# English – K-2 multi-age – Year B – Unit 6



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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. |

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. While context and representation are the mentor concepts, the supporting concepts of character and narrative are explored throughout this unit.
2. Understanding of representation can be supported through watching the department’s video: [Representation (2:46)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts/representation).
3. Understanding of context can be supported through watching the department’s video [Context (5:24)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset13).
4. It is recommended that [Johanna & Dion](https://johannabell.com/johanna-and-dion) be researched to support implementation of the unit, regarding the textual concepts of context and representation.
5. The mentor text lends itself to exploring Aboriginal Languages. Seek permission and advice from the appropriate [Aboriginal Language and Culture Nests](https://education.nsw.gov.au/teaching-and-learning/aec/language-culture-and-communities#%3Cstrong%3EAboriginal1) or the local [AECG](https://www.aecg.nsw.edu.au/) for correct protocol in reference to languages as a part of every school curriculum. Refer to the [Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education [PDF 4.76 MB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/partnershipagreement.pdf).
6. The illustrator of *Go Home, Cheeky Animals* is [Dion Beasley](https://australiacouncil.gov.au/news/biographies/dion-beasley/), an award-winning Aboriginal artist and illustrator who has a unique story.
7. This unit could enhance student learning in creative arts, Aboriginal languages and mathematics.
8. For information on pronouns, representation and context refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
9. 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.
10. 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 24 November 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   * **listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme** (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   * N/A | **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 (PKW3, PKW4)** * **segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts (PKW4)** * blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts (PKW5) * segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words (PKW5) * decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts (PKW5) * segment and encode CVC words containing consonant digraphs (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   * 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) * **segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts** |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity   * **read words automatically then apply to texts** * **stop at the end of a sentence in response to a full stop** (FIY3) | **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors   * read aloud with an easy speech rhythm (FIY3) * use sentence punctuation to enhance reading in a conversational manner (FIY3, FIY4) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * **use known vocabulary to build a mental model of the content of a text** * **identify words that represent who, what,** **when, where and why in texts** * **understand how adjectives describe a noun and verbs identify actions in a sentence** * **predict purpose, type of text or topic from title, illustration, image and/or form (UnT4)** * **use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4)** * **recall the sequence of events/information in texts** | **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   * use known vocabulary to build a mental model of the content of the text * identify pronouns linked to nouns within and across sentences and/or paragraphs * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) * recount relevant ideas from texts in the form of a written, visual or oral summary (UnT6) |
| **Spelling**  **ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts   * **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 (SpG4)** * **segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG5)** * **use spelling conventions when adding plural-marking suffixes (SpG9)** * **use spelling conventions when adding tense-marking suffixes (SpG9)** |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts   * form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction (HwK4) | **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   * **understand how pronouns can be linked to nouns to support meaning** * 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.**   * recount narratives with key components |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 and Tier 2 words in familiar contexts   * **identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts (SpK2, CrT5)** | **Vocabulary**  **EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas   * **use taught morphemic knowledge to create word families** |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * use known vocabulary to build a mental model of the content of a text * identify words that represent who, what, when, where and why in texts * understand how adjectives describe a noun and verbs identify actions in a sentence * predict purpose, type of text or topic from title, illustration, image and/or form (UnT4) * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * 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   * use known vocabulary to build a mental model of the content of the text * identify pronouns linked to nouns within and across sentences and/or paragraphs * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) * recount relevant ideas from texts in the form of a written, visual or oral summary (UnT6) |
| **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 * use personal pronouns in own writing (CrT7) * recognise a simple sentence in own writing (GrA3) * use prepositional phrases to indicate time or place (GrA2) * use capital letters when writing proper nouns (PuN3, CrT5) * use question marks and exclamation marks (PuN3) * use personal vocabulary, words on display and in mentor texts when constructing sentences * 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) * use noun/pronoun-referencing across a text (CrT7) * use action, saying, relating and sensing verbs to add detail and precision to writing (GrA2, GrA5) * use contextually precise prepositional phrases when creating texts (GrA4) * accurately use articles and pronouns in own writing (GrA3) * use punctuation, including question marks and exclamation marks, accurately and for effect (PuN3) * use a variety of planning strategies and tools for creating texts |
| **Understanding and responding to literature**  **ENE-UARL-01 –** understands and responds to literature read to them   * **identify aspects of their own world represented in texts (UnT4)** * **identify texts that are composed for specific audiences and purposes** * **create imaginative and/or informative texts relating to their own experience, the world and/or other texts (CrT3)** | **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   * **recognise ways that settings and situations are represented within texts** * **create and re-create texts in a range of modes and media using understanding of context (CrT5)** * **express personal responses to the real and imagined worlds that are represented in texts** |

## Week 1

### Component A teaching and learning

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(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 that texts are influenced by the experiences of the writer and can be understood based on the experiences of the reader. | Students are learning to understand how settings and situations are represented based on the experiences of the writer, and that they can create texts based on their own experiences. |
| Success criteria | Students can:   * use verbs to describe character actions * describe events that occur in texts * identify aspects of their own world in texts * create oral, pictorial, and written texts about their own experiences and other texts. | Students can:   * identify and compare different situations and settings that are represented in texts * create written and visual texts based on a model * represent different contexts in their writing * use planning tools to support writing. |

#### Resources

* Bell J (2022) *Go Home, Cheeky Animals!* (Beasley D, illus.), Allen & Unwin Children’s Books, Australia. ISBN: 9781761065927
* [Resource 1: Question wheel](#_Resource_1:_Question)
* [Resource 2: Understanding text patterns](#_Resource_2:_Understanding_1)
* [Resource 3: Summary sentences](#_Resource_3:_Summary_1)
* [Resource 4: Event planner (1)](#_Resource_4:_Event)
* [Resource 5: Event planner (Multi)](#_Resource_5:_Event)
* Video: [Canteen Creek School – GenerationOne Hands Across Australia Schools Competition 2011 (1:49)](https://youtu.be/gAQOijlP1hk)
* [Johanna & Dion](https://www.johannabell.com/johanna-and-dion)
* Copies of double pages from the text
* Highlighters
* Illustrations of each animal from the text
* Sticky notes

### Lesson 1: Introducing the text context and key characters

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

#### Whole

1. Display the front cover of *Go Home, Cheeky Animals!* Use the illustrations and ‘I wonder’ statements to support student predictions about what may happen in this text. For example, I wonder if these animals are pets; I wonder why the buffalo is riding a bike.
2. Read the information on the back of the book and ask students to make further predictions about the context of its creation (factors outside the text that shape its meaning). For example, I wonder why the illustrations are drawings; I wonder if Canteen Creek is a real or imaginary place; I wonder if the author and illustrator live in Canteen Creek.
3. Read the title and discuss the word ‘cheeky’. Highlight that, in this text, ‘cheeky’ refers to being mischievous, naughty or playful. Teach that this word is an adjective which is describing the animals (nouns) in the text. Explain that people’s context and personal experiences will impact on the way they think a ‘cheeky’ animal would behave. Provide the opportunity for students to discuss their experiences with a cheeky pet or animal. Highlight that students can use their understanding of this word to build a mental model of the content of a text.
4. Look at and discuss the map at the start of the text, highlighting key visual features, such as the labels that describe the cheeky animals. Students build on their initial text predictions.
5. Read *Go Home, Cheeky Animals!* Prompt students to indicate if their text predictions were accurate by showing a thumbs up, thumbs sideways or thumbs down.
6. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to recall what the animals did throughout the text to make them ‘cheeky’.
7. Explain to students that this text is written about an actual town called Canteen Creek, also known as Owairtilla, and is an Aboriginal community in the Northern Territory of Australia. Display photos of Canteen Creek. Connect these images with the illustrations and map presented on the first page in the text which reads, ‘At Canteen Creek where we live, there are cheeky dogs everywhere.’ Explain that the term ‘camp dogs’ is also used to describe groups of dogs found in and around Aboriginal communities across Australia, and this is what the author and illustrator are representing in this text.
8. Draw attention to other vocabulary choices throughout the text, including in the character dialogue. Key words may include: ‘leave ‘em’, ‘Shoo!’, ‘Uh oh!’, ‘chuck’, ‘scat’, ‘buzz off’. Have students consider if they use these words and alternatives that may be used in their family.
9. Revisit pages in the text which show the cheeky dogs. Use questioning to discuss their actions. For example:

* Why were the dogs described as cheeky at the start of the book?
* Why do you think the cheeky dogs did not do anything to scare away the other animals?
* Why do you think the cheeky dogs decided to finally do something about the animals?
* What words did the author use to describe the cheeky dogs towards the end of the book?
* On the final double-page it says, ‘the cheeky dogs have the camp to themselves. But not for long.’ What does this mean?

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided/small groups) |
| 1. Students draw one or more cheeky dogs from the story. Encourage students to represent *where* the cheeky dogs are (setting) and *what* they are doing (action). 2. With a partner, students describe their illustration as a strategy to support planning and writing. | 1. Ask who is telling the story. If needed, highlight that the storyteller is not directly named or shown in the illustrations. 2. Explain that a pronoun is a word that is used in place of a noun. With students, identify the pronoun clues which provide details about who the text narrator may be, including:  * At Canteen Creek where we live, there are cheeky dogs everywhere. * ‘Go home, cheeky buffaloes!’ yells my brother, jumping up and down.  1. Using the mentor text, find and label other examples of nouns and their related pronouns. For example:  * The family (noun group) waved their (pronoun) arms about when the cheeky animals ran by them (pronoun). * Even the lazy cheeky dogs (noun group) have had enough. In their (pronoun) loudest, angriest voices, they (pronoun) growl, ‘GO HOME, CHEEKY ANIMALS!’ |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent/pairs) |
| 1. Model recalling an event about the cheeky dogs from *Go Home, Cheeky Animals!* 2. Write a simple sentence using vocabulary directly from the mentor text. For example, ‘The cheeky dogs growled at the cheeky animals!’ 3. Ask students to identify the subject (the cheeky dogs) and verb (growled). Draw attention to the exclamation mark at the end of the sentence. Explain that exclamation marks are used to express urgency, emotion or volume. 4. Students write their own sentence, or key words, about the cheeky dogs. 5. **Support students to recognise the components of a simple sentence in their own writing.**   **Too hard?** Students verbalise a simple sentence for the teacher to write.  **Too easy?** Students identify and use prepositional language to describe the location of the cheeky dogs. | 1. **With a partner, students describe the stylistic features of Dion Beasley’s illustrations.** 2. **Students create their own illustration of the ‘unidentified’ character that is telling the story.** 3. **Students independently write sentences to describe their illustration with the correct use of pronouns.** |

1. Read the information in [Johanna & Dion](https://johannabell.com/johanna-and-dion) on the author’s website to learn more about the context of the text, including its text precursor *Go Home, Cheeky Dogs!*

**Early Stage 1 Assessment task 1 –** Observations and 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

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

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

* predict purpose, type of text or topic from title, illustration, image and/or form.

**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-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

* use known vocabulary to build a mental model of the content of the text
* identify pronouns linked to nouns within and across sentences and/or paragraphs.

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

* express personal responses to the real and imagined worlds that are represented in texts.

### Lesson 2: Identifying context specific details and repeated text patterns

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

#### Whole

1. Revisit the text *Go Home, Cheeky Animals!* Draw students’ attention to how the words and illustrations work together to tell the story. Model using [Resource 1: Question wheel](#_Resource_1:_Question) to generate and answer who, what, where, when, why and how questions that recount relevant ideas from the text. For example:

* Words – When did the cheeky horses steal their lunches? When the cool winds were blowing.
* Illustrations – What did the donkeys eat? Rubbish from out of the bins.

1. Provide groups of students with [Resource 1: Question wheel](#_Resource_1:_Question) and a double page from the text. Students collaboratively ask and answer questions about the event in the story based on both the words and illustrations. Share responses as a class.
2. Once students are familiar with the story, highlight that the author has used a repeated text pattern when describing events. This begins with a weather event, followed by the introduction of a cheeky animal, a comment about what the cheeky dogs did, and a response from a family member.
3. Re-read *Go Home, Cheeky Animals!* while creating a large anchor chart with words and pictures that represent the repeated pattern in the text. A worded example has been provided in [Resource 2: Understanding text patterns](#_Resource_2:_Understanding_1). Discuss how the author and illustrator's context have impacted on story elements. Key teaching points may include:

* the family members in the text, including what they are called, for example, Uncle, Dad
* the choice of animal characters which are commonly found in the Northern Territory and the author’s use of collective nouns and alliteration, for example, a bunch of buffaloes, a herd of horses, a drove of donkeys and a caravan of camels
* the weather patterns in the Northern Territory and the language used to describe them, for example, big rains, sweaty season.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (small groups/teacher guided) | Stage 1 (teacher guided/small groups) |
| 1. Provide students with illustrations of each animal in the text. Using the book or anchor chart as a guide, students sequence the animals into the order they are introduced. 2. Students select one of the ‘cheeky’ animals from the text to draw. Encourage students to represent what the animal was doing to be ‘cheeky’. For example, the donkeys were eating rubbish and messing up the yard; the horses were stealing the family’s lunch. 3. Model the process of orally creating and writing a simple sentence that describes an event from the story. 4. Students orally construct and then write a simple sentence that describes their illustration. Encourage students to use words from the model or mentor text. 5. Support students to highlight in colour the subject (the cheeky goats) and verb (played) in their sentence. Prompt students to identify how they know their sentence is a complete idea. | 1. Model summarising key events in the story using [Resource 3: Summary sentences](#_Resource_3:_Summary_1). Explain that being able to describe events clearly supports understanding when reading and writing about texts. For example:  * Sentence 1: When [weather event] the [animal name] [animal action] while the cheeky dogs [action]. * Sentence 2: [Family member] yelled [dialogue] and [action].  1. Students create their own oral summary of events using the sentence frames. 2. Provide students with resources to create a written and illustrated summary of the story. This may be completed as a collaborative text with different students focused on particular events.   **Too hard?** Students complete the activity orally.  **Too easy?** Students create their own sentence frames to summarise key events. |

1. As a class, vote on which of the animal that they think was the ‘cheekiest’. Discuss reasoning based on the context of the story as well as students' own experiences.

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

**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.

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

* identify aspects of their own world represented in texts
* create imaginative and/or informative texts relating to their own experience, the world and/or other texts.

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

**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

* make text-to-self, text-to-text or text-to-world connections when reading
* recall the sequence of events/information 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 action, saying, relating and sensing verbs to add detail and precision to writing.

### Lesson 3: Innovating on *Go Home, Cheeky Animals!*

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

#### Whole

1. Outline that students are going to add to the text *Go Home, Cheeky Animals!* in the style used by Johanna Bell and Dion Beasley.
2. Model selecting a new cheeky animal that is consistent with the Canteen Creek context, for example, a dingo or wallaby. Use a blank version of [Resource 4: Event planner (1)](#_Resource_4:_Event) to create a new event for the story based on the new cheeky animal and a response from another character, for example the ‘unnamed’ character that is telling the story. Use both pictures and key words as part of the planning process to support students at different stages.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (small groups/teacher guided) | Stage 1 (teacher guided) |
| 1. **In small groups, students use the** Draw, Talk, Share, Write **strategy to plan their writing with simple pictures and key words.** 2. **Using the plan developed in activity 2, model writing a sentence that describes the event. For example, A mob of dingos ate our dinner. Explicitly focus on the use and meaning of personal pronouns as part of the model.** 3. **Support students to use the text and modelled example to write words and/or a sentence about their cheeky animal event.**   **Too hard?** Students complete the activity orally.  **Too easy?** Students use [Resource 4: Event planner (1)](#_Resource_4:_Event) independently to plan their writing. | 1. Using the mentor text as a guide, create a success criteria for student writing. 2. Model writing a sentence that describes the event with the new cheeky animal. Explicitly include the use of a prepositional phrase and precise action verbs to describe character actions. For example, ‘In the middle of summer, when a club of cockatoos starts chewing our clothes, the cheeky dogs just lie under the verandah.’ 3. Cut up each of the 3 phrases/clauses to clearly show the ‘when’, ‘who/what’, who/what/where’ structure. 4. To prepare for writing, students collaboratively brainstorm additional characters, actions and locations. 5. Using [Resource 4: Event planner (1)](#_Resource_4:_Event) or [Resource 5: Event planner (Multi)](#_Resource_5:_Event), students create their own story plan and then sentences based on the modelled text and success criteria. 6. Students create illustrations to extend details about their added events. Alternatively, the illustrations can be completed prior to writing as a deliberate planning strategy.   **Too hard?** Students complete the activity orally or create a text with simplified sentence structures. Repeat the modelled and/or shared writing process with small groups of students as necessary.  **Too easy?** Students identify and describe complex sentences from the text with dependent and independent clauses. Students innovate on these structures when planning their own text. |

#### Whole

1. Students share both their writing plan and completed sentences with a partner.
2. Discuss how planning for writing can help to develop ideas that will suit the purpose and interests of the audience.

**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-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-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.

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

* identify aspects of their own world represented in texts.

### Lesson 4: Action and saying verbs in exclamations!

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

#### Whole

1. Review the use of repetition in *Go Home, Cheeky Animals!*
2. Highlight how each character’s dialogue and their actions use a repeating pattern. Draw attention to the repeated use of saying and action verbs. For example:

* ‘Go home, cheeky goats!’ **yells** Dad, **flapping** his arms.
* ‘Go home, cheeky donkeys!’ **yells** Uncle, **stamping** his foot.

1. Highlight the importance of the exclamation mark at the end of each character’s spoken text. Clarify that exclamation marks are used to express urgency, emotion, or volume. Find other examples where exclamation marks have been used. Make comparisons with the text near the end of the book that has been written in large font or capital letters. For example, ‘GO HOME, CHEEKY ANIMALS!’
2. Provide opportunities for students to engage with the text through role playing the words and actions of each character while the text is being read aloud.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs) |
| 1. Model drawing a character from the text with a speech bubble coming from their mouth. 2. Explain that what the character says is going to be written inside the speech bubble. Model writing the sentence, ‘Go home cheeky [animal name]!’ 3. Highlight the use of the capital letter at the beginning of the sentence and the exclamation mark to indicate volume and urgency at the end. 4. Support students to role play being a character from the text to construct ideas for writing. | 1. Provide groups of students with a copy of the text *Go Home, Cheeky Animals!* Students practise reading the text with deliberate attention to the punctuation. 2. Students select a sentence to write from the text that includes character dialogue. 3. Students use colour to identify the saying verbs connected to the dialogue and the action verbs that describe what the characters did to try and get rid of the cheeky animals. For example, ‘‘‘Go home, cheeky horses!” **yells** Aunty, **waving** a big stick.’ |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students draw the character they role played with a speech bubble coming from their mouth. 2. Using the anchor chart, students write what the character said with an exclamation mark to show how the text should be read.   **Too hard?** Scribe the sentence for students, or provide the sentence starter, Go home cheeky \_\_!  **Too easy?** Students use the text as a model to write their sentence with speech marks for dialogue. | 1. Guide students to brainstorm a list of saying verbs. For example, says, roars, wails, shouts, calls, howls, screeches, yelps. Record on sticky notes. 2. Select a student to replace the saying verb from the text to a suggestion from the brainstorm. Re-read the sentence and discuss if the meaning has changed. 3. Explain that the verbs in *Go Home, Cheeky Animals!* are written in present tense indicating that the event is currently occurring. Create word families for each of the brainstormed saying verbs to show past and present tense word forms. For example, said-says, shouted-shouts. Identify the difference between regular and irregular past tense verbs as appropriate. 4. Complete the same process with contextually relevant action verbs to describe possible character actions. For example, flapped-flapping, stamped-stamping. 5. Using [Resource 5: Event planner (Multi)](#_Resource_5:_Event), model filling out the relevant columns to show character dialogue and actions. 6. Explicitly refer to the plan and writing criteria from [Lesson 3](#_Lesson_3:_Innovating_1) when modelling text construction. For example, ‘‘‘Go home, cheeky cockatoos!” I yell, waving my arms around frantically.’ 7. Support students to use their plan prior to creating their own contextually considered sentence with dialogue. |

#### Whole

1. In mixed groups, students share their character dialogue. To do this, the author reads their text aloud, followed by all group members repeating the text together chorally. Model and encourage prosody through attention to the use of exclamation marks.

**Stage 1 Assessment task 3 –** Collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content point:

**EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* use taught morphemic knowledge to create word families.

### Lesson 5: Comparing contexts and map creation

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

#### Whole

1. Revisit that Canteen Creek is a location in the Northern Territory. Explain that students will compare the context of Canteen Creek with their own context. To do this, students will collaboratively write and draw ideas to place in a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) made from large hoops labelled ‘Our School’ and ‘Canteen Creek School’.
2. Watch [Canteen Creek School – GenerationOne Hands Across Australia Schools Competition 2011 (1:49)](https://youtu.be/gAQOijlP1hk). Ask students how the Canteen Creek school context is similar or different to their school context. Direct students to notice elements such as uniforms, playground, scenery.
3. Provide each student with a sticky note. On this, they can draw or write something that have noticed about the contexts. For example, a student may draw books to show that both schools have a library. Compare responses and discuss where on the Venn diagram their observation should be placed.
4. Look at the visual features that are on the map at the beginning and end pages of *Go Home, Cheeky Animals!* On an anchor chart, list map features. For example:

* drawn in bird’s eye view
* roads and paths are shown in block colours
* labels and numbering are used to show key locations.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (small groups/teacher guided) | Stage 1 (teacher guided/independent) |
| 1. Students create a representation of their playground or school by using three-dimensional materials, for example, blocks. 2. Students describe their creation to a thinking partner focusing on the position of specific objects, people, and places. 3. Students represent their three-dimensional playground through drawing and labelling. 4. **Students make comparisons with the playground at Canteen Creek.** | 1. Use an interactive writing strategy to collaboratively create a text describing how Canteen Creek School is similar (paragraph 1) and different (paragraph 2) to your school. Identify that names of schools are proper nouns which require capitalisation.   **Too easy?** Students use the information provided in the Venn diagram to independently create 2 paragraphs describing the different school contexts.   1. Students work independently or with a partner to create a map of the school with labels to show the position of important landmarks such as the school office, canteen and oval. |

#### Whole

1. Replay the clip from activity 2. Explore the meaning behind the words, ‘We all join hands across Australia’ and how this relates to the similarities and differences that students have identified between Canteen Creek and their own context.

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

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

* identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts.

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

* identify words that represent who, what, when, where and why in 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
* use capital letters when writing proper nouns
* understand how adjectives describe a noun and verbs identify actions in a sentence.

**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.

* recount narratives with key components.

**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 action, saying, relating and sensing verbs to add detail and precision to writing.

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

* recognise ways that settings and situations are represented within texts
* express personal responses to the real and imagined worlds that are represented in texts.

## 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 explore context by engaging in texts that present similar subject matter in differing contexts. | Students are learning to make connections, identifying and comparing aspects of their own experiences to those represented in texts. |
| Success criteria | Students can:   * write simple sentences * understand and use question and exclamation marks in writing * create texts based on their own experiences and the experiences of others * use a plan for writing. | Students can:   * write compound sentences * use question and exclamation marks in writing * publish work using writing plans and editing * identify how different situations and settings are influenced by context. |

#### Resources

* Bell J (2022) *Go Home, Cheeky Animals!* (Beasley D, illus.), Allen & Unwin Children’s Books, Australia. ISBN: 9781761065927
* Stewart B (2020) *We Love You, Magoo*, Puffin, Australia. ISBN: 9781760896904
* [Resource 1: Question wheel](#_Resource_1:_Question)
* [Resource 6: Magoo planner (1)](#_Resource_6:_Magoo)
* [Resource 7: Magoo planner (Multi)](#_Resource_7:_Magoo_1)
* [Resource 8: Capital letter detective chart](#_Resource_8:_Capital)
* [Resource 9: Editing checklist](#_Resource_8:_Editing)
* Video: [Briony Stewart on We Love You Magoo (2:03)](https://www.youtube.com/watch?v=T41nQ399jt0)
* Coloured pencils

### Lesson 6: Understanding Magoo’s context

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

#### Whole

1. Display the front cover and read the title, *We Love You, Magoo*. Read the blurb. Ask students to discuss with a partner how the author has represented Magoo. Highlight that the author has used the adjectives ‘silly’ and ‘funny’ to describe Magoo (noun). Compare with the adjective ‘cheeky’ which was used in *Go Home, Cheeky Animals!* Make additional connections between the 2 texts, including with the style of illustrations.
2. Ask students to consider their own context, experiences and understanding of the words ‘silly’ and ‘funny’ to build a mental model of the content of the text *We Love You, Magoo*. Extend student predictions by drawing attention to the use of rhyming wordplay with ‘MAGOO – dogoo’. Using [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), students discuss who they think this text is written for (audience) and its purpose. Encourage students to use background knowledge and examples from the text to provide reasoning for their responses.
3. Read the text, *We Love You, Magoo*.
4. Highlight how readers can use words and pictures to gain meaning from texts. For example, the writing does not say who is speaking, or thinking, in each part of the text. Rather, this information comes from looking at the illustrations.
5. Explicitly look at the pronouns that have been used throughout the text, and how they can help readers to identify that the text is written from Magoo’s perspective as well as the family’s perspective. For example:

* Magoo’s perspective: **I** can come too!
* Family’s perspective: This is for **you**.

1. Use [Resource 1: Question wheel](#_Resource_1:_Question) to generate and answer who, what, where, when, why and how questions that recount relevant ideas from the text’s words and illustrations. Extend students by including examples of inferential question stems for students to explore, such as:

* Why did...?
* How did...feel when...?
* What might have happened if...?

1. Read the dedication that is written on the back cover. Discuss what the author means when writing ‘For Em, Art and our own Magoo. (Yes, Fergus dog, I do mean you.)’ Further exploration of the text’s context can be gained by watching [Briony Stewart on We Love You Magoo (2:03)](https://www.youtube.com/watch?v=T41nQ399jt0).
2. Support students to make connections with their own context (text-to-self connections) by asking guiding questions about if they have any pets and the rules their family has or would have if they had a pet. Students share responses in small groups.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/pairs) | Stage 1 (small groups) |
| 1. Explain that a sentence is a group of words that express a complete thought. 2. Display the sentence starter ‘Magoo **wants to** \_\_.’ Draw attention to the subject of the sentence (Magoo) and the beginning of a phrase that will describe what Magoo likes to do (verb). 3. Revise that a complete sentence requires a subject and a verb. Brainstorm a list of action verbs related to Magoo. For example, bark, scratch, play, gobble, slurp, chew. 4. Model adding a verb (verb phrase) to the sentence. For example, Magoo **wants to play** in the mud. Outline any additional information that has been added to the sentence, including simple prepositional phrases to indicate time or place. 5. Support students to use the Draw, Talk, Share, Write strategy to create a sentence about Magoo. | 1. Students use the Draw, Talk, Share, Write strategy to write a list of simple sentences about what Magoo wants, or likes, to do. 2. Students combine their simple sentences by using a coordinating conjunction to create a compound sentence. To support cohesion, students may choose to include a pronoun in the second independent clause if the subject remains the same. For example:  * Magoo loves to be with the family (simple sentence/independent clause) * Magoo wants to go for a drive (simple sentence/independent clause) * Magoo loves to be with the family, **so** he wants to go for a drive (compound sentence with coordinating conjunction).  1. Students read their sentences to peers identifying each independent clause and the coordinating conjunction they have selected.   **Too hard?** Students focus on creating simple sentences only.  **Too easy?** Students write simple, compound, and complex sentences to describe Magoo and his family. Students identify and describe the dependent and independent clauses, and related coordinating and subordinating conjunctions. |

**Early Stage 1 Assessment task 5 –** 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

* understand how pronouns can be linked to nouns to support meaning.

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

* recognise a simple sentence in own writing
* use prepositional phrases to indicate time or place.

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

* predict purpose, type of text or topic from title, illustration, image and/or form
* use known vocabulary to build a mental model of the content of a text.

**Stage 1 Assessment task 5 –** Collecting work samples from this lesson allows 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

* make text-to-self, text-to-text or text-to-world connections when reading
* recount relevant ideas from texts in the form of a written, visual or oral summary.

**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/pronoun-referencing across a text
* use contextually precise prepositional phrases when creating texts.

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

* recognise ways that settings and situations are represented within texts.

### Lesson 7: Punctuation for expression

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

#### Whole

1. Revisit how authors use text patterns to entertain readers, particularly in picture books for children.
2. Revise the multiple perspective text pattern used in *We Love You, Magoo*.
3. Draw students’ attention to the use of punctuation throughout the text. Describe the difference between statements, questions, and exclamations. Explain how exclamation marks are used to show that a sentence is spoken louder and that exclamations are designed to get our attention and to show that we are excited, scared, or shocked. Consider where exclamation marks have been used throughout the text. Identify how they are used for Magoo’s thoughts to show excitement.
4. Reinforce how punctuation strengthens the author’s message and impacts on meaning. Re-read the text on selected pages as if there were no exclamation or question marks. Students share ideas about the impact on meaning, including how it supports the image of Magoo being 'silly’ and ‘funny’.
5. Divide the class into 2 groups. One group will play the part of Magoo, the other will play the part of the family in the story who says the repeated refrain (this may be most appropriate for Early Stage 1 students as the text can be memorised).
6. Re-read the text chorally with students, with each group reading their part. Provide explicit guidance on [prosody.](https://curriculum.nsw.edu.au/resources/global-support/glossary)

#### 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. Prepare sets of sentence strips from the text with a range of punctuation including full stops, exclamation marks and question marks. 2. Remind students of the purpose of punctuation and how it impacts on how we read. 3. Model reading each sentence type with explicit attention to how intonation changes. 4. Read other sentence examples and have students determine which type of punctuation is required, giving reasons. Once decided, write the piece of punctuation at the end of the sentence in a bright colour. 5. Use a choral or echo reading strategy to re-read each sentence with students. | 1. Provide students with sentences from the text with the end punctuation missing. Students decide if the sentence requires a full stop, exclamation mark or question mark. 2. Students work with a partner to create additional sentences with each type of sentence punctuation. |

**Early Stage 1 Assessment task 6 –** Collecting work samples from this lesson allows 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

* create written texts that describe, give an opinion, recount an event, convey a story
* use question marks and exclamation marks.

**Stage 1 Assessment task 6 –** Collecting work samples from this lesson allows 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

* recount relevant ideas from texts in the form of a written, visual or oral summary
* use punctuation, including question marks and exclamation marks, accurately and for effect.

### Lesson 8: Shared context innovation – Plan and draft

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

#### Whole

1. Provide students with the scenario, Magoo wants to come to our school. Explain that by writing about Magoo at school, students will be able to draw on their experiences in a shared context, compared with writing about Magoo at each of their homes where their context and experiences may be different.
2. Brainstorm and record a list of things that Magoo might want to do if he came to school. For example, Magoo might want to eat sandwiches out of students’ lunchboxes.
3. Using [Resource 6: Magoo planner (1)](#_Resource_6:_Magoo), create a quick sketch showing what Magoo wants to do. Model writing a statement or exclamation and a question that shows Magoo’s thoughts. For example, ‘Lunch time already! Which one will I choose?’ Explicitly demonstrate the impact of the different types of punctuation on each sentence.
4. Based on the modelled scenario, brainstorm alternatives for Magoo. For example, Magoo may be given a lunchbox with his own name on it. Add a quick sketch to the writing plan, and model writing the repeated refrain from the mentor text (No, Magoo. This is for you.) or collaboratively create a new refrain for your innovated text. Highlight the use of the character’s name and the need for a capital letter. Reinforce that names require a capital at the beginning regardless of where they occur in a sentence.
5. Students use [Resource 6: Magoo planner (1)](#_Resource_6:_Magoo) or [Resource 7: Magoo planner (Multi)](#_Resource_7:_Magoo_1) to draft their own text.
6. With a partner, students share their ideas and describe how their illustrations and text will work together to tell the story.

**Too hard?** Provide individual or small group targeted teaching for students with similar learning needs.

**Too easy?** Students select their own character, context and events as a stimulus for their text. Alternatively, students plan an entire book which tells an entire story about Magoo and his ‘silly/funny’ antics.

### Lesson 9: Shared context innovation – Edit and publish

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

#### Whole

1. Review writing plans from [Lesson 8](#_Lesson_8:_Shared_1). Explain that students will revise their writing before completing a final piece that will become part of a class book.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent/teacher guided) | Stage 1 (teacher guided/independent) |
| 1. Prepare copies of [Resource 8: Capital letter detective chart](#_Resource_8:_Capital). Provide students with copies of familiar texts, including mentor texts that have been used in previous weeks and decodable readers that students have read. 2. In pairs, students read the text and find words that have been capitalised at the start of a sentence and character names that have been used anywhere in a sentence. 3. Students copy the words from the text into the table.   **Too hard?** Students complete only one side of the chart.   1. Provide students with a copy of [Resource 9: Editing checklist](#_Resource_8:_Editing). Step-by-step, work with students to use the checklist to edit a sentence about Magoo at school. 2. Support students to check their own writing and describe any changes they may need, such as a capital for Magoo’s name. | 1. Provide students with a copy of [Resource 9: Editing checklist](#_Resource_8:_Editing). Model using the checklist with the text from [Lesson 8](#_Lesson_8:_Shared_1). Specifically highlight:  * reading the text aloud slowly while pointing to each word * using colour to highlight sentence punctuation and/or pronoun references.  1. Support students while they edit their own writing. 2. Students independently create a final version of their text, including illustrations which bring additional meaning to their text. |

1. Select and share students’ texts through the ‘author chair’ strategy. To do this, a student sits in a director’s chair (or another type of special location) and reads their writing aloud. After they read, select students to ask questions, provide compliments based on the criteria and make connections with their own writing or experiences.

**Early Stage 1 Assessment task 7 –** Collecting work samples from this lesson allows 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

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

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

* identify texts that are composed for specific audiences and purposes
* create imaginative and/or informative texts relating to their own experience, the world and/or other texts.

**Stage 1 Assessment task 7 –** Collecting work samples from this lesson allows 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

* use a variety of planning strategies and tools for creating texts.

**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 texts in a range of modes and media using understanding of context.

### Lesson 10: Personal context text creation

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

#### Whole

1. Explain to students that they will be creating a ‘Magoo’ inspired event that reflects their own family context. Identify that some students may not have a pet, and so they will need to draw from their imagination and from background knowledge rather than personal experiences. Discuss how this may influence a text’s creation.
2. Provide the opportunity for students to brainstorm story elements, such as characters, setting and events.
3. Based on learning throughout the unit, create a brief success criteria with students.
4. Model using [Resource 6: Magoo planner (1)](#_Resource_6:_Magoo) to plan and then write an event based on your own experiences.
5. Support students to complete the same process.
6. Students share their text with a partner. Prompt students to describe how their personal context impacted on their text creation.

**Too hard?** Use targeted teaching groups to support students in one or more of the activities.

**Too easy?** Students plan a series of events that reflects events their own (or imagined) context.

## Resource 1: Question wheel

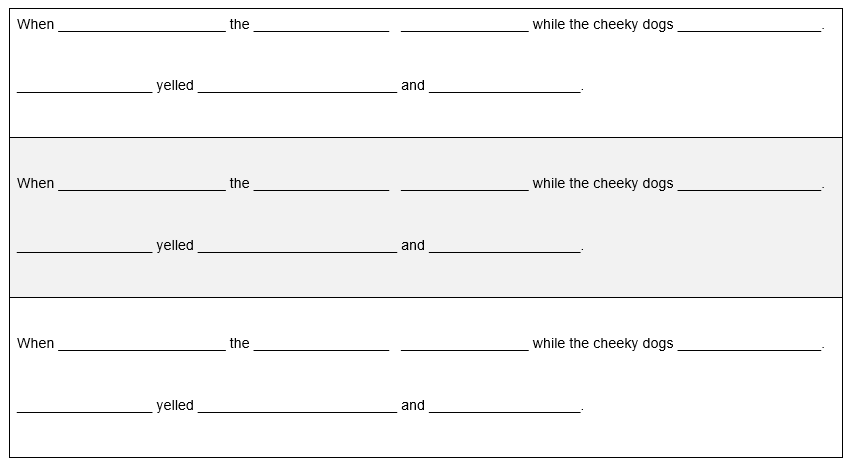
Question wheel
A circle cut into 6 parts with the words who, what, when, where, why and how with images to support.

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## Resource 2: Understanding text patterns

|  |  |  |  |
| --- | --- | --- | --- |
| When? | Who? What? | Who? What? | Who? What? |
| the big rains come | a gang of goats – move in | the cheeky dogs – do nothing | Dad – yells, flapping his arms |
| in the sweaty season | a drove of donkeys – mess up our yard | the cheeky dogs – just lie there | Uncle – yells, stamping his foot |
| the cool winds blow | a herd of horses – start stealing our lunch | the cheeky dogs – just lie in the dirt | Aunty – yells, waving a big stick |
| the grass dries up | a bunch of buffaloes – start eating our oval | the cheeky dogs – just look the other way | my brother – yells, jumping up and down |
| the soaks are empty | a caravan of camels – drink all our water | the cheeky dogs – stretch and go back to sleep | my sister – yells, chucking her thongs at them |
| the big storms start | all the cheeky animals – go crazy | the police – try to help but it is no good |  |
| everyone has had enough | everyone – screams | the lazy cheeky dogs – growl | the cheeky animals – go home! |

## Resource 3: Summary sentences



## Resource 4: Event planner (1)

|  |  |  |  |
| --- | --- | --- | --- |
| When? | Who? What? | Who? What? | Who? What? |
|  |  |  |  |

## Resource 5: Event planner (Multi)

|  |  |  |  |
| --- | --- | --- | --- |
| When? | Who? What? | Who? What? | Who? What? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Resource 6: Magoo planner (1)

|  |  |  |  |
| --- | --- | --- | --- |
| Illustration 1 | What does Magoo want? | Illustration 2 | What will be given to  Magoo instead? |
|  |  |  |  |

## Resource 7: Magoo planner (Multi)

|  |  |  |  |
| --- | --- | --- | --- |
| Illustration 1 | What does Magoo want? | Illustration 2 | What will be given to  Magoo instead? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Resource 8: Capital letter detective chart

|  |  |
| --- | --- |
| Words with a capital from the start of a sentence. | Names with a capital letter. |
|  |  |

## Resource 9: Editing checklist

|  |  |  |
| --- | --- | --- |
| Did I ... | Sample | Yes / No |
| start each sentence with a capital letter | **A** |  |
| put a full stop at the end of each statement | **.** |  |
| put a question mark at the end of each question | **?** |  |
| use an exclamation mark where needed | **!** |  |
| use a capital letter for character names | **A** |  |
| use a pronoun instead of repeating the character’s name | **I he she my** |  |

## References

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