

Saunders, K. & Blackwood, F. (2024). *Afloat*

Afloat introduces young children to *themes* of climate change, community, and First Nations' wisdom. The story follows an Elder and a child who journey along waterways, gathering people and knowledge as they complete a community project - weaving a raft - a metaphor for working together towards a better world.

Target: K/P - 1

English textual concepts: *connotation, imagery and symbol; theme*

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday AC9EFLE01 AC9MUFC01 AC9MUFE01	Activating background knowledge/ orientation to text Creative Arts Review/ discuss cover	<ul style="list-style-type: none">- Discuss the cover. <i>What can you see? What do you think the book may be about? What are the people doing in the cover illustration? Why?</i>- Read the back cover to class. Introduce the author and illustrator.- Explain what is weaving. Complete a simple construction paper weaving activity, so students understand how to weave. Finger knitting may be an alternate project. Put student samples together to make a project to display in the classroom.- Discuss First Nations knowledge and how/what we can all learn from our First Nations people. Invite a <i>Local Aboriginal Lands Council Representative</i> to speak to the class about what we can learn from First Nations knowledge.- Guide students through a picture walk of the text, discussing each double-page spread together. Encourage them to talk about the illustrations. <i>Look closely at the illustrations. What do you notice?</i> Talk about what these visual details reveal about the book's content e.g. <i>the pristine bushland, the city pollution, people working together to create beautiful things, cultural knowledge and connection to Country. As well, the whale representing hope for the future.</i>
Tuesday AC9EFLY05 AC9EFLA05	Read-aloud Comprehension Grammar Verb groups	<ul style="list-style-type: none">- Teacher reads the story aloud with prosody using pointer/actions. Discuss the story and its meaning, encouraging students to join into discussion. Then re-read text.- Identify all the action words/verb groups and their meaning <i>meld, roam, spin, walk, split, twist...</i>

AC9EFLA06	Figurative language Creative Arts Oral language	<ul style="list-style-type: none"> - Locate words/find phrases in the text used figuratively/have more than one meaning e.g. <i>spin wisdom, roam the water, weaving</i> (as word play: <i>ties, bonds, rafts</i>) - With a peer, create a poster that illustrates an example of figurative language from text e.g. <i>to yarn, to brave the storm</i>. - Students share their posters with the class, explaining the literal and figurative meaning. Students go on a <i>Figurative Language Gallery Walk</i>, to share their work.
Wednesday AC9EFLA06 AC9MUFE01	Fluency Symbol, connotation and image Creative arts	<ul style="list-style-type: none"> - Re-read text to class, displaying text on IWB. Retell the story by creating a story map together. Annotate the story map using vocabulary from text (group project focusing on meaning-making). - Go on a symbol hunt in the text e.g. <i>pristine bush, beautiful waterways, rubbish, working together, new baby</i>. Discuss what symbols may represent. <i>What does the image of the whale represent? How does the last page make you feel?</i> - Learn about traditional Aboriginal symbols and draw/write symbol stories together. - Peruse patterns of traditional weaving from across the globe. Make line drawings of some of these patterns/traditional Aboriginal symbols.
Thursday AC9EFLA05 AC9AMUFP01 AC9EFLE01 General Capability- Critical and Creative Thinking	Vocabulary Knowledge building Creative arts Oral language Higher order thinking	<ul style="list-style-type: none"> - Students join in reading with the teacher, following text on IWB. - Students play <i>Character Detectives</i>. In pairs or small groups, children take turns interviewing each other as if they were a chosen character from the text: Who are you? What are you doing in the story? When does this happen? Where are you? Why are you doing this? - Students talk and write about their chosen characters using the 5Ws—<i>Who, What, When, Where, and Why?</i> E.g. <i>What do you think the Elder in the story is saying to the people she meets? What do you think she is trying to do?</i>
Friday AC9MUFD01 AC9MUFC01	Reading fluency Improvisation	<ul style="list-style-type: none"> - Provide opportunities for students to re-read text in pairs/small groups- building reading fluency. - Discuss/view simple weaving projects for children. From the images of children's weaving projects, students select a group project they would like to complete with their friends. - Learn to sing a canon like Weave and Spin. Learn to sing it in parts. This could be sung while children are completing their artworks. Add simple percussion instruments from around the world, in doing so learning about the diversity of musical instruments across cultures. - Talk about First Nations musical instruments and how they are played, passing on First Nations

AC9AMU2E01 AC9EFLA02	Reflection	<p>knowledge. E.g. <i>Didgeridoo</i> : a wind instrument, played with vibrating lips to produce a continuous drone. A <i>Bullroarer</i>, when spun around, it makes a loud humming noise, and <i>Clapping sticks (claves)</i>, used to maintain rhythm. The class could create a community project, as in the text where everyone contributes using relevant vocal/instrumental techniques and performance skills.</p> <ul style="list-style-type: none"> - Reflect on student likes and dislikes in relation to text (class discussion). - Students write exit slips, outlining how they felt about the text and why they felt that way (formative assessment task).
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