

Worry in The Paddock



Frolicking and prancing,
their manes flowing free,
So haughty and majestic,
The horses I can see.

Galloping through the meadow,
They travel so gracefully.
Suddenly they stop moving,
The horses can see me.

Ears attentively forward,
They watch on warily.
Clearly distrusting my presence,
They move on tentatively.

With respect and admiration
I gaze on thoughtfully.
One clearly curious, but nervous mare
Moves protectively.

Distrustfully she nickers,
and watches suspiciously.
She uses her size to shield her foal,
hopeful I will flee.

I marvel at her beauty,
Features formed so perfectly.
The mare keeps an eye on my hopeful face,
But stays away, cautiously.

My fingers ache to touch her
And stroke her muzzle that's velvety.
I stretch my hands towards her face,
But she neighs, dismissively.

Slowly, I wriggle my fingers,
I do not give up so easily.
This time I'm successful in my goal,
The foal slowly steps towards me.

She nudges her tiny baby,
Moves it to where I cannot see.
I understand what she wants to say.
My presence she does not need.

I gather my belongings,
Get ready to take my leave.
I bid adieu, with a yearning glance,
At the horses I can see.

Ben Hall, Gentleman Bushranger



Around the world, history tells the story of men and women who for one reason or another turned to a life of crime. In the USA, these people were called 'outlaws'. In the United Kingdom, they were named 'highway robbers'. In Australia, the unique name 'bushranger' was given to them. A 'bushranger' meant someone who was wanted by the police and lived in the bush.

One bushranger who lived in Australia during the 1800s was a man called Ben Hall. Ben was not your regular type of bushranger who committed crimes to get money, Ben was angry and wanted to embarrass the police. They had burned his house down as punishment for a crime he was not guilty of. With nowhere to live, Ben joined two friends and they became a gang.

One day, Ben and his friends rode into a little town in New South Wales called Canowindra. There they locked the police in their own cells and threw a huge party at the hotel for the people of the town. The party lasted for three days. All the townsfolk expected them to rob the town before leaving. The bushranger wanted to show people that he was not like the police said he was. At the end of the party, he paid the landlord for all the food and drink and even paid the townsfolk for their time! From then on, Ben Hall was known as a 'gentleman bushranger'. This meant that people saw him as someone who did not really want to hurt them.

The story of Ben Hall is only one of many stories about bushrangers. I wonder what he'd be like if he lived today.

Wacky Workers Wanted – 1

1. Read the title and look at the layout.

(a) Write a sentence or two to describe how you think the two might be linked.

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(b) Draw a line to match each word to its idea.

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|--------------|---|---------------|
| professional | • | • request |
| wondered | • | • trustworthy |
| reliable | • | • curious |
| apply | • | • skilful |

2. Read the ‘Professional Sleeper Needed’ and ‘Pet Food Tester Wanted’ advertisements. Find descriptive words in the text to complete the following sentences.

(a) *Professional sleepers must be and willing to work hours.*

(b) *You’ll work as a tester for our pet food range, testing for and*

3. Write your own description of the wacky jobs. Use words to describe what the worker will see, hear and do.

Professional Sleeper	Face Feeler	Pet Food Tester

Wacky Workers Wanted – 2

4. Read the descriptions below from the text. Draw a coloured image of each of the jobs as you see them in your mind.

Description	Drawing
<p><i>As a professional sleeper, you will nap in a different hotel bed each night and write a review on the comfort and quality of our mattresses, pillows and quilts.</i></p>	
<p><i>We're on the lookout for a Face Feeler to test how soft and smooth a person's face is after using moisturiser or shaving cream.</i></p>	
<p><i>We are looking for a reliable and hungry person to unleash their inner animal. You'll work as a tester for our pet food range, testing for taste and texture.</i></p>	

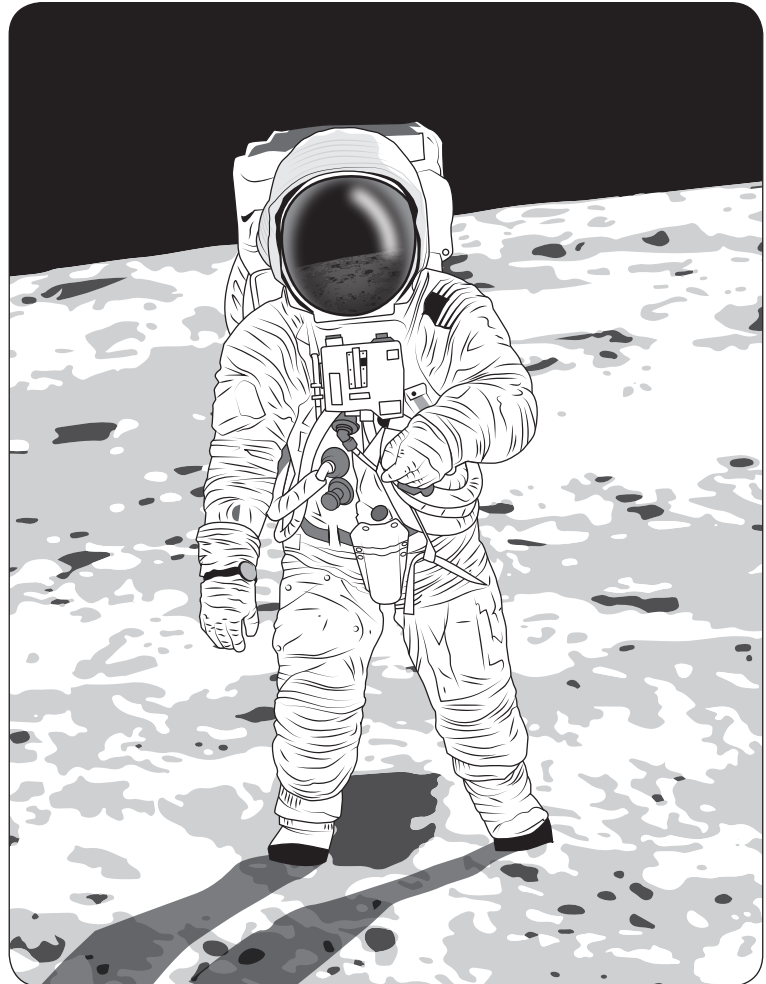
5. Write a sentence to describe how you would feel being a professional pet food tester.

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Jobs in Space – The Story of Neil Armstrong

On 21 July 1969, Neil Armstrong became famous as the first man in history to walk on the moon. He and two other astronauts, Michael Collins and Edwin 'Buzz' Aldrin, flew to the moon and orbited around it. Neil Armstrong then flew himself and Buzz in a smaller lunar module called the *Eagle* and landed on the moon. They were helped by a command base in Houston, Texas. Over half a billion people around the world watched the moon landing. When Neil stepped onto the moon he said, 'that's one small step for man, one giant leap for mankind'. He and Buzz spent three hours collecting dust samples for testing back on Earth.



Neil grew up in Ohio, in the United States of America. His father took him in an aeroplane when he was six years old and he fell in love with flying. He decided to become a pilot when he was only 16. This meant that he could fly a plane before he was allowed to drive a car! When he had finished high school, he became an air cadet in the US Navy. He flew fighter jets and tested rocket-powered planes. This was a dangerous job that took a lot of courage. He joined NASA, the organisation in charge of American space flight, in 1955. His bravery and skill as a pilot meant that he was chosen to become an astronaut.

After returning to Earth from the moon landing, Armstrong became very famous. He won many awards for his flight. This made him a little uncomfortable, so he decided to retire from NASA. He became a professor and taught university students about his passion for aircraft and flying.

Neil Armstrong died on 25 August 2012.

Steps

Before Reading

1. Introduce and explain the strategy.

Visualising is about thinking about what you already know and making pictures in your head. This will help you understand and remember a text or story. Visualising is like making a movie in your head.

2. Revise children's knowledge of the five senses and how authors might use these to make a text more vivid in a reader's mind. Ask the children to describe some texts they have read, both fiction and non-fiction, that created strong images in their minds. This may have included images of the characters, settings or ideas.

3. Read the title of the text to the class. (At this stage, avoid showing children the image that supports the text.)

The title of the text is Jobs in Space - The Story of Neil Armstrong. Close your eyes. What do you see in your mind when you hear the title? Who is Neil Armstrong? What job might he have had? How long ago do you think he was alive? What sights and sounds would you expect to be associated with a job in space? What prior knowledge might you be using to create your mental pictures?

Select children to describe what they visualised and what may have led them to think such things.

Did you have a clear idea of what his job in space may be? Do you think this influenced how you visualised Neil Armstrong?

Display the image that supports the text and explain that it is the mental image the illustrator visualised when they read the title and/or the one they wanted the reader to see to help promote a specific picture in their minds. There are many different jobs in space. Why do you think they chose to use this one?

Everyone visualises something differently, so no two mental images will be the same. Illustrators may work with authors to devise an illustration that helps feed reader imagination. This enhances the reading experience.

4. Read the first paragraph from the text with children. Ask them to form pictures in their mind of the lunar module orbiting the moon. Select children to describe their images and, if time allows, ask them to sketch a picture to match their images.

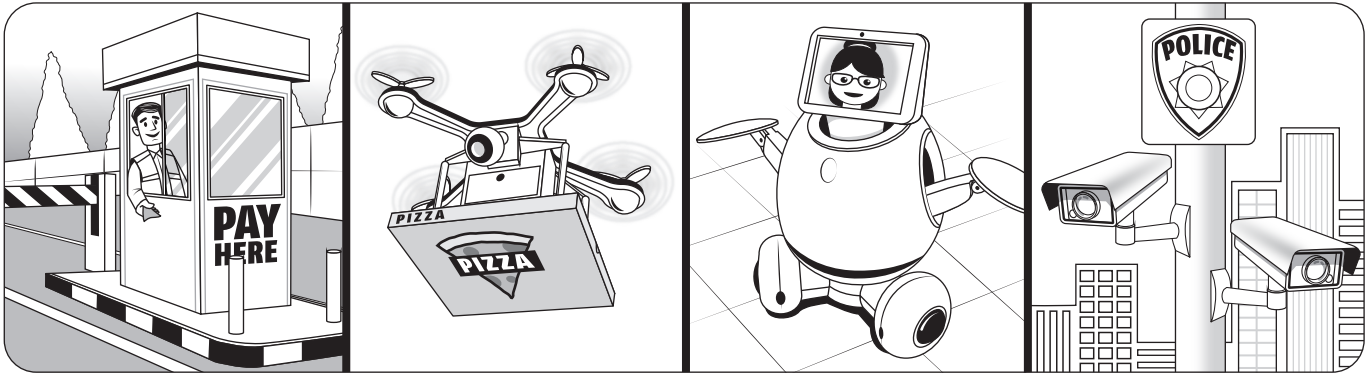
5. Have children read the second paragraph from the text. Select sentences from these paragraphs and ask children to form mental pictures of them. You can support the strategy by modelling what you visualise when you read a particular sentence from these paragraphs and emphasising the descriptive words.

6. Ask children to read the final paragraphs and sketch the astronauts returning to Earth.

What 'movie' did you see in your head when you read these paragraphs? Do your pictures look different from those of your classmates? Why might this be?

Select children to describe their mental image and display their illustration.

Jobs that are Going, Going, Gone



Have you ever watched an old movie and wondered why there was someone in the lift directing it up and down? Ever noticed in older films that right in the middle of an exciting car chase, the vehicle needs to stop, and a few coins are handed to a toll booth operator?

Why don't we come across these professions anymore?

The answer is easy—they simply no longer exist. These jobs have been taken over by robots or technology and are no longer required to be done by humans.

This has got me thinking. I wonder what jobs will no longer be around in 30 or 50 years' time. Will robots replace teachers? Will our pizza arrive in flying cars? Will the police be replaced by thousands of cameras, filming our daily lives? Let's investigate and find out.

Future teachers: Children all around the world need not worry; teachers are here to stay. Whilst technology will play a bigger part in teaching (think of video calls and Internet research), teachers will still be needed in the classroom. Children often have questions that only teachers can help with and teachers will still be there to help children stay on track.

Flying pizza delivery: Some countries in the world are already experimenting with drones delivering goods to houses. Many private companies exist where you can book a delivery via a flying drone instead of waiting for more traditional methods. It's a very real possibility that in the not-too-distant future your pizza may be delivered through flight!

Future police officers: Whilst robots may be able to replace some of the simpler work police officers do, a big part of policework is interacting with the community. Technology may help police do this, but there'll always be a need for human interaction.

What jobs do you think will be gone in the future?

Steps

1. Read the title of the text to the class. (At this stage, avoid showing children the image that supports the text.)

The title of the text is *Jobs that are Going, Going, Gone*. *What do you see in your mind when you hear the title?*

Select children to describe the mental image they visualised. Children may draw an image to match the title.
2. Ask the following questions.

What does it mean when something is going? What does it mean when it is gone? What does it mean when these words are put together? What prior knowledge might you be using to create your mental image?

Show the image that supports the text and explain that it is the mental image the illustrator wanted the reader to visualise to help promote a specific picture in their minds.

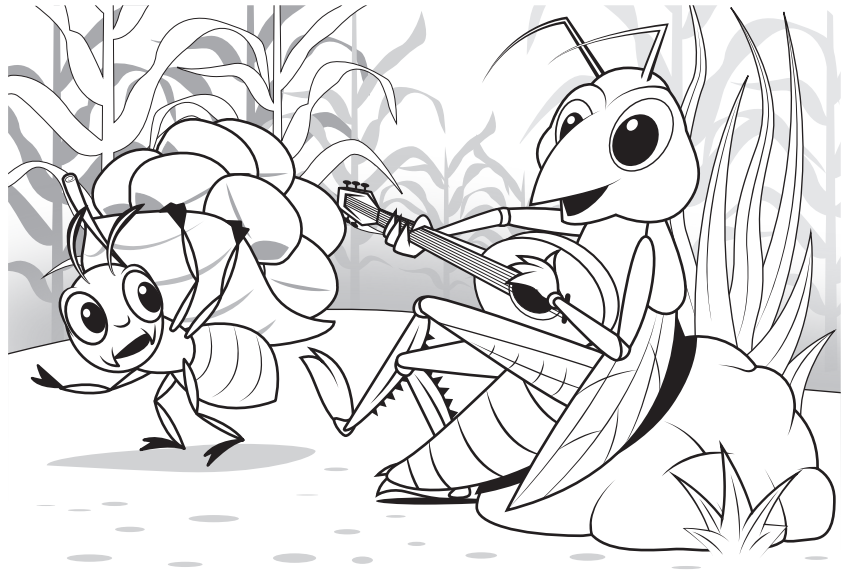
Everyone visualises something differently, so no two mental images will be the same. Illustrators may work with authors to devise an illustration that helps feed reader imagination. This enhances the reading experience. In this case, the reader is assisted to imagine what occupations may be going or gone.
3. Look at the picture. *How does this image compare to your illustration?*
4. Read the fourth paragraph from the text with the class. Ask children to form pictures in their minds of what a robot teacher might look like and to visualise the sight and smell of receiving a pizza via a flying car. Select children to describe their images and, if time allows, ask them to sketch a picture to match their images.
5. Have children read the fifth paragraph. *What mental pictures do they see now? Ask them to choose the words or phrases that created the strongest picture in their minds and ask them to describe the ‘movie’ they imagined. You can support the strategy by modelling what you visualise when you read a particular word or phrase from the text.*
6. Ask children to read the rest of the text and have them sketch the settings and objects they visualised.

What did you see in your head when you read these paragraphs? Did your mental pictures change from what you visualised from just reading the title? How do you think the illustrator and narrator might have influenced your mental pictures, if at all? Do your pictures look different from those of your classmates? Why might this be?

SAMPLE - NOT FOR SALE

The Ant and the Grasshopper

Once, in a grassy meadow, there lived an ant and a grasshopper. The ant was hardworking and would spend the day collecting grains of corn from a faraway field. The grasshopper, who liked to have a good time, would try to distract her. 'Why not come and chat with me?' he would call, 'Instead of working all day?' Ignoring him, the ant hastened on, carefully storing her grains in a cupboard before going back to the field to collect more.



'Come! Relax and listen to my song,' the grasshopper called. 'Why waste the glorious sunshine by toiling all day?'

Again, the ant ignored the jeering of the grasshopper and continued collecting grains. Feeling slightly miffed that the ant ignored him he called, 'Silly Ant—forget about work and come and dance with me,' but the ant worked on.

Soon, summer faded to winter and the meadow and field were completely engulfed by snow. The dejected grasshopper searched in vain for corn and he soon became cold and malnourished. 'Oh, what shall I do?' he pitifully wailed. 'Where can I find a meal?' Suddenly, he remembered the industrious little ant who had laboured all summer long so, rising to his feet he flew directly to her house, knocking rapidly on the door and announcing, 'Here I am, Little Ant. I have come to regale you with a song whilst warming myself by your fire. You can then prepare me a marvellous supper.'

With a look of dismay, the ant spoke quietly, saying, 'All summer long I trudged up and down while you scoffed, teasing me and trying to get me to stop. You were foolish and never considered the upcoming winter then, so, I will give you no food.' She shut the door in the grasshopper's face.

The moral of the story: Whilst it's fun to enjoy yourself, you must also work hard and plan ahead.

The Ant and the Grasshopper – 1

When we visualise, we make a picture in our minds of what we read. Visualising helps you to remember the text better.

1. This fable is about an ant and a grasshopper. What do you already know about these insects that can help you make a picture in your head?

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2. Read the description below from the text. Draw a coloured image to match the description.

‘Once, in a grassy meadow, there lived an ant and a grasshopper. The ant was hardworking and would spend the day collecting grains of corn from a faraway field. The grasshopper, who liked to have a good time, would try to distract her.’



3. To help readers visualise what is happening in the text, authors use descriptive words such as adjectives and adverbs. Copy text clues (words or phrases) from the text that help you visualise each object, character, setting or action.

(a) The meadow and field in winter

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(b) The grasshopper in winter

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4. (a) Describe what it would feel like to have someone tease you for working hard.

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(b) Now describe what it would feel like to have them suddenly ask you for help.

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SAMPLE - NOT FOR SALE

Using the Cards

The teacher first uses the **modelling text and teaching notes** to introduce and demonstrate a particular comprehension strategy. This is predominantly an oral activity.



The teacher uses the **sharing text** and works through this with the class using the teaching notes provided. This will be very similar to the way in which the modelling text was used to ensure the correct steps are used to learn the strategy. Children may work with each other to practise this strategy together.



The teacher selects a particular **card** (1, 2 or 3) depending on the reading level of the child (and after using the placement tests), and the child uses the corresponding resource sheets in the **activity book** to practise using the strategy to comprehend a text. There are two texts on each card, so children can practise the strategy using more than one text, if the teacher desires. It is best to check the activity book before assigning cards, as certain texts require questions to be answered before reading.



The teacher uses the **assessment text** in the **teacher guide** and the corresponding activity sheets to assess how well each child has learned the comprehension strategy.

- Note 1: The suggested Lexile levels for the modelling, sharing and assessment texts are levelled at the middle range for each box level. This is because the teacher and/or a peer will be working with children when using both the modelling and sharing texts to learn and practise the strategy.
- Note 2: If the teacher feels children have grasped the strategy easily and do not need any extra practice, the texts on the cards and corresponding activity pages may be used as a form of assessment.

Scope and Sequence

Strategy	Card Number	Title	Genre	Suggested Lexile Level	Word Count
Predicting	Card 1A	Worry in the Paddock	Poem	610L–800L	200
Predicting	Card 1B	Ben Hall, Gentleman Bushranger	Recount	610L–800L	279
Predicting	Card 2A	Edible Polymer	Procedure	810L–1000L	254
Predicting	Card 2B	The Bee and the Orange Blossom Tree	Fairy tale reimagined	810L–1000L	396
Predicting	Card 3A	When I Grow Up ...	Diary	1010L–1200L	364
Predicting	Card 3B	Steak, Beef or Cow?	Information	1010L–1200L	315
Predicting	Modelling Text	Shah Darius I of Persia	Historical	810L–1000L	293
Predicting	Sharing Text	Grandfather's Surprise	Narrative	810L–1000L	269
Predicting	Assessment	Run, Don't Walk from 'The Blob'	Horror	810L–1000L	282
Visualising	Card 1A	Dirty Jobs	TV review	610L–800L	286
Visualising	Card 1B	Ancient Roman Occupations	Information	610L–800L	320
Visualising	Card 2A	Working Like A Dog	Information	810L–1000L	288
Visualising	Card 2B	Wacky Workers Wanted	Job advertisements	810L–1000L	329
Visualising	Card 3A	The 'Hello' Girls	Narrative	1010L–1200L	320
Visualising	Card 3B	Choosing a Career	Feature article	1010L–1200L	309
Visualising	Modelling Text	Jobs in Space – The Story of Neil Armstrong	Biography	810L–1000L	288
Visualising	Sharing Text	Jobs that are Going, Going, Gone	Blog post	810L–1000L	307
Visualising	Assessment	Why the Cheetah's Cheeks are Stained with Tears	Folk tale	810L–1000L	340
Making Connections	Card 1A	The Five Pillars of Islam	Blog post	610L–800L	359
Making Connections	Card 1B	Dressing Up for Mardi Gras	Procedure	610L–800L	295
Making Connections	Card 2A	Up Helly Aa: Viking Fire Festival	Feature article	810L–1000L	288
Making Connections	Card 2B	The Magic of Stonehenge	Legend	810L–1000L	342
Making Connections	Card 3A	Ancient Art	Narrative	1010L–1200L	308
Making Connections	Card 3B	Celebrating the New Year	Emails	1010L–1200L	349
Making Connections	Modelling Text	Interview with the Past: Mount Rushmore	Historical podcast transcript	810L–1000L	315
Making Connections	Sharing Text	The Life of an Impressionist Artist	Biography	810L–1000L	298
Making Connections	Assessment	Tomato Tuesday	Folklore	810L–1000L	288