Aprreciation Unit – English ES1 & Stage 1

Central Concept –**Appreciation** Key Concepts – **Appreciation, Fictional content/context, Imagery, Storyline, Values/ Values systems**

Devices for Speaking and Listening - active listening, attentive listening, sequencing, role playing

Devices for Writing and Representing – planning, events, characters

Devices for Reading and Viewing – comprehension, predicting, inferential, sequencing, grammatical conventions, monitoring meaning, series of events, character’s actions, reactions

To – instil cultural identity

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| Outcomes | Assessment overview |
| Early Stage 1 Outcomes   * ENe‑2A composes simple texts to convey an idea or message * ENe‑1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction * ENe‑3A produces most lower case and upper case letters and uses digital technologies to construct texts * ENe‑4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies * ENe‑5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling * ENe‑6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language * ENe‑7B recognises some different purposes for writing and that own texts differ in various ways * ENe‑8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter * ENe‑9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts * ENe‑10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts * ENe‑11D responds to and composes simple texts about familiar aspects of the world and their own experiences * ENe‑12E demonstrates awareness of how to reflect on aspects of their own and others’ learning   Stage 1 Outcomes   * EN1‑1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations * EN1‑2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers * EN1‑3A composes texts using letters of consistent size and slope and uses digital technologies * EN1‑4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies * EN1‑5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words * EN1‑6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts * EN1‑7B identifies how language use in their own writing differs according to their purpose, audience and subject matter * EN1‑8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter * EN1‑9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts * EN1‑10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts * EN1‑11D responds to and composes a range of texts about familiar aspects of the world and their own experiences * EN1‑12E identifies and discusses aspects of their own and others’ learning | Teachers will multiple sources of information in assessing for, as and of learning. They will develop success rubrics in conjunction with their students and colleagues. Teacher observation, product analysis and feedback will shape the learning of the students. Teachers are encourages to ask many “I wonder if’ questions and really promote student thought, engagement and a sense of inquisitiveness within the unit. |

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| Task | Content Descriptors | Teaching, learning and assessment |
| 1 –  Informative | Early Stage 1 - Speaking and listening 1  Develop and apply contextual knowledge   * understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) * understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns   Early Stage 1 - Writing and representing 1  Develop and apply contextual knowledge   * drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message * share writing with others for enjoyment * develop an awareness of issues relating to the responsible use of digital communication   Understand and apply knowledge of language forms and features   * know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)   Early Stage 1 - Handwriting and using digital technologies  Develop and apply contextual knowledge   * demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively | What is Appreciation?  Introduction to unit. Video Clip  Brainstorm ideas. “What is appreciation?” and “What is cultural diversity?”  Discuss with an adult within the school asking, “What does it mean to them”.  Writing topic- findings from discussion with adult.  Create a class chart – a visual representation of “Appreciation”  Each student writes an informative piece about “Appreciation” (write on a A5 piece of paper). This is added to a class chart. |
| Reflection on Learning |  | |
| 2 –  Informative | Understand and apply knowledge of language forms and features   * begin to identify some language features of familiar spoken texts in classroom interactions * communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance * recognise how 'and', 'but', 'then' link ideas in spoken texts | Tracey- Dreamtime Stories  Invite Tracey to discuss 4 different Dreamtime Stories.  Students will be placed into 4 groups and be told a different story each.  Each group: Discuss, plan, write, illustrate and publish the Dreamtime story they were told.  Students then tell their story to another group in the class. |
| Reflection on Learning |  | |
| 3 –  Informative | Understand and apply knowledge of language forms and features   * recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) * discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition   Respond to and compose texts   * use imagination to represent aspects of an experience using written text, drawings and other visual media * respond to a range of imaginative and creative texts, including visual media * retell familiar literary texts through performance, use of illustrations and images (ACELT1580) * share feelings and thoughts about the events and characters in texts (ACELT1783) * discuss intended personal writing topics to form the basis for composing | Review Art in school – Aboriginal Symbols  Jointly discuss Aboriginal symbols and how they relate to appreciation and cultural identity.  View and discuss a variety of traditional Aboriginal symbols including visual texts, internet.  Students use iPads to search for additional Aboriginal symbols.  Walk around the school to identify Aboriginal symbols in school murals. Draw symbols noted.  Design a map using Aboriginal symbols |
| Reflection on Learning |  | |
| 4 -  Imaginative | Respond to and compose texts   * use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) * listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) * deliver short oral presentations to peers (ACELY1647) * communicate with peers and familiar adults about personal experience * express a point of view about texts read and/or viewed * respond to simple questions either verbally or non-verbally * contribute appropriately to class discussions * use questions and statements appropriately in class discussions * use correct intonation when asking questions and making statements * engage with and respond to a range of oral and aural texts for enjoyment and pleasure * respond to the shared reading of texts for enjoyment and pleasure * recite short, simple poems * retell familiar stories, including in home language   Early Stage 1 - Thinking imaginatively and creatively  Engage personally with texts   * respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) * share picture books and digital stories for enjoyment and pleasure   Develop and apply contextual knowledge   * understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media * engage with and appreciate the imaginative use of language through storytelling | * To discuss Dreamtime stories . * View a Dreamtime story. * Discuss the writing of the story using a cube. * Use a cube to create a Dreamtime story.   What are some examples of Dreamtime stories that explain the creation of something?  Discuss some Australian animals. Focus on the Koala. What are some unique features that a Koala has? How could we explain the creation of these features?  Watch the following YouTube video.  <http://www.youtube.com/watch?v=itszep0duwI>  Who was your favourite character and why?  On the board display the website:  <http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html>  (or other cube style model)  This link will bring up an interactive story cube.  Model how to complete the 6 sections and ask for students to assist.  Print out the cube, illustrate and display in the room.  Students then will be working on their own Dreamtime Stories.  They will complete the following steps.  Create story cube.  <http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html>  Decorate story cube.  Begin forming a draft of their story.  Students to edit their own stories.  Have a friend or parent edit.  Type a good copy of their story.  Design a cover page and write a blurb.  If students finish early, some may choose to illustrate more of their story.  Students will take turns to present their Dreamtime stories to the class. |
| Reflection on Learning |  | |
| 5 -  Imaginative Role Play | Early Stage 1 - Reading and viewing 1  Develop and apply contextual knowledge   * identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs * identify and compare similar ideas, characters and settings in texts   Understand and apply knowledge of language forms and features   * understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) * identify a sentence in imaginative and informative texts and understand its meaning   Develop and apply phonemic knowledge   * understand that spoken words are made up of sounds   Respond to, read and view texts   * use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) * predict meaning using elements of texts prior to reading * identify literal meanings presented in texts, eg character, setting and events * interpret meaning by responding to an inferential question * retell a familiar story in sequence and identify main idea * create visuals that reflect character, setting and events * use context to predict meaning in written texts to supplement decoding attempts * use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency | Children do a Dreamtime Readers Theatre. Students write their own plays in small groups. They design the props etc and perform for the class/ Stage. Students design a Success Rubric to use to ‘assess’ each others plays.  Children work in groups to role play a selected dreamtime story.  (At this stage, photos could be taken to be used for the Digital Storytelling Task) |
| Reflection on Learning |  | |
| 6 –  Digital Storytelling | Respond to and compose texts   * create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) * compose texts using some sight words and known words * compose texts on familiar topics using pictures and graphics to support their choice of words * experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences * use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English * participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) | - Create a digital story using artwork/ photos/ puppets/ toys/ dress ups  \* BRAINSTORMING (using Circle Time) – consider audience, theme, length, images  \* STORYBOARDING (using a book rap template)  \* WILL YOU USE PHOTOS (“Creative Commons”), drawings, cutouts, puppets, toys, claymation, or actors in dress-up box clothing?  \* UPLOADING – IPADS- Book Creator to Photo Peach or other Web 2.0 facility – Flickr slideshow, PowerPoint/Keynote, podcast/Youtube, IWB Notebook software?  \* EDITING, and adjusting timing to the selected music  \* SHARING with the wider community – monitor incoming public comments regularly, or close them off.  \* RAP RESOURCES (NSW DEC) for making digital stories and book trailers <http://www.schools.nsw.edu.au/raps/fearless10/resources.htm> |
| Reflection on Learning |  | |
| 7 –  Speech-debate-persuasive text | Early Stage 1 - Thinking imaginatively and creatively  Engage personally with texts   * respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) * share picture books and digital stories for enjoyment and pleasure   Develop and apply contextual knowledge   * understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media * engage with and appreciate the imaginative use of language through storytelling   Early Stage 1 - Writing and representing 2  Develop and apply contextual knowledge   * discuss the possible audiences of imaginative and informative texts * discuss the different purposes of drawing and writing in simple texts   Understand and apply knowledge of language forms and features   * understand that some language in written texts is unlike everyday spoken language (ACELA1431) * identify some differences between imaginative and informative texts (ACELY1648) * identify that imaginative texts are about 'characters' that are represented by nouns and noun groups * demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs   Respond to and compose texts   * compose texts for known audience, eg self, class, other classes, parents * compose texts using drawings and other visual media to create meaning   reread own texts with peers and known adults and explain the purpose for the writing | Our tribe should be able to share or trade their food.  Provide students with print-based and electronic visual texts of different aboriginal stories.   * Identify food aboriginal groups gather or hunt * Have students consider the roles group members take –retrieval chart  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Where does the group belong?**  **Environment** | **What food does the group gather or hunt for?** | **Equipment** | **Rules and**  **Responsibilities of group members** | **Benefits** | |  |  |  |  |  |   Persuasion-creating a speech   * Build on oral discussion of ‘People should …’ and ‘People should not …’ Students construct a chart using pictures of items or words, and use it as a basis for an oral presentation of their viewpoint * Choose issues related to the topic to be discussed. Reframe the issue so that students can provide their input with short answers * Fill in a picture matrix of what other students think should and should not be shared or traded  Context and Text • Design joint and independent construction activities, drawing students’ attention to the text purpose and structure. Model how to select and organise information before writing  • Provide pro formas with guided questions to scaffold students’ writing  • Encourage students to think about what they know about a topic before writing  • Encourage students to identify a target audience before writing Language Structures and Features • Make explicit the organisational stages of creating a speech  • Talk with students about the punctuation needed for their own writing  • Model proofreading and editing, eg circle a word that does not look right.  • Model how to provide feedback to a writer  **Assessment task speech Presentation**   * Make explicit the organisational stages of presenting a speech * Provide opportunities for students to present their speech to a peer/small group/different class   Model how to provide feedback to a speaker |
| Reflection on Learning |  | |
| Unit evaluation   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **How did the unit rate in these areas?** | **☺** | **😐** | **☹** | **What went well? Where are you going next?** | | Time allocated for topic |  |  |  |  | | Student understanding of topic |  |  |  | | Needs of all students met |  |  |  | | Opportunities for reflection on learning |  |  |  | | Variety of teaching strategies |  |  |  | | Integration of the Quality teaching Framework |  |  |  | | Integration if ICT |  |  |  | | Adjustments to content |  |  |  | | Suitability of resources |  |  |  | | | | |