Year 1

Stage 1 - T2, 2023 - English Program

Theme: Animals In the Sea and on the Land | **Text Genre:** Nonfiction - Informative

Print Texts	Visual Texts	Multimedia/Digital Texts
Big Books: - I Am An Insect - Insects - Weird, Wild and Wonderful - My Best Book of Big Cats - Grrr! A Book About Big Cats - Creature Features - Your Backyard Jungle - Life in the Sea - Sea Creatures - Let's Learn About Sea Creatures	Photographs of various insect, land and sea creatures. Labelled diagrams of various insect, land and sea creatures.	National Geographic Kids - interactive web pages and online informative texts DK 'Find Out!' - interactive web pages and online informative texts ABC Education - informative video clips

Outcomes and Content

Creating Written Texts

EN1-CWT-01
plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

Text features

- Write texts that describe, explain, give an opinion, recount an event, tell a story
- Use a logical order to sequence ideas and events in sentences across a text
- Group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas
- Select and use a range of conjunctions to create cohesive texts
- Use noun/pronoun-referencing across a text
- Use subject-verb agreement across a text
- Use appropriate tense across a text
- Use visual elements to expand meaning in own texts

Sentence-level grammar

Understanding & Responding to Literature

EN1-UARL-01
understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

Context

- Identify how the language and form of a text vary according to purpose, audience and mode
- Create and re-create texts in a range of modes and media using understanding of context

Representation

- Express personal responses to the real and imagined worlds that are represented in texts

Vocabulary

EN1-VOCAB-01
understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

• Use noun groups to build descriptions of people and things • Use action, saying, relating and sensing verbs to add detail and precision to writing • Use contextually precise prepositional phrases when creating texts • Accurately use articles and pronouns in own writing **Word-level language** • Use modifying and qualifying words and words to indicate quantity • Make intentional word choices to enhance precision of meaning and ideas in a text **Planning and revising** • Identify the context, audience and purpose for own texts • Use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing	**Learning and Using Words** • Use vocabulary to express cause and effect • Understand and intentionally choose subject-specific vocabulary to enhance precision and for effect
Assessment Methods	
Formative - Pre-assessment (writing) - Anecdotal notes on student comprehension - Targeted questioning	**Summative** - Post-assessment (writing)

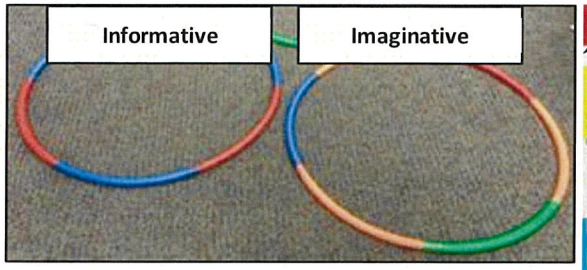
Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources

1	N/A	N/A	**'Hook' and Pre-Assessment** **Hook:** - View the following 'Kids Dream Jobs – Can You Imagine That?' clips to spark student interest: https://www.youtube.com/watch?v=WIB9D9Ob-6M (marine biologist) https://www.youtube.com/watch?v=OK58EByWxhk (zookeeper) :) - Discuss the kinds of clothes, duties, etc associated with marine biologists and zookeepers. - TPS: "would you like to be a marine biologist or a zookeeper?" - Model using sentence hands and the 'magic word' because to expand on an idea. ✓✓ ✓ Justify - E.g. "I would like to be a marine biologist because I would like to find strange creatures deep down in the ocean". ✓✓ orally · only 2 said marine · rest said zoo keeper - Arrange students in a circle and play two rounds of Categories (verbal word game) for the topics 'sea animals' and 'land animals'. - no time - Complete the associated craft activity. Ensure students are able to choose their preferred craft to maintain enthusiasm. - Explain that this term we will be exploring all sorts of interesting sea and land creatures during reading and writing lessons. **Pre-Assessment (Writing):** - Explain that today students will be switching on their 'zookeeper' or 'marine biologist' brain to write about a sea or land animal. - Explain that their writing will be targeted to children visiting the zoo/aquarium. - Display the four incomplete animal diagrams (Slide 1); two for 'marine biologists' to choose from and two for 'zookeepers' to choose from. - Hold a brief, open discussion for students to share observations and prior knowledge.	• English T3 PPT • Craft templates • Writing paper (for pre-assessment) • Pre-assessment slips

			- Avoid providing students with extra information, grammar support, etc during writing time as the purpose is to gauge where they are at independently. **Pre-Assessment Criteria:** - Use the pre-assessment slips (see Google Drive) to assess students' use of the following in their writing: facts, present tense, adjectives, action verbs, technical vocab, appropriate illustrations - Stay in-touch with Kindergarten standards. E.g. technical vocab for our students may include "claw", "fin" or "mane". 	
Registration & Evaluation:				

Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources

When would we want to read informative texts? They all got it ☺

2	I am learning that there are different texts for different reasons.	I can tell the difference between informative and imaginative texts I can notice the things that make informative texts special.	**Purpose & Audience** **Modelled Reading/Comprehension:** - Discuss: what is information? What information might kindergarten kids want to know about? Where could we look for the information we need? *- Explain that informative texts may include books, websites, newspapers and even television programs (e.g. "Story Bots" series). *- Display informative vs imaginative compare/contrast images (Slide 2). - You may refer to imaginative texts as 'make-believe' depending on class needs. - Identify the front cover of each text and read the excerpts provided. - Have students compare images and (with support) language features and record relevant ideas on t-chart (Slide 3). - Identify potential audiences for each text and why this might be. *They know this.* - Arrange students in a circle around informative and imaginative books - Have student volunteers choose a book and place it in the 'informative' hoop or 'imaginative' hoop. Prompt students to justify their choices. Don't have - Provide students with spare Book Club magazines. Demonstrate how to draw up a t-chart in workbooks OR provide print copy of Slide 3 t-chart. - Have students explore the book club magazines for informative and imaginative texts to cut and paste on their t-chart (Slide 4). - Roam and request for students to verbally justify their choices.  	• English T3 PPT • x2 hoolah hoops or chalk circles • Variety of imaginative and informative books (anything from your class library will do) • Spare Book Club magazines • T-charts (print copy or in workbooks) 5 Star Book The Ugly Five What parts are are informative? What parts are fiction? Because

Guided Writing/Differentiated Writing

Focus Group 1:	Focus Group 2:	Focus Group 3:

Notes:	Notes:	Notes:
Registration & Evaluation:		

Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources
3	I am learning that there are different	I can tell the difference between	**Facts vs Opinions** **Speaking & Listening:**	• English T3 PPT

* jellybeans - pass them out. *

Lesson 3	texts for different reasons.	facts and opinions. I can identify facts when reading. I can write 1/2/3 facts about ___.	- Begin the lesson by stating "~~ice cream~~ is the best food in the world!" - Some students will inevitably disagree; encourage them to verbalise their opinion and *why* they feel this way Because - Link conversation to learning by explicitly defining an 'opinion' (Slide 5) - TPS: "What do you think is the best food in the world and why?" - State that "ice cream melts in the sun" - Students will be unable to disagree. Link to learning by explicitly defining a 'fact' (Slide 5) - TPS: "Think about your favourite food. What do you *know* about it?" - Reflect on both TPS discussions and emphasise the difference between facts and opinions. - Arrange students in a circle and play a round of Categories for the topic 'facts about ___' - Complete Fact and Opinion Sort (Slide 6) as a class OR independently **Modelled Reading/Comprehension:** - Read through one section of your preferred informative big book. Identify a variety of facts about the focus animal. Use think-aloud to demonstrate how to identify a fact using multiple points of reference. - E.g. "*Adult male lions have manes* – I can see manes on the adult male lions in these photographs, so this must be a fact." - E.g. "*Lions are meat-eaters* – I read this information in another book and from a zookeeper at the zoo, so this must be a fact." - Read another section of the big book and complete the table on Slide 7 as a whole class. **Writing:** - Read another section of the big book. Think-aloud identifying specific words and language features the author uses/avoids when writing facts. - E.g. "I notice the author doesn't use the word *I*, because this idea is a fact and not about what he/she thinks." - E.g. "I notice the author uses the words *is/are* and *have/has* a lot,	• Big Book of your choice (see list) • Writing books • Additional resources (see Additional Resource PPT)

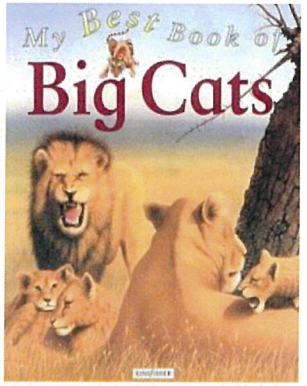
because he/she has proof that this idea is true."
- E.g. "I notice the author doesn't use words like *cute, pretty* or *mean*, because it is not a fact that ____ are *cute, pretty or mean*'.

- Model writing three facts about an animal of your choice.
- Use think-aloud to demonstrate how you know that your ideas are indeed facts and to emphasise language features you have used/avoided when writing facts (as above).

- Have students independently write 1/2/3 facts about an animal from the shared big book and draw a matching picture.

Directions: Sort the sentences by fact or opinion.

Facts	Opinions



Adding prepositional phrases to each sentence!

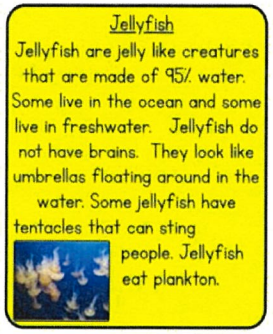
Dolphins - for marine biologists

Guided Writing/Differentiated Writing

Focus Group 1: **Notes:**	**Focus Group 2:** **Notes:**	**Focus Group 3:** **Notes:**
Registration & Evaluation:		

Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources
4	I am learning to identify, remember and	I can remember the most important	**Summarising** **Speaking & Listening:**	• English T3 PPT • Writing books

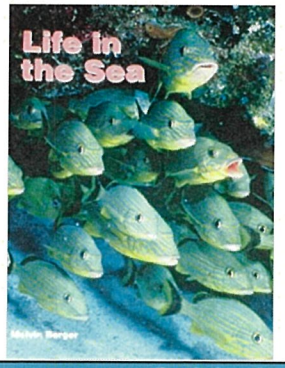
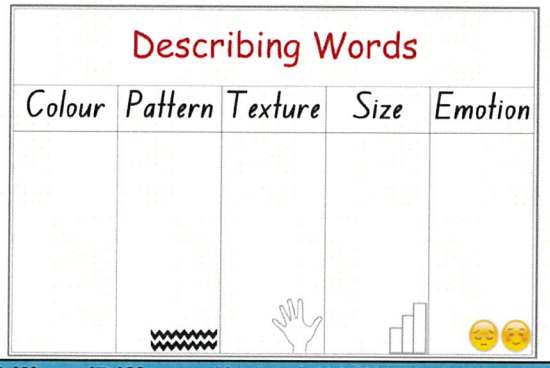
4	summarise the important parts of a text.	parts of a text. I can write a summary of 1/2/3 things I learned about ___.	- Explain: *tell your partner about what you did on the weekend. Make sure you tell it in the correct order. Include as many details as possible – don't leave anything out!* - TPS: "What did you do on the weekend?" - Cut students off after a few minutes of discussion. You may inevitably have students claiming that they did not get to finish their verbal retell. Link to learning by explicitly defining what 'retelling' is (Slide 8) - Explain: *tell your partner about two fun things you did on the weekend. Make sure you include important details only.* - TPS: "What were two fun things you did on the weekend?" - Link to learning by explicitly defining what 'summarising' is (Slide 8) **Modelled Reading/Comprehension:** - Read the passage on Slide 9 aloud. After reading, present the following comprehension questions: a) *is this an information text or a make-believe text? How do you know?* *c) what do jellyfish look like?* *d) where do jellyfish live?* *e) what percentage of water are jellyfish made of?* - Model re-reading parts of the text to answer the three questions. - After answering Qs, think-aloud summarising them as three key ideas. - E.g. "I have learned that Jellyfish live in the ocean." ✓✓ am. - Repeat with the passage and three questions on Slide 10. **Writing:** - After demonstrating how to summarise the three discovered points from the passages in Slide 9 and 10, read aloud the passage on Slide 11. - Have students independently summarise 1/2/3 key ideas from the text in their writing books. Encourage them to draw pictures that match their summaries. - You may include a sentence starter or title such as "I learned that…" or "Things I Know About Dolphins"	• Additional resources (see Additional Resource PPT)

			Summarising • Telling the most important parts of a text. • Using some of your own words. • Including the important details only.  Jellyfish Jellyfish are jelly like creatures that are made of 95% water. Some live in the ocean and some live in freshwater. Jellyfish do not have brains. They look like umbrellas floating around in the water. Some jellyfish have tentacles that can sting people. Jellyfish eat plankton. What do jellyfish look like? Where can jellyfish live? What percentage of water are jellyfish made of?	"Hard because it all important to them"

Guided Writing/Differentiated Writing		
Focus Group 1: **Notes:**	**Focus Group 2:** **Notes:**	**Focus Group 3:** **Notes:**
Registration & Evaluation:		

Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources
5	I am learning to understand and write	I can understand why describing	**Describing Words (adjectives)** **Speaking & Listening:**	• English T3 PPT • Big Book of your choice (see list)

	informative texts.	words are important. I can identify describing words in texts. I can use describing words to make my writing more detailed.	- TPS: Describe yourself. Describe your favourite toy. Describe your favourite food. - Pass around some classroom objects and have students describe them. - Discuss: Why do you think it is important to describe people, places, animals or things when we are talking about them? - Play game of guess the mystery object (Slide 12). Require students to ask questions about the mystery object using describing words. - E.g. "is the mystery object small?" … "is the mystery object smooth?" - Play a modified version of celebrity heads. Seat 3 children with a person, place, animal or thing behind them. - Players must use describing words to try and figure out 'who' they are. - E.g. "am I fluffy?" … "am I green?" **Modelled Reading/Comprehension:** - Display the 'Describing Words' chart on Slide 13. - Read through one section of your preferred informative big book. - During reading, record various adjectives on the chart. - Emphasise the author's purpose; describing words give us, as the reader, extra information about the subject. It helps us to create a 'picture' in our minds to help us better understand what we are reading. - Read another section of the big book. After reading, have students independently complete a print-out copy of the describing words template (Slide 14). - Roam and prompt students to justify their ideas (encourage them to connect to information learned through the text). **Writing:** - Recap the purpose of describing words (Slide 15). - On the same slide, have student volunteers read aloud the three sentences. Click the screen to eliminate the describing words. - Explain: *writing without describing words is not very interesting – we could even say that it is quite boring! The person reading our writing may*	• Classroom objects • Writing books Additional resources (see Additional Resource PPT) This is hard for them.

			not fully understand what we are talking about if we do not include describing words. - Model using the previously completed describing words template as a plan for writing. Use think-aloud to reinforce the transition from a plan to full sentences. - Have students use their own previously completed template to think of and record 1/2/3+ sentences about the chosen animal.   	

Guided Writing/Differentiated Writing		
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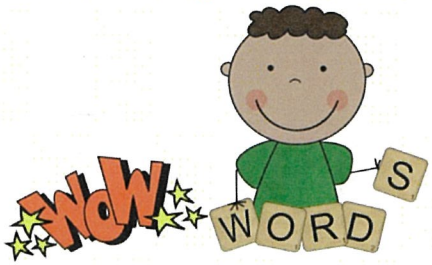
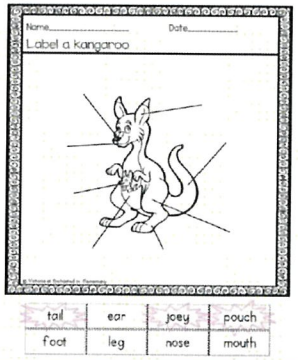
Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources
6	I am learning to understand and write	I can understand why WOW words are important.	**WOW Words (technical vocab)** **Speaking & Listening:** - Explain: *we're going to play 'Guess the Animal'. I'm going to say some words and you're going to try and guess what animal I'm thinking of.*	• English T3 PPT • ABC Education video clips (emu

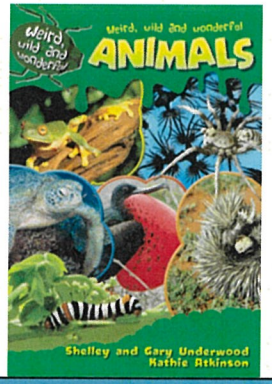
	informative texts.	I can use WOW words when I speak about real-life topics. I can use WOW words in my writing.	- Intentionally use vague wording to begin with. - E.g. "my animal has a thing on its head" - Some students may be confused and request a more detailed information. Explain: *I'm going to use some special words – I call them WOW words – to help you guess the animal. Let's see if you find it easier.* - E.g. "my animal has a fin on its head", "my animal has gills to breathe" - Link to learning by explicitly defining WOW words (Slide 16). - Pair and rotate students for a few rounds of '1 minute quick-talk'. During these 'quick talks', students take turns to think of and verbalise WOW words associated with topics of interest (Slide 17). **Modelled Reading/Comprehension:** - Watch the ABC Education informative clip on emus (Ch5): https://education.abc.net.au/home#!/digibook/1273965/skin-and-scales-feathers-and-fur - Begin reading the passage on Slide 18 aloud. State: *"oh no! It looks like someone has replaced the author's WOW words with boring words instead! I wonder what the author really had in mind?"* - Continue reading and use think-aloud to brainstorm potential WOW words replace 'boring words'. - Reiterate the author's purpose in using WOW words to present information. - Watch the ABC Education informative clip on kangaroos: https://education.abc.net.au/home#!/media/155124/observing-a-kangaroo - Have student volunteers read the sentences on Slide 19. - Have students brainstorm and share WOW word replacements **Writing:** - Complete the diagram on Slide 20. Emphasise the 'WOW' words in pink. - Model using completed diagram as a plan to write 2/3 sentences. - Use think-aloud to emphasise the importance of using the WOW words in your writing. Use think-aloud to highlight how you have incorporated previously taught aspects of writing (facts, describing words).	and kangaroo) • ***Animal WOW word wall/window*** Additional resources (see Additional Resource PPT) Excellent! Not ready yet.

			- Have students independently complete a print-out copy of the WOW words diagram template (Slide 21). - Students then use the diagram as a plan to write their own 1/2/3 sentences about kangaroos, paying special attention to using the WOW words 'pouch', 'joey' and 'tail'. ***OPTIONAL: begin a WOW vocabulary wall for land and sea animals.***  	

Guided Writing/Differentiated Writing		
Focus Group 1: **Notes:**	**Focus Group 2:** **Notes:**	**Focus Group 3:** **Notes:**
Registration & Evaluation:		

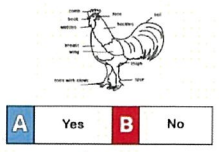
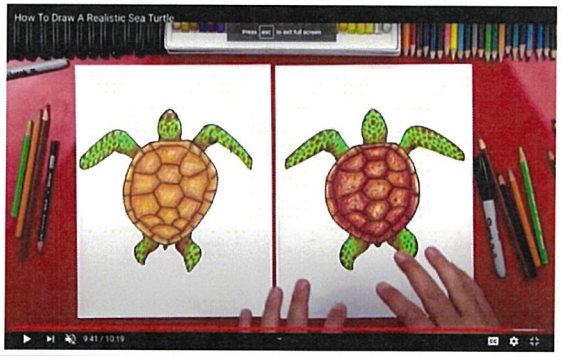
Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources
7	I am learning to understand and write informative texts.	I can identify action words in texts. I can use appropriate action words in my writing.	**Action Words (action verbs)** **Speaking & Listening:** - As a class, participate in the role-play game "What Are You Doing?" - Display scenes on IWB (Slide 22). A student volunteer stands and the class calls out "what are you doing?". He/she communicates and role-plays in return. - E.g. "What are you doing?" … "I am <u>building</u> a sandcastle"	• English T3 PPT • Big Book of your choice (see list) • Writing books

			- As students play, write down a list of the action verbs that they verbalise - After playing, draw students' attention to these words and explicitly define them as 'action words' (Slide 23). - Sing and move along to the 'Action Words' song: https://www.youtube.com/watch?v=hzo9me2fdzg **Modelled Reading/Comprehension:** - Revise action words and consolidate understanding using Slide 24. - Read each animal-related sentence aloud, have students identify action words and highlight them. - Display the blank list on Slide 25 (insert an image of relevant animal). - Read through 2-3 sections of your preferred informative big book. - During reading, record various action words on the slide. Eventually allow students to give a thumbs up when they hear an action word. - Emphasise the author's purpose; action words give us, as the reader, important information about how the animal behaves. This helps us to better understand the topic. - Emphasise that the author has chosen the most appropriate action word for the sentence and avoided words like 'went', 'get', etc. **Writing:** - Model using some of the action words from previous list on Slide 25 to think of and record sentences about the given animal. - Again, emphasise how using the most appropriate action word (rather than 'went', 'get', etc) helps our audience to understand the topic. - Students choose 1/2/3 of the action words from the list and write their own sentences about the animal's behaviours. - E.g. "Snakes slither on the ground." ... "Some snakes can eat small birds."	Keep going on adjectives Hard time telling differences

Guided Writing/Differentiated Writing		
Focus Group 1: **Notes:**	**Focus Group 2:** **Notes:**	**Focus Group 3:** **Notes:**
Registration & Evaluation:		

Week	Learning Intention	Success Criteria	Teaching and Learning Experiences	Resources
8	I am learning to understand and write informative texts.	I can identify the types of pictures that belong in informative texts. I can create my own illustration to	**Visual Literacy** **Modelled Reading/Comprehension:** - Arrange students into a large oval or horseshoe on the floor. Scatter a variety of imaginative and informative texts on the floor. - Ask: *how could we arrange these books? How could we sort them out?* Look for students who refer to prior learning ('made up' vs 'real' … imaginative vs informative)	• English T3 PPT • Variety of imaginative and informative texts (from class library) • Big Book of your

		help other kindy kids learn about ___.	- Have students take turns sorting a book of their choice into these categories and question them why. - When a student mentions the pictures, use this is a Segway into the learning. - "The people who write information books want to help you learn something about a real-life topic. This is why they use photos or realistic drawings." - Using body movements or thumbs up/down, complete Slide 26 as a class. Ask 'why/why not' to prompt students to justify their answers. - Take advantage of this time to clear up any misunderstandings. - Commence your chosen big book for the week. Where possible, stop and highlight the types of images (photographs, diagrams) seen in the book and 'think aloud' to emphasise the purpose of these. - Draw students' attention to captions that give brief additional information. **Art/Writing Opportunity:** - Engage students in their own 'informative illustration' process using Art Hub for Kids or a similar platform. - Set out an audience for their artwork and remind students of the purpose of their detailed illustration. - 'Caption' artworks using a paper strip and <u>one</u> <u>important</u> idea relevant to what is in the image. - Create a walking gallery for students to observe each other's artworks and read their 'caption'.  A Yes B No A Yes B No A Yes B No A Yes B No  	choice (see list) • ArtHub guided drawing for chosen animal. • Art paper Yikes! We tried. ☺

Guided Writing/Differentiated Writing

Focus Group 1:	Focus Group 2:	Focus Group 3:

Notes:	Notes:	Notes:
Registration & Evaluation:		