# English – K-2 multi-age – Year B – Unit 7



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## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonological awareness (Early Stage 1) * Print conventions (Early Stage 1) * Phonic knowledge * Reading fluency * Reading comprehension * Spelling * Handwriting | * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)). 2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle. | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence. 2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required. |

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### Teacher notes

1. Character is the mentor concept of this unit, explored using the texts *Pig the Pug*, *Pig the Rebel*, and *The Bad Guys Episode 1* by Aaron Blabey.
2. Understanding of character can be supported through watching the department’s video: [Character (2:31)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset14) and referring to the [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
3. Refer to [Aaron Blabey's website](https://www.aaronblabey.com/about-the-author/) to support further study on the author.
4. Students will be re-creating their own character based on the character Pig from the *Pig the Pug* texts. Early Stage 1 will build on their drawings and writing throughout Week 2 to make a book describing their re-created Pig character. Stage 1 will experiment with the elements of a graphic novel (illustrations, dialogue, and text layout) to make a ‘graphic novel strip’ describing their re-created Pig character.
5. Strategies from the [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=4834a) and [Literacy and numeracy resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources) and are used throughout the unit.
6. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
7. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 10 November 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Phonological awareness**  **ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts   * blend onset and rime to say a one-syllable word (PhA2) * identify the difference between a voiced phoneme and an unvoiced phoneme. | **N/A** |
| **Print conventions**  **ENE-PRINT-01 –** tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print as needed | **N/A** |
| **Phonic knowledge**  **ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts   * blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts (PKW4) * segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words (PKW5) * decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts (PKW5) * segment and encode CVC words containing consonant digraphs (PKW4, PKW5) | **Phonic knowledge**  **EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts   * blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6) (PKW7) * segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity   * know that fluent reading involves recognising and reading words accurately and automatically stop at the end of a sentence in response to a full stop (FIY3) | **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors   * self-correct when fluency and/or meaning is interrupted vary pace when reading according to the audience and purpose (FlY4) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * identify words that represent who, what, when, where and why in texts * recall key characters, events and/or information in text (UnT5) | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * register a break in comprehension when reading (UnT5) * recount relevant ideas from texts in the form of a written, visual or oral summary (UnT6) |
| **Spelling**  **ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts   * combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes (SpG5) * know that the digraphs zz, ss, ll, ff and ck do not usually start a word in Standard Australian English | **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts   * segment single-syllable words into phonemes as a strategy for spelling (SpG4) * segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG5) * spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs (SpG6) |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts   * use a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed | **Handwriting**  **EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts   * use word-processing program functions, including text-editing applications (HwK5) |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Oral language and communication**  **ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults   * understand how pronouns can be linked to nouns to support meaning * ask questions using who, what, when, where, why or how | **Oral language and communication**  **EN1-OLC-01 – communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions**   * use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships (Spk3) * recount narratives with key components (SpK3) |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts   * identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts (GrA1) | **Vocabulary**  **EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas  **N/A** |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * identify words that represent who, what, when, where and why in texts * understand how adjectives describe a noun and verbs identify actions in a sentence * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * recall key characters, events and/or information in text (UnT5) | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * identify how creative visual features are used to expand meaning * identify pronouns linked to nouns within and across sentences and/or paragraphs * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) * use visual and/or auditory features in multimodal texts to build meaning (UnT5) * recount relevant ideas from texts in the form of a written, visual or oral summary (UnT6) |
| **Creating written texts**  **ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences   * create written texts that describe, give an opinion, recount an event, convey a story * identify and use verbs in simple sentences, including in own writing (GrA2) * write a simple sentence with correct subject–verb–object structure to convey an idea (GrA3) * recognise a simple sentence in own writing (GrA3) * use personal pronouns in own writing (CrT7) * use capital letters when writing proper nouns (PuN3) (CrT5) * use personal vocabulary, words on display and in mentor texts when constructing sentences * use drawing, images or mind maps to support planning and writing (CrT5) | **Creating written texts**  **EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure   * write texts that describe, explain, give an opinion, recount an event, tell a story (CrT7) * use noun/pronoun-referencing across a text (CrT7) * use noun groups to build descriptions of people and things (CrT6) * use action, saying, relating and sensing verbs to add detail and precision to writing (GrA2) (GrA5) * use adverbs to modify the meaning of verbs and adjectives (GrA3) * accurately use articles and pronouns in own writing (GrA3) * make intentional word choices to enhance precision of meaning and ideas in a text (CrT5) * identify the context, audience and purpose for own texts (CrT5) (CrT6) * understand that their own texts can be improved by incorporating feedback and editing |
| **Understanding and responding to literature**  **ENE-UARL-01 –** understands and responds to literature read to them   * use background knowledge to support understanding of characters’ actions in a text * identify and discuss language used to describe characters in narratives * understand that characters in texts are represented by how they look, what they say and do, and their thoughts | **Understanding and responding to literature**  **EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose   * identify how characters can invite positive and negative responses * identify the language, dialogue, actions, images, or music that create a reader response to a character * create and re-create characters in texts that demonstrate understanding of character traits |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to explore how characters are represented and described by what they look like, do, say, and think. | Students are learning how characters are represented and described by their appearance, actions, and thoughts, and consider how different characters can invite positive and negative responses. |
| Success criteria | Students can:   * identify a character in a story * understand that a character can be a person, thing, or animal * understand that authors can give characters likeable or unlikeable traits * understand that illustrations provide information about characters * understand that language gives information about characters * make connections to characters in different texts * re-create a character using drawings. | Students can:   * discuss a positive or negative response to a character * explain how visual features expand understanding of characters * explain how language and dialogue help to expand understanding of characters * make connections to characters across different texts * re-create a character from a text. |

#### Resources

* Blabey A (2014) *Pig the Pug*, Scholastic Australia Pty Ltd. ISBN: 9781743624777
* Blabey A (2022) *Pig the Rebel*, Scholastic Australia Pty Ltd. ISBN: 9781761128400
* Blabey A (2022) *The Bad Guys* *Episode 1,* Scholastic Australia Pty Ltd. ISBN: 9781760150426
* Video: [Meet Aaron Blabey, Author of Pig the Pug (4:28)](https://www.youtube.com/watch?v=7_xCkBXnZDc)
* [Pig the Pug](https://www.aaronblabey.com/pig-the-pug/) website
* Paper and art materials (for [Lesson 4](#_Lesson_4:_Re-creating)).

### Lesson 1: Exploring character through illustrations

The following teaching and learning activities support multi-age settings.

1. Begin a discussion about characters. Explain that characters play important roles in narratives and help to tell an effective story. Readers (the audience) connect to characters on many levels. Characters may invite a positive or negative response – audiences may like or dislike the characters based on what they look like, do, say, and think.
2. Ask students to quickly sketch a character from a text that they know. With a partner, they share whether they like or dislike this character based on the character’s appearance and what they do, say, and think.
3. Explain to students that over the next few weeks they will be exploring how the author and illustrator, Aaron Blabey, depicts characters in different texts using both illustrations and language. This lesson will focus on exploring characters through illustrations (visual features).
4. Introduce the text *Pig the Pug* by Aaron Blabey. Walk through the text, looking only at the illustrations, highlighting the features such as, colour and size of images, and characters’ facial expressions. Ask students if they can come to conclusions about the character, Pig, based only on the illustrations in the text.
5. Remind students that characters can be understood by how by they look, what they say, do, and think. Ask students to think about how these come through in the illustrations. As students offer their responses, encourage them to articulate why. For example, if a student offers the word ‘mean’, ask them how they know this from the illustrations.
6. Highlight the power that illustrations can have in describing and portraying a character. Ask students:

* Looking at the illustrations, what character traits do you think Pig has? What makes you think this?
* Would you like to be Pig’s friend? Why/Why not?

1. Display the first illustrated page where Pig is holding a bowl of dog food. Label the illustration with descriptive noun groups that portray the characters’ physical traits and allude to the characters’ non-physical traits. For example, a big, bulging belly or boggled, beady eyes.
2. Discuss the effect of the noun groups in building the description of characters and expand meaning. For example, Pig was a Pug with a big, bulging belly. Discuss the connotation that the author and illustrator are trying to convey here, that Pig does not share his food, he is greedy, and as a result has a big, bulging belly.
3. Use an interactive writing strategy to co-construct a sentence describing the character Pig using noun groups. Include words on a class display and from the text. Keep this sentence, the class will build on it throughout Week 1 to jointly write a short, cohesive character description.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Using the labelled illustration from activity 7 and the modelled example in activity 9 as scaffolds, students draw a picture of Pig and write a simple sentence describing what he looks like.   **Too hard?** Provide a simple sentence stem such as ‘Pig is/has \_\_’ and one of the words from the modelled activities to assist students to write a simple sentence. | 1. Students write a short text using noun groups to describe the physical attributes of Pig the Pug.   **Too hard?** Students use the labelled illustration from activity 7 and the modelled sentence to support them with writing a simple sentence that describes Pig. |

#### Whole

1. Ask students if Pig the pug is like a character they know from other texts. Prompt students to share the ways they are similar.

**Early Stage 1 Assessment task 1 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* use personal vocabulary, words on display and in mentor texts when constructing sentences.

**ENE-UARL-01 –** understands and responds to literature read to them

* understand that characters in texts are represented by how they look, what they say and do, and their thoughts.

**Stage 1 Assessment task 1 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use noun groups to build descriptions of people and things.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify how characters can invite positive and negative responses.

### Lesson 2: Exploring characters through language

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise the character traits of Pig the pug as identified in [Lesson 1](#_Lesson_1:_Exploring). Remind students that until now, they have developed an understanding of the character, Pig, using only the illustrations. Explain that in this lesson students will explore the words and dialogue in the text to see if their initial thoughts about the character are accurate and to build an even deeper understanding of the character.
2. Read *Pig the Pug*. After reading, confirm if students’ understanding of the character is still accurate. Ask students:

* Have you learnt anything new about Pig?
* How has the language in the text helped build your understanding of the character Pig?
* Has your opinion of Pig changed after listening to the story? Why/Why not?

1. Walk through the book again listing some of Pig’s actions and dialogue, highlighting both the action/saying verbs and dialogue used in the text. For example:

* Pig would not **share**.
* Pig **gathered** his toys in a pile.
* But Pig would just **grumble**, ‘They’re mine! Go away!’
* ‘There!’ **shouted** Pig. ‘Now you won’t get my loot!’

1. When recording Pig’s dialogue, discuss how dialogue plays an important role in building our understanding and opinions of characters.
2. Display the co-constructed sentence from activity 9 in [Lesson 1](#_Lesson_1:_Exploring). Build on this text by co-constructing a follow-on sentence or sentences to describe what the character does and/or says, using action/saying verbs and dialogue making intentional word choices to further describe Pig. Start the new sentence with the personal pronoun ‘he’ to reinforce pronoun referencing and text cohesion and highlight the correct use of articles.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/in pairs) | Stage 1 (independent) |
| 1. Using the list from activity 3 and the modelled example in activity 4 as scaffolds, students draw a picture showing one of the things that Pig does in the text. For example, falls out the window. 2. In pairs, students take turns asking each other who is in their drawing and what they are doing. Using a students’ example, model writing a sentence using the subject-verb-object structure, such as, Pig (subject) fell out (verb) of the window (object). 3. Students write a simple sentence describing the action in their illustrations using the subject-verb-object structure.   **Too hard?** Co-construct a sentence using subject-verb from the list in activity 5. For example, Pig shouted / Pig fell.  **Too easy?** Students build on their text, describing what Pig looks like from the previous lesson. For example, the pug with the big, bulging belly fell out of the window. | 1. Students write a short text using a range of action and saying verbs to recount some of the events from the text. Prompt them to focus on the accurate use of articles and pronouns in their writing. 2. Students draw an illustration to match their writing, applying their knowledge of how visual features build meaning.   **Too hard?** Students write a sentence describing the actions of the character using the subject-verb-object structure.  **Too easy?** Students write a text describing the actions of Pig through dialogue. |

1. Go to the last 2 pages of the text where it explains that Pig now shares his toys and is friends with Trevor. Based on what students know about the character Pig, ask if they think Pig has changed his ways. Prompt students to explain why or why not. Look at the illustrations of Pig on these pages and ask students to share what Pig might be thinking.

**Early Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults

* ask questions using who, what, when, where, why or how
* understand how pronouns can be linked to nouns to support meaning.

**ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts

* identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts.

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* identify words that represent who, what, when, where and why in texts
* recall key characters, events and/or information in text.

**Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-RECOM-01** **–** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* identify pronouns linked to nouns within and across sentences and/or paragraphs.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use noun/pronoun-referencing across a text
* use action, saying, relating and sensing verbs to add detail and precision to writing
* make intentional word choices to enhance precision of meaning and ideas in a text
* accurately use articles and pronouns in own writing.

### Lesson 3: Making text-to-text connections

The following teaching and learning activities support multi-age settings.

#### Whole

1. Introduce the text *Pig the Rebel*. Look at the illustration of Pig on the front cover and discuss. Go to the first page of the text and show the dog obedience school certificate, discuss this and the word ‘fail’ printed across the certificate. Ask the students to think about what they already know about the character, Pig. Ask students what they think Pig might do, say, or think in this text. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to share their predictions with a partner.
2. Remind students that the author and illustrator, Aaron Blabey, effectively used illustrations and language to help the audience gain a deep understanding of Pig’s character traits in *Pig the Pug*. Ask students to pay attention to the illustrations and listen to the language in the text as *Pig the Rebel* is read to them.
3. Discuss some of the things Pig does and says in the text, referring to the illustrations and language.
4. Ask if students have learnt anything new about the character Pig. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to share their responses with a partner. Invite some students to share their responses with the whole class.
5. Turn to the page in the text where it lists some of the ‘crimes’ that Pig was sent to obedience school for. Ask students if this list of ‘crimes’ adds to their understanding of Pig’s character.
6. Students use both texts to compare the character Pig. As a class, discuss how the illustrations and language help to show the similarities and differences of Pig’s character across both texts:

* How is the character Pig the same across both texts? How do you know?
* How is the character Pig different in *Pig the Rebel*? How do you know?

1. Record student responses showing similarities and differences. Highlight that, although the events in the stories are different, Pig’s characteristics mostly remain the same and that the illustrations and language work together to support this.
2. Display the co-constructed text from [Lesson 1](#_Lesson_1:_Exploring) and [Lesson 2](#_Lesson_2:_Exploring). As a class, continue building on this text using new knowledge from *Pig the Rebel* to develop Pig’s character description. Highlight how a text can be built on over time.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent/in pairs) | Stage 1 (teacher guided) |
| 1. Students draw a picture showing one of the things that Pig does in *Pig the Rebel*. For example, runs away from dog school. 2. In pairs, students take turns asking each other who is in their drawing and what they are doing. 3. Students write a simple sentence describing the action in their illustrations using the subject-verb-object structure. They use words displayed in the classroom and the text to support them. For example, Pig (subject) ran away (verb) from dog school (object).   **Too hard?** Students use [Resource 1: Sentence frame (Early Stage 1)](#_Resource_1:_Y-chart) as a scaffold to draw the subject (who), verb (what), object (noun).  **Too easy?** Students write a detailed text using noun groups. For example, the pug with a big, bulging belly fell out of the window and ran away from dog school. | 1. Use the co-constructed texts from [Lesson 1](#_Lesson_1:_Exploring), [Lesson 2](#_Lesson_2:_Exploring) and activity 7 to co-create writing success criteria that includes:  * noun groups/adjectives to describe a character * action and saying verbs to show what a character does/says * make intentional word choices to make a text more effective * correctly use articles and pronouns.  1. Model improving the co-constructed text using the success criteria as a guide. 2. Students improve their writing from [Lesson 1](#_Lesson_1:_Exploring) and [Lesson 2](#_Lesson_2:_Exploring) to write a cohesive character description using the success criteria. 3. Students add to their independent writing from previous lessons to elaborate on their character description of Pig.   **Too easy?** Use the co-constructed success criteria to refine and edit their writing from activity 14. |

#### Whole

**Note:** Stage 1 students will explore *The Bad Guys Episode 1* by Aaron Blabey in Week 2. Reading parts of this text now will prepare students for the Week 2 lessons.

1. Introduce the text, *The Bad Guys Episode 1*, also written by Aaron Blabey. Read chapters 1 and 2. Ask students to consider who the audience for *The Bad Guys* might be and if this differs from *Pig the Pug* and *Pig the Rebel*.

**Early Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* use background knowledge when identifying connections between a text, own life, other texts and/or the world.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentence

* use drawing, images or mind maps to support planning and writing.

**ENE-UARL-01 –** understands and responds to literature read to them

* use background knowledge to support understanding of characters’ actions in a text
* identify and discuss language used to describe characters in narratives.

**Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships
* recount narratives with key components.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* identify how creative visual features are used to expand meaning
* make text-to-self, text-to-text or text-to-world connections when reading
* use visual and/or auditory features in multimodal texts to build meaning
* recount relevant ideas from texts in the form of a written, visual or oral summary.

### Lesson 4: Re-creating a character from a known text

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise understanding of the character Pig from the texts *Pig the Pug* and *Pig the Rebel*. Ask students to [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to a partner to discuss how they feel about this character, whether they like him or not, and why. Encourage students to consider how the visual and language features in both texts have influenced them to form their opinions of the character.
2. Explain that students will imagine being an author and illustrator, just like Aaron Blabey and that their task is to use illustrations (colour, size and facial expressions) to re-create Pig the Pug with new character traits both physical and non-physical.
3. View the [Pig the Pug](https://www.aaronblabey.com/pig-the-pug/) webpage to remind students how Aaron Blabey has effectively used colour, size and facial expressions to illustrate the character, Pig. Look at the different *Pig the Pug* texts on the page and how the illustration on the front cover matches the title. For example, *Pig the Monster*.
4. Explain that students will re-create a new Pig character. For example, Pig the ballerina, Pig the football star.
5. In pairs, students share what characteristics their Pig character will have, such as what they will look like, and what they will do and say.
6. Provide students with paper and art materials to visually create their new *Pig the Pug* character in the style of Aaron Blabey.
7. View [Meet Aaron Blabey, Author of Pig the Pug (4:28)](https://www.youtube.com/watch?v=7_xCkBXnZDc). Discuss what inspired him to devise the character Pig. Students share their re-created Pig characters and discuss what inspired them to create them in such ways.
8. Continue reading *The Bad Guys Episode 1* chapters 3 and 4.

### Lesson 5: Using descriptive language

The following teaching and learning activities support multi-age settings.

#### Whole

1. Remind students of how Aaron Blabey uses descriptive language to show the actions and dialogue of the character Pig and how this effectively shows what kind of character he is. Select examples from the texts *Pig the Pug* and *Pig the Rebel* to demonstrate use of descriptive language and illustrations that develop character.
2. Explain that over the next few lessons, Early Stage 1 students will be writing a short text each day that will be collated into a book describing their Pig characters created in [Lesson 4](#_Lesson_4:_Re-creating). Stage 1 students will experiment with the elements of a graphic novel (illustrations, dialogue and text layout) to make a ‘graphic novel strip’ describing their re-created Pig character.
3. Select examples of descriptive language from *Pig the Pug* or *Pig the Rebel* to model writing sentences that describe physical appearance.
4. Select a student’s illustration from [Lesson 4](#_Lesson_4:_Re-creating) to discuss what descriptive language could be used.
5. Students orally describe their character to a partner using descriptive language.
6. Students write a description of their Pig character focusing on what the character looks like. Stage 1 students focus on the use of noun groups to build a description.

**Too hard?** Students label their illustration.

1. Continue reading chapters 5-7 from *The Bad Guys Episode 1* to the whole class. Draw attention to a pug appearing at the start of chapter. Ask some ‘I wonder’ questions, for example:

* I wonder if the pug is Pig?
* I wonder what happened for the pug to be at the pound?
* I wonder why Aaron Blabey chose to use a character from his other texts in this text?

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to apply their understanding of character to write a short, illustrated text. | Student are learning to demonstrate their understanding of character by creating a short graphic text. |
| Success criteria | Students can:   * identify the actions of a character * name the feelings of a character * understand a character can be represented by what they say * write simple sentences * add to simple sentences to create a short text that describes a character * write and draw to create a book about a character. | Students can:   * demonstrate an understanding of character traits * use adjectives and adverbs when orally providing supporting details * understand that illustrations and dialogue can create a reader response * plan, draft and edit writing * create a short text to demonstrate understanding of character traits * present a written text and provide feedback to peers. |

#### Resources

* Blabey A (2014) *Pig the Pug*, Scholastic Australia Pty Ltd. ISBN: 9781743624777
* Blabey A (2022) *Pig the Rebel*, Scholastic Australia Pty Ltd. ISBN: 9781761128400
* Blabey A (2022) *The Bad Guys* *Episode 1,* Scholastic Australia Pty Ltd. ISBN: 9781760150426
* [Resource 2: Character questions (Stage 1)](#_Resource_2:_Character_1)
* [Resource 3: Graphic novel strip (Stage 1)](#_Resource_3:_Graphic) (an enlarged copy and copies for students)
* Video: [The Bad Guys Official Trailer (2:25)](https://www.aaronblabey.com/the-bad-guys/)
* Enlarged copy of pages 22–23 and 24–25 of *The Bad Guys Episode 1*
* Paper and art materials for creating a book (Early Stage 1)

### Lesson 6: Developing a character through actions

The following teaching and learning activities support multi-age settings.

#### Whole

1. Read chapter 8 from *The Bad Guys Episode 1*.
2. Remind students how an author can represent a character by what they say and do. Ask students to identify some of the actions taken by Mr Wolf and what this shows about his character. For example, Mr Wolf gathers a team of ‘bad guys’ as he wants to show others they are misunderstood and are really ‘good guys’.
3. Explain that in this lesson, students will develop their Pig character by thinking about what it might do.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/pairs) | Stage 1 (pairs/independent) |
| 1. Provide students with a selection of *Pig the Pug* books and in small groups or pairs, students identify some of the things that Pig did (actions). 2. Model writing a simple subject-verb-object sentence. For example, Pig hurtled down the hill. Ask students to identify what Pig did and remind students that all sentences have a verb. 3. In pairs, students use their invented Pig character and discuss what he might do. 4. Students draw then write a simple sentence using subject-verb-object structure to explain an action of their pig character. For example, Pig the ballerina ripped the new tutu. Ask students to identify the subject and verb and articulate what type of sentence they have written (simple).   **Too hard?** Co-construct a sentence to explain an action.  **Too easy?** Students write more than one action in a sentence. | 1. In pairs, students adopt the persona of their pig character developed in [Lesson 4](#_Lesson_4:_Re-creating) and [hot seat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/569) with their partner using [Resource 2: Character questions (Stage 1)](#_Resource_2:_Character_1) to refine and develop their character’s traits. 2. Students write answers to [Resource 2: Character questions (Stage 1)](#_Resource_2:_Character_1). Students will use this to write in [Lesson 7](#_Lesson_7:_Developing) and [Lesson 8](#_Lesson_8:_Developing). |

**Early Stage 1 Assessment task 4 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* identify and use verbs in simple sentences, including in own writing
* write a simple sentence with correct subject-verb-object structure to convey an idea
* recognise a simple sentence in own writing.

### Lesson 7: Developing a character through emotions

The following teaching and learning activities support multi-age settings.

#### Whole

1. Refer to the text *The Bad Guys Episode 1* to show how author’s and illustrator’s techniques support readers to understand a character’s feelings or emotions.
2. Look at pages 24 and 25 where Mr Snake is not afraid of Mr Wolf even though Mr Wolf threatens to eat him. Ask students how they think Mr Snake and Mr Wolf are feeling and why.
3. Explain that an audience can read the emotions of characters through illustrations, language and dialogue. Draw students’ attention to how Aaron Blabey does this in his texts *Pig the Pug* and in *The Bad Guys*.
4. Explain that students will continue to develop their pig character by thinking about what kind of emotions it might have.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/pairs) | Stage 1 (pairs/teacher guided) |
| 1. Use *Pig the Rebel* and display the page where ‘Pig bellowed.’ Ask the students to explain how Pig was feeling (angry, frustrated, furious). Discuss how the illustration and language conveyed his feelings. 2. In pairs, students use the *Pig the Pug* texts to identify illustrations and language that show and explain how Pig was feeling. | 1. Display an enlarged copy of page 131 from the text *The Bad Guys Episode 1*. 2. In pairs, students discuss how the illustrations, dialogue and font show that the piranha feels upset about being called a sardine. Identify adjectives and adverbs in the text. 3. Explain how the use of language, font and text layout can evoke emotions and build a deeper understanding of a character. 4. Model using adjectives and adverbs to justify an understanding of another character’s feelings. 5. Ask students to identify another example of where they understand a character’s feelings and encourage the use of adverbs and adjectives to support their justifications. |

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/pairs) | Stage 1 (independent) |
| 1. Model writing a description of how a character might be feeling using a student’s illustration of their pig and a work sample from [Lesson 6](#_Lesson_6:_Developing). For example, Pig the ballerina ripped his tutu. He was angry and upset. Highlight how the second sentence starts with a pronoun. Show students how the text is being built with the addition of a new sentence. 2. Students independently write a sentence showing how their character was feeling using their drawing/writing from [Lesson 6](#_Lesson_6:_Developing) starting the sentence with a pronoun. | 1. In the same style as Aaron Blabey, students draw and add text to an illustration of their pig, showing emotion using adjectives and adverbs. |

**Early Stage 1 Assessment task 5 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* use capital letters when writing proper nouns
* use personal pronouns in own writing.

**Stage 1 Assessment task 4 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* identify how creative visual features are used to expand meaning.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure:

* use adverbs to modify the meaning of verbs and adjectives.

### Lesson 8: Developing a character through dialogue

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise that what a character says plays an important role in supporting readers to understand them.
2. Refer to a *Pig the Pug* text to demonstrate this. For example, look at the page in *Pig the Rebel* where it reads ‘“Follow me, friends!” shouted Pig to his posse. “Let’s split from this joint and that trainer who’s bossy!”’ This shows that Pig is disobedient/a rebel and a troublemaker.
3. Explain that students will continue to develop their Pig character by thinking about what it might say.

|  |  |
| --- | --- |
| Early Stage 1 (pairs) | Stage 1 (teacher guided) |
| 1. In pairs, students explore *Pig the Pug* texts to identify what Pig says that show readers the type of character he is. | 1. Use think alouds to model completing an enlarged copy of [Resource 3: Graphic novel strip (Stage 1)](#_Resource_3:_Graphic). For example, my pig was a ballet dancer but was mean and tough so I am going to draw him yelling in this part of the graphic novel strip. I can use large font to emphasize the words that are being yelled. He was unkind to other dancers so I will draw another character being afraid of him. Include a character description, actions, and emotions. |

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/indepedent) | Stage 1 (independent) |
| 1. Model writing a sentence with dialogue. Linking this to the actions ([Lesson 6](#_Lesson_6:_Developing)) and feelings ([Lesson 7](#_Lesson_7:_Developing)) will continue to build a short text. For example, Pig the ballerina ripped his tutu (sentence from Lesson 6). He was angry that the tutu ripped (sentence from Lesson 7). Pig shouted ‘It was not me it was Trevor.’ 2. Students write a sentence to explain how Pig was feeling, adding this to their previous writing.   **Too hard?** Students use speech-to-text technology to record sentences.  **Too easy?** Students use words from the mentor text to extend their writing. | 1. Using their illustrations and writing about their Pig from previous lessons, students plan and complete the first draft of [Resource 3: Graphic novel strip (Stage 1)](#_Resource_3:_Graphic). Encourage students to re-read and edit their work as they write. |

### Lesson 9: Considering reader responses

The following teaching and learning activities support multi-age settings.

#### Whole

1. Watch [Bad Guys Official Trailer (2:25)](https://www.aaronblabey.com/the-bad-guys/). Discuss how the animations and dialogue invite a negative or positive response to the characters.
2. Explain that students’ illustrations and text in their books and graphic novel strips should also invite a positive or negative response in their audiences.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Provide students with paper to make their book. Students collate (re-write or cut and paste) their sentences and illustrations from Lessons 6-9 into the book. 2. In the same style as Aaron Blabey, students design and draw/paint a cover for their short text that includes the title and their name (as author and illustrator). | 1. Use the text *The Bad Guys Episode 1* to discuss how Mr Wolf was aiming to change to be a ‘good guy’. Ask students to justify their thinking as they explain why or why not they think Mr Wolf will or will not continue to be a ‘good guy’. 2. Draw attention to how the author has written ‘to be continued…’ on the final page. Ask students to predict what might happen in episode 2 using episode one to support their answers. For example, Mr Wolf will try to free more animals just like he freed the dogs from the pound. He will keep trying to be good but will end up bad again. 3. Discuss how Mr Wolf’s character can evoke different reactions from readers. Some readers may like that Mr Wolf is trying to be good. Other readers will feel that a wolf can never be good. 4. Ask students to reflect on their pig character and how readers may respond. Ask students to identify if any further details could be added to their graphic novel strip to support readers’ understanding of the character. 5. In pairs, students share their work with a peer and ask questions to see how they responded to the character. Support students to ask questions such as:  * Did you like the character? Why/why not? * What made you feel that way? * What other dialogue or images could be used to add a stronger reader response? |

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Read the blurb on the back of a *Pig the Pug* book and discuss how this tells the reader what the text will be about. 2. Using another *Pig the Pug* book, model writing a simple sentence to explain what the book is about. 3. Students write a sentence to explain what their book/short text is about and add this to the back cover. | 1. Students add further text and illustrations to their graphic novel strips. 2. In pairs, students use [peer to peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/547) to strengthen and complete their graphic novel strips. |

**Stage 1 Assessment task 5 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* write texts that describe, explain, give an opinion, recount an event, tell a story
* make intentional word choices to enhance precision of meaning and ideas in a text
* identify the context, audience and purpose for own texts
* understand that their own texts can be improved by incorporating feedback and editing.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify how characters can invite positive and negative responses
* identify the language, dialogue, actions, images or music that create a reader response to a character
* create and re-create characters in texts that demonstrate understanding of character traits

### Lesson 10: Presenting and reading created text

1. Remind students that authors depict characters using both illustrations and language. Readers (the audience) connect to characters on many levels and characters may invite a positive or negative response. Readers may like or dislike the characters based on what characters look like, do, say, and think.
2. In mixed ability stage groups or pairs, students take turns to share and read their texts. Students express their likes or dislikes of each other’s characters based on the illustrations, language and dialogue used to portray their characters. For example, ‘I think your Pig the ballerina was mean because he blamed Trevor for ripping his tutu.’ Encourage Stage 1 students to provide feedback about how the author has developed their character using illustrations and text.

## Resource 1: Sentence frame (Early Stage 1)

**Use the sentence frame to create your own sentences.**

|  |  |  |
| --- | --- | --- |
| Who  *(subject)* | Action – what they do  *(verb)* | Noun  *(object)* |
|  |  |  |

## Resource 2: Character questions (Stage 1)

What is your name?

What do you look like?

What are some of the things you do? (your actions)

What 3 words would describe your personality?

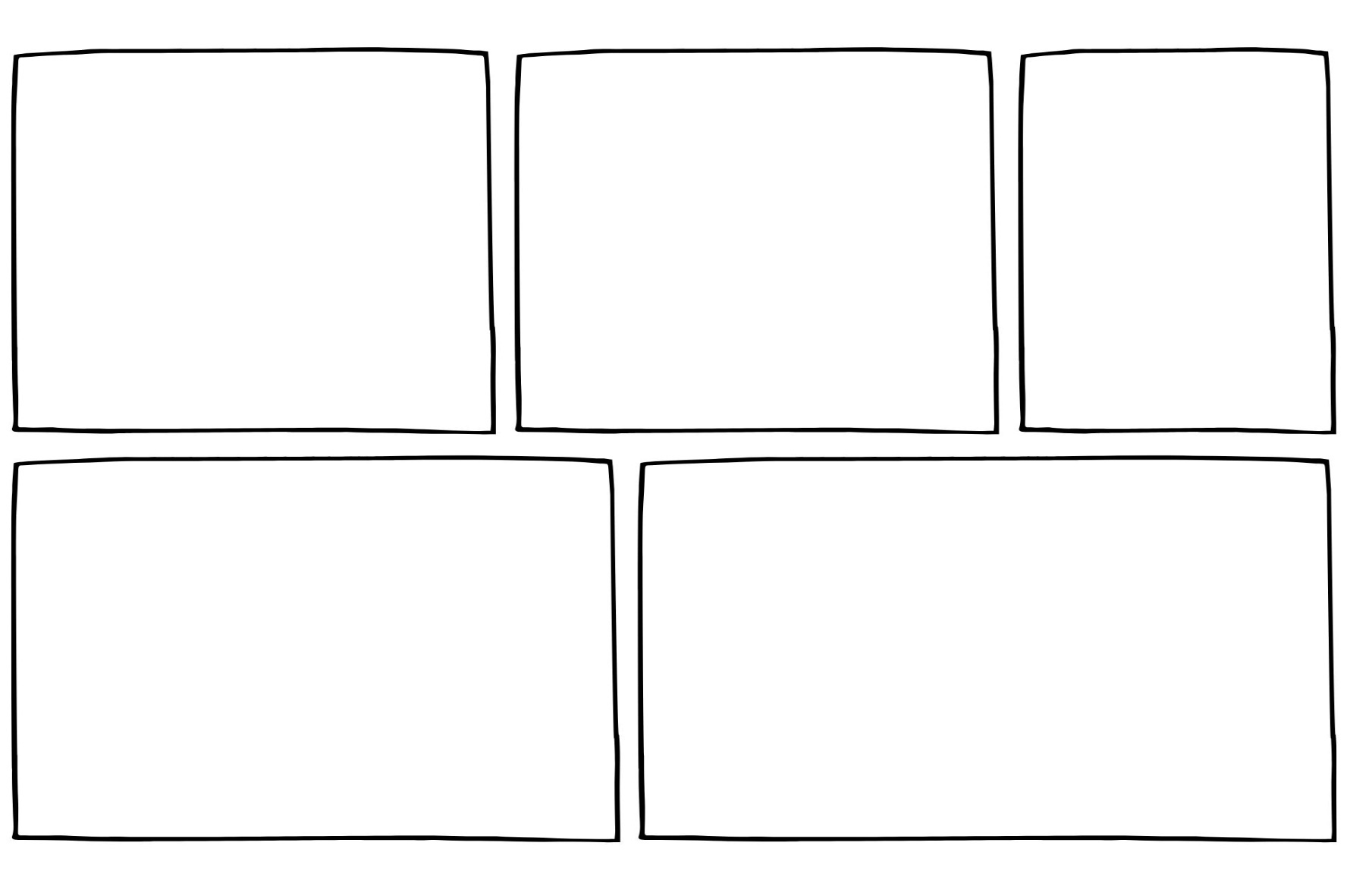
How do you interact with other characters? (Do you help/tease/care?)

What is one thing you are afraid of?

What is one thing you are really good at?

What is your best quality?

## Resource 3: Graphic novel strip (Stage 1)



## References

**Links to third-party material and websites**

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Blabey A (2014) *Pig the Pug*, Scholastic Australia Pty Ltd.

Blabey A (2022) [*Pig the Pug*](https://www.aaronblabey.com/pig-the-pug/) [website], accessed 10 November 2022.

Blabey A (2022) *Pig the Rebel*, Scholastic Australia Pty Ltd.

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Scholastic (6 April 2022) [‘Meet Aaron Blabey, Author of Pig the Pug [video]'](https://www.youtube.com/watch?v=7_xCkBXnZDc), *Scholastic*, YouTube, accessed 10 November 2022.