

Lesson Plans: Year 6-8

Lesson Title: Plan Your Own Treehouse

Year Group: 6-8

Resources : The 13-Storey Treehouse by Andy Griffiths and Terry Denton.

Lesson Overview

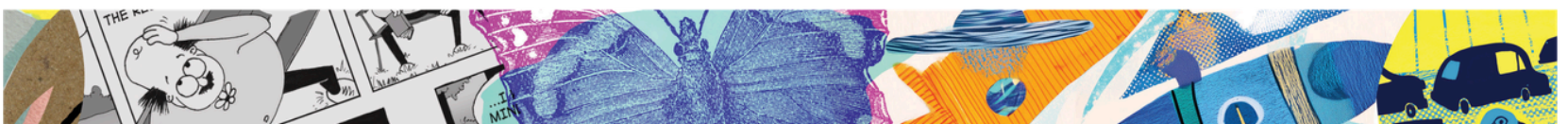
In this lesson, students will listen to audio book of 'The 13-Storey Treehouse' and then draw their own detailed picture of their dream treehouse.

Aims and Objectives

Students will:

- Listen to the story 'The 13-Storey Treehouse' by Andy Griffiths and Terry Denton.
- Develop creativity.
- Draw a detailed treehouse including labels.

Created By Juliet Christie



Australian Curriculum Links

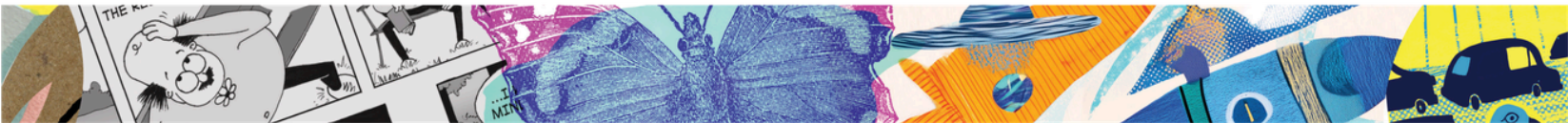
3	4	5
Literature		
<p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)</p>	<p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</p>	<p>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)</p>
<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p>	<p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p>	<p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</p>
<p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p>	<p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</p>	<p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)</p>

Cross-Curricula links:

Visual Arts

General Capabilities

- Literacy
- Critical and creative thinking
- Personal and social Capability



Scot Catalogue Terms

Listening, speaking, characters, settings (narratives), illustrations, Plots (Stories).

Lesson Introduction

1. Introduce the book. Look at the cover and read the blurb. Have a class discussion on the illustration on the front cover. Focus on colours and drawings. Ask questions such as “Why do you think the author and illustrator chose the colour red?” “What do you think will happen in the story?”
2. Listen to the audio book of 13-Storey Treehouse.
3. Think-pair-share first response to the book. Then explore further what people thought of the book: How did you feel when you reading this book? And when you finished it?
 - i. Which part of the story do you remember most?
 - ii. Was there anything that took you by surprise?
 - iii. What were the funniest parts of the story?
 - iv. What single word or two describes this story for you?

Main Teaching

4. Discuss the components of the treehouse on page 6 & 7 with the class. If you had your own treehouse, what special rooms will you have? What gadgets would you like? What will you call the house?
5. Have students design and label their own treehouse.

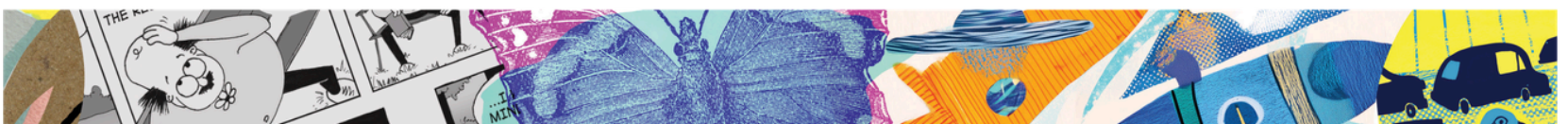


Plenary

6. Have a gallery walk (where students walk around the class and observe others work). After gallery walk have students share what they liked about someone else's treehouse.

Further Learning

Other ideas could include students designing their own poster like Jill made for her missing cat. To make it fun students could choose anything such as a missing ruler. Ensure students label their posters and include their missing persons/objects likes and dislikes and the name they will answer to when called.



Lesson Plans: Year 6-8

Lesson Title: Don't be scared, be prepared

Year Group: 6-8

Resources : The Astounding Broccoli Boy by Frank Cottrell Boyce

Lesson Overview

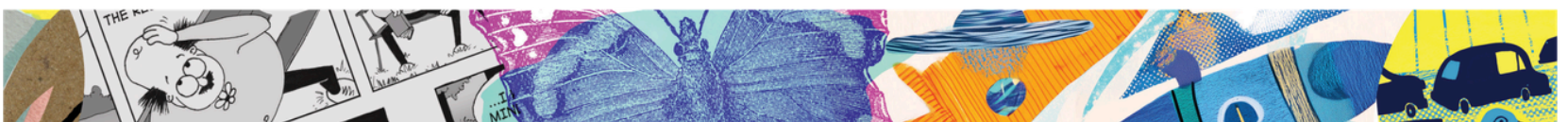
In this lesson students will listen to The Astounding Broccoli Boy and discuss situations where it is good to be prepared. Students will also develop their skills in similes.

Aims and Objectives

Students will:

- Listen to the story 'The Astounding Broccoli Boy'.
- Create a list of situations that you can be prepared for.
- Identify ways to cope in situations where you are not prepared.
- Demonstrate their understanding of writing a simile.

Created By Juliet Christie



Australian Curriculum Links

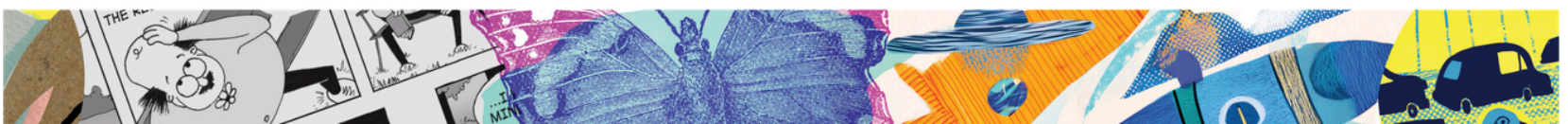
6	7	8
ENGLISH		
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

General Capabilities

- Literacy
- Critical and creative thinking
- Personal and social Capability

Scot Catalogue Terms

Listening, speaking, informative texts, characters, illustrations.



Lesson Introduction

1. Before reading the story have students predict what they think will happen in the story focusing on the illustrations on the cover. Use open-ended questioning to expand student answers and investigate how the visual cover impacts on a person's interest or desire to read the text.
2. Read 'The Astounding Broccoli Boy'.

Main Teaching

4. Discussion on the book that Nelson's mother has 'Don't be scared, be prepared'.
 - i. What is the purpose of this book? – **it tells you what to do in all kinds of tricky or possibly dangerous situations**
 - ii. What sort of situations does it help or not help Nelson with?
 - iii. What situations can you think of that it is best to be prepared for? **Fire drill, natural disaster, having no lunch**
 - iv. How could you cope in a dangerous situation when you are not prepared? **Stay calm, keeping your cool!**

Plenary

4. Have students in groups of 2-4 list situations they can be prepared for and how you could prepare for them.
5. Students share their favourite responses to the class and discuss how else you could be prepared for each individual situation.



Lesson extension or continuation if time permitted:

6. Discussion on what a simile is. A simile is where you compare something to something else, to give a vivid picture of what you are describing. Often you use the word 'like' to make the comparison.
7. Share examples from the text on page
 - a. like a piece of spooky Playmobil, he sleepwalked right up to the ward door.
 - b. Miles below, the city twinkled like a massive Christmas tree.
8. Have students look through the book if enough copies to find more similes.
9. Students can have a go at making their own similes and share them with the class.

Further Learning

Further ideas relating to this text could be to get students to imagine they were Nelson and write a story or journal of how it would feel to wake up green.

Link it onto MS and have students learn about what it is like living with MS or a parent that has MS. Inform students about the MS Readathon and how their reading can help kids who have a parent living with Multiple Sclerosis.

Play this great video available from Stephen that you can share with your students to explain the MS Readathon.

<https://youtu.be/vy9fhW6JCHA>

