# English – K-2 multi-age – Year B – Unit 5



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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. ‘Imagery, symbol and connotation enrich a text by making words and images mean more than one thing. They invite students to consider the habitual in terms of the new and so are important to creative and critical thought.’ – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of imagery, symbol and connotation can be supported through watching the department’s video: [Imagery, Symbol and Connotation (6.07)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset15).
3. Poets and songwriters demonstrate how word choice and the arrangement of words can be used to create an emotional effect. Fluent reading supports children to focus on thinking about meaning instead of sounds and allows them to remember the gist of a text. Students read poetry and sing songs to motivate and inspire a love of reading while developing fluency.
4. While ‘imagery, symbol and connotation’ is the mentor concept for the conceptual component of this unit, the supporting concept of [‘character’](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset14) can be explored using the mentor text *My Dog is as Smelly as Dirty Socks* by Hanoch Piven.
5. A [noun group](https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/language-conventions/noun-groups#:~:text=A%20noun%20group%20is%20a,resource%20for%20building%20up%20descriptions.) is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum’s, Mr Smith’s) plus one or more adjectives or adverbs. They are an important language resource for building descriptions.
6. [Alliteration](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/glossary/%21ut/p/z1/pZFNC8IwDIZ_UpN-zuOQudUWy5xj2ovsJAWdHsTf7xjiQWedmFvgeRLehHiyJb5rb-HQXsO5a499v_Nyz3UBwIDa3JRzKPNqrZJMWzdTpBkAmqLEgqMBlSCkG86NWACClcT_42v2o-_ywXco6VJRV4tpPnyoFKb5EcDHxzfER1YI69gDeEZMaNZHZKawWFkqVvAKjPwgCui3FSNX_Jbjcqr72kLQQd8BgF3BNw%21%21/) is the recurrence, in close succession, of the same consonant sounds usually at the beginning of words. In 'ripe, red raspberry', the repetition of the 'r' sound creates a rich aural effect, suggesting the lusciousness of the fruit.
7. A shape poem is an arrangement of words on a page in shapes or patterns that reveal an image.
8. For information on symbol, rhyme, verbs, adjectives, nouns, onomatopoeia, simile, compound sentences, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
9. This unit could enhance student learning towards achievement of outcomes from the [Creative Arts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) syllabus regarding visual arts.
10. 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.
11. 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 13 October 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* repeat words and phrases
* complete familiar spoken phrases in texts, including chants, rhymes, songs and poems (PhA1)
* consistently say the first phoneme of a spoken one-syllable word (PhA2)
 | **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* distinguish between punctuation, letters, words and numerals in texts (PKW2)
* begin reading at the top of the page and conclude reading at the bottom of the page (UnT3)
 | **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* blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts (PKW4)
* segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts (PKW4)
* decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts (PKW5)
 | **Phonic knowledge****EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts* segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts
* decode words with less common consonant digraphs and apply this when reading texts (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* read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity
* stop at the end of a sentence in response to a full stop (FlY3)
 | **Reading fluency****EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors* apply grapheme–phoneme correspondence to read words with automaticity (FlY1)
* adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud (FlY4)
 |
| **Reading comprehension****ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect* recognise familiar vocabulary in a text (UnT4)
 | **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* identify how creative visual features are used to expand meaning
* make text-to-self, text-to-text or text-to-world connections when reading (UnT6)
* use visual and/or auditory features in multimodal texts to build meaning (Unt5)
 |
| **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 single-syllable words into phonemes as a strategy for spelling (SpG4)
* add the plural-marking suffix (s) to base nouns that require no change when suffixed (SpG5)
* experiment with the tense-marking suffixes to spell familiar base verbs (SpG5)
 | **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 (Year 1) (SpG4)
* segment multisyllabic words into syllables and phonemes as a strategy for spelling (Year 2) (SpG5)
* spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs (SpG6)
* use spelling conventions when adding plural-marking suffixes (SpG9)
* use spelling conventions when adding tense-marking suffixes (SpG9)
* spell taught high-frequency contractions (SpG6)
 |
| **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* form all letters with consistent size and slope in NSW Foundation Style from memory (HwK5)
 |

### 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* respond to spoken questions
* use imaginative, verbal language in structured and unstructured activities
* retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words (SpK2)
 | **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*** **follow extended instructions that contain connectives and conjunctions (LiS5)**
* **incorporate extended sentences (simple, compound, complex) during dialogue (SpK3)**
* **recite poems and rhymes**
 |
| **Vocabulary****ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts* understand that texts in Standard Australian English are made up of words and groups of words that convey meaning
* use vocabulary that is personal
* experiment with and create wordplay and poems
 | **Vocabulary****EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas* identify, understand and use wordplay and rhyme in a range of texts
 |
| **Reading comprehension****ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect* understand how adjectives describe a noun and verbs identify actions in a sentence
* use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4)
* use visual cues in multimodal texts to interpret meaning (UnT5)
 | **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* understand vocabulary that signals humorous wordplay in texts
* identify how creative visual features are used to expand meaning
* make text-to-self, text-to-text or text-to-world connections when reading (UnT6)
* use visual and/or auditory features in multimodal texts to build meaning (UnT5)
 |
| **Creating written texts****ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences* create written texts that describe, give an opinion, recount an event, convey a story
* know that a simple sentence makes sense by itself and is a complete thought represented by a subject and verb (GrA3)
* identify and use nouns in simple sentences, including in own writing (GrA1)
* use a capital letter to start a sentence and a full stop to end a sentence (PuN2, CrT5)
* use drawing, images or mind maps to support planning and writing (CrT4)
 | **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* write texts that describe, explain, give an opinion, recount an event, tell a story (CrT7)
* select and use a range of conjunctions to create cohesive texts (GrA5)
* write compound sentences using coordinating conjunctions (GrA4, CrT5)
* recognise compound sentences in own writing, knowing that each clause has meaning by itself (CrT5, CrT7)
* use noun groups to build descriptions of people and things (CrT6)
* use punctuation, including question marks and exclamation marks, accurately and for effect (PuN3)
* use creative wordplay to affect the reader
* understand that their own texts can be improved by incorporating feedback and editing
 |
| **Understanding and responding to literature****ENE-UARL-01 –** understands and responds to literature read to them* identify and discuss how creative language and/or symbols enhance enjoyment in texts
* experiment with creative play with language in own texts
* identify and discuss character features and actions
* share feelings and thoughts in response to characters and actions in texts
 | **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 figurative language and wordplay in texts
* innovate from studied texts using wordplay and figurative language
 |

## 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 identify and experiment with wordplay in texts. | Students are learning to identify and use wordplay in texts to add detail to writing and affect the reader. |
| Success criteria | Students can:* identify the final syllable in rhyming words
* match and illustrate words that rhyme
* write a simple sentence with a subject-verb structure
* write a sentence using an adjective
* experiment using onomatopoeia in own writing
* write a descriptive sentence using rhyme.
 | Students can:* identify the final syllable in rhyming words
* select and use rhyming pairs in poems
* use wordplay in poetry and descriptive writing
* identify and use noun groups to build descriptions
* experiment using onomatopoeia in own writing
* use knowledge of wordplay to innovate and create a poem about a given topic.
 |

#### Resources

* [Resource 1: Triantiwontigongolope](#_Resource_1:_Triantiwontigongolope)
* [Resource 2: Rhyme cards](#_Resource_2:_Rhyme_1) (Early Stage 1)
* [Resource 3: Blank rhyme cards](#_Resource_3:_Blank_1) (Early Stage 1)
* [Resource 4: Cloze passage stanza 1](#_Resource_4:_Cloze_1) (Stage 1)
* [Resource 5: Cloze passage stanza 2](#_Resource_5:_Cloze_1) (Stage 1)
* [Resource 6: Shape poem](#_Resource_6:_Shape_1) (Stage 1)
* A3 paper (one per student)
* Coloured markers
* Mini whiteboards
* Large sticky notes
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)

### Lesson 1: Introduction to poetry and wordplay

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

#### Whole

1. Explain that students will be reading a poem about a creature called a ‘triantiwontigongolope.’ Predict what the poem could be about. Ask students if they have ever heard of a triantiwontigongolope and if they think it really exists. Encourage students to explain their thinking.
2. Display an enlarged copy of [Resource 1: Triantiwontigongolope](#_Resource_1:_Triantiwontigongolope_1). Read the first stanza of CJ Dennis’ poem.
3. Ask students to close their eyes and imagine what the creature looks like. On A3 paper, students draw their triantiwontigongolope and share with a partner. Using clues from the poem, ask students questions to explain their drawing. For example:
* If it isn’t quite a spider, how many legs does your creature have?
* If it isn't quite a fly, does it have wings?
* If it is something like a beetle, does it have antennas?
* If it is a little like a bee, does it sting or have stripes?
1. Introduce the term wordplay. Explain that authors experiment with language in a text to create humour and enhance enjoyment. Display the first stanza of the poem and use different coloured markers to highlight the use of wordplay. For example, nonsense words (triantiwontigongolope), repetition (tri, tri, tri) and rhyme (spy/fly).
2. Discuss the use of rhyme and explain that it is the repetition of similar speech sounds at the end of words. Ask students what other rhyming texts they have heard. For example, nursery rhymes, stories, or songs. On an anchor chart, co-construct a class definition for rhyme. Keep this anchor chart as definitions for onomatopoeia, similes, and alliteration will be added in future.
3. Display an enlarged [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) and record rhyming words from the poem. Underline the final syllable of each word that are the same, verbalise them and draw attention to how they rhyme. For example, underline ‘y’ in spy and fly.
4. On mini whiteboards, students draw and write the names of objects that rhyme, for example, a star and a car. Students underline the final syllable that demonstrates the rhyme and share their drawings in pairs.

**Too hard?** Students draw a picture of 2 things that rhyme and orally share which syllables rhyme.

**Too easy?** Students create a list of rhyming words that have the same sound but spelled differently. For example, rolled/bold, sled/bread, kite/height.

1. Share a familiar nursery rhyme or riddle with humour, repetition, and rhyme. Students identify the use of rhyming words and clap when they hear a word rhyme with another.

### Lesson 2: Rhyme

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

#### Whole

1. Reread the first stanza of CJ Dennis’ poem *Triantiwontigongolope*. Ask students to recall what they believe the creature looks like and how it might behave or act.
2. Read the second stanza of the poem. Using descriptions from the poem, students add more detail to their A3 drawing from [Lesson 1](#_Lesson_1:_Introduction_1). As a class, discuss the new features students included and why. Encourage students to refer to examples from the poem.
3. Highlight the use of rhyming words in the second stanza and add these to the T-chart from [Lesson 1](#_Lesson_1:_Introduction_1).

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (pairs/independent) | Stage 1 (teacher guided/small groups) |
| 1. Using [Resource 2: Rhyme cards](#_Resource_2:_Rhyme_1), students match the rhyming words. Encourage students to say the rhyming words as they match them.
2. Using the anchor chart of rhyming words, students draw and write rhyming pairs into [Resource 3: Blank rhyme cards](#_Resource_3:_Blank_1).

**Too hard?** Students select 2 rhyming words from the anchor chart and draw pictures to represent them in [Resource 3: Blank rhyme cards](#_Resource_3:_Blank). | 1. Display the first stanza from the poem *Triantiwontigongolope* with the final word or phrase from each line removed. Model selecting and writing new words for each line, ensuring that they rhyme and demonstrate creative wordplay. For example:

There's a very funny insect that you do not really know,And it isn't quite a spider, and it isn't found in snow;It is something like a beetle, and a little like an ant,But nothing like a wooly grub that climbs upon a plant.1. Discuss how these new words have changed the text. Ask students to explain how the creature has changed.
2. In small groups, students brainstorm additional words that could be used to describe a triantiwontigongolope.
3. Using [Resource 4: Cloze passage stanza 1](#_Resource_4:_Cloze_1), students write new words or phrases to describe the creature ensuring their words rhyme. Students read their new version of the poem to a partner.

**Too hard? Co-construct a new version of the poem.****Too easy?** Students use [Resource 5: Close passage stanza 2](#_Resource_5:_Cloze_1) to write new words or phrases to describe the creature. |

#### Whole

1. Play an 'I spy’ rhyme game. Students find an object in the room and provide clues using rhyming words. For example, ‘I spy with my little eye, something that rhymes with toy.’

**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-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* identify, understand and use wordplay and rhyme in a range of texts.

**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

* understand vocabulary that signals humorous wordplay in 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 creative wordplay to affect the reader.

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

* innovate from studied texts using wordplay and figurative language.

### Lesson 3: Adjectives and noun groups

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

#### Whole

1. Introduce the term ‘choral reading’ and explain that reading a text aloud can improve reading fluency (automaticity and prosody). Explain that students will participate in choral reading using the first 2 stanzas of the poem, *Triantiwontigongolope*.
2. Read the third stanza of the poem and highlight words that indicate the triantiwontigongolope’s behaviour. Ask students to identify or recall words or phrases that describe verbs as to what the triantiwontigongolope does, what noises it makes and what it eats, and write these on the board. As students identify or recall the words or phrases, colour code the text to reflect adjectives, nouns, and verbs. Revise the meaning of adjectives and nouns. Refer to [Teacher notes](#_Teacher_notes) for more information.
3. Using descriptions from the poem, students add more detail to their A3 drawing from previous lessons.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (independent) |
| 1. Revise the term adjectives and explain that they are used to describe a noun (a person, place, or thing). Create an anchor chart of adjectives that describe a triantiwontigongolope. Encourage students to refer to the poem and ideas from activity 2.
2. Ask students how a triantiwontigongolope could move. Brainstorm and list verbs on the board, for example, fly, jump, crawl, run, dig, climb.
3. Co-construct a simple sentence using a subject-verb structure about a triantiwontigongolope. For example, ‘The red trianti jumps’. Highlight the subject ‘The red trianti’, the verb ‘jumps’. Discuss the use of adjectives to build descriptions and underline the adjective ‘red.’
4. Remind students of the importance of using a capital letter and a full stop when writing sentences.
 | 1. Provide students with a copy of the poem, *Triantiwontigongolope*.
2. Students highlight or underline the nouns, adjectives, and verbs in the poem.

**Too hard?** Students work in pairs to highlight the nouns in the poem. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (pairs/independent) | Stage 1 (teacher guided/independent) |
| 1. Using their A3 drawing of a triantiwontigongolope, students write a simple sentence using a subject-verb structure to describe the creature and an action it is doing. For example, The scary trianti crawls.

**Too hard?** Students write simple adjectives and verbs to describe their drawing.**Too easy?** Students add detail to their writing using a preposition phrase. For example, ‘The scary trianti crawls in the grass.’1. In pairs, students share their sentences about their drawing.
 | 1. Revise noun groups as a group of words that build on a noun and include a pointer such as ‘the’, ‘a’, his’, ‘her’, ‘our’ and one or more adjectives or adverbs. Explain that authors use them to build descriptions of people and things. Locate noun groups in the poem, for example, a very funny insect; a wooly grub; a funny face; a snubbish nose.
2. Co-construct additional noun groups that could be used to describe the triantiwontigongolope based on students’ interpretations. For example, hairy legs, googly eyes, tiny toes, hard shell.
3. Model writing 2 lines/sentences about the triantiwontigongolope using noun groups. Try to keep the same rhyming pattern and punctuation as the poem.
4. Students write 2 lines about the triantiwontigongolope using noun groups.

**Too hard?** Students write a simple sentence to describe the creature using a noun group.**Too easy?** Students write a 4-5 line stanza describing the creature using noun groups, adjectives and verbs. |

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

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

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

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

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

**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

* recite poems and rhymes.

### Lesson 4: Onomatopoeia

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

#### Whole

1. As a class, reread the poem *Triantiwontigongolope* including the fourth stanza. Using new descriptions from the poem, students discuss any additional thoughts they have about what the creature may look like or how it may behave.
2. Students re-draw their A3 picture of the triantiwontigongolope, making any necessary adjustments based on their final interpretation of the creature. Ensure there is some blank space left around the drawing as students will be writing sentences.
3. Introduce the term ‘onomatopoeia.’ Explicitly teach that onomatopoeia is often used in poetry and other texts including narratives and comics to describe the sound an object or animal might make. For example, bam, zap, pop, woof, roar, buzz. Explain that onomatopoeia words are often followed by an exclamation mark to add effect. Co-construct a class definition for onomatopoeia and write it on the anchor chart from [Lesson 1](#_Lesson_1:_Introduction_1).

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

1. Using large sticky notes, students write familiar sounds that animals make and place these on an anchor chart or poster.
2. Ask students to imagine the sound their triantiwontigongolope might make. Discuss and list additional examples of onomatopoeia on the chart.
3. Explain that students will be recording themselves saying the sounds their triantiwontigongolope would make using onomatopoeia. Students record themselves using a simple app or familiar software.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Provide students with the sentence starter, ‘A trianti says \_\_!’ Students select a word from the class anchor chart to write in the blank space.
2. Students write or glue the completed sentence onto their A3 drawing. Support students to take a photo and upload it to the selected software application.
3. Students record themselves saying the sentence and adding expression to their chosen onomatopoeia word.

**Too hard?** Students record themselves saying the sound their triantiwontigongolope would make. | 1. Students write the sentence ‘A trianti says \_\_ and \_\_!’ selecting words from the class anchor chart to write in the blank spaces. Remind students to use an exclamation mark at the end of their sentence.
2. Students write or glue the completed sentence onto their A3 drawing and take a photo and upload it to the selected software application.
3. Students record themselves reading the sentence adding expression and any necessary humour to their chosen onomatopoeia word.

**Too easy?** Students read and record their sentences written in [Lesson 3](#_Lesson_3:_Adjectives_1). |

#### Whole

1. Select a non-animal sound example of onomatopoeia, for example, boom, clang, bang, slam, and write it at the end of the modelled sentence ‘A trianti says \_\_.’ Read this aloud to the class and ask what they visualise when they hear it read. Discuss that some onomatopoeia words signal humour in sentences. For example, ‘A trianti says BOOM!’ implies the creature has exploded. Students share other examples of onomatopoeia that could be used in the sentence to signal humour.

### Lesson 5: Descriptive writing and shape poetry

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

#### Whole

1. Review concepts from previous lessons regarding rhyme, adjectives (Early Stage 1), noun groups (Stage 1), and onomatopoeia and display the completed class T-chart and anchor charts.
2. Explain that students will be using their final A3 illustrations as inspiration for writing a description of their triantiwontigongolope (Early Stage 1) or a shape poem consisting of 2-3 lines (Stage 1).

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs) |
| 1. Explain that students will be writing a sentence to describe their triantiwontigongolope.
2. Demonstrate selecting an adjective and verb that rhyme from the class anchor charts and model completing the sentence starter: ‘A trianti is \_\_ and likes to \_\_.’ Example rhyming pairs may include, big and dig, fun and run, cool and drool, neat and eat, small and call.
3. Discuss and list other possible rhyming pairs on the board to support students in their writing.
 | 1. In pairs, students draft ideas for 2 or 3 sentences that describe their trianti drawing using noun groups, rhyme, and onomatopoeia. Encourage students to refer to the class anchor charts to assist with their ideas.

**Too hard?** Students use the sentence starter ‘A trianti is \_\_ and likes to \_\_.’**Too easy?** Students work independently to plan and draft ideas. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided/independent) |
| 1. Provide students with the sentence starter, ‘The trianti is \_\_ and likes to \_\_.’ Students select and write a rhyming adjective and a verb to fill in the blanks.
2. Students cut out the sentence and glue it onto their A3 drawing of a triantiwontigongolope.

**Too easy?** Students write their own descriptive sentences using rhyme. | 1. Display a copy of [Resource 6: Shape poem](#_Resource_6:_Shape_1) or draw a shape for students to use. These visual poems are an artistic blend of the literary and the visual arts.
2. Model how to use a student’s planning to write one sentence that describes the triantiwontigongolope using noun groups, rhyme, and onomatopoeia. For example, ‘A trianti has strong legs like pegs that go click, click, click.’
3. Use colour coding to underline the different features in the sentence, highlighting the wordplay used.
4. Model writing a line onto [Resource 6: Shape poem](#_Resource_6:_Shape_1), demonstrating how students need to manipulate and turn the paper in order to write the sentences clearly. Model writing on one side of the line before turning the paper and continue writing down the other side.
5. Remind students that they will write 2 or 3 lines describing their creature using noun groups, rhyme, and onomatopoeia.
6. Students write their poem onto the shape and attach their poem to their A3 drawing of a triantiwontigongolope.

**Too hard?** Students write one line describing their creature.**Too easy?** Students write sentences describing their creature and another real animal, for example, dog, cat, turtle, fish. Students may require a second copy of the shape poem resource. |

#### Whole

1. Students share their work in small groups or as a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.YzFHY3atnAU.link).

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

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

- understand that texts in Standard Australian English are made up of words and groups of words that convey meaning

- experiment with and create wordplay and poems.

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

* create written texts that describe, give an opinion, recount an event, convey a story.

**Stage 1 Assessment task 3 –** Collecting work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes 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

- write texts that describe, explain, give an opinion, recount an event, tell a story

- use noun groups to build descriptions of people and things.

## 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 use wordplay to describe themselves and a family member. | Students are learning to use figurative language and wordplay to describe themselves and a family member. |
| Success criteria | Students can:* make text-to-self connections
* orally describe an object
* experiment using alliteration in writing
* describe what a family member looks like and things they like to do
* respond to questions about texts they have written.
 | Students can:* make text-to-self connections
* use extended sentences to orally describe an object
* write a simile to compare 2 nouns
* write compound sentences using coordinating conjunctions
* describe a family member's traits or features using wordplay
* edit own texts after receiving feedback.
 |

#### Resources

* Piven H (2012) My Dog is as Smelly as Dirty Socks, Random House. ISBN: 9780307930897
* [Resource 7: Writing exemplar](#_Resource_7:_Writing_1)
* Sensory stations using loose items or toys
* Mini whiteboards
* Craft materials and/or loose items for each student
* A4 paper (one per student)
* [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)

### Lesson 6: Figurative language – Similes

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

#### Whole

1. Introduce the text *My Dog is as Smelly as Dirty Socks*. Guide students to make predictions about what type of text it is, using the front and back covers, title, and illustrations. Discuss narrative elements and who the main character of the story may be. Revise the concept of character and how authors use descriptive and figurative language to help the audience build a deeper understanding of a character’s actions and emotions. Explain that a character can be a fictional person or idea, but they must always have an identity.
2. Read *My Dog is as Smelly as Dirty Socks*. Revisit the text and main character predictions. Discuss who the main character is and why the dog may appear on the front cover. Provide the opportunity for students to make text-to-self connections about themselves and their own family.
3. In pairs, students choose a character from the text and discuss how the illustrations support the descriptions used. For example, the dog has onions for eyes, a dirty sock for an ear, and a peg on its nose to show that it smells bad.
4. Re-read the title of the text and ask what ‘is as smelly as dirty socks’ means. Explain that the author has a type of figurative language called a simile in the title. Co-construct a class definition for simile and write it on the anchor chart from [Lesson 1](#_Lesson_1:_Introduction_1). As a class, discuss different examples of similes comparing one object to another. Provide scaffolded support as required.

**Note:** A simile is a figure of speech that compares 2 usually dissimilar things. The comparison starts with like, as, or as if.

1. Explain how the author uses similes to compare 2 things using the words ‘like’ or ‘as’. Discuss how the similes and pictures in the book convey vivid imagery for the reader. Select a family member from the text and re-read the pages describing them and discuss the meaning of the similes used.
2. Discuss how our senses give us information. Set up sensory stations for students to interact with, such as loose items or toys organised into how they feel or look. Select an object and without showing the students what it is, model describing it using descriptions about how it looks, feels, or sounds.
3. In pairs, students take turns interacting with the different objects and use their senses to describe them to their partner, without naming the object. Students guess the object described by their partner. Encourage Stage 1 students to use a variety of extended sentences when speaking.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Select an object from the sensory station and model completing a [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) about what it looks like, feels like and sounds like using words and drawings. Model writing a simile about the object using ‘like’ or ‘as’.
2. Students choose an object and use a Y-chart to draw what that object looks like, feels like, and sounds like.
3. Provide students with a sentence starter to support simile writing. For example, As cold as \_\_; As loud as \_\_; Soft like a\_\_.

**Too hard?** In pairs, students use their drawings and graphic organiser to orally describe their object.**Too easy?** Students write a simile using the sentence frame ‘The \_\_ is as \_\_ as a \_\_. | 1. Students choose an object and use a graphic organiser such as a [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) to write and draw about what that object looks like, feels like, and sounds like. Encourage students to make intentional word choices that enhance details and precision.

**Too hard?** Provide students with sentence starters to support writing. For example, ‘The \_\_ is as \_\_ as a \_\_. A \_\_ is like a \_\_.’**Too easy?** Student**s write similes for an object not found in the classroom.** |

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

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

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

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

- use background knowledge when identifying connections between a text, own life, other texts and/or the world

- use visual cues in multimodal texts to interpret meaning.

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

- identify and discuss how creative language and/or symbols enhance enjoyment in texts

- share feelings and thoughts in response to characters and actions in texts.

**Stage 1 Assessment task 4 –** Observations 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

- follow extended instructions that contain connectives and conjunctions

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

**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

- identify how creative visual features are used to expand meaning

- make text-to-self, text-to-text or text-to-world connections when reading

- use visual and/or auditory features in multimodal texts to build meaning.

**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 figurative language and wordplay in texts.

### Lesson 7: Alliteration and compound sentences

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

#### Whole

1. Using the text *My Dog is as Smelly as Dirty Socks* as a model, discuss how authors use creative language and wordplay to enhance enjoyment for the reader. Remind students that authors make intentional word choices, such as the use of rhyme, adjectives, noun groups, onomatopoeia, and similes, to build a strong mental model of a character. Locate and discuss examples of different types of figurative language and wordplay from the text.
2. Introduce the term ‘alliteration’ and explain that it is a different type of figurative language used by authors to create rhythm and impact on emotions. Explain that alliteration is when words written together begin with the same letter or sound. Co-construct a class definition for alliteration, writing it on the anchor chart from [Lesson 1](#_Lesson_1:_Introduction).
3. Identify examples of alliteration used in the text for example, crunchiest cookie, baseball bat, sneaky as a snake, baby brother, sparkly as a star. In pairs, students experiment using alliteration about objects in the classroom. For example, big book, pink pencil, clean carpet, kind kids.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs) | Stage 1 (teacher guided)  |
| 1. Using the text as a model, students draw a picture of their family.
2. In pairs, students play the ‘Silly name game.’ Using their drawing from activity 4, one student orally describes a family member using adjectives and alliteration. For example, Mighty Mum, Dancing Dad, Sneaky Sam, Jumpy James. The other student identifies the family member in their partner’s drawing based on their description. Students take turns to describe and identify family members from their drawings.

**Too easy?** Students write the alliteration name under the family members they describe. | 1. Display a page that describes a family member from the text, *My Dog is as Smelly as Dirty Socks*. Read the text and explain that the author has used coordinating conjunctions to join ideas together to create compound sentences. Explicitly teach that a compound sentence is made up of 2 or more independent clauses joined by a connective, for example, and, but, so.
2. Model writing a compound sentence from the text on the board. Underline and highlight each clause, providing an explanation of a clause and circle the conjunction used.
3. Ask students to think about 2 things that describe themselves and orally share it as a compound sentence with a peer using alliteration.
4. Share the pen to write examples of compound sentences about students, for example, ‘I have blue eyes and I like to blow bubbles; I have long legs so I am good at leaping’.
5. On mini whiteboards, students write a compound sentence describing themselves, attempting to use alliteration. Students underline the 2 clauses and circle the conjunction.
 |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent/pairs) | Stage 1 (independent) |
| 1. Brainstorm and list adjectives that could be used to describe their appearance or things they like to do. Use examples from the text, *My Dog is as Smelly as Dirty Socks* to assist in idea generation.
2. Using the text’s illustrations as a model, students create an abstract tactile self-portrait using craft materials or loose items to represent one of their personality traits or a thing they like to do.
3. Students write a simple sentence using alliteration to describe themselves. For example, ‘I like to play and perform.’

**Too hard?** Assist students in small groups to write their sentence.**Too easy?** Students write a sentence using alliteration and rhyme. | 1. Using the text’s illustrations as a model, students create an abstract tactile self-portrait using craft materials or loose items to represent one of their personality traits or a thing they like to do.
2. Students write compound sentences using figurative language (similes, rhyme and/or onomatopoeia) to describe themselves, using the portrait to assist in writing.

**Too hard?** Students write one compound sentence describing their family member using alliteration.**Too easy?** Students experiment with writing a complex sentence using wordplay to describe their family member. |

**Stage 1 Assessment task 5 –** Observations from this lesson allow 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

- write compound sentences using coordinating conjunctions

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

### Lesson 8: Describing a family member

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

#### Whole

1. Complete an uninterrupted reading of *My Dog is as Smelly as Dirty Socks*.
2. Remind students what language features and wordplay the author uses in the text and how this makes them feel.
3. Explain that students will be creating an abstract portrait of a family member or pet using craft materials and writing a description about their personality traits or things they like to do using wordplay.
4. Students will begin their writing piece with a question, such as, ‘What is my \_\_ like?’ Early Stage 1 students will be provided with the question and Stage 1 students are expected to write their own, ensuring that they use a question mark at the end.
5. Provide each student with A4 paper. Students select one family member or pet to write their description about and write the family member’s name in the middle of the paper.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (small groups/pairs) |
| 1. As a group, assist students to [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) ideas about their chosen family member’s personality traits or things they like to do. Assist students to also list physical features.
2. Using craft materials or loose items, students create a portrait of their family member using their planned ideas to create an image that represents their chosen person.
 | 1. In small groups or pairs, students [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) personality traits or things their family member likes to do. Students also list physical features of their chosen family member.
2. Using craft materials or loose items, students create a portrait of their family member using their planned ideas to create an image that represents their chosen person.
 |

Whole

1. Co-construct success criteria for the descriptions.

The table below shows possible co-constructed success criteria for Early Stage 1 and Stage 1.

|  |  |
| --- | --- |
| Possible Early Stage 1 success criteria | Possible Stage 1 success criteria |
| Students can:* write 2 or 3 simple sentences with a capital letter and a full stop
* write a sentence using an adjective and a verb
* use one rhyming pair in writing
* use alliteration or one simile in writing.
 | Students can:* write 2 or 3 compound sentences to describe a family member
* use coordinating conjunctions to connect ideas
* use at least one rhyming pair in writing
* use at least one simile in writing
* use onomatopoeia with an exclamation mark
* use a question mark correctly.
 |

### Lesson 9: Drafting and editing

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

#### Whole

1. Revisit the co-constructed success criteria from [Lesson 8](#_Lesson_8:_Describing). Ask students to detail the features of a successful description.
2. Reintroduce the task. Explain that students will be writing a description about their chosen family member’s personality traits or things they like to do using wordplay such as rhyme, similes, onomatopoeia and/or alliteration. See [Resource 7: Writing exemplar](#_Resource_7:_Writing_1). Ask students how the example meets the class success criteria.
3. Students use their planning to write descriptive sentences about their chosen family member using wordplay.

**Too hard?** Support students by working in small groups to assist in their descriptive writing pieces.

1. Model how to give and receive feedback in a respectful, constructive way.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/pairs) | Stage 1 (pairs) |
| 1. Select a student’s writing and model providing feedback on their work according to the success criteria and [Resource 7: Writing exemplar.](#_Resource_7:_Writing_1)
2. Support students as they provide peer feedback in pairs.
3. Provide time for students to apply feedback to edit and improve their writing.
 | 1. In pairs, students use the success criteria, as a checklist, to provide [peer to peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549).
2. Provide time for students to apply feedback to edit and improve their writing.
 |

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

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

- know that a simple sentence makes sense by itself and is a complete thought represented by a subject and verb

- identify and use nouns in simple sentences, including in own writing

- use a capital letter to start a sentence and a full stop to end a sentence

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

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

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

- select and use a range of conjunctions to create cohesive texts

- use punctuation, including question marks and exclamation marks, accurately and for effect

- understand that their own texts can be improved by incorporating feedback and editing.

### Lesson 10: Publishing and presenting

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

#### Whole

1. Students publish their descriptive writing on paper or using a familiar software application and attach it to the portrait.
2. Using an ‘Author’s chair,’ students read their writing to the class and describe the portrait they created to represent their family member. Students ask questions of the author to better understand why they chose this family member and to learn more about this person or pet.

**Optional:** Students create a multimodal text recording themselves reading their descriptions as an overlay to a photograph of the portrait they created. These recordings can be shown to the class or presented as an assembly item.

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

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

* respond to spoken questions.

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

* use vocabulary that is personal.

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

* experiment with creative play with language in own texts.

## Resource 1: Triantiwontigongolope

There's a very funny insect that you do not often spy,

And it isn't quite a spider, and it isn't quite a fly;

It is something like a beetle, and a little like a bee,

But nothing like a wooly grub that climbs upon a tree.

Its name is quite a hard one, but you'll learn it soon, I hope.

So try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

It lives on weeds and wattle-gum, and has a funny face;

Its appetite is hearty, and its manners a disgrace.

When first you come upon it, it will give you quite a scare,

But when you look for it again, you find it isn't there.

And unless you call it softly it will stay away and mope.

So try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

It trembles if you tickle it or tread upon its toes;

It is not an early riser, but it has a snubbish nose.

If you snear at it, or scold it, it will scuttle off in shame,

But it purrs and purrs quite proudly if you call it by its name,

And offer it some sandwiches of sealing-wax and soap.

So try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

But of course you haven't seen it; and I truthfully confess

That I haven't seen it either, and I don't know its address.

For there isn't such an insect, though there really might have been

If the trees and grass were purple, and the sky was bottle green.

It's just a little joke of mine, which you'll forgive, I hope.

Oh, try!

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

Dennis CJ (1989) ‘The Triantiwontigongolope’ The Triantiwontigongolope and Other Funny Poems, Macmillan Australia.

## Resource 2: Rhyme cards



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## Resource 3: Blank rhyme cards



## Resource 4: Cloze passage stanza 1

There’s a very funny insect that you do not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

And it isn’t quite a spider, and it isn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

It is something like a beetle, and a little like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

But nothing like a wooly grub that climbs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## **Resource 5: Cloze passage stanza 2**

It lives on weeds and wattle-gum, and has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Its appetite is hearty, and its manners \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

When first you come upon it, it will give you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

But when you look for it again, you find \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## **Resource 6: Shape poem**



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## Resource 7: Writing exemplar

|  |  |
| --- | --- |
| Early Stage 1 | Stage 1 |
| What is my mum like?My mum likes to sing very loud.She has hair as dark as a bear.My mum is cute and cuddly. | What is my mum like?My mum likes to sing and dance in the backyard.Her hair is as dark as a bear, but she is kind like a koala. I love her so much but when she hugs me tight, I go POP! |

## References

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