

PIANO FINGERS SONAM & THE PIANO

SCROLL
to take a look inside!

Literacy Unit

STAGE 2 UNIT 4
YEAR 2 A



NSW
COMPONENT B

STAGE 2 UNIT 4

Piano Fingers

Sonam & the Silence

PIANO FINGERS by Caroline Magerl SONAM AND THE SILENCE by Eddie Ayres



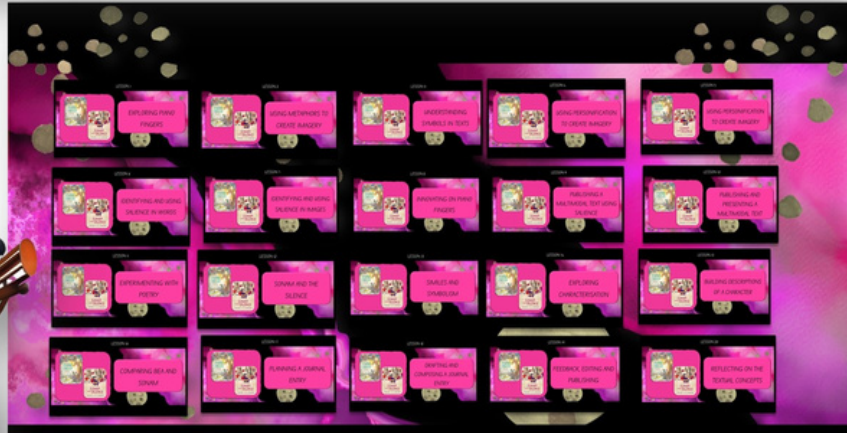
UNIT 4
IMAGERY, SYMBOL
CONNOTATION

English Unit 4 Stage Term 2A



English Unit 4 Stage 2- First Year (Year A)

Links to weeks



English Unit 4 Stage 2- First Year (Year A)

'IMAGERY, SYMBOL,
CONNOTATION'
NSW ALIGNED UNITS

STAGE 2 TERM 2 UNIT 4

YEAR B SUPPORT UNIT

★ Huge powerpoint to support the teaching of this unit.

★ Student Worksheets

★ Year B Stage 2

★ Years 3-4

STAGE 2 UNIT 4
YEAR 2 A

Lesson 1-1

Images can create different emotional responses in a viewer.

Colours can evoke specific emotions, or make a viewer make connections to personal experiences or memories.

Using your copy of the image, break into small groups and record words that describe how this image makes you feel or concepts it could represent.



Lesson 1-2

Talking & Listening

Verbal Communication	Communicate appropriately, using acceptable language, and volume levels. Be aware of other groups in the classroom who are also having discussions.
Body Language	Look at the person who is speaking and show interest, and do not distract them while they are talking.
Cooperation	Work cooperatively with each group member actively participating in the discussion, both as an active speaker and listener.
Respect	Show respect for classmates while waiting for you turn to speak. Don't talk over one another. Respect each other's ideas.

BE AN ACTIVE PARTNER OR GROUP LISTENER

Lesson 1-3

Share your ideas, you may suggest a speaker for each group.

Explore the similarities and differences between responses. Why does the same image ignite different or similar responses in a viewer. Author/Illustrators often use images to evoke emotions in a reader.



Lesson 1-4

PIANO FINGERS

1. What do you think the title means?
2. What type of text do you think this is?
3. Why?
4. What do you think piano fingers are?
5. What makes you say that?
6. Who do you think the story is about?
7. Predict what the character might do in the text.



Lesson 1-7 Meet the Author-Caroline Magerl



Lesson 1-6 Imagery, symbol and connotation.

We will create a class definition of imagery, symbol and connotation to display on an anchor chart.

IMAGERY, SYMBOL AND CONNOTATION



Year A NARRATIVE



Aligned to NSW curriculum

- ✓ 260+ Page PPT
- ✓ embedded videos
- ✓ teaching notes
- ✓ student worksheets
- ✓ interactive contents
- ✓ easy print worksheets



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

time saving for
easy planning



What's inside?

Lesson 4-10 Model

I will model writing a paragraph about Bea using descriptive and figurative language (metaphors, adjectives, verbs). e.g.



Bea gracefully settled herself in front of the majestic beast she was about to tame

Her fingers created delicate whispers as she lightly caressed the keys.

With each press, the sounds grew stronger and louder.

Bea bravely explored the new land of music and felt crotchets and quavers fly through her body.

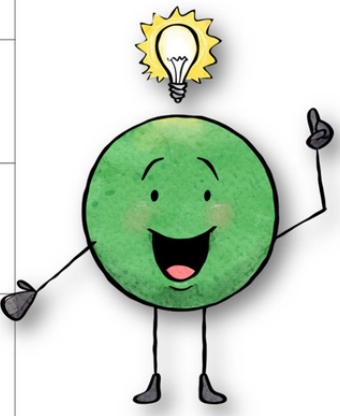
The piano was suddenly telling stories that had never been told before.

student
worksheets
landscape

Lesson 1-2



Verbal Communication	Communicate appropriately using acceptable language, and volume levels. Be aware of other groups in the classroom who are also having discussions.
Body Language	Look at the person who is speaking and show interest, and do not distract them while they are talking.
Cooperation	Work cooperatively with each group member actively participating in the discussion, both as an active speaker and listener.
Respect	Show respect for classmates while waiting for you turn to speak. Don't talk over one another. Respect each other's ideas



BE AN ACTIVE PARTNER OR GROUP LISTENER

Lesson 6-7



How could salience be used to enhance the meaning of the text and evoke emotions in the reader.

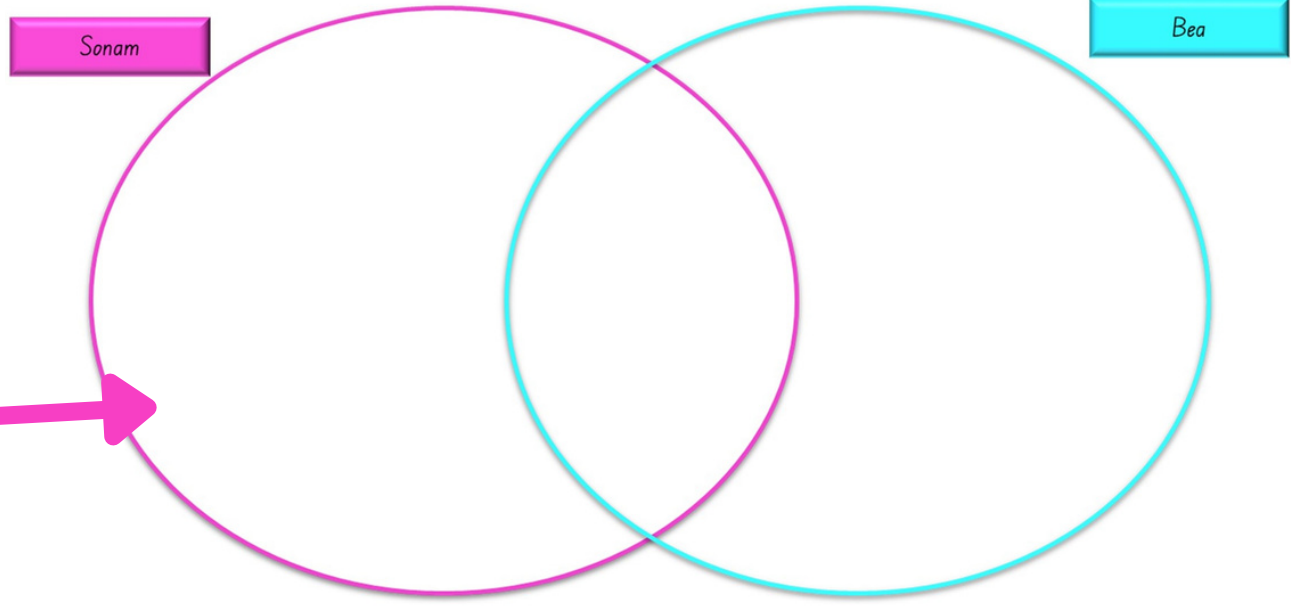
Read the poem aloud, identifying where you would emphasise words and/or phrases. Why?

low ink versions

support the
units

Similarities and Differences...

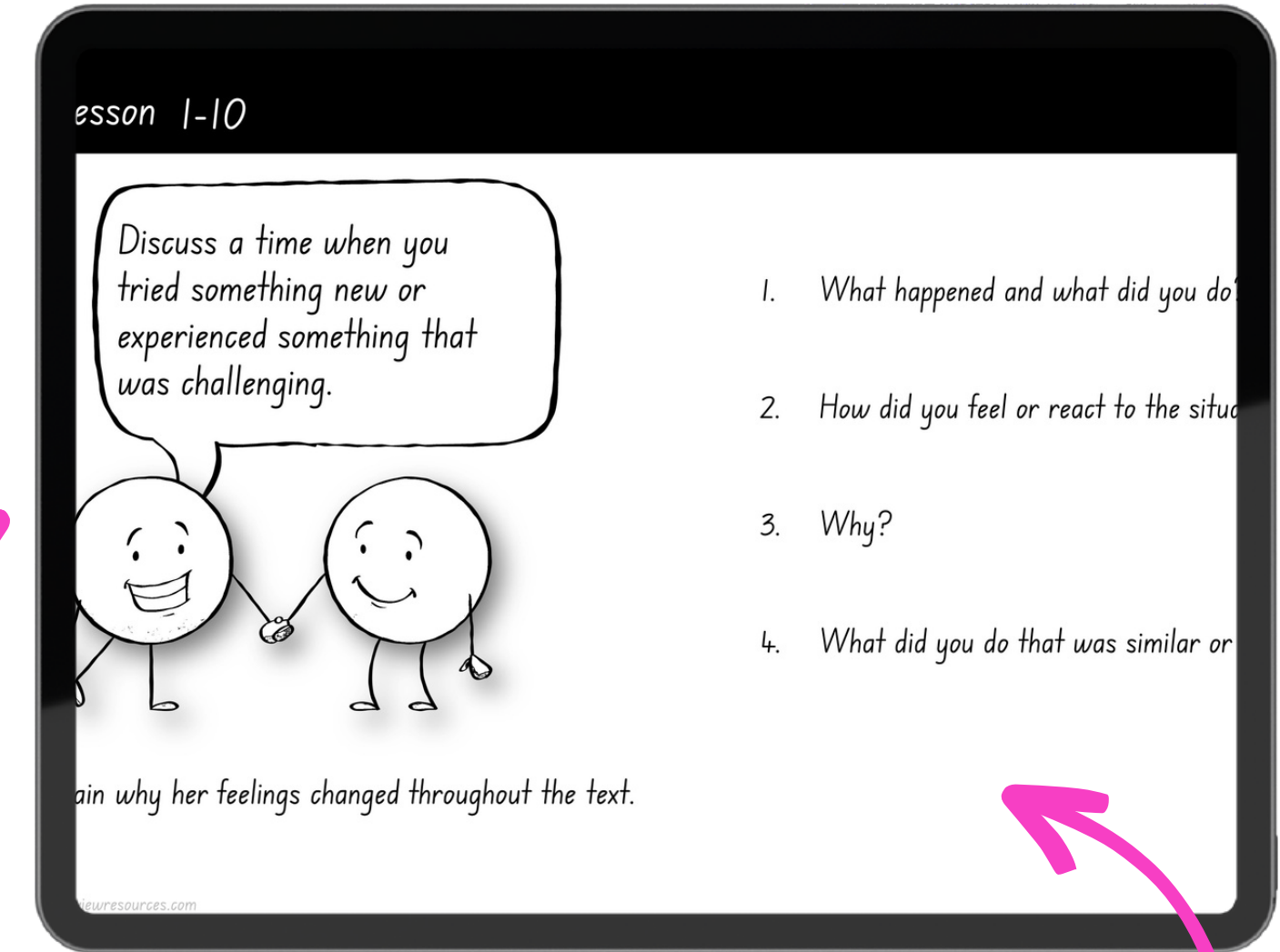
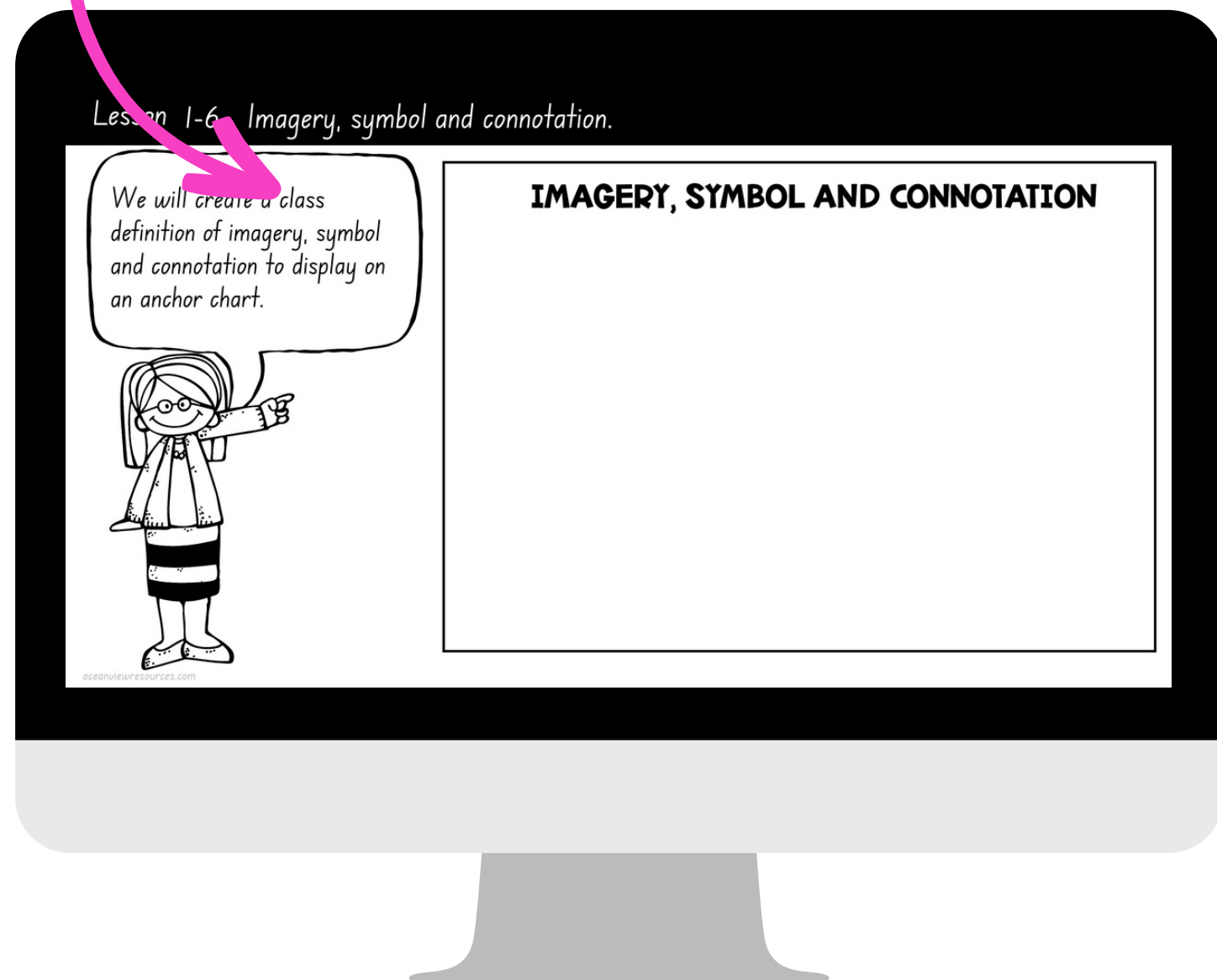
Character Comparison



Student Worksheets

linked to units

use for
display



print and go

engaging
activities

over 260
pages of
interactive
slides

pdf and
PowerPoint
versions

Literacy unit

STAGE 2 UNIT 4 YEAR 2 A

Oceanview Resources

Lesson 1.4 Read Piano Fingers

After reading identify the 2 and 3 wordings and discuss the meaning of each word using context clues from the text.

2 wordings	3 wordings
sonata	symphony
concert	orchestra
audience	stage
composer	musician

Lesson 1.5

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Year A NARRATIVE

Lesson 2.1 Figurative Language

Figurative language is used to make writing more interesting and to help the reader understand the meaning of the text.

Read the text and identify the figurative language used.

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Literacy unit

STAGE 2 UNIT 4 YEAR 2 A

Oceanview Resources

Lesson 3.1

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Year A NARRATIVE

Lesson 3.2

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Literacy unit

STAGE 2 UNIT 4 YEAR 2 A

Oceanview Resources

Lesson 4.1

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Year A NARRATIVE

Lesson 4.2

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Literacy unit

STAGE 2 UNIT 4 YEAR 2 A

Oceanview Resources

Lesson 5.1

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Year A NARRATIVE

Lesson 5.2

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Literacy unit

STAGE 2 UNIT 4 YEAR 2 A

Oceanview Resources

Lesson 6.1

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?

Year A NARRATIVE

Lesson 6.2

Read the text and answer the questions.

1. What happened and what did you do?
2. How did you feel at the time?
3. What did you do that was similar or different to that?

Write about your experience.

Identify your emotions, actions and responses.

Do you think about your writing?



Explore how framing could be used to highlight certain aspects on the page.

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!



AUTHORS NOTE

Music in Afghanistan goes back thousands of years and has influenced music throughout the world. Just think, without the Rubab, we wouldn't have the violin. When the Taliban took power in 1996 and banned music of any kind, it was devastating because Afghans love music like no other people I have ever met. Afghanistan is made up of many different peoples, and music was often the only thing to unite them. A world of silence is so hard to imagine, isn't it? Maybe you can try it, for an hour – perhaps one way to think about it is to imagine sport being banned in Australia. No running, no catching, no swimming, no cheering... After six years of silence, music was eventually allowed again and the Afghanistan National Institute of Music was founded by Dr Ahmad Sarmast, an Afghan-Australian. The school took in orphans and children who worked on the street to help their families earn enough money to eat. I worked at the Initiative for a year, and the students were some of the hardest working children I have ever known. Before the Institute opened. Sonam had sold chewing gum on the streets of Kabul, but by the time I met her, she had learnt to play the viola, read music and speak English. She was a little older than the Sonam in this story, but I reckon that the Sonam you have just met is about to go to Dr Sarmast's school. Anyway, the real Sonam, the one I knew, left the school at eighteen and married to a policeman. I like to think she plays music to her children, and that there will never again be silence in Afghanistan.

Eddie Ayres

