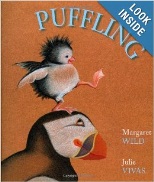
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Karenne Duynhoven Glossodia PS

&

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Literacy Numeracy Leader

Western Sydney 2013

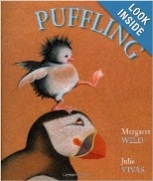
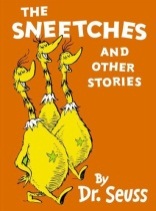
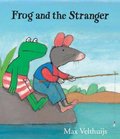
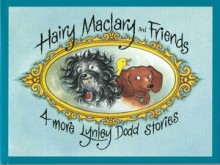


**Puffling**

**by Margaret Wild Stage ES1**

**Across KLAs: RESOURCES &**

**UNIT EXTENSION SUGGESTIONS**

****[](http://www.booktrust.org.uk/books/view/31438)**ENGLISH UNIT OF WORK**  [](http://www.booktrust.org.uk/books/view/31835) 

|  |  |
| --- | --- |
| **Stage : ES1 Term: Weeks:** | |
| **Key Concept:** | Personal development/insights developed through texts |
| **Text set:** | ***FOCUS TEXT:* *Puffling* Margaret Wild**  *The sneeches & other stories* Dr Suess  *Hairy Maclary & friends-4 more Lynley Dodd stories* (story 1: Schitzel von Krumm’s Basketwork)  [*Guji-Guji*](http://www.booktrust.org.uk/books/view/31438) Chih-Yaun Chen  [*Frog and the Stranger*](http://www.booktrust.org.uk/books/view/31835) Max Velthuijs |
| **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 |

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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: st -stayed stop stripy  oo- took good  **S & L 1**  predicting  questioning  point of view | | **Before:** Orientation to the text. With thinking partners, discuss the illustrations and the three main characters – Puffling, Big Stripy Beak and Long Black Feather. Predict what the story might be about. Analyse and evaluate the story.  **During:** Discuss key words – nearly, not quite, almost.  Discuss key questions: Am I strong enough?  Am I tall enough?  Am I brave enough?  The discussion is with thinking partners and the students need to decide when is the best time for Puffling to leave the burrow.  **After:** Thinking partners discuss why baby Puffling needs to be protected by his parents and the role the seagulls play in Puffling growing up and becoming independent. | | | |
| **2**  **G, P & V**  ***Vocab:***  burrow, bolder, powerfully, plunged, puffin, strong,tall, brave, enough  **R & V 1**  concepts of print  **R & V 2**  sequencing | | **Before:** Pre-teach the vocabulary/key words from the text – burrow, bolder, powerfully,  plunged, puffin. Discuss – growing up and becoming independent. Also discuss parental love towards independence without overprotecting them.  **During:** Teacher designs a chart to identify the steps of measuring for Puffling’s growth.   |  |  |  | | --- | --- | --- | | **STRONG ENOUGH** | **TALL ENOUGH** | **BRAVE ENOUGH** | | paddling his feet | measures himself against Big Stripy Beak | his parents listen to his heart |   **After:** With thinking partners, students discuss how the parents measured Puffling. Students then sequence the measuring 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 the words, last letters in the word, return sweep. | | | |
| **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.  **ENe-7B**  Recognises some different purposes for writing and that own texts differ in various ways. | | | **3**  **G, P & V**  *Vocab:* courage, brave, leaps, impatient, journey, cliff, moment, gulls, swoop, swell  **S & L 1**  questioning, point of view | **Before:** Review interesting words. Discuss how Puffling summons all his courage and makes the journey.  **During:** Make a chart of Puffling’s journey.  **past the gulls waiting to swoop**  **finds friends in the ocean**  **leaps into the swell**  **along the cliff**  **After:** With thinking partners, students discuss – Why is Puffling so impatient? Is Puffling ready for the moment? | | | | |
| **4**  **G, P & V**  *Vocab:* cocky, self- assurance, impatient, growth, families, waggling, emotions, feelings  **S & L 1**  questioning  point of view | **Before:** Review interesting words and create a word bank. Discuss the emotions/feelings in the story and look at the pictures for clues – cocky, self assurance, impatient. Look at Puffling on page 18 – Waggling his bottom at the scary seagulls!  **During:** Discuss families. With thinking partners, think of six adjectives which describe Puffling’s family. Record these adjectives on a chart.   |  |  | | --- | --- | | **Puffling’s Family - Adjectives** | | |  |  | |  |  | |  |  |   **After:** Discuss with thinking partners: Compare the first page with the last page of the book. Look at Puffling’s growth. | | | | |
| **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**  Question marks.  Full stops  Exclamation marks  *Nouns:* egg, gulls, burrow, fish  *Verbs*:waiting  watching,  waddle, catch,  jumped, paddle, measured  Adjectives: soft, small, scary  **R & V 2**  Sequencing | \*Revisit the text type.  \*Explicit modelled writing for the beginning of the story. Construct a simple sentence to highlight the beginning of the story. Who/What? Where are they?  \*Discuss the use of question marks and full stops.  Am I strong enough yet?  Am I tall enough yet?  Am I brave enough yet? | | | | Develop word bank to help independent writing. Students suggest words. Words placed in a graphic organiser.  Students will create a short sequenced text to retell the story using a beginning, middle and end story structure over a number of days.   |  |  |  |  | | --- | --- | --- | --- | | Who | What | When | Where | | Puffling  Long Black Feather Big Stripy Beak | small soft | summer | burrow  cliff swell ocean |   **Reporting Back** – Selected students read their independent sentences to the class. | | Students attempt to write their sentences using their graphic organiser, word walls and writing scaffolds to present in guided reading the next day. | |
| **2**  **G, P & V**  *Adjectives:*  strong, tall, brave | * 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 to the nouns or adverbs to verbs in the sentence. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? | | | | * Teacher reviews students’ previous day’s independent sentence. * Students add to their sentence or sentences using 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!*** 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).  **Reporting back:** Selected students read their independent sentences to the class. | | Students continue writing sentences to add to the previous day’s sentence, to present in guided reading the next day. | |
| **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 18.   * Ask the class to describe what Puffling is doing to the scary gulls. Describe body responses (bottom waggling). Children give reasons why/what the picture is telling the readers. * Explicit modelled writing depicting the illustrations on the page. | | | | | * Scan page 18 and display on the smartboard. * Develop a word bank to help with independent writing. * Students write a connection they made to the text. Share connections with the class. | Children write a description about Puffling and what he is doing to the scary gulls. | |
| **4**  **W & R 1**  reread and edit  **Reflecting on learning** | Use the previous days 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 connections). | | | | | **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):**  *The Sneeches & other stories*  *Hairy Maclary & friends-4 more*  [*Guji-Guji*](http://www.booktrust.org.uk/books/view/31438)  [*Frog and the Stranger*](http://www.booktrust.org.uk/books/view/31835)  **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’ descriptivesentences in this unit. | | | | | | | | |

**VOCAB/GRAMMAR FOR TEXT SET:**

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| --- | --- | --- | --- | --- |
|  | *The sneeches & other stories* | *Hairy Maclary & friends-4 more* | [*Frog and the Stranger*](http://www.booktrust.org.uk/books/view/31835) | [*Guji-Guji*](http://www.booktrust.org.uk/books/view/31438) |
| Vocab & Spelling |  |  |  |  |
| 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 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 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 | ☺ | ☺ | ☺ | ☺ | ☺ |

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| **Focus Unit: A Year on our Farm** | **Early Stage 1** | **English** |

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| **Outcomes** | **Key concepts** | **Continuum Links** |

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| This​ unit​ is​ based​ on​ the​ text​ **"A​ Year​ on​ our​ Farm"​ by​ Penny​ Matthew**.​ It​ is​ designed​ to​ be​ taught​ alongside​ the​ Science​ Unit​ Changes​ and​ Weather.​ It​ is​ envisaged​ that​ this​ will​ be​ taught​ in​ Term​ 3​ of​ Kindergarten.​  'A Year on our Farm' shows the passing of the seasons through the eyes of the children for whom the farm and all its animals is home.​ Every month of the year there are jobs to do on a small Australian farm.  This picture book won the Children's Book Council of Australia award for Book of the Year: Early Childhood.  [a-year-on-our-farm](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=tMryyshMaObnqM&tbnid=bXTlOV9u_wEpIM:&ved=0CAUQjRw&url=http%3A%2F%2Fwww.booktopia.com.au%2Fa-year-on-our-farm-penny-matthews%2Fprod9781862914926.html&ei=ODAMUoWaHs7FkwWqs4CAAQ&bvm=bv.50723672,d.aGc&psig=AFQjCNFuU49HNcMb5EHta38VJ4Ag4QrYHQ&ust=1376616821251937) | 2 - 3 weeks  Detail: 3 to 4 lessons per week (30 - 40 mins)  [ANd9GcQPsSFcyy-pN45hDuxqa4LHTMkitwuNKe3QygoVEVzmWBKGDcKR8A](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=4Z-OCqISl_RbcM&tbnid=KAou2QxBwW3K_M:&ved=0CAUQjRw&url=http%3A%2F%2F2plus1dotme2.wordpress.com%2F2012%2F08%2F25%2Fa-year-on-our-farm-by-penny-matthews-and-andrew-mclean%2F&ei=tDMMUsXXB4bykAXu34C4Bw&bvm=bv.50723672,d.aGc&psig=AFQjCNFuU49HNcMb5EHta38VJ4Ag4QrYHQ&ust=1376616821251937) |

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| **English K-10**   * ENe‑8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter * ENe‑9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts * ENe‑10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts * ENe‑11D responds to and composes simple texts about familiar aspects of the world and their own experiences * ENe‑12E demonstrates awareness of how to reflect on aspects of their own and others’ learning | Students​ will​ engage​ in​ higher​ order​ thinking​ activities​​ (thinking​ imaginatively​ and​ creatively) when​ working​ with​ an​ imaginative​ text,​ in​ particular​​,​ **making**​ **connections**​ between​ the​ text​ and​ their​ own​ lives.​  Students​ will​ focus​ on​ developing​ reading,​ comprehension,​ vocabulary​ building​ and​ writing​ skills.​ ​  [48645281](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&docid=PYj-0seKIu8nPM&tbnid=2CAVNvBi-cnFvM:&ved=0CAUQjRw&url=http%3A%2F%2Fwww.docstoc.com%2Fdocs%2F48645281%2FMaking-Connections-Text-to-Self-Poster&ei=yjAMUo3wIsibkAWb7YHYDg&bvm=bv.50723672,d.aGc&psig=AFQjCNGcaBXR2gwuWawfGotPAY3nW8e-OQ&ust=1376617016681612) | **Reading​ Texts:​**  -​ Reads​ all​ or​ most​ of​ a​ more​ challenging​ story​ book.​  -​ Reads​ aloud​ with​ increasingly​ appropriate​ pitch,​ intonation​ and​ fluency.​  **Comprehension:​**  -​ Responds​ t​o overall​ meaning​ from​ texts​ by​ talking​ about​ the​ central​ themes.​  -​ Constructs​ meanin​g​ by​ making​ connections​ between​ print,​ illustrations​ and​ diagrams.​  **Vocabulary​ Knowlege:​**  -​ Identifies​ unfamiliar​ words​ and​ attempts​ to​ use​ experience​ and​ context​ to​ work​ out​ word​ meanings.​  **Aspects​ of​ Writing;​**  -​ Writes​ one​ or​ more​ simple​ sentences.​  -​ Writes​ to​ express​ one​ or​ two​ ideas. |

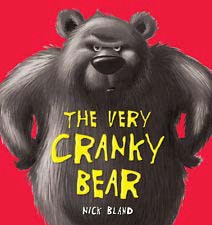
| **Content** | **Teaching, learning and assessment** | **Resources** |
| --- | --- | --- |
| **Early Stage 1 - Reading and viewing 2**  Students:  Develop and apply contextual knowledge  recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information  understand that readers/viewers may have varied and individual responses to a text  recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation  Understand and apply knowledge of language forms and features  identify some features of texts including events and characters and retell events from a text (ACELT1578)  Respond to, read and view texts  engage with shared stories and join in shared book activities on familiar and imaginary books  explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming  discuss familiar written and visual texts  **Early Stage 1 - Grammar, punctuation and vocabulary**  Students:  Respond to and compose texts  show a growing awareness of words that enrich their vocabulary  Understand and apply knowledge of vocabulary  begin to build personal vocabulary  Develop and apply contextual knowledge  attempt to incorporate unfamiliar words in writing  use a growing vocabulary to describe everyday events and experience  **Early Stage 1 - Thinking imaginatively and creatively**  Students:  Respond to and compose texts  use imagination to represent aspects of an experience using written text, drawings and other visual media  respond to a range of imaginative and creative texts, including visual media  retell familiar literary texts through performance, use of illustrations and images (ACELT1580)  **Early Stage 1 - Expressing themselves**  Engage personally with texts  share responses to aspects of a text that relate to their own life  Develop and apply contextual knowledge  recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)  Respond to and compose texts  compare and connect own experiences to those depicted in stories  compose simple written and visual texts that include aspects of home, personal and local community life  **Early Stage 1 - Reflecting on learning**  Students:  Understand and apply knowledge of language forms and features  contribute to guided discussion about how people learn to read and write | **Focus**​ **1**​:​ **Introduce​ Text​ and​ Background​ Information​​**  *Explicitly​ explain​ the​ purpose​ of​ the​ lesson​ to​ students​.*  Introduce the parts of a book, such as the cover, title page and spine.  Show the children the cover. Show the children the title but don’t read it. Show and name the author and illustrator.  Ask the children to predict from the cover and title-page illustration what they think the story might be about. List the predictions on the board or write them on a large piece of paper. ​  Use​ Notebook​ to​ Introduce​ text​ -​ Title,​ Author​ &​ Illustrator​  Picture​ walk​ through​ the​ entire​ text​ -​ Introduce new vocabulary such as orchard, apricots, windbreaks, baling, crutching;​yabbies. Share​ all​ connections​ that​ you​ make​ with​ the​ text​ (explicitly​ labeling​ this​ "making​ connections")  Ask one child to come and point to where you will start reading and show which words you will read next.​  The first reading​ -​ read​ through​ with​ fluency​ and​ expression​ without​ interuption.​  **Focus 2: Text structure - Beginning of the text (Orientation); Structure by Season and month**  *Explicitly​ explain​ the​ purpose​ of​ the​ lesson​ to​ students​.*​​  Begin​ by​ revising​ Title,​ Author,​ Illustrator​ and​ themes.​  Specifically focus​ on​ orientation​.​ Explain ​the​ importance​ of​ the​ illustrations.​ Note​ characters​ are​ not​ named​ in​ the​ orientation​ -​ we​ need​ to​ extract​ their​ names​ through​ out​ the​ text.  "This​ is​ our​ farm.​ And​ this​ is​ who​ lives​ on​ our​ farm."​  Discus​s​ the​ text​​ structure through​ the​ seasons​ and​ months​ of​ the​ year.​ Create​ a​ Visual​ Outline​ of​ this.​​​ Explain​ to​ students​ that​ they​ will​ be​ illustrating​ what​ is​ happening​ in​ the​ text​ by​ Month.  ​Read​ the​ text​ with​ fluency​ and​ expression​ without​ interruption.  In pairs, a season and corresponding month is chosen. For example, Autumn April. On paper the children illustrate what happens on the farm for their month. A caption is written underneath each picture. For example, Autumn May: Maria has three kittens!  Display as a wall story around the room so that the children will be able to read the captions.​​​  Optional/​ Extension​ activity:​ Use​ the​ Attached​ story​ map​ for​ students​ to​ "summarise"​ th​e​ class​ display.  ​**Focus​ 3**:​ **Identifying​ Characters**  ​*Explicitly​ explain​ the​ purpose​ of​ the​ lesson​ to​ students​.*​​  Begin​ by​ revising​ Title,​ Author,​ Illustrator​ and​ themes/​ structure​ of​ the​ text.​​  Revise​ the​ previous​ lesson​ by​ reading the wall story about the farm with the children.  Ask the children to retell the story of A Year on our Farm.​  Look​ at​ illustration​ of​ the​ family.​ Discus​ who​ the​ narrator​ of​ the​ story​ is.​ Picture​ walk​ through​ the​ story​ explicitly​ focusing​ on​ character​ names.​ Identifying ​which​ characters​ are​ children​ and​ which​ characters​ are​ animals.​  Read​ the​ text​ with​ expression​,​ encourage​ students​ to​ join​ in​ but​ continue​ to​ model​ fluent​ reading.​​  Provide​ students​ with​ a​ copy​ of​ illustration​ of​ family​ and​ animals,​ and​ character​ name​ labels.​ Students​ to​ match​ labels​ to​​ illustration.  ​  **​Focus​ 4:​ Making​ connections​ to​ Farms**​  *Explicitly​ explain​ the​ purpose​ of​ the​ lesson​ to​ students​.*​​  Reread the wall story and sequence the words and pictures.  Retell​ &​ Reread ‘A Year on our Farm’, with the children’s participation.  Ask the following questions to extend the children’s understanding:  Why do you think the family wanted to live on a farm?  Where would you like to live? Why?  How is living on a farm different/similar to where you live now?  What would be the advantages and disadvantages of living in both places? These can be recorded and perhaps form the basis of a debate.  Show the children the double page spread which says This is our Farm. From the illustration ask the children to identify the different physical features that are a part of the farm. For example, the windmill, the dams, milking shed, shearing shed, the house, fences etc.​ Use​ the​ Notebook​ to​ discuss​ these​ further.  [ANd9GcQw2BHwlq62x4Sf-hLSn-svE7yc74EXMjBYaibQ8KPwo_bIrblO](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=tMryyshMaObnqM&tbnid=bXTlOV9u_wEpIM:&ved=0CAUQjRw&url=http%3A%2F%2Fparadisier.pixnet.net%2Fblog%2Fpost%2F24790879-%25E3%2580%2590a-year-on-our-farm%25E3%2580%2591%25E5%2585%2592%25E7%25AB%25A5%25E7%25B9%25AA%25E6%259C%25AC-by-penny-matthews-%2526-and&ei=ITIMUr6HHMSNkwWU6YGwCg&bvm=bv.50723672,d.aGc&psig=AFQjCNFuU49HNcMb5EHta38VJ4Ag4QrYHQ&ust=1376616821251937)  The children are each given an A3 sized piece of paper which they fold into two. On one half they write The Farm at the top, on the other they write My Place. Under each heading they write the physical features of each landscape. Illustrations are optional.  Discuss: How and why are they different? Similar? Display.​ (Possible​ Assessment)​​  ​**Focus​ 5:​ Making​ connections​ to​ Seasons/​ Summarising​ text**  *Explicitly​ explain​ the​ purpose​ of​ the​ lesson​ to​ students​.*​​  Retell​ and​ Reread ‘A Year on our Farm’, with the children’s participation.​  Refer​ back​ to​ wall​ story​ with​ special​ reference​ to​ seasons.​ Lead​ student​ discussion​ on​ what​ happens​ each​ season.​ Divide​ students​ into​ four​ groups​ and​ allocate​ a​ season.​ Students​ become​ the​ "experts"​ on​ what​ happened​ on​ the​ farm​ in​  their season​ and​ present​ back​ to​ the​ class.​​​​  Use​ the​ following​ you​ tube​ clip​ to​ reinforce​ different​ experiences​ in​ the​ seasons​ (Note:​ While​ it​ names​ Autumn​ -​ some​ references​ are​ to​ "fall"​ (explain​ th​e​ cultural​ connections​ to​ students):​  <http://www.youtube.com/watch?v=x5Lig67t2xg>  Model​ and​ provide​ opportunities​ for​ students​ to​ make​ connections​ with​ what​ they​ do​ in​ each​ of​ the​ seasons.​​  The students​ are each given a​ pieces​ of​ A3 sized piece of paper which they fold into four.​ Students​ write​ and/or​ draw​ what​ they​ do​ in​ each​ season.​  Students​ then​ select​ one​ season.​ Provide​ students​ with​ a​ Venn​ Diagram​ and​ support​ them​ through​ comparing​ what​ happens​ in​ the​ text​ and​ in​ their​ lives​ each​ season.    **Focus 6 - Reflection**  Model and guide class through the benefit of Making Connection to enhance learning to read and write. Allowing and guiding students to make connections (text-to-text, text-to-self, and text-to-world) to what they are reading, helps them to understand the text that they are reading better. Explicitly discuss with students the connections made from the text to their own lives.  Discuss an example where you were able to do this with this text and how it benefited you.  In pairs students sit knee to knee and have the opportunity to discuss when they made a personal connection to the text and if and how it helped their understanding.  Monitor student responses and select some examples for sharing with the class. | A​ Year​ on​ our​ Farm​ by​ Penny​ Matthews​ &​ Andrew​ McLean​  A​ Year​ on​ our​ Farm​ background​ Notebook​ file.​  Revisit,​ Reflect​ and​ Retell​ by​ Linda​ Hoyt​  ​ Teaching Comprehension Strategies': <http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/packages/combook.pdf>  <http://artsmmadd.com/wp-content/uploads/2009/07/A-Year-on-Our-Farm.pdf>​  Story​ Map​ -​ <http://www.eastershow.com.au/documents/JFH_Unit_2_A_Year_On_Our_Farm_Story_Map.pdf>  Reference & Acknowledgment: Activities are adapted from Unit by D.Russell-Bowie and J.Thistleton-Martin, 2003  **Other​ KLA​ Activities​** - **Music:** **Tone Colour, Structure**  Children can create a song to the tune of Here we go round the Mulberry Bush and use the above phrases, one for each verse:  Use these words to save time:  1. This is the way we pick the fruit, pick the fruit, pick the fruit,  This is the way we pick the fruit, on a Summer’s day.  2. This is the way we spread the hay, spread the hay, spread the hay,  This is the way we spread the hay, on a Summer’s day.  3. This is the way we check the water, check the water, check the water,  This is the way we check the water, on a Summer’s day.  4. This is the way we plant the veges, plant the veges, plant the veges,  This is the way we plant the veges, on an Autumn day.  5. This is the way we milk the cows, milk the cows, milk the cows,  This is the way we milk the cows, on an Autumn day.  6. This is the way we look after lambs, look after lambs, look |

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| **Assessment overview** | **Evaluation** |
| The children will be able to:  Join in reading where they feel confident​  Use​ and​ explain​ vocabulary​ particular​ to​ the​ text  Participate in discussion about the main​ themes​ and​ structure of the text  Share​ connections​ between​ the​ text​ and​ their​ own​ experiences​.  Represent responses​ to​ the​ text​ visually​ and/or​ in​ print | Were​ the​ students​ able​ to​ make​ connections​ between​ the​ text​ and​ their​ own​ lives?​​  Were​ the​ students​ able​ to​ participate​ in​ literary​ discussion​ about​ the​ main​ themes​ and​ structure​ of​ the​ text? |

**Term 4**

**The Very Cranky Bear**

By Nick Bland



**Literature Unit Early Stage1 : Kindergarten**

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| **EARLY STAGE 1 : ENGLISH PROGRAM OVERVIEW** | | | **TERM: WEEKS:** | | |
| **Learning Across The Curriculum** | **Objective A:** *communicates through speaking, listening, reading, writing, viewing and representing* | | | | |
| **Cross-curriculum priorities**   Aboriginal &Torres Strait Islander histories & cultures   Asia & Australia’s engagement with Asia   Sustainability  **General capabilities**   Critical & creative thinking   Ethical understanding   Information & communication technology capability   Intercultural understanding   Literacy   * Numeracy * Personal & social capability   **Other learning across the curriculum areas**   * Civics & citizenship * Difference & diversity * Work & enterprise | **ENe-1A** communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction | **ENe-2A** composes simple texts to convey an idea or message | **ENe-3A** produces most lower and upper case letters and uses digital technologies to construct text | **ENe-4A** demonstrates developing skills and strategies to read, view and comprehend short predictable texts on familiar topics in different media and technologies | **ENe-5A** demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling |
| **Content Overview** | | | | |
| **Speaking & Listening** | **Writing & Representing** | **Handwriting & Using Digital technologies** | **Reading & Viewing** | **Spelling** |
| **Develop and apply conceptual knowledge**  - understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns  \* Demonstrate skills in speaking, listening and paired/small group activities  **Understand and apply knowledge of language forms and features**  - replicate the rhymes and sound patterns in stories, rhymes, songs and poems from a range of cultures  \* Listen to and match the rhyming words from the story, using picture cards as stimulus for visual learners **Respond to and compose texts**  - engage with and respond to a range of oral and aural texts for enjoyment and pleasure  \* Listen to, discuss and respond to given oral and aural texts | **Develop and apply conceptual knowledge**  - share writing with others for enjoyment  \* Share writing with peers and class buddies  **Understand and apply knowledge of language forms and features**  - know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words   * Identify and write beginning sounds of main characters * Listen to, blend and write sounds of some high frequency words from the text   **Respond to and compose texts**  - identify and use words around the classroom and in books during writing  \* Utilise word wall of vocabulary and high frequency words in joint and independent writing tasks | **Develop and apply conceptual knowledge**  - demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively   * Examine print in books * Recognise need to write neatly for others to engage with their writing, through shared experiences   **Understand and apply knowledge of language forms and features**  - understand foundation movements that underpin NSW Foundation Style   * Verbalise how to form letters whilst completing set handwriting tasks. * Demonstrate correct movements in completing set tasks   **Respond to and compose texts**  - produce some lower case and upper case letters using learned letter formation  \* Emphasis on beginning sounds of main characters from the text; b, l, m, s, z | **Develop and apply conceptual knowledge**  - identify & compare similar ideas, characters & settings in texts  \* Engage with a variety of texts that have animal characters solving problems that students can relate to **Understand and apply knowledge of language forms and features**  - identify a sentence in imaginative & informative texts & understand its meaning   * Discuss conventions of sentences * Identify sentences in the text * Reconstruct sentences using cut-up sentences from the text   **Develop and apply phonemic knowledge**  **-** recognise rhymes, syllables & sounds (phonemes) in spoken words  - consistently identify words that start with the same initial sound   * Match rhyming words from the text * Identify beginning sound of main characters and other words which begin with the same sound   **Develop and apply graphological, syntactic & semantic knowledge**  - recognise high frequency words  \* High frequency words from the text  **Respond to, read and view texts**   * predict meaning using elements of text prior to reading * make connections between text and real life   \* Text discussion questions | **Develop and apply conceptual knowledge**  - understand that initial approximations can lead to correct formal spelling   * Word building of high frequency words using sound knowledge * Attempts to write high frequency words using sound knowledge **Understand and apply knowledge of language forms and features**   - use and write beginning and ending sounds of spoken words  \* Identify and write beginning sounds of high frequency words from text (2 letter and cvc)  **Respond to and compose texts**  - spell some common words accurately in their own writing  \* Utilise high frequency words correctly in joint and independent writing tasks |

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| **Literacy Continuum** | **Objective B:** *use language to shape and make meaning according to purpose, audience and context* | | | |
| **Cluster 2**   * Reading Texts * Comprehension * Vocabulary Knowledge * Aspects of Writing * Aspects of Speaking * Phonics * Phonemic Awareness * Concepts About Prints   **Cluster 3**   * Reading Texts * Comprehension * Vocabulary Knowledge * Aspects of Writing * Aspects of Speaking * Phonics * Phonemic Awareness * Concepts About Prints   **Cluster 4**   * Reading Texts * Comprehension * Vocabulary Knowledge * Aspects of Writing * Aspects of Speaking * Phonics * Phonemic Awareness * Concepts About Prints | **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-7B** recognises some different purposes for writing and that own texts differ in various ways | **ENe-8B** demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter | **ENe-9B** demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts |
| **Content Overview** | | |  |
| **Speaking & Listening** | **Writing & Representing** | **Reading & Viewing** | **Grammar, Punctuation & Vocabulary** |
| **Develop and apply conceptual knowledge**  - understand that language can be used to explore ways of expressing needs, likes and dislikes   * What did the characters in the text need? * How did they go about trying to fulfil their needs? * Brainstorm words for like and dislike * Express likes and dislikes   **Understand and apply knowledge of language forms and features**  - identify the difference between a question and a statement   * Identify full stops and question marks in text * Explain the difference * Demonstrate asking a question and making a statement   **Respond to and compose texts**  - compose texts to communicate feelings, needs, opinions and ideas   * Discuss feelings, needs, opinions and ideas * Complete a task demonstrating how they feel when a specific need is met or not met | **Develop and apply conceptual knowledge**  - discuss the different purposes of drawing and writing in simple text   * Identify text verses illustration in text * Using an unfamiliar text share with illustrations only, text only and then both * Discuss after each sharing of the text **Understand and apply knowledge of language forms and features**   - identify that imaginative texts are about ‘characters’ that are represented by nouns and noun groups   * Explain that nouns are naming words * Identify the nouns in the story that name the characters * Look at how the noun changes when we use it to name a group; eg lion, lions **Respond to and compose texts**   - compose texts for known audience  \* Write independently for teacher, peers and class buddies | **Develop and apply conceptual knowledge**  - understand that readers/viewers may have varied and individual responses to a text   * Share a variety of texts and invite students to discuss how they felt about each * Discuss differences in opinion and why each person’s opinion is acceptable   **Understand and apply knowledge of language forms and features**  - identify some features of texts including events and characters and retell events from a text  \* Identify main characters, setting and main events of texts  **Respond to, read and view texts**   * engage with shared stories and join in book activities on familiar and imaginary books * explore sequencing of a story, focusing on beginning, middle and end and recognise cultural patterns of storytelling * Share a variety of texts * Sequence events in texts | **Develop and apply conceptual knowledge**  - show a growing awareness of words that enrich their vocabulary   * Encourage use of vocabulary words in class discussion and everyday language * Demonstrate ability to use vocabulary words in context during class discussion and everyday language   **Understand and apply knowledge of language forms and features**  - identify statements, questions, commands and exclamations and their functions in texts   * Identify full stops, question marks and exclamation marks in text * Discuss their purpose * Jointly write statements, questions and commands to demonstrate correct use of punctuation marks   **Understand and apply knowledge of vocabulary**  - know the meaning of commonly used words   * Create a word wall of vocabulary from the text * Discuss meanings of unknown words * Use pictures to help identify and add meaning to vocabulary words   **Respond to and compose texts**  - begin to use statements and questions with appropriate punctuation   * Using interactive white board, provide examples of statements and questions, without punctuation * Students match correct punctuation mark to questions and statements * Extend to add commands requiring exclamation marks if students are competent at questions and commands |

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| **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* |
| **ENe-10C** thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts | **ENe-11D** responds to and composes simple texts about familiar aspects of the world and their own experiences | **ENe-12E** demonstrates awareness of how to reflect on aspects of their own and others’ learning |
| **Thinking Imaginatively & Creatively** | **Expressing Themselves** | **Reflecting on Learning** |
| **Engage personally with texts**  - respond to texts, identifying favourite stories, authors and illustrators   * Share a variety of texts (including dreamtime stories), using multiply stories from the same author * Discuss favourite stories, authors and illustrators from shared text? Why they appealed to them?   **Develop and apply conceptual knowledge**  - engage with and appreciate the imaginative use of language through storytelling  \* When sharing texts, discuss the words that made the story and characters interesting  **Understand and apply knowledge of language forms and features**  - discuss creative language features in imaginative texts that can enhance enjoyment   * Identify the repetition of phrases in The Very Cranky Bear * Discuss whether this makes the story more enjoyable or not? Why? * Reread the story and encourage students to join in reading repeated phrases, eg ‘In the jingle, jangle jungle.....   **Respond to and compose texts**  - share feelings and thoughts about events and characters in texts   * Discuss characters from The Very Cranky Bear * Create a class chart identifying each characters traits and the positive and negatives about each one that effects how the students feel about them * [http://www.youtube.com/watch?v=tGMY90P9-](http://www.youtube.com/watch?v=tGMY90P9-7Y&amp;feature=youtu.be)  [7Y&feature=youtu.be](http://www.youtube.com/watch?v=tGMY90P9-7Y&amp;feature=youtu.be) compare Bear’s interview with how class has described him. Do you think Bear would agree? Explain. | **Engage personally with texts**  - share responses to aspects of a text that relate to their own life  \* Discuss aspects of The Very Cranky Bear that the students can relate to; eg, playing inside on a rainy day,  **Develop and apply conceptual knowledge**  - recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences   * What is an author? * Who is the author of the story? * When are you an author? * Is there anything in the story that reminds you of something that has happened to you? Explain. Describe event. * What events in the story have never happened to you? Explain.   **Understand and apply knowledge of language forms and features**  - understand that language can be used to describe likes and dislikes  \* Using the words that the class brainstormed for like and dislike, write a sentence which expresses both. This could be done either from the student’s perspective or from the perspective of one of the characters  **Respond to and compose texts**  - compare and connect own experiences to those depicted in text  \*When has someone annoyed you when you have just wanted to be left alone? Describe situation.   * Have you gotten in trouble for playing in the wrong place on a rainy day? Explain. * Think of a time a friend has done something to make you feel better. Explain | **Understand and apply knowledge of language forms and features**  - develop an appreciation for books, poetry and song and the importance of narrative  \* Share a variety of texts, rhymes and songs that tell a story  **Respond to and compose texts**  - discuss likes and dislikes after reading texts  \* Discuss likes and dislikes of texts, rhymes and songs shared. Ensure that students justify their responses and appreciate that opinions may differ |
| **ASSESSMENT** |  |  |
| **Assessment for Learning** | **Assessment as Learning** | **Assessment of Learning** |
| * Teacher feedback on learning activities, with future directions and areas of need identified and clearly communicated to the student.   \*anecdotal records   * comments or notations * conversations * marks & grades | * Self assessment * Peer assessment   \*Questioning   * Skill practise | * Tasks graded based on set criteria, eg handwriting * Student achievement based on outcomes * Student achievement based on set goals |
| **RESOURCES** | | |
| The Very Cranky Bear by Nick Bland Where’s My Teddy By Jez Alborough  [**http://www.youtube.com/watch?v=tGMY90P9-7Y&feature=youtu.be**](http://www.youtube.com/watch?v=tGMY90P9-7Y&amp;feature=youtu.be) | | |

**THE VERY CRANKY BEAR**

**Synopsis**

**Summary**

In the Jingle Jangle Jungle, four friends go into a cave to get out of the rain. Unfortunately, there is already a very cranky bear in the cave and he chases them out again. Zebra, Lion and Moose decide to cheer the cranky bear up by giving him the things they have that make them happy – stripes, a golden mane and a pair of antlers. Plain Sheep isn’t at all sure about this and waits outside in the cold. Sure enough, a strange and still very cranky bear chases Zebra, Lion and Moose out again. He roars at Sheep that all he wants is somewhere quiet to sleep. Thoughtful Sheep clips off half her wool and stuffs it in a bag to make Bear a pillow. Bear’s bad mood goes away. Now as Bear sleeps peacefully, the four friends can shelter in the cave.

**About the Author**

NICK BLAND was born in Victoria in 1973 and lived on a farm until he was five. He spent his early days climbing haystacks and sneaking into his father’s painting studio. When Nick’s family moved to the bush he found a whole new world to draw and explore. He wanted to be a cartoonist or a storyteller. After he finished school, he moved to the city and eventually got a job in a bookshop. The picture books in the shop inspired him and he realised he ‘wanted all my words and all my pictures out of my head and onto the shelf.’

Now Nick lives in Darwin. He had a job as a four-wheel drive tour guide in Kakadu National Park while he worked on his first book, *A Monster Wrote Me a Letter*. This book was a Children’s Book Council of Australia Notable Book. He has also illustrated Colin Buchanan’s *Aussie Jingle Bells* and Trudie Trewin’s *I’ve Lost My Kisses* and in 2008 published his book *When Henry Caught Imaginitis*. Several overseas publishers have picked up his books. Now he works full time as a writer and illustrator, working on the weekends as a guardian for aboriginal boys from around Northern Australia who board in Darwin.

**Background and Themes**

When we see someone else with a problem, we often assume that the best way for them to solve it is the way we would. When confronted with a very cranky bear, this is how Zebra, Lion and Moose respond to him. They assume Bear would want what makes them happy.

Sheep, on the other hand, waits and watches, and listens to Bear. Then she offers a solution that really fits the problem, and everyone is happy.

[**http://www.scholastic.com.au/schools/education/teacherresources/assets/pdfs/Cranky\_Bear\_TN.pdf**](http://www.scholastic.com.au/schools/education/teacherresources/assets/pdfs/Cranky_Bear_TN.pdf)

Friendships are relationships that require listening, supporting, understanding and caring for one another.

Respect: Zebra, Lion and Moose focussed on ‘how they looked’ rather than how they treated others and not seeing that everyone is unique.

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| **LEARNING INTENT** | **TEACHING/LEARNING ACTIVITIES** | **ASSESSMENT** |
| To make predictions and locate key information  To comprehend text (literal & inferred), provide justifications, give descriptions and explanations  To draw conclusions and make parallels.  To identify, recognise and match rhyming words  To recognise that we all have needs, likes and dislikes and that these can be expressed and fulfilled in a variety of ways | **SPEAKING AND LISTENING**  **Discussion Questions**  ***Prior to Reading:***   * Locate key information from the cover of the book (Title, author etc) * Using the title and cover illustration, predict what the text maybe about, setting, main character and any other information that can be derived from the cover. * What sort of book do you think it is? (i.e. information, imaginative, etc) * What might the bear be cranky about? (front cover) * Why might the other animals be running away? (back cover)   ***During Reading:***   * What is the problem that Sheep, Lion, Zebra and Moose have? * How do the three fancy animals try to solve the problem? * Why doesn’t it work? * What does sheep do differently? * Why did that work?   ***After Reading:***   * Do the animals look and act like real animals? * How are they different to real animals? * How are they the same? * In what ways are they like people?   **Rhyming Words:**   * day / play * mane / plain * chin / in * too / do * bear / pair * gold / cold * sheep / sleep * wool / full   Use attached cards as a prompt for matching rhyming words both orally and visually  **Needs, Likes and Dislikes**  Discuss:   * What did the characters in the story need? (sleep and somewhere dry to play) * What did bear do to fulfil his need for sleep? * What did the animals do to fulfil their need for somewhere dry to play? * Which character was able to fulfil both needs? How? * What are likes and dislikes? Brainstorm words that we use when we like/dislike something (eg; great, cool, yuck, horrible) * Have students express like/dislike verbally | **ASSESSMENT FOR**: Anecdotal records, comments and notations  **ASSESSMENT AS**: Self  assessment/reflection of comprehension and prediction skills  **ASSESSMENT FOR**: Anecdotal records, comments and notations  **ASSESSMENT AS**: Self  assessment of matching skills **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**: Anecdotal records, comments and notations  **ASSESSMENT AS**: Reflection on understanding of needs, likes, dislikes  **ASSESSMENT OF**: Student achievement against set goals |

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| To distinguish between feelings, needs, opinions and ideas  To express likes and dislikes from own and character’s perspective  To effectively communicate when needs are and are not met  To identify and utilise given beginning sounds  To recognise high frequency words which can be written correctly using sound knowledge  To examine the impact and use of illustrations in picture books | **Feelings, Needs, Opinions and Ideas**  Discuss:   * What is a need? What do we need? * What is a want? Name some things you want * What is an opinion? (Remind students about likes and dislikes) * What is an idea? What ideas did the characters in the story have? Have students decide on one thing that they all need. Discuss: * How that need is met? * How do they feel when that need is met? * How do they feel when that need is not met?   **WRITING AND REPRESENTING**  **Likes and Dislikes**  Using the words that the class brainstormed for like and dislike, write a sentence which expresses each of these. Jointly write a sentence for each from the perspective of one of the characters and then have students write a sentence for each about their own likes and dislikes  **Feelings, Needs, Opinions and Ideas**  Have students complete a chart for meeting the chosen need. Write the need at the top. Draw a picture for how they feel when the need is met and how they feel when the need is not met. Students should attempt to write a brief sentence or word to describe each picture.  Share writing with peers and buddy class.  **Character Beginning Sounds**  Students match the correct beginning sound to each character in the story and write the sound. Identify vocabulary and high frequency words (using Word Wall) which begin with the same sounds as the characters. Extend activity by matching sound to words and writing words for given sounds.  **High Frequency Words**  Identify all two letter and cvc high frequency words which can be easily blended by students. Encourage students to hear and blend sounds orally and in written form using magnetic letters and white boards:   * Modelled- utilising smartboard, for example * Guided- utilising magnetic letters * Independent- student writing on whiteboards   **Text Verses Illustrations**  Share the text Where’s My Teddy by Jez Alborough (This text is also about a bear with a problem and uses a rhyming text structure)   * Share illustrations only. Discuss what the story might be about? Make predictions and encouraged students to make inferred meaning from illustrations. * Share the text only. Discuss how hearing the story changed/didn’t change perception of the story. Were predictions accurate? Can you recall what text may have been matched to the illustrations that you saw? * Share with text and illustrations. Discuss how this altered enjoyment of the text. Was it easier to understand what was happening in the story when, with illustrations to support text? * Discuss which sharing of text was most enjoyable? Explain. | **ASSESSMENT FOR**: Anecdotal records, comments and notations  **ASSESSMENT AS**: Reflection on understanding of needs, likes, dislikes  **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**: Anecdotal records, comments and notations  **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**: Anecdotal records, comments and notations  **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**:,  comments and notations  **ASSESSMENT AS**: Self  assessment of attempts **ASSESSMENT OF**: Student achievement against outcomes  **ASSESSMENT FOR**:  comments and notations **ASSESSMENT OF**: Student achievement against set goals |

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| To examine the use of nouns to describe a character and group  To complete set handwriting tasks demonstrating correct; size, shape and slope of letters. | **‘Characters’ are Represented by Nouns**  Define what a character is:  ***character***  A character is any person, place, or thing that takes part in the actual story. Inanimate things such as Winter can be a character, in addition to living things.  Define what a noun is:  ***noun***  A word used to represent people, places, ideas and things.   * Nouns used to name any one of a class of things are known as *common* nouns, for example *girl*, *classroom*, *egg*. * Nouns used to name a place, a person or the title of something are known as *proper* nouns. They are signalled by a capital letter, for example   *Sam*, *Wagga Wagga*, *Olympic Games*.   * Nouns used to name a group of things are known as *collective* nouns, for example *crowd*, *swarm*, *team*. * Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as *abstract* nouns, for example *sadness*, *love*, *wonder*.   Identify the nouns in the story that name the characters (Bear, Sheep, Zebra, Moose, Lion)   * + Match noun labels to the correct character, using beginning sound knowledge Discuss how nouns change when we use them to describe a group   + Add plurals to the noun characters, ie, lion, lions   + Match noun group labels to groups, using beginning sound and single noun knowledge   + Discuss what happened to the noun group for sheep. What other nouns don’t change when we use them to describe a group, ie, fish, deer, scissors, pants, etc. Explain that these ‘tricky’ noun groups are called ***irregular plural nouns*** (emphasis is on exposing students to correct terminology)   **HANDWRITING AND USING DIGITAL TECHNOLOGIES**  **Handwriting Letter Emphasis**  Upper and lower case: b, l, z, s, m <http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515>  http://static.studyladder.com.au/cdn/course/88/d8ca3acf2d93.jpg http://static.studyladder.com.au/cdn/course/aa/26f70a4a6a69.jpg http://static.studyladder.com.au/cdn/course/1b/3969a25597ce.jpg http://static.studyladder.com.au/cdn/course/48/dc2adf86a6d4.jpg http://static.studyladder.com.au/cdn/course/4d/46b2176a15b2.jpg  Emphasise correct formation of these letters in all writing activities, not just in isolated handwriting tasks.  During modelled and guided activities, students should be encouraged to verbalise letter formation as letters are written (in the air, on whiteboards & paper, etc) | **ASSESSMENT FOR**:  comments and notations **ASSESSMENT AS**: Reflection on matching attempts **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**: Anecdotal notes and comments, task marking  **ASSESSMENT AS**: Reflection on task completion **ASSESSMENT OF**: Student achievement against set goals |

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| To recognise concepts of print in shared texts  To explore descriptive language in text  To explore repetitive phrases in text  To conduct character studies based on their traits  To explore the behaviour of the character Bear  To explore and communicate about familiar themes within text | Examine print in text, discuss concepts of print:   * Use of capital letters * Legibility of text * Spacing between words * Sentence structure   Discuss why these concepts of print are important, especially when they are writing for an audience, such as, peers or class buddies.  **READING AND VIEWING**  **The Very Cranky Bear**  Explore the *use of words* that made the story and characters interesting:   * Moose has marvellous antlers * Lion, a golden mane * Zebra had fantastic stripes * He gnashed his teeth and stomped his feet * Etc   Identify the *repetition of phrases*:   * In the Jingle Jangle Jungle on a cold and rainy day * Encourage the students to join in the reading of these parts of the story Discuss: * Do these words and phrases make the story more enjoyable? Why? Why not? * What do we call these types of words? * Create some phrases to describe the class * Jointly construct sentences about familiar characters using descriptive language   *Character Study*:   * Discuss the individual characters from the story; their traits, positive and negatives * How do students feel about each character? * What sex do the student’s think each character is? Explain and justify * Create a class character chart from discussion   *Bear*:  Focus on the behaviour of the character Bear:   * Describe Bear’s behaviour * Brainstorm words to describe Bear’s behaviour * Why did Bear behave that way? Was it justified? Explain   Watch the Youtube clip of Bear’s interview [http://www.youtube.com/watch?v=tGMY90P9-7Y&feature=youtu.be](http://www.youtube.com/watch?v=tGMY90P9-7Y&amp;feature=youtu.be) :   * Compare Bear with how the class described him * Do you think Bear would agree with the classes’ description of him? Explain * Do you think that Bear was being honest in his interview? Why/Why not? Explain   *Familiar Themes*:  Discuss aspects of the text which students can relate to; playing inside on a rainy day, friendship etc   * Is there an event in the story that reminds you of something that has happened to you? Explain. Describe event. * What events from the story have never happened to you? | **ASSESSMENT FOR**:  Discussion, task marking **ASSESSMENT AS**: Reflection on task completion **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**: Anecdotal notes, discussion, task marking  **ASSESSMENT AS**: Reflection on task completion, questions  **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**:  Discussion, task marking **ASSESSMENT AS**: Reflection on task completion and teacher feedback **ASSESSMENT OF**: Task  marking based on set criteria |

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| To develop an understanding and knowledge of authors  To explore and discuss a variety of texts, rhymes and songs  To identify and explain correct sentence structure  To identify the use of rhyme and familiar sounds in text | * When has someone annoyed you when you just wanted to be left alone? Describe the situation. * Have you gotten into trouble for playing in the wrong place on a rainy day? Explain. * Think of a time that a friend has done something to make you feel better. Explain.   *Author:*  Discuss:   * What is an author?   + **author**   The composer or originator of a work (for example a novel, play, poem, film, website, speech, essay, autobiography). *Author* is most commonly used in relation to novels.   * Who is the author of the story? * When are you an author?   **Sharing Texts, Rhymes and Songs**  Examine a variety of picture books with animal characters that must solve a problem. Discuss:   * How students felt about each book * Why do some people like some stories and others don’t? (Difference in opinion) * Why is each person’s opinion acceptable? (Recall discussion on likes/dislikes and how this relates to opinion)   Look at a variety of texts from the same author/illustrator and Dreamtime stories. Discuss:   * Favourite stories/authors/illustrators * Why did favourites have appeal? Explain   **Sentence Conventions**  Discuss sentence structure:   * Capital letter to begin a sentence * Full stop to end a sentence * Spacing between words * Text that makes sense Examine sentences in the text: * Identify beginning and end of sentence * Identify an individual word in a sentence * Identify a complete sentence   Reconstruct sentences from the text using cut up sentences. Students should be encouraged to write reconstructed sentence independently, by copying the sentence they have reconstructed. Illustrate sentence to convey meaning.  **Rhyme and Sounds**  Rhyme Time:   * Reread the text * Listen for the words that rhyme * Identify recognition of rhyme by clapping each time you hear a word that rhymes with another * Match the rhyming words from the text. | **ASSESSMENT FOR**: Anecdotal notes, comments, discussion, task marking  **ASSESSMENT AS**: Self  assessment of previous writing task, self reflection on skill  **ASSESSMENT OF**: Student task grading, achievement of outcome  **ASSESSMENT FOR**: Anecdotal notes, discussion **ASSESSMENT AS**:  Questioning, self reflection **ASSESSMENT OF**: Student achievement against set goals |

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| To demonstrate sound knowledge  To clearly identify characters, settings and events in shared texts  To accurately sequence the events in shared texts  To share, recognise and utilise vocabulary and high frequency words from text in oral and written form | Sound Hoops:   * Identify beginning sound of each main character and place each in the centre of a hoop * Go on a sound hunt for words and objects in the room which begin with the same sound and place them in the correct hoop * Vocabulary and high frequency words should be taken from the Word Wall and added to the correct hoop. * Check that all words and objects are in the correct hoop   **Characters, Setting, Main Events**  Review shared texts and create a class chart to identify:   * Title * Main characters * Setting * Main events   Add words and/or pictures to each section of the chart to compare and contrast texts shared Discuss the similarities and differences of texts shared  **Sequencing Events**  Using shared texts and chart created in previous activity as a prompt; have students select their favourite text:   * Sequence the events of chosen text (Differentiate by the number of events to sequence) * Draw a picture for each event * Use sound knowledge and sight word knowledge to label events   **SPELLING**  **Vocabulary and High Frequency Words**  **Vocabulary High Frequency Words**  jingle play on me  jangle Moose a up  jungle Lion and no  rainy Zebra the them  day Sheep to is  four Bear had he  little cranky was I  friends antlers in Said  place mane that she  roar stripes his  cold plain out  cave we  **Word Wall**  Create a word wall of vocabulary and high frequency words.  **Spelling Activities**   * Sentence building * Word building * Word boxes | **ASSESSMENT FOR**:  Discussion, task marking, feedback  **ASSESSMENT OF**: Student achievement against set goals  **ASSESSMENT FOR**: Marks  and grades, discussion, feedback  **ASSESSMENT OF**: Student marks based on set goals |

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| To correctly recognise and use full stops, question marks and exclamation marks | * Jumbled words * Find a word * Cloze activities * Proof-reading * Dictation   **GRAMMAR, PUNCTUATION AND VOCABULARY**  **Full Stops, Question Marks and Exclamation Marks**  Define each:  ***full stop (.)***  A punctuation marker used to indicate the end of a sentence that is a statement or command, for example 'Maria came into the room.', 'Come into the room, Maria.'  ***question mark (?)***  A punctuation marker used at the end of a sentence to indicate that a question is being asked.  ***exclamation mark (!)***  A punctuation marker used at the end of a sentence to emphasise the emotion or feeling that is contained in the sentence. In some forms, such as personal letters, it may be used to strengthen the humorous element in a sentence, for example 'We found the cat asleep in the rubbish bin!' Exclamation marks are always used at the end of sentences containing a command – Go!  Identify the use of full stops, question marks and exclamation marks in the text. Highlight the use of each using a digital copy of text on smartboard.  Jointly write sentences about different characters from the book and/or students in the class, to highlight the correct use of punctuation marks. Add the correct punctuation mark to teacher generated text. Begin with commands and questions, before attempting exclamations.  **Word Wall**  Create a word wall of vocabulary and high frequency words.   * Discuss meaning and usage of unknown words * Use pictures to help identify and add meaning to words included on the word wall * Read and utilise words on a daily basis | **ASSESSMENT FOR**: Anecdotal notes and comments, discussion, feedback **ASSESSMENT AS**: Reflection on task completion **ASSESSMENT OF**: Student achievement based on outcome |



day

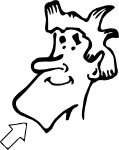


play



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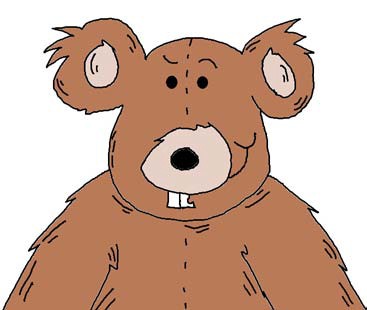
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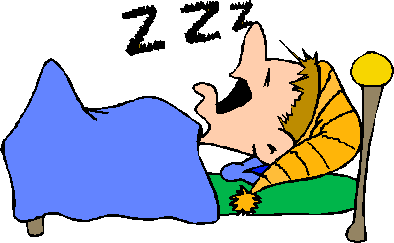


cold

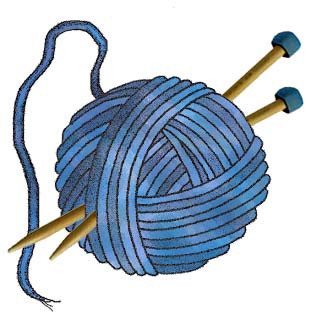
ful



sheep



sleep



wool



full

Need: \_

Draw a line from each beginning sound to the character that begins with that sound:



l

z

m

b

s

Write the beginning sounds by yourself (don’t forget your spaces):

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| **CROSS CURRICULUM ACTIVITIES** | |
| **PD/H/PE** | **ACTIVITIES** |
| ***Interacting***  **INES1.3** Relates well to others in work and  play situations.  ***Problem Solving***  **PSES1.5** Seeks help as needed when faced with simple problems.  ***Interpersonal Relationships* IRES1.11** identifies how individuals care for each other. | **FRIENDSHIP AND RESPECT**  **Friendships**  Friendships are relationships that require listening, supporting, understanding and caring for one another.  **Respect**  The fact that Zebra, lion and Moose focussed on ‘how they looked’ rather than how they treated others and not seeing that everyone is unique, is central to an understanding of respect, diversity and difference  **Activities**  *Role Play :*   * What could you do to solve a problem? * What should you do?   Explore different options when problem solving to overcome a problem for friends. Is the easy option always the best one?  *Good Friend:*   * Brainstorm characteristics of a good friend * Create a ‘Wanted Poster’ for a good friend based on a person in the class, listing their unique characteristics   *Respect:*   * Define respect Respect   It means valuing each others’ points of views. It means being open to being wrong. It means accepting people as they are. It means being polite and kind always,  because being kind to people is not negotiable. It means not being mean to people because they're different to you.   * Brainstorm respect words * Jointly write a rhyme about respect * Act it out as a class |