

Connecting the character's experiences to key messages

Level: 3

Curriculum area: English

Sub-strand/s: Engaging with and responding to literature, analysing, interpreting and evaluating, creating texts

Sequence title: Setting, themes, and literary device in *Brindabella*

Lesson number: Lesson 12 of 20

Lesson overview

In this lesson, the teacher models reading aloud Chapter 15 using a mind map to infer how *Brindabella's* journey reflects the key messages of courage, survival and freedom. Students participate in independent reading and through discussion identify events that connect to the key messages and plot. Students choose one key event and write to explain how it connects to a key message.

Victorian Curriculum 2.0 content descriptions

- Discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences (VC2E3LE02)
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings (VC2E3LY10)
- Create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate (VC2E3LY11)

Vocabulary

- **Courage:** being brave, even when something is scary or difficult.
- **Desolate:** a deep feeling of sadness, loneliness, or hopelessness.

- **Freedom:** being able to make your own choices and do what you want without being controlled by others.
- **Survival:** staying alive, especially in tough or dangerous situations.

Materials required for the lesson

- Novel *Brindabella* by Ursula Dubosarsky (2018) - teacher copy and 1 per student
- [‘Brindabella’s journey’ \(Student resource 6\)](#) – 1 per student and 1 enlarged teacher copy
- Workbook – 1 per student
- Grey lead pencil – 1 per student.

*Teacher to prepare prior to lesson

Learning objective

- We will learn to infer how Brindabella’s journey reflects the key messages of courage, survival and freedom.

Success criteria

- I can plot events using a mind map and connect them to the key messages.
- I can infer how Brindabella’s experiences reflect the key messages in the text.

Lesson structure

Lesson stage	Timing	Description of explicit teaching, learning activities and formative assessment
Stage 1	10 mins	Activate prior knowledge – review key messages Review how narratives contain key messages, which are the important ideas or lessons the author wants to share with the reader. Explain that the story of <i>Brindabella</i> conveys the key message of friendship. Remind students of an example of how to connect an event from Brindabella’s journey to the key message of friendship. Demonstrate by thinking aloud highlighting the text clue, ‘Pender rescued Brindabella as a joey and took care of her’ (p. 24). Explain how Pender is showing Brindabella kindness by helping her, therefore, this is an event in the story that connects to the key message of friendship. Remind students of key moments, such as Pender drawing pictures of Brindabella, Brindabella saying Pender would never make fun of her or how they miss each other.

Ask students to **Pair-Share** to recall a time in the book when Pender and Brindabella demonstrate a strong friendship towards each other.

Listen to students sharing their responses and provide support or feedback if necessary.

Check for understanding by calling on non-volunteers to share their connections.

Explain to students that they will infer how Brindabella's journey reflects the key messages of courage, survival and freedom by reading and creating a mind map.

Explain that Brindabella's experience may not be directly connected to the key messages in the text, therefore, students will need to make inferences, by paying attention to text clues.

Remind students inferring means drawing conclusions based on evidence from the text and prior knowledge.

Introduce learning objective

Read the learning objective and ask students to read the success criteria.

Explicitly teach vocabulary

Define the word 'courage' and **provide** students with an example of showing courage, such as admitting to a mistake or trying something new.

Ask students to **Pair-Share** discussing the question 'Can you think of a time when you showed courage?' with their partner.

Observe student responses and **call on** volunteers to share.

Define the word 'survival' and **explain** that all living creatures (human and animal) need certain things to survive.

Ask students to **Pair-Share** discussing the question 'What are some things living creatures need to survive?' with their partner.

Observe student responses and **call on** non-volunteers to share.

Define the word 'freedom' and **provide** students with an example of experiencing freedom, such as playing outside, free drawing, flying on a plane.

Ask students to **Pair-Share** the question 'Can you think of a time when you felt free?'

Observe student responses and **call on** volunteers to share.

Stage
2

40
mins

Modelling, demonstration and explanation

Provide students with a copy of the text to follow along to track reading during the read **aloud** and for **choral reading**

Show students the enlarged teacher copy of the mind map graphic organiser [‘Brindabella’s journey’ \(Student resource 6\)](#).

Explain that this mind map will be used to connect Brindabella’s experiences to the key messages.

Read aloud page 112 from Chapter 15 and **ask** students to choral read.

Write and **narrate** the sentence frame on the whiteboard: ‘The text says... I infer... because...’

Demonstrate a **think aloud** to **model**. For example:

- in the text, Brindabella wants to get to know the other animals.
- I infer that this takes courage because meeting new people can be scary.

Explain that that putting these clues together—what the text says about her wanting to meet others and using prior knowledge about what it feels like to meet new people—we can infer that Brindabella is showing courage.

Model how to **write** the example, ‘Brindabella getting to know other animals’ under the ‘courage’ section on the mind map.

Guided practice

Provide students with a copy of the mind map graphic organiser [‘Brindabella’s journey’ \(Student resource 6\)](#).

Explain that as students **independently read**, they will use their mind maps to record their ideas.

Ask students to **independently read** pages 113-114.

Pause and **point to** the text clue: ‘Brindabella said she never wants to go back to the house – never!’

Ask students to **Pair-Share** discussing with a partner which key message they think this connects to and why.

Observe as students explain to their partners and provide support and feedback where necessary.

Check for understanding by **calling on** non-volunteers to share their response and ask the follow-up question: ‘What makes you say that?’

Provide students with feedback on their response.

Ask students to record the event under the key message they think it connects to on their mind map.

Ask students to **independently read** pages 115-116.

Say and **point to** the text clue – ‘Brindabella felt her blood swim with excitement. She could not wait to have an adventure.’

Ask students to **Pair-Share** which key message they think this connects to and why.

Observe as students explain to their partners and provide support and feedback where necessary.

Check for understanding by **calling on** non-volunteers to share their response and ask the follow-up question: 'What makes you say that?'

Provide students with feedback on their responses.

Ask students to record the event under the key message they think it connects to on their mind map.

Ask students to continue **independently reading** pages 117-118.

Ask students to **Pair-Share** discussing with a partner:

- What has happened to Brindabella?
- What key message does this experience connect to?

Observe as students explain to their partners and provide support and feedback where necessary.

Check for understanding by **calling on** non-volunteers to share their response and ask the follow-up question, 'What makes you say that?'

Provide students with feedback on their responses.

Ask students to record the event under the key message they think it connects to on their mind map.

Pause while reading to explain the meaning of 'desolate'.

For example, 'desolate' refers to a deep feeling of sadness, loneliness, or hopelessness in the context of the story.

Check for understanding by asking students to **Pair-Share** another example of desolate in the story.

Independent application

Explain that students will now choose one event from their mind map and write about how this event reflects the key message.

Remind students to include correct capitalisation and punctuation.

Enable students by asking them to recall an experience from the chapter and orally explain what key message it connects to before writing it down.

Extend students by asking them to choose a different key message and event and write a brief explanation about how they connect.

Circulate and check student progress, observing if students:

- refer to their mind map to write their explanation
- make inferences to connect the events to the key messages
- use correct capitalisation and punctuation.

Provide students with specific and clear task focussed feedback.

Ask students to **Pair-Share** and read their explanation aloud.

Collect students' mind maps for formative assessment purposes.

Stage
3 **10**
 mins

Review and reflect

Return to and **read** the learning objective and success criteria.

Ask students to **Pair-Share** and discuss, 'Why do authors include key message in their stories?'

Observe student responses and provide feedback and support if necessary.

Call on non-volunteers to share their responses.

Write and **narrate** 'How do we infer that Brindabella enjoyed her freedom? What is the text clue?'

Ask students to complete a **quick write** response to this question in their workbooks.

Observe what students write providing feedback and support where necessary.

Collect student workbooks for formative assessment purposes.

Teaching considerations

- This task requires students to make inferences by analysing Brindabella's experiences and connecting them to the key messages of courage, freedom, and survival. Teachers should be mindful that some students may need additional support or scaffolding strategies to engage in this task effectively.

This could include providing additional examples, simplifying language, or breaking the task into smaller, more manageable steps.

- Teachers might consider providing students with the opportunity to independently locate experiences in the text, connect them to a key message then add to their mind map.
- **Enrich** learning by asking students to think about a different character in the text and analyse how their experiences connect to the key messages. Students can compare their chosen character's experience to Brindabella's.