

# Forever Fairies

## Synopsis:

When twins, Luka and Leandra find an orphaned baby fairy at the bottom of Grandma's garden, they make it their mission to return her to the fairy world. The children nurture and take care of her until they can return her to the world in which she belongs. Each with their own individual personality, the twins discover their family history with the fairies that live at the bottom of their grandparents' garden. They locate the door to the Fairy Kingdom assisted by notes in Grandpa's journals. They then set off on a journey to return the little fairy safely back to her own family. Luka and Leandra hoped their magical visitor will help them uncover the secret to their grandfather's disappearance.

## Vocabulary:

determined, identify, species, announced, prediction, scientists, encyclopedias, container, hatchlings, fascinated, tot, magnifying, interrupted, kidnapped, experiment, brooded, impatient, blossom, manual, eerie, silhouette, mockingly, wrapped, squawking, invisible, splotch, sprawled, pergola, disappeared, animated, observations, mesmerized, replicate, lustre, endowment, zenith, gnarled, quizzically, bulky, buttress, deliberately, anchored, accuracy, puka, tumultuous, pulverize, boulder, mischievous, inducts

## Visual Literacy:

The front cover and illustrations provide a great way to begin discussions with students and through these discussions, different interpretations of the images will emerge. Students and teachers/ teacher aides are required to listen to each other's ideas and expand on these by explaining the reasons. Students are encouraged to find evidence from the image to justify their responses.

Questions about the images to guide discussion points:

1. Who do you think the image is for?
2. What is its purpose?
3. What is it about? Tell your own story.
4. What do you think about it? Focus on colours, lighting/shadows, lines, character positioning or their expressions etc.
5. How does it make you feel? Why?
6. What is puzzling about this image?
7. Does it remind you of anything?
8. Can you make connections to other texts or experiences?
9. What do you think is missing from this image?
10. Why has the illustrator chosen to draw this image in this way? How might you have drawn it? What is different/ same about your version and the illustrator's versions and/ or other student's images.

## Conventions of Grammar:

Conventions include spelling, punctuation, capitalization, grammar and sentence structure.

### Spelling-

1. Each syllable is a part of a word that has a vowel sound. It does not have to be an actual vowel. It can be a vowel sound. Some words have one, two or more syllables. Each vowel sound might contain vowels and consonants. Primary students are taught to identify CVC, CCVC and CVCC words, vowel digraphs and consonant digraphs.
  - **CVC**- consonant, vowel, consonant e.g. bug, tot, can, lot, need, book, got, room (each has one syllable)
  - **CCVC** – consonant, consonant, vowel, consonant e.g. then, them, (each has only one syllable)
  - **CVCC** – next, jump, back, pond, tact, held, salt, hand, talk ( each has one syllable)
  - **Vowel digraph** – sometimes 2 vowels are put together to make one sound e.g. ie, ea, oo, ai (the first vowel letter sound is used e.g. ie says i, ea says e )  
mail, peaks, curls, head, means, found, room (each word has one syllable- don't split two consonants together e.g. l and s in curls)
  - **Consonant digraph** – consonants are put together to make one sound  
back, thick, twig, flash, stood, breath, nest (each word has one syllable)
2. **Syllable Division**- separate prefixes and suffixes from the root words
  - **upwards** – up / wards (don't separate two consonants d and s) two syllables
  - **around** – a / round ( r + ou = vowel digraph + nd = don't separate two consonants together that make one sound) - two syllables
  - **more words from the book with two syllables** - fast/er, look/ing, re/ born, wear/ing, rain/bow
  - **Separate consonants** that are doubled or have two distinct sounds. E.g. blos / som, hap/pen, stop / ped, can / not, bet / ter, mes/ sage

### 3. More than two syllables

3 syllables	4 syllables	5 syllables	6 syllables
po-si-tioned	i-den-ti-fy	cu-ri-os-i-ty	re-spon-si-bil-i-ty
pre-dic-tion	un-u-su-al	ac-ci-den-tal-ly	in-vis-i-bil-i-ty
sci-en-tists	in-ter-rupt-ed	un-ex-pec-ted-ly	
con-tain-er	o-ver-bal-anced		
thought-ful-ly	Il-lus-tra-tion		

### Grammar-

4. **Verbs from nouns** – for example, sketching, studying, alarmed, clamping, weeding, promised
5. **Verb use** – action verbs for example, gazed, held, hovered, crawled, trembled, making
6. **Compound words** – for example, behind, another, themselves, butterfly, mailbox, somewhere
7. **Nouns and noun groups** -for example, grandma's back garden, a rare butterfly, the orange jasmine tree, short and spongy lawn, shiny brown curls, the plastic container, magnifying glass, coiled-up wings, the purple moonlight, a tiny new-born fairy, old carpentry box, shoe box nest

## Pre-reading:

- Discuss students' experiences of fairy stories/films and contribute their own ideas about fairies.
- Discuss the detail in the front cover and predict what the story is about from title and cover.
- Discuss what might be happening in each illustration.
- Preview any difficult words, for example, multi-syllabic words such as unexpectedly, invisibility, responsibility.

## During reading:

- The text should be read in chapters. Read the chapter heading and predict what might happen in the chapter.
- Questions to be answered during chapter readings:  
**What parts of the chapter fulfilled student predictions?**  
**What important elements were omitted from predictions?**
- Identify the characters and discuss their personalities.  
**How do the characters affect each other's actions?**
- During the reading of each chapter, discuss:
  1. the message/s the author is conveying to the readers
  2. the grammatical and spelling conventions
  3. the visual literacy aspects

## Post reading:

- Following each chapter, students complete the chapter worksheet activities.

## Post reading - writing ideas:

Narrative activities-

- Write a narrative about twins, missing family member or fairies.
- Write a comic book for one chapter.

Report activities-

- Write a scientific report for an insect.
- Write a newspaper report for missing Grandpa.

Procedural Activity-

- Write a procedure for making a fairy-nest.