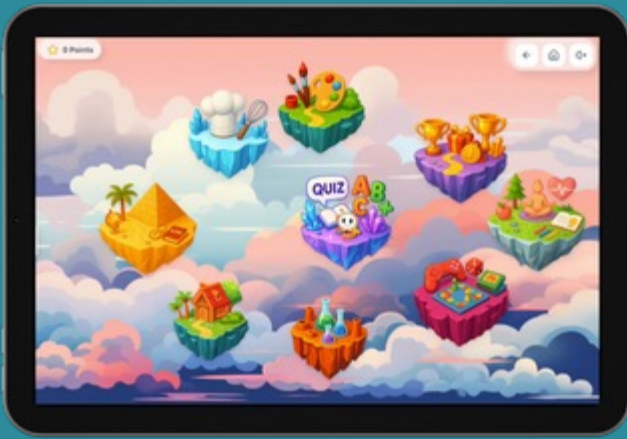


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Characters Belong in Places - Year 2

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Unit Overview

PURPOSE

Students explain how the setting in a literary text connects to character actions, feelings and choices.

ANCHOR TEXT

Benny Bungarra's Big Bush Clean-Up by Sally Morgan, illustrated by Ambelin Kwaymullina. Both creators are Palyku. The teacher supplies and reads a lawful class copy. Do not reproduce the book's text or artwork.

SUCCESS CRITERIA

Students name a real setting detail, connect it to what a character does, and point to exact evidence. They complete two different connections in the final assessment.

PRIOR KNOWLEDGE AND VOCABULARY

Revise character, setting, action, habitat, evidence and compare. Model the difference between evidence, a guess and a personal preference.

EQUIPMENT

Lawful text copy, presentation, printed resource pages, pencils, colouring tools and optional sticky notes.

Five-Lesson Sequence

LESSON 1 — NOTICE THE CONNECTION

Introduce character, setting and evidence. Use the Setting Evidence Path. Read the anchor text and pause only for details students can actually see or hear.

LESSON 2 — MODEL WITH EVIDENCE

Co-construct a setting-character connection. Complete Record Two Details and Explain the Connection. Contrast a supported claim with a guess.

LESSON 3 — DISCUSS AND COMPARE

Use Story Place Discussion Gallery cards. Partners name place, action, connection and evidence. Accept different interpretations when evidence supports them.

LESSON 4 — TRANSFER AND REPAIR

Use the Creekside Case to Repair the Claim. Students apply the reasoning to a fresh context and correct preference-based or unsupported claims.

LESSON 5 — ASSESS AND REFLECT

Students explain two setting-character connections from the lawful class copy, then use the rubric to reflect on evidence and clarity.

Access, Assessment and Teaching Notes

DIAGNOSTIC CHECK

Ask students to identify a character and setting before the first read-aloud. Record who can name both and who can already explain a connection.

RESPONSE ROUTES

Support: point, draw, orally rehearse and use sentence frames.

Core: write a complete evidence explanation.

Extension: compare two possible actions or interpretations and justify which is better supported.

FORMATIVE EVIDENCE

Listen for explicit links between place and character. Check that students point to a real word or illustration detail rather than relying on preference.

SUMMATIVE EVIDENCE

The assessment requires two different setting-character connections. Use the rubric for score, detail, character response, reasoning and evidence. Oral or drawn responses are valid when thinking is clear.

CULTURAL AND CLASSROOM CARE

Credit the Panyku creators, avoid generic colouring-about-Country tasks, and keep discussion anchored to the published text.

Emphasise respectful care for shared places without inventing cultural details.

Setting Evidence Path

1 Notice the place

2 Notice the character

3 Connect the place to an action or problem

4 Point to the evidence



Habitat detail → rubbish creates a problem



Place detail → characters cooperate to respond

A guess without a detail is **not evidence**.

Meet the Book Creators

Benny Bungarra's Big Bush Clean-Up

Written by Sally Morgan

Illustrated by Amoslin Kwaymullina

Both creators are Palyku.



PREVIEW



Your teacher supplies and reads the book.

Listen for a place detail that affects a character.



Worked Example 1: Notice the Place

The story takes place in an animal habitat.
What living and non-living details show this place?
Use a detail you see or hear in the teacher's copy.

Actual text or illustration detail

What this tells us about the setting

Worked Example 2: Connect Action and Place

Rubbish creates a problem in the habitat.

place detail



character action



reason



Because the place has ____, the character can or cannot ____.

The detail ____ shows this because ____.



Worked Example 3: Supported or Unsupported



SUPPORTED

The habitat and rubbish problem help explain why the characters work together.



This uses the verified broad story focus and must be checked against the teacher's copy.



UNSUPPORTED

I like this place so every character must feel happy there.



A preference is not text evidence.

PREVIEW



Another supported idea may also pass when a real detail explains it.





Worksheet 1: Record Two Details



Name _____ Date _____

After the read aloud, record two real details from the words or illustrations.

Detail 1

Words, drawing or oral notes

Where did you notice it? _____

Detail 2

Words, drawing or oral notes

Where did you notice it? _____

These details show the setting because...



Worksheet 1: Record Two Details



Name _____ **ANSWERS** _____ Date _____

After the read aloud, record two real details from the words or illustrations.

Detail 1

Words, drawing or oral notes

Example: an actual habitat detail from the teacher's copy.

Where did you notice it? _____

Detail 2

Words, drawing or oral notes

Example: the rubbish problem or cooperative response shown in the teacher's copy.

Where did you notice it? _____

These details show the setting because...

Accept another accurate detail. Do not require a quotation.

Worksheet 2: Explain the Connection

Name _____

Date _____

Use two details from the teacher read aloud. Explain how each place detail connects to a character action or problem.

1

Place detail

Character action or problem

My reason



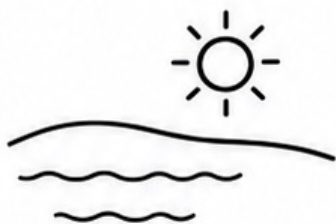
Because the setting has _____, the character _____.

2

Place detail

Character action or problem

My reason



Because the setting has _____, the character _____.

Worksheet 2: Explain the Connection

Name _____ **ANSWERS** _____

Date _____

Use two details from the teacher read aloud. Explain how each place detail connects to a character action or problem.

1

Place detail

habitat detail

Character action or problem

rubbish creates
a problem

My reason

the place affects
what characters
need to do



Because the setting has _____, the character _____.

2

Place detail

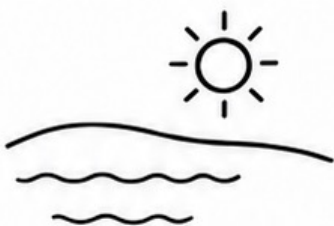
changed habitat

Character action or problem

characters
cooperate

My reason

they respond to
the shared
problem



Because the setting has _____, the character _____.

Credit any accurate detail and justified connection from the teacher's copy.

Worksheet 3: Supported or Unsupported

Name _____

Date _____

Read each claim. Mark Supported, Needs evidence or Unsupported. Then repair one claim.

	Supported	Needs evidence	Unsupported
The rubbish problem changes what the characters need to do.	☐	☐	☐
Every character loves the place because I would love it.	☐	☐	☐
A place detail can help explain an action.	☐	☐	☐

Repair one claim with an actual detail and reason.

Worksheet 3: Supported or Unsupported

ANSWERS

Name _____

Date _____

Read each claim. Mark Supported, Needs evidence or Unsupported. Then repair one claim.

	Supported	Needs evidence	Unsupported
The rubbish problem changes what the characters need to do.	☐	☒	☐
Every character loves the place because I would love it.	☐	☐	☒
A place detail can help explain an action.	☐	☒	☐

Repair one claim with an actual detail and reason.

Personal preference does not prove a character response.

Repair: The rubbish in the habitat creates a problem, so the characters cooperate to respond.

Accept another accurate detail and justified repair from the teacher's copy.

Story Place Discussion Gallery

1 Set up

Place the challenge cards around the room or table.



2 How to play

- Partners choose a card and point to a real detail from the teacher's copy.
- Explain how the detail connects the character and setting.
- A partner checks detail, connection, reason.



3 Worked turn



Card: Rubbish appears in the habitat.



Response: This place detail creates a problem, so the characters need to respond.

4 Finish

Finish after four explained challenges, including one repaired claim.





Gallery Challenge Cards A-F



A



Find a habitat detail.

B



Find a detail that shows a problem.

C



Explain one action
the setting makes necessary.

D



Show how an illustration
detail supports an idea.

E



Name a claim that still
needs evidence.

F



Give another supported
interpretation.



Use the teacher's lawful copy. Do not guess unseen details.



Gallery Challenge Cards G-L



G



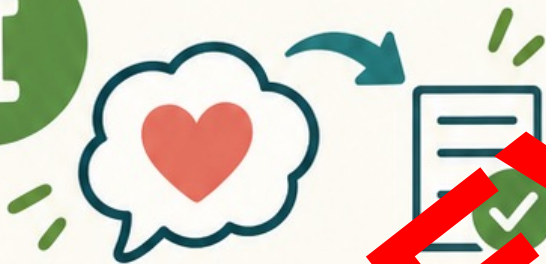
Connect a place detail to cooperation.

H



Compare the setting before and after the problem.

I



Repair a personal preference plan.

J



Ask your partner for the exact evidence.

K



Explain what would be harder in a different place.

L



Summarise one character-setting connection.



Check: detail, connection, reason.

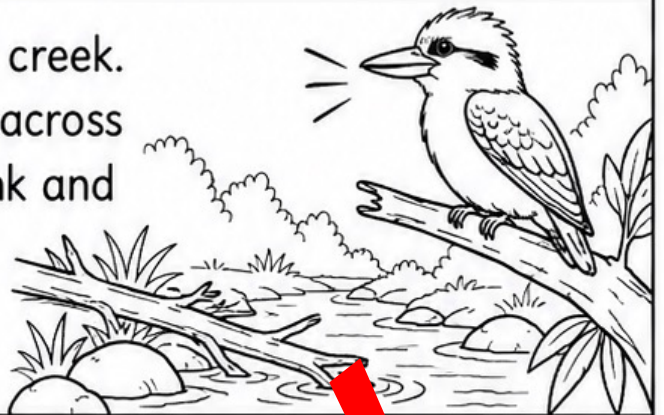
Practice 1: Creekside Case

Name _____

Date _____

Kai the kookaburra searches beside a creek. Overnight wind has dropped branches across the usual path. Kai flies to a clear bank and calls to the other birds.

This is an original practice case, not a scene from the named book.



1. Circle two setting details.

2. Draw or tell one action Kai takes because of the setting.

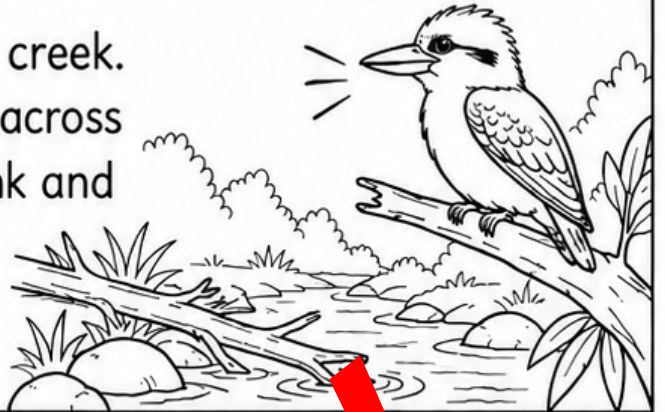
PREVIEW

3. Explain the connection.

Practice 1: Creekside Case

Name ANSWERS Date _____

Kai the kookaburra searches beside a creek. Overnight wind has dropped branches across the usual path. Kai flies to a clear bank and calls to the other birds.



This is an original practice case, not a scene from the named book.

1. Circle two setting details.

Setting details: creek, fallen branches blocked path, clear bank.

2. Draw or tell one action Kai takes because of the setting.

Action: Kai flies to a clear bank.

3. Explain the connection.

Because branches block the usual path, Kai flies to a clear bank.

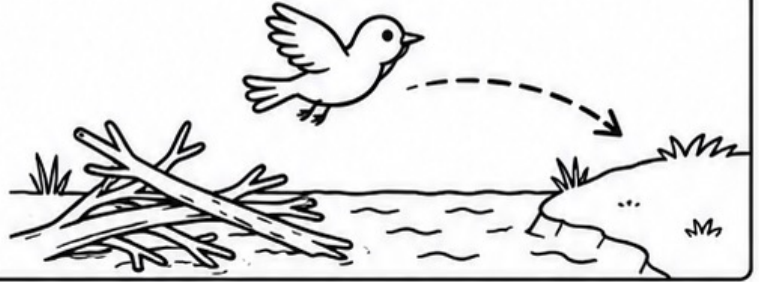
Another accurate detail and reason can pass.

Practice 2: Repair the Claim

Name _____

Date _____

Kai's usual path beside the creek is blocked by fallen branches. Kai flies to a clear bank.



Wrong claim

Kai chooses the clear bank because it is the nicest place.



What is wrong with this claim?



Which detail should replace the guess?



Write, draw or tell a repaired connection.



Check: real detail, connected action, reason.

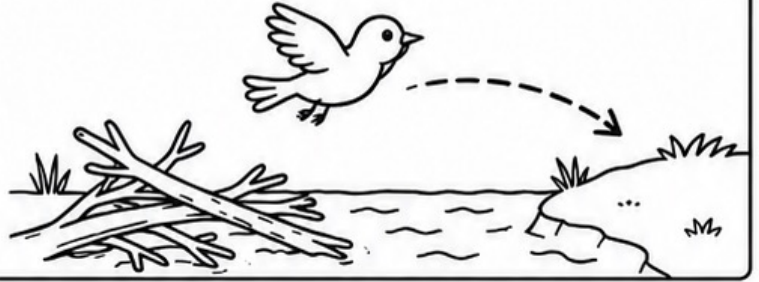
Practice 2: Repair the Claim

Name _____

ANSWERS

Date _____

Kai's usual path beside the creek is blocked by fallen branches. Kai flies to a clear bank.



Wrong claim

Kai chooses the clear bank because it is the nicest place.



What is wrong with this claim?

The claim gives an opinion, not evidence.



Which detail should replace the guess?

Use the blocked path or fallen branches



Write, draw or tell a repaired connection.

Because branches block the usual path, Kai moves to the clear bank.



Check: real detail, connected action, reason.

Accept another answer that uses a real detail, connected action and reason.

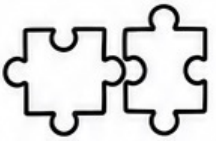
Assessment: Character and Setting Connections

Name _____

Date _____

Use your teacher's lawful copy of Benny Bungarra's Big Bush Clean-Up. Explain two ways the setting connects to a character action or problem. You may write, draw or give an oral response.

1  Actual detail	 Character action or problem	 How they connect

2  Actual detail	 Character action or problem	 How they connect

☐ Teacher: oral response recorded

☐ I used a real detail and explained why it matters.

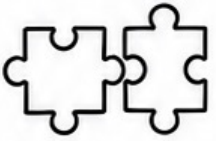
Assessment: Character and Setting Connections

Name _____ **ANSWERS** _____

Date _____

Use your teacher's lawful copy of Benny Bungarra's Big Bush Clean-Up. Explain two ways the setting connects to a character action or problem. You may write, draw or give an oral response.

1	 Actual detail	 Character action or problem	 How they connect
	an actual habitat detail	rubbish creates a problem	the setting changes what characters need to do

2	 Actual detail	 Character action or problem	 How they connect
	a changed habitat detail	characters cooperate	they respond to the shared problem

☐ Teacher: oral response recorded

☐ I used a real detail and explained why it matters.



Character and Setting Evidence Rubric



Student _____ Date _____ Teacher _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Uses a guess or an inaccurate idea.	Finds a correct idea in a familiar model with a prompt.	Connects a real detail to the fresh case accurately.
Application	Cannot complete the connection task yet.	Completes the task with a model or step-by-step prompts.	Explains two character-setting connections independently.
Reason and evidence	Gives a guess, preference or label only.	Narrates a relevant detail but needs help to explain it.	Uses a specific detail and explains why it matters.
Transfer and communication	Response is not clear enough to interpret yet.	Communicates clearly with support; a fresh case is still difficult.	Communicates a clear oral, drawn or written response in a fresh case.

Evidence noted

Next teaching step

Characters Belong in Places





What we are learning

We are learning how a setting connects to what a character does.

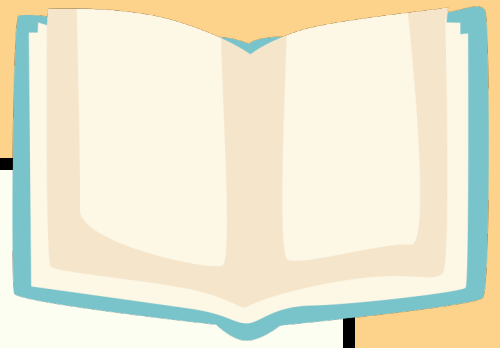
Success: I can use a rich word illustration detail and explain why it matters.

Before we begin:

1. Who is the character?
2. What is the setting?



Words for our thinking



Character — a person or animal in a story

Setting — where and when a story happens

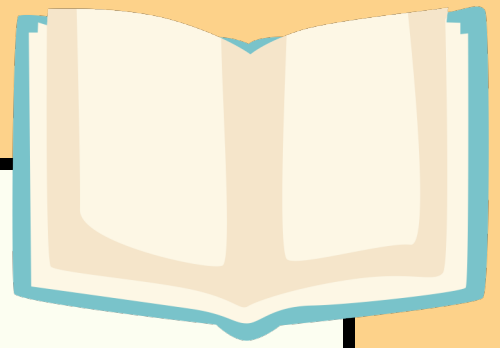
Habitat — the kind of place where a living thing belongs

Action — what a character does

Evidence — an exact fact that supports an idea

Compare — what is the same and different





The Setting Evidence Path

1. NOTICE the place.
2. NOTICE the character.
3. CONNECT the place to an action, feeling or choice.
4. POINT to a word or illustration detail as evidence.



Strong evidence: The setting matters because ... I know because ...



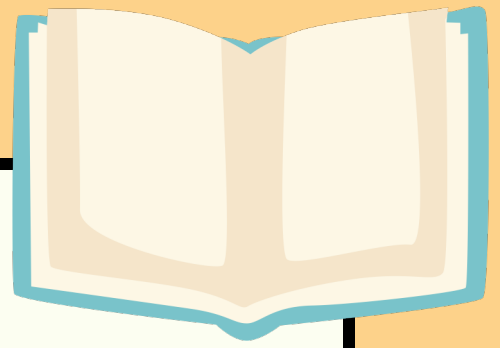
Benny Bungarra and a place

Benny Bungarra's Big Bush Clean Up is written by Sally Morgan and illustrated by Ambelin Kwaymullina. Both creators are Paṁtjima.

The story connects an animal, its habitat, a rubbish problem and a cooperative response.

Your teacher has read the lawful class copy. Use only details you can see or hear in the copy.





Evidence or a guess?

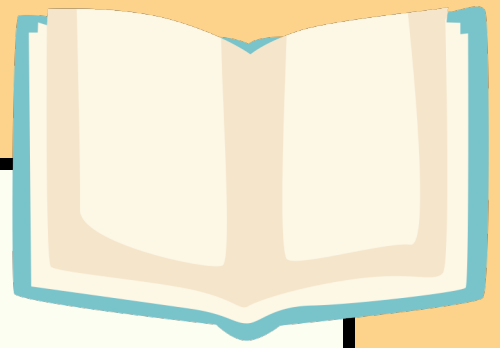
Evidence points to a real word or illustration in detail.

A guess may be possible, but it is not yet supported.

A preference tells what someone likes; it does not explain the text.

More than one idea can be reasonable when each idea is supported by evidence.





Pause and decide

Learner claim: 'The bush setting matters because the characters notice rubbish and respond together.'

Ask:

- What are the details named or shown?
- What actions are connected to that place?
- Which exact detail supports the claim?





Check the reasoning

A complete explanation needs to be linked

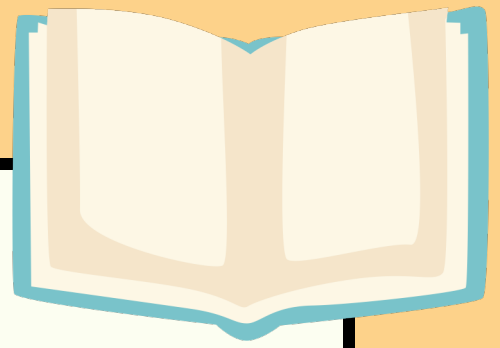
PLACE DETAIL — what the setting is like

CHARACTER ACTION — what the character does

EVIDENCE — the relevant words or picture detail that joins them

Lesser explanations can pass when the evidence is clear.





A fresh example

Kai reaches a creekside path after heavy rain. Mud covers the stepping stones and water moves quickly. Kai slows down, checks the edge and chooses a safer route.

What does this setting make possible or difficult?

Which text in the passage supports your answer?





A complete gallery tour

At each challenge card:

1. Name the place detail.
2. Name the character action.
3. Explain the connection.
4. Point to evidence.



For partner checks: 'Is that detail really on the card or in the text?'



Your gallery challenge

Choose one challenge.

Say or write:

‘The setting affects the character because ...’

‘My evidence is ...’

Then, share your partner's idea. Ask one useful question about their

evidence



Repair the misconception

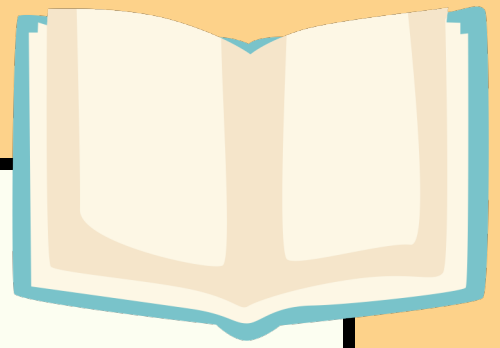


Weak claim: 'The character belongs there because I like that place.'

Repair it:

- remove the preference
- add an interesting detail
- connect the detail to an action or choice
- finish with exact evidence





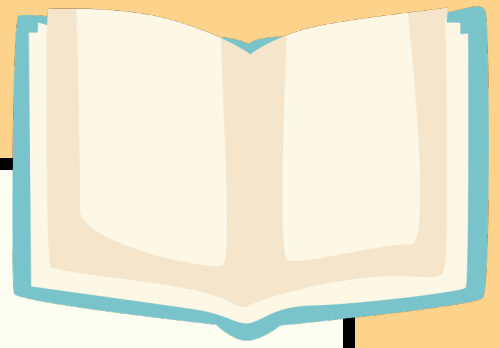
Transfer to the creekside case

Read the creekside case carefully

1. What feature of the setting affects Kai?
2. What does Kai do because of it?
3. Which evidence makes your explanation convincing?



Check that your answer explains the connection, not just the two parts.



Choose your response route

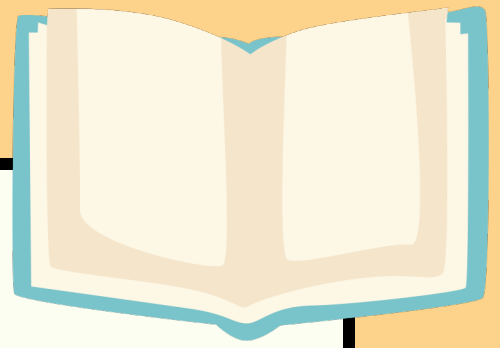
SUPPORT — point, draw and complete the sentence frame.

CORE — write a full evidence explanation.

EXTENSION — compare two possible character choices and justify which is better supported.

All routes use the same success criteria.





Independent assessment

Using the lawful class copy of Benny B. Baggins' Big Bush Clean-Up, explain TWO ways the story connects to characters.

You may write, draw with labels, or give an oral response.

For each connection: name the place detail, character action and exact evidence.





Reflect on your evidence

I named a setting detail.

I named what a character did.

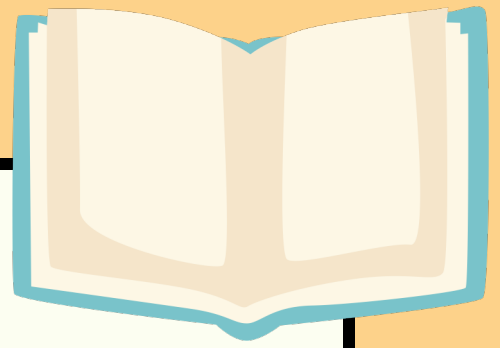
I explained why the two connected.

I pointed to evidence.

I completed two different connections.

My next step is ...





What this unit shows

A setting is not just a backdrop.

It can shape what characters think, feel, choose and do.

Careful readers connect place, character and evidence — and they can explain more than one supported interpretation.





Well Done!



PREVIEW

Characters Belong in Places

Quiz



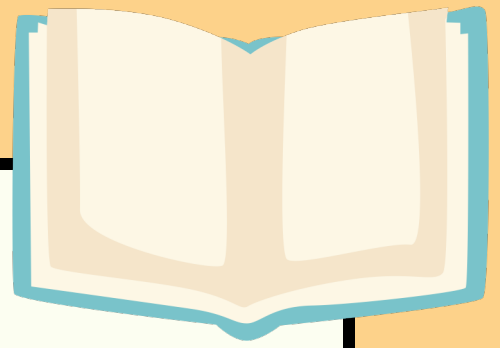


Question 1

In Benny Bungarra's *Big Bush Clean-Up*, which idea best connects the bush setting to the characters?

- A. The setting has no effect.
- B. A problem in the bush gives the characters a reason to respond.
- C. The characters act only because the reader likes the bush.





Answer 1

B. A problem in the hospital gives the characters a reason to respond.

Marking point: the answer connects a setting problem with character action





Question 2

Which sentence is evidence-based?

- A. The setting matters because I like outdoor stories.
- B. The setting matters because a shown or named place detail affects what a character does.
- C. The setting matters because all stories must have trees.





Answer 2

B. It names the kind of link an explanation needs: a real place detail affecting character action.

A is a reference. C is an unsupported rule.





Question 3

Kai sees fast water and muddy slopping zones. Kai chooses another route. What is the connection?

- A. The weather changes Kai's name.
- B. The risky conditions shape Kai's safe choice.
- C. Kai's path is the path is.





Answer 3

B. The risky creekbed condition. It should be Kai's safe choice.

Evidence for water and muddy stepping stones.





Question 4

Complete the rule: A strong character-setting explanation names ...

- A. only the character
- B. only the place
- C. the place, the character response and evidence





Answer 4

C. A strong explanation connects the place detail, the character response and evidence.





Question 5

A path that was dry becomes slippery after rain. Which change is most likely?

- A. A careful character slows down.
- B. The character becomes a different species.
- C. The character stops being part of the story.





Answer 5

A. A careful character slows down.

The changed surface can reasonably shape movement, and the setting details support the





Question 6

Why is this claim weak? 'The character belongs there because green is my favourite colour.'

- A. It uses a preference instead of text evidence.
- B. It makes too much sense.
- C. It compares settings.





Answer 6

A. It uses a preference instead of text evidence.

Repair it by naming a real setting feature and explaining how it affects the character.





Question 7

A card shows litter beside an animal's shelter. Which response best explains a connection?

A. The litter creates a problem near the shelter, so the character acts to protect the place.

B. The card has colours.

C. Animals are always happy.





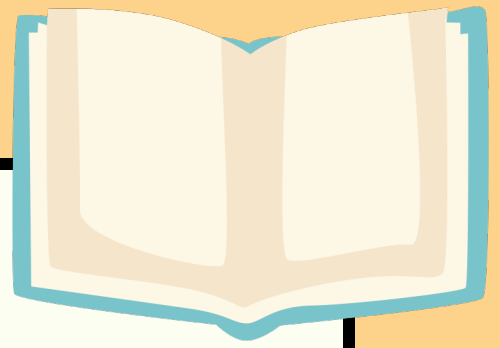
Answer 7

A. It links the problem in the section to a purposeful action.

B does not explain the character. C is unsupported.

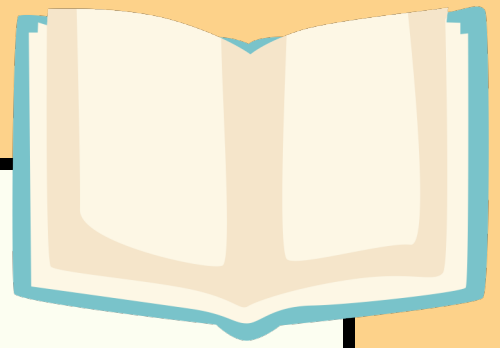


Question 8



Compare two settings: a blocked creek crossing and an open trail. How might the same character act differently?





Answer 8

On the blocked crossing, the character might stop, check danger or choose another route. On the open rail, the character might continue.

Accept another response supported by both setting details.





Question 9

Near transfer: A ballaboo reaches a muddy path with deep puddles. Give one likely action and explain why.





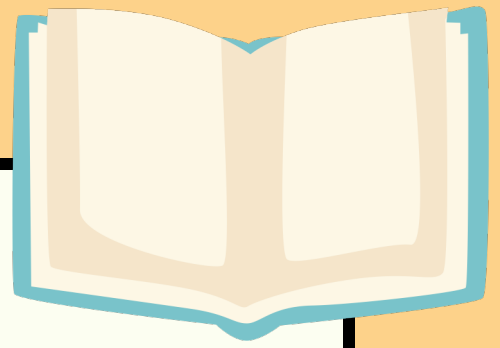
Answer 9

Example: The wallaby may move around the deepest puddles because the muddy path makes direct travel difficult.

Access another place. Action linked to the setting.



Question 10



Which evidence best supports the sample answer for Question 9?

- A. The wallaby is an animal.
- B. The researchers developed mud.
- C. The researcher makes wallabies.





Answer 10

B. The path has deep puddles and mud.

Those choices directly explain why the route may change.



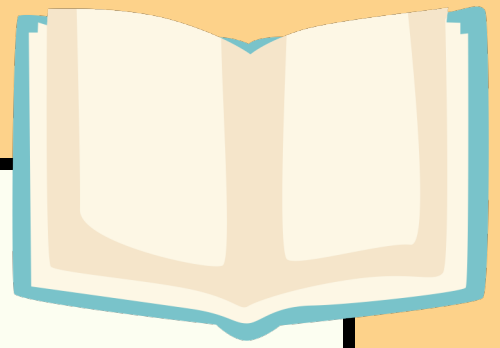


Question 11

What is wrong with the claim? 'All characters in bush settings feel happy.'



Answer II



It makes an unsupported statement about every character. A stronger answer uses only text detail and explains the specific character's action or feeling.





Question 12

A possum faces a tall fence beside the only tree. Write one setting-character connection and name the evidence.





Answer 12

Example: The fence may block the possum's direct path to the tree, so it must find another way. Evidence: the fence stands beside the only tree.

Accept another supported interpretation.





Well Done!



PREVIEW