# English – K-2 multi-age – Year A – Unit 17



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## Unit overview and instructions for use

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

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

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### Teacher notes

1. Narrative is defined as the communication of a sequence of related events into a story. A narrative is usually structured in such a way as to invite responder involvement. Narrative helps us make sense of our lives. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of narrative can be supported through watching the department’s video: [Narrative (3:51)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset5).
3. For information on pronouns, compound sentences, coordinating conjunctions, independent clauses, commas, nouns, verbs, and adjectives refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
4. This unit could enhance student learning towards achievement of outcomes from the Creative Arts syllabus regarding drama and visual arts. [Act Ease](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd4a), developed by the NSW Department of Education, provides teaching advice and learning sequences to explore quality children’s literature through drama.
5. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
6. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 16 September 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

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

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Phonological awareness**  **ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts | **N/A** |
| **Print conventions**  **ENE-PRINT-01 –** tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print | **N/A** |
| **Phonic knowledge**  **ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts   * decode words containing split digraphs and vowel digraphs (PKW5) * experiment with encoding high-frequency words containing split digraphs and vowel digraphs | **Phonic knowledge**  **EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts  Single-syllable words (Year 1):   * blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6), (PKW7) * decode words with trigraphs and quadgraphs and apply this when reading texts   Multisyllabic words (Year 2)   * blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts (PKW6), (PKW7) |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity   * know that fluent reading involves recognising and reading words accurately and automatically * know that pace and expression vary when reading, according to the audience and purpose | **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors   * self-correct when fluency and/or meaning is interrupted * vary pace when reading according to the audience and purpose (FlY4) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * ask or pause to clarify meaning of unknown words (UnT3) * identify conjunctions (and, because, but, for, so) in a compound sentence, their meaning and purpose * understand that informative and imaginative texts have different structures, features and forms (UnT5) * use information or events from different parts of the text to form an opinion | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * draw on sources to seek clarification for unknown words * monitor understanding to ensure meaning is sustained and expanded through the whole text (UnT6) |
| **Spelling**  **ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts   * combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes (SpG5) * segment multisyllabic words into syllables and phonemes as a strategy for spelling * experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words | **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts   * segment single-syllable words into phonemes as a strategy for spelling (SpG4) – Year 1 * use extended phonics code for taught consonant phonemes (Year 2) * segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG5) – Year 2 |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts   * correctly produce a clockwise ellipse, anticlockwise ellipse and downward diagonal stroke when forming letter shapes | **Handwriting**  **EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts   * use taught software functions to create texts in a range of modes for different contexts, audiences and purposes |

### Outcomes and content – Component B

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

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Oral language and communication**  **ENE-OLC-01 –** communicates effectively by using interpersonal conventions and language with familiar peers and adults   * use connectives such as and, but and because when speaking (SpK2) * use a combination of sentences to elaborate and connect ideas (SpK3) * recall details of events or stories using who, what, when, where, why and how (SpK2) | **Oral language and communication**  **EN1-OLC-01 – communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.**   * **incorporate extended sentences (simple, compound, complex) during dialogue** * **deliver a planned narrative to an audience for specific contexts and purposes (SpK4)** |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 and Tier 2 words in familiar contexts   * understand and use words to describe shape, size, texture, position, numerical order, time and seasons (SpK2, CrT5) | **N/A** |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * identify conjunctions (and, because, but, for, so) in a compound sentence, their meaning and purpose * understand that informative and imaginative texts have different structures, features and forms (UnT5) * recall the sequence of events/information in texts (UnT5) | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence * identify pronouns linked to nouns within and across sentences and/or paragraphs * use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning (UnT6) * interpret patterns in texts to enhance understanding |
| **Creating written texts**  **ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences   * create a text including at least 2 related ideas (CrT5) * sequence ideas in a text (GrA4) * identify and use time connectives to sequence information and events (GrA4) * experiment with writing compound sentences and recognise that each clause makes meaning by itself (GrA4) * use capital letters when writing proper nouns (PuN3, CrT5) * explain the purpose of a verb, a noun and an adjective in own writing (GrA2, GrA3) * identify different purposes for writing (CrT4) * use drawing, images or mind maps to support planning and writing (CrT4) * edit their texts after receiving feedback | **Creating written texts**  **EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure   * use a logical order to sequence ideas and events in sentences across a text (GrA4) * use noun/pronoun-referencing across a text (CrT7) * recognise compound sentences in own writing, knowing that each clause has meaning by itself (CrT5, CrT7) * use a combination of simple and compound sentences to engage the reader when creating written texts (CrT6, GrA4) * use time connectives to sequence information and events in texts (GrA4) * use a variety of planning strategies and tools for creating texts * re-read and edit their own texts after receiving feedback |
| **Understanding and responding to literature**  **ENE-UARL-01 –** understands and responds to literature read to them   * identify narratives told through a range of modes and media * experiment with using parts and/or features of a narrative, innovating from a mentor text | **Understanding and responding to literature**  **EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose   * identify the sequence of events that make up a narrative in own and others’ texts (UnT6) * create and re-create narratives using understanding of narrative features (CrT5) |

## Week 1

### Component A teaching and learning

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

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

### Component B teaching and learning

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

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to create and recreate narratives using their understanding of narrative features. | Students are learning to create and recreate narratives using their understanding of narrative features. |
| Success criteria | Students can:   * identify the beginning, middle and end of a narrative * use a logical order to sequence ideas and events when creating texts * experiment with writing compound sentences * use drawings to support planning and writing * use a combination of sentences to connect ideas when speaking. | Students can:   * explain the intended audience and purpose of a narrative * use time connectives to logically sequence events in a narrative * identify and define a problem and write a solution * identify pronouns linked to nouns across sentences * write compound sentences and explain the purpose of a coordinating conjunction * use appropriate structure when recreating an oral narrative. |

#### Resources

* Jeffers O (2005) *How to Catch a Star*, HarperCollins, London. ISBN: 9780007150342
* Jeffers O (2014) *Up and Down*, HarperCollins, London. ISBN: 9780007549658
* [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1)
* [Resource 2: Narrative retell – Connectives (Stage 1)](#_Resource_2:_Narrative)
* [Resource 3: Problem cards](#_Resource_3:_Problem)
* [Resource 4: Graphic organiser (Stage 1)](#_Resource_3:_Graphic)
* [Resource 5: Text Comparison – Oliver Jeffers](#_Resource_5:_Text_1)
* [Resource 6: Lost and Found (Stage 1)](#_Resource_5:_Narrative) (one enlarged copy of each and one per student)
* [Resource 7: Narrative organiser (Stage 1)](#_Resource_6:_Narrative_2) (one enlarged copy of each and one per student)
* Video: [Lost and Found: The Octopus (0:30)](https://vimeo.com/channels/oliverjeffers/15770181)
* Mini whiteboards.

### Lesson 1: How to Catch a Star

The following teaching and learning activities support multi-age settings.

#### Whole

1. Read the front and back covers of the text *How to Catch a Star* by Oliver Jeffers. Guide students to make predictions about the text using the [See-Think-Wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638) routine. For example, ‘I see a boy in a spaceship. I think he is trying to catch a star. I wonder why he is trying to catch a star?’
2. Read *How to Catch a Star*. Discuss the type of text, its intended audience, and purpose. Look at Oliver Jeffers’s illustrations and describe how they expand and enhance the key events described.
3. Place a star high up in the classroom. Ask students how they would catch the star. In small groups, students engage in a short drama activity, ‘[Let’s Freeze](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd4a)’ to show how they would catch the star.
4. Use the text to model and revise features of a narrative and discuss the sequence of events using sequencing words. For example, firstly, then, next, after that, finally. Create a ‘sequencing words’ retrieval chart.
5. Explain that, like sequencing words, time connectives are words or phrases that tell the reader when something is happening. Identify and record examples of time connectives used to sequence information and events in *How to Catch a Star*. For example, every night, after dinner. Add words to the ‘sequencing words’ retrieval chart.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Students use [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1) to write sentences describing key events that occurred in the beginning, middle and end of the text. Encourage students to use time connectives within their writing. 2. Students draw a picture to enhance their work.   **Too hard?** Write simple phrases or words for key events. Draw and describe a picture to support.  **Too easy?** Use sequencing words from the retrieval chart in their writing. | 1. Students use [Resource 2: Narrative retell – Connectives (Stage 1)](#_Resource_2:_Narrative) to write a series of sequencing words or connectives, and logically order the events that make up the narrative *How to Catch a Star*.   **Too hard?** Order and sequence ideas and events from the text as a group. Limit the number of time connectives students are required to use.  **Too easy?** Select and use more complex time connectives to sequence events from the text. For example, meanwhile, eventually, in the meantime, before long, after some time, immediately. |

#### Whole

1. Reflect on how narratives contain a common structure with events being ordered in time and space.

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

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

* recall details of events or stories using who, what, when, where, why and how.

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

* understand and use words to describe shape, size, texture, position, numerical order, time and seasons.

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

* recall the sequence of events/information in texts.

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

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

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

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify the sequence of events that make up a narrative in own and others’ texts
* use knowledge of text structure, type of text, author, and form of writing to predict and confirm meaning.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use time connectives to sequence information and events in texts.

### Lesson 2: Problems and solutions

The following teaching and learning activities support multi-age settings.

#### Whole

1. Ask students what they understand about the words ‘problem’ and ‘solution’. Explain to students that in narratives, the problem and solution are important features of the story arc.
2. In pairs, students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to discuss the problem the boy encounters in the text *How to Catch a Star*. Ask students whether they believe the problem the boy encounters is one that can be easily solved. Review the purpose of a narrative and explain that engaging problems in stories are often ones that cannot be easily solved.
3. Discuss different ways the boy attempts to solve the problem of catching a star. Record examples from the text. Highlight how Oliver Jeffers has used compound sentences to amplify the problem/solution structure that is characteristic of narrative texts. For example:

* ‘The boy tried to jump up and grab it. But he could not jump high enough.’
* ‘He thought he might lasso the star with the life belt from his father’s boat. But it was much too heavy for him to carry.’
* ‘He thought he could fly up in his spaceship and just grab the star. But his spaceship had run out of petrol last Tuesday when he flew to the moon.’

1. Discuss how the relationship between words, pictures, and layout is very important in picture books. Notice how Oliver Jeffers sometimes uses a conjunction at the beginning of a sentence. Highlight that sometimes an ellipsis or a new page between independent clauses is used to increase suspense and rhythm in the text.
2. Model writing a compound sentence. Underline and highlight each clause, providing an explanation of the clause and circling the conjunction.
3. Introduce [Resource 3: Problem cards](#_Resource_3:_Problem). Select a problem and model adding a coordinating conjunction to create a compound sentence. For example, ‘There is a tiger in my backyard, and he is growling loudly. I might go out and feed him, but I am worried that he might bite’. Students assist in identifying each clause and the conjunctions in the modelled sentences.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students select a problem from [Resource 3: Problem cards](#_Resource_3:_Problem) and orally describe a solution to that problem. 2. Students plan their writing by illustrating their problem. 3. Students write 1 or 2 sentences describing the solution to a problem card using any of the following conjunctions, and, because, but, for, so.   **Too hard?** Students orally share their solutions in small groups using the connectives and, because, but, for, so.  **Too easy?** Students underline each clause and circle the conjunction. | 1. Remind students that nouns and pronouns support the reader to understand the ‘who’ and ‘what’ that is being referred to in a text. Support students to identify where pronouns have been used as the subject in each independent clause. 2. Model re-writing the sentences in activity 3 using a new coordinating conjunction. Highlight each clause and the coordinating conjunction used. Discuss how different conjunctions change the relationship between clauses. 3. Students select a problem from [Resource 3: Problem cards](#_Resource_3:_Problem) and use compound sentences to write at least 3 different solutions to that problem. For example:  * My kite was stuck in a tree, so I cut the tree down. * My kite was stuck in a tree, so I climbed up to retrieve it. * My kite was stuck in a tree, but I used my drone to get it out.  1. Students share their ideas with the class. Deconstruct a student’s sentence. Highlight the independent clauses which amplify the problem/solution structure, as well as pronouns which are linked to nouns. Students independently identify these same elements in their own writing. |

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

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

* **identify conjunctions (and, because, but, for, so) in a compound sentence, their meaning and purpose**.

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

* create a text including at least 2 related ideas
* experiment with writing compound sentences and recognise that each clause makes meaning by itself.

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

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* incorporate extended sentences (simple, compound, complex) during dialogue.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence
* identify pronouns linked to nouns within and across sentences and/or paragraphs.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use noun/pronoun-referencing across a text.

### Lesson 3: Problems and solutions continued

The following teaching and learning activities support multi-age settings.

#### Whole

1. Introduce the supporting text *Up and Down* by Oliver Jeffers. Guide students to make predictions about the text based on narrative structure and illustrations.
2. Read *Up and Down*.
3. Discuss different ways the boy and the penguin attempt to solve the problem of helping the penguin to fly.
4. Identify the similarities between the ‘problem’ in the 2 narratives *How to Catch a Star* and *Up and Down*.
5. Display the sentence, ‘The penguin couldn’t believe how high and how fast he was flying, and he had no idea how he was going to land.’ Highlight Oliver Jeffers’s continued use of compound sentences. Identify the 2 independent clauses, and the coordinating conjunction that is used to connect them.
6. Discuss the placement of the comma and how it is used to separate the 2 thoughts the penguin had while he was flying.
7. Check student understanding about noun/pronoun referencing. Use the text to model and discuss how the author has used a combination of nouns and pronouns to help the text flow and avoid repetition. Flick through the text and prompt students to track nouns and pronouns.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Model writing a compound sentence about the boy or the penguin. For example, ‘Penguin wanted to fly, but his wings were too small.’ Underline and highlight each clause. Highlight that each clause is a complete idea that makes sense on its own. 2. Students identify a new problem the penguin or the boy might have faced. For example, ‘The boy offered the penguin a ride in his plane, but it was out of petrol.’ 3. Students illustrate one problem and write an accompanying compound sentence. 4. Students underline each clause and circle the conjunction.   **Too hard?** Work with students to explicitly develop comprehension of the compound sentences that are in the mentor text. | 1. Students use [Resource 4: Graphic organiser (Stage 1)](#_Resource_3:_Graphic), to compare problems the boy and the penguin faced in the text. Students can identify the problem, how it was solved, and describe how each character felt. 2. Students use information from the graphic organiser to write compound sentences about each character. For example, ‘The penguin was excited to fly, but he realised his wings were too small.’ 3. Students reread their writing and use a different colour to identify each clause. Students circle the coordinating conjunction.   **Too easy?** Using all 3 components of their graphic organiser, students write complex sentences using subordinating conjunctions. |

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

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

* understand that informative and imaginative texts have different structures, features and forms.

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

* use drawing, images or mind maps to support planning and writing.

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

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* recognise compound sentences in own writing, knowing that each clause has meaning by itself.

### Lesson 4: Comparing and using narrative structures

The following teaching and learning activities support multi-age settings.

#### Whole

1. Consider the stylistic features and patterns that Oliver Jeffers uses in the texts *How to Catch a Star* and *Up and Down*. For example, the repeated use of the same characters across texts, the same style of illustrations, and similar sentence structures. Ask what other similarities students notice between the 2 texts.
2. As a class, complete an enlarged copy of [Resource 5: Text Comparison – Oliver Jeffers](#_Resource_5:_Text_1).
3. Display the words ‘lost’ and ‘found’ on the board. Ask if students have ever been lost. If so, ask them how they felt while they were lost and how their feelings changed when they were found.
4. View the video excerpt [Lost and Found: The Octopus (0:30),](https://vimeo.com/channels/oliverjeffers/15770181) an adaptation of the text *Lost and Found* by Oliver Jeffers.
5. Ask students to explain whether the narrative conveyed in the video excerpt is complete. How do they know? Based on their understanding of Oliver Jeffers’s texts and narrative structure, prompt students to imagine the events that may have led to this moment. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the events leading up to the excerpt. Students can use a mini whiteboard to sketch their thinking before sharing their ideas with a partner.
6. Select pairs to share their ideas.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (small groups) | Stage 1 (teacher guided/pairs) |
| 1. In small groups, students complete an enlarged copy of [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1). 2. Students draw pictures to represent what may have occurred at the ‘beginning’ of the story, what was shown in the clip as the ‘middle’ and what the ‘end’ of the story might be. 3. Encourage students to write simple and compound sentences to describe their illustrations.   **Too hard?** Students write key words or phrases to describe their illustrations.  **Too easy?** Students include using time connectives to describe their illustrations. | 1. Display an enlarged copy of [Resource 6: Lost and Found (Stage 1)](#_Resource_5:_Narrative). Model writing ideas for how the boy and the penguin wound up in this situation in the first row of the table. For example, ‘The boy and the penguin set sail on an adventure looking for treasure. Then a big storm hit, and they are tossed around the ocean.’ 2. Provide students with their own copy of [Resource 6: Lost and Found (Stage 1)](#_Resource_5:_Narrative). Using the sentence starter, ‘Suddenly...’ students work in pairs to describe the series of events that took place in the video. 3. Students use the sentence starter ‘Finally, with stars in the sky...’ to write a possible ending for the story. Encourage students to think about how Oliver Jeffers might conclude this story.   **Too hard?** Students complete [Resource 6: Lost and Found (Stage 1)](#_Resource_5:_Narrative) in small groups or with teacher support.  **Too easy?** Students write a short imaginative text without the use of the scaffold. |

### Lesson 5: Recreating a text

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revisit the 3 Oliver Jeffers texts that have been a focus. Prompt students to express an opinion about which text they preferred using a ‘because’ statement.
2. Explain that students are going to create a written plan which they will use to present an oral narrative to a small group. Model this process, including using connectives/coordinating conjunctions to link ideas. Co-construct success criteria for oral narrative presentations.

Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/small groups) | Stage 1 (small groups) |
| 1. Revise nouns, verbs, and adjectives and how these can enhance detail in writing. 2. Highlight how the characters are referred to as ‘the boy’ and ‘the penguin’. Notice how a capital letter is not used because their names are not used. 3. As a group, generate ideas for a new problem that the boy and the penguin may face. Students may even like to rename the characters. List ideas on an anchor chart. 4. Display an enlarged copy of [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1) and model generating ideas for a new narrative about these characters and a new problem. 5. In small groups, students use [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1) to write sentences describing their new narrative. Remind students that proper nouns, such as character names, require a capital letter.   **Too hard?** Students record themselves stating ideas or use voice-to-text technology to list their ideas.  **Too easy?** Students use compound sentences to orally present their planned narrative. | 1. Using [Resource 7: Narrative organiser (Stage 1)](#_Resource_6:_Narrative_2), students recreate their own narrative about the boy and the penguin, changing the problem the characters face. |

#### Whole

1. Students share their oral presentations with the class. Stage 1 students are encouraged to use extended sentences when presenting their planned narrative.
2. Provide the opportunity for students to self-assess their presentation using the co-constructed criteria.

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

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

* use connectives such as and, but and because when speaking
* use a combination of sentences to elaborate and connect ideas.

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

* use capital letters when writing proper nouns
* explain the purpose of a verb, a noun and an adjective in own writing.

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

* identify narratives told through a range of modes and media.

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

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* deliver a planned narrative to an audience for specific contexts and purposes.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* interpret patterns in texts to enhance understanding.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create narratives using understanding of narrative features
* express preferences for specific texts and authors and recognise the opinions of others.

## Week 2

### Component A teaching and learning

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

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

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to apply their understanding of narrative text features to plan, compose, and publish an imaginative text. | Students are learning to apply their understanding of narrative text features to plan, compose, and publish an imaginative text. |
| Success criteria | Students can:   * identify a problem and solution in a familiar text * identify narrative features of narrative texts * generate multiple solutions to problems faced by characters in texts * write compound sentences using simple conjunctions * edit writing using feedback. | Students can:   * identify narrative features in a familiar text * develop and write creative solutions to problems * use a combination of simple and compound sentences to engage the reader * use correct noun/pronoun referencing across a text * use a storyboard to plan written and visual parts of a narrative * edit writing using feedback. |

#### Resources

* Jeffers O (2014) *Up and Down*, HarperCollins, London. ISBN: 9780007549658
* [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1)
* [Resource 7: Narrative organiser (Stage 1)](#_Resource_6:_Narrative_2) (one enlarged copy and one per student)
* [How to Draw a Penguin](https://ojstuff.com/collections/free/products/how-to-draw-a-penguin)
* [Make Boy & Penguin Puppets](https://ojstuff.com/collections/free/products/make-boy-penguin-puppets)
* Website: [Oliver Jeffers official website – Stuck](https://www.oliverjeffers.com/stuck)
* Mini whiteboards
* Timer
* Optional: Jeffers O (2012) *Stuck*, HarperCollins, London. ISBN: 9780007263899

### Lesson 6: An everyday problem with a creative solution

The following teaching and learning activities support multi-age settings.

#### Whole

1. Ask students to think about something they do in the morning to get ready before coming to school. Select a student response, such as eating breakfast. Model writing it as a problem using time connectives or sequencing words. For example, ‘In the morning, I went to eat breakfast first, but there was no milk’.
2. Students repeat activity 1 by writing a task they do to get ready before coming to school on mini whiteboards. Students write the task as a problem using time connectives and sequencing words.

**Too hard?** Provide students with a problem and 2 to 3 different solutions. Students write a simple sentence about the problem and a simple sentence about the solution. For example, ‘There was no milk for breakfast. I had toast.’

1. Students swap their writing with a partner and compose a range of exciting ways to find a solution to the problem.
2. As a class, students share their problems and solutions.
3. View [Stuck.](https://www.oliverjeffers.com/books#/stuck/) Look at the initial image of Floyd realising his kite is stuck in the tree (call this picture 1). Ask students how they would try to get the kite down.
4. Scroll to the bottom of the website and view the final image of Floyd looking up to see all the things he threw into the tree now stuck as well (call this picture 2).
5. Discuss how everyday problems can be used as a stimulus for narratives. For example, getting a kite stuck in a tree.
6. Organise students into pairs to discuss:

* If picture 1 is the orientation to the narrative, what happened?
* If picture 2 includes the series of events, what happened?
* What could a third picture show as a solution to Floyd’s kite problem?

1. Use an enlarged copy of [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1) to record student ideas to represent a possible simple narrative structure for the text.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (pairs/independent) |
| 1. Students draw a picture to represent a solution to Floyd’s problem. 2. Students write a sentence to describe their picture. | 1. Using [Resource 7: Narrative plan (Stage 1)](#_Resource_6:_Narrative_2), students write a simple narrative, including a solution to Floyd’s problem. 2. Students illustrate their solution to Floyd’s problem.   **Too hard?** Students draw the sequence of events from a story they are familiar with and write a sentence for one problem and provide a solution, using a subordinating conjunction. |

#### Whole

1. **Optional**: You may choose to read the text *Stuck* by Oliver Jeffers if it is available.

### Lesson 7: Co-constructing a narrative

The following teaching and learning activities support multi-age settings.

#### Whole

1. Explain that students are going to co-construct a short narrative titled, ‘The best day ever’ with one of the main characters from Oliver Jeffers’ books, the boy or the penguin. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) which character will be their sidekick, the setting for their story, and what they will be doing. Select students to share their ideas with the class, and as a group choose one idea to elaborate on. For example, a day at the beach with the penguin.
2. Using a student idea from activity 1, ask students what they think could go wrong. On mini whiteboards, students brainstorm different problems the characters might encounter on their day at the beach.
3. Students share their ideas, and as a class, select a problem to use as a focus in a co-constructed narrative. For example, the penguin gets too hot (problem), so you must find creative ways to cool him down such as sitting in a pool of ice-cream (solution).
4. Use an interactive writing strategy, such as share the pen, to co-construct an exemplar narrative titled, ‘The best day ever’, based on student ideas from activities 1 to 3. Include events which display the characters attempting to solve the problem in different ways.
5. Deconstruct the exemplar narrative, focusing on narrative text features and sentence-level grammar. Use this to create success criteria for use in Lessons 8 to 10.

**Optional**: Share the class narrative with another class or teacher.

### Lesson 8: Planning for writing

The following teaching and learning activities support multi-age settings.

#### Whole

1. Review the purpose of a narrative. Display the co-constructed success criteria and revise the key features that students should include in their narrative. Remind students that the problem and solution are important features of a narrative.
2. Using their ideas from [Lesson 7](#_Lesson_7:_Co-constructing_1), students record a problem they might encounter during their best day ever and generate ideas for 4 possible solutions to that problem in 4 minutes. Ask students to fold a piece of A4 paper into quarters. Set a timer for one minute. Students record one solution (in drawings or words) in a box in one minute. Repeat this step 3 times until students have 4 different solutions.
3. Students share their solutions with a partner for feedback. From this feedback, students select one solution to use in their narrative writing.
4. Students use [Resource 1: Narrative – Early Stage 1](#_Resource_1:_Narrative_1), [Resource 7: Narrative plan](#_Resource_6:_Narrative_2) or [Storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559) to visually sequence and plan their narrative about ‘The best day ever’ including a solution to their chosen problem.
5. In pairs, students orally share their planned narrative for the purpose of feedback. Students provide [peer to peer feedback,](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) focusing on whether the problem and solution were engaging using a ‘because’ statement.
6. Provide time for students to apply the feedback to their planning.

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

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

* **identify different purposes for writing**
* use drawing, images or mind maps to support planning and writing
* edit their texts after receiving feedback.

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

* experiment with using parts and/or features of a narrative, innovating from a mentor text.

**Stage 1 Assessment task 5 –** Collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* deliver a planned narrative to an audience for specific contexts and purposes.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a variety of planning strategies and tools for creating texts
* re-read and edit their own texts after receiving feedback.

### Lesson 9: Composing a text

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display the exemplar narrative and success criteria from [Lesson 7](#_Lesson_7:_Co-constructing_1). Review the features that should be included in a well-constructed narrative.
2. Students use their planning from [Lesson 8](#_Lesson_8:_Planning_1) to write their narrative and draw themselves and their sidekick in an Oliver Jeffers style cartoon.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (independent) |
| 1. Students include the use of compound sentences in their writing. 2. Students illustrate their narrative.   **Too hard?** Facilitate use of text-to-speech technology or audio and video recording to produce this text.  **Too easy?** Students include time connectives and compound sentences using conjunctions. | 1. Students write extended sentences using coordinating conjunctions and sequencing words to connect ideas within their plan. 2. Students illustrate their narrative.   **Too hard?** Students write compound sentences using simple sequencing words to connect ideas.  **Too easy?** Students write complex sentences using subordinating conjunctions. |

#### Whole

1. Students use the success criteria to provide [peer to peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549).
2. Students apply peer feedback to edit and refine their writing.

**Optional**: Students follow the steps in [How to Draw a Penguin](https://cdn.shopify.com/s/files/1/1565/9129/files/How_to_Draw_a_Penguin.pdf?v=1610731857) to create an illustration of the penguin to support their narrative. Alternatively, students can [Make Boy & Penguin Puppets](http://www.oliverjeffersworld.com/downloads/_OJ-Craft-2.pdf)

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

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

* understand and use words to describe shape, size, texture, position, numerical order, time and seasons.

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

* sequence ideas in a text
* identify and use time connectives to sequence information and events
* experiment with writing compound sentences and recognise that each clause makes meaning by itself.

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

* experiment with using parts and/or features of a narrative, innovating from a mentor text.

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

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a logical order to sequence ideas and events in sentences across a text
* use noun/pronoun-referencing across a text
* use a combination of simple and compound sentences to engage the reader when creating written texts
* accurately use articles and pronouns in own writing
* re-read and edit their own texts after receiving feedback.

### Lesson 10: Publishing

The following teaching and learning activities support multi-age settings.

#### Whole

1. Students publish their narrative and share their stories in small groups or as a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555).

**Optional**: Students publish their narrative as a multimodal text. Suggestions include stop motion animation, creating an artwork to represent their narrative, or using digital tools such as [Toontastic](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/136) or [Book Creator](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/644) to create a digital text that can be shared.

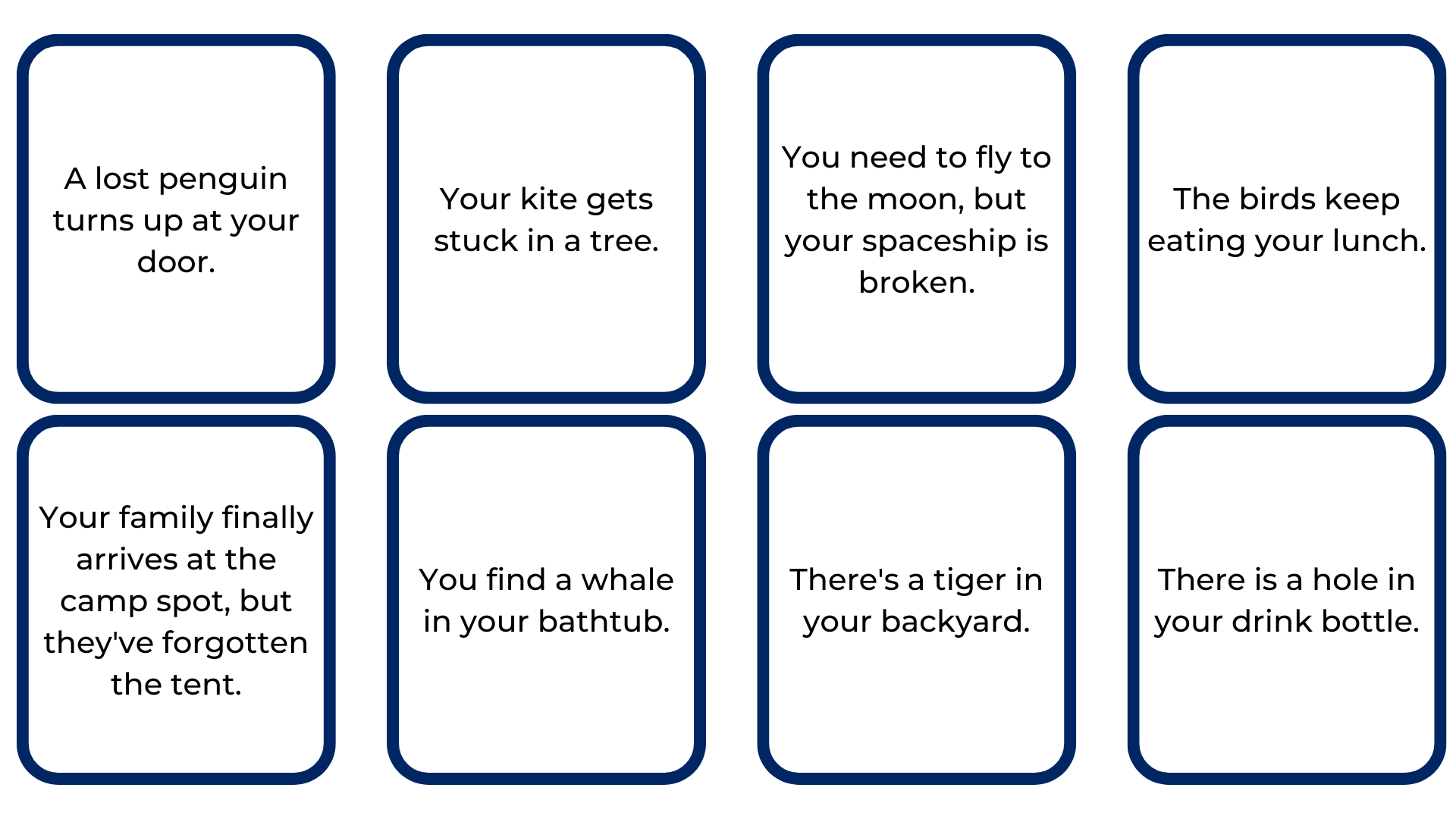
## Resource 1: Narrative – Early Stage 1

|  |  |
| --- | --- |
| Narrative section | What happened? |
| Beginning |  |
| Middle |  |
| End |  |

## Resource 2: Narrative retell – Connectives (Stage 1)

|  |  |
| --- | --- |
| Connective | Key events |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Resource 3: Problem cards



## Resource 4: Graphic organiser (Stage 1)

|  |  |  |  |
| --- | --- | --- | --- |
| Character | Problem | How it was solved | How Boy / Penguin felt |
| **Boy** |  |  |  |
| **Penguin** |  |  |  |

## 

## Resource 5: Text comparison – Oliver Jeffers

|  |  |  |
| --- | --- | --- |
| Story elements | Text 1: *How to Catch a Star* | Text 2: *Up and Down* |
| **Orientation**  Characters – Who?  Setting – Where? When? |  |  |
| **Problem**  What? |  |  |
| **Series of events**  Event 1  Event 2  Event 3 |  |  |
| **Conclusion** (Solution/Resolution) |  |  |

## Resource 6: Lost and Found (Stage 1)

|  |  |
| --- | --- |
| Time connective | What happened? Record the key events. |
| **Early one morning…**  **(Orientation)** |  |
| **Suddenly…**  **(Problem/Complication)** |  |
| **Finally, with stars in the sky…**  (Conclusion) |  |

## Resource 7: Narrative organiser (Stage 1)

|  |  |
| --- | --- |
| Story elements | Title of text: |
| **Orientation**  Characters – Who?  Setting – Where? When? |  |
| **Problem**  What? |  |
| **Series of events**  Event 1  Event 2  Event 3 |  |
| **Conclusion** (Solution/Resolution) |  |

## References

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

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Jeffers O (2005) How to Catch a Star, HarperCollins, London.

Jeffers O (2014) Up and Down, HarperCollins, London.

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