

A Voice for Nature Grades 4 – 6

Sustainability Focus

Education for sustainability develops the knowledge, skills and values necessary for students to act in ways that contribute to more sustainable patterns of living.

Reading previously shortlisted [Environment Award for Children's Literature books and the short stories by award winning authors](#) on the website will provide opportunities for teachers to incorporate aspects of the Australian Curriculum: English F-Year 6 into their classrooms.

These activities explore the lives and habitats of native Australian animals and the impact that human activities is having on them.

Relevant Links to the Australian English Curriculum

year 4	year 5	year 6
Language		
<p>Expressing and developing ideas Explore the different contribution of words and images to meaning in stories and informative texts.</p> <p>–</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school.</p>	<p>Language for interaction Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.</p> <p>Expressing and developing Ideas Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs).</p>	<p>Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things.</p> <p>Expressing and developing Ideas Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives.</p>

Relevant Links to the Australian English Curriculum (cont.)

year 4	year 5	year 6
Literature		
<p>Expressing and developing ideas Explore the different contribution of words and images to meaning in stories and informative texts.</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school.</p> <p>Responding to literature Respond to texts, identifying favourite stories, authors and illustrators.</p> <p>Share feelings and thoughts about the events and characters in texts.</p> <p>Creating literature Retell familiar literary texts through performance, use of illustrations and images.</p>	<p>Responding to literature Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.</p> <p>Express preferences for specific texts and authors and listen to the opinions of others.</p> <p>Examining literature Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts.</p> <p>Creating literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.</p>	<p>Responding to literature Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences.</p> <p>Creating literature Create events and characters using different media that develop key events and characters from literary texts.</p>
Literacy		
<p>Interpreting, analysing, and evaluating Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.</p>	<p>Interpreting, analysing, and evaluating Describe some differences between imaginative informative and persuasive texts.</p> <p>Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.</p>	<p>Texts in context Discuss different texts on a similar topic, identifying similarities and differences between the texts.</p>

View the full list of F-Year 6 English descriptors

Other classroom activities

Selecting a book from the [Environment Award for Children's Literature shortlist](#) or using the short stories below, students could:

- identify how an author uses language to make us care about a character's decisions and consequences
- write the story from an alternative point of view, e.g. take the position of one of the animals/characters in the book and write an account from that perspective
- write an alternative ending to the story
- use subject and technical vocabulary suitable to the topic and communication purpose
- interpret narrative texts told as wordless picture books
- examine the narrative point of view and how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view
- identify the narrative voice and discuss the impact of first person narration on empathy and engagement
- examine objective language used for factual reporting, language for giving an opinion and persuasive language for presenting an argument
- read another story by the same author and identify and discuss similarities and differences in style. eg subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books
- plan and create texts that entertain, inform, inspire and/or emotionally engage audiences
- write a persuasive print article or develop a multimodal presentation to enlist community support for a campaign to preserve (a) the habitat of an endangered animal or the animal in the story (b) prevent culling or (c) any other relevant conservation measure. This would require research and communication via tables, graphs, maps, diagrams and other language features.

Share your story/illustration

Using what you've learned from this lesson plan or one of the [three short stories](#) by authors Narelle Oliver, Michael Gerard Bauer and Samantha Wheeler (eacl.org.au/learn) write or illustrate a nature scene. We'd love to see them! Email us at eacl@wilderness.org.au and let us know your name, age, and where you're from!

