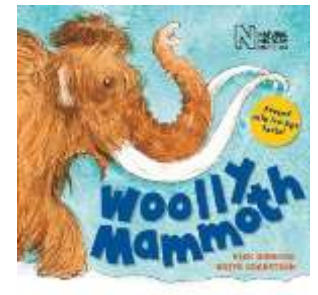
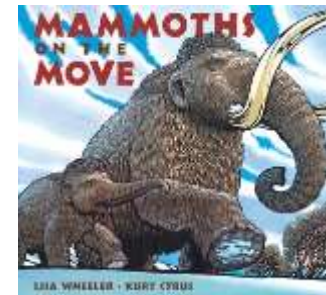
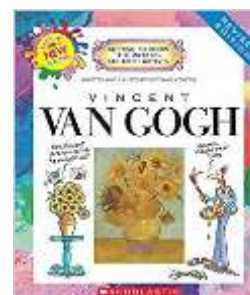
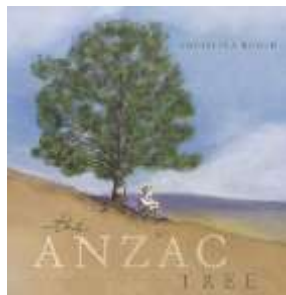
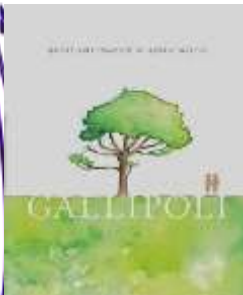















# STAGE ONE & TWO SHARED READING & WRITING UNIT, USING QUALITY TEXT







**TERM 2, 2018**  
**INFORMATIVE WRITING**



Developed by Emily Moisy, Amy Kendrick & Leanne Williamson, 2018

Unit Overview								
Connection Focus	<p>This English unit has been designed to introduce the informative genre to students; specifically, the purpose, structure and language features of information reports. The unit includes many opportunities for students to use creative and critical thinking, the basis of being a successful 21<sup>st</sup> 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:</p> <ul style="list-style-type: none"> <li>Identify the Author's purpose</li> <li>Improve vocabulary knowledge with the intention to entertain</li> <li>Understand and use vocabulary according to purpose and audience</li> <li>Show evidence of their capacity to improve vocabulary choices in response to purpose and audience</li> <li>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.</li> </ul>							
Students will be engaged in:	<p>Students will be engaged in:</p> <ul style="list-style-type: none"> <li>critical and creative thinking</li> <li>completing comprehension questions</li> <li>think deeply and expressing verbally</li> <li>making logical connections</li> </ul>							
Key to general capabilities and cross-curriculum priorities	<div>  Literacy understanding            Numeracy            ICT capability            Critical and creative thinking            Ethical behaviour            Personal and social capability            Intercultural         </div> <div>  Aboriginal and Torres Strait Islander histories and cultures            Asia and Australia's engagement with Asia            Sustainability         </div>							
Text Purpose	Inform							
Literary Devices	adjectives, technical language, diagrams and graphs							
English Outcomes and Content	<table border="1"> <thead> <tr> <th></th><th>Stage One</th><th>Stage Two</th></tr> </thead> <tbody> <tr> <td>Reading &amp; Viewing</td><td> <p><b>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</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Develop and apply contextual knowledge</li> <li>understand how readers' self-selection and enjoyment of texts is informed by personal interests</li> <li>discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) </li> </ul> </td><td> <p><b>EN2-4A</b> 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"> <li>Develop and apply contextual knowledge</li> <li>discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences</li> <li>draw on experiences, knowledge of the topic or <b>context</b> to work out the meaning of unknown words</li> </ul> </td></tr> </tbody> </table>			Stage One	Stage Two	Reading & Viewing	<p><b>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</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Develop and apply contextual knowledge</li> <li>understand how readers' self-selection and enjoyment of texts is informed by personal interests</li> <li>discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) </li> </ul>	<p><b>EN2-4A</b> 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"> <li>Develop and apply contextual knowledge</li> <li>discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences</li> <li>draw on experiences, knowledge of the topic or <b>context</b> to work out the meaning of unknown words</li> </ul>
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		<p>Understand and apply knowledge of <a href="#">language forms and features</a></p> <ul style="list-style-type: none"> <li>recognise grammatical patterns to enhance comprehension, eg action <a href="#">verbs</a>, words or groups of words that tell who, what, when, where and how</li> <li>recognise a <a href="#">clause</a> as a complete message or thought expressed in words, <a href="#">noun–pronoun agreement</a>, <a href="#">conjunctions</a></li> <li>understand that <a href="#">nouns</a> represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that <a href="#">noun groups</a>/phrases can be expanded using <a href="#">articles</a> and <a href="#">adjectives</a>(ACELA1468)</li> <li>understand patterns of repetition and contrast in simple texts (ACELA1448) ⚙️</li> <li>identify the parts of a simple <a href="#">sentence</a> that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</li> <li>understand how sentence punctuation is used to enhance meaning and fluency</li> <li>identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and <a href="#">synonyms</a></li> </ul> <p>Develop and apply <a href="#">graphological</a>, <a href="#">phonological</a>, <a href="#">syntactic</a> and <a href="#">semantic knowledge</a></p> <ul style="list-style-type: none"> <li>recognise sound–letter matches including common vowel and consonant <a href="#">digraphs</a> and consonant blends(ACELA1458)</li> <li>understand the variability of sound–letter matches (ACELA1459)</li> <li>recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)</li> <li>automatically recognise irregular high-frequency words, eg 'come' and 'are'</li> <li>use phonological, graphological, syntactic and semantic cues to <a href="#">decode</a> and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into <a href="#">syllables</a></li> <li>manipulate sounds in spoken words including <a href="#">phoneme</a> deletion and substitution (ACELA1457)</li> </ul> <p><a href="#">Respond</a> to, read and <a href="#">view</a> texts</p> <ul style="list-style-type: none"> <li>read supportive texts using developing phrasing, fluency, <a href="#">contextual</a>, semantic, grammatical and <a href="#">phonics</a> knowledge and emerging text processing strategies, for example <a href="#">prediction</a>, monitoring meaning and rereading (ACELY1659)</li> <li>self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on ⚙️</li> <li>read less <a href="#">predictable texts</a> with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using <a href="#">text processing strategies</a>, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) ⚙️</li> <li>read with fluency and expression, responding to punctuation and attending to volume, pace, <a href="#">intonation</a> and pitch</li> <li>use <a href="#">comprehension strategies</a> to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and <a href="#">visual features</a> and print and <a href="#">multimodal</a> text</li> </ul>	<p>Understand and apply knowledge of <a href="#">language forms and features</a></p> <ul style="list-style-type: none"> <li>use <a href="#">metalinguage</a> to describe the effects of ideas, <a href="#">text structures</a> and <a href="#">language features</a> of <a href="#">literary texts</a>(ACELT1604) ⚙️</li> <li>understand how texts are made cohesive through the use of linking devices including <a href="#">pronoun</a> reference and <a href="#">text connectives</a> (ACELA1491)</li> <li>know that word contractions are a feature of informal language and that <a href="#">apostrophes</a> of <a href="#">contraction</a> are used to signal missing letters (ACELA1480)</li> <li><a href="#">skim</a> a text for overall message and <a href="#">scan</a> for particular information, eg headings, key words</li> <li>identify and explain language features of texts from earlier times and compare with the vocabulary, images, <a href="#">layout</a> and content of contemporary texts (ACELY1686) ⚙️</li> </ul> <p>Develop and apply <a href="#">graphological</a>, <a href="#">phonological</a>, <a href="#">syntactic</a> and <a href="#">semantic knowledge</a></p> <ul style="list-style-type: none"> <li>use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of <a href="#">homophones</a>, contractions, <a href="#">syllables</a>, word families and common <a href="#">prefixes</a></li> <li>identify syllables in multisyllabic words in order to support <a href="#">decoding</a> of longer words in context to make meaning</li> <li>recognise <a href="#">high frequency sight words</a> (ACELA1486)</li> </ul> <p><a href="#">Respond</a> to, read and <a href="#">view</a> texts</p> <ul style="list-style-type: none"> <li>read different types of texts by combining contextual, semantic, grammatical and <a href="#">phonic</a> knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) ⚙️</li> <li>read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation</li> <li>use <a href="#">comprehension strategies</a> to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) ⚙️</li> <li>use strategies to confirm <a href="#">predictions</a> about author intent in <a href="#">imaginative</a>, <a href="#">informative</a> and <a href="#">persuasive texts</a></li> <li>recognise how aspects of personal <a href="#">perspective</a> influence responses to texts</li> <li>recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning</li> <li>connect information by observing text connectives</li> <li>summarise a paragraph and indicate the main idea, key points or key <a href="#">arguments</a> in imaginative, informative and persuasive texts</li> <li>interpret text by discussing the differences between literal and inferred meanings</li> </ul>
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		<p>structures(ACELY1660, ACELY1670) </p> <ul style="list-style-type: none"> <li>• use background knowledge of a topic to make <b>inferences</b> about the ideas in a text</li> <li>• predict author intent, series of events and possible endings in an <b>imaginative, informative</b> and <b>persuasive</b> text </li> <li>• discuss the use of text <b>connectives</b>, eg sequencing ideas, indicating time</li> <li>• identify the <b>cohesive links</b> between <b>pronouns</b> and people and things</li> <li>• sequence a summary of events and identify key facts or key <b>arguments</b> in imaginative, informative and persuasive texts</li> <li>• identify visual <b>representations</b> of characters' actions, reactions, speech and thought processes in <b>narratives</b>, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) </li> <li>• compare opinions about characters, events and settings in and between texts (ACELT1589) </li> <li>• distinguish between fact and opinion in persuasive texts</li> </ul> <p><b>EN1-8B- recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</b></p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> <li>• recognise a range of purposes and audiences for <b>imaginative, informative and persuasive</b> print and <b>visual texts</b></li> <li>• identify how imaginative, informative and persuasive texts can vary in <b>purpose</b>, structure and topic</li> <li>• understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales</li> <li>• discuss possible author intent and intended <b>audience</b> of a range of texts</li> </ul> <p>Understand and apply knowledge of <b>language forms and features</b></p> <ul style="list-style-type: none"> <li>• 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) </li> <li>• understand how <b>text structure</b> contributes to the meaning of texts</li> <li>• know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) </li> </ul>	<ul style="list-style-type: none"> <li>• justify interpretations of a text, including responses to characters, information and ideas</li> </ul>	
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## Writing & representing

- 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 metalanguage 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 support decoding of longer words in context to make meaning
- recognise high frequency sight words (ACELA1486)

Respond to, read and view texts

- read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies

**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 and mind maps
- 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,

		<p>for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) 🌟</p> <ul style="list-style-type: none"> <li>● read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation</li> <li>● use <b>comprehension strategies</b> to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) 🌟</li> <li>● use strategies to confirm <b>predictions</b> about author intent in <b>imaginative</b>, <b>informative</b> and <b>persuasive texts</b></li> <li>● recognise how aspects of personal <b>perspective</b> influence responses to texts</li> <li>● recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning</li> <li>● connect information by observing text connectives</li> <li>● summarise a paragraph and indicate the main idea, key points or key <b>arguments</b> in imaginative, informative and persuasive texts</li> <li>● interpret text by discussing the differences between literal and inferred meanings</li> <li>● justify interpretations of a text, including responses to characters, information and ideas</li> </ul>	<p>ACELT1794) 🌐 ⚙️ 👤 📄</p> <ul style="list-style-type: none"> <li>● create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, <b>mood</b>, music, <b>sound effects</b> and dialogue (ACELT1791)</li> <li>● experiment with visual, <b>multimodal</b> and digital processes to represent ideas encountered in texts 📄</li> <li>● identify elements of their writing that need improvement and review using feedback from teacher and peers</li> <li>● reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) 📄</li> <li>● reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</li> </ul>
	<p><b>Grammar, punctuation and vocabulary</b></p>	<p><b>EN1-9B</b> uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p> <p>Students: Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> <li>● understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs</li> <li>● begin to understand that choice of vocabulary adds to the effectiveness of text</li> </ul> <p>Understand and apply knowledge of <b>language forms and features</b></p> <ul style="list-style-type: none"> <li>● understand that paragraphs are used to organise ideas</li> <li>● understand that simple connections can be made between ideas by using a compound <b>sentence</b> with two or more <b>clauses</b> usually linked by a coordinating <b>conjunction</b> (ACELA1467)</li> <li>● explore differences in words that represent people, places and things (<b>nouns</b>, including <b>pronouns</b>), happenings and states (<b>verbs</b>), qualities (<b>adjectives</b>) and details such as when, where and how (<b>adverbs</b>) (ACELA1452)</li> <li>● recognise that a <b>preposition</b> placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday'</li> </ul>	<p><b>EN2-9B</b> 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: Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> <li>● understand that effective organisation of ideas in imaginative, informative and persuasive <b>texts</b> enhances meaning</li> <li>● understand that choice of vocabulary impacts on the effectiveness of texts</li> </ul> <p>Understand and apply knowledge of <b>language forms and features</b></p> <ul style="list-style-type: none"> <li>● understand that paragraphs are a key organisational feature of written texts (ACELA1479)</li> <li>● understand that a <b>clause</b> is a unit of grammar usually containing a <b>subject</b> and a <b>verb</b> and that these need to be in agreement (ACELA1481)</li> <li>● understand how to elaborate on ideas in texts through the use of <b>prepositional phrases</b></li> <li>● understand how <b>adverb</b> groups/phrases and prepositional</li> </ul>



		<p>(when)</p> <ul style="list-style-type: none"> <li>● recognise that time <b>connectives</b> sequence information in texts</li> <li>● recognise that different types of punctuation, including <b>full stops</b>, <b>question marks</b> and <b>exclamation marks</b>, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> <li>● recognise that capital letters signal proper nouns and commas are used to separate items in lists(ACELA1465)</li> <li>● experiment with the use of <b>quoted</b> (direct) and <b>reported</b> (indirect) speech</li> </ul> <p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> <li>● understand how texts are made cohesive through resources, for example word associations, <b>synonyms</b>, and <b>antonyms</b> (ACELA1464)</li> <li>● recognise, discuss and use creative word play, eg <b>alliteration</b> and <b>onomatopoeia</b></li> </ul> <p><b>Respond</b> to and <b>compose</b> texts</p> <ul style="list-style-type: none"> <li>● begin to organise ideas into paragraphs when composing texts</li> <li>● compose sentences effectively using basic grammatical features and punctuation conventions</li> <li>● use <b>subject–verb</b> and <b>noun–pronoun agreement</b> when composing texts and responding to texts orally and in writing</li> <li>● demonstrate the use of more precise vocabulary to describe emotions and experiences when writing</li> </ul>	<p>phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</p> <ul style="list-style-type: none"> <li>● understand that the meaning of <b>sentences</b> can be enriched through the use of <b>noun groups</b>/phrases and verb groups/phrases and prepositional phrases (ACELA1493)</li> <li>● identify and use grammatical features, eg <b>pronouns</b>, <b>conjunctions</b> and <b>connectives</b>, to accurately link ideas and information</li> <li>● understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through <b>tense</b> (ACELA1482)</li> <li>● experiment with punctuation to engage the reader and achieve <b>purpose</b></li> <li>● investigate how <b>quoted</b> (direct) and <b>reported</b> (indirect) speech work in different types of text (ACELA1494)</li> <li>● use <b>apostrophes</b> for <b>contractions</b></li> <li>● identify a variety of connectives in texts to indicate time, to add information and to clarify understanding</li> </ul> <p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> <li>● learn extended and technical vocabulary and ways of expressing opinion including <b>modal verbs</b> and adverbs (ACELA1484) </li> <li>● experiment with vocabulary choices to engage the listener or reader</li> </ul> <p><b>Respond</b> to and <b>compose</b> texts</p> <ul style="list-style-type: none"> <li>● compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience</li> <li>● use grammatical features to create complex sentences when composing texts</li> <li>● experiment with <b>figurative language</b> when composing texts to engage an audience, eg <b>similes</b>, <b>metaphors</b>, <b>idioms</b> and <b>personification</b></li> <li>● incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</li> </ul>
	<p><b>Thinking</b></p>	<p><b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p><b>EN2-10C</b> thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>

	<div> <div>imaginatively, creatively and interpretively</div> <div> <div>Students:</div> <div>Engage personally with texts</div> <ul style="list-style-type: none"> <li>respond to a wide range of texts through discussing, writing and representing</li> </ul> <div>Develop and apply contextual knowledge</div> <ul style="list-style-type: none"> <li>recognise and begin to understand how composers use creative features to engage their <u>audience</u></li> <li>identify and compare the imaginative language used by composers</li> </ul> <div>Understand and apply knowledge of <u>language forms and features</u></div> <ul style="list-style-type: none"> <li>patterns and features for a variety of audiences</li> <li>identify creative language features in <u>imaginative texts</u> that enhance enjoyment, eg illustrations, repetition</li> </ul> <div>Respond to and <u>compose</u> texts</div> <ul style="list-style-type: none"> <li>predict and discuss ideas drawn from <u>picture books</u> and digital stories</li> <li>jointly adapt a well-known text for a different audience and <u>purpose</u></li> </ul> </div> <div> <div>Students:</div> <div>Engage personally with texts</div> <ul style="list-style-type: none"> <li>respond to texts by identifying and discussing aspects of texts that relate to their own experience</li> </ul> <div>Develop and apply contextual knowledge</div> <ul style="list-style-type: none"> <li>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)</li> <li>identify and analyse the different organisational patterns and features to engage their audience</li> </ul> <div>Understand and apply knowledge of <u>language forms and features</u></div> <ul style="list-style-type: none"> <li>identify creative language features in imaginative, informative and persuasive <u>texts</u> that contribute to engagement</li> <li>identify and discuss how vocabulary establishes setting and atmosphere</li> </ul> <div>Respond to and <u>compose</u> texts</div> <ul style="list-style-type: none"> <li>create <u>literary texts</u> that explore students' own experiences and imagining (ACELT1607)</li> <li>use visual representations, including those digitally produced, to represent ideas, experience and information for different <u>purposes</u> and <u>audiences</u></li> <li>respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts</li> <li>justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'</li> <li>make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)</li> </ul> </div> </div>			
Creative and Performing Arts				
History and Geography				
PLAN Cluster	6th cluster	7th cluster	8th cluster	9th cluster
Comprehension	<ul style="list-style-type: none"> <li>Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.</li> <li>Builds understanding of how media texts</li> </ul>	<ul style="list-style-type: none"> <li>Analyses and evaluates how visual images support print to create meaning in texts.</li> <li>Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading</li> </ul>	<ul style="list-style-type: none"> <li>Justifies predictions about sections of a text.</li> <li>Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings to locate information.</li> <li>Articulates the main idea and provides a</li> </ul>	<ul style="list-style-type: none"> <li>Builds understanding about the meaning of a text by actively seeking information from different parts of a text.</li> <li>Analyses the ways ideas and information are presented by making comparisons between</li> </ul>



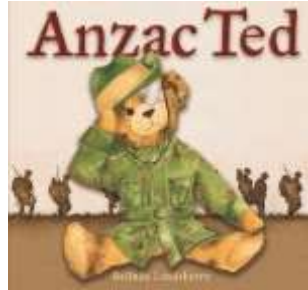
	<p>can be interpreted.</p> <ul style="list-style-type: none"><li>Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.</li><li>Analyses and evaluates a character's actions/motives in a story.</li></ul>		<p>synthesised retell that captures key events in texts.</p> <ul style="list-style-type: none"><li>Exemplifies descriptive words or sequences of information and ideas in texts by creating mental images.</li></ul>	<p>texts.</p> <ul style="list-style-type: none"><li>Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.</li><li>Analyses a text by discussing visual, aural and written techniques used in the text.</li></ul>	
<p>PLAN Cluster</p> <p>Writing</p>	<p>6th cluster</p> <ul style="list-style-type: none"><li>Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right.</li><li>Accurately spells an increasing number of high frequency and topic words.</li><li>Uses simple punctuation, e.g. full stops, exclamation marks and question marks.</li><li>Writes a sequence of thoughts and ideas.</li><li>Experiments with using some complex sentences to enhance writing.</li></ul>	<p>7th cluster</p> <ul style="list-style-type: none"><li>Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.</li><li>Writes short, connected and sequenced texts to narrate events or convey information.</li></ul>	<p>8th cluster</p> <ul style="list-style-type: none"><li>Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences.</li><li>Writing shows evidence of revision, editing and proof-reading.</li><li>Produces a range of grammatically accurate sentences.</li></ul>	<p>9th cluster</p> <ul style="list-style-type: none"><li>Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.</li><li>Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.</li><li>Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.</li></ul>	
<p>PLAN Cluster</p> <p>Vocab</p>	<p>6th cluster</p> <ul style="list-style-type: none"><li>Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing.</li><li>Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform.</li><li>Applies knowledge of base words to build word families, e.g. <i>move, moving, remove</i>.</li><li>Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc.</li></ul>	<p>7th cluster</p> <ul style="list-style-type: none"><li>Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking.</li><li>Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia.</li><li>Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words.</li><li>Uses a simple dictionary to check word meanings.</li></ul>	<p>8th cluster</p> <ul style="list-style-type: none"><li>Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere.</li><li>Draws on topic/content knowledge to assist in working out the meaning of unknown words.</li><li>Understands relevant vocabulary associated with electronic texts.</li><li>Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms.</li><li>Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.</li></ul>	<p>9th cluster</p> <ul style="list-style-type: none"><li>Uses synonyms for a range of common words.</li><li>Uses simple content specific vocabulary in appropriate ways when creating texts.</li><li>Uses relevant vocabulary associated with digital technology and electronic texts.</li><li>Understands how prefixes and suffixes change word meanings.</li></ul>	
<p>Assessment /Evidence:</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"><li>*anecdotal records</li><li>* comments or notations</li><li>* conversations</li><li>* marks &amp; grades</li><li>* feedback</li></ul>		<p>Assessment as Learning</p> <ul style="list-style-type: none"><li>*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.</li><li>* Peer assessment</li><li>* Questioning</li><li>* Skill practise</li></ul>		<p>Assessment of Learning</p> <ul style="list-style-type: none"><li>* writing tasks graded, based on set criteria's</li><li>* student achievement against selected outcomes</li><li>* student achievement against set learning goals</li><li>* achievement against Literacy Continuum Markers</li></ul>
<p>Additional Resources</p>					


<b>Learning Goal</b> (writing process)	<i>All lessons will continue to work on writing process. In addition there will be a specific Learning Goal and success criteria relating to the particular piece which will be identified at the beginning of that lesson.</i>  <b>To plan, compose and review an Informative texts</b>			
<b>Success Criteria</b> (writing process)	<p style="text-align: center;"><b>PLANNING</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can plan texts by making notes, drawing diagrams, and jotting down a series of information</li> <li>• I can plan and organise ideas using headings, graphic organisers, questions and mind maps</li> </ul>	<p style="text-align: center;"><b>COMPOSING</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write a sequence of thought s and ideas</li> <li>• I can write short, connected and sequenced texts to convey information</li> <li>• I can construct a sequence a well sequenced informative text using language appropriate to purpose and audience</li> </ul>	<p style="text-align: center;"><b>REVISING</b></p> <p style="text-align: center;"><b>Adding detail from text</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can reread texts during and after writing to check accuracy, meaning and fitness for purpose</li> </ul>	<p style="text-align: center;"><b>EDITING</b></p> <p style="text-align: center;"><b>Punctuation &amp; Spelling</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can check spelling using a dictionary.</li> <li>• 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</li> </ul>

# Weekly Overview

Week	Reading	Writing	Grammar Focus	Quality Talk
1	<ul style="list-style-type: none"> <li>❖ <b>Anzac Ted</b> by Belinda Landsberry</li> <li>❖ <b>Alfred's War</b> by Rachel Bin Salleh</li> <li>❖ <b>Gallipoli</b> by Kerry Greenwood &amp; Annie White</li> <li>❖ <b>The ANZAC Tree</b> by Christina Booth</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>ANZAC TED Description</b>- Write a description of Anzac Ted. To support artwork completed last term.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Order of Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>❖ Why is it important to commemorate Anzac Day!</li> </ul>
2	<ul style="list-style-type: none"> <li>❖ <b>Do Not Forget Australia</b> by Sally Murphy &amp; Sonia Kretschmar</li> <li>❖ <b>The Beach they called Gallipoli</b> by Jackie French &amp; Bruce Whatley</li> <li>❖ <b>Lest We Forget</b> by Kerry Brown</li> </ul>	<ul style="list-style-type: none"> <li>❖ Publish ANZAC TED description</li> </ul>	<ul style="list-style-type: none"> <li>❖ Order of Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>❖ SHOULD HORSES HAVE BEEN TAKEN TO WAR</li> </ul>
3	<ul style="list-style-type: none"> <li>❖ <b>Getting to know the World's Greatest Artist- Vincent van Gogh</b> by Mike Venezia</li> <li>❖ <b>Van Gogh and the sunflowers</b> by Laurence Anholt</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>ANZAC – Newspaper article</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Verb Tenses</li> </ul>	<ul style="list-style-type: none"> <li>❖ Going to war was a good way to solve a problem</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ <b>Katie and the Starry Night</b> by James Mayhew</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖ Publish Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>❖ Verb Tenses</li> </ul>	<ul style="list-style-type: none"> <li>❖ Art is one way to express your feelings.</li> </ul>
5	<ul style="list-style-type: none"> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Vincent van Gogh Biography</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Articles - a ,an</li> </ul>	<ul style="list-style-type: none"> <li>❖ We are born with the skills to be an artist</li> </ul>
6	<ul style="list-style-type: none"> <li>❖ <b>Mammoths on the move</b> by Lisa Wheeler</li> <li>❖ <b>Woolly Mammoth</b> by Mick Manning</li> <li>❖ <b>Wild and Woolly Mammoths</b> by Alik</li> <li>❖ <b>Woolly Mammoths Ice Age Animals</b> by Gail Saunders-Smith</li> </ul>	<ul style="list-style-type: none"> <li>❖ Publish Van Gogh Biography</li> </ul>	<ul style="list-style-type: none"> <li>❖ Articles - a ,an</li> </ul>	<ul style="list-style-type: none"> <li>❖ All animals are born with characteristics to suit their environments.</li> </ul>
7	<ul style="list-style-type: none"> <li>❖ <b>Mammoths on the move</b> by Lisa Wheeler</li> <li>❖ <b>Woolly Mammoth</b> by Mick Manning</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Woolly Mammoth Information Report</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Similes</li> </ul>	<ul style="list-style-type: none"> <li>❖ People and animals are alike.</li> </ul>
8	<ul style="list-style-type: none"> <li>❖ <b>Say Yes – A Story of Friendship, Fairness and a Vote for Hope</b> by Jennifer Castles</li> <li>❖ <b>Australian Story</b> by Tania McCartney</li> <li>❖ <b>Going for Oysters</b> by Jeanie Adams</li> <li>❖ <b>Hunting</b> by Linda Bruce and Zita Hilvert-Bruce</li> </ul>	<ul style="list-style-type: none"> <li>❖ Publish Woolly Mammoth report</li> </ul>	<ul style="list-style-type: none"> <li>❖ Similes</li> </ul>	<ul style="list-style-type: none"> <li>❖</li> </ul>
9	<ul style="list-style-type: none"> <li>❖ <b>Say Yes – A Story of Friendship, Fairness and a Vote for Hope</b> by Jennifer Castles</li> <li>❖ <b>Bushtucker</b> by Linda Bruce and Aurora Hilvert-Bruce</li> <li>❖ <b>Land of the Kangaroo People</b> by Percy Trezise</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Aboriginal Culture pamphlet</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>❖</li> </ul>
10	<ul style="list-style-type: none"> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖ Publish Aboriginal Culture Pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>❖ Commas in clauses</li> </ul>	

## Explicit Teaching Sequence

Week / Date	Learning Experiences	Resources
Week 1	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant detail from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge.</li> </ul>	
Week 1  Date: _____	<p><b>Learning Goal:</b> To identify how language differs according to purpose, audience and subject matter.</p> <p><b>Success criteria:</b> I can describe the purpose of informative and imaginative texts I can describe some of the differences between informative and imaginative texts</p> <ul style="list-style-type: none"> <li>❖ Write two sentences on the board; one which is factual and the other which is imaginary e.g. Mrs Williamson has blue eyes, blonde hair and is short. Mrs Williamson has x-ray vision, rainbow coloured hair and is taller than the flag pole at the front of the school.</li> <li>❖ After reading the sentences aloud, ask the students:               <ul style="list-style-type: none"> <li>• Which of these sentences is make-believe (imaginary)? How do you know?</li> <li>• Which of these sentences is real (factual)? How do you know?</li> <li>• Is it possible to write an imaginary text and a factual text about the same topic?</li> </ul> </li> <li>❖ Read the Story, Anzac Ted by Belinda Landsberry, to the class. Alternatively, watch a <a href="#">video animation</a> of the text on YouTube.</li> <li>❖ After reading, ask the students:               <ul style="list-style-type: none"> <li>• What is the text about?</li> <li>• Is this a fiction text or a non-fiction text? How do you know?</li> <li>• Who would read this text and why?</li> <li>• During the discussion, explain to the students that imaginary texts tell stories about make-believe events and are intended to entertain.</li> </ul> </li> <li>❖ Watch the <a href="#">Learn about Anzac Day</a> video on YouTube. After watching, ask the students:               <ul style="list-style-type: none"> <li>• What is the text about?</li> <li>• Is this a fiction text or a non-fiction text? How do you know?</li> <li>• Who would watch this video and why?</li> <li>• During the discussion, explain to the students that informative texts provide facts about real things and are intended to inform.</li> </ul> </li> </ul>	<p>Text : <b>Anzac Ted</b> by Belinda Landsberry (This is a story about the Anzac spirit and how, through courage, loyalty and love, a child's teddy bear helped to bring our soldiers home).</p>  <p>Learn about Anzac Day Video:  <a href="https://www.youtube.com/watch?v=rapkYgnXxWA">https://www.youtube.com/watch?v=rapkYgnXxWA</a></p>

	<ul style="list-style-type: none"> <li>❖ Draw a Venn Diagram on the board. As a class, complete the Venn Diagram by comparing the imaginary text about the war to the informative text about the war. Focus on things such as purpose, content and language features.</li> <li>❖ Recap the content of the lesson. Ask the students: <ul style="list-style-type: none"> <li>• How are fiction (imaginary) texts different from non-fiction (informative) texts?</li> <li>• What is a fact?</li> <li>• Where might we be able to find facts about a particular topic?</li> <li>• Explain to the students that this term they are going to be learning how to write an informative text, using facts to describe a particular topic.</li> </ul> </li> </ul>	
<p><b>Week 1</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To be able to identify non fiction text features.</p> <p><b>Success criteria:</b> I can identify some features of non fiction texts: for example. Sub headings, contents page, diagram, timelines</p> <ul style="list-style-type: none"> <li>❖ Remind 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 <b>nonfiction</b> is with students: <b>Define nonfiction: It gives information. It explains, informs, or persuades.</b> Point out examples that are all around them: books about their favourite animals, lunch menus, maps, classroom magazines, etc.</li> <li>❖ Explain to students that <b>text features</b> are the elements of books, newspapers, and magazines that enhance a reader's experience by pointing out important information and making the text simpler to understand.</li> <li>❖ Explain the following non-fictional text features with your class: table of contents, index, glossary, titles, headings/subheadings, text (bold, colour, italics), bullets, asterisks, pictures, illustrations, captions, side bars, diagrams, maps, tables, and time lines. (<b>Throughout Guided Reading lessons</b> for the next fortnight have students read non-fiction text. Point out on a daily basis the various features and their purpose).</li> <li>❖ Ask them if they know what a picture walk is. Have a brief discussion about what a picture walk is and why you might do one before reading a book. Answers might include: learn what the book is about, predict what will happen or what they will learn, ask questions that include the who/what/where of the book.</li> <li>❖ Explain that you will be taking a "text feature walk" using a nonfiction text to learn about some special things authors use in nonfiction texts to teach their readers about the topic.</li> <li>❖ Before sending them off to do their own text features walk on various informational texts about the war view the text features Power point and discuss the contents contents. Emphasise the importance of each text feature and allow students to discuss any prior experience they have with these text features.</li> </ul>	 <p>Text features <b>Power point</b></p> <p><b>Various Informational texts</b> from the library focussed on the war</p>

	<ul style="list-style-type: none"> <li>❖ Explain that now students will spend time looking through nonfiction texts with a partner in their own "text feature walk." Pass out a nonfiction text to each pair and encourage them to slowly flip through the book, pausing on each page to identify and discuss the text features. After 10 minutes, get students' attention and ask them to share out what they discovered on their text feature walk.</li> <li>❖ Explain that now students will spend time independently working to complete the Text Feature Matching Cards worksheet and go over instructions, then have students complete the activity independently.</li> </ul>	Worksheet: Matching cards
<p><b>Week 1</b> <b>(Grammar lesson)</b></p> <p>Date: _____</p>	<p style="text-align: center;"><b>Order of Adjectives</b></p> <p><b>Learning Goal:</b> To be able to identify and use adjectives in my sentences to create a clear picture for the reader.</p> <p><b>Success criteria:</b> I can identify adjectives in a sentence I can use adjectives in noun groups to create a more accurate description</p> <p><b>Lesson One:</b> Order of adjectives</p> <ul style="list-style-type: none"> <li>❖ Tell the students that today we are going to learn how to put a clearer picture in the readers head. Explain that when we write sentences such as: The boy ate a hamburger. That the sentence is kind of plain. We want to be powerful writers. In order to do this, we are going to use adjectives to make powerful sentences.</li> <li>❖ Ask students to recall what adjectives are (Adjectives are words that describe a noun).</li> <li>❖ Show: Football picture. Ask students to describe the player using adjectives. (i.e. young, strong, fast, green, protected)</li> <li>❖ Adjectives can tell use size, colour, shape, number, temperature and so on.</li> <li>❖ As a class read the paragraph and put boxes around the adjectives:  The hairy lion walked along the green grass towards the scared gazelle. The small gazelle ran quickly through the woods when he heard the fierce lion coming. The huge lion was tired and could not catch up to the quick gazelle. The lucky gazelle got away this time.</li> <li>❖ Have students come up one at a time and put a box around the adjectives in the sentences: <ol style="list-style-type: none"> <li>1. On a warm sunny day, Alex swam in the cold, blue lake.</li> <li>2. The smiling girl ran to the biggest dog.</li> <li>3. Mr. Smith bought four red apples, three oranges, and two ripe bananas.</li> </ol> </li> <li>❖ Explain that when writing two or more adjectives we need to use an order to help make the sense sound correct.</li> <li>❖ Work through the Susan Burke IWB notebook file on adjectives.</li> <li>❖ Have student's complete sentences in their work books showing the correct order of the adjectives.</li> </ul>	<p>Picture of a football player or a new car.</p> <p><b>Adjectives Notebook File</b> ( Susan Burke)</p> <p>Student Workbooks</p>



**OPINION - SIZE - SHAPE - AGE - COLOUR - ORIGIN - MATERIAL - NOUN**

- 1.- There was \_\_\_\_\_ outside the house.  
(a dog, black, terrifying, huge)
- 2.- I gave her \_\_\_\_\_ for her birthday.  
(some handkerchiefs, beautiful, white, cotton)
- 3.- There was \_\_\_\_\_ hanging on the wall.  
(a picture, old, wonderful, Impressionist)
- 4.- Have you seen \_\_\_\_\_ lying on the floor?  
(a pair of gloves, brown, leather)
- 5.- She was wearing \_\_\_\_\_.  
(a sweater, winter, woolen)
- 6.- There is \_\_\_\_\_ in this town.  
(a church, Gothic, very old)
- 7.- My mother bought \_\_\_\_\_ for the picnic.  
(several plates, plastic, blue, small)

❖ Watch video: Order of Adjectives in English [https://www.youtube.com/watch?v=uv\\_MW-\\_Orjw](https://www.youtube.com/watch?v=uv_MW-_Orjw)

- ❖ After video discuss what students can recall about the order of adjectives,

- ❖ Play the game: **Describe it!**

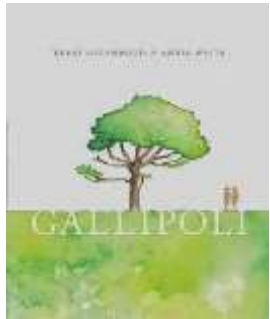
Bring in a number of ordinary objects found around your home, e.g. a book, a vase, a box, a jar, a decoration etc. Show one of them to the class and establish what it is, e.g. *a box*. Make teams. Invite a player from the first team to add an adjective, e.g. *a large box*. The next team must add a new adjective (and place it in the correct order) e.g. *a large blue box*. The next team adds one more, e.g. *a large old blue box* and so on until a team chooses an inappropriate adjective, places an adjective wrongly or cannot add a further adjective to the description. If you want to score, give a point for each adjective as they are placed. Continue the game with the other objects.

- ❖ Have students make their own adjective colour coded puzzle. See the following Resource purchased on TPT:

<https://www.teacherspayteachers.com/Product/Ordering-Adjectives-CCSS-L41D-1091639>

- ❖ Incorporate activities from the above resource into literacy rotations to enable students to practice their new knowledge



Week / Date	Learning Experiences	Resources
<p><b>Week 2</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Text :</b> Gallipoli by Kerry Greenwood &amp; Annie White</p> <p><b>Focus On Reading Strategy:</b> Prediction, Monitoring / Clarifying &amp; Summarising</p> <ul style="list-style-type: none"> <li>• Ask the students what they know about Anzac Day. (When is it, what happens each year on that date, have they taken part, what does it commemorate; the name 'ANZAC' is an acronym - look up the meaning of 'acronym' - which words were used to make up the name 'ANZAC'?)</li> <li>• Ask the students when World War 1 took place. (1914-1918). Did any members of their families serve in that war?</li> <li>• Look at a map of the world or a globe and look at a map of Europe. Ask whether anyone has heard the name 'Gallipoli'? Where is it? (Turkey)</li> <li>• Read the back cover blurb. Why might the two friends be afraid? (They might get killed; they are only young and they might not be able to cope with battle conditions; they might never have been to this place, maybe they have never left home, and all the new experiences might confuse them.)</li> <li>• Why do you think the illustrator and publisher chose a picture of a tree for the front cover? (It is green and strong and growing. Nature can be resilient and survive such catastrophes as fire or war. It suggests shelter and shade - which the soldiers would have wished and prayed for. There is only one tree, so maybe the rest have not survived.)</li> <li>• Find a picture of <a href="#">Lone Pine on the internet</a>. Tell your students that this is the tree that was on one of the main battlefields, and it stands in one of the cemeteries where soldiers are buried. A memorial service is held at Lone Pine on Anzac Day.</li> <li>• Look at the endpapers - why are there illustrations of all these old photographs? (Maybe the author or the illustrator or the narrator has old photographs of a great-grandfather or great-great-grandfather, or other relative who went to the war. Maybe the narrator will be telling a true story from his or her family history.)</li> <li>• Look at the illustration on the half-title page. In what ways might this be a surprising choice? (It is calm, peaceful, and beautiful. If this book is about war, there is no sign of war here - so maybe it represents the place before the war started or after it finished.)</li> </ul>	<p><b>Text:</b> Gallipoli by Kerry Greenwood &amp; Annie White</p>  <p><b>Wow Words</b> (word, definition and some synonyms). Add to class display</p>

- Look at the illustration on the title page, and then look at the first double spread on pp.4-5. Why are the colours different? (The title page illustration is of a photograph from the war, but 4/5 is of that scene that was photographed. It is in full colour because the past - represented by the photograph - has been brought to life by this story.)
- Read the text on 4/5. Ask your students to look at the faces of the characters and describe the emotions these characters might be feeling. (excitement, wonder, a bit of fear and uncertainty, sadness because the soldiers are going so far away; will they come back?)
- Read as far as the first scene with Simpson and his donkey. Ask how Bluey and Dusty differ in the ways they respond to being at Gallipoli. (Dusty gets sick on the ship, but Bluey is excited about the exotic places they are seeing; they promise to protect one another; they both joke around.)
- You might be surprised that the two young soldiers are often joking. Isn't war a very serious and tragic business? Why do you think they are laughing? (When we are afraid, we sometimes joke to keep our spirits up. Introduce the expression 'whistling in the dark'.)
- Ask your students what changes they have noticed in the illustrations. (more people, more action, gunfire and explosions; the two friends are sticking together, but they don't look as happy and carefree as they did earlier.)
- Read to pp 20/21. Dusty says, 'Sorry, Bluey. I forgot the biscuits.' Why is this funny? (Because Dusty has been severely injured and could have been killed. Compared with his life, a few biscuits are not important - but he is pretending they are. Why? Because he does not want to let on that he was really frightened by being hit.)
- p.21 'as soldiers and as mates'. What do you think the word 'mateship' means? When have you heard it being used? When have you heard someone being called 'mate'? (Among animals 'mates' are lifelong partners. When Australians spoke about mateship in the 19<sup>th</sup> and early 20<sup>th</sup> centuries, they meant a connection stronger than just ordinary friendship.)
- When Australians talk about 'mates' they seem to mean boys or men. Have your students heard girls or women referred to as 'mates'? (Sometimes, but it is mostly still regarded as a male friendship - particularly in sports, at war, when there is some sort of crisis, like a bushfire or a flood. A 'mate' is a friend you can call on for help, no matter what. Do your students think this still happens today?
- On p.20 the narrator seems to make a distinction between 'soldiers' and 'mates', as if a mate is more than just a fellow soldier. Read the rest of the story and ask your students to find another scene in which there is a contrast between someone being a soldier and being a human being. (When the Turks and the Anzacs give each other gifts, even though they are supposed to be enemies.)
- Ask why there is a space on the battlefield called No Man's Land'. (Because it is between the two sides, so it does not 'belong' to one side or the other; and because that is one place where there are dead bodies - it is as if they are no longer men; just corpses.)
- Look at the final double spread. What do you notice about the narrator? (The narrator is a child; it could be a boy or a girl.)

Ask your students how it makes them feel if the narrator is a girl.

- ❖ Read the text for a second/third time and clarify any tricky words or phrases

Word	Meaning	Synonyms
convoy	a group of vehicles, typically motor vehicles or ships, traveling together for mutual support and protection	group, fleet, accompany
enemy	one who hates or wants to harm another	
bound for Gallipoli	on the way to	
peninsula	a piece of land almost surrounded by water or projecting out into a body of water.	head, headland
trenches	a long, narrow ditch.	ditch, channel, pit
diggers	known as ANZAC slang or <b>Australian</b> military. Someone who served in the First World War	
rations	a fixed amount ( food or water) given during a time of shortage  Small package of emergency food	
bombardment	a continuous attack with bombs, shells, or other missiles	blitz, air raid, bombing
snipers	a person who shoots from a hiding place, especially accurately and at long range.	

- ❖ Discuss the main points from the text using the following headings to sum up the information: Time & place, who was involved, important information, additional facts
- ❖ Record on planning sheet

Week 2

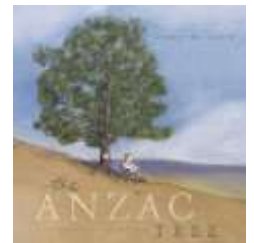
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**Learning Goal:** To use comprehension strategies to build literal and inferred meaning

**Success criteria**

- ❖ I can make predictions
- ❖ I can use my own experiences and knowledge to apply to the text and make connections
- ❖ I can make connections between information in print and images.
- ❖ I can build on and use prior knowledge and vocabulary
- ❖ I can recount or describe the most relevant information from the text
- ❖ I can make valid inferences using information in a text and my own prior knowledge

**Text:** the ANZAC Tree by Christina Booth



**Text : The ANZAC Tree by Christina Booth**

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

- ❖ Discuss the title and look at front cover of the Book, The Anzac Tree - 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. Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS)

Eg. I wonder why this book is called the ANZAC Tree. When is ANZAC day? Why is ANZAC day on that particular day?

- ❖ Explain that this book is inspired by a true story. Ask: Do you have any family members in the military? Have any of them been to war?
- ❖ Read the text and clarify any tricky words or phrases
- ❖ Discuss the main points from the text using the following headings to sum up the information: Time & place, who was involved, important information, additional facts. Record on planning sheet
- ❖ Create a timeline detailing the various wars.

**Possible questions for discussion after reading the text:**

- ❖ There is no text on pp 13-14. Why do you think that is? Is it effective in getting the message across? Look at p 7. Visually, what does it have in common with the pp 13-14 spread? Why are those pages similar?
- ❖ Look at the colour palette Christina Booth has used (it's full of browns, faded blues, and greys). What emotion is she trying to convey with the colours?
- ❖ Why do you think that Christina Booth decided to use photographs in addition to the full page spreads?
- ❖ On the 100<sup>th</sup> anniversary of ANZAC day, The Examiner in Tasmania released this article: <http://bit.ly/2kPuoJC> discussing the history behind Pinner's Pine, and spoke to Roy Pinner's real descendants. Watch the video and discuss the article. Brainstorm how war would have been different to what the young soldiers expected.

The Anzac Tree is the story of those left behind at times of war. Inspired by the true story of two brothers who planted two trees before departing for The Great War, The Anzac Tree follows the stories of the children left behind in each generation as Australia faces a new conflict. After one hundred years of Anzac Commemorations and war history, we journey through the changes in attitudes, events and circumstances looking through the eyes of Phillip (WW1), Kenneth (WW2), Sophie (Korea), Emily (Vietnam), Chris (Iraq) and Jack (Afghanistan). Presented like a scrapbook of memories and notes, this story is suitable for younger children through to adults.

**Wow Words** (word, definition and some synonyms). Add to class display

**Week 2**

Date: \_\_\_\_\_

**Learning Goal:** To listen and share our knowledge.

**Success criteria**

- ❖ I can summarise / retell key points from our group and class discussions.

**Text : Alfred's War by Rachel Bin**

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

### Part A

- ❖ Prior to reading *Alfred's War* for the first time, find out what knowledge and experiences the students have by doing a brainstorm and then sorting the information shared into a class chart. Explain that you are going to be sharing a text about the ANZACs in World War I and you want to find out what everyone already knows about this topic. Organise students into pairs, providing each pair with strips of paper. Ask them to write any information they know about ANZACs and write one sentence per strip of paper. Remind them that all information is valuable, whether it is something they have learned at school or outside of school.
- ❖ Once the pairs have exhausted their knowledge, ask them to cut the keywords, word groups or phrases from the sentences and sort them under the following headings:
- ❖ who?
- ❖ what?
- ❖ when?
- ❖ where?
- ❖ why?
- ❖ Other

#### What we know about the ANZACs

Who?	What?	When?	Where?	Why?	Other
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- ❖ Using butcher's paper, create a large chart for the classroom to record each pairs' contribution:
- ❖ Once all contributions have been added to the table, lead a class discussion to reflect on what they collectively know and understand. Some useful questions might be:
  - Can someone summarise what has been said?
  - Would anyone like to respond to that?
  - Can you say more about that?
  - Can anyone give an example of that?
  - What else do we know?
  - Can you go a bit further?

**Learning Goal:** To make predictions about a text.

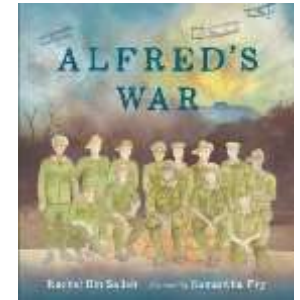
#### Success criteria

- ❖ I can use words and images to support my thinking.

### Part B


- ❖ Divide students into small groups and give each group a photocopy of the front cover of *Alfred's War*. Ask students to think about what they have learned about the ANZACs and to consider what they see on the front cover. Ensure each group has a scribe and a reporter who will report back to the class. Provide each group with a retrieval chart to complete, like the one below.

**Text :** *Alfred's War* by Rachel Bin



*Alfred's War* is a powerful story that unmask the lack of recognition given to Australian Indigenous servicemen who returned from the WWI battlelines. Alfred was just a young man when he was injured and shipped home from France. Neither honoured as a returned soldier or offered government support afforded to non-Indigenous servicemen, Alfred took up a solitary life walking the back roads – billy tied to his swag, finding work where he could.



	<p style="text-align: center;">What we predict    Our evidence (images, text, prior knowledge)</p> <p><b>Genre</b> What kind of text might this be?</p> <p><b>Time</b> What time period might the story be set in?</p> <p><b>Place</b> Where might the story take place?</p> <p><b>Characters</b> Who might the characters be?</p> <p>❖ Read the text to the class and discuss what was as predicted and what surprised the students.</p> <p>❖ Discuss the main points from the text using the following headings to sum up the information: Time &amp; place, who was involved, important information, additional facts. Record on planning sheet.</p>	
<p><b>Week 2/ 3</b> <b>Grammar</b> <b>Lesson</b></p> <p>Date: _____</p>	<p style="text-align: center;"><b>Verb Tenses</b></p> <p><b>Learning Goal:</b> To be able to identify and write a sentence using past and present tense</p> <p><b>Success criteria:</b> I can identify verbs in a sentence I can tell if a verb tense refers to past or present activity. I can write sentences using past and present tense</p> <p><b>Lesson One:</b></p> <p>❖ Watch the <a href="#">Action Words</a> video on YouTube. Encourage the students to stand up and join in with the actions. After watching, ask the students to recall the actions from the video and list these on the board e.g. I run, I walk, I jump. Ask the students:</p> <ul style="list-style-type: none"> <li>• What types of words are these?</li> <li>• Can you think of any other examples of action verbs/doing words?</li> <li>• Explain to the students that verbs can show <b>something happening now</b> (For example: I am playing.); Verbs can show <b>something that has already happened</b> (For example: I played yesterday); Verbs can show <b>something that will happen in the future</b> (For example: I will play tomorrow).</li> </ul> <p>❖ Ask why do we need these words when we are writing a personal recount or when writing about events in history such as the war? Explain to the students that personal recounts and history describe events that have already happened; that is, they are in the past. Encourage the students to change each present tense verb from the list from the video into simple past tense e.g. I ran, I walked, I jumped. Highlight the fact that 'ed' is frequently added to verbs to make them past tense.</p> <p>❖ View and discuss Susan Burke IWB on Verb tense.</p>	<p>Resource to be displayed in classroom. Create word banks around each separate poster</p>  <p>Susan burke IWB- Verb Tense</p>

- ❖ In student workbooks have students change the following sentences to past tense by adding "ed".

### Changing Verb Tense by adding 'ed'

Change these sentences to past tense:

1. I am to plant a flower.  
I \_\_\_\_\_ a flower.
2. I walk down the path.  
I \_\_\_\_\_ down the path.
3. Tomorrow I will bake a slice.  
Yesterday I \_\_\_\_\_ a slice.
4. I will wrap Mrs Williamson's present tomorrow.  
I \_\_\_\_\_ Mrs Williamson's present yesterday.
5. Sarah is visiting an adventure playground.  
Sarah \_\_\_\_\_ an adventure playground.

#### Lesson Two:

- ❖ Revise what is meant by verb tense.
- ❖ Reinforce that when an action is taking place now, that this is **called present tense**. Have students suggest some verbs that are present tense. Have them put it in a sentence. Discuss is it happening now. Ask students to suggest what you might call an action that has already taken place. Reinforce that verbs can show that the action has taken place in the past. This is **called past tense**. Ask students to suggest what you might call an action that that will take place in time. Reinforce that verbs can show that the action will take place in the future. This is called future tense.
- ❖ Watch a YouTube video on the [function of verbs and tenses](https://www.youtube.com/watch?v=e3GLFPcAPio) to reinforce/ consolidate their understanding
- ❖ Have students complete an exercise in their English Work Books where they must choose the correct verb tense from the bracket to make a proper sentence.
  - I (running, ran) to the park.
  - I can (jump, jumped) over the fence.
  - We (eat, ate) our lunch.
  - We (walking, walked) home.
  - Next time, ( I will ride, rode) my bike.
  - The boys (jump, jumped) on the trampoline at the birthday party.
  - The man (will water, water, watered) his lawn yesterday afternoon.
  - The scientist (predict, will predict, predicted) the outcome of his experiment.

**Video:** Verb Functions and Verb Tenses

<https://www.youtube.com/watch?v=e3GLFPcAPio>

**Additional resources**

Verb Tenses IWB- Susan Burke

**Learning Goal:** To use comprehension strategies to build literal and inferred meaning  
To select appropriate reading paths when reading multimodal texts

**Success criteria**

- ❖ I can make predictions
- ❖ I can use my own experiences and knowledge to apply to the text and make connections
- ❖ I can make connections between information in print and images.
- ❖ I can build on and use prior knowledge and vocabulary
- ❖ I can recount or describe the most relevant information from the text
- ❖ I can make valid inferences using information in a text and my own prior knowledge
- ❖ I know about features of screen texts including menu buttons, drop down menus, links and live connections and can talk about their purpose.

**Text :** World War 1 Facts by National Geographic

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

<https://www.natgeokids.com/au/discover/history/general-history/first-world-war/>

**Week 3**

- ❖ Discuss the title and look at the web page, World War 1 facts - predict what words we might come across and the type of information we might find. 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.
- ❖ Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS)  
Eg. I wonder what new information we will learn about World War One! Why did the war start? What was life like in the trenches for the soldiers? What was life like for the women during the war? 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
- ❖ Discuss the main points from the text using the following headings to sum up the information: Time & place, who was involved, important information, additional facts. Record on planning sheet.




**Literacy Rotations**

- ❖ Print off various pages from the website below or alternative have students view web pages during literacy rotations. Have them record additional facts to their planning pages

[http://www.ducksters.com/history/world\\_war\\_i/](http://www.ducksters.com/history/world_war_i/)

Website:

<https://www.natgeokids.com/au/discover/history/general-history/first-world-war/>

	<p><b>Additional Videos to watch during lesson breaks to build up students background knowledge:</b></p> <p>a) Fast Facts - World War One: Trench Life: <a href="https://www.youtube.com/watch?v=j8HmPNgOC2Q">https://www.youtube.com/watch?v=j8HmPNgOC2Q</a></p> <p>b) Fast Facts - New Zealand: The First World War: <a href="https://www.youtube.com/watch?v=i9hPEwXMGfk">https://www.youtube.com/watch?v=i9hPEwXMGfk</a></p>			
<p><b>Week 3</b></p> <p>Date: _____</p>	<p>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 about the war.</p>			
<p><b>Week 2/3</b></p> <p>Date: _____</p>	<p><b>Art lesson:</b></p> <p>❖ Have students draw and create their war artwork. The following artworks could be used as inspiration.</p> <div>    </div>			<p>Materials for chosen art work ( paper, pencils, crayon, tissue paper and paint)</p>
<p><b>Specific Writing focus</b></p>		<p><b>Learning Goal:</b> To create an informative text using growing knowledge of text structures and language features.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences that make sense to others</li> <li>• I can use key words from informative text read or viewed in my own writing</li> <li>• I can maintain correct tense within my writing</li> <li>• I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic</li> <li>• I can use <u>adjectives</u> in <u>noun groups</u> to create more accurate description</li> </ul> <p><b>Spelling Focus:</b> When a word ends with a short vowel followed by a consonant, double the last consonant before adding 'ed'</p> <p><b>Weekly Grammar Focus:</b> Verb tense and revise Proper Nouns</p>		
<p><b>PLANNING</b></p> <p><b>Keywords</b></p>	<p><b>COMPOSING</b></p> <p><b>Spelling</b></p>	<p><b>REVISING</b></p> <p><b>Adding detail from text</b></p>	<p><b>EDITING</b></p> <p><b>Punctuation</b></p>	

**Planning: WWI: A look inside the Great War**

**Time and Place**

- Archduke Franz Ferdinand of Austria was assassinated which caused WWI
- July 28, 1914, World War I began.
- Ended on November 11, 1918.
- On 4th August 1914, Germany invaded Belgium
- Britain declared war on Germany.

**Who was Involved?**

- Europe split into two large families of countries.
- The Allies and The Central Powers.
- On 25th April 1915, the ANZACs arrived at Gallipoli

**Important Information**

- World War I also called: The Great War, the World War, the War to End all Wars, World War I, WWI, the War of the Nations
- The Australian Government put out a call for volunteers
- The volunteers boarded a ship that was bound for Egypt

**Additional Facts**

- Many Australian men were killed on the beach of Gallipoli
- Nearly 1000 Aboriginal and Torres Strait Islander men enlisted as volunteers in 1917
- The soldiers lived in trenches

**WWI: A look inside the Great War**

**Time and Place**

on July 28, 1914, world war I begins and ends on November 11, 1918. The war begins because of the assassination of Archduke Franz Ferdinand of Austria. On 4th August 1914, Britain declared war on Germany. The war takes place in several parts of the world over the four years.

**Who was Involved?**

Europe split into two large families of countries. These two large families were called the allies and the central powers. On 25th April 1915, the Australian and New Zealand Army Corps (ANZACs) arrived at Gallipoli, Turkey, to participate in the Great War to support and fight for the allies.

**Important Information**

World War I has many different names. It is called The Great War, the World War, the War to End all Wars, World War I, WWI, the War of the Nations and more. Australia are a new nation and do not have a national army. The Australian government put out a call for volunteers to go to war. These men are eager to support the allies and fight for their country. The volunteers board a ship that was bound for Egypt.

**WWI: A look inside the Great War**

**Time and Place**

on July 28, 1914, world war I begins. The conflict lasts four years, three months and 14 days and ends on November 11, 1918. The war begins because of the assassination of Archduke Franz Ferdinand of Austria. On 4th August 1914, Germany invaded Belgium and standing by their promise to stick up for Belgium, Britain in return declared war on Germany. The war takes place in several parts of the world over the four years. Some of these places include Germany, France, Egypt, Turkey and more.

**Who was Involved?**

With the assassination of the Archduke Franz Ferdinand of Austria, this led to Europe splitting into two large families of countries. These two large families were called the allies and the central powers. The allies were made up of the British Empire, France, Belgium, Russia and later, the USA. The central powers include Germany, Austria, Hungary, Bulgaria and Turkey. On 25th April 1915, the Australian and New Zealand Army Corps (ANZACs) arrived at Gallipoli, Turkey, to participate in the Great War to support and fight for the allies.

**Important Information**

World War I has many different names. It is called The Great War, the World War, the War to End all Wars, World War I, WWI, the War of the Nations and more. Australia are a new nation and do not have a national army. So in order for Australia to fight in the Great War, the Australian government put out a call for volunteers to go to war. Men from as young as 18 were asked to sign up to be volunteers to fight in the war, however there were many men who

**WWI: A look inside the Great War**

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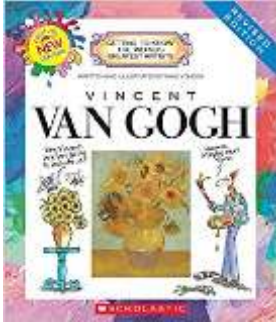
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		<p>signed up who were in fact younger than the required age. These men are eager to support the allies and fight for their country. The volunteers board a ship that was bound for egypt. The soldiers train every day to learn how to fight, use guns and survive the horrific conditions they would be living in whilst fighting against the central powers.</p>	<p>younger than the required age. These men were eager to support The Allies and fight for their country. The volunteers boarded a ship that was bound for Egypt. The soldiers trained every day to learn how to fight, use guns and survive the horrific conditions they would be living in whilst fighting against The Central Powers.</p>
	<p><b><u>Additional Facts</u></b></p> <p>Many australian men were killed on the beach of gallipoli and even in the boats when they first arrive.</p> <p>Nearly 1000 aboriginal and torres strait islander men enlist as volunteers and fight in the great war. This occurs in 1917 and only after australia suffers several casualties.</p> <p>Many trenches were built that went for many, many miles by both the allies and the central powers.</p>	<p><b><u>Additional Facts</u></b></p> <p>Many australian men were killed on the beach of gallipoli and even in the boats when they first arrive. Others also die from diseases they catch whilst living in the trenches.</p> <p>Nearly 1000 aboriginal and torres strait islander men enlist as volunteers and fight in the great war. This occurs in 1917 and only after australia suffers several casualties.</p> <p>Trench warfare was a major part of the great war. Many trenches were built that went for many, many miles by both the allies and the central powers. This causes little movement for either side for over three and half years.</p>	<p><b><u>Additional Facts</u></b></p> <p>Many Australian men were killed on the beach of Gallipoli and even in the boats when they first arrived. Others also died from diseases they caught whilst living in the trenches.</p> <p>Nearly 1000 Aboriginal and Torres Strait Islander men enlisted as volunteers and fought in the Great War. This occurred in 1917 and only after Australia had suffered several casualties.</p> <p>Trench warfare was a major part of the Great War. Many trenches were built that went for many, many miles by both The Allies and The Central Powers. This caused little movement for either side for over three and half years.</p>



Week / Date	Learning Experiences	Resources															
<p><b>Week 4</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Text :</b> Getting to know the world's greatest artist - Vincent Van Gogh by Mike Venezia</p> <p><b>Focus On Reading Strategy:</b> Prediction, Monitoring / Clarifying &amp; Summarising</p> <ul style="list-style-type: none"> <li>❖ Discuss the title and look at front cover of the Book, Vincent Van Gogh - predict what this book might be about.</li> <li>❖ Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) Eg. I wonder who Vincent Van Gogh is? What is he famous for? 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?</li> <li>❖ Discuss unknown words and phrases</li> </ul> <table border="1"> <thead> <tr> <th>Word</th><th>Meaning</th><th>Synonyms</th></tr> </thead> <tbody> <tr> <td>abruptly</td><td>suddenly and unexpectedly</td><td>immediately, instantly, unexpectantly</td></tr> <tr> <td>transferred</td><td>move from one place to another</td><td>move, shift, relocate</td></tr> <tr> <td>clergyman</td><td>a male priest, minister, or religious leader, especially a Christian one.</td><td>priest, minister</td></tr> <tr> <td>preacher</td><td>a person who preaches, especially a minister of religion.</td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>❖ Discuss the main points from the text using the following headings to sum up the information: Persons name, accomplishments, interesting facts, early life</li> <li>❖ Record on planning sheet</li> </ul>	Word	Meaning	Synonyms	abruptly	suddenly and unexpectedly	immediately, instantly, unexpectantly	transferred	move from one place to another	move, shift, relocate	clergyman	a male priest, minister, or religious leader, especially a Christian one.	priest, minister	preacher	a person who preaches, especially a minister of religion.		<p><b>Text:</b> Getting to know the world's greatest artist - Vincent Van Gogh by Mike Venezia</p>  <p><b>Wow Words</b> (word, definition and some synonyms). Add to class display</p> <p>Planning sheet</p>
Word	Meaning	Synonyms															
abruptly	suddenly and unexpectedly	immediately, instantly, unexpectantly															
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<p><b>Week 4</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning in order to interpret information about Vincent van Gogh</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <ul style="list-style-type: none"> <li>❖ Discuss the title and look at the web page, Art History and Artists: Vincent van Gogh  <a href="https://www.ducksters.com/biography/artists/vincent_van_gogh.php">https://www.ducksters.com/biography/artists/vincent_van_gogh.php</a></li> <li>❖ Ask students to scan the first page and suggest some of the things we can learn about ( draw attention to the contents section). Discuss the type of text, the author's purpose, the various text features that can be seen and how these add to our understanding. Ask do we need to read everything. Discuss the various features and link back to early lesson on Informational text features.</li> <li>❖ Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS)  Eg. I wonder what new information we will learn about Vincent van Gogh! What is a biography? How influenced Van Goghs work? 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?</li> <li>❖ Read the text and clarify any tricky words or phrases</li> <li>❖ Discuss the main points from the text using the following headings to sum up the information: Persons name, accomplishments, interesting facts, early life</li> <li>❖ Record on planning sheet</li> </ul>	<p><b>Web page:</b> Art History and Artists - Vincent van Gogh  <a href="https://www.ducksters.com/biography/artists/vincent_van_gogh.php">https://www.ducksters.com/biography/artists/vincent_van_gogh.php</a></p> <p>Planning sheet</p>
<p><b>Week 4</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To recall specific information about Van Gogh.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can listen to a viewed text</li> <li>❖ I can summarise / retell key points from the video.</li> </ul> <ul style="list-style-type: none"> <li>❖ Tell the students that they will be viewing an animated short story about van Gogh. Explain that their job will be to listen carefully and record on their individual whiteboards any new information that can be used to write a factual report about van</li> </ul>	

	<p>Gogh</p> <ul style="list-style-type: none"> <li>❖ <b>View the video:</b> Art with Mati &amp; Dada - VanGogh   Kids Animated Short Stories in English (<a href="https://www.youtube.com/watch?v=9lGEvm1Lve0">https://www.youtube.com/watch?v=9lGEvm1Lve0</a>).</li> <li>❖ Discuss the viewed text and clarify any tricky words or phrases.</li> <li>❖ Have students share some of the information that they picked up in the video. Discuss the main points using the following headings to sum up the information: Persons name, accomplishments, interesting facts, early life</li> <li>❖ Have students add new information to their planning sheets</li> </ul>	
<p><b>Week 4/5</b> <b>Grammar</b> <b>Lesson</b></p> <p>Date: _____</p>	<p style="text-align: center;"><b>Articles, a, an &amp; the</b></p> <p><b>Learning Goal:</b> To be able to choose the correct type of article for a given noun</p> <p><b>Success criteria:</b> I can tell what a vowel and consonant is I can identify words beginning with a vowel and a consonant I can use the articles a &amp; an accurately in sentences</p> <p><b>Lesson One:</b></p> <ul style="list-style-type: none"> <li>❖ Explain to the students that today we are going to learn about articles:- "a, an, the". An article is a small word with a very important job. Articles are special kinds of adjectives. They give information about nouns. Articles make it clear whether you are talking about a specific, definite thing or something in general.</li> <li>❖ There are only two articles: a/an and the. These words are always used with nouns. If you are talking about a specific thing (noun), you use the word the. If you are referring to any one of the possible things that the noun describes, you use the article a (or an if the first letter of the noun is a vowel).</li> <li>❖ Watch the following video to reinforce explanation: <a href="https://www.youtube.com/watch?v=drTyYqbz6Xk">https://www.youtube.com/watch?v=drTyYqbz6Xk</a></li> </ul> <p><b><u>Indefinite Articles: a and an</u></b></p> <p>"A" and "an" signal that the noun modified is indefinite, referring to <i>any</i> member of a group. For example:</p> <ul style="list-style-type: none"> <li>☺ "My daughter really wants a dog for Christmas." This refers to <i>any</i> dog. We don't know which dog because we haven't found the dog yet.</li> <li>☺ "Somebody call a policeman!" This refers to <i>any</i> policeman. We don't need a specific policeman; we need any policeman who is available.</li> </ul>	

- ☺ "When I was at the zoo, I saw an elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about here.

**Reinforce, using a or an depends on the sound that begins the next word. So...**

- ☺ a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*  
☺ an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*

- ❖ In workbooks have the students complete the following activities:

Write **a** or **an** in front of each word.

- |                 |                   |
|-----------------|-------------------|
| 1. _____ boot   | 7. _____ arm      |
| 2. _____ egg    | 8. _____ iceblock |
| 3. _____ fox    | 9. _____ nose     |
| 4. _____ peg    | 10. _____ drum    |
| 5. _____ artist | 11. _____ orange  |
| 6. _____ ear    | 12. _____ ox      |

Write **a** or **an** in the space provided.

1. I saw \_\_\_\_\_ old car.
2. I have \_\_\_\_\_ black dog.
3. I climbed \_\_\_\_\_ oak tree.
4. Sally ate \_\_\_\_\_ ice-cream.
5. The spider ate \_\_\_\_\_ ant.
6. Mike saw \_\_\_\_\_ big fire.
7. The story came to \_\_\_\_\_ end.
8. What \_\_\_\_\_ ugly monster!

## **Additional resources**

Similes IWB- Susan Burke

### **Lesson Two:**

- ❖ Begin this lesson by asking students to write a descriptive word about their outfit. Allow students to share their answers
- ❖ Explain to the students that they just used an adjective to describe their shirt that today they are going to explore two special types of adjectives: definite articles and indefinite articles.

- ❖ Start the video [What Are Articles in English Grammar? - Definition, Use & Examples](#) lesson, pause at 1:33, then ask the following discussion:
    - What is a noun? Give three examples of nouns.
    - What is an adjective? Give three examples of (typical) adjectives.
    - What is an article?
    - List the three articles given by the lesson - one definite article and two indefinite articles.
  - ❖ Play the video until the end and pose the following discussion points:
    - What are vowels?
    - What article(s) do we use with a noun that starts with a vowel sound?
    - What are some examples of consonants?
    - What article(s) do we use with a noun that starts with a consonant sound?
  - ❖ Revisit the idea that when using articles if we are talking about a general thing we use the words 'a' or 'an'. If we are talking about a particular thing we use the word 'the' (See previous lesson).
  - ❖ Have the students complete the following in their workbook
1. Fill in the 'an' or 'a' in the sentences below
- a) It was \_\_\_\_\_ honour to visit the school principal.
  - b) There was \_\_\_\_\_ insect in the garden.
  - c) Her new cat was \_\_\_\_\_ gift.
  - d) We saw \_\_\_\_\_ emu at the zoo.
  - e) For my packed lunch I chose \_\_\_\_\_ orange.
  - f) He made \_\_\_\_\_ honest mistake.
  - g) The teacher was looking for \_\_\_\_\_ answer.
  - h) An animal with a large trunk is called \_\_\_\_\_ elephant.

Write three different sentences with 'an' or 'a' in them.

## Week 5

Date: \_\_\_\_\_

In the next two to three lessons model to the class the writing process (See the model below) and have students write a Biography of Vincent Van Gogh

**Art lesson: VAN GOGH'S STARRY NIGHT PAINTING**

Students will again learn and revisit the history of Van Gogh (1853-1890). Students will delve deeper in finding out different information about Van Gogh's life and artwork styles.

- ❖ Discuss the title and look at front cover of the Book, "Katie and the Starry Night" 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 Katie and the Starry Night? Who is Starry Night? 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? Tell them that today we are going to recreate Van Gogh's Starry Night

- ❖ Allow students to see the styles, shapes, lines and colours Van Gogh used, along with his main style of art "Impressionism".
- Use this website to enhance students' understanding and meaning of Starry Night  
[http://www.artble.com/artists/vincent\\_van\\_gogh/paintings/starry\\_night](http://www.artble.com/artists/vincent_van_gogh/paintings/starry_night)
- ❖ After viewing the website, discuss with the students important information that was mentioned, time period, the different colours, textures and lines used to create this particular artwork.
- ❖ Using the prepared Powerpoint presentation instruct students with each individual step to complete their own drawing of Van Gogh's Starry Night

**Text:** Katie and the Starry Night by James Mayhew



Materials for chosen art work ( paper, pencils, crayon, and paint)

- **Powerpoint:** Van Gogh Starry Night

**Specific Writing focus**

**Learning Goal:** To create an informative text using growing knowledge of text structures and language features.

**Success Criteria:**

- I can write sentences that make sense to others
- I can use key words from informative text read or viewed in my own writing
- I can maintain correct tense within my writing
- I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic
- I can use adjectives in noun groups to create more accurate description

**Spelling Focus:** When a word ends in -e, drop the e before adding -ing, e.g. bake, baking, ride, riding.

**Weekly Grammar Focus:** Indefinite articles; a, an and the

**PLANNING**  
**Keywords**

**COMPOSING**  
**Spelling**

**REVISING**  
**Adding detail from text**

**EDITING**  
**Punctuation**

born on 30<sup>th</sup> March 1853 in Holland.  
Self-taught

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Vincent Van Gogh was born on 30<sup>th</sup> March 1853 in Holland. He was a self-taught artist who **developed** a unique style during the 20<sup>th</sup>



**Early Life**  
quiet child  
son of Theodorus Van Gogh and Anna Cornelia Carbentus.  
two brothers named Theo and Cor and three sisters named Elisabeth, Anna and Willemina.  
home schooled until he was 7 years old  
attended a village school from 1860-1864.  
1864 he went to boarding school  
became depressed  
He attended middle school in 1866 and began to produce artworks.  
At 16 began working as a art dealer at Hague Gallery  
became an missionary in Belgium.

**Accomplishments**  
1885 *The Potato Eater*.  
1888 *Sunflowers*.  
created over 2000 artworks  
most famous artworks include Starry Night, Sunflowers and The Bedroom at Arles.  
His use of expression and colour influenced Expressionism, Fauvism and abstraction.

**Interesting Facts**

- 1888 cut ear
- Wrote letters to his brother

during the 20<sup>th</sup> Century.

**Early Life**  
Vincent Van Gogh was an quiet child. He was the son of Theodorus Van Gogh and Anna Cornelia Carbentus. He had two brothers named Theo and Cor and three sisters named Elisabeth, Anna and Willemina.  
Van Gogh was home schooled until he was 7 years old. He then attended an village school. In 1864 he was sent to an boarding school and became depressed and felt abandoned by his family. He attended middle school in 1866 and began to produce artworks.  
At the age of 16, Van Gogh began working as a art dealer at Hague Gallery but was often transferred to places such as London and Paris. As an result of all the traveling Van Gogh became depressed and decided to join the church to become an missionary in Belgium.

**Accomplishments**  
In 1885, Van Gogh completed his first major artwork, *The Potato Eater*.  
In 1886, Van Gogh moved to Paris and his painting style was influenced by Impressionism and Post-Impressionism. He became friends with other artists such a Gauguin, Pissarro, Monet and Bernard. in 1888 he creatd one of his most famous artworks, *Sunflowers*.

Throughout Vincent Van Gogh’s career as a artist, he created over 2000 artworks, some of which included 900 paintings and 1100 drawings and sketches. Some of his most famous artworks includ Starry Night, Sunflowers

during the 20<sup>th</sup> Century. He **used dramatic brush strokes and vivid expressions as a way of expressing his emotions. His style shaped the Expressionism period.**

**Early Life**  
Vincent Van Gogh was an quiet child **who showed little interest in art.** He was the son of Theodorus Van Gogh and Anna Cornelia Carbentus. **He was named after his grandfather.** He had two brothers named Theo and Cor and three sisters named Elisabeth, Anna and Willemina.  
Van Gogh was home schooled until he was 7 years old. He then attended an village school **from 1860 to 1864.** In 1864 he was sent to an boarding school and became depressed and felt abandoned by his family. He attended middle school in 1866 and began to produce artworks **but his unhappiness led him to returning home in 1868.**  
At the age of 16, Van Gogh began working as a art dealer at Hague Gallery but was often transferred to places such as London and Paris. As an result of all the traveling Van Gogh became depressed and decided to join the church to become an missionary in Belgium. **Van Gogh helped many people by donateing clothes and some his belongings to miners. As years went by, Van Gogh’s health suffered and he left the missionary, moved back home with his parents and began painting again.**

**Accomplishments**  
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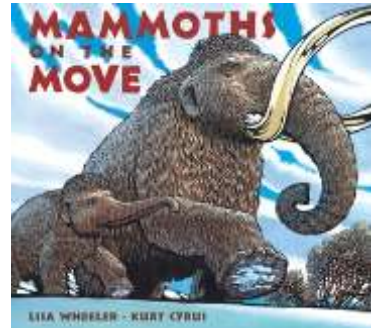
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**Accomplishments**  
In 1885, Van Gogh completed his first major artwork, *The Potato Eater*. *The Potato Eater* was **a** still life oil **painting** that was dark in colour with earthy tones of browns and yellows.

	<p>and The Bedroom at Arles. His use of expression and colour in his works became extremely popular and highly influenced periods of art in the 20<sup>th</sup> Century such as Expressionism, Fauvism and abstraction.</p> <p><b><u>Interesting Facts</u></b></p> <ul style="list-style-type: none"> <li>• In 1888 Van Gogh took an razor to his ear and cut part of it off.</li> <li>• Van Gogh rit letters to many of his friends and family. He was extremely close to his brother Theo and he would write most of his letters to him.</li> </ul>	<p><i>Potato Eater was an still life oil painteing that was dark in colour with earthy tones of browns and yellows.</i></p> <p>In 1886, Van Gogh moved to Paris and his painting style was influenced by Impressionism and Post-Impressionism. He became friends with other artists such a Gauguin, Pissarro, Monet and Bernard. <i>His style became brighter and he usd more vibrant colours in his art and</i> in 1888 he creatd one of his most famous artworks, <i>Sunflowers</i>.</p> <p>Throughout Vincent Van Gogh’s career as a artist, he created over 2000 artworks, some of which included 900 paintings and 1100 drawings and sketches. Some of his most famous artworks includ Starry Night, Sunflowers and The Bedroom at Arles. His use of expression and colour in his works became extremely popular and highly influenced periods of art in the 20<sup>th</sup> Century such as Expressionism, Fauvism and abstraction. <i>Today, Van Gogh is thought of as the greatest Dutch painter since Rembrandt.</i></p> <p><b><u>Interesting Facts</u></b></p> <ul style="list-style-type: none"> <li>• In 1888 Van Gogh took an razor to his ear and cut part of it off. <i>This happened after he had a argument with his friend and room-mate Gauguin.</i></li> <li>• Van Gogh rit letters to many of his friends and family. He was extremely close to his brother Theo and he would write most of his letters to him. <i>The letters are said to show Van Gogh’s most</i></li> </ul>	<p>In 1886 Van Gogh moved to Paris and his painting style was influenced by Impressionism and Post-Impressionism. He became friends with other artists such a Gauguin, Pissarro, Monet and Bernard. His style became brighter and he <b>used</b> more vibrant colours in his art and in 1888 he <b>created</b> one of his most famous artworks, <i>Sunflowers</i>.</p> <p>Throughout Vincent Van Gogh’s career as <b>an</b> artist, he created over 2000 artworks, some of which included 900 paintings and 1100 drawings and sketches. Some of his most famous artworks <b>include</b> Starry Night, Sunflowers and The Bedroom at Arles. His use of expression and colour in his works became extremely popular and highly influenced periods of art in the 20<sup>th</sup> Century such as Expressionism, Fauvism and abstraction. Today, Van Gogh is thought of as the greatest Dutch painter since Rembrandt.</p> <p><b><u>Interesting Facts</u></b></p> <ul style="list-style-type: none"> <li>• In 1888 Van Gogh took <b>a</b> razor to his ear and cut part of it off. This happened after he had <b>an</b> argument with his friend and room-mate Gauguin.</li> <li>• Van Gogh <b>wrote</b> letters to many of his friends and family. He was extremely close to his brother Theo and he would write most of his letters to him. The letters are said to show Van Gogh’s most inner thoughts and <b>feelings</b> through well written letters and sketches.</li> </ul>
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Week / Date	Learning Experiences	Resources																								
<p><b>Week 6</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning in order to interpret information about Woolly Mammoths</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Text : Mammoths on the move by Lisa Wheeler</b></p> <p><b>Focus On Reading Strategy:</b> Prediction, Monitoring / Clarifying &amp; Summarising</p> <ul style="list-style-type: none"> <li>❖ Explain to students that we will be learning about the Woolly Mammoth. Ask students do they know what they are, where they lived, and to tell all they know about them.</li> <li>❖ Read the text aloud to students <b>without showing them the pictures</b>. Stop periodically and call on students to explain what they picture in their minds. Have the students draw a picture to match a section of the text. Read the text again, this time showing the illustrations. Ask students to compare and contrast their drawings with Cyrus's illustrations.</li> <li>❖ Ask students to infer what life was like for woolly mammoths.</li> <li>❖ Read the text for a third time and clarify any tricky words or phrases</li> </ul> <table border="1"> <thead> <tr> <th>Word</th><th>Meaning</th><th>Synonyms</th></tr> </thead> <tbody> <tr> <td>grazed</td><td>to feed on grass or grasslands</td><td>eat, feed, nimble</td></tr> <tr> <td>herds</td><td>a typically large group of animals of one kind kept together</td><td>group. Pack, flock</td></tr> <tr> <td>dine</td><td>dinner</td><td>eat, feed</td></tr> <tr> <td>tundra</td><td>a treeless plain especially of arctic regions having a permanently frozen layer below the surface soil and plant life made up mostly of mosses, lichens, herbs, and very small shrubs</td><td>field, grassland, plain</td></tr> <tr> <td>gnawing</td><td>to bite or chew on with the teeth; especially : to wear away by persistent biting or nibbling</td><td>bite, eat, break up</td></tr> <tr> <td>migrated</td><td>to move from one country, place, or locality to another</td><td></td></tr> <tr> <td>glaciers</td><td>a large body of ice moving slowly down a slope or valley or spreading outward on a</td><td></td></tr> </tbody> </table>	Word	Meaning	Synonyms	grazed	to feed on grass or grasslands	eat, feed, nimble	herds	a typically large group of animals of one kind kept together	group. Pack, flock	dine	dinner	eat, feed	tundra	a treeless plain especially of arctic regions having a permanently frozen layer below the surface soil and plant life made up mostly of mosses, lichens, herbs, and very small shrubs	field, grassland, plain	gnawing	to bite or chew on with the teeth; especially : to wear away by persistent biting or nibbling	bite, eat, break up	migrated	to move from one country, place, or locality to another		glaciers	a large body of ice moving slowly down a slope or valley or spreading outward on a		<p><b>Text:</b> Mammoths on the move by Lisa Wheeler</p>  <p>In this rhythmic, poetic text, the reader learns about the migratory patterns of prehistoric woolly mammoths. The author also conveys information about the mammoths' physical characteristics, eating habits, and social behaviours.</p> <p><a href="https://www.youtube.com/watch?v=faFC3E07QI">https://www.youtube.com/watch?v=faFC3E07QI</a></p>
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	<ul style="list-style-type: none"> <li>❖ Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun facts</li> <li>❖ Record on planning sheet</li> </ul>		Planning Sheet
<p>Week 6</p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning To select appropriate reading paths when reading multimodal texts</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> <li>❖ I know about features of screen texts including menu buttons, drop down menus, links and live connections and can talk about their purpose.</li> </ul> <p><b>Text : Waking the Baby Mammoth by National Geographic</b></p> <p><b>Focus On Reading Strategy: Prediction, Monitoring / Clarifying &amp; Summarising</b></p> <p><a href="http://www.nationalgeographic.com.au/tv/waking-the-baby-mammoth/">http://www.nationalgeographic.com.au/tv/waking-the-baby-mammoth/</a></p> <ul style="list-style-type: none"> <li>❖ Discuss the title and look at the web page, "Waking the baby mammoth" - predict what words we might come across and the type of information we might find. 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. Explain that this is the home page and that we need to click on the various links. Asks students to suggest which link would be more appropriate considering our purpose ( to find out more facts about the mammoth)</li> <li>❖ Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS) Eg. I wonder what new information we will learn about the Woolly Mammoth! 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?</li> <li>❖ Read the text and clarify any tricky words or phrases</li> <li>❖ Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun facts</li> </ul>		

- ❖ Record on planning sheet.

### Literacy Rotations

- ❖ Print off various pages from the website below or alternative have students view web pages during literacy rotations. Have them record additional facts to their planning pages

<https://www.livescience.com/56678-woolly-mammoth-facts.html>

<https://www.dkfindout.com/us/dinosaurs-and-prehistoric-life/prehistoric-mammals/woolly-mammoth/>

[http://www.softschools.com/facts/extinct\\_animals/woolly\\_mammoth\\_facts/2508/](http://www.softschools.com/facts/extinct_animals/woolly_mammoth_facts/2508/)

### Guided Reading

- ❖ Discuss Woolly Mammoth Fact file

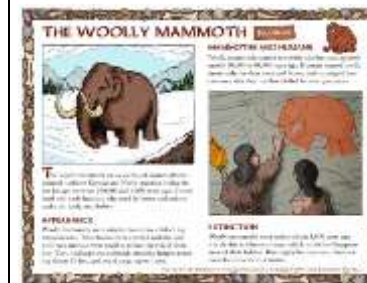
### Additional Videos to watch during lesson breaks to build up students background knowledge:

- Legend - 10 Facts about Woolly Mammoth: <https://www.youtube.com/watch?v=mlu-BdBcuxI>
- Woolly Mammoth | Learn Dinosaur Facts | Dinosaur Cartoons for Children By I'm A Dinosaur: <https://www.youtube.com/watch?v=abrZKtd45Ko>

### Additional Activities

<http://www.timvandevall.com/social-studies/woolly-mammoth-facts-for-kids-social-studies-printables/>

### Woolly Mammoth Fact File



**Learning Goal:** To use comprehension strategies to build literal and inferred meaning in order to interpret information about Woolly Mammoths

#### Success criteria

- ❖ I can use my own experiences and knowledge to apply to the text and make connections
- ❖ I can make connections between information in print and images.
- ❖ I can recount or describe the most relevant information from the text
- ❖ I can make valid inferences using information in a text and my own prior knowledge

**Text :** Woolly Mammoth by Mick Manning

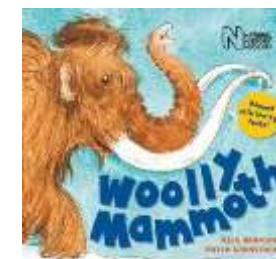
**Focus On Reading Strategy:** Prediction, Monitoring / Clarifying & Summarising

- ❖ Discuss the title and look at front cover of the Book, "Woolly Mammoth" 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 What was life like for the woolly mammoth, who roamed the Earth starting over 100,000 years ago? What did these big

**Text:** Woolly Mammoth by Mick Manning



Have you ever wondered what life was like for the Woolly Mammoth? It was very hard! These kings of the elephant race faced the harsh Ice Age climate and the threat of natural predators - none more terrifying than Man and his merciless spear. Includes an illustrated fact strip giving more information on how we know about

Week 6

Date: \_\_\_\_\_



	<p>shaggy beasts eat? Did they have enemies? Did they have families? Did they have fun? 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"> <li>❖ Read the text for a third time and clarify any tricky words or phrases</li> <li>❖ Discuss the main points from the text using the following headings to sum up the information: Classification, appearance, habitat, diet, fun facts</li> <li>❖ Record on planning sheet.</li> </ul>	<p>the lives of mammoths today, taken from the very latest mammoth findings.</p>
<p><b>Week 6/7</b> <b>Grammar</b> <b>Lessons</b></p> <p>Date: _____</p>	<p style="text-align: center;"><b>Similes</b></p> <p><b>Learning Goal:</b> To be able to identify what a simile is and how we can use it to paint a clearer picture in our readers head.</p> <p><b>Success criteria:</b> I can explain what a simile is I can use similes in my writing. I can compare two objects using the words like or as</p> <p><b>Lesson One:</b></p> <ul style="list-style-type: none"> <li>❖ Explain to the students that today, that as authors, we are going to look at painting a clear picture in our reader's head. Discuss how do we paint clear pictures in our reader's heads?</li> <li>❖ Explain that we can use adjectives (descriptive words) but also that we can create an even clearer picture by adding an association to our adjective (e.g. The light was as bright as the sun) and explain that this is what we call a simile.</li> <li>❖ View You tube video: <a href="#">Similes</a></li> <li>❖ Review what is a simile: (A <i>simile</i> is a description that uses "like" or "as" to make a comparison.)</li> <li>❖ Have students look at these well-known similes and think up some new up-to-date versions...             <div data-bbox="280 1109 593 1484"> <p>1. As happy as a pig in mud. New version: As happy as...</p> <p>2. As fresh as a daisy. New version: As fresh as...</p> <p>3. As busy as a bee. New version: As busy as...</p> <p>4. As cool as a cucumber. New version: As cool as..</p> </div> </li> </ul> <div data-bbox="1366 973 1747 1500"> <p><b>SIMILES</b></p> <p>A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike.</p> <p>She is as shy as a pig in a pig</p> <p>He was as busy as a bee</p> <p>The man is quick as lightning</p> <p>The boat was making the water splash</p> </div>	

5. As clean as a whistle.  
New version: As clean as...

6. As flat as a pancake.  
New version: As flat as...

7. As quick as a wink.  
New version: As quick as...

8. As snug as a bug in a rug.  
New version: As snug as...

#### **Additional resources**

Verb Tenses IWB- Susan Burke

Similes IWB- Susan Burke

Similes Powerpoint- Twinkl ([https://www.twinkl.com.au/resource/t2-e-1431-similes-and-adjectives-powerpoint?sign\\_in=1](https://www.twinkl.com.au/resource/t2-e-1431-similes-and-adjectives-powerpoint?sign_in=1))

#### **Lesson Two: Similes**

- ❖ Revise previous lesson on similes. Use IWB from Susan Burke or Powerpoint from Twinkl to support.
- ❖ Explain to the students that we can create an amazing snapshot (or photo) of where we're at by using these description in our writing by trying to connect our readers to their senses. Discuss what are the senses and list them down.
- ❖ Pull up a photograph of the beach and model how to write a snapshot. For example:  
"I see the sand dancing in the wind like ballerinas, the water reflecting light from the sun like a thousand diamonds and the soft, white clouds floating above my head as if they're fairy floss.

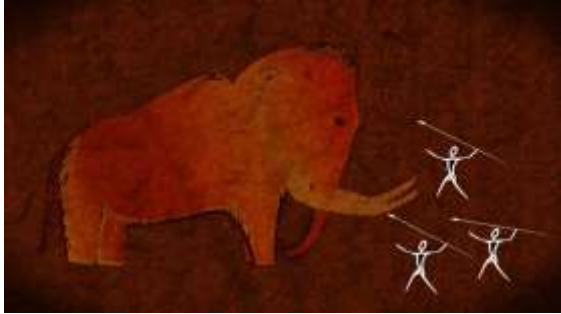

I hear the seagulls fighting over a chip like two dogs over a bone, the waves crashing down as if they are thunder themselves and the joy of happiness from children all around me playing their games.

I feel the sun warming my skin like an electric blanket... (and so on)

I think to myself...

I wonder..."

- ❖ Now either provide the students with an image or have them select their own to create a snapshot of. (Students can select images from the web, or simply create a snapshot from what they have been doing lately). Remind your

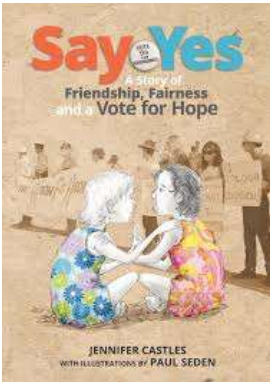
	<p>students that this is not a narrative; it should be in present tense.</p> <ul style="list-style-type: none"> <li>❖ Using an iPad or some other recording device, take a few photos of your students' work. Display these samples one after the other on your IWB. For each sample, ask your class to provide:           <ol style="list-style-type: none"> <li>a) 3 Things that they feel the student has done well. (can link this back to your intention)</li> <li>b) 2 Things that the student can improve on.</li> </ol> </li> </ul> <p>☺ <b>Incorporate this activity into literacy rotations so that students can practise this skill</b></p>	
<p><b>Week 7</b> Date: _____</p>	<p>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 Woolly Mammoth.</p>	
<p><b>Week 7</b> Date: _____</p>	<p><b>Art lesson:</b></p> <ul style="list-style-type: none"> <li>❖ Have students draw and create their woolly mammoth artwork. The following artworks could be used as inspiration.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Materials for chosen art work ( paper, pencils, crayon, tissue paper and paint)</p>
<p><b>Specific Writing focus</b></p>	<p><b>Learning Goal:</b> To create an informative text using growing knowledge of text structures and language features.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences that make sense to others</li> <li>• I can use key words from informative text read or viewed in my own writing</li> <li>• I can maintain correct tense within my writing</li> <li>• I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic</li> <li>• I can use <u>adjectives</u> in <u>noun groups</u> to create more accurate description</li> </ul> <p><b>Weekly Grammar Focus:</b> Similes</p>	

PLANNING Keywords	COMPOSING Spelling	REVISING Adding detail from text	EDITING Punctuation
<p>Planning <u>The Woolly Mammoth</u></p> <p><u>Classification</u></p> <p>prehistoric mammal</p> <p>Mammuthus Primigenius</p> <p>male Mammoths – bulls</p> <p>infant Mammoths - calves</p> <p>closest living relative - asian elephant.</p> <p><u>Characteristics</u></p> <p>three and a half metres tall</p> <p>weigh up to six to eight tonnes</p> <p>body fat</p> <p>thick coat of fur</p> <p>two tusks</p> <p>trunks</p> <p>four teeth</p> <p>feet were wide and flat</p> <p>rough soles</p> <p><u>Habitat</u></p> <p>Ice Age</p> <p>fourteen thousand years ago</p> <p>mostly ice, snow and glaciers</p> <p><u>Diet</u></p> <p>herbivores</p> <p>plants, grasses, aquatic shrubs and trees.</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> <li>• Six sets of teeth</li> <li>• Died when ice age finished</li> <li>• Sabre-toothed cats - predators</li> </ul>	<p><u>Classification</u></p> <p>The woolly mammoth is a prehistoric mammal that looks similar to the elephant of today. Their scientific name is Mammuthus Primigenius. The male Mammoths are called bulls, and the infant Mammoths are called calves. The Woolly Mammoth's closest living relative is the ashun elephant.</p> <p><u>Characteristics</u></p> <p>the Woolly Mammoth was tall they grew up to approximately three and a half metres and weigh up to six to eight tonnes</p> <p>Woolly Mammoths were covered in layers of body fat and a thick coat of fur, consisting of long, course hair which kept them warm in the icy cold elements of the environment that they lived. They had two tusks that grew down and out. Scientists believe that Woolly Mammoths would use their tusks for two purposes.</p> <p>Woolly Mammoths also had trunks. They would use the tip of their trunks to pick up and eat their food. They had four jint teeth, two on the top and two on the bottom of their mouth that they used to chew their food. Their feet were wide and flat and their soles were ruff so that they would not slip in the ice and the snow.</p> <p><u>Habitat</u></p> <p>Woolly Mammoths lived on earth during the Ice Age, fourteen thousand years ago. During the ice age, the Earth was mostly ice, snow and glaciers. The</p>	<p><u>Classification</u></p> <p>The woolly mammoth is a prehistoric mammal that looks similar to the elephant of today. Their scientific name is Mammuthus Primigenius. <b>They are also known as the Tundra mammoth or earth stag.</b> The male Mammoths are called bulls, and the infant Mammoths are called calves. The Woolly Mammoth's closest living relative is the ashun elephant.</p> <p><u>Characteristics</u></p> <p>the Woolly Mammoth <b>was as tall as an Asian elephant</b> they grew up to approximately three and a half metres and weigh up to six to eight tonnes <b>(that's the weight of sixty six to eighty eight people put together!)</b></p> <p>Woolly Mammoths were covered in layers of body fat and a thick coat of fur, consisting of long, course hair which kept them warm in the icy cold elements of the environment that they lived. They had two <b>toothy</b> tusks that grew down and out. Scientists believe that Woolly Mammoths would use their tusks for two purposes. <b>The first was to scrape away snow during the winter to get to the grass underneath. The second was to use their tusks for fighting or defending themselves. The tusks on a adult male could be anywhere between eight and twelve feet long (that's longer than an average adult male!).</b></p> <p>Woolly Mammoths also had trunks <b>like the trunks on modern day elephants.</b> They would use the tip of their trunks</p>	<p><u>Classification</u></p> <p>The <b>Woolly M</b>ammoth is a prehistoric mammal that <b>looked</b> similar to the elephant of today. Their scientific name is Mammuthus Primigenius. They are also known as the Tundra mammoth or earth stag. The male Mammoths are called bulls, and the infant Mammoths are called calves. The Woolly Mammoth's closest living relative is the <b>Asian</b> elephant.</p> <p><u>Characteristics</u></p> <p><b>The Woolly Mammoth was as tall as an Asian elephant. They grew up to approximately 3.5metres and weighed up to 6 to 8 tonnes (that's the weight of 66 to 88 people put together!).</b></p> <p>Woolly Mammoths were covered in layers of body fat and a thick coat of fur, consisting of long, <b>coarse</b> hair which kept them warm in the <b>icy</b> cold elements of the environment that they lived. They had two toothy tusks that grew down and out. Scientists believe that Woolly Mammoths would use their tusks for two purposes. The first was to scrape away snow during the winter to get to the grass underneath. The second was to use their tusks for fighting or defending themselves. The tusks on <b>an</b> adult male could be anywhere between eight and twelve feet long (that's longer than an average adult male!).</p> <p>Woolly Mammoths also had trunks like the trunks on modern day elephants. They would use the tip of their trunks like we use our fingers to pick up and eat their food. They had four <b>giant</b> teeth, two on the top and two on the bottom of their mouth that they used to chew their food. Their feet were like snow</p>

	<p>Woolly Mammoth had characteristics that allowed them to live in the cold conditions of the Ice Age.</p> <p><u>Diet</u> Woolly Mammoths were herbivores. Woolly Mammoths would consume about two hundred and twenty five kgs of plants, grasses, aquatic shrubs and trees.</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> <li>Woolly Mammoths grew six sets of teeth throughout their lifespan. They would die when their last set of teeth were no longer able to grind up their food</li> <li>Woolly Mammoths died when the Ice Age ended because they were not able to live in the warmer conditions. As their cold, grassy habitat began to melt, the Mammoth's food also died and the Woolly Mammoth was unable to find enough food to keep them alive.</li> <li>Infant Mammoths and sick Mammoths were at risk of being attacked and killed by sabre-toothed cats and other large predators.</li> </ul>	<p>like we use our fingers to pick up and eat their food. They had four jint teeth, two on the top and two on the bottom of their mouth that they used to chew their food. Their feet were like snow shoes that were wide and flat and their soles were ruff so that they would not slip in the ice and the snow.</p> <p><u>Habitat</u> Woolly Mammoths lived on earth during the Ice Age, fourteen thousand years ago. During the ice age, the Earth was mostly ice, snow and glaciers. The Woolly Mammoth had characteristics that allowed them to live in the cold conditions of the Ice Age.</p> <p>In the colder months, Mammoths would migrate to the South like birds migrate today. They traveld in herds wherever they went. The mothers and babies would sometimes travel in separate herds to the male Mammoths.</p> <p><u>Diet</u> Woolly Mammoths were herbivores. This meant that they ate plants and vegetation only. Woolly Mammoths would consume about 225kgs of plants, grasses, aquatic shrubs and trees.</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> <li>Woolly Mammoths grew six sets of teeth throughout their lifespan. They would die when their last set of teeth were no longer able to grind up their food which was around sixty to eighty years old.</li> <li>Woolly Mammoths died when the Ice Age ended because they were not able to live in the warmer conditions. As their cold, grassy habitat began to melt, the Mammoth's food also died and the Woolly Mammoth was unable to find enough food to keep them alive.</li> <li>Infant Mammoths and sick Mammoths were at risk of being attacked and killed by sabre-toothed</li> </ul>	<p>shoes that were wide and flat and their soles were rough so that they would not slip in the ice and the snow.</p> <p><u>Habitat</u> Woolly Mammoths lived on earth during the Ice Age, 14 000 years ago. During the Ice Age, the Earth was mostly ice, snow and glaciers. The Woolly Mammoth had characteristics that allowed them to live in the cold conditions of the Ice Age.</p> <p>In the colder months, Mammoths would migrate to the South like birds migrate today. They travelled in herds wherever they went. The mothers and babies would sometimes travel in separate herds to the male Mammoths.</p> <p><u>Diet</u> Woolly Mammoths were herbivores. This meant that they ate plants and vegetation only. Woolly Mammoths would consume about 225kgs of plants, grasses, aquatic shrubs and trees.</p> <p><u>Fun Facts</u></p> <ul style="list-style-type: none"> <li>Woolly Mammoths grew 6 sets of teeth throughout their lifespan. They would die when their last set of teeth were no longer able to grind up their food which was around 60-80 years old.</li> <li>Woolly Mammoths died when the Ice Age ended because they were not able to live in the warmer conditions. As their cold, grassy habitat began to melt, the Mammoth's food also died and the Woolly Mammoth was unable to find enough food to keep them alive.</li> <li>Infant Mammoths and sick Mammoths were at risk of being attacked and killed by sabre-toothed</li> </ul>
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		<p>warmer conditions. As their cold, grassy habitat began to melt, the Mammoth's food also died and the Woolly Mammoth was unable to find enough food to keep them alive.</p> <ul style="list-style-type: none"><li>• Infant Mammoths and sick Mammoths were at risk of being attacked and killed by sabre-toothed cats and other large predators. Humans were also a threat to Woolly Mammoths as they would hunt Mammoths for their meat, bones and skin.</li></ul>	<p>cats and other large predators. Humans were also a threat to Woolly Mammoths as they would hunt Mammoths for their meat, bones and skin.</p>
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Week / Date	Learning Experiences	Resources
<p><b>Week 8</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning in order to interpret information about Aboriginal People</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Incursion with the Aboriginal Education Officer</b></p> <ul style="list-style-type: none"> <li>❖ Students will be provided with a lesson on Aboriginal Culture by the Aboriginal Education Officer (AEO).</li> <li>❖ The AEO will provide students the opportunity to listen to factual information, look at Aboriginal artefacts and listen to Dreamtime Stories.</li> <li>❖ Discuss some of the information provided using the following headings to sum up the information: Who are they? What are their Cultural Beliefs? Where do they live? How do they hunt? Interesting Facts?</li> <li>❖ Record on planning sheet</li> </ul>	<p>Aboriginal artefacts</p>
<p><b>Week 8</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning in order to interpret information about Aboriginal People</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Text : Say Yes – A story of Friendship, Fairness and a Vote for Hope by Jennifer Castles</b></p> <p><b>Focus On Reading Strategy:</b> Prediction, Monitoring / Clarifying &amp; Summarising</p> <ul style="list-style-type: none"> <li>❖ Explain to students that we will be learning about the Aboriginal People. Ask students what they know about Aboriginal People.</li> <li>❖ Read the text aloud to students <b>without showing them the pictures</b>. Stop periodically and call on students to explain what they picture in their minds.</li> <li>❖ Have the students draw a picture to match a section of the text.</li> <li>❖ Read the text again, this time showing the illustrations. Ask students to compare and contrast their drawings with the book's</li> <li>❖ Ask students to infer what life was like Aboriginal People.</li> </ul>	<p>Text: Say Yes – A story of Friendship, Fairness and a Vote for Hope by Jennifer Castles</p>  <p>A story about how the events surrounding the historic 1967 Referendum played out in the everyday lives of two young girls. Once there were two little girls who</p>

- ❖ Read the text for a third time and clarify any tricky words or phrases

Word/Phrase	Meaning	Synonyms
Sun smacks us on the head	It is very hot	
Footpath burns like a frypan	Footpath is hot to walk on	
Law	Rules that are made by the Government and agreed upon by the people of the nation.	Rule, legislation, constitution
journey	An act of travelling from one place to another	Voyage, expedition, trip, exploration, quest, travel
Permission	Allowed to do something	Acceptance, allow, approval
activist	Acting for a cause	Influence, act upon
Polling booth	A booth where voters cast their votes	Voting station
Alteration	A state where something is changed	Change, alter, modification, adjustment
Constitution	The system of fundamental principles according to which a nation, state, corporation, or the like, is governed.	Rule book, principles
Referendum	Voting on principles and practices proposed by the Government	Poll, election, vote
Census	An important survey that gathers information about everybody living in Australia. It helps the government to plan for the future.	Population tally, poll
Commonwealth	A group of sovereign states that are linked by common interests.	Federation, citizens, society, nation
State	A territory of a Government	Territory,

- ❖ Discuss the main points from the text using the following headings to sum up the information: Who are they? What are their Cultural Beliefs? Where do they live? How do they hunt? Interesting Facts?
- ❖ Record on planning sheet

were best friends. They did everything together. As they got older they weren't allowed to do the same things anymore. Because they looked different. Because of the law. This is a story about the landmark 1967 Referendum, the two women who came together to change the law ... and how the Australian people said YES.

Week 8

Date: \_\_\_\_\_

**Learning Goal:** To use comprehension strategies to build literal and inferred meaning  
To select appropriate reading paths when reading multimodal texts

**Success criteria**

- ❖ I can make predictions
- ❖ I can use my own experiences and knowledge to apply to the text and make connections
- ❖ I can make connections between information in print and images.
- ❖ I can build on and use prior knowledge and vocabulary
- ❖ I can recount or describe the most relevant information from the text
- ❖ I can make valid inferences using information in a text and my own prior knowledge
- ❖ I know about features of screen texts including menu buttons, drop down menus, links and live connections and can talk about their purpose.



Once there was nothing. Then there was something . . . Come on a fascinating journey through time--from the explosive beginnings of our

**Text: Australian Story by Tania McCartney**

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

- ❖ Discuss the title and look at the cover - predict what words we might come across and the type of information we might find. 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 author's purpose, the various text features that can be seen and how these add to our understanding. Explain that this is the home page and that we need to click on the various links. Asks students to suggest which link would be more appropriate considering our purpose.
- ❖ Pose questions to make student's think (predict) and promote interest (I WONDER QUESTIONS)  
Eg. I wonder what new information we will learn about Aboriginal People. 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
- ❖ Discuss the main points from the text using the following headings to sum up the information: Who are they? What are their Cultural Beliefs? Where do they live? How do they hunt? Interesting Facts?
- ❖ Record on planning sheet.

### Literacy Rotations

- ❖ Students also visit the following websites to add information to their planning page:
- ❖ **Aboriginal People of Australia:** <http://www.kidcyber.com.au/aboriginal-peoples-of-australia/>
- ❖ **Fun Facts and Information about Aborigines for Kids:** [http://www.momjunction.com/articles/aboriginal-facts-and-information-for-kids\\_00397633/#gref](http://www.momjunction.com/articles/aboriginal-facts-and-information-for-kids_00397633/#gref)

### Guided Reading

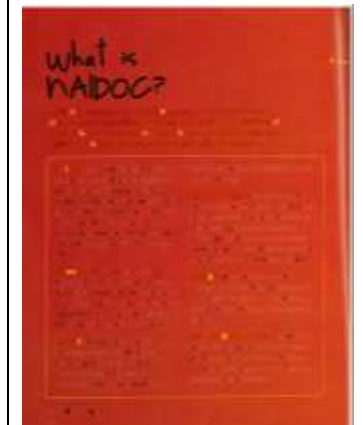
- ❖ Read and discuss the 'What is NAIDOC' fact sheet.


### Additional Activities

**Additional Videos to watch, books to read and websites visit during lesson breaks to build up students background knowledge:**

- ❖ **In your Dreams** by Sally Morgan and Bronwyn Bancroft
- ❖ **The Rainbow Serpent** by Dick Roughsey
- ❖ **Weapons** by Linda Bruce and Zita Hilvert-Bruce
- ❖ **Fishing** by Linda Bruce and Zita Hilvert-Bruce
- ❖ **Games we Play** by Linda Bruce and Aurora Hilvert-Bruce

planet through the formation of the Australian landscape, from the deeply entrenched history of our Indigenous people to modern-day Australia.



	<ul style="list-style-type: none"> <li>❖ Tracking by Linda Bruce and Aurora Hilvert-Bruce</li> <li>❖ Brief Introduction to Australian Aboriginal Education: <a href="https://www.youtube.com/watch?v=R6xIUg7i1gs&amp;list=PLMqzki72irGPKRrKO_4M8KGgljdl_f5GN&amp;index=4">https://www.youtube.com/watch?v=R6xIUg7i1gs&amp;list=PLMqzki72irGPKRrKO_4M8KGgljdl_f5GN&amp;index=4</a></li> <li>❖ Aboriginal Art Painting, Dreamtime EnglishWithSophia: <a href="https://www.youtube.com/watch?v=AoHAn58-rg&amp;list=PLMqzki72irGPKRrKO_4M8KGgljdl_f5GN&amp;index=10">https://www.youtube.com/watch?v=AoHAn58-rg&amp;list=PLMqzki72irGPKRrKO_4M8KGgljdl_f5GN&amp;index=10</a></li> </ul>	
<p><b>Week 8/9</b> <b>Grammar</b> <b>Lessons</b></p> <p>Date: _____</p>	<p style="text-align: center;"><b>Commas</b></p> <p><b>Learning Goal:</b> To be able to use commas to make sentences clearer</p> <p><b>Success criteria:</b> I can use commas in lists of nouns I can use commas in lists of verbs I can use commas in lists of adjectives I can use commas to separate clauses</p> <p><b>Lesson One: Commas in a list</b></p> <ul style="list-style-type: none"> <li>❖ Explain to students that today, as authors, we are going to look at how we make our sentences clear and make sense.</li> <li>❖ Explain that we can use commas to create a clear picture in the readers mind.</li> <li>❖ Ask students, what does a comma look like? Choose students to draw commas on the board. Have all students draw a comma in the air with their finger.</li> <li>❖ View Youtube video: <a href="#">Commas in a series</a></li> <li>❖ Review what a comma is: <b>The comma is a punctuation mark used within a sentence. A comma tells the reader when or where to pause. It helps to make the meaning of a sentence clear.</b></li> <li>❖ Discuss with students that we can use commas in a list for nouns, verbs and adjectives. (Revise what verbs, nouns and adjectives are).</li> <li>❖ View Powerpoint: <a href="#">Using Commas to Separate Items in a List</a></li> <li>❖ Using whiteboards, have students finish the following sentences where they are using commas in lists for nouns, verbs and adjectives.</li> </ul> <p>E.g. Nouns: My best friends are...</p> <p>Verbs: Today I...</p> <p>Adjectives: The grass is...</p> <ul style="list-style-type: none"> <li>❖ Have students come up with some of their own sentences for each category (nouns, verbs, adjectives). Provide students with some ideas if they are stuck - favourite foods, people in their family, favourite things to do, describe your teacher, etc.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=cQOX3UdeAZI">https://www.youtube.com/watch?v=cQOX3UdeAZI</a></p> <p>Twinkl:</p>  <p>Whiteboards, texts</p> <p>Grammar Workbooks</p>

- ❖ Have students write the definition for commas and complete the following sentences in their workbooks and add the commas:

### Commas

The comma is a punctuation mark used within a sentence. A comma tells the reader when or where to **pause**. It helps to make the meaning of a sentence **clear**.

1. She is a polite happy and well-mannered girl.
2. Do not shout yell scream laugh or whistle in the library.
3. Before you leave, turn off the light switch off the stove and lock the door.
4. The museum includes a reptile exhibit a learning centre and an aquarium.
5. Going to the beach flying a kite and having a picnic are great outdoor activities.

### Additional Resources:



Worksheets - using commas to separate items in lists (twinkl)

## **Lesson Two: Commas in Clauses**

- ❖ Revise previous lesson on commas. Ask students to give a brief definition as to why we use commas: The comma is a punctuation mark used within a sentence. A comma tells the reader when or where to **pause**. It helps to make the meaning of a sentence **clear**.
- ❖ Discuss that we don't just use commas in lists in sentences. We also use them to separate clauses to help make compound sentences clearer.
- ❖ Revise what a compound sentence is: **A compound sentence is where two simple sentences are joined together using a conjunction such as, for, and, nor, but, or, yet, so (FANBOYS).**
- ❖ View Youtube clip: Conjunction Junction
- ❖ Discuss with students that when we write a compound sentence, we put a comma before the conjunction word. E.g. I like to eat sausages, and I like to drink coke.
- ❖ Discuss using commas in compound sentences to separate clauses. Model the following compound sentences and discuss where the comma would go:
  1. I like to play basketball. I also like swimming. / I like to play basketball, but I also like to swim.
  2. I have a pet rabbit. I also have a pet ghecko. / I have a pet rabbit, and I also have a pet ghecko.
  3. An ostrich is a huge bird. It can't fly. / An ostrich is a huge bird, but it can't fly.
- ❖ Have students rewrite the following sentences into their workbooks by taking away the full stop and adding a comma and a conjunction:

<https://www.youtube.com/watch?v=RPoBE-E8VOc>

Grammar workbooks

	<ol style="list-style-type: none"> <li>Christine does not like snakes. Christine does not like lizards.</li> <li>My favourite music is rock and roll. Other music I like is pop and blues.</li> <li>We need to spend less money. We might not be able to pay the bills.</li> <li>I like to play with lego. I can build lots of things.</li> <li>The dog is barking. The cat is meowing.</li> </ol>	
<b>Week 9</b> 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 Aboriginal People	
<b>Week 9</b> Date:_____	<p><b>Art lesson:</b></p> <p>❖ Have students draw and create their Aboriginal artwork. The following artworks could be used as inspiration.</p> <div>   </div>	<b>Materials:</b> Paint, cotton buds, paper
<b>Specific Writing focus</b>		<p><b>Learning Goal:</b> To create an informative text using growing knowledge of text structures and language features.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write sentences that make sense to others</li> <li>I can use key words from informative text read or viewed in my own writing</li> <li>I can maintain correct tense within my writing</li> <li>I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic</li> <li>I can use <u>adjectives</u> in <u>noun groups</u> to create more accurate description</li> </ul> <p><b>Weekly Grammar Focus:</b> <b>commas</b> in a list</p>



PLANNING Keywords	COMPOSING Spelling	REVISING Adding detail from text	EDITING Punctuation
	<p><u>Aboriginal People - Composing</u></p> <p><b>Who are they?</b> Aboriginal people are also known as indigenous people. They arrived in Australia 65,000-40,000 years ago and were the first people to set foot on the land. When the European settlers arrived in Australia, they thought that the land was empty and nobody owned it.</p> <p><b>What are their cultural beliefs?</b> The Aboriginal people believe that the earth and everything in it was made by their ancestral spirits. This is called the Dreamtime or the Dreaming. It was a time when the rivers and mountains and rocks and deserts and plants were made.</p> <p><b>Where do they live?</b> Aboriginal people lived on the land and were the first people to live in Australia. There were many different groups living in many parts of Australia. Some groups settled on islands and have become known as Torres Strait Islander People.</p>	<p><u>Aboriginal People - Revising</u></p> <p><b>Who are they?</b> Aboriginal people are also known as indigenous people. They arrived in Australia 65,000-40,000 years ago and were the first people to set foot on the land. When the European settlers arrived in Australia, they thought that the land was empty and nobody owned it. <b>The King then owned the land and sold it to other people. The Aboriginal people had no land rights and were treated differently to everyone else. They weren't allowed to go to public pools and schools or cinemas. It was against the law. The Aboriginal fought for their rights. As a result, a referendum was held and they were given equal rights on the 27<sup>th</sup> May 1967.</b></p> <p><b>What are their cultural beliefs?</b> The Aboriginal people believe that the earth and everything in it was made by their ancestral spirits. This is called the Dreamtime or the Dreaming. It was a time when the rivers and mountains and rocks and deserts and plants were made. <b>The Dreamtime stories are an important part of the Aboriginal culture. These stories tell how the land and animals came to be.</b></p> <p><b>Where do they live?</b> Aboriginal people lived on the land and were the first people to live in Australia. There were many different groups living in many parts of Australia. Some groups settled on islands and have become known as Torres Strait Islander People. <b>Each group had its own language. These groups are called clans or tribes.</b></p>	<p><u>Aboriginal People - Revising</u></p> <p><b>Who are they?</b> Aboriginal people are also known as indigenous people. They arrived in Australia 65,000-40,000 years ago and were the first people to set foot on the land. When the European settlers arrived in Australia, they thought that the land was empty and nobody owned it. <b>The King then owned the land and sold it to other people. The Aboriginal people had no land rights and were treated differently to everyone else. They weren't allowed to go to public pools and schools or cinemas. It was against the law. The Aboriginal fought for their rights. As a result, a referendum was held and they were given equal rights on the 27<sup>th</sup> May 1967.</b></p> <p><b>What are their cultural beliefs?</b> The Aboriginal people believe that the earth and everything in it was made by their ancestral spirits. This is called the Dreamtime or the Dreaming. It was a time when the rivers and mountains and rocks and deserts and plants were made. <b>The Dreamtime stories are an important part of the Aboriginal culture. These stories tell how the land and animals came to be.</b></p> <p><b>Where do they live?</b> Aboriginal people lived on the land and were the first people to live in Australia. There were many different groups living in many parts of Australia. Some groups settled on islands and have become known as Torres Strait Islander People. <b>Each group had its own language. These groups are called clans or tribes.</b></p>



**What and how do they hunt?**

Aboriginal people used to hunt and eat animals. Women hunted small animals such as goannas and snakes. Men hunted bigger animals such as emus and kangaroos. Aboriginal people would often hunt in groups so they could help each other and catch more animals. Today, most aboriginal people buy their food from the shop, but some still hunt animals.

In the earlier days, Aboriginal people had to use animal signs to find animals to hunt. They looked for animal signs such as tracks, manure and smell.

Aboriginal people used nets to catch flying birds. They would hang nets between the trees so that the birds would fly into them.

Some animals move extremely fast and are difficult for Aboriginal people to hunt. These animals include kangaroos and dingoes. Aboriginal people would need to creep up very close to these animals to throw a spear or hunting stick to kill them.

Aboriginal people sometimes hunted with camouflage. Other times Aboriginal people would make animal sounds when hunting to get closer to birds and animals.

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Aboriginal people used nets to catch flying birds. They would hang nets between the trees so that the birds would fly into them. **They also threw boomerangs to scare the birds. The birds would fly into the net and the hunters would grab them.**

Some animals move extremely fast and are difficult for Aboriginal people to hunt. These animals include kangaroos and dingoes. Aboriginal people would need to creep up very close to these animals to throw a spear or hunting stick to kill them. **This is called stalking. Sometimes tame dingoes would help Aboriginal people hunt for other animals.**

Aboriginal people sometimes hunted with camouflage. **This means that they would make themselves look like the grass and bush around them to make it difficult for the animals to see them.**

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Other times Aboriginal people would make animal sounds when hunting to get closer to birds and animals. **Some of the sounds that they made were: a baby bird calling its mother and a turkey gobbling and a rabbit squealing in a trap and a koala grunting.**

	<p><b>Interesting facts</b></p> <ul style="list-style-type: none"> <li>- Bush Tucker is food that is found in a bush. Some Indigenous people find all the food they need on the land where they live.</li> <li>- Aboriginal people use special tools to collect food. They use wooden digging sticks and bowls made from wood and bark. They also weave baskets to carry food.</li> <li>- Indigenous people eat many types of grubs and worms.</li> </ul>	<p>birds and animals. Some of the sounds that they made were: a baby bird calling its mother and a turkey gobbling and a rabbit squealing in a trap and a koala grunting.</p> <p><b>Interesting facts</b></p> <ul style="list-style-type: none"> <li>- Bush Tucker is food that is found in a bush. Some Indigenous people find all the food they need on the land where they live.</li> <li>- Aboriginal people use special tools to collect food. They use wooden digging sticks and bowls made from wood and bark. They also weave baskets to carry food.</li> <li>- Indigenous people eat many types of grubs and worms.</li> </ul>	<p><b>Interesting facts</b></p> <ul style="list-style-type: none"> <li>- Bush Tucker is food that is found in a bush. Some Indigenous people find all the food they need on the land where they live.</li> <li>- Aboriginal people use special tools to collect food. They use wooden digging sticks and bowls made from wood and bark. They also weave baskets to carry food.</li> <li>- Indigenous people eat many types of grubs and worms.</li> </ul>
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