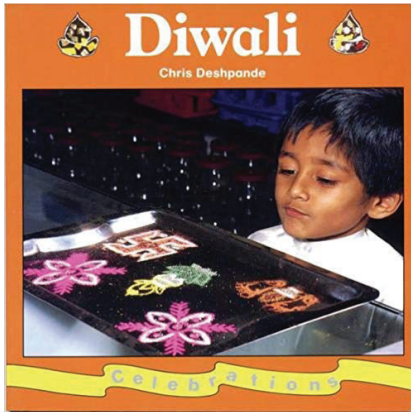


Responding to text, including picture books and novels

By Julie O'Keeffe

<https://pixabay.com/photos/book-read-old-literature-pages-1659717/>



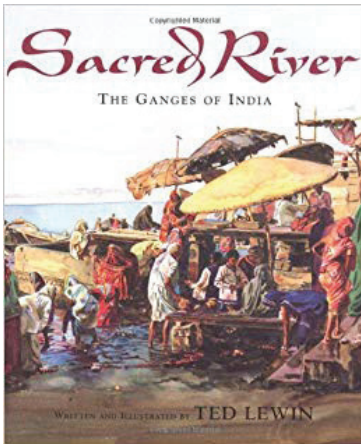
Diwali written by
Chris Deshpande
A&C Black
(Publishers) Ltd
ISBN 0-7136-4082-0

- Use the book as a starting stimulus to introduce the festival of Diwali.
- Cover the illustration on the front of the book, showing the word only. Establish student knowledge of this festival. The meaning of Diwali could be explained.
- Reveal the photograph on the cover of the book. Discuss and predict what the festival could be about, who it involves and what things might be a part of the festival.
- Go through the book *first*, without reading the written script. Encourage students to identify customs, practices, activities and events through discussion of the visual text.
- Read the text to the students and confirm and add to knowledge gleaned through the image study and discussion.
- Discuss text type/s of the story. Talk about effectiveness of the use of both *narrative* and *information* text.
- Look in the 'sections' of the book-group the information that's about school activities, home activities, preparation activities and celebration activities.
- Students write sentences about each of the sections under the sub-headings of school, home, preparation and celebration.
- Create a mind map of information contained in the text. Examples of headings: **Diwali** as a main heading, and subheadings such as School, Home, Temple, Celebration symbols, Food, Clothing, Activities.
- Create a glossary for key words. Develop a matching activity using the key words and their meanings.
- Think about word meanings in the context of the story. Locate and discuss examples from the text (eg. *divas* - lamps; *mandir* - temple).
- Ask open-ended questions to extend student understanding of the customs and the festival (eg. Temple page: Why would you take home some of the food? What is the purpose of the shrine in the house?).
- Collect Diwali cards from Indian spice shops. Students discuss the images and greetings.
- Students make a Diwali card or poster using a combination of the significant symbols for the festival. These cards could be compared with Christmas and New Year cards.
- Purchase a selection of Diwali sweets from an Indian sweet shop. Students sample, discuss and describe their impressions of the sweets.
- Read some Indian sweet recipes, including *barfi*, which is eaten during Diwali. Students make some *barfi*. Discuss procedure structure of the recipes.
- Create *rangoli* patterns on paper or on asphalt. Caption the completed patterns with an explanation or a description.
- Write a procedure for creating a *rangoli* pattern.
- Create a 3D sculpture of Ravana, the ten-headed monster.
- Read an age-appropriate version of *The Ramayana* to the students.
- Develop a drama performance around *The Ramayana*.
- Diwali is very much a family and community celebration. Students discuss the family and community celebrations they participate in.

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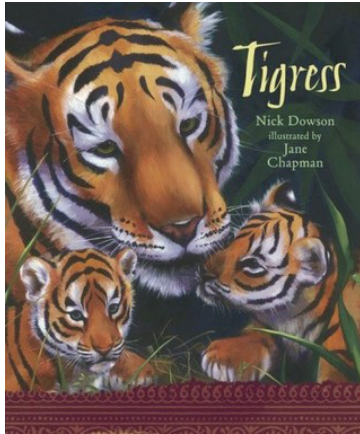
Sacred River
written by Ted Lewin
Clarion Books
ISBN 0-395-69846-4

- Introduce students to this book by opening the cover out wide so both front and back covers can be seen all together. Encourage students to think about where this river might be, what the people are doing, who the people could be, and possible names of the river.
- Discuss student understanding of the word 'sacred'. Share examples of places they have visited that are regarded as sacred. What was it about the place that made it sacred?
- Talk about how a river could be sacred.
- Open to the inside of the book and observe the map of India and the route of the Ganges River. Use an atlas for more detailed location of the Himalayas and the Bay of Bengal. Introduce geographical terminology such as delta and source when talking about the beginning and end of the river.
- Cover the written text on each page. Show students each page of the book, initially allowing them to see only the illustrations. Talk about and record their impressions of life along the river. What are people doing? What happens at different times of the day? Who is at the river? What kinds of buildings can be seen along the river?
- Comment on the illustrations, and the story they tell about people and the river.
- Allocate a page of the book to pairs or small groups of students to write their own text to go with the story told in the illustration. Re-read the book with students reading their text to go with the illustrations.
- Reveal and read Ted Lewin's text. Talk about his story of the river. Compare his story with the students' stories.
- Locate the metaphors and similes. Look at the illustrations and comment on their relationship to the text.
- Write the metaphors and similes onto individual cards. Discuss the effect they have on the reader and talk about why Ted Lewin has used so many in this story.
- Draw your own illustrations for one metaphor and one simile.
- Identify the adjectives, verbs and adverbs in the text. Talk about how they contribute to the mood created on the river.
- Take on the role of the boatman. Develop a sequence of dialogue that could describe his experiences of a day on the river.
- Vocabulary - find the meanings of the following words, either from the text or from a dictionary: pilgrim, ghats, maharaja, pyre, monsoon, purify, offerings, minaret, gunwales, sari, submerge, cremation, faithful, salvation, pilgrimage.
- After studying the text and the illustrations, students talk about what they think the river means to the people who visit it.
- When students have shared their impressions and understandings about the Ganges, read the factual text at the beginning of the book. Use this factual information to complement student views.
- Discuss - '*The Ganges fell from Heaven, and her fall was softened by the long locks of the god Shiva.*' Link this thought with the idea of sacred.
- Talk about rivers students have visited in Australia. Compare the views of the river and the uses of the rivers. Record the differences and similarities in some art work, using pastels or water colour paints.
- Look at artworks representing rivers. Compare with Ted Lewin's images of the Ganges. Google search images - the Ganges River at Varanasi.
- <http://www.youtube.com/watch?v=IZOvvgZIEt>

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Tigress written by
Nick Dowson
Walker Books
ISBN 978-1-4063-1295-9

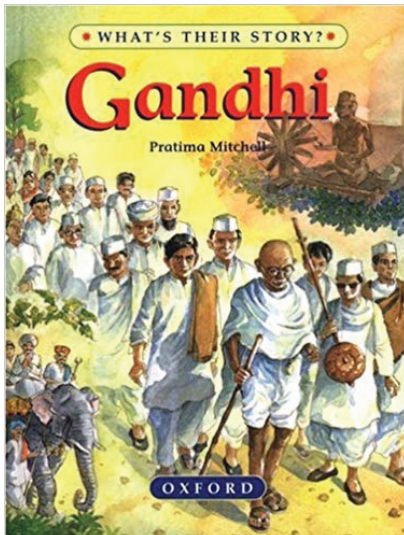
This book comes with a CD that includes a tiger song, some tiger facts, a read-along version of the story and a reading of the story.

- The initial eye-catching feature of this book is the illustrations. They are vibrant, detailed, and give a strong sense of everyday life and growth of a tigress and her cubs. Show students the cover and walk through the book discussing their responses and ideas about tigers from the illustrations.
- Students discuss and describe the effectiveness of Jane Chapman's illustrations.
- Discuss the meaning of the word 'tigress' and list other words known by students associated with tigers.
- Draw student attention to the two types of font through the book - some very large print and some very small print. It's like two stories written about tigers in the one book.
- Read either one first, then the other. Students talk about the differences between the two. The large print is more of a narrative style, the small print tells facts about tigers. Discuss the purpose of each style and decide which they like best and why.
- Locate similes, alliteration, and other descriptive vocabulary through the narrative text. Talk about the effect this type of language has on the reader.
- Illustrate some of the similes and descriptive vocabulary.
- Create a class fact file about tigers using the information from the book, and adding from other sources.
- Read the information about the author and the illustrator. Discuss what they have to say about tigers.
- Write some poetry about tigers, getting ideas for some descriptive language from Nick Dawson's text.
- Locate on a world map the places where tigers, in limited numbers, still live in the wild - India, Indonesia, China, and south-eastern Russia.
- Students paint their own large pictures of tigers, inspired by Jane Chapman's style and display for others to see. Attach information about tigers and poems to each painting.
- Gather a variety of different fabrics including tiger print material that could be used to represent the environment of the tiger. Create a fabric collage focusing on camouflage.
- Students research the problems facing the future of the tiger and find out why it's listed as an endangered species.
- Project Tiger. Students create scrap books about tigers and include things that are amazing about tigers, and facts about conservation efforts. Share with students across the school.
- Visit a zoo, view tigers and listen to talks about tigers from the zoo keepers.
- Write and perform a play to raise awareness about the problems facing the future survival of the tiger. Create and use large tiger puppets as part of the play.
- Google search images: Tigers of India.

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What's their Story?
Gandhi written by
Pratima Mitchell
Oxford
ISBN 0-19-910442-5

This story is a biography.

- Describe what India was like when Gandhi was born.
- Construct a timeline showing significant events and experiences in Gandhi's life.
- Retell a part of Gandhi's life in your own words.
- Write a character profile for Gandhi, highlighting his strengths and personal qualities.
- Discuss and evaluate the influence of Gandhi's father in his life.
- Comment on the illustrations in the text. Discuss the different aspects of the times represented in the pictures. Talk about the differences evident between the British and Indian peoples.
- Identify and describe some key events and experiences in Gandhi's life that made him determined to improve the way people who were not white were treated.
- Locate and label on a world map the places Gandhi visited and lived in.
- Design and make a banner with Gandhi's unique message written on it.
- Discuss Gandhi's view that standing up for what is right and true should never lead to anger or violence.
- Make a list of Gandhi's achievements in South Africa. Comment on these achievements and how they were gained.
- Describe Gandhi's dreams for the people of India.
- The unfairer British tax in India was on salt. How did Gandhi respond to this tax? Why do you think salt was taxed? How was salt important to the people of India?
- Make a list of the problems facing Indians living in their own country under British rule.
- Write all the names Gandhi was given and their meanings.
- Construct a consequence chart to show the effects of Indians wearing cotton clothes made in England.
- Organise a debate to show both sides of the cotton milling and clothing production problem.
- As you read the book, write a sentence that summarises the issues raised through this narrative and record your feelings about them.
- What problem could Gandhi not resolve in the end? How do you think he would have felt about this?
- Consider and discuss how Gandhi grew and changed from being a small, shy boy at school to becoming the leader of India.
- Think about how your life and behaviour could be affected by following Satyagraha, Gandhi's way of behaving. Construct a Positive Minus Interesting (PMI) chart to record your thoughts.
- Write and perform a play about the life of Gandhi based on the events and experiences presented in the book.