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| *I'm learning!* | Early Stage 1 | English |

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| Summary | Duration |
| This unit addresses the NSW English K-2 syllabus, published in 2021, available for trialling from 2022, with implementation mandatory by 2023. It is offered to teachers as a demonstration of how an English unit can attend to the skills-based nature of this syllabus while maintaining a strong concept-based focus. The unit shows how quality literature - in particular here, two outstanding picture books which won awards at the CBCA book awards in 2021, *No! Never!* and *We love you, Magoo* - can be used to help teach foundation language and literacy knowledge and skills as well as engage students in the intellectual challenge of concept-based learning. While the key concepts in this unit are narrative and character, narrative is a stronger focus (the soft introduction to character will prepare students for a future unit emphasising character). The following focus questions are suggested:   * Why are stories important? * How can we share stories? * What makes a ‘good’ story? * How can stories connect to my own experiences? | 10 weeks - 3 hours per week  Given that the [Policy standards](https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/policystandards161006.pdf) document (for the curriculum planning and programming, assessing and reporting to parents K-12 policy - to be used for 2022 planning) requires 50% of teaching time to be devoted to English and mathematics, it is expected that this unit would account for about half the teaching time for English in a term, running parallel to a program of explicit teaching of phonemic awareness, phonic knowledge, reading (using decodable texts) and writing (including handwriting). |

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| Outcomes | Key concepts | Resource list |
| **Oral language and communication**  **ENE-OLC-01**  communicates effectively by using interpersonal conventions and language with familiar peers and adults  **Vocabulary**  **ENE-VOCAB-01**  understands and effectively uses Tier 1 words and explores Tier 2 words in familiar contexts  **Phonological awareness**  **ENE-PHOAW-01**  identifies and manipulates phonological units in spoken words as a strategy for reading and creating texts  **Print conventions**  **ENE-PRINT-01**  tracks written texts from left to right and from top to bottom of the page and identifies visual and spatial features of print  **Phonic knowledge**  **ENE-PHOKW-01**  uses single-letter grapheme– phoneme correspondences and common digraphs to decode and encode words when reading and creating texts  **Reading fluency**  **ENE-REFLU-01**  reads decodable texts aloud with automaticity  **Reading comprehension**  **ENE-RECOM-01**  comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect  **Creating written texts**  **ENE-CWT-01**  creates written texts that include at least two related ideas and correct simple sentences  **Spelling**  **ENE-SPELL-01**  applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high- frequency words when creating texts for different purposes  **Handwriting**  **ENE-HANDW-01**  produces all lower-case and upper-case letters to create texts  **Understand and respond to literature**  **ENE-UARL-01**  understands and responds to literature read to them | These overviews of the two key concepts, Narrative and Character, are taken directly from the English Textual Concepts website:  [**http://englishtextualconcepts.nsw.edu.au**](http://englishtextualconcepts.nsw.edu.au)  They provide a view of the concepts across the years from K to year 12, as well as a snapshot of what the concept looks like in ES1. While ES1 students are just at the beginning of this learning journey, it is helpful for their teachers to see the big picture of how this concept plays out over the 13 years of schooling.  **NARRATIVE**  **What it is**  Narrative is fundamental to thinking. When we think, we think in narrative form**.** Narrative can refer to a story itself or to the conventions by which we communicate and understand it. These conventions are the way we construct a world that sets up and depends on expectations of human behaviour to amplify it. They include the selection and organisation of actions and events into a plot and a suite of individualised or stock characters to carry the plot forward. A narrative is usually structured in such a way as to invite responder involvement through recounting challenges and characters’ attitudes towards them and moving towards resolution.  Narrative is a part of everyday communication to convey any message, be it political (an annual budget), commercial (a fashion collection) or institutional (public health warnings). In these messages, the elements of narrative may not be obvious and are inferred through personal identification with the situation.  **Why it is important**  It is innately human to tell stories as this is the way we organise and shape life experience. We use narrative to connect people to information, values and ideas. Through narrative we explore human actions, interactions, motivations and reactions.  Teachers use narrative to engage students in learning and students use narrative to interpret their own lives. Through narrative they enter and create other worlds. Narrative is an enticing pathway for representing, understanding and engaging with human experience and with ideas.  **ES1**  Students understand that narrative is a way of sharing and learning about life experiences.  Students learn that stories   * can be real or imagined * can be told through different modes and media * have a beginning, a middle and an end.   **CHARACTER**  **What it is**  Character is traditionally viewed as a description of a fictional person. As a construct, it is made up of verbal or visual statements about what that fictional person does, says and thinks and what other fictional characters and the author of the text say about him or her. The reader, listener or viewer fleshes out these statements to imagine a person-like character, sufficiently individualised and coherent to establish the sense of an identity. In this way, representation of a ‘real’ person invites personal identification and judgements about the character’s morality and value to their society.  This kind of analysis can contribute to shaping one’s own sense of a moral and ethical self and so becoming a way of enculturation.  Characters may also be created and/ or read as representations of ideas, of groups of people or of types that serve a function in a narrative genre. Questions of characterisation then focus on the ways a character is constructed both by the responder and the composer and its function in the text.  **Why it is important**  Character is an important concept in narrative as a driver of the action, a function in the plot, a way of engaging or positioning a reader or as a way of representing its thematic concerns. The way character is read is an indication of particular approaches to texts, be it through personal engagement or critical response.  **ES1**  Students understand that characters in imaginative texts are visual, verbal and aural representations of people who participate in the narrative. | **Two main texts:**   * Stewart, Briony (2020). *We love you, Magoo*. Puffin, London [picture book].   Text, calendar  Description automatically generated   * Hathorn, Libby & Hathorn-Jarman, Lisa (2020). *No! Never!* Lothian, Sydney [picture book].   A picture containing text, book  Description automatically generated  **Other texts/resources:**   * Queensland Curriculum and Assessment Authority website, Yarning circles: <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>   Diagram  Description automatically generated   * ‘Meet Magoo’: introduction to Magoo [video]: <https://www.youtube.com/watch?v=CQCBmGsLZfE> * Reading of *We love you, Magoo* by Frank Woodley [video]: <https://www.youtube.com/watch?v=LAAyEdGsxAQ> * Reading of *No! Never!* by Buninyong Public School [video]: <https://www.facebook.com/watch/?v=365877521806394> * Brumm, Joe (2019). ‘Bike’ and/or ‘Promises’ episodes in TV series *Bluey*, available via iView or the ABC Kids app. * Blabey, Aaron (2020). *Pig the star* [Picture book in *Pig the pug* series]. Scholastic Australia, Lisarow, Australia. * Australian Broadcasting Commission (2018). *Tell me a tale* [videos]: <https://iview.abc.net.au/show/tell-me-a-tale> * Stewart-Muir, Aunty Fay and Lawson, Sue (2020). *Respect* [picture book]. Magabala, Broome, Australia. * Australian Broadcasting Corporation (made in 2003, posted 13.08.21). ‘The Mimis’ episode in TV series *Dust echoes*, available at:   <https://www.abc.net.au/tveducation/programs/dust-echoes-the-mimis/13496332>   * Arty Factory website: <https://www.artyfactory.com/aboriginal-art/aboriginal-art-dreaming-stories-mimi-spirits.html> |

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| **Assessment** |
| This unit includes a range of opportunities for assessment of/for/as learning, but the main task occurs in Week 8 when Ss are required to complete a storyboard about a personal learning experience, using both drawings and sentences to represent the beginning, middle and end of the narrative. Activities leading up to this task will allow Ss to complete this task with as much independence as possible. |

| Content | Teaching, learning and assessment | Resources |
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| **Oral language and communication**  communicates effectively by using interpersonal conventions and language with familiar peers and adults ENE-OLC-01  **Print conventions**  tracks written texts from left to right and from top to bottom of the page and identifies visual and spatial features of print ENE-PRINT-01  **Reading comprehension**  comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect ENE-RECOM-01  **Understand and respond to literature**  understands and responds to literature read to them ENE-UARL-01 | **Week 1**   1. Welcome. T introduces Ss to the yarning circle. Note that a yarning circle can be a dedicated space, as shown in the photo at right, or any temporary space created in the classroom – see the Queensland Curriculum and Assessment website for more information. T introduces him/herself. Each S introduces him/herself: ‘Hi, my name is …’. T shows Ss the two words on a poster: ‘yes’ and ‘no’. Blend onset and rime to help students sound out these words. T models asking questions that require ‘yes’ or ‘no’ answers, then encourages Ss to ask each other similar questions, eg    * Do you live in a house?    * Are you 5?    * Have you got a brother?    * Do you have a pet?   Follow-up questions are allowed, but all questions must have a ‘yes’ or ‘no’ answer.   1. Talk about rules for learning in class. T solicits ideas from Ss, then adds rules and drawings to a poster, eg    * **Listen to others**      + What do we use to listen?      + Ask Ss to put hands over their ears while teacher talks – can you hear?      + Add rule to poster and draw an ear    * **Speak up**      + What do we use to speak?      + Ask Ss to feel their vocal cords      + Add rule to poster and draw a mouth    * **Take turns**      + Use a talking stick (or ball)      + T passes the talking stick      + Ss pass the talking stick      + Add rule to poster and draw a talking stick (or ball) 2. Outside of class, Ss take photos of their pet – or a pet in their neighbourhood – and send to teacher. Alternatively, Ss draw the pet. Ss bring their pictures to yarning circle and talk about the pets, telling stories, asking each other questions, etc. Ensure Ss take turns to speak and listen to each other. T makes a display wall of photos/drawings of pets. 3. T shows Ss brief video, ‘Meet Magoo’, introducing Ss to picture book. What do we learn about Magoo from this video? Would he make a good pet? 4. T shows Ss picture book, *We love you, Magoo*, looking at information on front and back cover. T reads *We love you, Magoo* aloud to the class, demonstrating how we turn pages, read left to right and from top to bottom of page. Then T opens discussion by asking:    * After reading the book, do you think Magoo is a good pet?    * If a S says ‘yes’, T asks ‘why?’    * If a S says ‘no’, T asks ‘why not?’   Then T works slowly through the text, asking these questions about each thing Magoo wants to do:   * + What does Magoo want to do?   + Can Magoo do that? (Use the poster with ‘yes’ and ‘no’, saying and pointing to the appropriate word)   + Why can’t Magoo do that?   + What does the family give Magoo instead? (Refer to appropriate illustration for answer)   + Does Magoo like what they offer? (Look at his expression in the pictures where he is offered something different to what he wants)   + In the end, the family offers him a present. Does Magoo think this is something nice? (Again, look at his expression when offered the present)   + What is in the present?   + Does this make Magoo happy? How do you know?   + Is the family kind to Magoo? (Perhaps introduce the concept of ‘tough love’ if the discussion goes there)  1. T rereads the text. Ss add the refrain in unison, either *‘No, Magoo. This is for you.*’ or *‘Yes, Magoo. This IS for you!’* as appropriate. | A picture containing text, floor, wooden  Description automatically generated  Talking Stick   * Queensland Curriculum and Assessment Authority website, Yarning circles: <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles> * Stewart, Briony (2020). *We love you, Magoo*. Puffin, London [picture book]. |
| **Oral language and communication**  communicates effectively by using interpersonal conventions and language with familiar peers and adults ENE-OLC-01  **Vocabulary**  understands and effectively uses Tier 1 words and explores Tier 2 words in familiar contexts ENE-VOCAB-01  **Phonological awareness**  identifies and manipulates phonological units in spoken words as a strategy for reading and creating texts ENE-PHOAW-01  **Phonic knowledge**  uses single-letter grapheme– phoneme correspondences and common digraphs to decode and encode words when reading and creating texts ENE-PHOKW-01  **Reading fluency**  reads decodable texts aloud with automaticity ENE-REFLU-01  **Creating written texts**  creates written texts that include at least two related ideas and correct simple sentences ENE-CWT-01  **Spelling**  applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high- frequency words when creating texts for different purposes ENE-SPELL-01  **Handwriting**  produces all lower-case and upper-case letters to create texts ENE-HANDW-01  **Understand and respond to literature**  understands and responds to literature read to them ENE-UARL-01 | **Week 2**   1. T asks Ss: Who can remember the book we read last week? T shows Ss video of Frank Woodley reading *We love you, Magoo.* 2. Match graphemes and phonemes, then sound out to decode these words from or related to *We love you, Magoo: dog, we, egg, no, in, mud, wet, sad, me, yes.* Ss practise reading and writing the words, eg work in pairs to make words using letter tiles. 3. T shows Ss lines from text with blanks where the words above are removed. Ss add the word to complete the lines correctly. 4. T shows Ss illustrations from text. Ss identify word from list that could be used to describe that picture appropriately. See examples at right. 5. Look at wall display of photos and drawings of pets – T and Ss together develop a word bank of naming words, or nouns (names and categories of animals), and describing words, or adjectives (words to describe the pets). 6. Re-read *We love you, Magoo*. Ss suggest words to describe Magoo, using evidence from written text and images, then with Ss’ input T writes a simple sentence describing Magoo, eg *Magoo is a silly, brown dog*. Ss use this sentence as a model to write their own simple sentences describing pets – or the pets they would like to have – drawing on words from the word bank. T and/or Ss read out descriptions and attach to the display wall of photos and drawings. 7. T introduces Ss to verbs, ‘doing’ words and the ‘muscles’ of stories. Identity the verbs used in *We love you, Magoo* that tell us what dogs do: *chew, claw, squish, squash.* Can you think of others? (eg *bark, scratch, bite, gobble, slurp, sniff*). Ask Ss to do the actions as these words are suggested. Make sentences using these words, eg *Magoo likes to \_\_\_\_\_\_\_\_\_\_*. Build to longer sentences, eg *Magoo likes to \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_*. Note use of commas. Pay attention to handwriting. In groups of 3, Ss think of verbs for their pets or neighbourhood pets. Use the sentences above as models for Ss writing sentences describing what these pets do. Ss read out sentences and add them to the wall of photos and drawings, as above. 8. In groups of 3, Ss practise reading *We love you, Magoo* aloud to each other and teacher, eg the text lends itself to duologue readings in pairs. | * Stewart, Briony (2020). *We love you, Magoo*. Puffin, London [picture book]. * Reading of *We love you, Magoo* by Frank Woodley [video]: <https://www.youtube.com/watch?v=LAAyEdGsxAQ>   Diagram  Description automatically generated  egg  Map  Description automatically generated  mud   * Strictly speaking, verbs are not just doing words, but can also convey thinking, feeling, sensing, being and having. However, ‘doing words’ is an obvious starting point when introducing verbs; students can learn about other kinds of verbs in later units. |
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| **Oral language and communication**  communicates effectively by using interpersonal conventions and language with familiar peers and adults ENE-OLC-01  **Print conventions**  tracks written texts from left to right and from top to bottom of the page and identifies visual and spatial features of print ENE-PRINT-01  **Reading comprehension**  comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect ENE-RECOM-01  **Creating written texts**  creates written texts that include at least two related ideas and correct simple sentences ENE-CWT-01  **Handwriting**  produces all lower-case and upper-case letters to create texts ENE-HANDW-01  **Understand and respond to literature**  understands and responds to literature read to them ENE-UARL-01 | **Week 4**   1. Ss practise writing their names, using capital letters at start. T reminds Ss of texts read/viewed in class to date: *Bluey: Bike*, *Pig the Pug: Pig the Star* and *We love you, Magoo*. Who are the main characters in these stories? Write names on whiteboard: Bluey, Dad, Bingo, Bentley, Muffin; Pig the Pug, Trevor; Magoo. What do you notice about how we write these names (capital letters)? Why do we use capital letters for the names of people or characters, but not for other naming words, like dog, person? T talks to Ss about the use of a capital letter for ‘I’ – because each one of us is special! 2. In yarning circle, T encourages Ss to talk about younger brothers and sisters. Do they get upset sometimes? Why? Do they ever get angry? Why? Can you remember when you were 2 or 3 years old? Did *you* ever get upset or angry? Can you remember why? How did you learn to cooperate? 3. T shows Ss picture book *No! Never!*, looking at information on front and back cover. T reads *No! Never!* aloud to the class, again demonstrating how we turn pages, read left to right and from top to bottom of page. T stops reading at the word *until,* then asks Ss to predict how the story might end. T completes the story and asks Ss if story finished in the way they thought it might. Did you like the ending? 4. T leads Ss in discussion about the main character. What is her name? Add ‘Georgie’ to list of characters. How old is she do you think? How do you know? What do you think about her behaviour in the first part of the story? Why does she behave like that? How does she *feel*? (Label scanned pictures of Georgie with words describing how she feels, eg mad). In what ways does she change in the second part of the book? How do her Mum and Dad help her to change? How does she feel *now*? (Again, label scanned pictures of Georgie with appropriate words, eg sad, happy – or glad!). 5. In yarning circle, sing the song, ‘If you’re happy and you know it!’ Ss suggest how we can change the action, then the class sings the new version of the song. Talk about: What makes you happy (or glad)? Then consider: What makes you sad? What makes you angry (or mad)? Note the common rime of *glad,* *sad*, *mad* – can you think of other words that use this rime? Encourage Ss to tell stories connected to feelings. 6. T uses modelled/guided/independent approach to writing sentences following this simple sentence scaffold: \_\_\_\_\_\_\_\_\_\_ *makes me glad, \_\_\_\_\_\_\_\_\_makes me sad, \_\_\_\_\_\_\_\_\_makes me mad.* Encourage Ss to experiment with compound sentences using scaffolds such as: \_\_\_\_\_\_\_\_\_\_\_ *makes me sad* *and* \_\_\_\_\_\_\_\_\_\_ *makes me angry*, \_\_\_\_\_\_\_\_\_\_ *makes me sad, but \_\_\_\_\_\_\_\_\_ makes me glad.* Talk about the role of ‘joining words’ or conjunctions in these compound sentences. Pay some attention to handwriting. Ss illustrate their sentences appropriately and display work. | * Hathorn, Libby & Hathorn-Jarman, Lisa (2020). *No! Never!* Lothian, Sydney [picture book]. * See *Wikipedia* for lyrics of ‘If you’re happy and you know it clap your hands’, including variations for different actions: <https://en.wikipedia.org/wiki/If_You%27re_Happy_and_You_Know_It> |
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| **Oral language and communication**  communicates effectively by using interpersonal conventions and language with familiar peers and adults ENE-OLC-01  **Vocabulary**  understands and effectively uses Tier 1 words and explores Tier 2 words in familiar contexts ENE-VOCAB-01  **Phonological awareness**  identifies and manipulates phonological units in spoken words as a strategy for reading and creating texts ENE-PHOAW-01  **Phonic knowledge**  uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts ENE-PHOKW-01  **Reading fluency**  reads decodable texts aloud with automaticity ENE-REFLU-01  **Creating written texts**  creates written texts that include at least two related ideas and correct simple sentences ENE-CWT-01  **Spelling**  applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts for different purposes ENE-SPELL-01  **Understand and respond to literature**  understands and responds to literature read to them ENE-UARL-01 | **Week 6**   1. T asks Ss: What was the name of the book we have been reading in recent weeks? T shows Ss the Buninyong PS reading of *No! Never!* 2. Match graphemes and phonemes, then sound out to decode these words from or related to *No! Never!: no, box, Mum, bath, bed, Dad, sad, yes.* Ss practise reading and writing the words, eg work in pairs to make words using letter tiles. Which of these words did we also find in *We love you, Magoo*? 3. T shows Ss lines from text with blanks where the words above are removed. Ss add the word to complete the lines correctly. 4. T shows Ss illustrations from text. Ss identify word from list that could be used to describe that picture appropriately. See examples at right. 5. T draws attention to the use of an exclamation mark at the end of each word in the title. What other word is followed by an exclamation mark in the story? (‘Yes!) What do the exclamation marks tell us about how to say these words? Reread the last few pages of *We love you, Magoo* and talk about how the exclamation marks change the way we read the sentences. 6. T draws attention to the use of rhyme in *No! Never!* Note that rhyme occurs at the end of lines. Talk about how rhyme can make stories fun to read. Identify words that rhyme with *never* in the text: *ever, clever, displeasure, together, forever, feather, together*. Note that these words have similar sounds, but different spellings. Talk about the meanings of the words in the contexts where they are used but note they have also been chosen so they rhyme with *never.* Ss suggest words from list that could be used to complete these couplets so they both make sense and rhyme:   Georgie always says, ‘No! \_\_\_\_\_\_\_\_\_\_!  And gives her parents much \_\_\_\_\_\_\_\_\_.  She thinks she is so very \_\_\_\_\_\_\_\_\_\_,  But then she’s changed - changed \_\_\_\_\_\_\_\_\_.  T introduces (or re-introduces in some cases) the following vocabulary to Ss: *end, learn, wait, turn, friend, cooperate.* Review the idiomatic phrase: *turn the tables*. Ss suggest which words can be added to complete these couplets so they rhyme and make sense:  Her parents make the tables \_\_\_\_\_\_\_\_\_\_,  They realise Georgie needs to \_\_\_\_\_\_\_\_\_\_.  Georgie cannot see her \_\_\_\_\_\_\_\_\_\_,  Until she says, ‘Yes!’, in the \_\_\_\_\_\_\_\_\_\_.  She learns to listen, she learns to \_\_\_\_\_\_\_\_\_\_,  Now Georgie will \_\_\_\_\_\_\_\_\_\_\_\_\_.  Now read the whole poem through.   1. T talks with Ss about what Georgie learns, and what we learn in *No! Never!*. Review the four rules for learning in class established so far. Add a fifth rule:    * + **Cooperate with others** 2. T rereads *No! Never!*. Ss add the refrain in unison (either *‘No! Never!’* or *‘Yes!’* ),using appropriate expression and emphasising the rhyme. Ss practise reading *No! Never!* aloud to each other and teacher. | * Reading of *No! Never!* by Buninyong Public School [video]: <https://www.facebook.com/watch/?v=365877521806394> * Hathorn, Libby & Hathorn-Jarman, Lisa (2020). *No! Never!* Lothian, Sydney [picture book].   Diagram  Description automatically generated with medium confidence  bed  Diagram  Description automatically generated  bath |
| **Creating written texts**  creates written texts that include at least two related ideas and correct simple sentences ENE-CWT-01  **Handwriting**  produces all lower-case and upper-case letters to create texts ENE-HANDW-01  **Understand and respond to literature**  understands and responds to literature read to them ENE-UARL-01 | **Week 7**   1. T moves Ss into groups of three. T gives each group three scanned pictures from *No! Never!* and asks Ss to put them in order (see photos of pages at right):  * Picture of Georgie screaming ‘No! Never!’ when she refuses to go to sleep * Picture of Georgie saying to her parents, ‘No! Never! has made me very sad.’ * Picture of Georgie yelling ‘Yes!’ – and not ‘No! Never!’   There is an opportunity here for T to talk to Ss about the visual grammar of these pages, how they convey different feelings, but avoiding technical language at this stage.   1. In groups Ss practise telling the three stages of the story using the pictures. T solicits S contributions in jointly constructing sentences for each picture, eg    * Mum and Dad asked Georgie to help. She said ‘No! Never!’    * Mum and Dad said ‘No! Never!’ back to her. Georgie was sad    * Georgie learned to say ‘Yes!’ She was happy.   Ss help T to label sentences ‘beginning’, ‘middle’ and ‘end’. T explains how most stories have a beginning, middle and end.   1. Talk about how Georgie learned to be helpful. View the ‘Helpful’ episode from the ABC Kids series, *Tell me a tale*. Identify the beginning, middle and end. T **models** how to use the three-frame storyboard scaffold to present the story in three pictures and three sentences, eg    * Beginning: We helped our Grandad to clean the pool.    * Middle: Grandad helped us by throwing the cane toad into the sky.    * End: We swam in the pool with our Grandad.   T asks some Ss to use the storyboard to retell the story to the class.   1. T shows Ss the ‘Sharing’ episode from the ABC Kids series, *Tell me a tale*. Divide class into groups of three. Each group uses the three-frame storyboard scaffold to retell the story in three pictures and three sentences. T **guides**, scaffolding sentence writing for groups as required. Pay some attention to handwriting. Each group retells the story to another group with reference to the storyboard. | * Hathorn, Libby & Hathorn-Jarman, Lisa (2020). *No! Never!* Lothian, Sydney [picture book].   A picture containing text, map  Description automatically generated  A picture containing text  Description automatically generated  A picture containing text  Description automatically generated   * Australian Broadcasting Commission (2018). *Tell me a tale* [videos]: <https://iview.abc.net.au/show/tell-me-a-tale> * For more information on the modelled, guided and independent approach, see:   <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpraccycle.aspx> |
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| Evaluation |
| T can use this space for evaluation of the unit or add a fourth column to the table above, ticking activities completed and evaluating week-by-week. |