

## TEACHER ACTIVITIES/NOTES:

Activities are linked to the Australian Curriculum (ACARA) but are relevant to other countries.

## ENGLISH

### OUTCOMES:

- Visual language – Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469).
- Evaluative language – Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787).
- Features of literary texts – Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELA1591).
- Features of literary texts – Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584).
- Personal responses to the ideas, characters and viewpoints in texts – Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582).
- Comprehension strategies – Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660).

### Before Reading

- Making predictions:
  - Look at the front cover. What do you think the story is about?
  - Who do you think this creature is?
  - Why do you think he is bigger than the boy?
  - What is a worry?
  - Who do you think the story is about?
  - Read the blurb on the back cover to see if predictions were accurate.

### During the Story

- Ask questions that focus on Archie and Worry Monster's emotions – refer to text and illustrations.

## After Reading

Ask the following literal and inferential questions to support and extend understanding of the story:

- Who were all the characters in the story?
- Why are Toby, Brown Teddy and Owl important to Archie?
- Where does the story take place (setting)?
- What was Archie worried about?
- How do the words in the story show Archie was worried? Guide students to focus on physical actions/body clues (head throbbed, heart pounded, tummy fluttered).
- How do the illustrations show Archie was worried? Guide students to focus on body language and facial expressions.
- Why didn't Archie want to ask his parents for help?
- What did Archie do to make Worry Monster leave? (Took deep breaths, thought of the facts, ignored Worry Monster/his worries)
- Have you been worried before?
- How did you know you were worried?
- Why do you think the endpapers are a picture of socks? (If necessary, go back to beginning of story and point out there is only one sock beside Archie's bed).
- Why do you think the illustrator has drawn scribble around Worry Monster's body? (Hint: to show Worry Monster isn't real and is imagined by Archie. Worry Monster is Archie's anxiety).
- Do you think Worry Monster is real? (Worry Monster is imagined by a part of Archie's brain called the amygdala (uh-mig-duh-luh). Refer to Background Information at the end of the Teacher Notes for more information on the amygdala, worrying and anxiety.
- Create a character profile for Archie and Worry Monster.
- Describe the events that occur during the orientation, complication and resolution.
- Write about your favourite part of the story. Why is that your favourite?

## HEALTH AND PHYSICAL EDUCATION

### (PERSONAL, SOCIAL AND COMMUNITY HEALTH) AND WELLBEING

#### **OUTCOMES:**

- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPSO17).
- Explore strategies to manage physical, social and emotional change (ACPPS034).
- Identify and describe emotional responses people may experience in different situations (ACPPS005).
- Identify actions that promote health, safety and wellbeing (ACPPS006).

- Practise belly breathing. Have children lie on the floor on their backs and place their hands on their belly. Guide students to take a deep, slow breath into their belly so it fills up like a balloon. Students should feel their tummy expand with their hands. Then tell them to slowly breath out as though they are letting the air out of the balloon. Guide students to do five belly breaths. Practise this calming tool regularly so children are able to use this strategy when their amygdala fires (i.e. they become anxious, scared or angry). See Background Information for more information on the amygdala (part of the brain responsible for processing emotions).
- As a class, brainstorm things children might worry about, e.g. starting a new school, moving, parents fighting, tests, new situations.
- As a class, brainstorm body clues that someone might be worried, e.g. headache, sweaty, tummy ache, racing heart, dizzy, nauseous etc.