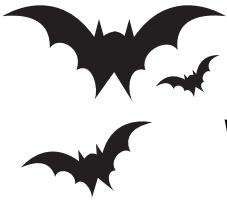




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Introduction and Sample Lesson Plans

Introduction

This literature unit has been designed to supplement teachers with ideas for use with the novel *Rowan of Rin* by Emily Rodda. It is aimed at upper primary school students. The following sample lesson plans suggest ideas for a ten week whole class study. Photocopying a work package for each student is a good way to study the book.

Sample Lesson Plans

Week 1

- ⌘ Introduce the book using some or all of the ideas listed in 'Suggestions for Using the Unit Activities' ('Before the Book').
- ⌘ Introduce the package you may have premade for each student.
- ⌘ Read Section 1 of the book (Chapters One and Two).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 1.
- ⌘ The students do some vocabulary work using words from the vocabulary list. The children can either write dictionary meanings, write their own meanings based on what was read, or include each word in a meaningful sentence.
- ⌘ The students complete 'Picture This!'
- ⌘ The students complete 'Time for a Poem!'

Week 2

- ⌘ Read Section 2 of the book (Chapters Three and Four).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 2.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'What to Take?'
- ⌘ The students complete 'Create a Secret Map'.

Week 3

- ⌘ Read Section 3 of the book (Chapters Five and Six).
- ⌘ The students summarise what has been read (orally or in written form).
- ⌘ The students complete the quiz for Section 3.
- ⌘ The students do some vocabulary work using words from the vocabulary list.
- ⌘ The students complete 'A Letter to Mother...'
- ⌘ The students complete 'Rainbow in a Glass'.



Getting to Know the Book and the Author

The Book

Rowan of Rin is the story of a cowardly boy called Rowan who lives in a village called Rin. One day the stream which flows from the top of the mountain stops flowing and the lives of the villagers and the Bukshah are at risk. A group of people are selected to venture up the mountain even though they know that a dragon lives at the top. Rowan is also selected to go because the magical map, given to them by Sheba the witch, only appears when it is held by Rowan. As they venture up the mountain, riddles gradually begin to appear on the map to help them with the obstacles that face them. As the obstacles are conquered, so are the people, as one by one they return to Rin because they cannot face their fears. Strong Jonn and Rowan are the only ones left when they reach the dragon's lair at the top of the mountain. As Strong Jonn is badly injured, Rowan is forced to live out his greatest fear and battle the dragon alone. Rowan discovers that the dragon has a bone stuck in its teeth and is therefore not hunting. This causes the dragon to lay silent and not roar or breathe fire - the very thing that causes the ice and snow at the top of the mountain to melt and flow down the mountain. Rowan removes the bone and the dragon roars. The ice is melted and Strong Jonn and Rowan are rushed down the mountain in the now gushing stream. Once in Rin again, Rowan is the hero.

The Author

Emily Rodda's real name is Jennifer Rowe. Emily Rodda is the name of her grandmother. She takes on this name when she writes books for children. Jennifer Rowe was born in Sydney in 1948. She received a Master of Arts in English Literature at the University of Sydney. Her first job was assistant editor at Paul Hamlyn. Jennifer then worked for fourteen years as Editor, Senior Editor, Managing Director, Deputy Publisher and Publisher at Angus and Robertson Publishers. During this time she began writing books for children under her pseudonym (Emily Rodda). Jennifer Rowe is the only person to have won the Australian Children's Book Council Book of the Year for Younger Readers Award five times. Jennifer then had a career in publishing and was Editor of the Australian Women's Weekly for five years. She now devotes her time between consultancies for book publishers and her own writing. She lives in the Blue Mountains with her four children and second husband.



Suggestions for Using the Unit Activities

Use some or all of the following suggestions to supplement your own ideas when studying *Rowan of Rin*.

Before the Book

- ⌘ Organise student copies of some or all of the worksheets into a work package.
- ⌘ Set up a display to suit the book, e.g. a mountain with a dragon at the top. This display can be 3-D using a variety of materials, or painted on a window.
- ⌘ When programming, consider:
 - themes such as friendships, teamwork etc.
 - topics such as survival, heroes, fantasy etc.
 - linking the novel to your spelling and writing activities
- ⌘ Design art activities based on the novel, e.g. pom-pom spiders, making old maps, making mountains out of sand or plaster.
- ⌘ Discuss friendships, survival, heroism and fantasy with the children.
- ⌘ Read about the author ('Getting to Know the Book and the Author').

During the Book

- ⌘ Use the student work packages.
- ⌘ Include related themes and topics in your teaching.
- ⌘ Have the children write chapter summaries or alternatively, keep a diary from Rowan's point of view.
- ⌘ Have the children design a mountain on a large sheet of paper and add the riddles and pictures of the obstacles as they read.
- ⌘ Have the children illustrate different parts of the story.

After the Book

- ⌘ Have the students write a book review or create a book poster for the novel.
- ⌘ Have the students write their own fantasy story. Discuss the elements of fantasy first.



Bloom's Taxonomy Activities

For each section in this book there are two literature activities based on successive levels of Bloom's Taxonomy. These may be adapted to different types of literature, as well as providing the teacher with flexible types of activities to match the differing abilities, needs and aspirations of students in the modern classroom. Such an overall scope and framework allows the teacher to plan with assurance that all students are provided with activities designed to develop the full range of their cognitive abilities.

Knowledge

This level provides the student an opportunity to recall fundamental facts and information about the story. Success at this level will be evidenced by the student's ability to...

- ⌘ **Match** character names with pictures of the characters.
- ⌘ **Identify** the main characters in a crossword puzzle.
- ⌘ **Match** statements with the character who said them.
- ⌘ **List** the main characteristics of one of the main characters in a WANTED poster.
- ⌘ **Arrange** scrambled story pictures in sequential order.
- ⌘ **Arrange** scrambled story sentences in sequential order.
- ⌘ **Recall** details about the setting by creating a picture of where a part of the story took place.

Comprehension

This level provides the student an opportunity to demonstrate a basic understanding of the story. Success at this level will be evidenced by the student's ability to...

- ⌘ **Interpret** pictures of scenes from the story.
- ⌘ **Explain** selected ideas or parts from the story in his or her own words.
- ⌘ **Draw** a picture showing what happened before and after a passage or illustration found in the book.
- ⌘ **Predict** what could happen next in the story before the reading of the entire book is completed.
- ⌘ **Construct** a pictorial time line which summarises what happens in the story.
- ⌘ **Explain** how the main character felt at the beginning, middle and/or end of the story.



Vocabulary Lists

The following words could be useful for learning to spell or for defining.

Section One: Chapters One and Two

consult	burden	journey	depend
forbidden	nestled	towering	shrouded
venture	tend	heed	toil
vat	outskirts	attic	cradling
grateful	nuzzle	writhing	gloated
pronounced	placid	intended	droning

Section Two: Chapters Three and Four

lain	oppose	presume	exasperation
idle	appealed	persuaded	deny
jeering	quest	loomed	progression
hurled	parchment	discarded	rueful
startled	gaped	dangling	dismay
reveal	dilemma	glimpse	success

Section Three: Chapters Five and Six

motionless	inhabited	resentment	direction
vision	flung	erased	gallivant
evidence	quavering	insisted	widened
dissolved	gallantly	flask	craned
retorted	advice	hailed	colony
deafening	swathed	abide	amid

Section Four: Chapters Seven and Eight

keen	absence	affected	ravenous
decreed	enclosed	plodded	endanger
compared	tale	snare	wrench
clump	coil	billowed	regain
departed	prevent	plunged	treacherous
hesitantly	wading	tempted	veering