# English – Early Stage 1 – Unit 13



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## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonological awareness * Print conventions * Phonic knowledge * Reading fluency * Reading comprehension * Spelling * Handwriting | * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)). 2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle. | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence. 2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required. |

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. Character is defined as a construct of verbal and visual statement about a fictional identity. Analysis of characters contribute to our own personal judgements about self, morals and values. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of character can be supported through watching the department’s video: [Character (2:31)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset14).
3. While character is the mentor concept for the conceptual component of this unit, the supporting concept of imagery, symbol and connotation can be explored using the mentor text No! Never! by Libby Hathorn and Lisa Hathorn-Jarman.
4. For information on adjectives, verbs, communication forms, compound sentences, clauses, coordinating conjunctions, pronouns and questions refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards the achievement of outcomes from the PDHPE K-10 Syllabus regarding understanding inclusive and respectful relationships.
6. Consider student prior knowledge about simple sentences, and sentences with a subject, verb, object structure.
7. [Play-based learning [PDF 924 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/Play-based-learning.pdf) is an important way of developing children’s knowledge and skills, and preparing them for a lifetime of learning both in school and beyond. Young children learn best when they are actively engaged, interacting and co-constructing learning. Play provides an opportunity for children to explore ideas, concepts and develop relationships.
8. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
9. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 12 December 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Phonological awareness**  **ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts | * blend aloud all phonemes when asked to substitute a medial vowel phoneme |
| **Print conventions**  **ENE-PRINT-01 – tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print** | **N/A** |
| **Phonic knowledge**  **ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts | * decode words containing split digraphs and vowel digraphs (PKW5) * experiment with encoding high-frequency words containing split digraphs and vowel digraphs |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity | * know that fluent reading involves recognising and reading words accurately and automatically * regulate their voice to respond to punctuation such as question marks and exclamation marks (FlY4) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect | * ask or pause to clarify meaning of unknown words (UnT3) * stop reading when a break in comprehension is registered (UnT4) * self-correct error using phonic knowledge (UnT5) |
| **Spelling**  **ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts | * experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words * spell high-frequency compound words and homophones comprising taught graphemes |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts | * use writing implements with a stable and relaxed pencil grasp (HwK2) |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Oral language and communication**  **ENE-OLC-01 – communicates effectively by using interpersonal conventions and language with familiar peers and adults** | * **recognise how non-verbal language can contribute to meaning in spoken communication (LiS3)** * use oral language to persuade, negotiate, give opinions or discuss ideas (InT4) |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts | * identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts (GrA1) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect | * understand how adjectives describe a noun and verbs identify actions in a sentence * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * use visual cues in multimodal texts to interpret meaning (UnT5) * recount the relevant ideas from the text (UnT5) |
| **Creating written texts**  **ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences | * create a text including at least 2 related ideas (CrT5) * identify and use verbs in simple sentences, including own writing (GrA2) * experiment with writing compound sentences and recognise that each clause makes meaning by itself (GrA4) * use personal pronouns in own writing (CrT7) * use capital letters when writing proper nouns (PuN3, CrT5) * use drawing, images or mind maps to support planning and writing (CrT4) * edit their texts after receiving feedback |
| **Understanding and responding to literature**  **ENE-UARL-01 – understands and responds to literature read to them** | * reason using background knowledge as to why a character has acted in a certain way (UnT4) * understand that characters in texts are represented by how they look, what they say and do, and their thoughts * identify how visual cues contribute to the meaning of a text |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and**  [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides),  [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to identify the actions and feelings of a character.

#### Success criteria

Students can:

* use adjectives to describe a character
* identify the actions of a character
* explore why a character has behaved a certain way
* use verbal and non-verbal communication
* understand that a compound sentence connects 2 clauses
* experiment with writing compound sentences.

#### Resources

* Hathorn L and Hathorn-Jarman L (2020) No! Never! (Pearce M, illus.) Lothian Children’s Books, Melbourne. ISBN: 9780734418906
* [Resource 1: Physical sentences](#_Resource_1:_Physical) (enlarge, print and cut out prior to lesson)
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* Mini whiteboards
* A4 paper (one per student)

### Lesson 1: Understanding character

1. Discuss students’ experiences with younger siblings, cousins or a friend’s younger sibling. Explore how they respond to certain negative situations, for example, stamping their feet when angry, screaming to get attention, saying ‘no’ to parent requests.
2. Display the cover of *No! Never!* Using mini whiteboards, students draw what they predict the characters on the front cover will be like, thinking about their behaviour, emotions or other character traits.
3. Read No! Never! Revisit students’ drawings and confirm predictions. Discuss similarities and differences between students’ drawings and images from the text.
4. Explain that the illustrations in the text provide the reader with more information about a character’s personality and behaviour. Draw attention to the images of Georgie, explaining how the imagery changes throughout the text. For example, at the beginning Georgie is small and smiling, with small font used. Later, the font changes to large, Georgie’s image is large, and she is depicted as being angry and rude using colours and lines.
5. Show students an image of Georgie in the text. Ask students what they know about her character, for example, what she looks like, what she does and what she says.
6. Revise that adjectives are words used to describe a noun. Model saying a sentence with an adjective to describe Georgie’s character. For example, ‘Georgie is loud.’ ‘Georgie is scary.’ ‘Georgie is disrespectful.’ Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/64) how they would describe Georgie’s character using oral sentences.
7. Ask students to share their sentences that describe Georgie. Emphasise and record the adjective used in the sentence to create an adjectives word wall. This word wall will be used throughout the unit.
8. Discuss different adjectives that could be used to describe Georgie’s character, adding these to the word wall. For example, small, happy, angry, rude, sad. Discuss different adjectives that could be used to describe Georgie’s character and explicitly teach how the adjectives describe a noun. For example, red hair, angry eyes.
9. Model writing the sentence, ‘Georgie is loud’. Ask students to identify the noun and adjective in the sentence. Model drawing a picture of Georgie focusing on the features of her character, depicting that she is loud. For example, drawing Georgie with a wide mouth to show her shouting, big eyes, lines to represent the volume of her voice, and red colours to represent her anger. Use the think aloud strategy to discuss the details in the illustration to support student understanding.
10. Students select an adjective from the word wall and draw a picture of Georgie representing the adjective. Students write a sentence to match their picture, for example, ‘Georgie is angry. Georgie is sad. Georgie is clever.’

**Too hard?** Students draw a picture of Georgie and label with an adjective.

**Too easy?** Students write sentences using a personal pronoun. For example, ‘Georgie is angry. She is not happy.’

### Lesson 2: Using verbs and adjectives

1. Revise the words added to the adjectives word wall in [Lesson 1](#_Lesson_1:_Understanding) and discuss what students know about Georgie’s character. Ask questions to support students’ understanding of character, such as:

* Why does Georgie begin to say ‘No! Never!’ to her parents?
* Why did Georgie think she was clever?
* Why did Georgie become sad?
* Why did Georgie change her behaviour?

1. Students share their opinions about why Georgie was acting in a certain way. Encourage students to reflect upon their own experiences of when they or a family member may have acted in a similar way and why.
2. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘Beginning’ and ‘End’. Ask students to recall what they know about Georgie’s character traits at the beginning and end of the text, for example, her actions and emotions. Record student responses on the chart.
3. Explain that people use their bodies to communicate how they are feeling; this is called non-verbal communication. Discuss how Georgie uses her body to communicate her emotions, for example, frowning, wide mouth, arms folded. Ask students to mime communicating their emotions using facial expressions and body movements, for example, being happy, sad, angry, excited, frustrated, surprised.
4. Revise that words that identify actions in a sentence are called verbs. Revisit images in the text displaying the different actions Georgie does. Ask students to identify the actions and record verbs onto a verb word wall. For example, drawing, stamps, frowns, shouting, smiling and hugs. The verb word wall will be used again in [Lesson 8](#_Lesson_8:_Recounting).
5. Model writing sentences about Georgie’s actions using verbs from the word wall. For example: Georgie is drawing in the hallway. Georgie stamps her feet. Georgie frowned at her mum. Georgie is shouting at her dad. Georgie is smiling and hugging her parents. Ask students to identify the nouns and verbs in the sentences.

**Too easy?** Students identify the verb phrases.

1. Revisit the T-chart from activity 2. Discuss how Georgie’s character and actions changed from the beginning to the end of the text.
2. Students fold a piece of A4 paper in half and draw an image to compare Georgie’s behaviour at the beginning and at the end of the text. Students write a sentence to match each image. For example, Beginning: Georgie stamps her feet and yells. End: Georgie hugs her mum and dad.

**Too hard?** Students draw one picture of Georgie and write a sentence to match.

**Too easy?** Students write a sentence with an adjective and a verb to match each illustration. For example, ‘Georgie stamps her foot if she is cranky’. ‘Georgie hugs her mum tightly’.

1. **Optional**: Play a game of ‘I spy’. Students describe an object in the classroom using as many adjectives as possible. For example, I spy something that is red, round and bouncy (ball); I spy something that is brown, fluffy and cute (toy bear).

**Early Stage 1 Assessment task 1 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts

* identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts.

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* understand how adjectives describe a noun and verbs identify actions in a sentence/

**ENE-UARL-01 –** understands and responds to literature read to them

* reason using background knowledge as to why a character has acted in a certain way.

### Lesson 3: Verbal and non-verbal communication

1. Reread *No! Never!*
2. Revise how the illustrator has used colour and lines to represent the feelings and emotions of the characters throughout the book, especially when Georgie yells ‘No! Never!’.
3. Explicitly teach that communication between people and characters in texts can be verbal and non-verbal. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Y3Vo_CvR9Eo.link) with the heading ‘Verbal’ and ‘Non-verbal’ and discuss how people communicate in both ways. For example, verbal: speaking, whispering, shouting, crying, laughing, squealing; non-verbal: smiling, frowning, tears, clenched fists, shocked face. This chart will be used again in [Lesson 5](#_Lesson_5:_Review).
4. Explain that students will be acting out scenes from No! Never! using mime and non-verbal communication. Explore how students might represent Georgie’s feelings and body language when she responds to requests from her parents with the phrase ‘No! Never!’
5. In pairs, students mime the actions of the characters, Mummy, Daddy and Georgie, while you read the text aloud. Allow each pair to perform their scene for the class and reflect upon each group’s ability to communicate in non-verbal ways. For example, I liked how you scrunched your face up to show that you were angry; I liked how you looked sad pretending to be Mummy when Georgie refused to do what she said.
6. Discuss how Georgie’s body language and non-verbal communication changes at the end of the book when she says ‘Yes’ and ‘Yes, I will’ to her parents.
7. Ask students to explain how Georgie’s parents persuaded her to change her behaviour using both verbal and non-verbal communication.
8. In the same pairs, students act out their own scenarios of a friend asking them to do something and the other responding with the phrase ‘No! Never!’ or ‘Yes, I will’ using oral language and appropriate non-verbal communication.
9. Students swap roles and explore how verbal and non-verbal communication can be used to persuade, share their thoughts and give their own opinion.
10. Model writing the following question on the board, ‘Will you please clean your room?’ Students write their own response of what they would say, then draw a picture to match. For example, students may write ‘No! Never!’ and draw a messy room or write ‘Yes I will’ and draw themselves tidying up the room.

**Too easy?** Students write their own response to the question providing a reason why or why not. For example, No! Never! I do not want to clean; Yes, I will because you asked me to.

**Early Stage 1 Assessment task 2 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults

* recognise how non-verbal language can contribute to meaning in spoken communication
* use oral language to persuade, negotiate, give opinions or discuss ideas.

### Lesson 4: Compound sentences

1. Revise that a simple sentence contains a subject, verb and an object to convey an idea. For example, I (subject) want (verb) a story (object) every day. Underline the subject, verb and object in the sentence. Explain that a simple sentence is also known as a clause.
2. Explicitly teach that a compound sentence connects 2 clauses (simple sentences) using a connective such as ‘and’.
3. Model writing a compound sentence from the text No! Never! On large strips of paper. For example, ‘Daddy bought a new book **and** Georgie asked to take a look.’ Cut out each clause and the conjunction.
4. Display the first clause ‘Daddy bought a new book’ and explain that this makes sense by itself. Repeat the explanation for the second clause ‘Georgie asked to take a look’. Explain that using the conjunction ‘and’ helps to connect 2 ideas together to create a compound sentence.
5. Model writing compound sentences based upon the text, No! Never! With students, take turns to underline the 2 clauses and highlight or circle the conjunction. For example, Mummy filled the bath **and** Georgie made a mess. Daddy said it was time for dinner **but** Georgie walked away.
6. Select 3 students to represent clause one, clause two, and the conjunction, using [Resource 1: Physical sentences](#_Resource_1:_Physical). Ask students to organise the group into the correct order to form compound sentences, then read the sentence aloud. Explain that each clause makes sense by itself, and a conjunction is added to make a compound sentence.
7. Students use the modelled simple sentences to write a compound sentence and draw a picture to match.

**Too hard? Students orally share a compound sentence using a conjunction such as and, but, or because.**

**Too easy?** Students write their own compound sentences combining 2 ideas from the text using different conjunctions.

### Lesson 5: Using visual cues

1. Open *No! Never!* to the page where Georgie asks to play with a friend at the park and her mother responds with ‘No! Never!’. To develop students’ understanding of visual cues and non-verbal communication, ask:

* What do you notice about her mother’s body language when she says this? Students can refer to the T-chart from [Lesson 3](#_Lesson_3:_Verbal) for non-verbal communication ideas. For example, arms folded, eyes closed, looking away from Georgie.
* What do you now notice about the size of Georgie compared to her mother? Her mother is much larger than Georgie and she is in the foreground (front), while Georgie is in the background.
* What do you notice about her mother’s face? Her mouth is the same shape (wide, open and frowning) as Georgie’s when she says, ‘No! Never!’
* What do you notice on the next page when Georgie asks her father if she can look at his new book? Her father says ‘No! Never!’ in large font, he has the same shaped mouth as Georgie, he is not looking at Georgie, he is larger than Georgie and he is in the foreground. Georgie is small and obscured by the armchair.
* How do you think this makes Georgie feel now? Shocked, sad and disappointed.
* Why do you think the pictures of Georgie and her parents are different compared to the beginning and middle of the text? Her parents are now the ones being loud and angry. Georgie can see how unpleasant and sad her behaviour makes other people feel.

1. Explain that narratives often include a moral (message or lesson) to the reader or audience. Ask:

* What does Georgie learn in this story? When you shout and behave angrily to others it is unkind and makes them feel sad or upset.
* What is the moral of this story? You should treat people the way you would like to be treated.

1. Revise compound sentences from [Lesson 4](#_Lesson_4:_Compound). Explain that students will write 2 related ideas about a character comparing them from the beginning of the text to the end using the conjunction ‘but’. Model an example on the board, such as, ‘Georgie was angry **but** now she is happy.’ Underline each clause and read it aloud to demonstrate that it makes sense on its own. Highlight or circle the conjunction ‘but’ to explain it connects the 2 clauses together to create a compound sentence. Circle the pronoun ‘she’ and identify which character this refers to.
2. Revisit the T-chart from [Lesson 2](#_Lesson_2:_Using_1) to compare how Georgie changed from the beginning to the end of the book. Students complete sentence frames on mini whiteboards. Remind students that proper nouns start with a capital letter. Encourage students to refer to the adjectives word wall from [Lesson 1](#_Lesson_1:_Understanding_1) and verbs word wall from [Lesson 2](#_Lesson_2:_Using_1) to assist with their writing. For example:

* Georgie was \_\_ (loud) **but** now she is \_\_ (quiet).
* Mum was \_\_ (sad) **but** now she is \_\_ (smiling).
* Dad was \_\_ (upset) **but** now he is \_\_ (happy).

1. Model writing student examples on the board to identify the 2 clauses, conjunction and pronoun. Circle the pronoun and underline each clause and explain that it makes sense on its own. Highlight or circle the conjunction ‘but’ to show this connects the 2 clauses together to create a compound sentence. Remind students that proper nouns start with a capital letter.

**Too easy?** Students write a compound sentence about Georgie’s parents using the pronoun ‘they’. For example, ‘Georgie’s parents were \_\_ but now **they** are \_\_.’

**Early Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* experiment with writing compound sentences and recognise that each clause makes meaning by itself
* use personal pronouns in own writing.

**ENE-UARL-01** – understands and responds to literature read to them

* identify how visual cues contribute to the meaning of a text.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and**  [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides),  [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to identify how illustrations and visual cues are used to deepen the understanding of a character.

#### Success criteria

Students can:

* identify visual cues in texts to describe a character
* understand how colour is used to express feelings
* compare the outside and inside traits of characters
* recount the main events from a text
* plan and create a text with 2 related ideas
* experiment with writing compound sentences to connect 2 clauses.

#### Resources

* Ludwig T (2014) *The Invisible Boy* (P Barton, illus) Random House US, New York. ISBN: 9781582464503
* Hathorn L and Hathorn-Jarman L (2020) No! Never! (Pearce M, illus.) Lothian Children’s Books, Melbourne. ISBN: 9780734418906
* [Resource 2: Character traits](#_Resource_2:_Character_2) (enlarged copy and individual copies for students)
* [Resource 3: Beginning, middle and end chart](#_Resource_3:_Beginning,) (enlarged copy and individual copies for students)
* [Resource 4: Note for Brian](#_Resource_4:_Note) (enlarged copy and 2 individual copies for students)
* [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* A3 paper

### Lesson 6: Identifying how visual cues depict a character

1. Introduce the text *The Invisible Boy,* reading the title only. Ask students what ‘invisible’ means, writing student responses on the board. Provide an example of the word invisible used in context, for example, many stars are invisible without a telescope. Ask students what they would do if they were invisible for a day.
2. Show students the cover and title page of The Invisible Boy. Ask students what they notice about the character’s image, for example, on the cover the boy is in colour, but on the title page his image has changed to being a grey outline. Ask students why the illustrator may have changed the boy’s image. Explain that the illustrator has used imagery to engage the reader and deepen their understanding of the character to depict him as being invisible or see-through to the audience.
3. Read *The Invisible Boy.* Draw students’ attention to the main character, Brian, and how his image is represented in a grey colour to reflect his invisibility and loneliness. Confirm students’ predictions as to why the illustrator changed Brian’s image in the text. Ask:

* Is Brian really invisible?
* Why does the author call Brian the invisible boy?
* Have you ever felt invisible? How did being invisible make you feel?
* How does Brian feel throughout the story?
* Why did Brian change to colour towards the end of the story?
* How does being included make you feel? What can you do to include people?

1. Revisit the images of Brian. Discuss how the imagery represents Brian as invisible using grey colouring and how he changes once he is included by his friends.
2. Using [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), students discuss Brian’s character traits. For example, what he looks like, what he does or his actions, and how he is feeling throughout the text. Record student responses on a [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘Looks like’, ‘Actions’, ‘Feelings’.
3. Model drawing an image of Brian and write a sentence about one of his character traits. For example, ‘Brian has short spiky hair.’ ‘Brian likes to draw interesting pictures.’ ‘Brian feels lonely and invisible to the other children.’
4. Students use the Y-chart to compose sentences about Brian’s character using an adjective and a verb.
5. Students draw a picture of Brian using grey or bright colours to depict the stage of the text they have written about.

**Too hard?** In pairs, students focus on one area of the Y-chart to write a sentence about Brian.

**Too easy?** Students write sentences to compare Brian’s character from the beginning to the end of the text.

**Early Stage 1 Assessment task 4 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* use background knowledge when identifying connections between a text, own life, other texts and/or the world
* use visual cues in multimodal texts to interpret meaning.

**ENE-UARL-01 –** understands and responds to literature read to them

* understand that characters in texts are represented by how they look, what they say and do, and their thoughts
* identify how visual cues contribute to the meaning of a text.

### Lesson 7: Comparing characters

1. Display the cover of the texts *No! Never!* and *The Invisible Boy.* Explain how the imagery changes in both texts to express how the main character’s feelings change from the beginning to the end*.* Discuss how both characters change within the texts. For example, Georgie is loud and unhelpful at the beginning and kind at the end. Brian is invisible to other people at the beginning and becomes visible when he makes a friend at the end.
2. Revisit the images in both texts, drawing students’ attention to what the imagery is telling the audience about each character’s personality, behaviours and appearance. Record student responses about the characters’ feelings, thoughts and what they look like.
3. As a class, discuss and compare the ‘outside’ and ‘inside’ character traits of Georgie and Brian using an enlarged copy of [Resource 2: Character traits](#_Resource_2:_Character_2). Explain that ‘outside’ traits are visible, such as a character’s appearance. Discuss and record words or images on the outside of the person outline to describe Georgie and Brian, for example, Georgie has red hair and Brian has spiky hair; Georgie has angry eyes and Brian wears glasses.
4. Explain that ‘inside’ traits are not visible to the reader; they describe how the character is feeling and what they are thinking. Discuss the different feelings, emotions or thoughts that Georgie and Brian may have had throughout each stage of the texts. Record words or images on the inside of the person outline. For example, Georgie: loud, mean, rude, angry; Brian: shy, quiet, lonely, nervous.
5. Provide students with a copy of [Resource 2: Character traits](#_Resource_2:_Character_2). Students write words and draw pictures describing the ‘outside’ and ‘inside’ character traits to compare Georgie and Brian.

**Too hard?** Students use [Resource 2: Character traits](#_Resource_2:_Character_2) to draw what Georgie and Brian look like on each side of the person outline and write words to match.

**Too easy?** Students use words from [Resource 2: Character traits](#_Resource_2:_Character_2) to write a compound sentence to describe a character trait of Georgie and Brian.

1. Explain that students will respond to spoken statements about the characters, Georgie and Brian, by moving to one side of the room for Brian and the other side for Georgie. Statements may include:

* I am loud
* I feel invisible
* I can be very unhelpful
* I have a good imagination
* I like to draw.

1. Ask students to think about which character they preferred and explain that they will vote for their favourite character. Students move to one the side of the room for Brian and the other side for Georgie to indicate their preference.
2. Discuss why students selected one character over another based on their knowledge of the characters’ traits.

### Lesson 8: Recounting events in a text

1. Re-read The Invisible Boy pausing to discuss key events that occur throughout the book.
2. Display an enlarged copy of [Resource 3: Beginning, middle and end chart](#_Resource_3:_Beginning,). Use the think aloud strategy to explain key events that often occur within each stage of a narrative and that these events relate to one another. For example, beginning: introduction to characters, the setting, basic plot; middle: a problem or conflict arises for the character that they need to overcome; end: the character/s fixes the situation or learns a valuable lesson about themselves.
3. Flick through The Invisible Boy, asking students to raise their hand when they believe an important event has occurred. Ask students to recall what the event is and why they think it is important for Brian’s story. Select one to two events that occur in each stage of the narrative and model drawing a picture on [Resource 3: Beginning, middle and end chart](#_Resource_3:_Beginning,_1) to represent what happened.
4. Co-construct simple sentences with a subject-verb-object structure to describe one illustration in each section of the chart. For example, beginning: Brian felt invisible to the children. Middle: Brian gave Justin a note. End: Brian made new friends. Ask students to identify the verb in each sentence and underline it using a coloured marker.
5. Using their own copy of [Resource 3: Beginning, middle and end chart](#_Resource_3:_Beginning,), students draw a picture of one key event that occurred in each stage of the text and write a simple sentence to match. Encourage students to refer to the verbs word wall created in [Lesson 2](#_Lesson_2:_Using) to support their sentence writing. Students identify and underline the verb used in their sentences.

**Too hard?** Students write keywords or phrases to match their illustrations in each section of the chart.

**Too easy?** Students write compound sentences to describe the key events they have drawn in the chart.

**Early Stage 1 Assessment task 5 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* recount the relevant ideas from the text.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences.

* create a text including at least 2 related ideas
* identify and use verbs in simple sentences, including own writing.

### Lesson 9: Creating a text with 2 related ideas

1. Revisit students’ character descriptions of Brian from [Lesson 7](#_Lesson_7:_Comparing).
2. Discuss character traits that students like about Brian, listing these on the board. For example, his spiky hair, his imagination, his glasses, his nice drawings, that he is kind and caring.
3. Ask students what games they enjoy playing in the classroom, listing these on the board. For example, dress ups, playing with cars, snakes and ladders, drawing, using modelling clay.
4. Explain that students will imagine Brian is a new student in the class, and they have noticed he is feeling invisible to others. Students will write Brian a note to invite him to play their favourite game. Explain that the note needs to include at least 2 related ideas and state a character trait that they like about Brian. The letter should also include a question to invite Brian to play.
5. Display an enlarged copy of [Resource 4: Note for Brian](#_Resource_4:_Note). Select a game from the class list on the board. Model drawing a picture of a child playing the game with Brian and write compound sentences using the conjunction ‘and’ or ‘but’ to connect 2 clauses together. For example, Dear Brian, I like your glasses and short spiky hair. I love playing with cars and would like you to play with me too.
6. Students use their own copy of [Resource 4: Note for Brian](#_Resource_4:_Note) to draft their note by drawing pictures and writing compound sentences. Encourage students to refer to the ideas listed in activity 2 and 3 as well as the adjective and verbs word walls. Remind students to include capital letters for proper nouns.

**Too hard?** Students draw pictures and write phrases as part of their planning.

**Too easy?** Students write a note to peer to explain why they like certain traits. For example, I like that you are kind because it makes people feel safe and happy.

1. Select one student’s work sample and provide feedback on how it could be improved. Focus on the ideas generated, capital letters and full stops, and the use of adjectives and verbs in sentences. Model applying the feedback to publish the student’s writing.
2. Provide students with feedback on their planning and allow time to publish their writing onto [Resource 4: Note for Brian](#_Resource_4:_Note). A new copy of the resource may be needed.

**Early Stage 1 Assessment task 6 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* create a text including at least 2 related ideas
* experiment with writing compound sentences and recognise that each clause makes meaning by itself
* use capital letters when writing proper nouns
* use drawing, images or mind maps to support planning and writing
* edit their texts after receiving feedback.

### Lesson 10: Review of the text

1. Open The Invisible Boy to the page where Justin is eating his lunch and Brian is watching the other students making fun of Justin’s lunch. Ask:

* What does Brian do to make Justin feel better and more included? Brian draws a picture of Justin eating his lunch and makes a positive comment.
* What did Justin do that made Brian feel ‘visible’ and included? Justin thanked him for the note and complimented his drawing.
* What do we notice about Brian’s image after he hears this? Brian is smiling and the side of his body where Justin is positioned displays some colour.
* What do you think Brian learnt in the story? Brian learnt to never give up and/or one day kindness will be rewarded.

1. Following this discussion, students draw Brian and Justin to demonstrate that they are friends, using A3 paper. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) their drawings.
2. Students use their writing from [Lesson 9](#_Lesson_9:_Creating) to design play-based activities in the classroom working in groups of 3:

* Person 1 – leader of the game, asking Person 2 if they would like to play and explaining the rules
* Person 2 – interacts with Person 1 playing their favourite game
* Person 3 – observes the interaction to provide feedback at the end.

**Note:** In play-based learning, children engage with the people, places and objects around them to form their understanding of the world and how they fit into it. Play-based learning has a powerful impact on children’s early cognitive, physical, social and emotional development. – [Play-based learning [PDF 924 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/Play-based-learning.pdf) (NSW DoE).

1. Following the play-based activities, Person 3 in each group shares their observations about how the other participants interacted. For example, ‘I noticed it went well because they \_\_ (shared, listened to each other, were happy, were laughing). It could have been different if they\_\_ (didn’t talk to each other, were not being friendly or kind, made them feel left out).’ If time allows alternate student roles and repeat the activity.
2. Following observations about how students interact with their peers, provide feedback to the class and ask:

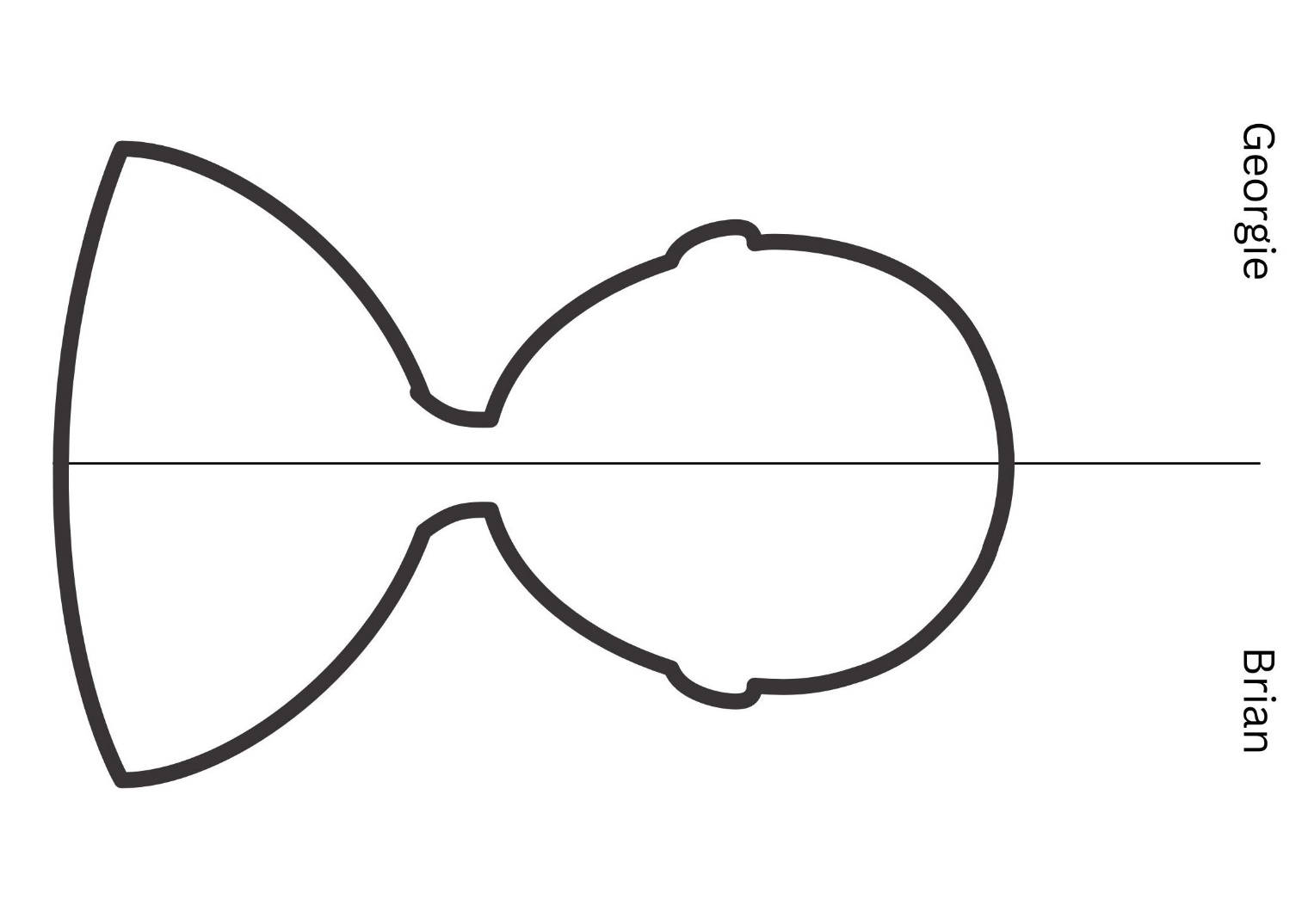
* What can we do to include others in a game or activity? Let them choose the toys, ask them what they would like to play, let them go first, make positive comments to them, take turns.
* How do you know that the others in your activity felt included? They were smiling and having fun, or they told me.

## Resource 1: Physical sentences

Examples of compound sentences:
Mummy wants the room clean and Georgie wants to play. Daddy said it was time for bed but Georgie refused to sleep. Georgie started to cry and she said sorry to her parents.

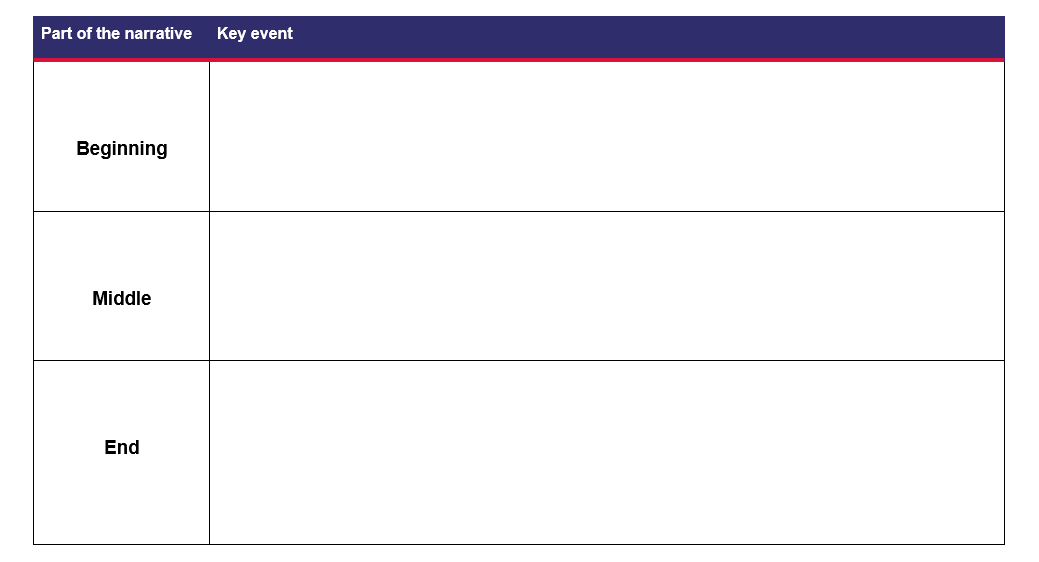


## Resource 2: Character traits

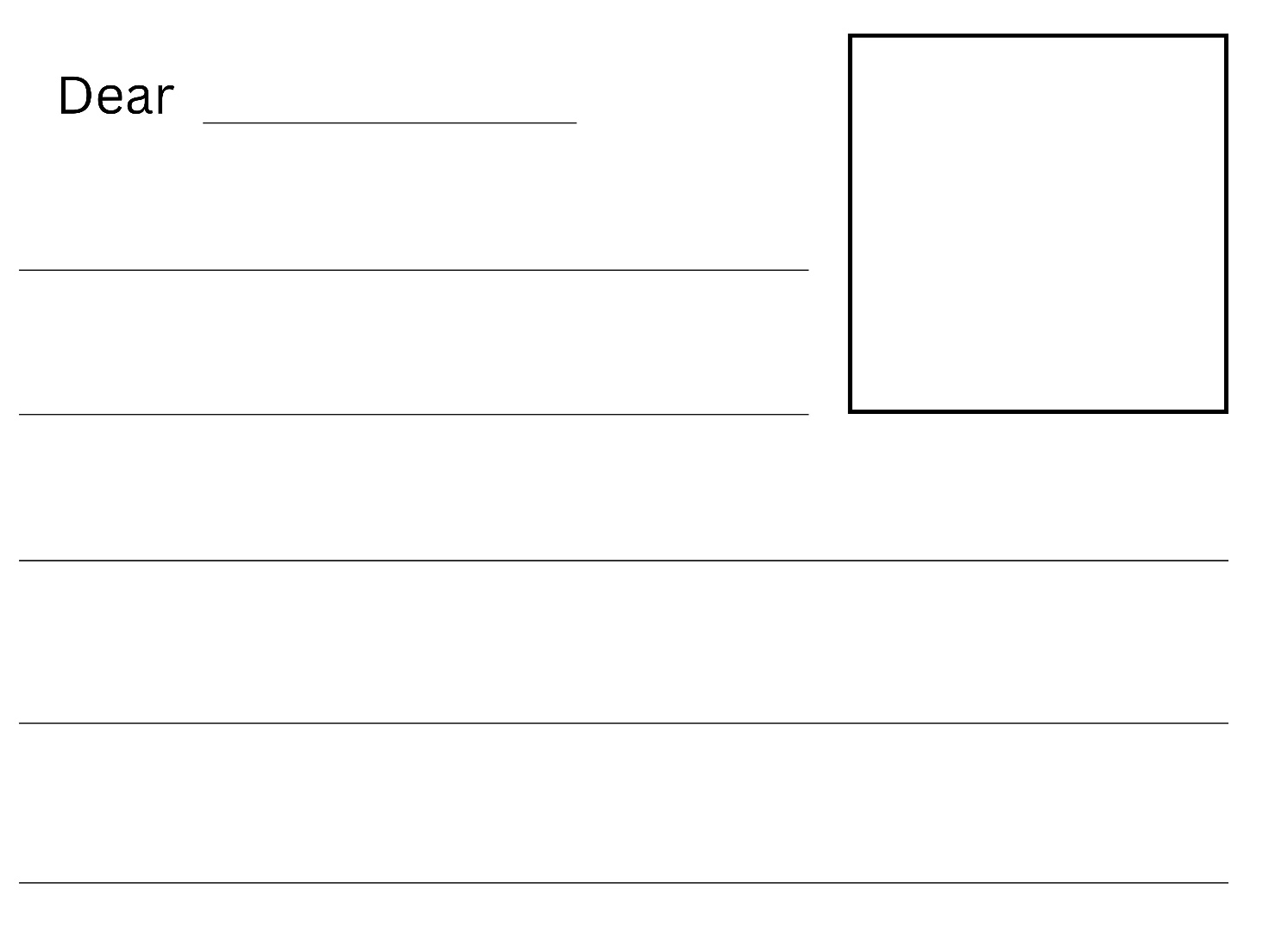


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## Resource 3: Beginning, middle and end chart



## Resource 4: Note for Brian



## References

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ETA (English Teachers Association) and NSW Department of Education (2016) [*The Textual Concepts and Processes resource*](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), English Textual Concepts website, accessed 12 December 2022.

Hathorn L and Hathorn-Jarman L (2020) No! Never! (Pearce M, illus.) Lothian Children’s Books, Melbourne.

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