

## A Little Piece of Daylight

This myth explains how the Inuit of the far north of America came to have daylight for half the year rather than darkness all year around.

### Features of the text

- Narrative myth
- Explains a natural event
- Story with a message
- Animal with human characteristics
- Orientation, problem, climax, resolution, conclusion

### Purpose

'A Little Piece of Daylight' can be used to introduce and reinforce the following skills:

- making inferences and predictions about events and characters;
- identifying the main idea;
- using the text as a model for writing;
- comparing genres;
- analysing the literary features of a text.

### Introducing the text

Select one or more of these discussion starters:

- How did people long ago explain things that they didn't understand, such as night and day?
- What do you know about myths?
- What is the purpose of a myth?
- What do you know about the Inuit and where they live?

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- What kind of person do you think the young boy was? Support your answer with evidence from the text.
- If you were the grandfather, would you have given the boy the daylight? Why/why not?
- What is the message or lesson to be learned from this myth?

### Following up

The students can:

- research the Inuit and find out if they still look after crows
- write a myth explaining such things as rain, rivers and deserts or how fish came to be in the oceans
- make a story map of the main events in this story.

## Picture Parade

Kay has her photograph taken, but by the time Mum gets the prints back, Kay has already grown older.

### Features of the text

- Narrative poem
- First person
- Rhyme
- Regular metre
- Illustration that adds extra meaning

### Purpose

'Picture Parade' can be used to introduce and reinforce the following skills:

- making personal connections with the text;
- identifying the main idea of a text;
- analysing the literary features of a text;
- making inferences.

### Introducing the text

Select one or more of these discussion starters:

- What are the good and bad things about having your photograph taken?
- What do you think when you see a photograph of yourself or a relative when they were much younger?
- Why do you think people take photographs of their families?

### Reading and discussing the text

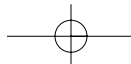
Use some of the following suggestions to guide the students through the text:

- Read the first verse. Why do you think the narrator is getting cleaned up?
- Read the second verse. Were your predictions correct?
- What is the main idea of the poem? Support your answer with evidence from the text.

### Following up

The students can:

- read other poems and discuss how they are different and how they are the same
- write a poem on the same topic but in a different style
- retell this poem as a short story.



## Saving Daylight

This article explains the history of daylight saving and the advantages it brings to lifestyles today.

### Features of the text

- Explanation
- Cause and effect
- Present and past tense

### Purpose

'Saving Daylight' can be used to introduce and reinforce the following skills:

- identifying the main idea of a text;
- making personal connections with the text;
- restating information in the students' own words.

### Introducing the text

Select one or more of these discussion starters:

- *What do you know about daylight saving?*
- *What are the advantages and disadvantages of daylight saving?*
- *Why do you think countries around the world have introduced daylight saving?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the first three paragraphs. What is daylight saving? What are its advantages?*
- *Read the next three paragraphs and make a chart showing the important dates in the history of daylight saving.*
- *What are the disadvantages of daylight saving?*

### Following up

The students can:

- make a chart showing the advantages and disadvantages of daylight saving
- describe how they feel when daylight saving begins or ends.

## Where and Back

Dwayne Dunn kicks Amy's dog and pushes Amy into the pond. Amy goes back in time with Dr Doriddle to try to solve her problem with Dwayne.

### Features of the text

- Science fiction narrative
- Present tense
- Direct speech to express thoughts and feelings
- Orientation, problem, resolution, conclusion

### Purpose

'Where and Back' can be used to introduce and reinforce the following skills:

- analysing the literary features of a text;
- describing the setting and sequence of events;
- using the text as a model for writing.

### Introducing the text

Select one or more of these discussion starters:

- *What do you know about science fiction stories?*
- *What do you think might happen in this story?*

### Reading and discussing the text

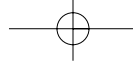
Use some of the following suggestions to guide the students through the text:

- *Read to the middle of page sixteen. How do you think Dr Doriddle might make Dwayne like dogs?*
- *How does the author help you understand what it was like to go through space in the plastic bubble?*
- *What clues told you that Dr Doriddle might have got the wrong animal?*

### Following up

The students can:

- write a science fiction story that solves a problem they have
- make a story map of 'Where and Back'
- list the exciting and interesting words used in this story
- draw or make a model of a time machine that is different from the one in this story.



## Measuring Time over Time

This report explores how people have measured time through history.

### Features of the text

- Report
- Diagrams with captions and labels
- Procedural text
- Timeline
- Cause and effect

### Purpose

'Measuring Time over Time' can be used to introduce and reinforce the following skills:

- creating an organising structure;
- explaining the main idea of a text;
- defining and sequencing the information needed to carry out a procedure.

### Introducing the text

Select one or more of these discussion starters:

- *How might people have measured time before there were clocks and watches?*
- *Why do people need to know the time?*
- *How many ways of telling the time can you think of?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read to the sundial diagram. What is the difference between a sundial and a shadow clock?*
- *How would you make a sundial?*
- *How might sand clocks and candle clocks work?*
- *Look at the timeline. What information does it provide?*

### Following up

The students can:

- use the procedural text in this report as a model to write instructions for making a candle clock
- research the pendulum clock and write a report about it.

## Slow and Fast

The photo essay combines time-lapse photography and timelines to show movement through time.

### Features of the text

- Photomontage
- Time-lapse photography
- Timelines
- Double-page spreads

### Purpose

'Slow and Fast' can be used to introduce and reinforce the following skills:

- reading and interpreting graphic information;
- summarising information;
- describing visual texts in words;
- creating an organising structure for a specific purpose, audience and context.

### Introducing the text

Select one or more of these discussion starters:

- *Where have you seen time-lapse photography before?*
- *How do things change as day turns to night?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Look at pages twenty-eight and twenty-nine. How much time has passed in each photograph?*
- *What has changed in each photograph?*
- *What is different between the two time-lapse pieces? What do they have in common?*

### Following up

The students can:

- take photographs and make their own time-lapse/timeline presentation
- describe in writing or orally the changes in each photomontage.

