# English – Early Stage 1 – Unit 14



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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. Connotation, imagery and symbol is defined as words and images that extend beyond their literal meaning – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of connotation, imagery and symbol can be supported through watching the department’s video: [Connotation, imagery and symbol (6:07)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset15).
3. While ‘connotation, imagery and symbol’ is the mentor concept for the conceptual component of this unit, the supporting concept of ‘narrative’ can be explored using the mentor text Banjo and Ruby Red by Libby Gleeson and illustrated by Freya Blackwood.
4. For information on simple sentences, subject, verbs, object, adjectives, nouns, onomatopoeia, rhyme, questions, and question marks refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. An [acrostic poem](https://education.nsw.gov.au/parents-and-carers/learning/english/english-a-to-z#Acrostic_4) is a type of poetry in which a letter in each line, usually the first letter, forms a word or message relating to the subject.
6. This unit could enhance student learning towards achievement of outcomes from the PDHPE syllabus regarding Health, Wellbeing and Relationships.
7. Consider prior student knowledge regarding writing simple sentences with a subject-verb-object structure.
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 30 January 2023) 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 delete, add or substitute a final phoneme
* 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 | * read words automatically then apply to texts
* know that pace and expression vary when reading, according to the audience and purpose
* 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)
* re-read to check if an error was made
* ask a question or make a statement to clarify meaning (UnT3, UnT4)
 |
| **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 a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed
 |

### 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** | * **use imaginative, verbal language in structured and unstructured activities**
* retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words (SpK2)
 |
| **Vocabulary****ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts | * use vocabulary to select, match and provide categories for groups of images or words
* use specific word choice to clarify meaning
* experiment with and create word play and poems
 |
| **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)
* understand how adjectives describe a noun and verbs identify actions in a sentence
* use visual cues in multimodal texts to interpret meaning (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)
* sequence ideas in a text (GrA4)
* write a simple sentence with correct subject–verb–object structure to convey an idea (GrA2, GrA3, CrT4)
* identify and use time connectives to sequence information and events (GrA4)
* use question marks and exclamation marks (PuN3)
* understand they can improve their writing based on feedback from teachers
 |
| **Understanding and responding to literature****ENE-UARL-01 – understands and responds to literature read to them** | * identify and discuss how creative language and/or symbols enhance enjoyment in texts
* identify how visual cues contribute to the meaning of a text
* experiment with creative play with language in own texts
 |

## 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 how visual cues and imagery in texts demonstrate the relationship between characters.

#### Success criteria

Students can:

* use adjectives and verbs to describe characters
* write simple sentences with a subject-verb-object structure
* respond to questions using visual cues in a text
* sequence ideas from a text
* identify and write common onomatopoeia words for animal sounds.

#### Resources

* Gleeson L (2016) Banjo and Ruby Red (Blackwood F, illus.), Hardie Grant Children’s Publishing, Richmond. ISBN: 9781760127602
* [Resource 1: Sequencing ideas](#_Resource__1:) (enlarged copy for teacher and copies for each student)
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* Video: [Onomatopoeia (1:25)](https://www.youtube.com/watch?v=f1b5kCvVBo8)
* A3 paper divided into 4 squares
* Blank A3 paper
* Mini whiteboards

### Lesson 1: Using visual cues to respond to questions

1. Introduce the text Banjo and Ruby Red. Draw students’ attention to the illustrations on the front, back and inside covers that depict the 2 characters. Ask students what the images tell them about the 2 characters and the setting of the narrative. Students share their thinking and make predictions.
2. Read Banjo and Ruby Red and confirm student predictions. Encourage students to join in and interact with the text in response to the sounds the animals make. For example, ‘bark, bark, bark’ and ‘squark, squark, squark’.
3. Encourage students to explain how the author has conveyed meaning using different visual cues. For example, the contrast between the images of Ruby with the other chickens. Ask:
* What do you notice about the colour of the chickens? (They are mostly white or pale and look very similar to each other.)
* What do you notice about the colour of Ruby Red? (She is a unique red colour.)
* How do the other chickens behave when Banjo approaches them? (They are startled, squawking and flying around.)
* What does Ruby Red do? (Sits quietly on top of the woodheap, ruffles her feathers, stretches and stares at the sky.)
* Why does Ruby behave differently? (She has a different relationship with Banjo.)
1. Refer to the front cover showing the image between Banjo and Ruby Red. Ask students what is unusual about the image. For example, ‘Banjo is standing very close to Ruby but is not barking the way he does with the other chickens. Ruby Red is looking down intently at Banjo but does not appear frightened and is rather curious. It is unusual for a dog and a chicken to behave this way towards each other.’
2. Flick through to the pages where Banjo realises Ruby Red is missing from the woodheap. Ask:
* What body language does Banjo display that shows he is concerned for Ruby Red’s whereabouts? (His ears and tail are down.)
* What other images tells us that Banjo and Ruby Red have a special friendship? (Banjo himself goes searching for Ruby Red and snuffles (sniffs) the ground to try to work out where she might be. When Banjo finds her, he gently carries her back to his kennel. He wraps his body around her to keep her warm. Banjo carefully watches over Ruby for 2 days, hoping she will recover.)
* How do these images make you feel? (Sadness for both Ruby Red and Banjo.)
* Were you concerned for Ruby Red? (Individual student responses.)
1. Turn to the double page where Ruby Red starts to recover. Ask: Why do you think there are 3 images? (It took 3 days for Ruby Red to recover. Each image shows the sequence of events leading to her recovery. For instance, ‘on the third day she lifts her head and peers out of the kennel’.)
2. Revise that the setting for this text is on a farm. Turn to the double page on the inside cover image of the farm. Explain that the image is a long shot (an image that shows the entire view of something) of the farm where Banjo and Ruby Red live. In pairs, students discuss what they can see in the illustration.
3. The main characters in this narrative have a special friendship. Provide students with a sheet of A3 paper that has been divided into quarters. Ask the students to draw 4 ways that Banjo showed he was a good friend to Ruby Red. For example, he searched for her when she was missing, carried her to safety (his kennel) when she was hurt, wrapped his body around her to keep her warm, kept a watchful eye on her to see if she needed help.
4. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) their drawings before writing a simple sentence describing how Banjo is a good friend. For example, Banjo takes care of Ruby Red; Banjo helps his friend.

**Early Stage 1 Assessment task 1 –** 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 visual cues in multimodal texts to interpret meaning.

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

* identify and discuss how creative language and/or symbols enhance enjoyment in texts
* identify how visual cues contribute to the meaning of a text.

### Lesson 2: Subject-verb-object

1. Using [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), students connect their own experiences and feelings to the text, Banjo and Ruby Red. Ask:
* What is a farm? (A place where people may live, grow crops or rear animals.)
* Have you ever visited a farm?
* What animals did you see?
1. Re-read Banjo and Ruby Red. Discuss and define unknown words as the text is being read. For example, lambing yard (a pen where female sheep and young lambs are housed), roost (a place where birds regularly settle to rest or sleep), snuffles (a sniff or sniffing sound), woolshed (a large shed for shearing and baling wool).
2. Discuss how the author has carefully selected words that show the relationship between the main characters and their actions. Read through the text and highlight verbs from within the text and images. Briefly revise verbs as actions carried out by the characters in the text. Students help to develop a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) of verbs for the main characters. For example:
* Ruby: ruffles, stretches, stares, sits, pecks, scratches, lifts, stands
* Banjo: leaps, barks, runs, slides, sniffs, wags, snuffles, watches, carries, peers, wrapping, lies.
1. Ask students how the verbs used in the text help to deepen their understanding of the character and the tone of the text.
2. Model writing 2 sentences with related ideas from the text, each with a subject-verb-object structure. Highlight the verbs used in the simple sentences. For example, Banjo **slides** on his belly. He **sniffs** the long grass.
3. Students use the T-chart of verbs to develop 2 sentences with related ideas. Students write each sentence using the subject-verb-object structure on mini whiteboards to complete the sentence frames. For example:
* Banjo \_\_ (wags) his tail. Banjo \_\_ (barks) at the chickens.
* Banjo \_\_ (carries) Ruby Red to his kennel. He\_\_ (lies) down next to her.
* Ruby Red \_\_ (sits) on the woodheap. She \_\_ (ruffles) her feathers.
* Ruby Red \_\_ (stretches) her neck. She\_\_ (stares) at the sky.
1. Briefly revise the purpose of using adjectives to describe a noun to create a more detailed image in the mind of the reader or audience. Select nouns from the text to develop a work bank of adjectives that can be used to describe them. For example, tail (long, skinny), legs (white, strong), feathers (soft, fluffy), fur (black, shiny).
2. Students use the word bank to write simple sentences with a subject-verb-object structure that include an adjective to complete the sentence frames. Students record their answers on mini whiteboards. For example:
* Banjo \_\_ (runs) with his \_\_ (long or white) legs.
* Ruby Red \_\_ (ruffles) her \_\_ (fluffy or soft) feathers.

**Too hard?** Co-construct simple sentences as a class.

**Too easy?** Students develop their own sentences with a subject-verb-object structure that include adjectives.

**Early Stage 1 Assessment task 2 –** Observations and work samples 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

* use specific word choice to clarify meaning.

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

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

* write a simple sentence with correct subject–verb–object structure to convey an idea.

### Lesson 3: Sequencing ideas

1. Revise the main ideas within Banjo and Ruby Red. Flick through the text, pausing to highlight words that indicate a new idea has occurred and list these on the board. For example, one day, for 2 days, on the third day, on the fourth day, on the fifth day, today. Discuss how these words indicate the time within the narrative.
2. Re-read Banjo and Ruby Red, asking students to raise their hand when they believe an important idea or event has occurred. Ask students to recall what the idea is and why they think it is important for Banjo or Ruby Red’s story. Select 1-2 big ideas that occur in each stage of the narrative and model drawing a picture on an enlarged copy of [Resource 1: Sequencing ideas](#_Resource__1:) to represent what happened.
3. Co-construct simple sentences with a subject-verb-object structure to describe one illustration in each section of the chart. For example, Banjo works on the farm to round up chickens, Ruby Red ignores Banjo’s barking, Banjo cannot find Ruby Red, Ruby Red is sick, Banjo looks after Ruby Red.
4. Ask students to identify the verb in each sentence and underline them using a coloured marker.
5. Using their own copy of [Resource 1: Sequencing ideas](#_Resource__1:), students draw a picture of 3 ideas that occurred in the text and write a simple sentence to match. Encourage students to use words that indicate time and the T-chart of verbs created in [Lesson 2](#_Lesson_2:_Subject-verb-object).

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

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

1. Students read their sentences in pairs or small groups.

### Lesson 4: Onomatopoeia

1. Open Banjo and Ruby Red to the page with the text, ‘Mum whistles and yells, “Go, Banjo, go”.’ Ask students what the text ‘Bark. Bark. Bark’ means and which character is saying it. Revise that words that sound like their actions are called onomatopoeia.

**Note**: Onomatopoeia is a word that phonetically imitates or is indicative of the sound that it describes, for example, bang, splash, oink, meow.

1. Locate examples of onomatopoeia throughout the text and write these on the board along with the character it references. For example, ‘bark’ represents the sounds of Banjo and ‘squark’ represents the sounds of the chickens. Highlight the way the onomatopoeia words have been drawn in the illustrations and how the size, angle and font impact upon the text. For example, ‘bark’ and ‘squark’ are written in capital letters, on different angles and in amongst the illustrations to show the frenzy on the farm when Banjo is herding the chooks.
2. Watch [Onomatopoeia (1:25)](https://www.youtube.com/watch?v=f1b5kCvVBo8). Using mini whiteboards, ask students to draw or write the names of the different animals whose onomatopoeia sounds are heard in the video. The video may need to be viewed several times. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘Animal’ and ‘Sounds’.
3. Students share and discuss the animals whose sounds were heard in the video. List the animal names under the heading ‘Animal’ on the T-chart.
4. As a class, discuss and list examples of onomatopoeia that could be used to describe the sounds of each animal. For example, sheep and baa; pig and oink or snort; horse and neigh; mouse and squeak; dog and woof, bark or growl; cat and meow, purr or hiss; chicken or rooster and cluck or cock-a-doodle-do.
5. Model writing a simple sentence with a subject-verb-object structure using an animal from the T-chart. For example, ‘The pig rolled in the mud.’ Draw a picture of the animal performing this action. Select an onomatopoeia word for the animal and explore ways of representing this word in the illustration using colour, size and angle for added effect.
6. Students select 2 animals from the chart to write simple sentences with a subject-verb-object structure including an illustration with an onomatopoeia word.

**Too hard?** Students draw an illustration of an animal and include an onomatopoeia word.

**Too easy?** Students write compound sentences and include onomatopoeia in their illustrations. For example, ‘The pig rolled in the mud and ate all the food scraps.’

1. Select students to read their sentences aloud as the class acts it out, pretending to be the animal chosen and making the appropriate onomatopoeia sounds.

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

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

* use imaginative, verbal language in structured and unstructured activities.

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

* use vocabulary to select, match and provide categories for groups of images or words.

### Lesson 5: Using onomatopoeia to create a class text

1. Revise onomatopoeia from [Lesson 4](#_Lesson_4:_Onomatopoeia_1). Remind students that words that sound like their actions are called onomatopoeia. Explain that onomatopoeia builds the imagery of a text by engaging the readers’ senses to make connections through hearing and seeing.
2. Open Banjo and Ruby Red and turn to the last double page of the text. Discuss the imagery and how the illustrations show 2 unlikely friends with a special bond. Discuss what sounds might be heard on this page. For example, Banjo snoring, grass rustling, faint sounds of other animals that live on the farm. Ask students if any of the sounds they have identified are onomatopoeia.
3. Discuss how the author and illustrator use imagery to create a calm and harmonious mood at the end of the story. Compare this with the double page with the chooks flying and the word ‘squark’ written multiple times across the page. Discuss how these visual cues also help students to understand the text.
4. Using the list of farm animals from [Lesson 4](#_Lesson_4:_Onomatopoeia_1), [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) unlikely animal pairings that might be found on the farm. For example, a cat and a mouse. Discuss onomatopoeia words that could be used to describe the actions or sounds of each of the animals.
5. Revisit how authors create mood within a story through visual images. Write the word ‘meow’ in large, capitalised font and ‘squeak’ in small, italic font. Discus how the colour, shape, size and angle of the text help the reader to understand the mood the author is trying to convey.
6. Explain that students will innovate from the text, Banjo and Ruby Red, to write sentences describing an unlikely animal pairing. Students will use onomatopoeia and visual clues to create the mood for their sentences.
7. Model writing simple sentences. For example, ‘On the farm there was a cat. A cat says meow. On the farm there was a mouse. A mouse says squeak.’ Write the word ‘meow’ and ‘squeak’ as you did in activity 5. Explain to students that they will use the sentence frame, ‘On the farm there was a \_\_. A \_\_ says \_\_.’ to write their sentences.
8. Students choose their unlikely animal pairing. Use the [No hands up technique](https://www.dylanwiliamcenter.com/2015/02/03/practical-ideas-for-classroom-formative-assessment/#:~:text=Technique%202%3A%20No%20hands%20up%2C%20except%20to%20ask%20a%20question&text=The%20teacher%20asks%20a%20question,student%20responds%20to%20the%20question.) to ask students to share their unlikely animal pairings and the mood they would like to create. For example, ‘My unlikely animal pair is a chicken and a horse. The mood I would like to create is excitement.’
9. Using blank A3 paper, students use the sentence frame to write their sentences and draw a detailed illustration of their unlikely pairing. Encourage students to explain how the detail in the imagery of their drawing creates the mood of their text and provides the reader with more information.

**Too hard?** Students draw an illustration of a farm animal and write its name and an onomatopoeia word. For example, cow and moo.

**Too easy?** Students write a compound sentence using onomatopoeia and a pronoun to describe an animal on the farm. For example, ‘On the farm, there was a cow and she says moo.’

1. Compile student writing to create a class text entitled ‘On the Farm’.
2. Share the class text with an authentic audience, supporting students to read and perform their sentences. For example, present to a buddy class or at a school assembly.

## 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 write texts with 2 related ideas and write poems using word play.

#### Success criteria

Students can:

* make text-to-self connections
* understand how colour influences meaning
* sequence ideas from a text using time connectives
* identify word play used in texts
* experiment with word play to create poems
* use question marks and exclamation marks in own writing.

#### Resources

* Gibbes L (2015) Scary Night (King SM, illus.) Working Title Press, Australia. ISBN: 9781921504617
* [Resource 1: Sequencing ideas](#_Resource__1:)
* [Resource 2: Exemplar poem](#_Resource_2:_Exemplar_1)
* [Resource 3: Acrostic poem](#_Resource__3:)
* [Resource 4: Sentence frames](#_Resource_4_:)
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* A3 paper
* Colour copy per student of the final double page from Scary Night (Goat’s birthday party)

### Lesson 6: Scary Night

1. Introduce the text Scary Night. Ask students to make predictions about the text, drawing attention to the imagery on the cover to support their predictions. For example, dark colours to represent fear, the pig holding a present or parcel.
2. Read Scary Night, discussing and confirming student predictions.
3. Discuss why the narrative has been set in the dark. Explain that the author and illustrator have used dark colours to develop suspense and to prevent the reader from predicting what events might follow.
4. Ask students how they feel when they are in the dark. Assist students to make text-to-self connections by discussing when they may have felt scared in the dark using oral phrases beginning with ‘I feel scared in the dark when...’. For example, ‘I feel scared in the dark when l hear strange noises’; ‘I feel scared in the dark when l can’t see anything’; ‘I feel scared in the dark when l see shadows.’
5. Introduce a question mark, its purpose, how to write it and its correct placement at the end of a sentence.
6. Model writing the sentence ‘What do you find scary?’ on the board. Use the think aloud strategy to explain how to ask a question using appropriate tone and inflection.
7. Students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) about the things that they find scary. Highlight skills for listening to and responding to questions. List student responses on an anchor chart. This chart will be used again in [Lesson 8](#_Lesson_8:_Experimenting_1).
8. Explain that students will draw a picture of something that they find scary in response to the question, ‘What do you find scary?’. Model drawing detailed imagery to reflect something scary, focusing on using colours that reflect fear, for example, grey and black.
9. Model writing a sentence to describe what was drawn. For example, ‘I think snakes are scary’; ‘I am scared of thunder.’
10. Provide students with an A3 piece of paper. Students draw their visual response to the question and write a sentence to describe it.

**Too hard?** Students write the name of the thing they fear to accompany their drawing. For example, ghosts, storms, spiders.

**Too easy?** Students write their own question and response using words and drawings.

### Lesson 7: Sequencing ideas

1. Explain that authors use different types of word play to engage the reader. Revise that rhyme is the repetition of similar speech sounds in the final syllable of words.
2. Re-read Scary Night, pausing to highlight the rhyming words used. For example, night/moonlight, dale/trail, paws/jaws, cave/brave, roars/claws. Highlight that the final speech sound in each word rhymes. Discuss how the use of rhyme helped to engage the students as readers.
3. Revisit the sequencing of ideas from [Lesson 3](#_Lesson_3:_Sequencing_1) and explain that the key ideas in a narrative connect to one another. List and define the following sequencing words on the board: first, then, finally.
4. In small groups, students retell the main ideas that occurred in Scary Night, attempting to use the time connectives of ‘first’, ‘then’, ‘finally’ in their oral retell.
5. Flick through Scary Night, asking students to raise their hand when they believe an important idea or event has occurred. Ask students to recall what the idea is and why they think it is important for the characters in the story. Select 1-2 big ideas that occur in the narrative and model drawing a picture on an enlarged copy of [Resource 1: Sequencing ideas](#_Resource__1:) to represent what happened.
6. Using an interactive writing strategy, co-construct simple sentences with a subject-verb-object structure to describe the illustrations in the ‘Idea 1’ and ‘Idea 2’ sections of the chart. For example, Idea 1: First Hare, Cat and Pig crept over the hill; Idea 2: Then they crossed a river with crocodiles in it.
7. Explain that students will draw a picture about a third big idea from Scary Night and write a sentence to match. For example, ‘Finally, the friends arrived at Goat’s house; They surprised Goat for her birthday.’
8. Students use their own copy of [Resource 1: Sequencing ideas](#_Resource__1:) to draw pictures and write sentences about 3 big ideas from the text. Encourage students to use the sequencing words, first, then, and finally in their sentences.

**Too easy?** Students include rhyming words from Scary Night in their sentences. For example, ‘The 3 friends went for a walk at night in the moonlight.’

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

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

* retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words.

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

* sequence ideas in a text
* identify and use time connectives to sequence information and events.

### Lesson 8: Experimenting with word play to create poems

1. Revise that authors use different types of word play to engage the reader. Open Scary Night to the page with the text, ‘Hare with a hat, Cat with a cake, Pig with a parcel.’ Explain that in addition to using rhyme in the text, the author has also used alliteration.

**Note**: Alliteration is when words written together begin with the same letter or sound and this creates rhythm and rhyme.

1. Highlight how the author has used alliteration in the sentence. For example, by using ‘h’ for hare and hat, ‘c’ for cat and cake, and ‘p’ for pig and parcel. Explore the text, locating examples of alliteration. For example, tip-toe, be bold, be brave, and the repetition of some lines.
2. Revisit the anchor chart of things the students find scary from [Lesson 6](#_Lesson_6:_Scary_1). Model selecting some words and writing an adjective beginning with the same letter to create word pairs using alliteration. For example, spooky spiders, gross ghosts, demon dentist.
3. Introduce [acrostic poems](https://education.nsw.gov.au/parents-and-carers/learning/english/english-a-to-z#Acrostic_4). Explain that students will co-construct an acrostic poem before writing their own acrostic poem using the subject of ‘scary’. Explicitly teach that students will select words about scary things that begin with each letter in the word ‘scary’.
4. Write the letters ‘S’, ‘C’, ‘A’, ‘R,’ and ‘Y’ on the board vertically. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) and list things (nouns) students find scary that begin with each letter. For example, S: spiders, snails; C: cats, clowns; A: ants, aliens; R: robots, rats; Y: yabbies, yoghurt. Note: ‘Y’ could be difficult to generate ideas for. As an alternative, students may use the ‘Y’ words used in the exemplar resource.
5. Explain that the acrostic poem needs to include alliteration about the scary things. Discuss and list adjectives that could be used to describe the scary things that begin with the letters in the word ‘scary’. For example, S: spooky, slimy; C: creepy, cursed; A: awful, angry; R: runny, rude; Y: yelling, yucky.
6. As a class, co-construct an acrostic poem selecting nouns and adjectives generated from student ideas and use alliteration for the word ‘scary’. Refer to [Resource 2: Exemplar poem](#_Resource_2:_Exemplar_1) for an example.
7. Provide pairs of students with a copy of [Resource 3: Acrostic poem](#_Resource__3:). Students select words generated by the class or write their own ideas of scary things to create an acrostic poem using the word ‘scary’. If students find it difficult to generate ideas for ‘Y’, encourage them to use ‘Yes yucky’ from the exemplar acrostic poem.

**Too hard?** Students work in small groups to write an acrostic poem.

**Too easy?** Students independently write an acrostic poem using a different word. For example, fright, night, scream.

1. Select a group’s work sample and model providing feedback on how it could be improved. For example, each word begins with the correct letter, ensure alliteration has been used, correct spelling, no punctuation markers.
2. Students share their acrostic poems with another pair to provide feedback, using the model.
3. Students edit their work and draw pictures to match the scary things described in the poem.

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

* experiment with and create word play and poems.

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

* understand they can improve their writing based on feedback from teachers.

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

* experiment with creative play with language in own texts.

### Lesson 9: Using question marks and exclamation marks

1. Revise the purpose of using a question mark in writing.
2. Flick through the text Scary Night to locate the use of question marks. For example, ‘But where were they going in the dead of the night, tip-toe creeping in the pale moonlight?’ Ask:
* What is uncertain about this situation? (The reader or audience does not know where the 3 main characters were travelling to and so late at night.)
* Why do you think the author asks this question? (To build suspense and it encourages the reader to continue reading to find out.)
1. Introduce another sentence from the text that uses a question mark, for example, ‘Were they scared?’ Ask:
* Why does the author ask this question? (To make the reader or audience reflect on how the main characters were feeling throughout their journey.)
* Would you have been scared too? (Most likely with it being dark, difficult to see and travelling extremely close to scary creatures such as crocodiles and grizzly bears.)
1. Explain the purpose of using an exclamation mark in writing – as a punctuation marker used at the end of a sentence – is to emphasise the emotion or feeling in the sentence. It may also indicate something of major significance, interest or contrast.
2. Use the question from activity 3 to introduce the use of exclamation marks. This question is answered with ‘You bet they were!’ Ask:
* Does this response indicate strong feelings to the question of whether they were scared? Yes, it emphasises how frightened the characters were.
* Why do you think the author uses it? To continue the suspense of the narrative. It is also an unexpected response as they continue their journey, despite feeling very scared. It continues the audiences’ interest in the narrative.
1. Explain that throughout the narrative, the author uses question and answer responses. Provide students with a copy of [Resource 4: Sentence frames](#_Resource_4_:). Students write a question mark or exclamation mark into the correct blank spaces.
2. Refer to the page when the characters finally arrive at Goat’s house. Ask students why an exclamation mark was used after the word ‘surprise’. For example, it shows the characters had strong feelings of happiness to want to celebrate Goat’s birthday; it shows strong feelings of relief that they finally arrived despite all the scary things along the way.
3. Using Scary Night as a guide, students write 2 related ideas posing their own question and response about an event that occurred or a character in text using a question mark and exclamation mark. For example, ‘Did they go across a creek with crocodiles? You bet they did!’ ‘Was Goat tired at the end of the party? Of course, she was!’

**Too hard?** Co-construct the 2 related ideas using question and exclamation marks as a class.

**Too easy?** Students develop their own question and response about characters or events from a different text.

1. Students draw a picture to accompany their question and response before reading their writing to a peer.

**Early Stage 1 Assessment task 6 –** Collecting work samples from this lesson allows 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
* use question marks and exclamation marks.

### Lesson 10: Review of the text

1. Encourage the students to share their experiences of when they went to a party or a celebration. Ask:
* What were you celebrating?
* What did you eat and drink?
* What did you play or do?
1. Revise onomatopoeia from [Lesson 4](#_Lesson_4:_Onomatopoeia_1). Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘Action’ and ‘Sound’. Discuss sounds that might be heard at a party or celebration, adding these to the chart. For example, glasses touching: clink; soft drink: fizz; balloons exploding: bang; children running around: pitter-patter; cheering: hooray; laughing: ha-ha; applause: clap; swimming in a pool: splash; cooking on a barbecue: sizzle; riding scooters or bikes: screech.
2. Provide students with a copy of the double page at Goat’s birthday party from Scary Night. Ask:
* What is happening in this picture? (All the characters are celebrating Goat’s birthday in different ways.)
* What possible onomatopoeia (sounds) can you see from this picture? (Streamers flying into the air: swish; light when switched on: zap; cutting cake: chop; reaching into the present bag: rustle; bottle opening: pop; Goat is happy: squeal.)
1. Add any additional ideas generated to the T-chart from activity 2.
2. Students refer to the T-chart to write onomatopoeia words beside each of the actions at Goat’s birthday party. For example, write ‘swish!’ near the streamers flying into the air. Emphasise the importance of using colour, size and angle when writing the words and including an exclamation mark for added effect.
3. Highlight that the characters faced many challenges on their journey. Flick through the text and list some of the challenges on the board. For example, walking in the dark late at night, crossing a creek filled with crocodiles, climbing a mountain containing grizzly bears. Ask:
* What helped the characters to face these challenges? (They showed courage (and resilience) and stayed together.)
* Why do you think they were determined to keep going? (They had a strong friendship with Goat and didn’t want her to celebrate her birthday on her own.)
1. Students draw their favourite example of how Hare, Cat and Pig showed courage and didn’t give up in Scary Night.
2. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) their drawings before writing simple sentences describing how Hare, Cat and Pig showed courage. For example, ‘It was hard. But they kept going.’ ‘It was scary. They did not give up.’

## Resource 1: Sequencing ideas

|  |  |
| --- | --- |
| **Big idea** | **What happened** |
| **Idea 1** |  |
| **Idea 2** |  |
| **Idea 3** |  |

## Resource 2: Exemplar poem

**S**limy snakes

**C**reepy clowns

**A**ngry aliens

**R**otten rats

**Y**es yucky

## Resource 3: Acrostic poem



## Resource 4: Sentence frames

Did they scream \_\_ They let it rip \_\_

Did they hide \_\_ You bet they did \_\_

Did they give up \_\_ Of course not \_\_

Did they shake \_\_ You bet they did \_\_

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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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 30 January 2023.

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