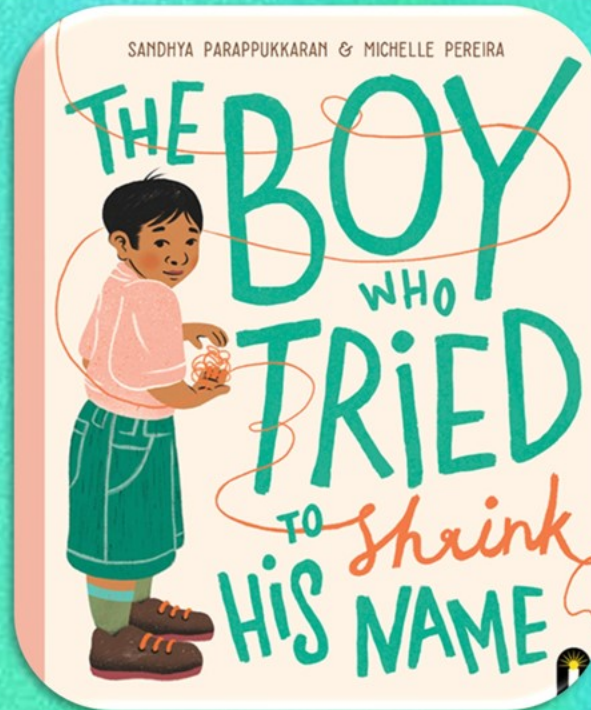


Week 1- Lessons 1-5

The Boy who Tried to Shrink his Name- Sandhya Parappukkaran



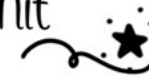
What questions do I have?

What can I infer (work out)?

What can I see?

"The boy who tried to shrink his name"





STAGE 1 UNIT 29

YEAR 2 B



NSW
COMPONENT B

STAGE 1 UNIT 29

THE BOY WHO TRIED TO SHRINK
HIS NAME

HARK, IT'S ME ROSY LEE



Week 1- Lessons 1-5

The Boy who Tried to Shrink his Name- Sandhya Parappukkaran
Hark It's me Ruby Lee- Lisa Shanahan and Binky



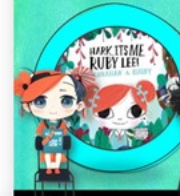
The Boy who tried to shrink his name -Hark, it's me Ruby Lee



UNIT 29
CHARACTER

English Unit 29 Stage 1- Second Year (Year B)

LESSON 5



COMPARING
CHARACTERS

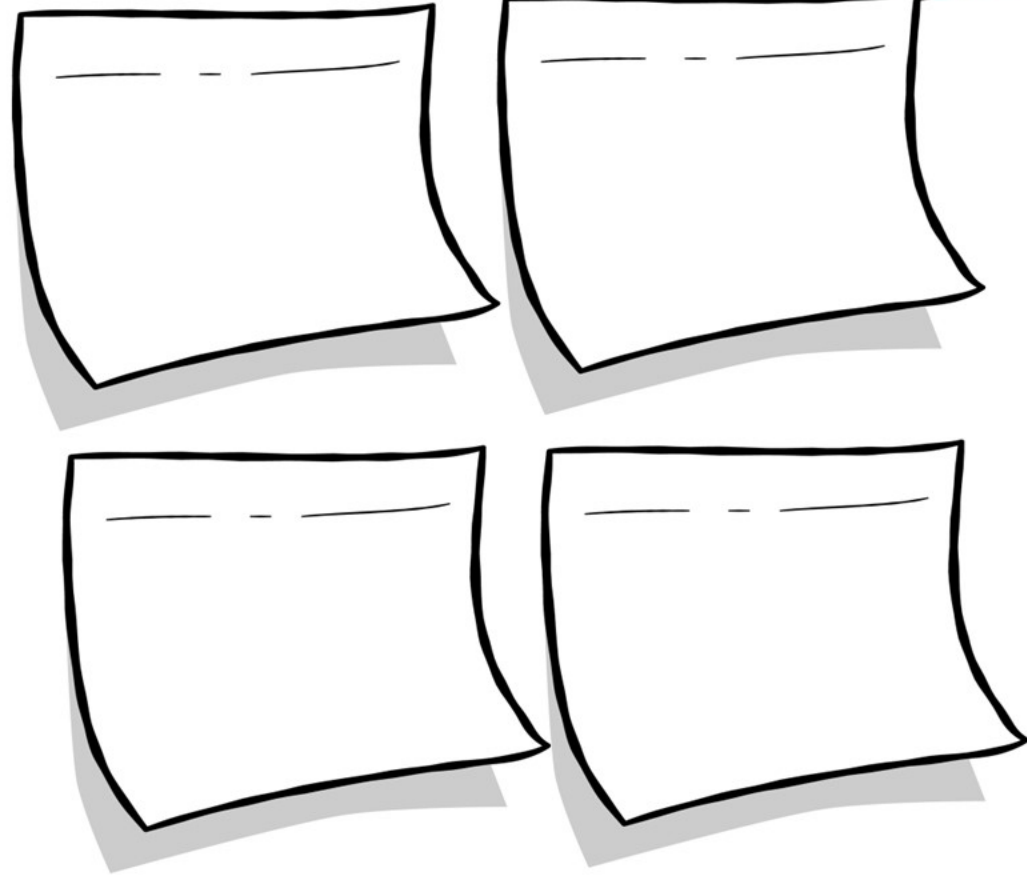
'CHARACTER'
NSW ALIGNED UNITS

Inference...

4

What can I infer?

- ☐ What makes you say that?
- ☐ How do you know?
- ☐ Why do you think that?



STAGE 1 UNIT 29

YEAR 2 B



Week 1- Lessons 1-5

The Boy who Tried to Shrink his Name- Sandhya Parappukkaran



Predict...



Look closely at the cover.
What do you see?
Who are the main characters?
How does the boy feel?
Does the text tell us anything about the story?
Who are the author and illustrator?

Discuss...



Inference...

What can I infer?

- ☐ What makes you say that?
- ☐ How do you know?
- ☐ Why do you think that?

Read

- ✓ Why is the visual image of the string an important feature?
- ✓ How can you shrink a name?
- ✓ Why might he want to?



Imagery...

IMAGERY

An 'image' is a picture or something you might see or imagine in your head.

The word 'imagine' has the same root word, image.

Year B



The Boy who tried to shrink his name - Hark, it's me Ruby Lee



UNIT 29 CHARACTER

English Unit 29 Stage 1- Second Year (Year B)



STAGE 1 UNIT 29

YEAR 2 B



Symbolism...

11

The author has used words and images to create additional layers of meaning.

She has used figurative language to represent character, actions, and ideas in a non-literal way to create images in the mind of the reader.

For example, 'It unfolds to its original size, like origami in reverse.'



Figurative Language...

12

Figurative language is when writers use special words to make their stories more fun to read. Instead of just saying things plainly, they use words to make pictures in our heads.

For example, when a writer says, 'Her smile was as bright as the sun,' they don't mean her smile was actually the sun.

They just want us to think about a really big and happy smile.



Similes...

2



Adverbs...

2

Read aloud the sentence without adverbs and discuss how it changes the meaning

Discuss what the author wants the reader to understand about the character and how Zimdalomashkermishkoda feels about his name.

'Yes,' I say shrinking my name. 'My name is Zim.'

Onomatopoeia...

10

ONOMATOPOEIA ALPHABET



Year B



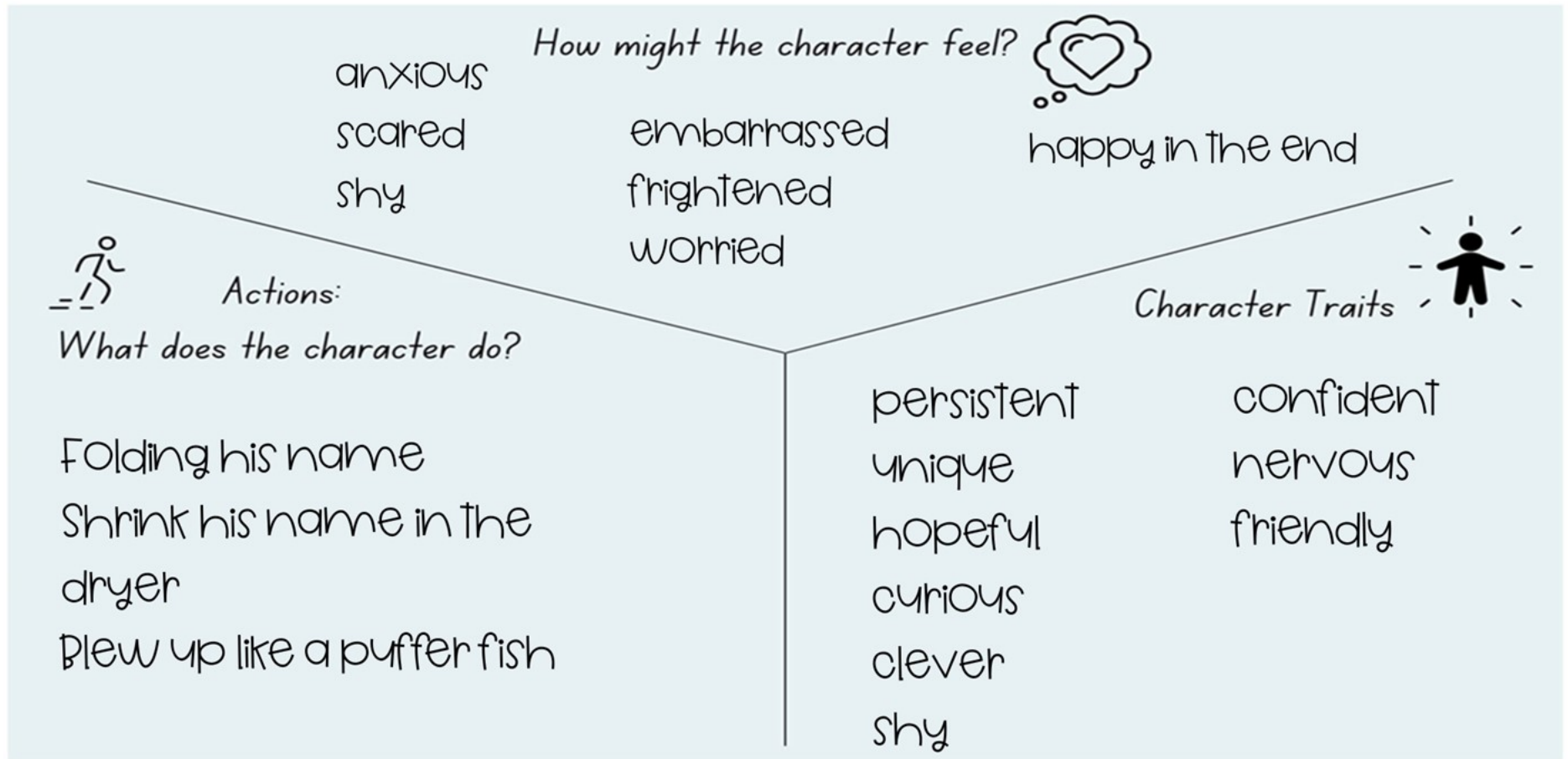
Similes...

5

Write examples from the text	What 2 things are being compared?	What does it mean?	What do the words prompt us to think and feel?
Why some springs leak to life like a warm puddle of oil	The boy's name and a warm puddle	It describes how the character's name feels warm. The boy wants to shorten his name but he can't.	I feel sad that the boy dislikes his name. I think it's because he doesn't want to feel different.

What 2 things the author is comparing and record the answer on the simile sheet.

Character name: Zimdalamashkermishkada



STAGE 1 UNIT 29

YEAR 2 B



Adverbs...

2



adverbs verb
"Yes", I say firmly, finally, shrinking my name.
"My name is Zim"

Turn and Talk...

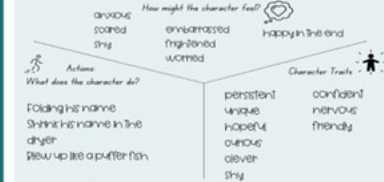
3

1. How might Zim be feeling based on what happens in the story?
2. What are the imaginative actions that Zim takes to shrink his name?
3. How are they described using figurative language?

Brainstorm with the group Zim's character traits
e.g. anxious, shy, persistent, friendly



Character name: Zimshamshemshamsham



Year B



Why are you
embarrassed about
your name?

??????????

What is the meaning of
your name?

??????????

Predict...

1



- What does the back page tell us about the book?
- Why are some of the words written in a different font?
- What is she good at?
- How will her wild imagination get in the way?

New Words...

3

Flick through the text and list some new or unfamiliar vocabulary Ruby uses to describe the type of messenger that is needed to pass the imagined characters in the text



STAGE 1 UNIT 29

YEAR 2 B



Commas and Noun Groups...

5

A big, friendly dog was licking my face.

The words 'big' and 'friendly' are part of the noun group because they describe the dog and give us more information about it.



Brainstorm...

6

With a partner, brainstorm adjectives, verbs, and adverbs to describe the Spockled Frocklewockle appearance, traits, and behaviour.

Adjectives	Verbs	Adverbs

Brainstorm...

7

With your partner, use your list of adjectives, verbs and adverbs to create a short description about a Spockled Frocklewockle.

Use noun groups in your writing.



A Spockled Frocklewockle is a clever, sneaky animal with devious eyes. It has a long, green body that is covered with lumps and bumps. It lurks behind the tall bushes waiting to slowly creep up on its prey.



Year B



	Simile for Zindalamashkermishkoda

New Words...

3

Click through the text and list some new or unfamiliar vocabulary Ruby uses to describe the type of messenger that is needed to pass the imagined characters in the text!



Learning intention

We are learning to...

- compare and contrast characters in texts and create similes for each character.

Success criteria

- identify figurative language in a text
- explain the impact of figurative language on the reader
- identify a character's actions, feelings and traits
- compare and contrast characters in texts.

Commas and Noun Groups...

5

A big, friendly dog was licking my face.

The words 'big' and 'friendly' are part of the noun group because they describe the dog and give us more information about it.



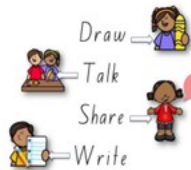
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Discuss...

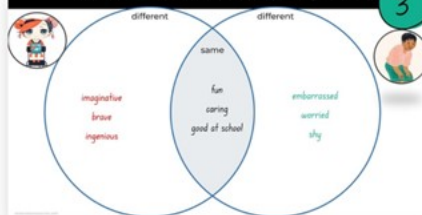
9



Create a character description about a Squinker or Shlurgle using noun groups and correct subject-verb agreement.

Record similarities and differences between the 2 characters.

3



Text structure	Zendelmashermishkade
Introduction: who and where	Zendelmashermishkade is a little boy with a huge nose that trips him up every morning. He lives with his mother in a house surrounded by banana trees with stringy green leaves. His mother named him after the sound trees that stretch high and hold up the sky while chattering all underneath.
1st paragraph: Character traits	Zendelmashermishkade is a shy and thoughtful boy. He loves learning to skate at the local park with his new friend Elly. Elly would describe Zendelmashermishkade as persistent and brave.
2nd paragraph: Describes the character's feelings	Zendelmashermishkade feels like he doesn't fit in because his nose is too long. He feels embarrassed when people can't say his name. He wants a shorter name that other people can easily say.
3rd paragraph: Describes the character's actions	Zendelmashermishkade tries to stretch his nose. He crumples it into a tight ball, holds it horizontally, then vertically a million times like an organ. But no matter what he does, his nose always explodes like a crash of thunder.
Conclusion	Zendelmashermishkade's friendship with Elly gives him the confidence he needs to proudly accept his nose.

Guess the Simile?

6



Group Work...

10

In small groups, share your similes and discuss how you used figurative language to enhance imagery and understanding of the characters in the texts.



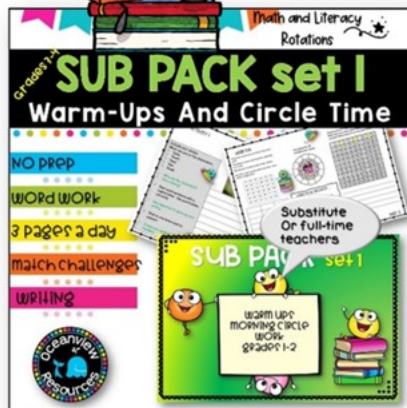
Year B



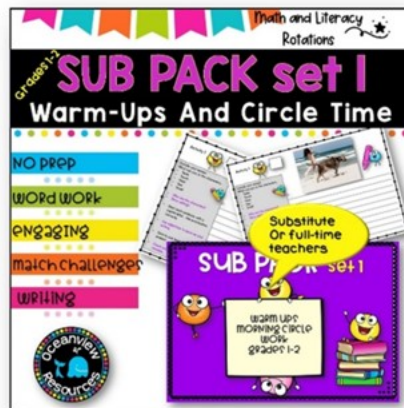
Text structure	Elly
Paragraph 1: Introduction - Who and where	
Paragraph 2: Describe the character's traits	
Paragraph 3: Describe the character's feelings	
Paragraph 4: Describe the character's actions	
Paragraph 5: Conclusion	



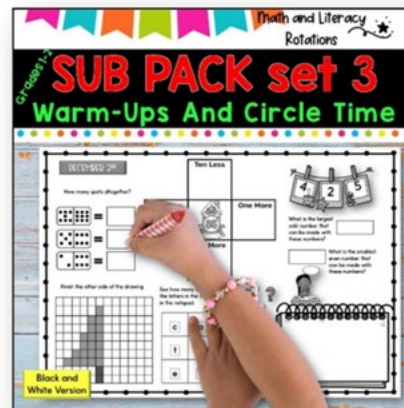
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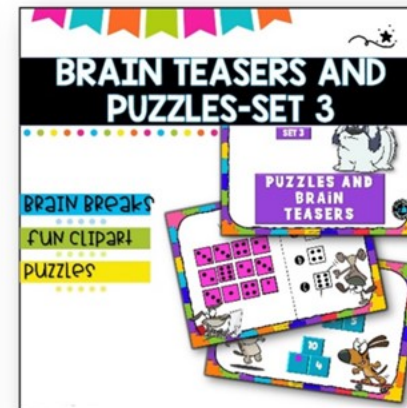
Sub pack Set 1 grades
1/2



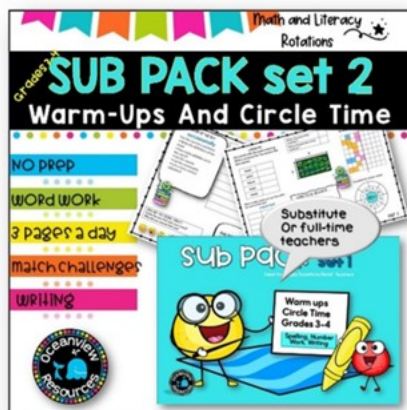
Sub pack Set 1 grades
3/4



Sub pack Set 3 grades
1/2



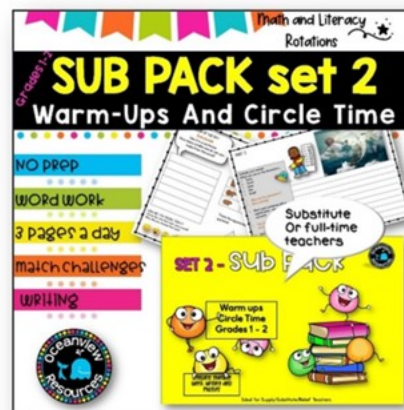
Brain teasers and
puzzles set 2



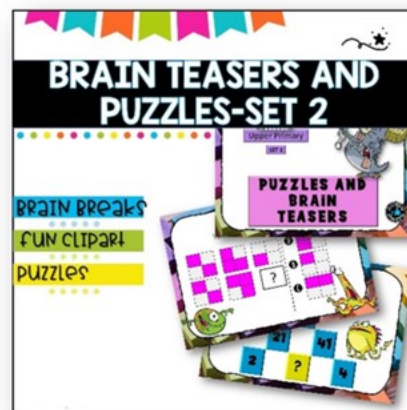
Sub pack Set 2 grades
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Getting to know you



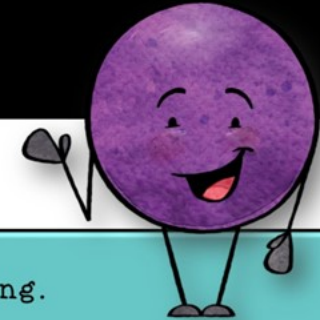
Sub pack Set 2 grades
3/4



Brain teasers and
puzzles set 3



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