# Bringing Books To Life – Wolven

**ABC ME screening details: Friday** 1 May, 2020 at 11:10am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/bringing-books-to-life)

**Key learning areas:** English

**Level:** upper primary

**About:** Presenter and actor Ceallach Spellman reads extracts from ‘Wolven’ by Di Toft. He explains why he loves the book, how it captured his imagination and why he enjoys reading.

## Before the episode

1. What types of characters have you enjoyed reading about? Name and draw the book characters that have become your favourites and sort them into the categories of hero (protagonist) or villain (antagonist).

| Hero (protagonist) | Villain (antagonist |
| --- | --- |
|  |  |

## During the episode

1. Complete the story map below by writing or drawing what you learn about the book ‘Wolven’ by Di Toft.Think/List/Draw/Tell someone…

|  |  |
| --- | --- |
| Main characters: | Types of events/conflicts that occur in the text: |
| Setting: |

## After the episode

1. Character review: Using one of your favourite stories, reflect on how the author has constructed a main character and influenced how you feel about them. Use the chart below to find evidence of how the author has influenced your opinion about the character.

|  |  |
| --- | --- |
| Sayings: | Thoughts |
| What other characters say about them: | Character: | Feelings |
| Actions |

**Follow-up activity:** Write a persuasive book review about one of your favourite texts. Use the following prompts to guide your review: What was the story about? What were the most interesting events in the story? Who were the main characters? How would you describe them? What words or illustrations stood out in the book that made it so enjoyable? Why do you think the author wrote this story? Who would you recommend this book to?

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To identify the ways authors construct the characters in their stories
* To make connections with the characters, events and ideas from a story

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
| Modes and skills | Stage 2 | Stage 3 |
| Writing and representing 1 | plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language (EN2-2A) | composes, edits and presents well-structured and coherent texts (EN3-2A) |
| Writing and representing 2 – responding and composing | identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts (EN2-7B) | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (EN3-5B) |

[NSW English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.