Animals alive! | Stage 1 | English

Summary	Duration
This unit of work is not part of a particular scope and sequence but might work best if positioned after a unit with a focus on narratives (because it would certainly build on that knowledge) and some time before a unit that looks at persuasion (because it touches on persuasion but does not deal with it adequately). Note that only about half of the time that could be allocated to English in Stage 1 has been devoted to this unit to provide teachers with flexibility to incorporate other learning which might, or might not, relate to this unit, eg spelling, handwriting, phonics and phonemic awareness, reading comprehension strategies, etc.	Sample term 10 weeks Detail: Approx. 40 hours (or 4 hours per week)

Key concepts	Focus questions
Genre: information texts	1. What are the distinguishing features of effective information texts and how are they different to narratives? 2. How can composers, including students, present information effectively in texts? 3. How can composers combine genres to achieve particular purposes? 4. Why are some information texts better than others?

Other significant learning

In this unit, students will develop literacy skills and knowledge about language, particularly through writing and representing texts, mostly information texts. They will also read and view texts, mostly information texts, in a range of media and forms. There is a strong focus on grammar in this unit, both in the analysis of texts being studied and in students' own writing.

Outcomes

English K-10

› 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

› 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

› EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter

› EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

› EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

› EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

› EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences

› EN1-12E identifies and discusses aspects of their own and others' learning

Assessment overview

Students will engage in a range of reading activities, so there will be ample opportunities to assess reading fluency and comprehension, as well as responses to reading in discussion. Assessment of writing is a priority in this unit. Students will compose two information texts in pairs before tackling an assessment task in which they will compose an information text, together with a related imaginative text, as independently as possible. One-on-one chats with students about the writing for their assessment task will allow teachers to ascertain how well students have engaged with the concepts explored in this unit. Viewing and representing feature in the unit but are not a strong focus in assessment.

Key assessment task

The key assessment task is undertaken in Week 8. Students will write an information text about a threatened species, then write a narrative about a particular animal from that species. A key element of the assessment task is a one-on-one chat with the teacher in which students will explain how they have made choices as composers to suit the different purposes of the texts they have written.

Resources overview

RESOURCES

The main resources used in this unit include:

1. Picture books:

   1. *Fabulous frogs* (Martin Jenkins and Tim Hopgood, Walker Books, 2015)

   2. *Refugees* (David Miller, Lothian Children's Books, 2003)

   3. *Counting lions* (Katie Cotton and Stephen Walton, Frances Lincoln Children's Books, 2015)

4. *Big red kangaroo* (Claire Saxby and Graham Byrne, Walker Books, 2013)

5. *Platypus* (Sue Whiting and Mark Jackson, Walker Books, 2015)

2. Websites:

   1. https://en.wikipedia.org/wiki/Frog

   2. http://amphibiaweb.org/

   3. http://australianmuseum.net.au/

   4. http://www.wwf.org.au/

   5. http://www.australiangeographic.com.au/

Unit overview

In this unit, students will learn how composers use language and structure and utilise the features of different media and forms to present information effectively in texts. They will practise these skills and apply this knowledge in the composition of their own information texts. They will learn to distinguish information texts from other types of texts, but also learn how composers sometimes combine information texts with other genres to achieve particular purposes. Gradually they will develop an appreciation of what makes a quality information text and why indeed some information texts might be considerd to be quality literature.

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
Weeks 1-3	Stage 1 - Writing and representing 1 Students: ▪ create short imaginative, informative and	**Lots of frogs** 1. What do we know about frogs? Who has seen or heard a frog? Share experiences. How else can	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions

	persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671) 🖥 ⚙
	
	 ▪ compose texts supported by visual information (eg diagrams and maps) on familiar topics
	
	 ▪ use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information 👥
	
	 Stage 1 - Reading and viewing 1
	
	 Students:
	
	 ▪ recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how
	
	 ▪ understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives
		we know about frogs? Talk about how we can get information from books, the internet, documentaries, museums, etc.
		
		 2. Before reading the book, *Fabulous frogs*, look at the cover and read the blurb at the back. Can you guess what this book might tell us about frogs?
		
		 3. Read the book several times over the first week.
		
		 4. Reading for understanding: present students with a list of frogs and a list of facts about frogs, all taken from the book, and ask them to match.
		
		 5. When students become more familair with the book, guide discussion with questions such as:
		
		   1. Why does the author start with the huge Goliath Frog (pages 8-9)? Note the size of the font for 'huge'.
		
		   2. Why does he then show us the tiny frogs (pages 10-11)? Note the size of the font for 'tiny'.
		
		   3. Why does the author show us the Striped Rocket Frog over two pages (pages 13-14), requiring us to turn the page? Note the incomplete picture on page 13 and the use of	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	(ACELA1468) ▪ use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670) 👫💻 ▪ use background knowledge of a topic to make inferences about the ideas in a text ▪ predict author intent, series of events and possible endings in an imaginative, informative and persuasive text ⚙ ▪ identify the cohesive links between pronouns and people and things ▪ sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts ▪ distinguish between fact and opinion in persuasive texts Stage 1 - Writing and representing 2 Students: ▪ discuss some of the different purposes for	ellipsis (...) on both pages. 4. Why does the author show us so many frogs in the illustration on pages 14-15? Note the use of onomatopoeia to represent the sounds made by frogs. 5. What is surprising about the frogs on pages 16-17? Note how the word 'although' is used to signal the introduction of surprising information. 6. What is the good thing and the bad thing about the frogs on pages 18-19? 7. What is special each of the frogs on pages 20-23? 8. Why does the author like the frog on page 27 best of all? 6. What information about frogs is the book mainly giving us? 1. the variety of frogs 2. amazing facts about frogs 3. details about particular frogs: what? where? when? how? why? (test these questions out by closely reading the information about the	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	written and visual texts ▪ understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463) ▪ understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) ⚙ 👥 Stage 1 - Reading and viewing 2 Students: ▪ recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts ▪ identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic ▪ discuss possible author intent and intended audience of a range of texts ▪ understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of	Australian Water-holding Frog on page 23) 7. How is language used to present information in the book? Discuss the use of: 1. clear, factual language 2. nouns and noun groups used to identify names of frogs (note use of capital letters for the names of frogs and countries) 3. adjectives used to describe frogs (make a list of those used and add others) 4. mainly simple sentences 5. some compound and complex sentences, particularly using conjunctions (or joining words) such as 'although', 'though' and 'but', to add different or surprising information. 8. How is information organised and presented in this book? Discuss the use of: 1. page numbers 2. index 3. introduction 4. illustrations supporting written text	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions

	content, headings and titles, navigation buttons, bars and links (ACELA1450) 🖥 ▦
	
	▪ know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) 🖥 ▦
	
	▪ understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles
	
	▪ respond to a range of literature and discuss purpose and audience
	
	Stage 1 - Grammar, punctuation and vocabulary
	
	Students:
	
	▪ understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs
	
	▪ begin to understand that choice of vocabulary adds to the effectiveness of text
	
	▪ understand that paragraphs are used to organise ideas
	
	▪ explore differences in words that represent
		5. different sized fonts
		
		9. Read the introduction to the book.
		
		  1. Focusing on the first three paragraphs:
		
		    1. Identify any difficult vocabulary and clarify using dictionaries, eg different, in common, manage, hibernate, breed
		
		    2. Why does the author start with a question?
		
		    3. Note how information is organised into sentences and paragraphs.
		
		    4. Note how the second and third paragraphs start with the word 'Frogs'. This sort of repetition is common in information texts. How are frogs referred to in the remainder of the paragraphs? Note the use of pronouns and other clever ways to avoid too much repetition.
		
		      1. *almost all of them*
		
		      2. *some*
		
		      3. *they*
		
		      4. *their*	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) ▪ recognise that time connectives sequence information in texts ▪ recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) ▪ recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) ▪ recognise, discuss and use creative word play, eg alliteration and onomatopoeia ▪ begin to organise ideas into paragraphs when composing texts ▪ compose sentences effectively using basic grammatical features and punctuation conventions ▪ use subject-verb and noun-pronoun agreement	5. *most kinds* 6. *the ones* 5. Note how commas are used when listing information, eg *They eat small animals like snails, slugs, worms, beetles and flies.* 2. Focusing on the second page: 1. List any unfamilar vocabulary and use dictionaries to find meanings, eg hatch, tadpole, shrink, sprout, disappear. 2. Teacher models reworking the diagram to more effectively show the life-cycle of a frog. Write labels for each stage in the life-cycle. Then use the diagram to describe the life-cycle of a frog in sentences and paragraphs, using time connectors to sequence the events. 3. Students could draw and label a diagram to represent the life-cycle of another animal (such as a butterfly or even a human being!), then describe this life-cycle in sentences and paragraphs, using time connectors. 10. Does the book *just* present information about	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	when composing texts and responding to texts orally and in writing Stage 1 - Thinking imaginatively and creatively Students: ▪ engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses ▪ respond to a wide range of texts through discussing, writing and representing ▪ recognise and begin to understand how composers use creative features to engage their audience ▪ predict and discuss ideas drawn from picture books and digital stories	frogs? Does it also show feelings or opinions about frogs? 1. Consider the use of the word 'fabulous' in the title. 2. What other words in the text show feelings or opinions? 3. What do you know about the author of this book? Does this explain why he is sharing his feelings and opinions about frogs? 4. Why does the author want *us* to like frogs? 5. Discuss how there is sometimes an element of persuasion in information texts. 11. Reflect on learning: what have we leaned about information texts through our study of *Fabulous frogs*?	
Weeks 4	Stage 1 - Reading and viewing 1 Students: ▪ 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	**Three froggy websites** 1. Books are one source of information. Where else might you go to get information about frogs? Consider the value of the internet as a source of information. 2. View the entry for frog in Wikipedia:	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	and multimodal text structures (ACELY1660, ACELY1670) 👥 🖥	https://en.wikipedia.org/wiki/Frog .	
	Stage 1 - Reading and viewing 2	1. Where does the information come from for this site?	
	Students:	2. Discuss how the information is organised on this site, eg site menu, contents for entry, links (eg *life-cycle*).	
	▪ identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic	3. Discuss how effectively (or not!) the information is presented.	
	▪ 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) 🖥 ▦	3. View the site strongly recommended by the author of *Fabulous frogs*: http://amphibiaweb.org/ .
1. Explain connection of amphibians to frogs.
2. Who looks after this website? Does knowing who is responsible make it more reliable?	
	▪ understand how text structure contributes to the meaning of texts	3. Discuss how this website is organised, eg buttons, menu, browsers, database search.	
	▪ know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) 🖥 ▦	4. Discuss some ways in which the designers of this website have tried to engage users, eg what's new, amphibian news, species of the week, current number of amphibian species, links to Twitter and blog postings.	
	▪ respond to a range of literature and discuss purpose and audience		
	Stage 1 - Thinking imaginatively and creatively	5. In educational resources, view and discuss the	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	Students: ▪ engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses ▪ respond to a wide range of texts through discussing, writing and representing ▪ recognise and begin to understand how composers use creative features to engage their audience Stage 1 - Expressing themselves Students: ▪ identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) 👫 ⚙ ▪ express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) 👫 ⚙	effectiveness of the short video featuring a song about amphibians, *7,000 kinds of amphibians.* 6. Do you like this site better than the Wikipedia site? Can you explain why, or why not? 4. View the Australian Museum website: http://australianmuseum.net.au/ . 1. Is this a reliable site? How do you know? 2. Find the page for frogs by clicking on 'Animals' in menu on homepage, then find the button for 'Frogs'. 3. Discuss how this site is organised, noting similarities and differences compared to other sites viewed. Test out the site search, frog finder, menu and links. Look at the blogs, eg *Three tiny, green-blooded frogs sing like birds*, which has links to podcasts of frog songs. 4. Check out the Frogs Field Guide app freely available through the site. 5. View article about the Vampire Flying Frog, which has links to a National Geographic article, radio program and podcasts.	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
		6. Discuss how effectively information is presented on the site. Is it engaging? 7. Is it better than the other sites viewed? Give your reasons. 5. Reflect on learning: What are the advantages and disadvantages of websites as sources of information compared to books? How can the designers of websites present information in effective and engaging ways?	
Week 5	Stage 1 - Writing and representing 1 Students: ▪ understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts ▪ create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671) ▣ ✿ ▪ understand the process of planning, drafting	**Frog profiles** 1. Working in pairs, students choose one of the frogs mentioned in *Fabulous frogs* to research further. 2. Use one of the websites investigated to find out facts about the frog in answer to the questions: what? where? when? how? why? 3. Compile these facts into sentences. Try to include some compound sentences using conjunctions such as 'although', 'though', 'because', 'when', 'so that'. 4. Combine sentences into paragraphs. Ensure that references to the frog vary within the paragraph,	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	and publishing imaginative, informative and persuasive texts ▪ plan, compose and review simple imaginative, informative and persuasive texts on familiar topics ▪ compose texts supported by visual information (eg diagrams and maps) on familiar topics ▪ use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information 👫 ▪ reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672) Stage 1 - Reading and viewing 1 Students: ▪ recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how ▪ understand that nouns represent people, places, things and ideas and can be, for	eg *this species*, *it*. 5. Edit the profiles for accuracy of sentence punctuation, use of commas in lists, adjectives used to describe the frog, etc. Consider writing the introductory sentence as a question. 6. Draw and label an illustration of the frog, emphasising its special features, to accompany the profile. 7. Note that teacher might need to model this process for students. 8. Revise the profiles in groups of 4, using a checklist to help students focus on the features of a successful profile. Make any improvements as needed. 9. Post profiles on a class 'pool', made by attaching a suitable shaped piece of green or blue material to the wall and adding cut-outs of reeds, logs and lilies. 10. Read and view profiles. Discuss the effectiveness of particular profiles. Consider if any pairs included any feelings or opinions in their information texts.	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468) ▪ understand how sentence punctuation is used to enhance meaning and fluency Stage 1 - Grammar, punctuation and vocabulary Students: ▪ understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs ▪ understand that paragraphs are used to organise ideas ▪ explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) ▪ recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or		

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	give commands (ACELA1449) ▪ recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) ▪ begin to organise ideas into paragraphs when composing texts ▪ compose sentences effectively using basic grammatical features and punctuation conventions Stage 1 - Reflecting on learning Students: ▪ begin to discuss different ways we learn to read and write ▪ identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts		
Week 6	Stage 1 - Reading and viewing 1 Students: ▪ understand patterns of repetition and contrast	**Two ducks on the move** 1. Many frogs live in ponds, swamps and other wet places. What other animals live in these places?	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	in simple texts (ACELA1448) ⚙	Add a picture of a duck to the class 'pond'.	
	▪ understand how sentence punctuation is used to enhance meaning and fluency	2. Read the book, *Refugees*, several times, without paying close attention to the cover.	
	▪ use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670) 👥 🖥	3. Compare this book about ducks to the book about frogs studied previously. Work students towards the idea that one is a story or narrative (a type of imaginative text), and the other is an information text.	
	▪ predict author intent, series of events and possible endings in an imaginative, informative and persuasive text ⚙	4. Investigate the language of *Refugees* as an example of an imaginative text:	
	Stage 1 - Writing and representing 2	1. Focusing on the first three sentences:	
	▪ discuss some of the different purposes for written and visual texts	1. Discuss the repetition of 'past' in the first sentence.	
	▪ describe some differences between imaginative informative and persuasive texts (ACELY1658) ⚙	2. Discuss the effect of the word 'sparkled'.	
		3. Why is the word 'small' repeated twice?	
	▪ compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) ⚙	4. How does the writer use language to create a feeling of peace in the swamp?	
	Stage 1 - Reading and viewing 2	5. Look at the picture of the swamp on the first page. What detail in this picture suggests that things are not all well in the swamp?	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions

	Students:
	
	- recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts
	
	- identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
	
	- discuss possible author intent and intended audience of a range of texts
	
	- understand how text structure contributes to the meaning of texts
	
	- respond to a range of literature and discuss purpose and audience
	
	Stage 1 - Grammar, punctuation and vocabulary
	
	Students:
	
	- begin to understand that choice of vocabulary adds to the effectiveness of text
	
	- explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when,
		2. Focusing on the next four sentences:
		
		  1. Discuss how '-ing' words (adjectives and participles) create a sense of activity and motion about the machines.
		
		  2. Listen to the sounds of these '-ing' words. Why has the writer chosen words for these sounds?
		
		  3. What does 'precious' mean? What kinds of things are usually described as precious? Why is the swamp's water so precious?
		
		  4. The two sentences below could have been combined into one. What is the effect of having a full stop after 'forever'? *Now the swamp and island were gone forever. The ducks would have to find another place to live.*
		
		  5. Why has the illustrator drawn such a dark sky behind the machines?
		
		3. Read through the rest of the book. Find one sentence that is colourful, playful or imaginative. Explain why you like it to a partner, then share with the class.	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions

	where and how (adverbs) (ACELA1452)
	
	▪ recognise, discuss and use creative word play, eg alliteration and onomatopoeia
	
	Stage 1 - Thinking imaginatively and creatively
	
	Students:
	
	▪ engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
	
	▪ respond to a wide range of texts through discussing, writing and representing
	
	▪ recognise and begin to understand how composers use creative features to engage their audience
	
	▪ identify and compare the imaginative language used by composers
	
	▪ identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition
	
	▪ predict and discuss ideas drawn from picture books and digital stories
		5. With reference to the two books studied, develop a basic list of the qualities of information texts and imaginative texts:
		
		1. Information texts (eg *Fabulous frogs*)
		
		   1. clear, factual language
		
		   2. usually present tense
		
		   3. mostly simple sentences
		
		   4. nouns (and noun groups) play a big part
		
		   5. adjectives add information to nouns and noun groups
		
		   6. ideas organised by headings, links, menu, index, different sized fonts, etc.
		
		   7. stir curiosity and thinking
		
		   8. main purpose is to inform
		
		2. Imaginative texts (eg *Refugees*)
		
		   1. playful, imaginative language
		
		   2. usually past tense
		
		   3. mix of sentence types
		
		   4. verbs (and verb groups) play a big part	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	Stage 1 - Expressing themselves Students: ▪ identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) 🏃 ⚙️ ▪ respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community 💻 🌱 🌐	5. images create pictures of characters and events 6. narratives often structured: orientation - complications - climax - resolution 7. stir feelings and imagination 8. main purpose is to entertain 6. Now look at the cover. Discuss the title and the picture of the ducks on a boat. In what ways is the story about ducks losing their home like the true story of refugees happening in our world today? Discuss how imaginative texts often have different meanings. 7. What information about ducks does the author provide in this narrative? Note that the purpose of imaginative texts is mainly to entertain, to stir feelings and to present us with one big, challenging idea; but sometimes imaginative texts can also inform.	
Week 7	Stage 1 - Reading and viewing 1 Students: ▪ use comprehension strategies to build literal	**Counting lions** 1. Read the book, *Counting lions*, a few times, taking time to view and discuss the wonderful	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670) 👫🖥️ ▪ predict author intent, series of events and possible endings in an imaginative, informative and persuasive text ⚙️ ▪ distinguish between fact and opinion in persuasive texts Stage 1 - Writing and representing 2 ▪ discuss some of the different purposes for written and visual texts Stage 1 - Reading and viewing 2 Students: ▪ recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts ▪ identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic ▪ discuss possible author intent and intended	illustrations. 2. How has this information book been organised? It is a counting book (numbers 1-10) and each number relates to a particular animal. At the end there is further information about each of the animals presented in the book. 3. What information do you learn about the animals? Teacher models listing facts presented about the lion. Students choose any other animal and list 3-5 facts about that animal. 4. Sometimes the author uses language that shows a feeling or opinion. Can you find examples? 5. Read a small section of the foreward by Virginia McKenna, eg the paragraph starting *So why are we killing these extraordinary creatures*... What feelings is she showing? What information about this woman does the book tell us? How does this information help to explain her feelings? 6. Discuss the purpose of *Counting lions*. While it is clearly an information text, it is also trying to persuade us. In what ways?	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	audience of a range of texts		
	▪ 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) ▣ ▦		
	▪ understand how text structure contributes to the meaning of texts		
	▪ respond to a range of literature and discuss purpose and audience		
	Stage 1 - Thinking imaginatively and creatively		
	Students:		
	▪ engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses		
	▪ respond to a wide range of texts through discussing, writing and representing		
	▪ recognise and begin to understand how composers use creative features to engage their audience		
	▪ predict and discuss ideas drawn from picture		

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	books and digital stories Stage 1 - Expressing themselves Students: ▪ respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community 🖥 ⚘ 🌐		

Week 8	Stage 1 - Writing and representing 1
	
	Students:
	
	▪ understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts
	
	▪ experiment in all aspects of composing to enhance learning and enjoyment
	
	▪ develop an awareness of issues relating to the responsible use of digital communication 🖥 ⚖
	
	▪ create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements
		Animals under threat: assessment task
		
		1. The International Union for Conservation of Nature, mentioned at the end of *Counting lions*, is trying to help animals that are threatened by extinction. Animals that are threatened fall into one of three categories: vulnerable, endangered or critically endangered. Discuss the meaning of these terms and relate to the animals described in *Counting lions*.
		
		2. Use one of the websites recommended at the end of *Counting lions* (or one of the following websites) to research a threatened Australian animal.
		
		   1. http://www.wwf.org.au/
		
		   2. http://www.australiangeographic.com.au/	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions

	appropriate to the audience and purpose (ACELY1661, ACELY1671) 🖥 ⚙
	
	▪ understand the process of planning, drafting and publishing imaginative, informative and persuasive texts
	
	▪ plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
	
	▪ compose texts supported by visual information (eg diagrams and maps) on familiar topics
	
	▪ use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information 👥
	
	▪ reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672)
	
	Stage 1 - Reading and viewing 1
	
	Students:
	
	▪ discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) ⚙
		3. Gather facts under these three headings:
		
		  1. information about the animal
		
		  2. why is it threatened?
		
		  3. how can we help to save it?
		
		4. Use this information to write a factual profile of the animal in three paragraphs. Plan, draft and revise your profile, working in pairs. Draw an illustration to add to the information about the animal.
		
		5. Now write a story about a particular animal of this species. You might want to give your animal a name. Try to make your story entertaining. Use language that is colourful, playful and imaginative. Plan, draft and revise your story, again working in pairs. Illustrate an important moment in the story.
		
		6. Explain to your teacher how you have tried to make your two texts different for their different purposes.	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	Stage 1 - Writing and representing 2 Students: ▪ discuss some of the different purposes for written and visual texts ▪ describe some differences between imaginative informative and persuasive texts (ACELY1658) ⚙️ ▪ understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) ⚙️ 👫 ▪ compose and review written and visual texts for different purposes and audiences Stage 1 - Reading and viewing 2 Students: ▪ identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic Stage 1 - Grammar, punctuation and vocabulary Students: ▪ understand that ideas in texts can be organised		

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	to enhance meaning using sentences and paragraphs ▪ begin to understand that choice of vocabulary adds to the effectiveness of text ▪ understand that paragraphs are used to organise ideas ▪ recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) ▪ recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) ▪ recognise, discuss and use creative word play, eg alliteration and onomatopoeia ▪ begin to organise ideas into paragraphs when composing texts ▪ compose sentences effectively using basic grammatical features and punctuation conventions		

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	Stage 1 - Reflecting on learning Students: - develop an awareness of criteria for the successful completion of tasks 👫 - begin to discuss different ways we learn to read and write - jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance ⚙️ - identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts		
Week 9	Stage 1 - Reading and viewing 1 Develop and apply contextual knowledge Stage 1 - Writing and representing 2 Students: - discuss some of the different purposes for written and visual texts - describe some differences between imaginative	**Heads or tales?** 1. Read *Big red kangaroo* and *Platypus*, two books from a series. 2. Note that both books tell a story about a particular animal as well as provide information about the species. How do the authors separate the story from the information text? 3. What differences do you notice between the	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	informative and persuasive texts (ACELY1658) ⚙ Stage 1 - Reading and viewing 2 Students: - recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts - identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic - discuss possible author intent and intended audience of a range of texts - respond to a range of literature and discuss purpose and audience Stage 1 - Thinking imaginatively and creatively Students: - engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses - respond to a wide range of texts through discussing, writing and representing	language of the story and the language of the information text? Did you have the same differences between the two texts you wrote for the assessment task? 4. Look at the instruction beneath the index at the back of each book. What does this tell you about where you can find information in this book? 5. Reflect on learning: What have you learned about information texts this term? Why are they important? How are they different to imaginative texts such as stories? Can information texts also have imaginative and persuasive elements to them? Can imaginative texts also give us information?	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	▪ recognise and begin to understand how composers use creative features to engage their audience		
Week 10	Stage 1 - Reading and viewing 1 Students: ▪ understand how readers' self-selection and enjoyment of texts is informed by personal interests ▪ distinguish between fact and opinion in persuasive texts Stage 1 - Reading and viewing 2 Students: ▪ recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts ▪ identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic ▪ discuss possible author intent and intended audience of a range of texts	**Book ends** 1. Class discussion: What makes a great information text? Make a class list of the features of a successful information text. Choose one text you have studied this term that fits this description and explain why you think it was an effective information text. 2. Visit the library to look at books about animals. Borrow one of interest to you. Read the book and share in a small group. Talk about your book in your group: 1. Was it an information book or a story? 2. What was the purpose of the author in writing this book? 3. What information did it tell you about a particular animal? Remember, even imaginative texts can still give us information. 4. What feelings or opinions did the author share	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	▪ 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 Stage 1 - Thinking imaginatively and creatively Students: ▪ engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses ▪ respond to a wide range of texts through discussing, writing and representing ▪ recognise and begin to understand how composers use creative features to engage their audience Stage 1 - Expressing themselves Students: ▪ identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) 👫 ⚙ ▪ express preferences for specific texts and	in the book? Remember, even information texts sometimes include feelings and opinions. 5. Was it entertaining or engaging? Remember, even information texts can still be fun and lively. 6. Explain what you liked best about this book.	

Period of time	Content	Teaching, learning and assessment	Adjustments and extensions
	authors and listen to the opinions of others (ACELT1583) 👫 ⚙		
	Stage 1 - Reflecting on learning		
	Students:		
	▪ develop an understanding of how a rich text environment underpins learning		
	▪ identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts		
	▪ reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' ⚙		

Start and end	Evaluation