

Stage 3 (Year 5 and 6) An Inflatable Rubber Suit

Scope and sequence summary

Students will think imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

Focus text:

Family photograph: V.P. Taylor in Inflatable Rubber Suit, floating on San Francisco Bay, 29 September, (1926).

Text type:

black and white photograph and realia



Resources (URLs from Library's online collection):

Family photograph: V.P. Taylor in Inflatable Rubber Suit

<http://acms.sl.nsw.gov.au/item/itemLarge.aspx?itemID=8072>

Key activity/ies for learning

- procedural writing: instructions

Student Learning Activity

Background information for students:

This unusual black and white photograph depicts Vincent Patrick Taylor floating on San Francisco Bay in the USA in 1926.

You won't be surprised to learn he was a balloonist and stunt man.

He was the nephew of George Augustine Taylor, who was one of Australia's first aviators (people who fly aeroplanes).

The photograph is part of a large collection of family photographs donated to the State Library of New South Wales as part of the papers of another relative George Augustus Taylor. He was an aeronaut, artist and bookseller.

An aeronaut travels in hot air balloons and other flying vehicles.

The photographs cover the period from 1884-1968.

The odd shaped object Vincent Patrick Taylor is holding in his arms is a type of oar or paddle.

Procedural Text: Instructions

What are instructions?

Instructions are factual statements that give an action to perform or do.

They often explain how to use or assemble a product.

Recipes are a form of instructions.

Some Tips for Writing Instructions.

Instructions are usually in small increments or steps.

They are manageable tasks that have a clear order.

You must know what is done first, second, third and so on.

Before you begin: plan how you might best write the steps in order

- Give your instructions a title
- Indicate at the start what equipment or tools may be needed. Perhaps title this section: “YOU WILL NEED:”
- Make each instruction a small step. The reader has to be able to turn away and complete the instruction. If there are too many steps in each stage then the reader will forget the instruction before they do it
- Write each instruction so that it begins with a verb (note that this instruction opens with the verb “write!”). The reader must DO something after each instruction. Instructions are allowed to sound a bit bossy
- Number your instructions
- Use short and simple sentences
- Use simple common vocabulary the reader will understand
- Don’t repeat instructions
- Avoid complex sentences

- Avoid, or at least explain, abbreviations
- The voice that is passive should be avoided
- Explain any technical terms or jargon
- Include diagrams or pictures to help the reader
- Be precise. Avoid general terms such as “add a bit/ plenty of...”
- Address the reader using you or your e.g. “Your next step is to...”
- Express instructions as a positive- it is better to write that the reader should DO something rather than DON'T do something
- Review and edit your instructions. Perhaps write out each step on a slip of paper. Move them around on the desk until they are in the best order. Then number them sequentially. Remove any unnecessary words

Activity 1:

Imagine you are a technical writer who creates sets of instructions for new products.

A technical writer is a person who writes instruction booklets.

These might instruct the reader how to assemble a toy or use a product such as a television or toaster.

The company that is preparing to sell V.P. Taylor's inflatable rubber suit to the public has asked you to write a set of instructions for users.

In pairs compose a set of instructions for the use of this inflatable rubber suit that will be included with the suit when it is sold.

The instructions are to be titled:

“How to Use the Amazing Inflatable Suit (Paddle Sold Separately)”.

Your instructions should include the following sections:

- safety warnings
- how to inflate and putting on your rubber suit
- use in the water
- care instructions (how to look after or maintain your rubber suit)

Have fun with this writing activity. You might have to imagine much of what the suit does and how it works. Some of your instructions might be informed by research.

There are no right or wrong answers.

You could complete this activity individually, in pairs or in small groups.

Before you begin:

Brainstorm a list of reasons for why you think this inflatable suit has been made.

What is its purpose?

How might it be used?

Aim for at least FIVE possible uses. You might like to complete this task in small groups before you split off into pairs.

Share your possible uses with the class group.

NSW Syllabus for the Australian Curriculum: English K-10

OUTCOMES

A student:

- composes, edits and presents well-structured and coherent texts EN2-2A
- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-3A
- uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-6B
- thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C

CONTENT


Students:

EN3-2A



Engage personally with texts

- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
- experiment and use aspects of composing that enhance learning and enjoyment

Develop and apply contextual knowledge

- explore and analyse the effectiveness of informative and persuasive devices in texts 

Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)  

EN3-3A

Develop and apply contextual knowledge

- understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) ❄️

Understand and apply knowledge of language forms and features

- understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

EN3-5B

Develop and apply contextual knowledge

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

Understand and apply knowledge of language forms and features

- identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) ❄️

Respond to and compose texts

- identify and use a variety of strategies to present information and opinions across a range of texts ❄️

EN3-6B

Develop and apply contextual knowledge

- understand that language is structured to create meaning according to audience, purpose and context
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

Understand and apply knowledge of vocabulary

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Respond to and compose texts

- select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
- experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

EN3-7C

Engage personally with texts

- recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning

Understand and apply knowledge of language forms and features

- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) ❄️

EN3-8D

Understand and apply knowledge of language forms and features

- identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

Learning Across the Curriculum

General Capabilities:

- creative and critical thinking
- literacy

Content and Text Requirements

In each year of Stage 3 students must study examples of:

- visual texts
- media, multimedia and digital texts

Across the stage, the selection must give student experience of:

- a wide range of cultural, social and gender perspectives, popular and youth cultures
- an appropriate range of digital texts, including film, media and multimedia