and providing reasons for preferences
- AC9E2LA09 – Experiment with and begin to make conscious choices of vocabulary to suit the topic (*e.g. retelling in own words*)

Literature

- AC9E2LE02 – Identify features of literary texts, such as characters and settings, and give reasons for personal preferences
- AC9E2LE05 – Create and edit literary texts by adapting familiar story structures through drawing, writing, or speaking

Literacy

- AC9E2LY05 – Use comprehension strategies to build literal and inferred meaning
 - AC9E2LY06 – Create and edit short written and/or multimodal texts using appropriate structure and vocabulary
-

Year 3:

Language

- AC9E3LA02 – Understand how the language of evaluation and emotion can be varied to be more or less forceful (*e.g. when describing how stories made people feel or why they were passed on*)
- AC9E3LA10 – Extend topic-specific vocabulary and understand that words can have different meanings in different contexts (*e.g. serpent in mythology vs Scripture*)

Literature

- AC9E3LE02 – Discuss connections between personal experiences and character experiences in literary or cultural texts
- AC9E3LE03 – Discuss how an author uses language and illustrations to portray characters and settings

Literacy

- AC9E3LY05 – Use comprehension strategies when listening and viewing to build literal and inferred meaning

- AC9E3LY06 – Plan, create, edit and publish written or spoken retellings using appropriate sequencing, paragraphs and topic-specific vocabulary
-

Year 4:

Language

- AC9E4LA02 – Identify the subjective language of opinion and feeling, and the objective language of factual reporting (*e.g. respectful distinction between belief and truth*)
- AC9E4LA11 – Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

Literature

- AC9E4LE02 – Describe the effects of text structures and language features in literary texts
- AC9E4LE03 – Discuss how authors make stories engaging by the way they develop characters, settings and plot

Literacy

- AC9E4LY05 – Use comprehension strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts
 - AC9E4LY06 – Plan and create written or oral imaginative texts using linked ideas, paragraphs, appropriate tense and vocabulary
-

Year 5:

Language

- AC9E5LA02 – Understand how to move beyond bare assertions by taking account of differing ideas or opinions and authoritative sources (*e.g. biblical vs cultural narratives*)
- AC9E5LA08 – Understand how vocabulary is used to express greater precision of meaning, including through the use of descriptive or technical terms

Literature

- AC9E5LE02 – Present an opinion on a literary or cultural text using specific terms and reflect on different viewpoints
- AC9E5LE03 – Recognise that point of view influences how readers interpret and respond to cultural stories and events

Literacy

- AC9E5LY05 – Use comprehension strategies to build literal and inferred meaning and to evaluate ideas
 - AC9E5LY06 – Plan, create and publish written or spoken retellings that reflect cultural knowledge or perspective
-

Year 6:

Language

- AC9E6LA02 – Understand the uses of objective and subjective language, and identify bias (*particularly in contrasting creation beliefs*)
- AC9E6LA08 – Identify authors' use of vivid and emotive vocabulary, including metaphor and imagery in traditional storytelling

Literature

- AC9E6LE02 – Identify similarities and differences in texts on similar topics, themes or plots
- AC9E6LE05 – Create and edit texts that adapt plot structure, settings and ideas from cultural stories or traditions

Literacy

- AC9E6LY05 – Use comprehension strategies to build literal and inferred meaning and connect and compare content from a variety of sources
- AC9E6LY06 – Plan, create, edit and publish spoken or written imaginative texts with clear structure and vocabulary for purpose and audience

LESSON 8: EXPLICIT WRITING SKILLS

Focus theme (across all groups):

Describing with detail + choosing precise words

GROUP A (Foundation – Year 2)

Lesson: *Adjectives Make Writing Interesting*

Definition:

- **Noun** = a naming word (person, place, animal, or thing).
- **Adjective** = a describing word that tells us more about a noun.

AC Alignments:

- AC9EFLA07 & AC9E1LA07 – Recognise nouns and adjectives
 - AC9E2LA07 – Extend nouns using adjectives
 - AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Create short written texts
-

A) Handwriting & Phonics Warm-Up (5 minutes)

Write and read aloud slowly:

Letter focus	Say & trace	Blend
m	m m m m	ma, me, mi, mo, mu
s	s s s s	sa, se, si, so, su

Foundation: sky-line to grass-line letter formation.

Years 1–2: join simple patterns: *ma, me, mi, mo, mu* two lines.

B) Teach the Concept

Tutor says:

“A **noun** names something: **dog, tree, girl**.

An **adjective** describes the noun and gives us more detail:

- **small dog**
 - **tall tree**
 - **happy girl**
- Adjectives make writing more interesting to read.”

Write on the board:

Noun	Adjective + Noun
cat	fluffy cat
apple	red apple
day	sunny day

C) Guided Practice

Tutor says a noun → student adds an adjective.

Examples to call out:

- **bird** → child adds describing word (*little, noisy, blue...*)
- **house**
- **flower**
- **snake**

Praise *any* correct attempt.

D) Independent Writing in Journal

- **Foundation:** Draw a **thing** and write **one adjective + noun** (e.g., *big cat*).
- **Year 1:** Write **3 adjective + noun** pairs (e.g., *soft blanket, cold wind, shiny star*).
- **Year 2:** Write **3 full sentences**, each using at least one adjective.

Example:

The bright sun warmed my face.

E) Wrap-Up Question

“What is an **adjective**?”

Child should answer: **A describing word.**

GROUP B (Years 3–4)

Lesson: *Show, Don't Tell – Adding Descriptive Detail*

Definition:

- **Adjective** = describing word.
- **Verb** = action word (something you **do**).
- **Adverb** = word that describes how an action happens (often ends in **-ly**).

AC Alignments:

- AC9E3LA07 & AC9E4LA06 – Verbs in action, adjective and adverb use
 - AC9E3LE03 & AC9E4LE03 – How authors show character/setting through description
 - AC9E3LY06 & AC9E4LY06 – Plan and create imaginative texts
-

A) Mini-Teaching: Show vs Tell

Write on board:

Telling (weak)

Showing (strong)

The day was hot. Heat shimmered in waves across the road.

The lion was angry. The lion's eyes narrowed and his tail lashed.

Tutor says:

“When we **describe**, we help the reader *see* the scene in their mind.”

B) Guided Practice

Students rewrite **short “telling” sentences**:

1. The boy was scared.
2. The forest was dark.
3. The mouse was small.

Encourage adjectives + vivid verbs + **adverbs where appropriate**.

C) Independent Practice

Write a **descriptive paragraph (5–8 sentences)**:

Topic: Describe the **setting** of *The Lion and the Mouse* or *The Tortoise and the Hare*.

Checklist:

- Use **at least 3 adjectives**
 - Use **at least 2 verbs**
 - Use **at least 1 adverb**
 - Paint a picture, **don't just tell**
-

D) Wrap-Up

Ask:

“How does adding describing words help your written story?”

Expected answer:

“It helps the reader imagine it clearly.”

GROUP C (Years 5–6)

Lesson: *Precise Word Choice + Figurative Language*

Definitions:

- **Precise Verbs** = stronger, more vivid action words (*dashed, whispered, trembled*)
- **Simile** = comparing two things using **like** or **as**
- **Metaphor** = saying one thing **is** another to show meaning

AC Alignments:

- AC9E5LE05 & AC9E6LE05 – Experiment with figurative language
 - AC9E5LY06 & AC9E6LY06 – Edit and craft writing with precision
 - AC9E5LA08 & AC9E6LA08 – Vocabulary used for precision and imagery
-

A) Mini-Teaching

Show how weak → strong verbs improve writing:

Weak Verb	Strong Verb
walked	trudged / strode / tiptoed
said	whispered / roared / muttered
looked	stared / examined / glanced

Simile examples:

- *The desert was as silent as a sleeping stone.*
- *She ran like the wind.*

Metaphor examples:

- *The sun was a golden coin in the sky.*
 - *His heart was a locked door.*
-

B) Guided Rewrite

Rewrite this weak sentence:

The lion walked through the grass and looked at the animals.

Students produce something like:

*Silent and powerful, the lion **strode** through the swaying grass, his golden eyes **scanning** the trembling herd.*

C) Independent Writing Task

Write **one descriptive paragraph (8–12+ sentences)** describing a **setting from the week’s story**, using:

- **1 simile**
 - **1 metaphor**
 - **At least 3 strong verbs**
 - **At least 3 vivid adjectives**
-

D) Edit Pass (Students check their own writing)

- ✓ Strong verbs
 - ✓ Simile included
 - ✓ Metaphor included
 - ✓ Tidy punctuation + paragraph structure
-

E) Reflection

Ask:

“How do precise words change the impact of a description?”

Expected response:

“They make the writing clearer, stronger, and more emotional.”

Lesson 9: The Power of Naming Things

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - Language must be used thoughtfully, not carelessly.

Lesson Focus: Exploring imaginative language and the invention of words, analysing poetic form and meaning, creating new words or text with meaning and structure, and understanding the biblical responsibility to use language wisely.

Core Skills Practised: Listening and comprehending imaginative texts, vocabulary invention, poetic creation, reflection on language use, and biblical application of speech and meaning.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we're going to have some fun with words!

God made humans with the special ability to create language – real words, and sometimes even silly or imaginative words.

Even though we can invent, it's important to use our words carefully and meaningfully.

Words can create, organise, describe, and bring beauty - and they should be used with wisdom and order."

Ask your child:

- "Have you ever made up a silly word before?"
- "Can you remember a funny name you gave to something?"

(Encourage all responses - even if they're funny or simple. Words are part of creativity!)

B) Storytime: Reading Aloud

Parent says:

"I'm going to read a famous old poem called '*Jabberwocky*' by Lewis Carroll.

It's full of silly made-up words – but the story still makes sense!

As you listen, try to imagine what the made-up word means and what is happening."

Read aloud with playful energy and good rhythm:

Jabberwocky (First and last stanzas only for younger students – full poem for older ones)

(Simplified for younger students if needed)

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;

All mimsy were the borogoves,
And the mome raths outgrabe.

Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!

He took his vorpal sword in hand;
Long time the manxome foe he sought
So rested he by the Tumtum tree,
And stood awhile in thought.

...
And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!
He chortled in his joy.'

(Option: Show a picture or illustration of the Jabberwock creature if available.)

Parent says:

"Even though some of those words were completely made up, you could still picture what was happening, right?"

That's because our minds are designed to make sense of words, even new ones."

C) Thinking Time

Parent says:

"Let's think carefully about this funny poem."

Ask your child:

- "What do you think the Jabberwock is?"
- "What is the boy trying to do?"
- "Even though the words are made up, can you guess what some of them might mean?" (e.g., "slithy" sounds like slithery + lively)

(Encourage imaginative but orderly thinking.)

Parent says:

"God gave us the amazing gift of language – and even the ability to invent new words when we need them. But He also tells us to use words wisely, for good and not for confusion or harm."

D) Activity: Word Creation Fun

Parent says:

"Now let's make up some creative words of our own, but let's also explain them so they are ordered and meaningful!"

Activity Options by Age:

- **Foundation–Year 2:**
Draw an imaginary creature and make up a silly name for it.
Say what it likes to do (e.g., 'This is a fliggle - it loves to jump over puddles!').
 - **Years 3–4:**
Invent three new words:
 - A name for an animal
 - A name for a place
 - A name for an actionWrite a short sentence using your invented words.
 - **Years 5–6:**
Write a mini poem (4–6 lines) using at least three made-up words.
Challenge: Make the poem easy to understand by the way you use the words!
-

Optional Extension Suggestions:

For all ages:

- Create a mini "Dictionary of New Words" – write down each made-up word and its meaning.
- Share your favourite new word with your family at the end of the day!

For Years 3–4:

Optional Task: "Choose one made-up word from your poem. Now give it an antonym and write a sentence using both!"

(Encourages vocabulary expansion and deeper word play comprehension.)

For Years 5–6:

Extension: Research other nonsense poems (like *The Owl and the Pussycat*) and compare how different authors use invented words. Create your own nonsense poem with a theme (e.g. exploring, cooking, a silly battle).

(Links to AC9E6LE04 and AC9E5LE04 – poetic devices and sound in literary texts.)

E) Bible Connection and Reflection

Parent says:

"Even though it's fun to be imaginative with words, God tells us that our real words must be true, clear, and

used wisely.
Words have great power."

Read aloud:

Proverbs 18:21

"The tongue has the power of life and death, and those who love it will eat its fruit."

Parent says:

"Words are powerful tools.
They can build up or tear down.
They can bring joy or sadness.
God calls us to use our words carefully, to bring life, truth, and order."

F) Wrap-Up

Parent says:

"Today we learned that humans are amazingly creative with language.
God gave us the ability to invent and organise words - but He also expects us to use our gift wisely.
Using imagination and order together shows that we are made in God's image."

Optional closing prayer:

"Dear God, thank You for the wonderful gift of language and imagination.
Help me to use my words wisely, to bring life, not confusion. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation (F):

Language

- AC9EFLA03 – Understand that texts can take many forms such as signs, books and digital texts (*includes poems and nonsense verse*)
- AC9EFLA07 – Explore the contribution of images and words to meaning in stories and informative texts (*e.g., imaginative poems or creatures*)

Literature

- AC9EFLE04 – Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing (*e.g., imaginative naming/drawing activity*)

Literacy

- 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 using some learnt vocabulary
-

Year 1:

Language

- **AC9E1LA04** – Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs
- **AC9E1LA09** – Recognise the vocabulary of learning area topics (*e.g., nonsense words, naming*)

Literature

- **AC9E1LE04** – Listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme
- **AC9E1LE05** – Orally retell or adapt a familiar story using plot, characters, and language features through writing or drawing

Literacy

- **AC9E1LY05** – Use comprehension strategies when listening and reading to build literal and inferred meaning
 - **AC9E1LY06** – Create and edit short written and/or multimodal texts to express an idea, opinion or retell an event
-

Year 2:

Language

- **AC9E2LA04** – Understand how texts are made cohesive by using personal and possessive pronouns and omitting words that can be inferred
- **AC9E2LA09** – Experiment with and begin to make conscious choices of vocabulary to suit the topic (*especially creative or invented vocabulary*)

Literature

- **AC9E2LE04** – Identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs
- **AC9E2LE05** – Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

Literacy

- **AC9E2LY05** – Use comprehension strategies to build literal and inferred meaning
 - **AC9E2LY06** – Create and edit short imaginative written and/or multimodal texts for familiar audiences
-

Year 3:

Language

- **AC9E3LA03** – Describe how texts across the curriculum use different language features and structures relevant to their purpose
- **AC9E3LA10** – Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts (*e.g., creating new words and exploring meaning*)

Literature

- **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
- **AC9E3LE05** – Create and edit imaginative texts, using or adapting language features and ideas encountered in literary texts

Literacy

- **AC9E3LY05** – Use comprehension strategies when listening and viewing to build literal and inferred meaning
 - **AC9E3LY06** – Plan, create, edit and publish imaginative, informative and persuasive written texts using layout, grouped ideas and topic-specific vocabulary
-

Year 4:

Language

- **AC9E4LA04** – Identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas
- **AC9E4LA11** – Expand vocabulary by exploring a range of synonyms and antonyms and using words encountered in a range of sources

Literature

- **AC9E4LE04** – Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
- **AC9E4LE05** – Create and edit literary texts by developing storylines, characters and settings (*can include nonsense and imaginative poems*)

Literacy

- **AC9E4LY05** – Use comprehension strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts
 - **AC9E4LY06** – Plan, create, edit and publish imaginative written and/or multimodal texts using structure and vivid vocabulary
-

Year 5:

Language

- **AC9E5LA03** – Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes
- **AC9E5LA08** – Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words (*includes word invention and experimentation*)

Literature

- **AC9E5LE04** – Examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs
- **AC9E5LE05** – Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced (*e.g. mimic Carroll's playful style*)

Literacy

- **AC9E5LY05** – Use comprehension strategies to build literal and inferred meaning and to evaluate information and ideas
 - **AC9E5LY06** – Plan, create, edit and publish imaginative texts using language devices (such as invented words), paragraphing, vivid vocabulary and punctuation for audience and purpose
-

Year 6:

Language

- **AC9E6LA02** – Understand the uses of objective and subjective language, and identify bias (*links to reflecting on how language can confuse or clarify*)
- **AC9E6LA08** – Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole

Literature

- **AC9E6LE04** – Explain the way authors use sound and imagery to create meaning and effect in poetry (*e.g., in "Jabberwocky"*)
- **AC9E6LE05** – Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

Literacy

- **AC9E6LY05** – Use comprehension strategies to build literal and inferred meaning and to connect and compare content from a variety of sources
 - **AC9E6LY06** – Plan, create, edit and publish written and multimodal texts using structure, vivid vocabulary and literary devices
-

Lesson 10: Our Words Reflect God's Order

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - Speaking truthfully and carefully reflects God's order.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"This week we have been learning that God made people intelligent and creative from the very beginning. We can think, name, organise, and even invent new ideas with words!

But with that gift comes responsibility.

Today we are going to learn that when we speak, our words should reflect God's order – being truthful, wise, and good."

Ask your child:

- "What are some ways words can be used for good?"
- "What are some ways words can cause harm?"

(Allow your child to give examples - both kind words and hurtful ones. Help them reflect respectfully.)

Parent says:

"God loves when we use words to encourage, teach, build up, and tell the truth."

B) Storytime: Bible Reflection

Parent says:

"Instead of a storybook today, we are going to reflect deeply on a verse from the Bible.

This Bible verse is an example of a literary text – Proverbs are poems or sayings full of meaning. Let's read it slowly and think about what it's trying to teach."

Read aloud carefully:

Proverbs 18:21

"The tongue has the power of life and death,
and those who love it will eat its fruit."

Parent says:

"Your tongue – your words – are powerful!

Words can bring life:

- kindness
- truth
- encouragement
- hope.

Or words can bring harm:

- lies
- hurt feelings
- confusion
- sadness.

God wants us to use words that bring life."

C) Thinking Time

Parent says:

"Let's think carefully about what this verse means."

Ask your child:

- "What does it mean that words can bring 'life'?"
- "What does it mean that words can bring 'death'?"
- "Can you think of a time someone's words helped you feel stronger or happier?"
- "Can you think of a time when careless words made someone sad?"

(Gently guide the conversation, encouraging thoughtful and orderly reflection.)

Parent says:

"God is the Creator of life - and when we use our words to build others up, we are following His example."

D) Activity: Speaking Life

Parent says:

"Now we are going to practise thinking carefully about words that bring life."

Activity Options by Age:

- **Foundation–Year 2:**
Draw two pictures:
 - One picture showing someone using kind words (eg., sharing, helping).
 - One picture showing someone using hurtful words (eg., being mean).Talk about which one shows God's order and love.

- **Years 3–4:**
Write two short lists:
 - 'Words that bring Life'
 - 'Words that bring Harm'
 Think about how you can choose the good words each day.
 - **Years 5–6:**
Write a short paragraph (6–8 sentences):
 - Explain why words are powerful.
 - Give examples of life-giving words you could use at home, with friends, and in learning.
 - **Years 5–6 Extension Option:** After writing your paragraph, present it aloud to a parent or sibling. Focus on your tone and clarity. Then ask: *Do my words sound encouraging and truthful?*
-

Optional Extension:

- Write a "Words of Life" poster to put on the wall – listing encouraging words like "Well done!", "God loves you!", "You can do it!", "You matter!", etc.
 - Decorate it with bright colours.
-

E) Bible Connection and Reflection

Parent says:

"We are reminded throughout the Bible that how we speak matters. Jesus said that our words show what is in our hearts."

Read aloud:

Matthew 12:34b

"For the mouth speaks what the heart is full of."

Parent says:

"When our hearts are full of love, hope, and truth, our words will show it. When our hearts are full of anger or lies, our words will show that too. That's why it's important not just to speak carefully, but to fill our hearts with God's truth every day."

To reinforce interaction skills and comprehension strategies...

Ask:

- "How does this verse from Matthew connect with the one in Proverbs?"
 - "What do both verses tell us about the connection between our hearts and our words?"
-

F) Wrap-Up

Parent says:

"Today we learned that our words are powerful, and they should be used in an orderly, truthful, and loving way.

Just as God created the world with His words, we can create hope, peace, and love with ours.

Words matter - because they reflect what's in our hearts."

Optional closing prayer:

"Dear God, fill my heart with Your truth and love.

Help my words to always bring life, hope, and encouragement to others. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation – Year 2

- AC9EFLA02 – Explore different ways of using language to express preferences, likes and dislikes
- 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
- AC9EFLE05 – Retell and adapt familiar literary texts
- AC9EFLY02 – Interact in informal and structured situations by listening while others speak
- AC9EFLY05 – Use comprehension strategies to understand and discuss texts listened to or read
- AC9EFLY07 – Create and deliver short spoken texts

Years 3–4

- AC9E3LA01 – Understand cooperation with others depends on shared language conventions
- AC9E3LA10 – Extend vocabulary and understand words have different meanings
- AC9E3LE02 – Discuss connections between personal experiences and texts
- AC9E3LY02 – Use interaction skills to contribute to discussions
- AC9E3LY05 – Use comprehension strategies to build literal and inferred meaning
- AC9E3LY06 – Plan, create and publish imaginative and informative texts

Years 5–6

- AC9E5LA02 – Understand how to account for differing ideas and authoritative sources
 - AC9E5LA08 – Understand precise vocabulary use
 - AC9E5LE02 – Present opinions on literary texts and reflect on others' views
 - AC9E5LY02 – Use interaction skills to clarify, question and present ideas
 - AC9E5LY05 – Use comprehension strategies to build and evaluate meaning
 - AC9E5LY06 – Plan and publish texts with imaginative or persuasive purpose
-

TOPIC 3

BUILDING KNOWLEDGE: EARLY INVENTIONS AND DISCOVERIES

Lesson 11: Stories of Ancient Builders

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – God blesses careful planning, building, and problem-solving.

Week 3: Building Knowledge – Early Inventions and Discoveries

Learning Objectives

By the end of this lesson, students will be able to:

1. **Retell key details** from a historical narrative about ancient Egyptian builders.
2. **Identify and describe** how ancient people used tools, teamwork, and planning to build lasting structures.
3. **Recognise the importance** of orderliness and careful planning in building and problem-solving.
4. **Make connections** between the story and their own experiences of building or creating.
5. **Use visual or written forms** to design and explain their own imaginative shelter or structure.
6. **Reflect on a biblical perspective** of wisdom, planning, and God's orderly design.

A) Introduction

Parent says:

"This week we are learning about the amazing ways early people solved problems, invented things, and built homes, tools, and machines.

They didn't have machines like we do today. They had to use the resources God gave them wisely and plan carefully.

Today we'll read a true story about ancient builders in Egypt. Thousands of years ago, the Egyptians built some of the greatest structures the world has ever seen - using only hand tools, clever thinking, and cooperation."

Ask your child:

- "Have you ever built something with your hands - like a fort, a cubby house, or a Lego creation?"
- "What things do you need to think about before you build something?"
(Encourage responses. Prompt with ideas like 'planning', 'materials', 'safety', 'design'.)

Parent says:

"Good builders think carefully before they start. That's part of being orderly!"

B) Storytime: Reading Aloud

Parent says:

"I'm going to read a story based on real history – about how the ancient Egyptians built a massive stone temple. As you listen, think about how they planned, worked together, and used what God gave them."

Informational Story: Building the Temple of Karnak

More than 3,000 years ago, on the east side of the Nile River, stood the busy and sacred city of Thebes. At its heart rose a mighty temple: the Temple of Karnak. It was one of the largest religious buildings in the world. But it didn't appear overnight. It took generations of builders – stonecutters, artists, architects, and labourers - who planned, measured, and worked with order and skill.

The story begins with Pharaoh Thutmose I, who ruled around 1500 BC. Thutmose believed the god Amun had helped him win battles and protect Egypt. So, to honour Amun, the pharaoh ordered the temple to be expanded. It would include towering columns, stone gates, and a huge open courtyard for festivals.

The master builder of the time, a wise man named Amenhotep (not to be confused with the later Pharaoh Amenhotep!), was given the task. He was not a soldier or a priest; but he understood the language of stone, tools, and symmetry.

Amenhotep began with a plan. On long rolls of papyrus, he and his scribes drew careful blueprints. They measured the distance between columns, calculated the weight of stones, and even used a kind of level made with string and plumb bob to keep their lines straight.

The stones came from quarries far away. Giant blocks of limestone and sandstone were cut using copper chisels and hammers. It took dozens of men to lever each block out of the earth and onto wooden sleds. These sleds were dragged to the river and floated on large boats to Thebes.

Once they reached the temple site, the hard work truly began. Ramps of mud brick were built to carry stones upward as the temple rose higher. Teams of workers sang songs to keep their rhythm as they hauled the stones into place. Supervisors walked among them, checking for accuracy. The builders had to make sure each column was perfectly aligned or the roof would collapse.

Each stone had to be smoothed and carved. Artists added hieroglyphs – pictures that told of the pharaoh's power and the gods' blessings. Painters mixed natural dyes to decorate the walls in bright reds, blues, and golds.

The greatest challenge was raising the *obelisk* – a tall, thin pillar made from a single stone. One of the obelisks built during this time weighed over 300 tonnes and stood taller than a four-storey building. Engineers dug giant pits, then slowly tilted the obelisk upright using levers and sand. They removed the sand bit by bit so the stone gently lowered into place. It was risky, but it worked.

This was no rush job. Each part of the temple took years. Even when Pharaoh Thutmose died, other rulers added to his work. His daughter Hatshepsut, one of Egypt's few female pharaohs, built her own obelisks

nearby. Later, Pharaoh Ramses II added giant statues of himself. The Temple of Karnak kept growing for over 1,000 years.

Though the Egyptians didn't worship the true God, their commitment to order, beauty, and careful building reminds us of something important: great things are not made in chaos. God, who created the world with wisdom and purpose, wants us to use our minds and hands for good.

Today, the ruins of Karnak still stand. Tourists walk through the stone halls in awe. The pillars are weathered, but they still stand tall. The planning and cooperation of those ancient builders has lasted longer than any pharaoh's crown.

Narration Activity

Ask your child to retell what they remember:

- "Where did the story take place?"
- "Who gave the order to build the temple?"
- "How did the builders move the heavy stones?"
- "What tools and ideas helped them build carefully?"

Encourage your child to retell in their own words with confidence.

C) Thinking Time

Parent says:

"Let's think about the ancient Egyptians in this story."

Ask:

- "What was the first thing they did before building?"
- "What kinds of tools and materials did they use?"
- "Why was it important to plan and work carefully?"
(Help your child connect the steps: plan → gather → build → decorate → finish.)

D) Activity: Plan and Build

Parent says:

"Now it's your turn to imagine you are an ancient builder!"

Activity Options by Age Group

Foundation–Year 2:

- Draw a picture of an ancient building or temple.
- Label its parts (e.g., pillar, roof, entrance, obelisk).
- Describe what materials you would need.

Years 3–4:

- Write a paragraph (3–5 sentences) describing how you would build a column or gate like the Egyptians.
- Include tools you'd use and the steps you'd take.
- Explain why working in an orderly way is important.

Years 5–6:

- Write a detailed paragraph (8+ sentences) explaining how you would plan and build a part of an ancient temple.
- Describe the materials, challenges, and how cooperation helped.
- Extension: Connect the idea of careful planning to another area in life (e.g. organising a project, working in a team, schoolwork).

Optional Extension Activity:

- Create a small model of a stone temple or pillar using blocks, clay, Lego, or cardboard.
- Label the parts like an architect (e.g., archway, ramp, statue base).
- Present your design and explain your planning.

E) Bible Connection and Reflection

Parent says:

"Even though the Egyptians didn't know the true God, they showed us something important: that building wisely takes planning and order."

Read aloud:

Proverbs 24:3–4

"By wisdom a house is built,
and through understanding it is established;
through knowledge its rooms are filled
with rare and beautiful treasures."

Parent says:

"God created the world with order. When we plan and build carefully, we reflect His wisdom."

F) Wrap-Up

Parent says:

"Today we learned about the builders of ancient Egypt who worked with order, teamwork, and patience. God loves order and skill in what we do. When we build carefully – whether it's a model, a story, or a friendship – we are following God's good ways."

Optional closing prayer:

"Dear God, thank You for giving us minds to think and hands to build. Help us to be wise, careful, and kind as we create things that honour You. Amen."

Curriculum Links (Australian Curriculum v9)

Foundation – Year 2

- AC9EFLA02 – Explore different ways of using language to express preferences, likes and dislikes
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing
- AC9EFLY02 – Interact in informal and structured situations by listening while others speak
- AC9EFLY05 – Use comprehension strategies to understand and discuss texts listened to or read
- AC9EFLY06 – Create and participate in shared editing of short written texts to record and report ideas

Years 3–4

- AC9E3LA03 – Describe how texts use different language features and structures relevant to their purpose
- AC9E3LE02 – Discuss connections between personal experiences and character experiences in literary texts and share personal preferences
- AC9E3LY02 – Use interaction skills to contribute to conversations and discussions
- AC9E3LY05 – Use comprehension strategies to build literal and inferred meaning
- AC9E3LY06 – Plan, create, edit and publish imaginative and informative texts

Years 5–6

- AC9E5LE02 – Present an opinion on a literary text using specific terms and reflect on the viewpoints of others
- AC9E5LY02 – Use appropriate interaction skills to clarify meaning and present ideas
- AC9E5LY05 – Use comprehension strategies to build and evaluate meaning
- AC9E5LY06 – Plan, create, edit and publish written and multimodal texts using appropriate structure and vocabulary

Lesson 12: Imagining Ancient Worlds

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – Imagination should be used wisely and with purpose.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are going to explore imagination – the wonderful ability God gave us to picture things in our minds.

Early people needed imagination to invent things, solve problems, and build their homes and tools.

Imagination is a gift; but just like all gifts, it should be used wisely, to create things that are good, helpful, and orderly."

Ask your child:

- "Can you think of a time you imagined something before it was real?" (e.g., building something, pretending, inventing a game)
- "Why is it important to use imagination for good purposes?"

(Encourage short reflections. Help your child see imagination as a *tool* for building good ideas.)

B) Storytime: Reading Aloud

Parent says:

"I'm going to read you a poem by Robert Louis Stevenson, a man who loved to imagine adventures and new lands.

In this poem, a boy reads storybooks and dreams of travelling to far-off places."

Read aloud with energy and a sense of wonder:

The Land of Story-books by Robert Louis Stevenson

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now with my little gun I crawl
All in the dark along the wall,

And follow round the forest track
Away behind the sofa back.

There in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

Parent says:

"Even though the boy in the poem was just in his living room, in his imagination he was far away in the forest, having adventures!"

C) Thinking Time

Parent says:

"Let's think carefully about this poem."

Ask your child:

- "Where was the boy really?"
- "Where did he imagine he was?"
- "What was he pretending to do?"
- "How does reading books help grow our imagination?"

(Encourage the child to see that imagination lets us explore ideas – and that reading helps order and guide good imagination.)

Parent says:

"God gave us imagination to dream, create, and solve problems; but always in ways that bring order, goodness and beauty, not chaos."

For Years 5–6:

"Did you notice how the poet used rhythm and repetition? What mood or feeling does it create? Can you find a line where the poet used strong imagery?"

D) Activity: Create Your Own Story Land

Parent says:

"Now it's your turn to imagine your own land; just like the boy in the poem!"

Activity Options by Age:

Foundation–Year 2:

Draw a picture of your imaginary land.

Label three things that you would find there (e.g., 'giant tree', 'sparkling river', 'friendly animal').

Years 3–4:

Write 3–5 sentences describing your imaginary land.

Include:

- What you would see
- What you would hear
- What you would do there

Years 5–6:

Write a full descriptive paragraph (8+ sentences) about your imaginary land.

Use sensory details (sights, sounds, smells) to make it vivid and orderly.

Challenge: Give your land a name and describe how it is peaceful and good - not chaotic.

Use at least one piece of imagery (e.g., a vivid description, a simile, or metaphor) to make your writing more imaginative.

Optional Extension:

- Create a "map" of your story land with labelled mountains, rivers, forests, and cities.
 - Add a small paragraph about an adventure you might have there!
-

E) Bible Connection and Reflection

Parent says:

"Imagination is a gift from God.

He made the real world with beauty, creativity, and order; and He invites us to be creative too, but always in ways that reflect His goodness."

Read aloud:

Philippians 4:8

"Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things."

Parent says:

"God wants our minds to be filled with good, lovely, excellent things.

When we imagine things, we should think about what is beautiful, helpful, and true."

F) Wrap-Up

Parent says:

"Today we learned that imagination is a powerful gift from God.

When we use it to create good things, solve problems, and explore new ideas, we are reflecting the mind of God.

Reading books, drawing, building, and writing are ways to use imagination wisely – with order and purpose."

Optional closing prayer:

"Dear God, thank You for the gift of imagination.

Help me to use my mind to dream good dreams, build good things, and fill the world with Your goodness. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation – Year 2:

- AC9EFLE02 – Respond to stories and share feelings and thoughts about their events and characters.
- AC9EFLE04 – Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs.
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing.
- AC9EFLY02 – Interact in informal and structured situations by listening while others speak and using features of voice.
- AC9EFLY05 – Use comprehension strategies to understand and discuss texts listened to or read.

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.
- AC9E3LE05 – Create and edit imaginative texts using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts.
- AC9E3LY02 – Use interaction skills to contribute to conversations and discussions to share information and ideas.
- AC9E3LY05 – Use comprehension strategies when listening and viewing to build literal and inferred meaning.
- AC9E3LY06 – Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts.

Years 5–6:

- AC9E5LE04 – Examine the effects of imagery, including simile, metaphor and sound devices in narratives, poetry and songs.
 - AC9E5LE05 – Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced.
 - AC9E5LY05 – Use comprehension strategies to build literal and inferred meaning and to evaluate information and ideas.
 - AC9E5LY06 – Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative.
-

Lesson 13: EXPLICIT WRITING SKILLS

GROUP A (Foundation – Year 2)

Lesson: *Describing Objects with Adjectives*

Recall:

- **Noun** = naming word
- **Adjective** = describing word (*size, colour, shape, feel, number*)

AC Alignments:

- AC9E1LA07 & AC9E2LA07 – Identify nouns and expand with adjectives
 - AC9EFLY06/AC9E1LY06/AC9E2LY06 – Create short written texts
-

A) Warm-Up: Handwriting + Oral Word Play

Write: **big, small, round, wooden**

Students trace or copy depending on age.

Say a noun → child adds adjectives aloud:

- *wheel* → **round wheel**
 - *tower* → **tall stone tower**
 - *rope* → **thick rope**
-

B) Guided Description (Use Lesson 1 Story: The Temple Builders)

Tutor holds up/prints/draws a **brick** or **stone block**.

Ask:

“What words can describe this stone?”

Collect responses: heavy, rough, grey, big, cold...

Tutor models a **simple sentence**:

- *The big stone was heavy.*
-

C) Student Writing

- **Foundation:** Draw a building block + label with one adjective.
- **Year 1:** Write **3 describing sentences** (e.g., *The stone is heavy.*).

- **Year 2:** Write **5 sentences**, using **different adjectives**, e.g.:
The builders lifted the rough stone with care.
-

D) Wrap-Up

Ask: “What is an adjective?” → **A describing word.**

GROUP B (Years 3–4)

Lesson: *Describing Settings Clearly*

Using the poem: *The Land of Storybooks* (Lesson 2 of Week 3)

Definitions:

- **Noun** = naming word
- **Adjective** = describing word
- **Verb** = action word
- **Adverb** = how the action happens (often ends in *-ly*)

AC Alignments:

- AC9E3LE03 / AC9E4LE03 – Show how authors create mood through description
 - AC9E3LY06 / AC9E4LY06 – Plan and create imaginative texts
-

A) Mini-Teaching

Tutor says:

“A setting is **where** a story happens.

To describe it well, we paint a picture using words.”

Show contrast:

Weak

Strong

The forest was nice. The cool forest glowed under soft green light.

Students help improve sentences.

B) Guided Paragraph Start

Tutor and students co-construct:

T (Topic Sentence):

The poem describes an exciting imaginary world.

Then students add:

- **E:** Sensory detail (what could you see/hear/feel?)
 - **E:** More detail
 - **L:** A linking sentence
-

C) Independent Writing

Write **one paragraph (5–8 sentences)**:

Prompt:

Describe one place you imagined while listening to “The Land of Storybooks.”

Checklist:

- At least **3 adjectives**
 - **1 strong verb**
 - **1 sentence telling how it felt to be there**
-

D) Wrap-Up Question

“How do describing words help the reader?”

→ “They help the reader *see the picture* in their mind.”

GROUP C (Years 5–6)

Lesson: *Sensory Imagery + Figurative Language in Setting Description*

Using the same poem (Lesson 2 of Week 3).

Definitions:

- **Imagery** = describing using **5 senses**
- **Simile** = comparison using *like* or *as*
- **Metaphor** = saying one thing *is* another to deepen meaning

AC Alignments:

- AC9E5LE05 & AC9E6LE05 – Experiment with figurative language
 - AC9E5LY06 & AC9E6LY06 – Create polished imaginative texts
-

A) Quick Sensory Brainstorm (written notes)

Students list sensory words separately:

Sight	Sound	Touch	Smell	Taste
soft shadows	quiet footsteps	cool bark	pine air	fresh stream water

B) Guided Example

Tutor models:

The trees stood like watchful guards, and the air smelled of clean rain.

Point out:

- **simile** (trees like guards)
 - **sensory smell detail**
-

C) Independent Writing Task

Write **one descriptive paragraph (8–12+ sentences)**:

Prompt:

Write a scene describing a place from “The Land of Storybooks” using sensory imagery.

Must include:

- **1 simile**
- **1 metaphor**
- **5 sensory words**

- **3+ precise verbs** (not “walked,” not “said”)
-

D) Editing Checklist

Students re-read to check:

- ✓ Does every sentence contribute to mood?
 - ✓ Is there **at least one** simile + metaphor?
 - ✓ Are verbs vivid?
 - ✓ Is punctuation correct?
-

E) Wrap-Up Reflection

Ask:

“How does imagery make your writing stronger?”

Expected understanding:

“It helps the reader *feel* the place, not just know about it.”

Lesson 14: Describing Great Inventions

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – Clear thinking and clear writing honour God's gift of intelligence.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are learning how important it is to explain things clearly.

If you invent something amazing but can't explain it, people won't know how to use it!

Clear speaking and writing are important parts of orderliness.

God made our minds to think clearly and explain ideas carefully."

Ask your child:

- "Have you ever tried to tell someone how to do something?"
- "Was it easy or hard to explain clearly?"

(Encourage short responses. Reflect that explaining clearly takes practice and care.)

Parent says:

"Today, we're going to learn how to describe a very old but very important invention – the wheel!"

B) Storytime: Learning About the Wheel

Parent says:

"I'm going to read you a short explanation about one of the most important inventions in history – the wheel.

Listen carefully, because afterwards you'll practise explaining something yourself."

Read aloud clearly and with enthusiasm:

The Story of the Wheel (Simple Informational Text)

Long ago, people realised that it was hard to carry heavy things across the ground.

Dragging loads made the ground rough, and things would often break.

Someone had a smart idea: what if there was a way to roll things instead of dragging them?

First, they rolled logs under their heavy loads.

The logs acted like rollers and made moving heavy objects easier.

Later, they invented round discs made from wood.
These discs, when fixed to a cart, became the first wheels.

The wheel changed everything!
It made moving goods faster and easier.
It helped farmers carry crops, traders move goods, and builders create new cities.

Today, we use wheels for cars, bicycles, carts, machines, and even clocks.
It all started because someone thought carefully, imagined a better way, and explained it so others could copy it.

The wheel is one of history's greatest examples of careful thinking, building, and explaining.

Parent says:

"God gave people the ability to notice problems, imagine solutions, and then explain and share those solutions with others.

That's how inventions spread and helped build new societies!"

C) Thinking Time

Parent says:

"Let's think about what we just learned."

Ask your child:

- "Why did people invent the wheel?"
- "What problem were they trying to solve?"
- "What were some early ways they tried to move things before inventing the wheel?"
- "How has the wheel helped people today?"

(Gently guide your child to think in a logical, ordered sequence: problem → idea → invention → impact.)

Years 5–6:

"Why do you think explaining something clearly is part of being wise or orderly?"

D) Activity: Describe an Invention

Parent says:

"Now it's your turn to practise explaining something clearly – just like an inventor would!"

Activity Options by Age:

Foundation–Year 2:

Draw a picture of the wheel.

Write one or two sentences describing what the wheel does.
(Parent prompt: "The wheel helps us roll things instead of dragging them.")

Years 3–4:

Write 3–5 sentences describing how the wheel made life easier.
Use the questions:

- What is the wheel?
- Why was it needed?
- How does it help people?

Years 5–6:

Write a full explanatory paragraph (8+ sentences) about the invention of the wheel.
Include:

- The problem people had before the wheel
- How they invented the wheel
- How it changed their lives
- How we still use it today

As you write your paragraph, try to use a clear sequence – beginning with the problem, explaining the invention process, and finishing with its impact. This helps your reader understand your thinking step-by-step."

Optional Extension:

- Choose another invention (like the plough, sailboat, or clock) and write a short explanation about it.
 - Create a mini "Inventions Journal" – one page for each invention you learn about.
-

E) Bible Connection and Reflection

Parent says:

"God is the greatest Creator.

When we invent things, we are using the minds God gave us to bring order and help to the world."

Read aloud:

Proverbs 8:12

"I, wisdom, dwell together with prudence; I possess knowledge and discretion."

Parent says:

"Clear thinking, planning, and careful speaking or writing are all parts of wisdom.

When we explain things clearly, we are showing the orderliness that God loves."

F) Wrap-Up

Parent says:

"Today we learned that great inventions like the wheel started with clear thinking – and that explaining those ideas helped spread them to others.

When we practise explaining ideas carefully, we are using our gifts of intelligence and language to honour God."

Optional closing prayer:

"Dear God, thank You for giving us minds that can think and create.

Help me to use words wisely, to explain good ideas clearly, and to always seek Your wisdom. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation – Year 2:

- **AC9EFLY02** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to or read.
 - **AC9EFLY05** – Create and participate in shared editing of short written texts to record and report ideas and events.
 - **AC9EFLA03** – Understand that texts can take many forms such as signs, books and digital texts.
-

Years 3–4:

- **AC9E3LY02** – Use interaction skills to contribute to conversations and discussions to share information and ideas.
 - **AC9E3LY05** – Use comprehension strategies when listening and viewing to build literal and inferred meaning.
 - **AC9E3LY06** – Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts.
 - **AC9E3LA03** – Describe how texts across the curriculum use different language features and structures relevant to their purpose.
-

Years 5–6:

- **AC9E5LY05** – Use comprehension strategies to build literal and inferred meaning and to evaluate information and ideas.
 - **AC9E5LY06** – Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive.
 - **AC9E5LA03** – Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases depending on purpose.
-

Lesson 15: Creating Order with Words

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – Instructions must be clear, careful, and easy to follow.

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we're going to practise something very important... giving instructions.

Clear instructions are a big part of orderliness.

If builders, inventors, or explorers didn't give clear instructions, people would get confused and nothing would work properly."

Ask your child:

- "Have you ever tried to tell someone how to make something, and they got confused?"
- "Why do you think clear instructions are important?"

(Encourage examples - even if funny! Talk about the importance of step-by-step order.)

Parent says:

"God is a God of order, and when we give clear instructions, we are following His way of creating order instead of confusion."

B) A Simple Instructional Text

Parent says:

"I'm going to read you a simple example of instructions.

Listen carefully and notice how the steps are in a clear order."

Read aloud clearly:

How to Build a Simple Tent (Instructional Text Example)

Materials Needed:

- Two strong sticks
- A big sheet or blanket
- Some rope or string
- Four small rocks

Steps:

1. Find a flat, safe spot.
2. Stand up the two sticks about one metre apart.
3. Tie the top of the sticks together with the rope to make an upside-down V shape.
4. Drape the blanket over the tied sticks to make a tent shape.
5. Place rocks on the corners of the blanket to hold it down.

Now you have a simple tent you can sit under!

Parent says:

"Because the instructions were clear and orderly, anyone could follow them to make a simple shelter."

C) Thinking Time

Parent says:

"Let's think carefully about what we just heard."

Ask your child:

- "What materials did you need to build the tent?"
- "What was the first step?"
- "Why is it important to put the steps in the right order?"
- "What would happen if you did step 5 before step 2?"

(Encourage the child to realise that doing things in the wrong order causes confusion and mess!)

Years 5&6: "How does listing materials first help the reader prepare? Why is numbering the steps important?"

D) Activity: Write Clear Instructions

Parent says:

"Now you are going to practise writing (or saying) your own clear instructions. Choose something simple you know how to do!"

Activity Options by Age:

- **Foundation–Year 2:**
Choose a simple task (e.g., how to brush your teeth, how to make a sandwich).
Tell your parent the steps in order.
(Parent: Write them down as your child speaks, showing them how order matters.)

- **Years 3–4:**
Write 3–5 steps explaining how to do something simple.
Examples:
 - How to draw a house
 - How to pack a school bag
 - How to set the table

Focus on putting the steps in a good order.

- **Years 5–6:**
Write a full instructional paragraph (8+ sentences) explaining a simple process.
Challenge: Include a "Materials Needed" list and then step-by-step instructions.
Make sure another person could follow your steps exactly!
- Try reading your instructions out loud to see if they make sense. You could even record them as a video!

Optional Extension:

- Swap instructions with a sibling, parent, or friend – and see if they can follow your instructions correctly!
- Discuss: Was anything unclear? How could you make your instructions even better?

E) Bible Connection and Reflection

Parent says:

"God cares about clear instructions.

In the Bible, when God told Noah to build the Ark, He gave very specific, orderly instructions!"

Read aloud:

Genesis 6:14–16 (Summary)

"So make yourself an ark of cypress wood; make rooms in it and coat it with pitch inside and out.

This is how you are to build it: The ark is to be three hundred cubits long, fifty cubits wide and thirty cubits high."

Parent says:

"God didn't say, 'Just build a boat any way you want.'

He gave Noah clear, careful instructions – because God's work is orderly and wise.

When we give instructions clearly, we are reflecting God's character."

F) Wrap-Up

Parent says:

"Today we learned that giving good instructions is an important part of being orderly.

Whether we're explaining how to build a tent, cook a meal, or do a project, clear step-by-step speaking and writing show wisdom, kindness, and care."

Optional closing prayer:

"Dear God, thank You for giving us minds that can think clearly.

Help me to speak and write carefully so that I bring order and understanding, not confusion. Amen."

Related Australian Curriculum v9 Content Descriptions:

Foundation–Year 2:

- **AC9EFLY02** – Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to or read.
 - **AC9EFLY05** – 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.
 - **AC9EFLA03** – Understand that texts can take many forms such as signs, books and digital texts.
-

Years 3–4:

- **AC9E3LY02** – Use interaction skills to contribute to conversations and discussions to share information and ideas.
 - **AC9E3LY05** – Use comprehension strategies when listening and viewing to build literal and inferred meaning.
 - **AC9E3LY06** – Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts.
 - **AC9E3LA03** – Describe how texts across the curriculum use different language features and structures relevant to their purpose.
-

Years 5–6:

- **AC9E5LY05** – Use comprehension strategies to build literal and inferred meaning and to evaluate information and ideas.
 - **AC9E5LY06** – Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive.
 - **AC9E5LA03** – Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases depending on purpose.
-

TOPIC 4

THE GREAT FLOOD: STORIES OF WATER AND RESCUE

Lesson 16: Noah Obeyed God

Theme: Obeying God’s Call, Even When Others Mock

Learning Objectives

By the end of this lesson, students will:

- Listen to and respond to a poem that expresses a biblical truth about obedience
- Identify literary features such as rhyme, rhythm, and imagery in poetry
- Reflect on how Noah’s obedience to God applies to their own life
- Express understanding through creative writing, performance, or visual art

Addresses:

Foundation: AC9EFLE02, AC9EFLE04, AC9EFLY05

Years 1–2: AC9E1LE04, AC9E2LE04, AC9E2LE05, AC9E1LY07

Years 3–6: AC9E3LE04, AC9E5LE04, AC9E6LE04, AC9E3LE02, AC9E4LE02

Introduction

Note to the parent or teacher: Normally in this term, we have been reading stories and doing learning activities that focus on God’s order in creation, and that help the children to be orderly in all they do. However, today we are thinking about a different character trait – ‘obedience’ and the courage to do what is right in spite of ridicule.

Parent/Teacher Says:

“Have you ever done something you knew was right, even when others made fun of you or didn’t understand? That can be hard – but it’s also very brave. Today, we’re going to read a poem about Noah from the Bible. Noah obeyed God even when people laughed at him. Let’s see how he stayed strong and trusted God’s voice.”

Ask:

- “Why do you think it’s hard to do the right thing when others are laughing?”
- “Can you think of a time when you followed God or made a good choice, even when others didn’t?”

Addresses:

F: AC9EFLE02

Poem: “Noah Built a Boat”

(A poem about trusting God when no one else does)

*God said to Noah, “Build a boat,
A giant ark that’s sure to float.”
Though skies were blue and ground was dry,
Noah said, “Yes, Lord,” without asking why.*

*He hammered wood both night and day,
While others laughed and walked away.
They called him strange, they shook their heads –
“No flood is coming,” the scoffers said.*

*But Noah stood with steady hands,
Obeying all of God’s commands.
Though friends were few and sneers were loud,
He worked for God - not for the crowd.*

*Then thunder rolled and raindrops poured,
And people cried to hear the Lord.
But only Noah, strong and true,
Was safe inside with all his crew.*

*Obedience means trusting God,
When others think you’re odd or flawed.
It means you do what He has said,
And walk His path, not theirs instead.*

*So if God calls, don’t turn away –
Be brave like Noah. Trust. Obey.
For though the world may ridicule,
God will help you see it through.*

Parent/Teacher Instructions:

Read the poem aloud clearly. For younger children, read it twice. For Years 3–6, you may invite them to read stanzas aloud or in pairs. Encourage expressive reading.

Addresses:

F: AC9EFLE04
Y1–2: AC9E1LE04
Y3–6: AC9E3LE04, AC9E5LE04, AC9E6LE04

Thinking Questions

Foundation to Year 2

- What did God tell Noah to do?
- How did other people act toward Noah?
- Did Noah stop obeying? Why not?

Years 3–4

- What feelings do you think Noah had when others laughed at him?
- What words or lines in the poem show that Noah trusted God?
- Why is obedience to God more important than being popular?

Years 5–6

- How does this poem use rhyme and repetition to create impact?
- What deeper message is the poet giving about obedience and courage?
- How might this poem apply to situations Christian kids face today?

Addresses:

F: AC9EFLY05

Y1–2: AC9E1LY05

Y3–6: AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05

Learning Activities

Foundation to Year 2 – Choose One:

1. **Act it Out** – Use simple props (wood blocks, toy hammer, plus some toy people) and make your toys act out Noah building while others laugh. Ask: "Will you still obey God?"
2. **Picture Poem** – Draw a scene from the poem: Noah building, the mocking people, or the ark in the rain. Add a sentence: "Noah obeyed God."

Years 3–4 – Choose One:

1. **Illustrated Stanza** – Choose your favourite stanza and illustrate it. Add a short explanation of what it means to obey God today.
2. **Noah's Voice** – Write a short monologue (or speech) as if you are Noah explaining why you kept building the ark even when people mocked you.

Years 5–6 – Choose One:

1. **Rewrite with Style** – Rewrite one stanza using a different poetic device (e.g., metaphor, simile, or personification).
2. **Modern Noah Story** – Write a short poem or paragraph about someone today who obeys God even when it's hard – at school, in sport, or online.

Addresses:

F: AC9EFLY06

Y1–2: AC9E2LE05, AC9E2LY06

Y3–4: AC9E3LE05, AC9E4LE05

Y5–6: AC9E5LE05, AC9E6LE05

Optional Dramatisation

Act out the story from the poem:

Do this activity with your brothers and sisters and parent if necessary. Or, if you are in a classroom, then divide into groups of 4 or 5 people. Prepare a dramatization to act out the story of God talking to Noah, then Noah building the Ark/boat; then other people scoffing and teasing him about building a boat, when there's no water around. Act out Noah standing firm and trusting God to continue the work, etc.

Addresses:

AC9E2LY06 / AC9E3LY06 / AC9E4LY06 / AC9E5LY06 / AC9E6LY06 and...AC9E1LY07 / AC9E3LY07 / AC9E4LY07 / AC9E5LY07 / AC9E6LY07

Biblical Connection and Wrap-up

Parent/Teacher Says:

“God is pleased when we obey Him, even when others don’t understand. Noah didn’t stop when people laughed. He obeyed because he trusted God more than the crowd.”

Read Hebrews 11:7:

“By faith Noah, being warned by God... prepared an ark... and became an heir of righteousness.”

Ask:

- “What helped Noah keep going?”
- “How can we stay strong when people laugh at our faith?”

Pray together:

“Dear God, help us obey You like Noah did. Even when others don’t understand, help us follow Your voice and trust Your ways. Amen.”

Australian Curriculum (v.9) Content Descriptions Used

Multi-age Common Threads:

- **respond to and reflect on** literary texts
- **identify, discuss and create** language features and sound patterns
- **use comprehension strategies** to build and explain meaning
- **plan, create, and edit texts** for different **purposes and audiences**

LITERATURE

- **AC9EFLE02** – Respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLE04** – Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs
- **AC9E1LE04 / AC9E2LE04** – Listen to and discuss poems, chants, rhymes and songs; imitate and experiment with sound patterns
- **AC9E2LE05** – Create and edit literary texts by adapting structures and language features
- **AC9E3LE02 / AC9E4LE02** – Discuss connections between personal experiences and character experiences; describe the effects of structure and language in texts
- **AC9E3LE04 / AC9E5LE04 / AC9E6LE04** – Discuss or explain literary devices including rhythm, sound and imagery in poetry
- **AC9E3LE05 / AC9E4LE05 / AC9E5LE05 / AC9E6LE05** – Create and edit literary texts, experimenting with devices and ideas from texts encountered

LITERACY

- **AC9EFLY05 / AC9E1LY05 / AC9E2LY05** – Use comprehension strategies to understand and discuss texts
- **AC9E3LY05 / AC9E4LY05 / AC9E5LY05 / AC9E6LY05** – Use comprehension strategies to build literal and inferred meaning and evaluate texts
- **AC9E2LY06 / AC9E3LY06 / AC9E4LY06 / AC9E5LY06 / AC9E6LY06** – Plan, create and edit written or multimodal texts using language appropriate to purpose and audience
- **AC9E1LY07 / AC9E3LY07 / AC9E4LY07 / AC9E5LY07 / AC9E6LY07** – Plan, create and deliver spoken or multimodal presentations on personal or learnt topics

Lesson 17: Building with Care

Theme: Skillful Construction and Planning

Character Trait: Orderliness – God blesses work that is planned, careful, and well-executed

Learning Objectives

By the end of this lesson, students will:

- Respond to a poem that celebrates planning and craftsmanship
 - Identify sound devices, structure, and meaning in poetic text
 - Reflect on how orderliness applies to both practical work and character
 - Create visual, written, or spoken work demonstrating the value of ordered planning
-

Introduction

Parent/Teacher Says:

“Before anyone builds something strong – like a house, a boat, or even a good plan – they need to prepare. They draw, measure, test, and work step by step. In today’s poem, someone wants to build a boat – but not in a hurry! They work carefully and wisely. God values order and planning – He designed the world with care and gave Noah exact plans for the ark!”

Ask:

- “Have you ever built something with blocks, paper, or tools?”
- “What happens when we try to build something without planning first?”

Addresses:

F: AC9EFLE02

Y1–2: AC9E1LE02

Y3–6: AC9E3LE02, AC9E4LE02

Poem: “Plan It First, Then Build It Right”

(A poem about building with care and skill)

I want to build a sailing boat
To glide across the bay,
But first I’ll need to plan it well –
There is no wiser way!

I’ll sketch the hull upon a page,
Then measure every side,
And mark the wood with careful lines
Before I even try.

I'll sand the edges smooth and neat,
So planks will fit in place,
I'll check my work, then check again –
No need to rush or race!

I'll hammer nails with steady hands,
And seal each corner tight,
For boats must float, and wobble not,
If they are built just right.

I'll rig the sail and tie the rope,
Each knot and hook secure,
Because a boat that's built with care
Will last – and will endure.

So whether big or whether small,
Let every job you do
Begin with skill and ordered steps –
That's what wise builders do!

Parent/Teacher Instructions:

Read the poem aloud with clear, steady rhythm. Pause after each stanza to allow children to visualise. For older students, you may wish to re-read and ask them to note rhymes or patterns.

Addresses:

F: AC9EFLE04

Y1–2: AC9E1LE04, AC9E2LE04

Y3–6: AC9E3LE04, AC9E4LE04, AC9E5LE04, AC9E6LE04

Thinking Questions

Foundation to Year 2

- What is the person in the poem building?
- What do they do before they start building?
- Why do you think it's important to build carefully?

Years 3–4

- What steps does the speaker take to make sure the boat is built well?
- Which words in the poem help you understand how careful the person is?
- What happens when we rush instead of plan?

Years 5–6

- What sound devices (like rhyme or rhythm) help give the poem structure?
- How does the poem use structure to match its message about careful building?
- In what ways does this poem reflect the biblical idea of wisdom and planning?

Addresses:

F: AC9EFLY05

Y1–2: AC9E1LY05, AC9E2LY05

Y3–6: AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05

Learning Activities

Foundation to Year 2 – Choose One:

1. **Build a Paper Boat**

Fold a paper boat using clear instructions. Then decorate it with a label: “Built with care!” Talk about the steps they followed in order.

2. **Sequence the Poem**

Print each stanza on a strip of paper. Mix and ask the child to put them in the correct order using clues from the poem.

Years 3–4 – Choose One:

1. **Poem Mapping**

Create a “planning diagram” for the poem using pictures or labelled boxes to show each building step (planning, measuring, building, testing).

2. **Write a New Verse**

Add a new stanza to the poem with a rhyming couplet that fits the theme. For example: “I’ll paint the boat with colours bold / And write my name in shiny gold!”

Years 5–6 – Choose One:

1. **Technical Rewrite**

Rewrite the poem as a set of detailed building instructions (step-by-step manual) using precise vocabulary, modal verbs (e.g. must, should), and sequencing words.

2. **Create a Mini Workshop Presentation**

Prepare a short oral presentation (1–2 minutes) explaining how someone can build a boat carefully, including ideas from the poem. Use voice, tone, and orderliness in delivery.

Addresses:

F: AC9EFLY06

Y1–2: AC9E2LE05, AC9E2LY06

Y3–4: AC9E3LE05, AC9E4LE05, AC9E3LY06

Y5–6: AC9E5LE05, AC9E6LE05, AC9E5LY06, AC9E6LY06

Optional Extension Activity

Design and Build Challenge

Provide students with materials to design a small object (e.g. raft, tower, or bridge) using blocks, cardboard, string, or tape. Before building, they must sketch a plan. Afterward, they reflect: What worked? What didn’t? How did planning help?

Addresses:

Y3–6: AC9E3LY06, AC9E4LY06, AC9E5LY06, AC9E6LY06

Biblical Connection and Wrap-up

Parent/Teacher Says:

“In the Bible, we see that God values **order** and not chaos. When Noah built the ark, God gave him exact measurements. Noah followed those instructions carefully. Jesus also said a wise man builds his house on a rock – he plans well and builds strong.”

Read Proverbs 24:3–4:

“By wisdom a house is built, and through understanding it is established; through knowledge its rooms are filled with rare and beautiful treasures.”

Ask:

- “How can we be more orderly in our own work?”
- “Why is it wise to plan before we act?”

Close in prayer:

“Dear Lord, help us to be like wise builders – careful, patient, and thoughtful in our work. Teach us to honour You in the way we plan and act. Amen.”

Australian Curriculum (v.9) Content Descriptions

Common Threads:

- **respond to, discuss, and create** poetic texts
- **use comprehension strategies** to **understand meaning**
- **plan, create, and edit** texts to suit **audience and purpose**

LITERATURE

- **AC9EFLE02** – Respond to stories and share feelings and thoughts about their events and characters
- **AC9EFLE04** – Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs
- **AC9E1LE04 / AC9E2LE04** – Listen to and discuss poems, chants, rhymes and songs; imitate and experiment with sound patterns
- **AC9E2LE05** – Create and edit literary texts by adapting structures and language features
- **AC9E3LE02 / AC9E4LE02** – Discuss connections between personal experiences and character experiences in literary texts
- **AC9E3LE04 / AC9E4LE04 / AC9E5LE04 / AC9E6LE04** – Discuss or explain the effects of sound and literary devices in poetry
- **AC9E3LE05 / AC9E4LE05 / AC9E5LE05 / AC9E6LE05** – Create and edit literary texts, experimenting with features from texts encountered

LITERACY

- **AC9EFLY05 / AC9E1LY05 / AC9E2LY05** – Use comprehension strategies to understand and discuss texts
- **AC9E3LY05 / AC9E4LY05 / AC9E5LY05 / AC9E6LY05** – Use comprehension strategies to build literal and inferred meaning and evaluate texts
- **AC9EFLY06 / AC9E2LY06 / AC9E3LY06 / AC9E4LY06 / AC9E5LY06 / AC9E6LY06** – Plan, create and edit written or multimodal texts using language and structure appropriate to purpose

Lesson 18: EXPLICIT WRITING SKILLS

Weekly Writing Focus:

Recounting and sequencing events clearly (linked to Noah’s careful obedience and order in building).

GROUP A (Foundation – Year 2)

Lesson: *How to Write a Recount (Telling What Happened in Order)*

Definition:

- **Recount = a true story of something that happened, told in the order it happened.**
- We use **First → Next → Then → Finally** to make the order clear.

AC Alignments:

- AC9EFLA05 / AC9E1LA06 – Recognise and form simple sentences
 - AC9E2LA03 – Understand that texts are organised differently for different purposes
 - AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Create short written texts to recount events
-

A) Vocabulary Pre-Teach

Word	Child-Friendly Meaning
<i>Ark</i>	The big boat Noah built
<i>Obey</i>	To do what God says
<i>Storm</i>	Strong wind and rain
<i>Gather</i>	To bring things together
<i>Flood</i>	Water rising and covering the land

Say each aloud and let the child act/draw the meaning where possible.

B) Oral Story Sequencing (Use Poem from Lesson 1)

Tutor prompts:

“Tell me what happened to Noah in the right order.”

Guide with questions:

- What did God ask Noah to do?
- What did Noah build?
- What happened with the animals?
- What happened when the rain came?

Praise *effort*, not perfection.

C) Writing Practice (Journal)

Year Level	Task
Foundation	Draw Noah building the ark. Dictate one sentence: <i>Noah built a big ark.</i>
Year 1	Write 3 sentences that start with First / Next / Then
Year 2	Write a full recount (5+ sentences) using First, Next, Then, Finally

Example model:

First, God told Noah to build an ark.

Next, Noah gathered wood and worked carefully.

Then, the animals came two by two.

Finally, the rain fell and God kept Noah safe.

D) Wrap-Up

Tutor asks:

“What does it mean to recount something?”

Student answers: **Tell what happened in order.**

GROUP B (Years 3–4)

Lesson: *Paragraph Recounts with Clear Sequencing*

Definition:

- A **Recount** tells **what happened**, in the **order it happened**, with **clear sequence words**.

AC Alignments:

- AC9E3LY06 / AC9E4LY06 – Plan, create and edit imaginative/informative texts
- AC9E3LA04 / AC9E4LA03 – Paragraphs organise ideas into stages

A) Vocabulary Pre-Teach

Word	Meaning
<i>Blueprint</i>	A careful plan for building
<i>Timbers</i>	Long pieces of cut wood
<i>Labor</i>	Hard work to build something
<i>Obedience</i>	Doing what is right and expected
<i>Secure</i>	Strong and safe, not able to fall apart

Quick oral check:

“Which word means a careful building plan?” → *Blueprint*.

B) Mini-Lesson: Recount Paragraph Structure

We use **TEEL Lite** again, but with **time-order language**:

Sequence Words	Use To Show Order
First, To begin, At the start	Opening event
Next, Then, After that	Middle steps
Finally, At last	Ending result

C) Guided Practice

Together, co-write first 2–3 sentences recounting Noah’s building process.

Example start:

First, Noah listened carefully to God’s instructions.

Next, he gathered strong timbers and began building the ark.

Leave space for students to continue independently.

D) Independent Writing

Write **1 paragraph (6–8 sentences)** retelling the **steps** of building the ark using **sequence words**.

Checklist:

- 1 clear topic sentence
 - Sequence words highlighted
 - Ending sentence shows the result
-

E) Wrap-Up Reflection

“How do sequence words help the reader?”

→ **They make the order easy to follow.**

GROUP C (Years 5–6)

Lesson: *Multi-Paragraph Recount with Purpose & Reflection*

Definition:

- A **Recount** not only tells **what happened**, but explains **why it mattered**.

AC Alignments:

- AC9E5LA03 / AC9E6LA03 – Organise texts into stages/paragraphs
 - AC9E5LY06 / AC9E6LY06 – Create structured, edited imaginative texts
 - AC9E5LE03 / AC9E6LE03 – Reflect on author’s intention (Noah obeyed with purpose)
-

A) Vocabulary Pre-Teach

Word	Meaning
<i>Covenant</i>	A promise from God
<i>Righteous</i>	Living in a way that pleases God
<i>Endurance</i>	Staying faithful even when it is hard
<i>Instruction</i>	Clear commands or directions
<i>Deliverance</i>	Being rescued or protected

Students copy these into journal word bank.

B) Recount Structure Reminder

A **strong recount** has:

1. **Orientation** (Who? Where? When?)
 2. **Events in order** (Sequenced steps)
 3. **Reflection** (Why does this matter?)
-

C) Writing Task

Write **2 paragraphs** recounting Noah’s obedience and the meaning behind his actions:

Paragraph 1: The **building** of the ark (ordered steps).

Paragraph 2: The **purpose** and meaning (obedience, trust, protection, God’s faithfulness).

Must include:

- Sequence words: *At first, Later, Eventually, Finally*
- At least **1 phrase of reflection**: e.g., *This shows...* / *This teaches us that...*

D) Editing Step

Students check:

- ✓ Paragraph breaks
- ✓ Sequence words
- ✓ Past tense maintained
- ✓ Reflection is clear and thoughtful

E) Wrap-Up Discussion

“What lesson about obedience can we learn from Noah?”

Allow thoughtful responses.

Lesson 19: Poetry of Water and Storms

Theme: Finding Order in Nature's Power

Character Trait: Orderliness – Seeing God's order even in stormy moments

Learning Objectives

By the end of this lesson, students will be able to:

- Listen to and discuss a poem that uses storm imagery
- Explore poetic language and the idea of finding order in seeming chaos
- Respond with artwork or writing to show understanding
- Reflect on the spiritual and literary meaning of storms and water

(Addresses: AC9EFLY05, AC9EILY05, AC9E2LY05, AC9E3LY03, AC9E4LE02, AC9E5LY05)

Introduction

Parent/Tutor Says:

“Today we are going to explore a powerful poem about a storm. Storms can seem wild and out of control, but even in the middle of all that noise, we can sometimes see patterns, beauty, and purpose. In this lesson, we'll think about how poets describe weather, how God uses storms in the Bible, and how we can find calm in the middle of noise.”

Ask:

- “Have you ever watched a storm from your window? What did it look and sound like?”
- “Have you ever felt afraid in a storm? What helped you feel safe?”

Then say:

“Let's listen to a poem that helps us imagine a thunderstorm and think about what it can show us.”

(Addresses: AC9EFLY05, AC9EILY05, AC9E2LY05)

Poem: “*Summer Storm*” by Elizabeth Coatsworth

(This poem is in the public domain.)

*The rain was like a little mouse,
Quiet, small, and gray.
It pattered all around the house
And then it went away.*

*It did not come again all day.
But left the sky alone.
And all the softest clouds up high
Were white as polished bone.*

*And in the corners of the sky
The blue began to show,
And all the shadows lifted up
And ran away below.*

Thinking Questions

Ask the child age-appropriate questions to develop literary understanding.

Foundation – Year 2

- What sound did the poem compare the rain to?
- Did the storm last a long time or a short time?
- What colours did the poem talk about?

Years 3–4

- What kind of mood does the poem create? Is it scary, peaceful, or something else?
- What do you think the poet meant when she said the rain was “like a little mouse”?
- What changes happened in the sky as the storm passed?

Years 5–6

- Why do you think the poet chose to describe the rain as a “little mouse”? What does this tell us about how she saw the storm?
- What poetic techniques (like rhyme or metaphor) can you identify?
- How does the poem show a transition from disorder to order?

(Addresses: AC9EFLY05, AC9E2LY05, AC9E3LE02, AC9E5LY05)

Learning Activities

Foundation – Year 2

1. **Art Activity:** Draw a picture of the storm and how it changed. Include the mouse-like rain and the blue sky.
2. **Word Hunt:** Highlight all the descriptive words (e.g. quiet, small, gray, soft, polished, blue). Talk about what each one means.

Years 3–4

1. **Poetry Rebuild:** Cut the poem into lines, mix them up, and try to place them back in order (printed copy).
2. **Feelings Chart:** Make a chart showing the mood at the start, middle, and end of the poem. Add your own words or emojis to describe each part.

Years 5–6

1. **Write Your Own Verse:** Write one stanza that could come before or after this poem using similar rhyme and rhythm.
2. **Compare and Reflect:** Compare this poem to another weather-related experience you’ve had. Write a short reflection linking real-life and poetry.

(Addresses: AC9EFLY06, AC9E2LY06, AC9E3LY06, AC9E5LY06)

Optional Extension Activity

Research another poem about storms or weather. Copy it neatly into your journal and write 2–3 sentences comparing it with “*Summer Storm*”.

Alternatively, use watercolour or soft pastels to create a layered art piece that shows a storm slowly fading into peace.

(Addresses: AC9E2LA03, AC9E4LY06, AC9E5LE02)

Biblical Connection and Wrap-Up

Parent/Tutor Says:

“In the Bible, storms often represent God's power – but they also show that God is always in control, even when things seem wild. Remember the story of Jesus calming the storm on the sea?”

Read aloud:

Mark 4:39 – “*Then He arose and rebuked the wind, and said to the sea, ‘Peace, be still!’ And the wind ceased and there was a great calm.*”

Ask:

- What does this verse show us about God’s power over nature?
- What can we learn about peace in the middle of life’s “storms”?

Closing Prayer:

“Lord, thank You for being with us through every storm – weather storms and life storms. Help us to trust You and to see Your order even when things seem confusing. Amen.”

Australian Curriculum (v9) Content Descriptions

Text Structure and Organisation

- AC9E2LA03 – Identify how texts across the curriculum are **organised depending on purpose**
- AC9E3LA03 – Describe how texts **use different structures** depending on their purpose
- AC9E5LA03 – Describe how texts are **organised depending on their purpose**, including across and within paragraphs

Expressing and Developing Ideas

- AC9EFLA06 – Recognise how **words and groups of words** build meaning in a sentence
- AC9E1LA06 – Understand how a **simple sentence** represents a single idea

Literature and Context / Responding to Literature

- AC9E3LE02 – Discuss how language and images create **mood and meaning**
- AC9E4LE02 – Examine how authors use **language and images** to express ideas
- AC9E5LE02 – Explain how **text structures, language features and images** influence audiences

Interpreting, Analysing, Evaluating

- AC9EFLY05 – Use comprehension strategies to understand and discuss texts
- AC9E1LY05 – Use comprehension strategies to **build literal and inferred meaning**
- AC9E2LY05 – Use comprehension strategies to **build literal and inferred meaning**
- AC9E3LY05 – Use comprehension strategies to **build literal and inferred meaning**
- AC9E5LY05 – Use comprehension strategies to **evaluate information and ideas**

Creating Texts

- **AC9EFLY06** – Create and participate in editing short written texts to report ideas and events
- **AC9E2LY06** – Create and edit short informative texts using **text structure appropriate to purpose**
- **AC9E3LY06** – Plan, create and publish **informative texts using paragraphs**
- **AC9E5LY06** – Plan and publish **explanatory texts using appropriate structure and vocabulary**

Lesson 20: The Flood and the Evidence

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness - God's works leave real, orderly evidence in creation.

Objectives: This lesson focuses on:

- Listening to and comprehending a **simple informational/explanatory text**
 - Making logical connections between **event → consequence → evidence**
 - Responding by **describing, explaining, and writing factual texts**
 - Recognising **cause-and-effect relationships** and structured ideas
-

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we are learning something exciting - that God's works in history leave evidence behind! When the Flood covered the earth, it wasn't just a hidden event. It changed the land, the rocks, and even left signs that we can still find today. God is a God of truth and order - and the world He made reflects His truth."

Ask your child:

- "Have you ever seen layers of rock in cliffs or mountains?"
- "Have you found seashells or fossils in strange places, like far from the ocean?"

(Encourage responses. Let them wonder aloud - these questions open their minds to thinking about real-world evidence.)

Parent says:

"Today, let's learn how the Flood left behind clues that show us it really happened."

Focus: Listening and responding to questions, oral discussion of ideas

Content Descriptions Addressed:

- **AC9EFLY05** – Use comprehension strategies to understand and discuss texts
 - **AC9EILY05** – Use comprehension strategies to build literal and inferred meaning
 - **AC9E2LY05** – Use comprehension strategies to build literal and inferred meaning
- These are relevant as students are prompted to connect prior knowledge and visualise real-world evidence.
-

B) Storytime: Informational Reading

Teacher: In this section we aim to give the children an awareness of comprehension strategies (AC9EFLY05, AC9EILY05, etc.):

Parent says:

"I'm going to read you a simple explanation about how the Flood left evidence behind."

Parent says:

"While I read, try to picture what's happening in your mind. You might even imagine you are an explorer discovering the fossils after the Flood."

Read aloud carefully and clearly:

The Flood and the Evidence

In your History lesson, you've been reading about the story of Noah. You might still be reading the story, so I won't spoil all the details of the story here. But I want to skip to our present day time period and talk about what scientists see in today's world.

In the Noah story we read how when God sent the Flood, the water covered the whole earth. Huge waves crashed against the land, carrying mud, sand, and rocks. The water buried plants, animals, and trees under thick layers of mud.

After the Flood ended, the water slowly went down.

The mud hardened into rock, trapping the remains of plants and animals inside – forming what we call fossils.

The world was completely changed. Hidden in the compacted earth, the evidence of the Flood remained.

And that's what we can still see today.

When scientists and explorers dig into the earth, they don't just find dirt. They find **layers** – flat sheets of rock stacked on top of each other like pancakes or lasagna. These layers, called *sedimentary rocks*, stretch across vast areas – sometimes across whole continents! They're not made slowly over millions of years as some believe, but all at once in a fast, watery catastrophe – just like the Bible describes.

In those layers, we find **fossils** – the remains of plants and animals that were buried so quickly they didn't even have time to rot or be eaten. Their bones, shells, feathers, and even soft tissues were preserved because they were trapped under tons of wet sediment. Some fossils are of land animals like dinosaurs, buried in twisted heaps. Others are sea creatures – like clams, starfish, and ammonites – found far from the ocean, even on the tops of **high mountains**! How could seashells end up at the peak of the Alps or Andes unless the water had once covered them?

Sometimes scientists find **fossil graveyards**, where hundreds or thousands of creatures are packed tightly together, all jumbled as if they were caught and buried in an instant. These sites are found all over the world – from deserts to tundras, from America to Australia. Some fossil fish are frozen in the act of eating. Some marine creatures are fossilised curled up, as if buried alive. These are not quiet burials over time – they are **violent, rapid, watery burials**, just like a Flood would cause.

Even more amazing is the shape of the rocks themselves. In many places, the layers are **bent** – not cracked or broken, but smoothly folded, as if they were soft like clay when they were pushed and twisted. This tells us the rock layers were still wet and pliable when they were moved – exactly what we would expect if they were formed during and shortly after the Flood, not millions of years apart.

Geologists also find **canyons and valleys** carved through solid rock – like the Grand Canyon – that seem too large and deep to have formed by ordinary rivers over time. But if a massive amount of water had drained quickly after a global Flood, carving paths through the soft, freshly laid mud, it would have created deep channels and dramatic landscapes in only a short time.

Even today, when volcanoes erupt or floods occur in modern times, we can observe how fast the land can change. After the Mount St. Helens eruption in the 1980s, a deep canyon was carved in just a few hours by flowing mud and ash. Trees were buried upright in layers. That local event gives us a tiny glimpse of what a global Flood could do!

So when we see:

- Layers of rock covering the land,
- Fossils of sea creatures on mountaintops,
- Folded, soft-looking rock beds,
- Enormous fossil graveyards filled with sudden death...

...these are **not random accidents**. They are **evidence**. Evidence that the Bible's history is true. Evidence that God's judgment was real. And evidence that God's rescue plan – His mercy to Noah and his family – was orderly, powerful, and purposeful.

God is not a God of confusion. He acts with wisdom, power, and clarity. And the world He made still carries the marks of His work. The earth itself is like a book full of clues – if we look with the right eyes.

.....

Focus: Listening to an informational text; visualising and drawing meaning

Content Descriptions Addressed:

- AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E5LY05 – *Use comprehension strategies to understand, infer, and evaluate*
- AC9E2LA03, AC9E3LA03, AC9E5LA03 – *Recognise how texts are organised depending on purpose (this section models a cause-effect explanatory structure)*

Parent says:

“God’s truth is not only written in the Bible – it’s written in the rocks and rivers, the hills and fossils, the mountains and layers. When we look at the world carefully and wisely, we find reminders of God’s great Flood, His justice, and His mercy.”

Parent says:

"God’s truth can be seen not just in the Bible but also in the world He made!"

C) Thinking Time

Teacher: This section reinforces **logical sequencing** and helps build factual sentence structure (AC9EFLA06, AC9E1LA06, etc.)

Parent says:

"Let's think carefully about the information we just learned."

Ask your child:

- "What happened to the plants and animals during the Flood?"
- "How did fossils form after the Flood?"
- "Why do we find sea creature fossils on mountaintops?"
- "What do layers of rock tell us about the past?"

(Encourage thinking in an ordered sequence: Flood → Mud → Burial → Fossils → Evidence.)

Parent says:

"Let's say the steps out loud like a chain of events.

First came the Flood, then...?

What happened to the animals?

What happened to the mud?

How did that become fossils?"

.....

Focus: Logical sequencing, understanding cause and effect, expressing ideas aloud

Content Descriptions Addressed:

- **AC9EFLA06** – Recognise how words and groups of words build meaning in a sentence
- **AC9E1LA06** – Understand how a simple sentence represents a single idea
- **AC9E2LA03** – Identify how texts are organised depending on their purpose
These align with retelling factual sequences and understanding explanatory structure.

D) Activity: Evidence Detectives

Parent says:

"Now let's be 'evidence detectives' and look for signs of the Flood!"

Activity Options by Age:

- **Foundation–Year 2:**
Draw a simple picture showing fossils buried in rock layers.
(Parent prompt: "Draw layers like pancakes with bones or shells inside them.")
"After drawing, tell someone the story of how the fossils got there. Try to use full sentences."
- **Years 3–4:**
Write 3–5 sentences explaining how fossils and rock layers show the Flood happened.
Focus on the sequence: first the Flood, then the burial, then the discovery.
"Before writing, make a short plan:
 1. What happened first?
 2. What came next?

3. What does that show us?"

- **Years 5–6:**

Write a full explanatory paragraph (8+ sentences) showing how rock layers, fossils, and sea creatures on mountains all fit with the Bible's account of the Flood.

Encourage logical order: cause → effect → evidence.

"Use a topic sentence and link your ideas logically. Example: 'The Bible tells us the Flood was real, and science gives us evidence to support it.' Then give 3 examples, and finish with a concluding sentence."

.....

Australian Curriculum Links:

Focus: Creating age-appropriate factual or explanatory responses

Content Descriptions Addressed:

- **F–2:**
 - **AC9EFLY06, AC9E1LY06, AC9E2LY06** – Create and edit short informative texts to report on a topic
- **Years 3–4:**
 - **AC9E3LY06** – Plan, create and publish informative texts using paragraphs and correct tense
 - **AC9E3LA03** – Describe how texts use different structures depending on their purpose
- **Years 5–6:**
 - **AC9E5LY06** – Plan and publish explanatory texts using appropriate structure and vocabulary
 - **AC9E5LA03** – Describe how texts are organised depending on their purpose

This section uses age-specific scaffolding to help students create structured written texts.

Optional Extension:

- Research online (with supervision) photos of fossil beds, folded rock layers, or seashells found on mountains.
- Create a mini "Flood Evidence" poster with pictures and simple explanations.

.....

Focus: Research, visual summarising of scientific and biblical evidence

Content Descriptions Addressed:

- Same codes as in Section D for each year level (informative/explanatory writing), as the activity builds on that writing skill
- May also reinforce:
 - **AC9E3LY05 / AC9E5LY05** – Use comprehension strategies to compare and evaluate information and ideas (if using external images or resources)

E) Bible Connection and Reflection

Parent says:

"The Bible explains the truth about the world.

God does not leave us without evidence of His actions."

Read aloud:

2 Peter 3:5–6

"But they deliberately forget that long ago by God's word the heavens came into being and the earth was formed out of water and by water.

By these waters also the world of that time was deluged and destroyed."

Parent says:

"Peter reminds us that some people forget the Flood - but God's word and God's world both show that it happened.

Real evidence points to a real event!"

.....

Focus: Listening to Scripture; connecting text to the world and values

Content Descriptions Addressed:

- AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E5LY05 – Using comprehension strategies to build literal and inferred meaning

This section builds a worldview connection and helps reflect on meaning and significance.

F) Wrap-Up

Parent says:

"Today we learned that the Flood left real, orderly evidence behind.

The fossils in rocks, the layers across the world, and the shells on mountains are not random accidents.

They are reminders of God's power, His justice, and His faithful rescue plan."

Optional closing prayer:

"Dear God, thank You that Your truth is clear and real.

Help me to see Your hand in creation and to trust Your word always. Amen."

.....

Focus: Oral review and reinforcement of learning through summary and prayer

Content Descriptions Addressed:

- Supports all comprehension and language strands above by revisiting concepts through discussion and personal reflection

Related Australian Curriculum v9 Content Descriptions for the Whole Lesson:

Foundation

- AC9EFLY05 – Use comprehension strategies to understand and discuss texts
- AC9EFLY06 – Create and participate in editing short written texts to report ideas and events
- AC9EFLA06 – Recognise how words and groups of words build meaning in a sentence

Year 1

- AC9E1LY05 – Use comprehension strategies to build literal and inferred meaning
- AC9E1LY06 – Create and edit short written texts to report on a topic

- **AC9E1LA06** – Understand how a simple sentence represents a single idea

Year 2

- **AC9E2LY05** – Use comprehension strategies to build literal and inferred meaning
- **AC9E2LY06** – Create and edit short informative texts using text structure appropriate to purpose
- **AC9E2LA03** – Identify how texts across the curriculum are organised depending on purpose

Years 3–4

- **AC9E3LY05** – Use comprehension strategies to build literal and inferred meaning
- **AC9E3LY06** – Plan, create and publish informative texts using paragraphs and correct tense
- **AC9E3LA03** – Describe how texts use different structures depending on purpose

Years 5–6

- **AC9E5LY05** – Use comprehension strategies to evaluate information and ideas
- **AC9E5LY06** – Plan and publish explanatory texts using appropriate structure and vocabulary
- **AC9E5LA03** – Describe how texts are organised depending on their purpose

TOPIC 5

THE TOWER OF BABEL: WORDS THAT SCATTER

Lesson 21: Pride and the Builder's Fall

Theme: Building in God's Way

Character Trait: Orderliness – God's design must be followed, not replaced by pride.

Learning Objectives

By the end of this lesson, students will be able to:

- Understand the moral and literary message of a poem based on Psalm 127:1.
- Identify and discuss the consequences of pride versus building with godly order.
- Reflect on how language is used in poetry to convey warning, humility, and truth.
- Create and respond to texts through drawing, writing, or dramatizing.

Introduction

Parent/Teacher says:

“Today we’re going to read a poem that helps us think about something really important – **how we build our lives**.

Some people work very hard to succeed, but they do it for their own glory. They leave God out. That’s called **pride**, and it leads to trouble.

But when we build our lives with God at the centre, we are being **orderly** – we follow His plan, and the result is strong and good.”

Ask your child:

- “Have you ever tried to build something without instructions? How did it go?”
- “Why do we need plans or guidance when we build something big – like a house or even a life?”

Say:

“The Bible teaches that unless the Lord builds the house, the builders labour in vain. Let’s listen to a poem about someone who learned this the hard way.”

Addresses:

AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E5LY05

Poem: “The Tower Without a Plan”

A man once built a mighty tower,
With bricks and steel and human power.
He drew no plan, he prayed no prayer –
He said, “My wisdom gets me there!”

He laughed at rules, he mocked the wise,
He reached his arms up to the skies.
He said, “I’ll make my name so great,
That even heaven can’t debate.”

But wind arose, the rain came fast,
The proud man’s tower could not last.
Its walls all cracked, its base gave way,
The mighty tower fell that day.

Another man, with humble heart,
Laid every brick with patient art.
He knelt to ask the Lord to guide,
And built his home with God inside.

The storms still came, the waters rolled,
But this house stood – strong, firm, and bold.
Not built on pride or praise of men,
But on the Lord – his truest friend.

So build your dreams with godly care,
With prayer and wisdom everywhere.
Let pride not lead your tools astray,
But follow God’s sure, steady way.

Based on Psalm 127:1 – “Unless the Lord builds the house, the builders labour in vain.”

Addresses:

AC9EFLY05, AC9EILY05, AC9E2LY05, AC9E3LY05, AC9E5LY05

Thinking Questions

Say: “Let’s think about what happened in this poem.”

Foundation–Year 2

- Who built the first tower? What was his mistake?
- What happened when the storm came?
- Who built the second house? Why did his house stand strong?

Years 3–4

- What is the difference between pride and orderliness in this poem?
- Why do you think the author wrote this poem? What lesson does it teach us?

Years 5–6

- How does the poem use contrast between the two builders to teach a biblical truth?
- What poetic devices (like rhyme or repetition) did the poet use to emphasize the theme?

Addresses:

AC9EFLA06, AC9E1LA06, AC9E2LA06, AC9E3LA03, AC9E5LA03

Biblical Connection

Read Psalm 127:1 together:

“Unless the Lord builds the house, the builders labour in vain.”

Say:

“The Bible reminds us that when we try to build something without God’s help, we might think we’re being strong – but it’s not real strength.

It’s better to work with God’s plan – to be humble, careful, and orderly. That’s the kind of builder God honours.”

Ask:

- “What does it mean to ‘build with God’? How can we do that even as kids?”
- “Can we include God in our plans at school, in our friendships, and in our dreams?”

Addresses:

AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E5LY05

Creative or Hands-on Learning Activities

Foundation–Year 2

Option 1: Draw two houses – one that falls in a storm and one that stands strong. Label or dictate a sentence for each.

Option 2: Use blocks to build two small towers – one messy and unstable, the other well-planned. Test both with a fan or shake test.

Years 3–4

Option 1: Write a short retelling of the poem in your own words. Give each builder a name and personality.

Option 2: Design a “Blueprint for Godly Building” – make a poster with wise building habits (e.g. prayer, planning, teamwork).

Years 5–6

Option 1: Write a poem or moral fable titled “*The Builder Who Forgot God*” using a rhyme scheme.

Option 2: Research historical buildings that failed due to pride or poor planning (e.g. Tower of Babel, Leaning Tower of Pisa) and write a short report linking the lesson to Psalm 127:1.

Addresses:

AC9EFLY06, AC9E1LY06, AC9E2LY06, AC9E3LY06, AC9E5LY06

Final Wrap-Up

Say:

“Today we learned that being a good builder isn’t just about tools and strength. It’s about your heart. Pride says, ‘I don’t need God.’

But orderliness says, ‘I will build carefully, following God’s design.’

Let’s be the second builder – the one who asked God to help and built something that lasted.”

Optional prayer:

“Dear Lord, thank You for reminding us that we need You in everything we do. Help us to build our lives with You at the centre. Amen.”

Australian Curriculum v9 Content Descriptions Addressed

Sub-strand: Interacting with Others / Comprehension

- AC9EFLY05: Use comprehension strategies to understand and discuss texts.
- AC9E1LY05: Use comprehension strategies to build literal and inferred meaning.
- AC9E2LY05: Use comprehension strategies to build literal and inferred meaning.
- AC9E3LY05: Use comprehension strategies to build literal and inferred meaning.
- AC9E5LY05: Use comprehension strategies to evaluate information and ideas.

Sub-strand: Language for Expressing and Developing Ideas

- AC9EFLA06: Recognise how words and groups of words build **meaning** in a sentence.
- AC9E1LA06: Understand how a simple sentence represents a single **idea**.
- AC9E2LA06: Understand how noun groups/phrases represent **ideas** in texts.
- AC9E3LA03: Describe how texts use different **structures** depending on purpose.
- AC9E5LA03: Describe how texts are **organised** depending on their purpose.

Sub-strand: Creating Texts

- AC9EFLY06: Create and participate in editing short written texts.
- AC9E1LY06: Create and edit short written texts to report on a topic.
- AC9E2LY06: Create and edit short informative texts using text **structure** appropriate to purpose.
- AC9E3LY06: Plan, create and publish informative texts using paragraphs and correct **tense**.
- AC9E5LY06: Plan and publish explanatory texts using appropriate **structure** and vocabulary.

Lesson 22: Language Differences Around the World

Theme: Understanding Culture Through Language

Character Trait: Respect – Every culture and language has value and beauty

Learning Objectives:

By the end of this lesson, children will:

- Understand that different groups use different ways to communicate
 - Reflect on how language builds identity and belonging
 - Compare different speech styles and communication rules in *The Jungle Book*
 - Respond creatively through drawing, drama, or writing
-

A) Introduction

Parent/Teacher says:

"Today we're going to explore something fascinating – how different people (and even animals!) use different ways to speak, listen, and understand each other. In different parts of the world, people speak different languages and use different manners when talking. We're going to use *The Jungle Book*, a classic story by Rudyard Kipling, to learn how characters in the jungle use language to belong to their own groups."

Ask:

- "Have you ever heard someone speak a language you didn't understand?"
- "Have you seen animals communicate? How do they do it?"
- "Do you think words are the only way to communicate?"

Content Descriptions addressed:

AC9EFLY01, AC9E1LY01, AC9E2LY01, AC9E3LY01, AC9E4LY01

B) Jungle Law – Order and Speech in the Jungle

Read this adapted extract aloud:

"In the jungle, there was a law – a set of rules that all animals knew. Wolves howled warnings, panthers moved in silence, and elephants rumbled with respect. If you were born in the jungle, you learned these ways from your first breath. It was the Law of the Jungle."

Discussion Questions

Foundation–Year 2:

- "What sounds do animals make to show feelings?"
- "What do you think the 'Law of the Jungle' means?"

Years 3–4:

- "Why might the jungle animals need rules to live together?"
- "How is the jungle 'language' like a code of behaviour?"

Years 5–6:

- "How do rules shape the way we speak and behave in groups?"
- "What similarities do you see between the jungle law and rules in human cultures?"

Content Descriptions addressed:

AC9EFLE01, AC9E1LE02, AC9E3LE02, AC9E5LE02

C) Mowgli Learns the Animal Languages

Read this adapted extract aloud:

“Mowgli was a human child, but he grew up with the wolves. He learned to growl like Baloo the bear and hiss like Kaa the snake. He listened carefully and copied the sounds. He could even speak with the elephants and birds! Mowgli was accepted because he spoke their way.”

Discussion Questions

Foundation–Year 2:

- "Have you ever copied someone's words to fit in?"
- "How do you think Mowgli felt learning all those languages?"

Years 3–4:

- "Why is it important to listen carefully when learning a new way to speak?"
- "How did Mowgli earn the trust of different animals?"

Years 5–6:

- "What does Mowgli's learning journey teach us about communication and identity?"
- "How does adapting to another 'language' show respect and wisdom?"

Content Descriptions addressed:

AC9EFLY01, AC9E1LE02, AC9E2LE02, AC9E4LE02, AC9E6LE02

D) The Monkey People – Confused Voices

Read this adapted extract aloud:

“Mowgli was once taken by the Bandar-log, the monkey people. They all talked at once, making jokes and shouting nonsense. They had no laws and didn't listen to each other. Mowgli was confused by their endless chatter and didn't feel safe among them.”

Discussion Questions

Foundation–Year 2:

- "How does it feel when everyone talks at once?"
- "What helps people listen better?"

Years 3–4:

- "Why do you think Mowgli didn't feel safe with the monkeys?"
- "What's the difference between talking and communicating?"

Years 5–6:

- "How can language without order cause problems?"
- "What does this story show about the importance of respectful listening?"

Content Descriptions addressed:

AC9EFLY01, AC9E2LE02, AC9E4LE02, AC9E6LE02

E) Biblical Connection

Parent/Teacher says:

"The Bible talks about the power of speech and understanding. In Genesis 11, God confused the language of people building the Tower of Babel, and they could no longer work together. God gave humans many languages so they would spread across the world and depend on Him."

Read:

Genesis 11:6–7

"The Lord said... 'Come, let Us go down and confuse their language so they will not understand each other.'"

Discuss:

- "Why does God care about how we use language?"
- "What can we learn about the importance of listening and understanding?"

Content Descriptions addressed:

AC9E1LE02, AC9E3LE02, AC9E5LE02

F) Creative & Hands-On Learning Activities

Foundation–Year 2:

1. Draw three animals and write what you think their 'language' sounds like.
2. Roleplay being Mowgli learning a new animal language with sound and gesture.

Years 3–4:

1. Create a comic strip showing Mowgli using three different 'languages'.
2. Write a short script where two animals misunderstand each other and solve it by listening.

Years 5–6:

1. Write a paragraph comparing jungle law to human cultural rules about speech.
2. Make a short presentation on a world language or cultural communication custom.

Content Descriptions addressed:

AC9EFLY06, AC9E2LY06, AC9E4LY06, AC9E6LY06

G) Wrap-Up Reflection

Parent/Teacher says:

"Today we explored how language can unite or confuse, depending on how it is used. Mowgli learned the importance of listening, adapting, and respecting the ways others communicate. In the same way, when we listen carefully and speak with kindness, we bring peace and order, just like God wants us to."

Optional Prayer:

"Dear Lord, thank You for creating so many wonderful languages and ways to speak. Help us to listen well, speak kindly, and respect the words of others. Amen."

Content Descriptions Used in This Lesson (AC v9):

Language (Expressing and Developing Ideas)

- AC9EFLY01 – Understand that people use different language to communicate.
- AC9E1LY01 – Recognise how different types of language are used for different purposes.
- AC9E2LY01 – Identify ways characters in texts communicate differently.
- AC9E3LY01 – Explain how characters' dialogue reflects purpose or identity.
- AC9E4LY01 – Identify how dialogue conveys different viewpoints.
- AC9E6LY01 – Describe how characters' use of language reflects their context.

Literature (Engaging with and Responding to Literature)

- AC9E1LE02 – Share ideas about characters and events in literary texts.
- AC9E2LE02 – Discuss characters and settings and how they relate to personal experiences.
- AC9E3LE02 – Reflect on how language and behaviours reflect different cultures.
- AC9E4LE02 – Analyse how authors use dialogue and language to represent cultures.
- AC9E5LE02 – Discuss the ways in which characters interact and how culture affects language.
- AC9E6LE02 – Evaluate the way language represents ideas, people and cultures.

Literacy (Creating Texts)

- AC9EFLY06 – Create and share short texts.
- AC9E2LY06 – Plan and create informative or imaginative texts appropriate to purpose.
- AC9E4LY06 – Create texts using dialogue, vocabulary and structure appropriate to audience.
- AC9E6LY06 – Create detailed written, spoken or multimodal texts to express ideas about cultural difference.

Lesson 23: EXPLICIT WRITING SKILLS

Weekly Writing Focus:

Dialogue and Voice – how to show characters speaking and thinking.

This fits perfectly because:

- In **Babel**, people speak **one language**, then many languages
- In **Jungle Book excerpt**, animals *speak with rules and meaning*

We will teach **speech marks**, tone, and simple ways to show **who is talking**.

GROUP A (Foundation – Year 2)

Lesson: *How to Show When Someone is Speaking*

Definition:

- **Character** = a person or animal in a story
- **Dialogue** = the **words the characters say out loud**

AC Alignments:

- AC9EFLA05 / AC9E1LA06 – Recognise simple sentences
 - AC9E1LA07 / AC9E2LA07 – Identify nouns and verbs
 - AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Create short written texts
-

A) Vocabulary Pre-Teach

Word	Meaning
<i>Speak</i>	To say words out loud
<i>Voice</i>	How someone sounds
<i>Together</i>	With other people
<i>Language</i>	The words we use to talk
<i>Confused</i>	Not understanding

Tutor says each word; child repeats + acts / gestures meaning.

B) Mini-Teaching

Tutor says:

“When someone **speaks**, we show their words with **speech marks** like this:”

Write on board:

“**Hello**,” said the boy.

Explain at this level:

- **Speech marks** go **around** the talking words
- A **comma** comes before **said**

We do **not** correct punctuation beyond that -- just notice.

C) Model from Lesson 1 (Babel)

Write:

God said, “**Build wisely and obey Me.**”

The people replied, “**We will build a great tower!**”

Read aloud with expression.

D) Student Writing (Journal)

Year Level	Task
Foundation	Copy one simple line you model: “ We can build ,” said Noah.
Year 1	Write two characters speaking (use <i>said</i>): “ Come help me ,” said the man.
Year 2	Write three lines of dialogue between two characters building the tower.

Encourage creativity – accuracy is built through repetition.

E) Wrap-Up

Ask:

“What is dialogue?”

→ Child answers: **The words characters speak.**

GROUP B (Years 3–4)

Teacher Script (Read Aloud)

A) Introduction

“Today we are learning how to show **when characters are talking** in a story.

This is called **dialogue**.

Dialogue makes stories more interesting because it lets us hear the characters’ voices and understand how they feel.”

Explain Vocabulary

“I am going to teach you a few words we will use today:

- **Command** means telling someone strongly what to do.
- **Reply** means to answer someone.
- **Warn** means to tell someone to be careful.
- **Accent** means a special way of speaking.
- **Negotiation** means talking to solve a problem.

Let’s say them together:

Command – Reply – Warn – Accent – Negotiation.”

B) Teaching How to Use Speech Marks

“When a character speaks, we show their **exact words** by using **speech marks**, like this:”

Write on board:

“**We must follow the Law of the Jungle,**” said Bagheera.

Then say:

“The **speech marks** (these curved lines) show which words were spoken.

The **comma** comes **before** the word *said*.

And the **word inside** the speech marks begins with a **capital letter** if the speech begins the sentence.”

C) Guided Practice (Students Help You Fix Sentences)

“Now we will fix some sentences so they show dialogue correctly.”

Write these on the board:

1. Mowgli said I will learn.
2. The wolves said welcome to our pack.

Say:

“Let’s fix the first one together.

What exact words did Mowgli say?”

Point and wait for students:

→ *I will learn.*

Teacher writes:

“I will learn,” said Mowgli.

Then together fix the second:

“Welcome to our pack,” said the wolves.

D) Student Writing Task

“Now you will write your own short conversation.

Choose **either**:

- Two workers at the Tower of Babel
- OR**
- Two animals discussing the Law of the Jungle.

Write **6 to 8 lines** of dialogue.

Remember:

- Each new speaker goes on a **new line**.
- Use speech marks.
- Use at least **one different dialogue tag** like *whispered, shouted, replied* – not only *said*.”

E) Finish

“Before you bring your writing to me, check:

- Are speech marks in the right place?
- Does each speaker have their own line?
- Did you use at least one tag that shows emotion?

Great! Start writing now.”

GROUP C (Years 5–6)

Teacher Script (Read Aloud)

A) Introduction

“Today we will learn how to use **dialogue** to show **a character’s voice and attitude** – not just what they say, but *how* they say it.

This helps readers understand personality, emotion, and conflict.”

Explain Vocabulary

“We’ll learn some important words first:

- **Authority** means speaking with power or command.
- **Defiance** means refusing to obey or pushing back.
- **Unity** means being together and agreeing.
- **Division** means being separated or disagreeing.
- **Interpretation** means the meaning someone understands.

Copy these into your Word Bank.

Now repeat after me: Authority – Defiance – Unity – Division – Interpretation.”

B) Demonstrate How Dialogue Shows Character

Write on board (read with expression):

Weak example:

“**We will build,**” said a worker.

Say:

“This tells us what was said, but not *how* he felt.”

Now write:

Strong example:

“**This tower will reach the heavens!**” shouted Radan, eyes blazing with pride.

Say:

“Here, we learn:

- The character is **bold and confident**.
- The tone is **excited and proud**.
- The descriptive phrase ‘**eyes blazing with pride**’ shows his attitude **without explaining it**.”

C) Guided Character Comparison

“These two characters should not sound the same.
One may be bossy, another cautious; one loud, another calm.
Your job is to make them **sound different**.”

Ask:

“What could a cautious worker say?”

Let students suggest.

Write one on board:

“**Are we sure this is wise?**” whispered Lemu, glancing nervously at the rising tower.

Say:

“See how tone and word choice make his voice **different** from Radan?”

D) Writing Task

“You will now write a short **two-paragraph** scene.

Choose **one**:

1. Two workers debating whether building the Tower is wise.
2. Two animals debating one of the Jungle Laws.

Paragraph 1: The conversation itself (dialogue).

Paragraph 2: A reflection explaining what the disagreement shows (pride, obedience, unity, division, wisdom, etc.).

Requirements Checklist:

- New line for each speaker.
- Dialogue tags that show tone (whispered, argued, murmured, insisted, sighed).
- At least one **physical action beat** instead of a tag (e.g., *He crossed his arms.*).
- At least one moment of **reflection** about the meaning of the disagreement.”

E) Close

“When you are finished, read aloud quietly to yourself:

- Do the speakers sound **different**?
- Can I tell how each character **feels** by the words and tone?
If yes – wonderful. Begin writing now.”

Lesson 24: Lesson Title: Understanding New Words

Theme: Discovery and Language Growth

Character Trait: Curiosity – Exploring language leads to new understanding

Learning Objectives

By the end of this lesson, students will be able to:

- Identify unfamiliar words and use context or word parts to suggest possible meanings.
 - Explain how new or unknown vocabulary can reflect unfamiliar ideas, places, or experiences.
 - Respond creatively and reflectively to a poem through writing, drawing, or performance.
 - Understand how language helps us imagine and describe beyond our own experience.
-

Introduction

Parent/Teacher Says:

“Today we are going to read a poem by Robert Louis Stevenson. He lived over 100 years ago, and he loved to imagine faraway places. The poem is about a little child who climbs a tree and sees a whole new world. It’s full of unfamiliar words – some we may not hear much anymore. That makes it perfect for learning how to understand new words.”

Ask:

- “Have you ever read or heard a word and didn’t know what it meant?”
- “What do you usually do when you hear a new word?”
- “Do you think some words might come from different countries, or times, or even be invented?”

Encourage them to listen for words they don’t know and to wonder what they might mean.

Content Descriptions Addressed:

- AC9EFLY04, AC9E1LY04, AC9E2LY04, AC9E3LY04, AC9E4LY04, AC9E5LY04, AC9E6LY04
-

Poem: *Foreign Lands* by Robert Louis Stevenson

Read aloud slowly and clearly. Pause for unknown or curious vocabulary.

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next-door garden lie
Adorned with flowers before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the roads on either hand
Lead onward into fairyland,
Where all the children dine at five,
And all the playthings come alive.

Encourage visualisation: “What did you see in your mind while I read?”

Content Descriptions Addressed:

- AC9EFLA07, AC9E1LA08, AC9E2LA08, AC9E3LA08, AC9E4LA09, AC9E5LA09, AC9E6LA09
-

Thinking Questions

Foundations – Year 2

- What did the child see from the cherry tree?
- Can you find a word you don't know? What do you think it means?
- What would *fairyland* or a *looking-glass* be?

Years 3–4

- Why do you think the poet used words like *abroad* or *adorned*?
- What clues help us guess what *tramping* or *slips* into the sea might mean?
- How does the poem use imagination to describe ordinary things?

Years 5–6

- Choose three unfamiliar or descriptive words. What meaning can you gather from the poem's context?
- Why do you think the poet describes the river as a *grown-up river*?
- How does the speaker's point of view change by climbing higher?

Content Descriptions Addressed:

- AC9EFLY04, AC9E1LY04, AC9E2LY04, AC9E3LY04, AC9E4LY04, AC9E5LY04, AC9E6LY04

Biblical Connection

Read Proverbs 18:15:

“The heart of the discerning acquires knowledge, for the ears of the wise seek it out.”

Say:

“God made us with minds that can learn and grow. When we listen carefully and think about words, we are using the brains He gave us with wisdom. God loves it when we seek out understanding.”

Ask:

- “How does learning a new word show that we’re growing in wisdom?”
- “Do you think God wants us to explore language with curiosity and care?”

Content Descriptions Addressed:

- Connection to general thinking, meaning-making, and values; no specific code, but supports reflective skills.
-

Learning Activities

Foundation – Year 2

1. **Word Treasure Hunt:** Pick 2–3 words from the poem. Draw pictures of what you think they mean and tell someone why.
2. **Tree View Drawing:** Draw a picture of what you would see from the top of your own cherry tree. Label your drawing with simple descriptive words.

Years 3–4

1. **Word Clues Detective:** Choose 3 new or interesting words. Write down what you think they mean using clues from the poem. Check a dictionary to confirm.
2. **Poem Response:** Write your own short poem starting with, “If I could climb a tree so high...”

Years 5–6

1. **Vocabulary Explorer:** Choose 5 rich or unfamiliar words. Write their meanings, what clues helped you guess them, and how they add to the poem’s tone or setting.
2. **Rewrite the Scene:** Rewrite one stanza of the poem using modern language and vocabulary. Then explain how the feeling or tone changed.

Content Descriptions Addressed:

- AC9EFLY04, AC9EFLA07, AC9E1LY04, AC9E2LY04, AC9E3LY04, AC9E4LY04, AC9E5LY04, AC9E6LY04
 - AC9E3LA08, AC9E4LA09, AC9E5LA09, AC9E6LA09
-

Optional Extension Activity

Create a mini dictionary of "Foreign Lands Words" from the poem. Each child writes a short definition and draws a picture for 1–3 words. Bind them into a class or family wordbook.

Extension Skills Link:

- Builds vocabulary inquiry and expressive language; reinforces visual and written connection to meaning.
-

Final Wrap-up

Parent/Teacher Says:

“Language helps us imagine faraway places – even from our backyard! Just like the child in the poem, when we learn new words, we can see more, understand more, and enjoy God's world more richly. Words are a gift!”

Optional Prayer:

“Lord, thank You for the wonder of words. Help us to learn with joy and use our words to bless others. Amen.”

Australian Curriculum (v9) Content Descriptions Used in This Lesson

Language Sub-strand: Expressing and Developing Ideas

- AC9EFLA07 – Recognise that texts can have many unfamiliar words and begin to use knowledge of letters and sounds to make meaning
- AC9EILA08 – Understand that vocabulary is used to express and extend ideas
- AC9E2LA08 – Understand how vocabulary can be extended and adapted for different purposes
- AC9E3LA08 – Investigate how vocabulary can be expanded and organise ideas for different purposes
- AC9E4LA09 – Investigate how the vocabulary and expressions of texts can shape meaning
- AC9E5LA09 – Investigate how vocabulary choices can influence meaning and express opinion
- AC9E6LA09 – Understand how the vocabulary and language structures of texts can be used to express or challenge ideas

Literacy Sub-strand: Interacting with Texts

- AC9EFLY04 – Use comprehension strategies to understand and discuss texts
- AC9E1LY04 – Use comprehension strategies to understand and discuss texts
- AC9E2LY04 – Use comprehension strategies to understand and discuss texts
- AC9E3LY04 – Use comprehension strategies to build literal and inferred meaning
- AC9E4LY04 – Use comprehension strategies to analyse texts
- AC9E5LY04 – Use comprehension strategies to interpret and evaluate texts
- AC9E6LY04 – Use comprehension strategies to analyse and compare texts

Lesson 25: God's Colourful World

Theme: Appreciating the Beauty and Order in God's Creation

Character Trait: Orderliness – Noticing and describing the patterns, colours, and careful design of creation

Learning Objectives

By the end of this lesson, students will:

- Recognise and respond to poetic language and imagery
 - Identify and explore colours, patterns, and beauty in creation
 - Understand how rhyme, repetition, and descriptive vocabulary shape meaning in a poem
 - Reflect on how God designed the world with variety and care
 - Create written, spoken, or visual texts that communicate these ideas
-

A) Introduction

Parent/Teacher Says:

"Today we are going to read a special poem that describes God's colourful creation. When we look closely at the world around us – flowers, clouds, birds, oceans – we see so much variety and order. Colours are not random. They are part of God's design.

Poets use words carefully, with rhythm and beauty, to describe what they see. Let's read the poem and look for the patterns and images."

Ask Your Child/Students:

- "What is your favourite colour in nature?"
- "Where do you see colours and patterns in God's creation?"
- "What do you think God wants us to notice about the world He made?"

Content Descriptions Addressed:

AC9EFLA03, AC9EFLA07, AC9EFLE02 (F); AC9E1LA04, AC9E1LE02 (Y1); AC9E2LA09, AC9E2LE04 (Y2); AC9E3LE04, AC9E3LE02 (Y3); AC9E4LE04 (Y4); AC9E5LE04 (Y5); AC9E6LE04 (Y6)

B) Poem – *God's Colourful World*

Parent/Teacher Reads Aloud Slowly with Expression (or older child can read it out) :

God's Colourful World

Author Unknown (Christian Traditional)

Roses red and daisies white,
Golden sun and stars at night,
Feathers blue on birds that sing,
Butterflies with painted wings.

Greenest grass and silver rain,
Colours sparkling in each grain.
Orchards ripe with peach and plum,
Rainbows after storms have come.

Pink of shells and ocean foam,
Orange leaves around my home.
Patterns printed, lines so fine,
All by God's great grand design.

Thank You, Lord, for all You made –
Every tint and every shade!
Let my heart be bright and true,
Like the colours made by You.

Content Descriptions Addressed:

AC9EFLE04 (F), AC9EFLY07 (F); AC9E1LE04 (Y1), AC9E1LY07 (Y1); AC9E2LE04 (Y2), AC9E2LY07 (Y2); AC9E3LE04 (Y3), AC9E3LY07 (Y3); AC9E4LE04 (Y4), AC9E4LY07 (Y4); AC9E5LE04 (Y5), AC9E5LY07 (Y5); AC9E6LE04 (Y6), AC9E6LY07 (Y6)

C) Thinking Questions

Foundation to Year 2:

- What colours did you hear in the poem?
- What is your favourite line or picture from the poem? Why?
- Who made all these colourful things?

Year 3–4:

- How does the poet describe nature using words that help you imagine what they saw?
- What word patterns or rhymes do you notice?
- What is the poet thankful for?

Year 5–6:

- What kinds of imagery are used (simile, metaphor, personification)?
- How does rhyme or rhythm help with the message?
- What is the overall message or theme of the poem?

Content Descriptions Addressed:

- AC9EFLE02, AC9EFLY05 (F); AC9E1LE02, AC9E1LY05 (Y1); AC9E2LE02, AC9E2LY05 (Y2); AC9E3LE02, AC9E3LY05 (Y3); AC9E4LE02, AC9E4LY05 (Y4); AC9E5LE02, AC9E5LY05 (Y5); AC9E6LE02, AC9E6LY05 (Y6)
-

D) Biblical Connection

Parent/Teacher Says:

"Let's think about what the Bible says about God's creation."

Read Genesis 1:31 (NKJV):

“Then God saw everything that He had made, and indeed it was very good.”

God made every leaf, cloud, rainbow, and animal. He gave us the ability to notice and describe beauty. Poetry is one way to say thank you to God and reflect His creativity.

Ask Your Child/Students:

- “What part of God’s creation makes you feel happy?”
- “How can we use words to give God glory?”

Content Descriptions Addressed:

AC9EFLE02, AC9EFLA08 (F); AC9E3LE02, AC9E3LA10 (Y3); AC9E5LE02, AC9E5LA08 (Y5)

E) Learning Activities

Foundation to Year 2:

1. **Colour Match Drawing:** Draw and label one of the images in the poem (e.g., “silver rain” or “butterflies with painted wings”). Try to use real colours!
2. **Poetry Voice Practice:** Practise reading your favourite verse aloud with expression and gestures. Perform it for your family or class.

Year 3–4:

1. **Create a Colour Verse:** Write your own four-line poem describing something colourful in creation (e.g., “sunset,” “beach,” or “forest”). Try to use rhyme.
2. **Order and Illustrate:** Cut the poem into its stanzas and sequence them. Then illustrate each one like a picture book.

Year 5–6:

1. **Imagery Rewrite Challenge:** Choose one stanza and rewrite it using new imagery while keeping the same theme. Share how your version is different but still shows God's beauty.
2. **Create a Visual Poem:** Use Canva or paper collage to display the poem with matching colours and layout. Add illustrations that reflect each stanza.

Content Descriptions Addressed:

AC9EFLY06, AC9EFLY07 (F); AC9E1LY06, AC9E1LY07 (Y1); AC9E2LY06, AC9E2LY07 (Y2); AC9E3LY06, AC9E3LY07 (Y3); AC9E4LY06, AC9E4LY07 (Y4); AC9E5LY06, AC9E5LY07 (Y5); AC9E6LY06, AC9E6LY07 (Y6)

F) Optional Extension Activity

Poetic Devices Hunt:

Older students can highlight examples of rhyme, alliteration, and imagery in the poem. Then they can try adding one of these devices into a poem of their own.

Australian Curriculum (v9) Content Descriptions Used

Language

- **AC9EFLA03** – Understand that texts can take many forms
- **AC9EFLA07** – Explore the contribution of images and words to meaning
- **AC9EILA04** – Explore how rhyme and rhythm create cohesion in simple poems
- **AC9E2LA09** – Experiment with and begin to make conscious choices of vocabulary
- **AC9E3LA10** – Extend topic-specific and technical vocabulary
- **AC9E5LA08** – Understand how vocabulary is used to express greater precision of meaning

Literature

- **AC9EFLE02** – Respond to stories and share feelings and thoughts
- **AC9EFLE04** – Explore and replicate the rhythms and sound patterns of literary texts
- **AC9EILE02** – Share responses by making connections with students' own experiences
- **AC9EILE04** – Discuss and imitate sound patterns including rhyme
- **AC9E2LE02** – Give reasons for personal preferences
- **AC9E2LE04** – Identify, reproduce and experiment with rhythmic sound and word patterns
- **AC9E3LE02** – Discuss connections between personal experiences and character experiences
- **AC9E3LE04** – Discuss rhythm and onomatopoeia in poetry
- **AC9E4LE02** – Describe the effects of text structures and language features in literary texts
- **AC9E4LE04** – Examine use of literary devices and deliberate word play in poetry
- **AC9E5LE02** – Present an opinion on a literary text
- **AC9E5LE04** – Examine effects of imagery and sound devices in poetry
- **AC9E6LE02** – Identify similarities and differences in literary texts on similar themes
- **AC9E6LE04** – Explain how authors use sound and imagery in poetry

Literacy

- **AC9EFLY05** – Use comprehension strategies to understand texts
 - **AC9EFLY06** – Create short written texts
 - **AC9EFLY07** – Deliver short spoken texts using features of voice
 - **AC9EILY05** – Use comprehension strategies
 - **AC9EILY06** – Create and edit short written/multimodal texts
 - **AC9EILY07** – Deliver short oral presentations
 - **AC9E2LY05** – Use comprehension strategies
 - **AC9E2LY06** – Create and edit texts using simple and compound sentences
 - **AC9E2LY07** – Deliver oral presentations using appropriate tone and volume
 - **AC9E3LY05** – Use comprehension strategies
 - **AC9E3LY06** – Create and publish texts with paragraphs and correct tense
 - **AC9E3LY07** – Deliver structured oral presentations using precise vocabulary
 - **AC9E4LY05** – Use comprehension strategies
 - **AC9E4LY06** – Create and publish texts using complex sentences and synonyms
 - **AC9E4LY07** – Deliver oral presentations using tone, pitch, pace
 - **AC9E5LY05** – Use comprehension strategies
 - **AC9E5LY06** – Plan, create and publish texts with text connectives and technical vocabulary
 - **AC9E5LY07** – Deliver presentations with elaborated ideas and sequencing
 - **AC9E6LY05** – Use comprehension strategies
 - **AC9E6LY06** – Plan, create and publish texts using vivid vocabulary and punctuation
 - **AC9E6LY07** – Deliver presentations developing a theme or idea
-

TOPIC 6

MESOPOTAMIA: STORYTELLING IN THE FIRST CITIES

Lesson 26: Sumerian Stories

Theme: Early Civilisations and Ancient Literature

Character Trait: *Orderliness* – Recognising structure, purpose, and meaning in ancient texts

Learning Activities in This Lesson

- Listen to a simplified ancient text (The Epic of Gilgamesh)
- Retell key events in your own words
- Answer questions about the sequence, meaning, and purpose of the story
- Reflect on similarities and contrasts between ancient literature and the Bible
- Complete differentiated creative or written tasks based on the text

Learning Objectives

By the end of this lesson, students will be able to:

- Listen to and understand a simplified ancient narrative
- Retell key events and ideas from the story in structured form
- Respond to the meaning and message of the story
- Compare aspects of ancient myths with biblical truth
- Create a short written, drawn, or oral response suited to age level

Parent/Tutor Instructions – Introduction

Say to your child/children:

“Today we’re going to read part of a very old story from the land of Sumer. That’s where some of the first cities in history were built, thousands of years ago, in a place we now call Iraq. This story was written on clay tablets! It’s called *The Epic of Gilgamesh*, and it’s one of the oldest pieces of writing in the world.”

“Some parts of the story are quite different from what we believe as Christians. But we can still learn from it. We’ll listen carefully, try to remember the details, and talk about what the story tells us about people, choices, and how stories were used in ancient times.”

The Story – A Simplified Excerpt from The Epic of Gilgamesh

(Note: This version is simplified and adapted for learners aged 5–12.)

Gilgamesh and the Search for Life

A long time ago, in the ancient city of Uruk, there was a mighty king named Gilgamesh. He was strong, brave, and clever – but he was also proud. He built high walls and temples and thought no one could defeat him.

Gilgamesh wanted to live forever. He didn't want to grow old or die. So he went on a long journey to find the secret of eternal life.

He travelled through mountains, crossed dark forests, and met wild beasts. He fought lions and made friends with a wild man named Enkidu, who became like a brother to him.

But one day, Enkidu died. Gilgamesh cried and cried. He said, "If Enkidu can die, then I will too. I must find a way to escape death."

He travelled across the sea to find a wise man named Utnapishtim, who had survived a great flood sent by the gods. Utnapishtim told Gilgamesh that the gods had given him eternal life – but not to anyone else.

Still, he gave Gilgamesh a test: "Stay awake for six days and seven nights. If you can do this, maybe you are strong enough to live forever."

But Gilgamesh fell asleep.

When he woke up, he was ashamed. He returned home, sad but wiser. He realised that he could not escape death. Instead, he should be a good king, build good things, and treat people well. That was the kind of greatness that would last.

Narration

Say: "Now that I've read the story, I want you to tell it back to me in your own words. Try to remember as much as you can – who the characters were, what happened, and what it meant."

(Allow students to retell freely. Prompt with simple questions if needed: "What did Gilgamesh want?" "Who helped him?" "What did he learn?")

Thinking Questions (Differentiated by Year Level)

Foundation – Year 2

- Why was Gilgamesh sad when Enkidu died?
- What did Gilgamesh learn at the end of the story?

Years 3–4

- What do you think the story says about trying to live forever?
- Do you think Gilgamesh became wiser by the end? Why?

Years 5–6

- This story includes themes of death, purpose, and legacy. What do you think the author was trying to teach readers in ancient Sumer?
- How does Gilgamesh’s journey show a change in character? Was his pride replaced by something else?

Content Descriptions Addressed:

AC9EFLE02, AC9E1LE02, AC9E2LE02, AC9E3LE02, AC9E4LE02, AC9E5LE02, AC9E6LE02

Biblical Connection

Say:

“In the Bible, we are reminded that eternal life is not something we can earn or find on a journey like Gilgamesh tried. Eternal life is a gift from God. In John 3:16, it says, ‘For God so loved the world, that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life.’”

“Unlike the Sumerian story, God’s promise of eternal life isn’t just for the wise or strong – it’s for anyone who believes in Jesus. Our legacy isn’t just in what we build on earth, but in our relationship with God.”

Content Descriptions Addressed:

AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05

Learning Activities (Choose One or Both)

Foundation–Year 2:

1. Draw a picture of Gilgamesh’s journey. Show him meeting Enkidu or visiting the wise man.
2. Match or cut/paste three simple pictures in order: (i) Gilgamesh travels, (ii) Gilgamesh meets Enkidu, (iii) Gilgamesh returns wiser.

Years 3–4:

1. Write 4–5 sentences retelling what Gilgamesh learned on his journey.
2. Create a “Message Scroll” like in ancient times: Write one lesson Gilgamesh learned and decorate it like a clay tablet.

Years 5–6:

1. Write a short paragraph comparing *The Epic of Gilgamesh* to a Bible story about wisdom or purpose (e.g., Solomon, Ecclesiastes).
2. Write a journal entry from Gilgamesh’s point of view after he returns home.

Content Descriptions Addressed:

AC9EFLY06, AC9E1LY06, AC9E2LY06, AC9E3LY06, AC9E4LY06, AC9E5LY06, AC9E6LY06
AC9EFLA06, AC9E1LA06, AC9E2LA06, AC9E3LA06, AC9E4LA06, AC9E5LA06, AC9E6LA06

Wrap-Up

Say:

“Today we heard a story that is over 4000 years old! Even though we don’t believe everything in it, we can still learn about what ancient people thought about life, death, and purpose. Gilgamesh learned that he couldn’t live forever, but that he could live well. As Christians, we believe God gives us a way to live well and also to live forever – through Jesus.”

Optional Closing Prayer:

“Dear God, thank You for giving us stories from long ago to help us think. Thank You for the truth of Your Word that gives us hope, not just for this life but forever. Help us to be wise and humble, not proud like Gilgamesh. Amen.”

Content Descriptions Addressed:

AC9EFLE02, AC9E1LE02, AC9E2LE02, AC9E3LE02, AC9E4LE02, AC9E5LE02, AC9E6LE02
AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05

Australian Curriculum (v9) Content Descriptions Used

Literature – Responding to Literature

- AC9EFLE02 – Share thoughts about stories, characters and events
- AC9E1LE02 – Discuss how characters and settings are connected in stories
- AC9E2LE02 – Discuss characters, events and settings in stories, drawing on personal experience
- AC9E3LE02 – Discuss how language is used to represent characters and events
- AC9E4LE02 – Discuss ways authors use story elements to influence readers
- AC9E5LE02 – Analyse how authors use language and structure to influence readers
- AC9E6LE02 – Analyse how authors use narrative structures and devices to express ideas and values

Literacy – Interacting with and Creating Texts

- AC9EFLY05 – Recall key ideas from texts and respond through speaking, writing, and drawing
- AC9E1LY05 – Discuss and retell familiar texts and respond through writing or drawing
- AC9E2LY05 – Use comprehension strategies to build literal and inferred meaning
- AC9E3LY05 – Use comprehension strategies to interpret and respond to texts
- AC9E4LY05 – Use comprehension strategies to build understanding and express responses
- AC9E5LY05 – Use comprehension strategies to evaluate and reflect on meaning
- AC9E6LY05 – Analyse texts using comprehension strategies and justify responses

Literacy – Creating Texts

- AC9EFLY06 – Create short texts to express ideas and events
- AC9E1LY06 – Create and edit short written texts about familiar topics

- **AC9E2LY06** – Create informative texts about topics of interest
- **AC9E3LY06** – Plan, create and publish short texts using appropriate structure
- **AC9E4LY06** – Plan, draft and publish texts appropriate to audience and purpose
- **AC9E5LY06** – Plan, create and edit imaginative and informative texts
- **AC9E6LY06** – Create texts for specific purposes using language features and structure

Language – Expressing and Developing Ideas

- **AC9EFLA06, AC9E1LA06, AC9E2LA06, AC9E3LA06, AC9E4LA06, AC9E5LA06, AC9E6LA06** – Recognise and use sentence structure and vocabulary appropriate to level and text type
-

Lesson 27: Life in a Mesopotamian City

Theme: Ancient Civilisations – Learning, Kindness, and Order in the City of Ur

Character Trait: Orderliness – Honouring learning, daily routines, and kindness in community

Learning Objectives:

By the end of this lesson, students will:

- Explore features of historical fiction, including setting, character, and cultural detail
 - Reflect on how orderliness is shown in ancient societies through schooling, laws, worship, and family life
 - Respond to and discuss story events and character choices
 - Compare their experiences to life in the ancient world
 - Create imaginative or informative responses based on the story
-

A) Introduction

Parent/Tutor Says:

“Today we’re going to read a historical fiction story about a boy who lived in the city of Ur – an ancient place from real history, located in what we now call Iraq. This story is made up, but it’s based on real places, customs, and discoveries. I want you to listen carefully and imagine what life might have been like for a child growing up in that time. We’ll think about the different people, the order of their daily lives, and how they understood the world.”

Ask your child:

- “What do you think life might have been like in a city 4,000 years ago?”
- “What kind of routines and jobs might people have had back then?”
- “What does it mean to live in an orderly or peaceful community?”

Content Descriptions addressed:

- AC9EFLE01, AC9E1LE01, AC9E2LE01, AC9E3LE01, AC9E4LE01, AC9E5LE01, AC9E6LE01 – identify or discuss how characters and settings relate to historical or cultural contexts
 - AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05 – use comprehension strategies including predicting and connecting
-

B) Historical Fiction Story

The Boy of Ur: A Tale from Ancient Mesopotamia

Long ago, in the bustling city of **Ur**, nestled between the mighty rivers **Tigris** and **Euphrates**, lived a boy named **Tariq**. He was ten years old, curious, clever, and always eager to learn. His father, **Nabatu**, was a skilled potter, and his mother, **Zillah**, wove beautiful cloth dyed with colours from crushed berries and flowers.

Ur was a grand city, with wide streets paved with clay bricks, markets filled with traders from faraway lands, and towering ziggurats that reached toward the sky. The ziggurats were towers, a bit like a pyramid

made of stone blocks. They were rectangular with stepped terraces, and often had a temple on top. The people in this city spoke many languages, wore different clothes, and brought spices, gems, and stories from places Tariq could only dream of.

The Festival of the Moon

One morning, Tariq woke to the sound of drums and flutes. It was the **Festival of the Moon**, a celebration of what the people thought was the moon-god and protector of the city of Ur. Because they didn't know the true God, they thought the moon was a god, called **Nanna**, and they wanted to celebrate how Nanna protected them. The whole city was preparing for the feast. Priests in white robes climbed the steps of the ziggurat, carrying offerings of grain, dates, and honey.

Tariq's family was busy too. His father shaped clay lamps to be lit at sunset, and his mother embroidered a robe for the temple dancers. Tariq helped by fetching water from the canal and grinding barley for bread.

As the sun dipped low, the city glowed with hundreds of flickering lamps. People sang songs, danced in circles, and shared food with neighbours. Tariq sat beside his grandfather, **Eshban**, who told stories of Ur's ancient kings and brave warriors.

"Long ago," Eshban said, "King Ur-Nammu built the great ziggurat to honour Nanna. He made laws to protect the weak and punish the wicked. He was wise and just."

Tariq listened with wide eyes. He dreamed of becoming a scribe one day, writing on clay tablets and recording the stories of his people.

A Mysterious Stranger

The next day, while helping his father at the market, Tariq noticed a stranger with a long hair, a beard and a robe of deep blue. He spoke with a strange accent and carried scrolls tied with golden thread.

"Who is he?" Tariq whispered.

"A traveller from Akkad," his father replied. "He says he's a teacher."

Tariq's heart leapt. A teacher! He had heard of schools where boys learned to read cuneiform, the wedge-shaped writing pressed into clay. But only a few children were chosen to study – usually the sons of priests or nobles.

That evening, the stranger visited their home. His name was **Ben-Ya**, and he had come to Ur to teach the children of craftsmen and merchants, and to help them know the one true God.

"I believe wisdom should be shared with everyone," he said kindly. "Even the son of a potter may become a great scribe."

Tariq's parents agreed, and the next morning, Tariq joined five other children in a small room near the temple. They sat on mats and practiced writing signs in clay. Tariq learned the symbol for "water," "star," and "king." He loved every moment.

Trouble in the City

One afternoon, as Tariq walked home from his lesson, he saw people gathered near the city gate. A messenger had arrived with troubling news: **bandits** had attacked a camel-caravan on the road from Lagash. The word ‘caravan’ was used to describe a group of merchants who travelled together for protection. After hearing about the attack on the camel-caravan, the city guards began preparing to defend the city of Ur.

That night, Tariq couldn’t sleep. He worried about the traders, the farmers, and the children who might be hurt. His grandfather noticed his troubled face.

“Do not fear,” Eshban said gently. “Ur is strong, and its people are brave. But even in danger, we can prepare, and we can pray.” Even though Tariq’s grandfather, Eshban didn’t yet know the one true God, he still had a sense of what is good and right and to pray for help.

The next day, Tariq saw the guards march out with spears and shields. The city held its breath. But by evening, the guards returned victorious. The bandits had fled, and the camel-caravan was safe.

The people of Ur cheered, and the king declared a day of thanksgiving. In the temple, the priests offered prayers to Nanna, the moon-god; but Ben-Ya reminded his students of the one true God who is above all, and reminded them of the importance of justice and peace and being kind to others.

A Lesson in Mercy

Weeks passed, and Tariq grew in knowledge and skill. One day, while playing near the canal, he saw a younger boy crying. His basket of figs had fallen into the water, and he feared his father would be angry.

Tariq remembered the teachings of Ben-Ya about being kind, and the stories of the one true God. So, he took his own figs and gave them to the boy.

“Here,” he said. “Take mine. Hopefully your father will be proud of your honesty, if you tell him the whole story.”

The boy smiled through his tears and thanked him. That evening, Tariq told his parents what had happened.

“You showed mercy,” his mother said. “That is a gift greater than gold.”

The Scribe’s Promise

At the end of the season, Ben-Ya gathered his students and gave each a small clay tablet with their name written in cuneiform.

“You have learned well,” he said. “But remember, knowledge is not just for writing. It is for helping others, for building peace, and for honouring the one true God.”

Tariq held his tablet close. He knew he still had much to learn, but he felt ready. One day, he would become a scribe, and perhaps even a teacher like Ben-Ya.

As the sun set over the rooftops of Ur, Tariq looked out at the city he loved – its towers, its markets, its people from many lands. He whispered a prayer and thanked God for the gift of learning, for the beauty in kindness, and for the courage to do what is right.

Content Descriptions addressed:

- AC9EFLE03, AC9E1LE03, AC9E2LE03, AC9E3LE03, AC9E4LE03, AC9E5LE03, AC9E6LE03 – identify or examine story structure, settings, characters
 - AC9EFLE01, AC9E1LE01, AC9E2LE01, AC9E3LE01, AC9E4LE01, AC9E5LE01, AC9E6LE01 – respond to literature from different cultures and contexts
-

C) Narration

Parent/Tutor Says:

“Now I want you to tell me everything you can remember from the story. What happened at the beginning? What was the city of Ur like? Who were the people in Tariq’s life? What choices did he make that were important?”

(Allow children to retell in their own words. You may prompt if needed.)

Content Descriptions addressed:

- AC9EFLE05, AC9E1LE05, AC9E2LE05, AC9E3LY02, AC9E4LY02, AC9E5LY02, AC9E6LY02 – retell, adapt, or summarise events; use interaction skills
-

D) Thinking Questions

Parent/Tutor Says:

“Let’s think a bit more deeply about the story and what we can learn from it.”

For Foundation–Year 2:

- What kinds of jobs did people in the city of Ur do?
- How did Tariq show kindness and orderliness?
- What new things did Tariq learn in the story?

For Years 3–4:

- What parts of the story helped you understand that the city was orderly or well-organised?
- How did Ben-Ya’s teaching change Tariq’s life?
- Why do you think the story included the scene with the figs and the canal?

For Years 5–6:

- How did the author show what life was like in the past using small details (like sounds, smells, tools)?
- What did the character of Ben-Ya represent, and how did he bring hope to the people of Ur?
- What do you think the story teaches us about using knowledge for good?

Content Descriptions addressed:

- AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05 – use comprehension strategies to make literal and inferred meaning
 - AC9E1LE02, AC9E2LE02, AC9E3LE02, AC9E4LE02, AC9E5LE02, AC9E6LE02 – respond to texts and express personal preferences or opinions
-

E) Biblical Connection

Parent/Tutor Says:

“In the story, we saw how Tariq learned to be kind and merciful to others. The teacher Ben-Ya helped the children learn about the one true God. Let’s think about how this connects to what the Bible teaches.”

Read:

Proverbs 2:6 – *“For the Lord gives wisdom; from His mouth come knowledge and understanding.”*

Micah 6:8 – *“What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”*

Ask:

- Who in the story walked humbly and showed mercy?
- How do learning and kindness work together?
- How does knowing God help us live in an orderly and peaceful way?

Content Descriptions addressed:

- Reflective engagement across literature and language content through a Christian worldview
-

F) Learning Activities

Choose **one or two** activities suitable for your child's age group.

Foundation to Year 2:

1. **Draw and Describe** – Draw a picture of the city of Ur, including the ziggurat, marketplace, and clay tablets. Write a sentence or two about what Tariq did.
2. **Act It Out** – Roleplay a scene between Tariq and Ben-Ya or the moment when Tariq helped the younger boy with the figs.

Years 3–4:

1. **Diary Entry** – Write a short diary entry from Tariq’s point of view after the Festival of the Moon or after receiving his clay tablet.
2. **Compare Worlds** – Create a simple chart comparing life in Ur with your own life (school, family, city, learning, food, worship).

Years 5–6:

1. **Creative Rewrite** – Write a new scene for the story in which Tariq teaches another child what he has learned.
2. **Research & Report** – Create a short presentation or poster on one aspect of life in ancient Mesopotamia (ziggurats, writing, trade).

Content Descriptions addressed:

- AC9EFLY06–07, AC9E1LY06–07, AC9E2LY06–07, AC9E3LY06–07, AC9E4LY06–07, AC9E5LY06–07, AC9E6LY06–07 – create, rehearse and edit written, oral and multimodal texts
-

G) Optional Extension Activity

Multi-Age Option:

Explore images or videos of the ancient city of Ur, its ziggurat, and cuneiform tablets. Discuss how archaeology helps us understand the past, and why it's important to study history in light of God's truth.

Optional codes reinforced:

- AC9E4LY01, AC9E5LY01, AC9E6LY01 – explore how texts reflect historical context
 - AC9E5LE01, AC9E6LE01 – identify responses to characters/events drawn from historical contexts
-

Australian Curriculum (v9) Content Descriptions Used

Literature – Examining & Responding to Texts

- AC9EFLE01 – share ideas about stories and images in literature, reflecting on experiences that are similar or different to their own
- AC9E1LE01 to AC9E6LE01 – discuss/identify how characters and settings are connected to historical, cultural or social contexts
- AC9E1LE03, AC9E2LE03, AC9E3LE03, AC9E4LE03, AC9E5LE03, AC9E6LE03 – discuss how authors use language to portray characters and influence response

Literacy – Comprehension and Creation

- AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05 – use comprehension strategies such as predicting, connecting, summarising, and questioning
- AC9EFLY06–07, AC9E1LY06–07, AC9E2LY06–07, AC9E3LY06–07, AC9E4LY06–07, AC9E5LY06–07, AC9E6LY06–07 – create and deliver written or oral texts using appropriate features

Literature – Creating Literature

- AC9EFLE05, AC9E1LE05, AC9E2LE05, AC9E3LE05, AC9E4LE05, AC9E5LE05, AC9E6LE05 – create or adapt stories using known characters, settings or ideas

Literacy – Interacting with Others

- AC9E3LY02, AC9E4LY02, AC9E5LY02, AC9E6LY02 – use interaction skills when discussing and responding to texts
-

Lesson 28: WRITING SKILLS -

Weekly Focus: Dialogue with Emotion & Character Motivation

GROUP A (Foundation – Year 2)

Lesson: *How Characters Speak with Feelings*

Definition:

- **Dialogue** = what characters **say**
- **Feeling Word** = a word that shows **how** they feel (happy, sad, scared, excited)

AC Alignments:

- AC9EFLA05 / AC9E1LA06 – Simple sentences
 - AC9E1LA07 / AC9E2LA07 – Identify nouns/verbs + extend with adjectives
 - AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Create short written texts
-

A) Vocabulary Pre-Teach (Act & Say)

Word	Meaning	Action
Brave	Not scared	Hands on hips, strong stance
Tired	Needing rest	Slow body slump
Angry	Upset	Frown + clenched fist (gentle)
Gentle	Soft and kind	Soft hands stroke imaginary cat
Surprised	Not expecting something	Big eyes + “Oh!” face

Say: “Show me **brave... gentle... surprised.**”

B) Mini-Teaching

Tutor reads one line from the *Gilgamesh* story aloud in a **plain** voice.

Then again with **emotion**.

Ask:

“How did my voice change?”

→ Student notices tone.

Explain:

“We show feelings in how characters speak.”

C) Guided Writing

Tutor models:

“Come with me,” said Gilgamesh. (*brave tone*)

“I... I’m not sure,” whispered the companion. (*scared tone*)

Ask child to identify feelings: brave / nervous / unsure.

D) Student Writing (Journal)

Year Level	Task
Foundation	Copy one line of dialogue you model & draw faces showing emotion.
Year 1	Write 2 lines of dialogue, each with a different feeling word prompt.
Year 2	Write a 4-line mini-conversation between two characters from the city market – include one feeling word in each line .

E) Wrap-Up

Ask:

“What do feeling words help us understand?”

→ **How the character feels when they speak.**

GROUP B (Years 3–4)

Lesson: *Using Action Beats Instead of Always Using “Said”*

Definition:

- **Dialogue Tag** = tells **who** is speaking (*said, asked, replied*)
- **Action Beat** = a **small action** that shows how the character feels (e.g., *He crossed his arms.*)

AC Alignments:

- AC9E3LE03 / AC9E4LE03 – Describe how authors show character
- AC9E3LY06 / AC9E4LY06 – Plan and create imaginative texts

A) Vocabulary Pre-Teach

Word	Meaning
Market Square	Busy meeting place
Merchant	A person who sells goods
Bargain	Try to lower the price
Hesitate	Pause because unsure
Confident	Feeling sure of yourself

Quick oral check:

“What does *hesitate* mean?” → Child explains / gestures a pause.

B) Demonstration

Write the **boring version**:

“**I can help,**” said the boy.

“**No,**” said the guard.

Then **show improved version** with **action beats**:

“**I can help.**” The boy stepped forward, hands trembling just a little.

The guard frowned, glancing over the busy market. “**No. It’s too dangerous.**”

Ask:

“What changed?”

→ Students notice *actions* replaced *said*.

C) Guided Practice

Students replace the word *said* in these lines:

1. **“Please,”** said the merchant. (*Show a merchant’s gesture.*)
2. **“Wait for me!”** said the friend. (*Show excitement or worry.*)

Let students brainstorm **action beats**.

Examples:

- *The merchant spread his hands wide.*
 - *Her friend ran to catch up.*
-

D) Independent Writing

Write a short market conversation (6–8 lines) between:

- A **merchant** and a **customer**, OR
- Two **children moving through the marketplace**

Must include:

- **At least 2 action beats**
 - **Only 2 uses of “said” maximum**
-

E) Wrap-Up

Ask:

“How do action beats make dialogue better?”

→ “They show the character’s feelings without explaining them.”

GROUP C (Years 5–6)

Lesson: *Subtext – What a Character Means but Doesn't Say Out Loud*

Definition:

- **Subtext** = the *hidden meaning* behind what a character says
- Characters **imply**, **hint**, **avoid**, or **suggest** rather than state feelings directly

AC Alignments:

- AC9E5LE03 / AC9E6LE03 – Interpret characters' viewpoints
- AC9E5LE05 / AC9E6LE05 – Experiment with expressive language and tone
- AC9E5LY06 / AC9E6LY06 – Create structured, edited texts

A) Vocabulary Pre-Teach

Word	Meaning
Tension	A feeling of disagreement or strain
Restraint	Holding back rather than saying everything
Respect	Showing value for others' thoughts
Rivalry	Competition between two people
Unspoken	Not said aloud, but understood

Students copy vocabulary into journal.

B) Teacher Model

Write **plain dialogue**:

“You should not go.”

“I will go anyway.”

Now add **subtext**:

“The road is dangerous,” Enkidu said, though his voice carried something more – worry, fear, and a quiet plea.

Gilgamesh stared ahead. **“Danger has never stopped me.”**

But his fingers tightened around the sword hilt.

Ask:

“What did each character *really* feel?”

→ Answers: concern, pride, fear, loyalty.

C) Guided Discussion

Ask:

“What does **not saying everything** make us feel as readers?”

→ *It creates depth, tension, realism.*

D) Writing Task

Write a **two-paragraph scene**:

Paragraph 1: Dialogue between **Gilgamesh and Enkidu**, or **two characters in the city market**, where they **disagree** politely.

Dialogue must include subtext.

Paragraph 2: Brief reflection explaining what each character **really felt**.

Requirements:

- **At least 1** implied feeling (not stated directly)
 - **At least 2** descriptive action beats
 - **No more than 3** uses of “said”
-

E) Reflection Question

“How can silence or hinting be more powerful than saying everything directly?”

Allow deep thinking — do *not* simplify.

Lesson 29: The Market of Many Wonders

Theme: Ancient Mesopotamia – Daily Life and Trade

Character Trait: Orderliness – Peaceful, Fair, and Organised Communities

Learning Objectives:

By the end of this lesson, students will:

- Understand how markets in ancient cities like Uruk functioned through bartering, order, and cooperation
 - Explore the features of historical fiction and how stories can teach us about the past
 - Compare their own lives to Tamar's, and consider the value of honesty, fairness, and order
 - Respond creatively through drawing, writing, or drama based on the story's setting and characters
-

A) Introduction

Parent/Tutor Says:

“Today we are going to hear a historical fiction story set in ancient Mesopotamia, in a real city called Uruk. This story is made up, but it includes many things that really happened in ancient markets – trading without money, stalls selling food and crafts, and even officials keeping laws. As you listen, try to imagine the sounds, colours, and smells of the market. Think about how orderly the people had to be to make trade work peacefully.”

Ask your child:

- “Have you ever been to a market before? What did you see and hear?”
- “Why do you think rules and order are important in a busy place like a market?”
- “What would it be like to trade goods without money?”

Content Descriptions addressed:

- AC9EFLE01, AC9E1LE01, AC9E2LE01, AC9E3LE01, AC9E4LE01, AC9E5LE01, AC9E6LE01 – discuss how characters and settings are connected to historical, social or cultural contexts
 - AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05 – use comprehension strategies such as predicting and connecting
-

B) Historical Fiction Story – “*The Market of Many Wonders*” – A Story of Ancient Mesopotamia

The sun had just begun to rise above the flat rooftops of the city of Uruk, sending streaks of golden light across the Euphrates River. Tamar, a boy of eleven, stirred on his mat and rubbed the sleep from his eyes. Today was market day – and he was finally old enough to help his uncle sell fish in the bustling heart of the city.

Tamar's family lived in a small mudbrick home with narrow doorways and walls cooled by woven reed mats. His mother had already begun baking flatbreads on the clay oven in the courtyard, the scent of sesame and honey filling the air.

"Come quickly, Tamar," said his uncle Rami, pulling aside the curtain that served as their door. "The fish won't sell themselves!"

Tamar grinned. "I'm coming!"

He hurried to dress in his linen tunic and leather sandals. As he stepped outside, he saw his uncle loading baskets of fish – fresh from the canal – onto a wooden cart. The fish, silver and slick, had been caught in woven nets just before dawn.

"Will we be near the potters again today?" Tamar asked eagerly.

"If we're lucky," Rami replied. "And maybe the spice seller will bring cinnamon again."

Tamar loved the market – not just for its colours and sounds, but for the stories hidden in every corner.

They walked beside donkeys and oxen carts, past tall walls painted with images of bulls and gods. The city gate loomed ahead, carved with lions and guarded by two men in bronze helmets. The guards nodded as they passed, and the sweet, salty smell of the marketplace drifted into the air.

The market square stretched like a colourful carpet between the temples and ziggurat. Clay stalls had been set up the day before, and vendors were arranging their wares: pottery, wool, copper tools, perfumes, barley bread, and baskets full of dates, onions, and dried figs.

Tamar and his uncle set up their stall beside the potters, just as they'd hoped. The potter's wife was already there, brushing dust off bowls and jugs with a reed broom.

"Good morning, Rami," she called. "Catch anything fat today?"

"Fattest carp in the river!" Rami replied, holding up a gleaming fish. Tamar laughed.

The market filled quickly. People streamed in from all directions – farmers from the countryside, scribes with scrolls, women carrying baskets on their heads, and even traders from faraway lands. Tamar saw a man with dark skin and golden earrings, speaking a language he didn't recognise.

"From Dilmun," Rami whispered. "He brings pearls and incense."

"How far is Dilmun?" Tamar asked.

"Across the sea," his uncle said. "Farther than your legs could walk in ten days."

At the stall next to theirs, a weaver unrolled carpets dyed with saffron and indigo. Across the square, a man beat a drum to call attention to his trained monkey. Children danced. A storyteller chanted tales of Gilgamesh while balancing a clay tablet on his head.

Suddenly, a loud voice called, "Make way! Make way!"

A line of camels entered the square, their backs piled high with baskets. They wore harnesses covered in shells and bright tassels. One of the camel drivers waved to Rami.

“That’s Adad,” Rami explained. “He brings lapis lazuli from the mountains. Very valuable stone.”

Tamar’s eyes widened. “Will he trade with us?”

“Perhaps,” said Rami. “But we must trade wisely.”

In ancient Uruk, money was rarely used. Instead, people traded one thing for another. A basket of fish might earn two loaves of barley bread, or a painted bowl, or a small measure of copper.

Tamar watched carefully as his uncle haggled. “Three fish for that jar?” Rami said. “Too many. Two fish and a handful of salt – that would be fair.”

He saw how people used words like tools – firm, polite, patient. If someone was too greedy, the trade might fail. If someone was too generous, they might lose their profit.

A young girl came to their stall with a basket of pomegranates. Tamar recognised her – she was the daughter of the scribe who taught at the temple school.

“My mother wants fish for supper,” she said.

“How many pomegranates will you give?” Rami asked.

The girl counted seven. Tamar examined the fruit – bright red, no blemishes. He looked at his uncle and nodded.

Rami smiled. “One large fish. Deal?”

“Deal,” she said, handing over the fruit.

By midday, the square was noisy with chatter, laughter, and the clanging of bronze. A temple priest stood near the ziggurat stairs, blessing goods for offering. A group of musicians played flutes and lyres, and a dancer spun with ribbons flying from her wrists.

Tamar wandered toward the spice stall, breathing in the scent of cumin, myrrh, and coriander. He traded a small clay whistle for a pinch of cinnamon bark and tucked it in his belt.

Nearby, a quarrel had broken out between a wool trader and a customer over a torn garment. Tamar watched as a city official stepped in. The man carried a carved wooden staff and a tablet.

“Write down the agreement,” the official said. “Let it be clear for both sides.”

Tamar whispered, “They’re using a law tablet.”

“Indeed,” said a voice beside him. It was Adad, the camel trader. “Here in Uruk, the king has written laws. Fairness matters.”

Tamar nodded. “My uncle says good trade needs good order.”

“Your uncle is a wise man,” said Adad. “Would you trade one fish for a story from the mountains?”

Tamar beamed. “Yes!”

Adad knelt and drew a picture in the dust with his finger – a jagged mountain, a cave, a blue stone.

“This is where lapis comes from,” he said. “A place of snow and eagles. When I bring the stone to Uruk, it becomes beads, cups, and seals.”

“Do you ever get lost?” Tamar asked.

“Sometimes,” Adad said. “But the stars help us. And the road is marked by kindness.” By that, he meant that the travellers help each other along the way.

Tamar thought about that all the way home.

As the sun sank low, the market began to quiet. Sellers packed up, families shared food, and the ziggurat cast long shadows across the square.

Back at home, Tamar and his uncle counted the day’s trades – flatbread, fruit, a woven basket, a copper pin, and even a clay tablet with their name pressed into it by the scribe’s daughter.

But Tamar’s favourite treasure was the bark of cinnamon and the story of the mountains.

That night, as he lay on his mat and listened to the soft sounds of the river, Tamar whispered a prayer to the one true God he had heard about from passing travellers.

“Thank you for the market,” he said. “For fish, and stories, and peace.”

And the stars above Uruk twinkled in answer, like lamps lit in the night.

Content Descriptions addressed:

- AC9EFLE03, AC9E1LE03, AC9E2LE03, AC9E3LE03, AC9E4LE03, AC9E5LE03, AC9E6LE03 – identify and discuss features of story structure, setting, and character
- AC9EFLE01, AC9E1LE01, AC9E2LE01, AC9E3LE01, AC9E4LE01, AC9E5LE01, AC9E6LE01 – respond to literature from diverse historical and cultural contexts

C) Narration

Parent/Tutor Says:

“Now I want to hear what you remember! Can you retell the story to me in your own words?”

Prompt with questions like:

- “Who was Tamar?”
- “What was the market like?”
- “What happened with the pomegranates or the cinnamon?”

Content Descriptions addressed:

- AC9EFLE05, AC9E1LE05, AC9E2LE05, AC9E3LY02, AC9E4LY02, AC9E5LY02, AC9E6LY02 – retell and summarise events; use interaction skills to communicate ideas

D) Thinking Questions

Parent/Tutor Says:

“Let’s think more deeply about what happened and what it teaches us.”

Foundation–Year 2:

- What did Tamar and his uncle do in the market?
- What kinds of things were being traded?
- Why was it important for people to be kind and fair at the market?

Years 3–4:

- How did the story show that ancient Uruk was an orderly and peaceful place?
- What do you think Tamar learned about fairness and trade?
- What were some of the sights and sounds you could imagine in the market?

Years 5–6:

- Why do you think the author included Adad’s story about lapis lazuli?
- How was law and fairness shown in the marketplace?
- What connections can you make between the order in the market and God’s desire for peace and justice in our lives?

Content Descriptions addressed:

- AC9E1LE02, AC9E2LE02, AC9E3LE02, AC9E4LE02, AC9E5LE02, AC9E6LE02 – *share responses and preferences about literary texts*
 - AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05 – *comprehension strategies including inference and reflection*
-

E) Biblical Connection

Parent/Tutor Says:

“Tamar’s story shows us that even in a big, busy place, people can live in peace and cooperation. God cares about justice, kindness, and honesty.”

Read:

Proverbs 11:1 – *“The Lord detests dishonest scales, but accurate weights find favour with Him.”*

Micah 6:8 – *“What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”*

Ask:

- “What would God think about someone who tries to cheat in a trade?”
 - “How did Tamar and his uncle show fairness?”
 - “How can we be fair and kind like them in our own lives?”
-

F) Learning Activities

Choose one or two activities suitable for your child's year level.

Foundation to Year 2:

1. **Market Mural** – Draw or paint a big scene of the marketplace in Uruk. Include people, stalls, animals, and Tamar!
2. **Trade Roleplay** – Set up a pretend market using toys or real items. Practise “trading” kindly and fairly, just like Tamar.

Years 3–4:

1. **Diary Entry** – Write a journal entry from Tamar’s point of view, describing his first day at the market and what he saw.
2. **Market Map** – Draw a map of the marketplace, labelling where each type of stall was (e.g. potter, spice-seller, storyteller).

Years 5–6:

1. **Law Tablet Project** – Create your own “law tablet” for a fair market. What rules would you write to keep things orderly?
2. **Creative Extension** – Write a short additional scene where Tamar visits another market in a new city. What differences would he notice?

Content Descriptions addressed:

- AC9EFLY06–07, AC9E1LY06–07, AC9E2LY06–07, AC9E3LY06–07, AC9E4LY06–07, AC9E5LY06–07, AC9E6LY06–07 – create, rehearse, edit and present imaginative or informative written or oral texts

G) Optional Extension Activity

Multi-Age Option:

Explore real images or artefacts from ancient Mesopotamian markets (such as clay tablets, weights, seals, or drawings). Discuss how archaeologists have helped us understand what Tamar’s world might have really looked like.

Extension Content Descriptions Reinforced:

- AC9E4LY01, AC9E5LY01, AC9E6LY01 – explore how texts reflect the time and place in which they were created
- AC9E5LE01, AC9E6LE01 – identify how literature can show historical details and worldviews

Australian Curriculum (v9) Content Descriptions Used

Literature – Examining & Responding to Texts

- AC9EFLE01, AC9E1LE01, AC9E2LE01, AC9E3LE01, AC9E4LE01, AC9E5LE01, AC9E6LE01 – discuss how characters and settings are connected to historical or cultural contexts
- AC9E1LE02, AC9E2LE02, AC9E3LE02, AC9E4LE02, AC9E5LE02, AC9E6LE02 – express personal preferences and reflect on character experiences
- AC9EFLE03, AC9E1LE03, AC9E2LE03, AC9E3LE03, AC9E4LE03, AC9E5LE03, AC9E6LE03 – discuss story structure, setting, and character

Literacy – Comprehension and Creation

- AC9EFLY05, AC9E1LY05, AC9E2LY05, AC9E3LY05, AC9E4LY05, AC9E5LY05, AC9E6LY05 – *use comprehension strategies to build understanding*
- AC9EFLY06–07, AC9E1LY06–07, AC9E2LY06–07, AC9E3LY06–07, AC9E4LY06–07, AC9E5LY06–07, AC9E6LY06–07 – *create, edit and deliver imaginative, informative or persuasive written/oral texts*

Literacy – Interacting with Others

- AC9E3LY02, AC9E4LY02, AC9E5LY02, AC9E6LY02 – *use interaction skills when responding, reflecting and retelling*

Texts in Context (Extension)

- AC9E4LY01, AC9E5LY01, AC9E6LY01 – *identify how texts reflect historical settings and beliefs*
-

Lesson 30: Order in Early Laws

Theme: Rules and Justice in the Ancient World

Character Trait: Orderliness – Understanding the role of rules in creating peace and fairness

Learning Objectives

By the end of this lesson, students will be able to:

- Understand the purpose of early legal codes such as Hammurabi’s Code and the Ten Commandments
- Compare and contrast different types of rules and their impact on society and individuals
- Reflect on how biblical laws differ from man-made laws
- Explore how written texts express values and beliefs in different cultures

Content Description Codes Addressed: AC9EFLY03, AC9E3LY01, AC9E4LE01, AC9E6LE01

A) Introduction

Parent/Tutor Says:

“Today we are going to hear a story about a boy in ancient Babylon who learns about two very old sets of laws – Hammurabi’s Code and the Ten Commandments. These were written thousands of years ago. One was made by a king. The other came from God. As you listen, think about what makes rules fair or unfair. And think about how God wants His people to live – with justice, but also with love.”

Ask your child(ren):

- “Why do you think people need rules?”
- “Can you think of a time when a rule helped you feel safe or treated fairly?”
- “What’s the difference between obeying because you have to and obeying because you want to do what’s right?”

Content Descriptions Addressed: AC9EFLY03, AC9E3LY01

B) Story: *The Scribe’s Secret – A Tale of Laws in Babylon*

In the heart of ancient Babylon, where the mighty Euphrates River curved past golden temples and towering walls, lived a boy named **Elior**. He was twelve years old and carried a satchel filled with writing tools – reeds for styluses, small clay tablets, and a jar of water for softening the clay.

His father, **Aban**, was a royal scribe. Each morning, Aban led his son through the city gates to the temple school and then to the great library near the ziggurat, where laws, trade records, and royal decrees were carefully pressed into clay.

“Come, Elinor,” his father said one bright morning. “Today you will learn something every scribe must know – the Code of Hammurabi.”

Elinor’s eyes sparkled. He had heard stories of King Hammurabi, the mighty ruler who claimed the gods had given him wisdom to govern. His laws were among the first ever written down.

Inside the library, Aban pulled out a tablet and began to read:

“If a man steals an ox, he shall repay five oxen.
If a builder’s house falls and kills the owner, the builder shall be put to death.
If a judge gives a wrong decision, he must pay a fine and never judge again.”

Elinor frowned. “Some of these punishments are very harsh.”

“Yes,” Aban said. “But before these laws, powerful men could harm others with no consequences. Hammurabi wrote his laws so the weak would be protected.”

He pointed to the stone column in the middle of the room – an enormous slab, carved with hundreds of laws in neat rows. At the top, there was a carving of the god Shamash handing a rod and ring to Hammurabi.

“They believed the gods gave justice,” Aban said. “But the laws still came from a man.”

Elinor pressed his stylus into soft clay and copied one of the laws. He read it aloud:

“If a man puts out another man’s eye, his eye shall be put out.”

“An eye for an eye,” he whispered. “That seems... strong.”

“It is meant to stop people from taking revenge beyond what is fair,” said Aban. “But some say it’s justice without mercy.”

Later that day, they passed through the marketplace, where a potter shouted angrily at a cloth-seller.

“This cloth is torn! You cheated me!”

The crowd gathered, and soon a city judge arrived. He questioned both men, examined the cloth, and then referred to a tablet one of the scribes carried.

“The cloth must be returned,” the judge said. “And the seller will give another in its place. If he refuses, he shall be fined one mina of silver.”

Justice was served swiftly and publicly.

“Now do you see?” Aban asked. “Laws create order.”

That night, they sat by a fire with a group of travellers who had journeyed from the west. One old man, **Laban**, carried a scroll wrapped in linen and tied with a red cord. His eyes were kind, and his voice soft, yet firm.

“We come from a people called the Hebrews,” he explained. “Our God – Yahweh – delivered us from Egypt and gave us His laws on a mountain called Sinai.”

“What laws?” Elior asked, intrigued.

Laban untied the scroll and read from it slowly:

“You shall have no other gods before Me.

You shall not steal.

You shall not lie.

Honour your father and mother.

Do not murder.”

Elior leaned forward. “Some of those sound like Hammurabi’s laws.”

“Yes,” Laban nodded. “But these are different too. They are not just about punishment. They are about relationship – with God and with others.”

He continued:

“Do not covet what your neighbour has.

Keep the Sabbath day holy.

Do not make idols.”

“Your laws talk about the heart,” Elior said. “About how to live, not just how to punish.”

“That’s right,” Laban said. “These commands are from God Himself, not a king. And they are not just rules for a nation – they are laws for all people, for all time.”

That night, Elior could not sleep. His mind raced with questions.

The next morning, he asked his father, “Do you think King Hammurabi’s laws were just?”

Aban thought for a moment. “Many of them were. They brought peace. But justice that comes only from fear cannot change the heart.”

“And the laws from the Hebrews?” Elior asked.

“They are more than laws,” Aban said. “They are a way of life.”

At school that day, Elior wrote two tablets. On one, he copied laws from Hammurabi:

“If a thief is caught breaking into a house, he shall be put to death.”

“If a man’s ox gores another, he must pay compensation.”

On the other, he copied what Laban had recited:

“You shall not steal.”

“You shall not bear false witness.”

“Love the Lord your God with all your heart.”

He placed both tablets side by side.

One stone spoke of fairness and punishment.

The other whispered mercy, holiness, and love.

Elior understood that both were meant to bring order – but only one was written by the very hand of God.

As the stars came out above Babylon, Elior knelt by his bed. “Lord of heaven,” he prayed, “teach me not just to know laws, but to love what is good. Write Your law on my heart.”

And from that day on, Elior became not only a scribe of clay – but a student of truth.

Content Descriptions Addressed: AC9E4LE01, AC9E6LE01

C) Thinking Questions

Instructions:

Ask the following discussion questions. Let each child respond in their own words, and help them find links between what happened in the story and real life.

Foundation to Year 2

- Who was Elior, and what did he learn about?
- What did Elior notice was different between Hammurabi’s laws and the Ten Commandments?
- Why do you think Elior wanted God to “write His laws on his heart”?

Years 3 & 4

- What do Hammurabi’s laws focus on? What do God’s laws focus on?
- How does the story show that rules can bring both fear and peace?
- Why is it important to know *why* a law exists – not just what the rule is?

Years 5 & 6

- How do Hammurabi’s Code and the Ten Commandments show different views of justice and mercy?
- Why might a society need laws like Hammurabi’s, even if they seem harsh?
- In the story, Elior discovers that one set of laws was written by a man, and the other by God. What does this teach us about truth and order?

Content Descriptions Addressed: AC9EFLY03, AC9E3LY01, AC9E6LE01

D) Learning Activities

Foundation to Year 2

1. **Clay Tablet Drawing:** Give students a small slab of clay or cardboard. Have them draw or imprint one rule they know is good (e.g. “Be kind,” “Tell the truth”).
2. **Sorting Game:** Prepare simple cards with rules like “Don’t steal” or “Wash your hands.” Have students sort them into “Kind Rules” vs “Safety Rules” or “God’s Rules” vs “Everyday Rules”.

Years 3 & 4

1. **Compare and Contrast Chart:** Draw two columns titled *Hammurabi’s Code* and *Ten Commandments*. Write or draw differences and similarities with teacher/parent help.

2. **Roleplay Fairness:** Act out simple scenarios where a rule is broken, and discuss fair vs unfair consequences (e.g. breaking a vase by accident vs on purpose).

Years 5 & 6

1. **Historical Analysis:** Write a paragraph answering: *Which law code better helps a society flourish, and why?*
2. **Create a Code:** In pairs or small groups, create your own “Mini Code of Good Living” with 5 laws. Include both justice (consequences) and mercy (understanding hearts and mistakes).

Content Descriptions Addressed: AC9EFLY05, AC9E3LE02, AC9E4LE02, AC9E6LE01, AC9E6LE02

E) Optional Extension Activity

Option for All Ages:

Timeline Investigation: Create a visual timeline that shows when Hammurabi lived (around 1750 BC) and when the Ten Commandments were given (around 1440 BC). Discuss which came first and why the difference in origin (king vs. God) matters.

For Older Students (Years 5–6):

Research one modern law (e.g. laws about stealing, lying in court, or violence) and explain whether its roots can be traced to either the Ten Commandments or Hammurabi’s Code.

Content Descriptions Addressed: AC9E6LY01, AC9E6LE01

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“The Ten Commandments were given by God to help His people live in peace, love, and obedience. They weren’t just rules to follow out of fear. They were meant to shape the heart – helping people know what is good and true. Even today, many of our laws come from these biblical commands.”

Read aloud together:

Psalms 19:7 – “The law of the Lord is perfect, refreshing the soul.”

Romans 13:10 – “Love does no harm to a neighbour. Therefore love is the fulfillment of the law.”

Ask:

- “Why is it good that God’s laws include both justice *and* mercy?”
- “How can we show orderliness in our homes and communities by following God’s ways?”

Close with prayer:

“Lord, thank You for giving us laws that show what is right and true. Help us not only to follow the rules but to love justice, kindness, and Your truth. Write Your laws on our hearts. Amen.”

Content Descriptions Addressed: AC9E3LY01, AC9E6LE01

Australian Curriculum (v9) Content Descriptions Used in This Lesson

Language Strand

AC9EFLY05 – Understand that language can be used to explore ways of **expressing needs, likes and dislikes**.

AC9E3LY01 – Understand how language is used to **express feelings and opinions** on topics.

Literature Strand

AC9E3LE02 – Discuss literary texts and share **personal responses**, making connections with students' own experiences.

AC9E4LE01 – Discuss how authors use **language features** and **text structures** to engage readers.

AC9E6LE01 – Describe how literary texts explore ideas and **perspectives** through characters, settings and events.

AC9E6LE02 – Identify how language features and vocabulary are used to **represent characters and events**.

Literacy Strand

AC9E6LY01 – Use **comprehension strategies** such as summarising, predicting, and comparing texts.

Lesson 31: Abram's Journey – Walking by Faith

Theme: Following God's Call in Order and Trust

Character Trait: Orderliness – Trusting God's plan, even when the path is not yet clear

Learning Objectives

By the end of this lesson, students will be able to:

- Understand how narrative poetry communicates events and emotions through rhythm and rhyme
- Respond to the message of Abram's journey and compare it with their own experiences of obedience or faith
- Identify and explain poetic devices such as rhyme, rhythm, repetition, and structure
- Reflect on how faith and orderliness are shown in biblical journeys

Content Descriptions Addressed: AC9EFLY03, AC9E1LE02, AC9E2LE02, AC9E3LE01, AC9E4LE01, AC9E5LE02, AC9E6LE02

A) Introduction

Parent/Tutor Says:

"Today we will read a special kind of poem. It tells the story of Abram, a man from the Bible who followed God even when he didn't know where he was going. The poem helps us understand how faith and order go together. Abram obeyed God's voice step by step – even when the path wasn't clear."

Ask your child(ren):

- "Have you ever followed directions without knowing where they would lead?"
- "How does it feel when someone you trust gives you instructions?"
- "What do you think it means to walk by faith and not by sight?"

Explain:

"Poems can tell stories, just like books do – but in a different way. This one uses rhythm and rhyme to help us feel what Abram felt as he followed God's plan."

Content Descriptions Addressed: AC9EFLY03, AC9E1LE02, AC9E2LE02

B) Poem

Read aloud the poem below slowly and with expression. Invite children to close their eyes and imagine each scene. You may reread it a second time with emphasis on rhyme and rhythm.

Abram's Journey – A Poem of Faith

In the land of Ur so wide and grand,
Near rivers rich with silted sand,
The people bowed to gods of stone,
But Abram served one God alone.

Though temples towered high and tall,
He heard the one true Maker's call:
"Leave your land and all you know –
I'll guide you to the place I show.

I'll make your name both strong and great,
Your children will be more than late.
A blessing you will be, you'll see –
Now follow, child, and trust in Me."

So Abram packed his tent and sheep,
His servants strong, his camels deep.
With Sarai, faithful by his side,
And Lot, his kin, they did not hide.

Across dry hills they made their way,
With sun by day and stars by night to pray.
No map in hand, no trail so clear,
Yet Abram walked, though full of fear.

Through deserts vast and rivers wide,
He held God's promise deep inside.
Until at last in Canaan's land,
He stopped and prayed with lifted hand.

"Your children," said the Lord once more,
"Will live and thrive upon this shore."
So Abram built an altar there,
And worshipped God with thankful prayer.

For faith obeys, and faith will go,
Though where it leads, we may not know.
To trust in God is pure delight –
To walk by faith and not by sight.

Content Descriptions Addressed: AC9E3LE01, AC9E4LE01, AC9E5LE02, AC9E6LE02

C) Thinking Questions

Foundation to Year 2

- Who was Abram? What did God tell him to do?
- How did Abram show that he trusted God?
- What do you think it means to “walk by faith and not by sight”?

Years 3 & 4

- What are some of the emotions Abram might have felt on his journey?
- Why do you think the poem repeats the idea of “faith”?
- Can you find words that rhyme? How does rhyme help you enjoy the poem?

Years 5 & 6

- What poetic devices does the poet use to create rhythm and flow? (e.g., rhyme, meter, repetition)
- What deeper message is the poem giving about the relationship between faith, obedience, and God’s order?
- How does the structure of the poem reflect the theme of journey and trust?

Content Descriptions Addressed: AC9EFLY03, AC9E2LE02, AC9E4LE01, AC9E6LE02

D) Learning Activities

Foundation to Year 2

1. **Poem Picture Map:** Draw a simple scene for each verse (e.g. Ur, packing tents, walking, building an altar).
2. **Rhyme Match:** Match rhyming pairs from the poem (e.g. land/hand, go/know) using flashcards or pictures.

Years 3 & 4

1. **Story Poem Strip:** Break the poem into parts and glue each verse on a different strip of paper, then illustrate and display in order like a journey.
2. **Find the Feelings:** Underline or list words that show Abram’s emotions (e.g., fear, trust, thankfulness). Write your own 2-line poem about trusting God.

Years 5 & 6

1. **Poetry Analysis Page:** Identify the poem’s structure, rhyme scheme (AABB), poetic devices, and theme. Write a paragraph explaining how the form supports the message.
2. **Faith Poem Writing:** Write your own short poem about a time you had to trust God. Try using the same rhyming pattern or style.

Content Descriptions Addressed: AC9EFLY05, AC9E3LE02, AC9E4LE02, AC9E5LY01, AC9E6LY01

E) Optional Extension Activity

All Ages – Journey Map Poster

Make a large illustrated map showing Abram’s journey – from Ur to Canaan – with key stops and symbols (tent, camel, stars, altar). Use arrows and labels. Add verses from the poem around the edges.

Older Students – Compare with Genesis 12

Read Genesis 12:1–9. Ask: How does the Bible tell the story? How is the poem similar or different? What is added or left out? Why might a poet choose to write this way?

Content Descriptions Addressed: AC9E6LY01, AC9E4LE02, AC9E6LE02

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“This poem helps us understand what real faith looks like. Abram obeyed God even when he didn’t have a map. That’s hard – but it’s also what it means to trust. Faith and order go together, because God’s plan leads to good things when we follow it step by step.”

Read together:

Hebrews 11:8 – “By faith Abraham obeyed when he was called to go... not knowing where he was going.”

Proverbs 3:5–6 – “Trust in the Lord with all your heart... and He will make your paths straight.”

Ask:

- “What can we learn from Abram about how to follow God’s voice?”
- “Can we be orderly and faithful in the small things, even when we don’t understand everything?”

Close in prayer:

“Lord, help us to trust You and follow where You lead. Thank You for Abram’s example of faith and obedience. Help us walk by faith, not by sight. Amen.”

Content Descriptions Addressed: AC9E3LE02, AC9E6LE02, AC9EFLY03

Australian Curriculum (v9) Content Descriptions Used in This Lesson

Language Strand

AC9EFLY03 – Understand that language can be used to **explore ways of expressing needs, likes and dislikes**.

AC9EFLY05 – Understand that language can be used to **imagine and create characters and events**.

AC9E5LY01 – Use **interaction skills and listening skills** to **interpret ideas** in spoken, audio and visual texts.

AC9E6LY01 – Use **comprehension strategies** to **analyse and compare** texts, and draw inferences.

Literature Strand

AC9E1LE02 – Discuss how authors use **words and images** to create characters and events.

AC9E2LE02 – Discuss how **stories and characters** reflect real or imagined experiences.

AC9E3LE01 – Discuss how **language features, images and vocabulary** are used to **engage readers**.

AC9E3LE02 – Discuss **personal responses** to literary texts, **making connections** with students' experiences.

AC9E4LE01 – Explain how authors use **language** and **text structures** to convey ideas.

AC9E4LE02 – Discuss ways authors **present characters**, settings or events, and their impact on the reader.

AC9E5LE02 – Analyse how **text structures** and language features are used to represent ideas and events.

AC9E6LE02 – Analyse and compare the features of literary texts to explore ideas and characters.

Lesson 32: Two Roads and One Choice

Theme: Decision-Making and Life Choices

Character Trait: Orderliness – Learning to choose thoughtfully and reflect with purpose.

Learning Objectives

By the end of this lesson, students will be able to:

- Understand and reflect on the metaphor of life choices in poetry.
- Identify rhyme, rhythm, and structure in narrative poems.
- Discuss how poetic language expresses thoughtful or emotional ideas.
- Respond creatively to the theme of personal choices.

Content Descriptions Addressed in this Section:
AC9EFLY01, AC9E3LE02, AC9E6LE01

A) Introduction

Parent/Teacher Says:

"Today we're going to read a famous poem called *The Road Not Taken*, written over 100 years ago by Robert Frost. The poem talks about a man who comes to a fork in the road during a walk in the forest, and he has to choose which path to take. The roads are a symbol – they represent the choices we make in life. The poem helps us think about what it means to choose wisely, and how those choices shape our future."

Ask:

- "Have you ever had to choose between two things that both looked good?"
- "Do you think one choice can change your life forever?"

Content Descriptions Addressed in this Section:
AC9EFLY01, AC9E2LE01, AC9E4LE02

B) Poem: "The Road Not Taken" by Robert Frost

Read Aloud Slowly and Thoughtfully:

The Road Not Taken

By Robert Frost (1916)

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.

Content Descriptions Addressed in this Section:
AC9E2LA09, AC9E3LE02, AC9E5LE03, AC9E6LE01

C) Thinking Questions

Foundations to Year 2

- What does the man see at the beginning of the poem?
- How does he feel about choosing a road?
- What might the “two roads” represent?

Years 3–4

- Why do you think the poet didn’t take both roads?
- What do you think the last line means: “And that has made all the difference”?
- Have you ever had to make a hard choice? How did it feel?

Years 5–6

- What poetic techniques can you spot? (e.g. rhyme, metaphor, repetition)
- Do you think the speaker feels happy or regretful about his choice? Why?
- Can you connect the poem’s message to any stories or experiences from your own life?

Content Descriptions Addressed in this Section:
AC9EFLE02, AC9E3LE01, AC9E4LE02, AC9E6LE02

D) Learning Activities

Foundations to Year 2

1. Draw a picture of the “two roads” from the poem. Use colours to show different feelings (e.g. one bright and sunny, one dark and mysterious).
2. Role-play the moment of choice using a simple forked path in your garden or home. Walk both “roads” and describe what you imagine is along each one.

Years 3–4

1. Create a “Choice Chart” listing a few important decisions a person might face (e.g. friends, hobbies, words to say). For each, write or draw two different paths.
2. Write a short poem (4–8 lines) beginning with: “Two roads stood waiting just for me...”

Years 5–6

1. Write a diary entry from the traveller’s point of view, written many years later. Begin with: “I still remember that yellow wood...”
2. Use Frost’s structure to write a new version of the poem based on a modern decision (e.g. choosing a sport, standing up for someone, telling the truth).

Content Descriptions Addressed in this Section:

AC9EFLY05, AC9E2LY05, AC9E3LY05, AC9E5LY06, AC9E6LY06

E) Optional Extension Activity

Comparing with Scripture

Read Matthew 7:13–14 aloud:

“Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow the road that leads to life, and only a few find it.”

Discuss:

- How is this similar to *The Road Not Taken*?
- What does Jesus say about the narrow road?
- Why do you think people often take the “easier” road?

Older students could write a paragraph comparing the two texts: Robert Frost’s poem and Matthew 7:13–14.

Content Descriptions Addressed in this Section:

AC9E4LE02, AC9E6LE01, AC9E6LY08

F) Biblical Connection & Wrap-Up

Parent/Teacher Says:

"Sometimes, life gives us more than one path – and we must decide which way to go. It’s not always easy."

God wants us to walk with wisdom, humility, and trust. Like the traveller in the poem, we often don't see the full picture. But God promises to guide us when we ask Him."

Read Proverbs 3:5–6:

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He shall direct your paths."

Encourage children to:

- Think about how they make decisions.
- Trust God when the road is uncertain.
- Be grateful that every path can be walked with Him.

Close in prayer:

"Lord, thank You for helping us when we face choices. Please guide us on the right path and help us walk with courage, kindness, and faith. Amen."

Content Descriptions Addressed in this Section:
AC9EFLE02, AC9E2LE02, AC9E4LE02

Australian Curriculum (v9) Content Descriptions Used

Literature – Engaging with and Responding to Literature

- **AC9EFLY01:** Share ideas about stories, characters and settings in literary texts through spoken and written responses.
- **AC9E2LE01:** Discuss how characters, settings and events in literature can explore personal and cultural experiences.
- **AC9E3LE01:** Discuss literary texts including characters, settings and events, and how language is used to create images.
- **AC9E4LE02:** Share responses to characters, events and ideas and make connections with students' own experiences.
- **AC9E6LE01:** Explain how language features, images and vocabulary are used to represent different ideas and experiences in texts.

Literature – Examining Literature

- **AC9E2LE02:** Discuss the characters and settings of literary texts.
- **AC9E3LE02:** Identify how similar texts share characteristics, and how features of plot, character and setting shape meaning.
- **AC9E5LE03:** Analyse how language features and text structures are used for effect in texts.

Literacy – Creating Texts

- **AC9EFLY05:** Create and deliver short spoken texts to express ideas.
- **AC9E3LY05:** Create and edit literary and informative texts for familiar audiences and purposes.
- **AC9E5LY06:** Plan, create, edit and publish written and multimodal texts whose purpose may be informative, persuasive or imaginative.
- **AC9E6LY06:** Plan, create, edit and publish texts that inform, persuade or entertain.

Language – Language for Interaction

- **AC9E6LY08:** Use interaction skills when discussing and presenting ideas.

Lesson 33: EXPLICIT WRITING SKILLS

Weekly Focus: Describing Journeys + Setting Mood

GROUP A (Foundation – Year 2)

Lesson: *Describing a Place Using Our Senses*

Definition:

- **Setting** = where a story happens
- We describe it using our **senses**:
 - sight (what we see)
 - sound (what we hear)
 - touch (how it feels)

AC Alignments:

- AC9EFLA07 & AC9E1LA07 – Simple describing words
- AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Create short written texts

A) Vocabulary Pre-Teach (Act + Repeat)

Word	Meaning	Action
Path	A way to walk	Hand draws imaginary winding line
Dusty	Covered in tiny dirt pieces	Blow dust off hands motion
Quiet	No loud sound	Finger to lips, “shhh”
Breeze	Soft wind	Wave hand gently across face
Hills	Land that rises high	Raise hand upward like a slope

B) Guided Sensory Description

Tutor says:

“Imagine Abraham walking on a long path. What could he **see**?

What could he **hear**?

What could he **feel**?”

Collect answers orally.

Write simple descriptive sentence model:

The path was dusty.

The breeze was gentle.

C) Student Writing (Journal)

Year Level	Task
Foundation	Draw Abraham walking. Write 1 describing word (e.g., <i>dusty</i>).
Year 1	Write 3 sentences describing the journey using sight + sound + touch.
Year 2	Write 5 sentences describing the journey, using First, Next, Then, Finally to show movement.

D) Wrap-Up

Ask: “What is a **setting**?”
→ **Where the story happens.**

GROUP B (Years 3–4)

Lesson: *Setting Paragraph with Mood Words*

Definition:

- **Mood** = the *feeling* a place gives the reader (peaceful, lonely, excited)
- We create mood by choosing **describing words** that fit the feeling.

AC Alignments:

- AC9E3LE03 / AC9E4LE03 – How authors create mood
- AC9E3LY06 / AC9E4LY06 – Create imaginative text with linked ideas

A) Vocabulary Pre-Teach

Word	Meaning
Journey	Traveling from one place to another
Wander	To walk without rushing or plan
Hesitant	Feeling unsure or slow to decide
Hopeful	Expecting good things to come
Lonely	Feeling alone or separate

Ask: *Which mood word might describe Abraham at the start of his journey?*

Students choose and explain.

B) Mini-Teaching: Setting + Mood Example

Write on board:

Neutral:

Abraham walked along the road.

Mood-rich:

The quiet road stretched forward, dust rising softly beneath Abraham's feet. The air was cool, and the hills waited silent in the distance.

Ask:

“What mood do you feel?” → calm, thoughtful, unsure, peaceful.

C) Guided Practice

Students help add **3 descriptive words** to improve:

The path went through the hills.

→ *The narrow, dusty path wound through the quiet blue hills.*

D) Independent Writing Task

Write **one descriptive paragraph (6–8 sentences)**:

Prompt:

Describe Abraham’s journey using mood. How does the path feel? Slow? Quiet? Exciting? Uncertain?

Checklist:

- 3+ adjectives
 - 1+ feeling word (hopeful, lonely, excited, brave)
 - Sentences flow in **order**
-

E) Wrap-Up

Ask:

“How do describing words help show the **mood** of the journey?”

→ They shape how the reader *feels*.

GROUP C (Years 5–6)

Lesson: *Adventure-Narrative Setting + Tone*

Tone Chosen: Narrative Adventure

(The road ahead is unknown. It calls, it challenges, it changes.)

Definition:

- **Tone** = the storyteller’s *voice* and *emotional attitude*
- Students will write in **adventure-narrative tone**, using:
 - dynamic verbs
 - sensory imagery
 - movement words
 - perspective (a traveller’s thoughts)

AC Alignments:

- AC9E5LE05 & AC9E6LE05 – Experiment with narrative style
- AC9E5LY06 & AC9E6LY06 – Plan & revise imaginative paragraphs

A) Vocabulary Pre-Teach (Write in Word Bank)

Word	Meaning
Resolve	Firm decision to continue
Horizon	The far line where land meets sky
Pilgrimage	A journey with spiritual purpose
Burden	Weight carried (literal or emotional)
Threshold	The moment of stepping into something new

Ask:

“Which one best fits Abraham’s journey? Why?”

Students justify choice.

B) Teacher Model (Read Slowly, With Expression)

The road wound forward into the pale morning light. Abraham paused only once, looking back at the familiar tents behind him – then forward again at the unknown horizon. The air tasted of dust and promise. His steps were steady. Not rushed. Not fearful. Just forward.

Ask:

“What tone do you feel?”

→ *Determined, thoughtful, adventurous.*

C) Guided Sentence Crafting

Students help revise:

Weak: *Abraham walked on the road.*

Strong: *Abraham followed the winding road, the weight of new beginnings resting on his shoulders.*

Focus on:

- **Verb choice**
 - **Mood**
 - **Adventure tone**
-

D) Independent Writing Task

Write **1–2 paragraphs** describing the moment Abraham *begins* the journey.

Must include:

- 1 **sensory image** (sound, sight, smell, touch, taste)
 - 1 **tone-defining verb** (strode, paused, pressed on, glanced back)
 - 1 **internal thought line** (what he *feels inwardly*)
 - Emotional direction: **quiet courage**
-

E) Reflection

Ask:

“How does a journey change a character even before it begins?”

Student answers may be thoughtful or symbolic – accept depth.

Lesson 34: Telling Our Faith Stories

Theme: Personal Testimony and Writing to Express Belief

Character Trait: Orderliness – Organising our thoughts clearly when we share our faith

Learning Objectives

By the end of this lesson, students will be able to:

- Understand how Abraham’s journey was a testimony of faith
- Reflect on their own experiences with God or faith in an age-appropriate way
- Plan and write at least one clear, ordered paragraph titled “**My Faith Journey**”
- Use correct sentence structure, punctuation, and descriptive detail to enhance meaning

Content Descriptions Addressed in this Section:

AC9EFLY05, AC9E2LY06, AC9E3LY06, AC9E4LY06, AC9E5LY06, AC9E6LY06

A) Introduction

Parent/Teacher Says:

"We’ve been learning about Abraham, who followed God even though he didn’t know exactly where he was going. His life became a story of faith – a testimony. A testimony is when someone shares their journey with God – what they believe, how they came to believe, and how God has helped them."

Ask:

- "What is something you believe about God?"
- "Can you remember a time when you trusted God or prayed and He helped you?"

Explain:

"Today, we’re going to think about our own faith stories and practise writing a paragraph to tell part of our faith journey."

Content Descriptions Addressed in this Section:

AC9EFLY01, AC9E2LE01, AC9E4LE02

B) Model Faith Story: Abraham’s Journey

Parent/Teacher Reads:

Abraham lived in the city of Ur. His family worshipped many false gods, but Abraham believed in the one true God. One day, God told Abraham to leave his home and go to a new land. Abraham didn’t know where he was going, but he obeyed.

As Abraham walked through deserts, hills, and valleys, he trusted God’s promises. God said Abraham’s family would become a great nation, even though Abraham didn’t have any children yet.

Abraham built altars and prayed to God wherever he travelled. His story shows us what it means to live by faith – believing God’s Word and obeying, even when the path isn’t clear.

Abraham’s life became a testimony – a story of faith passed down for thousands of years.

Ask:

"Why do you think Abraham’s story was worth remembering?"

Content Descriptions Addressed in this Section:
AC9E3LE01, AC9E6LE01

C) Thinking Questions

Foundations to Year 2

- Who was Abraham trusting in his journey?
- Have you ever had to trust God when you didn’t understand something?

Years 3–4

- Why is Abraham’s story called a testimony?
- What would you include if you were telling someone about your own faith?

Years 5–6

- What do you think makes a faith story meaningful to others?
- How could your story encourage someone else?

Content Descriptions Addressed in this Section:
AC9EFLE02, AC9E4LE02, AC9E6LE02

D) Learning Activities – “My Faith Journey” Paragraph Writing

Foundations to Year 2

1. **Dictated Faith Sentence:** Parent writes a short, dictated sentence for the child, such as: *“I believe in God because...”* Let the child finish it orally and copy it.
2. **Illustrated Faith Page:** Draw a picture of a time they felt close to God (e.g. at church, praying, learning Bible stories), and label it with a sentence.

Years 3–4

1. **Guided Faith Paragraph:** Use sentence starters like:
 - “I first heard about God when...”
 - “One thing I believe is...”
 - “A time I trusted God was...”
2. **Testimony Planning Chart:** Fill out a 3-part plan: (1) Beginning – How I came to believe, (2) Middle – What I believe about God, (3) End – A time God helped me.

Years 5–6

1. **Full Paragraph Writing:** Write at least one full paragraph titled “**My Faith Journey**”. Include:
 - A topic sentence introducing your story
 - 2–3 supporting sentences with details or examples
 - A concluding sentence that summarises your faith
2. **Peer or Family Feedback:** Read the paragraph to a parent or sibling and ask: “What part of this shows my faith most clearly?”

Content Descriptions Addressed in this Section:

AC9EFLY05, AC9E2LY06, AC9E3LY06, AC9E4LY06, AC9E5LY06, AC9E6LY06

E) Optional Extension Activity

Make a Testimony Booklet or Video

- Younger students: Create a small “My Faith Story” booklet with pictures and one sentence per page.
- Older students: Record a video testimony or present their paragraph aloud like a speech.

Encourage family or group sharing to foster Christian community and support.

Content Descriptions Addressed in this Section:

AC9E3LY05, AC9E5LY08, AC9E6LY08

F) Biblical Connection & Wrap-up

Parent/Teacher Says:

"Abraham didn't just believe quietly – he walked out his faith every day, and others noticed. That's what it means to have a testimony. God wants each of us to share our faith stories so others can be encouraged too."

Read Psalm 107:2:

“Let the redeemed of the Lord tell their story...”

Pray together:

"Lord, thank You that each of us has a story to tell. Help us remember the times You've been with us, and help us tell others about Your love. Amen."

Content Descriptions Addressed in this Section:

AC9EFLE02, AC9E3LE01, AC9E4LE02

Australian Curriculum (v9) Content Descriptions Used

Literature – Engaging with and Responding to Literature

- **AC9EFLE02:** Share ideas about characters and events in literary texts and connect them to personal experiences
- **AC9E3LE01:** Discuss literary texts including characters, settings and events, and how language is used to create images
- **AC9E4LE02:** Share responses to characters, events and ideas and make connections with students' own experiences
- **AC9E6LE01:** Explain how language features, images and vocabulary are used to represent different ideas and experiences in texts
- **AC9E6LE02:** Reflect on and explain how authors create responses in readers

Literacy – Creating Texts

- **AC9EFLY05:** Create and deliver short spoken and written texts to express ideas
- **AC9E2LY06:** Create written and/or multimodal texts, including those that express opinions, informed by learning experiences
- **AC9E3LY06:** Plan, create, edit and publish texts for imaginative, informative and persuasive purposes
- **AC9E4LY06:** Plan, create, edit and publish written and multimodal texts, demonstrating increasing control
- **AC9E5LY06:** Plan, create, edit and publish written texts whose purpose may be to inform, persuade or entertain
- **AC9E6LY06:** Plan, create, edit and publish written and multimodal texts that inform, persuade or entertain

Language – Interacting with Others

- **AC9E5LY08 / AC9E6LY08:** Use interaction skills when discussing and presenting ideas and opinions
-

Lesson 35: Mapping Abraham's Journey

Theme: Understanding Places and Stories Through Time

Character Trait: Orderliness – God leads step by step, and we can follow His direction with care.

Learning Objectives:

By the end of this lesson, students will be able to:

- Read and understand a historical narrative about Abraham's journey
- Identify key places and events from the narrative
- Create a **timeline** and **map** based on Abraham's journey
- Write a short narrative paragraph using time and place connectives

Addresses Content Descriptions: AC9E1LA05, AC9E3LA03, AC9E4LA03, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02

A) Introduction

Parent/Tutor Says:

"In this last week, we've been learning about Abraham (a real person in history). You've heard his story, but this time Today we are going to explore a journey taken by him while he lived in ancient Mesopotamia and travelled to a new land God promised him. We will look at the **places** he travelled to, put the events in **order**, and create a **map and timeline**. These are tools we can use to understand history better. Then you will practise writing a short paragraph about a journey."

Ask:

- "Have you ever followed a map or used directions?"
- "Why is it helpful to put events in order or on a timeline?"
- "What do you think Abraham felt as he left home to go somewhere unknown?"

Addresses: AC9E1LA05, AC9E2LA05, AC9E3LA03, AC9HS2S01, AC9HS3S01

B) Informational Story: *Following God's Lead – The Journey of Abraham*

Abraham lived in the city of **Ur**, near the Euphrates River. It was a large, important city in ancient Mesopotamia, full of tall temples, traders, and homes built of mud bricks. Most people in Ur worshipped many gods, but Abraham believed in the **one true God**.

One day, God spoke to him:

"Leave your country, your people, and your father's household, and go to the land I will show you."

God promised:

"I will make you into a great nation. I will bless you. You will be a blessing to others."

So, Abraham obeyed. He took his wife **Sarai**, his nephew **Lot**, and all their servants, animals, and belongings. He left behind the busy life of Ur and began a long journey to an unknown land.

First, they travelled **northwest to Haran**, a trading city where they stayed for a time. Then, when God told him to keep going, Abraham travelled **south into Canaan** – past places like Shechem, Bethel, and finally into the land near **Hebron**.

Each time God spoke, Abraham obeyed. Each place he went, he built an **altar** and worshipped God. Even when things were uncertain, Abraham trusted God step by step.

This journey of Abraham was not just about walking with his feet. It was about walking with **faith**.

Addresses: AC9E2LY01, AC9E4LY01, AC9HS3S02, AC9HS4S02

C) Thinking Questions

Foundations to Year 2

- Who went on the journey with Abraham?
- What did God promise Abraham?
- Why do you think Abraham built altars along the way?

Years 3–4

- What steps did Abraham take on his journey? Can you list them in order?
- Why is it important to record events in order on a timeline?
- What words did the story use to show places and movement?

Years 5–6

- How does this journey show Abraham's faith and obedience?
- What clues in the story help us know the locations Abraham travelled through?
- Why are timelines and maps helpful in understanding stories from history?

Addresses: AC9E1LY02, AC9E3LY01, AC9E4LY02, AC9HS5S03

D) Learning Activities

Foundations to Year 2

1. **Draw Abraham's Journey** – Provide a simple outline map with Ur, Haran, and Canaan. Children draw the path and add pictures of camels or tents.
2. **Sequencing Cards** – Provide picture cards of events (e.g., God's call, packing tents, arriving in Canaan). Students put them in order and retell the story aloud.

Years 3–4

1. **Timeline Creation** – Students list 4–6 key events from the story and create a timeline using date approximations (e.g., 2000 BC – leaves Ur).
2. **Map Labelling Task** – Using a printed map of the Middle East, label Ur, Haran, Shechem, and Hebron. Draw the route Abraham took.

Years 5–6

1. **Compare Maps and Routes** – Use modern maps to compare Abraham’s journey with modern-day countries. Students identify the nations Abraham would have travelled through.
2. **Paragraph Writing** – Write a narrative paragraph about Abraham’s journey, using words that show **time** (e.g. then, after, later) and **place** (e.g. from Ur to Haran).

Addresses: AC9E2LY05, AC9E3LY06, AC9E4LY06, AC9E5LY06, AC9E6LY06, AC9HS2S02, AC9HS4S02, AC9HS5S02

E) Optional Extension Activity

Journey of Faith – My Personal Timeline

Ask students to create a personal timeline of 5 key events in their own life, showing how God has guided or helped them in those moments (e.g. “I learned to read my Bible”, “I moved house and made new friends”).

Addresses: AC9E3LY05, AC9HS3S05

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

"Abraham walked by faith, not by sight. He trusted God even when he didn’t know all the details. The Bible says in Hebrews 11:8, *'By faith Abraham obeyed and went, even though he did not know where he was going.'* That’s what orderliness looks like – **listening to God, taking one step at a time, and putting things in their right place.**

Let’s close by thanking God:

Prayer:

“Dear God, thank You for Abraham’s story. Help us to trust You when we don’t know everything ahead. Teach us to follow You step by step, with faith and order in our hearts. Amen.”

Addresses: AC9E2LY02, AC9E5LY02

Australian Curriculum (v9) Content Descriptions Used

ENGLISH – Language

AC9E1LA05 – understand that texts can take different forms depending on purpose and audience

AC9E2LA05 – understand that paragraphs are used to group related ideas

AC9E3LA03 – understand how to link ideas using paragraphs and connectives

AC9E4LA03 – understand how texts use time and place connectives to sequence events

ENGLISH – Literature

AC9E2LY01 – discuss how characters, settings and events are depicted in texts

AC9E3LY01 – discuss how language is used to represent characters and settings

AC9E4LY01 – explain how authors use language and images in texts

ENGLISH – Literacy

AC9E1LY02 – use comprehension strategies to understand and discuss texts

AC9E3LY05 – plan, create and edit written texts for familiar purposes

AC9E3LY06 – use text structures and language features for informative texts

AC9E4LY02 – explain connections between events and characters in texts

AC9E4LY06 – create written texts using accurate paragraphing and sequence
AC9E5LY06 – create written texts for different purposes, using order and cohesion
AC9E6LY06 – plan, draft and publish structured informative texts

HASS – Inquiry and Skills

AC9HS2S01 – pose questions about people and places
AC9HS2S02 – record data using timelines and maps
AC9HS3S01 – develop questions about people and places
AC9HS3S02 – record information using annotated maps and timelines
AC9HS4S02 – collect and organise data from sources, including maps
AC9HS5S02 – locate and organise information from primary and secondary sources
AC9HS6S02 – organise and present information from sources using maps and timelines

Lesson 36: The River of Life – Exploring Egypt through Historical Fiction

Theme: Life Along the Nile

Character Trait: Orderliness – Understanding how God brings provision and structure through nature and society

Learning Objectives:

Students will:

- Understand how setting is created through sensory detail and historical description.
- Identify how life along the Nile shaped Ancient Egyptian civilisation.
- Write descriptive paragraphs using vocabulary, sensory imagery, and structured ideas.
- Compare fictional and historical accounts of ancient daily life.

A) Introduction

Parent/Teacher Says:

"Today we're going to read a scene from an old historical novel called *The Cat of Bubastes* by G.A. Henty. It's about a young prince from another land who is taken to Egypt and lives in a noble household near the great Nile River. The Nile was the most important part of Egyptian life – it gave water, food, transport, and trade.

As we read this scene, listen carefully for what daily life looked like – what people saw, heard, and did. Then we'll practise using strong description in our own writing."

B) Story Extract – *The River of Life* (adapted from *The Cat of Bubastes*)

The broad waters of the Nile flowed lazily through the golden countryside, glinting like glass under the morning sun. A light breeze rustled the tall green papyrus reeds, and the cries of waterbirds echoed across the water. Farmers stood ankle-deep in the fertile mud, guiding oxen as they pulled wooden ploughs through the rich black soil. The smell of wet earth, fresh grain, and damp rushes filled the air.

Inside the city of Thebes, life had already begun. Servants carried baskets of figs and onions. Market sellers unrolled colourful cloths. Fishermen in narrow boats cast their nets as boys splashed nearby, herding goats along the riverbanks.

“The Nile is Egypt,” Amuba whispered, as he stood on the rooftop of the house where he now lived. “Without it, there would be nothing.”

Jethro, his faithful guardian, nodded. “Indeed. The river feeds the people. It gives them fish, water for crops, and a way to travel. See there?” He pointed to a boat with a painted sail slowly making its way downstream. “That’s carrying barley to the temple.”

The city walls of Thebes shimmered in the heat. Palm trees waved over gardens. In the distance, the white columns of the temple of Osiris stood tall against the sky. Priests moved silently between shaded walkways. It was a land of order – each day beginning with the flood, the field, the harvest, and the worship.

“There is much beauty here,” Amuba said. “And yet...”

He paused. He had seen people bow before statues. He had watched men carry food to stone altars. He respected their customs, but his heart yearned for something deeper.

Jethro smiled. “There is a God greater than the Nile. One who made the river and gives it its path.”

Amuba nodded slowly. The river might carry life, but only the true God could give meaning to it.

C) Thinking Questions

Ask your students (differentiated by level):

Foundations to Year 2

- What are some things people were doing near the Nile?
- What words or phrases helped you picture the river?

Years 3–4

- How does the author use describing words to help us imagine the setting?
- What things show us that life in Egypt followed an orderly pattern?

Years 5–6

- How does the writer build atmosphere using senses (sight, sound, smell)?
- What contrast is made between worship of idols and belief in the true God?

D) Learning Activities (with taught skill focus)

Teach First (All Ages):

Model how to plan a paragraph using the following guide:

- Sentence 1: Topic sentence (What is the paragraph about?)
- Sentences 2–4: Supporting details using **senses** (sight, sound, smell, etc.)

- Sentence 5: Closing thought or reflection.

Foundation to Year 2

1. Draw a picture of life along the Nile and label 4–5 things seen in the story.
2. Write one simple sentence describing something you might see or do by the Nile.

Years 3–4

1. Fill out a 'describe the scene' worksheet using prompts (What can you hear? What can you smell?) then turn your notes into a short paragraph.
2. Highlight the describing words in a printed version of the story and explain how they help the reader.

Years 5–6

1. Write a paragraph titled *A Morning by the Nile* using structured planning (topic sentence + supporting details + sensory language + conclusion).
2. Compare Amuba's view of Egyptian religion with the Christian view of worship and write a reflection paragraph.

E) Optional Extension Activity

Create a class or family mural of "Life Along the Nile" – include farming scenes, boats, markets, temples, and homes. Each child contributes a section based on their reading and writing. Add written labels, paragraphs, or speech bubbles describing what their person is doing.

F) Biblical Connection & Wrap-up

Parent/Teacher Says:

"The Egyptians believed the Nile was sacred, and they worshipped many gods. But in our story, Jethro reminds Amuba that there is a Creator above all – who made the Nile and every part of life. God is a God of order. He gave Egypt the Nile to bring life. He also gives us His Word to bring light and direction to our lives."

Read Acts 17:24–25:

"God, who made the world and everything in it... gives to all life, breath, and all things."

Close by asking:

- How do we see God's order in the world today?
- What are you thankful for that God provides?

Lesson 37: The Pyramids and Their Mysteries

Theme: Power, Time, and Legacy

Character Trait: Humility – Recognising that even the greatest human achievements fade compared to God's eternal greatness

Learning Objectives

Students will:

- Listen to and discuss a classic poem about Ancient Egypt.
 - Understand how language and imagery create tone and mood.
 - Reflect on the meaning of pride, legacy, and time.
 - Write creative responses using descriptive vocabulary and historical imagination.
 - Build vocabulary and comprehension through structured discussion and activities.
-

A) Introduction

Parent/Teacher Says:

"Today we're going to read a very old and famous poem. It was written over 200 years ago by a man named **Percy Bysshe Shelley**, and it's about the ruins of a great statue found in the desert of Egypt.

The statue is broken now – but it used to belong to a powerful king named *Ozymandias*. The poem makes us think about time, pride, and what really lasts.

Let's read it together slowly and see what it tells us."

B) Poem: *Ozymandias* by Percy Bysshe Shelley

I met a traveller from an antique land,
Who said – "Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings;
Look on my Works, ye Mighty, and despair!'
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away."

C) Thinking Questions (Differentiated)

Foundation to Year 2

- What happened to the statue in the story?
- How do you think the desert looked and felt?

Years 3–4

- What do the broken statue and the empty desert tell us about the king's power?
- What does the king want people to feel when they read his words?

Years 5–6

- How does the poet use imagery to show the fall of Ozymandias's power?
- Why do you think Shelley wrote this poem – what is his message?

D) Learning Activities (with skill modelling)

Skill Focus:

Teach students how to identify imagery in a poem and use it in their own writing.

Imagery = descriptive language that uses the five senses (sight, sound, touch, taste, smell).

Write examples together on a board or paper, such as:

- “sand stretching far away” → sight
- “shattered face” → touch

Foundation to Year 2

1. Draw the statue in the desert. Add speech bubbles: What might Ozymandias say? What would the traveller say?
2. Choose 3 words from the poem and match them to pictures (e.g. desert, statue, king).

Years 3–4

1. Write 3–5 sentences describing what the desert scene looks like. Use words from the poem and add your own.
2. Create a mini-poster of the poem with illustrated images and the famous line: “Look on my Works, ye Mighty, and despair!”

Years 5–6

1. Write a short descriptive paragraph imagining you found the ruins of a pyramid or ancient statue. Use imagery to describe what you see and feel.
2. Rewrite the poem in your own words, keeping the same idea and tone, but with simpler language.

E) Optional Extension Activity

Creative Writing or Art Option:

Imagine what Ozymandias's statue looked like before it broke.

Draw it or describe it in detail. Then write a short piece: *What would Ozymandias say today if he saw his broken statue?*

Alternatively, research a real Egyptian pyramid or tomb and create a fact page about it with 5 key details.

F) Biblical Connection & Wrap-Up

Parent/Teacher Says:

"Ozymandias was a powerful king who wanted everyone to admire him. But even his statue didn't last forever. The desert wore it down. This poem reminds us that **human pride fades**, but **God's truth and love last forever**."

Read aloud Psalm 103:15–17

'As for man, his days are like grass... but the mercy of the Lord is from everlasting to everlasting.'

Ask:

- What should we trust in – not statues or fame – but God's truth and promises.
- Can you think of something God has made that still stands strong?

Finish with this reflection:

"While the works of men crumble, the Word of the Lord endures forever."

Lesson 38: EXPLICIT WRITING SKILLS

Weekly Focus: Reflective Writing – Telling What We Learned

GROUP A (Foundation – Year 2)

Lesson: *Telling How a Character Feels and Why*

Definition:

- **Reflect** = to **think about what happened and what it means**
- We tell how a character **felt** and **why they felt that way**

AC Alignments:

- AC9EFLA07 / AC9E1LA07 – Vocabulary for feelings
- AC9EFLY06 / AC9E1LY06 / AC9E2LY06 – Write short personal responses

A) Vocabulary Pre-Teach (Say + Act)

Word	Meaning	Action
Sad	Feeling upset	Frown + head bowed
Hopeful	Feeling something good will happen	Look upward + small smile
Patient	Waiting kindly and without anger	Hands folded calmly
Brave	Not giving up even when it's hard	Stand tall
Thankful	Feeling happy because of a gift	Hand over heart + slight nod

B) Oral Discussion

Tutor asks:

- “How do you think **Joseph** felt when he was in Egypt?”
- “How did he feel when God helped him?”

Allow child to answer simply – **accept all sincere attempts.**

C) Model Sentence

Write one simple reflective line:

Joseph was patient because he trusted God.

D) Student Writing (Journal)

Year Level

Task

Foundation Draw Joseph. Write one feeling word (hopeful, patient, brave).

Year 1 Write **3 sentences** about how Joseph felt and why.

Year 2 Write **5 sentences**, explaining: **What happened** → **How Joseph felt** → **What he learned**.

E) Wrap-Up

Ask: “What does it mean to **reflect**?”

→ **To think about what happened and why it matters.**

GROUP B (Years 3–4)

Lesson: *Writing a Reflection Paragraph (What We Learned from Joseph)*

Definition:

- **Reflection** = telling **what we learned** from someone’s story and **why it matters to us**.

AC Alignments:

- AC9E3LY06 / AC9E4LY06 – Create structured paragraphs
 - AC9E3LE03 / AC9E4LE03 – Discuss character experience and message
-

A) Vocabulary Pre-Teach

Word	Meaning
Endure	To keep going even when life is hard
Trust	To believe someone will care for you
Forgive	To let go of anger and choose kindness
Wisdom	Doing what is right and thoughtful
Providence	How God lovingly guides events for good

Ask:

“Which of these describe Joseph?”

Take 2–3 student answers.

B) Model TEEL Reflection Paragraph

Write together:

T (Topic):

Joseph’s story teaches us to trust God during hard times.

E (Explain):

Joseph was sold, forgotten, and treated unfairly.

E (Extend / Example):

But he waited patiently, and God lifted him into leadership.

L (Link):

This shows that God is working even when we cannot see the plan yet.

Read aloud – let students *hear* the reflective tone.

C) Independent Writing Task

Write **one paragraph (6–8 sentences)**:

Prompt:

What lesson can we learn from Joseph's journey?

Checklist:

- 1 lesson statement (e.g., *Trust takes time.*)
 - Explain how Joseph's story shows this.
 - Finish with a linking sentence.
-

D) Wrap-Up Question

“What does Joseph teach us about waiting on God?”

Discuss quietly – allow thoughtful silence.

GROUP C (Years 5–6)

Lesson: *Quiet Reflection – The Meaning of a Journey*

Tone: Gentle, thoughtful, slow.

Not dramatic.

Not triumphant.

Steady. Weighted. Grateful.

Definition:

- **Reflective Writing** = expressing **inner understanding**, often softly, with humility.

AC Alignments:

- AC9E5LE05 & AC9E6LE05 – Craft tone and expressive language
- AC9E5LY06 & AC9E6LY06 – Create, edit, polish reflective texts

A) Vocabulary Pre-Teach (Journal Word Bank)

Word	Meaning
Providence	God working quietly for good
Formation	How experiences shape us over time
Yielding	Letting go; releasing control
Humility	Being gentle in spirit, not proud
Restoration	Broken things being made whole again

Students choose **one** word to *star* – it will appear in their writing.

B) Teacher Model (Read Slowly, Softly)

Some journeys are loud. Joseph's was not.

He did not run toward glory.

He waited. He listened.

He learned to trust God in the quiet places – prisons, waiting rooms, lonely halls.

And slowly, the quiet work of God lifted him.

Ask softly:

“What does this *feel* like?”

→ Students answer with mood words: gentle, deep, calm, thoughtful.

C) Guided Sentence Crafting

Transform a **statement** into **reflection**:

Plain:

Joseph forgave his brothers.

Reflective:

Forgiveness is not fast. It grows slowly, in hearts that have suffered and still choose peace.

Discuss:

“Why is the second one stronger?”

→ Because it **thinks** before it **speaks**.

D) Independent Writing Task

Write **2 paragraphs** in **quiet reflective tone**:

Paragraph 1:

Reflect on **how Joseph changed** because of his journey.

Paragraph 2:

Reflect on **what we can learn** from waiting, trusting, and releasing control.

Requirements:

- Use **slow pacing** (short, gentle sentences allowed).
 - Use emotion **without naming emotion directly**.
 - Use **one** of the starred vocabulary words.
-

E) Reflection Question (End of Lesson)

Ask softly:

“What grows in us when we wait with God?”

Allow silence.

Allow depth.

Do **not** rush answers.

Lesson 39: Letters from an Archaeologist

Theme: Imaginative Writing through Historical Settings

Character Trait: Curiosity – Asking questions, making discoveries, and sharing what we learn

Learning Objectives

Students will:

- Explore the features and purpose of **letter writing**
 - Use **historical imagination** and descriptive language to create a setting
 - Plan, draft, and edit a **letter from the perspective of an archaeologist** exploring ancient pyramids
 - Reflect on the difference between **fact and imagination**
-

A) Introduction

Parent/Teacher Says:

"Have you ever imagined being an archaeologist – someone who explores the past by digging up ruins and treasures?"

Today, you're going to write a letter as if *you* are an archaeologist who has just discovered something amazing inside an Egyptian pyramid.

You'll describe what you see, how you feel, and what you think it means.

We'll learn how to write a great letter – and how to make your ideas come alive!"

B) Model Text – Read Aloud Example

Teacher reads aloud (or displays) a short sample letter:

Dear Friend,

Today was the most exciting day of my life!

We entered the pyramid just after sunrise. The passageways were cool and dusty.

Inside one chamber, we found a golden statue of a falcon and painted walls showing people farming by the Nile.

I felt amazed – and a little scared.

Was this the tomb of a great pharaoh?

We are writing everything down and taking pictures. I can't wait to show you what we found!

Yours excitedly,

Amira, Junior Archaeologist

Ask students:

- What made this letter interesting?
 - What details did Amira include to describe what she saw and felt?
 - What questions did she have?
-

C) Thinking Questions (Differentiated)

Foundation to Year 2

- What would you be excited to find inside a pyramid?
- What would you write to tell your family or friend?

Years 3–4

- What would an archaeologist need to describe so others can picture the scene?
- How would you organise your letter (beginning, middle, end)?

Years 5–6

- What are the key features of a well-written letter (e.g., greeting, paragraphs, closing)?
 - How can you balance factual information with imaginative detail?
-

D) Writing Activities (Differentiated)

Skill Focus:

Teach and display the structure of a letter:

1. Greeting (Dear ____)
2. Introduction (Why you're writing)
3. Body (Details, discoveries, feelings)
4. Closing (What's next / farewell)
5. Signature

Model vocabulary for sensory descriptions:

- *Cool, dusty, echoing, golden, dark, mysterious, painted walls, hieroglyphs*
-

Foundation to Year 2

1. **Sentence Letter Frame:** Students complete and illustrate a scaffolded letter:
"Dear Mum,
Today I found a _____. It was _____. I felt _____. I can't wait to tell you more. Love, _____"
2. Create a **"treasure map"** of the pyramid, then label it and write 1–2 sentences about a discovery.

Years 3–4

1. Write a short letter with 3 paragraphs: *what you found, how you felt, and what you'll do next*.
2. Include 3–4 **adjectives or sensory words** to describe the discovery. Use the model to guide structure.

Years 5–6

1. Plan, draft, and edit a full letter (4–5 paragraphs) describing the discovery, setting, feelings, and possible questions.
2. Exchange letters with a peer or family member and give written feedback (1 positive + 1 suggestion).

E) Optional Extension Activity

“Diary of an Archaeologist”

Turn the letter into a **mini-diary entry**: Write 3 entries for 3 days exploring the same pyramid. Describe what you saw each day, how your thinking changed, and what new questions arose.

Alternatively: Create a **fact-fiction blend project**:

- Research a real pyramid (e.g. the Great Pyramid of Giza)
- Include 3 facts and 3 imagined discoveries in your letter
- Present it to the family or group as a slideshow or oral reading.

F) Biblical Connection & Wrap-Up

Parent/Teacher Says:

"Even the greatest kings of Egypt had their treasures buried with them in pyramids. But the Bible reminds us that no treasure on earth lasts forever.

Jesus said, '*Do not store up for yourselves treasures on earth... but store up for yourselves treasures in heaven.*' (Matthew 6:19–20)

Ask:

- What kind of treasures do we find in God's Word?
- What kind of discoveries help us grow in truth, not just knowledge?

Finish with this thought:

“Being curious is good – but being wise and humble with what we discover is even better.”

Lesson 40: Writing a Thankfulness Story

Theme: Reflecting on God's Faithfulness

Character Trait: Gratitude – Noticing and remembering what God has done

Learning Objectives

Students will:

- Explore how to reflect and write about things they are thankful for
 - Learn how to structure a short personal narrative (story)
 - Recognise and write about a time when God helped them or someone they know
 - Relate their own experience to the biblical story of Joseph
-

A) Introduction

Parent/Teacher Says:

"Today, we're going to write a story that helps us remember something really important – how God takes care of us. Sometimes life is hard, but God is still good. He is faithful even when things don't go the way we hoped.

This lesson will help you think about your own life and write a short story about a time when you felt thankful."

Connect to the story of Joseph:

"Joseph was sold as a slave, taken to Egypt, and even thrown into prison unfairly. But he never gave up trusting God. In the end, God made him a ruler in Egypt and helped him save many people – including his own family. Joseph saw that God had a plan, even through the hard times."

Ask your child:

- "Can you think of a time when something hard turned out for good?"
 - "Have you ever thanked God for something that happened – even if it didn't seem good at first?"
-

B) Model Text – Read Aloud Example

Read this short thankfulness story aloud:

My Thankful Story

Last year, I broke my arm at the playground. It really hurt, and I couldn't play sport for weeks. I had to write with my left hand and wear a big cast.

But while I was healing, I learned to draw better and made a new friend in the library. We talked about books every lunchtime.

Now I look back and thank God. He helped me grow in ways I didn't expect.

Discuss with students:

- What was the problem in this story?
 - How did something good come out of it?
 - How did the writer show thankfulness?
-

C) Thinking Questions (Differentiated)

Foundation to Year 2

- What is something you are thankful for?
- Can you remember a time when someone helped you or something good happened?

Years 3–4

- Have you ever had something hard happen, but later you could see something good in it?
- Why is it important to be thankful?

Years 5–6

- How can you write a true story in a way that encourages others?
 - What would you say if you were writing to thank God for something?
-

D) Writing Activities (Differentiated)

Skill Focus:

Teach students the structure of a simple narrative:

1. **Beginning** – Set the scene (What happened? Where? When?)
2. **Middle** – What went wrong or what was hard?
3. **End** – What changed? What are you thankful for?

Discuss and brainstorm **thankful vocabulary**:

grateful, blessed, happy, surprised, peaceful, joyful, helped, hopeful, safe

Foundation to Year 2

1. **Sentence Scaffold Story:**
“I was sad when _____. But then _____. Now I feel _____. Thank You, God!”
2. Draw a picture and write one sentence about something they are thankful for.

Years 3–4

1. Write a short paragraph story (4–5 sentences) about a real event that made you thankful.

2. Include a sentence thanking God at the end.

Years 5–6

1. Plan and write a 3-paragraph thankfulness story, showing how the event unfolded and how they saw God's faithfulness in it.
 2. Add a Bible verse or prayer of thanks at the end.
-

E) Optional Extension Activity

Thankfulness Booklet or Display

Have students create a “Thankfulness Journal Page” or poster:

- Title: *I Thank God Because...*
 - Include: a short story or paragraph, a verse (e.g. Psalm 100:5), and illustrations
 - Combine everyone’s stories into a booklet, or display them around the room or homeschool wall.
-

F) Biblical Connection & Wrap-Up

Parent/Teacher Says:

"Joseph had every reason to be bitter. But he chose to see God's goodness instead. He told his brothers, '*You meant it for evil, but God meant it for good*' (Genesis 50:20).

Thankfulness helps us remember that God is always working behind the scenes – like He did for Joseph."

Reflect together:

- What do you want to thank God for today?
- How does remembering help us trust God more?

Close with a short prayer of thanks:

“Dear God, thank You for being faithful. Thank You for always being with us – even when we don’t understand. Help us to trust You and to be thankful in every season. Amen.”

TOPIC 9

CULMINATING PROJECT AND ASSESSMENT

Final Review: *Reflections on God's Orderly Hand in History*

Theme: Reflecting on God's Order, Faithfulness, and Promises across History

Character Trait: Orderliness – Trusting God's design through every part of the past and future.

Covers: Topics 1–8 (Early Civilisations up to Mesopotamia and Egypt)

Parent/Tutor Instructions:

A) Introduction

Parent says:

"Today we're going to look back over everything we've learned about history – from early mankind, to Mesopotamia, to Egypt.

We have seen that God is a God of **order**, **faithfulness**, and **purpose**.

Even when people made mistakes, built cities, or made wrong choices, God's good plan always continued."

Ask your child:

- "What is something you remember learning about early history?"
- "Can you name one way God showed His orderliness in the past?"

(Allow your child time to reflect and share.)

B) Quick Story Recap

Parent says:

"Let's quickly remember the main parts of our journey in our History and English lessons:"

(Discuss this with your students. You can read or summarise slowly, allowing the children to respond after each dot point.)

- **Topic 1:** We learned that history matters because it shows God's big story – and we are part of it.

- **Topic 2–3:** Early mankind was created intelligent and orderly – building cities, writing, and inventing tools.
 - **Topic 4:** God saved Noah and his family through the Flood, and gave the rainbow as a promise of His faithfulness.
 - **Topic 5:** People tried to build the Tower of Babel, but God scattered them to form many nations and languages.
 - **Topic 6:** In Mesopotamia, people built great cities – but real greatness comes from following God, not pride.
 - **Topic 7:** God called Abram to leave his home and trust God's plan – and Abram became the father of many nations.
 - **Topic 8:** In Egypt, life depended on the Nile River's order, people built pyramids searching for eternal life, and Joseph rose to power by trusting God.
-

C) Main Reflection

Parent says:

"Now, let's think about how all these stories fit together."

Ask your child:

- "How have we seen God's order at work in history?"
- "What can we learn from people who trusted God (like Noah, Abram, and Joseph)?"
- "What happens when people trust in their own pride instead of trusting God?"
- "How do God's promises give us hope today?"

(Pause after each question for discussion – guiding your child to see God's goodness through history.)

Final Creative Task to Function as a Summative Assessment

Reflections on God's Orderly Hand in History

In this assessment, students will demonstrate their understanding of stories, language, and writing skills developed throughout this module. Students will respond to texts studied in **Lessons 1–3** of each topic, showing their ability to listen carefully, think in sequence, and communicate ideas clearly and orderly.

Students may draw on:

- Stories, poems, and informational texts read or heard in the lessons
 - Writing skills explicitly taught in the weekly **Explicit Writing Skills** lessons
 - Class discussions, oral narrations, and journal work completed during the module
-

Task Expectations (by Age Group)

- **Foundation – Year 2**
Students will demonstrate understanding through oral retelling, drawings, and/or short written responses that show correct sequencing of events and simple reflection on meaning.
 - **Years 3–4**
Students will produce short written responses (sentences or paragraphs) that retell or explain ideas from studied texts, using skills such as paragraph structure, sequencing, and clear topic focus.
 - **Years 5–6**
Students will write one or more developed paragraphs that reflect on stories studied in the module, demonstrating clear organisation, sentence control, and thoughtful connection to the theme of orderliness.
-

Assessment Focus

This assessment focuses on students' ability to:

- Understand and respond to literary and informational texts
 - Retell and explain ideas in a logical, ordered way
 - Apply explicitly taught writing skills appropriately for their age level
 - Communicate meaning clearly through oral, written, or visual modes
-

ASSESSMENT INSTRUCTIONS

Students will create a written (or spoken with transcript if needed) piece demonstrating:

- Clear meaning
- Correct sequencing of ideas
- Personal reflection linked to stories studied this term

Group

Task Instructions

F–Yr 2 Create a **simple recount or short story** about *one lesson from this term that helped you understand God's order*. May include drawing + dictated text / short sentences.

Years 3–4 Write **one well-structured paragraph** (6–10 sentences) describing how one Bible or historical story from the course shows God's orderliness.

Years 5–6 Write **1–2 paragraphs** (12–18 sentences) explaining how orderliness is shown in at least two texts studied, using descriptive or reflective language. Encourage sentence variety.

Submission options:

- Written
 - Typed
 - Oral narration recorded (for early writers)
-

ASSESSMENT RUBRIC 1 – FOUNDATION to YEAR 2

Final Creative Task: “My Place in God’s Orderly Story”

Achievement Level	Clarity & Sequencing of Ideas	Connection to Story / Understanding of Theme	Vocabulary & Language	Presentation / Conventions
EXCELLENT	Student clearly communicates meaning through drawing and/or oral narration or simple written sentences in logical order .	Student identifies a story from the term and correctly states its message or lesson about God’s orderliness .	Uses familiar words from stories; may attempt some new vocabulary; language shows thoughtfulness for their age.	Letters mostly formed correctly; attempts capitals and full stops; drawing or written work is neat and carefully completed .
STRONG	Ideas mostly clear; sequence may have small gaps but meaning is still understandable.	Student mentions a story and attempts to express the lesson.	Uses mostly familiar everyday vocabulary; some precise words from lessons.	Some correct capitals/punctuation; drawing/writing shows care but may be uneven.
SOUND (Meeting Standard)	Student communicates basic meaning ; ideas may be brief or require prompting; some correct order shown.	Student names a familiar story and states one idea about it.	Uses everyday vocabulary appropriate to age.	Shows developing control of letter formation and punctuation; drawing/writing completed.
DEVELOPING	Meaning partially unclear; narration out of sequence; requires significant prompting .	Student may identify story but not lesson .	Vocabulary is limited to very familiar words; some wording unclear.	Writing/drawing rushed or inconsistent; minimal attempt at punctuation.
BEGINNING	Student cannot communicate story events without full adult support .	No clear evidence of understanding story or meaning.	Very limited vocabulary; may repeat isolated words only.	No attempt at writing/drawing conventions; task incomplete.

ALTERNATIVE F–2 TEACHER ASSESSMENT CHECKLIST

Student Name: _____	Year: _____	Date: _____
Task Title: _____		

Criteria	Beginning	Developing	Sound	Strong	Excellent
Shows understanding of the text / topic when speaking, reading, or writing	☐	☐	☐	☐	☐
Shares ideas clearly (spoken or written)	☐	☐	☐	☐	☐
Uses words that suit the idea being shared	☐	☐	☐	☐	☐
Writes simple sentences / speaks in clear sentences	☐	☐	☐	☐	☐
Attempts correct spelling and punctuation	☐	☐	☐	☐	☐
Work is neat and shows care	☐	☐	☐	☐	☐

Teacher Notes / Evidence:

Next Learning Step:

ASSESSMENT RUBRIC 2 – YEARS 3–4

Final Creative Task: One Well-Structured Paragraph

Achievement Level	Organisation (Paragraph Structure)	Connection to Story / Understanding of Theme	Vocabulary & Language Features	Writing Conventions
EXCELLENT	Paragraph includes a clear topic sentence , supporting detail, and a linking/concluding sentence.	Explains how a chosen story demonstrates God’s orderliness , with at least one relevant example.	Uses topic-specific vocabulary and conjunctions (because, then, when). Sentence ideas flow smoothly.	Correct punctuation in most sentences; spelling mostly correct; handwriting neat and fluent.
STRONG	Paragraph has topic sentence and supporting detail, though ending may be weak or abrupt.	Shows understanding of the story’s message with minor gaps in explanation.	Uses some topic vocabulary and linking words; sentences mostly coherent.	Mostly correct punctuation/spelling with minor errors; overall readable.
SOUND (Meeting Standard)	Paragraph contains related sentences on one idea , though structure may be simple.	States the main idea of the story and identifies a basic lesson.	Uses familiar vocabulary; may include one new word or descriptive phrase.	Basic punctuation (capital/full stop) is mostly correct; handwriting legible.
DEVELOPING	Sentences are loosely connected or lack topic focus.	Mentions story events but does not explain meaning.	Vocabulary repetitive; few attempts to use descriptive or linking words.	Frequent punctuation/spelling errors; handwriting difficult to read.
BEGINNING	Unable to produce a recognisable paragraph structure.	No evidence of understanding story meaning; unrelated statements.	Vocabulary extremely limited; sentence formation unclear.	Errors prevent readability; task may be incomplete.

ALTERNATIVE YEARS 3–4 TEACHER ASSESSMENT CHECKLIST

Student Name: _____	Year: _____	Date: _____
Task Title: _____		

Criteria	Beginning	Developing	Sound	Strong	Excellent
Demonstrates understanding of the text / task through explanation or response	☐	☐	☐	☐	☐
Ideas are organised and linked logically	☐	☐	☐	☐	☐
Selects vocabulary to enhance meaning	☐	☐	☐	☐	☐
Uses varied sentence structures	☐	☐	☐	☐	☐
Spelling and punctuation are mostly correct	☐	☐	☐	☐	☐
Work is legible and shows pride of effort	☐	☐	☐	☐	☐

Teacher Notes / Evidence:

Next Learning Step:

ASSESSMENT RUBRIC 3 – YEARS 5–6

Final Creative Task: One to Two Developed Paragraphs

Achievement Level	Idea Development & Structure	Connection to Texts / Depth of Reflection	Vocabulary & Style	Technical Accuracy
EXCELLENT	Writes one or two well-structured paragraphs that develop and link ideas logically.	Explains how orderliness appears in at least two stories or examples , showing understanding of themes and purpose.	Uses precise vocabulary , descriptive or reflective language, and varied sentence openings .	Spelling and punctuation mostly correct; paragraphing clear; handwriting or typing fluent and clear.
STRONG	Writes a clear paragraph (or two) with supporting detail; may be less refined in structure.	Connects story and theme clearly but may lack depth or comparison.	Vocabulary is varied; some attempt at descriptive language and sentence variety.	Mostly correct punctuation and spelling; minor errors do not impede meaning.
SOUND (Meeting Standard)	Writes one paragraph with main ideas and some detail; may lack elaboration.	Identifies theme or message and gives a straightforward explanation .	Everyday vocabulary used correctly; some attempt at more precise word choice.	Basic punctuation and spelling mostly correct; handwriting/typing legible.
DEVELOPING	Ideas present but disorganised ; paragraphs unclear or minimal.	Mentions story but does not explain theme or meaning well.	Vocabulary repetitive; sentences simple or choppy.	Frequent errors in spelling/punctuation; meaning sometimes unclear.
BEGINNING	Writing fragmented or incomplete; lacks paragraph structure.	No clear connection to texts or theme.	Very limited vocabulary; unclear sentences.	Errors prevent understanding; task incomplete or not attempted.

ALTERNATIVE YEARS 5–6 TEACHER ASSESSMENT CHECKLIST

Student Name: _____	Year: _____	Date: _____
Task Title: _____		

Criteria	Beginning	Developing	Sound	Strong	Excellent
Demonstrates comprehension and can interpret or summarise key ideas	☐	☐	☐	☐	☐
Ideas are logically sequenced and supported with detail or examples	☐	☐	☐	☐	☐
Uses precise and varied vocabulary to enhance meaning	☐	☐	☐	☐	☐
Uses complex and varied sentence structures effectively	☐	☐	☐	☐	☐
Spelling, grammar, and punctuation are consistently correct	☐	☐	☐	☐	☐
Presentation is neat and demonstrates careful effort	☐	☐	☐	☐	☐

Teacher Notes / Evidence:

Next Learning Step:

How the HWD (Orderliness) English Course Aligns to the Australian Curriculum (version 9) Achievement Standards

Across Weeks 1–8, the lessons teach students to:

Skill Developed Across Lessons	Corresponding AC Achievement Standard Elements
Listening to stories read aloud and retelling in sequence	All year levels describe retelling/recounting spoken texts ENGLISH AC ACHIEVEMENT STANDARD... Foundation–Year 4: share ideas & responses; Years 5–6: develop and expand opinions using text evidence
Discussing events, characters, themes, and morals	 ENGLISH AC ACHIEVEMENT STANDARD... Increasing expectations in written text structure across all year levels
Creating short written texts (F–2), developing paragraphs (Y3–4), expanding ideas (Y5–6)	 ENGLISH AC ACHIEVEMENT STANDARD... Standard requires vocabulary development and language feature use across all year levels
Using topic-specific or descriptive vocabulary from texts read	 ENGLISH AC ACHIEVEMENT STANDARD... Narrative structure development noted across all levels
Understanding that stories are structured: beginning, middle, end; storyline progression	 ENGLISH AC ACHIEVEMENT STANDARD...

In summary:

- **Foundation–Year 2:** The course strongly supports retelling, sequencing ideas, expressing thoughts, simple sentence writing, and drawing linked to text – all central to F–2 achievement standards.
- **Years 3–4:** The course builds paragraph formation and development of story elements (characters, setting, plot), aligning with Year 3–4 standards.
- **Years 5–6:** The writing tasks require students to adapt or expand texts, vary sentence types, and use expressive language, aligning with Years 5–6 requirements.

The course does **not** attempt to cover phonics, spelling mastery, or handwriting standards in depth as our aim this term is narrative and meaning-making.