

# Peppermint and Popcorn Days

## Curriculum alignment

Read, discuss and recite or act out a selection of poems from *Peppermint and Popcorn Days* throughout the year to respond to the following ACARA English curriculum outcomes. Brief suggestions of example classroom activities are provided. Refer to the accompanying **Peppermint and Popcorn Days Lesson planning tables** to support you in selecting other appropriate poems for the themes or language devices you wish to explore.

Foundation				
Foundation	LITERATURE	Outcome	Relevant elaborations	Example classroom activity
	Literature and contexts	AC9EFLE01: share ideas about stories, <b>poems</b> and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators	identifying some features of culture that are revealed by characters and events in stories; for example, dress, food and daily routines	Read <i>Popcorn Days</i> and discuss the countries and cultures represented in the images.
	Engaging with and responding to literature	AC9EFLE02: respond to stories and share feelings and thoughts about their events and characters	using drawing and beginning forms of writing to express personal responses to stories, <b>poems</b> or films  discussing events and characters in texts, and connecting them to their own experiences	Read <i>Inside My Box</i> and connect to children's own imaginary play experiences.  Read <i>Sorts of Sand</i> or <i>Hush Brush</i> and connect to children's own experiences of the seasons.
	Examining literature	AC9EFLE03: recognise different types of literary texts and identify features including events, characters, and beginnings and endings  AC9EFLE04: explore and replicate the rhythms and sound patterns of literary texts such as <b>poems</b> , <b>rhymes</b> and songs	identifying how stories are told in <b>poetry</b>  using music and actions to enhance appreciation of <b>rhymes</b> , <b>poems</b> , chants and songs  reciting <b>rhymes</b> with actions	Read <i>In a Jam</i> and highlight how the poem tells a story; discuss what might happen next.  Read any of the poems together to enjoy the rhymes and rhythm.
	Creating literature	AC9EFLE05: retell and adapt familiar literary texts through play, <b>performance</b> , images or writing	drawing and role-playing characters or events	Encourage children to learn and recite a favourite poem.

## Foundation

Foundation	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	<b>Text structure and organisation</b>	AC9EFLA03: understand that texts can take many forms such as signs, books and digital texts	comparing images in informative and <b>imaginative texts</b> , and identifying similarities and differences	Read <i>Peppermint</i> , <i>Nelly the Pelly</i> or <i>Elektra the Emu</i> and explore anthropomorphism in imaginative texts.
		AC9EFLA04: understand conventions of print and screen, including how books and simple digital texts are usually organised	discussing the <b>placement of images and words</b> in text	Read <i>On the Shore</i> , <i>Whiff of Jam</i> or <i>Popcorn Days</i> and explore different font sizes and word placement.
	<b>Language for expressing and developing ideas</b>	AC9EFLA08: recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	<b>expanding vocabulary</b> through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects	Select interesting vocabulary from any poem being read; provide definitions and encourage children to use words orally in a sentence.
	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	<b>Texts in context</b>	AC9EFLY01: identify some familiar texts, such as stories and informative texts, and their purpose		Teach children that poems are a form of imaginative text that can be written to entertain.
	<b>Analysing, interpreting and evaluating</b>	AC9EFLY03: identify some differences between imaginative and informative texts	<p>talking about what is 'real' and what is imagined in texts</p> <p>comparing images in <b>imaginative texts</b> with images in informative texts</p>	Read <i>Inside My Box</i> or <i>Cloud Dreaming</i> and discuss what is being imagined.
		AC9EFLY05: use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently		Read <i>Elektra the Emu</i> or <i>Nelly the Pelly</i> and use questioning to connect to children's own knowledge of emus and pelicans.

Year 1				
Year 1	LITERATURE	Outcome	Relevant elaborations	Example classroom activity
	Literature and contexts	AC9E1LE01: discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	discussing how animal characters reflect human characteristics	Read <i>Peppermint</i> , <i>Nelly the Pelly</i> or <i>Elektra the Emu</i> and explore anthropomorphism in imaginative texts.
	Engaging with and responding to literature	AC9E1LE02: discuss literary texts and share responses by making connections with students' own experiences	generating questions about characters, settings and events from books and sharing responses  discussing different texts and offering opinions about how they reflect their own experiences  expressing responses to characters and events in stories using drawing and role-play	Read <i>In a Jam</i> or <i>Whiff of Jam</i> and discuss characters and events in the poems; connect to children's own favourite pets and foods.  Read <i>Popcorn Days</i> and discuss different feelings; ask children to draw or act out feeling like they are 'hopping and bopping'.
	Examining literature	AC9E1LE04: listen to and discuss <b>poems</b> , chants, <b>rhymes</b> and songs, and <b>imitate and invent sound patterns including alliteration and rhyme</b>		Read any of the rhyming poems together to identify and imitate rhyme; read <i>Nelly the Pelly</i> to explore alliteration.

## Year 1

Year 1	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	Text structure and organisation	AC9E1LA04: explore how <b>repetition, rhyme and rhythm create cohesion</b> in simple poems, chants and songs	<b>identifying patterns of repetition</b> in texts; for example, repetition of sentence patterns such as “Have you seen ...”  <b>discussing different poems and identifying rhyme</b> ; for example, end of line rhyme	Read <i>On the Shore</i> or <i>Sorts of Sand</i> to explore repetition.  Read any of the rhyming poems together to enjoy the rhythm; identify and imitate rhymes.
	Language for expressing and developing ideas	AC9E1LA08: compare how images in different types of texts contribute to meaning	understanding how authors and illustrators build up meaning across a sequence of images	Read <i>The Hole That Jack Dug</i> and explore how the images tell part of the story.
	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	Texts in context	AC9E1LY01: discuss different texts and identify some features that indicate their purposes	discussing a range of texts encountered in school and in the community, and identifying their purpose	Teach children that poems are a form of imaginative text.  Read <i>Sorts of Sand</i> or <i>Cloud Dreaming</i> and explore features of poetry like rhyme, alliteration and onomatopoeia that make poems fun to listen to.
	Analysing, interpreting and evaluating	AC9E1LY03: describe some similarities and differences between <b>imaginative</b> , informative and persuasive texts  AC9E1LY05: use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures	building topic knowledge and learning new vocabulary before and during reading  drawing inferences and explaining inferences using clues from the text  making connections with existing knowledge and personal experiences	Read <i>Sorts of Sand</i> or <i>Cloud Dreaming</i> and explore features of poetry like rhyme, alliteration and onomatopoeia.  Read <i>Peppermint</i> and build knowledge about types of insects.  Read <i>Inside My Box</i> and explore which words and pictures help us understand what is being imagined.  Read <i>Elektra the Emu</i> or <i>Nelly the Pelly</i> and connect to children’s own experiences with Australian birds.  Select interesting vocabulary from any poem being read and discuss.

## Year 2

Year 2	LITERATURE	Outcome	Relevant elaborations	Example classroom activity
	Literature and contexts	AC9E2LE01: discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators	exploring the way wide-ranging Australian authors and illustrators depict the Australian outback and the associated characters	Read <i>Elektra the Emu</i> and discuss the outback setting.  Read <i>Peppermint</i> and explain the poem is set in the Daintree Rainforest.
	Engaging with and responding to literature	AC9E2LE02: identify features of literary texts, such as characters and settings, and give reasons for personal preferences	discussing their feelings about the positive and negative behaviours of non-human characters, such as animals	Read <i>Nelly the Pelly</i> , <i>Elektra the Emu</i> or <i>In a Jam</i> and discuss reactions to the animal characters.
	Examining literature	AC9E2LE03: discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways	comparing how similar characters or settings are described in texts from different contexts; for example, how the seasons are described	Read <i>Hush Brush</i> and discuss how the seasons are depicted in a poem compared to an information text.
		AC9E2LE04: identify, reproduce and experiment with <b>rhythmic sound and word patterns</b> in <b>poems</b> , chants, <b>rhymes</b> or songs	identifying and comparing verb groups used to convey actions, emotions and dialogue in a range of literary texts	Read <i>On the Shore</i> and explore how the action verbs contribute to the sense of excitement and urgency.  Read <i>Nelly the Pelly</i> or <i>Sorts of Sand</i> to identify and imitate rhyme, alliteration, and onomatopoeia.
	Creating literature	AC9E2LE05: create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools		Read <i>Sorts of Sand</i> and identify onomatopoeia; encourage children to add onomatopoeia to their own writing.

## Year 2

Year 2	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	<b>Text structure and organisation</b>	AC9E2LA03: identify how texts across the curriculum are organised differently and use language features depending on purposes	identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and <b>responses to texts (including poetry)</b> , and discuss their purposes	Teach children that poems are a form of imaginative text that can be written to entertain.  Read <i>Cloud Dreaming</i> and explore features of poetry like rhyme, alliteration and onomatopoeia that make poems fun to listen to.
	<b>Language for expressing and developing ideas</b>	AC9E2LA08: understand that images add to or multiply the meanings of a text		Read <i>Inside My Box</i> or <i>The Hole That Jack Dug</i> and explore how images add to the meaning of the poems.
	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	<b>Texts in context</b>	AC9E2LY01: identify how similar topics and information are presented in different types of texts		Read <i>Hush Brush</i> and discuss how the seasons are depicted in a poem compared to an information text.
	<b>Analysing, interpreting and evaluating</b>	AC9E2LY03: identify the purpose and audience of imaginative, informative and persuasive texts		Teach children that poems are a form of imaginative text that can be written to entertain.
		AC9E2LY04: read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting		Encourage children to read a favourite poem out loud to practise reading fluency.
		AC9E2LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning		Read <i>Enelmenel</i> , then use questioning and children's knowledge of the alphabet song to uncover 'who' Enelmenel is.
	<b>Creating texts</b>	AC9E2LY06: create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	using vocabulary, including topic-specific vocabulary, appropriate to the purpose	Read <i>On the Shore</i> and <i>Sorts of Sand</i> ; create a word bank relating to the beach (e.g. sights, sounds, smells, tastes); support children to write a list poem about the beach.

## Year 3

Year 3	LITERATURE	Outcome	Relevant elaborations	Example classroom activities
	Literature and contexts	AC9E3LE01: discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	exploring the ways Australian settings are portrayed in stories	Read <i>Forest Song</i> or <i>Peppermint</i> to explore the Daintree Rainforest.  Read <i>Elektra the Emu</i> or <i>Popcorn Days</i> to explore Australian bush settings.
	Engaging with and responding to literature	AC9E3LE02: discuss connections between personal experiences and character experiences in literary texts and share personal preferences	discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in texts  selecting and discussing favourite texts and explaining reasons for assigning greater or lesser merit to particular texts or types of texts	Build knowledge of animals in the rainforest, then read <i>Forest Song</i> .  Read the humorous poem <i>Far and Wide</i> and the descriptive poem <i>Dawning Day</i> and discuss differences and preferences.
	Examining literature	AC9E3LE04: discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including <b>rhythm</b> and <b>onomatopoeia</b> in <b>poetry</b> and prose	discussing the effects of imagery in texts; for example, the use of imagery related to nature in haiku poems  generating questions to discuss effects; for example, "Why does the poet use onomatopoeia in this line of the poem?"	Read <i>Jacarandy Snow</i> and <i>Hush Brush</i> and explore how key imagery is used to capture feelings related to seasons.  Identify and discuss the effect of onomatopoeia in <i>Hush Brush</i> and repetition in <i>Jacarandy Snow</i> .
	Creating literature	AC9E3LE05: create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts	drawing on literary texts read, viewed and listened to for inspiration and ideas to create texts	Read <i>Key to a Kingdom</i> and identify alliteration; encourage children to use alliteration to create a character name or story title.

## Year 3

Year 3	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	Text structure and organisation	AC9E3LA03: describe how texts across the curriculum use different language features and structures relevant to their purpose	describing the typical text structure and language features of factual recounts, autobiographies, information reports, narratives, personal responses to literary texts (with reasons), sequential explanations, <b>verse poetry</b> and simple arguments, and describe their purposes	Read any of the poems to explore their verse structures, rhyme and rhythm. Teach children that poems are a form of imaginative text that can be written to entertain, or to talk about a moment or feeling.
	Language for expressing and developing ideas	AC9E3LA09: identify how images extend the meaning of a text		Read <i>The Hole That Jack Dug</i> and discuss how the images tell part of the story.
	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	Analysing, interpreting and evaluating	AC9E3LY03: identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images	identifying the purpose of an imaginative text; for example, identifying the purpose of a fable	Read <i>Bubble, Bathtub or Popcorn Days</i> and discuss how poems can be written to talk about a moment or feeling. Identify the language features of rhyme, repetition, alliteration, onomatopoeia and word placement in these poems.
		AC9E3LY04: read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required		Encourage children to read a favourite poem out loud to practise reading fluency.
		AC9E3LY05: use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features		Read <i>The Hole That Jack Dug</i> and use questioning to draw out how the words and pictures build meaning separately. Read <i>Dragonfruit</i> , look at a real dragonfruit and connect to knowledge of dragons to discuss the ideas in the poem.
	Creating texts	AC9E3LY06: plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words	selecting appropriate text structure for a writing purpose, and sequencing content for clarity and to have an impact on an audience	Read <i>Jacarandy Snow</i> or <i>Hush Brush</i> ; create a word bank of seasonal imagery (e.g. sights, sounds, smells, tastes); support children to write a list poem about a favourite season; encourage them to use some alliteration or onomatopoeia.
			using vocabulary, including topic-specific vocabulary, relevant to the type of text and purpose	



## Year 4

Year 4	LITERATURE	Outcome	Relevant elaborations	Example classroom activities
	Literature and contexts	AC9E4LE01: recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors		Read <i>Nelly the Pelly</i> and discuss how pelicans have inspired different authors; compare to other texts (e.g. <i>Storm Boy</i> ).  Read <i>The Hole That Jack Dug</i> and compare to the nursery rhyme <i>This is the House That Jack Built</i> .
	Engaging with and responding to literature	AC9E4LE02: describe the effects of text structures and language features in literary texts when responding to and sharing opinions	sharing and discussing understanding of the effects of literary techniques on their appreciation of texts  sharing responses to texts using appropriate language to talk specifically about grammar and literature; for example, “The use of the noun groups to describe the character really helps to create images for the reader.”	Read <i>Dawning Day</i> and <i>On the Shore</i> ; discuss how alliteration, repetition, choice of verbs and placement of words on the page work together to create different rhythms and responses from the reader.
	Examining literature	AC9E4LE04: examine the use of literary devices and deliberate <b>word play</b> in literary texts, including <b>poetry</b> , to shape meaning	defining neologisms and puns, and identifying how they are used by authors to create a sense of freshness, originality and playfulness  discussing poetic language, including adjectives that engage readers emotionally and bring the poet’s subject matter to life	Explore neologisms in <i>Nelly the Pelly</i> , <i>Peppermint</i> and <i>Jacarandy Snow</i> .  Read <i>Far and Wide</i> and discuss the irregular plurals wordplay.  Read <i>Dragonfruit</i> and explore the descriptive language used to personify the fruit.
	Creating literature	AC9E4LE05: create and edit literary texts by developing storylines, characters and settings	creating texts using a range of sentence types, including dialogue and <b>literary devices</b>	Read <i>On the Shore</i> to explore personification; create a word bank of action and saying verbs and encourage children to use personification to describe a setting (e.g. The wind was howling).

## Year 4

Year 4	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	Text structure and organisation	AC9E4LA03: identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	identifying the typical stages and language features of texts such as narratives, factual recounts, imaginative recounts, biographies, information reports, explanations, book talks, <b>poetry</b> and arguments for a particular purpose  recognising that <b>poems have different purposes</b> that influence the organisation into characteristic stages; for example, poems that tell stories, poems that describe and poems that reflect on aspects of life	Read any of the poems to explore their verse structures, rhyme and rhythm.  Read and compare the purpose of <i>The Hole That Jack Dug</i> (story), <i>Dawning Day</i> (description) and <i>Popcorn Days</i> (reflection on feelings).
	Language for expressing and developing ideas	AC9E4LA11: expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources		Read <i>Dragonfruit</i> or <i>The Beetle and the Butterfly</i> and explore Tier 2 words (e.g. vermilion, deceptive, query).
	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	Analysing, interpreting and evaluating	AC9E4LY03: identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	identifying how authors use language to create imaginary worlds	Read <i>Key to a Kingdom</i> and discuss the language used to evoke an imaginary world.
		AC9E4LY04: read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	reading increasingly complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and language features	Encourage children to read a favourite poem out loud to practise reading fluency.
		AC9E4LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts		Read <i>Dragonfruit</i> , look at a real dragonfruit and connect to knowledge of dragons to discuss the ideas in the poem.
	Creating texts	AC9E4LY06: plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	using topic-specific, precise and varied vocabulary  using grammatical features including different types of verb groups, noun groups and adverb groups/phrases for effective descriptions and details according to purpose	Read <i>Jacarandy Snow</i> or <i>Hush Brush</i> ; create a word bank of seasonal imagery (e.g. sights, sounds, smells, tastes); support children to write a poem about a favourite season; encourage them to use alliteration, onomatopoeia or personification.

## Year 5

Year 5	LITERATURE	Outcome	Relevant elaborations	Example classroom activities
	Literature and contexts	AC9E5LE01: identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors	identifying aspects of literature; for example, images, symbols, dialogue and character descriptions, that can convey information about a context	Read <i>Dragonfruit</i> and discuss how the images convey the cultural context.
	Engaging with and responding to literature	AC9E5LE02: present an opinion on a literary text using specific terms about <b>literary devices</b> , text structures and <b>language features</b> , and reflect on the viewpoints of others	identifying <b>language features</b> such as use of dialogue and <b>rich descriptive language</b> , and presenting an opinion about their effect on readers	Read <i>Alexander</i> and explore the question-response structure.  Read <i>Key to a Kingdom</i> and discuss how the descriptive language is heightened by devices such as assonance.
	Examining literature	AC9E5LE04: examine the effects of <b>imagery</b> , including <b>simile</b> , <b>metaphor</b> and <b>personification</b> , and <b>sound devices</b> in narratives, <b>poetry</b> and songs	discussing how, by appealing to the imagination, <b>figurative language</b> provides new ways of looking at the world	Read <i>Bubble</i> and <i>Bathtub</i> to contrast simile and metaphor; discuss what new ways of looking at the world these poems suggest.  Read <i>Dragonfruit</i> or <i>On the Shore</i> to explore personification.  Read <i>Alexander</i> or <i>Key to a Kingdom</i> and identify what these poems ask the listener to imagine.  Read any of the poems to explore sound devices.
	Creating literature	AC9E5LE05: create and edit literary texts, <b>experimenting with figurative language</b> , storylines, characters and settings from texts students have experienced	drawing upon fiction elements in a range of model texts; for example, main idea, characterisation, setting (time and place) and devices; for example, <b>figurative language (simile, metaphor, personification)</b> , to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts	Read <i>Bubble</i> and <i>Bathtub</i> to contrast simile and metaphor.  Read <i>Dragonfruit</i> or <i>On the Shore</i> to explore personification.  Brainstorm other similes and metaphors and support children to write a description using these devices.

## Year 5

Year 5	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	Text structure and organisation	AC9E5LA03: describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts	describing the stages and phases, and purposes of narratives, historical recounts, procedural recounts, causal explanations, discussions of alternative positions on an issue, information reports, reviews and <b>types of poems</b>	Read a selection of poems to contrast verse structures and subject matter (e.g. rhyming couplets <i>The Beetle and the Butterfly</i> , free verse <i>Jacarandy Snow</i> , comical <i>Far and Wide</i> , reflective <i>Popcorn Days</i> ).
	Language for expressing and developing ideas	AC9E5LA08: understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words		Select interesting vocabulary from any of the poems to define and use in other contexts.  Explore precise colour terms in <i>On the Shore</i> , <i>Jacarandy Snow</i> , <i>Hush Brush</i> and <i>Dragonfruit</i> .
	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	Analysing, interpreting and evaluating	AC9E5LY03: explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text		Read any of the poems to explore the language devices that make poems fun to listen to and heighten emotional response.
		AC9E5LY04: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas		Read <i>Forest Song</i> and connect to topic knowledge of the Daintree Rainforest to support comprehension.
	Creating texts	AC9E5LY06: plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation	using vocabulary, including technical vocabulary, appropriate to purpose and context  using appropriate grammatical features, including more complex sentences and relevant verb tenses, pronoun references, and adverb and noun groups/phrases for effective descriptions	Read <i>On the Shore</i> or <i>Forest Song</i> ; explore the beach or rainforest setting; create a word bank to describe aspects of the setting; support children to write their own poem about the setting by focusing on parts of the whole; encourage them to incorporate a language device like alliteration, onomatopoeia or simile.

## Year 6

Year 6	LITERATURE	Outcome	Relevant elaborations	Example classroom activities
	Literature and contexts	AC9E6LE01: identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors		Read any of the poems and explore the language devices that heighten emotional response to the characters or moments described.
	Examining literature	AC9E6LE03: identify and explain characteristics that define an author's individual style	exploring 2 or more texts by the same author, identifying similarities; for example, subject or theme, characterisation, text structure, plot development, tone, vocabulary, voice, favoured grammatical structures and visual techniques in picture books, and determining the qualities that characterise an author's style	Compare <i>Sorts of Sand</i> and <i>Popcorn Days</i> ; identify similar compound structures for descriptions (e.g. ooh-ooh-ah sand; stomp-down-the-hall-days).  Compare <i>Peppermint</i> and <i>Forest Song</i> ; identify similar subject matter.  Compare <i>Peppermint</i> and <i>Cloud Dreaming</i> ; identify similar verse structure and tone.
		AC9E6LE04: explain the way authors use sound and imagery to create meaning and effect in <b>poetry</b>	explaining how imagery builds emotional connections and engagement with the story or theme	Read <i>Hush Brush</i> and explore how the author uses alliteration, assonance, onomatopoeia and word placement to evoke autumn leaves in the wind; discuss responses to the poem.
	Creating literature	AC9E6LE05: create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and <b>experiment with literary devices</b>		Read <i>Bathtub</i> and discuss the central metaphor.  Support children to write a description of a new object using metaphor.

## Year 6

Year 6	LANGUAGE	Outcome	Relevant elaborations	Example classroom activity
	<b>Text structure and organisation</b>	AC9E6LA03: explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features	examining a text to identify strategies such as exaggeration to create humour	Read the humorous poems <i>In a Jam</i> and <i>Far and Wide</i> and discuss how exaggeration is used.
		AC9E6LA04: understand that cohesion can be created by the <b>intentional use of repetition</b> , and the use of word associations		<p>Read <i>The Hole That Jack Dug</i> and discuss the effect of the repeating sentence structure across verses.</p> <p>Read <i>Dragonfruit</i> and discuss the effect of repeating similar opening and closing verses.</p> <p>Read <i>Hush Brush</i> and explore how word associations function in the poem.</p>
	<b>Language for expressing and developing ideas</b>	AC9E6LA08: identify authors' use of vivid, emotive vocabulary, such as <b>metaphors, similes, personification, idioms, imagery</b> and <b>hyperbole</b>	<p>exploring how <b>figurative language</b>, for example, metaphors, personification and idioms, can be used to create vivid and less predictable shades of meaning</p> <p>discussing texts, using vocabulary to name text structure, literary devices and language features; for example, <b>using words that name the literary device used in a poem</b></p>	<p>Read <i>Bubble</i> and <i>Bathtub</i> to contrast simile and metaphor.</p> <p>Read <i>Dragonfruit</i>, <i>On the Shore</i> or <i>The Beetle and the Butterfly</i> to explore personification.</p> <p>Read <i>Hush Brush</i> to explore assonance; look for assonance in a selection of other poems.</p> <p>Read the humorous poems <i>In a Jam</i> and <i>Far and Wide</i> and teach children the term 'hyperbole'.</p>

## Year 6

Year 6	LITERACY	Outcome	Relevant elaborations	Example classroom activity
	<b>Analysing, interpreting and evaluating</b>	AC9E6LY03: analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences		Read any of the poems to explore the language devices that make poems fun to listen to and heighten emotional response.
		AC9E6LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources	making connections between the text and students' own experience or other texts	Read <i>Forest Song</i> and connect to topic knowledge of the Daintree Rainforest to support comprehension.
	<b>Creating texts</b>	AC9E6LY06: plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and <b>vivid vocabulary</b> , punctuation, spelling and visual features		<p>Read the non-rhyming poem <i>Bathtub</i>; discuss how the poem is created from just two sentences; guide children to write their own sentences about a small moment in their day and then break up the words to form lines of a poem.</p> <p>Select interesting vocabulary from any of the poems to define and use in other written contexts.</p>