Springboard

Connect

28a The Children of the Sun

28b The Sea Turtles of Tortuguero

28c One Supersonic Space Jump

28d The Greatest Reef

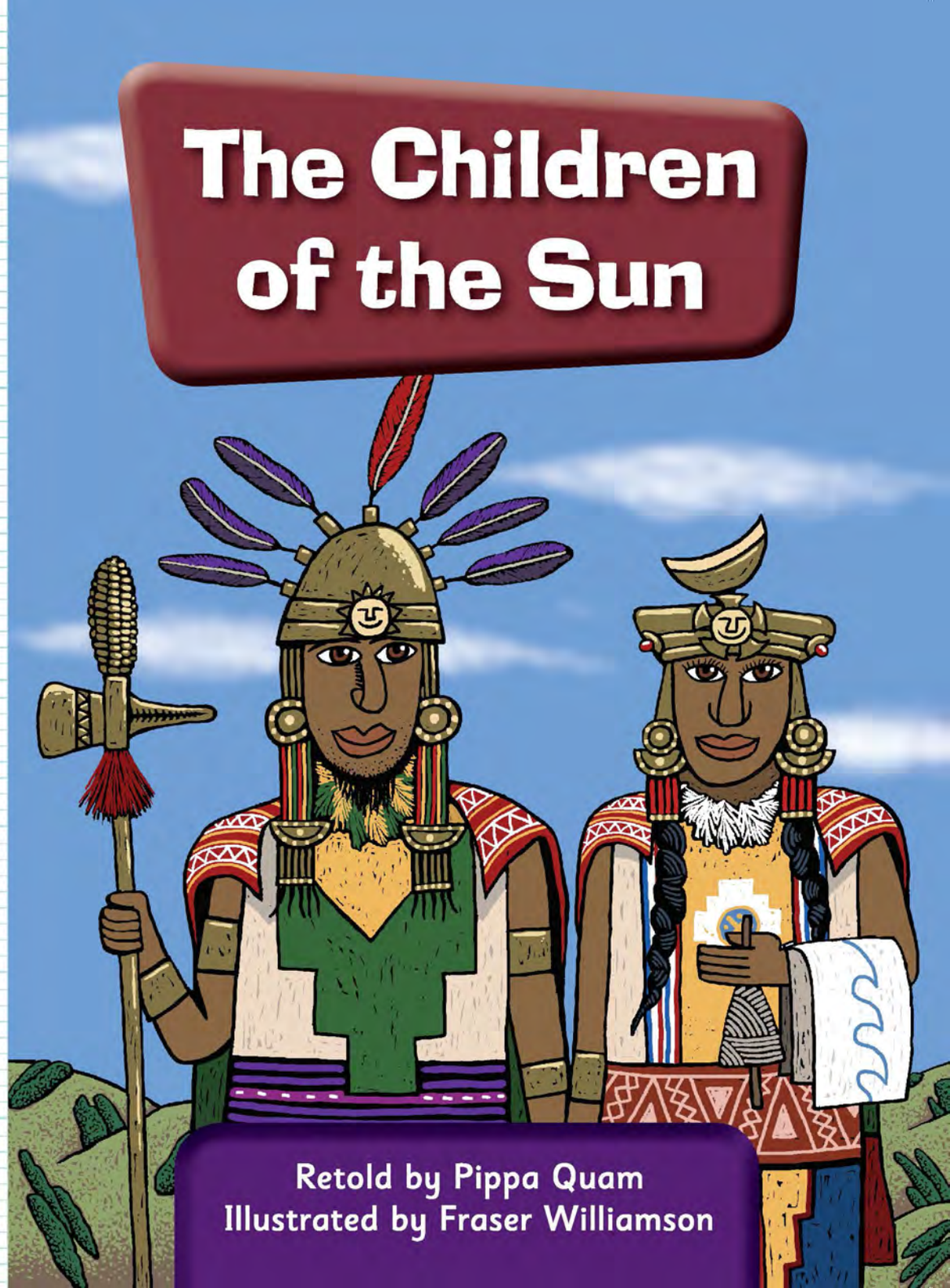
28e Sam's Great Invention

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The Children of the Sun



Retold by Pippa Quam

Illustrated by Fraser Williamson

Word Count	889
Text Type	Narrative
High-Frequency Word Focus	high, men
Content Words	clay, crops, Cusco, Inca, leadership, legend, llamas, myth, seasons, staff, valley
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	past tense; homophones; modal verbs

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GETTING STARTED

Activating prior knowledge: Ask students if they can recall reading any myths. If so, encourage them to share brief summaries of the texts. Ask students if there are any particular features common to myths.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to the students. Discuss the illustration on the cover. Ask students to flick through the book or the screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about the children of the sun, they will talk about the features of a narrative, past-tense language, single-syllable homophones, and modal verbs.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. How do Manco Capac and Mama Ocllo find the site for the city? How do Manco Capac and Mama Ocllo change the lives of the people on Earth? What do you think it would have been like to live in the city of Cusco? Why do the people build temples? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Use the text on page 15 to discuss how the author has used descriptive language to establish setting and atmosphere and to make the readers feel they need to know what will happen next.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: To revise the components of a narrative, invite students to give a brief summary of what occurred in the orientation, complications, and resolution/s.

Expressing and developing ideas: Explain to students that the words *Long, long ago* on page 2 were an early indication that this story would contain past tense. Ask students to identify the past-tense words on pages 2 and 4.

Remind students that a homophone is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling. Ask them to find single-syllable words on page 4 that have homophones.

Draw attention to the words *must* and *will* on page 6. Explain that we use modal verbs like these along with the main verbs to express how certain, possible, or probable it is that something will happen, or to ask/give permission. List other modal verbs such as *can*, *may*, *should*.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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The Children of the Sun

An Inca Myth



Retold by Pippa Quam
Illustrated by Fraser Williamson

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This is a retelling of an Inca myth about Inti the sun god and his children, Manco Capac and Mama Ocllo (ma-ma o-ki-o).

Long, long ago, high above the land of mountains, jungles, and jaguars, lived Inti the sun god. Inti was a kind god. He shared his light with Earth every day. He watched over the lands below.





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One day, as Inti travelled high across the sky, he looked down at Earth and saw people living in caves by a lake. The people wore animal skins. They ate berries and leaves. They looked cold, hungry, and unhappy. Inti felt sorry for these people. He decided to help them.



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Inti summoned his son, Manco Capac, and his daughter, Mama Ocllo.

"Son, daughter, I want you both to go down to Earth and build a city there," said Inti. "Take this golden staff with you. You must walk north, high into the mountains. Each time you rest, test the ground with the staff. You will find a place where the staff sinks all the way in. Build your city there. Teach the men and women how to live better lives."

"Yes, Father," said Manco Capac and Mama Ocllo. "We will do as you ask. We will travel high into the mountains. We will build a city and teach the men and women how to live better lives."

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