**Term 1**

Theme: School Days



Stage Early Stage 1

Time Frame 4-5 weeks

**Key Concepts**

Interconnectedness

* Language Forms and Features
* Visual Literacy

**Focus for this unit - learning intention**

* To create visually literate individuals through development of their ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words.
* To introduce/ consolidate the symbolic patterns and conventions that shape meaning in text. (Written, Spoken, non-verbal or Visual communication of meaning)

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**Reflecting on learning**

**Understand and apply knowledge and language forms and features**

* Develop an appreciation for books, poetry and songs, and the importance of narrative

**Respond to and compose texts**

* Reflect on own reading and discuss the pleasures and challenges of learning to read
* Discuss likes and dislikes after reading texts

**Speaking and Listening 2**

**Develop and apply contextual knowledge**

* Understand that language can be used to explore ways of expressing needs, likes and dislikes.

**Respond to and compose texts**

* Recognise and interpret simple instruction from peers and teachers

**Writing and representing 2**

**Respond to and compose texts**

* Compose texts using drawing and other visual media to create meaning

**Reading and viewing 2**

**Develop and apply contextual knowledge**

* Recognise parts of print and digital texts

**Grammar, Punctuation and Vocabulary**

**Respond to and compose texts**

* Use a growing vocabulary to describe everyday events and experience

**Speaking and listening 1**

**Develop and apply contextual knowledge**

* Understand how to communicate effectively in pairs and groups using agreeed interpersonal conventions, active listening, appropriate language and taking turns

**Writing and representing 1**

**Understand and apply knowledge of language forms and features**

* Know that spoken sounds and words can be written downusing letters of the alphabet, and how to write some high frequency sight words and known words.

**H’Writing and using digital technologies**

**Understand and apply knowledge of language forms and features**

* Begin to understand the sequence of letters through structured and guided activities

**Reading and viewing 1**

**Understand and apply knowledge of language forms and features**

* Recognise the basic book conventions.
* Understand direction of print, return sweep, and spaces between words

**Thinking imaginatively and creatively**

**Engage personally with text**

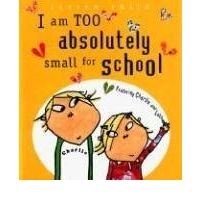
* Share picture books and digital stories for enjoyment and pleasure

**Develop and apply contextual knowledge**

* Respond to a range of imaginative and creative texts, including visual media

**Respond to and compose texts**

* Communicate the purposes of drawing and other visual media



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**Develop and apply contextual knowledge**

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**Respond to and compose texts**

* Communicate the purposes of drawing and other visual media

**Expressing themselves**

**Engage personally with text**

* Share responses to aspects of texts that relate to their own life

**Understand and apply knowledge of language forms and features**

* Understand that language can be used to describe language forms and features

**Respond to and compose texts**

* Begin to recognise points of view in texts
* Use visual, multimodal and digital processes to represent simple aspects of home and community life.
* Respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources

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**Content using Quality Text**

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| --- | --- | --- |
|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Read the story I Am Too Absolutely Small For School and list the things that Lola might learn at school. (Super Six Comprehension Strategies: Making Connections) * Students draw pictures in response to the story. Students are encouraged to “write” about the picture and/or scribe the students’ description about what they have written. | * I Am Too Absolutely Small For School by Lauren Child * Crayons, pencils, paper * Name tags |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * After viewing a retelling of the story (YouTube) on IWB students think, pair, share to choose their favourite characters. Record class preferences with tally marks for comparison across the class. Children draw their favourite characters and talk about their preferences with a peer/teacher   **Focus for this unit - learning intention**   * To create visually literate individuals through development of their ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. * To introduce/ consolidate the symbolic patterns and conventions that shape meaning in text. (Written, Spoken, non-verbal or Visual communication of meaning) * Explore the page that has numbers and letters and explain that they are different. Give students a variety of number and letter cards (or digital versions on the IWB) and provide opportunities to sort letters and numbers. * Children participate in “circle time” to reflect upon their feelings about starting school | * YouTube access * Letters and numbers (cards, duplo, magnetic, digital) |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Reread section where Lola talks about not wearing school uniform. Children describe their school uniform and look at digital representations of other school uniforms. Students/teacher takes photograph of each student in school uniform. Children cut and paste a collection of words to identify different aspects of their uniform: hat, shoes, sock, shirt, dress. (link to HSIE unit “School Days”)   **Focus for this unit - learning intention**   * To create visually literate individuals through development of their ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. * To introduce/ consolidate the symbolic patterns and conventions that shape meaning in text. (Written, Spoken, non-verbal or Visual communication of meaning) | * I Am Too Absolutely Small For School by Lauren Child * Cameras/iPads * Clothing labels as stencil or digital device |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Review the page that refers to reading words. Explore the class room and have students attempt to read some of the environmental print. Have students identify their own name from a collection of name cards card. As a class students attempt to sort the names by various criteria eg initial letter, number of letters * Students attempt/practice writing their own names and copying the names of their friends. * Model using students name in simple sentences. “Lola is a girl”, “Charlie is big” and encourage the students to copy the sentences that relate to them. | * Student name cards * Environmental print * IWB |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Focus upon the way text is set out in the book. Discuss how the words tell the story and how the story is told also adds to the narrative Eg different sized text for different characters, or to denote a change of expression when reading .   **Focus for this unit - learning intention**   * To create visually literate individuals through development of their ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. * To introduce/ consolidate the symbolic patterns and conventions that shape meaning in text. (Written, Spoken, non-verbal or Visual communication of meaning) * Students are invited to bring in their favourite books from home to share with the class. The class will express their likes and dislikes about the books | * Books from personal library on library day |

**Content using Quality Text**

**Speaking and Listening 2**

**Respond to and compose text**

Recognise and interpret a simple instruction form teachers and peers

**Reading and viewing 2**

**Develop and apply contextual knowledge**

Recognise parts of print and digital texts

**Grammar, Punctuation and Vocabulary**

**Respond to and compose text**

Use a growing vocab to describe everyday events and experiences

**Speaking and listening 1**

**Develop & apply contextual knowledge**

Understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns

**Writing and representing 1**

**Understand & apply knowledge of language forms and features**

Know that spoken sound and words can be written down using letters of the alphabet and how to wri

te some high frequency sight words, known word

**Reading and Viewing 1**

**Understand and apply knowledge of language forms and features**

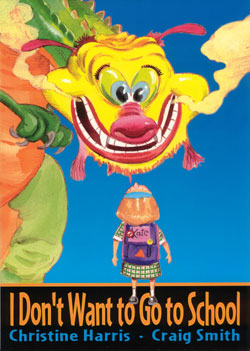
Recognise basic book conventions

Understand return sweep

**Develop and apply phonemic knowledge**

Consistently identify words that start with the same initail sound

Understand that words are made up of sounds



**Reflecting on learning**

**Engage personally with text**

Share picture books and digital stories for enjoyment and pleasure of narrative

**Respond to and compose texts**

Discuss what it means to be an active listener

Discuss what it means to be a cooperative group member

Discuss likes and dislikes after reading texts

**Expressing themselves**

**Engage personally with text**

Recognise and begin to understand that their own experiences help shape their responses to and enjoyment of texts

**Respond to and compose texts**

Respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources

Compose simple visual, print and digital texts that depict aspects of their own experiences

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**Thinking imaginatively and creatively**

**Engage personally with texts**

Engage in wide reading of self- and teacher-selected texts including digital texts for enjoyment, and share responses

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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * After listening to the story I Don’t Want To Go To School ask students to turn to “think, pair, share their experiences of the first day of school. Encourage active listening and turn taking. Peer introduces their partner to the class and shares their partner’s experience to the class. * Provide opportunities for students to point out and read familiar environmental print/text such as labels on classroom equipment, signs and posters in rooms around the school and playground. * Make word cards each containing a sight word/decodable word that students have experienced from their shared reading of the text (e.g. I, big, to, go, school, he, she.) Ask students to try and match the words in the book to the words on the cards. * Teacher models incorrect use of a book (eg starting at the back, turning pages the wrong way) and then chn critique incorrect usage. (concepts of print) | * I don’t Want To go To School   By Christine Harris and Craig Smith   * High frequency word cards |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Provide a collection of everyday classroom items. Students take turns to ask a peer to select an object (eg pick up the yellow ball). – Self-directed “Simon Says” * Make a class photo book including photographs of students participating in everyday school events, making connections with the experiences of the protagonist in the text. Students attempt written description what they are doing in the photo, with teacher scribing as necessary. Collate the photos and descriptions into an IWB flip book to form an electronic picture book * Using class devised digital text, have students place interactive counters on different aspects of the writing (eg full stop, capitals, start of writing etc.) * Identify and sequence school days of the week, and parts of the school day relating to the story. | * Classroom items * Cameras/iPads * IWB |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Students choose pages from the story and put a sticky note (with pre-drawn emoticons) on the characters’ faces to denote how they might be feeling at that point in the story   (Super Six Comprehension Strategies - Making Connections)   * Prior to reading of the text students make predictions about the story, based on cover art. Further predictions are made during the reading as key points in the plot. * Teacher retells the story making “errors” and students indicate with thumbs up/down whether the retelling is accurate. | * Story * Sticky notes with emotions drawn on them |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Students create a friendship collage depicting themselves and their friend(s). Collage can include self-portraits, photographs. Students describe what they like about their new friend. * Investigate a digital rendering of the playground in the story and make connections with our playground, school rules, and safety issues linking to school student wellbeing goals. | * Paint, crayons, pencils * Cameras/iPads * Digital copy of the playground scene in “I Don’t Want To Go To School” |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Students reflect upon their earlier school and preschool experiences. Students are encouraged to actively listen as their peers share their likes and dislikes, recognising that all feelings are valid. Students share the good and bad things about their experiences. |  |

**Content using Quality Text**

**Speaking and Listening 2**

**Respond to and compose text**

Greet people differently according to the relationship

**Writing and representing 2**

**Develop and apply contextual knowledge**

Discuss the different purposes of drawing and writing in simple texts

**Understand and apply knowledge of language forms and features**

Understand that some language in written texts is unlike everyday spoken language

**Reading and viewing 2**

**Understand and apply knowledge of language forms and features**

Distinguish print from picture

**Respond to, read and view texts**

Explore sequencing of a story, focusing on the beginning, middle and end.

**Grammar, Punctuation and Vocabulary**

**Understand and apply knowledge of vocabulary**

Begin to build personal vocabulary

Identify statements, questions, commands and exclamations and their function in texts

**Speaking and listening 1**

**Understand and apply knowledge of language forms and features**

Replicate the rhythms and patterns in stories, rhymes and poems from a range of cultures

**Respond to and compose text**

Listen to and respond orally to texts and to the communication of others in informal and structured classroom settings

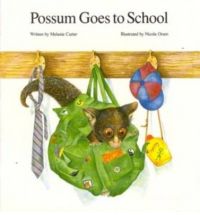
**Reading and Viewing 1**

**Understand and apply knowledge of language forms and features**

Understand direction of print, return sweeps, spaces between words

**Respond to and view texts**

Use conprehension strategies to understad and discuss texts litened to, viewed or read independently



**Expressing themselves**

**Develop and apply contextual knowledge**

Recognise that texts are created by authors who tell stories and share experience that may be similar or different to students’ own experiences

**Respond to and compose texts**

Compare and connect own experiences to those depicted in stories

Respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources

**Thinking imaginatively and creatively**

**Engage personally with text**

Share picture books and digital stories for enjoyment and pleasure

**Understand and apply knowledge of language forms and features**

Discuss creative language features in imaginative texts that cab enhance enjoyment, eg illustrations, repetition, rhyme, alliteration

**Respond to and compose texts**

Share feelings and thoughts about events and characters in texts

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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Read “Possum Goes to School” and compare to a factual books, digital information on possums. Discuss where a possum lives, what they eat and where the possum is found in the story. * Take students on a tour of the school to identify the library, canteen, office etc then on a map of the school track where the possum in the story went. (link to HSIE unit “School Days”) * Students will paint a stencil or complete a directed drawing of a backpack then discuss the things that go in a backpack in readiness for school. * Discuss what constitutes a healthy / unhealthy lunch choices. | * Possum Goes to School by Melanie Carter * Map of school * Paint, paper |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Use the text as stimulus for a chant “oh no” says the teacher, “yes, yes” says the children, then the possum ran into the … (students pick a place in the school eg library) * The teacher creates a pro forma on a sentence about the students first day at school. Eg “On my first day………… “ The student will verbalise the rest of the sentence and the teacher will scribe. * Create a name chart for the individual children in your class. Students will trace the dotted lines in one colour then another and finally a third colour. This will result in the student creating rainbow writing. * The teacher models different characters such as teacher, mum or a friend and ask students to address the character by greeting them appropriately. * Draw an exclamation mark in the middle of a piece of butcher’s paper/IWB. Students suggest words that they would need to shout. Mind map the students’ ideas and retain for future reference. | * Butchers paper, IWB |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Question the students’ perceptions of the characters’ feelings in different scenarios throughout the text. E.g. How would the teacher feel when the possum spilt over the paint. |  |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Highlight appropriate times to use formal or colloquial language to the students. Have students give an example of how they would ask a question at home. Have students give an example of how they would then ask the same question at school. Link this activity to the learning of class routines and processes (talking to teachers, peers, parents or asking to go to the bathroom) * Ask students to mirror how the children in the book would feel at designated points in the text. The students “think, pair, share” their choices. |  |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Read and present a range of texts to the students including factual, fiction, digital and visual text. * Discuss the importance of pictures to the story. Do you think the pictures help tell the story? Show students a picture book with minimal words and ask the students what the text was about. Then show them a book with only words and/or only with pictures and ask the students what the story was about. * Reread the focus story to the students focussing on rhyming words and syllabification. | * Books without text * Books without pictures |

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| Other resources: It’s Time for School Stinky Face – Lisa McCourt  The Red Woollen Blanket – Bob Graham  First Day – Margaret Wild  The Terrible Suitcase –  Franklin’s First Day -  Wombat goes to school – Jackie French | |
| Assessment / Collecting Evidence | |
| Observation | Objective A, B – observation of students concepts of print and understanding of reading conventions (link to continuum)  Objective A – Observation of listening skills and following instructions in directed drawing activity  Objective B – sorting of letters and numbers |
| Anecdotal Records | Objective D – Appropriate responses to formal and colloquial language |
| Checklist / Matrix | Objective C – checklist of comprehension strategies (Super 6 - Making Connections, Making predictions) |
| Rubric (CTJ) |  |
| Self-Assessment | Objective E – class discussion of likes and dislikes with peer feedback |
| Peer Assessment |
| Student Teacher Conference |  |
| Journals |  |
| Assessment task | Objective A – use of word processing software to write own name  Objective B – Writing assessment using a pro forma with early cluster |