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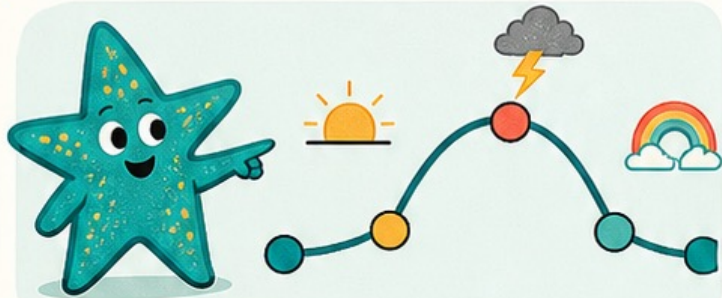


Sneetches - Year 4

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HOW AUTHORS SHAPE OUR RESPONSE



STORY STRUCTURE

Notice the opening, problem, turning point and resolution.



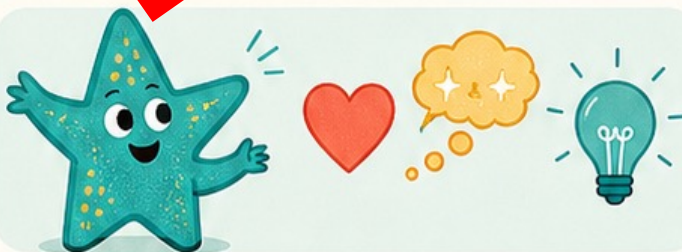
LANGUAGE FEATURES

Look for rhyme, repetition, contrast, invented words and vivid descriptions.



VIEWPOINT

Ask whose thoughts and feelings are shown.



READER EFFECT

Explain how a choice makes you think, feel or imagine.

The author uses ____ to ____.
This makes the reader ____.



BUILD AN EVIDENCE-BASED RESPONSE



1.

CLAIM

State a clear opinion.



2.

EVIDENCE

Name a specific event, structure or language feature.



3.

EFFECT

Explain what it makes the reader think, feel or notice.



4.

LINK

Connect the evidence back to your opinion.



RESPONSE FRAME



The author uses ____ to ____.
This makes the reader ____.
Therefore, I think ____.

CRAFT DETECTIVE SORT

Cut out the eight cards. Sort each card under **STRUCTURE**, **SOUND**, **WORD CHOICE** or **VIEWPOINT**. Explain one choice to a partner.

STRUCTURE



1. The story begins on a peaceful island.



5. The tiny creature felt a heavy hush in its chest.



SOUND



2. Suddenly, a boastful visitor arrives.



6. The glittering gate groaned open.



WORD CHOICE



3. A bright night



7. I knew I had to speak.



VIEWPOINT



4. clatter, chatter, splatter



8. From the mayor's view, the rule seemed fair.



OPINION CORNERS

..... Choose a Star. Stand at AGREE, UNSURE or DISAGREE.

Share an opinion and give a reason. Listen, then respond respectfully.



AGREE



UNSURE



DISAGREE

1.

A symbol can tell you who someone really is.



2.

Rules are fair if everyone follows them.



3.

A character can change after making a poor choice.



4.

A funny rhyme can carry a serious message.



5.

The ending is more important than the beginning.



6.

Readers can disagree and both use strong evidence.



7.

Invented words mean different things. The meaning of a word can change.



8.

A villain can teach readers an important lesson.





STORY STRUCTURE SNAPSHOT



Name: _____

After reading *The Sneetches*, complete the plot map. Use brief notes, not copied sentences.

OPENING

Who and where?



PROBLEM

What divides the groups?



TURNING POINT

What changes the situation?



RESOLUTION

What is learned?

EFFECT ON THE READER

Which part creates the strongest shift in your feelings? Why?





STORY STRUCTURE SNAPSHOT



ANSWERS: _____

After reading *The Sneetches*, complete the plot map. Use brief notes, not copied sentences.

OPENING

Who and where?

Two groups share a beach: star-bellied and plain-bellied Sneetches.



PROBLEM

What divides the groups?

The star-bellied group excludes the plain-bellied group and treats stars as status.



TURNING POINT

What changes the situation?

McBean's machine makes both groups add and remove stars, so status keeps changing.



RESOLUTION

What is learned?

They stop judging worth by stars and accept one another.

EFFECT ON THE READER

Which part creates the strongest shift in your feelings? Why?

The turning point shifts my feelings because the changes become funny, frantic and unfair.



STORY STRUCTURE SNAPSHOT - CAUSE AND EFFECT

Name: _____

Complete the immediate and later effects for each event.

EVENT	IMMEDIATE EFFECT	LATER EFFECT
Star-bellied Sneetches exclude the plain-bellied group.		
Sylvester McMonkey McBean offers a way to add stars.		
The groups keep changing their appearance.		
The money is gone and the machine leaves.		

1. How do repeated money machine episodes build humour and tension?

2. Why is the resolution effective?

3. What opinion do you have about the ending? Use one event as evidence.

STORY STRUCTURE SNAPSHOT - CAUSE AND EFFECT

ANSWERS: _____

Complete the immediate and later effects for each event.

EVENT	IMMEDIATE EFFECT	LATER EFFECT
Star-bellied Sneetches exclude the plain-bellied group.	Plain-bellied group feels rejected.	Division and unfairness deepen.
Sylvester McMonkey McBean offers a way to add stars.	They buy stars.	The old status symbol loses power.
The groups keep changing their appearance.	Both groups rush through machine.	Confusion, cost and social tension grow.
The money is gone and the machine leaves.	The competition ends.	They see that stars do not decide worth.

1. How do repeated use of the machine episodes build humour and tension?

Each repeated use is more ridiculous, but the rising cost and conflict also increase tension.

2. Why is the resolution effective?

It ends the status contest and shows that beliefs can change.

3. What opinion do you have about the ending? Use one event as evidence.

Suggested: The hopeful ending is satisfying because the groups finally reject star-based status.



LANGUAGE FEATURES DETECTIVE

Name: _____

Read:

At dawn, the bright beach buzzed. Banners bobbed, buckets bumped and boastful voices boomed.

"Only moon-marked Mixels may join!" cried Mayor Mottle. Plain Mixels paused. The rule felt like a stone in their stomachs. Then a silver cart rattled, clattered and rolled into the square.



A. Circle two examples of alliteration.



B. Underline three words.



C. Pick the comparison that helps readers imagine a feeling.



D. Is the passage written in first person or third person?



E. Choose one feature. Explain how it affects the reader.



LANGUAGE FEATURES DETECTIVE

ANSWERS

Read:

At dawn, the bright beach buzzed. Banners bobbed,
buckets bumped and boastful voices boomed.

"Only moon-marked Mixels may join!" cried Mayor
Mottle. Plain Mixels paused. The rule felt like a stone
in their stomachs. Then a silver cart rattled, cattered
and rolled into the square.



A. Circle two examples of alliteration.



B. Underline three sound words.



C. Pick the comparison that helps readers imagine a feeling.



D. Is the passage written in first person or third person?

Third person.



E. Choose one feature. Explain how it affects the reader.

Suggested: The alliteration and sound words make the scene
lively and noisy, while the comparison helps readers feel
the group's worry.

LANGUAGE FEATURES DETECTIVE - RHYME, REPETITION AND CONTRAST

Name: _____



Read:

Mark or no mark, bright or blue,
No tiny sign decides what's true.
Round the gate the neighbours go,
"Change it now! Change it now!" they shout below.
Mina answers, calm and kind,
"Look for worth in heart and mind."

1. Record three rhyming pairs.

2. Copy the repeated phrase.

3. What two ideas are contrasted in line 1?

4. How does the rhyme affect the tone or pace?

5. How does Mina's final line shape the message?



LANGUAGE FEATURES DETECTIVE - RHYME, REPETITION AND CONTRAST

ANSWERS: _____



Read:

Mark or no mark, bright or blue,
No tiny sign decides what's true.
Round the gate the neighbours go,
"Change it now! Change it now!" they shout below.
Mina answers, calm and kind,
"Look for worth in heart and mind."

1. Record three rhyming pairs.

blue / true; go / below; kind / mind

2. Copy the repeated phrase.

Change it now!

3. What two ideas are contrasted in line 1?

Having a mark and having no mark.

4. How does the rhyme affect the tone or pace?

The rhyme creates a quick, memorable rhythm and makes the serious message feel playful.

5. How does Mina's final line shape the message?

Mina's line shows that inner worth matters more than an outward sign.

VIEWPOINT AND VOICE

Name: _____



KAI

"I used to think the silver mark made me important. When everyone could buy one, I felt angry. Now I realise I was afraid of losing attention."



MIRA

"The gate was closed to me before anyone knew my ideas. When the rules changed, I felt hopeful but I still wanted to apologise."

QUESTION	KAI	MIRA
What does this character value at first?		
How does the character change?		
Which character shows a strong feeling?		

1. Whose viewpoint might a reader sympathise with more? Explain.

2. How does using two viewpoints deepen the reader's understanding?

VIEWPOINT AND VOICE

Name: **ANSWERS**



KAI

"I used to think the silver mark made me important. When everyone could buy one, I felt angry. Now I realise I was afraid of losing attention."



MIRA

"The gate was closed to me before anyone knew my ideas. When the rules changed, I felt hopeful but I still wanted an apology."

QUESTION	KAI	MIRA
What does this character value at first?	values importance and attention	values inclusion and being heard
How does the character change?	realises his anger came from fear	becomes hopeful but still seeks an apology and accountability
Which character shows a long feeling?	angry or afraid	hopeful

1. Whose viewpoint might a reader sympathise with more? Explain.

Answers vary. Mira may gain sympathy because she was excluded before anyone knew her ideas. Kai may also gain sympathy because he recognises and admits his fear.

2. How does using two viewpoints deepen the reader's understanding?

Two viewpoints show that the same rule affects people differently and reveal more complex motives and feelings.

VIEWPOINT AND VOICE - WRITE THE MISSING CONVERSATION

Name: _____



Scenario: After a community meeting, Kai apologises to Mira and they plan a fair celebration.

Write 8-10 lines of dialogue. Include:

- a distinct voice for each character
- one respectful disagreement
- one language feature: repetition, vivid word choice or an invented word
- a stage direction or narration that shows feeling
- a final line that shows change

KAI: _____

MIRA: _____

KAI: _____

MIRA: _____

KAI: _____

MIRA: _____

KAI: _____

MIRA: _____

KAI: _____

MIRA: _____

SELF-CHECK

- ☐ Distinct voices ☐ Respectful disagreement ☐ Language feature ☐ Feeling shown ☐ Change shown

EVIDENCE-BASED OPINION



Name: _____

Was Sylvester McMonkey McBean mainly a clever problem-solver, a selfish opportunist, or both?

	MY CLAIM	
	STORY EVENT 1	
	WHAT IT SHOWS	
	STORY EVENT 2	
	WHAT IT SHOWS	
	COUNTERVIEW	
	MY RESPONSE	

I believe... _____

One event that supports this is... _____

This shows... _____

Another reader might argue... _____

My response is... _____



EVIDENCE-BASED OPINION - BUILD THE PARAGRAPH

Name: _____



OPINION SENTENCE



EVIDENCE



EXPLANATION OF EFFECT



SECOND EVIDENCE



COUNTERVIEW



CONCLUDING JUDGEMENT

- ☐ I named a text feature or structural choice.
- ☐ I used a precise verb: shows, highlights, suggests, emphasises.
- ☐ I explained an effect on the reader.
- ☐ I connected evidence to my opinion.

RHYME AND WORDPLAY WORKSHOP

Name: _____



A. Match each word to a rhyme.



Words		
1.	beach	•
2.	star	•
3.	bright	•
4.	sound	•
5.	change	•
6.	true	•

Rhyme bank	
•	reach
•	far
•	night
•	round
•	change
•	blue



B. Infer the invented word.



1. The crowd began to **glimmer** when their badges shone.

What might the word mean? _____

Which clues helped you? _____

2. Mina heard a **grumblewhirr** from the old machine.

What might the word mean? _____

Which clues helped you? _____

3. After the argument, the group shared a peace-picnic and felt **friendfull**.

What might the word mean? _____

Which clues helped you? _____

RHYME AND WORDPLAY WORKSHOP

Name: ANSWERS



A. Match each word to a rhyme.



Words		
1.	beach	reach •
2.	star	far •
3.	bright	night •
4.	sound	round •
5.	change	strange •
6.	true	blue •

Rhyme bank	
•	reach
•	far
•	night
•	round
•	strange
•	blue



B. Infer the invented word.



1. The crowd began to **gloat** when their badges shone.

What might the word mean? gloat proudly because something shines.

Which clues helped you? crowd, badges, shone.

2. Mina heard a **grumblewhirr** from the old machine.

What might the word mean? a low complaining machine noise.

Which clues helped you? heard, old machine.

3. After the argument, the group shared a peace-picnic and felt **friendfull**.

What might the word mean? full of friendship or friendliness.

Which clues helped you? after the argument, shared, peace-picnic.



RHYME AND WORDPLAY WORKSHOP - CREATE

Name: _____



1. Invent a word for a noisy machine. Define it and use it in a sentence.

INVENTED WORD



DEFINITION



SENTENCE



2. Write a four-line rhyming verse about inclusion. Choose AABB or ABAB.

RHYME SCHEME



☐ AABB

☐ ABAB

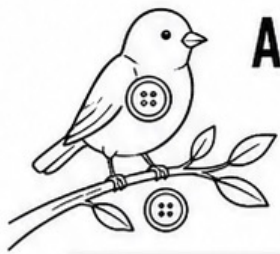
FOUR-LINE VERSE



3. Explain how your rhyme or invented word affects the tone or meaning.

EFFECT ON THE READER

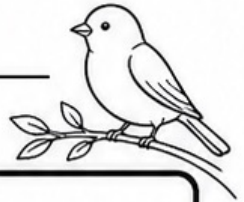




AUTHOR CHOICES LITERARY RESPONSE ASSESSMENT

Name: _____

Date: _____



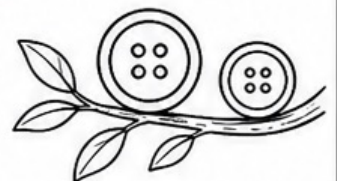
THE BUTTON BIRDS

Every spring, the Button Birds met beside the red gum tree. Birds with polished gold buttons perched on the highest branches, while birds with plain coats waited below. "Top branches are for button birds," Captain Gleam announced. The plain birds shuffled in silence. Then a fierce wind tore every button away. For one long moment, nobody knew where to sit. Pip, the smallest plain bird, fluttered up and called, "We can rebuild the nests together." One by one, the birds lifted twigs. By sunset, the tree held a widening of nest all at the same height.

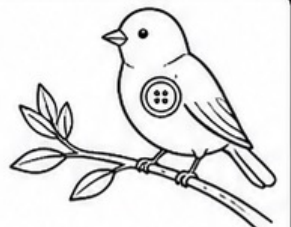
1. Identify the opening, problem, turning point and resolution.



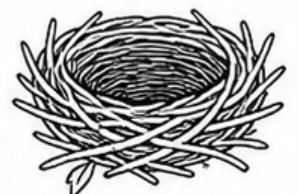
2. Record 2-5 words that show contrast.

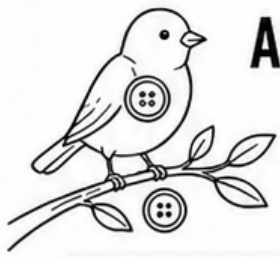


3. Name one language feature and describe its effect.



4. How does the contrast affect the reader's response?

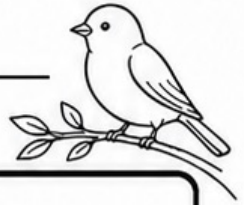




AUTHOR CHOICES LITERARY RESPONSE ASSESSMENT

Name: **ANSWERS**

Date: _____



THE BUTTON BIRDS

Every spring, the Button Birds met beside the red gum tree. Birds with polished gold buttons perched on the highest branches, while birds with plain coats waited below. "Top branches are for button birds," Captain Gleam announced. The plain birds shuffled in silence. Then a fierce wind tore every button away. For one long moment, nobody knew where to sit. Pip, the smallest plain bird, fluttered up and called, "We can rebuild the nests together." One by one, the birds lifted twigs. By sunset, the tree held a wide wing of nest all at the same height.

1. Identify the opening, problem, turning point and resolution.

Opening: birds meet at the red gum tree.

Problem: button birds take the highest branches and exclude plain birds.

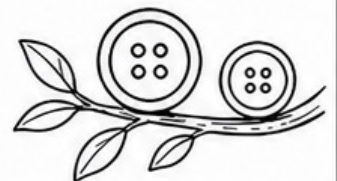
Turning point: the wind tears away every button.

Resolution: all birds build equal-height nests together.



2. Record 2-5 words that show contrast.

highest branches / waited below;
polished gold buttons / plain coats.



3. Name one language feature and describe its effect.

Repetition in "One by one" slows the moment and emphasises cooperation. OR the vivid verb "tore" makes the wind feel forceful.



4. How does the contrast affect the reader's response?

The contrast makes the unequal rule obvious, encouraging readers to see it as unfair and value the equal ending.





AUTHOR CHOICES LITERARY RESPONSE ASSESSMENT - EXTENDED RESPONSE

Name: _____

Prompt: How do the text structure and language features in
The Button Birds encourage readers to value inclusion?

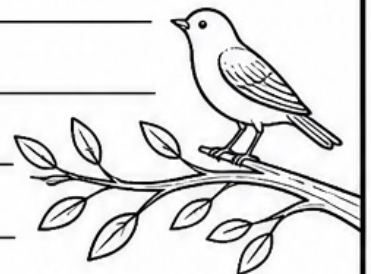
CLAIM

STRUCTURE EVIDENCE

LANGUAGE EVIDENCE

EFFECT ON THE READER

WRITING AREA



- ☐ I explained a structural choice.
- ☐ I explained a language feature.
- ☐ I used relevant evidence.
- ☐ I shared a clear opinion about the reader's response.



SNEETCHES YEAR 7 PUBLIC

Name: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
TEXT STRUCTURE	Identifies few parts	Ideas and some parts	Explains key parts	Connects structure choices	Gives insightful analysis
LANGUAGE FEATURES	Names a feature	Describes a basic effect	Explains a clear effect	Compares feature effects	Analyses combined effects
TEXT EVIDENCE	Little or no evidence	Gives one general example	Uses relevant evidence	Chooses precise evidence	Integrates evidence smoothly
READER EFFECT AND OPINION	Opinion is unclear	States an opinion	Gives a reasoned opinion	Explains reader response	Gives a nuanced opinion and counterview
COMMUNICATION	Incomplete or unclear	Mostly clear	Organised and clear	Precise and cohesive	Fluent and controlled

Sneetches Year 4



OUR LEARNING GOAL

We are learning to explain how text structure and language features shape a reader's response.

SUCCESS CRITERIA

- Name a structure or language choice.
- Use relevant evidence.
- Explain its effect and share an opinion.



RESPONDING TO LITERATURE

1. NOTICE an author's choice.
 2. NAME the feature or structure.
 3. EXPLAIN its effect.
 4. SHARE an opinion.
- SUPPORT it with evidence.



STORY STRUCTURE

OPENING — introduces the characters and setting.

PROBLEM — creates a challenge or unfair situation.

ESCALATION — repeated attempts make events grow.

TURNING POINT — changes the direction of events.

RESOLUTION — reveals what is learned.



STRUCTURE CHANGES OUR RESPONSE

Repeated attempts can build humor, tension and frustration.

A turning point can surprise us and change who holds power.

A resolution changes the final message and our opinion of the story.



VIEWPOINT AND CHARACTER RESPONSE

Ask whose thoughts, feelings, and views are shown.

Compare what different characters notice, want and fear.

Two viewpoints can reveal that the same rule affects people differently.



RHYME AND SOUND PATTERNS

RHYME creates rhythm and makes poems memorable.

ALLITERATION repeats beginning sounds for emphasis.

ONOMATOPOEIA uses sound words to make action vivid.

Sound patterns can add pace, humour and energy.



REPETITION AND CONTRAST

REPETITION makes a choice for what is put out. It can build humour, tension or a frantic pace.

CONTRAST places different ideas side by side. The star/plain contrast highlights unfairness and status.



INVENTED WORDS

Authors combine sounds and familiar word parts to create playful new words.

Infer meaning from: sound • word parts • nearby clues • what happens next

Invented words can make the tone lively, funny or unusual.



VIVID WORD CHOICE AND IMAGERY

Precise verbs show how an action happens.

Detailed noun groups add specific information.

Comparisons connect a feeling or idea to something familiar.

These choices help readers imagine, hear and feel the scene.



THEME AND READER EFFECT

A TOPIC is what a text explores: inclusion status or fairness.

A THEME is an idea the story suggests about that topic.

Ask: What does the author encourage me to think, feel or value?



EVIDENCE-BASED OPINION

CLAIM — state your opinion clearly.

EVIDENCE — mention a specific event, feature or structural choice.

EFFECT — explain what it makes the reader think, feel or notice.

JUDGMENT — connect the evidence back to your opinion.



MODEL RESPONSE

The author contrasts the star-bellied and plain-bellied groups to make unfair treatment easy to notice.

The repeated changes become funny and frantic.

Together, these changes encourage readers to question status symbols and value inclusion.



RESPECTFUL LITERARY DISCUSSION

AGREE — I agree because the evidence shows...

BUILD — I would add that the author also uses...

QUESTION — What evidence supports that idea?

DISAGREE — I see it differently because...

Listen, respond to the idea and use evidence.



INDEPENDENT APPLICATION

Choose one structural choice: opening, repetition, turning point or resolution.
OR choose one language choice: rhyme, contrast, invented word, vivid verb or
imagery.

Provide 2–4 sentence response that names the choice, gives evidence and
explains the effect on the reader.





Well Done!



PREFE

Sneetches Year 4 Quiz



QUESTION 1 – MULTIPLE CHOICE

Which part of a story changes the direction of events most strongly?

- A. Opening
- B. Turning point
- C. Setting label
- D. Title



ANSWER 1

B. Turning point

The turning point changes the direction of events most strongly.



QUESTION 2 – TRUE OR FALSE?

Repetition can be used for emphasis, humour or tension.

TRUE or FALSE?



ANSWER 2

QUESTION

Repeating words or events can make an idea stand out,
create humour or increase tension.



QUESTION 3 – SHORT ANSWER

Name one language technique and explain one effect it can have on a reader.



ANSWER 3

Suggested answer:

Rhyme can create rhyme and make an idea memorable.

Other acceptable feature-and-effect pairs are accepted.



QUESTION 4 – MULTIPLE CHOICE

Which sentence best supports the opinion with evidence?

- A. I liked it.
- B. It was funny and good.
- C. The repeated scenes build humour while showing how quickly status can change.
- D. Everyone should agree with me.



ANSWER 4

C. The repeated machine scenes build humour while showing how quickly status can change.

names a text choice and explains its effect.



QUESTION 5 – TRUE OR FALSE?

An invented word cannot contribute to meaning because it is not in a dictionary.

TRUE or FALSE?



ANSWER 5

LSE

Readers can infer an invented word's meaning from its sound,
word parts and context.



QUESTION 6 – SHORT ANSWER

How does contrast between two groups affect a reader?



ANSWER 6

suggested answer:

Contrast can make unfair differences obvious and encourage the reader to question the rules or behaviour.



QUESTION 7 – MULTIPLE CHOICE

Which question helps readers to explore a viewpoint?

A. How many pages are there?

B. What thoughts and feelings are shown?

C. What colour is the cover?

D. When was the book printed?



ANSWER 7

B. Whose thoughts and feelings are shown?

Viewpoint focuses on whose perspective the reader experiences.



QUESTION 8 – TRUE OR FALSE

A strong literary opinion needs no evidence if the writer feels confident.

TRUE or FALSE?



ANSWER 8

LSE

A strong literary opinion uses relevant evidence and explains how it supports the claim.



QUESTION 9 – MULTIPLE CHOICE

Which is a poet-structure device?

- A. Metaphor
- B. Alliteration
- C. Simile
- D. Onomatopoeia



ANSWER a

A. Resolution

A resolution shows how the story's main problem or conflict is settled.



QUESTION 10 – SHORT ANSWER

Complete the response frame:

The author uses ____ to ____.

This makes the reader ____.



ANSWER 10

Suggested answer:

The author uses repetition to emphasise the characters' frantic changes of mind. This makes the reader notice how foolish the competition has become.





Well Done!



PREFE