

A Long Way Home (Lion)

Content ⇒ Process ↓	People	Places	Events	Themes	Connections within the novel and with the readers experience.	Structure and Methods (Use of a range of reading strategies)
Knowledge In The Book: Right There	List the main characters and describe their connection to Saroo	Select a scene in the novel and draw what it would look like from the window of a bus	Re-write the final reunion scene from the point of view of Saroo's mum			
Comprehension In the Book: Think and Search		What propels Saroo as an adult to search for his birth home, especially as he writes, "I am not Indian... and I have family bonds [in Australia] that cannot be broken? If that is the case, why the drive to find his Indian roots?	"I was just one more poor kid crying something out, too small and timid to make anyone stop and listen." Why didn't people in the train station stop and help Saroo? Why did Saroo steer clear of policemen?	How would you describe Saroo as a person in the first few chapters of the book? What about the final few chapters? Has he changed significantly? Are there any experiences or episodes during the story that you think had a particular effect on him? If so, how?	"Another thing that took some getting used to was the abundance of things to eat." Why was the idea of having possessions difficult for Saroo to get used to? Why would an abundance of things to eat be overwhelming to Saroo?	Identify five new words in the novel and use them in a paragraph.
Analysis & Application In My Head: Author and Me	"Despite the years, I knew the fine bone structure of her face the instant I looked back at her, and in that moment she seemed to know me, too." How did Saroo's mother pronounce his name? Why did he feel stunned upon hearing his mother say it? What did Saroo realize later about how close he had been to his mother's house when he first entered Ganesh Talai?	What role does memory play in shaping our self-identity? What are the memories Saroo has of his early childhood, and how have those memories, many of them traumatized, shaped Saroo's sense of himself? How did Saroo continue to "work" his mind in order to keep his childhood memories alive for 25 years?	Write a journal entry after Saroo's first day in his new home in Tasmania	"I was upset that I had forgotten the way to the school near my Indian home..." Why was it so important for Saroo to remember things about his Indian village and life? When did he think about these memories?	"As the taxi crawled through the streets of Khandwa, I tested them against my memory." How did the buildings look to Saroo? What came flooding back to him? What was it that Saroo noticed that made a difference in the way his town looked?	

Synthesis In My Head: On My Own	Describe Sue and John Brierley as parents and the kind of family they provided for Saroo and his brother Mantosh.	Create a map of Saroo’s hometown in India, using what is written in the book and how you visualise it	Create a poster advertising the book ‘A Long Way Home’ (not the movie, Lion)	What language do you think/speak most? If you speak another language, do you ever feel as if your first language is diminishing? When have you been looked upon as “a foreigner” because of the way you looked or dressed?	Discuss Saroo's use of technology to locate his family—Facebook and Google Earth, in particular. Would this story have had a different outcome without the internet?	
Evaluation In My Head: On My Own	Is there something in your family’s past that you would like to research? Who would be able to help you? What tools on the Internet would you use?	When you close your eyes and think about your home city what prominent buildings or places do you see? How would you direct someone to get there without using GPS? What landmarks stand out in your mind?	What was your experience reading A Long Way Home? Did you find it, too focused on Saroo's experiences? Or did you find that the story captured the multiple experiences of Saroo and his two families? Was the story engaging, suspenseful, heart-rending? Was there one part of the story you found more interesting than the other: the story of Saroo as a lost child in Kolkata...or the story of his five-year-long search for his birth family.	“The moment when my two mothers met for the first time was an incredible milestone.” What did Saroo’s mum admire about Kamla (his birth mother)? What is Saroo doing to help Saroj Sood, the director of Nava Jeevan orphanage?	Who are the women who most influenced your life? What do you admire about them? How do you strive to be more like them?	

QAR - Question - Answer Relationships - Thinking about questions

In the Book

Right There: A “detail” type of question, where words used to form the question and words that answer the question are often “right there” in the same sentence. (Blooms - Knowledge)

Think & Search: The answer is in the text, but readers have to “think & search” to find the answer; sometimes within a paragraph, across paragraphs, or even chapters. (Blooms - Comprehension)

In My Head

Author and Me: The information to answer the question comes from my background knowledge, but to even make sense of the question, I’d need to have read and understood the text. (Blooms - Application, Analysis)

On My Own: The question relates to the text, but I could probably answer this one even if I had never read the text. All the ideas and information come from my background knowledge. (Blooms - Synthesis, Evaluation)

A Novel Study Incorporating the Dimensions of Learning

Dimension 1: Attitudes and Perceptions

Classroom Environment: Establish a classroom environment that recognises the importance of reading and allows individuals to engage positively with literature. Encourage active engagement and reflection on past experiences with reading and support those with negative attitudes and perceptions of reading towards a change.

Pre-Reading: Encourage the students to consider, discuss, share and reflect on their prior knowledge and beliefs about the chosen text. Why was it chosen? What do they expect from the novel? What do they know about the author or the topic?

Dimension 2: Acquire and Integrate Knowledge

While Reading: Encourage the students to actively engage with the novel using a range of reading strategies appropriate to their needs as developing readers. Use post-it notes to identify key points in the stories development or to flag questions for discussion after reading

After Reading: Use story and character maps to track and record information from the novel, add detail to maps after each reading session or with each significant development.

Dimension 3: Extend and Refine Knowledge

Learning does not stop with acquiring and integrating knowledge. Learners develop in-depth understanding through the process of extending and refining their knowledge (e.g., by making new distinctions, clearing up misconceptions, and reaching conclusions.) They rigorously analyze what they have learned by applying reasoning processes that will help them extend and refine the information. Some of the common reasoning processes used by learners to extend and refine their knowledge are the following:

- Comparing
- Classifying
- Abstracting
- Inductive reasoning
- Deductive reasoning
- Constructing support
- Analysing errors
- Analysing perspectives

Use the planning matrix below to develop questions that use the common reasoning processes used by learners to extend and refine their knowledge.

Dimension 4: Use Knowledge Meaningfully

Provide opportunities to use what they have learned from their reading, by applying one of the six reasoning processes that encourage meaningful use of knowledge to a task post-reading

- Decision making
- Problem solving
- Invention
- Investigation
- Experimental inquiry
- Systems analysis

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Classifying						
Abstracting						
Inductive Reasoning						
Deductive Reasoning						
Constructing Support						
Analysing Errors or Misunderstandings						
Analysing Perspectives						
Using K Meaningfully						

Dimension 5: Productive Habits of Mind

The most effective learners have developed powerful habits of mind that enable them to think critically, think creatively, and regulate their behavior. These mental habits are listed below as they may apply to a novel study:

Critical thinking:

- Be accurate and seek accuracy - encourage reading for accuracy, students should support their conclusions with evidence from the book
- Be clear and seek clarity - encourage students to clearly state their knowledge and thoughts using appropriate language
- Maintain an open mind - encourage wide reading and risk taking when selecting a novel, while reading keep an open mind to how the story is developing and where the author is leading you, consider alternative perspectives and ideas based on experience other than your own
- Restrain impulsivity - be willing to absorb the fine details, re-read a passage, consider the authors choice of words
- Take a position when the situation warrants it - what are your true feelings about what you have read, be prepared to support your ideas
- Respond appropriately to others' feelings and level of knowledge - listen to others, consider their point of view, understand what has shaped this and then respond

Creative thinking:

- Persevere - give the author a chance, give your understanding a chance to grow as you read more, use tools that will help you
- Push the limits of your knowledge and abilities
- Generate, trust, and maintain your own standards of evaluation - be honest when reflecting on your ideas and work
- Generate new ways of viewing a situation that are outside the boundaries of standard conventions

Self-regulated thinking:

- Monitor your own thinking
- Plan appropriately - use a scaffold to guide your responses
- Identify and use necessary resources - use a dictionary, keep notes, use post-it while you read
- Respond appropriately to feedback
- Evaluate the effectiveness of your actions