Teacher Notes
Alfie's Search for Destiny **written and illustrated by David Hardy**
Magabala Books
Teacher Notes prepared by Christina Wheeler (Teacher Librarian)

SYNOPSIS

Alfie is eager to know his destiny. He leaves home in a search for answers, determined to learn about his fate. This search leads him to a range of landscapes, adventures and encounters, but still, no one can help him. That is, until he returns home and realises that his destiny is right under his nose.

THEMES

Indigenous Culture
- Aspects of Indigenous culture are embedded in the text, such as:
    - Kinship and importance of family
    - An innate trust in and respect for nature
    - Traditional customs such as dress and tools.

Destiny
- Alfie is searching for his destiny

Family
- Alfie realises that family and home are the most important thing of all

WRITING STYLE

Alfie's Search for Destiny is written in third person, past tense. It is suitable for independent readers and also as a 'read aloud' for younger readers. Rhyme is a key feature of the writing style.

LINKS TO THE AUSTRALIAN CURRICULUM

These notes have been written in context with the Australian Curriculum. The appendix highlights a selection of relevant cross-curriculum priorities, general capabilities and content descriptors across a range of year levels that the following activities address.

STUDY QUESTIONS

Activities for Early Childhood Students

- Retell *Alfie's Search for Destiny* in your own words.
- Why is Alfie leaving home? What is he looking for?
- What is your favourite part of the story? Why is this your favourite part? Share with a friend.
- If you could have a conversation with one of the animals in *Alfie's Search for Destiny*, which animal would you choose? Why? What would you talk about?
- Look carefully at the page opening in which Alfie leaves in search of his destiny. What do you think Alfie's parents are thinking? Are there any clues in the illustrations to help the reader see what Alfie and his parents are thinking and feeling? What do you think your parents would say if you left home?
- In small groups, conduct an 'author's chair' session in which students take turns imagining they are the author and other students ask them questions about the book. Discuss what makes a good question eg 'thick' (open) and 'thin' (closed) questions.
- Why does Alfie return home? If you were Alfie, what would you say to your parents when you arrived back home?
- Practise 'reading pictures'. Is there more of the story being told through the illustrations than the words tell us?
- Draw your own picture of Alfie on one of his adventures. Write your own sentences to go with your illustration.
- Introduce students to basic parts of speech such as nouns, verbs or adjectives using examples from *Alfie's Search for Destiny*.
- Use the written text to teach basic sentence structure such as capital letters at the start and full stops at the end of sentences.
- Use *Alfie's Search for Destiny* to teach the phonics of rhyming words. Count the syllables in each line.
- In small groups, use the text to listen to students reading orally. Check for fluency, self-monitoring and comprehension.
- Invite your 'buddy' class to come and share in the reading of *Alfie's Search for Destiny*.

Activities for Older Students

While *Alfie's Search for Destiny* is aimed at an early childhood audience, the following activities are suitable for older students who are investigating the way in which picture books address more mature themes. Visual literacy, point of view, elements of narrative including structure, characterisation and plot as well as author's intent are also concepts that are inherent in *Alfie's Search for Destiny*.

- Before reading, discuss the cover and title of the book. What is destiny? Why would someone be 'searching' for their destiny?
- Alfie's body language tells the reader a lot about his character and the situation in which he finds himself. Discuss how the illustrations use body language to help convey added meaning.
- Compare the two pages that are drawn as silhouettes. How is each page similar and different? How can we tell what is happening, even though we can't see facial emotions?
- Have you ever felt frustrated like Alfie? Write a reflection about a time you felt the way Alfie feels.
- A synopsis is a short summary of a story. Write a synopsis of *Alfie's Search for Destiny*, using clear sentences and appropriate vocabulary to communicate your ideas.
- Construct a story graph to show the structure of *Alfie's Search for Destiny*. Highlight the orientation, complication and resolution.
- Why has the author chosen to include animals on Alfie's quest rather than humans?
- The story is written using a rhyming pattern. Take time to enjoy the rhyme. Make predications of rhymes at the ends of lines.
- Create a Cloze activity using the text.
- Write a poem about your own journey of self-discovery.
- Alfie discovers the importance of home and family. Write a journal entry about the importance of these things in your own life.
- In small groups, dramatise *Alfie's Search for Destiny*.
- The illustrations are completed in an animation style. Try drawing your own illustrations using a similar style.
- Write a review or blog on *Alfie's Search for Destiny*. Include your opinions and ideas about the text.
- Create a vocabulary list of any words from the text with which you are unfamiliar. Keep adding to this list as you discuss the book.
- Create a mind map of the plot, characters and setting of *Alfie's Search for Destiny*.
- Which is your favourite page opening? Why? Discuss with a friend.
- Discuss the use of colour in *Alfie's Search for Destiny*. What does this colour reveal about the setting of the text?
- Why don't Alfie's parents stop him from leaving or follow him into the countryside?
- What do you think is the author's main message in *Alfie's Search for Destiny*?

- How does Alfie change in *Alfie's Search for Destiny*? Use examples or illustrations from the book to help support your answer.
- What aspects of *Alfie's Search for Destiny* do you think overseas readers would most enjoy? Why?
- Using digital cameras and Photostory, create a digital story of your own 'search for destiny'.

Appendix – Links to the Australian Curriculum – *Alfie's Search for Destiny*

Cross Curriculum Priorities • Aboriginal and Torres Strait Islander histories and cultures • Sustainability	

Cross Curriculum Priorities
- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

General Capabilities
- Literacy
- Intercultural Understanding
- Personal and Social Capability
- Critical and Creative Thinking

English – Year Level Description
- The range of literary texts for Foundation to Year 10 comprises Australian literature, <u>including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups</u>
- Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. <u>These include traditional oral texts</u>, picture books, <u>various types of stories</u>, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in <u>shared reading</u>, viewing <u>and storytelling using a range of literary texts, and recognise the entertaining nature of literature</u>.

Year Level	History	English - Language	English - Literature	English - Literacy	Science
F	How the stories of families and the past can be	Understand that English is one of many languages spoken in	Recognise that texts are created by authors who tell	Listen to and respond orally to texts and to the	Daily and seasonal changes in our

communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004) Distinguish between the past, present and future (ACHHS016)	Australia and that different languages may be spoken by family, classmates and community(ACELA1426)	stories and share experiences that may be similar or different to students' own experiences (ACELA 1575) Identify some features of texts including events and characters and retell events from a text (ACELA 1578) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	communication of others in informal and structured classroom situations (ACELY1646) Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	environment, including the weather, affect everyday life (ACSSU004) Science involves exploring and observing the world using the senses (ACSHE013)

| | | | Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)

Share feelings and thoughts about the events and characters in texts (ACELT1783)

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) | | |
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| 1 | How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences | Respond to texts drawn from a range of cultures and experiences (ACELY1655)

Engage in conversations and discussions, using | People use science in their daily lives, including when caring for their environment and living things (ACSHE022) |

as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029) Distinguish between the past, present and future (ACHHS032)	commands (ACELA1449) Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) Know that regular one-	(ACELT1582) Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 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) Create short imaginative and informative texts that	

		syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)		show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	
2	Distinguish between the past, present and future (ACHHS048)	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	Compare opinions about characters, events and settings in and between texts (ACELT1589) Discuss the characters and settings of different texts and explore how language is used to present these features in different	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) Construct texts featuring print, visual and audio elements using software, including word processing programs	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

| | | 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)

Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating | ways (ACELT1591)

Create events and characters using different media that develop key events and characters from literary texts (ACELT1593) | (ACELY1674)

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) | |
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| | | conjunction (ACELA1467)

Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives(ACELA1468)

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 | | | |
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		(ACELA1469)			
3	Who lived here first and how do we know?

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060) | Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Understand that paragraphs are a key organisational feature of written texts (ACELA1479) | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) | Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and | |

				purpose (ACELY1682) Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	
4	What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? The diversity and longevity of Australia's first peoples and the ways Aboriginal	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) Recognise how quotation marks are	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602) Discuss how authors and illustrators make stories exciting,	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692) Plan, draft and	Science knowledge helps people to understand the effect of their actions (ACSHE062) Living things, including plants and animals, depend on

and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)	used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	each other and the environment to survive (ACSSU073)

| 5 | | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in | Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Use a range of software including | |
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		different contexts (ACELA1512)		word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	
6		Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use comprehension strategies to interpret and analyse | |

			information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	
7	The importance of conserving the remains of the ancient past,	Understand the use of punctuation to support meaning in complex sentences with	Identify and explore ideas and viewpoints about events, issues and characters	Use comprehension strategies to interpret, analyse and synthesise ideas	Interactions between organisms can be described in

including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)	prepositional phrases and embedded clauses (ACELA1532) Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)	represented in texts drawn from different historical, social and cultural contexts (ACELT1619) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts	terms of food chains and food webs; human activity can affect these interactions (ACSSU112)

			(ACELY1728) Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	