# English S1 learning sequence – Connotation, imagery and symbol

**Learning sequence description**

Connotation, imagery and symbol 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. Figurative language has social consequences as it influences the ways we conceptualise people, information and ideas. Critical analysis brings to light these associations and strands of meaning.

The School Magazine has provided digital and non-digital texts for students to explore. This is licenced under CreativeCommons, Non-commercial and NoDerivatives.

## Syllabus outcomes and content

**EN1-1A** - communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

* identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
* describe in detail familiar places and things

**EN1-2A** - plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

* plan, compose and review simple, imaginative, informative and persuasive texts on familiar topics
* reread and edit text for spelling, sentence-boundary punctuation and text structure

**EN1-4A -** draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies

* read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch

[English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Reflection (opportunities for formative assessment)

Assessment is an essential component of the teaching and learning cycle. Formative assessment involves teachers using strategies to gather and use evidence about students' knowledge, understanding and skills to inform their teaching. It occurs throughout the teaching and learning process to clarify student learning and understanding.

Formative assessment as part of the teaching and learning cycle reflects a view of learning in which assessment helps students learn better and teachers plan for learning better. For formative assessment to be effective, there needs to be clear lesson goals and opportunities for teachers to gather evidence of student learning through carefully selected questioning strategies and lesson activities.

Teachers need to reflect on the evidence collected to provide quality, actionable feedback to students that ‘moves learning forward’ as well as using the information to plan the next steps in learning.

The reflection questions in this lesson sequence also provide formative assessment opportunities for teachers to collect evidence of student understanding. This evidence can be collected in various ways, for example- exit slips, online form submission, students recording answers verbally or in writing to submit to the teacher, conversations with students either virtually or in person. Teachers are encouraged to use the DoE [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=7f2a1) which includes but is not limited to: [3-2-1 forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link), [What did we learn today?](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link), [Learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link) and [Exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.Xr4BH2Ry7QU.link).

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## Suggested routines

### Independent reading

Where possible, all students are encouraged to engage in daily independent reading. This should include a text that is of an appropriate instructional level. This may include picture books, comics, newspapers if appropriate, levelled texts and novels. Texts read daily could be recorded on a reading log with parental feedback. A Record of text is included in the end of the Student workbook. Re-reading a familiar text is also encouraged as it supports fluency, phrasing and expression, allowing students to attend to comprehension.

### Phonics, high frequency sight words, spelling

It is anticipated that teachers will provide students with opportunities to practice and refine their skills and knowledge of phonics, spelling and high frequency sight words if appropriate, as this two-week sequence of learning does not include these elements. Explicit phonics, high frequency sight words and modelled writing lessons are available on the Department of Education, Learning at home site.

### Handwriting

This two-week learning sequence provides frequent opportunities to practise handwriting but does not include explicit handwriting instruction or assessment. Such opportunities may be taken during any written task at the teacher’s discretion. Explicit handwriting lessons are available on the Department of Education, Learning at home site.

## Recording students’ learning

There are several options for students to record their responses. The student workbook may be printed to provide an offline option. Teachers can upload the student workbook as a whole or in parts to provide online learning, using their preferred online platforms.

## Lesson 1 – Introduction to connotation, imagery and symbol

Students are learning to:

* express feelings and opinions about things
* understand how connotation, imagery and symbol are used in writing.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Speaking and listening**  Students play ‘What the word makes me feel’. An adult will present a word to the student and the student will explain how the word makes them ‘feel’.  For example:  Teacher: What do you feel when I say the word sun?  Student: I feel happy.  Teacher: Why?  Student: Because when the sun is out it is warm, and I can play outside.  Possible words to explore: winter, beach, home, park, ice cream, flowers, rain, forest.  It’s important to remember that there is no correct or right answer, words hold different connotations to people. Discuss why this is possible. |  |  |
| 1.2 | **Reading and viewing**  Students watch the connotation, imagery and symbol video.  After viewing, students complete the 'What did I learn’ activity in the student workbook.  Student write and draw information they have learnt from the video. |  | [Resource 1 – Connotation, imagery and symbol](https://vimeo.com/398137110) [video]  [Resource 2 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-s1-connotation-student-workbook.docx) |
| 1.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Feelings about image – written task  Student view image of beach.  Students write a paragraph about how this image makes them feel (connotations of this image).  While the image of a beach is of water, sand and people, ask students to think about what the sun, sand and water makes them feel. Does it make them feel relaxed and happy or scared and uncertain?  Why do authors sometimes use images in texts? What purpose can they serve?  Students complete ‘feelings about image’ activity in student workbook.  **What to look for:**   * expresses opinions and feelings in writing * structures ideas into simple sentences made up of verb groups, noun groups and phrases * makes connections between texts and own experiences. |  | Resource 2 – Student workbook |
| 1.4 | **Reflection**  How can images and words evoke different feelings for people? |  |  |

## Lesson 2 – Happily haunted: connotations

Students are learning to:

* express feelings and opinions about things
* consider how images add to or contradict the meaning of accompanying words
* use antonyms to change the feelings and connotations in a text.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Speaking and listening**  Students complete ‘negative and positive connotations’ activity in the student workbook.  Connotations are emotions, feelings, images, or moods that a word brings to mind beyond its literal definition.  Students will place the listed words into the column of positive, negative or neutral depending on the feelings and moods personally evoked.  Students will explain to an adult why these words were placed in certain columns.  Possible words to use include: relaxed, lazy, bossy, nosy, interested, fit, energetic, healthy, loud, talkative, quiet... |  | Resource 2 – Student workbook | |
| 2.2 | **Reading and viewing**  Before reading the poem, students to look at the image by illustrator Peter Sheehan and complete ‘colours and title’ activity in student workbook.  What colours feature in this illustration? Why does the illustrator use these colours? How do these colours make you feel? What do you think this poem is going to be about, based on the image and its colours? What connotations have been created?  The title ‘happily haunted’ is a juxtaposition (two things with a contrasting effect). Students record their feelings for the words happily and haunted.  Students read or listen to ‘Happily Haunted’ by Suzy Levison from The School Magazine. |  | [Resource 3 – Happily Haunted](https://theschoolmagazine.com.au/resources/happily-haunted)  [digital text]  Resource 2 – Student workbook | |
| 2.3 | **Writing and representing**  Using words from the text ‘Happily Haunted’, students substitute selected words with other words that will change the connotation. Student re-write a section of the poem with substituted adjectives. Students complete ‘substitution of adjectives’ activity in student workbook.  Does the feel of the house change with the different adjectives? What do we feel about the house now?  For example: I'm **dusty**, I'm **musty**  and busting with **clutter**.  Innovation: I’m **white**, I’m **bright**  and busting with **shine**. |  | Resource 2 – Student workbook | |
| 2.4 | **Reflection**  What impact does colour have on our moods? What do you think of, how do you feel, when you see black and grey? Do pink and yellow stir different connotations for you? What does the colour ‘red’ connote for you? For different cultures and groups, the colour red symbolises very different things. |  |  | |

## Lesson 3 – Happily Haunted: onomatopoeia

Students are learning to:

* use creative word play - onomatopoeia
* identify, reproduce and experiment with rhythmic, sound and word patterns in poems and rhymes
* recognise and generate one-syllable rhyming words.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Speaking and listening**  **Opportunity for monitoring student learning**  Onomatopoeia – oral presentation  Onomatopoeia is when a word describes a sound and mimics the sound of the object or action it refers to when it is spoken.  Students think of and verbalise sentences, featuring onomatopoeic words. Examples can be found in the student workbook.  View the ‘onomatopoeia’ video by Summer Splash.  **What to look for:**   * recognises and uses onomatopoeic words * identifies creative use of language * experiments to use words flexibly and creatively * uses effective intonation, stress and expression that indicate comprehension. |  | [Resource 4 – Onomatopoeia](https://safeyoutube.net/w/1Q8C) [video by Summer Splash]  Resource 2 – Student workbook  Recording device |
| 3.2 | **Reading and viewing**  Students read or listen to ‘Happily Haunted’ in The School Magazine.  Students record onomatopoeic words in the student workbook.  Students write a sentence using these words and draw an example of what these words would look like or what objects make these sounds. |  | Resource 2 – Student workbook  [Resource 3 – Happily Haunted](https://theschoolmagazine.com.au/resources/happily-haunted)  [digital text] |
| 3.3 | **Writing and representing**  Students re-watch ‘Onomatopoeia’ video and write all of the onomatopoeia words from the video and they are encouraged to add other onomatopoeic words they know.  Students look at poem extracts in student workbook, activity ‘onomatopoeia in poetry’ and underline the onomatopoeic words used.  Students look at the example provided for a pig and create their own short poem (using the pig poem as a guide) for a different animal.  Example of animals: sheep (baa), horse (neigh), cat (meow) or dog (woof). |  | Resource 2 – Student workbook  [Resource 4 – Onomatopoeia](https://safeyoutube.net/w/1Q8C)  [video by Summer Splash] |
| 3.4 | **Reflection**  Why do you think authors use the literary device of onomatopoeia?  What effect does onomatopoeia have on text that is read aloud? |  |  |

## Lesson 4 – Happily Haunted: similes

Students are learning to:

* use figurative language (similes)
* listen to and recite poems, imitating sound patterns including alliteration and rhyme.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Speaking and listening**  Students complete the simile activity verbally.  The student will supply the adjective to compare the two nouns, checking it makes sense. Example, if the words are cat and computer, the student may supply the word ‘smart’ and the simile could be: The cat was as smart as a computer. |  | Resource 2 – Student workbook |
| 4.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  Recite poem – oral presentation  Happily Haunted has a strong beat and rhyming scheme.  Students read ‘Happily Haunted’ aloud.  **What to look for:**   * reads with a flowing pace, pausing appropriately to enhance meaning * reads with effective intonation and stress that indicate comprehension. |  | [Resource 3 – Happily Haunted](https://theschoolmagazine.com.au/resources/happily-haunted) [digital text]  Optional: Recording device |
| 4.3 | **Writing and representing**  Students look at the image of the haunted house by illustrator Peter Sheehan.  Students complete ‘Haunted House simile’ in student workbook. This activity will scaffold students to write a description of the haunted house using similes.  Students to watch Similes video by Homeschool Pop for further examples. |  | Resource 2 – Student workbook  [Resource 5 – similes](https://safeYouTube.net/w/xDkD) [video] |
| 4.4 | **Reflection**  Why do authors use similes? Do we use similes in our everyday life? Can you think of some examples? |  |  |

## Lesson 5 – Independent poem using our 5 senses

Students are learning to:

* describe in detail familiar things
* compose texts supported by visual information
* rereads and edit text for spelling, punctuation and text structure.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | **Speaking and listening**  Using their 5 senses and imagination, students are to verbally describe:   * the outback * a horse * hairspray * a roller-coaster * the circus or a carnival * a desert * the main street of a city. |  |  |
| 5.2 | **Writing and representing**  **Opportunity for monitoring student learning**  Independent senses poem – written task  Using the five senses scaffold in the student workbook, students will write a 5 senses poem about the house in ‘Happily Haunted’.  Students identify and record what the house would smell, look, feel, sound and taste like.  Students are encouraged to use creative word play and at least two literacy devices such as alliteration, onomatopoeia and similes in their sense poem.  Teacher may wish to utilise the Digital Learning Selector templates for five senses.  **What to look for:**   * use of literary device and creative word play (similes, alliteration, onomatopoeia) * language is used to evoke feelings (connotations) for the reader * re-reads and edits text for spelling, punctuation and appropriate text structure. |  | [Resource 3 – Happily Haunted](https://theschoolmagazine.com.au/resources/happily-haunted) [digital text]  Resource 2 – Student workbook  [Resource 6 – Digital Learning Selector -Five senses](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link) |
| 5.3 | **Reflection**  How does using the five senses when writing engage the reader?  How does it allow the reader to imagine what the writer is describing? How will this change the way you approach writing now? |  |  |

## Lesson 6 – Symbol

Students are learning to:

* identify and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
* identify and consider the purpose of common symbols in the environment.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | **Speaking and listening**  Looking at everyday symbols, students verbally explain what these everyday symbols mean to them. Examples of symbols to show students should include fast food logos, street sign symbols, recycling symbols etc.  Probe students to discuss the colours that have been used in these symbols and the size of the symbols. What commonalities are noticed? What impact do these factors (such as size and colour) have? To whom are the symbols aimed and why? |  | Resource 2 – Student workbook |
| 6.2 | **Reading and viewing**  View Aboriginal symbols. Ask students where they have seen these symbols before? (rock paintings, cave paintings, body paint, ceremonial clothing, sand paintings, paintings).  Discuss with students that there is no written language for Australian Aboriginal People, so in order to convey their important cultural stories through the generations it is portrayed by symbols/icons through their artwork. The presence of Aboriginal art can be found from over 30,000 years ago.  View ‘Indigenous storytelling’ video, pausing and discussing the symbols used and the story being told.  Students complete ‘Aboriginal symbols’ activity in student workbook looking at the questions:  Why are symbols often used in traditional Aboriginal art? (Tell a story or accompany an oral story of cultural significance).  Why do you think symbols vary across nations?  Are the symbols the same in artworks and on rock carvings? Why/Why not?  What colours do you see in Aboriginal paintings? Why do you think these colours are used? |  | [Resource 7 – Aboriginal symbols](https://www.aboriginal-art-australia.com/aboriginal-art-library/symbolism-in-australian-indigenous-art/)  [Resource 8 – Indigenous storytelling](https://safeYouTube.net/w/d9WD) [video]  Resource 2 -Student workbook |
| 6.3 | **Writing and representing**  Students (individually or as a class) create symbols for familiar nouns (house, playground, classroom, teacher, friends, letterbox, path, toilet block, bubblers, flowers, dog).  Teacher provides students with two journey options.  Yesterday at school I walked from the classroom to the toilets to have a drink from the bubblers. I then went to the oval with my friends to play football. When we finished playing football, we played on the playground.  Yesterday at home I walked out the front door to collect the mail from the letterbox. I walked down the path, passed all the lovely red flowers until I reached the letterbox. The dog from next door ran over to me, so I gave him a pat. There was no mail in the letterbox, so I went back inside my home.  Students recount one of the above events using the symbols they have developed. Students are encouraged to verbally retell their events/journey to a peer.  Teachers should refer to lesson 6.2 to remind students that symbols are often used to tell Aboriginal stories.  Students complete the above ‘My symbols’ activity in student workbook. |  | Resource 2 – Student workbook |
| 6.4 | **Reflection**  **Why are Aboriginal symbols important? Why have they endured for such a long time?**  **Why are symbols important in our lives?**  **What symbols are universal and can be understood all over the world?** |  |  |

## Lesson 7 – Storm: imagery and alliteration

Students are learning to:

* use a small range of opinion adjectives (kind, good)
* listen to texts to engage with content
* use imagery and figurative devices appropriately to enhance composition.

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| Item | Learning experiences | Differentiation strategies and/or adjustments | Resources |
| 7.1 | **Speaking and listening**  Students play ‘Silly name game’ with an adult or peers.  Using adjectives and alliteration, students name their family members. Examples could include Neat Natasha, Smart Sam, Clever Catherine. |  |  |
| 7.2 | **Reading and viewing**  Students to read or listen to Storm by Janeen Brian from The School Magazine.  Imagery refers to how the language used in texts appeals to our senses. Teachers create a code that can be signed for each of our senses (e.g. pointing to your nose to show the sense of smell, your eyes for sight, your ears for sound, your mouth for taste and your hands for touch).  As students listen or read each line, students point to the part of their body to demonstrate the sense evoked by the language (e.g. for “the grey slid and spread,” point to your eyes to demonstrate sight, for “hammered the rain, drove each thick drop” point to your hands to show the sense of touch and for “thunder boomed,” and, “branches screamed,” point to your ears to indicate hearing).  This activity would be best as a whole class face to face or via a whole class online activity. |  | Resource 2 – student workbook  [Resource 9 – Storm](https://theschoolmagazine.com.au/resources/storm-2) [digital text] |
| 7.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Alliteration and similes – written task  Students read or listen to ‘Storm’ from The School Magazine, identifying the alliteration used in the text (slid-spread, wind-whipped).  Students complete ‘visual of storm’ activity in the student workbook, drawing an image of the storm based on the language used in the poem. What colours would be used in the visual? What objects would we see?  Students label their visual, identifying the objects using alliteration and similes.  For example:  Bridge that is as broken as Humpty Dumpty (simile)  River as full as Dad on Christmas day (simile)  Broken branches? (alliteration)  **What to look for:**   * uses creative word play (alliteration) * compose texts supported by visual information * draw on personal experience and feelings as subject matter to compose texts. |  | Resource 2 – Student workbook  [Resource 9 – Storm](https://theschoolmagazine.com.au/resources/storm-2) [digital text]  Drawing equipment (paper, coloured pencils) |
| 7.4 | **Reflection**  Why do authors use alliteration and adjectives? How can I incorporate this into my own work?  Where else do we see alliteration and similes used? (songs, both print audio and visual advertisements) |  |  |

## Lesson 8

Students are learning to:

* identify and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
* identify, reproduce and experiment with rhythmic, sound and word patterns in poems.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | **Speaking and listening**  Ask students the following questions:  Have you seen traditional Aboriginal art before?  Why do Aboriginal people often use art to tell their stories? What symbols are used in this artwork? What story does it tell?  Students will observe the Aboriginal artwork, ‘Reflection’ by Margaret Adams, from the Art Gallery of NSW.  Students discuss the symbols that are used and the story that is being told based on these symbols. (Refer to activity 6.2 for Aboriginal symbol information).  Discuss the colours have been used – what does this symbolise?  Teachers are encouraged to use local Aboriginal art and ensure acknowledgement of artist and stories.  ‘Reflection’  This artwork referred to is with thanks to the Art Gallery of NSW. Please note that this artwork will need to be prepared for students in a non-digital environment for their student workbook. |  | [Resource 10 – Reflection by Margaret Adams](https://www.artgallery.nsw.gov.au/collection/works/567.1996/)  [Photograph of painting – Art Gallery of NSW] |
| 8.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  Poem reading – oral presentation  Students record their reading of the poem ‘Storm’, using tone and pace to communicate emotion.  Students identify how the feelings evoked in ‘Storm’ could be communicated through tone and pace (e.g. reading quickly particular lines such as, “The wind whipped up,” saying the word “Stop,” more passionately and trembling or sounding scared of the word “screamed”).  Students begin by viewing a selection of poems from The School Magazine, such as ‘Dragon in the Sky’, ‘The Sweeper’ and ‘Waiting’.  Students complete ‘emotion in poems’ activity in student workbook, identifying how the reader in each video communicates the emotion, using pace and tone of their voice.  **What to look for:**   * uses effective intonation, stress and expression that indicate comprehension * adjusts pace, volume, pitch and pronunciation to enhance meaning and expression * responds to punctuation cues. |  | Resource 2 – Student workbook  [Resource 9 – Storm](https://theschoolmagazine.com.au/resources/storm-2) [digital text]  [Resource 11 – Dragon in the Sky](https://safeYouTube.net/w/VzpD) [digital text]  [Resource 12 – The Sweeper](https://safeYouTube.net/w/EypD)  [digital text]  [Resource 13 – Waiting](https://safeYouTube.net/w/tzpD)  [digital text]  Recording device - optional |
| 8.3 | **Writing and representing**  Using the poem ‘Storm’ as a stimulus, students write the opening paragraph to a narrative.  Students can introduce additional characters, however will use the imagery created in the poem to grab the audience’s attention in their own narrative.  Students are to set the scene for the narrative, describing the location and what the storm looks and sounds like.  Students are encouraged to used onomatopoeia, alliteration, adjectives and similes.  Students complete ‘narrative about a storm’ activity in their student workbook. |  | Resource 2 – Student workbook |
| 8.4 | **Reflection**  What did you do well when reading your poem today? How did you engage an audience?  What could you work on for next time? |  |  |

## Lesson 9 – The girl from Barellan: creative word play

Students are learning to:

* recognise, discuss and use creative word play, e.g. alliteration and onomatopoeia
* identify key words and the meaning they carry
* use adjectives to add meaning by describing qualities or features.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | **Speaking and listening**  Give students a theme and challenge them to list as many onomatopoeic words as they can.  Example of themes: animal sounds (baa, woof, meow), fire (snap, crackle), wind (woosh, whip, swirl) wrestling or fighting (bam, pow, thump, wooshka).  Students verbally share their responses. |  |  |
| 9.2 | **Reading and viewing**  Students read ‘The girl from Barellan’ by Neridah McMullin from The School Magazine.  Students complete ‘vocabulary four square’ activity in the student workbook. Teacher to identify words and definition. Students put the word in a sentence, list synonyms and draw the definition.  Possible words could include leans, dozes, tournament, sprints, manicured. |  | [Resource 14 – The girl from Barellan](https://theschoolmagazine.com.au/resources/the-girl-from-barellan) [digital text]  Resource 2 – Student workbook |
| 9.3 | **Writing and representing**  Onomatopoeia and adjectives have been used effectively in the text to allow readers a visual and a sense of what is happening.  Students identify onomatopoeia in the text (thwack, thwack, thwack) and the purpose.  Students complete activity in student workbook, identifying current adjectives used in the text ‘The girl from Barellan’. Students can record alternative adjectives that could be used and write sentences using the suggested adjectives.  Students watch adjectives video. |  | [Resource 14 – The girl from Barellan](https://theschoolmagazine.com.au/resources/the-girl-from-barellan) [digital text]  Resource 2 – Student workbook  [Resource 15 – adjectives](https://safeYouTube.net/w/CwAD) [ video] |
| 9.4 | **Reflection**  Describe what onomatopoeia is and its impact.  Why is being creative with words and language an important skill? |  |  |

## Lesson 10 – The girl from Barellan: descriptive language

Students are learning to:

* use creative word play, eg. alliteration and onomatopoeia
* use adjectives in noun groups to create more accurate descriptions.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | **Speaking and listening**  Read some tongue twisters (alliteration) as a class and then challenge the students to produce their own examples.  The slithering snake slid sideways silently. |  | Tongue twisters (teachers to source and display) |
| 10.2 | **Reading and viewing**  Students read ‘The girl from Barellan’.  To help readers connect with the main character, the author describes what Evonne feels and uses imagery to help the reader visualise that part of the story.  ‘Her bare feet dance and skip in the red dust, swift and quick, reaching and lunging’.  ‘Her burning feet interrupt the game and she sprints off, leaping over white spear grass to get across to the tap at the lawn tennis club to cool them down’.  Students complete the activity by drawing the image that is evoked from the descriptive language. |  | [Resource 14 – The girl from Barellan](https://theschoolmagazine.com.au/resources/the-girl-from-barellan) [digital text]  Resource 2 – Student workbook |
| 10.3 | **Writing and representing**  **Opportunity of monitoring student learning**  Descriptions – written task  Students brainstorm using the ‘describe the setting’ activity in the student workbook, recording the imagery created for the tennis courts at Barellan.  Students list what the courts might have sounded like, looked like, felt like and smelt like.  Using their brainstormed notes, students write a descriptive paragraph about the Barellan tennis courts, creating an image for the reader.  **What to look for:**   * uses adjectives to build more accurate descriptions * uses creative work play (alliteration, onomatopoeia) * reread and edit text for spelling, punctuation and text structure. |  | Resource 2- Student workbook |
| 10.4 | **Reflection**  What is connotation, imagery and symbol?  How does knowing about these devices help you when reading?  Why will you use these in your own writing? |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?

## ESL scales links to the English syllabus

Teachers should use the ESL scales in conjunction with the syllabus to address the needs of EAL/D students and to assist them to access English curriculum outcomes and content. The ESL scales are designed to heighten awareness of English, how it is used, how it develops and how EAL/D students may be assisted to develop cognitive and linguistic competence.

The ESL scales can be found on the [Multicultural Education Page](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources).

### Stage 1 Speaking and Listening

The level on the ESL scales needed to achieve this English syllabus outcome is **Oral Interaction level 5**. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** ESL scales strand organiser. See ESL scales outcomes 1.1, 2.1, 3.1, 4.1, 5.1.

### Stage 1 Writing and Representing

The level on the ESL scales needed to achieve this English syllabus outcome is **Writing level 3**. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication and Language and cultural understanding** ESL scales strand organisers. See ESL scales outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10.

### Stage 1 Reading and Viewing

The level on the ESL scales needed to achieve this English syllabus outcome is **Reading and Responding level 3**. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Reading and Responding strand from Beginning level 1 to level 3.** Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features and Strategies** ESL scales strand organisers. See ESL scales outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8.