

BLUEBACK

by Tim Winton

SCROLL
to take a look inside!



NSW Units 

MULTISTAGE 3-6

UNIT 1 TERM 1A

MULTISTAGE 3-6

UNIT 1

NSW ALIGNED UNITS

NARRATIVE



COMPONENT B BLUEBACK BY TIM WINTON



3-6 MULTI-AGE TERM 1A UNIT 1 NARRATIVE

GOOGLE slides presentation link.
Click on the image below to access the GOOGLE slides link.
It will say TEMPLATE PREVIEW. Click on that link to make your copy.



Copy and paste these symbols onto pages where you deem them useful for your students
I do, we do, you do



I DO	WE DO	YOU DO	YOU DO
• Direct Instruction	• Interactive Checks, Prompts, Cues	• Provide Feedback	• Student Assumes Full Responsibility



COMPONENT B

MULTIGRADE TERM 1A

YEAR 3-6 UNIT 1

★ Huge PowerPoint to support the teaching of this unit.

★ Student Worksheets

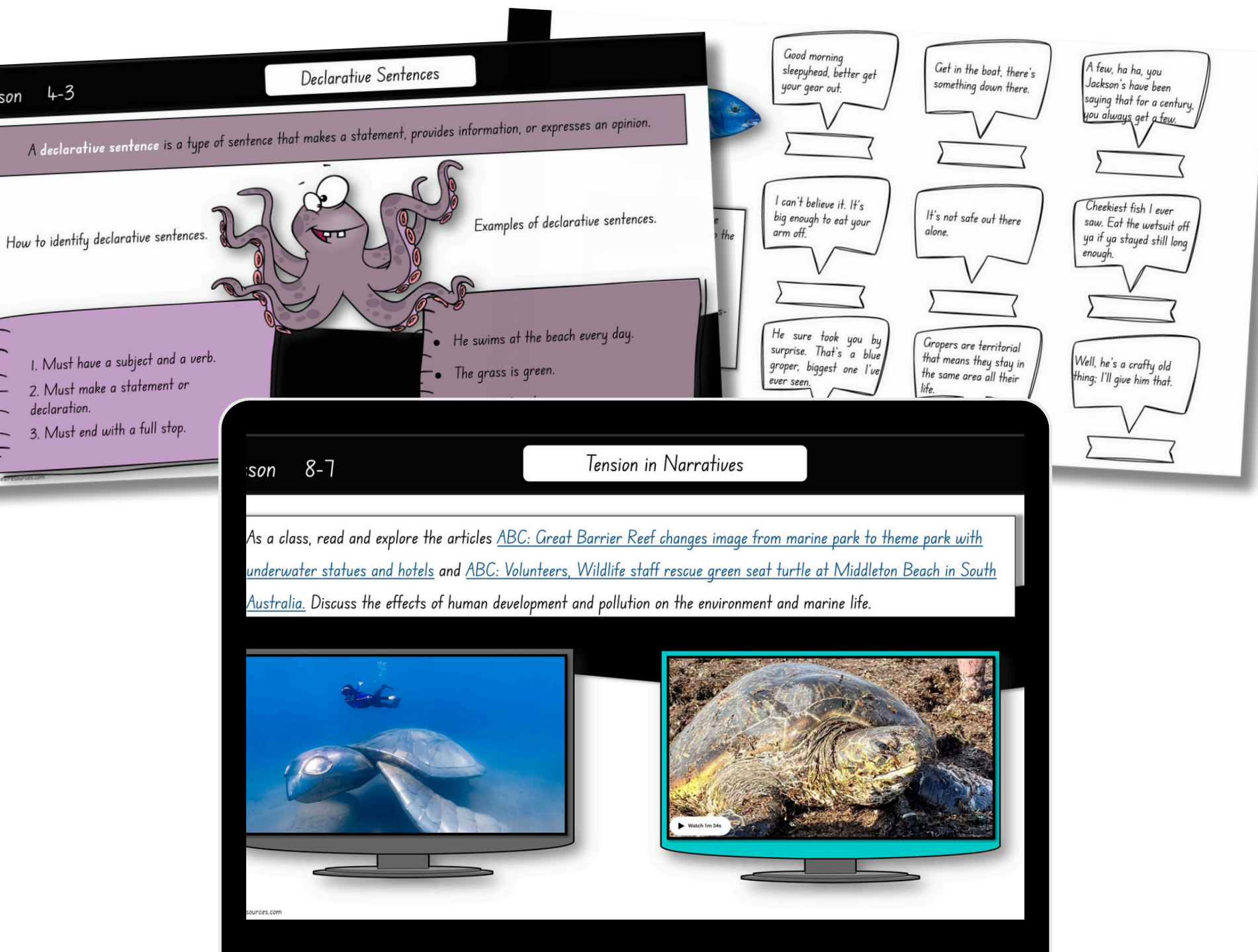
★ Year 1A Multigrade

★ Years 3-6

The collage features several educational materials for the 'Blueback' unit:

- Top Slide:** A black banner with the text 'MULTISTAGE 3-6 UNIT 1 TERM 1A' in large, blue, outlined letters. A circular logo with a blue whale and the word 'Resources' is in the top left corner.
- Teaching Notes:** A slide titled 'Teaching Notes for Multi Age Units' showing two stages: Stage 2 (Kangaroo) and Stage 3 (Emu) with their symbolic meanings.
- Lesson 1-5/6:** A slide titled 'Let's watch the trailer' featuring a video player for the 'BLUEBACK TRAILER HD' and discussion questions.
- Lesson 1-8:** A slide titled 'Read and discuss' with a 'Blueback' book cover and discussion prompts.
- Compare and Contrast:** A Venn diagram slide titled 'Compare and Contrast' for 'Chapters 1-3 and Movie Trailer', with sections for 'Features of object 1', 'Features of object 2', and 'Features similar to both'.
- Lesson 1-11:** A slide titled 'The Blurb' with a book cover and questions about the importance of a blurb.
- Lesson 1-12:** A slide titled 'The Blurb- Writing Task' with a photo of Tim Winton and a writing prompt.
- Covers:** The book cover for 'Blueback' by Tim Winton and a stylized illustration of a blue fish.

Aligned to NSW curriculum



270+ Page PPT



embedded videos



teaching notes



interactive contents



differentiated

- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ GOOGLE slides version

time saving for
easy planning



What's inside?

student
worksheets
landscape

Lesson 3-12 Personal Goals

Create a personal goal to strengthen your classroom interactions.

You will regularly reflect on your personal goal related to classroom interactions.

Stage 3

Keep a journal or use a reflection sheet to jot down your observations and thoughts about your participation, communication and engagement with others.



Colourful images

support the NSW
DET units

Lesson 3-11 Self Assessment

Reflect on your participation, considering your level of engagement and active listening during discussions.

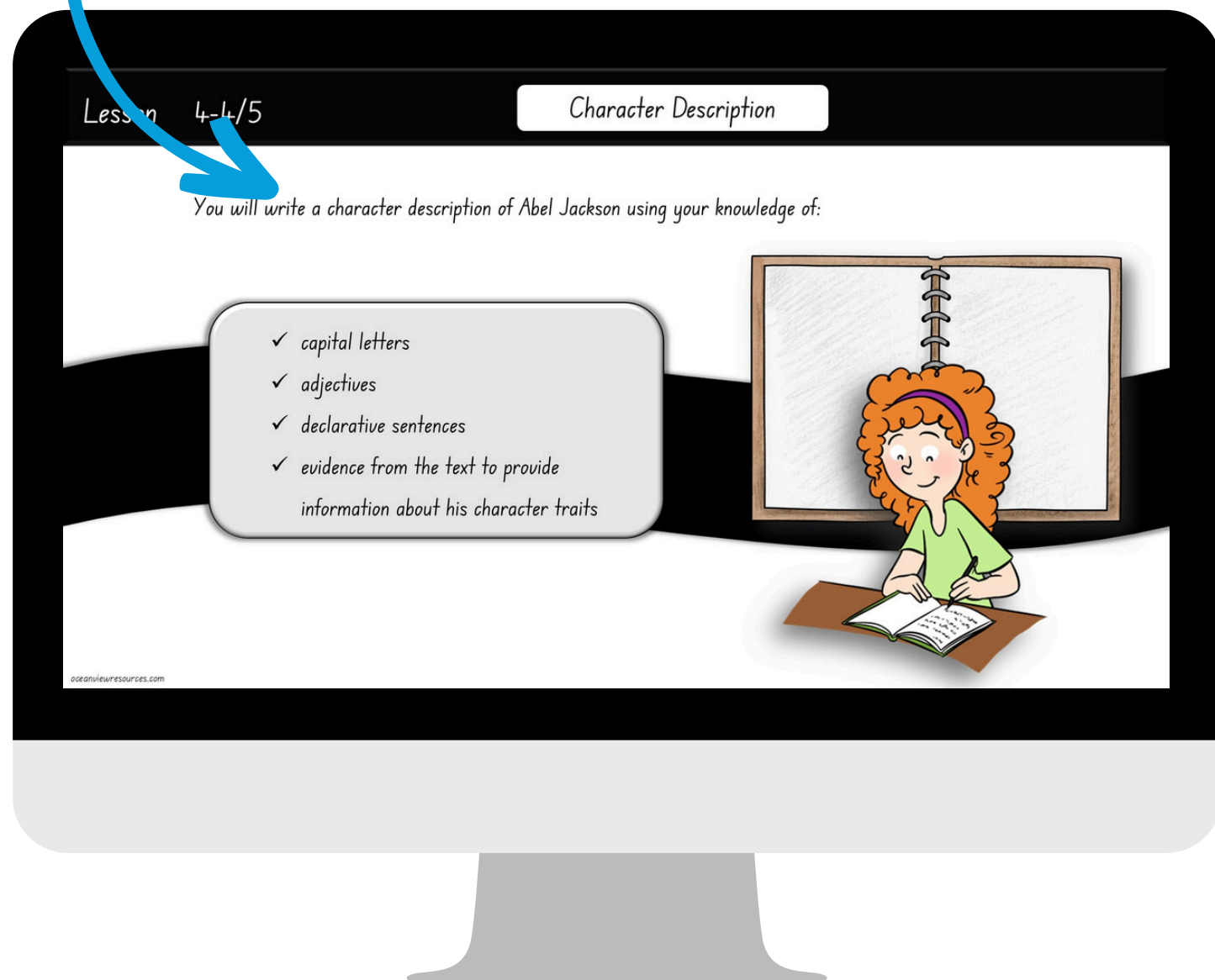
Did you actively contribute to discussions, ask questions or share your thoughts and ideas?

Reflect on the frequency and quality of your interactions with the teacher and your peers. In what context (partner, group, class) did you contribute the most?

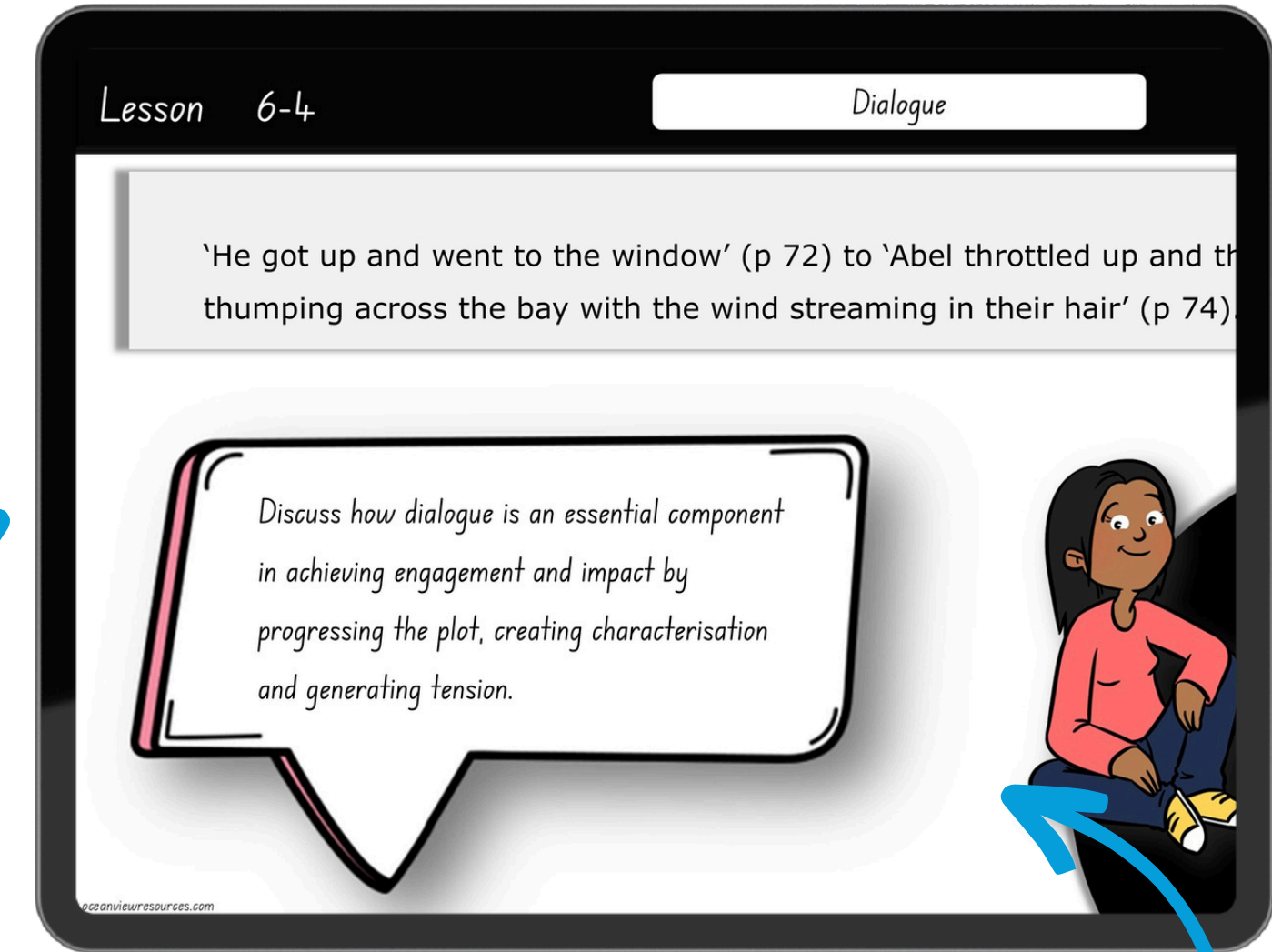


Interactive Slides

linked to units



use for
display



print and go

engaging
activities

© oceanview resources

© oceanview resources



NSW Units

MULTISTAGE 3-6

UNIT 1 TERM 1A

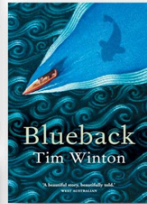
Lesson 1: 1st/2 Writing in pairs

Focus on your knowledge of the last book. Chapter 1 is the fascinating information related to the characterisation of the story (characters and settings).

Keep your ideas concise and focused on writing content.

In small groups, present your writing, discussing the part that relates to the content of the narrative's characterisation.



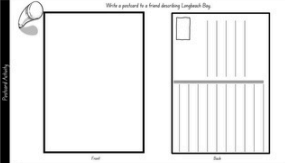


Lesson 2: 3-6 Storyboard

Read the text and identify the main events. Write a short story using the events as a guide to write your own story.

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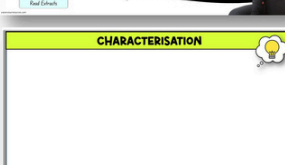


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MULTISTAGE 3-6

UNIT 1 TERM 1A

Lesson 5-1/10

Character Traits

Writing Guide
Praise and prop up every-
one here first.

Explain that students will be
praising character traits for that
person using evidence from the text
to support their reasoning.

Character Traits (Aki Judkins)

Name	Evidence from the text
Name	Evidence from the text
Name	Evidence from the text

Lesson 5-1/11

Stage 2 (Independent)

Using key words and phrases from *Blueback* + my life and that's life, draw on your knowledge of descriptive sentences and using combining conjunctions from *Connect* to write a paragraph comparing your life with that's life.

2-2 Write clearly after the given words and then use of objectives to enhance meaning after writing.
For example: That friends to school by bus along the highway had I wish to school!

High words



Connectives

and	but	or
so	because	although

Descriptive Sentences



Exercise 2 - my life and that's life

Lesson 5-1/2

Personal Goals

Write a personal goal to strengthen your character objectives.

Step 3
Keep a journal or use a reflection sheet to list down your character traits. You thought about your participation, communication and engagement with others.



Lesson 5-2

What Makes a Character?

What is your understanding of a character in a narrative?
How would you define it in your own words?

Is it essential to include a character in the structure of a narrative? Why or why not?
What purpose does it serve?

Has the character of Blueback been revealed yet?
If so, what is it? If not, what might it be?

T Title

O Objective

C Character

P Plot

E Ending

Name	Evidence from the text
Name	Evidence from the text
Name	Evidence from the text

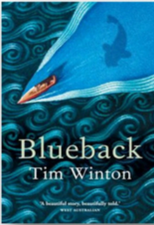
Lesson 5-1/6

Stage 1

Present your writing to highlight the similarities and differences between your life and that's life.

Linker activity by understanding the value of others contributions and by identifying similarities.

Display students work as a story wall.







As a class, read and explore the articles [ABC: Great Barrier Reef changes image from marine park to theme park with underwater statues and hotels](#) and [ABC: Volunteers, Wildlife staff rescue green sea turtle at Middleton Beach in South Australia](#). Discuss the effects of human development and pollution on the environment and marine life.



This was a great resource. My students loved doing the activities and I found it very helpful!

Thank you so much. This made my job really easy. My students were so engaged and they did well in their writing.

Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!

Somebody (**Orientation** - Who is the character?)
Wanted (**Motivation** - What does the character want?)
But (**Complication** - What is the problem or climax?)
So (**Rising action** - Examine the tension and conflict. How did the characters try to solve the problem?)
Then (**Resolution** - What was the falling action to the narrative's solution or outcome?)

SWBST

