**Dreaming**

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**Term 3**

**Key Concept: Culture**

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**Focus:** Students will participate in lessons to learn about the importance of storytelling in Indigenous culture. They will develop an awareness of the significance of dreamtime stories for Indigenous Australians in passing on their culture from one generation to another and develop understandings of the importance the land has for Indigenous Australians. Students will listen to, read, view, illustrate and respond to dreaming stories and record information and events and analyse characters. Drawing on their prior knowledge of text structures and features they will make connections to their own experiences and between texts read.

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| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | **Objective D**  **Express themselves and their relationships with others and their world.** | **Objective E**  **Learn and reflect on their learning through their study of English.** |
| ***Speaking and Listening 1***  ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to & compose texts*   ***Writing & Representing 1***  ENe-2A composes simple texts to convey an idea or message   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to & compose texts*   ***H’writing & Digital Technologies***  ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to & compose texts*   ***Reading & Viewing1***  ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Develop and apply phonemic knowledge* * *Respond to, read & view texts*   ***Spelling***  ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to & compose text* | ***Speaking and Listening 2***  ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to & compose texts*   ***Writing & Representing 2***  ENe-7B recognises some different purposes for writing & that own texts differ in various ways.   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to & compose texts*   ***Reading & Viewing 2***  ENe-8B demonstrates emerging *skills and* knowledge of texts to read and view, and shows developing awareness of  Subject matter purpose, audience and subject   * *Develop & apply contextual knowledge* * *Understand & apply knowledge of language forms and features* * *Respond to, read & view texts*   ***Grammar, Punctuation & Vocab***  ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.   * *Develop & apply contextual knowledge* * Understand & apply knowledge of *language forms and features* * *Understanding & apply knowledge of vocabulary* * Respond to & compose texts | ***Thinking Imaginatively & Creatively***  ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.   * *Engage personally with texts* * *Develop and apply contextual knowledge* * *Understand and apply knowledge of language forms and features* * *Respond to and compose texts* | ***Expressing Themselves***  ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences.   * *Engage personally with texts* * *Develop and apply contextual knowledge* * *Understand and apply knowledge of language forms and features* * *Respond to and compose texts* | ***Reflecting on Learning***  ENe-12E demonstrates awareness of how to reflect on aspects of their own and others’ learning.   * *Develop and apply contextual knowledge* * *Understand and apply knowledge of language forms and features* * *Respond to and compose texts* |

**Objective B**

***Speaking and Listening 2***

* *Respond to & compose texts*

Compose texts to communicate feelings, needs, opinions an ideas

***Writing & Representing 2***

* *Develop and apply contextual knowledge*

Discuss the different purposes of drawing and writing in simple texts

***Reading & Viewing 2***

* *Respond to, read & view texts*

Explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, e.g. ‘Once upon a time’, the Dreaming

***Grammar, Punctuation & Vocab***

* *Understanding & apply knowledge of vocabulary*

Demonstrates an awareness of nouns, pronouns and conjunctions

**Objective A**

***Speaking and Listening 1***

* *Respond to & compose texts*

Engage with and respond to a range of oral and aural texts for enjoyment and pleasure

***Writing & Representing 1***

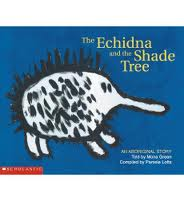
* *Respond to & compose texts*

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge

***Reading & Viewing1***

* *Develop and apply contextual knowledge*

Identify and compare similar ideas, characters and settings in texts



**Objective D**

***Expressing Themselves***

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

Understands that language can be used to describe likes and dislikes

* *Respond to and compose texts*

Responds to Dreaming stories, e.g. stories from local Aboriginal and Torres Strait Islander communities

**Objective E**

***Reflecting on Learning***

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

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

* *Respond to and compose texts*

Discuss likes and dislikes after reading texts

**Objective C**

***Thinking Imaginatively & Creatively***

* *Develop and apply contextual knowledge*

Understands that imaginative texts can be composed for a range of audiences and purposes, using a range of media

* *Responds to and composes texts*

Shares feelings and thoughts about the events and characters in texts

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Say to your students that you are going to read them another Aboriginal story. * Read the blurb at the back of the text and discuss * While you are reading the story ask the students to focus on the echidna. They need to think about how they can describe the echidna. * Discuss strategies you would use to work out unknown words such as reading on, re reading, looking at pictures and breaking into chunks * Whole Class Discussion: How can you describe the echidna? What he looks like in the beginning compared to, the end? How does he feel about his situation? Do you like the echidna? Why/why not? With a partner get the students to discuss why they think the echidna acted the way he did? * Students draw and write a sentence to describe what the echidna looked like at the beginning and the end of the story. * Compare all Dreamtimes stories, discuss similarities and differences. | * Text: The Echidna and the Shade Tree * Writing and drawing materials |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Re-read the text and stop to discuss each page. Bring students attention to the nouns in the story. Together analyse the ‘action & reaction’ of the echidna on each page i.e. What is the echidna doing? Why is he doing it? What words explain how the other animals are feeling? How is the echidna feeling? What is the image on each page telling you? What happened first, next and finally? * Discuss dreamtime stories and the possible intended audience. Discuss the reason why dreamtime stories are created (to explain the patterns of life for the Aboriginal people) * Reflection: Students to return to their desk and write their understanding of the intended audience of the text, and why. | * Text: The Echidna and the Shade Tree * Writing and drawing materials |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Discuss with the students how the echidna came to have 1) spiky backs, 2) hunt for ants among rocks, and 3) shuffle on bent feet. * Watch a you tube clip on ‘How the Echidna got its Spikes’ which was created and filmed by students <http://www.youtube.com/watch?v=OzCP1r1p0cQ> * Get students to create bush scene for a backdrop and provide pictures of characters from the story for students to use as puppets. Cut out characters and stick to paddle pop sticks. * Ask children to work in small groups to retell and film different scenes from the story. * Students present to the class. | * Text: The Echidna and the Shade Tree * Paper and drawing/colouring materials |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Discuss what the students liked or didn’t like about the text (illustrations, events, characters, setting etc). * Show an example of a blank story map (4 sections with an area to add a descriptive sentence) * Explain that they need to place 4-main events of the story into the story map and attempt to write a sentence or words about each event. Discuss what the main events might be. | * Text: The Echidna and the Shade Tree * Story map worksheet for each student |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Discuss similarities & differences between Dreamtime stories & non fiction texts, and between the Dreamtime stories read. Ask students –What do you notice about Dreamtime stories, what did you like about Dreamtimes stories, what do you wonder, what did you learn and how did it make you feel? * Have group discussions & individual recording of new & interesting facts learnt about Indigenous culture. | * Text: The Echidna and the Shade Tree * Writing and drawing materials |

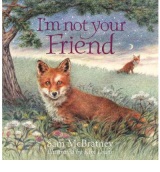
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| **OUTCOMES AND**  **CONTENT** | **Teaching/Learning Activities** | **Resources** |
| **ENe-8B**   * recognise that there are different kinds of [imaginative and informative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) for enjoyment and finding information * distinguish print from drawings * understand that words can be spoken or written   **ENe1-A**   * begin to identify some [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) of familiar spoken texts in classroom interactions * communicate appropriately and effectively within the classroom using agreed [conventions](http://syllabus.bos.nsw.edu.au/glossary/eng/convention/?ajax).   **ENe-4A**   * identify and compare similar ideas, characters and settings in texts * recognise basic book conventions * understand direction of print, return sweeps and spaces between words   **ENe-6B**   * understand that language can be used to explore ways of expressing needs, likes and dislikes * identify the difference between a question and a statement   **ENe-11D**   * engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment * respond to Dreaming stories * compose simple written and [visual texts](http://syllabus.bos.nsw.edu.au/glossary/eng/visual-texts/?ajax) that include aspects of home, personal and local community life * understand that different languages and [dialects](http://syllabus.bos.nsw.edu.au/glossary/eng/dialect/?ajax) may be spoken by family, classmates and community | * Say to your students that you are going to read them another Aboriginal story. * Read the blurb at the back of the text and discuss * While you are reading the story ask the students to focus on the echidna. They need to think about how they can describe the echidna. * Discuss strategies you would use to work out unknown words such as reading on, re reading, looking at pictures and breaking into chunks * Whole Class Discussion: How can you describe the echidna? What he looks like in the beginning compared to, the end? How does he feel about his situation? Do you like the echidna? Why/why not? With a partner get the students to discuss why they think the echidna acted the way he did? * Students draw and write a sentence to describe what the echidna looked like at the beginning and the end of the story. * Compare all Dreamtimes stories, discuss similarities and differences. | * Text: The Echidna and the Shade Tree * Writing and drawing materials |
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| Assessment / Collecting Evidence | |
| Observation  Anecdotal Records  Checklist / Matrix  Rubric (CTJ)  Self-Assessment  Peer Assessment  Student Teacher Conference  Journals  Assessment task |  |

**I’m not your friend**

**by Sam McBratney**

**Stage ES1**

**Term 3**

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| **Stage : ES1 Term: Weeks:** | |
| **Key Concept:** | Exploring ethical and social relationships CARING/FRIENDSHIP |
| **Text set:** | *FOCUS TEXT: I’m not your friend* Sam McBratney  *Alex and Roy* Mary Dickinson  *A bit of company* Margaret Wild  *The pear in a pear tree* Pamella Allen  *Raising dragons* Jerdine Nolen |
| **Focus:** | Integrating English ES1 content descriptors: **S & L** - Speaking & Listening  **R & V** - Reading & Viewing **W & R** - Writing & Representing **Spelling**  **G, P & V** - Grammar, Punctuation and Vocabulary **T I & C** -Thinking imaginatively and creatively  **E T** - Expressing themselves **R on L** - Reflecting on Learning |
| **Acceptable Evidence:** | Plotting students on the Literacy Continuum – to develop student comprehension and vocabulary. |
| **Critical aspects:** | Comprehension, Vocabulary, Reading texts, Writing |
| **Learning across the curriculum:** | Literacy, critical & creative thinking, ethical understanding, personal & social capability, difference & diversity, civics & citizenship |

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| **OUTCOMES** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  *(L3 Reading to)* | **SESSION EVALUATION** | |
| **ENe-8B**  Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.  **ENe-4A**  Demonstrates developing skills to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.  **ENe-6B**  Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling. | **1**  **G, P & V**  **Word meanings**  pounce  scamper  flutter  glance  sigh  meadow  **R & V 1**  *Phonemic awareness/Phonics*  Rhyming words**:** fox, can, sun  Initial sounds  **c:** c/ould, c/an, c/laws  **h:** h/e, h/is, h/op, her, h/im  **u:** u/pon, u/ntil, s/**u**n  Making connections  **S & L 1**  Questioning, responding | **Before:** Pre-teach vocab for meaning, phonemic awareness (rhyme, initial sounds, onset & rhyme, blending eg can, sun), phonics from vocab list.  **Making connections:** Thinking partners discuss their knowledge of -   * foxes * friends   Predicting: What words may be in the story  FOX FRIEND  **During:**  **Attentive listening:** Students touch their nose when a ‘f’ word is read  **After:**  **Social skills:** A game with friends – when the music stops, run to friend and explain why you like to play with your friend (repeat) etc |  | |
| **2**  **G, P & V**  **R & V 1**  Word identification (see above)  Concepts of print  Question marks  Inferential questioning  Point of view  **S & L 1**  Respond to questions  **S & L 2**  Communicates opinions  Questions/statements | **Before:** Review vocab, phonics etc. Pre-teach sight words from vocab list: he, his, him, her, can  **Questioning:** Teacher discusses ‘What’s a question?’- it asks for an answer, has a question mark at the end.  Thinking partners ask each other a question (teacher models first with a chosen student).  **During:**  **Attentive listening:** Teacher models inflection when reading a question. Students touch their nose when a QUESTION is read in the text.  **After:** Teacher has scribed questions from the text prepared: eg ’How long is a long time? ‘Was his mother still there?’ Did he hear the wind blowing through the meadow grass’ etc. Thinking partners answer these questions.  **Inferential Questioning:** Thinking partners discuss –  Why do you think that little fox didn’t want to be his mother’s friend?  Why do you think that the mother still wanted to be little fox’s friend? |  | |
| **OUTCOMES** | | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  *(L3 Reading to)* | **SESSION EVALUATION** |
| **ENe-8B**  Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.  **ENe-4A**  Demonstrates developing skills to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.  **ENe-6B**  Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling. | | **3**  **G, P & V**  **R & V 1**  Word identification (see session 1)  Sequencing  **R & V 2/S & L 1**  Interpret pictures & images  Text structure - sequencing  Retelling | **Before:**  Review vocab, phonics, sight words etc. Students sequence the four main ideas from the story using images in the text representing those ideas.  **During:**  Teacher reads a section of the text and thinking partners retell what is to happen next.  **After:**  Students match text to the sequences of images. |  |
| **4**  **G, P & V**  **R & V 1**  Word identification (see session 1)  Main idea  **R & V 2**  Author’s intent/purpose  Enjoyment  **S & L 1**  Point of view  **S & L 2**  Communicates opinions & feelings | **Before:**  Review vocab, phonics, sight words etc. Thinking partners discuss when a friend made them feel sad, happy.  **During:**  Students hold feelings cards for happy, sad. Students raise the appropriate card during the reading of the text.  C:\Users\cfraser21.DETNSW\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\J29MMLP3\MC900423171[1].wmfC:\Users\cfraser21.DETNSW\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\946222C1\MC900433818[1].png  **After:** Thinking partners:   * discuss: ‘ What I have learnt from this story?’ and ‘What did the author want me to learn?’ * assist teacher to make a list (anchor chart): What makes a good friend… |  |

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| OUTCOMES | **Session**  **Modes/Skills** | | **Explicit Modelled** **Writing**  *(L3 – Interactive writing)* | **Guided Writing**  *(L3 – Independent writing)* | | | **SESSION EVALUATION** |
| **ENe-2A**  Composes simple texts to convey an idea or message.  **ENe-7B**  Recognises some different purposes for writing and that own texts differ in various ways.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.  **ENe-10C**  Thinks creatively about familiar topics, ideas and texts when responding to and composing texts.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. | **1**  **G, P & V**  **W & R 2**  Noun groups  Reread & share  **Spelling**  cvcs:  mum  dad  fox  **W & R 1**  Descriptive writing | | * Thinking partners retell the story *‘I’m not your friend’*. * Teacher extracts**noun groups**:little fox, long time, pointy teeth, sharp claws, strange shapesfor students to read. * Teacher highlights adjectives. * Students create sentences using the noun groups for teacher to scribe. | **THINK:** Thinking time should be given to students to create their sentence before writing is expected.  Use a graphic organiser to list nouns and adjectives to describe their mum:  **Adjectives mummy** | | |  |
| **2**  **G, P & V**  **W & R 2**  **S & L 1**  Pronoun reference reread and share  **Spelling**  cvcs:  mum  dad  fox  **Reflecting on learning** | | * Students collaborate to create an oral sentence about a friend using **noun groups** for the teacher to scribe. * Teacher increases the complexity of the sentence by adding a conjunction and a pronoun with more information. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence. | Using their graphic organisers, students write their own descriptive sentence.  “My adjective mummy is …”  **VISUALISE:** Students create a mental image of their sentence.  **VERBALISE:** Students tell their sentence to the other group members (thinking partners, talking triangles).  **WRITE:** Students write their sentence. A ***Have a go!*** section at the bottom of the page allows students to attempt the correct spelling and the teacher can discuss the students’ attempt and write the word correctly (errorless learning). | | |  |
| **OUTCOMES** | | **Session**  **Modes/Skills** | **Explicit Modelled** **Writing**  *(L3 – Interactive writing)* | | **Guided Writing**  *(L3 – Independent writing)* | **SESSION EVALUATION** | |
| **ENe-2A**  Composes simple texts to convey an idea or message.  **ENe-7B**  Recognises some different purposes for writing and that own texts differ in various ways.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.  **ENe-10C**  Thinks creatively about familiar topics, ideas and texts when responding to and composing texts.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. | | **3**  **W & R 1**  reread and edit  **Spelling**  cvcs:  mum  dad  fox  **Reflecting on learning** | Using the previous days modelled sentence/s:   * extract words for teaching various spelling strategies. * change the structure (position of phrases) of the sentence. Does it still make sense? * add another descriptive sentence using pronouns (eg she, he) and conjunctions eg: *My* ***helpful*** *friend found my money* ***and******he/she*** *gave it back to me.* | | **READ & REVIEW** Students:   * review and refine their sentence or add to their previous sentence describing “mum”.   **TEACHER EDITING**  Conferencing during guided/independent |  | |
| **4**  **W & R 1**  reread and edit  **Spelling**  **Reflecting on learning** | Use the previous days modelled sentence/s for students to edit:   * add and insert errors to the sentence. * students make corrections. | | **PARTNER EDITING:**   * sentences are read by a partner for editing and reflection using the writing criteria. * sentences are revised. |  | |
| **Continuing the unit:** | | | | | |
| **Text set:**  *A bit of company*  *Alex and Roy*  *The pear in a pear tree*  *Raising dragons*  **READING:** Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.  **WRITING:** Follow this unit outline for other texts eg My adjective friend plays \_\_\_\_\_\_\_\_. | | | | | |

**MODES and SKILLS FOR ES1 TEXT SET: Term\_\_\_\_\_\_ Weeks 1-5/Weeks 6-10**

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| **WEEK 1**  (focus text: skills embedded in lesson sequence above) | *A bit of company* | *Alex and Roy* | *The pear in a pear tree* | *Raising dragons* |
| Vocabulary & Spelling |  |  |  |  |
| Concepts about print |  |  |  |  |
| Phonemic awareness |  |  |  |  |
| Phonics |  |  |  |  |
| Comprehension *(Super 6)* |  |  |  |  |
| Grammar &  Punctuation |  |  |  |  |
| **WRAP UP (R & V 1 & 2, S & L 2)** : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text | | | | |

**MONITORING From Assessment to Conferring:Sample Needs and Strategies**

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| **What We Are Seeing** | **Potential Goals** | **Possible Strategy** | **Alternative Strategy** |
| Reading too quickly | Fluency | Adjust and apply different reading rates to  match text | Phrasing, use punctuation |
| Leaving off ends of words | Accuracy | Cross checking | Chunk letters together |
| Little expression, lacks prosody, and omits punctuation | Fluency | Phrasing, using punctuation | Voracious reading |
| Can’ t remember what was read | Comprehension | Check for understanding | Retell or summarize  Make a picture or mental image  Determine importance using theme, main ideas, & supporting details |
| Stalls on words | Accuracy | Skip the word, then come back | Blend sounds; stretch and reread |
| Student jumps right into reading story, then lacks understanding | Comprehension | Use prior knowledge to connect with text | Ask questions while reading  Make connections to text |
| Doesn’t remember details but understands the main idea | Comprehension | Retell the story | Recognize literary elements |
| Doesn’t stick with a book | Reading Behaviours  Book Selection | Read appropriate-level text  Choose good-fit books | Voracious reading |
| Chooses books that are too hard | Reading Behaviours  Fluency  Expand Vocabulary Comprehension  Accuracy | Read appropriate-level text | Ask, Does this make sense? |
| Can comprehend literally but can’t read between the lines | Comprehension | Infer and support with evidence | Ask questions while reading  Predict what will happen; use text to confirm |
| Reads words with correct letters but wrong sounds | Accuracy | Flip the sound | Cross checking |
| Sounds out each individual letter | Accuracy | Chunk letters together | Blend sounds |
| Beginning reader, knows few words but most letter sounds | Fluency  Accuracy | Practice common sight words and high-frequency  words | Blend sounds; stretch and reread |
| Doesn’t remember details from nonfiction | Comprehension | Use text features (titles, headings, captions, graphic features) | Determine and analyze author’s purpose and support with text |
| Doesn’t understand the text because does not understand key word  in selection | Expand Vocabulary | Tune in to interesting words | Reread to clarify the meaning of a word  Ask someone to define the word for you |

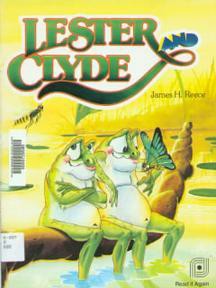
*The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser, “The Sisters.” Copyright © 2009. Stenhouse Publishers.

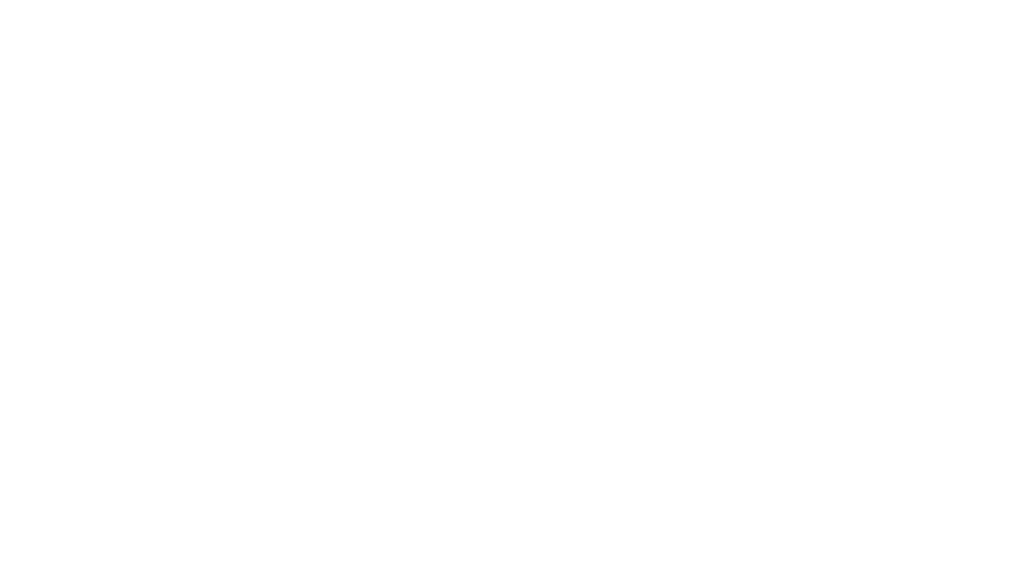
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| **Student Criteria for Writing Cluster 2** | | | | | |
| Date |  |  |  |  |  |
| Writes name correctly  Tia | ☺ | ☺ | ☺ | ☺ | ☺ |
| Spaces between words  I can read. | ☺ | ☺ | ☺ | ☺ | ☺ |
| Writes left to right  ................................................ | ☺ | ☺ | ☺ | ☺ | ☺ |
| Writes one word correctly  cat, dog, girl, boy, baby | ☺ | ☺ | ☺ | ☺ | ☺ |

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| **Student Criteria for Writing Cluster 3** | | | | | |
| Date |  |  |  |  |  |
| Starts with a capital  **J**ames | ☺ | ☺ | ☺ | ☺ | ☺ |
| Ends with a stop  I can sit. | ☺ | ☺ | ☺ | ☺ | ☺ |
| Adds where and/or when  at home, after school | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses adjectives with nouns  the black cat | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses a word bank | ☺ | ☺ | ☺ | ☺ | ☺ |
| Writes a recognisable sentence | ☺ | ☺ | ☺ | ☺ | ☺ |
| Begins to use correct: pencil grip, paper placement and posture. | ☺ | ☺ | ☺ | ☺ | ☺ |

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| **Student Criteria for Writing Cluster 4** | | | | | |
| Date |  |  |  |  |  |
| Writes more than one sentence | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses punctuation | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses joining words | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses pronouns | ☺ | ☺ | ☺ | ☺ | ☺ |

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| **Student Criteria for Writing Cluster 5** | | | | | |
| Date |  |  |  |  |  |
| Writes 4 or 5 sentences | ☺ | ☺ | ☺ | ☺ | ☺ |
| Rereads and edits text | ☺ | ☺ | ☺ | ☺ | ☺ |
| Writes simple & compound sentences | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses a range of adjectives | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses simple punctuation | ☺ | ☺ | ☺ | ☺ | ☺ |





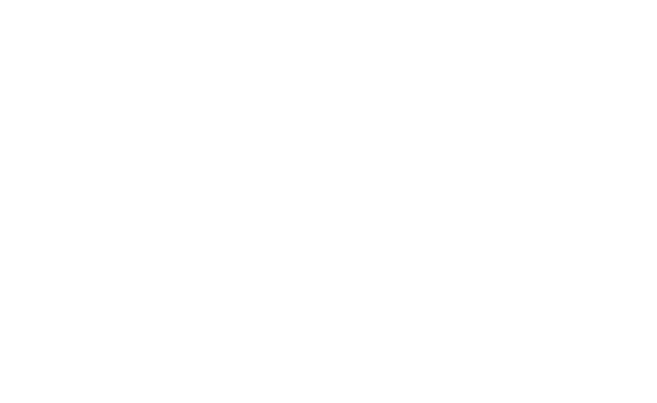
**Lester & Clyde by**

**James Reece**

**Stage ES1**

Term 3

**Across KLAs: RESOURCES & UNIT EXTENSION SUGGESTIONS**



[**Science/ICT**](http://kids.niehs.nih.gov/explore/reduce/)

[http://www.kidsbegreen.org/](http://kids.niehs.nih.gov/explore/reduce/)

[http://kids.niehs.nih.gov/explore/red uce/](http://kids.niehs.nih.gov/explore/reduce/)

[http://www.olliesworld.com/aus/](http://kids.niehs.nih.gov/explore/reduce/)

**PD/Health**

How does a healthy environment support healthy people?

**Creative Arts**

http[s://w](http://www.pinterest.com/madeheinen)ww.[pi](http://www.pinterest.com/madeheinen)n[terest.com/madeheinen](http://www.pinterest.com/madeheinen)

/reduce-reuse-recycle/

Collage of Book Scene... paper folded frogs, clean areas/polluted areas of pond scene

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| **Stage : ES1 Term: Weeks:** | |
| **Key Concept:** | Justifying opinions and evaluating ideas with evidence  (SUSTAINABILITY/ENVIRONMENT) |
| **Text set:** | *Lester and Clyde* James H Reece  *Lester and Clyde Running Scared* James H Reece  *I went walking* Sue Williams  *The Wombles* Elizabeth Beresford  *Why should I recycle?* Jen Green & Mike Gordon  *Refugees* by David Miller |
| **Focus:** | Integrating English ES1 content descriptors: **S & L** - Speaking & Listening  **R & V** - Reading & Viewing **W & R** - Writing & Representing **Spelling**  **G, P & V** - Grammar, Punctuation and Vocabulary **T I & C** -Thinking imaginatively and creatively  **E T** - Expressing themselves **R on L** - Reflecting on Learning |
| **Acceptable Evidence:** | Plotting students on the Literacy Continuum – to develop student comprehension and vocabulary. |
| **Critical aspects:** | Comprehension, Vocabulary, Reading texts, Writing |
| **Learning across the curriculum:** | Literacy, creative and critical thinking, sustainability |

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| **OUTCOMES** | **Session Modes/Skills** | **Explicit Modelled Reading** |
| **ENe-8B**  Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.  **ENe-4A**  Demonstrates developing skills to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.  **ENe-6B**  Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling. | **1**  **R & V 1**  **Spelling Phonics:** br, gr, fr, dr,tr, cr, sh  **S & L 1**  Questioning Point of view | **Before:** Orientation to text. With thinking partners, discuss all illustrations and characters – Lester and Clyde. Predict what the story might be about. Analyse and evaluate the story.  **During:** With thinking partners, students discuss: what they think Clyde did when Lester was away? What does he do and what does he say to himself? Does he wonder about Lester during the night? When does he begin to realise that he misses Lester? Is it the quiet that makes him realise he’s been too hard on the young frog?  **After:** Thinking partners discuss the causes of air pollution eg, what effect air pollution has on health, noise pollution and why we need clean water. |
| **2**  **G, P & V**  *Vocab:* countryside, sparkling, surround, peaceful, mischievous, bubbling, daft, spluttering, seething, menace, argue, dusk, appalled,  **R & V 1**  Concepts of print  **R & V 2**  Sequencing | **Before:** Pre-teach the vocabulary/key words from the text – countryside, sparkling, surround, peaceful, mischievous, bubbling, daft, spluttering, seething, menace, argue, dusk, appalled,  **During:** Teacher makes a chart to identify water, air and noise pollution. Teachers stops reading for thinking partners to suggest words that can be added to the chart.  **After:** Students sequence the events on the smartboard using illustrations from the text.  Teacher models concepts of print in the text sequence – full stops, capital letters, first letters in words, last letters in words, return sweep. |
| **3**  **G, P & V**  *Vocab:* surface, pollution, vegetation, decayed, recoil, squeamish,  **S & L 1**  Questioning, Point of view | **Before:** Review vocab - surface, pollution, vegetation, decayed, recoil, squeamish, Point out the rhyming words in the text – frog, mush, bank, bed  **During:** Ask thinking partners to discuss various articles of rubbish featured in the illustrations of the spoiled ponds in Lester and Clyde. Discuss each article of rubbish with the children.  **After:** With thinking partners, students discuss - What measures would the children put into effect to stop pollution in the playground? |
| **4**  **G, P & V**  *Vocab:* Pollution, contaminated,  endangered animals, waste, clean, sludge, slush, rotting rubbish, gross human habits, vegetation, fresh air, dusk  **S & L 1**  Questioning, Point of view | **Before:** Review rhyming words and interesting vocab and create a word bank. Discuss what vocab is related to sustainability. Students highlight “pollution” words.  *Rhyming words Interesting vocab*  bank tank surface mildewy  rage stage muck greasy oil  red bed vegetation decayed spoiled  stick trick recoil  day say squeamish  ear fear  **During:** With thinking partners, students discuss the coloured writing and the feelings they elicit.  **After:** Teacher lists the students “feelings” words to make another word wall for display eg; students’ synonyms for seething, rage, mad. |

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| **OUTCOMES** | **Session Modes/Skills** | **Explicit Modelled Writing** | **Guided Writing** | **Independent Writing** |
| **ENe-2A**  Composes simple texts to convey an idea or message.  **ENe-7B**  Recognises some different purposes for writing and that own texts differ in various ways.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.  **ENe-10C**  Thinks creatively about familiar topics, ideas and texts when responding to and composing texts.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. | **1**  **G, P & V**  Exclamation marks Question marks.  Nouns: pond, frog, flower, lily pad, water. Verbs: crept, leapt, turned, play, flutter, spitting, shouted.  Adjectives: short, bright, long, mean, old, large  **R & V 2**  Sequencing | * *Revisit the type of text – is it informative , persuasive or imaginative?* * *Explicit modelled writing for the beginning of the story. Construct a simple sentence to highlight the beginning of the story. Who/What were they? Where are they?* * *Discuss the use of Exclamation marks Question marks.*   Two fat green frogs shared a pond. Their pond was beautiful. It had sparkling clean water. Oh, what a beautiful sight! Why is it, if frogs really care, that men pollute ponds and foul up the clean air? | * Develop word bank to help independent writing. Students suggest words. Words placed in graphic organiser. * Students will create a short sequenced text to retell a story using beginning, middle and end story structure over a number of days..   Who What When Where Lester fat day pond Clyde green home | Students attempt to write their sentence using their graphic organiser, word walls and writing scaffolds to present in guided reading the next day. |
| **Reporting back** | |
| Selected students read their independent sentences to the class. | |
| **2**  **G, P & V**  *Adjectives*: mean  old  big short thick | * *Picture walk of the text - Revisit the text. Discuss the key events and characters.* * *Construct a simple sentence to highlight the middle/end of the story.* * With thinking partners, students collaborate to create an oral sentence for the teacher to scribe. * Teacher increases the complexity of the sentence: adding adjectives (describing words). * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence. | * *Teacher reviews students’ previous day’s independent sentence.* * *Students add to their sentence or sentences including adjectives.*   **THINK:** Thinking time should be given to students to create their sentence before writing is expected.  **VISUALISE:** Students create a mental image of their sentence.  **VERBALISE:** Students tell their sentence to the other group members (thinking partners, talking triangles). **WRITE:** Students write their sentence. A ***Have a go! S***ection at the bottom of the page allows students to attempt the correct spelling and the teacher can discuss the students’ attempt and write the word correctly (errorless learning). | Students continue writing sentences to add to the previous day’s sentence, to present in guided reading the next day. |
| **Reporting back** | |
| Selected students read their independent sentences to the class. | |

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| **OUTCOMES** | **Session Modes/Skills** | **Explicit Modelled Writing** | **Guided Writing** | **Independent Writing** |
| **ENe-2A**  Composes simple texts to convey an idea or message.  **ENe-7B**  Recognises some different purposes for writing and that own texts differ in various ways.  **ENe-9B**  Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.  **ENe-5A**  Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.  **ENe-10C**  Thinks creatively about familiar topics, ideas and texts when responding to and composing texts.  **ENe-11D**  Responds to simples texts about familiar aspects of the world and their own experiences.  **ENe1-A**  Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. | **3**  **W & R 1**  reread and edit  **Reflecting on learning** | *Focus on page 10/11.*  \*Ask class to describe what Lester is doing? Describe body responses? Arms stretching? Water splashing? Yelling? Children give reasons why /what the picture is telling the readers!!  \*Explicit modelled writing depicting the illustrations on page. | \*Scanned pages 10/11 displayed on Smartboard.  \*Develop word bank to help independent writing.  Students write a connection they made to the text. Share connections with whole class | Children write description about Clyde and how he is feeling. |
| **4**  **W & R 1**  reread and edit  **Reflecting on learning** | Using the previous day’s modelled sentence/s:   * extract words for teaching various spelling strategies eg cvc words, common sight words. * change the structure (position of phrases) of the sentence. Does it still make sense? * add another descriptive sentence using pronouns (eg she, he) using connectives Use the previous days modelled sentence/s   for students to edit (Add and insert errors to the sentence. Students make corrections). | ***READ & REVIEW***  Students:  review and refine their sentence/s  add to their previous sentence  **PARTNER EDITING:**  Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised. | **TEACHER EDITING**  Conferencing during independent tasks (eg “words to learn” practise, illustrating their text). |
| **Continuing the unit:** | | | |
| **Other texts (text set):**  *Lester and Clyde Running Scared I went walking*  *The Wombles*  *Why should I recycle?*  **READING:** Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.  **WRITING:** Follow this unit outline and create a character, setting and/or plot to create a complete imaginative text incorporating students’ descriptive paragraph in this unit. | | | |

**VOCAB/GRAMMAR FOR TEXT SET:**

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| --- | --- | --- | --- | --- |
|  | ***Lester and Clyde Running Scared*** | ***I went walking*** | **The Wombles** | ***Why should I recycle?*** |
| Vocab &  Spelling | Vocabulary – bulge, hue, unnatural, toxic waste, ozone, desperate, wallow, suspicious, gruesome, awe, agape, ogle, transfixed, feral, beckoned  Spelling – sp-split, sparkling, spotty, sprang, spiralling  st- stirring, stunned, strange  ch – lunch, munch,  crunch | Rhyming words- see/me  Colour rhyming: red/bed, pink/sink, black/sack, brown/town, green/seen, yellow/bellow  Animal rhyming: cat/hat, cow/how, pig/wig, dog/log, duck/luck, horse/gorse |  |  |
| Grammar & Punctuation | Compound words: countryside, overnight, anything, daybreak, nightfall, dragonflies,  breakfast  Exclamation marks- Let’s get out of here!  Thunderous sound! | Full stops.  Question marks: What did you see?  Exclamation mark: I saw a lot of animals following me! |  |  |
| Guided Reading |  | | | |
| **WRAP UP (R & V 1 & 2, S & L 2)** : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text | | | | |

**MONITORING From Assessment to Conferring: Sample Needs and Strategies**

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| **What We Are Seeing** | **Potential Goals** | **Possible Strategy** | **Alternative Strategy** |
| Reading too quickly | Fluency | Adjust and apply different reading rates to match text | Phrasing, use punctuation |
| Leaving off ends of words | Accuracy | Cross checking | Chunk letters together |
| Little expression, lacks prosody, and omits punctuation | Fluency | Phrasing, using punctuation | Voracious reading |
| Can’ t remember what was read | Comprehension | Check for understanding | Retell or summarize  Make a picture or mental image  Determine importance using theme, main ideas, & supporting details |
| Stalls on words | Accuracy | Skip the word, then come back | Blend sounds; stretch and reread |
| Student jumps right into reading story, then lacks understanding | Comprehension | Use prior knowledge to connect with text | Askquestions while reading Make connections to text |
| Doesn’t remember details but understands the main idea | Comprehension | Retell the story | Recognize literary elements |
| Doesn’t stick with a book | Reading Behaviors Book Selection | Read appropriate-level text Choose good-fit books | Voracious reading |
| Chooses books that are too hard | Reading Behaviors Fluency  Expand Vocabulary Comprehension Accuracy | Read appropriate-level text | Ask, Does this make sense? |
| Can comprehend literally but can’t read between the lines | Comprehension | Infer and supportwith evidence | Ask questions while reading  Predict what will happen; use text to confirm |
| Reads words with correct letters but wrong sounds | Accuracy | Flip the sound | Cross checking |
| Sounds out each individual letter | Accuracy | Chunk letters together | Blend sounds |
| Beginning reader, knows few words but most letter sounds | Fluency Accuracy | Practice common sight words and high-frequency words | Blend sounds; stretch and reread |
| Doesn’t remember details from nonfiction | Comprehension | Use text features (titles, headings, captions, graphic features) | Determine and analyze author’s purpose and support with text |
| Doesn’t understand the text because does not understand key word in selection | Expand Vocabulary | Tune in to interesting words | Reread to clarify the meaning of a word Ask someone to define the word for you |