

**Regentville Public School**

13

**Stage 2 Unit of Work**

**Relationships**

**User**

**Stage 2**

**Time Frame** 8 Weeks

Theme: Relationships

**Focus for this unit - learning intention**

Students will explore how various literacy devices and techniques depict the theme of relationships. The theme relationships will be viewed in a variety of different text types including a novel, poem and picture book.

Key Concepts: making connections, Words and Images, Visual Literacy, Visual Representation, culture



**Objective B  
Speaking and listening 2**listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

**Writing and Representing 2**understand how audience and purpose influence the choice of vocabulary

**Reading and Viewing 2**recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech

**Objective A  
Speaking and listening 1**   
use information to support and elaborate on a point of view

respond appropriately to the reading of texts to demonstrate enjoyment and pleasure

**Writing and Representing 1**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

reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation

**Handwriting and Digital Technology 1**write using clearly-formed joined letters, and develop increased fluency and automaticity

**Reading and Viewing 1**draw on experiences, knowledge of the topic or context to work out the meaning of unknown words

recognise how aspects of personal perspective influence responses to texts

justify interpretations of a text, including responses to characters, information and ideas  
  
**Spelling 1**use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts

**Objective C  
Thinking imaginatively, creatively and interpretively.**

respond to texts by identifying and discussing aspects of texts that relate to their own experience

Create literary texts that explore students' own experiences and imagining

Concept:  
Relationships

Literary Device:  
**Making Connections**

**Objective D  
Expressing Themselves**

draw connections between personal experiences and the worlds of texts, and share responses with others

make connections between students' own experiences and those of characters and events represented in texts

**Objective E  
Reflecting on Learning**

reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text

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| Text Overview |
| *Charlotte’s web is a text written by E. B White. It explores the unlikely relationship between a pig and a spider and a girl and a pig. The author creates connections by forming relationships between the animal’s and giving them human qualities such as voice, expression and movement. These qualities allow children to make connections.*  *(Briefly describe the text and how the literary devices are linked to the concept)* |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| **Sustainability** | **Literacy** |  |  |

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|  | Teaching/Learning Activities | Resources |
| Objective A  **Communicate through speaking, listening, reading, writing, viewing and representing**  **Speaking and listening 1**  use information to support and elaborate on a point of view  **Speaking and listening 1** respond appropriately to the reading of texts to demonstrate enjoyment and pleasure | **Activity 1**  ***What are relationships and how are they formed?***   1. Explain to students that making a new friend can be difficult and a little scary, but it is something we all experience. 2. Appeal to students’ firsthand experience in making and being a friend. Ask students to remember a time when they were in a new situation surrounded by people they did not know. 3. Ask students to reflect on the situation aloud as a group or individually in writing. To guide them, ask:  * How did you feel? * Were the people around you kind and welcoming or mean and unfriendly? * How did that affect your attitude? * Why can it be scary to meet new people and make new friends? * Why is it important to welcome others when they are in a new situation?   **Activity 2**  ***How and why do people form preconceived impressions?***   1. Introduce Charlotte’s web by showing trailer. 2. With children make a list of existing stereotypes that children have about rats, pigs and spiders. Explain to students that sometimes we label each other by things such as appearance, age, gender, race etc . When we hear or see these labels that have been given by somebody else we may believe them instead of getting to know the person or in this case animal for ourselves and forming our own opinions. 3. Chapter 5 - Students the following passage about first impressions from page 41.  * *Charlotte stood quietly over the fly, preparing to eat it. Wilbur lay down and closed his eyes. He was tired from his wakeful night and from the excitement of meeting someone for the first time. A breeze brought him the smell of clover—the sweet-smelling world beyond his fence. “Well,” he thought, “I’ve got a new friend, all right! But what a gamble friendship is! Charlotte is fierce, brutal, scheming, bloodthirsty—everything I don’t like. How can I learn to like her, even though she is pretty and, of course, clever?” Wilbur was merely suffering the doubts and fears that often go with finding a new friend. In good time he was to discover that he was mistaken about Charlotte. Underneath her rather bold and cruel exterior, she had a kind heart, and she was to prove loyal and true to the very end.*  1. Discuss the passage with students, asking:  * Did you ever have an experience like this, in which you thought of a person as mean or strange or scary at first, but later found out that he or she was very nice? * Can you learn to like someone you originally disliked? How? * What do you think the speaker means by “What a gamble friendship is!”  (p. 41)? * Have students write a sentence about what they think friendship is. * What happens when people draw conclusions based on first impressions? | **Charlottes Web – E.B White**  **Book Trailer**  <http://www.youtube.com/watch?v=S0sw0vT_t90> |
| Objective B  **Use language to shape and make meaning according to purpose, audience and context.** | **Activity 3**  ***How does the author make us change our perceptions using language?***   1. Review the passage from activity 2 and highlight the words (or display as a class vocabulary list) that portray Charlotte in a negative way (brutal, scheming, and bloodthirsty). Create a table on IWB with headings ‘first impressions’ and ‘our thoughts changed when…’. 2. *Read excerpts from the text that depict Charlotte in a positive way (Wilbur often thought of Charlotte. A few strands of her old web still hung in the doorway. Everyday Wilbur would stand and look at the torn, empty web, and a lump would come to his throat. No one had ever had such a friend – so affectionate, so loyal , and so skilful. p.164?)*   Discuss the excerpts with class – teacher to record answers in table.   * How do you feel about Charlotte now? * What words has E.B White used to change your initial view of Charlotte? * Do you view the initial encounter between Charlotte and Wilbur differently? (e.g. she isn’t intentionally brutal, she has to kill other insects to survive) * A character web or Venn diagram may be used to track character changes.  1. Under the heading ‘our thoughts changed when…’ write the words E.B White used to change the reader’s view of Charlotte. 2. Read the excerpt from the text that introduces the reader to Templeton. Using the same table, write down the words E.B White uses that make the reader dislike Templeton.   *“Play? I hardly know the meaning of the word…I never do those things if I can avoid them…I prefer to spend my time eating, gnawing, spying and hiding. I am a glutton, not a merrymaker.”* (p.29).  *“The rat has no morals, no conscience, no scruples, no consideration, no decency, no milk of rodent kindness, no compunctions, no higher feeling, no friendliness, no anything” (*p.164). 3. Read excerpts from the text which depict Templeton in a positive way  *(The pig walked out of his yard “You there Templeton” he called? The rat poked his head out from under the trough*. “Got a little piece of string I could borrow?” asked Wilbur “I need it to spin a web”  “Yes, indeed,” replied Templeton, who saves string “No trouble at all. Anything to oblige” p60 4. Discuss the excerpts with class – teacher to record answers in table. 5. Has your view on Templeton changed? 6. What words did E.B White use to change your view? | **Charlottes Web – E.B White** |
| Objective C  **Think in ways that are imaginative, creative, interpretive and critical**. | **Activity 4**  ***How are perceptions formed in modern day life?***  Read Chapters 10 and 11 where Charlotte writes “Some Pig” in her web.  Class discuss why Charlotte would do this. Considering her relations hip with Wilbur.  Children discuss the following questions   * How to the Zuckermans, Lurvy and the people from town react to the news of Charlotte’s web? Why * How does Wilbur react? Why? * Has Wilbur changed at all? If he has not changed, why are people treating him differently?   List the positive and negative results of Charlotte’s web? Do some results fall into both categories? Record this information on a Venn Diagram  Read Chapters 12 and 13 where Charlotte writes “Radiant” on the web.   * How has the help from Wilbur’s friends changed Wilbur and his relationship to them? * Class discuss what the word radiant mean. * Students list the ways that Charlotte’s relationship to Wilbur is similar to Fern’s relationship to him. How are the relationships similar? How are they different?   Read Chapter 17 and 18 where the word “Humble” is woven into Charlotte’s web.   * What does humble mean? * Is Wilbur really humble? * Why is it good for Wilbur to be humble? Could being humble win Wilbur the prize? * Are any of the other characters humble? What characteristics or qualities do they have to show they are humble? * Are any of the other characters not humble? What characteristics or qualities do they have to show they are not humble?   Students brainstorm a list of words which they could use to describe a pet that own or have owned.   * How do these words show your relationship to the pet? What are some events that have led to you selecting the word eg. The word brave could be used because the student’s dog keeps strangers out of their yard, therefore giving them a feeling of a safe relationship. * Children design a spiders web with a word describing their interwoven into it   **Assessment Task**  Students discuss how companies use key words or slogans to influence our relationship to them. Teachers present a variety of advertisements (written, digital) to students and have them comment on the devices advertisers use to sell their product.   * Discuss how each word or slogan makes us feel towards the product eg Subway – eat fresh   Children design a collage of famous slogans |  |
| Objective D  **Express themselves and their relationships with others and their world** | **Activity 5**  Create literary text that explores students’ own experiences and imagining. Students us their own experiences as a guide for their writing. |  |
| Objective E  **Learn and reflect on their learning through their study of English** | **Activity 6**   * Create a timeline that highlights Wilbur and Charlotte’s friendship, and trace the way it grows and changes over the course of the story.   How did the friendship begin? Do the two characters grow closer or drift apart? Why? What major events prompt these changes? How does the friendship end? Do the characters forget each other afterwards, or do they keep some kind of connection? This activity could be completed in essay form or as a timeline illustrating key points in the friendship. |  |

**Concept:**

Relationships

**Literary Devices:** Words and Images, Visual Literacy.

**Objective A**

**Speaking and Listening 1**

Use information to support and elaborate on a point of view

Respond appropriately to the reading of texts to demonstrate enjoyment and pleasure

**Reading and Viewing 1**

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

Use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts

Justify interpretations of a text, including responses to characters, information and ideas

**Objective C**

**Thinking imaginatively, creatively and interpretively**

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques

Identify and analyse the organizational patterns and features to engage their audience

Identify creative language features in imaginative, informative and persuasive texts that contribute to engagement

Justify interpretations of a text

Make connections between the ways different authors may represent similar storylines, ideas and relationships

**Objective E**

**Reflecting on learning**

Recognise how own texts can be influenced by a rich text environment

Appreciate how the reader/viewer can enjoy a range of literary experiences through texts

Reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text

**Text**



**Objective D**

**Expressing themselves**

Draw connections between personal experiences and the worlds of texts, and share responses with others

**Objective B**

**Speaking and Listening 2**

Discuss how writers and composers of text engage the interest of the reader or viewer;

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborativesituations

**Writing and Representing 2**

Understand how a range of language features can shape readers and viewers understanding of subject matter;

Compare and review written and visual texts for different purposes and audiences

**Reading and Viewing 2**

Explore the effects of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts

Recognise the use of figurative language in texts eg. similes

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative

Identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images

**Grammar, Punctuation and Vocabulary**

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb group/phrases and prepositional phrases

Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense

Experiment with vocabulary choices to engage the listener or reader

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| Text Overview | Literacy Continuum Markers | |
| Fox is a narrative picture book. It is an emotional drama about friendship, belonging, loneliness, betrayal and power. The author and illustrator build tension through effective visual literacy aspects as a friendship is disrupted. | Cluster 9 | Cluster 10 |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| Introduced species and native species - predator-prey relationship  Compare a fox in a non-fiction text and other narratives and/or digital media-documentaries | Literacy – reading a variety of texts with various reading strategies, locating information in text, reading images and identifying key words. | Verbs – types of verbs and verbs that indicate character  Tense – narrative usually written in past tense but this is in present tense  Creative language – fox is like the fire  Direct speech (punctuation) | Segmenting Words (to spell/read)   * Compound words – riverbank, something, into, everywhere, nowhere, woodlands, faraway * Base words – clamped, melting, blackness, waiting, reflected, blueness, swiftly, rejoices, haunted, watching, stillness, nothingness   Rule – adding “ly” |

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  Communicate through speaking, listening, reading, writing, viewing and representing | Show children pictures of a fox, dog and a magpie. What do we know about these animals and their relationship in the real world?  Introduce the text “Fox”. Make predictions from the cover  Look at the first few images leading to the first text page  Predict relationship between Fox, Dog and Magpie – make connections about animals  Why is the text written that way?  What do the images of the characters tell you about them?  Read text and reflect on predictions. | Text  IWB pictures of animals |
| **Objective B**  Use language to shape and make meaning according to purpose, audience and context | Words and Image  Look at the “text”. Discuss the appearance of the text – why has this been done? ; position and placement (reading path); framing (text acting like a barrier in the relationship); no paragraphing or order (what does this tell you about the relationships?)  Students compare to text in another picture book and a non-fiction book about foxes – paragraphs, subheadings, labels, very organized – consider the different purposes  In groups students complete information table about various texts and their text presentation | Text  Information texts  Variety of picture books  Information table worksheet |
| **Objective B**  Use language to shape and make meaning according to purpose, audience and context  **Objective B**  Use language to shape and make meaning according to purpose, audience and context | Words and Image  Image - Discuss the illustrator’s use of colour to show emotion and tension in the relationship – characters, backgrounds and setting  Analyse the gaze of the characters – framing eyes demanding attention, strong engagement and eye contact  Look at expression and body language to learn about the relationships. Students role play and make human photographs showing relationships between each other… eg.friends, dominance, arguing.  Discuss the design and layout of both the words and image showing relationships – threatening, weak, and innocent.  Focus on the double page – But Dog says, “Welcome………”  Does Fox appear to be friendly here? Look at his position and gaze – Fox is superior and dominant. Does the image and word match or contradict each other? Consider the literal and inferred meaning of the text.  Discuss the angles used with Fox by the illustrator to show he is dominant.  Where do you look first? Introduce the terms salience and reading path. (Fox – colour, size and central position)  Why is one character dominant? Magpie seems trapped – what surrounds her? She is framed by Fox’s body and the text box. Why is the text box in the middle of the page? Fox’s words are the centre of attention – middle of the page (like a barrier) and at right angles which adds to the sense of disruption  In groups students find more examples of unusual framing of images and text in “Fox”. Report back and suggest why this has been done.  Language – Grammar Focus  Types of verbs – locate verbs that show the emotional state of the characters  Compare action verbs when Magpie ‘rides’ with Dog then when Magpie ‘rides’ with Fox  Look at the meaning of the text – Locate Fox’s direct speech. Which words did he really mean? Students re-write some of fox’s speech so that it matches the images.  Look at the creative language of the author. Find words that show Fox is like the fire. Locate other words that indicate what each character is like eg. gentle, flicker, trembles, and how these tell us about the relationships in the text – compare to the image  **Assessment Task**  Review the narrative format – usually written in past tense but the author uses present tense – why?  Re-write part of the story in past tense and compare the effect – “Through the charred forest “ran”…….. | Text  Text |
| **Objective C**  Think in ways that are imaginative, creative, interpretive and critical | Consider the techniques used in word and image to engage the reader and build tension in the relationships.  Students select one part of the text to describe these effective creative techniques.  Students experiment with painting/designing the name of one of the characters so that it reflects the character using colour, size, direction, and other visual techniques  Students paint/design own name/image to reflect their own character | Text  Art paper  Pencils, paint, crayons |
| **Objective D**  Express themselves and their relationships with others and their world | Students discuss the characters and compare them to characters in other texts as well as foxes in nonfiction texts, highlighting the predator/prey relationship. Discuss our relationship with dogs ( pets, therapy, guide dogs, threatened/scared of dogs) as well as our interactions with magpies when they are/aren’t protecting their nests.  Students write about an experience that has helped/caused them to have a good/bad relationship with an animal |  |
| **Objective E**  Learn and reflect on their learning through their study of English | Reflection – talk about friendship.  Discuss **-** What sort of a friend would each of the characters make?  Are you like any of the characters?  Have you ever been hurt by a friend or hurt a friend?  How has the author helped you to learn about relationships in real life?  How can you use some of the author’s/illustrator’s techniques? |  |

**Objective A**

***Speaking and Listening 1***

EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

**Respond to and compose texts**

* respond appropriately to the reading of texts to demonstrate enjoyment and pleasure

**Writing and representing 1** EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

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

* 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)

***H’writing & Digital Technologies*** EN2-3A Uses effective handwriting and publishes texts using digital technologies

**Develop and apply contextual knowledge**

• recognise that effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences

**Respond to and compose texts**

* use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697)

**Reading and Viewing 1 EN2-4A** uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

**Develop and apply contextual knowledge**

• draw on experiences, knowledge of the topic or context to work out the meaning of unknown words

**Respond to, read and view texts**

* read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
* interpret text by discussing the differences between literal and inferred meanings

**Objective B**

**SPEAKING AND LISTENING 2**

**EN2-6B** identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

**Respond to and compose texts**

* discuss how writers and composers of texts engage the interest of the reader or viewer

Reading and Viewing 2

**EN2-8B** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

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

* Identify organisational patterns and language features of print and visual texts appropriate to a range of purposes
* Understands how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) \* Critical and creative thinking
* Recognise the use of figurative language in texts e.g. similes, metaphors, idioms and personification and discuss their effects.

**Respond to read and view texts**

* Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT600)



**Andy’s Gone With Cattle**

By

Henry Lawson

**Poem**

Concept: Relationships

Literary Device:

Figurative Language

**Objective D**

**EN2-11D** responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

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

* make connections between students' own experiences and those of characters and events represented in texts

**Respond to and compose texts**

* compose a variety of texts, eg simple poetry, that include aspects of home and local community life

**Objective E**

EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning

**Respond to and compose texts**

* develop criteria for establishing personal preferences for literature (ACELT1598

**Objective C**

**THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY**

**EN2-10C** thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

**Engage personally with texts**

* share responses to a range of texts and identify features which increase reader enjoyment
* respond to texts by identifying and discussing aspects of texts that relate to their own experience

**Develop and apply contextual knowledge**

* identify and analyse the different organisational patterns and features to engage their audience

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| Text Overview | Literacy Continuum Markers | |
| *Andy’s gone with cattle* is an Australia poem written by Henry Lawson. This poem engages the reader through figurative language and imagery to depict the relationships between Andy and his family and also Andy with the land. The salience of relationships is demonstrated through positioning of the characters and the land coupled with figurative language used to mirror the emotions associated with relationships. | Cluster 9 | Cluster 10 |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| **Sustainability** – investigating and understanding issues of environmental sustainability. Discussion would include how this concept is used to depict Andy’s role. | **Literacy –** using poetry to enhance student’s ability to read, write, speak, view and listen to various texts and discuss their interactions. | Structure of sentence: Indirect Speech  Structure of verb group: auxiliary verbs  Word level: Adjectives  Word origins  Creative and evaluative language: Metaphor  Punctuation: apostrophe | Visual (grapho) find known letter clusters (decoding)  Letter-sound – reading strategies (EN2-4A) read unknown words in syllable chunks  Spelling – sound-letter relationships (EN2-5A) spell words using letter combinations (double letters)  Understand that the pronunciation, spelling and meaning of words have hisoties and change over time  Proofreading – become familiar with various spelling resources (dictionaries) |

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| **Objectives** | Teaching and Learning Activities | **Resources** |
| **Objective A** | **Introduction to Poetry**  Watch ‘The Great Australian Cattle Drive’ and discuss the role of a drover and their role today. Discuss their relationship with animals, the land and families (ie., their absence from the family when working).  Listen to a recital of the poem ‘Andy’s Gone with Cattle’. Identify what type of a relationship is inherent in the poem. Discuss the use of repetition (add repetition to word wall)in the poem to establish the concept of relationships eg., ‘Our Andy gone with cattle now’, ‘Our hearts are out of order’, ‘Our thoughts with him now are roving’.  Provide students with a copy of the poem to read. Students highlight/circle interesting words or unfamiliar words and discuss. | **Poem –‘Andy’s Gone With Cattle’**  **The Great Australian Cattle Drive (4.07min)**  [**http://www.youtube.com/watch?v=YjOp07sIkUA**](http://www.youtube.com/watch?v=YjOp07sIkUA) |
| **Objective B** | **Figurative Language**  Discuss how writers’ write to influence, entertain, and inform the audience. Discuss the poet’s purpose of the text in terms of relationships (family bond and separation).  Introduce the term figurative language and discuss personification (add ‘personification’ to word wall) with reference to the poem (specifically ‘Fortune frowns HER blackest’). Provide other examples if needed.  Discuss the **rhythm** of the poem and it’s slow pace (add ‘rhythm’ to word wall). Highlight how the poet has used the technique of rhythm to depict the mood of the poem and reflect the sadness/separation inherent in the family relationship. | **Poem –‘Andy’s Gone With Cattle’** |
| **Objective C**  **(Obj A EN2-3A)** | **Representing poetry through digital texts**  Choose a favourite stanza and explain reason for choice (based on relationship) in a group. Discuss figurative language devices that the poet may have used and how they can influence our preference in terms of personal experience and/or engagement of the audience.  Show modelled text on Storybird (see link) and discuss how the composer created a visual text based on the poem.  Respond to the text by creating a Storybird page based on their favourite couplet. Explain choice. Read the poem as a class and show combined Storybird to demonstrate how an author can help us visualise relationships. Discuss how we understand the text better by our visualising. | **Poem – ‘Andy’s Gone With Cattle’**  Storybird  [**http://storybird.com/books/andys-gone-with-cattle/**](http://storybird.com/books/andys-gone-with-cattle/) |
| **Objectives** | Teaching and Learning Activities | **Resources** |
| **Objective D** | **Creating a Poem**  Discuss relationships that children may have and their feelings. Have they ever felt close or separated to a family member, friend, parent etc? Discuss *making connections.*  Jointly create a diamond poem about happy and sad feelings (based on relationships) and share. Students could then create another diamond poem using *at home* and *away* based on their feelings. Discuss how this was done by the poet of ‘Andy’s Gone With Cattle’. |  |
| Objective E | **Reflecting**  **Assessment Task**  Display student poems and ask students to reflect on their own and each other’s poetry using post it note reflections. Discuss how our preferences are developed. Discuss which poems best represent relationships. How did the students achieve that? Discuss how composers/writers can influence their viewer. Discuss what we have learnt about how the poet portrays relationships through figurative language. |  |

**Objective B**

**SPEAKING AND LISTENING 2:**

**Respond to and compose texts**

* discuss how writers and composers of texts engage the interest of the reader or viewer
* listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

**WRITING AND REPRESENTING 2:**

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

• understand how a range of language features can shape readers' and viewers' understanding of subject matter

• describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts

• use images in imaginative, informative and persuasive texts to enhance meaning

• understand how audience and purpose influence the choice of vocabulary

**Respond to and compose texts**

• compare and review written and visual texts for different purposes and audiences

**READING AND VIEWING 2: Understand and apply knowledge of language forms and features**

* recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects

**Respond to, read and view texts**

* discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)
* identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images

**GRAMMAR, PUNCTUATION AND VOCABULARY:**

**Develop and apply contextual knowledge**

* understand that choice of vocabulary impacts on the effectiveness of texts

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

* understand how to elaborate on ideas in texts through the use of prepositional phrases
* understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)

**Understand and apply knowledge of vocabulary**

* experiment with vocabulary choices to engage the listener or reader

**Respond to and compose texts**

* experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification
* incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

Concept:

Relationships

Literary Device:

Visual Representation

Visual Literacy

Culture

**Objective A**

**WRITING AND REPRESENTING 1:**

* discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
* experiment with visual, multimodal and digital processes to represent ideas encountered in texts

**READING AND VIEWING 1:**

A student 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 EN2-4A

**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)

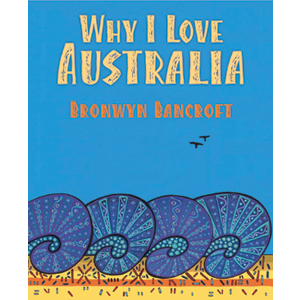
**Respond to, read and view texts**

* read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)

Text

**Why I Love Australia?**

Bronwyn Bancroft



**Objective C**

**Engage personally with texts**

• share responses to a range of texts and identify features which increase reader enjoyment

• respond to texts by identifying and discussing aspects of texts that relate to their own experience

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

* identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
* identify and discuss how vocabulary establishes setting and atmosphere

**Respond to and compose texts**

* create literary texts that explore students' own experiences and imagining

**Objective D**

**Engage personally with texts**

• recognise how texts draw on a readers or viewer's experience and knowledge to make meaning and enhance enjoyment

• recognise how aspects of personal perspective influence responses to texts

**Develop and apply contextual knowledge**

* draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
* discuss how people from different times and cultures may respond differently to characters, actions and events in texts

**Respond to and compose texts**

• consider and discuss ideas drawn from their world and the worlds of their texts

* respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples
* discuss literary experiences with others, sharing responses and expressing a point of view(ACELT1603)
* justify personal opinions by citing evidence, negotiating with others and recognising opinions presented

**Objective E**

**Develop and apply contextual knowledge**

• recognise how own texts can be influenced by a rich text environment

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

* appreciate how the reader or viewer can enjoy a range of literary experiences through texts

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| Text Overview | Literacy Continuum Markers | |
| *Why I Love Australia* is a superb and unique showcase of Australia’s many rich and varied landscapes. In this magnificent celebration of country, Bronwyn Bancroft uses both images and words to explore the awe-inspiring beauty of the Australian continent, and its relationship to Indigenous Australians. | Cluster 9 | Cluster 10 |
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| --- | --- | --- | --- |
| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| **Aboriginal and Torres Strait Islander**  **histories and culture**  **Sustainability** | **Critical and creative thinking**  **Intercultural understanding** | Sentence Structure.  Adjectives.  Phrases.  Use of commas.  Metaphors. | Homophones.  Compound words.  Plurals.  Syllabication. |

|  |  |  |
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|  | Teaching/Learning Activities | Resources |
| **Objective A**  Communicate through speaking, listening, reading, writing, viewing and representing  **SPEAKING AND LISTENING 1:**   * use information to support and elaborate on a point of view   **WRITING AND REPRESENTING 1:**   * discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features   **Respond to, read and view texts**   * read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) | **Teaching and Learning Sequence 1:**  1. *Some background information on Australia may be needed*  2.Brainstorm and record known landforms eg rivers, coral reef, mountains (vocabulary building)  3. View the illustration relating to rivers. Ask chn to suggest what landform feature is represented.  4. Discuss picture details, relating to Aboriginal art techniques.  5. In small groups, chn discuss and record in point form the fine details.  6. As a class, ask for each group’s input. Discuss variances in responses.  7. Display text. Ask chn meaning of ‘mystical beings’. Prompt if necessary to ascertain meaning. Relate to the pictorial representation.  Assessment  8. Distribute photocopies of remaining illustrations with text removed. In groups, chn analyse the illustrations. Teacher reminds children to refer to landform databank. Chn record thoughts.  8. Each group reports to whole class perceived representation. Form checklist of agreement. Teacher directs chn to justify their selection.  9. Model recording of landscapes and reasons in table form.  10. Using text cards, chn fit text to each illustration, justifying the link. Note the relationship of the adjectives to reinforce the landscape feature eg rocky crags. Discuss how the adjectives work to define and enhance the feature. | Whiteboard  Text ‘*Why I Love Australia’* by Bronwyn Bancroft |
| **Objective B**  Use language to shape and make meaning according to purpose, audience and context  **SPEAKING AND LISTENING 2:**  • compare and review written and visual texts for different purposes and audiences  READING AND VIEWING 2:   * discuss how writers and composers of texts engage the interest of the reader or viewer | **Teaching and Learning Sequence 2:**  11. Display photocopied illustrations. Divide illustrations into country or city representation (Whole class or group)  12. Chn justify placement of each illustration with explanation, and relate to modern society.  13. Using ‘modern city lights’, ask chn why the author likens them to a ‘jewelled necklace’. [Create nightscape artwork using published work as a guide.]  14. In small groups, chn analyse specific illustration and its relationship with landscape features. Draw attention to use of colours by the author to assist with establishing and reinforcing the relationship.  15. Each group reports their interpretation to the class. Responses are recorded in table form.  16. Discuss variances of interpretation. | Photocopies [colour if possible] of illustrations with text removed. |
| **Objective C**  Content:  Engage personally with text   * respond to texts by identifying and discussing aspects of texts that relate to their own experience   **Respond to and compose texts**   * create literary texts that explore students' own experiences and imagining   **Understand and apply knowledge of language forms and features**   * identify and discuss how vocabulary establishes setting and atmosphere | **Teaching and Learning Sequence 3:**  17. Chn select a family holiday that they have experienced. Describe what they saw. [May be necessary to supplement with travel brochures depicting landscapes and landforms.]  ***Making connections***  18. Ask if the features remind them of any animals they know eg. Relating waves to crocodiles; crabs scurrying over the sand.  19. Introduce similes eg like crocodiles snapping at the sand.  20. Chn describe features from their holiday destination in simile form, then build text in sentence form, embedding the simile into their sentences.  21. Illustrate appropriately.  22. Chn highlight their simile. Record child created similes.  23. Whole class: Teacher demonstrates converting similes to metaphors. Teacher guides children through various conversions.  24. Independent: Children convert their simile used in their holiday feature into a metaphor. Both the simile and the metaphor are recorded under the illustration. | Copies of text  Travel brochures  Pictures of possible animals |
| **Objective D**  **EXPRESSING THEMSELVES**:  **Engage personally with texts**  • recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment  • recognise how aspects of personal perspective influence responses to texts   * consider and discuss ideas drawn from their world and the worlds of their texts * respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples | Teaching and Learning Sequence 4:  25. Chn explain how their work relates to the landscape. (Relationship to environment)  26. Chn discuss and share their holiday location, using noun groups and similes. Chn may bring in photographs of their location.  27. Chn create their own text ‘*Why Do I Love ………’ (insert name of holiday/favourite location)* | ‘*Why I Love Australia’*  and child produced texts  Photos of holiday locations.  Computer/paper for creating text |
| **Objective E**  **REFLECTING ON LEARNING:**  Develop and apply contextual knowledge  • recognise how own texts can be influenced by a rich text environment | **Teaching and Learning Sequence 5:**  Reflecting.  28. Revisit published text. Teacher reads text.  29. Children read their text.  30. Through discussion, the published texts, including illustrations, are compared with that of the children’s work. Emphasise the children’s relationship with the environment.  **Possible Additional Embedded Work:**  Words at Work:  31. Homophones: plane/plain, saw/sore/soar, sea/see.  32. Compound Words: examples throughout text eg springtime, grasslands, driftwood, bushland  33. Plurals: examples throughout text eg gorges, shadows, crags, cloaks, mountains.  34. Phrases:  Discuss how the author uses phrases to develop the scan of the text. Identify the phrases contained in the text. | Published text and children’s text. |
| **Assessment**  Activity sequence 7 – 10.  **Relationship of text to Australian landscapes** | | |
| **Reflection** | | |