Year 5

English

3 Week Forward Planning

(With an integration link to Society and Environment and the new ACARA framework)

Produced by

Teagan Gianola
Katrina Pedulla
Rational and Forward Planning Documents
Language and Literacy Rationale.

Teaching English involves recognising, accepting, valuing and building on students’ existing language competence, including the use of non-standard forms of English, and extending the range of language available to students (Young, 2009).

From the beginning of our lives, our brains create wiring for learning patterns that sculpt our ability to think, feel and learn (Young, 2009). Language is the central key in communication. Therefore, it is essential that literacy and language is highly developed in students as they progress through their education (Young, 2009). Our aim as teachers is to educate and support our students to learn the knowledge, skills and values required for them to become active citizens within our community.

There are a number of different theories about how we acquire learning. These theories include: humanism, constructivism, socio-constructivism, cognitivism and behaviourism (Krause, Bochner and Duchesne 2003). Our philosophy upon teaching is to incorporate a range of theories into our teaching and learning strategies depending on the lesson content. This teaching approach can be defined as an eclectic teaching theory.

Although we believe in an eclectic teaching approach, the constructivist theorist Vygotsky has a major influence on our teaching and learning strategies that are used within our three week forward planning documents. Vygotsky is well known for his theory of the zone of proximal development (ZPD) (Krause et al., 2003). This is defined as “the discrepancy between a child’s mental age and the level that child may reach with the assistance in solving problems” (Krause et al., 2003). Our philosophy is to guide students through their learning and scaffold them into a deeper level of understanding and learning. Throughout our planning we have ensured to include activities where the expected achievement level is at a higher level than what the students are currently achieving. We believe that having a high expectation of your students is vital in further developing their current knowledge and skills. Our program requires the teacher to scaffold the students and incorporates the gradual release of responsibility approach.

Brian Cambourne created the seven conditions for optimum learning. We have incorporated our knowledge of his theory into our teaching philosophy. We strongly believe that the students require to be immersed in the learning conditions to ensure they are provided with every opportunity to develop their knowledge and skills to their full potential.

Within the Curriculum Framework, the Council has designed learning and teaching principles (Curriculum Council, 1998). These principles are based on the beliefs about a learning environment where learning can be supported (Curriculum Council, 1998). Our teaching philosophy is to incorporate the seven principles into our teaching and learning strategies. These principles are: opportunity to learn, connection and challenge, action and reflection, motivation and purpose, inclusivity and difference, independence and collaboration and a supportive environment (Curriculum Council, 1998). The Curriculum Council has also designed assessment principles which we have incorporated into our assessment pieces. By incorporating these assessment principles, we are ensuring that we are consistent with our
marking without discriminating against any student, different learning styles or working abilities.

Our literacy and language program is aimed at a year 5 classroom. The students in year 5 will be in the 10 – 11 age range, also known as middle childhood. Middle childhood students are beginning to appreciate different points of view and are further developing their ability to work collaboratively (Curriculum Council, 1998). Our forward planning documents are based on the guidelines that students are working within a level 2 to 3 achievement range. We have used the Outcomes and Standards Framework (2005) as the foundation to what outcomes the students will be working towards. In conjunction to this we have also included the new National Curriculum outcome descriptors.

We have used the First Steps resources as a tool to ensure that our activities are appropriate to our students working capabilities. The students are working within the transitional to proficient reading phase (First Steps, 2004). The students are working within the transitional to conventional writing phase (First Steps, 2005) and within the consolidating to conventional speaking and listening phase (First Steps, 2006).

We strongly believe that students require the opportunity to engage in authentic and meaningful learning experiences. We also believe students require the opportunity to work collaboratively, either with a partner, small group or as a whole class. Throughout our planning we have also considered the different learning styles of our students and have incorporated Howard Gardner’s theory of multiple intelligences.

As pre-service teachers we understand the importance of efficient planning in conjunction with a positive and constructive teaching style. We have developed a philosophy which is rich in developing the students’ full potential and providing them with meaningful opportunities to excel.
References:


### Year 5 English Forward Planning Document

**Teacher:** Miss Gianola and Miss Pedulla  
**Year Level:** 5  
**Number of Weeks:** 3

#### National Curriculum English Content Descriptors:

|-------------|---------|---------|----------|-----------|-----------|------------------|---------------------|----------|-----------------------------------|
| CF: Measurement  
The students are currently focusing on perimeter and area of shapes. The students will completing their own calculations about the sand dunes where will be planting seedlings. The students will be asked a range of questions such as how many seedlings would we need for this area? | CF: Earth and beyond  
life and living  
The students will look at the ocean and the biology of some marine life. | CF: Time, continuity and change  
The students will explore how our shore lines have developed and changed over the past 100 years and the impact we have had on our beaches. | CF: Arts ideas  
In art the students will create a tile which expresses an environmental issue. The tiles will be used for a school display. | CF: Place and space  
The students will explore the different beaches within the local community and research how this is related to the Leschenault catchment. | CF: Skills for physical activity  
The students have selected for their sport this term to learn how to surf. Whilst learning this skill the teacher has been integrating aspects of environmental issues. | CF: Technology  
In week 2 the students will be creating a print advertisement about an environmental issue. | | | CF: Investigation,  
communicate and participation (SOSE)  
The students are learning about environmental issues and changes that they can make within their own lifestyle. When the students participate in their seedling planting the students will be completing a social action |

#### General Capabilities

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Literacy</th>
<th>Thinking Skills</th>
<th>Creativity</th>
<th>Intercultural Understanding</th>
<th>Teamwork</th>
<th>Self Management</th>
<th>ICT</th>
<th>Social Competence</th>
<th>Ethical Behaviour</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The students will participate in a range of activities which develop their thinking skills. For example, DeBono’s 6 thinking hats and thinkers keys</td>
<td>The daily writing activity that the students do throughout the 3 weeks is very creative and the students are encouraged to be imaginative.</td>
<td></td>
<td>The students will participate in a range of partner and small group activities. These activities will reflect Johnsons elements for co-operation and will each a focus social skill.</td>
<td></td>
<td>Throughout the 3 weeks the students will complete a range of activities which incorporates ICT. For example in week 3 the students will explore a website using the smart board. The students will also use ICT to create an advertisement and type their persuasive letter.</td>
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</table>

#### Cross Curriculum Dimensions

<table>
<thead>
<tr>
<th>Indigenous History and Culture</th>
<th>Asia and Australia’s Engagement with Asia</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>In SOSE the students will explore how Aboriginals hunted of the shore lines and how they have helped shape our environment.</td>
<td></td>
<td>The texts selected for this unit of work have environmental issues behind them. We aim that the students will explore what is happening in our society and reflect upon more sustainable actions. An example of this is where the students learn how our rubbish can affect marine life and what we can do to minimise this effect.</td>
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#### Teaching and learning principles

<table>
<thead>
<tr>
<th>Opportunity to learn</th>
<th>Connection and challenge</th>
<th>Action and reflection</th>
<th>Motivation and purpose</th>
<th>Inclusivity and difference</th>
<th>Independence and collaboration</th>
<th>Supportive environment</th>
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<tbody>
<tr>
<td>Learning experience</td>
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#### Assessment principles

<table>
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<th>Valid</th>
<th>Educative</th>
<th>Explicit</th>
<th>Fair</th>
<th>Comprehensive</th>
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Below is an overview of the values, overarching learning outcomes, English outcomes and SOSE outcomes which were covered in our four lesson plans. There is also an explanation of the new national curriculum outcomes which were included in our lessons.

1. Recognising and responding (ELSLU4)
   - observing that it may not be the author’s purpose to position the listener, viewer or reader to have a particular view of an issue
   - comparing the setting of each text looking at the way it is described, differentiating between reporting, describing and interpreting the interpretation of the main events and ideas
   - describing the theme or unifying idea in the text
   - understanding when it is appropriate to share feelings and opinions (eg in a personal recount) and when it is appropriate to remain more objective (eg in a factual recount)
   - understanding how authors construct the text (eg a prison may be described as depressing, cold and unfeeling to reflect the mood of the character)
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2. Comprehension strategies (ELCY2)
   - listening and reading for overall meaning, detail sequence and relationships, taking notes and summarising

3. Vocabulary (ELCY6)
   - building an emotive and persuasive vocabulary in order to develop sensitivity to feel and positions
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4. Handwriting/word processing (ELCY14)
   - developing a handwriting style that is legible and becoming fluid and automatic

5. Oral communication skills
   - understanding a range of opinions regarding similarities and differences resulting in a greater understanding of both texts

6. Creating texts (ELCY13)
   - choosing details, setting and multiple multimedia texts using grammar and punctuation for specific effects
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   - choosing details, setting and multiple multimedia texts using grammar and punctuation for specific effects

7. Writing
   - applying familiar strategies and experiments with new strategies for planning, drafting and reviewing own writing

8. SOSE learning outcomes
   - developing and planning for the future
   - understanding the importance of the future
   - understanding the importance of the future
   - understanding the importance of the future
### Week 1

#### Monday
- Launch... Incursion/ guest speaker Anita Kelly. Anita is the founder of Project Shorelines and informs schools about debris on our beaches and the impact it has on our marine life.
- This activity will be integrated with SOSE, place and space
- Remind students of listening etiquette
- The students will then participate in a class discussion, facilitated by the teacher recounting what Anita covered in the incursion.
- The students will then write a recount newspaper article about their incursion which will be placed in the weekly newsletter.
- The students have previously been working on newspaper articles and this is a follow up activity.

#### Tuesday
- Introduction to Window by Jeannie Baker
  - This is a visual text and over the 3 weeks the students will be writing accompanying text for each page – All of the students pages will be formed into their own ‘story’.
  - Students are required to Approximately 20 minutes a day will be allocated a day to perform this task (see lesson plan for further detail).
  - As a class we will work through an example and model expectations (Gradual release of responsibility).
  - See appendix for explanation.
- Read and discuss So Close Your Eyes and Just Imaging by Gary Fleming
- The students will then rotate through 2 of their literacy groups (see below) either guided reading, small group act. 1, small group act. 2 and independent reading. The students will then complete the other 2 activities on Wednesday.

#### Wednesday
- Students will spend 20 mins completing their Window daily writing activity
- Students will then complete the other 2 literacy session activities
- Students will then form into 6 groups – each one representing De Bonn’s thinking hats. The students in these groups will complete a discussion about the SCYEAJI, projecting from which hat colour their group represents. The students will rotate through all the hats to consider the text in a number of perspectives. This will be an informal speaking and listening activity.
- To conclude this lesson the class will participate in a discussion about what they have discovered about the text and their thoughts and feelings.

#### Thursday
- Students will spend 20 mins completing their Window daily writing activity
- The students will participate in a class discussion about Dr. Seuss and watch a brief You Tube clip about his life.
- The students will participate in a sneak preview activity of The Lorax and complete a worksheet (FS R MOD pg 159)
- The students will now read The Lorax up to page 11 (it will be scanned onto PowerPoint)
- The students will then complete a character profile of the Once-ler.

#### Friday
- Students will spend 20 mins completing their Window daily writing activity
- Today the students will watch a documentary about the ocean provided by Anita Kelly. A discussion will be held about different viewing techniques which may be used in the documentary.
- While viewing the film the students will complete a worksheet about different techniques used.
- After the film has been viewed the students will discuss how the author has ‘persuaded’ the audience to think in a particular manner.

NOTE: See attached lesson plan for full explanation.

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### Literacy session activities

#### Shared reading (scanned into PowerPoint)
- So Close Your Eyes and Just Imaging by Gary Fleming (SCYEAJI)
  - Reading strategy – coffee pot over adjectives
  - The Lorax by Dr. Seuss (TL) p 0-11
  - The students will get a sneak preview of the text (FS RRB p159) and then complete a sneak preview sheet
- Window by Jeannie Baker
  - Reading strategy – looking at illustrations and discuss visual cues.

#### Guided reading activities (SCYEAJI)
- High
  - The students will look at analogue in SCYEAJI and discuss/create their own analogy for nature.
- MidHigh
  - The students will look at analogies in SCYEAJI and as a group will discuss other analogies they have heard of and create a group made analogy
- MidLow
  - The students will look at analogies in SCYEAJI and discuss the purpose of analogies and the meaning behind them. For example, what is meant by ‘more colours than a rainbow?’
- Low
  - The students will focus on analogies in SCYEAJI and discuss the meaning of some common analogies. For example, ‘like tufts of cotton’

#### Small group activity 1
- Shuffle sentence – the students will be given the words of a page on flash cards and they are to recreate sentences using their words.

#### Small group activity 2
- A to Z thinking key of adjectives about nature. The students will then write an acrostic poem for NATURE

#### Independent reading
- Please see attached suggested reading titles. We have included in our reading titles a wide range of fiction and non-fiction texts about the ocean, beach, marine life and environmental issues.

#### Modelled reading
- Blueback by Tim Winton Chapter I - 4
## Week 1

### Launch

- **Incursions/guest speaker:** Anita Kelly. Anita is the founder of Project Shorelines and informs schools about debris on our beaches and the impact it has on our marine life.
- ✓ This activity will be integrated with SOSE, place and space.

### Shared Reading (Big Book/Scanned Text/Internet)

- *So Close Your Eyes and Just Imagine* by Gary Fleming (SCYEAIJ)
  - Reading strategy - coffee pot over adjectives.
- *The Lorax* by Dr. Seuss (TL) p 0-11
  - Reading strategy - The students will get a sneak preview of the text (FS RRB p159) and then complete a sneak preview sheet Window by Jeannie Baker.

Reading strategy – looking at illustrations and discuss visual cues.

### Guided Reading (Small Groups)

- **High**
  - The students will look at analogies in SCYEAIJ and discuss/create their own analogy for nature.
- **MidHigh**
  - The students will look at analogies in SCYEAIJ and as a group will discuss other analogies they have heard of and create a group made analogy.
- **MidLow**
  - The students will look at analogies in SCYEAIJ and discuss the purpose of analogies and the meaning behind them. For example, what is meant by ‘more colours than a rainbow?’
- **Low**
  - The students will focus on analogies in SCYEAIJ and discuss the meaning of some common analogies. For example, ‘liked tufts of cotton’

### Small Group Reading Activities

- A to Z thinking key of adjectives about nature. The students will then write a acrostic poem for NATURE.
- Shuffle sentence – the students will be given the words of a page on flash cards and they are to recreate sentences using their words.
- See attached suggested reading titles.

### Independent Rdg

- See attached suggested reading titles.

### Modelled Reading

- *Blueback* by Tim Winton Chapter 1-4.

### Writing

<table>
<thead>
<tr>
<th>Title/Description</th>
<th>Purpose</th>
<th>Audience</th>
<th>Form/Genre</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily writing – Window</td>
<td>Entertain</td>
<td>Themselves and class share</td>
<td>Narrative with BME – 1st person</td>
<td>Creating a story which has a focus on nouns and adjectives to accompany a purely visual text.</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Inform</td>
<td>Class and some selected for school newsletter</td>
<td>Newspaper article/recount</td>
<td>The students will write a recount about their incursion with Anita Kelly. The students have previously looked at newspaper article format and techniques. The students will revisit this article in week 2 and view if any of them including persuasive writing techniques.</td>
</tr>
</tbody>
</table>

### Viewing

- Viewing of documentary while discussing techniques used to ‘persuade’ the audience.
- The students will have a worksheet to work through while viewing the film to help guide them to focus on particular techniques.
  - Note: Our non – fiction text is this documentary.

### Speaking and Listening

- The students will rotate between the 6 De Bono hat areas in the classroom and use this as a guide to discuss the text SCYEAIJ.
- Participation throughout class discussions about Dr. Seuss and The Lorax.

### Language Focus

- The students spelling words are taken from our modelled reading book *Blueback*.

#### Word Meanings

- Prefixes and Suffixes in SCYEAIJ
  - Stretch-ed
  - Hang-ing
  - Deep-est
  - Pure-est
  - Scatter-ing
  - Sweet-est

- A-bound
- Pre-prepared

- Students will focus on the use of commas in SCYEAIJ. They will also look at the different structure which has been used to construct the sentences.

#### Sentence Grammar

- The students will look at the different adjectives used in SCYEAIJ
  - Sweet
  - Deepest
  - Purest
  - Beautiful
  - Marvellous

- The students will discuss how this words could be used in different sentences to create a different meaning

#### Phonics/Word Knowledge

- Whales (L)
- Turtles (H)

### Spelling

- Groper
- Salmon
- National
- Grease
- Floated
- Patient
- Visitor

- Abalone
- Souvenir
- Territorial
- Mischief
- Brilliant
- Pilchards
- Fertiliser

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Week 2

Monday
- Students will spend 20 minutes completing their Window daily writing activity.
- The classroom teacher will then read pages of *The Lorax* in a shared reading format – the reading strategy will be looking at ‘!!! ----’ pages 12 to 18.
- Students will then rotate through 2 of their literacy groups (see below). These being either: guided reading, small group activity 1, small group activity 2 and independent reading. The students will then complete the other 2 activities on Tuesday.

Tuesday
- Students will spend 20 minutes completing their Window daily writing activity.
- Students will then rotate through the other 2 literacy activities.
- The classroom teacher will then read pages 19 to 24 of *The Lorax*.
- Complete DIRDS activity NOTE: See attached lesson plan for full explanation.

Wednesday
- Students will spend 20 minutes completing their Window daily writing activity.
- Students will be re-visiting their viewing activity that was completed on Friday in week 1.
  - Students will discuss the different types of persuasion techniques used between moving media and print media.
  - The students will view a range of print advertisements, then design a print advertisement that will be completed in the key learning area of T & E. The advertisement will link with an environmental issue of their own choice.

Thursday
- Students will spend 20 minutes completing their Window daily writing activity.
- The teacher will be introducing persuasive techniques used in oral language.
- The teacher will ask the students to think, pair, share about ‘spruiking’
  - The students will then learn about spruiking and watch some media spruiking examples.
  - Students will then be given an object which they are to ‘spruik’. They will have time to practice their spruiking speech by completing a brainstorm of ideas.
  - The students will then present their spruiking advertisement to a partner which will be selected from the selector tool.
  - A class discussion will conclude the lesson with a reflection about what worked throughout their spruiking and what did not.

Friday
- Students will spend 20 minutes completing their Window daily writing activity.
- Students will be completing the Mock Trials speaking and listening activity. NOTE: See attached lesson plan for full explanation.

Literacy session activities

<table>
<thead>
<tr>
<th>Shared reading</th>
<th>Guided reading</th>
<th>Small group activity 1</th>
<th>Small group activity 2</th>
<th>Independent reading</th>
<th>Modelled reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Lorax</em> by Dr. Seuss (TL)</td>
<td>High: The students in this group will be sounding out words using the chunking technique. The focus words for this group will contain the letter combination ‘ea’</td>
<td>Truffula Tree Attire - Students are required to brainstorm ideas about what the Once-ler will be making with the Truffula Trees he is cutting down. Students will then be required to create a drawing or diagram of their idea</td>
<td>Fact sheet – students are required to create a Biology based fact sheet on what they believe the Truffula Tree requires to live and survive on.</td>
<td>Please see attached suggested reading titles. We have included in our reading titles a wide range of fiction and non-fiction texts about the ocean, beach, marine life and environmental issues.</td>
<td><em>Blueback</em> by Tim Winton Chapters 5 – 10</td>
</tr>
<tr>
<td></td>
<td>MidLow: The students in this group will be sounding out words letter by letter. The focus words for this group will be words beginning with the letters m and n.</td>
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## Week 2

### Reading

<table>
<thead>
<tr>
<th>Shared Reading (Big Book/Scanned Text/Internet)</th>
<th>Guided Reading (Small Groups)</th>
<th>Small Group Reading Activities</th>
<th>Independent Rdg</th>
<th>Modelled Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lorax by Dr. Seuss (TL)</td>
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</tr>
<tr>
<td>✷ Reading strategy will be looking at !!!, --, ...... – pages 12 to 18.</td>
<td>High</td>
<td>Truffula Tree Attire - Students are required to brainstorm ideas about what the Once- ler will be making with the Truffula Trees he is cutting down. Students will then be required to create a drawing or diagram of their idea.</td>
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<tr>
<td>Window by Jeannie Baker</td>
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<td></td>
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<tr>
<td>✷ Explore nonsense words</td>
<td>MidHigh</td>
<td>Fact sheet – students are required to create a Biology based fact sheet on what they believe the Truffula Tree requires to live and survive on.</td>
<td></td>
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<tr>
<td></td>
<td>MidLow</td>
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<td></td>
<td>Low</td>
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### Writing

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<th>Form/Genre</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>The Window</td>
<td>Entertain</td>
<td>Themselves and class</td>
<td>Story - narrative</td>
<td>To develop a sequential story which accompanies a series of pictures from The Window. Punctuation and grammar will be their main focus</td>
</tr>
</tbody>
</table>

### Viewing

- The students will view a range of persuasive print advertisements and then create their own persuasive print advertisement about an environmental issue of their choice.

### Language Focus

<table>
<thead>
<tr>
<th>Word Meanings</th>
<th>Sentence Grammar</th>
<th>Phonics/Word Knowledge</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heteronyms: excuse, excuse polish, polish minute, minute wind, wind record, record</td>
<td>Focus on the use of italics and exclamation marks in text to emphasise meaning</td>
<td>Contraction and compound words: you’re we’ve we’re couldn’t wouldn’t</td>
<td>Whales (L) orchard floated puffing patient history protect enormous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Turtles (H) excitement licence politician swimming luminous trembled shuddered</td>
</tr>
</tbody>
</table>
### Week 3

**Monday**
- Read the remaining pages of The Lorax
- Create a discussion with the students about why Dr. Seuss wrote *The Lorax* and discuss any hidden messages that they may have perceived.
- Students will then rotate through 2 of their literacy groups (see below). These being either: guided reading, small group activity 1, small group activity 2 and independent reading. The students will then complete the other 2 activities on Tuesday.

**Tuesday**
- Students will spend 20 mins completing their Window daily writing activity
- Students will then complete the other 2 literacy session activities
- The students will be asked to complete a jigsaw activity about *The Lorax*. They will be asked to discuss the characters, the plot and the meaning behind the story. The students will then complete a book review of the text *The Lorax*. Their book review will be posted on the school library website.

**Wednesday**
- Students will spend 20 mins completing their Window daily writing activity
- The teacher will then introduce the students to persuasive writing techniques
- The students will view a range of different examples and explore an interactive website on the smart board (http://www.writingfun.com/writingfun2010.html)
- As a class, the students will create a persuasive letter to the canteen manager regarding the inclusion of food on the school menu
- The purpose of this lesson is to introduce the students used to write a persuasive letter. This is a scaffolding activity preparing the students for tomorrows activity.

**Thursday**
- Students will spend 20 mins completing their Window daily writing activity
- Today is the last day that the students will have to complete their Window story.
- Students will complete the writing activity Dear...

**Friday**
- The students will create a cover page and blurb for their Window story. They will then have an opportunity to share their story with a partner or small group.
- To Finish of our program the students will watch *The Lorax* short film

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### Literacy session activities

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<tr>
<td><em>The Lorax</em> by Dr. Seuss (TL)</td>
<td><strong>High</strong>&lt;br&gt; The students will analyse the text and discuss relationships of character and the purpose of the text</td>
<td><strong>MidHigh</strong>&lt;br&gt; The students will analyse the text and discuss the relationships between characters and how the author created these relationships</td>
<td><strong>FS R MOD – Drammies (p215)</strong>&lt;br&gt;This worksheet is used as a reflection piece about the text.</td>
<td><strong>FS W MOD – The end (p239)</strong>&lt;br&gt;Students will write and illustrate the next 2 pages from the ending.</td>
<td><strong>Blueback</strong> by Tim Winton&lt;br&gt;Chapters 11 – 16</td>
</tr>
<tr>
<td><em>Window</em> by Jeannie Baker</td>
<td><strong>MidLow</strong>&lt;br&gt;The students will summarise what occurred in the text and provide a brief explanation of the characters</td>
<td><strong>Low</strong>&lt;br&gt;The students will summarise the main events in the text in order</td>
<td></td>
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</tbody>
</table>

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**Week 3**

## Reading

<table>
<thead>
<tr>
<th><strong>Shared Reading</strong> (Big Book/Scanned Text/Internet)</th>
<th><strong>Guided Reading</strong> (Small Groups)</th>
<th><strong>Small Group Reading Activities</strong></th>
<th><strong>Independent Rdg</strong></th>
<th><strong>Modelled Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lorax by Dr. Seuss (TL) p 0-11&lt;br&gt;• Reading strategy - Coffee pot - prediction of next/sentence&lt;br&gt;Window by Jeannie Baker&lt;br&gt;Reading strategy - looking at illustrations and discuss visual cues.</td>
<td>High&lt;br&gt;The students will analyse the text and discuss relationships of character and the purpose of the text&lt;br&gt;MidHigh&lt;br&gt;The students will analyse the text and discuss the relationships between characters and how the author created these relationships&lt;br&gt;MidLow&lt;br&gt;The students will summarise what occurred in the text and provide a brief explanation of the characters&lt;br&gt;Low&lt;br&gt;The students will summarise the main events in the text in order</td>
<td>FS R MOD – Drammies (p215)&lt;br&gt;This worksheet is used as a reflection piece about the text.&lt;br&gt;FS W MOD – The end (p239)&lt;br&gt;Students will write and illustrate the next 2 pages from the ending.</td>
<td>See attached suggested reading titles</td>
<td>Blueback, by Tim Winton&lt;br&gt;Chapters 11-16</td>
</tr>
</tbody>
</table>

## Writing

<table>
<thead>
<tr>
<th><strong>Title/Description</strong></th>
<th><strong>Purpose</strong></th>
<th><strong>Audience</strong></th>
<th><strong>Form/Genre</strong></th>
<th><strong>Focus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily writing – Window</td>
<td>Entertain</td>
<td>Themselves and class share</td>
<td>Narrative with BME – 1st person</td>
<td>Creating a story which has a focus on nouns and adjectives to accompany a purely visual text.</td>
</tr>
<tr>
<td>Dear...</td>
<td>Persuade/inform</td>
<td>Principal, shire council and local nursery</td>
<td>Persuasive letter</td>
<td>The students will construct a persuasive letter which has a clear stated introduction, supporting paragraphs and a conclusion.</td>
</tr>
</tbody>
</table>

## Speaking and Listening

<table>
<thead>
<tr>
<th><strong>Language Focus</strong></th>
<th><strong>Spelling</strong></th>
<th><strong>Word Meanings</strong></th>
<th><strong>Sentence Grammar</strong></th>
<th><strong>Phonice/Word Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal&lt;br&gt;• The students will once again participate in a range of partner, group and class discussions.</td>
<td>The students spelling words are taken from our modelled reading book Blueback</td>
<td>Similes&lt;br&gt;✓ red as a rose&lt;br&gt;✓ as explosive as a volcano&lt;br&gt;✓ as bright as a rainbow&lt;br&gt;✓ strong like bricks.</td>
<td>Students will focus on the use of speech marks and are they are used in The Lorax. The focus will be on how the speech marks change from one character to another sequentially.</td>
<td>The students will focus on time connective words.&lt;br&gt;✓ First&lt;br&gt;✓ Secondly&lt;br&gt;✓ Before&lt;br&gt;✓ After&lt;br&gt;✓ Then&lt;br&gt;✓ Finally</td>
</tr>
<tr>
<td>Formal&lt;br&gt; • In week 3 there are no formal speaking and listening activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Viewing

<table>
<thead>
<tr>
<th><strong>Spelling</strong></th>
<th><strong>Landing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will share their window story.</td>
<td>Students will then view The Lorax film.</td>
</tr>
<tr>
<td>Cicada inside leaving figure patrol ghost current</td>
<td>Peppermint foundation university curiosity abruptly echoed catamaran</td>
</tr>
</tbody>
</table>
Window...

A student's creation.

The activity titled Window throughout our 3 forward planning documents is a daily writing activity that encourages students to further develop their creative writing skills, level of abstract thinking and exploring their own personal values.

Window is a text written by Jeannie Baker that conveys the meaning of the book through pictures. No text is used throughout the book, except for numbers representing the central character's birthday. The text explores a boy’s life as he views the outside world through a window in his house – presumably his bedroom. Over time, urban development and infrastructure crowd the skyline, decreasing the amount of natural land surrounding the boy’s family home. The pictures explore the boy’s life year by year until he moves out of home to build a family of his own.

To ensure students understand the daily writing process, the classroom teacher will guide the students through an example using a different text. This will ensure students are confident to complete the activity independently by using the gradual release of responsibility format.

Each time the daily writing activity is completed, students will be given 2 colour pages out of the text Window. Before the students complete their sentence, they will be required to complete an accompanying sheet that will also be provided each time.

Students will be required to identify a noun within the pictures then further explore the noun by identifying 4 adjectives to accommodate the noun. An example is outlined below:

<table>
<thead>
<tr>
<th>Horse</th>
<th>brown</th>
<th>strong</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>powerful</td>
<td>loyal</td>
</tr>
</tbody>
</table>

When completing their sentences, students are not required to use their noun exploration although they are welcome to. The main idea behind the noun exploration is to encourage students to creatively and critically think before completing their sentences to avoid any basic level thinking and writing. There are numerous opportunities for students to focus on symbolism or exploration of their environmental values. The text also mirrors today’s society as more and more land is being cleared for housing developments or mining related activities.

Once students have constructed a sentence to accompany their picture, students are required to swap their work with their shoulder partner (desks are in groups of 4 students) and proof read their partners work before handing it back. The focus of the writing is on all literacy and language conventions - correct grammar, punctuation, spelling etc. Once the students have their original writing piece in front of them, they will then write the accompanying sentence below the picture, in their neatest
writing possible. Once that is complete, students are required to complete the same procedure for their second picture.

At the completion of their edition of the text **Window**, the students will create a front cover for their personal story and create a blurb for the back. The classroom teacher will then bind all copies individually to create a paperback story for the students to keep.

If students approve, the copies of the students’ books will create a **Window** library for students to read each others texts. Students will be encouraged to write anonymous positive feedback for one another on window shaped small pieces of paper and place in a feedback box which will be emptied and handed to the students at the teacher’s discretion. The classroom teacher will read the comments before handing them to the students to oversee the comments, and create comments for particular student who haven’t received one.

This activity has been developed based on a previous Edith Cowan University unit (LIT3010) activity that required students to create their own texts for particular images.
Daily Work Pads with accompanying worksheets and assessment pieces

✔ Speaking and Listening
  ✔ Writing
  ✔ Reading
  ✔ Viewing
Specific Learning Objectives:
At the end of this lesson the students will be working toward being able to:

a) Discuss character traits of the Once-lere and Lorax to a partner.
b) Convey a range of messages using oral language
c) Express arguments through a range of P.O.V
d) Display the use of the focus social skill, which is to thank each speaker.
e) Display listening skills via body language.
f) Reflect upon their mock trials explain what was effective about their arguments.
g) Write about how the characters in the trial used different language to convey their argument.

Learning Experience Procedure:
IN BRIEF: This is an informal speaking and listening activity. The students participate in a mock trial where they can use language as a tool to express different points of view.

Reading: The students will be given a worksheet which has directions on it. The students will be verbally told the lesson procedure, but this is for message redundancy and catering for different learning styles

Writing: Prior to each mock trial the students do they will have to write some brief points that they will address in their trial. At the end of the lesson the students will always write a small self reflection.

Speaking and Listening*: The students have to convey their arguments through oral language and listen to their fellow peers arguments.

PREPARATION AND RESOURCES:
- 24 copies of mock trial worksheets
- You Tube clip loaded

ASSESSMENT AND RECORDING:
To what extent where the students working toward being able to:

a) Method of assessment: Observation
   Recording: Anecdotal notes
b) Method of assessment: Observation
   Recording: Anecdotal notes
c) Method of assessment: Observation
   Recording: Anecdotal notes
d) Method of assessment: worksheet
   Recording: Submission into portfolio
e) Method of assessment: worksheet
   Recording: Submission into portfolio

Assessment principles:
Valid/Fair: This lesson links to Outcome and Standards Framework and new National Curriculum objectives.
Educative: The students will receive oral feedback throughout their mock trial and written feedback from their reflection worksheet.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>Introduction:</strong></td>
</tr>
<tr>
<td></td>
<td>• Move students onto mat.</td>
</tr>
<tr>
<td></td>
<td>• Ask the students to recap key events from <em>The Lorax</em>- write responses on board in mind map format.</td>
</tr>
<tr>
<td></td>
<td>• Get the students to think, pair, share with their right shoulder partner characteristic traits of the Once-ler and the Lorax.</td>
</tr>
<tr>
<td></td>
<td>• Discuss with the students about how different people speak and how we use different language in different situations. How tone can affect the effectiveness of communication/interpretation.</td>
</tr>
<tr>
<td></td>
<td>• Explain to students that in groups of 3 they are going to create a ‘mock trial’ (FS S&amp;L MOD pg 243) That is... one student will be the judge, one student will be the Once-ler and one student will be the Lorax.</td>
</tr>
<tr>
<td></td>
<td>• In the mock trial the students will be given an issue and as their character the students have to brainstorm different arguments to plead their case. The judge is to act as the mediator and instruct the conversations between the Once-ler and the Lorax,</td>
</tr>
<tr>
<td></td>
<td>• Once a mock trial has been completed the students will rotate role positions; every student gets an opportunity to experience each character and experiment with different P.O.V and language use. (Each time the students change positions they will receive a different issue)</td>
</tr>
<tr>
<td>35 min</td>
<td>• <strong>Issue 1:</strong> The Lorax is suing Once-ler for destroying all the Truffala Trees.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Issue 2:</strong> The Lorax is requesting the Once-ler to do something for the environment – you both have to agree on the resolution. For example the Once-ler will replant some trees.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Issue 3:</strong> The Once-ler is suing the Lorax because the Truffala trees did not regrow.</td>
</tr>
<tr>
<td></td>
<td>• Note – if the students have time at the end of the lesson they could create their own issue.</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Body:</strong></td>
</tr>
<tr>
<td></td>
<td>• The students are formed into groups of 3 by using the selector tools.</td>
</tr>
<tr>
<td></td>
<td>• Once the groups have been formed ask the students to find a desk to work at. (Note: if any student is really conscious about completing this activity provide them with the option to go outside.</td>
</tr>
<tr>
<td></td>
<td>• Hand out worksheet and go through with the students.</td>
</tr>
<tr>
<td></td>
<td>• Ask the students to number themselves 1-3.</td>
</tr>
<tr>
<td></td>
<td>• The selector tool is then used to allocate role positions.</td>
</tr>
<tr>
<td></td>
<td>• Once the students know what role they are doing, select a situation/issue using the selector tool.</td>
</tr>
<tr>
<td></td>
<td>• The students now get 3 minutes to complete some brief notes about some points to consider in their trial.</td>
</tr>
</tbody>
</table>
Speaking and Listening (informal)

- Judge introduces characters and issues and asks the defendant to begin the trial
- The defendant will begin their speech
- The judge will thank the defendant and ask the accused to proceed with their argument
- The accused will present their argument
- The judge will thank the accused and ask the defendant then the accused if they have anything else they would like to say
- The judge will then present their verdict and conclude the trial

- The students will have 4 minutes to complete their mock trial.
- Remember: tell the students their focus skills, which is to say thank you to each speaker and display good listening skills.
- When the first mock trial has been completed gain the class attention.
- Go through the above steps for each issue.

**Conclusion:**
- At the end of the students handout is a small self reflection. The students are to complete this reflection and place into the English journal.
- Ask the students to move back onto the mat
- Conclude the lesson by asking the students what they noticed about different points of view and language used by different characters.
Mock Trial

It is court day today, and it is time for you to face the judge!

In groups of 3 you are to conduct a ‘mock trial’. Each student will have a character position, these are:

The judge – the judge acts as the mediator. You are to begin the trial, introduce the characters and conclude by thanking each student. Remember you are the judge; it is your job to maintain order in your court.

Once-ler – If you are the Once-ler you have to think about the style of language that this character would use and what sort of points he would argue about. Remember you want to express your argument and persuade the judge to believe you.

Lorax – If you are the Lorax you have to think about the style of language that this character would use and what sort of points he would argue about. Remember to convey your message and be persuasive.

Don't worry you will get a chance to be each character.

Your ‘mock trial’ should follow the following format.

✓ Judge introduces characters and issues and asks the Once-ler to begin the trial
✓ The Once-ler will begin their speech
✓ The judge will thank the Once-ler and ask the Lorax to proceed with their argument
✓ The Lorax will present their argument
✓ The judge will thank the Lorax
✓ The judge will now ask the Once-ler and the Lorax if they have anything else they would like to add to their argument – if so each character will have another chance to speak again
✓ The judge will then thank each character and conclude the trial by presenting their verdict
You will complete a ‘mock trial’ 3 times so each student gets the opportunity to express themselves as each character. For each ‘mock trial’ you have to complete the relevant issue box below.

<table>
<thead>
<tr>
<th>The issue: The Lorax is suing the Once-ler for destroying all the Truffala Trees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your character role:</td>
</tr>
<tr>
<td>Your point of view:</td>
</tr>
<tr>
<td>Issues you want to raise:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The issue: The Lorax is requesting the Once-ler do something for the environment – you both have to agree on the resolution. For example the Once-ler will replant some trees</th>
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<tbody>
<tr>
<td>Your character role:</td>
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</tr>
<tr>
<td>Issues you want to raise:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The issue: The Once-ler is suing the Lorax because the Truffala trees did not regrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your character role:</td>
</tr>
<tr>
<td>Your point of view:</td>
</tr>
<tr>
<td>Issues you want to raise:</td>
</tr>
</tbody>
</table>
Well wasn't that interesting! Did the other group members provide a persuasive argument and express different points of view that you hadn't considered before?

**Self reflection**

How well do you think you considered your characters different points of view? Provide an example.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Did the language you use differ between your different character roles? How? Why?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Do you think you spoke clearly throughout your trial? Did you pronounce your words clearly, speak at an effective pace and use tone to persuade your argument?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Overall what did you learn from this exercise and what would you change if you were to do it again?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Specific Learning Objectives:
At the end of this lesson the students will be working toward being able to:

a) Plan an overview of their persuasive letter, this will include
an aim, 3 reasons and facts or examples which accompany
their reason
b) Structure their letter so it has an introduction which states
their aim, 3 paragraphs which support their argument a
concluding paragraph.
c) Write a coherent letter that is clear and well organised.
d) Display correct use of spelling conventions
e) Display correct use of grammar conventions

Learning Experience Procedure:
**IN BRIEF:** In SOSE the students have been looking at our beach
shore lines. In this lesson the students will be writing
persuasive letters to various people requesting that
they be able to have an excursion and plant small
seedlings at the sand dunes.

**Writing:** The students have been looking at various
forms of persuasive texts and in the previous lesson created a class
letter. In this lesson the students will be individually writing a letter
which is planned, proof read and word processed typed.

**Speaking and listening:** The students will conduct a small group
discussion brainstorming ideas and arguments that they can include in
their letter.

**People and places:** The students will be including in their
persuasive letter about how planting seedlings will benefit the
environment.

PREPARATION
AND
RESOURCES:

- Have the work completed the previous day available.
- Examples of different letters
- 24 x copies of dear... worksheet
- Stop signal – Cat in the Hat doll

ASSESSMENT AND
RECORDING:

- To what extent were the students working toward being able to:
  Specific learning objectives A-E
- Method of assessment:
  Submission of work
- Recording:
  Rubric

Assessment principles:

- Valid/Fair: This lesson links to Outcome and Standards Framework and new National Curriculum objectives.
- Explicit: This lesson is explicit as the students will be told what is being assessed verbally and will also be given the rubric on their worksheet.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Procedure</th>
</tr>
</thead>
</table>
| ⌚️ 15 min | **Introduction:**  
- Move students onto mat  
- Discuss with students that you are hoping to get them to plant a range of seedlings on the local sand dunes. (read the introduction blurb on their worksheet)  
- Explain to students that they need to write a persuasive letter to the principal, shire council or local nursery. The students writing to the principal are writing and asking permission for the class to participate in the excursion. Those writing to the council are requesting money donations and those writing to the nursery are requesting donation of plants.  
- Recap with the students what they learnt about the day before about structuring a persuasive letter. (The previous day students looked at different structures and a range of examples. As a class we constructed a persuasive letter which followed the structure which they will be using for this letter)  
- Inform the students which letter they will be writing. (Lower level students will be writing a letter to the principal with guidance from the teacher. Medium level students will write to the local nursery and the high level students will write to the shire council).  
- Once the students know which letter they are writing, ask them to move to a working area with that writing group (e.g. all the shire letter writers will sit in an area). The students will then discuss some points or issues that they could write about in the letter. (discuss for 3 min)  

| ⌚️ 40 min | **Body:**  
- Handout worksheet to students (the worksheet has a planning pro-forma and structure guidance)  
- Instruct students that they are to plan for their letter and write a first draft using the structure that they have previously learnt.  
- The students will have about 40 min to work on their first draft  

| ⌚️ 15 min | **Conclusion:**  
- Ask the students to swap their first draft with another student. The students will proof read another person works and provide some positive and constructive feedback  
- Once the students have their own draft back explain to them that they will hand their draft in for you to read and provide feedback and tomorrow during their T&E they will type their letter.  
- Remind students that a persuasive letter needs to ‘persuade’ the audience to do what you are asking.  
- Conclude lesson by reading a persuasive/comic letter. |
Dear...

In Society and Environment we have been learning about our beach shore line and the purpose for vegetation. Wouldn’t it be great if we could go out and help plant some shrubs? In order to complete an activity like this there is a lot of planning and letters need to be sent requesting permission and funding - but at the moment I am too busy to write all these letters to ask for approval.

So I thought it would be great idea to get you to write a persuasive letter. Letters need to be written to the principal for approval, the shire council for funding and the local nursery for a donation.

You will each be given a letter to write

Now, what is the purpose of a persuasive letter and how do we write one???

A persuasive letter is developed to inform and convince your audience of a particular issue or idea. For example you could be writing to the canteen manager asking for pizza to be sold on Wednesday. You would have to provide supporting facts or examples to help aid your argument and convince the manager to listen to your advice.
Your letter should follow the following format.

**Introduction**

- State your aim or goal (this is your thesis)
- State your point of view
- Gain your audience's attention by using a “hook”

**Body**

a) The body should contain at least three paragraphs
b) Each paragraph needs a solid reason which relates to your thesis. Each paragraph needs supporting facts or examples.
c) A good persuasive writer will include at least one paragraph which acknowledges the opposing point of view. For example in the situation above you could write “I acknowledge that pizza is not on our menu because it is unhealthy, however there are pizza toppings that are healthy.”

**Conclusion**

- Restate your thesis statement.
- Summarise the main points (your body)
- Write a personal comment or call for action.

**In other words...**

**Introduction**

Paragraph 1 – The first argument plus including supporting evidence.

Paragraph 2 – The second argument plus including supporting evidence.

Paragraph 3 – The third argument plus including supporting evidence.

Paragraph 4 – This paragraph should acknowledge the opposing point of view.

**Conclusion**
<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
</tr>
<tr>
<td>Paragraph 2</td>
</tr>
<tr>
<td>Paragraph 3</td>
</tr>
<tr>
<td>Paragraph 4</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>
Aim/goal

Reason 1

Facts or examples

Reason 2

Facts or examples

Reason 3

Facts or examples

Persuasive writing
idea organiser
<table>
<thead>
<tr>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dear... writing assessment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction is inviting, states the main topic, and previews the structure of the paper.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.</td>
<td>The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader.</td>
<td>There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td><strong>Paragraph 1</strong></td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
</tr>
<tr>
<td><strong>Paragraph 2</strong></td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
</tr>
<tr>
<td><strong>Paragraph 3</strong></td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
</tr>
<tr>
<td><strong>Paragraph 4</strong></td>
<td>The opposing position was clearly identified and acknowledged</td>
<td>The opposing position was described</td>
<td>The opposing position was mentioned but not explained</td>
<td>The opposing position was not acknowledged</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion is strong and leaves readers with a feeling that they understand what the writer is arguing for.</td>
<td>The conclusion is recognizable and ties up almost all the loose ends.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends.</td>
<td>There is no clear conclusion. The paper just ends.</td>
</tr>
<tr>
<td><strong>Overall structure of ideas and letter structure.</strong></td>
<td>Ideas were expressed in a clear and organised fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organisation could have been better.</td>
<td>Ideas were somewhat organised, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
<tr>
<td><strong>Grammar and spelling</strong></td>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
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</tbody>
</table>
**Curriculum Framework Core Values**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>10</th>
<th>11</th>
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<tbody>
<tr>
<td>RL</td>
<td>L2</td>
<td>RL</td>
<td>L4</td>
<td>RL</td>
<td>L6</td>
<td>RL</td>
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<td>RL</td>
<td>L10</td>
<td>RL</td>
<td>L12</td>
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</table>

**CF Overarching Learning Outcomes:**

<table>
<thead>
<tr>
<th>2.1</th>
<th>2.2</th>
<th>2.3</th>
<th>2.4</th>
<th>2.5</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
<th>3.6</th>
<th>3.7</th>
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<th>4.2</th>
<th>4.3</th>
<th>4.4</th>
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<th>4.6</th>
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</thead>
<tbody>
<tr>
<td>RL</td>
<td>L2</td>
<td>RL</td>
<td>L4</td>
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<td>L8</td>
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<td>RL</td>
<td>L12</td>
<td>RL</td>
<td>L2</td>
<td>L3</td>
<td>L4</td>
<td>L5</td>
<td>L6</td>
<td>L7</td>
<td>L8</td>
<td>L9</td>
</tr>
</tbody>
</table>

**CF English Learning Outcomes:**

| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 | 1.13 | 1.14 | 1.15 | 1.16 | 1.17 | 1.18 | 1.19 | 1.20 | 1.21 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------|------|------|-------|------|-------|------|-------|------|-------|------|-------|
| RL  | L2  | RL  | L4  | RL  | L6  | RL  | L8  | RL  | L10 | RL  | L12 | RL  | L2  | L3  | L4  | L5  | L6  | L7  | L8  | L9  |

**CF SOSE Learning Outcomes:**

| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 2.14 | 2.15 | 2.16 | 2.17 | 2.18 | 2.19 | 2.20 | 2.21 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------|------|------|-------|------|-------|------|-------|------|-------|------|-------|
| RL  | L2  | RL  | L4  | RL  | L6  | RL  | L8  | RL  | L10 | RL  | L12 | RL  | L2  | L3  | L4  | L5  | L6  | L7  | L8  | L9  |

**SOS English Outcomes:**

| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 | 1.13 | 1.14 | 1.15 | 1.16 | 1.17 | 1.18 | 1.19 | 1.20 | 1.21 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------|------|------|-------|------|-------|------|-------|------|-------|------|-------|
| RL  | L2  | RL  | L4  | RL  | L6  | RL  | L8  | RL  | L10 | RL  | L12 | RL  | L2  | L3  | L4  | L5  | L6  | L7  | L8  | L9  |

**SOSE Outcomes:**

| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 | 1.13 | 1.14 | 1.15 | 1.16 | 1.17 | 1.18 | 1.19 | 1.20 | 1.21 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------|------|------|-------|------|-------|------|-------|------|-------|------|-------|
| RL  | L2  | RL  | L4  | RL  | L6  | RL  | L8  | RL  | L10 | RL  | L12 | RL  | L2  | L3  | L4  | L5  | L6  | L7  | L8  | L9  |

**National Curriculum General Capabilities**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
<th>Intercultural Understanding</th>
<th>Creativity</th>
<th>Thinking Skills</th>
<th>ICT</th>
<th>Ethical Behaviour</th>
<th>Self</th>
<th>Social Competence</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL</td>
<td>L2</td>
<td>RL</td>
<td>L4</td>
<td>RL</td>
<td>L6</td>
<td>RL</td>
<td>L8</td>
<td>RL</td>
<td>L10</td>
</tr>
</tbody>
</table>

**Cross-Curriculum Dimensions**

<table>
<thead>
<tr>
<th>Indigenous Perspectives</th>
<th>Asia and Australia’s Engagement with Asia</th>
<th>Commitment to Sustainable Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL</td>
<td>L2</td>
<td>RL</td>
</tr>
</tbody>
</table>

**Year 5**

<table>
<thead>
<tr>
<th>Literature</th>
<th>- Recognising and responding (ESLTR1)</th>
<th>- Discussing and responding (ESLTR2)</th>
<th>- Choices and techniques (ESLTR4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>- Comprehension strategies (ESLCY7)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specific Learning Objectives:**

At the end of this lesson the students will be working toward being able to:

- a) Display independent working skills by completing the DIRDS worksheet provided.
- b) Identify the different words the author uses to describe the character – the Once-ler.
- c) Identify the different characteristics of how the author illustrates the Once-ler and show characteristics of the Once-ler.
- d) Explain how the other characters react to the Once-ler – the boy, the Lorax.
- e) Identify what clues the author gives in order for the audience to feel a particular way towards the Once-ler.
- f) Identify what the character says that influences the way the audience perceives them.

**PREPARATION AND RESOURCES:**

- 24 individual copies of The Lorax.
- 24 copies of the DIRDS worksheet.
- Smart board / laptop set up just in case.
- Spare colouring in pencils for the early finishers who do not have their own.
- Spare pencils for students who do not have their own.
- Stop signal – bells.

**ASSESSMENT AND RECORDING:**

- To what extent were the students working toward being able to:
  - a) Completion of worksheet
- Method of assessment: Collection of worksheets
- Recording: Rubric.
- Outcomes b – f will be assessed together, level of critical thinking and evaluation
- Method of assessment: Collection of worksheets
- Recording: Rubric.

**Assessment Principles**

**Educative:** This assessment is educative because students will be receiving positive and constructive feedback when their work is returned.

**Comprehensive:** This assessment is comprehensive because the answers can range from visually obvious to abstract. Therefore, there are many possibilities for all student learning capabilities.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Procedure</th>
</tr>
</thead>
</table>
| 010 min | **Introduction:**  
  - Bring students to the mat, one table at a time to wait for further instructions.  
  - Introduce today’s lesson – the exploration of how the author portrays the characters to achieve a desired result / feeling.  
  - Inform the students that the worksheets will be collected at the end as this activity will be assessed – letting them know that they can look forward to some positive and constructive feedback and a smelly sticker that they love receiving. |
| 040 min | **Body:**  
  - Handout the worksheets and work through the first question together. Work through different ideas and suggest abstract ideas to encourage higher order thinking and to ensure students don’t just copy what is being suggested. As the activity is based on the character the Once-ler, consider completing the first questions with a completely different character, for example the Lorax. Verbally complete another example, followed by another if students are not responding to the instructions and questions are still arising.  
  - Allow students to return to their desk in groups, for example who has a pet rock, a pet kangaroo, a pet dog, a pet penguin, a pet fish... etc.  
  - Students complete the worksheet silently and independently. If any students require help, the teacher will be walking around to assist and guide them.  
  - Any early finishers are encouraged to draw the Once-ler on the sheet, thinking of creative different ways he can look or different clothes he can wear. |
| 010 min | **Conclusion:**  
  - Once the time allocation is complete, ask the students to pass the sheets to a selected group member and sit quietly and wait for further instructions.  
  - Depending on time, ask questions about what the students listed as answers. How do they think the illustration of the Once-ler persuaded them to feel a certain way? Do they like the Once-ler?  
  - Congratulate students on an excellent mornings work, pointing out that based on what you (the teacher) have seen; the level of work is at a high standard. Pick two points about the class that was displayed at a high level (i.e. / noise control) and congratulate class. |
Let’s look at the Once-ler. What techniques does Dr. Seuss use to convey his personality?

DESCRIBE:
How does the author describe the Once-ler?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What does the description imply about the character?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ILLUSTRATED:
How have the illustrations represented the Once-ler?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
RESPONDED TO OTHERS:
How do the other characters in *The Lorax* respond to the Once-ler?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
________________________________________________________________

DO:
What did the Once-ler do that gives us clues about his personality, his distinguishing traits and qualities?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
________________________________________________________________

SAY:
What did the Once-ler say that gives us clues about his personality traits? Where they positive, negative, friendly, welcoming?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
________________________________________________________________
Okay Dr. Suess fans... Let’s have a go at drawing our own illustration of the Once-ler. It can be as **crazy** or **scary** as you like.

What personality traits does your Once-ler have? Describe them below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Rubric - DIRDS!

Name: ___________________________

<table>
<thead>
<tr>
<th></th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Tick corresponding result in the box.</td>
<td>Student uses detailed descriptive information when answering the questions.</td>
<td>Student uses description information when answering the questions.</td>
<td>Student uses basic details and minimal descriptive information when answering the questions.</td>
<td>Student lists visual details, lists words straight from the text.</td>
</tr>
</tbody>
</table>

**Describe -**
- Element 1
- Element 2

**Illustrate -**

**Respond -**

**Do -**

**Say -**

Additional notes:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Specific Learning Objectives:
At the end of this lesson the students will be working toward being able to:

- Discuss that information texts such as documentaries contain both facts and opinions.
- Identify the need for persuasive documentaries, in particular environmental documentaries.
- Identify the visual codes used to create a bias opinion such as:
  - Visual codes
    e.g. colour, symbols, images, body language, facial expressions.
  - Technical conventions
    e.g. camera angles, lighting, framing. The students will identify these on their worksheet.
- Identify the aural codes: e.g. music, sounds effects, voices, silence, dialogue.
- Identify the antagonist and protagonist in the footage.
- Identify if the documentary is presented in 1st person or 3rd person.
- Explain an environmental issue they feel passionate about / interested in.

IN BRIEF: Writing: Filling in the answers on the worksheet

Speaking and Listening: Actively participation in whole class, small group and pair discussions.

SOSE: Develop a deepened appreciation for the environment, in this case the ocean, and relate to Society & Environment outcome Place and space.

PREPARATION AND RESOURCES:
- Ocean documentary – title to be confirmed.
- Spare writing boards if students don’t want to use books and have misplaced their boards.
- Stop signal – bells
- Blurb about the author / creator to read to students if interested.
- 24 copies of the Lights, Camera... ACTION! worksheet.

ASSESSMENT AND RECORDING:
To what extent were the students working toward being able to:

- a) Class discussion
- Method of assessment: Observational
- Recording: Anecdotal notes
  - a) Outcomes b – g will be assessed together based on the submission of their worksheets
- Method of assessment: Collection of worksheets
- Recording: Rubric

Assessment Principles:
Explicit: This assessment is explicit because the students will be guided through their worksheet and will be explicitly told what is expected of them.

Comprehensive: This assessment is comprehensive because throughout the lesson the teacher will be observing the students and conducting discussions with the students in small groups of singularly to ensure the students understand the process.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Procedure</th>
</tr>
</thead>
</table>
| ① 10 min    | **Introduction:**  
  - Bring students to the mat, based on what house colour / faction they are in.  
  - Introduce today’s lesson, viewing of a documentary.  
  - Inform students they will be viewing a documentary and will complete a worksheet which analyses film techniques.                                                                 |
| ② 40 min    | **Body:**  
  - As students have worked with media before, revise conventions used in visual media to assist in projecting a particular message or producing an emotion. Remind students that today we are look at how the author has used techniques to persuade the audience to think or feel in a particular manner.  
  - Use question cup to revise non-verbal visual conventions such as: colour, images, body language.  
  - Use question cup to revise non-verbal technical conventions such as: camera angles, lighting, and framing.  
  - Use questions cup to revise the verbal conventions in media such as: music, sounds and voice (pitch, tone etc).  
  - Introduce the documentary title and predict what the students think the visual media will be about.  
  - Class discussion on why persuasive documentaries are created and the purpose of why create persuasive documentaries about environmental issues.  
  - Hand out sheets to students while facilitating discussion.  
  - Introduce worksheet and outline what is expected of them – indicate that the sheets will be collected and assessed – guiding the students throughout the worksheet.  
  - Inform students that the documentary will be paused at 10 minute intervals to provide students with the opportunity to complete information as they go, their aim is to write as they identify particular conventions as the documentary progresses, don’t wait for paused break.  
  - Request students take a seat on the mat, distancing themselves so they are comfortable; bring a book or writing block to lean on.  
  - Begin documentary, pausing at 10 minute intervals. NOTE: The teacher may skip the pausing if students are adjusting well to watching and note taking.  
  - Complete documentary viewing and allow a further few minutes to complete any missing sections, proof read their work.  

| ③ 10 min    | **Conclusion:**  
  - Ask students to pass their sheets to the front of the room and as gathering the sheets, facilitate class discussion on: did they enjoy the documentary? what they thought the message was?, was it persuasive?, what will they do in the future when visiting the beach? and what could have been done differently?  
  - Think, pair, share or discussion circle on what they think a documentary could be made about? what environmental issue they feel passionately about? – complete either or both discussions depending on time.  
  - Students give positive feedback on partner’s idea - best part of their idea.  
  - Provide students with the opportunity to share their idea with the class.  
  - Congratulate class on viewing skills, active participation and name 2 good viewing etiquette skills observed.
Lights, Camera....ACTION!

Welcome ocean keen kids! Fill out the information below as you work it out while watching the documentary. Be sure to include as much information as you can about each technique. Good luck and have a safe swim... Remember not to poke the sharks!

Can documentaries contain both facts and opinion?
________________________________________________________________
________________________________________________________________

Why should environmental media be persuasive?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Visual codes:

<table>
<thead>
<tr>
<th>Colour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbols</td>
<td></td>
</tr>
<tr>
<td>Images</td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td>Language</td>
</tr>
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<td></td>
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<tr>
<td>Facial</td>
<td>Expressions</td>
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<td></td>
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<tr>
<td>Camera</td>
<td>angles</td>
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<tr>
<td>Lighting</td>
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<td></td>
<td>Framing</td>
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<tr>
<td>Aural Codes:</td>
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<td>-------------------</td>
<td></td>
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<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Sound effects</td>
<td></td>
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<tr>
<td>Dialogue</td>
<td></td>
</tr>
</tbody>
</table>

Who is the antagonist?
___________________________________________________________________________

Who is the protagonist?
___________________________________________________________________________

Is the documentary 1st person or 3rd person?
___________________________________________________________________________

What is an environmental issue that you care about or are interested in? Why?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

THANK YOU, PLEASE SWIM AGAIN! 😊
**Lights, camera... ACTION!**

**Checklist.**

Name: ______________________________

| Question 1 – Correct answer | YES | NO |
| Question 2 – Give detailed answer, identify values, need for sustainability / conservation | | |
| Question 3 – Visual codes: | | |
| Identify colour techniques – minimum of 2 | | |
| Identify symbols – minimum of 1 | | |
| Identify negative and positive images | | |
| Comment on body language – any character | | |
| Comment on facial expressions – any character | | |
| Identify different camera angles – minimum of 2 | | |
| Identify lighting techniques – minimum of 2 | | |
| Comment on framing, negative or positive | | |
| Question 4 – Aural codes: | | |
| Comment on use of music – minimum of 2 points | | |
| Comment on sound effects – minimum of 2 points | | |
| Comment on dialogue – minimum of 3 points | | |
| Question 5 – Identify the antagonist | | |
| Question 6 – Identify the protagonist | | |
| Question 7 – Identify if 1st person or 3rd person | | |
| Question 8 – Outline environmental issue, incorporating personal values. | | |

Additional comments:

________________________________________________________________
________________________________________________________________
________________________________________________________________
Suggested independent reading titles...

A Battle for big bush - Lorraine Wheeler
A Boy, A Dog and A Frog - Mercer Mayer
A fish out of water - Dr Seuss
A shark and other sea creatures - Olivia Brooks
All Afloat on Noah's Boat - Tony Mitton & Guy Parker-Rees
Amazing Facts about Australian Wildlife Conservation - Karin Cox
At the BEACH - Roland Harvey
Australian crocodiles, turtles, tortoises & frogs - Sydney Bay Books
Baby Whale's Journey - Johnathon London
Bangu the flying fox - Jillian Taylor
Birds - Sarah Wilkes
Bush Babies - Kim Dale
Can you hear the sea? - Judy Cumberbatch & Ken Wilson-Max
Dolphin - Steve Parish
Dolphin Boy - Michael Morpurgo & Michael Foreman
Fox - Margaret Wild & Ron Brooks
Fox in Sox - Dr Seuss
Greetings from SANDY BEACH - Bob Graham
Isabella's Garden - Gunda Millard & Rebecca Cool
Little Penguin - Josie Montano
Looking for crabs - Bruce Whatley
Not a Nibble! - Elizabeth Honey
One fish two fish red fish blue fish - Dr Seuss
Selby Surfs - Duncan Ball
Tales from the WATERHOLE - Bob Graham
The Hare and the Tortoise - Brian Wildsmith
The Island - John Heffernan & Peter Sheehan
The last tree - Mark Wilson
The Little Platypus and The Fire Spirit - Mundara Koorang
The Music Tree - Catriona Hoy & Adele Jaunn
The Night Garden - Elise Hurst
The Shark book: fish with attitude - Mark Norman
The Super-Roo of Mungalongaloo
The tiger skin rug - Gerald Rose
There's a Sea in my Bedroom - Margaret Wild
Tree - Penelope Arlon
Where the Forrest meets the sea - Jeannie Baker
Ziba Came on a Boat - Liz Lofthouse
References


New to the blog!

Check out Teagan Gianola and Katrina Pedulla’s

3 Week English Program for Year 5’s

This overview includes a rationale for teaching, a plan of what to teach across the strands of Reading, Writing, Viewing and Speaking and Listening, a sample detailed lesson plan for each of the strands, including activity sheets and assessment rubrics. The program integrates concepts and processes from Society and Environment and links to both the Western Australian Curriculum Framework and the draft version of the Year 5 ACARA English outline. It also features a range of children’s literature including:

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