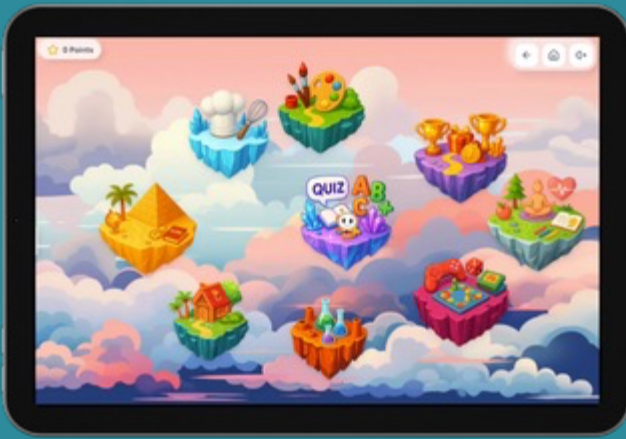


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A Conversation Between Readers - Year 6

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Teacher preparation & access

Before the week

Use a lawful class copy of *Bindi and The Tale of Peter Rabbit*. Read *Bindi* beforehand. Revisit the teacher-selected drought, bushfire or community-healing passage; verify all details against the book. The Peter garden episode may be accessed through the teacher's lawful copy or the original Project Gutenberg text. *Storm Boy* is an optional original-novella comparison after prior reading.

Lesson 1 — Establish the issue (45–60 min)

Display R1 and use R2 to model detail → response → reason. Ask them to answer prompts without showing answers. Name the shared issue of actions in a story, place and responsibility while distinguishing genre, history and cultural context. Partners test one supported and one unsupported claim.

Lesson 2 — Gather evidence (45–60 min)

Model a second checked example. Students complete R3 grid 1. Ask them to change the detail considered, then explain how a response might change. Check each learner's observation against the lawful world before moving to interpretation.

Five-lesson teaching route

Lesson 3 – Respectful reader conversation

Demonstrate a full R4 turn, including a plausible wrong claim and constructive correction. Partners use six thoughtful turns each. Students complete R3 grid 2. Observe whether they explain their evidence, not merely take turns.

Lesson 4 – Transfer and repair

Use R3 grid 3 and R5 rehearsal pages. Students compare a fresh checker R4 detail with Peter's return home, then repair two unsupported leaps. Give one site on-model correction and request a new application.

Lesson 5 – Independent evidence

Students complete R6 comparative commentary independently. Use R7 to record evidence and a precise next step. Oral or drawn planning may reduce incidental demands; final reasoning still needs to be checked against, explanation, fair alternative and limitation.

Access and care

Offer lawful read-aloud, a partly completed organiser, oral or drawn notes, and a counter-reading extension. Do not demand private trauma or cultural disclosure. Prepare sensitively for bushfire content; offer an alternative checked community-action passage when needed. Accept justified interpretations and accessible response modes.

Conversation cards – teacher key

How to check any turn

Require an actual text/illustration detail, a response, a reason and an invitation to a fair alternative. A broad opinion without a checked detail needs another try. Bindi examples stay conditional until the teacher checks the selected passage.

Cards 1–6

1 Bindi community action: verify the passage and response link. 2 Peter Rabbit: entry/eating: choice can be questioned. 3 Peter Rabbit: concern on border: need. 4 Bindi place: check an actual detail. 5 Compare one checked detail, each without equating contexts. 6 Reject a forced single feeling; explain with evidence.

Cards 7–12

7 Name distinct genres/context. Two Bindi responses can pass if each uses the checked detail. 9 Lost shoes/jacket may need concern. 10 Storm Boy requires an actual original-novella pelican-care detail. 11 One character cannot represent a whole culture. 12 Two checked details, link, reason, fair alternative and explicit limit.

Source access and equipment

Teacher: lawful books, sticky notes or evidence cards. Bindi: Magabala Books product page verifies broad scope and creators. Peter Rabbit: Project Gutenberg original HTML (www.gutenberg.org/files/14838/14838-h/14838-h.htm). Storm Boy: Reading Australia guide for teacher preparation; use original novella, not a film. No book text is bundled.

ONE ISSUE, DIFFERENT RESPONSES

The same detail can lead to different ideas. Readers bring their own experiences, values and knowledge, so responses can vary. Use this model to think deeply, explain your ideas and consider other points of view.

1

Actual detail

What happens in the text?
Choose a specific detail.

2

Reader response

What might a reader think, feel or wonder about this detail?

3

Reason

Why might a reader have this response?
What experiences, values or ideas could explain it?

4

Fair alternative and limit

What could be another valid response?
What might be the limit of your first response?

THREE WORK PANELS

Use the model to explore how different readers might respond to each text.

Bindi — Kirli Saunders

Your teacher will choose an actual passage about drought, bushfire or community healing.

Think about how different readers might respond to this detail. Check that each possible response is clearly connected to the passage.

The Tale of Peter Rabbit — Beatrix Potter

Peter enters a garden, eats vegetables and is chased.

One reader may worry about Peter. Another reader may consider the gardener's vegetables. Use the model to explore these and other responses.

Storm Boy — Colin Thiele

You may revisit the pelican-care sequence in the original novella as an optional Australian comparison.

Think about how different readers might respond to this detail, and what might influence their response.

A shared issue does not make the works' genres, histories or cultural contexts the same.

Two possible responses

- Different readers can have very different, well-supported responses.
- More than one response can be supported by the text.

One careful contrast

- The texts were written in different times and places, for different purposes and audiences.
- Similar issues can be explored in different ways.

Dominant teaching message

- Read closely.
- Consider different perspectives.
- Explain your ideas with reasons.
- Be open to other valid responses.
- Respect differences in experience, context and interpretation.

BINDI: CHECK THE ACTUAL PASSAGE

Kirli Saunders; illustrated by Dub Leffler

Good readers notice details, think about what they mean, and check the actual passage before they make a claim.

LOOK
THINK
RESPOND
JUSTIFY

1



Revisit a teacher-selected passage about drought, bushfire or community healing.

Read the passage carefully and remind yourself of the context.

2



Record one exact word, line or illustration detail from the lawful text.

Use the precise wording of the detail as a description of what you can see. Do not summarise or change it.

3



State a possible reader response.

Express what you might feel, think or wonder, based on that detail. Use ideas such as hopeful, concerned, proud, curious or thoughtful.

4



Explain how that detail supports the response; invite a fair alternative.

Link the detail to your response and say why it helps you think that. Then consider another reasonable way a reader might respond.

MODEL (CONDITIONAL)

If the chosen passage shows a community action, a reader may feel hopeful because people act together. Check the real passage before using this example.

!

REMEMBER:

Do not claim that one character represents a whole culture.

PETER RABBIT: TWO READER RESPONSES



The Tale of Peter Rabbit — Beatrix Potter



Factual observation

Peter enters Mr McGregor's garden, eats vegetables, is chased, loses his shoes and jacket, and escapes.



Reader A

worries about Peter when he is chased and frightened.



Reader B

notices that Peter has eaten vegetables from someone else's garden.



Both can be supported.

Name the exact detail, then explain the reason.



A response is an interpretation, not an automatic fact about every reader.

COMPARE WITHOUT FLATTENING DIFFERENCES

Bindi — Kirli Saunders

Teacher checks an actual passage about drought, bushfire or community healing.

A possible response must point to a real detail.

The Tale of Peter Rabbit — Beatrix Potter

Peter eats vegetables in Mr McGregor's garden and is chased.

A reader can notice Peter's feet on the gardener's bonnet.

1

Shared question:

How do actions affect animals, place and responsibility?

2

Similarity:

both invite responses to actions in a place.

3

Difference:

the works have different genres, histories and cultural contexts.

4

Fair alternative:

another reader may focus on a different supported detail.

FOUR VERIFIED DISCUSSION ANCHORS

Read closely • Think deeply • Share ideas • Build understanding

1. Bindi

teacher selects an actual drought, bushfire or community-healing passage from Kirli Saunders's verse novel.



2. Peter Rabbit

Peter enters Mr McGregor's garden, eats vegetables, is chased and escapes.



3. Peter Rabbit

Peter loses shoes and jacket while fleeing; what reasons might this family support?



4. Storm Boy

after reading Colin Thiele's original novella, revisit its pelican-care sequence as an optional Australian comparison.



Which detail is observed?

What do you infer?

What could another reader reasonably think?



The teacher checks the lawful source text. Do not invent a quotation or claim one character speaks for a whole culture.

PAIRED RESPONSE EVIDENCE GRID 1

Name: _____

With your teacher's lawful copies, record one actual detail from Bindi and one from *The Tale of Peter Rabbit*. Separate what the work shows from what you infer.

Bindi — actual passage chosen by teacher



Observed detail from the work:

Possible inference / reader response:

Peter Rabbit — actual passage chosen by teacher



Observed detail from the work:

Possible inference / reader response:

PAIRED RESPONSE EVIDENCE GRID 1

Name: **ANSWERS**

With your teacher's lawful copies, record one actual detail from Bindi and one from *The Tale of Peter Rabbit*. Separate what the work shows from what you infer.

Bindi — actual passage chosen by teacher



Observed detail from the work:

**Teacher checks one exact detail in the chosen Bindi passage;
no invented quotation.**

Possible inference / reader response:

**A reader may feel concern or hope IF that checked detail supports it;
explain why.**

Peter Rabbit — garden episode



Observed detail from the work:

Peter eats vegetables in Mr McGregor's garden; later he is chased.

Possible inference / reader response:

**A reader may worry for Peter during the chase OR consider the gardener's
loss; link to the chosen detail.**

PAIRED RESPONSE EVIDENCE GRID 2

Name: _____

Explain two detail → interpretation → context links. Use a real Bindi passage and Peter's garden episode.

Bindi		
Actual detail	Possible reader interpretation	Why this detail and context matter

Peter Rabbit		
Actual detail	Possible reader interpretation	Why this detail and context matter

How might another reader reasonably respond?

PAIRED RESPONSE EVIDENCE GRID 2

Name: **ANSWERS**

Explain two detail → interpretation → context links. Use a real Bindi passage and Peter's garden episode.

Bindi		
Actual detail	Possible reader interpretation	Why this detail and context matter
A teacher-checked passage detail	A reader may feel hope or concern	Explain how that detail and situation support this response.

Peter Rabbit		
Actual detail	Possible reader interpretation	Why this detail and context matter
Peter is chased after eating vegetables	A reader may worry for Peter	The chase shows risk after his garden choice.

How might another reader reasonably respond?

Another reader may attend to Mr McGregor's vegetables; the eating detail supports that view.

PAIRED RESPONSE EVIDENCE GRID 3

Test a supported alternative against an unsupported claim.

1. Peter eats vegetables in Mr McGregor's garden and is chased.
Give two different possible responses, each with a real detail and reason.

Response 1:

Response 2:

2. **Claim:** 'One character speaks for a whole culture.'
Why is this unsupported? Rewrite it as a careful, text-bound statement about Bindi.

Check your response includes:

☐ detail ☐ reason ☐ fair alternative ☐ limit



PAIRED RESPONSE EVIDENCE GRID 3

Test a supported alternative against an unsupported claim.

1. Peter eats vegetables in Mr McGregor's garden and is chased.
Give two different possible responses, each with a real detail and reason.

Response 1:

A reader may worry for Peter because Mr McGregor chases him.

Response 2:

Another reader may think Peter acted responsibly because he ate vegetables from the garden.

2. **Claim:** 'One character speaks for a whole culture.'
Why is this unsupported? Rewrite it as a careful, text-bound statement about Bindi.

The claim overgeneralises. In the selected passage, Bindi's response to the checked event may suggest a particular idea; it cannot show what all First Nations people think.

Check your response includes:

☐ detail ☐ reason ☐ fair alternative ☐ limit



READER CONVERSATION CARDS

Notice details • Share ideas • Build understanding together

DIFFERENT
IDEAS
A DEEPER
READ

1

Work in pairs with lawful copies or checked evidence notes.



2

Choose one card. Locate an actual detail in the named work.



3

Say a possible reader response and explain why the detail supports it.



4

Partner offers a different supported response or asks for stronger evidence.



5

Check the teacher key, then swap roles.



Finish after six thoughtful turns each.

WORKED TURN

Card:

Peter is chased after eating vegetables.



Reader A

worries about Peter because of the chase.

I think Peter is in danger because the gardener is chasing him after he ate the vegetables.

Reader B

considers the gardener because Peter ate his vegetables.

I think the gardener might be angry because Peter ate his vegetables, which could be against the rules.

Checked text details

Peter eats vegetables in Mr McGregor's garden. Mr McGregor chases him. Peter escapes.



A turn counts only when the reasoning is spoken, written or drawn.



READER CONVERSATION CARDS 1-6

1 **Bindi: choose a real community-action detail.**

What response could it support?



2 **Peter enters the garden.**

Which detail might make a reader question his choice?



3 **Peter is chased.**

What different response might this detail support?



4 **Bindi: how does a checked place detail shape your response?**



5 **Compare one checked detail from Bindi with one from Peter.**

What is similar?



6 **Repair the claim:**

'All readers must feel the same.'



Every answer needs a checked detail and a reason.

READER CONVERSATION CARDS 7-12

7

How do Bindi and Peter Rabbit differ in genre and context?



8

Bindi: choose a checked community-healing detail. Offer two fair responses.



9

Peter loses shoes and jacket. How might this change a reader's response?



10

Storm Boy: after reading the novella, use a real pelican-care detail for an optional comparison.



11

Challenge a broad claim about one character representing a whole culture.



12

Compare Bindi and Peter: two details, a reason, an alternative and a limit.



Every answer needs a checked detail and a reason.

COMPARATIVE REHEARSAL 1

Name: _____

Compare a teacher-selected actual Bindi community-action passage with Peter's return home in *The Tale of Peter Rabbit*. How might readers respond to responsibility in each? Use one checked detail from each work, explain the link and offer a fair alternative.

Bindi detail	Peter detail	possible response	reason
☐ _____ _____	☐ _____ _____	_____ _____	_____ _____

Your response:



PREVIEW

COMPARATIVE REHEARSAL 1

Name: ANSWERS

Compare a teacher-selected actual Bindi community-action passage with Peter's return home in *The Tale of Peter Rabbit*. How might readers respond to responsibility in each? Use one checked detail from each work, explain the link and offer a fair alternative.

Bindi detail	Peter detail	possible response	reason
☐ teacher-checked action _____	☐ Peter returns home tired _____	hope or relief _____	tie each to its real detail _____

Your response:



If a checked Bindi passage shows community action, a reader may feel hopeful because people work together. Peter returns home tired after the garden chase; a reader may feel relieved, while another may question his earlier choice. These different works invite a comparison, but one passage cannot represent every reader or culture.

COMPARATIVE REHEARSAL 2**Prompt (deliberately wrong claim):**

“Everyone must think Peter was bad; Bindi shows what all First Nations people think.”



Identify the two unsupported leaps. Rewrite the comparison using checked details from both works. Add one sentence about how you improved it.

Unsupported leap 1:**Unsupported leap 2:****Careful rewrite and reflection:**

PREVIEW

COMPARATIVE REHEARSAL 2**Prompt (deliberately wrong claim):**

"Everyone must think Peter was bad; Bindi shows what all First Nations people think."



Identify the two unsupported leaps. Rewrite the comparison using checked details from both works. Add one sentence about how you improved it.

Unsupported leap 1:

It assumes every reader must judge Peter in one way: the chase can support concern, while the eating can support criticism.

Unsupported leap 2:

It treats one fictional character as the voice of all First Nations people.

Careful rewrite and reflection:

In a teacher-checked Bindi passage, a specific action may support one reader's response. In Peter Rabbit, Peter eats vegetables and is chased, which may invite more than one response. I improved the claim by naming details, allowing alternatives and limiting what one work can show.

COMPARATIVE RESPONSE WITH LIMITATIONS

Name: _____

Refer to two works.	Include one checked detail from each work.	Acknowledge a different supported response.	State one limitation.
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Using your teacher's lawful copies of *Bindi* and *The Tale of Peter Rabbit*, write a comparative commentary about how readers may respond to actions involving animals, place and responsibility. Give one checked detail from each work. Explain your response, acknowledge a different supported response and state one limitation. Do not claim that one character represents a whole culture.

PREVIEW

Oral or drawn planning may support access; the final reasoning target remains the same.

COMPARATIVE RESPONSE WITH LIMITATIONS

Name: ANSWERS

Refer to two works.	Include one checked detail from each work.	Acknowledge a different supported response.	State one limitation.
---------------------	--	---	-----------------------

Using your teacher's lawful copies of *Bindi* and *The Tale of Peter Rabbit*, write a comparative commentary about how readers may respond to actions involving animals, place and responsibility. Give one checked detail from each work. Explain your response, acknowledge a different supported response and state one limitation. Do not claim that one character represents a whole culture.

Accept a comparative commentary that names one teacher-checked *Bindi* passage detail and one real *Peter Rabbit* detail. Example *Peter* detail: Peter eats vegetables in Mr McGregor's garden and is chased. A student may worry for Peter or question his choice. One reason fits the detail. For *Bindi*, the teacher verifies the chosen passage and the response-to-detail link. Credit a fair alternative and a limit: one character or passage cannot represent a whole culture. Do not require one feeling.

PREVIEW

LEARNING EVIDENCE RUBRIC

Name: _____

Unit: A Conversation Between Readers (Year 6)

	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Makes an inaccurate or broad claim about the text(s).	Gives a correct example from a familiar text with a prompt.	Applies a comparison accurately to a fresh case.
Application / procedure	Task is incomplete or shows incorrect procedure.	Completes the task with step prompts.	Compares two works independently.
Reason / evidence	Gives a guess or unsupported opinion.	Uses relevant detail, but the link to the point needs a prompt.	Explains with specific checked details and reasons.
Transfer / communication	Ideas are unclear or insecure when applied to a fresh case.	Communicates a clear response to a fresh case with support.	Produces a coherent comparison of a fresh case, with a fair alternative and a limitation.

Evidence observed

Next teaching step:

Accept justified alternative interpretations and accessible response modes.

A Conversation Between Readers





Purpose and entry check

Compare responses to actions involving animals, race and responsibility.

Before teaching: How might a reader respond to Peter in the garden?

What response might a reader have to the loss in Bindi passage?

Success: detail → response → reason → fair alternative and limit.





Five useful distinctions

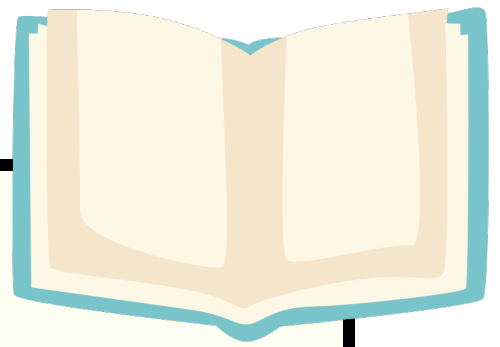
Response: a reader's reaction. Perspective: view point.

Experience: what a reader brings. Context: circumstances around a work or reader.

Interpretation: meaning supported by a text.

An observation is in the work, an inference is what you make of it.





One issue, different responses

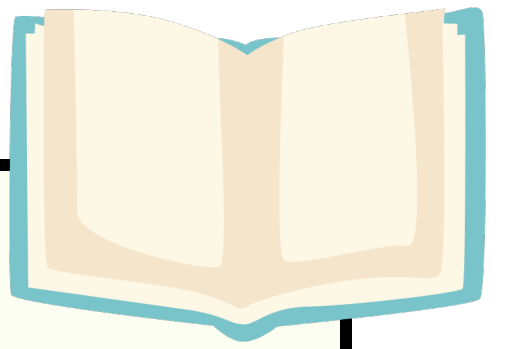
A shared issue does not make works or cultures the same.

Locate an actual detail → offer a response – explain why.

Invite a different supported response and argue a limit.

Use the display and teach checked passage.





Bindi: check the passage

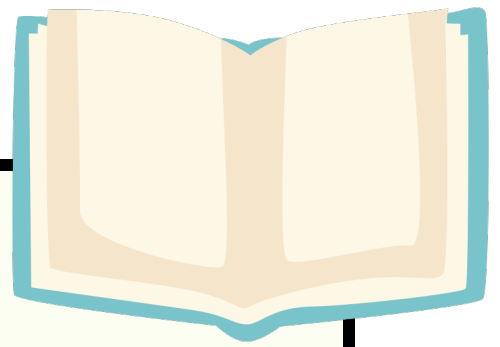
Kirli Saunders's verse novel includes drought, bushfire and community healing.

Revisit an actual teacher-selected passage.

If it shows a community action, the reader may feel hope; another may feel concern.

Point to the real wording, illustrate in detail before deciding.





Peter: two possible readings

Peter enters Mr McGregor's garden, eats vegetables and is chased.

A reader may worry for Peter during the chase.

Another may attend to the vegetables in the garden.

These responses need recognition; there are not rules about every reader.





Guided evidence decision

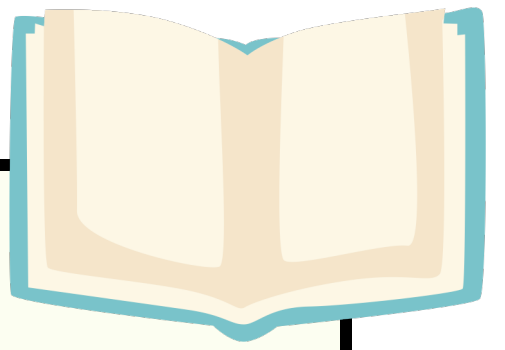
Find one actual detail in the chosen Bindi passage.

Find one actual detail in Peter's garden episode.

Which notes are observations? Which are interpretations?

Pause and compare with partner.





Check the reasoning

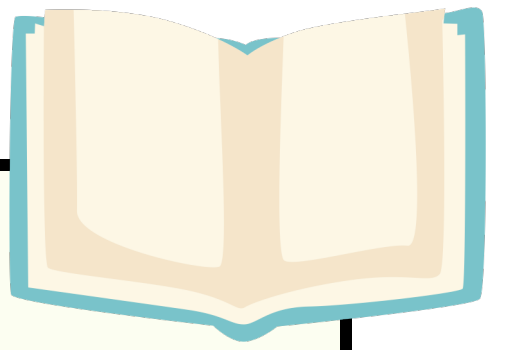
Observation: describe the checked words, action, illustration in detail.

Interpretation: state a possible response to what det

Reason: explain the link in the work and in context.

A feeling alone is not enough evidence.





Lesson 2: change the focus

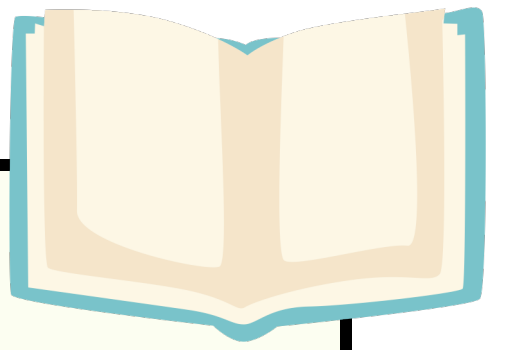
Peter ate vegetables; later he was chased and lost his jacket.

If you first focused on his choice, what changes when you notice his fear?

Keep the text constant. Change which sensory detail you consider.

Record both possible responses in the evidence grid.





One complete card turn

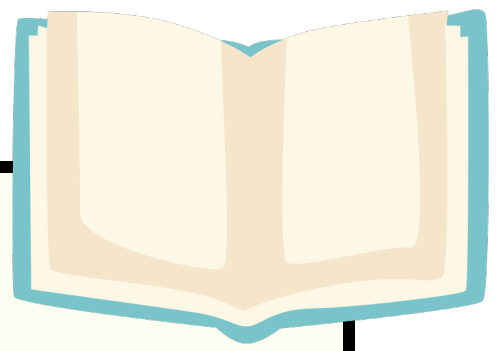
Choose a Reader Conversation Card and locate a central detail.

Reader A gives a response and reason.

Reader B offers a different supported response and asks for evidence.

Check the teacher key; then swap roles.





Try a comparison

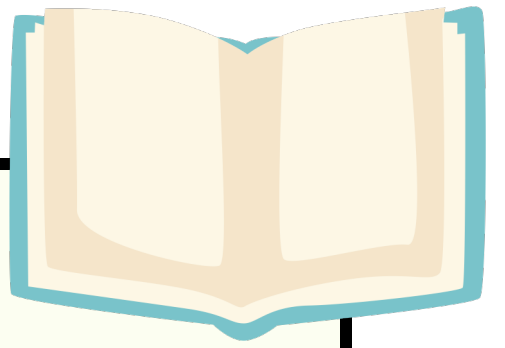
Use a checked Bindi community-action page and Peter's hidden episode.

How might two readers respond to responsibility?

Name one detail from each work and explain a similarity or difference.

Ask your partner for a fair alternative.





Correct a broad claim

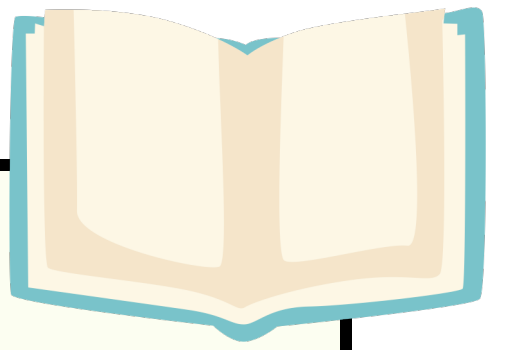
Wrong: “Bindi represents what all First Nations people think.”

Bindi is a specific fictional work by Kirli Saunders.

Explain only what a selected passage says or

Do not turn one character into authority for a whole culture.





Lesson 4: fresh rehearsal

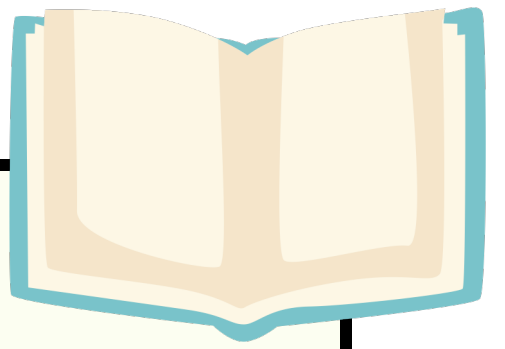
Compare a checked Bindi community-acting passage with a passage about a person's return home.

Use the comparative rehearsal sheet to find two details, a reason, an alternative.

Repair a claim that forces one feeling on someone who lives a whole culture.

State what one passage cannot prove.





Three routes, one target

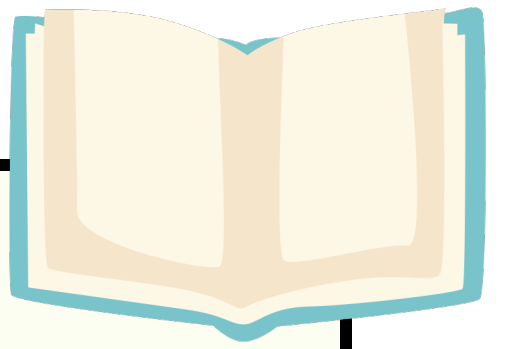
Support: lawful read-aloud, oral or drawn statements and a partially filled organiser.

Core: independent detail-to-reason comparison.

Extension: counter-reading of checked statements.

Each route still needs accurate evidence and a fair limit.

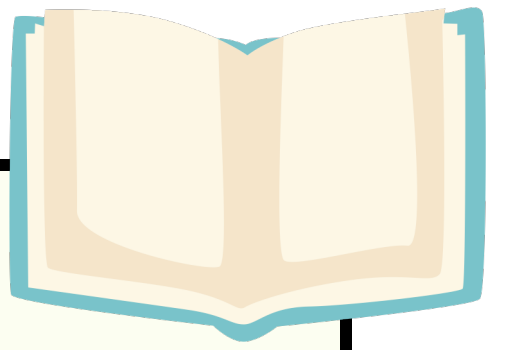




Independent assessment

Compare Bindi and The Tale of Peter Rabbit on the characterisation of the main characters.
Give one checked detail from each work and explain your response.
Acknowledge a different supported response and one limitation.
Do not use the practice material as a final answer.





Self-check and next step

Underline the two checked details in your summary.

Circle each explanation that links detail and response.

Mark your fair alternative and your limit.

Which link needs a clearer reason? Revise that sentence.





What this unit adds

Readers can respond differently to the same or related texts.

A credible comparison tests each response against their own work.

Bindi and Peter differ in genre, history and cultural context.

Storm Boy can extend the discussion after law of prior reading.





Well Done!

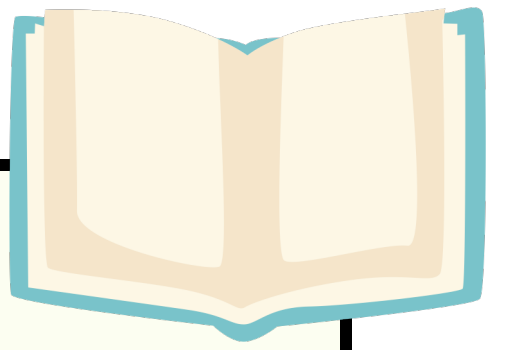


PREVIEW

A Conversation Between Readers Quiz



Question 1



What makes a reader response supported?



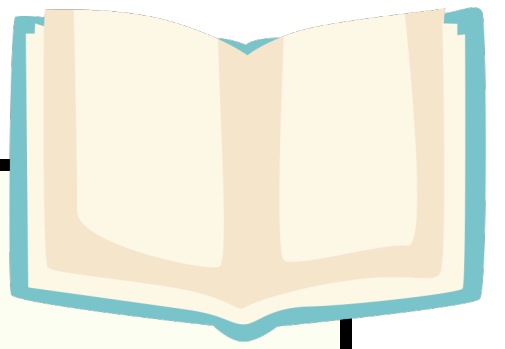
Answer 1



Name one real work detail and explain how it supports the interpretation. “I like it” alone is unsupported.



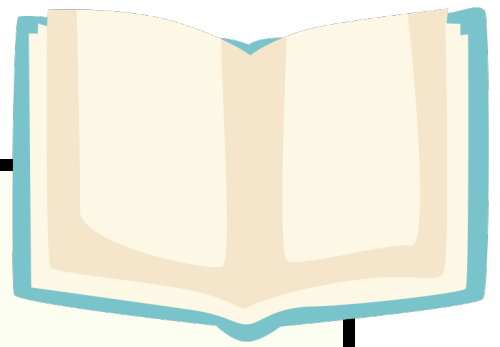
Question 2



Peter eats vegetables and is choiced. Compare two responses.



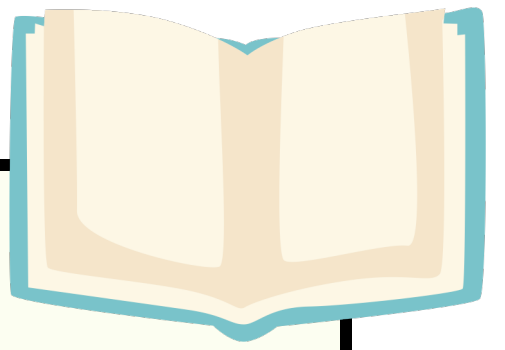
Answer 2



Concern for Peter can cite the chase. Concern for the gardener can cite the eaten vegetables. Explain the link.



Question 3



Compare Bindi and Peter on responsibility. What belongs in the response?



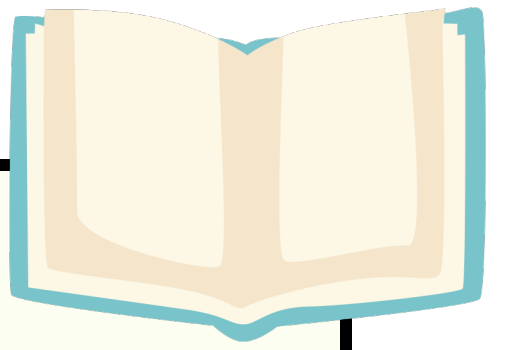


Answer 3

A checked detail from each work linked to interpretations, a fair alternative and a limit. The teacher verified the Bindi passage.



Question 4



Record one actual detail from each work. What must be checked?



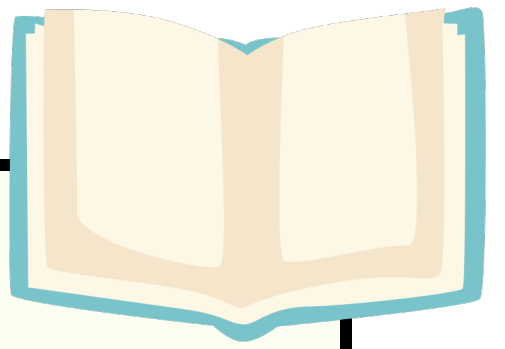
Answer 4



Check the lawful Bindi passage. Peter enters the garden, eats vegetables and is chased. Do not invent Bindi wording.

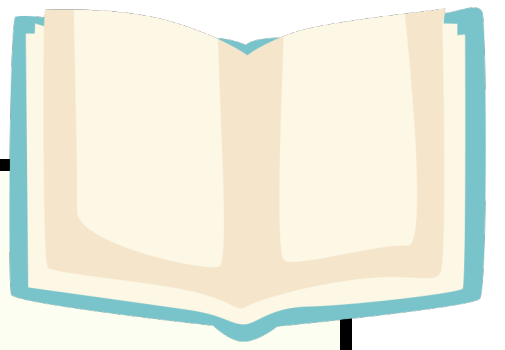


Question 5



Peter loses his jacket while escaping. Can that change a response?



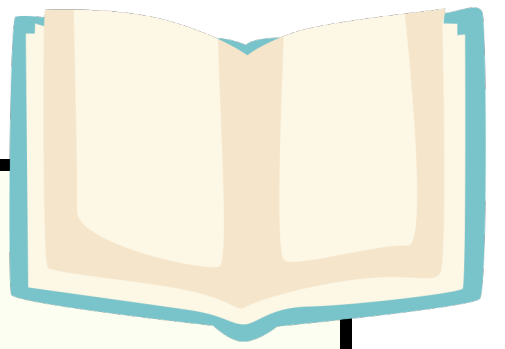


Answer 5

It can add concern for his risk. A reader might still question his garden choice; each answer needs its due.



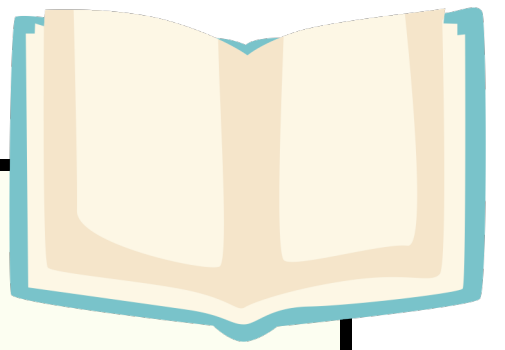
Question 6



Repair: "Bindi shows what every First Nations person feels."



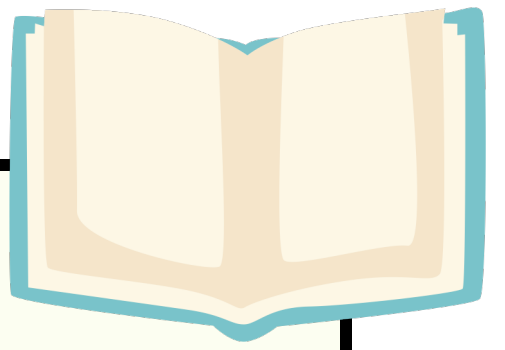
Answer 6



The claim overgeneralises to describe this culture and a checked passage only, not a whole culture



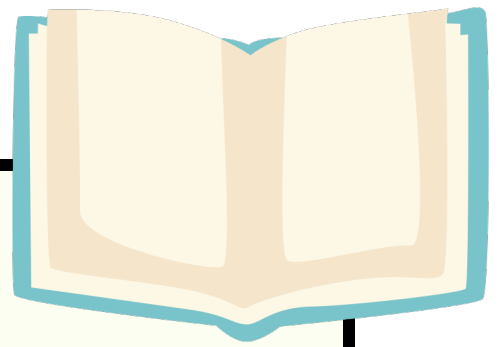
Question 7



Card challenge: two readers focus on different Peter details. What do they do?



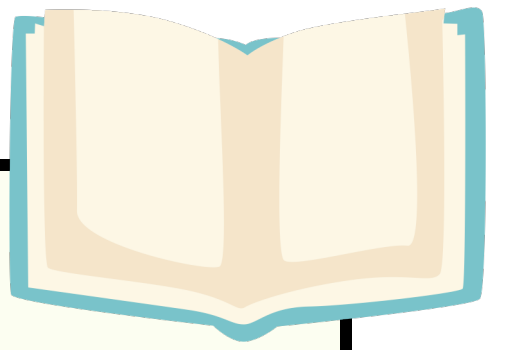
Answer 7



Each names a detail, offers a response and a reason, then listens to a supported alternative.



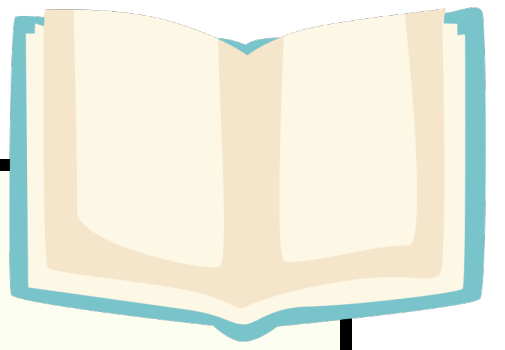
Question 8



Compare the role of place in *Poet in the Forest* and a chosen Bindi passage.



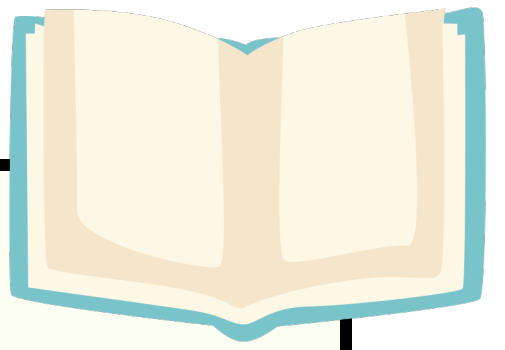
Answer 8



Use Peter's garden and a real checked B to place detail. Explain without equating their contexts.

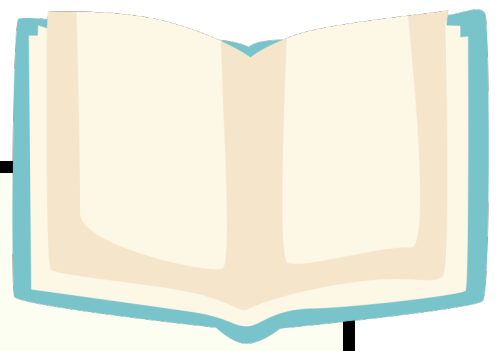


Question 9



Optional transfer: complete St. Boy's pelican care with Peter.



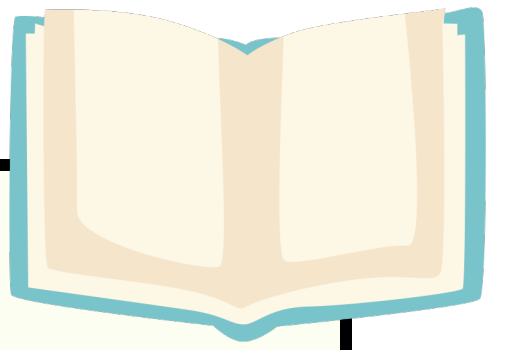


Answer 9

Use a checked original-narrative detail and Peter detail. Distinguish this non-Indigenous representation from cultural authority.



Question 10



What evidence makes the Story Boy comparison credible?



Answer 10



Two precise, checked details and an explanation of why they are relevant to the same question.



Question 11



“All readers must feel the same because both works mention animals.” Test it.



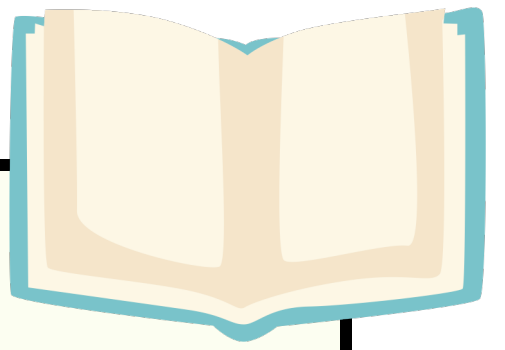
Answer 11



Reject the forced response. Works differ in detail, genre and context; readers can justify different interpretations.



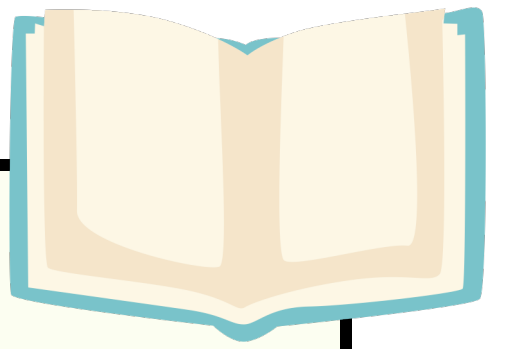
Question 12



What four features make the first commentary complete?



Answer 12



Two works with checked details; linked explanation; fair alternative; explicit limitation. Accept a justified alternative reading.





Well Done!



PREVIEW