# Detailed example – Component A teaching and learning

The tables below provide a detailed example of Component A teaching and learning.

Table 1 is the Week 1 teaching guide from Stage 2 Unit 1, which uses the mentor text Fantastic Mr Fox by Roald Dahl. Tables 2 to 5 demonstrate the planning and documentation of lessons for a week of learning using the information provided in the Component A teaching guide. Resources used are linked at the end of the document.

## Teaching guide (Extract from Stage 2 Unit 1 – Week 1)

Guidance for explicit teaching, teaching notes, resources and examples for the related outcomes and content points have been provided in the table below.

**Note**: solid dot points in the ‘Focus areas and teaching notes’ column are content points that are taken directly from the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview).

Table 1 – Week 1 Teaching guide

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| Focus areas and teaching notes | Resources and examples |
| Reading fluency  **Reading automaticity and rate**   * Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately * Locate and syllabify multisyllabic words, including those with morphemic suffixes (for example, -ing, -ly). * For every syllable, there is at least one vowel phoneme. * Morphemic suffixes usually form their own syllable (including -ing, -ly, -est). * The morphemic suffix -ed forms a syllable when pronounced as ‘ed’ but does not when pronounced as ‘d’ or ‘t’. | Reading fluency  **Reading automaticity and rate**   * [Resource 1 – fluency and close reading passage analysis](#_Resource_1:_Fluency) – Chapter 1: The Three Farmers (pp 1–5), from ‘Down in the valley there...’ to ‘...used to sing when they saw them’ (245 words). * Suggested words from the passage * Morphemic information * enormous – enormous + ly * disgusting – dis + gust + ing * cleverest – clever + est * smothered – smother + ed. * Syllables * enormously – 4 syllables * disgusting – 3 syllables * cleverest – 3 syllables * smothered – 2 syllables.   **Note**:   * The passage from the text will need to be a teacher-created resource. * Content in Reading fluency will support learning in the focus areas Vocabulary, Reading comprehension and Spelling. |
| **Prosody**   * Explain how prosodic reading involves emphasis, expression, intonation and pausing * Emphasis is when the reader gives extra importance or focus to specific words or parts of a sentence. It helps to convey the meaning or feeling behind the text. * Readers may emphasise words that * highlight exaggeration * are repeated in close succession. | **Prosody**   * Suggested sentences to illustrate the use of emphasis from the passage * Exaggeration: ‘He was **enormously** fat.’ * Repetition: ‘They were **rich** men. They were also **nasty** men. All three of them were about as **nasty** and **mean** as any men you could meet.’ |
| Reading comprehension  **Comprehending language**   * Use morphemic knowledge to change word meaning by adding different prefixes and suffixes to a base word or root * There are 2 types of morphemes – free (independent) morphemes and bound (dependent) morphemes. * Free morphemes can function as stand-alone words with specific meaning. These are sometimes known as base words. * Bound morphemes, when added to words, alter their meaning or create new words. They cannot occur independently. Bound morphemes include prefixes  (un-, dis-), which come at the beginning of words, and suffixes (-ed, -s), which are added to the ends of words. * Focus suffixes: -ly, -y, -ing, -est. | Reading comprehension  **Comprehending language**   * See Reading fluency |
| **Monitoring comprehension**   * Identify where meaning breaks down when reading * A break in comprehension can occur when a text includes * comparisons or metaphors * complex cohesive ties within and between sentences (pronouns) * increasingly complex sentence structures. | **Monitoring comprehension**   * Sentences with comparisons or metaphors * ‘He was a kind of pot-bellied dwarf.’ * ‘He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world.’ * ‘He was as thin as a pencil and the cleverest of them all.’ * Sentences with complex cohesive ties (5-line chant and final sentence in the passage) * The 3 characters are referred to by their physical attributes and qualities rather than their names * ‘one fat’ (Boggis), ‘one short’ (Bunce), ‘one lean’ (Bean) * ‘These horrible crooks’ refers to the 3 farmers. * The subject of the sentence is ellipsed * ‘were none the less equally mean’ (they/the farmers). * Sentences with increasingly complex sentence structures * ‘This [why Boggis was ‘enormously fat’] was because **he ate three boiled chickens** smothered with dumplings every day for breakfast, lunch and supper.’ * **‘He mashed the livers** into a disgusting paste and then stuffed the paste into the doughnuts.’ * ‘Instead [of eating], **he drank gallons of strong cider** which he made from apples in his orchard.’   **Note**:these sentences are complex to comprehend as they have multiple clauses surrounding the main clause (highlighted in bold). There is also information which is implied (included in square parentheses). |
| Vocabulary  **Learning and using words**   * Build personal Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words * Authors use adjectives and adverbs to describe character features and settings. * Adjectives are words that describe, identify or quantify a noun or a pronoun. Authors use adjectives to provide descriptions of characters and settings (NESA 2023). * Adverbs are words that tell something about a verb, adjective or another adverb. They indicate things like manner, place or time (NESA 2023). | Vocabulary  **Learning and using words**   * Suggested vocabulary from the passage * Adjectives: horrible, lean, beast(ly), disgust(ing) * Adverbs: enormous(ly), equal(ly), clever(est). |
| **Defining and analysing words**   * Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root * Suffixes can be added to base words to adjust their meaning. * ‘-ly’ means ‘a characteristic of’ and attaches to nouns to form adjectives, or to adjectives to form adverbs * ‘-y’ means ‘characterised by’ and attaches to nouns and verbs to create adjectives * ‘-ing’ can be added to some nouns to turn them into adjectives, describing something that causes a certain feeling or emotion * ‘-est’ usually attach to adjectives that have one syllable. Adding -est creates the superlative form of an adjective. | **Defining and analysing words**   * [Resource 2 – vocabulary and morphology example](#_Resource_2:_Vocabulary) * [Resource 3 – vocabulary and morphology](#_Resource_3:_Vocabulary)   **Note**:   * Content in Vocabulary will support learning in the focus areas of Reading fluency, Reading comprehension and Spelling. * See Reading comprehension for the definition of ‘focus suffixes. |
| Spelling  **Phonological component**   * Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling * Segment words into syllables. For example, turkey has 2 syllables. * Segment words into phonemes. For example, 4 phonemes (t-ur-k-ey). * Identify differences in vowel phonemes (short, long, diphthong and schwa vowels) * /ee/ as in me is a long vowel phoneme. The most common graphemes that represent the long vowel phoneme /ee/ as in me include [e\_e, ey, y, ea, e, ee]. * The first syllable in the word *valleys* has a short vowel phoneme and the second syllable has a long vowel. | Spelling  **Note**: each week of learning contains a phonological, orthographic and morphological focus. These focuses are intended to be taught simultaneously through linguistic inquiry. Suggested words have been selected to show how phonological, orthographic and morphological content can be integrated. In addition to words selected from the mentor and/or supporting text, additional **sample words** for inquiry are provided.  **Phonological component**   * Suggested words from the Week 1 reading material – Chapters 1 to 2: valley(s), geese, Bean, lean, mean, turkey(s), tree(s), creep(s), each, beast(s), behind, decent, three * Sample words: theme(s), cream(s), beacon(s), coffee(s), referee(s), refugee(s), jockey(s), monkey(s), baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries |
| **Orthographic component**   * Apply knowledge of taught vowel graphemes when spelling * The most common graphemes that represent the long vowel phoneme /ee/ as in me include [ee, ea, e\_e, ey, e, y]. * [ee, ea, ey] are vowel digraphs. * [e\_e] is a split digraph. * [e, y] are single letter graphemes. | **Orthographic component**   * As above |
| **Morphological component**   * Identify inflected suffixes, explaining when and how to treat words when they are affixed and apply this knowledge when spelling * An inflected suffix is a bound (dependent) morpheme added to the end of a base word to assign a number to a word, to indicate possession or tense or to provide a comparison (-s, -es, -ing, -ed, -er, -est). * The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). * To create plurals, add an -s to the end of most words. If the word ends in a consonant and then -y, replace the ‘y’ with an ‘i’ before adding the -es suffix. | **Morphological component**   * As above   **Note**:content in Spelling will support learning in the focus areas Reading fluency, Vocabulary and Reading comprehension. |
| Creating written texts  **Sentence-level grammar**   * Use declarative sentences to provide facts or state a viewpoint * A declarative sentence is a statement presented as a complete sentence to provide fact, evidence or detail (NESA 2023). * Declarative sentences usually end with a full stop. They are the most common type of sentence. * Simple sentence features * a sentence is a complete thought * a simple sentence (or a main clause) contains a subject and predicate * a predicate is a word or group of words that give information about the subject in a sentence or clause. A predicate always starts with a finite verb * a finite verb is a verb that has a subject. | Creating written texts  **Sentence-level grammar**   * Suggested declarative sentences (simple) from the passage * ‘Boggis was a chicken farmer.’ * ‘He kept thousands of chickens.’ * ‘Bunce was a duck-and-goose farmer.’ * ‘They were nasty men.’ * ‘He kept thousands of turkeys in an orchard full of apples.’ * ‘Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.’ |
| **Punctuation**   * Use capital letters to indicate the beginning of a sentence, proper nouns, headings and subheadings to indicate the beginning of a poetry line for emphasis and when using acronyms * A sentence begins with a capital letter and ends with a full stop, exclamation mark or question mark. * Character names are proper nouns and are signalled by a capital letter (Farmer Boggis, Boggis, Mr Fox). * Use commas between words in a list or to separate adjectives when more than one is used * Commas are used when there are 2 or more adjectives modifying a noun. For example, ‘Jett has a small, green car to show us.’ | **Punctuation**   * As above * Declarative sentences inspired by text showing use of adjectives separated by a comma. For example * ‘They were rich, nasty men.’ * ‘Boggis ate juicy, boiled chickens smothered with hot, sticky dumplings.’ * ‘In the wood there was a huge, sturdy tree.’   **Note**: in Chapters 1 and 2, Roald Dahl mostly uses one adjective to modify a noun. For this reason, sentences inspired by the text have been created for teaching purposes. |
| **Word-level language**   * Use adjectives to develop descriptive features * Adjectives can be used to describe a noun or a pronoun. * Adjective types include * Descriptive: these indicate size, shape, colour, texture, taste, sound, opinions (mean), emotions or feelings (cranky) * Quantifying: these indicate how much of something there is or how many there are * Classifying: these categorise or classify a noun into a particular group or category (a *chicken* farmer). * Compound adjectives are made up of more than one word and are separated with a dash. For example, *turkey-and-apple* farmer. * Predicate adjectives are placed following a relating verb which describes the subject. For example, they were *nasty*. | **Word-level language**   * As above |
| Handwriting and digital transcription  **Handwriting legibility and fluency**   * Understand that legible handwriting is consistent in size and spacing and can support learning * Form the ‘down’ letters **l**, **t** and **i** using consistent size and spacing * Formation: all ‘down’ letters begin at the top of the letter and end at the bottom. * Size: letters should be in proportion in both width and height. * Slope: letters need to maintain the same slope, that is, they need to be parallel. All letters slope slightly to the right. * Form basic punctuation marks, including full stops and commas * Full stops and commas are positioned on the baseline. | Handwriting and digital transcription  **Handwriting legibility and fluency**   * Suggested fluency pattern   A fluency pattern that could be used as a warmup for a handwriting lesson is displayed. It consists of straight vertical and sloped lines.   * Example NSW Foundation Style handwriting formation   The letters l, t, i are written in NSW Foundation handwriting formation, together with a full stop and a comma.   * Suggested practice text from the passage   Handwriting example: Boggis and Bunce and Bean One fat, one short, one lean. These terrible crooks So different in looks Were nonetheless equally mean.  **Note**: students who are fluent in NSW Foundation Style can begin to use NSW Foundation Precursive and Cursive Style. |

## Component A planning – detailed example

The detailed example is one way of planning for a week of teaching and learning using the Component A teaching guide. Component A lessons are designed to run for 60 minutes per day, 4 days per week. The time given to each focus area is flexible based on the needs of the students and the content being delivered. Additional resources to support planning for teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

Table 2 – Day 1 Component A

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| Focus area | Learning opportunities | Resources |
| Reading fluency | **Learning intention: Syllabify and blend multisyllabic words to support accurate word reading**   1. Read the passage aloud to model fluent reading. Students use a marker or finger to track the text as they read. 2. Select specific multisyllabic words to **blend.** 3. Explicitly teach that each syllable contains a vowel phoneme. Identify the vowels in the word and determine if they are together, apart or working with a consonant grapheme. Use the vowels to divide the word into syllables. Locate any morphemic suffixes in the word (for example, -ing, -ly) and explain that these often form their own syllable. Blend each word part (syllable) slowly. For example, d**i**s/g**u**st/***i****ng*; **e**/n**or**/m**ou**s*l*l***y***. 4. Investigate how the morphemic suffix -ed forms a syllable when pronounced as ‘ed’ but does not when pronounced as ‘d’ or ‘t’ (for example, smothered). 5. Students select additional multisyllabic words to blend using syllabic knowledge with a partner. 6. Read the passage aloud in unison (whole-class choral reading). | * Printed copy of the fluency and close reading passage for each student (Chapter 1: The Three Farmers [pp 1–4], from ‘Down in the valley there...’ to ‘...used to sing when they saw them’) * Morphemic information * enormous – enormous + ly * disgusting – dis + gust + ing * cleverest – clever + est * smothered – smother + ed. * Syllables * enormously – 4 syllables * disgusting – 3 syllables * cleverest – 3 syllables * smothered – 2 syllables. |
| Vocabulary | **Learning intention: Determine the meaning of adjectives and adverbs that describe a character**  **Note:** the SEEC process (Quigley 2018) has been used to structure vocabulary learning throughout the week. The stages of the SEEC process are Select, Explain, Explore, Consolidate.   1. **Select**:support students to identify adjectives and adverbs that are used to describe characters in the fluency passage. For example:  * horrible, lean, disgusting, enormously, beastly, equally or cleverest.  1. **Explain**: use the following process to explain approximately 4 of the focus words:  * Say the word carefully and then write the word with reference to the common sounds or letters in the word. * Read (or paraphrase) the target word in context. Establish the meaning of the context by asking what is going on or what the sentence is about. * Ask students to provide an initial plausible meaning by asking what they think \_\_\_\_ might mean and why they think that. * Consider additional possibilities for word meanings. * If the word meaning is not able to be derived from the context, provide a student-friendly definition or look up the meaning in a dictionary. * Provide additional meaningful examples of the word’s use and clarify any misconceptions. * As a class, record definitions in student-friendly language on [Resource 3 – vocabulary and morphology.](#_Resource_3:_Vocabulary) For a completed example, see [Resource 2 – vocabulary and morphology example.](#_Resource_2:_Vocabulary) | * Printed copy of the fluency and close reading passage * [Resource 2 – vocabulary and morphology example](#_Resource_2:_Vocabulary) * [Resource 3 – vocabulary and morphology](#_Resource_3:_Vocabulary) |
| Spelling | **Learning intention: Segment and blend multisyllabic words using the long vowel phoneme /ee/**  **Note**: the structure for Spelling throughout the week has been derived from Daffern, 2020.   1. Display the words, ‘lean’ and ‘beastly’. Model segmenting the words into syllables and then phonemes. 2. Students compare the 2 words, identifying similarities and differences. For example:  * Similarity: the long vowel phoneme /ee/ is represented using the vowel digraph [ea] in both words * Difference: ‘lean’ has one syllable, ‘beastly’ has 2 syllables.  1. Ask students for other representations of /ee/. For example, ‘ee’, ‘ea’, ‘e\_e’, ‘ey’, ‘y’, ‘e’. Reinforce metalanguage that is used to describe letter patterns:  * [ee, ea, ey] are vowel digraphs * [e\_e] is a split digraph * [e, y] are single letter graphemes.   **Note:** multiple representations for the long vowel phoneme of /ee/ have been taught in Early Stage 1 and Stage 1.   1. Display the fluency passage and have students identify /ee/ words. Additional examples can be provided from Week 1 reading material or the sample words. Students segment and categorise the words based on the number of syllables. Students can then determine the number of phonemes in each syllable and record in a table (the number of phonemes in each syllable is written in brackets).   Segmenting words with 2 syllables. Turkey segmented as tur/key, beastly segmented as beast/ly and behind segmented as be/hind.   1. When reviewing student responses, highlight that each syllable features a vowel phoneme. | * Syllabification and phoneme segmentation table * Suggested words from text: valley(s) (p 1), geese (p 3), Bean (p 4), lean (p 5), mean (p 5), turkey(s) (p 4), tree(s) (p 7), creep(s) (p 7), each (p 8), beast(s) (p 8), behind (p 8), decent (p 9) * Sample words for inquiry: theme(s), cream(s), beacon(s), coffee(s), referee(s), refugee(s), jockey(s), monkey(s), baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries |
| Creating written texts | **Learning intention: Describe and write simple declarative sentences**   1. Review the features of a simple sentence, including:  * a sentence is a complete thought * a simple sentence (or a main clause) contains a subject and predicate * a predicate is a word or group of words that give information about the subject in a sentence or clause. A predicate always starts with a finite verb * a finite verb is a verb that has a subject.   **Note:** simple sentence features have been explicitly taught in Early Stage 1 and Stage 1.   1. Explain that declarative sentences:  * provide facts or state a viewpoint * are a complete sentence that usually end with a full stop * are the most common type of sentence.  1. Write an example declarative sentence (simple) from the fluency and close reading passage onto a sentence strip. Identify the subject and predicate, including the finite verb. Cut the sentence strip and use colour to highlight sentence features, including sentence boundary punctuation.   A simple sentence that reads 'Boggis was a chicken farmer.'   1. Students create their own sentence strips using identified simple declarative sentences from the passage. 2. Review sentences and make comparisons with sentence fragments (incomplete sentences). | * Suggested declarative sentences (simple) from the passage * He / kept thousands of chickens. * Bunce / was a duck-and-goose farmer. * They / were nasty men. * He / kept thousands of turkeys in an orchard full of apples. * Their names / were Farmer Boggis, Farmer Bunce and Farmer Bean.   **Note:** a forward slash has been used to identify the subject and predicate in each sentence. |

Table 3 – Day 2 Component A

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| Focus area | Learning opportunities | Resources |
| Reading comprehension | **Learning intention: Identify where meaning breaks down when reading**   1. Use the ‘think aloud’ strategy to identify potential areas of text where meaning may break down, including when: 2. comparisons and/or metaphors are included.  * He (Bunce) was **a kind of pot-bellied dwarf**. He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world. * He (Bean) was **as thin as a pencil** and the cleverest of them all.  1. extended details are included in complex sentence structures.  * ***This*** [why Boggis was ‘enormously fat’] **was because he ate three boiled chickens** / smothered with dumplings / every day / for breakfast, lunch and supper. * **He** (Bunce) **mashed the livers** / into a disgusting paste / and then stuffed the paste into the doughnuts. * *Instead* [of eating]/, **he** (Bean) **drank gallons of strong cider** / which he made / from apples / in his orchard.   **Note:** the ‘sentence kernel’ (main part of the sentence in its simplest form) has been highlighted with additional details identified through sentence segmentation.   1. To aid comprehension, use the ‘questioning the author’ strategy. Ask:  * What is the author saying here? (*author intent*)   For example, Bunce is as short as a child.   * Why do you think that? (*justification*)   For example, the author said he would be underwater in the shallow end of a pool.   1. Encourage students to use visualisation to extend beyond a literal understanding of the text. 2. To determine student understanding, provide simple multiple-choice questions for students to discuss and answer with a partner. For example:   **How would you describe Boggis?**   1. Tall and slender. 2. Short and stout. 3. Muscular and athletic. 4. Average height and build.   **What does the comparison ‘He was as thin as a pencil’ imply about the character Bean?**   1. He lacked intelligence. 2. He was tall and slender. 3. He was the shortest person in the room. 4. He had a pot-belly.   **What did Bean consume?**   1. He ate apples from his orchard. 2. He ate thousands of turkeys. 3. He didn’t eat food. 4. He drank gallons of strong cider from the store. 5. Highlight the importance of frequently stopping and actively thinking about what the author is trying to express during reading, rather than at the end of the whole text. | * Fluency and close reading passage |
| Reading fluency | **Learning intention: Identify sections of a text where emphasis can be used to enhance prosody**   1. Explain how prosodic reading involves emphasis, expression, intonation and pausing. Create a definition for the term ‘emphasis’. For example, emphasis is when the reader gives extra importance or focus to specific words or parts of a sentence. It helps to convey the meaning or feeling behind the text. 2. Outline that readers may emphasise words that:  * highlight exaggeration * are repeated in close succession.  1. Students explore the text to find relevant examples, such as:  * Exaggeration: He was **enormously** fat. * Repetition: They were **rich** men. They were also **nasty** man. All three of them were about as **nasty** and **mean** as any men you could find.  1. Read the entire passage aloud, modelling prosodic reading with emphasis. 2. Return to the beginning of the passage and read one sentence (or phrase) aloud while students follow along by pointing at the words with their finger. 3. Students read the same sentence immediately after you have finished as an echo (whole-class echo reading). | * Printed copy of the fluency and close reading passage |
| Vocabulary | **Learning intention: Determine the meaning of adjectives and adverbs that describe a character**   1. **Explain**: continue to use the ‘Explain’ process to define additional focus words (see Day 1). For example:  * horrible, lean, disgusting, enormously, beastly, equally or cleverest.  1. As a class, record definitions in student-friendly language on [Resource 3 – vocabulary and morphology.](#_Resource_3:_Vocabulary) | * Printed copy of the fluency and close reading passage (created by teacher) * [Resource 2 – vocabulary and morphology example](#_Resource_2:_Vocabulary) * [Resource 3 – vocabulary and morphology](#_Resource_3:_Vocabulary) |
| Creating written texts | **Learning intention: Write simple declarative sentences with adjectives to describe characters**  **Note:** adjectives have been explicitly taught in Early Stage 1 and Stage 1.   1. Display an example declarative sentence with an adjective on a sentence strip. Review simple sentence features, including punctuation conventions.   A simple sentence that reads 'Bean was a turkey-and-apple farmer.'   1. Use colour to highlight the **adjective** that develops descriptive features. Students use their background understanding of adjectives to create a definition of the term. For example, adjectives are words that are used to describe a noun or a pronoun. 2. Provide each student with a sticky note to write an adjective that could be used in place of the compound adjective in the example sentence. 3. In groups, students classify their adjectives. Adjective types could include:  * Descriptive: these indicate size, shape, colour, texture, taste, sound, opinions (mean) or emotions/feelings (cranky) * Classifying: these categorise or classify a noun into a particular group or category (a *chicken* farmer).   **Note:** compound adjectives are made up of more than one word and are separated with a dash. For example, *turkey-and-apple* farmer.   1. On individual whiteboards, have students write a selection of simple, declarative sentences that describe one of the farmers. Encourage students to use a variety of adjective types. 2. Provide students with immediate feedback on simple sentence construction and their use of adjectives. | * Sticky notes * Individual whiteboards |
| Handwriting and digital transcription | **Learning intention: Use Foundation style handwriting that is consistent in size and spacing**   1. **Fluency pattern practice:** model and have students copy the fluency pattern to develop their writing of horizontal and diagonal lines. 2. **Letter formation modelling**: model writing ‘down’ letters, including ‘**l**’, ‘**t**’, ‘**i**’ and ‘**j**’. Key teaching points include:  * Formation: all ‘down’ letters begin at the top of the letter and end at the bottom. * Size: letters should be in proportion in both width and height. * Slope: letters need to maintain the same slope, that is, they need to be parallel. All letters slope slightly to the right.  1. **Handwriting practice**: students practise writing ‘down’ letters. Students can form the focus letters in commonly used words, including *flight, jump, learn, talk*, *light, little, limb, tilt.* | * Fluency pattern A fluency pattern that could be used as a warmup for a handwriting lesson is displayed. It consists of straight vertical and sloped lines. * Letter formations   The letters l, t, i are written in NSW Foundation handwriting formation, together with a full stop and a comma. |

Table 4 – Day 3 Component A

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| Focus area | Learning opportunities | Resources |
| Reading comprehension and Vocabulary | **Learning intention: Change word meanings by adding different prefixes and suffixes to a base word or root**  **Note:** parallel content from Reading comprehension and Vocabulary is addressed in this lesson. Conventions for adding inflected suffixes are addressed in Spelling.   1. **Explore**: select a focus word for in-depth analysis using a **word sum**. For example, ‘disgusting’. Provide the context for how the word has been used in the focus passage:   *He mashed the livers into a* ***disgusting*** *paste and then stuffed the paste into the donuts.*   1. Identify that the word is an adjective which is describing the paste. 2. Investigate the parts of the word which impact on its meaning.  * Look at the word and identify its base. Place a box around it. * Locate and underline any prefixes or suffixes. * Show the structure of the word by creating a word sum. For example, dis + gust + ing. * Look at each part of the word (morpheme) and determine its meaning and grammatical role. For example: * ‘dis’ means ‘dislike’ or ‘not’ * ‘gust’ is the root of the word and is related to the word ‘taste’. It means ‘having a taste’ in this context. * ‘ing’ shows that the action or feeling is happening right now or in the present.  1. Students create additional **word sums** by changing the suffix. Discuss how changing the suffix impacts on the word’s meaning.  * dis + gust (noun/verb: a feeling of disapproval or dislike) * dis + gust + **ed** (verb: the action or feeling occurred in the past) * dis + gust + **s** (causes disgust in the present moment)   You can extend the activity by investigating the structure of the words disgustingly and disgustedly.   1. In pairs, students select a word from the focus vocabulary such as beastly, enormously, equally or cleverest. Students follow the same process modelled in activities 3 and 4, creating a word sum using their target word and then creating additional word sums by changing the suffix. Suffixes that may be used include:  * ‘-ly’ means ‘a characteristic of’ and attaches to nouns to form adjectives, or for adjectives to form adverbs * ‘-y’ means ‘characterised by’ and attaches to nouns and verbs to create adjectives * ‘-est’ usually attach to adjectives that have one syllable. Adding -est creates the superlative form of an adjective. | * Fluency and close reading passage |
| Reading fluency | **Learning intention: Read words with accuracy and use emphasis to enhance prosody**   1. Revise the use of syllabic information as a strategy for **accuracy** in word reading, and review how **emphasis** can be used in the passage to highlight exaggeration and repetition. 2. Pair students together, each with a copy of the fluency and close reading passage. 3. Students take it in turns to read the passage aloud to their partner. As they read, their partner records misread words and pays attention to the use of emphasis. 4. Partners offer feedback to each other, noting the way that emphasis was used and work together to accurately read misread words. 5. If time permits, partners can take it in turns to re-read the passage. | * Printed copy of the fluency and close reading passage |
| Spelling | **Learning intention: Identify the inflected suffixes for plurals (-s, -es) and use within spelling**   1. Define the term ‘inflected suffix’ for students as a unit of meaning that attaches to the end of a base word or root word. The inflected suffixes -s and -es change a noun from singular (one) to plural (more than one). 2. Linguistic inquiry: provide students with a set of plural words that feature different representations of /ee/ [ee, ea, e\_e, ey, y, e]. For example, trees or berries. Ask students when they should add -s and when they should add -es, when creating plural words. 3. Students sort the words to determine generalisations for when -s or -es are added. Ask what patterns they notice. 4. Students justify, explain and compare their findings. Findings from students may include:  * ‘s’ is added to the end of base words: beast-beasts, tree-trees * ‘es’ is added to the end of base words that end in /ee/ represented by ‘y’ * The ‘y’ changes to an ‘i’ before the -es is added: berry-berries, candy-candies.  1. Record generalisations for reference in future lessons. | * Suggested words from text: valley(s) (p 1), turkey(s) (p 4), tree(s) (p 7), beast(s) (p 8) * Sample words for inquiry: theme(s), cream(s), beacon(s), coffee(s), referee(s), refugee(s), jockey(s), monkey(s), baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries |
| Creating written texts | **Learning intention: Write simple declarative sentences with multiple adjectives to describe a character**   1. Revise simple sentences containing an adjective from the previous lesson. 2. Using a sentence strip, display a simple sentence with more than one adjective separated by a comma. For example:   A simple sentence which reads 'The farmers were horrible, mean men.'   1. Identify sentence features, including the use of a comma to separate the adjectives when more than one is used to describe the noun. 2. Select other adjectives that could be used to describe the farmers and replace these in the sentence strip. 3. On individual whiteboards, students write sentences to describe nouns from the focus text. For example, ‘Farmer Bean drank his cool, sweet cider.’ 4. Support students and provide feedback on sentence construction and the use of descriptive words that are contextually specific, unusual and vivid. 5. As review, highlight that authors sometimes use the word ‘and’ instead of the comma. For example, The farmers were horrible and mean. Highlight that authors change the way adjectives are included in sentences for variety which can increase reader interest. | * Example sentences * They were rich, nasty men. * Boggis ate juicy, boiled chickens smothered with hot, sticky dumplings. * In the wood there was a huge, sturdy tree.   **Note:** in Chapters 1 and 2, Roald Dahl mostly uses one adjective to modify a noun. For this reason, sentences inspired by the text have been created for teaching purposes. |
| Handwriting and digital transcription | **Learning intention: Use Foundation style handwriting that is consistent in size and spacing**   1. **Fluency pattern practice:** model and have students copy the fluency pattern to develop their writing of horizontal and diagonal lines. Repeating the same pattern will support fluency and allow for improvement. 2. **Letter formation modelling**: model writing ‘down’ letters, including ‘**l**’, ‘**t**’, ‘**i**’ and ‘**j**’. Revise letter formations, size and slope. 3. **Handwriting practice**: students practise writing ‘down’ letters. Students can form the focus letters within commonly used words, including *until, wilt, felt, belt, quilt, silly, jump, Jill, jolt.* | * Fluency pattern   A fluency pattern that could be used as a warmup for a handwriting lesson is displayed. It consists of straight vertical and sloped lines.   * Letter formations   The letters l, t, i are written in NSW Foundation handwriting formation, together with a full stop and a comma. |

Table 5 – Day 4 Component A

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| --- | --- | --- |
|  | Learning opportunities | Resources |
| Reading comprehension | **Learning intention:** **Identify how meaning can break down when reading due to complex cohesive ties**   1. Review and build on the ‘questioning the author’ strategy with the 5-line chant and final sentence in the passage. 2. Close reading: examine the cohesive ties in the passage, including words that refer to or replace a word to avoid repetition or for creative effect. For example:  * ‘one fat’ refers to Boggis; ‘one short’ refers to Bunce; ‘one lean’ refers to Bean * ‘These horrible crooks’ refers to the three farmers (Boggis, Bunce and Bean) * ‘were none the less equally mean’ (they/the 3 farmers is ellipsed) * ‘them’ in the final sentence refers to the group of farmers.  1. Identify how readers need to understand how cohesive ties work to make sense of sentences used throughout a text. If connections are not understood, meaning can break down for the reader. 2. Provide students with multiple-choice questions that focus on understanding cohesive ties. Students can discuss and answer with a partner. For example:   **In the song what is the common trait shared by Boggis, Bunce and Bean?**   1. They are all very tall. 2. They are all very wealthy. 3. They are all very mean. 4. They are all farmers.   **Which word is a pronoun that refers to Boggis, Bunce and Bean collectively?**   1. them 2. when 3. children 4. they 5. Exit slip: students identify a word or phrase from the passage that is an example of cohesive tie related to the farmers. | * Fluency and close reading passage * Sticky note |
| Vocabulary | **Learning intention: Consolidate the meaning of adjectives and adverbs that describe a character**   1. **Consolidate:** display the target vocabulary horrible, lean, disgusting, enormously, beastly, equally, cleverest. 2. Provide 3 clues for a word and ask students to determine the word that is being described. Students can write the word down when they think they’ve identified the word being described. For example:  * The word is an adjective. * The word has 2 syllables. * A synonym for this word is ‘awful’. * Answer: horrible.  1. Repeat activity with remaining target words. | * Target vocabulary to display |
| Spelling | **Learning intention: Identify the placement of representations of /ee/ within multisyllabic words**   1. Provide students with a set of plural words that feature different representations of /ee/ [ee, ea, e\_e, ey, y, e] (from the previous lesson). Ask students where the different representations of /ee/ sit within a base word. 2. Students sort the words to determine where the different representations of [ee, ea, ey, e, y] are used within words. Ask students what patterns they are noticing. 3. Students justify, explain and compare their findings, identifying the placement of [ee, ea, ey, e, y] within multisyllabic words. Findings may include:  * [e\_e, ey, y] are often used at the end of base words * [ea, e] are often used in the middle of base words * [ee] is often used in the middle or end of base words. | * Suggested words from text: valley(s) (p 1), turkey(s) (p 4), tree(s) (p 7), beast(s) (p 8) * Sample words for inquiry: theme(s), cream(s), beacon(s), coffee(s), referee(s), refugee(s), jockey(s), monkey(s), baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries |
| Creating written texts | **Learning intention: Write simple declarative sentences that include proper nouns and adjectives**   1. Display the fluency and close reading passage. Students identify the use of capital letters within the passage. 2. Review that capital letters are used to indicate the beginning of a sentence and to indicate proper nouns (nouns used to name a specific place, a person or the title of something). 3. Refer to the sentence, ‘**T**heir names were **F**armer **B**oggis, **F**armer **B**unce and **F**armer **B**ean’. Highlight the use of a capital letter to begin the sentence and that both words within each farmers’ name are capitalised. 4. Consider other examples where the characters are referred to and determine if they are proper nouns or not. Record examples in a table. For example:   A table with 2 columns. The first column is labelled Proper nouns with the names Farmer Boggis, Farmer Bunce and Bean beneath it. The second column is labelled Not proper nouns with the words he, they and he farmers listed beneath it.   1. Identify how each term refers to the subject but are not all proper nouns requiring a capital letter. 2. Revisit and build on previous learning by displaying the following sentence, ‘Farmer Bean was nasty’. Students identify the adjective in the sentence (nasty). Explain that the adjective is a predicate adjective. Predicate adjectives are adjectives that are placed following a relating verb (was) which describes the subject (Farmer Bean). 3. Model writing simple declarative sentences about one of the farmers using adjectives in different positions. For example:  * using predicate adjectives: Farmer Bean was **thin** and **clever**. * using one adjective as part of a noun group: Farmer Bean drank his **sweet** cider. * using multiple adjectives as part of a noun group: Farmer Bean grew **fresh**, **juicy** apples.  1. Students write simple, declarative sentences that describe one of the farmers. Encourage students to use adjectives in different positions, and to use a capital letter for the beginning of the sentence and to indicate proper nouns. 2. Provide students with immediate feedback on simple sentence construction and their use of contextual and vivid adjectives. | * Fluency and close reading passage |
| Handwriting and digital transcription | **Learning intention: Use Foundation style handwriting that is consistent in size and spacing**   1. **Fluency pattern practice**: model and have students copy the fluency pattern to develop their writing of horizontal and diagonal lines. Repeating the same pattern will support fluency and allow for improvement. 2. **Letter formation modelling**: revise ‘down’ letters, including ‘**l**’, ‘**t**’, ‘**i**’ and ‘**j**’ with the correct letter formation size and slope. Revise basic punctuation marks, including full stops and commas. Full stops and commas are positioned on the baseline. 3. **Handwriting practice:** students practise writing ‘down’ letters using a passage from the mentor text.   Handwriting example: Boggis and Bunce and Bean One fat, one short, one lean. These horrible crooks So different in looks Were none the less equally mean. | * Fluency pattern   A fluency pattern that could be used as a warmup for a handwriting lesson is displayed. It consists of straight vertical and sloped lines.   * Letter formations   The letters l, t, i are written in NSW Foundation handwriting formation, together with a full stop and a comma. |

## Resource 1 – fluency and close reading passage analysis

|  |  |
| --- | --- |
| Focus | Notes |
| **Passage** | Chapter 1 – The Three Farmers: From ‘Down in the valley...’ to ‘...sing when they saw them’ (245 words). |
| **Synopsis** | This passage is the opening chapter to the book. It describes the setting and introduces 3 of the main characters, Boggis, Bunce and Bean. It is part of the orientation to the narrative.  Roald Dahl describes how horrible each farmer is with rich language which positions the reader to dislike them from the beginning. |
| **Passage structure** | The text is structured into:  **Setting**  Additional information about the setting and the characters that live in it.   * Description of character 1 * Description of character 2 * Description of character 3   **Summary**   * The character descriptions each include: * the character’s name and occupation * details of occupation * appearance * additional details (such as diet, habits or personality).   The mocking song at the end of the passage reiterates the awfulness of the characters. |
| **Language features** | **Descriptive language:**  The author uses a range of adjective types to describe each character’s features including:   * Descriptive (disgusting, rich, nasty, beastly, horrible), classifying (duck-and-goose farmer) and quantifying (thousands, three) adjectives. * Adjectives are positioned before the noun in noun groups (chicken farmer) as well as following a relating verb (was fat).   This variety increases interest and draws out both the similarities and differences between the 3 farmers.  Strong action verbs are also used, such as ‘smothered’, ‘mashed’, ‘stuffed’.  **Exaggeration**:  This is used to exemplify that the 3 farmers are the ‘bad guys’ in this story. There is exaggeration in terms of how the characters look, as well as their habits – what they do, for example Boggis didn’t just eat one chicken a day, he ate 9… and they were stuffed with a paste of doughnuts and goose-livers.  **Comparison**:  This technique supports the reader to visualise the characters. ‘He was a kind of pot-bellied dwarf’, ‘He was so short his chin would have been underwater in the shallow end of any swimming pool in the world.’  **Repetition**:  There are multiple forms of repetition, including:   * sentence types (declarative) * structure (subject in theme position), for example, They were rich men/They were nasty men/Boggis was a chicken farmer. * word choice (alliteration), for example, Boggis, Bunce and Bean. |

## Resource 2 – vocabulary and morphology example

|  |  |  |  |
| --- | --- | --- | --- |
| Sample word | Context | Morphology | Student-friendly definition |
| enormously | ‘He [Boggis] was enormously fat.’ (p 2) | Base word: enormous (adjective) Suffix: -ly. -ly changes a noun to an adjective; It means ‘how something is’. | Enormously means really, really big or extremely large. It's when something is much, much larger than usual. |
| beastly | ‘This diet gave him [Bunce] a tummy-ache and a beastly temper.’ (p 3) | Base word: beast (noun)  Suffix: -ly. -ly changes a noun to an adjective; It means ‘how something is’. | Beastly means something that is super strong and impressive, just like a powerful beast. |
| disgusting | ‘He [Bunce] mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts.’ (p 3) | Prefix: dis  Root: disgust (verb)  Suffix: -ing. The bound morpheme -ing. | Disgusting means something that is gross or yucky. It's when something looks, smells, or tastes terrible and makes you feel sick or want to turn away. |
| cleverest | ‘He [Bean] was as thin as a pencil and the cleverest of them all.’ (p 4) | Base word: clever (adjective)  Suffix: -est. The bound morpheme -est means ‘the most’. | Cleverest means the smartest or most intelligent. When we say someone is the cleverest, it means they are the smartest or most clever among a group of people. |
| lean | ‘Boggis and Bunce and Bean  One fat, one short, one lean’ (p 5) | Base word: lean (adjective)  Without much fat; thin and fit | Lean means to bend or tilt to one side. It's like when something is not standing straight or balanced. |
| horrible | ‘These [Boggis, Bunce and Bean] horrible crooks’ (p 5) | Base word: horrible (adjective) | Horrible means something that is very, very bad or unpleasant. It's a word we use to describe something that we don't like. |
| crook | ‘These [Boggis, Bunce and Bean] horrible crooks’ (p 5) | Base word: crook (noun) | Crook means someone who is dishonest or involved in illegal activities. It refers to someone who doesn’t follow the rules or breaks the law for personal gain. |
| equally | ‘Were none the less equally mean’ (p 5) | Base word: equal  Suffix: -ly (as above) | Equally means the same as or when 2 or more things are alike. When we say that the farmers are equally mean, it means that are as mean as each other. |

## Resource 3 – vocabulary and morphology

|  |  |  |  |
| --- | --- | --- | --- |
| Sample word | Context | Morphology | Student-friendly definition |
| enormously | ‘He [Boggis] was enormously fat’ (p 2) |  |  |
| beastly | ‘This diet gave him [Bunce] a tummy-ache and a beastly temper’ (p 3) |  |  |
| disgusting | ‘He [Bunce] mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts’ (p 3) |  |  |
| cleverest | ‘He [Bean] was as thin as a pencil and the cleverest of them all’ (p 4) |  |  |
| lean | ‘Boggis and Bunce and Bean  One fat, one short, one lean’ (p 5) |  |  |
| horrible | ‘These [Boggis, Bunce and Bean] horrible crooks’ (p 5) |  |  |
| crook | ‘These [Boggis, Bunce and Bean] horrible crooks’ (p 5) |  |  |
| equally | ‘Were none the less equally mean’ (p 5) |  |  |

## References

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