## Traditional folk tales (Lesson two)

## Year 4 ENGLISH

### Australian curriculum Learning objectives

* [ACELT1602](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1602)[[1]](#footnote-1) Make connections between the ways different authors may represent similar storylines, ideas and relationships
* [ACELT1603](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1603)[[2]](#footnote-2) Discuss literary experiences with others, sharing responses and expressing a point of view

### Resources required

* Captioned video - [Anansi and the Turtle](http://www.youtube.com/watch?v=BFobzd2SzVU&cc=1)[[3]](#footnote-3) (Duration: 4.40)
* Class-developed book of Anansi and the Turtle
* [How the birds got their colours Dreamtime story](http://billiluna.org.au/school-heritage-collection/86-how-the-birds-got-their-colours.html)[[4]](#footnote-4)
* [How the birds got their colour Dreamtime story, in Word format](http://bit.ly/OAJW0g)[[5]](#footnote-5)
* [How the birds got their colours worksheet](http://www.capthat.com.au/sites/www.capthat.com.au/files/How%20the%20Birds%20got%20their%20colours%20worksheet%20FINAL.docx)[[6]](#footnote-6)
* [Compare and contrast the stories worksheet](http://bit.ly/NIlqy7)[[7]](#footnote-7)

#### Lesson outline:

1. Teacher discusses with class that they will revisit the *Anansi and the Turtle* and student response to previous homework task; (reading of the class-compiled book and observing their responses to the text version as opposed to the video version of the story)
2. Teacher displayed book (if possible) on the interactive whiteboard/whiteboard and class discuss their responses.
3. Students are introduced to the *How the birds got their colours Dreamtime story* displayed on the interactive whiteboard/board.
4. Teacher discusses the Dreamtime and how these stories are oral stories and have been passed down the generations of Indigenous people in Australia.
5. Students are given a copy of *How the birds got their colours* worksheet and their own copy of the story. Students answer questions on worksheet.
6. Class breaks up into partners to work on the *Compare and contrast the stories* worksheet;copies of both stories are available for reference.
7. Class regroups for final discussion.

### Opportunity for further activity

These stories could form the basis for future drama work, with a view towards performance creation.

1. [http://www.australiancurriculum.edu.au/Curriculum/ContentDe scription/ACELT1602](http://www.australiancurriculum.edu.au/Curriculum/ContentDe%20scription/ACELT1602) [↑](#footnote-ref-1)
2. <http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1603> [↑](#footnote-ref-2)
3. <http://www.youtube.com/watch?v=BFobzd2SzVU&cc=1> [↑](#footnote-ref-3)
4. <http://billiluna.org.au/school-heritage-collection/86-how-the-birds-got-their-colours.html> [↑](#footnote-ref-4)
5. <http://bit.ly/OAJW0g> [↑](#footnote-ref-5)
6. <http://bit.ly/MaCLd2> [↑](#footnote-ref-6)
7. <http://bit.ly/NIlqy7> [↑](#footnote-ref-7)