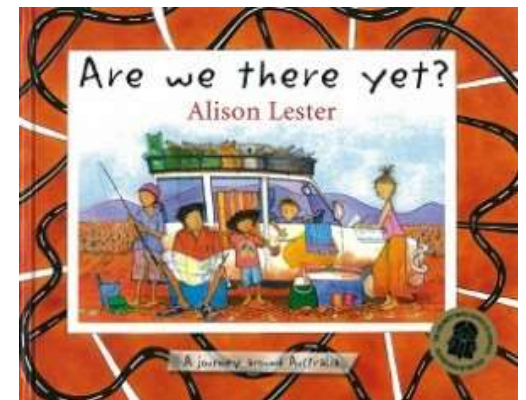
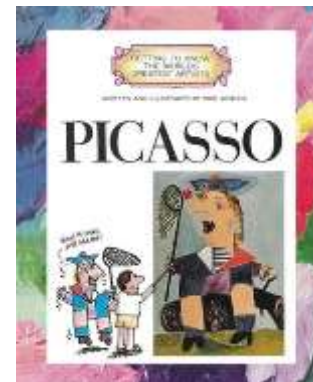
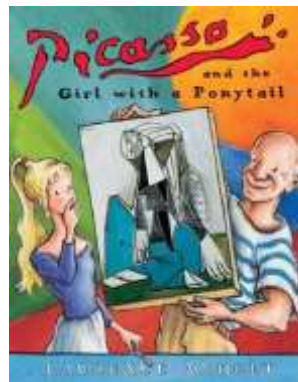
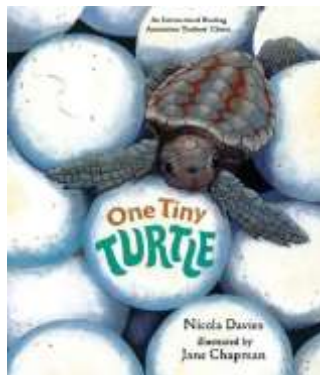
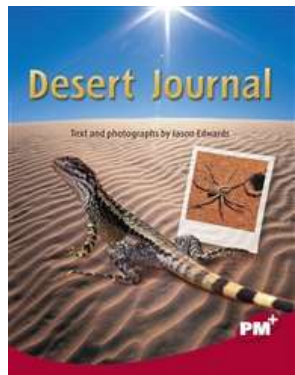


STAGE ONE & TWO

SHARED READING & WRITING UNIT

USING QUALITY TEXT

INFORMATIVE



Unit Overview

Connection Focus

The unit has included many opportunities for students to use creative and critical thinking, the basis of being a successful 21st Century learner. By giving a balance of both facilitative and directive teaching, the students will be provided with opportunities to view and read quality literature. Students will be able to:








- Identify the Author's purpose
- Improve vocabulary knowledge with the intention to persuade, entertain and inform
- Understand and use vocabulary according to purpose and audience
- Show evidence of their capacity to improve vocabulary choices in response to purpose and audience
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.



Students will be engaged in:

Students will be engaged in:

- critical and creative thinking
- completing comprehension questions
- think deeply and expressing verbally
- making logical connections
-

Key to general capabilities and cross-curriculum priorities

 Literacy understanding
  Numeracy
  ICT capability
  Critical and creative thinking
  Ethical behaviour
  Personal and social capability
  Intercultural

Aboriginal and Torres Strait Islander histories and cultures
  Asia and Australia's engagement with Asia
  Sustainability

Text Purpose

Inform






Literary devices

adjectives, technical language, diagrams and graphs



English Outcomes and Content

	Stage One	Stage Two
Reading & Viewing	<p>EN1-4A :draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>Students:</p> <ul style="list-style-type: none"> Develop and apply contextual knowledge understand how readers' self-selection and enjoyment of texts is 	<p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>Students:</p> <ul style="list-style-type: none"> Develop and apply contextual knowledge discuss how a reader's self-selection of texts for enjoyment can be

		<p>informed by personal interests</p> <ul style="list-style-type: none"> discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) ✖✖ <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468) understand patterns of repetition and contrast in simple texts (ACELA1448) ✖✖ identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) understand how sentence punctuation is used to enhance meaning and fluency identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms <p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p> <ul style="list-style-type: none"> recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458) understand the variability of sound–letter matches (ACELA1459) recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474) automatically recognise irregular high-frequency words, eg 'come' and 'are' use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457) <p>Respond to, read and view texts</p> <ul style="list-style-type: none"> read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on ✖✖ read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) ✖✖ read with fluency and expression, responding to punctuation and 	<p>informed by reading experiences</p> <ul style="list-style-type: none"> draw on experiences, knowledge of the topic or context to work out the meaning of unknown words <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> use metalinguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) ✖✖ understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) skim a text for overall message and scan for particular information, eg headings, key words identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) ✖✖ <p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p> <ul style="list-style-type: none"> use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning recognise high frequency sight words (ACELA1486) <p>Respond to, read and view texts</p> <ul style="list-style-type: none"> read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) ✖✖ read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) ✖✖ use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts recognise how aspects of personal perspective influence responses to texts recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning connect information by observing text connectives
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		<p>attending to volume, pace, intonation and pitch</p> <ul style="list-style-type: none"> • use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)  • use background knowledge of a topic to make inferences about the ideas in a text • predict author intent, series of events and possible endings in an imaginative, informative and persuasive text  • discuss the use of text connectives, eg sequencing ideas, indicating time • identify the cohesive links between pronouns and people and things • sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts • identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)  • compare opinions about characters, events and settings in and between texts (ACELT1589)  • distinguish between fact and opinion in persuasive texts <p>EN1-8B: recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> • recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts • identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic • understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales • discuss possible author intent and intended audience of a range of texts <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)  	<ul style="list-style-type: none"> • summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts • interpret text by discussing the differences between literal and inferred meanings • justify interpretations of a text, including responses to characters, information and ideas
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Writing & representing

- understand how **text structure** contributes to the meaning of texts
- know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)  
- understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles

Respond to, read and view texts

- select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice
- respond to a range of **literature** and discuss purpose and audience



EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

Students:

Develop and apply contextual knowledge

- discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences
- draw on experiences, knowledge of the topic or **context** to work out the meaning of unknown words

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

- use **metalinguage** to describe the effects of ideas, **text structures** and **language features** of **literary texts** (ACELT1604) 
- understand how texts are made cohesive through the use of linking devices including **pronoun** reference and **text connectives** (ACELA1491)
- know that word contractions are a feature of informal language and that **apostrophes** of **contraction** are used to signal missing letters (ACELA1480)
- **skim** a text for overall message and **scan** for particular information, eg headings, key words
- identify and explain language features of texts from earlier times and compare with the vocabulary, images, **layout** and content of contemporary texts (ACELY1686) 




Develop and apply **graphological**, **phonological**, **syntactic** and **semantic knowledge**

- use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of **homophones**, contractions, **syllables**, word families and common **prefixes**
- identify syllables in multisyllabic words in order to




EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

Students:

Develop and apply contextual knowledge









- identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of **purposes** and **audiences** 
- experiment and share aspects of composing that enhance learning and enjoyment
- discuss issues related to the responsible use of digital communication  


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

- plan, draft and publish **imaginative**, **informative** and **persuasive texts** containing key information and supporting details for a widening range of audiences, demonstrating increasing control over **text structures** and **language features** (ACELY1682, ACELY1694)  
- understand, interpret and experiment with a range of devices and deliberate word play in poetry and other **literary texts**, for example nonsense words, **spoonerisms**, **neologisms** and **puns** (ACELT1606) 

Respond to and compose texts

- plan, compose and review imaginative and persuasive texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
- plan and organise ideas using headings, graphic organisers, questions

		<p>support decoding of longer words in context to make meaning</p> <ul style="list-style-type: none"> ● recognise high frequency sight words (ACELA1486) <p>Respond to, read and view texts</p> <ul style="list-style-type: none"> ● read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)  ● read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation ● use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)  ● use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts ● recognise how aspects of personal perspective influence responses to texts ● recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning ● connect information by observing text connectives ● summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts ● interpret text by discussing the differences between literal and inferred meanings ● justify interpretations of a text, including responses to characters, information and ideas 	<p>and mind maps</p> <ul style="list-style-type: none"> ● create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)     ● create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) ● experiment with visual, multimodal and digital processes to represent ideas encountered in texts  ● identify elements of their writing that need improvement and review using feedback from teacher and peers ● reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)  ● reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)
	<p>Grammar, punctuation and vocabulary</p>	<p>EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> ● understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs ● begin to understand that choice of vocabulary adds to the effectiveness of text <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> ● understand that paragraphs are used to organise ideas ● understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) 	<p>EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> ● understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning ● understand that choice of vocabulary impacts on the effectiveness of texts <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> ● understand that paragraphs are a key organisational feature of written texts (ACELA1479)


		<ul style="list-style-type: none"> ● explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)(ACELA1452) ● recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when) ● recognise that time connectives sequence information in texts ● recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) ● recognise that capital letters signal proper nouns and commas are used to separate items in lists(ACELA1465) ● experiment with the use of quoted (direct) and reported (indirect) speech <p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> ● understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) ● recognise, discuss and use creative word play, eg alliteration and onomatopoeia <p>Respond to and compose texts</p> <ul style="list-style-type: none"> ● begin to organise ideas into paragraphs when composing texts ● compose sentences effectively using basic grammatical features and punctuation conventions ● use subject-verb and noun-pronoun agreement when composing texts and responding to texts orally and in writing ● demonstrate the use of more precise vocabulary to describe emotions and experiences when writing 	<ul style="list-style-type: none"> ● understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) ● understand how to elaborate on ideas in texts through the use of prepositional phrases ● understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) ● understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) ● identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information ● understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482) ● experiment with punctuation to engage the reader and achieve purpose ● investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) ● use apostrophes for contractions ● identify a variety of connectives in texts to indicate time, to add information and to clarify understanding <p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> ● learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)  ● experiment with vocabulary choices to engage the listener or reader <p>Respond to and compose texts</p> <ul style="list-style-type: none"> ● compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience ● use grammatical features to create complex sentences when composing texts ● experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification ● incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in
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			research (ACELA1498)	
	Thinking imaginatively, creatively and interpretively	<p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p>Students: Engage personally with texts</p> <ul style="list-style-type: none">● respond to a wide range of texts through discussing, writing and representing <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none">● recognise and begin to understand how composers use creative features to engage their <u>audience</u>● identify and compare the imaginative language used by composers <p>Understand and apply knowledge of <u>language forms and features</u></p> <ul style="list-style-type: none">● patterns and features for a variety of audiences● identify creative language features in <u>imaginative texts</u> that enhance enjoyment, eg illustrations, repetition <p><u>Respond to and compose</u> texts</p> <ul style="list-style-type: none">● predict and discuss ideas drawn from <u>picture books</u> and digital stories● jointly adapt a well-known text for a different audience and <u>purpose</u>	<p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>Students: Engage personally with texts</p> <ul style="list-style-type: none">● respond to texts by identifying and discussing aspects of texts that relate to their own experience <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none">● discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)● identify and analyse the different organisational patterns and features to engage their audience <p>Understand and apply knowledge of <u>language forms and features</u></p> <ul style="list-style-type: none">● identify creative language features in imaginative, informative and persuasive <u>texts</u> that contribute to engagement● identify and discuss how vocabulary establishes setting and atmosphere <p><u>Respond to and compose</u> texts</p> <ul style="list-style-type: none">● create <u>literary texts</u> that explore students' own experiences and imagining (ACELT1607)● use visual representations, including those digitally produced, to represent ideas, experience and information for different <u>purposes</u> and <u>audiences</u>● respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts● justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'● make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)	
Best Start Cluster		7th cluster	8th cluster	9th cluster

Comprehension	<ul style="list-style-type: none"> Analyses and evaluates how visual images support print to create meaning in texts. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading 	<ul style="list-style-type: none"> Justifies predictions about sections of a text. Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings to locate information. Articulates the main idea and provides a synthesised retell that captures key events in texts. Exemplifies descriptive words or sequences of information and ideas in texts by creating mental images. 	<ul style="list-style-type: none"> Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. 	
Best Start Cluster	<p>7th cluster</p> <ul style="list-style-type: none"> Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey information. 	<p>8th cluster</p> <ul style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Writing shows evidence of revision, editing and proof-reading. Produces a range of grammatically accurate sentences. 	<p>9th cluster</p> <ul style="list-style-type: none"> Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. 	<p>10th cluster</p>
Best Start Cluster	<p>7th cluster</p> <p>Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking.</p> <ul style="list-style-type: none"> Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia. Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words. Uses a simple dictionary to check word meanings. 	<p>8th cluster</p> <ul style="list-style-type: none"> Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere. Draws on topic/content knowledge to assist in working out the meaning of unknown words. Understands relevant vocabulary associated with electronic texts. Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing. 	<p>9th cluster</p> <ul style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. 	<p>10th cluster</p>
	<p>Written</p> <ul style="list-style-type: none"> ☺ Desert Journal (Jason Edwards) ☺ One Tiny Turtle (Nicola Davies) ☺ The Tiny Seed (Eric Carle) ☺ Plants (Helen and Mark Warner) 	<p>Visual</p> <ul style="list-style-type: none"> ☺ Plants Word Mat (www.teachingpacks.co.uk) 	<p>Multimodal</p> <ul style="list-style-type: none"> ☺ Loggerhead turtle facts by National Geographic https://www.natgeokids.com/au/discover/animals/sea-life/loggerhead-turtle-facts/ 	

	<div>😊 Picasso (Mike Venezia)</div> <div>😊 Picasso and the Girl with the Ponytail (Laurence Anholt)</div> <div>😊 Are we there yet? (Alison Lester)</div>		<div>😊 Loggerhead turtle: : http://video.nationalgeographic.com/video/loggerhead-turtle-predation</div> <div>😊</div>	
Assessment /Evidence:	<div>Assessment for Learning</div> <div>*anecdotal records</div> <div>* comments or notations</div> <div>* conversations</div> <div>* marks & grades</div> <div>* feedback</div>	<div>Assessment as Learning</div> <div>*Self-assessment of writing tasks, including assessment of handwriting style of key letters covered and the use and correct spelling of topic words and high frequency words from texts. Identify skills that need further practise.</div> <div>* Peer assessment</div> <div>* Questioning</div> <div>* Skill practise</div>	<div>Assessment of Learning</div> <div>* writing tasks graded, based on set criteria's</div> <div>* student achievement against selected outcomes</div> <div>* student achievement against set learning goals</div> <div>* achievement against Literacy Continuum Markers</div>	
Additional Resources				
Learning Intention (writing process)	<div>All lessons will continue to work on writing process. In addition there will be a specific LISC relating to the particular piece which will be identified at the beginning of that lesson.</div> <div>To plan, compose and review Informative texts</div>			
Success Criteria (writing process)	<div>PLANNING</div> <div>Success Criteria:</div> <div><div>I can plan texts by making notes, drawing diagrams, and jotting down a series of information</div><div>I can plan and organise ideas using headings, graphic organisers, questions and mind maps</div></div>	<div>COMPOSING</div> <div>Success Criteria:</div> <div><div>I can write a sequence of thought s and ideas</div><div>I can write short, connected and sequenced texts to convey information</div><div>I can construct a sequence a well sequenced informative text using language appropriate to purpose and audience</div></div>	<div>REVISING</div> <div>Adding detail from text</div> <div>Success Criteria:</div> <div><div>I can read my work and add, delete or change words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text.</div><div>I can reread texts during and after writing to check accuracy, meaning and fitness for purpose</div></div>	<div>EDITING</div> <div>Punctuation & Spelling</div> <div>Success Criteria:</div> <div><div>I can check spelling using a dictionary.</div><div>I can check for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks</div></div>

Explicit Teaching Sequence

Week / Date	Learning Experiences	Resources
Week 1	<p>Learning Intention: I can use comprehension strategies to build literal and inferred meaning</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can understand text features such as illustrations, diagrams, tables, maps and graphs I can use visual representations, eg photographs, tables, charts to enhance meaning when reading factual texts I can build understanding of a text by using knowledge of text organisation and features eg: referring to headings and subheadings to locate information I can build understanding by actively seeking information from different parts of the text I can predict, ask and answer questions as I read and summarise and review meaning. 	
Week 1 Date: _____	<p>Focus: Features of an Informational text</p> <p>Focus On Reading Strategy: Prediction</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Explain to the students that this term we will be looking at and discussing various informational texts that will assist with increasing their knowledge on various subject matters. Discuss what nonfiction is with students: Define nonfiction: It gives information. It explains, informs, or persuades Point out examples that are all around them: books about their favourite animals, lunch menus, maps, classroom magazines, etc. Use the chart below to guide a discussion of the characteristics (features and structure of an informational text) of nonfiction and how reading nonfiction is different than reading stories or novels. Discuss why authors structure informational text the way they do. (The authors of nonfiction works put in lots of text features in order for readers to comprehend the content more easily).  <p>The chart 'Informational Text Features' is divided into four main sections: Front Matter, Organizational Aids, Graphical Aids, and Illustrations. Each section lists features and explains how they help the reader. Front Matter includes features like Title, Subtitle, Table of Contents, and Index. Organizational Aids include Features like Headings, Subheadings, and Text. Graphical Aids include Features like Tables, Charts, and Maps. Illustrations include Features like Photographs, Diagrams, and Maps.</p>	IWB : with text features chart and posters

	<ul style="list-style-type: none"> Discuss the title and look at front cover of the Book, 'Desert Journal - predict what this book might be about. Remind students that when we predict we make a smart guess about what is going to happen next based on the text or illustrations. Discuss the type of text, the authors purpose, etc Talk about the blurb and what does a blurb mean. Read the blurb to the class. Discuss the language that the author has used. Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) Eg. I wonder why this book is called Desert Journal? What is a desert? What is a Journal? What does the text or illustration give you to confirm your guess? What types of deserts are there? Where would we find a desert?, etc What words/images do you expect to see or hear in this text? 	<p>Book : 'Desert Journal (Jason Edwards)</p>  <p>IWB : cover, key questions and blurb Part 1</p>
<p>Week 1 Date:_____</p>	<p>Focus: Informational text features Focus On Reading Strategy: Monitoring / Clarifying</p> <p>Lesson 2</p> <ul style="list-style-type: none"> Revise what Nonfiction text features are. View Power point on text features to consolidate students understanding. Read pages 2-9 "Desert Journal" Discuss the information (ensure to explain and clarify any unknown words or phrases) and the informational text features on these pages. Point out that the words in blue can be found in the glossary. 	<p>IWB : Part 1</p>
<p>Week 1 Date:_____</p>	<p>Lesson 3: Focus: Skimming and scanning Focus On Reading Strategy: Monitoring & Clarifying Vocab</p> <ul style="list-style-type: none"> ➤ Put the terms (skimming & scanning) on the board/screen. Have students work in pairs or small groups to discuss what they think each term means. ➤ Discuss the meaning of skimming and scanning. ➤ "Skimming" is discovering the main ideas of a text by reading first and last paragraphs and topic sentences, and paying attention to other details on the page like titles, bold type or italics, photograph captions, etc. "Scanning" is when one looks down and around a page quickly and efficiently searching for important words, facts or phrases to find specific information. ➤ Tell students that during this lesson they will be practicing these two skills. <p>Activity The activity has been divided into two parts, one on skimming and the other on scanning, as you may wish to concentrate on one skill or the other, or both.</p>	<p>Skimming and scanning Poster/ definition (IWB) Part 2</p>

Part One: Skimming

- Remind students that "skimming" is used to quickly find the main ideas of a text, and that skimming is often done at a speed three to four times faster than normal critical reading speed.

Ask: When might you use skimming? In what situations is it useful?

- Suggest to students that skimming is useful if they have a great deal of material to read in a short amount of time, or to quickly ascertain whether a text (like the daily newspaper) merits a closer read.
- Review the following skimming strategies with students as you write them on the board:
 - Read the first and last paragraphs of an article first.
 - Notice the titles and headings and subheadings.
 - Look at the illustrations, graphs or other visuals on the page.
 - Read the captions of the visuals.
 - Read the first sentence of each paragraph.
- Once the class is clear on the strategies, each student should skim pages 16 -19 Desert Animals - **Book : 'Desert Journal** (Jason Edwards). Next, have a class discussion about the various words/features that caught their attention and why.

Part Two: Scanning

- Remind students that scanning is a technique they already use, for instance, when looking up a word in a dictionary or trying to find a specific phrase or number on a printed page. When they are scanning, they move their eyes to find specific words, numbers or phrases.
- Begin by asking students to identify differences between skimming and scanning. If it is not mentioned, add the idea that scanning often comes before skimming. For example, scanning can be used to determine if a resource has the information you are looking for. Once the resource is scanned, it can then be skimmed for more detail.
- Remind students to look for words in boldface or italics when they are scanning, and to pay attention to details like fonts (typefaces), as well as to numbers.

Introduce a scanning game. For this game, choose three to five words and write them on the board. Tell students that they will have a contest to find how many times the word appears on the two pages.

Another way to play this game, to work on both scanning and vocabulary, is to have students scan the front pages for vocabulary words they do not know, look them up and record the definition, then have each team challenge another team to find their words.

- Have the student's practices the skills of skimming and scanning to answer the following Comprehension questions. As students find the answers discuss as a whole class how they found the answer.

Comprehension Questions

1. What is a marsupial?
2. What animal is the authoring referring with the words "giant jumping marsupials"?
3. Why do birds have an advantage over most other desert animals?
4. What words does the author use to describe the emu?

Photocopy pages 16 -19 and glossary of '**Desert Journal** (Jason Edwards) for students to work from.

Comprehension Questions on IWB

5. What animals can be found in the Australian desert?
6. What does exothermic mean?

Lesson 4 **Focus** Summarising/ main Idea **Focus On Reading Strategy:** Summarising (Sum it up)

- Read pages 20-23 of Desert Journal (scanned to IWB)
- Discuss the meaning of the following words (scorching, attract, protection, harsh, pollination, encased, tubers and any other words students may be unfamiliar with). You may wish to have students do the matching word to meaning activity and record in their workbook.

Word	Meaning
scorching	burning, very hot
attract	to draw something near/close
harsh	1. unpleasantly rough or jarring to the senses. 2. cruel or severe
pollination	a process where pollen is deposited in a flower or plant to allow fertilisation
encased	enclose or cover in a case or close-fitting surround.
tubers	roots or parts of a stem found underground

- View a map of the world on IWB to discuss the location of the countries and deserts listed.

- Re-read 16 -23
- Explain how small chunks should be summarised in order.
- Move through each section of the text.

Matching meaning to words IWB activity

Map of world deserts (Notebook file)

Photocopy of pages 20-23
(16- 19 were already copied in earlier lessons)

Week 1

Date: _____

- As a class write down key facts/ideas after reading each page (IWB Proforma)

Page ____

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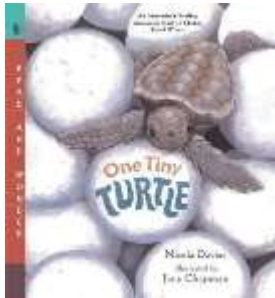
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Page ____

Discuss MAIN IDEA of each page referring to the SUM IT UP notes


Week / Date	Learning Experiences	Resources																					
Week 2	<p>Learning Intention: I can use comprehension strategies to build literal and inferred meaning</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can understand text features such as illustrations, diagrams, tables, maps and graphs I can use visual representations, eg photographs, tables, charts to enhance meaning when reading factual texts I can build understanding of a text by using knowledge of text organisation and features eg: referring to headings and subheadings to locate information I can build understanding by actively seeking information from different parts of the text I can identify and interpret main ideas and important information I can predict, ask and answer questions as I read and summarise and review meaning. 																						
Week 2/3 Date: _____	<p>Text : One tiny turtle by Nicola Davies</p> <p>Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising</p> <ul style="list-style-type: none"> Discuss the title and look at front cover of the Book, One Tiny Turtle - predict what this book might be about. Remind students that when we predict we make a smart guess about what is going to happen next based on the text or illustrations. Discuss the type of text, the authors purpose, etc Talk about the blurb and what does a blurb mean. Read the blurb to the class. Discuss the language that the author has used. Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) Eg. I wonder why this book is called One Tiny Turtle? Where does a turtle live? What do turtles eat? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text? Read the text and clarify any tricky words or phrases <table border="1"> <thead> <tr> <th>Word</th><th>Meaning</th><th>Synonyms</th></tr> </thead> <tbody> <tr> <td>terrapins</td><td>a fresh water turtle</td><td>tortoise, reptile , turtle</td></tr> <tr> <td>species</td><td>a group of living things that are similar to each other</td><td>type, kind, sort</td></tr> <tr> <td>loggerhead</td><td>a very large meat eating sea turtle</td><td>sea turtle</td></tr> <tr> <td>tangle</td><td>something that is knotted</td><td>twist, knot</td></tr> <tr> <td>nursery</td><td>a place where young animals are raised</td><td>kindergarten, cradle and creche.</td></tr> <tr> <td>reptiles</td><td>a cold-blooded animal (as a snake, lizard, turtle, or alligator) that</td><td></td></tr> </tbody> </table>	Word	Meaning	Synonyms	terrapins	a fresh water turtle	tortoise, reptile , turtle	species	a group of living things that are similar to each other	type, kind, sort	loggerhead	a very large meat eating sea turtle	sea turtle	tangle	something that is knotted	twist, knot	nursery	a place where young animals are raised	kindergarten, cradle and creche.	reptiles	a cold-blooded animal (as a snake, lizard, turtle, or alligator) that		<p>Text: One Tiny Turtle</p>  <p>https://www.youtube.com/watch?v=yD9mLI72Ido</p> <p>Wow Words (word, definition and some synonyms). Add to class display</p>
Word	Meaning	Synonyms																					
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reptiles	a cold-blooded animal (as a snake, lizard, turtle, or alligator) that																						

		breathes air and usually has the skin covered with scales or bony plates.		
	oxygen	technical name for air	air	
	driftwood	wood that is floating in water or carried to the shore by water.	log, beam	
	armour	protective cover (shield) for the body		
	wanderers	a person who travels aimlessly; a traveller.	hiker, traveller	
	shoals	an area of shallow water.	shallow, sandbank	
	lagoon	a stretch of salt water separated from the sea by a low sandbank or coral reef.	inlet, inland sea, bay, lake,	
<ul style="list-style-type: none">Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun factsRecord on planning sheet				
Week 2/3 Date:_____	<p>Text : Loggerhead turtle facts by National Geographic</p> <p>Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising</p> <p>https://www.natgeokids.com/au/discover/animals/sea-life/loggerhead-turtle-facts/</p> <p>Lesson 2:</p> <ul style="list-style-type: none">Discuss the title and look at the web page, Loggerhead turtle facts - predict what this page might be about. Remind students that when we predict we make a smart guess about what is going to happen next based on the text or illustrations. Discuss the type of text, the authors purpose, the various text features that can be seen and how these add to our understanding etcPose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) <p>Eg. I wonder what new information we will learn about the Loggerhead turtle? Where can you find a Loggerhead turtle? How long do they live? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text?</p> <ul style="list-style-type: none">Read the text and clarify any tricky words or phrases			Loggerhead turtle facts by National Geographic
			https://www.natgeokids.com/au/discover/animals/sea-life/loggerhead-turtle-facts/	
	Word	Meaning	Synonyms	

	<table> <tr> <td>migrate</td><td>moving from one place to another</td><td>relocate, move</td></tr> <tr> <td>vulnerable</td><td>open to being hurt physically or emotionally</td><td>endangered, unsafe, unprotected</td></tr> <tr> <td>omnivores</td><td>an animal that eats both plants and animals for their main food.</td><td></td></tr> <tr> <td>molluscs</td><td>having a soft unsegmented body usually enclosed in a shell</td><td></td></tr> <tr> <td>crustaceans</td><td>small sea creatures that have a hard shell and antennae's</td><td></td></tr> <tr> <td>feast</td><td>a large variety of food</td><td>banquet, formal dinner, celebration meal</td></tr> </table>	migrate	moving from one place to another	relocate, move	vulnerable	open to being hurt physically or emotionally	endangered, unsafe, unprotected	omnivores	an animal that eats both plants and animals for their main food.		molluscs	having a soft unsegmented body usually enclosed in a shell		crustaceans	small sea creatures that have a hard shell and antennae's		feast	a large variety of food	banquet, formal dinner, celebration meal	
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Week 2/3 Date: _____	Text : http://video.nationalgeographic.com/video/loggerhead-turtle-predation Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising <ul style="list-style-type: none"> Discuss the main points from the video and have students add key words or phrases to their planning sheet. 																			
Week 2/3 Date: _____	In the next two to three lessons model to the class the writing process (See the model below) and have students write their own Information report on the Loggerhead turtle.																			
Week 2/3 Date: _____	Art lesson: Choose one of the lessons below. Go to website for detailed instructions and list of resources. <div> <div>  <p>https://www.deepspaceparkle.com/foil-turtle-and-fish-collage/</p> </div> <div>  <p>https://www.deepspaceparkle.com/ocean-chalk-drawings/</p> </div> <div>  <p>http://www.seaturtleinc.org/education/lesson-plans/build-your-own-sea-turtle/</p> </div> </div>	Refer to website for list of resources																		

<p>Specific Writing focus</p>	<p>Learning Intention: To create a longer text that achieves the intended purpose</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use text features such as headings and paragraphs to organise information I can structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic <p>Spelling Focus: ea as in bread</p> <p>Weekly Grammar Focus: Revise Proper Nouns and Pronouns</p>		
<p>PLANNING Keywords</p>	<p>COMPOSING Spelling</p>	<p>REVISING Adding detail from text</p>	<p>EDITING Punctuation</p>
<p>Classification:</p> <ul style="list-style-type: none"> Amphibians 65 million years <p>Appearance:</p> <ul style="list-style-type: none"> Heads look like logs Weigh up to 115 kilograms Large, reddish brown shell Yellow underbelly Four flippers Two – three claws on each <p>Habitat & reproduction:</p> <ul style="list-style-type: none"> Live in oceans all over the world Lay eggs on the sand Live in an underwater nursery for 3-4 years Lay eggs on the beach <p>Diet:</p> <ul style="list-style-type: none"> Crabs Shrimp Algae Sea urchins Seaweed 	<p><u>Classification</u> Loggerhed Turtles are amphibians. The loggerhed turtles are great wanderers. The loggerhed turtle has been living on earth for 65 million years.</p> <p><u>Description/Appearance</u> The Turtle got their name from their big heds that look like logs. They can weigh up to 115 kilograms. They live to 50 years. The loggerhed turtles have a large, reddish-brown shell and a pale yellow underbelly. They have four flippers with two or three claws on each.</p> <p><u>Habitat and Reproduction</u> Loggerhed Turtles live in oceans all over the world.</p> <p>Loggerhed Turtles lay their eggs on the sand. Once the eggs hatch, the baby turtles make their way to the water. They live in an underwater nursery in the</p>	<p><u>Classification</u> Loggerhed Turtles are amphibians (an animal that lives on land and water).They belong to the reptile family and are closely related to the tortoise and terrapin. The loggerhed turtles are great wanderers who travel the seas. They are an endangered species and one of seven types of turtles. The loggerhed turtle has been living on earth for 65 million years.</p> <p><u>Description/Appearance</u> The Loggerhed Turtle got their name from their oversized heds that look like logs. They can weigh up to 115 kilograms and live to 50 years. The loggerhed turtles have a large, reddish-brown shell and a pale yellow underbelly. They have four flippers with two or three claws on each.</p> <p><u>Habitat and Reproduction</u> Loggerhed Turtles live in oceans all over the world, except in the coldest seas near the South and North poles. They usually dwell in the Mediterranean, Malaysia and the United States of</p>	<p><u>Classification</u> Loggerhead Turtles are amphibians (an animal that lives on land and water).They belong to the reptile family and are closely related to the tortoise and terrapin. The Loggerhead Turtles are great wanderers who travel the seas. They are an endangered species and one of seven types of turtles. The Loggerhead Turtle has been living on earth for 65 million years.</p> <p><u>Description/Appearance</u> The Loggerhead Turtle got their name from their oversized heads that look like logs. They can weigh up to 115 kilograms and live to 50 years. The Loggerhead Turtles have a large, reddish-brown shell and a pale yellow underbelly. They have four flippers with two or three claws on each.</p> <p><u>Habitat and Reproduction</u> Loggerhead Turtles live in oceans all over the world, except in the coldest seas near the South and North poles. They usually dwell in the Mediterranean,</p>

<ul style="list-style-type: none"> • Omnivores (meat & plants) <p>Fun facts:</p> <ul style="list-style-type: none"> • lay up to 150 eggs at a time • females travel 12000km every 2/3 years • turtles can get caught up in fish nets 	<p>weeds and driftwood for 3-4yrs. The Loggerhed Turtles then travel all over the ocean for approximately 30 years.</p> <p><u>Diet</u> Loggerhed Turtles are omnivores. They eat crabs, shrimp, jellyfish, fish, seaweed, algae, sea urchins, mussels and clams..</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> ☺ Loggerhed Turtles can lay up to 150 eggs at a time. ☺ Every two or three years, a female turtle may travel over 12, 0000km. ☺ The Loggerhed Turtles are classed as a Vulnerable species, with an estimated 60,000 nesting females left in the wild. ☺ A serious threat to the turtles is accidental capture in fishing equipment such as nets, long lines and shrimp trawls, along with pollution and destruction to their nesting beaches. 	<p>America in turquoise lagoons.</p> <p>Loggerhed Turtles lay their eggs on the sand. Once the eggs hatch, the baby turtles make their way to the water. They live in an underwater nursery in the weeds and driftwood for 3-4yrs. The Loggerhed Turtles then migrate all over the ocean for approximately 30 years. They wander far and wide. After this time, they return to the beach where they were born to lay their eggs.</p> <p><u>Diet</u> Loggerhed Turtles are omnivores. They feast on tiny crustaceans such as crabs, shrimp, jellyfish, fish, seaweed, algae, sea urchins, mussels and clams. The turtles use their strong, powerful jaw to crush and munch on crunchy critters.</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> ☺ Loggerhed Turtles can lay up to 150 eggs at a time. The eggs are the size of ping pong balls. ☺ Every two or three years, a female turtle may travel over 12, 0000km. ☺ The Loggerhea Turtles are classed as a Vulnerable species, with an estimated 60,000 nesting females left in the wild. ☺ A serious threat to the turtles is accidental capture in fishing equipment such as nets, long lines and shrimp trawls, along with pollution and destruction to their nesting beaches. 	<p>Malaysia and the United States of America in turquoise lagoons.</p> <p>Loggerhead Turtles lay their eggs on the sand. Once the eggs hatch, the baby turtles make their way to the water. They live in an underwater nursery in the weeds and driftwood for 3-4yrs. The Loggerhead Turtles then migrate all over the ocean for approximately 30 years. They wander far and wide. After this time, they return to the beach where they were born to lay their eggs.</p> <p><u>Diet</u> Loggerhead Turtles are omnivores. They feast on tiny crustaceans such as crabs, shrimp, jellyfish, fish, seaweed, algae, sea urchins, mussels and clams. The turtles use their strong, powerful jaw to crush and munch on crunchy critters.</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> ☺ Loggerhead Turtles can lay up to 150 eggs at a time. The eggs are the size of ping pong balls. ☺ Every two or three years, a female turtle may travel over 12, 0000km. ☺ The Loggerhead Turtles are classed as a vulnerable species, with an estimated 60,000 nesting females left in the wild. ☺ A serious threat to the turtles is accidental capture in fishing equipment such as nets, long lines and shrimp trawls, along with pollution and destruction to their nesting beaches.
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Week / Date	Learning Experiences	Resources
Week 4	<p>Learning Intention: I can use comprehension strategies to build literal and inferred meaning</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can understand text features such as illustrations, diagrams, tables, maps and graphs I can use visual representations, eg photographs, tables, charts to enhance meaning when reading factual texts I can build understanding of a text by using knowledge of text organisation and features eg: referring to headings and subheadings to locate information I can build understanding by actively seeking information from different parts of the text I can identify and interpret main ideas and important information I can predict, ask and answer questions as I read and summarise and review meaning. 	
Week 4/5 Date: _____	<p>Text : The Tiny Seed by Eric Carle</p> <p>Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Discuss the title and look at front cover of the Book, One Tiny Turtle - predict what this book might be about. Remind students that when we predict we make a smart guess about what is going to happen next based on the text or illustrations. Discuss the type of text, the authors purpose, etc Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) Eg. I wonder why this book is called The Tiny Seed? What happens to plants during the different seasons of the year? What do plants need to grow? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text? <p>Read the text and clarify any tricky words or phrases.</p> <p>Words and phrases</p> <p>drown drifts down into the earth a shadow looms over them seed pod</p> <ul style="list-style-type: none"> Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun facts Record on planning sheet 	<p>Text: The Tiny seed by Eric Carle</p> <p>https://www.youtube.com/watch?v=cqE3Kcc8Zgg</p> 

Text : Plants (Helen and Mark Warner)

Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising

Lesson 2

- Discuss the title and look at front cover of the Book, Plants - predict what this book might be about.
- Discuss how we don't need to read a whole book when using an Informational text.
- Discuss features and how to navigate. Explain that today we want to find out about the parts of a plant. Go to contents page and ask students what page we need to turn to.
- Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS)

Eg. I wonder what we will find out in the section? What are the different parts of a plant? What is the role of each part? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text?

Week 4/5

Date: _____

- Read the text (pages 10 -16) and clarify any tricky words or phrases. Refer to glossary at the back. Explain its purpose and function.
- Photocopy rest of book so that students can add information to their planning sheet during Literacy rotations

Words and phrases

species

reproduction

photosynthesis

pollen

minerals

fibrous

evaporating

deciduous

- Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun facts
- Record on planning sheet

Text : Plants
(Helen and Mark Warner)



Photocopy whole document so student can use specific page to add information to their own planning sheet during Literacy rotations.

Text : Plants poster

Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising

Lesson 3

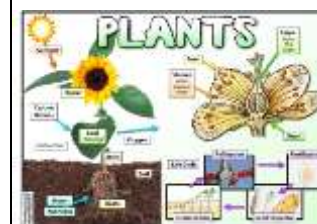
- Discuss how information can be gained by studying pictures/ diagrams and labels
- Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS)

Eg. I wonder what information we can find out looking closely at a diagram? What is the lifecycle of a plant? What are the different parts of a flower/plant? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text?

Week 4/5

Date: _____

Poster



- View the poster
- Discuss tricky words and phrases

Words and phrases	Meaning
germination	The process in which a seed begins to grow into a plant, sprouting a shoot and a root.
carpel	The female part of the plant
Chlorophyll	A green chemical found in leaves that absorbs sunlight and makes food for plants
leaf	The part of a plant that absorbs sunlight and makes food.
ovary	The part of a flower that contains the seeds and grows into fruit.
Pollination	The process that plants use to move pollen from one plant to another.
Seed dispersal	The method that a plant uses to spread seeds away from itself.
stigma	The part of a plant that needs to be pollinated with pollen.

- Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun facts
- Record on planning sheet

Week 4/5

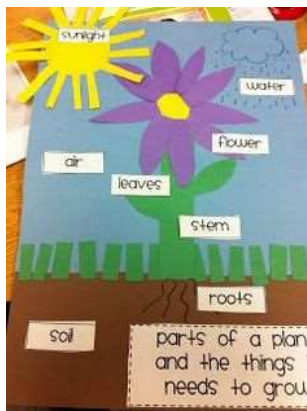
Date: _____

In the next two to three lessons model to the class the writing process (See the model below) and have students write their own Information report on a plant.

Art lesson: Choose one of the lessons below. Go to website for detailed instructions and list of resources.



<http://www.momto2poshlildivas.com/2011/05/abc-fun-f-is-for-flower-parts-of-flower.html>



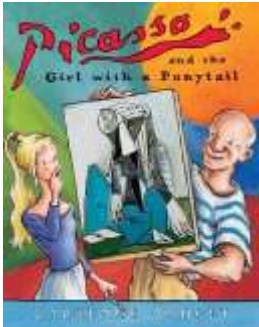
<http://createartwithme.com/bubble-painting-flower-garden/>

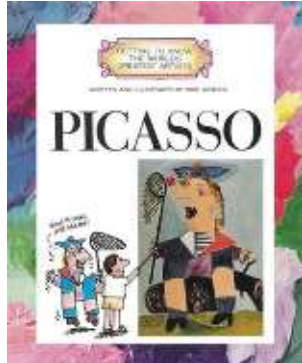
Refer to website for list of resources

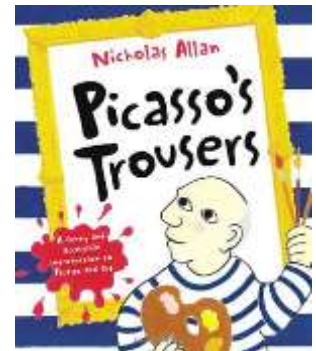
<p>Specific Writing focus</p>	<p>Learning Intention: To improve vocabulary choices in response to purpose and audience when reviewing and editing work To construct grammatical correct sentences</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use technical words when writing about a specific topic • I can use content knowledge when creating texts • I can use commas in a list <p>Spelling Focus: ea as in bread</p> <p>Weekly Grammar Focus: Commas in a list</p>		
<p>PLANNING Keywords</p>	<p>COMPOSING Spelling</p>	<p>REVISING Adding detail from text</p>	<p>EDITING Punctuation</p>
<p>Classification:</p> <ul style="list-style-type: none"> • living things <p>Appearance:</p> <ul style="list-style-type: none"> • stem- support the plant and move towards the sunlight • leaves- make food for the plant • roots- soak up water and nutrients • flower • different shapes and sizes • <p>Habitat:</p> <ul style="list-style-type: none"> • Soil • Many different places depending on the plant <p>Diet:</p> <ul style="list-style-type: none"> • soil • sunlight • water • carbon dioxide from the air 	<p><u>Plants</u></p> <p>Plants are living things that grow in the earth. They can come in all shapes and sizes, from tiny water plants to huge forest trees. There are 400,000 different species of plants in the world. Other plants with stems were developed from this. Later on, flowering plants evolved. These plants completely changed the world as they provide food for humans and animals.</p> <p>There are many different types of plants. They are categorised into two groups: flowering plants and non-flowering plants.</p>	<p><u>Plants</u></p> <p>Plants are living things that grow in the earth. They can come in all shapes and sizes, from tiny water plants to huge forest trees. There are 400,000 different species of plants in the world. It is believed that the first species were algae. Other plants with stems were developed from this. Later on, flowering plants evolved. These plants completely changed the world as they provide food for humans and animals. Plants are the only living things that are able to make their own food from sunlight.</p> <p>There are many different types of plants. They are categorised into two groups: flowering plants and non-flowering plants.</p>	<p><u>Plants</u></p> <p>Plants are living things that grow in the earth. They can come in all shapes and sizes, from tiny water plants to huge forest trees. There are 400,000 different species of plants in the world. It is believed that the first species were algae. Other plants with stems were developed from this. Later on, flowering plants evolved. These plants completely changed the world as they provide food for humans and animals. Plants are the only living things that are able to make their own food from sunlight.</p> <p>There are many different types of plants. They are categorised into two groups: flowering plants and non-flowering plants.</p>

<p>Fun facts:</p> <ul style="list-style-type: none"> • soil • sunlight • plants provide oxygen for people 	<p>Although there are many different plant families, they all have a very similar structure. Plants have different parts and each of these have a specific job. The main parts of a plant are the roots, stem, leaves and flower. The roots job is to soak up the water and nutrients from the soil. The stems job is to support the plant and move it towards the sunlight. The leaves job is to make food for the plant.</p> <p>Plants can live in many different places, depending on the type of plant. The place that a plant lives is called a habitat.</p> <p>Plants need lots of things to stay alive. Plants need sunlight, carbon dioxide from air, water and nutrients absorbed by the roots to be healthy.</p> <p>Plants are very important.</p>	<p>Flowering plants include: daisies and orchids and lilies and cacti, pea and bean and magnolia and maple and rose and grass. Non Flowering plants include: algae and moss and conifers and ferns.</p> <p>Although there are many different plant families, they all have a very similar structure. Plants have different parts and each of these have a specific function. The main parts of a plant are the roots, stem, leaves and flower. The roots role is to soak up the water and nutrients from the soil. The stems function is to support the plant and move it towards the sunlight. The leaves task is to make food for the plant. They do this through a process called photosynthesis. The flower is the part of a plant that is needed for reproduction. It contains pollen and eggs which make seeds to make new plants. Some plants also contain fruits, which can be eaten by animals and humans.</p> <p>Plants can live in many different places, depending on the type of plant. The place that a plant lives is called a habitat. Plants can live in the sea, the desert, in forests and in caves. Certain plants can</p>	<p>Flowering plants include: daisies, orchids, lilies, cacti, pea and bean, magnolia, maple, rose and grass. Non Flowering plants include: algae, moss, conifers and ferns.</p> <p>Although there are many different plant families, they all have a very similar structure. Plants have different parts and each of these have a specific function. The main parts of a plant are the roots, stem, leaves and flower. The roots role is to soak up the water and nutrients from the soil. The stems function is to support the plant and move it towards the sunlight. The leaves task is to make food for the plant. They do this through a process called photosynthesis. The flower is the part of a plant that is needed for reproduction. It contains pollen and eggs which make seeds to make new plants. Some plants also contain fruits, which can be eaten by animals and humans.</p> <p>Plants can live in many different places, depending on the type of plant. The place that a plant lives is called a habitat. Plants can live in the sea, the desert, in forests and in caves. Certain plants can</p>
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		<p>live where there is snow and other plants, like waterlilies, grow in ponds and lakes.</p> <p>Plants need various things to stay alive. They need sunlight, carbon dioxide from air, water and nutrients absorbed by the roots to be healthy. If they are healthy they continue to make their own food through photosynthesis. Did you know that there are also plants that eat meat? These plants lure, trap and eat insects to get their energy.</p> <p>Plants are very important as they not only provide food, but they also provide oxygen for humans, animals and other plants to be able to breathe and stay alive.</p>	<p>live where there is snow and other plants, like waterlilies, grow in ponds and lakes.</p> <p>Plants need various things to stay alive. They need sunlight, carbon dioxide from air, water and nutrients absorbed by the roots to be healthy. If they are healthy they continue to make their own food through photosynthesis. Did you know that there are also plants that eat meat? These plants lure, trap and eat insects to get their energy.</p> <p>Plants are very important as they not only provide food, but they also provide oxygen for humans, animals and other plants to be able to breathe and stay alive.</p>
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Week / Date	Learning Experiences	Resources
<p>Week 8/9</p>	<p>Learning Intention: I can use comprehension strategies to build literal and inferred meaning</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can understand text features such as illustrations, diagrams, tables, maps and graphs I can use visual representations, eg photographs, tables, charts to enhance meaning when reading factual texts I can build understanding of a text by using knowledge of text organisation and features eg: referring to headings and subheadings to locate information I can build understanding by actively seeking information from different parts of the text I can identify and interpret main ideas and important information I can predict, ask and answer questions as I read and summarise and review meaning. 	
<p>Week 8/9</p> <p>Date: _____</p>	<p>Text : Picasso and the Girl with the Pony Tail by Laurence Anholt</p> <p>Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Discuss the title and look at front cover of the Book, "Picasso and the girl with the pony tail" predict what this book might be about. Remind students that when we predict we make a smart guess about what is going to happen next based on the text or illustrations. Discuss the type of text, the authors purpose, etc Introduce the biography genre by telling your students that biographies are the one text that can open their eyes and hearts to people who have made a difference in the world. Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) <p>Eg. I wonder why this book is called Picasso and the girl with the Pony Tail? Who is Picasso? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text?</p> <ul style="list-style-type: none"> Read the text and clarify any tricky words or phrases. <p>Words and phrases</p> <p>terrace sketchbook muscular studio sculptures delicate daring baboon signature</p>	<p>Text:</p>  <p>https://www.youtube.com/watch?v=SGdtEyLg2Jw</p>

	<ul style="list-style-type: none"> Discuss the main points from the text using the following headings to sum up the information: Persons name, accomplishments, interesting facts, early life Record on planning sheet 	
<p>Week 8/9</p> <p>Date:_____</p>	<p>Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising</p> <p>Lesson 2</p> <ul style="list-style-type: none"> Discuss the title and look at front cover of the Book, Picasso - predict what this book might be about. Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) <p>Eg. I wonder what other information this book is going to give us that we don't already know? Why did he paint in different ways? What do you notice about the illustrations in this book? What does the text or illustration give you to confirm your guess? What words/images do you expect to see or hear in this text?</p> <ul style="list-style-type: none"> Discuss unknown words and phrases <div> <div> <p>Words and phrases</p> <p>controversial</p> <p>monuments</p> <p>Originality</p> </div> <div> <p>modern</p> <p>expression</p> <p>feet wide / feet high</p> <p>scenery</p> </div> </div> <ul style="list-style-type: none"> Discuss the main points from the text using the following headings to sum up the information: Persons name, accomplishments, interesting facts, early life Record on planning sheet Discussion around verb tenses- using Susan Burke IWB on past, present and future tense verbs 	<p>Text</p>  <p>https://www.youtube.com/watch?v=9tjlfThwPW8</p> <p>Susan Burke IWB on past, present and future tense verbs</p>
<p>Week 8/9</p> <p>Date:_____</p>	<p>Lesson 3:</p> <ul style="list-style-type: none"> Discuss the information and clarify any unknown words in the text on the following two websites. Explain the purpose of timelines and how they are a useful tool for recording information. Record information on a 	<p>Time line planning sheet</p>

	<p>timeline.</p> <p>http://www.ducksters.com/biography/artists/pablo_picasso.php</p> <p>http://www.mykidsart.com.au/Pablo_Picasso_Famous_Artists_My_Kids_Art.html</p>	
<p>Week 8/9</p> <p>Date: _____</p>	<ul style="list-style-type: none"> In the next two to three lessons model to the class the writing process (See the model below) and have students write their own Information report on Pablo Picasso. 	
	<p>Lesson 4: Art lesson</p> <p>ARTIST STUDY- PABLO PICASSO Students will create a Picasso portrait using style, shapes, colours and lines. Students will be exposed to other children's artworks focusing on the Picasso abstract portraits.</p> <ul style="list-style-type: none"> Read Picasso's Trousers by Nicolas Allan Discuss what students remember about Pablo Picasso. What style of artworks is he famous for? Expose students to a variety of abstract portraits created by Picasso. Discuss the look of each artwork, lines, symmetry, colours, shapes, organisation etc. Highlight that the portrait is in the middle, with abstract lines in the background with different colours in each segment. Expose students to a variety of students' abstract portraits based about Picasso's abstract art. Students will then create their own abstract portraits using oil pastels, using Picasso's artworks as a basis. Students will create the portrait first (using oil pastels), then focus on patterns/lines for the background at the end (using water colours). 	<p>Text</p>  <p>https://www.youtube.com/watch?v=b7ITHzuqopE</p> <p>Oil pastels</p> <ul style="list-style-type: none"> Lead pencils Erasers

- Display artworks on halved A3 paper, with A3 black paper for the background.



- Water colours
- Paintbrushes
- Water
- Newspaper
- A3 art paper in halves
- A3 black paper (for background)
- Glue

PLANNING Keywords

COMPOSING Spelling

REVISING Adding detail from text

EDITING Punctuation

Early Life

Born in Spain in 1881

PABLO PICASSO: A genius of creativity!

pablo picasso was one of the greatest

PABLO PICASSO: A genius of creativity!

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Could draw before he could speak	artists of the twentieth century. He was born in malaga, spain in 1881. His dad whanted him to become a great artist one day so he would encourage Picasso to draw and paint. Picasso could draw before he could speak, and by the time he was twelve he had started to produce skilful oil paintings.	Picasso is 19, he leaves Spain and movd to paris, france.	Picasso was 19, he left Spain and moved to Paris, France .
By the time he was 12, he was creating oil paintings.		His painting style changed throughout his career more than any other great artist. He would always try new and different things and his mood will often influence how he painttted. His painting career took him through several periods such as the Blue period, the Rose period, Cubism and Guernica.	His painting style changed throughout his career more than any other great artist. He would always try new and different things and his mood would often influence how he painted . His painting career took him through several periods such as the Blue period, the Rose period, Cubism and Guernica.
Family Life			
Son of an art teacher	He would always try new and different things and his mood will often influence how he painttted.	The Blue Period	The Blue Period
Fell in love with a lady named Fernande		The Blue Period is the first period in the work of Picasso. It was provoked by a long-lasting depression after the death of Picasso's best friend. Picasso feels alone and sad and because of his mood, Picasso began to paint with lots of blue. He made all the people in his paintings look lonely and sad.	The Blue Period was the first period in the work of Picasso. It was provoked by a long-lasting depression after the death of Picasso's best friend. Picasso felt alone and sad and because of his mood, Picasso began to paint with lots of blue. He made all the people in his paintings look lonely and sad.
Died at age 92 in 1973	The Blue Period		
Major Accomplishments	The Blue Period is the first period in the work of Picasso. It was provoked by a long-lasting depression after the death of Picasso's best friend. Picasso feels alone and sad.	The Rose Period	The Rose Period
Art periods		The Rose Period was brought about as Picasso had met a girl named Fernande. Fernande and Picasso fell in love and his paintings took on a much happier, more colourful and brighter theme. During this time Picasso painttted a lot of circus people with their animals.	The Rose Period was brought about as Picasso had met a girl named Fernande. Fernande and Picasso fell in love and his paintings took on a much happier, more colourful and brighter theme. During this time Picasso painted a lot of circus people with their animals.
•The Blue Period	The Rose Period	Cubism	Cubism
•The Rose Period	The Rose Period was brought about as Picasso had met a girl named Fernande. Fernande and Picasso fell in love and his paintings took on a much happier, more colourful and brighter theme.	Cubism is one of the most important periods in the history of modern art. For many hundreds of years, artists tried very hard to paint things so they would look real. Picasso, however started to paint people and things that didn't look the way they were supposed to look. This caust a lot of controversy all over the world.	Cubism is one of the most important periods in the history of modern art. For many hundreds of years, artists tried very hard to paint things so they would look real. Picasso started to paint people and things that didn't look the way they were supposed to look. This caused a lot of controversy all over the world.
•Cubism	Cubism	Guernica	Guernica
•Guernica	Cubism is one of the most important periods in the history of modern art. For many hundreds of years, artists tried very hard to paint things so they would look real. Picasso started to paint people and things that didn't look the way they were supposed to look.	In 1937, something changed to make Picasso paint his most powerful and	In 1937, something changed to make Picasso paint his most powerful and serious painting ever. During the Civil
3 Interesting Facts			
•His mood and feelings would influence his paintings.	Guernica		
•Cubism is one of the most important			

<p>periods in art history.</p> <ul style="list-style-type: none"> • 	<p>In 1937, something changed to make Picasso paint his most powerful and serious painting ever. Picasso becomes very angry and decided to create a painting that would show the world how horrible and ridiculous war is.</p> <p>Pablo Picasso died in 1973, aged 92. Pablo Picasso remains one of the best known figures in 20th century art.</p>	<p>serious painting ever. During the Civil War in Spain, the small town of Guernica was destroyed. Picasso becomes very angry and decided to create a painting that would show the world how horrible and ridiculous war is. Picasso used dark colours, cubism, expression and size to make his point.</p> <p>Pablo Picasso died in 1973, aged 92. His work was original and his imagination was astounding. Pablo Picasso remains one of the best known figures in 20th century art. He truly is a genius of creativity!</p>	<p>War in Spain, the small town of Guernica was destroyed. Picasso became very angry and decided to create a painting that would show the world how horrible and ridiculous war was. Picasso used dark colours, cubism, expression and size to make his point.</p> <p>Pablo Picasso died in 1973, aged 92. His work was original and his imagination was astounding. Pablo Picasso remains one of the best known figures in 20th century art. He truly was a genius of creativity!</p>
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