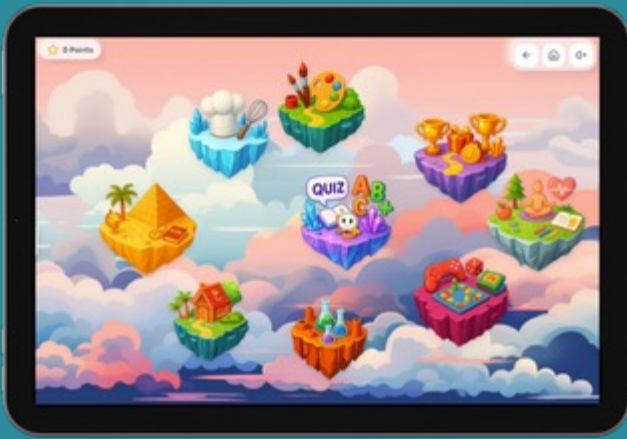


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Our Story-Place Gallery - Year 2

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Teacher Guide – Preparation and Overview

Our Story-Place Gallery • Year 2

Corpus and access boundary

Teacher supplies lawful copies of Benny Bungarra's Big Bush Clean-Up by Sally Morgan, illustrated by Ambelin Kwaymullina; Diary of a Wombat by Jackie French with Bruce Whatley; and The Tale of Peter Rabbit by Beatrix Potter. Read the works aloud. Do not copy pages, invent quotations or claim one work represents every culture. Both creators of Benny are Palyku.

Prepare and equip

Prepare the gallery display, work-and-curator cards, setting clues, action cards, compare-and-defend cards, three practice pairs, curator-and-visitor materials, rehearsal stage assessment and rubric. Provide pencils, red pens for marking, clipboards or hard writing surfaces, and a way to display the presentation. Allow oral, drawn or scribed responses when needed without reducing the learning goal.

Five-lesson overview

Lesson 1 — Read the concept: notice setting clues, character actions and the difference between detail and inference.

Lesson 2 — Compare the three lawful class read-alouds using work, setting and action cards.

Lesson 3 — Practise the complete evidence routine and repair unsupported claims.

Lesson 4 — Apply the routine through Curator and Visitor, then rehearse with Courtyard Magpie.

Lesson 5 — Complete the fresh two-text assessment, explain orally and record the next step.

Teacher Guide – Lessons 1 to 3

Model, guide, check and release responsibility

Lesson 1 – Detail, connection, comparison

Show the gallery display. Model: name a work and creator, notice a setting clue, name the character action, then explain the connection. Think aloud with a verified broad anchor only. Ask: “What did we actually notice?” and “What does that detail help us explain?” Quick check: students sort statements into detail or inference and justify one choice.

Lesson 2 – Compare attributed works

Read or revisit the lawful teacher-supplied works. Use the work, setting and action cards to build matched pairs. Model one similarity and one difference. Require the title and creator before a claim is accepted. Quick check: partners complete Evidence Catcher. Support with oral stems; core students record two details; extension students offer another defensible interpretation.

Lesson 3 – Strengthen the reason

Use Detail to Idea and Supported or Unsupported. Model how “because” links evidence to an interpretation. Contrast a real two-text comparison with the broad claim that animal characters are the same. Confer using three prompts: “Which detail?”, “From which work?”, “How does it support your idea?” Record who can explain independently and who still needs a model or oral rehearsal.

Teacher Guide – Lessons 4 to 5

Rehearsal, assessment, access and next steps

Lesson 4 – Curator and Visitor

Partners complete three checked evidence turns, swap roles and complete three more. A turn passes when it names two works, uses one actual detail from each, states a meaningful similarity or difference and explains why the evidence fits. Rehearse with Courtyard Magpie. Keep observation separate from inference; repair the “both are animals” claim.

Lesson 5 – Fresh assessment

Read *Porch Gecko* and *Creek Frog* aloud twice without coaching the comparison. Students record one meaningful similarity, one difference and a supporting detail from each text, then explain orally how a place feature affects one action. Accept oral, drawn, written or scribed evidence when it remains attributable to the student. Do not award credit for preference alone.

Marking and next-step record

Use the rubric across concept accuracy, application, reason and evidence, and transfer and communication. Credit another accurate comparison when both texts support it. Record one observed piece of evidence and one next action: name a precise detail, link the detail with “because”, compare rather than list, or transfer the routine to a fresh matched case.

OUR STORY-PLACE GALLERY

DETAIL -> CONNECTION -> COMPARISON

BENNY BUNGARRA'S BIG BUSH CLEAN-UP

Sally Morgan; illustrated by Ambelin Kwaymullina



animal habitat + rubbish
problem + community
response

DIARY OF A WOMBAT

Jackie French; created with Bruce Whatley



wombat viewpoint + eating,
sleeping, digging +
interaction with humans

THE TALE OF PETER RABBIT

Beatrix Potter



garden entry + vegetables +
chase + escape

SIMILARITY:

Diary and *Peter* both connect
an animal character with a
human-used garden.



DIFFERENCE:

The wombat's repeated
interaction is humorous;
Peter's garden encounter
becomes dangerous.



TOO BROAD:

They are the same because
both have animals.



Use an actual detail from each work.



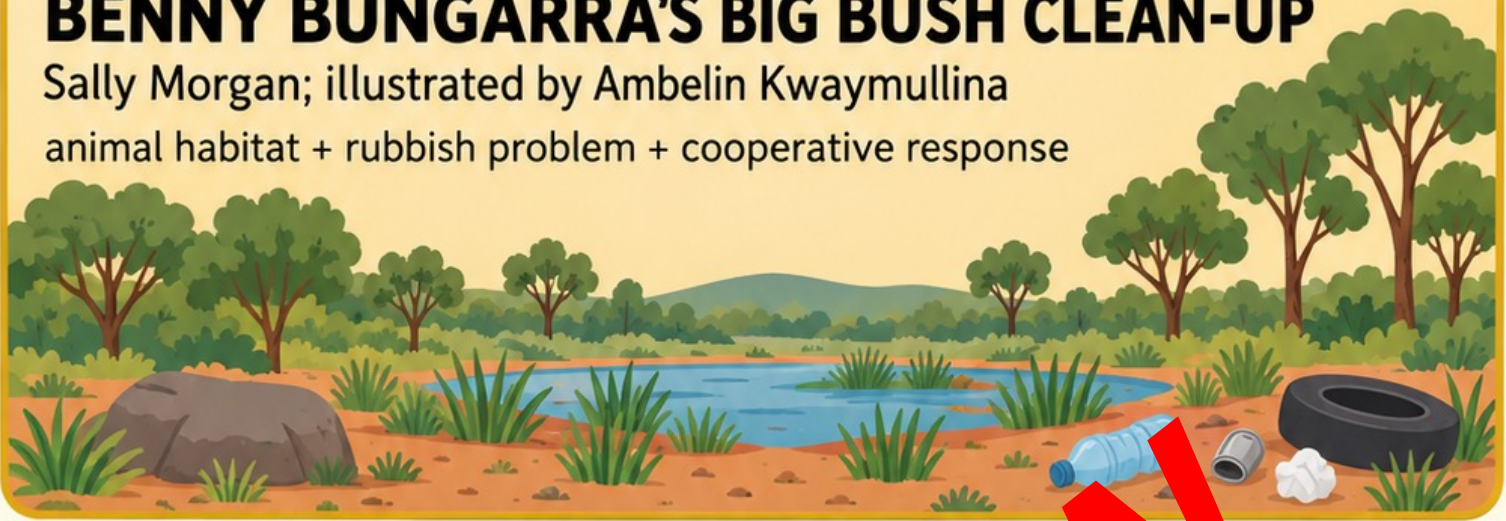
WORK, CREATOR AND STORY-PLACE



BENNY BUNGARRA'S BIG BUSH CLEAN-UP

Sally Morgan; illustrated by Ambelin Kwaymullina

animal habitat + rubbish problem + cooperative response



DIARY OF A WOMBAT

Jackie French; created with Bruce Whatley

wombat viewpoint + eating, sleeping, digging, interaction with humans



THE TALE OF PETER RABBIT

Beatrix Potter

garden entry + vegetables + chase + escape



Teacher supplies and reads each work.

Which setting clue matters most? Why?



SETTING CLUES

1. a habitat affected by rubbish



2. a place shared with people



3. a garden with food



4. a garden where a character is chased



5. a place for digging



6. a place that changes what a character can do



Name the work.



Name the character action.



What does the clue help explain?

ACTION + EVIDENCE

1. works with others to respond to rubbish



2. eats, sleeps or digs near people



3. enters a garden to eat



4. runs from danger



5. changes action because people are nearby



6. uses a place feature to solve a problem



Pair an action with a setting clue. Explain the connection.

COMPARE AND DEFEND

1.

Which two works show the strongest human interaction?



2.

Which setting creates a problem?



3.

Which character response depends on a place feature?



4.

Name one similarity that uses evidence from two works.



5.

Name one difference that uses evidence from two works.



6.

Give another supported interpretation.



More than one answer can work when the evidence fits.

Name: _____



EVIDENCE CATCHER



Choose two class read-alouds. Record one actual detail from each.

TEXT A

Work and creator _____

Setting detail _____

Character action _____

TEXT B

Work and creator _____

Setting detail _____

Character action _____

What connection can you compare?

Name: **ANSWERS**



EVIDENCE CATCHER



Choose two class read-alouds. Record one actual detail from each.

TEXT A

Work and creator **Diary of a Wombat - Jackie French with Bruce Whatley**

Setting detail **a human home and garden**

Character action **the wombat eats, sleeps and digs near people**

TEXT B

Work and creator **The Tale of Peter Rabbit - Beatrix Potter**

Setting detail **Mr McGregor's vegetable garden**

Character action **Peter eats vegetables, is chased and escapes**

What connection can you compare?

Both animal characters act in human-used places, but Peter faces direct danger while the wombat's interaction is humorous.

Name: _____

DETAIL TO IDEA

Explain how each detail supports an idea about character and setting.

ACTUAL DETAIL	WHAT IT SHOWS	BECAUSE

☐

I used a real detail

☐

I explained the connection

Name: **ANSWERS**

DETAIL TO IDEA

Explain how each detail supports an idea about character and setting.

ACTUAL DETAIL	WHAT IT SHOWS	BECAUSE
Rubbish affects the animal habitat in Benny Bungarra's Big Bush Clean-Up.	The setting problem prompts cooperative action.	The characters respond to what has happened in their place.
Peter is chased in Mr McGrover's garden.	The garden becomes a place of danger.	The human response changes Peter's action to escape.



I used a real detail



I explained the connection

SUPPORTED OR UNSUPPORTED?

Name: _____

A. The settings shape what the characters do.



SUPPORTED



UNSUPPORTED



Evidence and reason

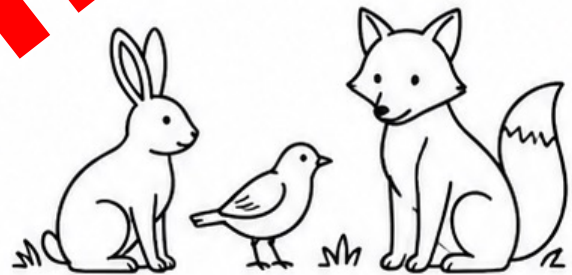
B. All animal characters act the same.



SUPPORTED



UNSUPPORTED



Evidence and reason

Write one stronger comparison.

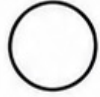
SUPPORTED OR UNSUPPORTED?

Name: **ANSWERS**

A. The settings shape what the characters do.



SUPPORTED



UNSUPPORTED



Evidence and reason

Each work links an action to a place, such as cooperative clean-up, digging near people or escaping a garden.

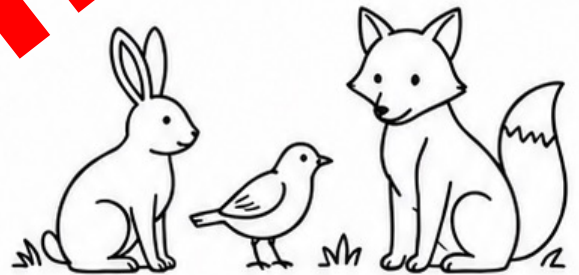
B. All animal characters act the same.



SUPPORTED



UNSUPPORTED



Evidence and reason

Character alone does not show the same connection. The settings and human interactions differ.

Write one stronger comparison.

Diary and Peter both use gardens, but the wombat's repeated human interaction differs from Peter's dangerous chase.



CURATOR AND VISITOR



SET UP

Place the work cards, clue cards and challenge cards face up. Choose a curator and a visitor.



EACH TURN

1. Read one challenge.
2. Choose two works.
3. Name one actual detail from each.
4. State a similarity or difference.
5. Explain the connection.



WORKED TURN

Challenge: Which setting creates direct danger?

Model: Peter enters Mr McGregor's garden, is chased and escapes. The garden and the human response make the encounter dangerous.



CURATOR CHECK

- ☐ two works named
- ☐ actual detail from each
- ☐ clear comparison
- ☐ reason fits the evidence



FINISH

Swap roles after three checked turns. Finish when both partners complete three evidence turns.

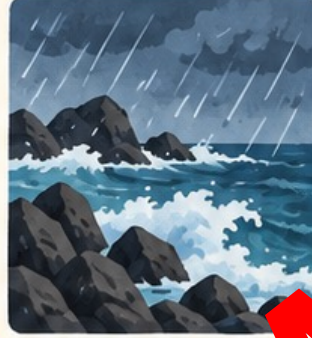


GALLERY CHALLENGES 1-6

1. Which two settings both involve people?



2. Which setting creates the clearest problem?



3. How does food affect an action in two works?



4. Which character changes action because a person is nearby?



5. Name a similarity that needs two details.



6. Name a difference that needs two details.



Every turn needs evidence.



GALLERY CHALLENGES 7-12



7. Which place feature helps a character act?



8. Which place feature makes an action difficult?



9. Compare a cooperative response with an individual response.



10. Compare two kinds of human interaction.



11. Challenge an unsupported claim.



12. Give a different interpretation that still uses evidence.



Use the curator check on the rules page.

FRESH READ-ALoud REHEARSAL

Name: _____

At recess, a magpie searched the quiet edge of the school courtyard. It pecked beside the garden bed. When the bell rang and children hurried past, the magpie flew to the high fence and watched. After the courtyard became calm, it returned to the garden bed.



Compare Courtyard Magpie with one class read-aloud.

Class work and creator

Detail from Courtyard Magpie

Detail from the class work

One meaningful similarity or difference

FRESH READ-ALoud REHEARSAL

Name: ANSWERS

At recess, a magpie searched the quiet edge of the school courtyard. It pecked beside the garden bed. When the bell rang and children hurried past, the magpie flew to the high fence and watched. After the courtyard became calm, it returned to the garden bed.



Compare Courtyard Magpie with one class read-aloud.

Class work and creator

The Tale of Peter Rabbit - Beatrix Potter

Detail from Courtyard Magpie

The magpie moves to the fence when children hurry past, then returns when the place is calm.

Detail from the class work

Peter is chased in Mr McGregor's garden and escapes.

One meaningful similarity or difference

Both animal characters change action when people are nearby, but the magpie waits and returns while Peter escapes danger.

Other evidence-based comparisons can pass.

EXPLAIN AND REPAIR

Name: _____

The magpie and Peter are the same because both are animals.



1. What is missing from this claim?



2. Add one actual detail from each text.



3. Rewrite the claim as a supported comparison.



4. Tell a partner why your comparison is stronger.

EXPLAIN AND REPAIR

Name: **ANSWERS**

The magpie and Peter are the same because both are animals.



1. What is missing from this claim?

It has no setting detail, action detail or explanation.



2. Add one actual detail from each text.

**The magpie flies to a fence when the busy courtyard changes.
Peter runs when he is chased in the garden.**



3. Rewrite the claim as a supported comparison.

Both characters respond to people in a setting, but the magpie waits for calm while Peter escapes danger.



4. Tell a partner why your comparison is stronger.

The new comparison is stronger because it uses a real detail from each text and explains the difference.

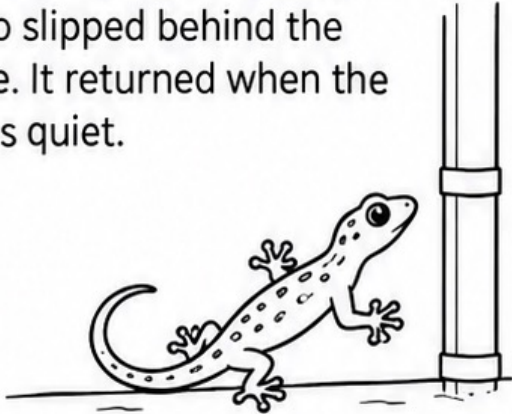
OUR STORY-PLACE GALLERY - ASSESSMENT

Name: _____

Listen to both short texts. Then compare them.

PORCH GECKO

At dusk, a gecko waited beside the warm porch light. Moths gathered there. When the back door opened, the gecko slipped behind the downpipe. It returned when the porch was quiet.



CREEK FROG

After rain, a frog called beside the reeds. Tiny insects moved above the water. When walkers came close, the frog tucked under a broad leaf. It called again after they passed.



One meaningful similarity

One meaningful difference

Detail from Text A

Detail from Text B

Oral transfer: Explain how a place feature affects one character's action.

OUR STORY-PLACE GALLERY - ASSESSMENT

Name: **ANSWERS**

Listen to both short texts. Then compare them.

PORCH GECKO

At dusk, a gecko waited beside the warm porch light. Moths gathered there. When the back door opened, the gecko slipped behind the downpipe. It returned when the porch was quiet.



CREEK FROG

After rain, a frog called beside the reeds. Tiny insects moved above the water. When walkers came close, the frog tucked under a broad leaf. It called again after they passed.



One meaningful similarity

Both characters use a place feature to find food and hide when people come close.

One meaningful difference

The gecko waits by a warm light for moths; the frog calls beside wet reeds after rain.

Detail from Text A

The gecko waits beside the porch light and hides behind the downpipe when the door opens.

Detail from Text B

The frog calls by the reeds and hides under a leaf when walkers approach.

Oral transfer: Explain how a place feature affects one character's action.

Names a place feature, a character action and a clear connection.

Accept another accurate comparison supported by both texts.

LEARNING EVIDENCE RUBRIC



Name: _____

Date: _____

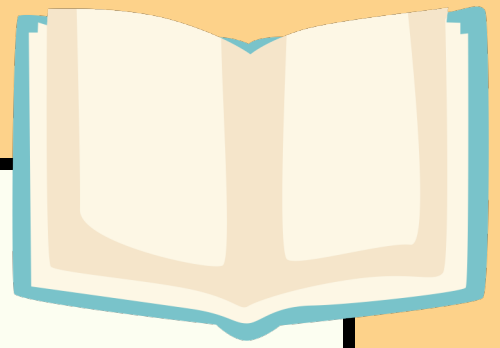
	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
CONCEPT AND ACCURACY	inaccurate or broad claim	correct familiar example with a prompt	accurate connection in a fresh case
APPLICATION	cannot complete the comparison yet	completes with a model or steps	completes a meaningful similarity and difference independently
REASON AND EVIDENCE	guess or opinion only	relevant detail but link needs prompting	specific detail from each text with a justified explanation
TRANSFER AND COMMUNICATION	response unclear or method not transferred	clear with support in a fresh case insecure	coherent oral, drawn or written response in a fresh matched case

EVIDENCE I OBSERVED

NEXT STEP

Our Story-Place Gallery





Our learning goal

Compare how characters and settings connect across three related works.

Success means I can:

- name an actual detail
- compare it with another text
- explain the connection



Think: Which connection is most possible or difficult? Which detail proves your idea?



Words for comparing stories

Character — a person or animal in a story

Setting — where and when a story happens

Habitat — the place where a living thing belongs

Action — what a character does

Evidence — a real example that supports an idea

Compare — explain a similarity or difference

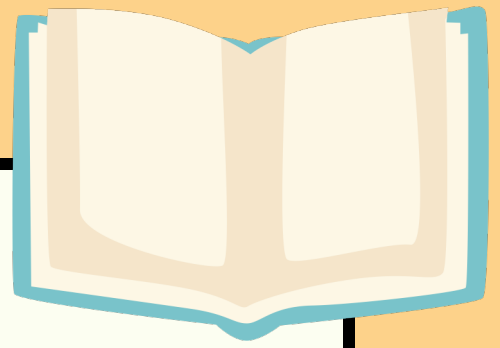




The gallery comparison routine

1. Name the work and creator.
2. Notice a setting clue.
3. Connect it to a character or action.
4. Compare it with another work.
5. Explain the comparison with evidence.





Benny Bungarra model

Benny Bungarra's Big Bush Clean-Up

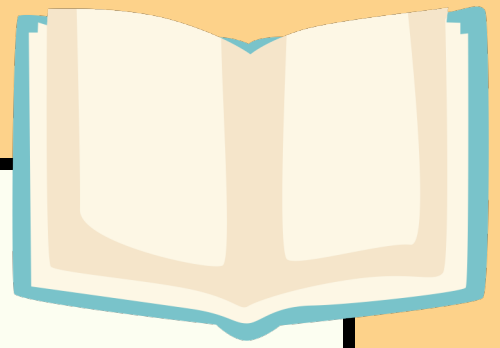
Sally Morgan; illustrated by Ambelin Karmullin

Both creators are Palyku.

Broad story anchors: a community habitat, a rubbish problem and a cooperative response.

Model: The problem in the community prompts Bungarra and others to act together.





Two gardens, different interactions

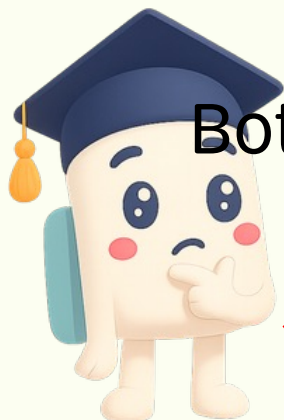
Diary of a Wombat — Jackie French with Bruce Chatwin

A wombat eats, sleeps and digs while interacting with humans.

The Tale of Peter Rabbit — Beatrix Potter

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

Both settings show a garden, but the human response is different.





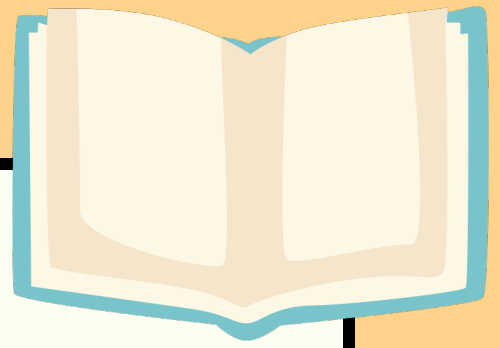
Which comparison uses evidence?

A. The wombat digs near people, while Peter runs from danger in a human-used garden.

B. The books are the same because both characters are animals.

Which claim uses textual details from both works? Explain your choice.





Evidence makes the comparison stronger

Answer: A

It names one setting-action detail from each text and connects them.

B is too broad. Being an animal does not prove the same relationship with place or people.





Setting clue and character action

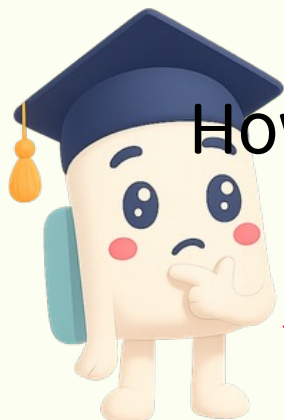
Peter's clue: a garden where a human chases him.

Peter's action: he runs and escapes.

Wombat's clue: a human home and a garden.

Wombat's action: it dies and rots near people.

How does each setting clue explain the action?





A complete curator turn

1. Read one challenge.
2. Choose two works.
3. Name one actual detail from each.
4. State a similarity or difference.
5. Use the curator checklist.



A strong turn is clear, specific, and supported.

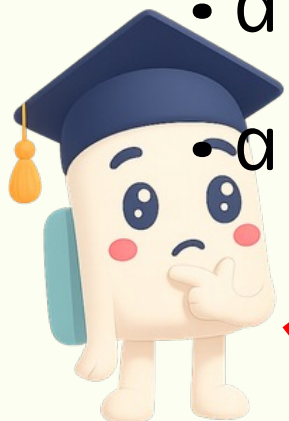


Visitor challenge

Explain how humans change what an animal's words do in two works.

Your response must include:

- both works
- one actual detail from each
- a meaningful comparison
- a reason that fits the view





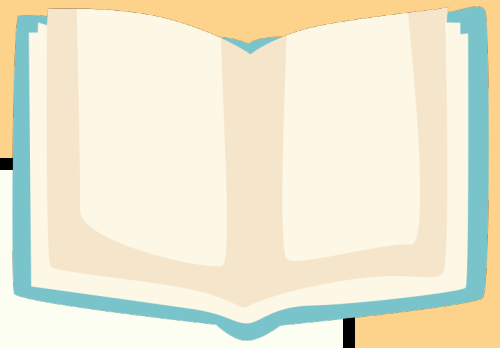
A character type is not evidence

Misconception: All animal characters connected to place in the same way.

Counterexample: Peter escapes direct danger in his garden. The wombat repeatedly eats, sleeps and digs near people.

The setting and character matter more than the label “animal”.





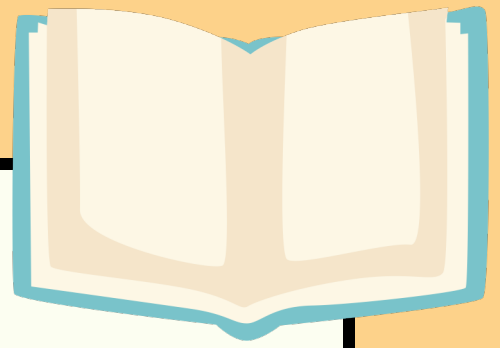
Fresh transfer – Courtyard Movie

Listen for observable details:

- the quiet edge of a school courtyard
- a garden bed
- children hurrying after the bell
- the magpie moving to a high place



Then make an impression. Record what you notice separate from what you think it shows.



Three routes to the same goal

Support – explain orally or with a drawing and use evidence to prove.

Core – give two details and link them in a comparison.

Extension – defend another interpretation that still fits the evidence.



The learning target stays the same.



Independent gallery recording

1. Listen to two new short texts.
2. Identify one meaningful similarity.
3. Identify one meaningful difference.
4. Support both with details.
5. Explain orally how one place more affects a character's action.





Reflection and next step

Which detail did I use?

How did it support my idea?

What will I try next time?



A useful next step is to..., specific and connected to the evidence.



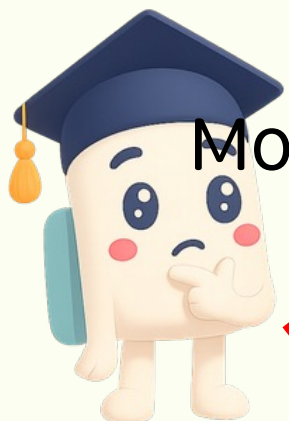
What this unit adds

Settings help shape character actions.

Authors create those connections in different ways.

Strong comparisons use actual evidence rather than guesses.

More than one interpretation can work when the evidence fits.





**Well Done!
Evidence first. Explain
the connection.**



PREFE

Our Story-Place Gallery

Quiz





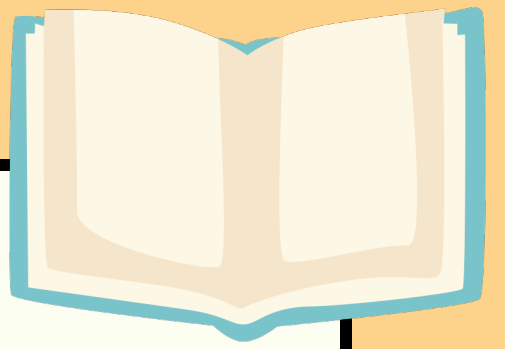
Question 1

Which answer best defines evidence in a story comparison?



Answer 1

A real text or illustration that supports the idea.





Question 2

Compare a Diary setting and action details with Peter's garden escape.
Which claim uses both?





Answer 2

Choose the claim that names a reason for each work and explains the link between thinking and action.





Question 3

Apply the routine to County Magistrate. What is the setting clue, and what action follows?

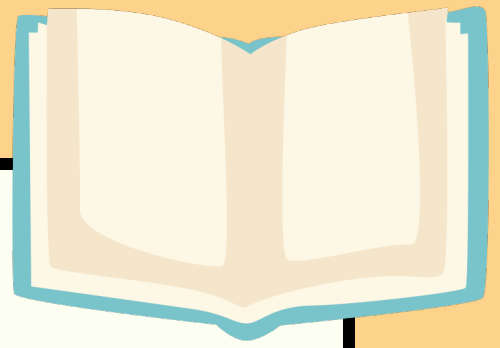




Answer 3

The courtyard becomes busy when children hurry past. The magpie moves to the high fence watches and returns when the place is calm.





Question 4

Compare the rubbish problem in Bungarra's Big Bush Clean-Up with the garden damage in Peter Rabbit. Give one difference.



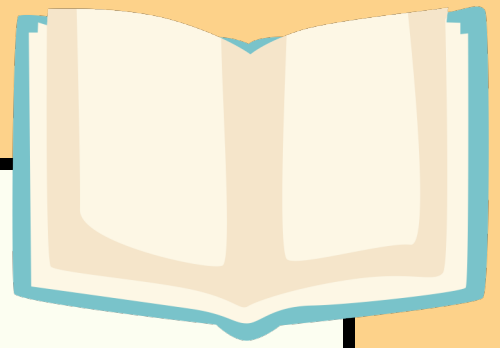


Answer 4

Benny's setting problem prompts cooperative action. Peter's garden encounter creates direct danger and prompts an individual escape.



Question 5



Imagine Peter enters a garden where a human calmly guides him out. What stays the same and what changes?





Answer 5

The garden still shapes the action. The human response changes the danger and Peter's reasons. This is a hypothetical change, not the original story.





Question 6

Correct this claim: "There are all animal stories, so the character-setting connection is to nature."



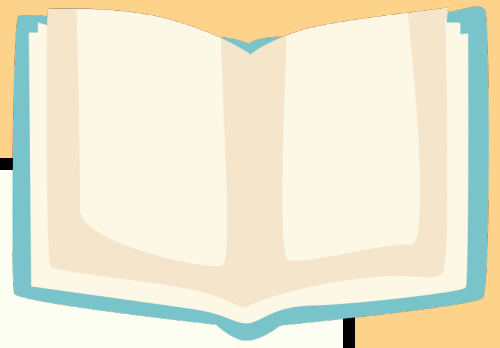


Answer 6

Name a real difference in setting or human interaction. Character type alone is not enough evidence.



Question 7



Which two works show different responses to people? Give one accurate detail from each work.





Answer 7

Any supported pair can pass when it includes one accurate detail from each work and exhibits a meaningful difference.



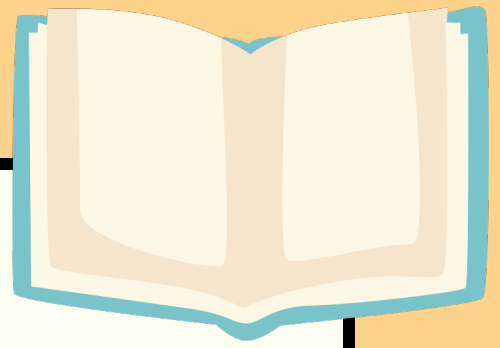


Question 8

Compare Benny and Diny. Give one relevant similarity or difference supported by broad world or story anchors.



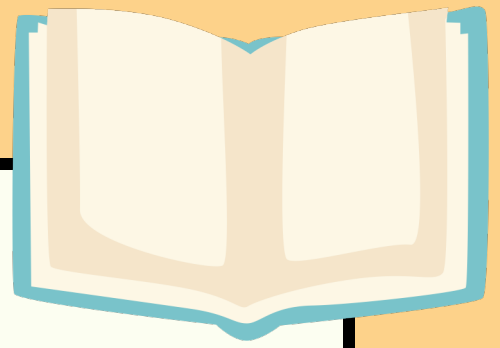
Answer 8



A defensible answer may compare a text, human interaction or character response. Do not invent quotations or unseen details.



Question 9



Porch Gecko and Creek Frog: state a meaningful similarity or difference.



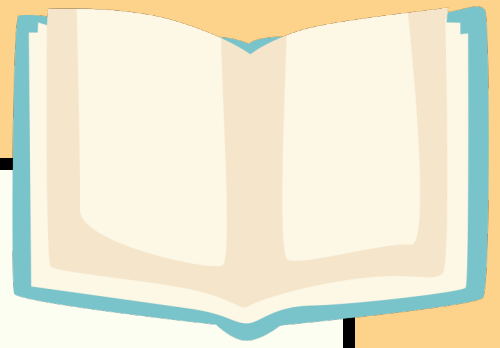


Answer 9

Both use a place feature and respond to nearby movement. The setting features and purposes are different.



Question 10



Which exact detail from "Porch Gecko" and "Creek Frog" best supports your comparison?



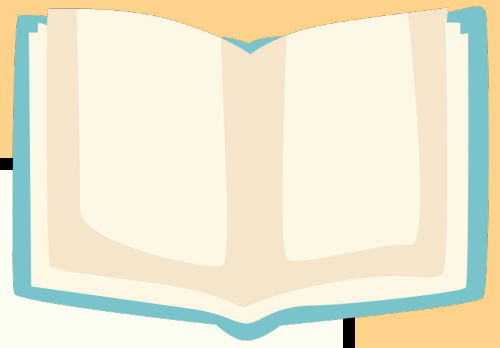


Answer 10

Name a clue and action from each context. A preference or opinion by itself is not enough.



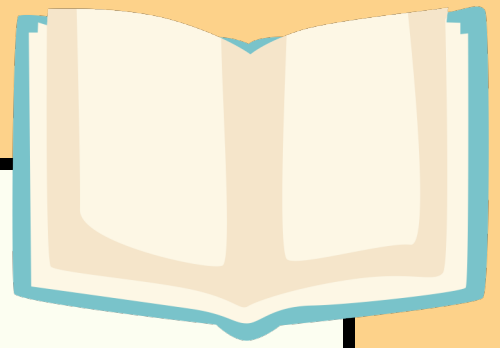
Question II



Evaluate this claim: “One book can tell us what every First Nations story is like.”



Answer II



Reject the claim. One authored work implies evidence about that work, not every story or culture.



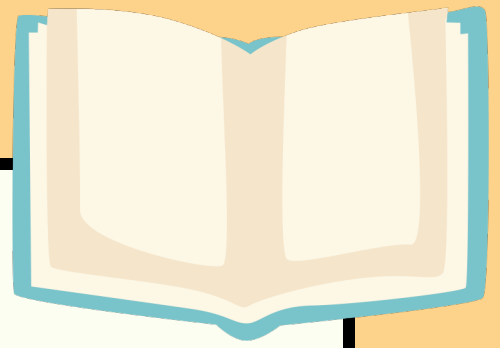


Question 12

Apply the success criterion to a new out-of-text case. State a similarity or difference, support it, and name your next action.



Answer 12



Credit a coherent comparison with detail from each text. Accept another explanation when the evidence supports it.





Well Done!
Evidence first. Explain
the connection.



PREFE