| **TEXT 1** |
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Name of Text:

Author:

| Summary of the text - You must include TWO key Quotes |
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| Timeline of Key Events |
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| **THREE LEVEL GUIDE**  **Pre-Reading Questions:**   1. When you form impressions of people you first meet, what kinds of things do you consider: their looks, clothing, where they are, what they are doing, etc? 2. What do you think other people think about you when they first meet you and form an impression? 3. What are some of the communities that help define who you are?   **Reading Comprehension Questions:**   1. What were Andy’s thoughts and feelings as he lay bleeding on the sidewalk, waiting for someone to help him? 2. Why was Andy unable to call for help?   **Inference Questions:**   1. A number of people see Andy, but no one helps him. Why not? Justify your opinion. 2. What incident brings Andy to the realization that he is dying? Why? 3. How did Andy figure out why he had been stabbed? 4. a) Why do you think Andy joined the Royals?   b) What causes him to reject them before his death?   1. a) Even the police do not look upon Andy as a human being worthy of much   respect. Why?  b) How does Laura show that only she saw Andy for what he truly was? |
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| **Empathic Writing**  Produce a 'quick-write' (200-300 words) writing from the empathetic point of view of ….    What is empathic writing? This is where you show empathy for a character by 'walking in their shoes' for a while. You will pretend you are that character.       * Create a clear and specific idea * Write in the present tense (be consistent) * Use an appropriate register for the audience and purpose * Create a distinctive voice   **Example:**  Context: Ruby sees the Lamp the Camp flyers in her father’s office. This diary entry is is written after she has been to her grandmother for help  I still can’t believe Dad had those flyers. It does not feel right. I am worried that he will do something really dumb but dangerous. He has had that look about him that suggests that he is willing to do anything to make his point against the refugees. I don’t even know who he wants to give these flyers out to but the words “lamp the camp'' makes me scared for all those poor people living there. Already they have suffered so much in their home country and now they do not feel safe even here. I can’t shake off this feeling that he is going to do something awful to those innocent people.  Dad is definitely going mad. The number of times he has said that my friend and her people planted the bomb, only makes me more anxious. He is becoming very secretive and paranoid. He has alway believed that refugees and other immigrants should not be allowed into the country. It is all the tv he watches and the reports he reads. It is like anything he sees on tv has to be true. He does not even check to see if the news he is listening to or the articles he is reading is factual. He won’t ever listen to me because he thinks I am a child and I do not know enough about the adult world.  Maybe mum will stop from doing something bad to my friend Asra since she lives in the camp with her family. I do not think I can do too much to help which makes me angry at my father as I am writing this. I plan to sneak out of the house to see what my mad father is up to on the day of the protest. I know it sounds dumb since I can’t do anything to help or be able to stop him but I can’t just sit back and watch him do this. |
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| **TEXT 2** |
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Name of Text:

Author:

| Summary of the text - You must include TWO key Quotes |
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| **THREE LEVEL GUIDE**   1. What is the story about? (aim for 15 word summary) 2. What is the key conflict in the story? 3. Why does Pomare not fit in the gang according to the leader? 4. Why is Pomare in prison this time? 5. How many times has he been to prison? 6. What makes his this stint in the prison different? 7. What is the kumara plant symbolic of? 8. Why was it so important for Pomare to find his true identity? 9. What do we know about Pomare's family like from the story 10. Can our identities change over time? Why?   **Extension:**  Watch this: [Why are young New Zealand Māori barely holding on?](https://www.youtube.com/watch?v=hIR0Uwr5V8g)  Write a PEDAL paragraph how and why many young Māori are disconnected from their identity and what can be done differently to change this.   * **Point** – what is the point you are exploring? * **Example** – show an example that illustrates the point * **Develop** – what does it mean? * **Analyse** – the effect on the reader (Writer-Reader Relationship) * **Link** – how does this point help to answer the essay question? |
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**Compare and Contrast with Sad Joke on a Marae**



| **Characterisation**  [Fake Newspaper Maker Creator](https://www.fodey.com/generators/newspaper/snippet.asp) |
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**Novel Study Activities**

This year we want to see a really positive shift in your reading results thanks to your engagement with Reading Plus. Experts tell us that to get even better at reading we need to read for enjoyment. Each of you has selected a novel to read for homework and you will complete x4 tasks from the below chart. All responses must be a **minimum of 200 words**.

| **Identify** | **Describe & Explain** | **Apply** | **Analyse** | **Evaluate** | **Create** |
| --- | --- | --- | --- | --- | --- |
| List 5 good & bad features of one character in the book. | Use a voice recorder to retell or summarise the book in your own words. | Use [Fake Newspaper Maker Creator](https://www.fodey.com/generators/newspaper/snippet.asp) to write a newspaper article about an event in the book. | Identify one theme in the book and explain how it is seen in the real world. | Write a review of the book that evaluates its effectiveness. Could you relate to it?  AND Suggest any changes. AND What would be a better ending? Why? | Identify an important theme in the novel. Explain what the reader learns from the theme.  Write at least 300 words. |
| List 10 key events in the book. | You are a reader of the novel who wants to write to one of the characters in the book. Write and ask the character questions you want to know answers to; express how you feel about what he or she went through; tell the character if you think he or she was right in the decisions he or she made … etc. | Use the Timeline app to create a timeline of 10 events in the book. | Make a travel plan to travel to a setting/destination in the book.  Include costs, places to stay and things to do. | Write a recommendation article about this text for a newspaper. Include; who, what, when, why, where and how. | Use google Sites to plan and make a website about the book. Include information on the characters, themes and settings. |
| identify 5 songs that represent the characters in the book.  List the characters and write each song next to a character. | Put learned facts about a character from the novel into simple known song. i.e. rewrite the lyrics. | Analyse the mood/atmosphere/vibe in a scene from the book.  Choose the soundtrack for this scene and explain why it would be appropriate.  . | Write a letter from one character to another detailing their point of view on an important event. | Select the best music for a soundtrack for the book. Explain why you have selected each song. Create a YouTube playlist.  You may want to link your songs to a theme, character or setting | Use Garageband to write and record a song about a theme or character from the book. OR  Use Video Star to create a music video about a theme in the book. |
| List 5 good & 5 bad features of a character.  OR  Use Mematic to create a meme to represent a character. | Write a paragraph to describe a change that a character goes through. | Write a Kahoot quiz titled: ‘Which Home Run character are you?’ | Use a Venn diagram to compare and contrast the similarities and differences between 2 characters | Design a new cover for the book and explain your design. | Plan an ad campaign to raise public awareness of an issue in the film. Include:  ● A poster  ● An advert - for radio or TV.  ● A merchandise design - T-Shirt or coffee mug. |

