

LEARNING RESOURCE DEVELOPED BY



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Book Title – Some Girls by Nelly Thomas

Book introduction

Some Girls celebrates the fact that difference is what makes us unique and empowers girls to be confident in who they are. It is a story which reminds us how ridiculous stereotypes are and that all kids and adults alike should be whoever they want!

Levels of Questioning: Surface, Deep and Transfer

Lower Primary

S: Word Solving- Find all the objects in the story which are nouns. Write the word, the meaning and draw a picture to match
D: Is it ok for girls to have short hair and wear shorts? Write down your thoughts on this.
T: How do you think all grown-ups should act? What should they wear? Should all grown-ups be the same?

Upper Primary

S: Word Solving – Find five adjectives in the book and write the word, meaning and draw a picture to match
D: The author says “all girls are bad sometimes”. Do you agree? Why? Why not?
T: Think of some times or situations where people do need to act or be the same? Argue why it is important to sometimes be similar to others.

Making connections: Responding to reading

Text to Self: What things in this book do you enjoying doing or wearing?

Text to Text: Are there other books or movies you have read/seen that connect with this story? How?

Text to World: In some parts of the world, girls aren't allowed to go to school. What do you think about this? Do girls have the same right to education as boys?

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Links to the Victorian Curriculum

The book is aimed at children aged 0-7. However, the themes and ideas it raises can apply to readers of any age. Similarly, links to the Victorian Curriculum can be made from Level A through to 6 in both Reading and Viewing and Personal/Social capabilities. Some of these links are included below.

Reading and Viewing

Level B	Level D	Foundation	Level 2	Level 4	Level 6
I can recognise familiar objects and images in stories and informative texts (VCELA040)	I can make connections between texts and personal experiences (VCELT113)	I can use comprehension strategies to understand and discuss texts (VCELY153)	I can use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222)	I can use comprehension strategies to build literal and inferred meaning, link ideas and analyse or evaluate texts (VCELY288)	I can use comprehension strategies to interpret, analyse and compare information and ideas across a range of texts (VCELY347)

Personal and Social Capabilities- Social Awareness and Management- Relationships and diversity

I can participate in routine activities and interact with others in a range of familiar contexts instigated by the teacher (VCPSCSO063)	I can work with various peers, including participating in an activity I don't like (VCPSCSO07)	I can practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005)	I can listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)	I can describe the ways similarities and differences can affect relationships (VCPSCSO021) I can identify the importance of including others in activities, groups & games (VCPSCSO022)	I can define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (VCPSCSO030)
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