

**Summary**

The unit, *Australia: My Country* is an integrated English unit that encompasses primarily English outcomes. In addition, the unit authentically integrates with HSIE, Science and Technology, and Creative Arts outcomes.

In English, the unit focus is on how language shapes our understanding of ourselves and our world, specifically in the main text, *Love from Australia* (Waters, 2020), "our place in space". Oral language and communication, vocabulary building, phonic knowledge, reading comprehension and creating written texts through understanding and responding to literature, will comprise the content focus of the unit. Students will continue to learn about how to understand and use language effectively throughout the unit.

The main English concepts will be focusing on in *Australia: My Country*, include:

*Representation* - Students will identify cultural representations in a range of texts. They will also represent their own views about a range of texts, as well as in their own texts. Students will respond to texts, express preferences for texts and authors and recognise the opinions of others. They will also create texts containing similar meaning or themes to the texts they have studied.

*Connotation, Imagery and Symbol* - Students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.

*Code and convention* – Students will learn how words in a text are arranged in language patterns that aid meaning making. As well, they will understand how text and images are arranged on the page in a way that facilitates meaning-making and these arrangements become conventions.

We also address, albeit briefly,

*Perspective and argument* - Students will identify phrases in texts that project opinion, and how structures and images reinforce ideas. They will share how their own experiences influence ideas and interpretation of texts and create paragraphs that contain a single idea beginning with a topic sentence and containing supporting ideas.

**Duration**

Sample term

6-8 weeks

Detail: 3 hours per week- 4x45 minute lessons



<p><i>Character</i> - Students will learn about how the composer situates us, the reader, to feel about the protagonist in the main text, who narrates the story to us in first person. We see the places around Australia through their eyes, through a series of postcards, introducing to young children the idea of the genres of <i>recount and/ or description</i> in texts.</p> <p>In Science and Technology, students will learn about features of living things and the diversity of natural and man-made environments across Australia.</p> <p>In Geography, students will learn about features of places around Australia and the connection people have with particular places, as readers circumnavigate the country, throughout the main text. Students will become familiar with the vastness and diversity of environments across Australia and where the places in the text are located.</p> <p>In Creative Arts, students will learn about what media authors/illustrators use in their respective works and make appropriate artworks in these media. Students will use drama to understand the meaning in texts, and provide feedback to peers on their dramatic interpretations. Additionally, students will sing, play and move to a range of related music.</p>	<p><b>English Textual Concepts focus in unit:</b></p> <p>The main English concepts include:</p> <ul style="list-style-type: none"> <li>• Representation</li> <li>• Connotation, Imagery and Symbol</li> <li>• Code and convention</li> </ul> <p>Other English concepts we touch on are:</p> <ul style="list-style-type: none"> <li>• Perspective and argument</li> <li>• Character.</li> </ul> <p><b>Shorthand</b> used in unit:</p> <ul style="list-style-type: none"> <li>• <b>T:</b> Teacher/s</li> <li>• <b>S:</b> Student/s</li> <li>• <b>KQ:</b> Key class discussion questions</li> <li>• <b>LI:</b> Learning Intention</li> <li>• <b>SC:</b> Success Criteria</li> <li>• <b>IWB:</b> Interactive whiteboard</li> </ul>
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<p><b>Unit overview</b></p>	<p><b>Enter your own title</b></p>
<p><i>Australia: My Country</i> is an integrated English unit designed to assist teachers and students to engage in the big ideas of subject English through high engagement with a range of delightful mentor texts, with strong, authentic links across the KLAs. The unit is well suited for T4, 2021 (and beyond). We aim to assist teachers as students progress back to the classroom in stages, following COVID Lockdown. This unit is our gift to teachers and students to support them in a smooth transition back to face-to-face learning, at the same time familiarising teachers with draft syllabus implementation, in readiness for 2022 optional and 2023 mandatory implementation of new English K-2 English syllabus.</p>	<p><b><i>Australia: My Country</i></b></p> <p><b>Main text in unit:</b> Waters, R. (2020). <i>Love from Australia</i>. Richmond, Victoria, Little Hare Publishers.</p> <p><b>Subsidiary text in unit:</b> Bancroft, B. (2020). <i>Coming Home to Country</i>. Richmond, Victoria, Little Hare Publishers.</p> <p><b>Additional texts:</b> Range of Bronwyn Bancroft texts (whatever is in the school library is fine- there are over 40 published) e.g. <i>Why I Love Australia</i> (2010); <i>Shapes of Australia</i> (2017); <i>Patterns of Australia</i> (2005) and <i>Colours of Australia</i> (2016); range of relevant multimedia texts.</p>

	<a href="#">Teacher differentiation planning sheet</a> to complete prior to commencing unit
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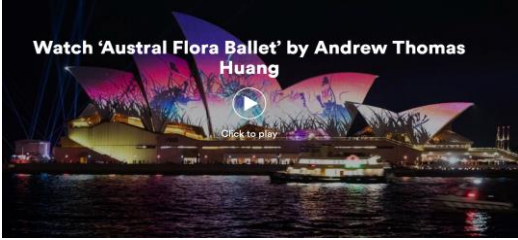
<b>Outcomes</b>	<b>Assessment overview</b>
<p><b>English:</b></p> <p>Oral language and communication: Communicate effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions</p> <p>Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.</p> <p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p> <p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.</p> <p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>Understand and respond to literature: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p> <p><b>Science &amp; Technology:</b></p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p> <p>ST1-DES-S: Recognises observable changes occurring in the sky and land and identifies Earth's resources.</p>	<p>Pretest tasks:</p> <p>-<a href="#">Reading</a> (student master): S. read p1, 2 of main text. <a href="#">T. keeps a running record</a>. T. complete error analysis on S. oral reading, and assesses S. reading fluency.</p> <p>-Writing- S. <a href="#">write a postcard</a> from a holiday destination they enjoyed. T. discusses, models task on IWB prior to S. completing task independently, modelling success criteria.</p> <p>-<a href="#">Vocabulary and comprehension</a>- From a list of Tier 2 words from text, T. assesses S. vocab knowledge and comprehension from text.</p> <p>Formative Assessment Tasks:</p> <p>-Interspersed throughout the unit to inform further teaching and learning, monitor student progress.</p> <p>Post-test tasks:</p> <p>-<a href="#">Reading</a>: S. re-read p1, 2 of main text. <a href="#">T. keeps a running record</a> to assess improvement in S. reading fluency and accuracy.</p> <p>Writing: S. write a <a href="#">postcard</a>, from their favourite locale they visited in the text, <i>Love from Australia</i>. Identify famous symbols in the place they selected and why they thought this place was best (their perspective). S. arrange text and images on the postcard in a way that facilitates meaning-making.</p> <p>-<a href="#">Vocabulary and comprehension</a>: T. retests S. vocab knowledge and comprehension, using the same tool implemented for pretesting.</p> <p>Unit evaluation teacher: T. completes a unit reflection to support them in implementing future English units. <a href="#">T. unit reflection sheet</a>.</p>


<p><b>HSIE:</b></p> <p>GE1-1 Describes features of place and the connections people have with place.</p> <p>GE1-2: Identifies ways in which people interact with/ care for a place.</p> <p><b>Creative Arts:</b></p> <p>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>VAS1.2 Uses the forms to make artworks according to varying requirements.</p> <p>VAS1.3 Realises what artists do, who they are and what they make.</p> <p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p>	
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Content / Syllabus Outcomes	Teaching, learning and assessment	Resources
<p>Pretest reading/ writing/ vocabulary tasks.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p> <p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.</p> <p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.</p>	<p>LI:to assess S. reading, writing, vocabulary and comprehension to establish baseline data for the unit.</p> <p>-Pre Reading Task- S. read p1, 2 of main text. T. keeps a running record. T. complete error analysis on S. oral reading, and assesses S. reading fluency.</p> <p>-Writing- Talk about postcards, how in the past, people sent letters on little cards home in the mail, to share their holiday adventures (show an authentic postcard if you have one). Nowadays, we use text messages and emails.</p> <p>-S. <a href="#">write a postcard</a> from a holiday destination they enjoyed. T. discusses, models task on IWB prior to S. completing task independently, modelling success criteria of task.</p>	<p>-Running record from text p1</p> <ol style="list-style-type: none"> <li>a. teacher recording copy (one per child)</li> <li>b. student master copy</li> </ol> <p>-<a href="#">Postcard master</a> on which students will complete writing task (one per child)</p> <p>-Vocabulary checklist (one per child)</p>

	<p>-Vocabulary and comprehension- From a list of Tier 2 words from text, T. assesses S. vocab knowledge and comprehension.</p>	
<p>Oral language and communication: Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions</p> <p>VAS1.3 Realises what artists do, who they are and what they make.</p> <p>Oral language and communication: Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions</p>	<p>LI: Activating background knowledge in relation to text, <i>Love from Australia</i>. Familiarising students with the author/ illustrator and her work.</p> <p>-Class discuss holidays they have enjoyed in various parts of Australia.</p> <p>-On a large map of Australia (<i>it may have been painted by the class in advance in preparation for lesson, or be a commercial poster/ school map</i>), T. labels S. favourite holiday destinations.</p> <p>-Visit Ruth Waters website. Talk about <a href="#">how the book was made</a>.</p> <p>-Introduce the term collage- an artistic technique where little bits of coloured paper are cut out and stuck on a shape to make a new shape. <i>The illustrations in this text are all made using collage</i>.</p> <p>-Peruse text illustrations together on IWB. Discuss how the text and illustrations work together to make meaning.</p> <p>-Revise visual literacy terms, <i>salience</i> and <i>framing</i>. Find examples in text.</p> <p>-<i>Salience</i>- a strategy that highlights what is important in a text/ illustration. Often the colour red is used in illustrations for emphasis, bold or italics used in text</p> <p>-<i>Framing</i>- how elements are arranged to create a specific interpretation. <i>Strong framing</i>, sense of enclosure; <i>weak framing</i>, sense of openness. All the text is framed throughout the book. ref. NESA (2012) <a href="#">English K-10 syllabus glossary</a></p> <p>-Check out Ruth Waters <a href="#">Get Crafty</a> pages. S. choose an animal from her website to download and construct, following written instructions together.</p>	 <p>Display a large outline of Australia in classroom to label with S. favourite holiday destinations.</p> <p>Source: <a href="#">Jules Ang Kids Aussie Map</a></p> <p>Ruth Waters website <a href="#">Get Crafty pages</a> e.g.</p>  <p>Download and print activity sheets:</p> <ul style="list-style-type: none"> <li>• <a href="#">kookaburra</a></li> <li>• <a href="#">shark</a></li> <li>• <a href="#">turtle</a></li> <li>• <a href="#">penguin</a></li> <li>• <a href="#">kangaroo</a></li> </ul>




<p>Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p> <p><i>Connotation, Imagery and Symbol-</i> students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.</p> <p><i>Character-</i> students will learn about how the composer situates us, the reader, to feel about the protagonist in the main text, who narrates the story to us in first person. We see the places around Australia through his eyes, through a series of postcards, introducing to young children the idea of <i>genre</i> in texts.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p>	<p><b>Sydney</b></p> <p>LI: S. will identify cultural symbols and what they represent (code and convention). Be familiar with new vocabulary in text.</p> <p>-T. opens text at double page about Sydney (IWB). Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>● faraway (compound, 3 syllables)</li> <li>● asleep (compound, 2 syllables)</li> <li>● creatures (word families- building like words where ea says ee: features, cream, team, lean etc word building activities)</li> </ul> <p>-T. asks, <i>Who has been to Sydney? What do you remember? What can you see in the illustrations on the page that tells you some things about Sydney?</i></p> <p>- T. records S. responses on IWB e.g. <i>Opera House, Skyscrapers, parks, trees, bottle-brush, ibis, bats, boy in tree.</i></p> <p>-Revise main physical features of Ibis, bats on websites.</p> <p>-Identify language in text that describes ibises and bats e.g birds with..., bats... .</p> <p>-T. states. <i>This child is important (the only character- unsure of gender in text) because in this book we see the story through their eyes. They are telling us about their trip around Australia and what they see in each place. They are writing a postcard home from every place they visit.</i></p> <p><u>-T. introduces S. to artist Thomas Huang.</u> Talk about how he makes his artworks. KQ: <i>How does the music make you feel/ how does it appeal to your senses? Can you see the dancers in his artwork? What do you think is the story he is telling in his multimodal text? Do you like it? Why or why not?</i></p>	<p>Source: Ruth Waters <a href="#">Get Crafty</a> pages</p> <p><a href="#">Digitised version (pdf) of text 10% for display on IWB</a></p>  <p>Source: <a href="#">Australian White Ibis</a></p>  <p>Source: <a href="#">Australian Bats</a></p>  <p><a href="#">Decorating the Sydney Opera House with floral symbols of Australia</a> (link to Austra Flora Ballet)</p>
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<p>VAS1.2 Uses the forms to make artworks according to varying requirements.</p>	<p>-Class peruse <a href="#">slideshow of native Australian fauna</a> used by the artist in his work. Talk about each flower. Learn the names of some of the floral symbols. T. records names of flowers on IWB.</p> <p>-Class go for a nature walk in the playground, identifying and naming any native plants and flowers they see. Discuss those plants that they located, their description and their names.</p> <p>-S. decorate the <a href="#">sails of the opera House</a> with Australian floral symbols and label their flora. Share models with class. Go on a gallery walk to discuss/ provide feedback on each other's artwork.</p>	<p><a href="#">Proforma of sails of Opera House</a> for decorating (some students will wish to draw their own outline)</p>
<p><i>Code and convention</i>- students will learn how words in a text are arranged in language patterns that aid meaning making. As well, text and images are arranged on the page in a way that facilitates meaning-making and these arrangements become conventions.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p> <p>GE1-1 Describes features of place and the connections people have with place.</p> <p>Understand and respond to literature: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p> <p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.</p> <p><i>Perspective and argument</i>-students will identify phrases in texts that project opinion, and how structures and</p>	<p>LI: Read, discuss and enjoy the two-page text on Sydney. Familiarise S. with code and convention in text.</p> <p>-T. reads text to S. with prosody.</p> <p>-T. explicitly states that <i>G'day</i> is a slang (colloquial/ common/ spoken- like word) that is an abbreviation for two words- <i>Good Day</i>, a greeting or "salutation" (from Charlotte's Web).</p> <p>-T. asks S. whether they know how to say <i>hello</i> in another language. Record S. responses and display in classroom, ensuring all EAL/D students record hello in their home language, and teach peers how to say it; valuing S. home languages in the classroom.</p> <p>-Discuss text layout, different font sizes, rhyming words that add meaning and make the text poem-like.</p> <p>-S. practise reading text to each other, with prosody.</p> <p>-Class choral reading of text about Sydney.</p> <p>-Class go on <a href="#">a virtual walk around Sydney Harbour</a>. Discuss what they saw.</p> <p>-T. model-writes a paragraph about the symbols of Sydney on IWB, modelling the SC for the task.</p>	 <p>Source: <a href="#">a virtual walk around Sydney Harbour</a></p> <p>(This is quite a long video- 1 hour. The first few minutes are the most useful scaffold for the writing task, where S. see the Sydney Harbour Bridge, Sydney Harbour and the Opera House. The remainder of video is optional/ an enrichment activity).</p>

<p>images reinforce ideas. They will share how their own experiences influence ideas and interpretation of texts and create paragraphs that contain a single idea beginning with a topic sentence and containing supporting ideas.</p>	<p>-S. write about the symbols of Sydney, reinforcing the reciprocity of reading and writing. e.g. I went to Sydney and I saw... S. arrange their text on the page in a way that facilitates meaning making.</p>	
<p>Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.</p> <p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>Understand and respond to literature: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p>	<p><b>Brisbane</b></p> <p>LI: Read, discuss and enjoy the two-page text on Brisbane. Be familiar with new vocabulary in text.</p> <p>-T. opens text at double page about Brisbane (IWB). Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>● <b>paddle-</b> word family/ word building activities e.g. diddle, puddle, middle, fuddle, huddle etc.</li> <li>● <b>webbed-</b> adding suffix <i>ed</i> means its usually in the past</li> <li>● <b>unlikeliest-</b> prefix <i>un</i>=not; base word= likely (means probably happen); suffix <i>-iest</i> (means most or more than e.g. prettiest, smelliest, creepiest)</li> <li>● <b>laying-</b> base word <i>lay</i>, suffix <i>ing</i> (results from an action e.g. running, sleeping, eating)</li> <li>● <b>platypus-</b>etymology of platypus (where the word comes from) <i>How did platypus get its name?</i> Early specimens, sent to England after the arrival of the First Fleet, were thought to be fakes. When the specimen proved to be genuine, it was named <i>Platypus anatinus</i>, from the Greek words “<i>platys</i>” (meaning flat or broad) and “<i>pous</i>” (meaning foot) and a Latin word meaning duck-like (“<i>anatinus</i>”); in plainspeak- <i>duck like creature, with flat feet.</i></li> </ul> <p>-Class peruse websites about the platypus, including <i>Australia Museum</i> and <i>National Geographic Platypus video</i>. As well, <i>Meet Our Platypus Twins</i>.</p> <p>-S. discuss what they thought of videos; what they liked, didn't like, what they learned.</p>	 <p>Source: <a href="https://australia.museum.au/platypus">Australia Museum: platypus</a></p>  <p><a href="https://www.nationalgeographic.com/animals/mammals/platypus/">National Geographic Platypus Video</a></p>



<p>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>VAS1.2 Uses the forms to make artworks according to varying requirements.</p> <p>VAS1.3 Realises what artists do, who they are and what they make.</p> <p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.</p> <p><i>Connotation, Imagery and Symbol-</i> students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p> <p>Oral language and communication: Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions</p>	<p>-T. models KWL chat on IWB, modelling SC for S.</p> <p>-In pairs, S. complete KWL chart together. Some students share with class. Display charts in classroom.</p> <p>-On completion, S. make a platypus collage (individually or in pairs/ small groups, using platypus outline as a guide.</p> <p>-T. or S. photograph/ video collages on ipads and make a digital slideshow. Share on school digital platform. Some S. may wish to provide a narration to accompany their videos, outlining the physical attributes of the platypus.</p> <p>-T. asks S. who has been to Brisbane and why. <i>What did you do there?</i></p> <p>-Class locate and label Brisbane on class map.</p> <p>-Focus on text on page prior to reading together. <i>What is similar on this page to the last?</i> (begins with G'day, set out like a poem, rhyme, etc). <i>What's different?</i> (new punctuation- a dash, ends with a question).</p> <p>-T. says, <i>Yes. This page introduces something else too. It contains examples of figurative language. (Write <b>figurative language</b> on IWB). It's all about the hidden meanings in words. Words don't always mean what they say. E.g. When our main character (class come up with a name for them- gender non-specific) say, "the unlikeliest creature"- what might they mean? And... "It's day five by the river- will she ever swim by?" Discuss meaning. The author is speaking figuratively- she does not mean what she is saying. She means something different.</i></p> <p>-T. reads text to S. (Brisbane) with prosody.</p> <p>-S. practise reading text to each other.</p> <p>-Class choral reading of text about Sydney AND Brisbane.</p> <p>-Class peruse main children's attractions in Brisbane and surrounds from websites, <i>Brisbane Kids, Small Attractions</i>. Discuss what activities and places they would like to visit on these websites and why. Think- pair- share.</p>	 <p><a href="#">Meet our platypus twins</a> (2mins)</p> <p><a href="#">Australian animals outlines- platypus</a></p> <p>Materials required for collage- range of coloured papers, glue, scissors, outlines copied on A3. Some students may wish to draw their own platypus shape.</p> <p>Dash Facts for Kids- Source <a href="#">Kiddle Encyclopedia</a></p> <p><a href="#">Brisbane Kids website</a></p> <p><a href="#">Small attractions Brisbane</a></p> <p><a href="#">Think- pair- share proforma</a> (some students may prefer a scaffold for this activity, some will not require it)</p>
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*Connotation, Imagery and Symbol*- students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.

Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.

Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.

Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.

*Character*- students will learn about how the composer situates us, the reader, to feel about the protagonist in the main text, who narrates the story to us in first person. We see the places around Australia through his eyes, through a series of postcards, introducing to young children the idea of *genre* in texts.

*Perspective and argument*-students will identify phrases in texts that project opinion, and how structures and images reinforce ideas. They will share how their own experiences influence ideas and interpretation of texts and create paragraphs that contain a single idea beginning with a topic sentence and containing supporting ideas.

### The Great Barrier Reef

LI: Identify and build expanded noun groups. Read and understand new vocabulary in text.

-T. opens text at double page about *The Great Barrier Reef*. (IWB).

-Locate on class map. Ask, *Who has been to the Great Barrier Reef? What did you see/ do there?* Discuss.

Explicitly teach new vocabulary.

- glass-bottom boat (expanded noun group)
- ocean floor (figurative)
- sandcastle (compound word)
- bridge (word families- building like words ending *dge* e.g. edge, badge, dodge etc word building activities)
- moat (vocab building- tell a story/ show pictures); other *oa* words that rhyme with moat e.g. boat, coat, float etc.

-T. states. *The child (substitute name of character) is in a boat looking at all the sea creatures.*

KQ: *What can (character's name) see? How is (character) feeling? Why? How do you know?*

-Class watch videos about the Great Barrier Reef. Discuss what they see/ have learned.

KQ: *What are some of the symbols of the Great Barrier Reef (GBR)? What things do we associate with this special place? How did you feel when you watched the nature video about the Reef? How did the associated music make you feel? What about the photography/ images in the video? How did the sounds and images work together to make meaning in this multimodal text?*

-T. records vocabulary associated with place, provided by S.

-S. complete a class collage of GBR to display in the classroom. Each student contributes a piece of the reef of their choice. (T. keep the nature video playing with sound



Source: [10 most amazing moats in the world](#)

Videos for kids about the Great Barrier Reef:

[Check Out the Great Barrier Reef](#) (3.4mins)

[10 things about the Great Barrier Reef for Kids](#)

[Great Barrier Reef Marine Park foundation](#) nature video (3.15mins) recommended.

Extension on-line partner activities:

[Online games for kids about the Great Barrier Reef](#) (GBR Foundation) to help students understand how precious the Great Barrier Reef is, and how we all need to care for our coral reefs and ocean environments.

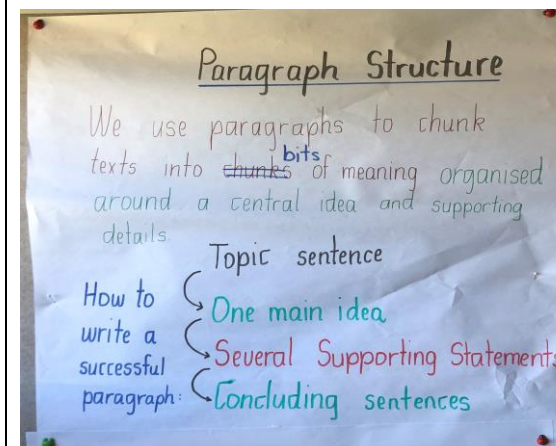
Understand and respond to literature: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.

Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.


- on IWB whilst S. are painting for motivation/ relaxation/ engagement).
- T. reads text to S. (Great Barrier Reef) with prosody.
- S. practise reading text to each other.
- Class choral reading of text about Sydney, Brisbane AND Great Barrier Reef.
- T. photocopies page from text (GBR). T. models on IWB. Identify all the noun groups. Colour them blue. Identify the adjectives, articles in noun groups.
- Class together expand single nouns in text by adding descriptors e.g. turtles- the brown turtles with green fins and orange spots; jellies- the orange jellyfish with long wavy, poisonous tentacles; rays- the black stingray with a white spotty underbelly.
- T. model writes a paragraph with class, including expanded noun groups on IWB. e.g.
- I was in a glass- bottom boat at the Great Barrier Reef. I saw...
- S. write their own paragraph about the GBR. Share writing with class.





Source:  
<https://www.youtube.com/watch?v=JxiB4y43uN8>





Source: classroom resource



<p>GE1-1 Describes features of place and the connections people have with place.</p> <p>GE1-2: Identifies ways in which people interact with/ care for a place.</p> <p>Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.</p> <p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.</p> <p><i>Connotation, Imagery and Symbol</i>- students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.</p>	<p><b>Uluru and Darwin</b></p> <p>LI: Read and understand new vocabulary. Identify, understand and use wordplay, music and rhyme in text.</p> <p>-T. opens text (consecutively) at double page about <i>Uluru and Darwin</i> (IWB).</p> <p>-Locate / label on class map. Ask, <i>Who has been to Uluru? Darwin? What did you see/ do there?</i> Discuss.</p> <p>Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>• Uluru- Aboriginal place name, sacred site</li> <li>• covered- verb, medial o says u; meaning extend over, suffix <i>ed</i>.</li> <li>• quietly-adv., words ending in <i>ly</i> e.g. jelly, jolly, lolly</li> <li>• nostrils-meaning, tier 3 word</li> <li>• crocodile-syllabification, searching for other 3 syllable words. Discuss words that describe the physical attributes of crocodiles.</li> <li>• Darwin- 2 syllables, city named after British scientist, Charles Darwin.</li> <li>• lurks- <i>ur</i> says <i>er</i>. Other words in this family e.g. burn, turkey, purse, fur.</li> </ul> <p>-T. introduces alliteration, poetic technique in text e.g. snake slithers; catching in the snake's coil; lurking lizard, army of ants etc</p> <p>-T. innovates on text using alliteration.</p> <p>-S. write a sentence containing an example of alliteration, onomatopoeia (SNAP!). Share sentences.</p> <p>-T. plays/ sings <i>The Lady and the Crocodile</i> song to class. Go through lyrics and actions with students. Discuss meaning.</p> <p>-In small groups (2-3 students), S. teach each other the actions to match the song from the handout.</p>	 <p>Source: <a href="#">Uluru photography</a></p> <p><a href="#">Is nose and nostril the same?</a></p> <p><a href="#">Images of crocodiles</a> to facilitate discussion and build description.</p> <p><a href="#">Name of Darwin- history</a></p> <p><a href="#">Alliteration for kids</a> with examples</p> <p><a href="#">Onomatopoeia</a> with examples</p> <p>E.g. <i>A slimy snake slithers through the sandy soil. A lounging lizard lurks near the array of angry ants.</i></p> <p>The Lady and the Crocodile <a href="#">lyrics and guitar chords</a></p> <p>The Lady and the Crocodile song available Spotify</p>
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<p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p>	<p>-S. learn to perform the action song. Some students may wish to teach small groups in younger grades the action song. S. provide feedback to peers on their performance.</p> <p>-T. reads text to S. (Uluru and Darwin) with prosody.</p> <p>-S. practise reading text to each other.</p> <p>-Class choral reading of text about Sydney, Brisbane, Great Barrier Reef, Uluru and Darwin.</p>	<p>The Lady and the Crocodile <a href="#">handout for students</a></p>  <p>Music and words traditional</p>
<p>GE1-1 Describes features of place and the connections people have with place.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p>	<p><b>The Kimberley and Perth</b></p> <p>LI: Read and understand new vocabulary in text. Identify, understand and use noun groups and verb groups in text.</p> <p>-T. opens text (consecutively) at double page about a. <i>The Kimberley</i>, and b. <i>Perth</i> (IWB).</p> <p>-Locate / label on class map. T. says, “The Kimberley region is to the north of the state of W.A. Perth is the capital of W.A. and is located on the south west of the state”. T. ask, <i>Who has been to Western Australia? What did you see/ do there?</i> Discuss.</p> <p>-S. watch Tourism Australia video about <i>The Kimberley</i>. Talk about the landscape, tourism activities e.g. camel rides. Compare Perth, capital city of W.A. with Sydney, capital city of NSW e.g. skyscrapers, lights, river/harbour.</p> <p>-T. records key vocabulary on IWB.</p> <p>Explicitly teach new vocabulary.</p>	<p><a href="#">The Kimberley</a> Tourism video</p> <p><a href="#">Perth</a> Tourism video</p>  <p>Source: <a href="#">Perth images</a></p>



<p>Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.</p> <p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p><i>Perspective and argument</i>-students will identify phrases in texts that project opinion, and how structures and images reinforce ideas. They will share how their own experiences influence ideas and interpretation of texts and create paragraphs that contain a single idea beginning with a topic sentence and containing supporting ideas.</p>	<ul style="list-style-type: none"> <li>• Kimberley- region. 3 syllables, <i>ey</i> says e. Other words that end in <i>ey</i>; Sydney, lovely, hockey.</li> <li>• pointy- y at the end of a word says a vowel sound <i>i</i>. e.g. arty, busy, city</li> <li>• colonies- adding word ending, spelling rule- drop y add ies. Other words this rule relates to:</li> <li>• compound words e.g. <i>sunrise, nightfall, seashore</i>.</li> <li>• disappears- syllables. Base word <i>appear</i> meaning <i>become visible</i>. Prefix <i>dis-</i> apart, suffix <i>s</i> meaning <i>more than one</i>.</li> </ul> <p>-T. asks, <i>What would it be like visiting the Kimberley region? How does this compare with a holiday in Perth?</i></p> <p>-T. writes a holiday postcard on IWB about a visit to The Kimberley and Perth. T. model-writes a paragraph with correctly punctuated sentences and varied sentence beginnings for effect.</p> <p>-S. write their own holiday postcard recounting their virtual holiday to The Kimberley region and Perth.</p> <p>-Display decorated postcards in the classroom around the class map. S. read their postcards to each other.</p>	<p>Morphology: suffix <i>ies</i></p> <p>Used to <b>form the plural forms of nouns endings in consonant-y</b>. Country, countries; party, parties. Used to form the third person singular of the indicative of verbs ending in consonant-y.</p>  <p>Source: <a href="#">Ruth Waters creative website</a></p> <p><a href="#">Postcard master</a></p>
<p>GE1-1 Describes features of place and the connections people have with place.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p>	<p><b>Adelaide, and Kangaroo Island</b></p> <p>LI: Read and understand new vocabulary in text. Identify, understand and use wordplay and rhyme in text.</p> <p>-T. opens text (consecutively) at double page about <i>Adelaide, and Kangaroo Island</i> (IWB).</p>	<p><a href="#">Tourism video Adelaide</a></p>

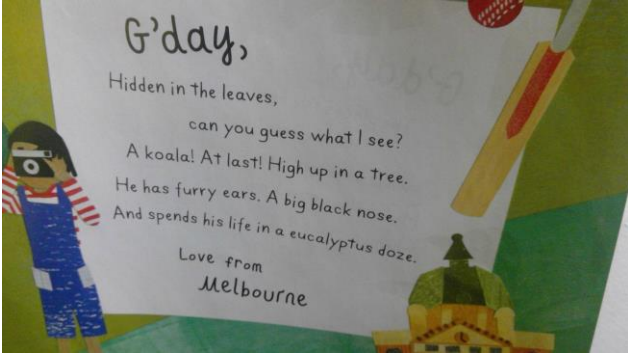
<p>Vocabulary: understands and effectively uses Tier 1, 2, 3 vocabulary to extend and elaborate ideas.</p> <p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p><i>Connotation, Imagery and Symbol</i>- students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.</p> <p>Understand and respond to literature: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p> <p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and</p>	<p>-Locate / label on class map. Ask, <i>Who has been to South Australia? What did you see/ do there?</i> Discuss.</p> <p>Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>● Adelaide- meaning, 3 syllables</li> <li>● puffed-out: figurative. Discuss meaning.</li> <li>● worm wriggled: alliterative, silent w e.g. wreck,</li> <li>● penguins-describing penguins, revise building noun groups, rhyming words e.g.</li> <li>● waddling-morphology, adding <i>ing</i></li> <li>● powerful- adding suffix <i>ful</i> meaning <i>full of</i>.</li> <li>● funniest- base word <i>funny</i>, adding <i>iest comparative suffix</i></li> </ul> <p>-T. discusses the meaning of the text, <i>Kangaroo Island</i>.</p> <p>-KQ: How do the illustrations and text work together to make meaning?</p> <p><i>"I wait and watch by the light of the moon"; "Slowly waddling"; "a safe place"</i>.</p> <p>-S. orally complete sentence by adding a <b>prepositional phrase/ clause (adverbial)</b> to innovate on text. T. record S. responses on IWB. e.g.</p> <ul style="list-style-type: none"> <li>● I wait and watch.....</li> <li>● They look for a safe place.....</li> </ul> <p>-T. models moving <b>prepositional phrase/ clause (adverbial)</b> around the sentence. Discuss how moving the <b>prepositional phrase/ clause (adverbial)</b> around the sentence changes meaning, and demonstrate necessary changes in punctuation.</p> <p>-Class guided writing of sentence completion. Read together.</p> <p>-S. independent writing sentence completion activity.</p> <p>-S. share sentences with class.</p> <p>-T. reads text to S. (Adelaide and Kangaroo Island) with prosody.</p> <p>-S. practise reading text to each other.</p>	 <p><a href="#">Kangaroo Island Tourism Alliance</a></p> <p>Meaning Adelaide:</p> <p>A form of Adelheid , meaning "<b>noble kind or type</b>" comes from the old German adal "noble" and heid "kind or type". Adelaide is the fifth largest city in Australia, Named in honour of Queen Adelaide, the wife of King William IV.</p> <p><a href="#">Penguins- pictures to elicit discussion</a></p> <p>Innovation on text examples:</p> <p><b>I wait and watch as the little penguins waddle towards me.</b></p> <p><b>As the little penguins waddle towards me, I wait and watch.</b></p> <p><b>The furry bundles look for a safe place as they march up the beach.</b></p> <p><b>As they march up the beach, the furry bundles look for a safe place.</b></p> <p>*T. to model changes in punctuation required when prepositional clauses/ phrases are moved to the front of the sentence, on IWB.</p>
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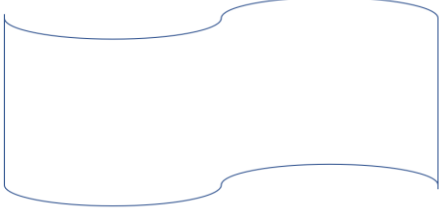
<p>understanding sentences and whole texts, and monitoring for meaning.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p>	<p>-Class choral reading of text about Sydney, Brisbane, Great Barrier Reef, Uluru and Darwin, The Kimberley and Perth; and also Adelaide and Kangaroo Island.</p>	 <p>Source: Kangaroo Island. Author's own photo.</p>
<p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p> <p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly</p>	<p><b>Great Ocean Road</b></p> <p>LI: Read and understand new vocabulary in text. Complete descriptive writing passage.</p> <p>-T. opens text at double page about <i>The Great Ocean Road</i> (IWB). Discuss physical features of wombats.</p> <p>-Locate / label on class map. Ask, <i>Who has driven along the Great Ocean Road, between Melbourne and Adelaide? What did you see/ do there?</i> S. watch the scenic video. Discuss. T. talks to class about the 7 remaining 12 Apostles.</p> <p>Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>powerful- suffix <i>ful</i> meaning <i>full of</i></li> <li>funniest- base word <i>funny</i>, <i>iest</i> comparative suffixes (-er, -est, -ier, -iest)</li> </ul> <p>-T. reads text to S. (Great Ocean Road) with prosody.</p> <p>-S. practise reading text to each other.</p> <p>-Class choral reading of text about Sydney, Brisbane, Great Barrier Reef, Uluru and Darwin, The Kimberley and Perth; Adelaide and Kangaroo Island; as well as The Great Ocean Road.</p>	<p><a href="#">Great Ocean Road</a> Scenic Video</p> <p><a href="#">Information about the Twelve Apostles</a></p>  <p>Source: <a href="#">Creature Feature- 10 fun facts about wombats</a></p>



<p>punctuated sentences and varied sentence beginnings for effect.</p>	<p>-T. models a paragraph on IWB, reporting on the physical features of wombats, revising extended noun groups. Joint construction with class, modelling SC.</p> <p>-S. write their own description of wombats. Share.</p>	
<p>GE1-1 Describes features of place and the connections people have with place.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p><i>Perspective and argument</i>-students will identify phrases in texts that project opinion, and how structures and images reinforce ideas. They will share how their own experiences influence ideas and interpretation of texts and create paragraphs that contain a single idea beginning with a topic sentence and containing supporting ideas.</p>	<p><b>Tasmania</b></p> <p>LI: Read and understand new vocabulary in text. To provide a perspective on an environmental issue with evidence.</p> <p>-T. opens text (consecutively) at double page about <i>Tasmania</i> (IWB).</p> <p>-Locate / label on class map. T. asks, <i>Who has been to Tasmania? What did you see/ do there?</i> Discuss any symbols of Tasmania visible in text. Explain that Tasmania is a state of Australia- not a place/ city as in other pages in text.</p> <p>-Class discuss how the text and illustrations work together to make meaning e.g.</p> <p>KQ: <i>What is the main character doing? Describe the landforms in the text illustrations. What additional information does it tell us about Tasmania?</i></p> <p>Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>• piercing- base word <i>pierce</i> meaning shrill, loud in this context. Talk about using context cues to work out the meaning of unknown words.</li> </ul> <p>-T. narrates the plight of the Tassie Devil to class, and why they are endangered. Show pictures from the website.</p> <p>- S. use <i>think- pair- share strategy</i> with a partner to discuss the plight of the Tassie Devil and share their perspective, providing evidence for their views.</p> <p>-T. reads text to S. (Tasmania) with prosody.</p> <p>-S. practise reading text to each other.</p>	<p>Adding “ing” to the ending of a verb in the English language <b>changes both the meaning and the function of the verb</b>. In some cases, it causes the verb to act as a noun or adjective, whereas in others, it changes the tense of the verb.</p> <p><a href="#">The plight of the Tassie Devil</a></p> <p><a href="#">Think-pair-share scaffold</a> if required.</p>  <p>Source: <a href="#">Devils in danger website</a></p>



	<p>-Class choral reading of text about Sydney, Brisbane, Great Barrier Reef, Uluru and Darwin, The Kimberley and Perth; Adelaide and Kangaroo Island; The Great Ocean Road and, as well, Tasmania.</p>	
<p><i>Connotation, Imagery and Symbol</i>- students will learn how language appeals to the senses. They will identify simple figurative language in texts and recognise some cultural symbols and what they represent. Students will build a beginning understanding that the meaning of words and images can extend beyond their literal, everyday meanings.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>Phonic Knowledge: uses initial and extended phonics including vowel digraphs and trigraphs, to decode and encode words when reading and creating texts.</p> <p>GE1-1 Describes features of place and the connections people have with place.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p> <p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.</p>	<p><b>Canberra</b></p> <p>LI:</p> <p>-T. opens text (consecutively) at double page about <i>Canberra</i> (IWB). T. says, <i>Canberra is Australia’s capital city, and it is located in NSW but it is a different state, called the Australian Capital Territory. It is the home of our Federal Parliament</i> (show a picture of Parliament House- a symbol of Canberra), <i>where our government meet and make laws.</i></p> <p>-Locate / label on class map. Ask, <i>Who has been to Canberra? What did you see/ do there?</i> Discuss.</p> <p>Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>● straight- list rhyming words eight, eight, weight, freight</li> <li>● height- list rhyming words bite, light, sight.</li> </ul> <p>-Discuss the different letter patterns that make the same sound in the above words.</p> <p>-Class talk about the illustrations in text- balloons and kangaroos. Balloons represent a famous Canberra festival.</p> <p>-View video of <a href="#">Canberra Balloon Festival</a>. Discuss photographs, including variety of colours, shapes from website, and how the photographs/ images make you feel.</p> <p>-T. explains that Canberra is situated on the Western plains of NSW. The land is flat (and dry) and there are lots of kangaroos. Kangaroos are a real hazard for driving in this area, and cause lots of car accidents.</p> <p>T. locates National Geographic Kids” &amp; “Kangaroo Facts”. Source: <a href="#">Web address</a>, on IWB. Guide S. through reading a</p>	<p><a href="#">Parliament House pictures</a></p>  <p>Source: <a href="#">Canberra Balloon Festival</a></p> <p>Google Search Terms:” National Geographic Kids” &amp; “Kangaroo Facts”. Source: <a href="#">Web address</a></p>  <p>Learn all about one of Australia’s most amazing animals with our kangaroo facts</p>



<p>Reading comprehension: comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p>	<p>website, including using headings and hyperlinks, to locate information.</p> <p>-S. research task. In pairs, or whole class; S. peruse <a href="#">National Geographic Facts About Kangaroos for Kids</a>. Find an interesting fact about kangaroos, record in a Writing Book, and share your interesting fact with the class.</p> <p>-T. reads text to S. (Canberra) with prosody.</p> <p>-S. practise reading text to each other.</p> <p>-Class choral reading of text about Sydney, Brisbane, Great Barrier Reef, Uluru and Darwin, The Kimberley and Perth; Adelaide and Kangaroo Island; The Great Ocean Road, Tasmania and also Canberra.</p>	
<p>GE1-1 Describes features of place and the connections people have with place.</p> <p>ST1-4LW-S: Describes observable features of living things and their environments.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p><i>Character-</i> students will learn about how the composer situates us, the reader, to feel about the protagonist in the main text, who narrates the story to us in first person. We see the places around Australia through his eyes, through a series of postcards, introducing to young children the idea of <i>genre</i> in texts.</p>	<p><b>Melbourne</b></p> <p>LI: Read and understand new vocabulary. To identify punctuation/ code and convention in text and use it in writing. Revise character.</p> <p>-T. opens text at double page about <i>Melbourne</i> (IWB).</p> <p>-Locate / label on class map. T. asks, <i>Who has been to Melbourne? What did you see/ do there?</i> Discuss any symbols of Melbourne visible in the text- cricket, Spencer St Station, koalas. Explain that Melbourne is a capital city- the capital of the state of Victoria.</p> <p>-Class discuss how the text and illustrations work together to make meaning e.g.</p> <p>KQ: <i>What is the main character doing? Do the character's actions give any more information about their personality/ what they like to do?</i></p> <p>-T. models character chart. Class complete chart together on IWB.</p>	<p>Hidden in the leaves, Can you guess what I see? A koala! At last! High up in a tree! He has furry ears. A big black nose. And spends his life in a eucalyptus doze.</p> <p>G'day, Hidden in the leaves, can you guess what I see? A koala! At last! High up in a tree. He has furry ears. A big black nose. And spends his life in a eucalyptus doze. Love from Melbourne</p> 

<p><i>Code and convention</i>-students will learn how words in a text are arranged in language patterns that aid meaning making. As well, text and images are arranged on the page in a way that facilitates meaning-making and these arrangements become conventions.</p> <p>Oral language and communication: Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions</p> <p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.</p> <p>Reading fluency: sustains reading unseen texts with prosody, automaticity and automaticity, and corrects errors.</p>	<p><i>Describe the symbols in the text illustrations. What additional information does it tell us about the city of Melbourne? What is this passage telling us?</i></p> <p>Explicitly teach new vocabulary.</p> <ul style="list-style-type: none"> <li>● guess- meaning <i>estimate without sufficient information</i>. Rhymes with dress, excess, nevertheless. <i>Ue</i> says <i>e</i> is an unusual vowel digraph from the Dutch/ Norse word <i>gissen</i> meaning <i>to get</i>.</li> <li>● eucalyptus- syllabification e.g. eu/cal/ypt/us. The <i>y</i> says <i>i</i> in the middle of the word is unusual, common on the end of words e.g. funny, happy etc.</li> <li>● doze- meaning to lightly sleep. Rhyming words e.g. froze, bulldoze</li> </ul> <p>-T. revises meaning of text. (provide a copy of passage one per student). T. states that punctuation informs the reader.</p> <p>-Class identify all the punctuation in the passage on IWB.</p> <p>-S. circle punctuation, including comma between clauses, exclamation marks, full stops, capital letters.</p> <p>-T. models the completion of <a href="#">character map</a> on IWB (peruse previous pages to collate evidence for character map).</p> <p>-S. complete <a href="#">character map</a> independently. Share completed maps.</p> <p>-T. reads text to S. (Melbourne) with prosody.</p> <p>-S. practise reading text to each other.</p> <p>-Class choral reading of text about Sydney, Brisbane, Great Barrier Reef, Uluru and Darwin, The Kimberley and Perth; Adelaide and Kangaroo Island; The Great Ocean Road, Tasmania, Canberra AND Melbourne.</p> <p>- Read the final page together, <i>Love from Australia</i>.</p> <p>-Reflect on the text through discussion.</p>	<p>Source: Illustration from text.</p> <p>Analysing Character</p> <table border="1"> <tr> <td data-bbox="1503 336 1720 576">Character</td> <td data-bbox="1756 336 2011 576">Traits</td> </tr> </table> <p>Evidence</p>  <p>Describe your character (remember your punctuation)</p> <hr/> <p>Source: <a href="#">Character map</a> (teacher made)</p>	Character	Traits
Character	Traits			





<p>Creating written texts: creates written texts using knowledge of the writing process, grammar and vocabulary that includes paragraphs with correctly punctuated sentences and varied sentence beginnings for effect.</p> <p>Spelling: applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.</p> <p>Understand and respond to literature: understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p> <p>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>VAS1.2 Uses the forms to make artworks according to varying requirements.</p> <p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p>	<p>p5,6 <b>This is home.</b> Meaning. The framing in illustration shows/ highlights the land that is home.</p> <p>p7, 8 The text is written in present tense. What might <i>the breath of the valley</i> smell like? Describe it. <i>Enclosing me in the safety of my old people's arms</i> is figurative (doesn't mean what it says). What do you think the author is saying with these words?</p> <p>p9, 10 Vocabulary <i>bird orchestra</i> (dawn chorus), <i>exhilarating song of the day</i> (revise expanded noun group)</p> <p>p11, 12 Poetic style of author, text layout. Identifying the actions e.g.  <b>Run to the creek,</b>  <b>perch on a rock,</b>  <b>slip into the clear, crystal water.</b></p> <p>p13, 14 Vocabulary <i>skirmish</i> (verb), <i>intricate</i> (adjective), <i>the poetry of each intricate image</i> (metaphor).</p> <p>p15, 16 <i>A rolling storm drops a majestic downpour.</i> Discuss how text supports the image on page.</p> <p>p17, 18 This text is almost sing-songy. It would be great to make a soundscape with percussion instruments. e.g. <i>the rhythm of the creek.</i> Figurative language e.g. <i>dreams of generations past, woven with journeys for the future.</i></p> <p>p18, 19 Personification- <i>their country is alive.</i></p> <p>p20, 21 <i>This is home. This is peace.</i> KQ: <i>How do we feel when we are in the bush? near the water? ocean? river? creek?</i></p> <p>SC: T. models a simple soundscape, symbol story on IWB, in doing so modelling the SC of the lesson.</p> <p>- S. choose to make a multimodal text that reflects the theme of text (caring for country). They may choose to write an Aboriginal symbol story using a range of media, or create a soundscape to accompany the narration of text, using a range of available percussion instruments.</p>	<p>Source: <a href="#">Aboriginal symbols for kids</a></p> <p><a href="#">Dawn Chorus:</a> bird song/ music mix Youtube</p>  <p><a href="#">Soundscape ideas-</a> making music using a range of found percussion instruments to make a soundscape that tells the story of the text. Teacher ideas. Source: <a href="#">World Drum Club. Kalani Das.</a></p> <p>Soundscape  by David Farmer   Drama Strategies</p>  <p>Source: <a href="#">Soundscape drama resource.</a> David Farmer. Making a soundscape using body percussion. Teacher ideas.</p>
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	<p>-Students may choose to work in small groups to produce their multimodal texts. T. video S. multimodal texts, share on school digital platform.</p>	
<p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p> <p>GE1-1 Describes features of place and the connections people have with place.</p>	<p>LI: To act out, and enjoy a song that familiarises S. with connections to places around Australia.</p> <p>T. provides a handout of song lyrics to S. Read together, locating some of the places on the class map. Some S. may know the location of some of the places in the song.</p> <p>-Class sing, add actions, body percussion to song. Perform for another class.</p>	<p><a href="#">I've been everywhere karaoke version of song</a> (Lucky Starr)</p> <p><a href="#">Lyrics of Song</a></p>
<p>Evaluation:</p> <p>-Post- test assessment tasks to assess oral reading, writing and vocabulary growth throughout the term.</p> <p>-T. reflection, evaluation tool.</p> <p>Examples of postcard layouts:</p> 	<p>Writing: S. write a postcard, from their favourite locale they visited in the text, <i>Love from Australia</i>. Identify famous symbols in the place they selected and why they thought this place was best (their perspective). S. arrange text and images on the postcard in a way that facilitates meaning-making.</p> <p>-T. assesses S. oral reading and vocabulary, using pretest tools to assess growth.</p> <p>-T. asks students for feedback on unit. Discuss.</p> <p>-S. provide written feedback using <a href="#">PMI chart</a>.</p> <p>-T. reflects on unit using T. unit reflection tool, to guide future teaching. <a href="#">End of unit/ teacher reflection</a>.</p>  <p>Source: <a href="http://sproutandsparrow.com.au">sproutandsparrow.com.au</a></p>	<p>-<a href="#">Reading</a> (student master): S. read p1, 2 of main text. <a href="#">T. keeps a running record</a>. T. complete error analysis on S. oral reading, and assesses S. reading fluency. T. compares pre and post oral reading sample to gauge improvement.</p> <p>Writing: S. write a <a href="#">postcard</a>, from their favourite locale they visited in the text, <i>Love from Australia</i>. Identify famous symbols in the place they selected and why they thought this place was best (their perspective). S. arrange text and images on the postcard in a way that facilitates meaning-making.</p> <p>-<a href="#">Vocabulary and comprehension</a>- From a list of Tier 2 words from text, T. assesses S. vocab knowledge and comprehension. Compare pre and post vocabulary assessment result, to monitor student vocabulary growth. T. may wish to graph S. growth using Excel.</p> <p><a href="#">PMI Chart</a>. Source: <a href="http://www.globaleducation.edu.au">www.globaleducation.edu.au</a></p> <p><a href="#">End of unit/ teacher reflection</a>.</p>

