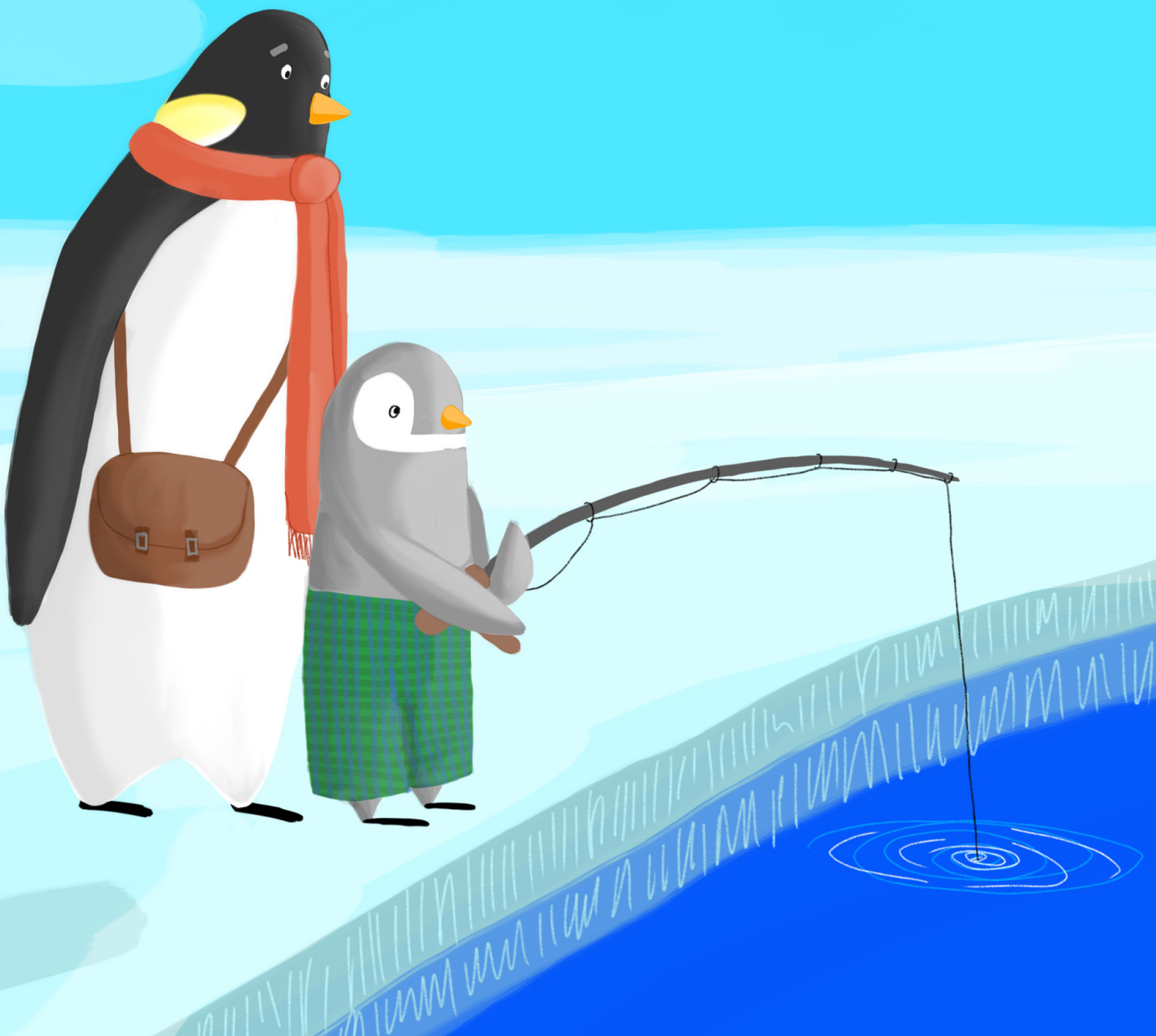


Gavin McCormack

# Are These Your Glasses?

The Teacher's Guide



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# How to use this Teacher's Guide

This guide is designed to assist parents and adults when reading the book with children. It helps to guide adults as they ask comprehension questions about the book whilst helping them to link it to the skill of 'story writing' and grammar. It also gives explicit instructions for the teaching of key vocabulary within the text and topics of discussion whilst reading. The guide is split up into nine learning sequences which are directly linked to specific pages of the book.

*Are These Your Glasses?* is a book aimed at primary school children. It tells the tale of a lonely penguin who is faced with many hurdles as he grows up. The book has been designed to inspire deep conversations within the classroom and home to educate children about what it feels like to be excluded. It explains how when we are faced with challenges in life, we can overcome them by showing sheer determination and a great deal of care and love.

Sergio is a penguin who lives with his father in a small house by the ocean. At school, he doesn't have many friends because he is different to the other children. With his father as a guide, he learns some valuable lessons as he grows up. These lessons help him to show great determination and strength as he tries to find true friendship.

While Sergio embarks on his journey into manhood, he encounters many obstacles in his way. Each one, he overcomes with the power of sheer will. The story incorporates the tale of the Adélie penguin who, when mating, collects pebbles to impress their mate. On meeting a potential mate, the penguins offer the pebble as a gift (much like a traditional proposal for humans) and this story teaches children how penguins find a mate in the wild.

The story of Sergio has the potential to educate your child on a variety of levels. Not only does it inspire deep conversations about what it feels like to be excluded from a group, but it also teaches children about determination and the lesson that the gift of kindness is the greatest gift of all. It has a strong moral focus with many fine details and inferential clues within the beautiful illustrations, which can be great starters for topics of discussion. It also has a beautiful ending.

The writing focus for the unit is narratives. Children will understand the structure of a narrative and construct one very carefully over a nine-week period. The conclusion to the unit will be a well-rounded, thought out, detailed narrative which will have the correct structure, depth and fluency.

**NOTE – The program is divided up into nine learning sequences. Each learning sequence should take one week to cover and is sub-divided into spelling, speaking and listening, reading and understanding, writing and representing and grammar.**



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**Learning Sequence 1 (pages 4–7)**  
**Introduction to narratives and the book**  
***Are These Your Glasses?* Focus pages (2–5)**

**Spelling**

Penguin	Ocean
Antarctica	Sky
Ice	Lonely
House	

**Spelling tasks:**

**Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.**

Copy the words into a spelling list/vocabulary book for later reference.

- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

Ask the student to discuss how Sergio feels when he is around his father. What makes a good parent? How does a good parent make you feel?

Student to discuss three special things their parents do to help them in their lives.

## **Reading and Viewing – Comprehension**

Explain to the student what the word comprehension means. It means to understand something or somebody. Use this word in context and ask the student to do the same. Say a sentence in another language and ask the student to say, “I’m sorry, I can’t comprehend you.” Pop this word on the wall and make sure that the student understands the meaning of it.

Explain that there are three different types of comprehension and discuss how we can try to answer questions from these different types.

### **Locating Comprehension Answers**

#### **Here (Right There) – Literal**

The answer is here in one sentence in the text, or can be seen and identified easily.

#### **Hidden (Think and Search) – Inferential**

The answer is found by joining together information from two or more places. The student uses inferential clues to stimulate thought and make links.

#### **Head (World in Your Head) – Applied**

The student must give their own opinion with regards to the question, using a contextual reason to back-up their opinion.

Looking at pages 2–5, ask the children these questions and discuss if they are literal, inferential or applied. Answer the questions together.

1. What was Sergio’s house made from?
2. What colour were Sergio’s trousers?
3. Why was there smoke coming from the chimney?
4. Was Sergio happy to see his father?
5. How would you feel if you were all alone every lunch-time? Why?
6. What would you do if you saw somebody else sitting on their own? Why?

During this introduction to comprehension we are teaching the children the skills of different types of comprehension and the strategies to find the answers to such questions.

## Writing and representing

Introduce to the student what the word narrative means, place this word on the board and encourage the student to use it rather than saying 'story'. Discuss the aspects of a narrative. Explain how a narrative is set out and emphasise the structure and fundamental aspects.

Ask the student to write down the different sections of a narrative (orientation, complication resolution) and discuss what these words mean, during this discussion the adult can describe what occurs. during. these sections of any narrative. Ask the student to copy these, as a reference for future lessons.

<b>Orientation</b>	Sets the scene for the story, introduces the main characters and the setting.
<b>Complication</b>	This is where the problem occurs.
<b>Resolution</b>	This is where the problem is resolved or overcome.

Read or tell a short story to the student and ask them to write down some information they remember about the three different sections of the text.

Prompt the student with questions such as these:

***Who were the main characters?***

***Where was the story set?***

***What problem or issue occurred?***

***How was it overcome?***

Clarify the aspects of a good narrative and ask student to discuss various famous stories, highlighting the events that occur in the various sections.



## Grammar

### **Action Verbs**

An action verb tells us what the subject is doing and what is happening in the sentence. The adult asks the student to list as many verbs as they can and record on paper. Display these on the wall. The adult will display a mind map of words (including nouns, adjectives, action and non-action verbs). The student will look at and identify action verbs. Review other parts of speech as the adult reads them out.

The adult displays a text to the student. It may be a newspaper/magazine article, excerpt from a chapter book, etc. suitable for the age of the student.

Read with student and highlight the actions verbs in the text. The adult will underline other parts of speech (i.e., nouns, adjectives, pronouns, etc.) to elicit discussions about why these words don't fit in the action verbs category.



**Learning Sequence 2 (pages 8–10)**  
**The Introduction of the Narrative plan**  
*Are These Your Glasses?* Focus pages (6–9)

**Spelling**

Screaming	Caring
Shouting	Tears
Glasses	School
Feelings	Upset

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

Discuss with the student the power of friendship. What is a good friend like and what can they do for us? Ask children to discuss what makes a good friend.

The student will construct a brainstorm around the word 'FRIEND' and feedback. Adult makes a brainstorm of her/his own on the board to pool all the best and most valuable ideas. This can then be displayed in the room and discussed continuously.

## Reading and Viewing (in pairs) – Comprehension

Revise last week's lessons on comprehension types.

Place the types of comprehension questions on the board and discuss what they mean and how we locate the answers to each of them.

### **Here (Right There) – Literal**

The answer is here in one sentence in the text, or can be seen and identified easily.

### **Hidden (Think and Search) – Inferential**

The answer is found by joining together information from two or more places. The student uses inferential clues to stimulate thought and make links.

### **Head (World in Your Head) – Applied**

The student must give their own opinion with regards to the question, using a contextual reason to back-up their opinion.

Provide the student with a handout with the following questions and ask them to work, using the book (page 6–9) to answer them. Read through the questions first with the student and discuss briefly before they work independently.

1. What were the big group of penguins doing?
2. What was on the floor when the girls left?
3. How did the girl feel after the group left?
4. Why were the group of girls shouting at her?
5. Why did Sergio help her?
6. What did Sergio do to show that he cared?
7. If you saw another person crying what would you do? Why?
8. How do you think the girl felt when the group of girls left?
9. Do you think Sergio did the right thing? Why?

## Writing and representing

Discuss why planning your story is just as important as writing it. Explain that if we plan our story carefully, we will have a map to follow that will help us to stay on track.

Explain the different stages of a plan and refer to the **narrative planning sheet (Appendix 1)** Once you have discussed the different sections, explain to the student that this week we are going to construct the brainstorm and choose a good *theme* for our narrative.

Finally, demonstrate and model on the board how a brainstorm should look and how we pool all of our ideas to create one. (Use the word **stolen**). Ask the student to produce a brainstorm on a new word, '**lost**'.

Encourage the student to use various experiences to inspire their brainstorm. Books they have read, stories they have heard, experiences they have had, films they have seen etc. Ask the student to feedback and make a team brainstorm on the board based on the same subject.

## Grammar

### Thinking Verbs

The adult will initiate the session by reviewing verbs. Explain that there are different types of verbs. This time they are going to learn about "THINKING VERBS".

Trigger their thinking by asking: When we say thinking verbs, what do you think they are about? The adult listens to student's responses and then come up with a suitable definition.

- Thinking verbs show how people mentally process ideas. e.g. imagine, think, ponder, believe, visualise, and remember.
- Thinking verbs express actions that happen mentally, such as feelings, ideas, thoughts or attitudes.

For example:

- I like Sam.
- I believe she deserves a medal.

The adult asks the student to compose sentences orally choosing one of the verbs. Listen to their responses. Ask the student how are action verbs different from thinking verbs?

The adult will re-read pages 6–9 with the student. As adult and student read the text, underline/highlight thinking verbs.

**Learning Sequence 3 (pages 11–13)**  
**Expanding simple text**  
***Are These Your Glasses? Focus pages (10–13)***

**Spelling**

Father	Adult
Proud	Wife
Fish	Backpack
Gifts	Journey

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

During this section of the story we see that Sergio makes his father very proud. Ask the student to share times when they have felt proud of themselves. How does it feel when you are proud of something that you have done?

Ask the student to discuss the journey which Sergio is about to embark upon. Talk about the meaning of the word **EMOTIONS** and define it. What emotions do you think Sergio is feeling as he leaves the house and realises that all the other boys have left without him?

Encourage the student to use the sky to help them describe those emotions and discuss.

### Reading and Viewing – Comprehension

Once again revise the meaning of the word *comprehension* and discuss the various types. Use key words such as literal, inferential and applied whilst discussing.

Read the questions to the student and help to formulate the answers.

1. What was Sergio's father eating for dinner?
2. What was Sergio's house like?
3. When Sergio grew older how did he change?
4. What did Sergio's father say about Kindness?
5. Who was the lady penguin in the picture on the wall?
6. Where was Sergio's mum?
7. How did Sergio's father help him to prepare for the big journey?
8. Why was Sergio sitting on some books at the table?
9. What items would you pack if you were going on his journey in the snow?
10. Was the journey going to be a dangerous one? Why?
11. How would you feel if you had to leave home alone?

### Writing and representing – Simplifying Complex Text

Read the following text with the student and identify the aspects that make it more interesting. Then break it down into its simplest form and highlight how boring it sounds.

#### **Complex text**

"I ambled nervously towards the principal's office. The hall was silent. I could hear my shoes squeaking like mice as I got closer to my worst fear. I stood outside his door. My body began to shake like a leaf. I could feel my heart beating in my chest like a big bass drum. I clenched my fist tight as I knocked."

**Simplified version**

"I walked to the principal's office. My shoes were squeaky. I felt nervous. I knocked on the door."

Once the student has identified the aspects of the text that make it more exciting ask them to expand some very boring sentences to make them more interesting. The adult generates a simple four sentence story and asks the children to expand and then read it aloud.

## Grammar

**Adverbs**

The adult introduces the subject by saying: While *adjectives* describe the noun, *adverbs* describe the verbs. They normally end in -ly. An adverb tells us HOW and WHEN an action happens. Adverbs add more detail to sentences. Adverbs tell us more about the verb. Some adverbs are formed by adding -ly to an adjective.

For example:

Adjective	Adverb
neat	neatly
careful	carefully
loud	loudly



The adult asks the student to think of adverbs they know and add to the adult's list.

Children will use the book *Are These Your Glasses?* and identify the verbs and try to change them into adverbs.

**Learning Sequence 4 (pages 14–17)**  
**Selecting your Setting**  
*Are These Your Glasses?* Focus pages (14–17)

**Spelling**

Alone	Lights
Walking	Wind
Brave	Emotions
Stars	

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

During this section of the book Sergio is isolated from the group. Discuss the word and define it.

Ask the student to think about what it feels like to be isolated from a group and how did it feel?





Ask the student to think about and discuss these two subjects:

1. What should we do if we see another person who is alone?
2. What should Sergio do at this point in the story and why?

Ask student to feedback and discuss.

### Reading and Viewing – Comprehension

Explain to the student that this week we are going to use the book a little differently. Explain that a series of statements are going to be given to the student where they must choose the best word to make the statement true. Model the first one on the board and discuss why it is important that they read and understand the sentence before making their selection.

Example: Sergio felt **Happy/Sad** when he realised all the other penguins had left without him.

1. The sky looked **happy/sad** on page 14.
2. The group left **with/without** Sergio.
3. The journey ahead was a **long/short** one.
4. Sergio was **included/excluded**.
5. The group **waited/didn't wait** for him.
6. Sergio **gave up/kept going**.
7. The wind was **strong/weak** as he walked.
8. The green sky was **bright/dim**.

### Writing and representing

Ask the children to refer back their **narrative planning sheet (Appendix 1)** and discuss which of the topics within their brainstorm they would like to focus on. Ask questions such as: which story would you enjoy writing? Which topic do you think would make an interesting story?

Once the student has decided on the topic of their narrative, it is now time to select the appropriate setting for their narrative to take place.

Explain what the setting is and why we must choose carefully. The adult will discuss with student what is an appropriate setting.

Make sure that the student understands that an appropriate setting is one that they have some familiarity with. (For example it would be impossible for a student to write a story set in Africa, if they had no knowledge at all of the country). Ask the student to discuss their chosen narrative topic and feedback.

Model how to use the setting chart (See appendix 1). Use the book *Are These Your Glasses?* to model this. Ask the student to give you four things we saw, heard, felt and smelled between pages 1 and 17 of the book and complete the chart together as an example.

Once the student has decided on their setting for their narrative, ask them to use your modelled example and create a list of four things they may see, hear, feel and smell in their setting.

Explain how these details will help to describe the setting to the reader and create a much more detailed narrative once we start writing.

## Grammar

### Main Clause

- *Preparation:* Divide the board into three sections. One section titled 'Sentence'. The other titled 'The Subject'. The other titled the 'The Verb'.
- Say: Today we are going to learn about 'A Main Clause'. Explain to the student that is sometimes called an *independent clause* and **must** contain a verb.

For example:

*'Ali kicked the soda machine.'*

**Subject** – Ali

**Verb** – Kicked

*'A giant spider made its home on a tree.'*

**Subject** – The giant spider

**Verb** – Made

*'Samira and Michelle are skipping.'*

**Subject** – Samira and Michelle

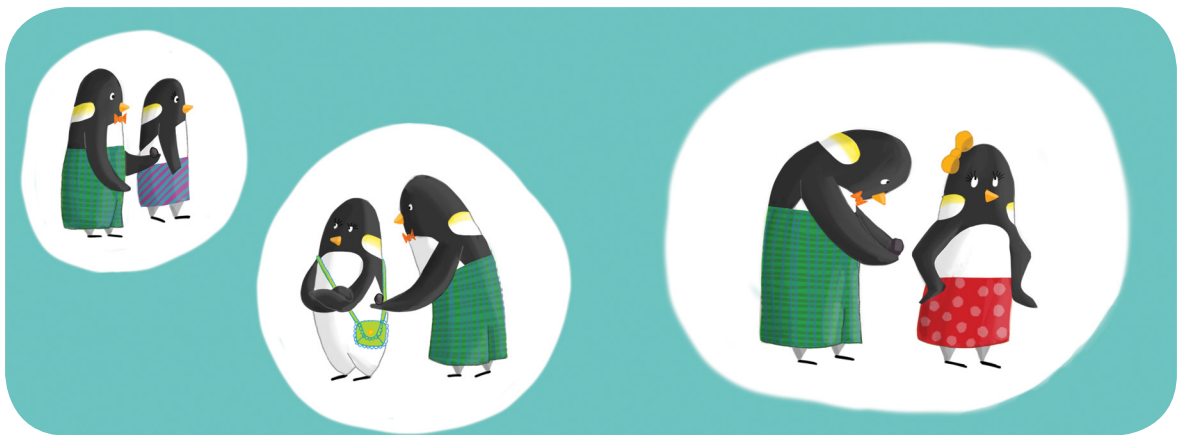
**Verb – Skipping**

Ask the student to look at the book from the beginning and choose some sentences. From these they will highlight the subject and the verb.

For example (page 14 – *Are These Your Glasses?*) ‘He would have to walk alone’

**Subject – He**

**Verb – Walk**



**Learning Sequence 5 (pages 18–21)**  
**Character Selection and Description**  
***Are These Your Glasses? Focus pages (18–21)***

**Spelling**

Stones	Coal
Collected	Dusty
Impress	Search
Pack	Excluded

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

Discuss with the student the process in which the Adélie penguin finds a mate. The males collect stones and then present them to potential female mates.

Ask the student how they think this is similar to some of the things that humans do. Ask the children to work in groups and think of things other than gifts that we think we should look for when choosing a potential friend.

Discuss with your student the things that are most important about good friendship.

## Reading and Viewing – Comprehension

Re-enforce the types of comprehension questions as discussed in learning sequence one and present the student with this set of questions. Allow the student to read and answer them independently.

1. What were the penguins collecting?
2. Why had all the shiny stones gone?
3. What kind of stone did Sergio find?
4. How did Sergio feel when he found the coal?
5. What happened when the girls arrived?
6. Why was the sky dark and purple?
7. Why were the penguins so close together?
8. What do you think Sergio will do with the coal?
9. How do human men normally find a wife?

## Writing and representing

Explain to the student the importance of characters within a text. Explain that if we have too many main characters then the story can become too complex and disjointed.

Inform the student that you want them to write a first person narrative first (**this can become a third person narrative later with more experience**) and they are going to choose three characters. These character are going to be very different in their personalities as this will add to the depth of their narrative. Use the characters from Harry Potter as an example. Discuss the three characters and how they differ. *Model how to use the 'character' section of the narrative planning sheet, using the ideas generated from the discussion of the Harry Patter characters.*

The student will then decide who their other two characters are going to be (other than themselves) and ask the student to write three distinguishing personality traits that these characters have. For example, John – Bossy, Moody, Lazy.

Once they have constructed their list (*using the character section of the narrative planning sheet*) ask them to think about some of the things that these characters may say within the context of their personality and write them down in their workbooks.

Example – **John** “I’m not doing that, why should I? It’s your job not mine.”

Children write one line for each of their chosen characters.

## Grammar

### Direct/Quoted Speech

The adult will explain to the student that saying exactly what someone has said is called **direct speech** (sometimes called **quoted speech**).

What a person says appears within quotation marks (“...”) and should be word for word.

*For example:*

She said, “**Today’s lesson is on adjectives.**”

or

“**Today’s lesson is on adjectives,**” she said.

When someone’s words are repeated exactly as that person said or wrote them, you must put those words in quotation marks. This style is called “direct speech” because you are quoting the words directly, exactly as the words were spoken:

- The hare said, “**I will challenge the tortoise to a race.**”

Direct speech is not limited to words that are spoken out loud or written down. You should also report someone’s *thoughts* as direct speech inside quotation marks:

- The hare thought, “**I know I can beat the tortoise easily!**”

Ask the student to look into the book *Are These Your Glasses?* (page 33) and write down three sentences of direct speech. One for each of the characters. for example: **“Father, meet my new wife. Her name is Tanya,” said Sergio**

<b>Sergio</b>	
<b>Father</b>	
<b>Girl</b>	



**Learning Sequence 6 (page 22–25)**  
**Projecting Inferential Understanding**  
***Are These Your Glasses?* Focus pages (22–25)**

**Spelling**

Married	Try
Couple	Pairs
Love	Whisper
Cuddle	Shiny

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

Discuss with the student the importance of determination. Identify the meaning of the word and encourage the student to use it during this learning sequence.

Ask the student what they think Sergio should do at this point. Discuss the feeling of rejection and how it can make a person/Sergio feel.



Tell the student about a time that you (the adult) wanted to give up but didn't and in the end prevailed.

### Reading and Viewing – Comprehension

Discuss that some statements can be true and some can be false. Explain that the student will be given a set of statements which they must read and decide if they are true or false.

Children will re-write the sentences. They will put the word **true** or **false** next to each statement depending on their understanding of the text (pages 22–25).

1. Most of the penguins looked happy.
2. The girls liked Sergio's piece of coal.
3. Sergio gave up.
4. Some of the penguins were cuddling.
5. The sky looked happy.
6. Sergio was feeling happy.
7. It was daytime.
8. Many other penguins were alone too.
9. Some penguins were wearing clothes.

### Writing and representing – Projecting Inferential Understanding

By this point the student will have the main focus of the narrative, the setting and characters. It is now important that we try to make a link between the writing process and the reading process.

Explain that writers often leave clues in a text which will help us to understand the characters more. For example, if a character is described as frowning with his arms crossed, we may assume as the reader that he is feeling angry, confused or annoyed. These are called inferential clues. Write this phrase on the board and ask the student to use this metalanguage as much as possible.

Discuss this modelled example below with the student and focus on the inferential clues as you read the text.

<b>Sue</b>	smart, careful, quiet.
<b>John</b>	wild, easily led, rude.
<b>Mr. Johnson</b>	strict, sporty, fair

*The following example text is based upon the character traits listed above:*

**'It was just another day at school.**

**John announced, "Hey, let's skip school and go home. School is boring!"**

**"No way!" ordered Sue. "We have so much to learn before university."**

**"What are you two chattering about?" bellowed Mr. Johnson. "See me at recess so we can discuss your behavior!"**

**"Who cares?" snarled John.'**

The student reads an example above and discusses the inferential clues left by the adult. What were they and what did they tell us?

Ask the student to construct a paragraph which allows their characters to speak and describes how they act and what they say so that they leave inferential clues for the reader.

Ask the student to read their paragraph to the adult and discuss.

## Grammar

### **Precise Vocabulary: emotions and experiences**

#### **The adult:**

The adult says: Today we are going to learn about 'Precise Vocabulary that describes emotions and experiences'. Explain to the student that 'Precise Vocabulary' is important and works well in writing because it is clearly expressed. It can transform a piece of writing giving it life and energy. All readers need to feel the experience and emotion through the story being read and written.

Explain to the student that an emotion is when you are feeling happy, sad, angry etc.

Explain to the student that an experience is when you do something and how you feel, i.e. afraid, scared, lonely etc.

Put the following words on the board and ask the student to think of synonyms which match these words and create a list.

<b>Happy</b>	joyful, merry, cheerful, jolly, delighted.
<b>Sad</b>	
<b>Big</b>	
<b>Small</b>	
<b>Boring</b>	

*Explain what synonyms are and that they are similar to the root word but not exactly the same.*

Once the list has been created encourage the student not to vary their choice of vocabulary. Demonstrate this by saying several statements using the same word to describe your emotional state. They will soon identify how repetitive it sounds.

Ask the children to re-read the pages of the book (22–25). The student must discuss the emotional state of the characters on each of the pages and write down one word which explains how they feel. The words must be interesting and descriptive. Place a list of words on the board that you don't want the student to use (happy, sad, etc.).



**Learning Sequence 7 (page 26–28)**  
**Identification of the structure of a narrative**  
*Are These Your Glasses?* Focus pages (26–29)

**Spelling**

Upset	Stared
Ignored	Hope
Waddled	Shy
Beautiful	Blush

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

During this section of the text the girl ignores all the other penguins and walks close to Sergio.

Ask the student why it is important to make sure that we treat people with kindness and honesty. People always say that we should be nice to each other but why?

Ask the student to brainstorm and discuss reasons why 'Kindness is the greatest gift of all' and share these ideas together.

### Reading and Viewing – Comprehension

Ask the student to work individually to answer the following questions using the book from pages 26–29.

1. Why were all the boys crowding around?
2. Why was Sergio about to give up?
3. How did the girl feel when all the boys showed her the stones?
4. Why were there so many stones on the floor?
5. Why did the girl stare at Sergio?
6. How did the sky change when she walked over to Sergio? Why?
7. How did the other boys feel?
8. Why did she ignore all the shiny stones?

### Writing and representing

Explain to the student that a narrative has three main elements within its structure. Orientation–Complication–Resolution. Revise the meanings of these words and discuss before continuing.

Discuss what will happen in each of these areas of the narrative and discuss them in terms of a well-known narrative, for example '*Little Red Riding Hood*.' Ask them to define each of the sections.

Use the Story Train structure (Appendix 2) to help the student organise their narrative with each marker representing a different element of the story.

Mark 1 – **Introduction**

Mark 2 – **Complication**

Mark 3 – **Resolution**

Ask the student to draw the Story Train and identify the different areas of structure within their narrative and place them on the plan.

Pose questions such as: Where will your story start? Where will the complication occur and where will the story end? These should help the student plan their Story Train.

## Grammar

### Adjectives

The adult introduces what an adjective is and explains that it describes a noun. Inform them that adjectives help to describe something to give more detail. It helps to paint a picture in the mind of the reader.

Ask the student to close their eyes and read these two statements which should be already pre-written on the whiteboard.

***'It was a cold night. The wind was strong. The moon was big.'***

***It was a cold, winter's night. The icy wind was strong and fierce. The full moon was an enormous glowing ball that illuminated the earth.***

Once the two statements have been read, ask the student describe what was different about them, what was different about the pictures they painted in your mind?

Now using the video (YouTube – Are These Your Glasses?) Allow the children to listen to the narrated version of *Are These Your Glasses?* Ask the student to use adjectives to describe these different nouns:

Sergio –	
The Sky –	
The Girl –	
The Collected Stones –	
The House –	
The Baby Penguin –	

**Learning Sequence 8 (page 27–32)**  
**Adding the descriptors to the events within the narrative**  
***Are These Your Glasses?* Focus pages (30–33)**

**Spelling**

Speechless	Frown
Shocked	Memory
Beak	Winter
Slowly	Arrive

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

This section of the text sees Sergio meet the girl. Read pages 30–33 and ask the student to discuss who they think the girl was and why do they think that?

Are there any clues that we can see that help us to understand who she is and why she accepted Sergio's gift?

### Reading and Viewing – Comprehension

**Ask the student to use the book and answer the following questions and then feedback to the adult.**

1. Why did Sergio drop the coal on the ground?
2. What do you think the boy in the background is thinking?
3. Why did the sky change to a beautiful orange colour?
4. Why did the girl pick up the coal?
5. Was Sergio's father happy to see them?
6. How does the girl know Sergio's name?
7. Do you think that Sergio has found happiness? How?
8. How was Sergio feeling when the girl put her glasses on?
9. What have we learned from Sergio?
10. What do you think will happen next?
11. What will you do in future when times get hard?

### Writing and representing

By this point the student will be aware of the details of their narrative from the introduction through to the resolution. They will have a good understanding of the setting and the characters within their story.

The next step is for the student to place the fine details onto the Story Train (Appendix 2) but keeping them in context. For example, if the orientation of the narrative is based in the rainforest we may hear the sound of a parrot chirping but we wouldn't hear the sound of a typewriter because it is completely out of context with the setting.

Ask the student to place the descriptions created in learning sequence 4 onto the Story Train as demonstrated in Appendix 2.

Once the student has placed all of their descriptors onto the Story Train ask them to verbalise the narrative. This will give them a good scope of their own story in its entirety and allow you to understand their direction.



Once the story has been verbalised, the student can decide on what the name of their narrative should be. Ask the student to consider that the title should be somewhat ambiguous. For example, if the text is about a lost dog. We wouldn't call the story 'The Lost Dog' rather, 'Barking Mad' or 'Pups Holiday'.

Once decided this should be written at the bottom of the narrative planning sheet (Appendix 1).

## Grammar

Clause structure-compound sentences and conjunctions

### **The adult:**

Preparation: Divide the board into three sections. One section titled 'Independent clause', the middle title 'conjunction' and the last section titled 'independent clause'.

The adult says: Today we are going to learn about 'Clauses in compound sentences'. Explain to the student that a clause is a part of a sentence. A compound sentence contains at least two independent clauses. An independent clause is a complete sentence. These clauses are joined by conjunctions.

### **Modelled examples:**

Independent Clause	Conjunction	Independent Clause
She cooked	and	she cleaned.
The door opened	and	the man walked in.
The door opened	because	the man pushed it.
He had a drink	and	he ate.

Once these have been discussed take a specific example from the book *Are These Your Glasses?* on page 21 – '*The girls arrived and the boys showed off.*'

Ask the student to use the book and find any sections of text which demonstrate compound sentences. Stress that they must have two independent clauses and one conjunction.

Differentiation – Allow children to use the inferential clues within the illustrations to construct their own compound sentences. For example, on the front cover of the book. ***'Sergio fished while the water shimmered in the morning light.'***



**Learning Sequence 9 (page 33–34)**  
**Writing the narrative**  
***Are These Your Glasses? Focus pages (34–37)***

**Spelling**

Baby	Author
Grandson	Illustrator
Suprised	Give-up
Tiny	Reward

**Spelling tasks:**

Introduce the spelling word list and choose from this list of tasks which can be repeated and expanded upon if necessary.

- Copy the words into a spelling list/vocabulary book for later reference.
- Put each of the new words into a sentence and underline the new vocabulary in red pencil.
- Place the words into alphabetical order in a list.
- Use a dictionary to define each of the words and place into a vocabulary book.
- Try to represent each of the words using a picture or a symbol and play the guessing game (which image is matched to which word).
- Write a paragraph containing all of the new vocabulary.
- Make a vocabulary wall containing all of the new words.
- Use a thesaurus to find synonyms for the words and create a synonym list.

**Speaking and listening**

Once the book is complete it is now time for the student to retell the story in their own words. Ask the student to discuss the flow of the text and how they felt about the story.

Finally stress the message of the story. What was the moral behind it? What have we learned from this story?

## Reading and Viewing – Comprehension

Ask the student to answer the following comprehension questions.

1. How would you describe the baby penguin?
2. What had happened during the long winter?
3. How did Sergio's father feel when he saw the baby?
4. What did the book teach you about penguins?
5. What did the book show us about leaving people out?
6. What will you do the next time you see someone being left out?
7. What do we know about the author?
8. What do we know about the illustrator?
9. What would you call the next book if you were to write it?
10. Have you enjoyed reading this book? Why?

## Writing and representing

The student can now start to compose their narrative. The student should pay particular attention to the details within their Story Train and try to use explicit language to describe each of these features.

The adult should model the writing of an orientation with the visual aid of the '*Story Train*' available for the student to see whilst the narrative is being constructed.

This will allow the student to gauge how much detail to include and the level of writing that is expected when they start to compose. The student should pay particular attention to the descriptions they placed on their plan throughout the whole narrative.

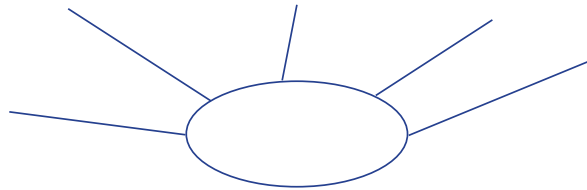
Inform the student that when they want to start writing a narrative in future, that the **narrative Planning Sheet** (Appendix 1) will be available and that it is important that they use it to plan their work before they begin writing.

Inform the student that they have only just started their narratives (the orientation) and that they will continue to write them using the plan, over the next week during their free time. They will construct a book with a front cover, which can be displayed and read in the future.

# Appendix 1

## Constructing a Narrative – Are These Your Glasses?

### Step 1: Brainstorm



### Step 2: Setting

Sights	Sounds	Smells	Emotions
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

### Step 3: Characters and their traits

1.

2.

3.

### Step 4: Story Train

Where *will* the *Complication* happen?

--	--

Where *will* the story start?Where *will* the *resolution* happen?

### Step 5: Title: What *will* you *call* your story?

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## Things to think about before you start to write.

### Setting

- You need to select a setting that is appropriate.
- An appropriate setting is one that you have been to or know a lot about.
- Ask yourself...
  1. Have you **visited** somewhere recently?
  2. Have you read **about** somewhere during guided or shared reading?
  3. Could it be **linked** to a current topic? i.e. Sydney – Australia



### Character Selection

- Select 2–3 main characters.
- Make the characters interesting. Each character is to have a different personality.
- Ask yourself...
  1. Do you **know** someone who is **interesting**? (*Crazy neighbour*)
  2. Have you heard **stories** of any **interesting** characters? (*Historical figures*)
  3. Are you reading a text with **interesting** characters? (*Willy Wonka*)
- Think of the characters' names and imagine what they are like. Give each character 3 words to describe them.
 

**Sue** – smart, careful, quiet

**John** – wild, easily led, rude

**Mr. Johnson** – strict, sporty, fair
- Make sure when you introduce each character, their personality traits come through.
 

e.g.

*John announced, "Hey, let's skip school and go home. School is boring."*

*"No way!" ordered Sue. "We have so much to learn before university!"*

*"What are you two chattering about?" bellowed Mr. Johnson. "See me at recess to discuss your behaviour!"*

*"Who cares." snarled John.*

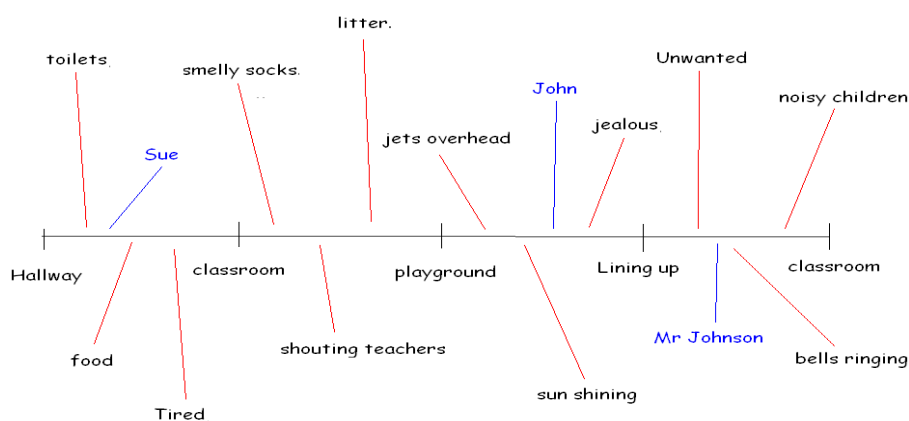
### Planning Notes / Ideas

# Appendix 2

## The Final Plan

### The Story Train

Once *orientation*, *complication* and *resolution* have been decided. The sights, smells, sounds and emotions from the narrative planning sheet, can be placed on the Story Train along with the location where each character will be met. (The following example demonstrates how the Story Train helps the consistent pace and direction of the narrative)



It was a beautiful day; the sun was shining in the clear blue sky like a bobbing orange in an equatorial sea. As I entered the school I noticed that the door to the boys' toilets was slightly ajar. I caught a glance of what lay inside and I was disgusted. It looked revolting, like a sewer. There were several boys inside chatting and laughing. "I wonder why boys always hang around in the toilets?" I thought.

"Good morning, Sue," I announced, as I flicked through my school bag. Sue was my best friend. She was dressed like a principal. She was carrying several books under her left arm and was engrossed in this month's copy of National Geographic, which was a magazine about nature.

"Good morning, Stephanie, how are you?" she mumbled, without taking her head from the magazine. "What's that smell?" she said, as her nose led her head from her magazine.

"It smells like the food from the canteen!" I declared, as the smell of the boy's toilets was overpowered by the smell of fresh bread coming from the school canteen. I glanced at my watch. It was time to go to class. My eyes felt heavy as I hadn't slept very well last night. I rubbed them, straightened my tie and entered the classroom.