English Stage 3 First year – Unit 8

Theme – *The One and Only Ivan*

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# Unit overview and instructions for use

In this 5-week unit, students will gain a deeper understanding of the textual concepts of ‘theme’ and ‘argument and authority’. Through studying the text, *The One and Only Ivan* by Katherine Applegate, students will explore social, personal and moral messages in literature. Students will understand the authority given to objectivity versus subjectivity in informative and persuasive texts, and analyse the features of a text that characterise an authoritative style. After considering the themes and arguments in a text, students will create informative and persuasive written texts including a short oral presentation.

Outcomes and content in this unit are organised into Component A and Component B. The components are connected, with learning in Component A complementing learning in Component B.

**Note**: the duration of this unit can be adapted to suit individual school contexts. For example, learning could occur across 5 days rather than 4.

The table below highlights the focus areas and preparation required for Component A and Component B.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes × 4 days/week or equivalent | 60 minutes × 4 days/week or equivalent |
| Explicit teaching focus areas | Component A addresses content from the focus areas:* Vocabulary
* Reading comprehension
* Creating written texts
* Spelling
* Handwriting and digital transcription

It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice. | Component B addresses content from the focus areas:* Oral language and communication
* Vocabulary
* Reading comprehension
* Creating written texts
* Understanding and responding to literature

It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts. |
| Preparing for teaching and learning | * Specific teaching and learning activities need to be developed by the teacher. When planning for these activities, please refer to the Component A outcomes and content, teaching guides and planning frameworks.
* Plan and document how you will sequence teaching and learning in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data.
 | * Familiarise yourself with the mentor and supporting texts and textual concepts, and the teaching and learning sequence.
* Determine how you will support students in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data.
 |

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## Teacher notes

1. ‘Theme’ is an overarching or recurring idea that describes attitudes or values that are perceived in a text. A theme may range from the understood ‘moral’ of a text to philosophical observations that the audience makes about the events, characters and experiences depicted in a text. A text may have more than one theme (NESA 2024).
2. Understanding of ‘theme’ can be supported through watching the department’s video: [Understanding theme (2:52)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset10).
3. While 'theme’ is the mentor concept for the conceptual component of this unit, the supporting concept of ‘argument and authority’ is explored within the relevant sections of the mentor text, The One and Only Ivan by Katherine Applegate.
4. For information on argument and authority refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. In addition to the resources listed, students will require access to short passages of the mentor and/or supporting texts. Teachers can copy extracts from texts in reliance on the [Statutory Text and Artistic Works Licence](https://smartcopying.edu.au/guidelines/education-licences/the-statutory-text-and-artistic-works-licence/). Teachers need to attribute the extracts and include the following notice: ‘This material has been copied [and communicated to you] in accordance with the statutory licence in section 113P of the Copyright Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice’.
6. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
7. In NSW classrooms there is a diverse range of students including Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect, high potential and gifted students, and students with disability. Some students may identify with more than one of these groups, or possibly all of them. Refer to [Curriculum planning for every student – advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12) for further information.
8. Content points are linked to the National Literacy Learning Progression (version 3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 19 July 2024) and was not modified. See references for more information.

## Outcomes and content

The table below outlines the outcomes and content for this unit. The letters 'A' and 'B' in the header refer to Components A and B. The numbers 1 to 5 refer to weeks. The use of 'x' in these columns indicates where the content points are intended to be addressed and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication****EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding |  |  |  |  |  |  |  |
| * Ask and respond to analytical and evaluative questions about literature that contribute to own or others’ enjoyment and understanding (SpK5, UnT7)
 |  | x | x |  | x |  |  |
| * Apply active listening strategies by retelling or repeating what another person has expressed and by building on what has been said (InT5, InT6)
 |  | x | x |  | x | x |  |
| * Use expanded noun and verb groups to present planned, detailed descriptions (SpK6)
 |  | x |  | x |  |  | x |
| **Vocabulary****EN3-VOCAB-01** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts |  |  |  |  |  |  |  |
| * Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations
 | x | x | x | x | x | x | x |
| * Use metalanguage when discussing language features encountered in texts (UnT9, CrT9)
 | x | x | x | x | x | x | x |
| **Reading comprehension****EN3-RECOM-01** fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Adjust reading rate to suit the purpose for reading and the complexity of the text (FlY6)
 | x |  | x | x | x | x | x |
| * Efficiently follow signposting features to navigate print and digital texts
 | x |  |  |  | x | x | x |
| * Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks (UnT8)
 |  | x | x |  |  | x | x |
| * Use and compare different texts on similar themes or topics to synthesise ideas or information (UnT9)
 |  | x |  | x | x | x | x |
| * Compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways (UnT8)
 |  | x | x | x |  |  | x |
| * Understand that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information
 | x |  |  |  | x | x | x |
| * Analyse how the meanings of key words and phrases in sentences and across a text support local and global inferencing when reading (UnT8)
 | x | x | x | x | x | x |  |
| * Ask questions to clarify thinking, and to provide reasons or evidence (LiS6)
 |  | x | x |  |  | x | x |
| * Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts
 | x | x | x | x | x | x | x |
| * Categorise information or ideas and create hierarchies to aid recall and support summarisation
 |  | x |  | x |  | x | x |
| **Creating written texts****EN3-CWT-01** plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language |  |  |  |  |  |  |  |
| * Experiment with the development of thematic elements
 |  | x | x | x | x |  |  |
| * Develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information (CrT9)
 |  | x |  |  |  | x |  |
| * Group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion
 |  | x |  | x |  | x | x |
| * Use rhetorical devices targeted to the audience (CrT9)
 |  | x | x | x |  |  | x |
| * Maintain correct noun–pronoun referencing, subject–verb agreement and use temporal, conditional and causal connectives to build cohesive links across a text (GrA5, CrT9, GrA6)
 | x | x | x | x | x |  |  |
| * Experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group (GrA6)
 | x | x | x | x | x |  |  |
| * Include appositives to provide details to nouns and to vary sentence structures suited to text purpose (CrT8)
 | x | x |  | x | x | x |  |
| * Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively (GrA7)
 | x | x |  |  | x | x | x |
| * Use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms (PuN7)
 | x | x |  |  | x | x | x |
| * Use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list (CrT8, PuN6)
 | x | x | x | x | x | x |  |
| * Experiment with dashes and parentheses for humorous or ironic effect
 | x | x | x | x | x |  |  |
| * Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority (CrT9)
 |  | x | x | x |  | x | x |
| * Experiment with word choices to create humour, for clarity or emphasis, to suit audience and purpose (CrT8)
 | x | x | x | x | x |  |  |
| * Control modality related to probability, occurrence, obligation or inclination for precision
 | x | x |  | x | x | x | x |
| * Re-read, proofread and edit own and other’s writing, and use criteria and goals in response to feedback
 |  | x |  | x | x | x | x |
| **Spelling****EN3-SPELL-01** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words |  |  |  |  |  |  |  |
| * Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling
 | x |  | x | x | x | x | x |
| * Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts (SpG10, SpG11)
 | x |  | x | x |  |  | x |
| * Recognise that the same grapheme can represent different phonemes (SpG10)
 | x |  |  |  | x | x | x |
| * Proofread written texts to correct misspellings, making use of spelling reference tools where required
 | x |  |  | x |  | x | x |
| * Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com- (SpG10)
 | x |  | x | x |  |  | x |
| * Explain the etymology of taught roots and apply this knowledge when creating written texts (SpG10)
 | x |  |  |  | x | x | x |
| **Handwriting and digital transcription****EN3-HANDW-01** sustains a legible, fluent and automatic handwriting style**EN3-HANDW-02** selects digital technologies to suit audience and purpose to create texts |  |  |  |  |  |  |  |
| * Sustain writing with a legible, fluent and personal handwriting style across a text (HwK8)
 | x |  | x |  |  | x | x |
| * Use handwriting efficiently in formal and informal situations (HwK8)
 | x |  |  | x |  |  | x |
| * Reflect on and monitor typing accuracy and rate according to goals and given criteria
 | x |  | x |  |  | x | x |
| * Evaluate and select applications and tools to create text to suit audience and purpose
 | x |  |  | x | x |  | x |
| **Understanding and responding to literature****EN3-UARL-01** analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts**EN3-UARL-02** analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts |  |  |  |  |  |  |  |
| * Identify core social, personal and moral messages within and between texts
 |  | x | x | x | x | x | x |
| * Understand the authority given to objectivity versus subjectivity in arguments
 |  | x |  | x | x |  | x |
| * Analyse and compare features within and between texts, that characterise an authoritative style (UnT7)
 |  | x | x | x | x | x | x |

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## Resources

The resources in the table below are referred to in this unit. Letters 'A' and 'B' in the header refer to Component A and B respectively, and the numbers 1 to 5 indicate weeks. The use of 'x' in these columns indicates whether the resources are required in Component A, B or both, and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | A | B | 1 | 2 | 3 | 4 | 5 |
| Applegate K (2012) The One and Only Ivan, HarperCollins UK, London. ISBN13: 9780007455331 | x | x | x | x | x | x | x |
| Video: [Gorillas are HIGHLY Intelligent! | Wild Bites (5:37)](https://www.youtube.com/watch?v=Kren4c_a3gc) |  | x | x |  |  |  |  |
| Individual whiteboards |  | x | x | x | x | x | x |
| Website: [What is a Silverback Gorilla?](https://virunga.org/wildlife/primates/mountain-gorillas/silverback-gorilla/) |  | x | x |  |  |  |  |
| Video: [Jambo the Gorilla: The Gentle Giant – 1986 (0:56)](https://www.youtube.com/watch?v=48kJYvKaTIo) |  | x |  | x |  |  |  |
| Video: [Rewilding Zebra Sharks (2:44)](https://www.abc.net.au/btn/classroom/rewilding-zebra-sharks/103090880) |  | x |  | x |  |  |  |
| [Resource 1 – organising notes scaffold](#_Resource_1_–) |  | x |  | x |  |  |  |
| Website: [Ivan’s Scrapbook](https://ivanthegorilla.org/ivans-story/ivans-scrapbook/)  |  | x |  |  | x |  |  |
| [Resource 2 – imaginative text planning scaffold](#_Resource_2_–) |  | x |  |  | x |  |  |
| [Resource 3 – informative text planning scaffold](#_Resource_3_–_1) |  | x |  |  | x |  |  |
| Sticky notes |  | x |  |  | x |  |  |
| Website: [Taronga Conservation Society Australia](https://taronga.org.au/) |  | x |  |  |  | x |  |
| Optional articles for student research:* [Britannica Kids | Zoo](https://kids.britannica.com/kids/article/zoo/353956)
* [National Geographic | Education – Zoo](https://education.nationalgeographic.org/resource/zoo/)
* [About Symbio Wildlife Park](https://symbiozoo.com.au/about/)
* [Zoos Victoria](https://www.zoo.org.au/)
* [Association of Zoos & Aquariums | Why Zoos and Aquariums Are Beneficial](https://www.aza.org/connect-stories/stories/benefits-of-zoos)
 |  | x |  |  |  | x |  |
| [Resource 4 – informative text planning exemplar](#_Resource_4_–_1) |  | x |  |  |  | x |  |
| Optional websites for modelled research:* [10 endangered species saved from extinction by zoos](https://taronga.org.au/news/2017-05-22/10-endangered-species-saved-extinction-zoos%22%20%5Cl%20%22%3A~%3Atext%3DZoos%20across%20the%20world%20are%20helping%20keep%20endangered)
* [The Benefits of Zoos for Conservation and Education](https://environmentandwelfare.com/the-benefits-of-zoos-for-conservation-and-education/)
* [Zoos & Aquariums' Role in Saving Endangered Species](https://www.endangered.org/zoos-aquariums-role-in-saving-endangered-species/#:~:text=Additionally%2C%20zoos%20can%20be%20sanctuaries,of%20animals%20during%20such%20events)
* [Loro Parque Foundation’s work succeeds in saving 9 species of parrots from extinction](https://www.loroparque.com/en/loro-parque-foundations-work-succeeds-in-saving-9-species-of-parrots-from-extinction/#:~:text=Thanks%20to%20its%20conservation%20efforts%2C%20the%20Loro%20Parque,with%20an%20economic%20contribution%20of%20more%20than%20%2418%2C000%2C000.)
 |  | x |  |  |  |  | x |
| Video: [Protest Laws (4:32)](https://www.abc.net.au/btn/classroom/protest-laws/102421434)  |  | x |  |  |  |  | x |

# Week 1

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to identify themes in literature and recognise features that characterise an authoritative style.

#### Success criteria

Students can:

* analyse features of a text that demonstrate authority
* respond to analytical and evaluative questions about a text
* understand and use rhetorical devices in writing
* create gist statements and check their accuracy
* use cohesive language features, such as noun–pronoun referencing, subject–verb agreement and connectives, in writing.

## Lesson 1 – analysing the authority of a text

1. Watch [Gorillas are HIGHLY Intelligent! | Wild Bites | BBC Earth Kids (5:37)](https://www.youtube.com/watch?v=Kren4c_a3gc), stopping at 4:50. Using individual whiteboards, students write down things they [See, Think, Wonder](https://pz.harvard.edu/resources/see-think-wonder) about the video. Students share their notes and questions with the class, along with any additional knowledge they have about gorillas.
2. Introduce and display the front cover of the text, The One and Only Ivan by Katherine Applegate. Ask students what the purpose of the text might be and to explain their thinking. For example, I think the purpose of the text is to entertain. The text might be about a fictional gorilla who watches TV.
3. Read from ‘Hello’ (p 9) to the end of ‘The Exit 8 Big Top Mall and Video Arcade’ (p 15). Ask:
* Why does Ivan say, ‘The names are mine, but they’re not me’ (p 10)?
* What does the sentence, ‘In my size humans see a test of themselves’ (p 12) mean?
* Why is Ivan ‘never angry’ (p 15)?
1. Reflect on the purpose of the text, as shared in activity 2. Ask students to reconsider what the purpose of the text might be after reading the opening few chapters. For example, the text is designed to inform and entertain.
2. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=146c2880-dbc0-bf52-439a-5234cab0532) with the headings ‘Wild gorillas’ and ‘Ivan’. Display page 10 from ‘People call me the Freeway Gorilla...’ to ‘...which way is more fun?’ Model using the excerpt to locate factual information about wild gorillas and character information about Ivan, adding to the T-chart. For example, wild gorillas: walk on their knuckles; Ivan: is called the ‘Freeway Gorilla’.
3. Provide students with the passage from ‘I used to be a wild gorilla...’ (p 12) to ‘...there is no one to protect’ (p 15). In small groups, students annotate the passage, highlighting factual information about wild gorillas and character information about Ivan. Students share the information they have found and add ideas to the class T-chart.

**Note**: the T-chart will be added to throughout the unit.

1. Revise the concept of authority. Explain that authority *of* a text means how trustworthy and authentic an audience may find the ideas, experiences, perspectives and arguments. As a reader, it is important to question whether a text is written by an expert, contains reliable information or if the text is published by a reputable source.
2. Check for student understanding by asking students how Katherine Applegate might demonstrate her authority *of* the text. For example, the information about gorillas is based on research, the use of topic-specific Tier 2 and Tier 3 vocabulary to demonstrate knowledge of the topic.
3. Turn to the ‘Glossary’ (pp 251–252). Explore the definition of ‘silverback’. Ask students if Katherine Applegate’s representation of Ivan and wild gorillas aligns with this definition and to explain their reasoning. Ask students how a glossary increases Katherine Applegate’s authority of the text. For example, a glossary with facts about gorillas indicates that the author has conducted research and suggests the information is accurate.
4. Read [What is a Silverback Gorilla?](https://virunga.org/wildlife/primates/mountain-gorillas/silverback-gorilla/) on the Virunga National Park website. Compare this information to the information in *The One and Only Ivan*. Identify the information that is found in both texts and discuss how this demonstrates Katherine Applegate’s authority. Add new information learned about wild gorillas to the T-chart created in activity 5.
5. Reflect on the multiple purposes of the text, as discussed in activity 4. Display pages 10 and 11 from ‘People call me the Freeway Gorilla’ to ‘Humans, not so much’. Model identifying language features that the author uses to entertain. For example, rhetorical questions, imagery and simile. For example:
* ‘Try knuckle walking for an hour. You tell me: which is more fun?’ (p 10)
* ‘Humans waste words. They toss them like banana peels and leave them to rot.’ (p 10)
* ‘Humans speak too much. They chatter like chimps...’ (p 11)
* ‘Gorillas are as patient as stones. Humans, not so much.’ (p 11)
1. In small groups, students use the passage from activity 6 and identify the language features that the author uses to entertain.
2. As a class, students share their findings. Encourage students to use metalanguage when discussing language features encountered in the text.

## Lesson 2 – responding to analytical and evaluative questions

1. Review and display pages 9 to 12 from *The One and Only Ivan*. Discuss how Katherine Applegate has structured the text. For example, short chapters, chapter titles with simple or one-word headings, first person narrative written from Ivan’s point of view. Ask students why she may have structured the text in this way. For example, first person narrative voice has been used to create a stronger connection between Ivan and the audience, many chapters show the changing thoughts of Ivan, and the titles capture the main idea of the chapter.
2. Read *The One and Only Ivan* from ‘The Littlest Big Top on Earth’ (p 16) to the end of ‘Gone’ (p 19). Identify new information that has been learned about Ivan, adding to the [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=146c2880-dbc0-bf52-439a-5234cab0532) from [Lesson 1](#_Lesson_1_–). Ask:
* Why does Ivan think his animal neighbours are ‘more accomplished’ (p 16) than him?
* What comparisons does Ivan make between humans and animals? What imagery does this create for the audience? For example, ‘humans forage’, ‘humans scurry’ (p 17); ‘They hunt’ (p 18).
* What effect is Katherine Applegate trying to create through sentences such as ‘Mack said he’d be fine. He was mistaken’ (p 16) and ‘Stella sits on a stool. It is a very sturdy stool’ (p 17)? Why might the author use humour throughout the text? For example, it helps the audience connect with Ivan, it is entertaining for the reader.
* When Ivan says, ‘The glass says you are this and we are that and that is how it will always be’ (p 19), what might he mean?
1. Display from ‘Stella told me that some circuses...’ to ‘...who want to see them’ (p 17). Re-read the paragraph, drawing attention to the sentence, ‘The elephants look far off into the distance so they won’t see the humans who want to see them’. Explain that this technique is called irony, and discuss the irony created by the author. For example, the humans want to see the elephants, but the elephants don’t want to see the humans.

**Note:** irony is a discrepancy between what is said, intended or expected and what is meant or done (McDonald 2023).

1. Display and read from ‘They hunt frantically...’ to ‘But they are lousy hunters’ (p 18), with students identifying the use of irony. For example, ‘but no matter how full the bags, they always come back for more’. Highlight the use of dashes in this paragraph to separate information, and for humorous or ironic effect.
2. As a class, [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=d69798ec-63ad-462f-55ea-39a1cf38a54f) a list of human behaviours that could be seen as unusual or humorous to Ivan. For example, driving a car, putting on makeup, eating with cutlery, brushing hair, wearing shoes.
3. Model creating statements from Ivan’s point of view that include humour or irony about human behaviour, experimenting with the use of dashes. For example, Humans spend so much time grooming themselves in front of mirrors – adjusting fur that isn't even there – while I collect bugs from my armpits.
4. In pairs, students imagine they are Ivan and create statements that include humour or irony about human behaviour, experimenting with the use of dashes. Students share their statements with the class.

**Too hard?** Create statements of irony or humour as a class.

1. Display the T-chart created in Lesson 1. Review the ‘Ivan’ column and discuss what human qualities he displays. For example, having friends, watching people interact, making jokes about things he sees, comparing himself to others.
2. Explain that Katherine Applegate has used the writing technique of ‘anthropomorphism’. Anthropomorphism is the term used to describe when animals or non-human characters are given humanlike characteristics (McDonald 2023). Discuss why she might have used this writing technique. For example, using animals as characters that speak, think and feel allows the reader to connect with them on a deeper level.
3. Re-read ‘Gone’ (p 19). Students complete a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=ce1cf26-7b72-78f-ed41-8ff8a2d289e8) to describe the human traits Ivan displays on page 19. For example, feelings of loneliness and isolation, comparing himself to others. Ask students how these traits help the audience connect with Ivan.
4. Read from ‘Artists’ (p 20) to the end of ‘Imagination’ (p 24). Ask students how these chapters further showcase Ivan’s humanlike characteristics.
5. Co-construct definitions for analytical and evaluative questions. For example, analytical: questions that guide the reader to identify text and language features used by an author to achieve a specific purpose; evaluative: questions that guide the reader to determine the value of the text and language features used by the author.
6. Explain that students will participate in a ‘Quote Conversation’, responding to analytical and evaluative questions. Remind students to listen for understanding during group discussion and apply active listening skills by retelling or repeating ideas and by building on what has been said. In small groups, provide students with a copy of ‘Imagination’ (p 24). Display the following analytical and evaluative questions for groups to discuss and write ideas on individual whiteboards:
* Where is repetition evident in the passage? For example, the repeated use of the phrase ‘they think’.
* What does the use of repetition convey about Ivan and how gorillas are perceived? For example, Ivan believes that humans misunderstand gorillas.
* What does the author’s choice of words ‘Someday, I hope’ reveal about Ivan? For example, Ivan has hopes and dreams and thinks about the future. What effect does this choice of words have on the reader?
* How does the author use contrast between humans and gorillas in this passage? For example, the author shows Ivan’s beliefs about how humans perceive gorillas, such as they don’t have imagination, memories or think about the future. However, Ivan experiences these things. How does the contrast between humans and gorillas support the reader to understand Ivan’s character?
* What effect does the sentence ‘I’ve learned not to get my hopes up’ have on the reader? What is the purpose of this sentence? For example, the reader can relate to Ivan’s feelings of helplessness from their own personal experiences. As a result, the reader develops empathy for Ivan.
1. Groups elect a representative to share their responses with the class.

## Lesson 3 – identifying themes and arguments within literature

1. Display the number ‘9855’ on the board. In pairs, students share what this number might represent in the upcoming chapters. Students share ideas with the class.
2. Read *The One and Only Ivan* from ‘The Loneliest Gorilla in the World (p 25) to the end of ‘Stella’s Trunk’ (p 33). Ask:
* Lately, how have humans been reacting when they see Ivan in his cage?
* What does the number ‘9855’ represent? How does this affect the reader?
* What information is provided about Stella’s past?
1. Check students’ understanding of the textual concept of ‘theme’ and co-construct a class definition. For example, theme is a repeated idea or message in a text. It makes the reader think about their values and beliefs. Themes may be:
* personal messages: about individual thoughts, feelings, and growth
* social messages: about interactions, norms, and societal values
* moral messages: about ethics, right versus wrong, and values.

**Note**: theme is an overarching or recurring idea that describes attitudes or values that are perceived in a text. A theme may range from the understood ‘moral’ of a text to philosophical observations that the audience makes about the events, characters and experiences depicted in a text. A text may have more than one theme (NESA 2024).

1. Discuss the themes evident in the text so far. For example, animals in captivity live differently to animals in the wild, captivity affects animals’ physical and emotional wellbeing, animals in captivity can be treated unethically, the importance of friendship and support when facing challenges, having hope for a better future. List student ideas on an anchor chart, divided into 3 columns: social messages, personal messages and moral messages. **Note**: this chart will be added to throughout the unit.
2. Revise the meaning and purpose of ‘argument’. Discuss what argument Katherine Applegate may be presenting in The One and Only Ivan and the evidence from the text that supports this. For example, wild animals should not be kept in captivity; Ivan has been alone in his domain for 9855 days; wild animals are trained to perform unnatural tricks; Stella has been mistreated by circus keepers and is permanently scarred.

**Note**: an argument is a stated position about an idea. The way in which various dimensions of a text (such as theme, perspective and style) can be understood to represent a particular position on an issue (NESA 2024).

1. Revise how rhetorical devices can be used to convey a viewpoint and make arguments stronger and convincing, or for effect. Display examples of rhetorical devices used within the text, for example:
* Imagery: language that represents objects, characters, actions or ideas in such a way that they appeal to the senses of the reader. For example, ‘a little boy stood before my glass, tears streaming down his smooth red cheeks.’ (p 25)
* Metaphor: a figure of speech used for effect that implies one thing by referring to another. For example, ‘Sometimes Stella tells stories of her childhood, of leafy canopies hidden by mist and the busy songs of flowing water.’ (p 30)
* Rhetorical questions: a statement or question that is asked to provoke thought rather than require an answer. For example, ‘Or was it just the two of us in all the world, trapped in our own separate boxes?’ (p 29)
* Exaggeration (hyperbole): a statement making something seem more extreme or dramatic than it is. For example, ‘He must be the loneliest gorilla in the world’ (p 25)
* Irony: a discrepancy between what is said, intended or expected and what is meant or done (McDonald 2023). For example, ‘Elephant hide is as thick as bark on an ancient tree, but a claw-stick can pierce it like a leaf.’ (p 31)
1. Ask students how the use of rhetorical devices enhances Katherine Applegate’s argument that wild animals should not be kept in captivity.

**Note**: rhetorical devices are strategies used by writers and speakers to achieve particular effects, such as, to stimulate the audience’s imagination or thought processes, to draw attention to a particular idea, or simply to display wit and ingenuity in composition (NESA 2024).

1. Model writing a paragraph, imagining you are seeing Ivan in his domain at the Big Top Mall. Use think-alouds to describe what you see, think and feel. Demonstrate how to incorporate the theme, ‘captivity affects animals’ physical and emotional wellbeing’, and include a range of rhetorical devices. For example:

As I approached the enclosure, the sight of Ivan behind the glass was both captivating and saddening. His massive, muscled body seemed too large for the small space, like a giant squeezed into a child's cubbyhouse. Ivan was staring longingly at the distant jungle mural, a painted paradise that he would never reach. How could such a powerful creature be confined to this artificial world? I could not believe that this king of the jungle was spending his life in prison.

1. Students write a paragraph, imagining they are seeing Ivan in his domain at the Big Top Mall. Students incorporate the theme, ‘captivity affects animals’ physical and emotional wellbeing’, and include a range of rhetorical devices.

**Too hard?** Students use one type of rhetorical device in their writing.

**Too easy?** Students select a different theme from the class anchor chart.

1. Read from ‘A Plan’ (p 34) to the end of ‘Sorry’ (p 42). Add information learned about Ivan and wild gorillas to the [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=bf7fbce5-531f-11d4-8e91-10b92610840a) created in [Lesson 1](#_Lesson_1_–). Ask:
* Why might Bob think poodles are ‘parasites’ (p 38)?
* What does the reader learn about Bob? Does his story support the author’s argument that wild animals should not be kept in captivity?
* Why does the author describe Ivan as being ‘sorry’ (p 42)? For example, it reveals his humanlike characteristics.
1. Discuss the personal, social and moral messages that have been sustained throughout these chapters and identify any new themes that have emerged. Add new themes to the anchor chart from activity 4. For example, the need to care for animals, friendships can form for different reasons.

## Lesson 4 – creating gist statements and using cohesive language features in written texts

1. Read *The One and Only Ivan* from ‘Julia’ (p 43) to the end of ‘Mack’ (p 49). Ask:
* What information is provided about Julia?
* Why was ‘a name’ the best thing that Julia ever gave to Bob?
* What does Katherine Applegate reveal about Mack when he gives George ‘a crumpled green bill’ (p 49)? Why might she reveal this characteristic of Mack? For example, Mack has empathy for George and his family; Katherine Applegate might be trying to show that Mack has some positive characteristics.
1. Allow time for students to ask clarifying questions to improve their understanding of the text.
2. As introduced in Component A, review gist statements as succinct thoughts or information that capture the generalisations gleaned from what has been read, heard or viewed (NESA 2024).
3. Explain that students will identify and record the ‘gist’ or main idea from one of the chapters read in activity 1. Re-read ‘Julia’ (pp 43–44), then model the process of ‘getting the gist’. For example:
* Read the text carefully to understand the main event(s)
* Julia visits the mall every night and likes to draw pictures of Ivan.
* Identify the key information, including the who, what, when, where and why
* Who: Julia, George (father), Sara (mother), Ivan
* What: Julia is doing her homework while her dad cleans the mall; she loves art, drawing and science
* When: the events occur at night after the mall has closed
* Where: the Big Top Mall, specifically in front of Ivan’s domain
* Why: Julia visits the mall every evening while her father, George, works as a cleaner. Her mother is unwell, so Julia likes to draw pictures to cheer her up. Julia also draws pictures of Ivan and likes talking to him when she sits in front of his domain.
* Condense the key information to capture the main idea of the text in less than 40 words
* Julia spends her evenings drawing near Ivan’s domain while her father cleans the mall. She talks to Ivan and draws him with a lot of detail, often portraying him in a sad way. Julia is passionate about art.
* Check the accuracy of the gist statement to ensure it captures the main ideas and is easily understood.
1. Provide students with the chapter, ‘Mack’ (pp 48–49). Students follow the modelled ‘getting the gist’ process, recording notes and writing a gist statement.
2. In small groups, students compare their gist statements and use them to determine the main themes presented in the text. For example, humans can form connections with animals; people express kindness in different ways. Add themes to the anchor chart created in [Lesson 3](#_Lesson_3_–).
3. Read ‘Not Sleepy’ (pp 50–53). During reading, guide students to analyse how key words and phrases across sentences support the reader to comprehend implied information (local inferencing). For example:
* the use of ‘tired’ and ‘sleepy’ (p 50) describe Ivan’s mood and that he is fed up with being in his domain
* the use of ‘domain’ and ‘cage’ (p 50) imply that Ivan’s living situation is not positive
* the use of ‘can’t remember’ and ‘won’t remember’ (p 52) imply that Ivan is avoiding painful memories.
1. Revise teaching in Component A about cohesive language features that build links across a text. For example, noun–pronoun referencing, subject–verb agreement, and temporal, conditional and causal connectives. Display ‘Not Sleepy’ (pp 50–53) and identify examples of cohesion. For example:
* noun–pronoun referencing: ‘...after **Julia** and **her** father go home’; **‘Bob** resettles. **His** ears flick’ (p 51)
* subject–verb agreement: ‘**I** (Ivan) **kick** at my tyre swing’ (p 50); ‘**Stella remembers** every moment...’ (p 51)
* temporal connectives: '**These days**, George cleans my cage...’ (p 52)
1. Explain that students will innovate from the chapter ‘Not Sleepy’ (pp 50–53) by writing from Stella’s point of view. Writing will begin with the sentence, ‘There’s a difference between ‘can’t remember’ and ‘won’t remember’ (p 52).
2. Brainstorm a list of key events that could be included in the innovated piece of writing. For example, recalling her keepers, reflecting on her memories, describing their cages and the surrounding mall environment, reflecting on her feelings and relationship with Mack.
3. Select events from the brainstorm list and model writing from Stella’s point of view, incorporating cohesive language features such as noun–pronoun referencing, subject–verb agreement, and temporal, conditional and causal connectives. For example:

“There’s a difference between ‘can’t remember’ and ‘won’t remember’,” I say gently.

Ivan nods slowly, “I guess you’re right. I just find it hard to recall things from my past.”

Ivan looks uncomfortable. I encourage him, “See if you can remember just one of your previous keepers. You’ve had so many, and they were all so kind to you.” I see the flicker of recognition in Ivan's eyes and then he begins to speak.

Ivan tells me that Harry was one of his first keepers. He loved to play guitar and would always sneak him extra bananas on weekends. Harry was a junior keeper, but was well-informed about gorillas. He often talked about expanding Ivan’s domain, and he was responsible for getting Ivan his tyre swing. Ivan was really upset when Harry left to go work at the local zoo.

I notice Ivan’s face soften when he finishes his story. This is the first time, in a long time, that he has ever shared something from his past.

The security lights in the mall flicker as they turn on for the evening. I can hear Ivan’s breath deepen and he begins to fall asleep. I sigh in relief. I look out at the mall and can see mice scattering about looking for popcorn.

The pain in my leg throbs, but I push it aside. I stay awake and listen to everything around me. Eventually, I will fall asleep. But for now, I am waiting for the morning to come.

1. Students innovate from the chapter ‘Not Sleepy’ (pp 50–53) by writing from Stella’s point of view. Students incorporate cohesive language features.

**Too hard? Students work in small groups, with additional teacher support.**

1. In pairs, students read their partner’s writing and identify the noun–pronoun referencing, subject–verb agreement and the connectives that support cohesion.

# Week 2

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to use themes from literature to create written texts, and create arguments that use objective and subjective language.

#### Success criteria

Students can:

* identify social, personal and moral themes in literature
* understand and use objective and subjective language
* write a persuasive paragraph, using modal, objective and subjective language
* present oral presentations that include expanded noun and verb groups.

## Lesson 5 – identifying and experimenting with themes in texts

1. Students participate in a quick ‘flash round’ where they each have 10 seconds to share one event or detail they recall from the text so far. For example, Ivan and Stella reminisce about the past, Ivan shares his fondness for Julia.
2. Read *The One and Only Ivan* from ‘The Beetle’ (p 54) to the end of ‘Change’ (p 57). Ask:
* What is revealed about Julia’s connection to Ivan in these chapters?
* What key words and phrases help the reader to make inferences about the relationship between Julia and Ivan? For example, ‘It’s nice, I think, having a fellow artist around’ (p 56), reveals Julia and Ivan share a special bond through their artistic talents.
* What animal might be coming to the mall? What makes you think that?
1. Provide the opportunity for students to ask and answer additional questions to clarify their thinking and understanding about the text.
2. Read from ‘Guessing’ (p 58) to the end of ‘Lucky’ (p 62). Identify new information about Ivan and wild gorillas, adding to the [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=146c2880-dbc0-bf52-439a-5234cab0532) from [Lesson 1](#_Lesson_1_–). For example, Ivan: loves being told stories and eating caramel corn; Wild gorillas: a group of gorillas is called a troop.
3. Watch [Jambo the Gorilla: The Gentle Giant – 1986 (0:56)](https://www.youtube.com/watch?v=48kJYvKaTIo). Using a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=2f05531c-6e35-e2ed-d0bc-656aeb340f), guide students to analyse and compare the authority shown in the video and the chapter, ‘Jambo’ (p 58–61). Guiding questions may include:
* Do you believe the video is an accurate and reliable account of the story of Jambo? What features make you think that? For example, video footage at the zoo of Jambo and the boy, use of factual information including time, place and participants, use of topic-specific vocabulary such as ‘lowland gorilla’ to add credibility.
* Does Katherine Applegate’s version of Jambo’s story contain similar features? For example, use of topic-specific vocabulary such as ‘troop’ and ‘silverback’ to add credibility, use of factual information.
* Are there additional features that Katherine Applegate uses to demonstrate her authority? For example, providing a definition for zoo.
* How does the inclusion of Jambo’s story in *The One and Only Ivan* contribute to Katherine Applegate’s authority of the text?
1. As introduced in Component A, revise the use of adverbial clauses in complex sentences. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=843356fc-1314-e5fc-77ba-801922f01e1e) a list of subordinating conjunctions that adverbial clauses often begin with. For example, after, although, as, because, if, since, that, until, when, while, where.

**Note**: an adverbial clause is a dependent clause that modifies a verb, adjective or another adverb. It includes words that provide information about the time, place, condition, reason, manner or purpose (NESA 2024).

1. Display a range of adverbial clauses from pages 54 to 62. Identify how the author has used adverbial clauses to include words that provide information about the time, condition, cause and effect, comparison, place or concession. Highlight the use of commas when an adverbial clause is placed before the main clause. For example:
* ‘I'm just finishing my last picture **when Mack returns**.’ (p 55) (time)
* ‘**Before Mack can lower his foot**, the beetle skitters away...’ (p 56) (time)
* ‘I’m beginning to wonder **if he’s feeling all right**.’ (p 55) (condition)
1. Discuss why authors use adverbial clauses. For example, adverbial clauses add precision and detail to verb and verb groups which contributes to reader engagement; they provide information about the time and place; they can show when actions are happening simultaneously.
2. Model experimenting with the placement of adverbial clauses using the sentences from activity 7. Discuss the impact on clarity or meaning when the adverbial clause is moved. For example, ‘**When Mack returns**, I'm just finishing my last picture’ (p 55) changes the emphasis to the timing of when Mack returns from the action of finishing the painting.
3. Using individual whiteboards, students experiment with the placement of adverbial clauses in the sentences from activity 7.
4. Read *The One and Only Ivan* from ‘Arrival’ (p 63) to the end of ‘Ruby’ (p 75). Discuss newly encountered words and phrases. For example, lumbering, coax, specimen, entwined, nuzzling, dignified, indifferent, 'groans under her weight’ (p 65).
5. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to discuss the social, personal and moral themes conveyed through pages 63 to 75. Encourage students to make connections between the themes conveyed and their own lives. Ask students:
* What social, personal and moral messages or themes is the author trying to convey to readers throughout these chapters? For example, personal: relationships can help us during difficult times; social: wild animals in captivity can be treated unethically; moral: the need to treat others with kindness and empathy.
* Can you think of any texts that share a similar theme(s)?
1. Add themes to the anchor chart created in [Lesson 3](#_Lesson_3_–).
2. Explain that students will complete a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548), imagining they are Ruby, describing her first impressions of the mall and her domain.
3. Model writing a description from Ruby’s point of view, capturing her first impressions of the mall and her domain. Select a theme from the class anchor chart to include in the teacher model, such as relationships can help us during difficult times. Highlight the use of adverbial clauses, subordinating conjunctions and commas in complex sentences. For example:

**When I first arrived at the mall,** I felt a mix of fear and confusion. I refused to leave the truck, as it was the only safe space I’d known for the last few days. To my surprise, an elephant named Stella extended her trunk towards me and encouraged me out. **As Stella led me down the ramp,** I saw bright lights and metal bars everywhere. The place was filled with noises, like birds chirping early in the morning. **After I entered my new domain,** I noticed how small it was compared to the wide-open spaces I used to know. The ground felt hard under my feet, and the air smelled different – unlike the smell of wet grass and dense trees. Everything was new and strange.

Stella and Ivan are the other animals who will keep me company here. Ivan is really nice, and he treats me like a big brother. Whil**e I stared around at my new space,** he told me stories about the jungle he painted on the wall. **As he spoke,** I noticed his voice becoming softer and kinder, **which made me feel calm**. **I already know that** I can count on Ivan and Aunt Stella to keep me company and teach me new things. I know how lucky I am to have them here with me.

1. Students complete a quick write from Ruby’s point of view, describing her first impressions of the mall and her domain. Students select a theme from the class anchor chart to incorporate into their writing. Remind students to include adverbial clauses in complex sentences.

**Too easy?** Students incorporate more than one theme in their writing.

1. In pairs, students share their writing and provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) on the accurate use of adverbial clauses in complex sentences.

## Lesson 6 – analysing objective and subjective language

1. Display 2 statements about circuses, such as ‘Keeping animals in a circus is cruel’ and ‘Circus animals are trained to perform unnatural tricks’. Ask students to analyse the 2 statements using guiding questions. For example:
* What are the similarities and differences between the statements?
* Which statement has greater authority? Why do you think that?
* Which statement is more persuasive? Why?
1. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to share their understanding of ‘objective language’ and ‘subjective language’. As a class, co-construct a class definition for each term. Review the statements from activity 1 and decide which is objective and which is subjective.

**Note**: subjective language are words used to communicate based on opinion, feelings or personal biases. Objective language is language that is fact-based, measurable and observable, verifiable and unbiased (NESA 2024).

1. Read *The One and Only Ivan* from ‘Home of the One and Only Ivan’ (p 76) to the end of ‘The Parking Lot’ (p 88). Pause to identify newly encountered words or phrases and discuss if they are objective or subjective language. For example, ‘quiet inside’ (p 77) is Ivan’s subjective opinion of how he feels while he paints; ‘twenty-five dollars apiece’ (p 78) is objectively describing how much his artwork sells for at the gift store.
2. Model identifying examples of subjective and objective language in ‘Elephant Jokes’ (pp 81–85), plus any additional language features including rhetorical devices. For example:
* Objective language: ‘And then they chained my feet up...’ (p 82)
* Subjective language: ‘...and that really hurt.’ (p 82)
* Metaphor: ‘The dawn sky is a smudge of grey flecked with pink...’ (p 81)
* Simile: ‘The dawn sky is a smudge of grey flecked with pink, like a picture made with two crayons’ (p 81); ‘It’s like the song of a bird I recall from long ago, a tiny yellow bird with a voice like dancing water’ (p 84)
* Imagery: ‘The dawn sky is a smudge of grey flecked with pink’ (p 81).
1. Read ‘Ruby’s Story’ (pp 89–92). Ask students what they infer when Ruby says that ‘those humans were good’, and Ivan and Bob respond by saying that they don’t understand humans.
2. Provide students with pages 89 to 92. In pairs, students identify the objective and subjective language used by the author, plus any additional language features including rhetorical devices. For example:
* Objective language: ‘The water was all the way up to my neck...’ (p 90); ‘...they grabbed ropes and they made loops around my neck...’ (p 90)
* Subjective language: ‘“I think I may have run out of jokes”’ (p 89); ‘I was so scared when I fell into that hole’ (p 90)
* Imagery: ‘I am mesmerised by the elephant-coloured clouds galloping past’ (p 89)
* Exaggeration (hyperbole): ‘Rats have bigger hearts. Roaches have kinder souls’ (p 90).
1. In pairs, students respond to guiding questions to deepen their understanding of objective and subjective language. For example:
* What are the similarities and differences between the objective and subjective language used? For example, similarities: both convey important information about the characters and their experiences; differences: objective language provides factual information about Ruby’s story, subjective language highlights Ruby’s personal feelings and how she views the humans who helped her.
* Why does the author use both objectivity and subjectivity in the text? For example, while objective language provides information about the characters, the subjective language shows their feelings and helps the reader to connect with them.
1. Model writing an objective and a subjective statement from Ruby's point of view, detailing her experience with humans. Highlight the specific language features, including rhetorical devices that convey Ruby's experiences and emotions. For example:
* When I was taken from my family, I was brought to a circus where I was trained to perform tricks for human entertainment. (objective)
* The humans seemed excited to watch me, but they never considered how overwhelmed and sad I felt. (subjective)
1. Students independently write subjective and objective statements from Ruby’s point of view detailing her experience with humans.
2. In small groups, students share their statements to determine which are objective and which are subjective.

## Lesson 7 – writing an argument

1. Watch the *Behind the News* episode [Rewilding Zebra Sharks (2:44)](https://www.abc.net.au/btn/classroom/rewilding-zebra-sharks/103090880).Provide students with the transcript. In small groups, students discuss the objectivity and subjectivity presented in the arguments for rewilding animals. For example:
* Objective language: ‘Rewilding is about trying to help environments that have been harmed by human activity by letting nature do its thing.’ This defines rewilding in a factual manner.
* Subjective language: ‘We've got a pretty healthy number of these little guys down under.’ This expresses an opinion about the number of zebra sharks.
1. Discuss the authority of objectivity versus subjectivity in texts that present an argument. For example, objectivity builds credibility through facts and evidence; subjectivity, such as personal opinions, is used to create an emotional response from the reader.
2. Read *The One and Only Ivan* from ‘A Hit’ (p 93) to the end of ‘Crying’ (p 101). Ask:
* When Julia asks George to call Mack, he says ‘He always knows.’ What can be inferred from this statement?
* Ivan promises to care for Ruby on his ‘word as a silverback’. What might this mean?
* When George runs to talk to Mack after Stella dies, why doesn’t Mack speak?
1. Revise ‘argument’ from [Lesson 3,](#_Lesson_3_–) and review the argument Katherine Applegate presents in the text. For example, wild animals should not be kept in captivity.
2. Provide students with pages 93 to 101 of the text. In pairs, students identify the evidence that supports Katherine Applegate’s argument that wild animals should not be kept in captivity. For example, Mack pulls Stella even though she is limping; Stella is suffering all day with no help from Mack; Stella says that Ruby needs a life different from her own; Stella’s body is tossed into a garbage truck. Students share evidence located in the text.
3. Re-read ‘Comfort’ (p 100). As a class, discuss the use of rhetorical questions in this chapter and how they strengthen Katherine Applegate’s argument. For example, they make the reader question their own viewpoint on animal captivity.
4. Display ‘Mack is responsible for Stella’s death’ on a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=146c2880-dbc0-bf52-439a-5234cab0532). Explain that students will write an argument ‘for’ or ‘against’ the topic.
5. Revise the structure of a persuasive paragraph. For example:
* Opening statement: introduces the topic of the paragraph and states the author’s opinion
* Supporting evidence and examples: sentences and phrases that justify and strengthen an expressed opinion
* Concluding statement: restates the author’s opinion and uses rhetorical devices for effect.
1. Model using key words and evidence from the text to list one argument ‘for’ and one argument ‘against’ the topic: ‘Mack is responsible for Stella’s death’. For example, for: Mack failed his duty of care; against: Mack was experiencing financial hardship.
2. As a class, continue to [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=2e0b8311-e8c7-a59f-e4e4-14fa1aecabe) arguments ‘for’ and ‘against’ the topic. For example, arguments for: lack of proper care, inadequate living conditions; arguments against: Stella’s age and health, efforts to maintain the show.
3. Model using the brainstormed ideas from activity 10 to write a persuasive paragraph which presents the argument that Mack is/is not responsible for Stella’s death. For example:

Mack is responsible for Stella’s death as he failed in his duty of care towards her. As the owner, Mack should have made sure that Stella received medical attention and was provided with a suitable habitat. When Stella's health declined, Mack did not organise timely veterinary care for her. Instead, she continued to suffer. Mack’s priority was money – not Stella and her wellbeing. Mack should take responsibility for Stella's suffering and ultimate death, since it was his sole responsibility to maintain her welfare. How can Mack possibly justify his neglect of Stella when he oversaw her care?

1. Co-construct success criteria for writing a persuasive paragraph, referring to the teacher model. For example:
* include a statement position that introduces the topic and states the author’s opinion
* use supporting examples to justify and strengthen an expressed opinion
* include a concluding statement that restates the author’s opinion and uses rhetorical devices
* use topic-specific Tier 2 and Tier 3 vocabulary to add credibility and enhance authority
* include modal verbs for precision
* include objective and subjective language.
1. Students refer to the brainstormed arguments from activity 10 to write an argument ‘for’ or ‘against’ the topic.

**Too easy?** Students strengthen their authority using rhetorical devices.

1. In pairs, students share their argument with someone who has the opposite opinion and compare ideas.

## Lesson 8 – creating gist statements for an oral presentation

1. Display the sentence starter, ‘Once upon a time, there was a gorilla named Ivan’. In small groups, students discuss and predict possible events from Ivan’s backstory.
2. Read *The One and Only Ivan* from ‘The One and Only Ivan’ (p 102) to the end of ‘The Grunt’ (p 106). Model using think-alouds to describe the main events that depict Ivan’s early life.
3. Display [Resource 1 – organising notes scaffold](#_Resource_1_–). Model listing the key events of Ivan's backstory from ‘The Grunt’ using dot points and newly encountered words. For example, central Africa, dense rainforest, nimble.
4. Provide students with a copy of [Resource 1 – organising notes scaffold](#_Resource_1_–). Read from ‘Mud’ (p 107) to the end of ‘My Place’ (p 122). Pause at the end of each chapter for students to record the key events using [Resource 1 – organising notes scaffold.](#_Resource_1_–) Encourage students to use newly encountered words from the text.

**Too hard?** Students work in mixed-ability pairs to record key events.

1. Model organising the notes displayed on the teacher copy of [Resource 1 – organising notes scaffold](#_Resource_1_–) into categories of main ideas about Ivan’s early life/backstory. Explain the choice of categories to support summarisation. For example, birth and family; capture and separation; life with Mack; Big Top Mall.
2. Revise gist statements from [Lesson 4.](#_Lesson_4_–) Co-construct a gist statement using the completed teacher copy of [Resource 1 – organising notes scaffold](#_Resource_1_–) and the notes taken for the chapter ‘Grunt’ (p 106). For example, Ivan was born in central Africa and enjoyed playing games with his father and twin sister, Tag.
3. Students use their notes from activity 4 to record gist statements that summarise the main idea of each chapter read.
4. Explain that students will use the recorded gist statements to create an oral description which details the main events in Ivan’s backstory.
5. Model adding expanded noun and verb groups to the co-constructed gist statement from activity 6. For example, Ivan was born in central Africa and enjoyed playing games with his **patient, loving** **father** and **joyful and carefree** **twin sister**, Tag.
6. Students add expanded noun and verb groups to their gist statements to create a detailed description of Ivan’s early life.
7. In pairs, students use [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=fb86170-9b8e-9d87-a6a5-bff2379bcede) to revise and edit their oral descriptions. Students discuss the choice of expanded noun and verb groups to accurately describe Ivan’s backstory.
8. In small groups, students present their detailed oral descriptions.
9. Ask reflection questions, encouraging students to respond with elaboration and detail, such as:
* Does using expanded noun and verb groups make your oral presentation more interesting or engaging? Why or why not?
* How do you think expanded noun and verb groups contribute to the clarity of your presentation?

# Week 3

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to experiment with thematic elements in written texts.

#### Success criteria

Students can:

* plan and draft an imaginative text from the point of view of a character
* develop a theme within a piece of imaginative writing
* use a range of language features, such as appositives and adverbial clauses
* ask and respond to analytical and evaluative questions
* use objective and subjective language in own writing.

## Lesson 9 – experimenting with theme in an imaginative text (planning)

1. Read the 'Author’s Note’ in *The One and Only Ivan* from ‘The one and only Ivan...’ to ‘...mall in Washington State’ (p 253). Highlight that Katherine Applegate has adapted a true story into a narrative. Display the website [Ivan’s Scrapbook](https://ivanthegorilla.org/ivans-story/ivans-scrapbook/) and analyse the photographs and captions of the real Ivan, his enclosure and images of him growing up with humans. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to discuss guiding questions:
* How do the photos and captions tell Ivan’s story? What emotions do you think they evoke for the audience?
* What are the similarities between the book and Ivan’s real life (as shown on the website)?
* Do the website and the narrative share similar purposes? What makes you think that?
* How do these photographs enhance Katherine Applegate’s authority? For example, the photographs confirm the author’s description of Ivan’s life and proves she conducted thorough research before writing the book.
1. Read from ‘Nine Thousand Eight Hundred and Seventy-Six Days’ (p 123) to the end of ‘Colours’ (p 134). Ask:
* How is Mack feeling after Stella’s death? What makes you think that?
* What does Ivan mean when he says, ‘This handprint can’t be so easily wiped away’ (p 134)?
* What human-like characteristics has the author given Ivan in these chapters? For example, reflecting on events from his past, counting the days he has lived with humans.
1. Revise appositives and commas from learning in Component A. As a class, select sentences from page 126 to add appositives and commas. Discuss the effect of adding detail and varying sentence structure. For example:
* Mack**, a struggling business owner,** says he is anxious to teach Ruby some tricks.
* Julia**, a thoughtful observer,** sits on a bench and watches them.
* Bob**, an unlikely guard dog,** watches too.

**Note**: appositives are a noun or pronoun that is positioned beside another noun or pronoun to explain or identify it. An appositive often includes modifiers (NESA 2024).

1. Students select sentences from page 127 of the text to add appositives and commas. They record sentences on individual whiteboards and share with a peer.

**Too hard?** Students co-construct in small group with the teacher.

**Too easy?** Students write a summary of the page, incorporating appositives and a range of sentence forms.

1. Read from ‘A Bad Dream’ (p 135) to the end of ‘How’ (p 141). Ask:
* When Ivan says, ‘And it’s not a domain...it’s a cage’ (p 138), what does this reveal? For example, his opinion about living at the mall is changing.
* On page 139, Ivan describes a zoo to Ruby. Where does his definition come from?
* Why is Bob confident that Ivan will hatch a plan to move Ruby to a zoo?
1. Explain that students will write an imaginative text from Bob’s point of view. Students will plan their writing during this lesson and draft their text in [Lesson 8](#_Lesson_8_–).
2. Display [Resource 2 – imaginative text planning scaffold](#_Resource_2_–). Use think-alouds and record a few examples of what Bob might be currently thinking, seeing and feeling on the Y-chart section of the scaffold. For example:
* thinking: Ivan will be able to come up with a plan to move Ruby to a zoo
* seeing: Ivan not sleeping because he wants to be available for Ruby, Ruby and Ivan’s sadness after the loss of Stella
* feeling: worried that Ruby might be hurt by the claw-stick, sorry that Ruby and Ivan are trapped in their cages.
1. Provide students with a copy of [Resource 2 – imaginative text planning scaffold](#_Resource_2_–). In pairs, students brainstorm additional ideas and record on the Y-chart. Students share their responses with the class and add others’ ideas to their planning scaffold.
2. Display the class ‘theme’ anchor chart from [Lesson 3](#_Lesson_3_–). Select a theme from the chart and record on the teacher copy of [Resource 2 – imaginative text planning scaffold](#_Resource_2_–). For example, having hope for a better future. Model identifying ideas on the Y-chart that could be used to showcase the chosen theme within a piece of imaginative writing. For example, Bob is sorry that Ruby and Ivan are trapped in their cages; Bob thinks that Ivan will be able to come up with a plan to save Ruby.
3. Using the ‘theme’ anchor chart, students select a theme that will be presented in their text and record on their planning scaffold. Students identify ideas on their Y-chart that could be used to showcase the chosen theme.
4. In pairs, students share the theme they will be presenting in their text. Students discuss how the ideas selected could be used to showcase the chosen theme.

**Assessment task 1 – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:**

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways.

## Lesson 10 – experimenting with theme in an imaginative text (drafting)

**Note:** animal poaching is explored in the chapters read in this lesson. The article, [Main Reasons why Gorillas are Poached,](https://www.virungaparkcongo.com/information/main-reasons-gorillas-poached/) may support teachers in factually responding to student questions.

1. Play a game of ‘True or False’. Verbalise true and false statements to describe Bob. Students use a thumbs up if they believe the statement to be true, or thumbs down if they think it is false. For example:
* Bob likes the freedom of being homeless (true)
* Bob wants to be part of the daily performances (false)
* Bob enjoys sleeping on Ivan’s tyre swing (false)
* Bob has a complicated relationship with humans (true).
1. Read *The One and Only Ivan* from ‘Remembering’ (p 142) to the end of ‘One More Thing’ (p 161). Discuss newly encountered words and phrases. For example, musty, furrowed, ragged, incompetent, fleeting. After reading, students write their own true and false statements on sticky notes about the events in these chapters and share for response.
2. Discuss the themes that were presented in the chapters and add these to the anchor chart from [Lesson 3](#_Lesson_3_–). For example, humans can treat animals unethically.
3. Review the writing task from [Lesson 9](#_Lesson_9_–) (writing an imaginative text from Bob’s point of view that includes a theme). Using the teacher copy of [Resource 2 – imaginative text planning scaffold,](#_Resource_2_–) review the selected ideas on the Y-chart and how they could be used to showcase the chosen theme within a piece of imaginative writing.
4. Model using [Resource 2 – imaginative text planning scaffold](#_Resource_2_–) to begin drafting a text from Bob’s point of view. For example:

I wake in the middle of the night, and I am relieved to see that Ivan is finally asleep. He has barely slept since Stella’s passing, choosing to pace back and forth across his ‘domain’ instead. Ivan is ready and waiting if Ruby, the curious elephant calf, stirs from her slumber. As I climb onto his stomach, I see that his face is contorted with worry. Is he thinking about the plan? How will Ivan get Ruby out of this long-forgotten shopping mall and into a zoo?

Stella, our beloved friend, had so much hope that a zoo would provide a better life for them all. To me, it still sounds like a cage – but with fancier food! However, she had believed that ...

**Note:** continue to model writing, or co-construct with students.

1. Using the teacher exemplar, co-construct a success criteria for writing. For example:
* develop a theme within writing
* use cohesive devices, such as correct noun–pronoun referencing, subject–verb agreement and connectives
* use appositives to add information to a noun
* use adverbial clauses in complex sentences
* make word choices to create humour, or for clarity or emphasis
* use newly encountered words and phrases from the mentor text
* use dashes or parentheses for humorous or ironic effect.
1. Using their copy of [Resource 2 – imaginative text planning scaffold,](#_Resource_2_–) students draft their imaginative text from Bob’s point of view. Encourage students to refer to the co-constructed success criteria from activity 6 as they write.

**Too hard?** Students work in pairs or small groups to co-construct a piece of writing.

1. Guide students through the [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=634eb17d-83dc-bf9-4169-4d99f80327b6) protocol, identifying specific language or structural features from the success criteria that feedback could be based on. Record ideas in the first box on the guided feedback chat template. For example, I would like the feedback I receive to be focused on the placement of adverbial clauses and use of cohesive devices within my text. Model identifying possible feedback that could be provided, and record ideas in the second box on the guided feedback chat template. Then, using the feedback provided, identify next steps and record these in the final box on the guided feedback chat template.
2. In pairs, students participate in a ‘guided feedback chat’ and record their ideas on individual whiteboards. Provide time for students to revise their imaginative text using peer feedback.
3. Students share their writing with a different partner and generate a title. Explain that the title should capture the key events. For example, ‘A Better Place’.

**Assessment task 2 – collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:**

**EN3-VOCAB-01** – extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* maintain correct noun–pronoun referencing, subject–verb agreement and use temporal, conditional and causal connectives to build cohesive links across a text
* experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group
* experiment with dashes and parentheses for humorous or ironic effect
* experiment with word choices to create humour, for clarity or emphasis, to suit audience and purpose.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* experiment with the development of thematic elements.

## Lesson 11 – asking and responding to analytical and evaluative questions

1. Re-read ‘One More Thing (p 160–161) from *The One and Only Ivan*. Revise that Ivan is painting a picture of the zoo for Ruby. On individual whiteboards, students complete a sketch to depict what they think Ivan’s painting for Ruby might look like.
2. Read *The One and Only Ivan* from ‘The Seven O'clock Show’ (p 162) to the end of ‘H’ (p 166).
3. Revise definitions of analytical and evaluative questions from [Lesson 2](#_Lesson_2_–).
4. Explain that students will participate in a ‘Quote Conversation’, responding to analytical and evaluative questions. In small groups, provide students with ‘H’ (pp 165–166). Display the following analytical and evaluative questions for groups to discuss and record ideas on individual whiteboards:
* What language features are evident in the passage? What impact do these features have on the reader? For example, the use of simile ‘like broom handles’ helps the reader to visualise Ivan’s painting.
* What word choices has Katherine Applegate made for emphasis or clarity? What impact do these words have on the reader? For example, ‘Bob **cuddles up** next to Not-Tag' reveals how comfortable he is in Ivan’s cage; ‘That sign’s a **monstrosity**’ reveals how large and ugly Bob finds the billboard.
* When Ivan reveals he is painting ‘A very important word... home’, Bob responds ‘That’s not so important. (p 166) What can the reader infer from Bob’s comment? What other information about Bob from earlier in the text supports this inference?
* From Bob’s comment about home not being important, what theme is evident? For example, ‘home is a place where you belong’.
1. Groups elect a representative to share their responses with the class.
2. Read from ‘Nervous’ (p 167) to the end of ‘Finally’ (p 182). Display the following quotes from the text:
* ‘I can’t let Ruby be another One and Only.’ (p 172)
* ‘I’m angry, at last.’ (p 174)
* ‘It’s a matter of principle, Dad.’ (p 182)
1. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to discuss what they can infer from each quote, and the evidence from the text that supports their inference. For example, When Ivan says ‘I’m angry, at last’, the reader can infer that Ivan is finally acting as a true silverback who is responsible for protecting his family. Throughout the text, Ivan’s thoughts have revealed that he is never angry, even though he is portrayed like that on the sign. This was because there was no one to protect in this domain. Ivan is now able to step into the role of a silverback as he has Ruby to protect and care for.
2. Display ‘Chest Beating’ (p 173). On individual whiteboards, students write analytical and evaluative questions. For example, Where is repetition evident in the passage? What does the phrase ‘as if the sky is broken open’ mean, and what impact does this have on the reader?
3. In their small groups from activity 4, students take turns asking and responding to the analytical and evaluative questions recorded on their whiteboards.
4. Re-read from ‘“Dad,” she says, “I have an idea. A big idea”’ (p 180) to ‘“The ladder,” he says quietly, “is in the storage locker.”’ (p 182). Discuss what Julia and George are talking about.
5. Explain that students will participate in a conscience alley activity to express their argument about whether Julia and George should change the billboard without Mack’s permission. Divide the class into 2 groups: one side agreeing with Julia’s and George’s actions (that they should change the billboard) and the other disagreeing (that they should not change it).
6. Allow time for students to work with their group to share and discuss arguments that support their position. Encourage students to use active listening strategies by retelling or repeating what another person has expressed and by building on what has been said.
7. Students form an alley with the teams lined up on each side, facing each other. Walk slowly down the middle of the alley, while students present their arguments. Encourage students to listen actively and consider different opinions. If students make a similar argument, they should acknowledge the other person’s contribution and build upon their point. For example, 'Chase is right about this being ethically correct. Although changing the billboard might be vandalism, it serves a greater good by trying to save Ruby and Ivan from mistreatment.’
8. Students complete a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) to present their argument about whether Julia and George should change the billboard or not. Prompt students to provide reasons for their position, using ideas shared during the conscience alley activity.

**Assessment task 3 – observations from this lesson allow students to** demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01 – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding**

* ask and respond to analytical and evaluative questions about literature that contribute to own or others’ enjoyment and understanding
* apply active list**ening strategies by retelling or repeating what another person has expressed and by building on what has been said.**

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* analyse how the meanings of key words and phrases in sentences and across a text support local and global inferencing when reading.

## Lesson 12 – using objective and subjective language to support an argument

1. Read *The One and Only Ivan* from ‘The Next Morning’ (p 183) to the end of ‘The Early News’ (p 190).
2. Provide students with ‘Interview’ (p 189) and ‘The Early News’ (p 190). Students take notes about the main idea(s) in each chapter, then summarise to create gist statements. In small groups, students share their work to check the accuracy of their gist statements.
3. Ask students to consider what the significance of the claw-stick is in these chapters. As a class, identify specific word choices used by the author to infer that the claw-stick could become a problem for Mack in the future. For example, ‘he trains his camera’, ‘gleaming blade’ (p 189).
4. Draw students’ attention to the sentence, ‘And the claw-stick' (p 190). Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to discuss why the author chose to write the phrase as a sentence on its own. For example, Katherine Applegate is creating suspense; the separation of the words ‘the claw-stick' links to the author’s argument that animals should not be kept in captivity and the theme of ‘humans can treat animals unethically’.
5. As revised in [Lesson 6](#_Lesson_6_–), check students’ understanding of the meaning of objective and subjective language.
6. Display ‘Phone Call’ (p 185). Model identifying objective and subjective language within the passage. For example:
* objective language: ‘Mack is kicking a trashcan across the food court...’, ‘He answers it...’
* subjective language: ‘...eyeing me suspiciously’.
1. In pairs, provide students with ‘Interview’ (p 189) and ‘The Early News’ (p 190) to identify the objective and subjective language used throughout.
2. As a class, share students’ findings. Reflect on student findings and discuss the purpose of objectivity and subjectivity when presenting an argument. For example, objectivity has greater authority as it builds credibility through facts and evidence; subjectivity, such as personal opinions, creates an emotional response from the reader.
3. Have students imagine they're watching *The Early News at Five O’Clock* and have just seen footage of Ruby and Ivan in their cages with the claw-stick. Ask students to describe their emotional response to the footage.
4. Model writing a paragraph describing a reaction to watching the news story, using objective and subjective language. For example:

I have just watched the news footage from the Exit 8 Big Top Mall and Video Arcade, and I am horrified. This footage showed wild animals living in cages. A beautiful baby elephant, Ruby, is tied to the floor. She is barely able to move around and appears to be the only elephant there. Where is her mother? Ivan, a striking silverback gorilla, also appears to be alone. He is trapped in a cage, with a television for entertainment! He should be deep in the jungle, instead of staring at a painted mural on the wall. Most alarmingly, there was a gleaming metal blade lying on the ground. Is the owner using the blade to train the animals? Are the animals being hurt, just to provide entertainment to the few people that might visit this mall? This cruelty must end. These animals need to be set free.

1. Highlight the objective and subjective language used in the exemplar paragraph.
2. Students write a paragraph to describe a reaction to seeing the news story, incorporating objective and subjective language.
3. In pairs, students share their writing and identify the objective and subjective language used.
4. As a class, discuss how paragraphs could be altered to increase their objectivity. For example, use research or facts, use quotes from people involved.

**Assessment task 4 – observations and work samples from this lesson allow students to** demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts.

# Week 4

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to create informative texts with an authoritative style, using organised research.

#### Success criteria

Students can:

* research a topic and categorise information collected
* draft an informative text using organised research
* use authoritative features, such as objective language, nominalisations, and topic-specific Tier 2 and Tier 3 vocabulary
* develop a statement of position.

## Lesson 13 – conducting research for an informative text

1. Re-read ‘The Early News’ from *The One and Only Ivan* (p 190). Ask students to predict what might happen next in the narrative.
2. Read from ‘Signs on Sticks’ (p 191) to the end of ‘Training’ (p 197). Ask:
* Why does Mack believe ‘they’re protesting the wrong guy’ (p 192)?
* One of the protesters makes a sign that says, ‘Elephants are People Too’ (p 192). What can the reader infer from this sign?
* What might other signs have said?
1. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to ask questions that clarify their understanding of the text. Encourage students to draw on evidence from the text to support their answers.
2. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=89fe629-d9bf-bd0c-fe06-e9b7876c2c6) themes identified in the chapters read, adding them to the anchor chart from [Lesson 3](#_Lesson_3_–). For example, home is a place where you belong, stand up for what you believe in.
3. Display and re-read from “Inside that box,”... to ...“This is your prison.” (p 197). Discuss the accuracy of Ivan’s description of a zoo.
4. Explain that students will write an informative text about the purpose of zoos over 3 lessons. Check students’ understanding of the purpose and structure of an informative text. For example: the purpose is to provide information; the structure may include the use of headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information.
5. Display [Taronga Conservation Society Australia](https://taronga.org.au/) website and select the ‘Menu’. Using think-alouds, view the options available in the menu and use the information to determine the different purposes of the zoos. For example, education, conservation and science, entertainment. Record the different purposes on [Resource 3 – informative text planning scaffold.](#_Resource_3_–_1) Highlight the use of nominalisation to represent these concepts or ideas, as taught in Component A.
6. Using [Resource 3 – informative text planning scaffold](#_Resource_3_–_1), model selecting an area of the website, such as ‘Education’ and demonstrate how to navigate between the related webpages. Take notes under the relevant category on the planning scaffold. As you take notes, highlight the topic-specific Tier 2 and Tier 3 vocabulary that add authority to informative writing.
7. Students research the purpose of a zoo, completing their own copy of [Resource 3 – informative text planning scaffold](#_Resource_3_–_1). Provide websites to support student research. For example:
* [Taronga Conservation Society Australia](https://taronga.org.au/)
* [Britannica Kids | Zoo](https://kids.britannica.com/kids/article/zoo/353956)
* [National Geographic | Education – Zoo](https://education.nationalgeographic.org/resource/zoo/)
* [About Symbio Wildlife Park](https://symbiozoo.com.au/about/)
* [Zoos Victoria](https://www.zoo.org.au/)
* [Association of Zoos & Aquariums | Why Zoos and Aquariums Are Beneficial](https://www.aza.org/connect-stories/stories/benefits-of-zoos)
1. Support students in categorising information under each purpose and selecting topic-specific Tier 2 and Tier 3 vocabulary to include in their notes.

**Too hard?** Students work in pairs or small groups to conduct research.

1. Using [Resource 4 – informative text planning exemplar](#_Resource_4_–_1), demonstrate reviewing completed research. Use a key to organise the information within each section into main ideas and supporting ideas.
2. In pairs, students review and compare their research and use a key to organise the information into main ideas and supporting ideas.

**Note:** additional time may need to be allocated for students to conduct further research within [Lesson 14](#_Lesson_14_–).

## Lesson 14 – drafting an informative text using research

1. Display the following sentences on the board: ‘Zoos protect wildlife’ and ‘Zoos provide protection for endangered wildlife’. Ask students to decide which sentence has greater authority.
2. Revise the purpose and use of nominalisation as taught in Component A. Explain that the verb ‘educate’ has been turned into the noun ‘education’. Discuss how nominalisation can give greater authority to a text and is a language feature of informative writing.

**Note**: nominalisation is a process of transforming actions or events (verbs) or descriptions of nouns and pronouns (adjectives) into things, concepts, or people (nouns). It can also refer to the process of forming noun phrases from clauses. Nominalisation is often a feature of texts that contain abstract ideas and concepts (NESA 2024).

1. Display [Resource 4 – informative text planning exemplar.](#_Resource_4_–_1) As a class, identify the examples of nominalisation within the exemplar. For example, education, conservation, entertainment, extinction, adaptation. Identify other verbs or adjectives that could be nominalised. For example, reproduce-reproduction, protect-protection, participate-participation.
2. Revise that students will write an informative text about the purpose of zoos, supported by research. Using the completed teacher model of [Resource 3 – informative text planning scaffold](#_Resource_3_–_1) from [Lesson 13](#_Lesson_13_–) or [Resource 4 – informative text planning exemplar,](#_Resource_4_–_1) model writing the introduction and first paragraph. Use the categories within the plan to create subheadings to support text navigation. Demonstrate how to use the main ideas and supporting ideas in the creation of a paragraph that begins with a topic sentence and follows with supporting information. For example:

**The purpose of zoos**

Zoos, or zoological parks, have existed since ancient times. Zoos originally began as private collections of exotic animals, and later became spaces open to the public. Today, there are more than 10,000 zoos around the world. This allows a broader audience to observe and learn about wildlife. Zoos serve many purposes, including education, conservation and entertainment.

**Conservation and science**

Zoos play a major role in the conservation of endangered wildlife and building scientific knowledge of animals. By maintaining breeding programs, zoos help to increase the populations of at-risk animals. For instance, Zoos Victoria is actively involved in fighting extinction of species like the Orange-Bellied Parrot. There are less than 50 of these birds left in the wild due to habitat loss, disease and the increase of predators. Zoos Victoria maintains a population of these parrots, and they release some parrots back into their natural habitats each year. Additionally, zoos extend their conservation work beyond their own boundaries. At Zoos South Australia, efforts are made to restore local habitats. This includes working with local landholders to restore the feeding habitat of the endangered Red-tailed Black cockatoo. Through such initiatives, zoos contribute significantly to the preservation of biodiversity and the health of ecosystems worldwide.

1. As a class, identify the structural and language features used in the teacher model. Use the completed teacher model to co-construct success criteria for student writing. For example:
* include paragraphs with topic sentences and a paragraph with concluding information
* use headings and subheadings
* use capital letters for headings, subheadings and proper nouns
* use topic-specific Tier 2 and Tier 3 vocabulary
* use objective language to display authority
* include appositives to provide details to nouns
* create nominalisations to convey ideas authoritatively.
1. Students use their completed copy of [Resource 3 – informative text planning scaffold](#_Resource_3_–_1) from [Lesson 13](#_Lesson_13_–) to create the introduction and first 2 paragraphs of the informative text. Encourage students to use the categories within the plan to create subheadings that could be used to introduce each paragraph.
2. In pairs, students provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=87356bb9-1751-d134-b947-c6fdcb80c3a3) using the co-constructed success criteria. Students select 2 criteria as the focus for the feedback given and received. Students apply active listening strategies by retelling or repeating what another person has expressed.

**Note:** students will continue drafting their writing in [Lesson 15](#_Lesson_15_–).

## Lesson 15 – drafting and editing an informative text

1. Read *The One and Only Ivan* from ‘Poking and Prodding (p 198) to the end of ‘Photo’ (p 211). Ask:
* What does the doctor mean when he says, “We’re going to need to put this one under” (p 198)?
* Why is Ivan reluctant to get into the ‘huge, shadowy box’ (p 201)?
* How does Julia feel about Ivan and Ruby’s future? What makes you think that?
* What does the final conversation between Mack and Ivan reveal about their relationship?
1. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to ask questions that clarify their understanding of the text. Encourage students to draw on evidence from the text to support their answers.
2. Review the writing task from [Lesson 13](#_Lesson_13_–) and [Lesson 14](#_Lesson_14_–). Display the teacher exemplar from Lesson 14 and discuss how this modelled text meets the co-constructed success criteria.
3. Students use their completed copy of [Resource 3 – informative text planning scaffold](#_Resource_3_–_1) from Lesson 13 to write the final paragraph and conclusion of their informative text. Encourage students to refer to the co-constructed success criteria as they write.
4. Guide students through the [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=634eb17d-83dc-bf9-4169-4d99f80327b6) protocol, as introduced in [Lesson 10](#_Lesson_10_–).
5. In pairs, students participate in a ‘guided feedback chat’ and record their ideas on individual whiteboards. Provide time for students to revise their informative text using peer feedback.
6. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543?clearCache=30e1c56f-5121-2990-54a3-bbc8854b599d) to explain how they have demonstrated authority in their informative writing. Students should include examples from their text.

**Assessment task 5** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information
* include appositives to provide details to nouns and to vary sentence structures suited to text purpose
* use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms
* use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list
* use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority.

## Lesson 16 – developing a statement of position

1. Display a range of modal verbs and adjectives. For example:
* modal verbs – always, must, might, could
* modal adjectives – possible, frequent, necessary, enthusiastic.
1. In pairs, students create sentences using modal words that might relate to Ivan's story. For example:
* Ivan **might** escape from the mall someday. (probability)
* Ivan **should** help Ruby find a better home. (obligation)
* Ivan **would** like to live in a natural habitat. (inclination)
* Ivan **might** paint a new picture tomorrow. (occurrence)
1. Students identify and label each sentence as a statement of probability, occurrence, obligation or inclination.
2. Read *The One and Only Ivan* from ‘Leaving’ (p 212) to the end of ‘Wondering’ (p 229). Ask:
* What do the words ‘hushed’, ‘determined’ and ‘rustling’ (p 212) tell us about the humans’ behaviour when they arrive with Maya? How do these words help the reader understand the situation?
* How would you describe the care received by Ivan from the zoo staff? What makes you think that?
* Why is Ivan reluctant to go through the door?
1. In small groups, provide students with pages 226 to 229. Students identify language features within the passages, including modality and rhetorical devices. For example:
* rhetorical questions: ‘...Are they as fascinated by me as I am by them?’ (p 226) ‘Was she as scared as I am?’ (p 229)
* similes: ‘She is terrifying. And beautiful, like a painting that moves.’ (p 227)
* modality: ‘I decide it’s not a good day to socialise.’ (p 228)
1. Students share their findings with the class.
2. Revise the argument presented by Katherine Applegate in *The One and Only Ivan –* wild animals should not be kept in captivity. Explain that students will reflect on this argument using the [Take a Stand](https://pz.harvard.edu/resources/take-a-stand) thinking routine.
3. Pose the argument to students that wild animals should not be kept in captivity. Encourage students to ‘take a stand’ by individually considering the argument and deciding what their viewpoint on this argument is. Students take notes that help explain their opinion.
4. In small groups or as a class, students ‘stand back’ to share their viewpoints on the argument and listen to the viewpoints of their peers. For example:
* I believe that only endangered species should be kept in captivity so that they can be involved in breeding programs.
* I believe that a limited number of wild animals should be kept in captivity so that people can continue to learn and understand different species.
* I believe that wild animals should only be kept in zoos that meet strict welfare standards.
* I believe that wild animals should only live in their natural habitat.
1. Students ‘look again’ at their original response. After hearing their peers’ viewpoints, students should consider how their thinking has shifted and if they would like to alter their original response.
2. Students finalise their viewpoint and record for use in [Lesson 17](#_Lesson_17_–). Explain that students will write a persuasive text that presents their argument over the next 3 lessons.

# Week 5

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to create persuasive texts with an authoritative style.

#### Success criteria

Students can:

* research an argument, comparing different texts to synthesise ideas
* write a persuasive text that includes a statement of position and supporting arguments
* use rhetorical devices to persuade the reader
* plan and present a 'soapbox’ presentation that includes expanded noun and verb groups.

## Lesson 17 – planning a persuasive text

1. Display the question, ‘Why did Ivan choose the zoo for Ruby instead of the wild?’ In small groups, students generate a list of reasons why Ivan might have chosen the zoo over the wild. Encourage students to use their background knowledge and evidence from the text to support their thinking. Students share their list of reasons with the class.
2. Review the writing task, as introduced in [Lesson 16](#_Lesson_16_–) (to write a persuasive text supporting the student’s viewpoint).
3. Display an enlarged version of [Writing scaffold – Persuasive text – Planning](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=472e773c-3e18-de0e-aa5d-fc9ac99082c5). In the ‘Brainstorm’ section, write a chosen statement of position from Lesson 16. For example, Endangered species should be kept in captivity.
4. Model [brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=2c4540fd-a03c-12b-3a6b-4a6597c913eb) reasons to support the chosen position and record in the ‘Brainstorm’ section of the scaffold. Reasons may include:
* endangered animals need to be part of breeding programs
* endangered animals need to be protected from poaching
* with limited numbers left in the wild, scientists need to gather information about the species
* by showing endangered species, it raises public awareness about the plight of these animals and how they can be protected.
1. Using numbering, demonstrate ranking the arguments from strongest to weakest.
2. Using [Writing scaffold – Persuasive text – Planning,](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=472e773c-3e18-de0e-aa5d-fc9ac99082c5) students write their statement of position from Lesson 16 and record supporting reasons in the ‘Brainstorm’ section.

**Too hard?** In pairs or small groups, students select a statement of position. With additional teacher support, students record supporting reasons.

1. In pairs, students share their statement of position and supporting ideas. Students add additional ideas raised by their partner. Using numbering, students rank their supporting reasons from strongest to weakest.
2. Select the 3 strongest reasons from the ‘Brainstorm’ section of [Writing scaffold – Persuasive text – Planning,](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=472e773c-3e18-de0e-aa5d-fc9ac99082c5) and transfer into the ‘Reason/Argument’ boxes below. Using think-alouds, conduct research to gather evidence or examples for the supporting reasons. Model note-taking strategies to summarise information. Websites for teacher modelling may include:
* [10 endangered species saved from extinction by zoos | Taronga Conservation Society Australia](https://taronga.org.au/news/2017-05-22/10-endangered-species-saved-extinction-zoos#:~:text=Zoos%20across%20the%20world%20are%20helping%20keep%20endangered)
* [The Benefits of Zoos for Conservation and Education – Center for the Environment & Welfare](https://environmentandwelfare.com/the-benefits-of-zoos-for-conservation-and-education/)
* [Zoos & Aquariums' Role in Saving Endangered Species – Endangered Species Coalition](https://www.endangered.org/zoos-aquariums-role-in-saving-endangered-species/#:~:text=Additionally%2C%20zoos%20can%20be%20sanctuaries,of%20animals%20during%20such%20events)
* [Loro Parque Foundation’s work succeeds in saving 9 species of parrots from extinction – Loro Parque](https://www.loroparque.com/en/loro-parque-foundations-work-succeeds-in-saving-9-species-of-parrots-from-extinction/#:~:text=Thanks%20to%20its%20conservation%20efforts%2C%20the%20Loro%20Parque,with%20an%20economic%20contribution%20of%20more%20than%20%2418%2C000%2C000.)
1. Using [Writing scaffold – Persuasive text – Planning,](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=472e773c-3e18-de0e-aa5d-fc9ac99082c5) students select their strongest reasons and conduct research to gather evidence or examples for their supporting reasons. Support students to categorise information under each supporting reason, and to include authoritative language and vocabulary.
2. In pairs, students share their research. Students ask clarifying questions to support their peer in refining their thinking, and provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=ee1e116f-3ceb-2703-83ea-39a452c316ab%22%EF%B7%9FHYPERLINK%20%22https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=ee1e116f-3ceb-2703-83ea-39a452c316ab) highlighting the use of topic-specific Tier 2 and Tier 3 vocabulary and objective and subjective statements to reinforce a viewpoint and authority. Allow time for students to apply feedback to their plans.

**Assessment task 6 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks
* use and compare different texts on similar themes or topics to synthesise ideas or information
* categorise information or ideas and create hierarchies to aid recall and support summarisation.

## Lesson 18 – drafting a persuasive text

1. Read *The One and Only Ivan* from ‘Ready’ (p 230) to the end of ‘Nest’ (p 235). Students discuss what events in these chapters support or oppose their chosen position.
2. Review the writing task, as introduced in [Lesson 16](#_Lesson_16_–) (to write a persuasive text supporting the student’s viewpoint). Check students’ understanding of the purpose and structure of a persuasive text. For example: the purpose is to convince a reader of a particular opinion or way of thinking on an issue (NESA 2024); the structure may include a statement of position, sequenced paragraphs that support the argument and a rhetorically effective conclusion.
3. Display the teacher model of [Writing scaffold – Persuasive text – Planning](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=472e773c-3e18-de0e-aa5d-fc9ac99082c5) from [Lesson 17](#_Lesson_17_–). Use the planning to model writing a statement of position and first paragraph of a persuasive text. For example:

**Endangered animals should be kept in captivity**

Have you ever thought about how important it is to save endangered animals? It is absolutely essential that endangered animals are kept in captivity. Captivity provides the perfect opportunity for breeding programs, research and protection from poachers and predators, which could save these amazing creatures from disappearing forever!

Firstly, breeding programs in captivity are vital. For example, Loro Parque in Spain has saved 12 species of parrots from extinction and reintroduced more than 100 animal species into the wild. By keeping endangered animals in captivity, we are ensuring that reproduction can occur in a safe environment. If we allow endangered animals to stay in the wild, they might not find enough mates to have babies, and their species could become extinct. But in captivity, experts can help these animals breed successfully. They can ensure that there are enough newborn animals to keep the species alive. Without these breeding programs, these animals might never have the chance to grow their populations. This is the only way to ensure that endangered animals won’t vanish from the face of the Earth!

1. As a class, identify the structural and language features used in the teacher model. Use the completed teacher model to co-construct success criteria for student writing. For example:
* create a statement of position to outline the argument being presented
* create paragraphs that begin with a topic sentence and include evidence and examples
* use rhetorical devices to persuade an audience, such as rhetorical questions, hyperbole, imagery
* use modal words that indicate probability, occurrence, inclination or obligation
* include nominalisations to convey ideas succinctly and authoritatively
* use Tier 2 and Tier 3 topic-specific vocabulary to demonstrate authority.
1. Students draft their statement of position and first paragraph using their completed copy of [Writing scaffold – Persuasive Text – Planning](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=472e773c-3e18-de0e-aa5d-fc9ac99082c5). Encourage students to refer to the co-constructed success criteria from activity 4 as they write.
2. In pairs, students share their writing and reflect on how they have met the success criteria.
3. Review the modelled writing from activity 3. Discuss the use of objective and subjective language in the text, and the authority given to objectivity versus subjectivity in arguments. For example, objectivity builds credibility through facts and evidence; subjectivity, such as personal opinions, is used to create an emotional response from the reader.

## Lesson 19 – edit and revise a persuasive text

1. Students use their completed copy of [Writing scaffold – Persuasive text – Planning](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=ed54976e-f097-5242-9e71-bc7661e6164a) from [Lesson 17](#_Lesson_17_–) to write the final paragraphs of their persuasive text. Encourage students to refer to the co-constructed success criteria from [Lesson 18](#_Lesson_18_–) as they write.
2. Discuss the purpose of a conclusion in a persuasive text. Revise that the conclusion restates the author’s position and aims to convince the reader. The conclusion may call the reader to action or suggest a solution based on the arguments presented.
3. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=22ea49b-670-d35e-b5f6-f5b629b87145) rhetorical devices that could be used in the conclusion of a persuasive text. As a class, develop examples that may suit the various positions being argued by students. For example:
* Rhetorical questions
* How else can we save endangered species if not for the dedicated efforts of zoos?
* Is it fair to confine a majestic tiger to a tiny cage, when its natural habitat stretches for kilometres in the wild?
* How can these precious animals be protected if they are not kept in captivity?
* Exaggeration (hyperbole)
* Without zoos, countless species would vanish overnight
* Keeping animals in zoos is like sentencing them to a life in prison.
* Imagery
* Imagine a world where vibrant, endangered species like the golden lion tamarin thrive
* Picture a powerful elephant pacing back and forth in a cramped enclosure.
1. Students use their copy of [Writing scaffold – Persuasive text – Planning](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EWojzYCNsLdOoj3Osfk0N10BLFMrJh3Ip8CXIwglz3zxJA?e=EjanYy&clearCache=ed54976e-f097-5242-9e71-bc7661e6164a) to write a concluding paragraph for their persuasive text. Encourage students to refer to the examples from activity 3 and success criteria from [Lesson 18](#_Lesson_18_–).

**Too hard?** Teacher guides small groups to jointly construct the conclusion.

**Too easy?** Students experiment with using multiple rhetorical devices in their writing.

1. Guide students through the [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=634eb17d-83dc-bf9-4169-4d99f80327b6) protocol, as introduced in [Lesson 10](#_Lesson_10_–).
2. In pairs, students participate in a ‘guided feedback chat’ and record their ideas on individual whiteboards. Provide time for students to revise their persuasive text using peer feedback.
3. Students compare their completed draft with their partner’s. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543?clearCache=30e1c56f-5121-2990-54a3-bbc8854b599d) to identify the features of both texts that characterise an authoritative style. For example, objective language, topic-specific Tier 2 and Tier 3 vocabulary, nominalisations.

**Assessment task 7 – observations and work samples from this lesson allow students to** demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-VOCAB-01** – extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* use metalanguage when discussing language features encountered in texts.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion
* use rhetorical devices targeted to the audience
* create nominalisations to convey abstract ideas and concepts succinctly and authoritatively
* control modality related to probability, occurrence, obligation or inclination for precision
* re-read, proofread and edit own and other’s writing, and use criteria and goals in response to feedback.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* understand the authority given to objectivity versus subjectivity in arguments
* analyse and compare features within and between texts, that characterise an authoritative style.

## Lesson 20 – planning and presenting a ‘soapbox’ protest

1. Watch [Protest Laws (4:32)](https://www.abc.net.au/btn/classroom/protest-laws/102421434) from 1:25–2:47. Ask:
* What is the purpose of protesting?
* Is there a cause you feel strongly about that would make you stand up and protest? What would it be?
1. Introduce the scenario: imagine being a protestor standing up for your beliefs about animals being kept in captivity. Explain that students will create a 30-second oral presentation posing as a protestor on their ‘soapbox’, telling the crowd why they are there, what they are protesting, and what they hope to achieve.
2. Discuss student background knowledge about protests and create a class definition for the phrase, ‘getting on a soapbox’. For example, ‘getting on a soapbox' means speaking out in public about something you strongly believe in, often standing on a raised platform like a box to be seen and heard by more people. It is a way to share your opinions and try to convince others to support your cause.
3. Demonstrate constructing a ‘soapbox’ presentation, using the first paragraph of the teacher exemplar from [Lesson 18](#_Lesson_18_–). Innovate on this paragraph by including an opening statement and a closing call to action, as well as incorporating expanded noun and verb groups. For example:

Have you ever thought about how important it is to save critically endangered animals? It is absolutely essential that endangered animals **are kept safe and sound** in captivity.

Breeding programs in captivity are vital. For example, Loro Parque in Spain has successfully saved 12 species of parrots from extinction and reintroduced more than 100 diverse animal species into the wild. By keeping endangered animals in captivity, we are ensuring that reproduction can occur in a safe environment. If we allow endangered animals to stay in the wild, they might not find enough mates to have babies, and their species could become extinct. But in captivity, skilled experts can help these animals breed successfully. They can ensure that there are enough newborn animals to keep the species alive. Without these crucial breeding programs, these animals might never have the chance to grow their populations. This is the only way to ensure that endangered animals won’t vanish from the face of the Earth!

We must act now! All endangered species need to be protected in captivity.

1. Review the teacher model and discuss the structure and language features of a ‘soapbox’ presentation. For example, modal words, rhetorical devices, and expanded noun and verb groups.
2. Students draft a ‘soapbox’ presentation (up to 30 seconds in length) using their completed persuasive writing from [Lesson 19](#_Lesson_19_–). Students select one paragraph to innovate on by including an opening statement and a closing call to action, as well as incorporating expanded noun and verb groups.
3. In pairs, students rehearse their ‘soapbox’ presentations.
4. In small groups, students present their 'soapbox’ presentations.
5. Read *The One and Only Ivan* from ‘More TV’ (p 236) to the end of ‘Silverback’ (p 250). Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to ask questions that clarify their understanding of the text. Encourage students to draw on evidence from the text to support their answers.
6. Revise the argument presented by Katherine Applegate in *The One and Only Ivan* – wild animals should not be kept in captivity. Ask:
* Did Katherine Applegate sustain this argument throughout the entire text? What evidence is there to support this thinking? For example, Yes because even though Ivan is happier at the zoo than he was at the mall, he still comments that, ‘This is, after all, still a cage’ (p 243).
* Why might Katherine Applegate have chosen to present this argument as a narrative through the eyes of the character, Ivan? For example, the use of narrative draws the reader into the issue; the reader may be persuaded to agree with Katherine Applegate’s argument because of their emotional connection to the character of Ivan.
1. Display the class ‘theme’ anchor chart from [Lesson 3](#_Lesson_3_–). Discuss the themes evident throughout the text, and which of the themes are core to the narrative.
2. Students select a core theme from the text, and complete a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) that explains the core theme, how it was evident in the narrative and whether this theme is present in other known texts.

**Assessment task 8** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* use expanded noun and verb groups to present planned, detailed descriptions.

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* ask questions to clarify thinking, and to provide reasons or evidence.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* identify core social, personal and moral messages within and between texts.

# Resource 1 – organising notes scaffold

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter title | Key events | Categories | Gist statements |
| The Grunt(p 106) | * Born in central Africa
* Lived in a dense rainforest
* Ivan was not named straight away
* Had a nimble twin sister named Tag
* Jumped on their father's belly
 | * Birth
* Family
 | * Ivan was born in central Africa and enjoyed playing games with his father and twin sister, Tag.
 |
|  |  |  |  |
|  |  |  |  |

# Resource 2 – imaginative text planning scaffold



# Resource 3 – informative text planning scaffold

**Topic:** the purpose of zoos

|  |  |
| --- | --- |
| **General information about zoos** | **Purpose 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Purpose 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Purpose 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# Resource 4 – informative text planning exemplar

**Topic:** the purpose of zoos

|  |  |
| --- | --- |
| **General information about zoos*** **A zoo, or zoological park, is a place where animals are kept for people to view.**
* **Zoos date back to ancient times.**
* **Early zoos were private collections; zoos later became open to the public.**
* **There are more than 10,000 zoos around the world today.**
 | **Purpose 1: education*** **People can learn about animals’ environments.**
* **Zoos replicate the habitats of the animals they keep.**
* **Many zoos offer workshops and excursions for primary and high school students, as well as courses for adults such as veterinary professional training.**
* **At Adelaide Zoo, students in Years 4–6 can participate in a program where they learn about animal adaptation. This program allows students to learn how animals can survive in specific habitats.**
 |
| **Purpose 2: conservation and science*** **Zoos protect endangered species.**
* **They assist animals to reproduce.**
* **At Zoos Victoria, they have a team dedicated to fighting extinction of endangered animals. This includes the O**range**-Bellied Parrot – there are less than 50 left in the wild. This parrot is in danger due to loss of habitat, disease and the increase in predators. Zoos Victoria maintain a population at their zoos and release** some **into the wild on a yearly basis.**
* **Zoos work on conservation projects outside of the zoo. At Zoos South Australia, they have worked with local landholders to restore the feeding habitat of the endangered Red-tailed Black-cockatoo.**
 | **Purpose 3: entertainment*** **Zoos provide the opportunity to view animals that people may not otherwise see in the wild.**
* **At Taronga Zoo in Sydney, visitors can view Western Lowland Gorillas which are normally found in central Africa.**
* **Taronga Zoo in Sydney has over 15 daily keeper talks, animal encounters and presentations that visitors can attend.**
* **Zoos usually have a range of food and facilities.**
* **Many zoos, such as Zoos Victoria, are not-for-profit zoos. Money gathered through ticket sales is used to protect wildlife.**
 |

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