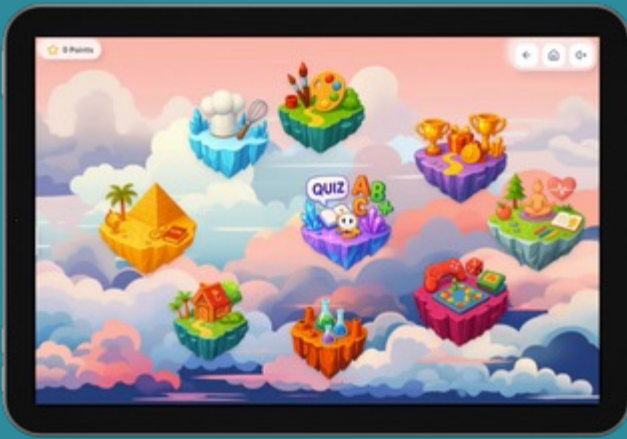


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If the Setting Changed - Year 2

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Unit Overview and Preparation

Purpose

Year 2 English · five lessons · 30–40 minutes each
Learners connect an actual setting detail to a character's goal or action, compare two authentic works, and test one clearly labelled hypothetical change.

Required texts

Diary of a Wombat — Jackie French, created with Bruce Whatley. Teacher supplies a lawful copy.
The Tale of Peter Rabbit — Beatrix Potter. Use a lawful classroom copy or the public-domain primary text.
Do not bundle either book or reproduce its illustrations.

Before teaching

Read both works. Prepare sticky notes or evidence cards.
Diagnostic: show two examples without answers. Ask where the place makes possible and which detail supports the response.
Teach only the insecure prerequisite. Do not restart the companion unit.

Evidence routine

1. Name a real setting detail.
2. Explain what it makes possible, difficult or unsafe.
3. Connect it to the character's goal or action.
4. Give a reason.
5. Label an invented condition MY IDEA.

Vocabulary

character · setting · habitat
invention · inference · compare
Keep a text label separate from an inference or prediction.

Equipment

Lawful copies of both texts
Printed organisers and worksheets
Garden-Boundary game cards
Evidence tokens, pencils and sticky notes

Success evidence

A supported comparison and one reasoned hypothetical, clearly separating the original text from the learner's invention.

Five-Lesson Sequence

Lesson 1 · Character goal and setting

Use the Setting Changes Action display and the two place-and-goal organisers. Model the evidence chain with one contrast. Gather an oral or visible response from every learner.

Lesson 2 · Place feature to action

Revisit only the insecure diagnostic item. Complete Detail Detectives, then explain one changed-condition example without copying the model.

Lesson 3 · Compare two authentic tests

Model one complete Garden-Boundary game turn, including an incorrect response and constructive correction. Use Detail to Action and the game. Observe the reasoning, not only turn-taking.

Lesson 4 · Test a setting change

Use Supported or Unsupported and The Lost Kite. Give one specific correction tied to the evidence criteria, then ask for a fresh application.

Lesson 5 · Explain what would change

Retrieve the success criteria without showing answers. Use the Setting and Action assessment independently, then apply the learning-evidence rubric and record one next teaching step.

Daily check

Ask for one concrete detail-to-action explanation from the day's task. Record the specific misconception rather than adding a new global test.

Access, Differentiation and Marking

Support

Use a lawful read-aloud, an oral or drawn response, and a partly completed evidence chain.

Reduce incidental decoding or handwriting demand when it is not the assessed skill.

Core

Require a precise real detail and a clear explanation of how the setting affects the action.

Extension

Invite a counter-reading or cross-comparison. Keep the same learning goal. Do not add a new premise or require private disclosure.

Safe participation

Accept oral, drawn or written evidence. Do not penalise an accepted dialect, accessible response mode or justified alternative interpretation.

Marking boundary

A sufficient answer names a specific real detail, connects it to the interpretive question, and explains the action.

More than one supported interpretation can pass.

For Diary of a Wombat, check the learner's selected detail against the teacher's lawful copy. Do not invent quotations, page numbers or a closed plot key.

Common misconception

A prediction, preference or personal-home reflection covers only part of the learning.

Repair by adding an actual text detail and labelling any changed condition as MY IDEA.

Final evidence

Learner compares two setting-action links and gives one reasoned hypothetical that clearly distinguishes the original text from the learner's invention.

Next step

Record the exact missing link: detail, condition, action, reason or original-versus-imagined boundary.

SETTING CHANGES ACTION

Same broad place: a garden.
Different conditions and goals
produce different actions.

Diary of a Wombat — Jackie French and Bruce Whatley

SETTING DETAIL

Human household
and garden



WHAT IT MAKES POSSIBLE OR DIFFICULT

Food, paths and people
are nearby



CHARACTER ACTION

Wombat digs, eats
and interacts with people



Life of Peter Rabbit — Beatrix Potter

SETTING DETAIL

Mr McGregor's garden



WHAT IT MAKES POSSIBLE OR DIFFICULT

Vegetables tempt Peter,
but the owner chases him



CHARACTER ACTION

Peter hides, runs and
escapes



DIARY OF A WOMBAT: PLACE AND GOAL

Use your teacher's lawful copy. Do not guess.



wombat
viewpoint



eating and
sleeping



digging



interacting
with people

ACTUAL SETTING DETAIL	WHAT THE WOMBAT DOES	HOW THE PLACE AFFECTS THE ACTION	WORDS OR ILLUSTRATION EVIDENCE

ACTUAL SETTING DETAIL	WHAT THE WOMBAT DOES	HOW THE PLACE AFFECTS THE ACTION	WORDS OR ILLUSTRATION EVIDENCE

The book supplies the exact evidence. More than one supported answer may pass.



PETER RABBIT: PLACE AND GOAL

Read the primary text or a lawful classroom copy.



Mr McGregor's garden



vegetables



chase



lost clothing

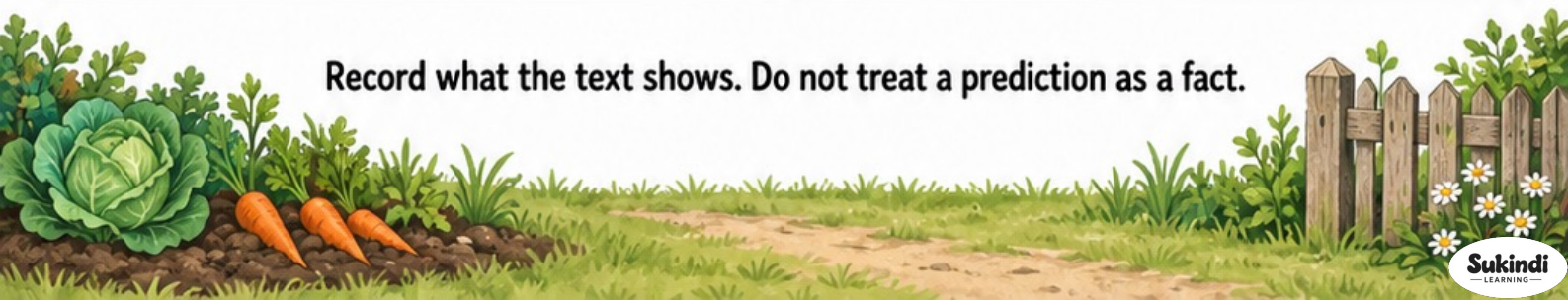


escape

ACTUAL SETTING DETAIL	PETER'S GOAL OR ACTION	HOW THE PLACE AFFECTS THE ACTION	WORDS OR ILLUSTRATION EVIDENCE
PREVIEW			

ACTUAL SETTING DETAIL	PETER'S GOAL OR ACTION	HOW THE PLACE AFFECTS THE ACTION	WORDS OR ILLUSTRATION EVIDENCE

Record what the text shows. Do not treat a prediction as a fact.





TWO GARDENS, DIFFERENT ACTIONS



Diary of a Wombat — Jackie French and Bruce Whatley



Setting: a human house, hold and garden

Broad action link: the wombat's eating, sleeping and digging bring it into contact with people.

The Tale of Peter Rabbit — Beatrix Potter



Setting: Mr McGregor's garden

Action link: vegetables draw Peter in; the chase makes him hide, run and escape.

Both settings include _____.

The actions differ because _____.

A comparison needs a real detail from each work.



ORIGINAL DETAIL OR MY IDEA?

ORIGINAL:

Mr McGregor protects his garden and chases Peter.



MY IDEA:

Imagine the gate is locked before Peter enters.



PREDICTION:

Peter cannot use that entrance and may choose another action.

ORIGINAL:

The wombat eats, sleeps, digs and interacts with people.



MY IDEA:

Imagine the yard has no soft digging space.



PREDICTION:

The wombat may move elsewhere to dig.

Label an invented condition. Never present it as an event from the book.

DETAIL DETECTIVES



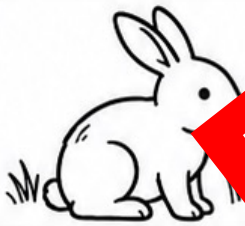
Name _____ Date _____

Use the actual read-alouds. Record two real details. Do not guess.



Diary of a Wombat

	SETTING DETAIL	ACTION	WHERE I FOUND THE EVIDENCE
1			
2			



The Tale of Peter Rabbit

	SETTING DETAIL	ACTION	WHERE I FOUND THE EVIDENCE
1			
2			

☐

I named a real detail.

☐

I linked it to an action.

☐

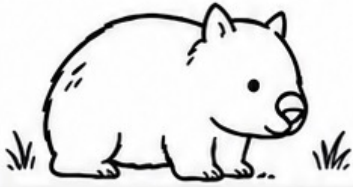
I can show the evidence.

DETAIL DETECTIVES



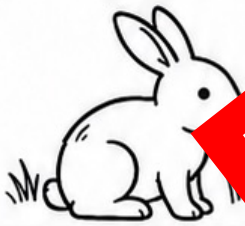
Name _____ **ANSWERS** _____ Date _____

Use the actual read-alouds. Record two real details. Do not guess.



Diary of a Wombat

SETTING DETAIL	ACTION	WHERE I FOUND THE EVIDENCE
1	Accept a real household or garden detail linked to eating, sleeping, digging or interacting with people. Check against the class copy.	
2	Accept a real household or garden detail linked to eating, sleeping, digging or interacting with people. Check against the class copy.	



The Tale of Peter Rabbit

SETTING DETAIL	ACTION	WHERE I FOUND THE EVIDENCE
1	Vegetables draw Peter into the garden.	
2	Mr McGregor's chase makes Peter hide, run and escape. Do not require a quotation or page number. Other text-supported details may pass.	

☐

I named a real detail.

☐

I linked it to an action.

☐

I can show the evidence.

DETAIL TO ACTION

Name _____ Date _____

Complete each evidence chain with a detail from the real work.

Diary of a Wombat



SETTING DETAIL

WHAT IT MAKES
POSSIBLE OR DIFFICULT

CHARACTER ACTION

MY REASON



The Tale of Peter Rabbit



SETTING DETAIL

WHAT IT MAKES
POSSIBLE OR DIFFICULT

CHARACTER ACTION

MY REASON



Compare: One important difference is _____ because _____.

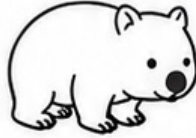
DETAIL TO ACTION

ANSWERS

Name _____ Date _____

Complete each evidence chain with a detail from the real work.

Diary of a Wombat



SETTING DETAIL

**HUMAN
HOUSEHOLD
AND GARDEN**



WHAT IT MAKES
POSSIBLE OR DIFFICULT

**BRINGS THE
WOMBAT NEAR
FOOD, PATHS
AND PEOPLE**



CHARACTER ACTION

**EATS, DIGS
AND INTERACTS
WITH PEOPLE**



MY REASON

**THE SETTING
MAKES THOSE
ENCOUNTERS
POSSIBLE**

The Tale of Peter Rabbit



SETTING DETAIL

**MR MCGREGG'S
GARDEN AND
CHASE**



WHAT IT MAKES
POSSIBLE OR DIFFICULT

**FOOD IS
AVAILABLE, BUT
PETER IS UNSAFE**



CHARACTER ACTION

**HIDES, RUNS
AND ESCAPES**



MY REASON

**THE OWNER
PROTECTS
THE BOUNDARY**

Compare: One important difference is _____ because _____.

**PETER FACES A CHASE, WHILE THE WOMBAT'S HABITS
CREATE REPEATED INTERACTION.**

Accept other real, justified details.

SUPPORTED OR UNSUPPORTED?

Name _____ Date _____

Circle a decision, then prove it.

A. Peter's entry becomes unsafe because Mr McGregor chases him.

SUPPORTED

UNSUPPORTED



Evidence

B. The wombat is afraid of every garden.

SUPPORTED

UNSUPPORTED



Evidence

C. Both characters act the same because both works include a garden.

SUPPORTED

UNSUPPORTED



A stronger comparison



A preference or prediction
is not evidence.

SUPPORTED OR UNSUPPORTED?

Name _____ **ANSWERS** _____ Date _____

Circle a decision, then prove it.

A. Peter's entry becomes unsafe because Mr McGregor chases him.

SUPPORTED

UNSUPPORTED



Evidence

The chase creates danger and changes Peter's action.

B. The wombat is afraid of every garden.

SUPPORTED

UNSUPPORTED



Evidence

**The broad, specific anchors do not show fear of every garden.
Check the class copy for a specific detail.**

C. Both characters act the same because both works include a garden.

SUPPORTED

UNSUPPORTED



A stronger comparison

**Both include human garden spaces, but different goals,
boundaries and interactions produce different actions.**



A preference or prediction
is not evidence.

Accept another defensible, text-supported repair.

GARDEN-BOUNDARY COMPARISON GAME



MATERIALS

challenge cards, evidence tokens and the two lawful class books.



SETUP

Place cards face down. Each partner starts with zero tokens.

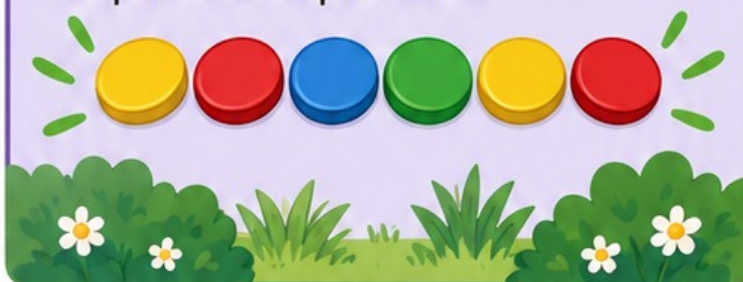


TURN

- 1 Read a card.
- 2 Say ORIGINAL or MY IDEA.
- 3 Name the setting detail.
- 4 Explain the action.
- 5 Check the key and earn one token for a supported reason.

FINISH

First to six tokens wins. Every turn requires an explanation.



WORKED TURN

Card 7: Imagine Mr McGregor's gate is locked before Peter enters.

MY IDEA. The locked boundary stops that route, so Peter needs another action.



TEACHER KEY

- 1 food draws entry
- 2 chase prompts escape
- 3 obstacles complicate escape
- 4 household or garden enables interaction
- 5 link a verified wombat habit to place
- 6 compare one different action
- 7 access changes
- 8 goal or route changes
- 9 human interaction changes
- 10 digging or interaction changes
- 11 surface affects movement
- 12 reject the overgeneralisation

CHALLENGE CARDS 1-6

1

ORIGINAL: Peter sees vegetables in Mr McGregor's garden. What goal draws him in?



Name a detail. Explain the action.

2

ORIGINAL: Mr McGregor spots Peter. How does danger change Peter's action?



Name a detail. Explain the action.

3

ORIGINAL: Peter loses clothing during his escape. Which setting problem matters?



Name a detail. Explain the action.

4

ORIGINAL: The wombat digs and interacts with people. How can a household or garden setting make that possible?



Name a detail. Explain the action.

5

ORIGINAL: Choose one verified wombat habit. Link it to a real place detail from the class copy.



Name a detail. Explain the action.

6

COMPARE: Both works include human garden spaces. Give one different action and a reason.



Name a detail. Explain the action.

CHALLENGE CARDS 7-12

7

MY IDEA

Imagine Mr McGregor's gate is locked before Peter enters. What action changes?

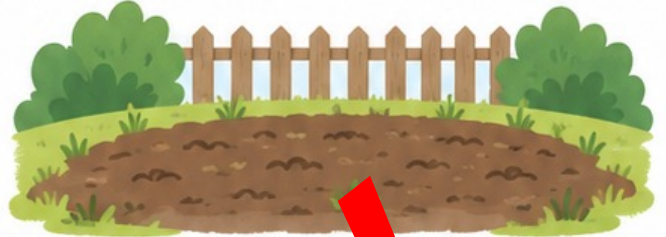


Keep the original text separate from the imagined condition.

8

MY IDEA

Imagine the garden has no vegetables. How might Peter's goal change?



Keep the original text separate from the imagined condition.

9

MY IDEA

Imagine the wombat reaches a safe yard with no people nearby. Which interaction may change?



Keep the original text separate from the imagined condition.

10

MY IDEA

Imagine the wombat is in rocky bushland far from homes. Which action may change, and why?



Keep the original text separate from the imagined condition.

11

MY IDEA

Imagine heavy rain makes both garden paths muddy. Compare one likely action.



Keep the original text separate from the imagined condition.

12

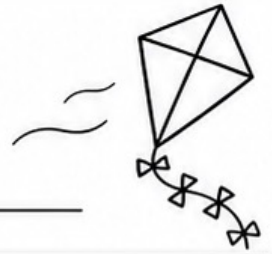
MY IDEA

Repair this claim: 'All garden characters act the same.'



Keep the original text separate from the imagined condition.

FRESH TEXT PAIR: THE LOST KITE

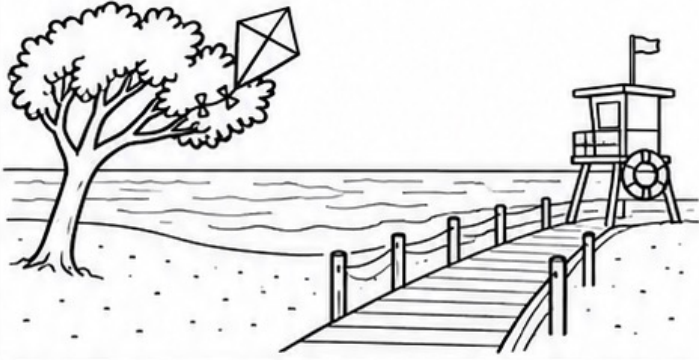


Name _____

Date _____

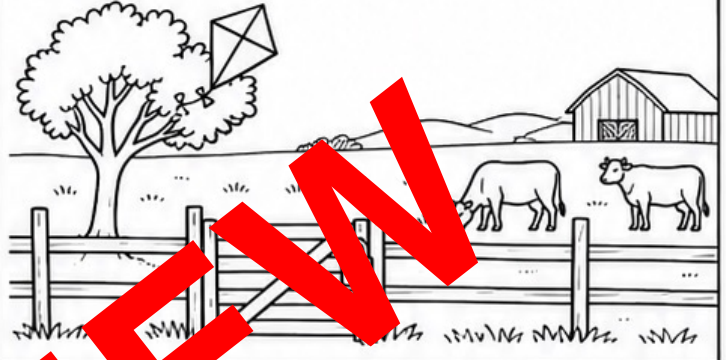
TEXT A

Nora's kite catches in a beach tree. The sand is hot and the path is crowded. Nora asks the lifeguard where she can walk safely, then follows the boardwalk.



TEXT B

Leo's kite catches in a farm tree. A locked paddock gate and grazing cattle block the way. Leo stays outside and asks the farmer for help.



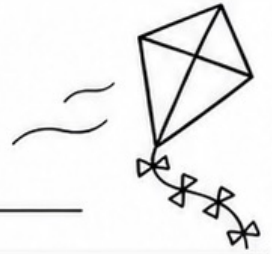
1 Underline one setting detail in each text.

2 Compare the barriers.

3 Explain why Nora and Leo seek help differently.

4 MY IDEA: Change one setting detail and predict a new action.

FRESH TEXT PAIR: THE LOST KITE



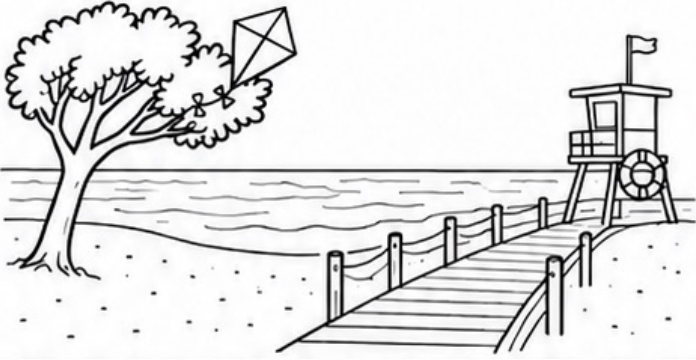
Name _____

ANSWERS

Date _____

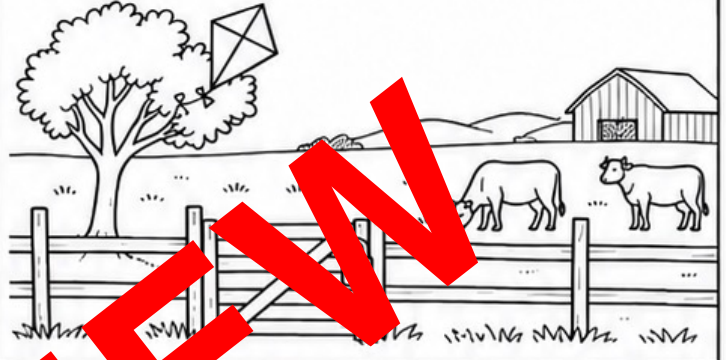
TEXT A

Nora's kite catches in a beach tree. The sand is hot and the path is crowded. Nora asks the lifeguard where she can walk safely, then follows the boardwalk.



TEXT B

Leo's kite catches in a farm tree. A locked paddock gate and grazing cattle block the way. Leo stays outside and asks the farmer for help.



1 Underline one setting detail in each text.

2 Compare the barriers.

Both characters face a barrier. Nora needs a safe route through a public beach area. Leo must respect a farm boundary and animals.

3 Explain why Nora and Leo seek help differently.

Each asks the responsible adult for help because the setting limits safe access.

4 MY IDEA: Change one setting detail and predict a new action.

MY IDEA: If the paddock gate were open but cattle remained, Leo should still ask the farmer before entering.

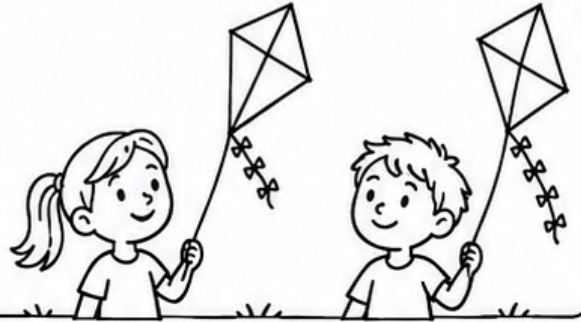
REPAIR THE REASONING

Name _____

Date _____

WRONG RESPONSE

Nora and Leo do the same thing because they both have kites.



1 What important setting information is missing?

2 Add one detail from Text A and one from Text B

TEXT A EVIDENCE

TEXT B EVIDENCE

3 Write a stronger comparison: Their actions are alike or different because...

4 MY IDEA: If Nora's boardwalk were closed, what safe action might she choose? Explain.



The object alone does not explain the action.

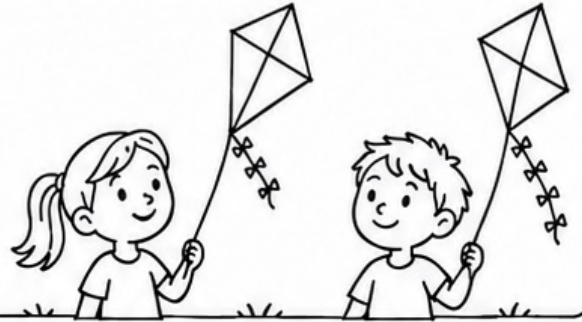
REPAIR THE REASONING

Name **ANSWERS**

Date _____

WRONG RESPONSE

Nora and Leo do the same thing because they both have kites.



1 What important setting information is missing?

The response ignores the crowded beach path, boardwalk, locked farm gate and cattle.

2 Add one detail from Text A and one from Text B

TEXT A EVIDENCE

hot sand, crowded path or boardwalk

TEXT B EVIDENCE

locked gate or grazing cattle

3 Write a stronger comparison: Their actions are alike or different because...

Both ask an adult for help, but Nora follows a safe public route while Leo stays outside a farm boundary.

4 MY IDEA: If Nora's boardwalk were closed, what safe action might she choose? Explain.

MY IDEA: Nora could wait with the lifeguard or use another approved path because the closed boardwalk removes her safe route.



Accept another safe, detail-linked answer.

The object alone does not explain the action.

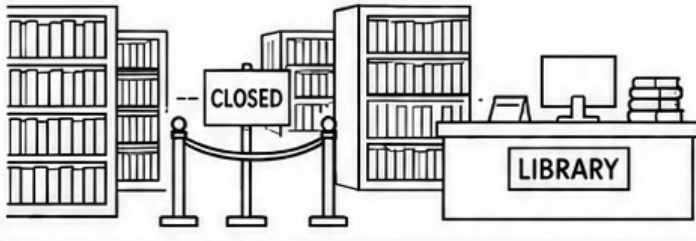
ASSESSMENT: SETTING AND ACTION

Name _____

Date _____

TEXT A

Amir searches for a library book during a quiet lunchtime. The librarian has closed one aisle while shelves are moved. Amir checks the map and asks at the desk.



TEXT B

Zoe searches for a ball after sport. The oval gate is locked and a storm is beginning. Zoe tells the teacher and waits under cover.



1 Record one setting detail from each text.

TEXT A DETAIL

TEXT B DETAIL

2 Compare Amir's and Zoe's settings. Use both details.

3 MY IDEA: Change one part of Zoe's setting. Predict a new safe action.

4 Label each statement TEXT EVIDENCE or MY IDEA.

The librarian closed one aisle.

Amir asks at the desk.

If the gate opens, Zoe may search with a teacher.

Imagine the storm has passed.

An oral or drawn response may be used where appropriate.

ASSESSMENT: SETTING AND ACTION

Name **ANSWERS**

Date _____

TEXT A

Amir searches for a library book during a quiet lunchtime. The librarian has closed one aisle while shelves are moved. Amir checks the map and asks at the desk.



TEXT B

Zoe searches for a ball after sport. The oval gate is locked and a storm is beginning. Zoe tells the teacher and waits under cover.



1 Record one setting detail from each text.

TEXT A DETAIL

closed aisle while shelves are moved

TEXT B DETAIL

locked oval gate and storm

2 Compare Amir's and Zoe's actions. Use both details.

Both seek help instead of entering a restricted area. Amir can use the map and desk inside a calm library. Zoe waits under cover because the outdoor setting is unsafe.

3 MY IDEA: Change one part of Zoe's setting. Predict a new safe action.

MY IDEA: If the storm passes and a teacher unlocks the gate, Zoe could search with supervision.

4 Label each statement TEXT EVIDENCE or MY IDEA.

The librarian closed one aisle.

TEXT EVIDENCE

Amir asks at the desk.

TEXT EVIDENCE

If the gate opens, Zoe may search with a teacher.

MY IDEA

Imagine the storm has passed.

MY IDEA

Target: one real detail from each case, a reasoned comparison, and a clearly labelled hypothetical. Accept another justified safe answer.

An oral or drawn response may be used where appropriate.

LEARNING EVIDENCE RUBRIC

Student _____ Date _____ Teacher _____

CRITERION	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
CONCEPT / ACCURACY	Uses an inaccurate or unsupported character-setting link.	Correct on a familiar model with a prompt.	Applies the setting-action relation to a fresh case.
APPLICATION	Cannot yet complete the comparison and hypothetical.	Completes with a model or step-by-step prompts.	Completes the supported comparison and reasoned hypothetical.
REASON / EVIDENCE	Gives a guess or unsupported opinion.	Names a relevant detail that needs help to connect it.	Explains the response with a specific appropriate detail.
TRANSFER / COMMUNICATION	Response is not yet interpretable or transferable.	Communicates with support; fresh context remains insecure.	Communicates clearly and applies the method in a fresh matched context.

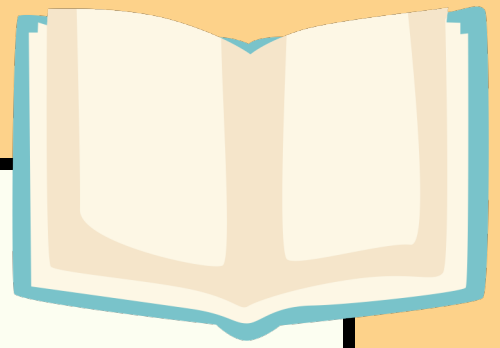
EVIDENCE OBSERVED

NEXT TEACHING STEP

Do not grade effort, handwriting style or a justified alternative interpretation.

If the setting Changed





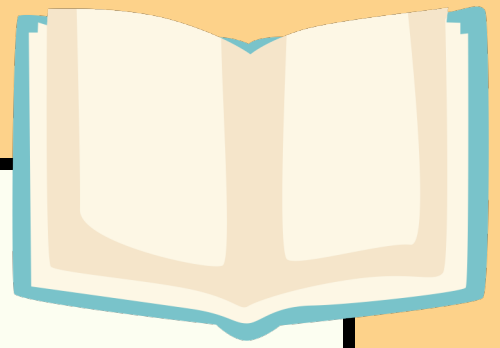
Setting changes character action

Purpose: connect a real setting detail to what a character can do, cannot do or chooses to do.

Success: name a detail, explain its effect, and clearly label a motif.

Diagnostic prompts: What does the place make possible? Which detail supports your answer?





Words for our thinking

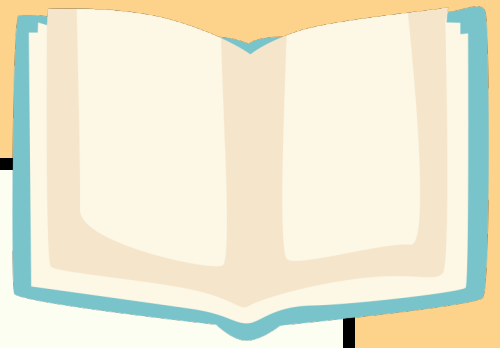
Character: a person or animal in a story.

Setting: where and when a story happens. Habitat: a place where a living thing normally lives.

Action: what a character does. Evidence: a reason or detail from words or illustrations.

Compare: explain a meaningful similarity or difference. Context: keep a text detail separate from a reader's idea.





The evidence chain

SETTING DETAIL → CONDITION → CHARACTER → ALTERNATIVE QUESTION → REASON

Start with the actual work. Name what the place makes possible, difficult or unsafe.

Then explain why the character acts that way. A prediction becomes a hypothesis only when it is clearly labelled.





Diary of a Wombat

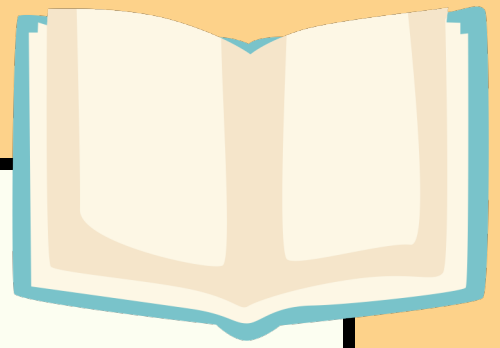
Jackie French, created with Bruce Whatley.

Verified broad anchors: a wombat viewpoint, eating, sleeping, digging, and interactions with people around a household or garden.

Model: the human environment creates opportunities for a wombat's habits and repeated interaction.

The teacher's lawful copy supplies the exact words and illustrations on evidence.





The Tale of Peter Rabbit

Beatrix Potter.

Peter enters Mr McGregor's garden, eats vegetables, purchases clothes and escapes.

The garden offers food but becomes dangerous because its owner protects the boundary.

Evidence connects a garden connection with Peter's misadventure.





Guided decision

Peter is in Mr McGregor's garden and Mr McGregor shouts.

Which action fits best?

A. Settle for a nap B. Keep eating calmly C. Hide and escape

Pause. Name the setting detail that supports your choice.





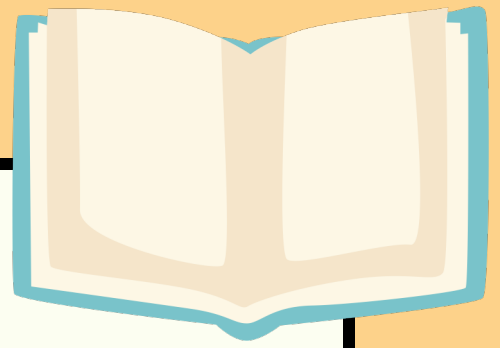
Reasoned answer

C. Hide and escape.

Mr McGregor's presence turns the garden into an unsafe place for Peter. The chase is evidence for the action.

"Peter dislikes gardens" is not supported by this evidence.





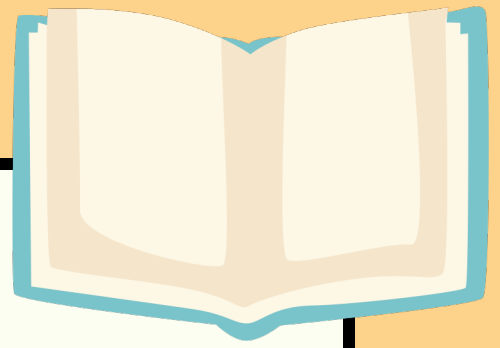
A fresh place-action link

Kiri wants to deliver a note, but rain has flooded the footpath. She uses the raised bridge with an adult.

Setting detail: flooded footpath. Condition: the usual route is unsafe.

Action: use the raised bridge with help. Reason: the changed place condition requires a safer route.





One complete game turn

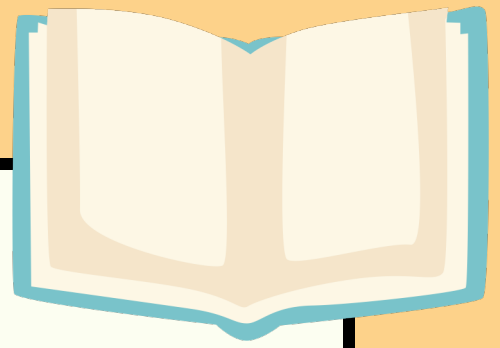
Card 7: Imagine Mr McGregor's gate is locked before Peter enters.

Label: MY IDEA. This does not claim the event occurs in the original text.

Prediction: Peter cannot enter through that gate and may choose another safe action.

Reason: the garden boundary controls access.





Independent challenge

Imagine the wombat reaches a yard with no soft covering on the ground.

Which action might change? State the original broad anchor, then give a reasoned prediction.

Several supported answers may pass, albeit with a changed condition MY IDEA.





Prediction needs evidence

Misconception: “The character will be happy because gardens are nice.”

Why it fails: “nice” is a preference, not a text detail, and the decision is not explained.

Repair: name an actual setting detail, explain what it changes, and label an invented condition as a hypothesis.





Fresh comparison

Nora's kite is caught beside a beach boardwalk. Her sandcastle and a crab both affect her route.
Leo's kite is caught behind a locked paddock gate. Grazing cows affect safe access.
Compare the barriers. Explain why both ask for help but follow different safe actions.





Three routes to the same target

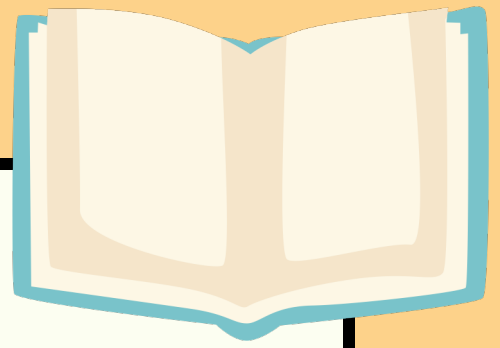
Support: answer orally or by drawing and use a partially completed evidence chain.

Core: name a precise detail and explain the action.

Extension: test a defensible alternative reading in a changed condition.

Every route retains the same evidence-based character, setting connection.





Independent assessment

Read the two short original cases.

Record one real setting detail from each case. Compare the character actions using both details.

Add one clearly labelled hypothetical change and predict a safe action.

Do not use the worked answers during the assessment.





Evidence reflection

I used the detail...

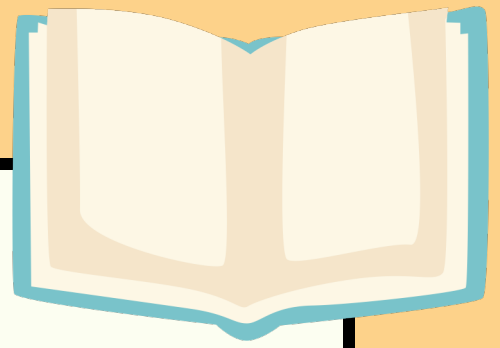
It affected the action because...

My new idea was...

My next step is...

An oral, drawn or written response can show the same learning when the evidence and reason are clear.





What this unit addresses

Australian and world picture-book settings can create different possibilities, risks and boundaries.

Strong explanations connect a real detail to an action.

They also keep the author's text separate from the reader's invention.





Well Done!
Use a real detail. Explain the action. Label your new idea.



PREVIEW

If the Settings Changed Quiz





Question 1 – Place and goal

In Diary of a Wombat, which answer names a setting that connects the wombat to the human world?

- A. The human household and garden create places where the wombat's habits bring it into contact with people.
- B. Every wombat wants the same thing.
- C. Gardens always make characters happy.





Answer 1

A.

It connects a verified broad setting with the wombats' actions. B overgeneralises. C is an unsupported opinion.





Question 2 – A dangerous garden

Peter enters Mr McGregor's garden and Mr McGregor catches him.
How does the setting condition affect Peter's next action?

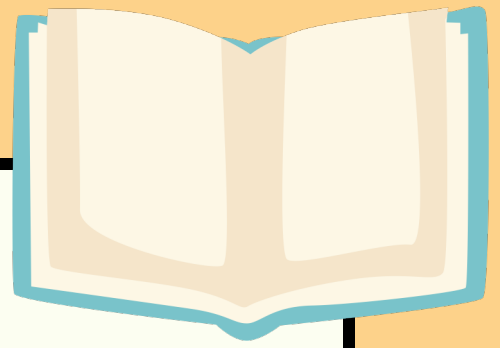




Answer 2

Peter hides, runs and tries to escape because the owner makes the world unsafe for him.
Credit an answer that links the chase or protected boundary to the action.





Question 3 – Evidence and Imagination

Original case: Sam crosses a dry playground to reach a river.
Imagine the gate is locked. Compare the original action with your predicted action. Label the prediction MY IDEA.





Answer 3

Example: originally Sam can cross the playground with a locked gate. Sam might ask an adult for another route.

The locked gate is invented and must be labeled.





Question 4 – A real text detail

Peter loses clothing while escaping the garden.

What does this detail show about the setting-action connection?





Answer 4

The garden obstacles and chase make escape difficult.
Connect the detail to Peter's action rather than only telling

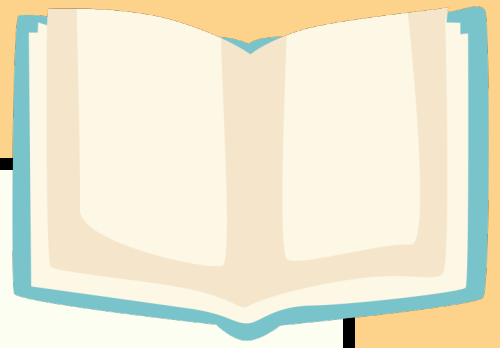




Question 5 – One changed condition

Peter's garden gate is open in one case and locked before entry in the other.
Which part of the action is most likely to change, and why?





Answer 5

Access changes. An open gate allows entry. A locked gate prevents entry and requires another action.

The locked-gate case is hypothetical





Question 6 – Repair the claim

“Peter goes into the garden because gardens are nice.”

What is wrong with this response, and how could it be repaired?





Answer 6

“Nice” is an unsupported opinion.

A repair names the vegetables or another real detail when explaining Peter’s goal and the later danger created by Mr McGregor.





Question 7 – Game challenge

Imagine the wombat reaches a yard with no soft ground and no digging.
State one possible changed action and give a reason.

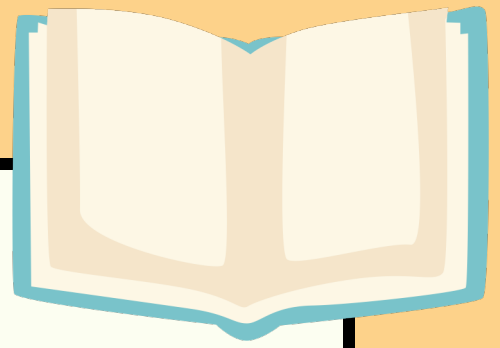




Answer 7

Accept a plausible action linked to the changed ground, such as moving to another area.
Label the condition as imagined. Do not claim it happens in the book.





Question 8 – Compare the gardens

Give one relevant similarity or difference between a human garden and the garden of a Wombat and Mr McGregor's garden in The Tale of Peter Rabbit.

Support it with an actual broad detail.





Answer 8

Example: both involve animal characters in human garden spaces.

Peter faces a chase and escape, while the wombat's habits lead to interaction with people. Other supported comparisons may pass.





Question 9 – Near transfer

A bird can reach food in an open courtyard. A fox cannot reach food behind a high fence.
What setting condition changes the actions?



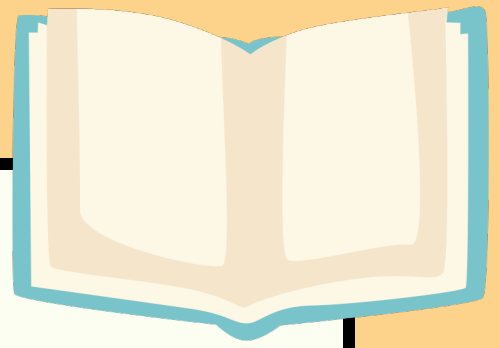


Answer 9

Access.

The open courtyard allows the bird to reach food. The fence blocks the fox. The same reasoning works with changed surface details.





Question 10 – Evidence

Which evidence is strongest?

- A. I like birds.
- B. The courtyard is open and the fence is high.
- C. The fox probably feels sad.





Answer 10

B.

It names the exact setting conditions. A is preference. This is an unsupported inference unless a text supplies evidence.





Question II – Invalid generalisation

“Every story set in a garden has the same characterisation.”
Reject or qualify the claim with a counterexample or limitation.





Answer II

The claim is too broad.

Diary of a Wombat and Peter Rabbit both involve gardens, but different goals, boundaries and human interactions produce different functions.



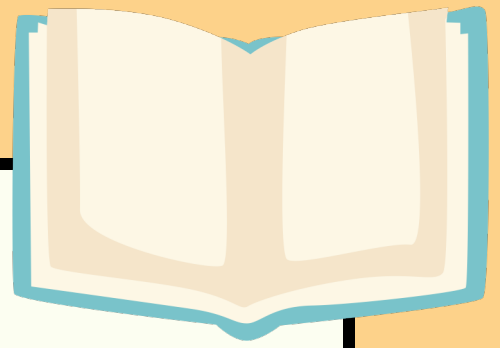


Question 12 – Final success check

Zoe searches for a ball, but the oval gate is locked and a sign is blocking it.

What should Zoe do? Name one setting detail, explain the action and add one clearly labelled hypothetical change.





Answer 12

Example: Zoe tells the teacher and waits under cover because the lightning and storm make searching unsafe.

MY IDEA: if the storm passes and a teacher unlocks the gate, Zoe could search with supervision. Other justified answers may pass.





Well Done!
You used evidence, explained an action and kept the text separate from your idea.

