

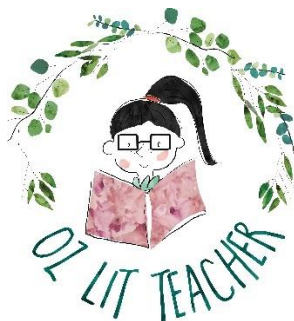
TEA AND SUGAR CHRISTMAS

JANE JOLLY AND ROBERT INGPEN



F	1	2	3	4	5	6	7	8	9	10
			✓	✓	✓	✓				

Writing	
Ideas	✓
Organisation	✓
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	✓
Inferring	✓
Making Connections	✓
Predicting	
Questioning	✓
Summarising & Synthesising	✓
Visualising	

Tea and Sugar Christmas by Jane Jolly and Robert Ingpen is a non-fiction narrative that recounts the times when a mixed goods train used to take a weekly 1050-mile trip across the Australian desert to service all the settlements along the way. It carried groceries, shopping needs, banking facilities and even medical services. The first week of December train was the most special of all though, because it carried Santa Claus (who used to give all the children presents.)

Writing

IDEAS: This would be a great book to get students thinking about non-fiction topics they could explore and turn into narratives. Why do you think Jane Jolly chose to write about this train? Do you know of any local historical events you could write about in a similar way? This would also be a great book to pull apart in terms of information- what do you learn when you read the narrative? What do you learn when you read the extra information at the back of the book? How much crossover is there? Focusing on this can help students to learn to trim their ideas to be more tight and manageable- even though a historical fact might be fascinating, it may not fit in the story. **WORD CHOICE:** There are loads of rich tier 2 words in this book. It would be worth studying some of the strong verbs e.g. scrambled, staring, squinted, drooping, clacked, pounded, sauntered, clutching. A study of the adjectives and adverbs would also be useful: glistening, parched, languid, limply, widened, harsh. **SENTENCE FLUENCY:** Jane Jolly writes with lots of short sentences in this book. What impact does this have on the reader? You could pull out some of the compound and complex sentences for study as well.

Reading

INFERRING: Explore the various literary devices used in this text to help students draw more effective inferences. Discuss similes such as 'searing like scones on a griddle.' What does this mean? How does this comparison work in this text? What else does it tell you about the time this book is referring to? Examine turns of phrase such as 'ran through the drowsy town', what does that mean? What would make it 'drowsy'? How does this description build your understanding of the time?