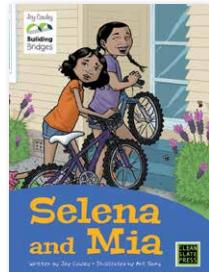


Eye Candy

Highlights of the Text

- Friendship
- Problem solving
- Telling lies
- Colloquial language



Orientation

- Define the term *eye candy*. Students could research in an online dictionary. Suggested definition: *someone or something that is very attractive or pleasing to look at. This commonly refers to an attractive person and can also include objects, such as cars.*
- Talk about examples of eye candy outside of the classroom, e.g. pop stars, public figures.
- Talk about ways of earning money for event tickets.

Making Meaning

- Retell the steps Selena took to earn enough money for the concert tickets. (tried to copy the photo at the school library, used her brother's computer, sold autographed photos at school)
- Compare the personalities of Selena and Mia. (Selena has a strong personality, is impulsive, and sometimes does the wrong thing; Mia is cautious and tries to do the right thing.)
- Revisit p. 5 and Mia's statement to Selena: *"If you tell lies, your nose will grow big."* Make an inter-text connection with *Pinocchio*.
- Revisit the illustration on p. 5 and talk about how the illustrator uses facial expressions to show how the girls are feeling about each other.

Literacy Focus

- Talk about the meaning of the colloquial words and expressions throughout the text: p. 1: *one cool chick* (sassy girl); p. 2: *looking like they ate lemons for breakfast* (sour, really annoyed); p. 2: *dudes* (guys); p. 5: *toad* (idiot). Create synonyms.
- Revisit p. 5 and Selena's response to Mia: *"As big as your mouth."* Ask the students how they would have responded.

Eye Candy continued

Inquiry Focus/Activities

- Encourage the students to take photos of people or things they consider to be eye candy.
- Encourage the students to research pop stars, collect photos, and make a collage.
- Encourage the students to research a favourite pop star or sportsperson.
- Encourage the students to research how to scan an autograph onto a photo and create prints.
- Encourage the students to decide on an event they would like to go to or something they would like to buy and plan how they will earn the money.
- Encourage the students to work out how many autographed photos Selena would need to sell to buy the concert tickets.

Oranges

Highlights of the Text

- **Friendship**
- **Problem solving**
- **Bullying**
- **Colloquial language**

Orientation

- Talk about bullying and the students' experiences of being bullied. Include the emotion of fear.
- Talk about ways the students have dealt with being bullied. Include the concept of bravery.
- Talk about the title *Oranges* and how oranges could be linked to bullying.

Making Meaning

- Talk about the clues to Selena's *smart* personality throughout the text. (pp. 9–11: she is not scared when Johnny tries to take money from her; pp. 13–16: she is clever and a quick thinker)
- Talk about the clues to Mia's personality through her reaction to the bullies. (illustrations pp. 10 and 12; p. 13: third paragraph)
- Talk about possible consequences for the boys when they returned home without their bikes.
- Revisit the illustrations on pp. 12 and 15 and talk about the body language of the bullies. Talk about how the illustrator shows their change from aggression to submission, and how this shows that bullies are really cowards.

Oranges continued

Literacy Focus

- Talk about the strong verbs: *bashing* (p. 11), *squished* (p. 13), *sneaked* (p. 13), *beg* (p. 16). Create synonyms.
- Talk about the colloquial expressions: *You and what army?* (p. 10); *You'll pay for that.* (p. 10); *You bet!* (p. 15). Create alternative expressions.

Inquiry Focus/Activities

- Encourage the students to find out why the oranges squished on the windows rather than breaking them.
- Encourage the students to research where oranges came from originally and where they are now grown commercially.
- Encourage the students to research ways of using oranges, e.g. juice, cakes, marmalade, candied peel.
- Encourage the students to locate the bullying policy for their school and find out what would have happened to Johnny if Selena had reported him.
- Encourage the students to investigate cyberbullying and how to deal with it.
- Encourage the students to create a storyboard of the sequence of events.

Pink Hat

Highlights of the Text

- **Friendship**
- **Problem solving**
- **Telling lies**
- **Colloquial language**

Orientation

- Talk about community markets and what can be bought there, e.g. clothes, fruit/vegetables, meat/fish.
- Talk about telling lies to cover up mistakes.
- Talk about the students' relationships with their grandmothers.

Selena and Mia

Teacher's Notes

Pink Hat continued

Making Meaning

- Revisit p. 18 and talk about how trying on the hat was the catalyst for the story and the following events.
- Revisit p. 20 and talk about the minimum amount of money that Grandma must have given to Mia. (\$23, the cost of the hat)
- Revisit p. 24 and talk about why Selena pinched Mia.
- Revisit the illustration on p. 22 and talk about how the illustrator shows Mia's embarrassment.

Literacy Focus

- Talk about the meaning of a *big pain* (p. 17). Create synonyms.
- Talk about the meaning of “*She does things the old way.*” (p. 21)
- Revisit p. 25 and Grandma’s comment, “*Mia, you are very lucky to have a friend like Selena.*” Talk about the double meaning. Create synonyms for *friend*.

Inquiry Focus/Activities

- Encourage the students to research community markets and items sold there.
- Encourage the students to research how they could use fish and limes.
- Encourage the students to create a list of songs they could sing if they were busking.
- Encourage the students to busk at school with funds going to a charity or to fund a class event. Video the busking.
- Encourage the students to research ways children were disciplined in their grandparents’ time.
- Encourage the students to create a storyboard of the events.