PREVIEW

# Two Views of the Same Moment

Selected activities and teaching excerpts from the full learning pack

From the original reading texts

## Text A · The Jar Under the Table

### Part 1 · Before the gust

**A1.** At nine on Saturday, the seed swap smelled of cardboard boxes and rain that hadn't fallen yet. At our table, Mum had spread an old striped sheet. The wind had turned its loose corner into a small, impatient sail.

**A2.** I kept one hand on the river red gum jar. We had collected the fallen seed capsules from the tree beside Nan's back step. On the first and last mornings of each visit, she made me stand with my heels against its trunk and measured me with the tape from her sewing tin. The last mark was on a scrap of paper in her handwriting.

**A3.** When we packed her flat, I kept the paper. Yesterday I turned the scrap over and wrote a label on the back. It read *RIVER RED GUM. FROM NAN'S BACK STEP. PLEASE TAKE A FEW.* If somebody grew a tree from our jar, a little of that place might go with them.

**A4.** Niko set his tray of seed packets beside mine. A white envelope stuck out of his sleeve. Yesterday, when Jo had finished cutting the labels, I'd heard him tell her, 'I'll keep it.' He had been looking down at this end of the table. I wished I had asked what he meant.

**A5.** 'Leave one corner clear,' he said. 'In case we have to move things.' He dabbed a dark spot on the sheet with his finger. I shifted my jar the width of a thumbnail.

From the support workbook

# Practise an evidence ladder

Read **B1–B3** with your adult. Before reading, predict what a person might keep in the envelope. After reading, say whether your prediction needs to change.

Complete the ladder together for B3. Copy a short clue first. Pick a meaning and explain how the clue supports it.

| Step | Try it |
|---|---|
| 1 · Find the clue | Niko sees water go _____. |
| 2 · Choose a possible reason | Niko moves the jar because he wants to keep it dry / carry it away from the seed swap. |
| 3 · Explain the link | The detail about _____ fits this reason because _____. |

Read **B4–B8**. Notice when we can follow what Niko is thinking. Answer without the multiple-choice choices.

1 Find one action that happens in both A and B. Point to one paragraph from each.

2 In B6 Niko moves the envelope towards Tali. What might he want her to do? How does his action suggest this?

3 At first the jar under the table can look suspicious. Which detail from B changes the way you understand it? Explain in one or two sentences.

## Word choice

Niko **tucked** the paper into the envelope. Try **threw** in its place. Mime each word. Circle the word that fits a wet paper label and explain why.

From the core workbook

# A clue changes meaning

A narrator can give us the right facts while leaving us unsure about why an event happens.

**An annotated evidence response**

> In A7, Tali sees the jar disappear under the table, ‘halfway between his shoes’. Because she can no longer see the label, the move seems secretive. A11 changes that impression when the envelope contains Nan’s label with the writing intact.

The first sentence picks a precise **clue**. The second explains its **effect on the reader**. The third **updates the interpretation** when a new detail appears.

1 In A4 Niko says ‘I’ll keep it’. Later in Text B we find out what he meant. In two or three sentences, explain how each text makes the line work differently.

2 Tali makes a new sign in A15 instead of putting Nan’s label back. How does that choice help you understand what matters to her? Use evidence about both objects.

3 Read A10 aloud. Which verb helps you feel how close the jar comes to falling? Suggest a different precise verb and explain what would change in your image of the action.

From the home educator guide

# Session 1 · When the jar moves

**Set up · 5 minutes.** Ask the student to think of an item they would want to keep dry. You can discuss a made-up drawing or card. Teach *gust*, *damp* and *flap* with a piece of paper. Say, 'A gust happens suddenly. If the table covering flapped once sharply, that tells me something about the wind.'

**I do · 8 minutes.** Read A1–A5. Pause at A3 and read these words aloud.

> 'Two things are printed or written on this one piece of paper. On the outside people see the seed label. On the other side is a measurement Nan wrote. I can point to both details. I don't hear Tali say, "I am worried about losing the paper." I can infer that she values it. My clue is that she kept this one scrap when they packed Nan's flat. That action carries more weight than a guess about how she feels.'

Write **clue** and **what it might mean** on your scrap sheet. Put the measurement and Tali's attachment on different sides.

**We do · 12 minutes.** Read A6–A10. Stop before the envelope opens. Say, 'Show me where the jar is. Tell me just what we could film.' A likely answer is 'under the table'. Ask, 'What might Tali think it means? Which earlier words make that possible? Can anyone prove what Niko meant already?' If a student says 'He stole it', invite a second look.

> 'Let's keep that as one idea. Is "he stole it" something the camera records, or a meaning you add? A film could show his hand and where the jar lands. Point to one clue that supports your idea, and one that could fit a different reason.'

Use a simple physical demonstration if the difference remains difficult. Move a closed folder quietly while the student watches. Privately imagine that you are making space. Ask them to name the action before suggesting the motive. Add both ideas verbally before writing.

**You do · 10 minutes.** Record a prediction with evidence using the assigned workbook's first section. For Support, point at A7 and give the student enough wait time to find the relevant phrase. Core sorts details without that prompt. Extension compares two explanations and labels confidence. Ask the student to circle a word that shows uncertainty before they read A11–A15.

**Revisit · 8 minutes.** After finishing A, ask 'What can we now see about the envelope?' Follow with 'What detail in the ending allows you to change your mind? What difference does it make that Tali keeps one label and makes another?' Ask for a one-minute response using the stems 'At first I thought … I changed my view when …' Record whether the student cites the new clue independently.