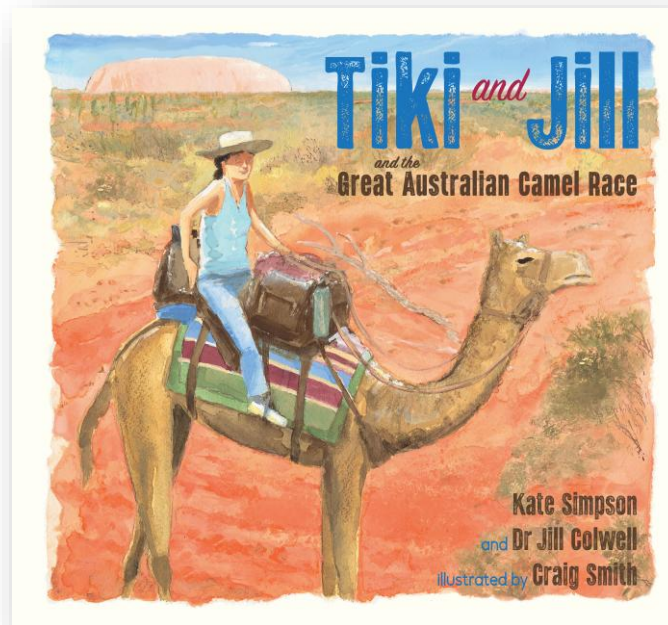




TIKI AND JILL AND THE GREAT AUSTRALIAN CAMEL RACE

Written by KATE SIMPSON and DR JILL COLWELL

Illustrated by CRAIG SMITH

RECOMMENDED FOR: Ages 5+ YEARS OLD (YEARS 5 & 6, YEARS 7 & 8 SECONDARY)

GENRE: Narrative Recount

THEMES: Australian history, camels, Australian outback, team work, Australian bicentenary, Australian geography, animals, endurance, resilience, extreme sports

CURRICULUM LEARNING AREAS:

- English: Literature, literacy and language
- History
- Geography

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INTRODUCTION

In 1988, competitors set off from Uluru on one of the longest animal endurance races ever held – a gruelling 3,336-kilometre journey across the Australian outback to the Gold Coast. Held as a major Australian Bicentennial event, the race celebrated the vital role camels played in opening up the vast interior. It also shone a spotlight on the remote heart of Australia, challenged adventurous riders to test their endurance across some of the country's harshest terrain, and raised funds for the Royal Flying Doctor Service.

Part adventure, part tribute, the Great Australian Camel Race is a story of grit, dust, and some very determined animals and riders – made possible by the camels themselves, whose extraordinary stamina, strength, padded feet and adaptability enabled them to cross deserts, stony plains, sticky black-soil country, flooded rivers, mountain ranges and even long stretches of bitumen.

PLOT SUMMARY

Tiki was a desert-born camel and still more than half wild when he met his rider, Jill. Jill was an accomplished horse rider who had never ridden a camel. Tiki and Jill had entered the Great Australian Camel Race, a three-month trek from the red centre of Australia all the way to the Gold Coast. But Tiki was a tricky camel to ride. He spat on Jill. He bucked. He liked to roll in burrs. Then one especially tough day, everything changed, and Tiki and Jill became firm friends. The amazing true story about the bond between a camel called Tiki and his rider, and the extraordinary endurance race that captured the imagination of Australia.

UNIT OVERVIEW

In this text-based unit, students explore the picture book *Tiki and Jill and the Great Australian Camel Race*, the true story of a wild camel and his rider who competed in a three-month endurance race from the Red Centre to the Gold Coast in 1988. Over 8–10 lessons, students engage deeply with the text as readers and writers, moving from close reading and comprehension through to the composition of their own expository newspaper article. The unit builds systematically towards the summative assessment task: a newspaper article (news report) about the Great Australian Camel Race. Activities are scaffolded across reading, talking, note-taking, drafting and editing at word, sentence and text level to support all learners in Years 2–4.

AUSTRALIAN CURRICULUM ALIGNMENT

This unit draws primarily on English (Literature, Literacy, Language) and integrates with History and Geography. The summative writing task asks students to write a newspaper article about the race, developing their expository writing skills.

Unit Focus Areas

1. Powerful adjectives and topic-specific vocabulary. Synonyms and word choice for effect.
2. Varying sentence length for effect, short sentences for impact, longer sentences for detail. Direct quotes. Past tense for events; present tense for broader commentary.
3. Newspaper article (expository journalistic writing). Structural features:
 - *Headline*: grabs attention and summarises the story
 - *Byline*: author name and date
 - *Introduction sentences*: answers who, what, when, where, why
 - *Body*: facts, quotes and background information in order of importance
 - *Conclusion*: final comment

Scaffolding Progression

(Lessons 1–6): Students read, discuss and collect content knowledge, vocabulary and language from the source text and research activities. They build a bank of facts, quotes and powerful language to draw on.

(Lesson 7): Students study mentor newspaper articles at word, sentence and text level. They identify structural features, annotate language choices, and understand the purpose and audience of a news report.

(Lesson 7–8): Teacher and students co-construct a class newspaper article together, modelling how to move from notes to headline, lead, body and conclusion. Students contribute language, facts and structure. Students begin planning.

(Lessons 8–9): Students draft, conference, revise, edit and publish their own newspaper article independently, applying the skills built across the unit.

SUMMATIVE ASSESSMENT TASK

Students produce a newspaper article (expository writing) about the Great Australian Camel Race. The task is introduced in Lesson 1 and revisited throughout, so students read the text with a journalist's eye from the very beginning.

Task: Write a newspaper article reporting on the following:

- The story of the Great Australian Camel Race (what it was, why it happened and why it matters). The moment Tiki and Jill crossed the finish line at the Gold Coast.

ASSESSMENT CRITERIA

- Adjust expectations based on your year level and where your students are at.
- Year 2 students write a 3-part article: a headline, a lead sentence and 1–2 body sentences.
- Year 3–4 students write a full article including all structural features.

Lesson Sequence at a Glance

Lesson	Title	Focus	Learning Area/s
1	Tune In – Camels in Australia?	Hook – prior knowledge, wondering questions, KWL chart	English / History
2	Read the Text	First reading, authors/illustrator study, text features	English Literature
3	Reading Closely	Re-read for vocabulary, figurative language, character inference	English Language/Lit
4	Australia's Outback	Geography: landscapes of the race route; mapping activity	Geography / English
5	Camels & Australian History	Cameleer heritage, Afghan cameleers, timelines	History / English
6	Resilience, Endurance & Teamwork	Themes deep-dive, character response journals	English Literature
7	Newspaper Writing Craft	Mentor texts, news report structure, word/sentence/text level features, joint construction	English Literacy
8	Drafting & Conferencing	Students draft their newspaper article, teacher and peer feedback	English Literacy
9	Revise, Edit & Publish	COPS editing, publish as a newspaper article layout	English Literacy
10	Celebrate & Reflect	Share summative writing, self-assess, class reflection	English / Cross-curricular

BEFORE READING

- Ask students, 'What do we know about camels in Australia?' 'Has anyone heard of the Great Camel Race?' Discuss and brainstorm student responses
- Read the section 'A Brief History of the Camel in Australia' at the back of the book

CLASSROOM DISCUSSION AND ACTIVITIES

Lesson 1: Tune In – Camels in Australia?

Curriculum Learning Areas & Codes: English AC9E2LY05, AC9E3LY05, AC9E4LY05 / History AC9HS2K01, AC9HS3K01, AC9HS4K01

Learning Intentions: Students activate prior knowledge about camels and Australia. Students generate wondering questions to guide their reading and inquiry.

Success Criteria: I can share what I already know. I can write at least two questions I want answered by reading the book. I understand the purpose of my assessment task.

Resources:

- Image of camel in Australian landscape (display)
- Large KWL chart paper or digital equivalent
- Copy of *Tiki and Jill and the Great Australian Camel Race* written by Kate Simpson and Dr Jill Colwell, illustrated by Craig Smith

Activities:

1. **Prompt (10 min):** Display a photograph of a camel in the Australian outback. Ask: What do you notice? What do you wonder? What surprises you?
2. **KWL Chart (15 min):** Class KWL chart. What do we Know? What do we Want to know? (Return to complete the L column at end of unit.) Students contribute ideas orally, teacher records.
3. **Introduce the Text/Predict (15 min):** Show the cover of *Tiki and Jill*. Examine the title, illustrations and endpapers. What kind of text is this? What clues tell us it's a true story? What events might happen? Record students' predictions.
4. **Introduce the Assessment Task (10 min):** Explain the summative task in simple terms. 'By the end of our unit, you will write a newspaper article about a key moment or aspect of the Great Australian Camel Race, just like a real journalist would.' Show an example of a simple news article. Display the four topic choices. Students can begin thinking about which story they most want to tell.
5. **Questions I have (10 min):** Students write or draw two questions they hope the book will answer.

For students who need support:

- Provide a picture-based KWL template so students can draw what they know rather than write
- Offer sentence starters for the 'Questions I have': 'I wonder if...' / 'I want to know...'
- Allow students to share their questions verbally rather than in writing

For students ready for more:

- Students write three or more wondering questions and rank them by what they most want to find out
- Students write a prediction: What do you think happens in the race? Use clues from the cover and blurb to justify your thinking

Lesson 2: Read the Text

Curriculum Learning Areas & Codes: English Literature AC9E2LE01, AC9E3LE01, AC9E4LE01 AC9E2LE03, AC9E3LE03, AC9E4LE03

Learning Intentions: Students experience the complete text as a read-aloud. Students identify the authors' purpose and key text features of narrative non-fiction.

Success Criteria: I can identify this as narrative non-fiction and explain what that means. I can name at least two text features I noticed. I can describe the main characters and events in my own words.

Resources:

- Copy of *Tiki and Jill and the Great Australian Camel Race* written by Kate Simpson and Dr Jill Colwell, illustrated by Craig Smith
- Think-Pair-Share prompt cards (optional)

Activities:

1. **Read-Aloud (20 min):** Read the complete text aloud. Encourage students to listen for language they find interesting. Pause at key moments to allow brief reactions but do not interrupt the narrative flow.
2. **Discuss and Respond (10 min):** Think-Pair-Share: What moment stayed with you? What surprised you? What do you want to know more about?
3. **Text Features Study (15 min):** Re-visit the book to examine: How is this different from a made-up story? What tells us it really happened? Identify features: authors' notes, timeline, maps, factual language, real names, the key themes. Introduce the term narrative non-fiction.

For students who need support:

- Provide a visual scaffold listing text features to look for (with examples) so students know what to hunt for
- During Think-Pair-Share, pair with a more confident peer or share with teacher support
- Allow students to point to or show illustrations rather than explain in words

For students ready for more:

- Students compare this text to another non-fiction picture book – how are the text features similar or different?
- Students write a short author's statement: Why do you think the authors chose to tell this story as narrative non-fiction rather than a straight information report?
- Students investigate the illustrator's technique and write a paragraph about how Craig Smith's style adds to the meaning of the text

Lesson 3: Reading Closely – Language and Character

Curriculum Learning Areas & Codes: English Literacy [AC9E2LY05](#), [AC9E3LY05](#), [AC9E4LY05](#), [AC9E2LY06](#), [AC9E3LY06](#), [AC9E4LY06](#) English Language [AC9E2LA05](#), [AC9E3LA05](#), [AC9E4LA05](#), [AC9E2LA06](#), [AC9E3LA06](#), [AC9E4LA06](#) English Literature [AC9E2LE01](#), [AC9E3LE01](#), [AC9E4LE01](#), [AC9E2LE03](#), [AC9E3LE03](#), [AC9E4LE03](#)

Learning Intentions: Students identify vocabulary and figurative language choices. Students infer character feelings and motivations from evidence in the text.

Success Criteria: I can find and explain three interesting word choices from the text. I can use evidence from the text to describe how Jill or Tiki feels at a key moment.

Resources:

- Character profile worksheet (teacher-prepared scaffold)
- Word wall / vocabulary anchor chart (examples of new vocabulary/figurative language/descriptive language)
- 'A Note from Jill' – read the pages at the end of the story (back of the book)

Activities:

1. **Vocabulary (15 min):** Re-read 2–3 key pages. Students search for words that feel strong or surprising, e.g., *swaggie*, *motley*, *twinkle in his eye*, *endless brown plains*, *lush green mountains*, *desert-born*, *half wild*, *bolted*, *endurance*. Record on a class word wall. Discuss: Why did the authors choose these words/phrases? What do they make us feel or picture?
2. **Figurative Language (15 min):** Identify examples of figurative and descriptive language in the text. Students record examples and illustrate one example about what it means to them.
3. **Character Inference (20 min):** Read 'A Note from Jill' from the end of the story (back of the book). Students complete a character profile for either Tiki or Jill. Scaffold: What does this character do? What does this tell us about them? How do they change? Students use text evidence to support their thinking. Share in pairs.

4. **Vocabulary Response (10 min):** Students choose one new word from the word wall and use it in a sentence of their own, describing something from their life.

For students who need support:

- Pre-select 3–4 words from the text and provide simple definitions – students choose one to explore more deeply rather than hunting independently
- Provide a partially completed character profile with sentence starters: 'Jill is the kind of person who...' / 'I can tell this because...'
- Allow students to illustrate the figurative language example instead of or alongside writing

For students ready for more:

- Students find two or more figurative language examples and explain how each one contributes differently to the mood or meaning of the text
- Students write a character comparison: How are Jill and Tiki similar? How are they different? Use evidence from the text
- Students write a vocabulary entry: define the word, use it in a sentence, find a synonym and antonym, and illustrate it

Lesson 4: Australia's Outback – Where Did the Race Go?

Curriculum Learning Areas & Codes: Geography [AC9HS2K03](#), [AC9HS3K03](#), [AC9HS4K03](#) English Literacy [AC9E2LY05](#), [AC9E3LY05](#), [AC9E4LY05](#) English Literature [AC9E2LE01](#), [AC9E3LE01](#), [AC9E4LE01](#)

Learning Intentions: Students identify and describe Australian outback landscapes. Students locate key places from the race on a map of Australia.

Success Criteria: I can name and describe at least two Australian landscapes features from the race route.

Resources:

- Outline map of Australia (one per student)
- Images of Uluru, Alice Springs, Boulia, Queensland's Channel Country, Mulga Country, Great Diving Range, Gold Coast (Pacific Ocean) coastal landscape
- Postcard template (teacher-prepared)

Activities:

1. **Mapping the Race (20 min):** Using a simple outline map of Australia, students trace the approximate route of the Great Australian Camel Race: Uluru → Alice Springs → Boulia → Queensland's Channel Country → Mulga Country → Great

Diving Range → Gold Coast coastal landscape. Label key landmarks. Discuss scale and how far this is in real life.

2. **Landscape Postcards (20 min):** Display or describe the three main landscapes: **Red Centre Desert** (Uluru, Alice Springs and out to Boulia: vast arid plains, red sand, ancient rock formations and sparse desert scrub). **Channel Country / Mulga Country** (the sprawling semi-arid outback of western Queensland: braided flood channels, Mitchell grass plains, and mulga (acacia) shrubland). **Great Dividing Range & Coastal** (the forested mountain range descending to the lush, subtropical Gold Coast shoreline). Students choose one and complete a 'postcard from the race' describing what they can see, hear and feel, written from Jill's perspective (creative scaffold that builds geographic vocabulary for the assessment task.)
3. **Geography Discussion (15 min):** Why is Australia's outback challenging to travel through? What features make it difficult and what makes it beautiful? Connect to themes of endurance and resilience from the book.
4. **Respond and Share (5 min):** Students share one geographic word or phrase they'd like to use in their final writing.

For students who need support:

- Provide a pre-labelled map with key locations marked – students trace the route and add illustrations rather than labelling from scratch
- Give a word bank of geographic descriptors (vast, red, dry, sandy, flat, remote) to support the postcard writing
- Scribe the postcard orally for students who find writing a barrier, or allow them to draw and label their postcard

For students ready for more:

- Students research and add additional geographic features to their map (rivers, deserts, mountain ranges) and write a key
- Students write postcards from two different landscapes and compare the language choices they made for each

Lesson 5: Camels in Australian History

Curriculum Learning Areas & Codes: History AC9HS2K01, AC9HS3K01, AC9HS4K01
English

Learning Intentions: Students understand why camels were brought to Australia and how they shaped Australian history. Students sequence historical events on a timeline.

Success Criteria: I can explain why camels were important in exploring Australia. I can place key events on a timeline. I can describe the contribution of Afghan cameleers to Australian history.

Resources:

- Teacher-prepared information passage (1 page, levelled for Year 2–4; see 'A Brief History of the Camel in Australia')
- Timeline template (teacher-prepared)
- Optional: ABC podcast summary extract

Activities:

1. **Building Background (10 min):** Revisit the KWL chart. What do we now know about camels in Australia? What questions remain? Explain that today we zoom out to look at the bigger history.
2. **Shared Reading / Research (20 min):** Read a short teacher-prepared information passage (or use the ABC History Listen podcast summary) covering: arrival of camels from India/Pakistan in the 1840s–60s; Afghan cameleers and their role in exploration and supply routes; the Ghan railway named in their honour; camel numbers today (~1 million feral camels). Discuss as a class.
3. **Timeline Activity (20 min):** Students create a simple illustrated timeline with 5–6 key events: 1840s the first camel arrived; 1860s Burke & Wills expedition; 1880s–1920s Afghan cameleers' peak; 1929 Ghan railway opens; 1988 Great Australian Camel Race; Today: feral camels.

For students who need support:

- Provide a timeline template with the dates and events pre-written, students illustrate each event
- Use a levelled version of the information passage with shorter sentences and key vocabulary bolded
- Read the information passage aloud as a shared reading experience before asking students to work independently

For students ready for more:

- Students research one Afghan cameleer by name and write a short biography to add to the timeline
- Students explain Craig Smith's quote about migration in writing: What do you think he means? Do you agree? Use evidence from the text and history
- Students create an annotated timeline that includes not just events but also the significance of each one

Lesson 6: Resilience, Endurance and Teamwork – Themes

Curriculum Learning Areas & Codes: English Literature [AC9E2LE01](#), [AC9E3LE01](#), [AC9E4LE01](#), [AC9E2LE03](#), [AC9E3LE03](#), [AC9E4LE03](#)

Learning Intentions: Students identify and discuss the central themes of endurance, teamwork, and the bond between humans and animals. Students connect themes to their own experience.

Success Criteria: I can explain what endurance means and give an example from the text. I can describe how Jill and Tiki's relationship changed and why. I can make a connection between a theme and my own life.

Resources:

- Themes anchor chart (class-built)
- Journal response scaffold

Activities:

1. **Warm-Up (10 min):** Quick write: Have you ever had to keep going when something was really hard? What helped you? Share with a partner, share with the class.
2. **Re-read Key Passage (10 min):** Re-read the section where Tiki runs away and leaves Jill alone in the desert, and then the moment everything changed. Discuss: What is Jill feeling here? What does she do?
3. **Themes Anchor Chart (15 min):** Co-create a themes class anchor chart: Resilience / Endurance / Teamwork / Human–Animal Bond / Ordinary people doing extraordinary things. For each theme, students contribute evidence from the text.
4. **Optional Hot Seat Drama (10 mins):** In pairs, students take turns of being Jill (in the hot seat) and the journalist/interviewer. Focus on the day that Tiki ran off.
5. **Character Response Journal (20 min):** Students write a short journal entry as Jill after a hard day when Tiki ran off. Scaffold: What happened? How did it feel? What did you learn?
6. **Share (5 min):** Volunteers share their journal entries. Affirm authentic responses.

For students who need support:

- Provide a structured journal scaffold with sentence starters: 'Today was hard because...' / 'I felt...' / 'What kept me going was...'
- Allow students to draw their journal entry with labels before or instead of writing
- Pre-select two or three text evidence examples for students to choose from when contributing to the anchor chart

For students ready for more:

- Students write their journal entry without a scaffold, focusing on using vocabulary from the word wall and figurative language

- Students identify a second theme not on the anchor chart and argue for its inclusion with evidence from the text
- Students write a reflection comparing Jill's resilience to someone from their own life or another text they have read

Lesson 7: Newspaper Writing Craft

Curriculum Learning Areas & Codes: English Literacy [AC9E2LY05](#), [AC9E3LY05](#), [AC9E4LY05](#) [AC9E2LY06](#), [AC9E3LY06](#), [AC9E4LY06](#) English Language [AC9E2LA05](#), [AC9E3LA05](#), [AC9E4LA05](#) [AC9E2LA06](#), [AC9E3LA06](#), [AC9E4LA06](#), [AC9E4LA09](#)

Learning Intentions: Students understand the structure and language features of a newspaper article (news report) at word, sentence and text level. Students begin jointly constructing a class article with teacher support.

Success Criteria: I can identify the key structural features of a news report (headline, byline, intro sentences, body text, concluding sentence). I can explain what makes a strong headline and lead paragraph. I have contributed to our class jointly constructed article.

Resources:

- Printed mentor newspaper article (annotated copy for teacher, blank for students) KidsNews.com.au recommended
- Newspaper article planning frame (teacher-prepared)
- Word level anchor chart: powerful adjectives, adverbs, topic vocabulary from the unit
- Class jointly constructed article displayed for reference

Activities:

1. **Mentor Text Study, Text Level (15 min):** Read and annotate a short newspaper article (teacher-selected, e.g. a KidsNews article on an Australian topic).
 - a. Identify the following.
 - Headline: what makes it attention-grabbing?
 - Byline and date.
 - Intro sentences: which 5 W's does it answer (who, what, when, where, why)?
 - Body text: how is information ordered?
 - Concluding sentence: what does it leave the reader thinking?
2. **Mentor Text Study, Sentence & Word Level (10 min):** Return to the article. Now look at: sentence length variation, where are the short punchy sentences? Where are the longer ones? What do we need to make a sentence? (If needed,

revise sentence types, *simple*, *compound*, *complex*, dependent on year level and the needs of your class). Discuss tense: past for events, present for significance. Vocabulary: highlight powerful adjectives (define the meaning and provide examples). Direct quotes: how are they punctuated and introduced? Give examples.

3. **Joint Construction (20 min):** Teacher and class co-write the opening of a newspaper article together about the *start of the race* (see collaborative exemplar on the next page). Teacher thinks aloud: 'What headline would grab attention? What do we need in our first sentence? What interesting words can we use? (refer to the class word wall) What quote could we include?' Students contribute to language and ideas. Collaborative class article is displayed for reference in Lesson 8.
4. **Planning (25 min):** Students complete a planning frame about crossing the finish line and chosen events from the story: Headline idea / Intro sentences (who, what, when, where, why) / 1–3 key facts or details for the body text / Possible quote / Concluding sentence.

For students who need support:

- Provide a pre-annotated mentor text with structural features already labelled, students discuss rather than identify independently
- Allow students to contribute orally to the joint construction rather than in writing

For students ready for more:

- Students annotate the mentor text independently and present their findings to a partner
- Students write three alternative headlines and justify which is most effective and why
- Students draft their own lead paragraph independently before the joint construction, then compare their choices with the class version

Collaborative Newspaper Article Planning Exemplar

Headline Jill and Tiki Set Off on Australia's Most Gruelling Adventure!
Intro sentences (who, what, when, where, why?) Who: Jill and her camel Tiki What: stepped up to the starting line and began the race When: it was a blazing Tuesday morning Where: in the Australian outback Why: to complete one of Australia's most treacherous journeys
Image 
Body text (1-3 Key Facts and include a quote with speech marks) Key fact 1: Tiki was calm but ready, his hooves pawing at the desert sand Key fact 2: a crowd of supporters gathered to cheer them off Key fact 3: the journey ahead would test their endurance and trust in each other Possible quote: "This is what we've been waiting for," Jill said, her eyes fixed on the horizon.
Concluding sentence As Jill and Tiki disappeared into the vast desert, one question remained. Do they have what it takes to make it to the finish line?

Lesson 8: Drafting and Conferencing

Curriculum Learning Areas & Codes: English Literacy [AC9E2LY06](#), [AC9E3LY06](#), [AC9E4LY06](#)

Learning Intentions: Students write a first draft of their newspaper article, applying the structural and language features studied in Lesson 7. Students give and receive specific feedback.

Success Criteria: I have a first draft with a headline, lead paragraph, at least two body paragraphs and a conclusion. I can give my partner one specific piece of feedback linked to word, sentence or text level.

Resources:

- Students' planning frames from Lesson 7
- Class jointly constructed article (displayed)
- Peer feedback template with word/sentence/text level prompts
- Vocabulary word wall and anchor chart from the unit

Activities:

1. **Mini lesson (10 min):** Revisit the class jointly constructed article. Point out: the headline hooks, the lead answers the 5 W's, the body moves from most to least important detail, a quote adds a human voice, the conclusion leaves the reader with something to think about. Remind students to vary sentence length and choose precise vocabulary.
2. **Independent Drafting (35 min):** Students write their full first draft from their planning frame. Teacher circulates and conferences 1:1 or with small groups. Prompt questions: Does your headline make someone want to read more? Does your first sentence tell us who, what and when? Have you included a fact and a quote? What do you want the reader to think at the end?
3. **Peer Feedback (15 min):** Students swap drafts. Using a structured protocol focused on word, sentence, and text level: 'Your headline is effective because...' / 'A word choice I noticed was...' / 'Your intro sentence/s answers...' / 'One thing to improve is...'

For students who need support:

- Provide a sentence-by-sentence writing frame for the intro sentences: 'On [date]... / A [noun] named... / The race...'
- Conference early with students who need support, co-constructing the headline and lead together before they continue independently
- Allow students to use the jointly constructed class article as a model to closely follow for structure

For students ready for more:

- Students include at least two direct quotes with correct punctuation and attribution (e.g. 'It was the hardest thing I've ever done,' said Jill.)
- Students experiment with a subheading to break up their body paragraphs
- Students write their opening sentence four different ways and choose the strongest, annotating why

Lesson 9: Revise, Edit and Publish

Curriculum Learning Areas & Codes: English Literacy [AC9E2LY06](#), [AC9E3LY06](#), [AC9E4LY06](#)

Learning Intentions: Students use feedback and editing strategies to improve their draft. Students produce a polished, published newspaper article.

Success Criteria: I have made at least two changes based on my peer's feedback. I have used the editing checklist to edit my work. My published article is presented in a newspaper layout and ready to share.

Resources:

- Students' first drafts with peer feedback
- Editing checklist (one per student)
- Newspaper layout publishing template (teacher-prepared or digital)
- Devices or publishing paper

Activities:

1. **Revision (15 min):** Students review their peer's feedback and decide what changes to make. Teach the difference between revising (improving meaning, structure, vocabulary) and editing (fixing errors). Students mark their revisions clearly on their draft.
2. **Editing (15 min):** Students edit with a partner using their editing checklist. Teacher models on a projected anonymous draft first, thinking aloud: 'I'm checking my quote punctuation here... I'm reading this sentence aloud to check it makes sense...'
3. **Publishing (30 min):** Students write or type their final published article in a newspaper layout format, headline at the top, byline (By [Student Name], [Date]), columns or justified text if digital. Encourage adding a subheading and a simple caption or image description if time allows. Year 2 students publish a structured 3-part article using a provided template (headline / intro sentences / 1–2 key facts).

For students who need support:

- Teacher or aide reads peer feedback aloud with the student and supports them to identify one meaningful change to make
- Highlight one or two specific edits in the draft for the student to locate and fix rather than self-editing the full piece
- Provide the Year 2 newspaper template with labelled sections and sentence starters for the publishing stage

For students ready for more:

- Students design a full newspaper front page with their article, a caption, and a teaser headline for a second story
- Students identify three places where they could upgrade their vocabulary further and justify their final word choices

Lesson 10: Share and Reflect

Curriculum Learning Areas & Codes: English Literacy AC9E2LY02, AC9E3LY02, AC9E4LY02

Learning Intentions: Students share their published newspaper articles with an audience. Students reflect on their growth as readers and writers across the unit.

Success Criteria: I can read my newspaper article aloud, or present the key points, to an audience. I can identify at least two things I learned in this unit and one thing I am proud of as a writer.

Resources:

- Students' published newspaper articles
- KWL chart from Lesson 1
- Self-assessment reflection template
- ABC documentary links: Part 1: <https://www.youtube.com/watch?v=zoyxmSF7CFY> & Part 2: <https://www.youtube.com/watch?v=4lykGfCmGWg>
- ABC History Listen podcast: <https://www.abc.net.au/listen/programs/the-history-listen/great-australian-camel-race/102173836>
- KidsNews: <https://www.kidsnews.com.au/>

Activities:

1. **Newsroom Share (30 min):** Students present their published articles in a 'newsroom' format, either reading aloud from the Author's Chair or displayed on desks for a gallery walk. Audience listens or reads for: one fact they didn't know

before, one headline or word choice they thought was effective. Celebrate the range of topics and voices across the class.

2. **Complete the KWL Chart (10 min):** Return to the class KWL chart from Lesson 1. Complete the 'What we Learned' column together. What questions did we answer? What new questions do we have?
3. **Self-Assessment (15 min):** Students complete a self-assessment reflection using the assessment reflection template: What am I most proud of in my article? What did I find challenging? What would I focus on/work on/change next time? What did I learn about camels, Australian history or journalism? What did I enjoy about this unit?
4. **Optional Extension (5 min):** Share the link to the ABC documentary or History Listen podcast for students who want to explore further at home.

For students who need support:

- Allow students to present a headline and one key fact rather than reading the full article
- Use the self-assessment reflection template
- Gallery walk format may be less pressured than reading aloud for some students

For students ready for more:

- Students introduce their article to the class by explaining their structural and vocabulary choices as a writer
- Students give another student specific feedback
- Students set a writing goal for their next piece

DIFFERENTIATION OVERVIEW

Differentiation options are embedded within each lesson plan above. The summary below provides an at-a-glance guide to the key adjustments across the unit.

Strategies for students who need support (across the unit):

- Provide scaffolds with sentence starters, word banks and partially completed templates
- Allow oral responses in place of written responses where appropriate
- Use shared and guided reading before independent tasks
- Pre-teach key vocabulary with visuals before each lesson
- Reduce the volume of the task while maintaining the same learning intention
- Use strategic pairing and small groups for reading and discussion activities
- Offer drawing as a pre-writing or alternative strategy

Strategies for students ready for more (across the unit):

- Encourage independent structure and language choices
- Add layers of complexity: dual perspectives, comparative analysis, critical reflection
- Encourage use of literary devices (simile, metaphor, powerful adverbs) and journalistic techniques (direct quotes, subheadings) beyond the expected standard
- Set open-ended inquiry tasks that require research beyond the text
- Prompt metacognitive reflection: not just what they wrote, but why they made those choices as a writer/journalist
- Offer opportunities to teach or explain concepts to peers

English as an Additional Language / Dialect (EAL/D):

- Pre-teach key vocabulary before each lesson using visuals and realia
- Provide bilingual glossaries where available
- Allow extended think time and translanguaging during partner activities
- Use visual supports (maps, images, illustrations) alongside all text-based tasks

ABOUT THE AUTHORS

KATE SIMPSON was raised on a diet of children's books, but it was her fascination with science that led her to her first career as a chemical engineer. Following the birth of her children, Kate re-discovered her love of picture books and soon decided to try her hand at writing them. She was quickly hooked. Kate now juggles a full-time job as an engineer with her writing work. Her books feature Australian history, science, curious kids and powerful women.

DR JILL COLWELL grew up in outback NSW on a sheep and cattle property. She graduated with honours in medicine from Sydney University in 1977, and in 1988 she was one of only a handful of women to compete in the Great Australian Camel Race.

ABOUT THE ILLUSTRATOR

CRAIG SMITH is one of Australia's most prolific, best-known and well-loved children's book illustrators, with over 400 books published. He has collaborated with many of Australia's best-loved authors, such as Paul Jennings and Doug MacLeod, and has illustrated books including *A Cat Called Trim*, *Where Are You, Banana?* and *I Was Only Nineteen*. Craig's work over the last 40 years has been acknowledged in the CBCA Book of the Year awards, as well as in children's choice awards around Australia. In 2011, Craig was awarded the biennial Euphemia Tanner Award, which recognised his distinguished services to children's literature and his encouragement of the joy of reading in children.

SUGGESTED RESOURCES

- **Book:** *Tiki and Jill and the Great Australian Camel Race* by Kate Simpson and Dr Jill Colwell, illustrated by Craig Smith
- **Documentary:** *Great Australian Camel Race* (2-part ABC TV) Part 1: <https://www.youtube.com/watch?v=zoyxmSF7CFY> & Part 2: <https://www.youtube.com/watch?v=4lykGfCmGWg>
- **Podcast:** ABC The History Listen *Great Australian Camel Race* (2023): https://www.abc.net.au/listen/programs/the-history-listen/great-australian-camel-race/102173836?utm_campaign=abc_radional&utm_content=link&utm_medium=content_shared&utm_source=abc_radional
- **Maps:** Outline map of Australia (free from Scootle or teacher-prepared)
- **Photographs:** Australian landscapes (from the race route), Afghan cameleers (State Library collections)

WORKSHEETS

- Lesson 1: KWL Chart (and lesson 10)
- Lesson 4: Outline Map of Australia, Postcard template
- Lesson 5: Camels in Australia: Timeline
- Lesson 6: Character Response Journal
- Lesson 7: Newspaper Article Planning Frames, Collaborative Newspaper Article Planning Exemplar
- Lesson 8: Peer Feedback Template
- Lesson 9: Editing Checklist, Publishing Templates (Year 2, heading, intro sentences, image, body text and Year 3–4, heading, intro sentences, image, body text, conclusion)
- Lesson 10: Self-Assessment Reflection Template

KWL Chart

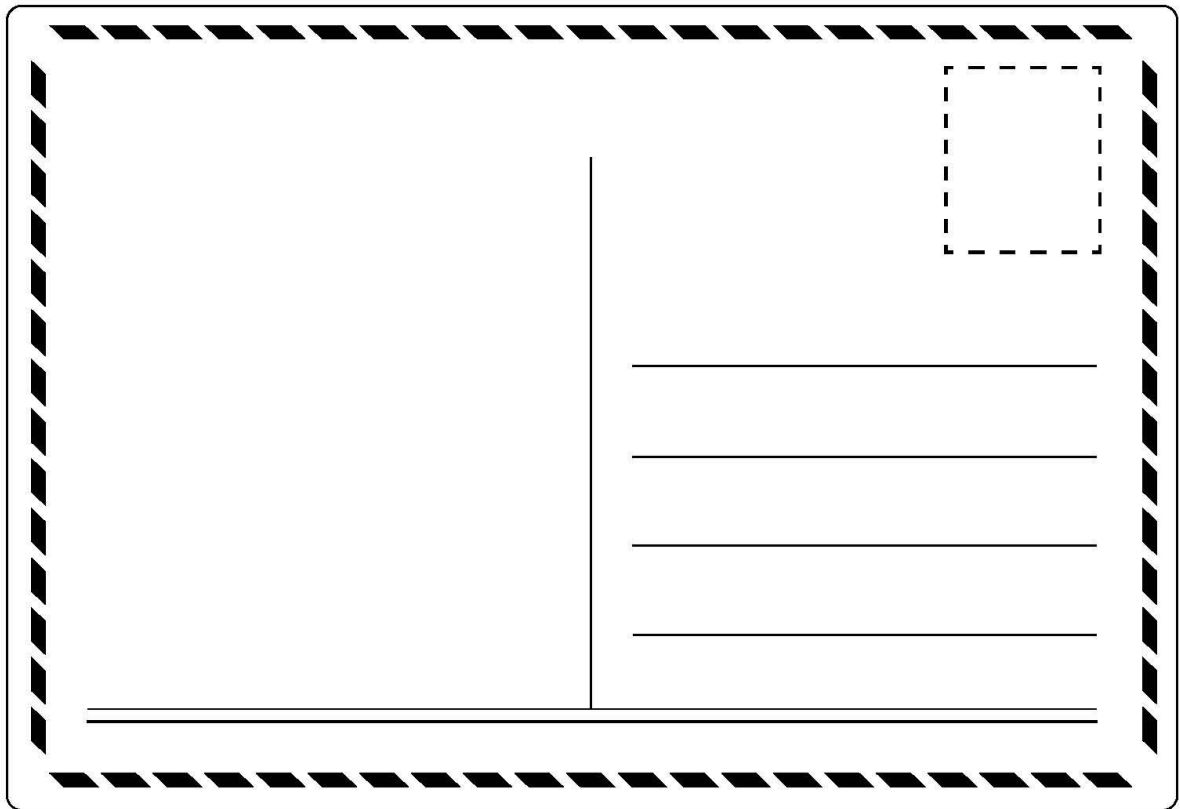
K What I Know	W What I want to Know	L What I Learned

Lesson 1 & 10

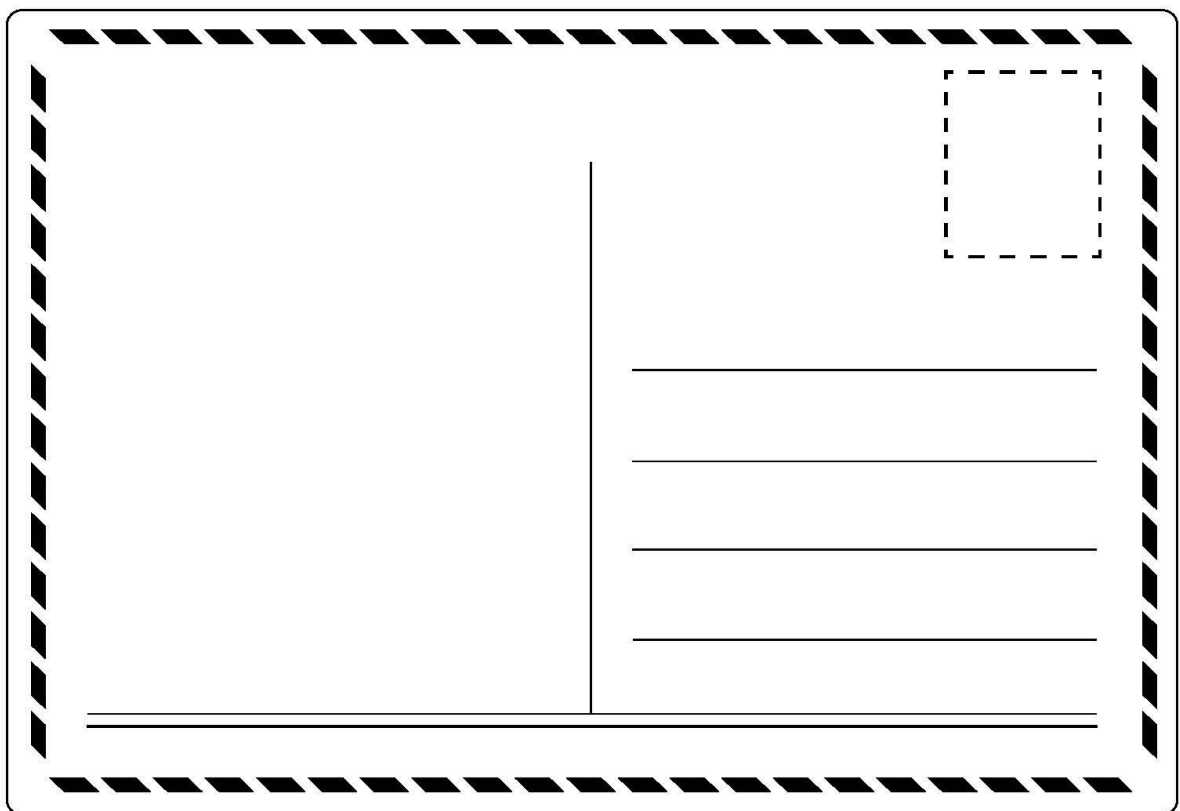
Map of Australia



Lesson 4



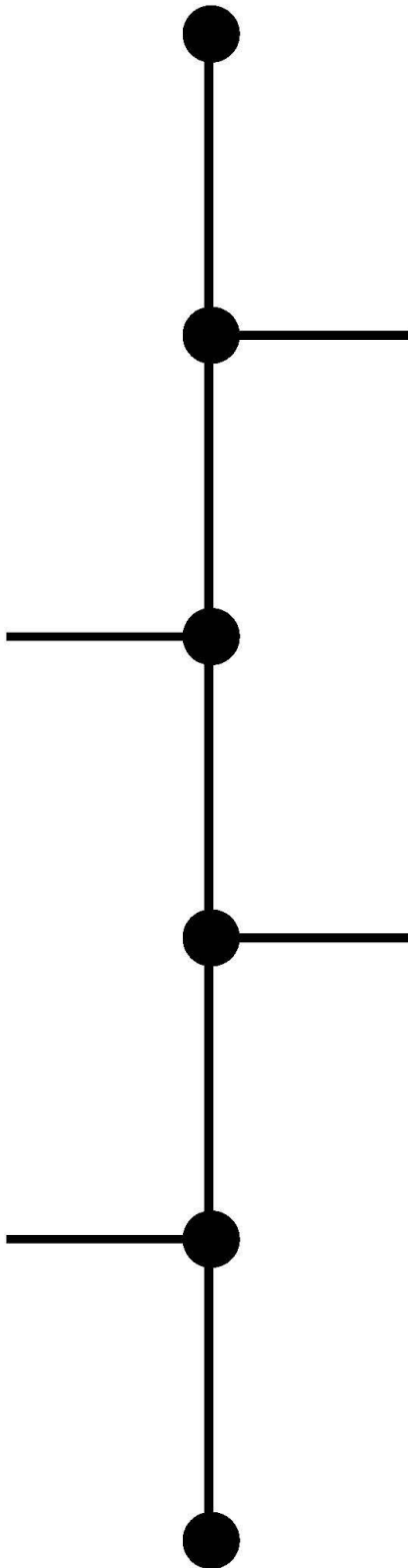
A blank envelope template. It features a dashed rectangular box in the top right corner for an address. A vertical line runs down the center, separating the address area from the message area. The message area has four horizontal lines for writing. The envelope is outlined with a thick, dashed border.



A blank envelope template, identical to the one above. It features a dashed rectangular box in the top right corner for an address. A vertical line runs down the center, separating the address area from the message area. The message area has four horizontal lines for writing. The envelope is outlined with a thick, dashed border.

Lesson 4

Camels in Australia: Timeline



Lesson 5

Character Response Journal

What happened?

Today was hard because _____

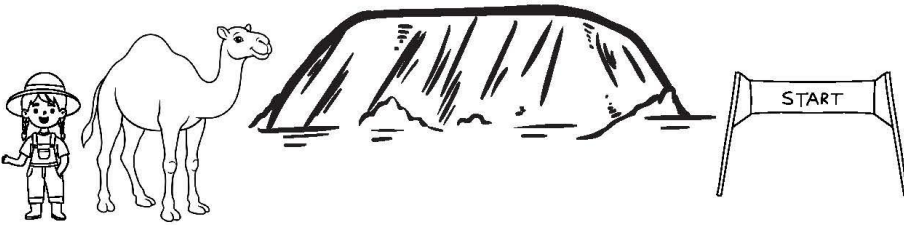
How did it feel?

I felt _____

What did you learn?

What kept me going was _____

Collaborative Newspaper Article Planning Exemplar

Headline Jill and Tiki Set Off on Australia's Most Gruelling Adventure!
Intro sentences (who, what, when, where, why?) Who: Jill and her camel Tiki What: stepped up to the starting line and began the race When: it was a blazing Tuesday morning Where: in the Australian outback Why: to complete one of Australia's most treacherous journeys
Image 
Body text (1-3 Key Facts and include a quote with speech marks) Key fact 1: Tiki was calm but ready, his hooves pawing at the desert sand Key fact 2: a crowd of supporters gathered to cheer them off Key fact 3: the journey ahead would test their endurance and trust in each other Possible quote: "This is what we've been waiting for," Jill said, her eyes fixed on the horizon.
Concluding sentence As Jill and Tiki disappeared into the vast desert, one question remained. Do they have what it takes to make it to the finish line?

Lesson 7

Newspaper Article Planning Frame

Headline
Intro sentences (who, what, when, where, why?)
Image
Body text (1-3 Key Facts and include a quote with speech marks)

Newspaper Article Planning Frame

Headline
Intro sentences (who, what, when, where, why?)
Image
Body text (1-3 Key Facts and include a quote with speech marks)
Concluding sentence

Lesson 7 (Year 3 & 4)

Peer Feedback

Prompt questions:

Does your headline make someone want to read more?

Does your first sentence/s tell us who, what, when, where, why?

Have you included a fact and a quote?

What do you want the reader to think at the end?

Read your partner's draft and provide a piece of feedback:

Your headline is effective because...

A word choice I noticed was...

Your intro sentence/s answers...

One thing to improve is...

Peer Feedback

Prompt questions:

Does your headline make someone want to read more?

Does your first sentence/s tell us who, what, when, where, why?

Have you included a fact and a quote?

What do you want the reader to think at the end?

Read your partner's draft and provide a piece of feedback:

Your headline is effective because...

A word choice I noticed was...

Your intro sentence/s answers...

One thing to improve is...

Lesson 8

Editing Checklist

- ☐ I have used interesting adjectives
 - *e.g. gruelling, treacherous, extraordinary, relentless*
- ☐ I have used topic-specific vocabulary
 - *e.g. endurance, expedition, summit, rescue*
- ☐ Each word is chosen carefully for meaning or effect

- ☐ I have varied my sentence length
- ☐ I have used short sentences for impact
- ☐ I have used longer sentences to add detail or build atmosphere
- ☐ I have included at least one direct quote (in inverted commas)
- ☐ I have used past tense to describe events
 - *e.g. the crowd cheered*

- ☐ Headline: grabs attention and summarises the story
- ☐ Byline: includes author name and date
- ☐ Introduction sentences: answers Who? What? When? Where? Why?
- ☐ Body text: facts, quotes, and background in order of importance
- ☐ Conclusion: ends with a final comment or reflection

- ☐ Full stops and commas are in the right place
- ☐ Inverted commas are used around all direct quotes
- ☐ Topic words are spelled correctly
- ☐ Names and places are capitalised and spelled consistently



Lesson 9 (Year 2)



Lesson 9 (Year 3-4)

Self-Assessment Reflection

What am I most proud of in my article?

What did I find challenging?

What would I focus on/work on/change next time?

What did I learn about camels, Australian history, or journalism?

What did I enjoy about this unit?

Lesson 10

AUSTRALIAN CURRICULUM ALIGNMENT

Learning Area	AC Code/s & Content Description
English Literature	<u>AC9E2LE01</u> discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators <u>AC9E3LE01</u> discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators <u>AC9E4LE01</u> recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors <u>AC9E2LE03</u> discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways <u>AC9E3LE03</u> discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative <u>AC9E4LE03</u> discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions
English Literacy	<u>AC9E2LY05</u> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning <u>AC9E3LY05</u> use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features <u>AC9E4LY05</u> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts <u>AC9E2LY06</u> create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words <u>AC9E3LY06</u> plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with

Learning Area	AC Code/s & Content Description
	ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words <u>AC9E4LY06</u> plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation <u>AC9E2LY02</u> use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions <u>AC9E3LY02</u> use interaction skills to contribute to conversations and discussions to share information and ideas <u>AC9E4LY02</u> listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information
English Language	<u>AC9E2LA05</u> navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links <u>AC9E3LA05</u> identify the purpose of layout features in print and digital texts and the words used for navigation <u>AC9E4LA05</u> identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout <u>AC9E2LA06</u> understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction <u>AC9E3LA06</u> understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree <u>AC9E4LA06</u> understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

Learning Area	AC Code/s & Content Description
	<u>AC9E4LA09</u> understand past, present and future tenses and their impact on meaning in a sentence
History	<u>AC9HS2K01</u> a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance <u>AC9HS3K01</u> causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes <u>AC9HS4K01</u> the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place
Geography	<u>AC9HS2K03</u> how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales <u>AC9HS3K05</u> the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features <u>AC9HS3K05</u> the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features