

I Am Unique and Important | Early Stage 1 English, PDHPE Integrated unit.

Summary

The unit, "I Am Unique and Important" is an integrated English unit that encompasses primarily English and PD, H, PE from the early stage 1 syllabi.

In English, the unit focus is on Reading, Writing, and Speaking and Listening, encompassing ENe2A (creates short texts...including opportunities for EAL/D students to write in their home language/ dialect), ENe4A (read, write, comprehend short, predictable texts...), ENe 6B (kinds of spoken texts...) and ENe7B (understanding language forms and features...).

The PD, H, PE focus relates to promoting a sense of identity, building resilience and respectful relationships, including PDe1 (identifies who they are, how people grow and change), and PDe3 (communicates ways of being, caring, inclusive and respectful of others). The unit also focuses on the objective of understanding movement skills, encompassing the outcomes of PDe4 (practices and demonstrates skills and sequences...), PDe5 (explores solutions to movement challenges), and PDe6 (exploring contexts related to wellbeing...). Additionally, the PD,H,PE focus extends to how the body moves and interpersonal skills (PDe10, 11).

The unit addresses the five PD, H, PE syllabus propositions.

1. It contributes to **educative purpose**, providing developmentally appropriate learning about wellbeing and participation in physical activity.
2. It focuses on a **strength-based approach**, drawing on students' strengths, capabilities and resources to make healthy, safe and active lifestyle choices.

Duration

5 weeks duration

Detail: 5 x 40 minute lessons per week.



3. It encourages students to **value movement** and physical activities.
4. It provides opportunities for students to **develop health literacy** through enhancing their wellbeing through identifying what makes them happy and how they are unique and important.
5. It includes **critical inquiry** through students understanding that individuals and groups have diverse interests and skills.

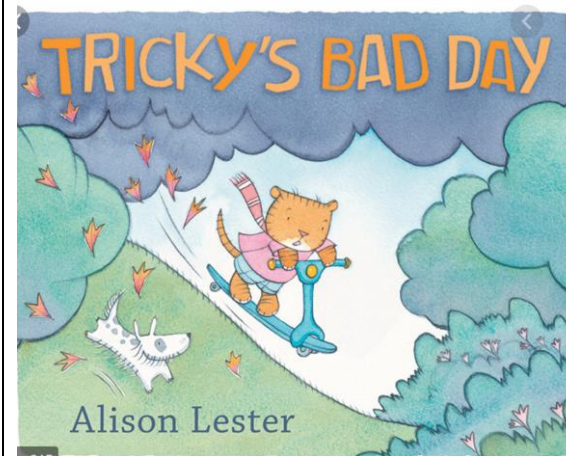


Unit overview


The learning intention of this unit is to develop in students the knowledge, skills, understandings and attitudes required to lead healthy, safe and active lives by promoting a sense of personal identity and self-worth.

The literature-based unit draws on a range of quality childrens' picture books about feelings, the core text being "Tricky's Bad Day" (Lester, 2018). It focuses on the reading and viewing, writing and representing and speaking and listening modes of the English K-6 syllabus. The English textual concepts of character, narrative, theme and code and convention are a focus of the unit in addition to the learning processes of understanding and engaging personally. Juxtaposed to this, the PD, H, PE syllabus strands of Health, Wellbeing and Relationships; and Movement Skills and Performance are embedded in the unit, including interpersonal and movement skills.



I Am Unique and Important





Outcomes	Assessment overview
<p>English K-10</p> <ul style="list-style-type: none"> › ENe-2A composes simple texts to convey an idea or message › ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies › ENe-7B recognises some different purposes for writing and that own texts differ in various ways <p>Personal Development, Health and Physical Education K-10</p> <ul style="list-style-type: none"> › PDe-1 identifies who they are and how people grow and change › PDe-3 communicates ways to be caring, inclusive and respectful of others › PDe-4 practises and demonstrates movement skills and sequences using different body parts › PDe-5 explores possible solutions to movement challenges through participation in a range of activities › PDe-6 › PDe-10 uses interpersonal skills to effectively interact with others 	<ul style="list-style-type: none"> -Pretest speaking and listening task: "Speaking and Listening Circle Game" using the National Literacy Learning Progressions as a guide (SpK1, SpK2) -Pretest movement games: (PDe4, 5) selected from ABC Useful Book eg: "Dingle Dangle Scarecrow", "This Little Boy", "Heads and Shoulders Knees and Toes". -Formative assessment tasks throughout unit: action games, reading activities (ENe-4A, NLLP PKW1, PKW2, PKW3, PKW4), including phonics activities, word building activities and writing simple texts. Responding to simple and predictable texts (NLLP LiS4), Elaborating ideas and presenting ideas clearly in a group (NLLP InT4), -Post test speaking task: Retell key details of a text viewed or heard throughout the unit (ENe-6B; NLLP SpK2 SpK3). -Post test writing and speaking task: "I am important because..."(PDe3, PDe6, PDe10, ENe-6,7B). -Post test reading task: Reading record of passage from text (ENe-4A, NLLP: FIY1, FIY2, FIY3). -Post test movement game, class dance for assembly item eg: making the letters of the alphabet using body parts (PDe5, PDe11).


Content	Teaching, learning and assessment	Resources
<p>Early Stage 1 - Speaking and listening 2</p> <ul style="list-style-type: none"> demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose recognise different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language 🧑🏿‍🦧🗣️🌐 <p>understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) 🧑🏿‍🦧</p> <p>Ene-6B</p> <p>Ene-2A, Ene-7B, Ene-11D</p> <p>PDe4,5</p>	<p>Explicit focus: Students identify and share what makes them happy through active participation in games, song and discussions with peers.</p> <ul style="list-style-type: none"> -Class discussion about what makes you happy. -Speaking and listening circle game using talking stick. "What makes you happy/ what makes you sad?" (pre- test writing task). -Sing the song, "If you're happy and you know it...", incorporating the actions students nominate in game. Participate in a range of movement games (pretest movement games from Useful Book). <p>Explicit focus: Modelled, guided and independent writing activity of a spoken-like text, "What makes me happy"</p> <ul style="list-style-type: none"> -Teacher models, guides, and students write a simple text about what makes them happy. Share stories with each other. EAL/D, L/BOTE students encouraged to compose simple texts in home language and share with class. 	<p>ABC Useful Book</p> <p>Talking Stick</p>  <p>Pre-test speaking task: "Speaking and Listening Circle Game" using the National Literacy Learning Progressions as a guide (SpK1, SpK2)</p> <p>Pre- test movement games: (PDe4, 5) selected from ABC Useful Book eg: "Dingle Dangle Scarecrow", "This Little Boy", "Heads and Shoulders Knees and Toes".</p>
<p>Early Stage 1 - Reading and viewing 1</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> identify and compare similar ideas, characters and settings in texts recognise basic book conventions, eg open and hold books correctly, turn pages 	<p>Explicit focus: Initial reading. Read to students with expression and a sense of drama.</p> <ul style="list-style-type: none"> -Teacher reads main text, "Tricky's Bad Day" (Lester, 2018) to class. Concise overview of text. Unpack new, interesting vocabulary and record on word wall, for students to use as an authoritative source when writing. 	<p>Formative Assessment task (FA): Students discuss the characters in story SpK 2, SpK 3. Record data in PLAN 2.</p>






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<p>ENe- 4A</p> <p>ENe- 9B</p> <p>PDe- 6</p> <p>PDe- 8</p> <p>ENe- 7, 8B</p>	<p>action words/ verbs)</p> <ul style="list-style-type: none"> • How did he feel? Which words in the text tell us? (cross, tired, cranky, growled) <p>Explicit focus: Identify grammatical features in text- a functional view: nouns (who, what) and verbs (what's happening) in text together. Explicitly identify noun describers and verb describers in text for students.</p> <p>Students select and draw characters from text, and teacher builds noun groups with students. Caption pictures.</p> <p>Explicit focus: narrative as a vehicle to share life experiences, real or imagined.</p> <p>Eg key questions:</p> <ul style="list-style-type: none"> • Is this story real or imagined? • What happens at the beginning, middle, end of the story? <p>Explicit focus: modelled, guided and independent writing activity. Composing simple narrative texts together.</p> <p>Teacher models, and guides students in composing simple narrative texts about the story. Focus on code and convention during modelled, guided writing. Teacher models correct punctuation, spelling, writing sentences. Share stories with class. EAL/D, L/BOTE students encouraged to compose simple texts in home language and share with class.</p>	<p>Teacher resource: Derewianka, B. (2002). <i>A Grammar Companion</i>, p14-17.</p> <p>Teacher resource: <i>English Textual Concepts and Learning Processes</i> (NSW DoE, 2017), p22, 23.</p>

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	<p>-Students explore "Healthy Harold, Healthy Me" mobile app on ipad in pairs/ groups of three on completion of writing task. Discuss what they have learned.</p> <p>Differentiation: Teacher works with students requiring additional assistance to complete writing tasks. When students all have writing to share, students read their narratives to the class and/ or each other.</p>	<p>Scootle resources</p> <p>Healthy Harold, Healthy Me TFL-ID M025294 http://www.scootle.edu.au/ec/resolve/view/M025294</p> 
<p>Early Stage 1 - Movement Skill and Performance</p> <p>Students should be provided with opportunities to explore movement challenges from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.</p> <p>Students develop and practise movement skills and sequences through active play and structured movement activities</p> <p>Perform non-locomotor skills, eg bending, twisting, swaying, reaching 🎧 ⚙️ 👤</p> <p>perform locomotor skills in any direction from one point to another, eg walking, running, galloping,</p>	<p>Explicit focus: to explore phonemic awareness and movement skills through songs, movement games and chants.</p> <p>-Introduce lesson with range of in-class movement games about the body eg: "Head and Shoulders, Knees and Toes", "Everybody do this", "Jump" (ABC Useful Book)</p> <p>-Develop and practice movement skills including non locomotor and locomotor skills.</p> <p>Explicit focus: modelled reading. To re-read text and stop and model the teaching foci. Use think alouds in which teacher poses questions and answers them:</p> <ul style="list-style-type: none"> • I wonder... 	<p>ABC Useful Book</p> 


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<p>ones they enjoy and what makes them enjoyable 🧑🧑</p> <p>recognise that people have different thoughts, feelings and responses to different situations 🧑🧑</p> <p>identify and describe emotional responses people may experience in different situations, for example: (ACPPS005)</p> <p>identify and describe different emotions, eg people who are happy, sad, anxious, excited, tired, angry or confused 🧑🧑</p> <p>PDe5, PDe6, PDe10</p> <p>></p>	<p>jumping", "Hopscotch".</p> <p>-Class Reflection: "What games did you like the most? Why? Which games would you like to play again next sport lesson? Why?" Students identify emotions they experienced playing particular games and why they think they responded in this way.</p> <p>-Reinforce through discussion:</p> <ol style="list-style-type: none"> 1. Student voice is important and what students enjoy during sport will be incorporated into future lessons 2. Participation in physical activity is fun and influences our health, safety and wellbeing. <p>-Teacher introduces students to a range of high interest collaborative games during sport times and in class throughout the unit.</p>	<p>Squirmy kids need movement to expend their energy. These games for little kids can get out the wiggles and teach them some great skills at the same time.</p>  


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<p>Early Stage 1 - Reading and viewing 1</p> <p>Understand and apply knowledge of language forms and features</p> <p>Develop and apply phonemic knowledge</p> <ul style="list-style-type: none"> ▪ join in rhymes and chants ▪ understand that spoken words are made up of sounds <p>recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <ul style="list-style-type: none"> ▪ consistently identify words that start with the same initial sound ▪ segment words into onset and rime 	<p>Explicit focus: Developing skills and strategies to read and write including sight words, rhyming words</p> <p>-Introduce lesson with a range of in-class movement games about the body eg: "Dingle Dangle Scarecrow, This Little Boy", "Everybody Do This", "Open, Shut Them" (ABC Useful Book)</p> <p>-Re-read text together. Identify sight words in text that students have learned during English lessons to date. Students use the electronic pen to identify (circle)/ drill known sight words on IWB.</p> <p>-Identifying rhyming words in text (words that sound the same) and the letters that make them rhyme. Teacher models list of rhyming words in text. In pairs, student make lists of rhyming words from text.</p> <p>-Students share their rhyming word lists with each other. Record words on class list. Display class list in classroom for authoritative writing source.</p>	<p>Formative Assessment task (FA): Students identify/ revise rhyming words from text:</p> <p>eg: night/ light; too/ do; floor/ door; Frankie/ cranky; away/ day (NLLP PhA1, 2). Record student learning on PLAN 2.</p> <p>Scootle resources</p> <p>Rhyme - sound, beat, repeat TFL-ID M019409</p> <p>http://www.scootle.edu.au/ec/resolve/view/M019409</p>
<p>Early Stage 1 - Reading and viewing 1</p> <ul style="list-style-type: none"> ▪ identify the beginning and end sounds of words ▪ orally blend two or three sounds to make a word ▪ segment simple spoken words into separate sounds ▪ identify the new word when asked to delete or add a phoneme (sound) to an existing 	<p>Explicit focus: Developing skills and strategies to read and write including sight words, encoding words</p> <p>-Begin lesson with phonemic awareness activities eg: B-I-N-G-O.</p> <p>https://www.youtube.com/watch?v=FWgexFRUv5o</p> <p>-Re-read text together. Drill sight words in text that students have learned during English lesson to date.</p> <p>-Revise rhyming words from previous lesson., mum</p>	<p>Formative Assessment task (FA): Students build and manipulate CVC words (NLLP PhA3. Record student learning on PLAN 2)</p> <p>Letter tiles for word building</p> <p>"set, dad, bed, tip, mum" (CVC words from text)</p> <p>Changing final, beginning and medial sounds in words (in that order). eg:</p> <ul style="list-style-type: none"> ▪ set- sen- ten- tan

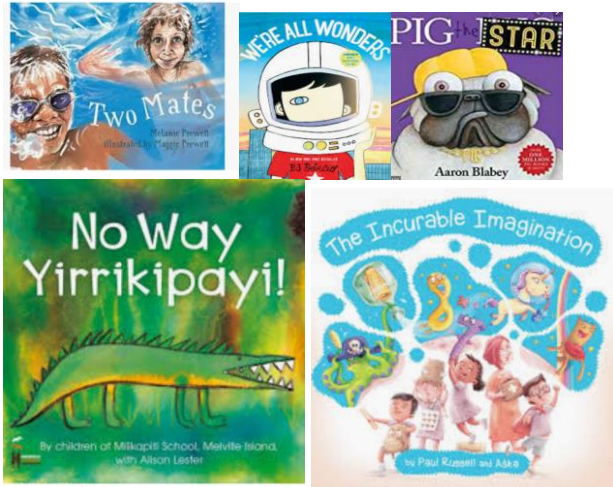
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<p>spoken word</p> <ul style="list-style-type: none"> ▪ read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) 	<p>-Identify CVC words in text. set, dad, bed, tip. Teacher models, guides students in segmenting words into individual phonemes. eg: /s/ /e/ /t/.</p> <p>-Teacher models, guides students in manipulating sounds in words. In pairs, students isolate, delete and change phonemes to make new words. Record new words on whiteboards. Students use the words they created to write simple texts. EAL/D, L/BOTE students encouraged to compose simple texts in home language and share with class.</p>	<ul style="list-style-type: none"> ▪ dad- dan- man- men ▪ bed- ben- pen- pan ▪ tip- tin- bin- ben ▪ mum- mud- bud- bed <p>Whiteboards and textas to record new words created</p>  <p>by student pairs.</p>

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<p>Early Stage 1 - Reading and viewing 1</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> ▪ identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs ▪ identify unfamiliar words and attempt to use experience and context to work out word meanings <p>Understand and apply knowledge of language forms and features</p> <p>understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) </p> <ul style="list-style-type: none"> ▪ join in rhymes and chants <p>Early Stage 1 - Health, Wellbeing and Relationships</p> <p>participate in a range of activities and explore which ones they enjoy and what makes them enjoyable </p> <p>recognise that people have different thoughts, feelings and responses to different situations </p> <p>identify and describe different emotions, eg people who are happy, sad, anxious, excited, tired, angry or confused </p> <p>ENe- 4A ENe- 9B</p>	<p>Explicit focus: Explicit teaching of skills and strategies to read and write including understanding texts, code and convention.</p> <p>-Students choose their favourite phonemic awareness activity to introduce lesson which has been taught previously in the unit.</p> <p>-Re-read text together. Discuss text, focusing on meaning. Key questions:</p> <ul style="list-style-type: none"> ▪ Why was Tricky cranky? ▪ Why wouldn't dad give him a lolly? ▪ What does Tricky mean when he says, "I want to be bad!"? ▪ How did dad help Tricky to change his mood? ▪ What made Tricky happy? ▪ How can we learn from Tricky when we feel sad or cranky? ▪ What does Tricky mean when he says, "That was a really good day"? <p>-Focus on code and convention: Using IWB and electronic pens, teacher models, (using think-aloud strategy eg: I noticed..., I wonder..., I was thinking...), and guides students in identifying:</p> <ul style="list-style-type: none"> ▪ capital letters ▪ full stops 	<p>Teacher Reference: Phonemic awareness activities from the ABC Useful Book.</p>  <p>Text, "Tricky's Bad Day".</p> <p>IWB, electronic pens.</p> <p>Hilights, A3 copies of enlarged pages from text.</p>

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	<ul style="list-style-type: none"> ▪ commas ▪ apostrophes ▪ speech marks ▪ question marks in text. <p>In small groups, students identify agreed codes and conventions by highlighting them on large A3 extracts of text. Student groups share their findings with each other in knee to knee talking triangles, square discussion circles.</p> <p>Teacher explains to class that these codes and conventions are called "punctuation" and they inform readers how to read written text. Encourage students to use punctuation in their written stories, and notice (read) punctuation in the texts that they read.</p>	<p>Formative assessment: Students identify capital letters, full stops, question marks in text. Record student progress in NLLP PnN2,3 in PLAN 2.</p>
<p>Early Stage 1 - Movement Skill and Performance</p> <p>Students should be provided with opportunities to explore movement challenges from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.</p> <p>Students develop and practise movement skills and sequences through active play and structured movement activities. They are provided with opportunities to learn through movement to improve competence and confidence in their movement</p>	<p>Explicit focus: To learn and perform a class dance for a school assembly item.</p> <ul style="list-style-type: none"> -Learn the song, "Try Everything" by Shakira, together. -Learn a dance together using the music to the song, matching movements with lyrics. -Practise perfecting the dance together and perform it at an auspicious school occasion. -Teacher explains that a recount is an act or instance of giving an account of an event or experience. -Teacher models a simple recount of the dance 	<p>Words and music (karaoke version):</p> <p>https://www.youtube.com/watch?v=jpqV3dzYOgk</p> <p>Zook's video zumba dance steps:</p> <p>https://www.youtube.com/watch?v=A-cvpDIMXG0</p> <p>What is a recount? A recount text is a piece of writing that gives details of an event that has happened.</p> <p>Scootle resources</p>

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<p>abilities. Students learn about movement as they participate in physical activity in a range of different settings. They are provided with opportunities to develop self-management and interpersonal skills through movement. Students learn about their strengths and identify actions they can take to keep themselves and others safe when participating in physical activity.</p> <p>identify and describe how their body moves in relation to space, time, objects, effort and people, for example: (ACPMPO11)</p> <p>respond with movement to stimuli, eg rhythm, beat, music and words 🗉 🗉 🗉</p> <p>observe and repeat movements that require actions of the whole body, eg travelling, forming shapes with the body, transferring body weight and replicating simple combinations of skills 🗉 🗉</p> <p>move at different speeds, different levels and in different directions with others in a designated area 🗉 🗉</p> <p>describe body positions when performing a range of different movements 🗉 🗉 🗉</p> <p>PDe-4, PDe-5, PDe- 7</p>	<p>performance on IWB. Teacher explains that recounts tell, "Who, what, where, when, why". Teacher models teaching focus of writing recounts and using punctuation in writing.</p> <p>-Students write simple recounts of their class dance performance, using class model on IWB as a guide. EAL/D, L/BOTE students are encouraged to compose simple texts in home language and share with class.</p> <p>-Class reflection: Students discuss their feelings before, during and following their dance performance.</p> <p>"This made me feel... because...". "I felt ... when ...".</p>	<p>Recount TFL-ID M012277</p> <p>http://www.scootle.edu.au/ec/resolve/view/M012277</p> <p><u>Official soundtrack:</u></p>  <p>https://www.youtube.com/watch?v=c6rP-YP4c5I</p> <p>Formative Assessment task (FA): Students discuss their feelings following their dance performance (NLLP InT1, 2, 3. Record data in PLAN 2).</p> <p>Post- test Assessment Task: class dance for assembly item eg: making the letters of the alphabet using body parts (PDe5, PDe11).</p>

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<p>Early Stage 1 - Speaking and listening 2</p> <ul style="list-style-type: none"> recognise different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language 🧑🏻♂️ 🌐 <p>understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) 🧑🏻♂️</p> <ul style="list-style-type: none"> compose texts to communicate feelings, needs, opinions and ideas <p>ENe- 1C ENe- 10C</p>	<p>Explicit focus: Focus on meaning in text/ inferential comprehension.</p> <p>-Students choose their favourite phonemic awareness activity to introduce lesson which has been taught previously in the unit.</p> <p>-Re-read text together. Engage students in quality talk about how Tricky's feeling changed throughout the text and why. Stop reading in particular parts of text to discuss characters' feelings and how/ why they change throughout the text:</p> <ul style="list-style-type: none"> spilt milk (p.1) dad making lunch (p.9) Tricky in the "clear thinking chair" (p. 14) Tricky and dad in the snug hideaway (p.18) Tricky in bed reflecting on the day (last page). <p>-Students read, write and draw their favourite part of story. Share stories with class and explain why you like this particular part of text to class.</p>	<p>Text</p> <p>Range of interesting writing implements</p>  <p>-Post test reading task: Reading record of passage from text (ENe-4A, NLLP: FIY1, FIY2, FIY3. Record student learning in PLAN 2).</p>
<p>Early Stage 1 - Reading and viewing 1</p> <ul style="list-style-type: none"> identify and compare similar ideas, characters and settings in texts <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> recognise grammatical patterns when 	<p>Explicit Focus: Revise the role of character in forming the narrative and how it may be informed by views of oneself.</p> <p>-Students choose their favourite phonemic awareness activity to introduce lesson which has been taught previously in the unit (repeat activity in which students choose a different activity).</p>	<p>Example texts:</p> <ul style="list-style-type: none"> Two Mates (Prewitt, 2012) We're All Wonders (Palacio, 2017) Pig the Star (Blabey, 2017) No Way Yirrikipay (Milikabiti School, 2015)

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<p>reading to assist in making meaning, eg locating words that tell who, what, when or where in texts</p> <p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p> <p>read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</p> <ul style="list-style-type: none"> ▪ predict meaning using elements of texts prior to reading ▪ create visuals that reflect character, setting and events 	<p>-Teacher introduces students to a range of quality texts about feelings.</p> <p>-Discuss characters in each text, and how they communicate in particular ways. Construct a class story map of each text, including key vocabulary to scaffold students in their writing (authoritative source).</p> <p>-Students choose a character from the text that they enjoyed the most shared to talk about, write about and share in talking triangles and sharing squares.</p>	<ul style="list-style-type: none"> ▪ The Incredible Imagination (Russell, 2019).  <p>Post- test speaking and listening task: Retell key details of a favourite text viewed or heard throughout the unit (ENe-6B; NLLP SpK2 SpK3).</p> <p>Post -test writing task: "I am important because..."(PDe3, PDe6, PDe10, ENe-6,7B).</p>
<p>PDe- 5</p> <p>PDe- 11</p>	<p>Explicit focus: Participate in post- test movement games.</p> <p>-Play "Freeze" to music, where students have to ensure they balance on a specific number of body parts when the music stops. Teacher holds up a certain number of fingers. This may involve joining in</p>	<ul style="list-style-type: none"> ▪ Tag. ... ▪ Tape Jumping. ... ▪ Hopscotch. ... ▪ Puddle Jump. ... ▪ What Time Is It, Mr. ...

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EN2- 12E	<p>with other students to fulfil stated requirement.</p> <p>-Play alphabet game to music. When the music stops, students problem solve how to make a particular letter of the alphabet with their body. Students give feedback to each other on their physical letter body sculptures.</p> <p>-Reflection: Class discussion about why we are important/ special and unique and how we can work together to be part of happy family at school. Teacher reinforces how our feelings dictate how we relate to each other, just like Tricky's exploits in "Tricky's Bad Day".</p>	<ul style="list-style-type: none"> ▪ Get Rolling. ... ▪ Tissue Dance. ... ▪ Build an Obstacle Course. <p>http://bit.ly/2pi549r</p> <p>Post test movement game: Students choose their favourite movement game eg: making the letters of the alphabet using body parts (PDe5, PDe11).</p>