

'Stories of Life at Sydney Cove' by Susan E Boyer

Overview of Worksheets 1- 5

Worksheets #1 - #5 are ready-to-use classroom activities on 1) **Text Organisation**, 2) **Text Structure**, 3) **Writing Creatively**, 4) **Storytelling through Drama**, and 5) **Historical Context**, and are designed for use with 'Stories of Life at Sydney Cove'. They are formatted as PDF files so they can be displayed electronically to the class, or printed and distributed as handouts. They are suitable for different class levels as indicated below and on each table.

The **Australian Curriculum - English** is built around the interrelated strands of **language, literature and literacy**. The following tables indicate the correlation between the worksheet activities and the relevant Content Descriptions and Achievement Standards of the Australian Curriculum for specified year levels. These are suggested links; teachers will no doubt find other Curriculum links not mentioned in the tables. For example, some worksheet activities also link to **History** and **Drama** units.

Some Content Descriptors are repeated across the following Overview as the worksheet activities are interrelated and aspects of language, literature and literacy need to be continuously revisited. The Content Descriptions referred to in the overview refer mainly to Primary English Years 4-6, however with teacher support (reading parts of the text with the class) Year 3 students would benefit from the activities.

The worksheets are also applicable to English for Years 7 - 9 as shown in the examples below:

Year 7 Literacy: Interpreting, analysing, evaluating

Analyse and explain the ways [text](#) structures and [language features](#) shape meaning and vary according to audience and purpose ([ACELY1721](#))

Year 7 Examining literature

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ([ACELT1622](#))

Year 7 Language for interaction

Understand how accents, styles of speech & idioms express & create personal & social identities ([ACELA1529](#))

Year 8 Literature and context

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups ([ACELT1626](#))

Year 8 Responding to literature

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ([ACELT1807](#))

Year 9 Literature and context

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts ([ACELT1633](#))

Year 9 Literacy - Interpreting, analysing, evaluating

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ([ACELY1745](#))

Teachers will find other Curriculum links not mentioned in the tables. For example, some worksheet activities also link to **History** and **Drama** units.

See links to Australian Curriculum history units:

<http://www.birrongbooks.com/images/SLSC-links-to-AC-history-units.pdf>

See free history resources at:

<http://www.birrongbooks.com/free-resources/free-resources-stories-of-life-at-sydney-cove>

For Content descriptions linked to **Drama** units: see page 6 of this overview.

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Worksheet# 1 overview: Text Organisation

Worksheet # 1 looks at the layout and organisation of texts. It requires students to scan 'Stories of Life at Sydney Cove' from cover to cover, to acquaint themselves with the organisation of this particular text.

Year 3 Content Descriptions (See comments regarding Year 3 on page 1 of Overview of Worksheets 1- 5)

Language: Text structure & organisation	Literature	Literacy
Understand how different types of texts vary... (ACELA1478)	Use metalanguage to describe the effects of ideas, text structures & language features of literary texts (ACELT1604)	Identify & explain language features of texts from earlier times. Compare with the vocabulary, images, layout & content of contemporary texts (ACELY1686)

Year 4 Achievement Standard - Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images & vocabulary are used to engage the interest of audiences.

Year 4 Content Descriptions

Language: Text structure & organisation	Literature	Literacy
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Use metalanguage to describe the effects of ideas, text structures & language features of literary texts (ACELT1604)	Identify & explain language features of texts from earlier times and compare with the vocabulary, images, layout & content of contemporary texts (ACELY1686)

Year 5 Content Descriptions:

Language: Text structure & organisation	Literature	Literacy
Investigate how the organisation of texts into chapters, headings, subheadings... and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Navigate & read texts for specific purposes applying appropriate text processing strategies, for example predicting & confirming, monitoring meaning, skimming and scanning (ACELY1702)

Year 6 Content Descriptions:

Language: Text structure & organisation	Literature and Context	Literacy
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings, subheadings (ACELY1712)

Year 7 Literacy: Interpreting, analysing, evaluating

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [\(ACELY1721\)](#)

Year 8 Literacy: Interpreting, analysing, evaluating

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text [\(ACELY1732\)](#)

Year 9 Literacy - Interpreting, analysing, evaluating: Explore and explain the combinations of language and visual choices that authors make to present information, opinions & perspectives in different texts [\(ACELY1745\)](#)

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Worksheet# 2 overview: Text Structure

Worksheet # 2 builds awareness of language structures in texts by looking at examples in ‘Stories of Life at Sydney Cove’. This includes paragraphs, and the use of colloquial language and irregular spelling in dialogue to build characters.

Year 3 Content Descriptions: (See comments regarding Year 3 on page 1 of Overview of Worksheets 1- 5)

Language: Text structure & organisation	Literature	Literacy
Understand that paragraphs are a key organisational feature of written texts (ACELA1479) Know that contractions are a feature of informal language and that apostrophes are used to signal missing letters. (ACELA1480)	Discuss texts with characters, events & settings portrayed in different ways & speculate on authors’ reasons (ACELT1594) Discuss how language is used to describe settings in texts, & explore how the settings shape the events & influence the mood of the narrative. (ACELT1599)	Identify the point of view in a text and suggest alternative points of view (ACELY1675) Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Year 4 Achievement Standard - Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images & vocabulary are used to engage the interest of audiences.

Year 4 Content Descriptions:

Language: Text structure & organisation	Literature	Literacy
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	Use metalanguage to describe the effects of ideas, text structures & language features of literary texts (ACELT1604)	Identify & explain language features of texts in earlier times & compare with vocabulary, images, layout etc. of contemporary texts. (ACELY1686)

Year 5 Achievement Standard - Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

Year 5 Content Descriptions:

Language for interaction	Literature	Literacy
Understand that patterns of language interaction vary across social contexts & types of texts & that they help to signal social roles & relationships (ACELA1501)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Show how points of view in texts are conveyed through use of vocabulary, including idiomatic expressions...and that these can change according to context (ACELY1698)

Year 6 Achievement Standard - Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how text structures can achieve particular effects. They analyse how language features, images and vocabulary are used by different authors to represent ideas, characters & events.

Year 6 Content Descriptions:

Language for interaction	Literature	Literacy
Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	Make connection between own experiences and characters and events represented in texts from different historical, social & cultural contexts (ACELT1613)	Analyse how text structure & language features work together to meet the purpose of a text (ACELY1711) Analyse strategies authors use to influence readers (ACELY1801)

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Worksheet# 3 overview:

Writing Creatively

Worksheet #3 looks at ways to make stories more interesting, using examples in ‘Stories of Life at Sydney Cove’.

Year 3/4 Achievement Standard - Productive modes (speaking, writing and creating)

Students...demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.

Year 3 - Examining literature: Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599](#))

Year 4 Content Descriptions

Language: Text structure & organisation	Literature	Literacy
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) Recognise how quotation marks are used in texts to signal dialogue...(ACELA1492)	Use metalanguage to describe the effects of ideas, text structures & language features of literary texts (ACELT1604) Discuss how authors make stories exciting, moving & absorbing, holding readers’ interest by using various techniques, eg. character development & plot tension (ACELT1605)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Year 5 Content Descriptions:

Language	Literature	Literacy
Understand how noun groups/phrases ... can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) Understand uses of vocabulary to express greater precision of meaning, & know that words can have different meanings in different contexts (ACELA1512)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Year 6 Content Descriptions:

Language	Literature	Literacy
Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) Understand how ideas can be expanded and sharpened through careful choice of verbs , elaborated tenses and a range of adverb groups/phrases (ACELA1523)	Experiment with text structures and language features and their effects in creating texts, using imagery, sentence variation, metaphor and word choice (ACELT1800) Make connections between own experiences & those of characters & events represented in texts from different historical, social & cultural contexts (ACELT1613)	Analyse how text structure & language features work together to meet the purpose of a text (ACELY1711) Analyse strategies authors use to influence readers (ACELY1801)

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Worksheet# 4 overview: **Storytelling through drama**

Worksheet #4 examines and suggests ways of using drama in the classroom using scenes and situations from ‘Stories of Life at Sydney Cove’. The Australian Curriculum states: ‘Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view.’

In Curriculum Content Descriptions, the term ‘text’ refers to ‘a means for communication’ including spoken text.

English Content Descriptions for Years 3 - 9 include:

Students create a range of imaginative, informative and persuasive types of texts including ...performances.

Year 4 Content Descriptions

Language: Express & develop ideas	Creating Literature	Literacy
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts. (ACELA1496)	Create literary texts by developing storylines, characters and settings (ACELT1794) Discuss how authors make stories exciting, moving and absorbing & hold interest by using various techniques, for example character development and plot tension (ACELT1605)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

Year 5 Content Descriptions:

Language for interaction	Literature	Literacy
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Use interaction skills, for example... interpreting non-verbal cues and... vocal effects appropriate for different audiences and purposes (ACELY1796) Plan...imaginative, informative and persuasive...texts, choosing text structures, language features, images & sound appropriate to purpose and audience (ACELY1704)

Year 6 Content Descriptions:

Language for interaction	Literature	Literacy
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Experiment with text structures & language features and their effects in creating texts, using imagery, sentence variation, metaphor and word choice (ACELT1800) Make connections between own experiences & those of characters & events represented in texts from different historical, social & cultural contexts (ACELT1613)	Analyse how text structure & language features work together to meet the purpose of a text (ACELY1711) Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

English Content Descriptions years 7 - 9:

Year 7 Language for interaction: Understand how accents, styles of speech & idioms express & create personal & social identities [\(ACELA1529\)](#)

Year 8 Responding to literature: Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts [\(ACELT1807\)](#)

Year 9 Literacy - Interpreting, analysing, evaluating: Explore and explain the combinations of language and visual choices that authors make to present information, opinions & perspectives in different texts [\(ACELY1745\)](#)

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Worksheet# 4 overview continued: Storytelling through drama

The situations and scenarios depicted in 'Stories of Life at Sydney Cove' provide many opportunities for drama. According to the Australian Curriculum, while engaging in Drama, students:

- become aware of role and situation as they listen and respond as fictional characters
- explore voice and movement to create role
- learn about focus and identifying the main idea of the drama
- learn how their ideas can be expressed through role and story.

Australian Curriculum Content Descriptions Years 3 and 4 Drama

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama. [ACADRM031](#)

Elaborations:

- * exploring and experiencing a range of roles and situations that they initiate and develop
- * making improvisations that explore issues and ideas using empathy
- * using elements of drama and the principles of stories to shape improvisations to communicate their intentions as drama makers, eg. establishing time and place and the roles and characters in the drama
- * Considering viewpoints – forms and elements: For example – How did the drama begin? Develop? Conclude? How did the performers vary their voices, movement and gestures to create and share believable characters? How are elements of drama such as role, situation, time and place part of the action? How is dramatic tension developed in the drama?

In drama Year 3 and 4 students:

- extend their understanding of role & situation as they offer, accept & extend their ideas in improvisation
- vary voice and movement to create role when devising drama
- learn about focus, tension, space and time in their own and others' drama
- explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension as they make and respond to drama
- use language and ideas to shape dramatic action
- use story structures to shape drama for audiences.

Australian Curriculum Content Description Years 5 and 6 Drama

Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience [\(ACADRM037\)](#)

Australian Curriculum Content Description Years 7 and 8 Drama

Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions [\(ACADRM041\)](#)

Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect [\(ACADRM042\)](#)

Identify connect specific features & purposes of drama from contemporary and past times to explore viewpoints. Enrich their drama making, **starting with drama in Australia**, including drama of Aboriginal People [ACADRR046](#)

Australian Curriculum Content Description Years 9 and 10 Drama

Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience [\(ACADRM051\)](#)

Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect [\(ACADRR052\)](#)

Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, **starting with drama from Australia** and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts [\(ACADRR053\)](#)

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Worksheet# 5 overview

Historical Context

Worksheet #5 builds awareness of the importance of historical context in literature by looking at examples in 'Stories of Life at Sydney Cove'.

Australian Curriculum English specifies 'The range of literary texts for Foundation to Year 10 comprises **Australian literature**, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples... The English curriculum draws on a number of approaches, and emphasises, including the 'exploration of the relationships between historical, cultural and literary traditions'.

Year 4 Content Descriptions

Language	Literature and context	Literacy - Texts in context
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Make connections between the ways authors may represent similar storylines, ideas and relationships (ACELT1602) Discuss how authors make stories exciting, moving and absorbing & hold interest by using various techniques, for example character development and plot tension (ACELT1605)	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)

Year 5 Content Descriptions:

Language for interaction	Literature	Literacy - Texts in context
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) Language variation and change Understand that pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

Year 6 Content Descriptions:

Language	Literature	Literacy
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Make connections between own experiences & those of characters & events represented in texts from different historical, social & cultural contexts (ACELT1613)	Analyse strategies authors use to influence readers (ACELY1801) Analyse how text structure and language features work together to meet the purpose of a text (ACELY1711)

English Content Descriptions Years 7 - 9:

Year 7 Language for interaction: Understand how accents, styles of speech & idioms express & create personal & social identities ([ACELA1529](#))

Year 8 Responding to literature: Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ([ACELT1807](#))

Year 9 Literacy - Interpreting, analysing, evaluating: Explore and explain the combinations of language and visual choices that authors make to present information, opinions & perspectives in different texts ([ACELY1745](#))