English S1 – learning sequence

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Stage 1 learning sequence

**Outcomes**

**EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter.**

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

**EN1-12E** identifies and discusses aspects of their own and others’ learning.

### Aim of lesson sequence

Narrative is the way we make sense of our lives. We communicate through telling stories of our own experiences, those of others and fictional characters. We recognise ourselves and others, make judgements and think critically as we are invited to respond to a narrative. Narrative is how we communicate information, values and ideas and explore human motivations and actions. Through the objectives of reading and viewing, writing and responding, speaking and listening, this sequence of lessons aims to introduce the concept of narrative, explore how conventions work in a range of texts to invite creative writing and responding.

### Teacher notes

The School Magazine has provided digital and non-digital texts for students to explore. This is licenced under Creative Commons, NonCommercial and NoDeriviates. Looking at ‘narrative’, students will engage in activities around speaking and listening, writing and representing and reading and viewing. Students will explore narrative within fictional texts, plays, poems and advertisements.

## Activity resources

### Digital activities, resources and support

When students are learning from home or school in a digital environment, expectations must be established for submitting work, code and conventions (for example, font and font size, headings, images), contributing to online discussions and posting comments. These expectations should monitored closely by teachers.

A Microsoft PowerPoint slide deck is included to support students using a digital platform created by the teacher. Teachers can upload the slide deck to a platform (such as Microsoft Teams or Google Classroom) to:

* scaffold learning
* support student understanding
* break tasks into manageable chunks
* introduce resources
* identify activity requirements.

The slide deck is completely editable and teachers are encouraged to adapt/modify to meet the needs of their students and context. The slide deck is in the resource pack that accompanies this learning sequence.

Student resources and tasks support this learning sequence. These should also be adapted to meet students’ needs. The student resources and tasks are located in the resource pack that accompanies this learning sequence.

### Non-digital activities, resources and support

When students are learning from home or school without access to devices or technology, typical expectations around book work conventions, presentations and handwriting should still apply. It is also important for these students to have access to suitable materials to successfully engage in English learning. For example, students should have access to pencils, writing paper or a student exercise book, markers, textas and highlighters.

A printable student workbook supports students without access to devices or technology. The student workbook sets out a two-week learning sequence for students with instructions and includes all resources. Perfect for printing and sending home, the student workbook should be adapted to meet students’ needs. It can be found in the resource pack that accompanies this learning sequence.

Parent/carer advice is provided for the learning sequence. This may be edited to reflect your context and any adaptations to the learning sequence. This information can be found in the resource pack that accompanies this file.

## Activities

### **Activity 1 – Introduction to narrative**

**Digital (Activity 1)**

**Task a: Phonics**

* The teacher selects the phoneme/grapheme correspondences currently relevant to their students’ learning. Phonic focus: ‘th’ is suggested. Tell students they have a set time period, for example, 3 minutes, and they are to think of and write: a boy's name, a girl's name, fruit, vegetable, toy, something in their bedroom, that contains that phoneme/grapheme. Students can record their words using their online platform.

Task b: High Frequency Sight Words

* Using the student’s high frequency sight words focus, or their spelling words from class, direct students to write three or more sentences using these words. Suggested words to use in this task are: because, should, there, they, came, people, around, was. More able students are encouraged to write compound or complex sentences. Students to write sentences using their online platform.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in Record of Texts, using the online platform.

Task d: Narrative stimulus video

* Students to watch the [narrative stimulus video](https://vimeo.com/398136873) with their adult. The adult will need to read the accompanying information regarding narrative. As they watch, pose the following questions: What happened to the girl (Erin), at the beginning (orientation), middle (complication) and end of the story (resolution)? What is narrative? What does a narrative include? How does knowing about narrative help when you’re reading and writing? Students are to discuss this with their adult and then post a response to the questions via the online platform. See the information about narrative in the S1 Resource pack.

Reflection

* Ask students, what is one thing you learnt from the narrative video? Why do we create narratives? Are all narratives real stories? Do you think a narrative be an ad on TV? Students to discuss their thoughts with their adult and then post a response on the online platform.

Resources: device, [narrative stimulus video](https://vimeo.com/398136873), Record of texts,

**Non-digital (Activity 1)**

**Task a: Phonics**

* The teacher selects the phoneme/grapheme correspondences currently relevant to their students learning. Phonic focus: ‘th’ is suggested. Tell students they have a set time period, for example, 3 minutes, and they are to think of and write: a boy's names, a girl's name, fruit, vegetable, toy, something in their bedroom, which contains that phoneme/grapheme. Students can record in their S1 student workbook.

Task b: High Frequency Sight Words

* Using the student’s high frequency sight words focus, or their spelling words from class, direct students to write three or more sentences using these words. Suggested words to use in this task are: because, should, there, they, came, people, around, was. More able students are encouraged to write compound or complex sentences. Students to write sentences using their online platform. Students to write sentences in the S1 Student English workbook, which can be found in the S1 resource pack.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My record of texts, found at the back of the S1 student resource pack, in the S1 resource pack.

Task d: Quality Text

* Students to watch the [narrative stimulus video](https://vimeo.com/398136873) with their adult. The adult will need to read the accompanying information regarding narrative. Narrative Information can be found in the S1 resource pack. As they watch, pose the following questions: What happened to the girl Erin, at the beginning, middle and end? What is narrative? What does a narrative include? Students are to discuss these questions with their adult.

Reflection

* Ask students, what is one thing you learnt from the narrative video? Why do we create narratives? Are all narratives real stories? Can a narrative be an ad on TV? Students to discuss their thoughts using the online platform.

Resources:S1 student workbook, [narrative stimulus video](https://vimeo.com/398136873) script (refer to the downloadable Stage 1 S1 resource pack)

### Activity 2 – Narrative

**Digital (Activity 2)**

Task a: Vocabulary

* Provide students with a word such as 'good’. Students brainstorm and record other words that mean the same as that word, for example, awesome, super, great. Students to then write one of these words in a sentence that begins with ‘As’...Students record their responses on the selected online platform.

Task b: High Frequency Sight Words/Spelling

* Using the student’s high frequency sight words focus, or their spelling words from class, direct students to write three or more sentences using a few of these words. More able students are encouraged to write compound or complex sentences. Students to write sentences in the online platform chosen by the teacher.

Task c: Reading and Viewing and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My record of texts, found in the S1 resource pack.

Task d: Quality Text

* The [narrative stimulus video](https://vimeo.com/398136873) has a few characters. Students to identify the characters in the text Erin and Mr Cranna talk about (remember, not all characters are human). Students to discuss each character with their adult. Record a short statement about each of the characters and post in the comment tool in the online platform. Remind students to read what others have written before they post.

Reflection:

* Ask students to think about a story that they love reading or sharing. Ask: what makes this story so great? Think about how the plot is important, what happens, and the characters in the narrative. Who are the characters in the book? What is it about them that makes the story successful? What is the complication in the story? Is it resolved? How? If the plot is not strong, the narrative will fail, and if the characters are not well-written, the narrative will fail. Good narratives need both to be successful. Students to discuss these questions with their adult, and then in the comment section in the online platform. Remind students to read what others have written before they post.

Resources: device, [narrative stimulus video](https://vimeo.com/398136873), online drawing tool

**Non-digital (Activity 2)**

Task a: Vocabulary

* Provide students with a word such as 'good’. Students brainstorm and record other words that mean the same as that word. For example, awesome, super, great. Students to include one of the new words in a sentence that starts with the word ‘As’... Students record their responses in the S1 student workbook, which can be found in the S1 resource pack.

Task b: High Frequency Sight Words/Spelling

* Using the student’s high frequency sight words focus, or their spelling words from class, direct students to write three or more sentences using a few of these words. More able students are encouraged to write compound or complex sentences. Students to write their sentences in the S1 student workbook.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task d: Quality Text

* The Narrative Stimulus script has a few characters. Students to identify the characters in the text that Student 1 and Mr Cranna talk about (remember, not all of the characters are human). Encourage students to discuss what they know about each of the characters (personality and physical appearance) with their adult. They are to write and draw about each of the characters in the S1 Student workbook.

Reflection:

* Ask students to think about a story that they love reading or sharing. Ask: what makes this story so great? Think about how the plot is important, what happens, and the characters in the narrative. Who are the characters in the book? What is it about them that makes the story successful? What is the complication in the story? Is it resolved? How? If the plot is not strong, the narrative will fail, and if the characters are not well-written, the narrative will fail. Good narratives need both to be successful. Students to discuss these questions with their adult.

Resources: S1student workbook, narrative script

### Activity 3 – Structure of a narrative

**Digital (Activity 3)**

Task a: Vocabulary

* Provide students with a generic word such as 'bad’. Students brainstorm and record other words that mean the same as that word. For example, awful, yuck, unacceptable, wrong. If appropriate, instruct students to include two of the new words in a sentence or paragraph. Students record this on the selected online platform.

Task b: Phonics/Spelling

* Look around the house and try spelling 5-10 objects that you can see (example: desk, table, book, microwave, fridge). Write the spelling words online using the online platform.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My record of texts, found in the S1 resource pack.

Task d: Quality Text

* Discuss with students the structure of a narrative (story). Students will read or share, the text, Once Upon a Time by Sara Matson, which can be found in the S1 resource pack. Students locate the highlighter feature on the chosen digital platform chosen by the teacher. Using this tool, students highlight the orientation of the narrative. Using a different colour, students are to highlight just one section of the text which indicates the complication. Using a final colour, they are to circle the resolution to the story, when the ending is resolved and explained.

Reflection:

* Ask students: Think of other stories you have read, listened to or viewed, that have a clear beginning, middle and end. Discuss with your adult why texts often follow a structure like that, and if the author chooses NOT to follow that structure, what happens? How does this affect the viewer’s experience of the text?

Resources: device, copy of text Once Upon a Time by Sara Matson

**Non-digital (Activity 3)**

Task a: Vocabulary

* Provide students with a generic word such as 'bad’. Students brainstorm and record other words that mean the same as that word. For example, awful, yuck, unacceptable, wrong. If appropriate, instruct students to include two of the new words in a sentence or paragraph. This can be recorded in the S1 student workbook.

Task b: Phonics/Spelling

* Look around the house and try spelling 5-10 objects that you can see (example: desk, table, book, microwave, fridge). Students are to write the words in the S1 student workbook.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My record of texts in the S1 Student workbook, found in the S1 resource pack.

Task d: Quality Text

* Discuss with students the structure of a narrative (story). Students will read or share, the text, ‘Once Upon a Time’ by Sara Matson, which can be found in the S1 resource pack. Students locate, using the highlighter the beginning of the text. Using a different colour, students are to highlight just one section of the text which indicates the complication. Using a final colour, they are to circle the resolution to the story, when the ending is resolved and explained.

Reflection

* Ask students: Think of other stories you have read, listened to or viewed, that have a clear orientation (beginning), middle (complication) and end (resolution). Discuss with your adult why texts often follow a structure like that, and if the author chooses NOT to follow that structure, what happens? How does this affect the viewer’s experience of the text? Students to discuss this with their adult.

Resources: S1 student workbook, pencils, coloured pencils, copy of Once Upon a Time by Sara Matson.

### Activity 4 – Narrative

**Digital (Activity 4)**

Task a: Vocabulary

* The text Once Upon a Time by Sara Matson uses some challenging, but interesting words. This text can be found in the S1 resource pack. After reading it, or having it read to them, students are to select and highlight 1-5 unknown words, then using an online dictionary and their adult if needed, to find the meaning of these words. These may include: crumpled, soaring, chirped, nap, gathered, scolded. Students are to discuss the definitions with their adult and then write a definition in their own words, using the online platform decided by the teacher.

Task b: Grammar - Adjectives

* The character in the story Once upon a time, remembers sitting in a **little** chair. Students to brainstorm 5 adjectives to describe this chair (the size, colour, feel, general appearance etc). Adjectives add description to nouns. Why do we want to add descriptions to nouns? Think of one or two adjectives for the following nouns: bird, bear, owl, tree, book (for example, enormous, brown bear, tiny, flitty bird...) Record these on the online platform selected by the teacher. Ask students, how does an adjective improve your text? Why does an author use them? What happens if we add a whole string of adjectives to a noun? How does this impact the reader experience? Students can contribute to the discussion on the online platform.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task d: Quality text

* Instruct students to select a text they like. This might be a picture book or an online text. Students are to discuss this with their adult, and then describe in a short paragraph or picture, what they like about it and how it makes them feel? Is there something they can relate to? What is it about that text that makes them connect? They can submit their work using the online platform.

Reflection:

* Ask students about their current level of understanding the structure of narrative. Why is it important? Can narrative be used in spoken and written language? The teacher will provide an opportunity for students to share their thoughts using the online platform.

Resources: device, online dictionary, Once Upon a Time by Sara Matson.

**Non-digital (Activity 4)**

Task a: Vocabulary

* The text Once Upon a Time by Sara Matson uses some challenging, but interesting words. This text can be found in the S1 resource pack. Students are to select and highlight 1-5 unknown words, then using a dictionary and their adult if needed, find the meaning of these words. If a dictionary is unavailable, students are to discuss the words with their adult to clarify their understanding. These words may include: crumpled, soaring, chirped, nap, gathered, scolded. Students are to discuss the definitions with their adult and then write a definition in their own words in their Student workbook.

Task b: Grammar - Adjectives

* The character in the story remembers sitting in a little chair. Students to brainstorm 5-10 adjectives to describe this chair (the size, colour, feel, general appearance etc). Think of one or two adjectives for the following nouns: bird, bear, owl, tree, book (for example, enormous brown bear, tiny flitty bird...) Students to write these in their Student workbook which can be found in the S1 resource pack. Ask students, how adjective improve your text, and discuss this with your adult.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task d: Quality text

* Instruct students to select a text they like. This might be a picture book or an online text. Students are to discuss this with their adult, and then describe in a short paragraph or picture, what they like about it and how it makes them feel? Is there something they can relate to? What is it about that text that makes them connect? Students to write a paragraph about this in their S1 Student workbook, found in the S1 resource pack.

Reflection:

* Ask students about their current level of understanding the structure of narrative, and talk to their adult about their current understanding. Why is it important? Who uses narrative? What is the reason for using this structure in both written and spoken language?

Resources: S1 student workbook, ‘Once Upon a Time’ by Sara Matson, dictionary (if possible).

### Activity 5 – Independent Writing

**Digital (Activity 5)**

Task a: Vocabulary:

* Students will look outside their window and describe what they see to their adult, using adjectives. For example: My sleepy, brown cat is lying under the tall tree. There is a light wind blowing the wet washing on the line.

This verbal description should be approximately 3-8 sentences long, with approximately 7 or more words in each sentence. Students will record themselves describing their scene and share it on the online platform.

Task b: Reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task c: Independent Writing

* Students will complete a scaffolded writing task to demonstrate application of learning so far. Several stimulus images/examples have been provided in the S1 resource pack, and you are required to select a stimulus appropriate for your students. The stimulus image included in the S1 Student workbook is of a dachshund wearing a cape and eye mask. Students will write a short story in response. Students are encouraged to apply what they have learnt about narrative and adjectives, so far. Remind students to include an orientation, complication and resolution, and make the characters interesting. Students should upload their response into the online platform.

Reflection:

* Ask students what they consider to be the best part of their narrative. Ask if they experimented with adjectives? What is one thing they would like to improve in their writing? Encourage students to read their story aloud to their adult. Students to share their response in the online platform.

Resources: device, Stimulus images in the S1 resource pack.

**Non-digital (Activity 5)**

Task a: Vocabulary:

* Students will look outside their window and describe what they see to their adult, using adjectives. For example: The sleepy, brown cat is lying under the tall tree. There is a light wind blowing the wet washing on the line. This verbal description should be approximately 3-8 sentences long, with approximately 7 or more words in each sentence. Students are to write 2 sentences in the S1 student workbook, located in the S1 resource pack.

Task b: Reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task c: Independent writing

* Students will complete a scaffolded writing task to demonstrate application of learning so far. Several stimulus examples have been provided in the S1 resource pack, and you are required to select a stimulus appropriate for your students. Students will write a short story in response. Students will apply what they have learnt about narrative, so far. Remind students to include an orientation, complication and resolution, and make the characters interesting. Students will write this in their S1 student workbook.

Reflection:

* Ask students what they consider to be the best part of their narrative. Ask if they experimented with adjectives? What is one thing they would like to improve in their writing? Encourage students to read it aloud.

Resources:student workbook, Stimulus images found in the S1 resource pack.

### Activity 6 – Poetry and Narrative

**Digital (Activity 6)**

**Task a: Phonics**

* The teacher selects the phoneme/grapheme correspondences currently relevant to their students learning. Tell students they have a set time period, for example, 2 minutes, and they are to think of and write: a food, an animal, something found outside and something they don’t like, that contains that phoneme/grapheme focus. Example: ‘sh’ phoneme. Students can record using their online platform.

Task b: High Frequency Sight Words/Spelling

* Provide students with dual copies of the high frequency sight words or spelling words they are currently learning. Play a game of: go fish, memory or snap using these words with their adult.

Task c: Reading and viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task d: Quality text

* Students will read or listen to the poem 'Mudimals' by Claire Saxby, found in the S1 resource pack. Instruct students to draw their own ‘mudimal’ in response, labelling the attributes of their mudimal with adjectives and nouns for example, long neck, wobbly legs. Students share their annotated drawing on the identified online platform.

Reflection:

* Discuss with students: who are the characters in the poem? What word choices has the author made to help us get a picture in our head about the way each mudimal looks? How does knowing this help me when I am writing? Why is it important to get a ‘picture’ in our heads? Students share their reflections with their classmates on the selected online platform.

Resources**:** device, Mudimals by Claire Saxby, blank Memory game template, found in the S1 resource pack, S1 student workbook.

**Non-digital (Activity 6)**

**Task a: Phonics**

* The teacher selects the phoneme/grapheme correspondences currently relevant to their students learning. Tell students they have a set time period, for example, 2 minutes, and they are to think of and write: a food, an animal, something found outside and something they don’t like, that contains that phoneme/grapheme focus. Students can write these words into their Student workbook, found in the S1 resource pack.

Task b: High Frequency Sight Words/Spelling

* Provide students with a list of the high frequency sight words or spelling words they are currently learning so they can play a game of: go fish, memory or snap using these words with their adult. Instruct students they will need some blank paper. Fold it three times and ask the adult to cut it along the folds so multiple rectangles of paper are created. Extra pieces of paper may be required. Write the high frequency words out on each card. Repeat, so you have a second set. Encourage students to pronounce each word as each card is turned over. It could be made harder by using each word in a sentence as it’s turned over, or finding a rhyming word.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 student workbook, found in the S1 resource pack.

Task d: Quality text

* Students will read or listen to the poem 'Mudimals' by Claire Saxby, found in the S1 resource pack. Instruct students to draw their own ‘mudimal’ in response, labelling the attributes of the mudimal with adjectives and nouns for example, long neck, wobbly legs. This is located in the S1 student workbook in the S1 resource pack.

Reflection:

* Discuss with students: who are the characters in the poem? What word choices has the author made to help us get a picture in our head about the way each mudimal looks? How does knowing this help me when I am writing? Why is it important to get a ‘picture’ in our heads? Students share their reflections with their adult.

Resources:Student workbook, [Mudimals](https://theschoolmagazine.com.au/resources/mudimals) by Claire Saxby (refer to the downloadable Stage 1 S1 resource pack)

### Activity 7 – poem: ‘Mudimals’

**Digital (Activity 7)**

Task a: Grammar- Adjectives

* Students will read or listen to the poem Mudimals by Claire Saxby, located in the S1 resource pack. Students identify the adjectives in the poem by highlighting or circling them with the digital application of a drawing tool. Students will share their work using the online platform.

Task b: Phonics

* Students will locate the words with the ‘ee’ phoneme for example, see, teeth, me, in the poem Mudimals by Claire Saxby, found in the S1 resource pack. Students brainstorm as many words as they can that have the ‘ee’ phoneme. Remember the phoneme can be represented by a variety of graphemes (letters) for example, tree, clean, bee, me, Chinese, hungry. Record these in their online student workbook and highlight the part of the word (grapheme) that makes the ‘ee’ phoneme. Students can share their response using the online platform.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task d: Quality text

* Instruct students to select a text they like. This might be a picture book or an online text. Students are to discuss this with their adult, and then describe in a short paragraph or picture, what they like about it and how it makes them feel? Is there something they can relate to? What is it about that text that makes them connect? Students to write a text review that can be shared with peers the online platform. The S1 Text recommendation task can be found in the S1 resource pack. Students can submit their work using the online platform.

Reflection:

* Ask student to identify the types of texts they enjoy reading and/or watching. What sort of books, shows, music do they like to read or listen to? What is it that is appealing? What don’t they like to read, watch or listen to, why? Students to contribute to a discussion on the selected online platform.

Resources: Mudimals by Claire Saxby, S1 resource pack for Poem scaffold

**Non-digital (Activity 7)**

Task a: Grammar- Adjectives

* Students will read or listen as it is read to them, the poem Mudimals by Claire Saxby, located in the S1 resource pack. Students are to identify the adjectives in the poem by highlighting them with a highlighter.

Task b: Phonics

* Students will locate the words with the ‘ee’ phoneme for example, see, teeth, me, in the poem Mudimals by Claire Saxby, please find it in the S1 resource pack. Students brainstorm as many words as they can that have the ‘ee’ phoneme. Record these in the S1 Student workbook and highlight the part of the word (grapheme) that makes the ‘ee’ phoneme. for example, me, leaf, tree.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task d: Quality text

* Instruct students to select a text they like. This might be a picture book or an online text. Students are to discuss this with their adult, and then complete the Quality text review. Is there something they can relate to? What is it about that text that they connect to? Students to write a text review that can be shared with peers at a later stage. The S1 Text recommendation task can be found in the S1 resource pack.

Reflection:

* Ask student to identify the types of texts they enjoy reading and/or watching. What sort of books, shows, music do they like to read or listen to? What is it that is appealing? What don’t they like to read, watch or listen to, why? Students to write a short reflection in the S1 Student workbook.

Resources: Mudimals by Claire Saxby, quality text review found in the S1 resource pack

### Activity 8 – Narrative

**Digital (Activity 8)**

**Task a:** Phonological awareness

* This game is called Rhyme strings. It involves students being able to produce rhyming, single-syllable words quickly. It will require the assistance of an adult. Instruct students there is a time limit for example, 5 – 8 seconds for each word you give them. You may decide your student will write these words down as fast as they can, or just say the words to their adult as quickly as they can, until the time runs out. If writing the words, allow extra time. Provide the student with the first word: dog (rhymes with: log, bog, clog...). The adult quickly switches to another word, such as: key, table, bread, phone, book, mouse, bath, leaf...and students must change immediately to say as many rhyming words as possible before the time is up and the word changes again, but the student must try not to pause between words, even when the key word changes.

Task b: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task c: Quality text

* Students will read or listen to the text ‘School Dog’s Big Mistake’ by Gaz Simpson. This can be found in the S1 resource pack. School dog is the main character in the text. Animals can be characters in a narrative. Students draw their own School Dog in response to the text, and label the physical attributes for example, big, brown, hairy, and then the personality characteristics, for example, friendly, loyal. Students to share their completed drawing on the selected online platform.

Reflection:

* Ask students: did this story follow the path of a typical narrative? Was there a clear beginning, complication and resolution? Describe the complication in the narrative to your adult. Was there a pattern set up, that made you predict what was going to happen? Did you enjoy the story, why or why not? Who was telling the story? How do you know? Students to discuss these questions using the comment tool in the selected online platform.

Resources:device, copy of ‘School Dog’s Big Mistake’ found in S1 resource pack.

**Non-digital (Activity 8)**

**Task a:** Phonological awareness

* This game is called Rhyming strings. It involves students being able to produce rhyming single-syllable words quickly. It will require the assistance of an adult. Instruct students there is a time limit for example, 5-8 seconds, for each word you give them. You may decide your student is to write these words down as fast as they can, or just say the words to their adult as quickly as they can, until the time runs out. If writing, allow more time. Provide the student with the first word: dog (rhymes with: log, bog, clog...). The adult quickly switches to another word, such as: key, table, bread, phone, book, mouse, bath, leaf...and students must change immediately to say as many rhyming words as possible before the time is up and the word changes again.

Task b: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task c: Quality text

* Students will read or listen to the text ‘School Dog’s Big Mistake’ by Gaz Simpson. This can be found in the S1 resource pack. School dog is the main character in the text. Animals can be characters in a narrative. Students draw their own School Dog in response to the text, and label the physical attributes for example, big, brown, hairy and around the outside, label the personality characteristics, for example, Friendly, loyal. This will be done in the S1 student workbook.

Reflection:

* Ask students: did this story follow the path of a typical narrative? Was there a clear orientation, complication and resolution? Describe the complication in the narrative to your adult. Was there a pattern set up, that made you predict what was going to happen? Did you enjoy the story, why or why not? Who was telling the story? How do you know? What evidence is there for this? Students will need to discuss this with their adult.

Resources: copy of ‘School Dog’s Big Mistake’ found in S1 resource pack, S1 Student workbook

### Activity 9 – Setting

**Digital (Activity 9)**

Task a: Vocabulary

* This activity will require the assistance of the adult. Explain the meaning of ‘antonym’ to students (a word that means the opposite, for example, black and white). Provide student with a word from the text such as ‘mistake’. The student brainstorms as quickly as they can, antonyms for mistake for example, correct, yes, true, right. Select a number of words for students to think of antonyms for, for example, large, hairy, wet, quiet, slow, disgust. Many students particularly enjoy a challenge, and so a tally of how many antonyms they suggest for each word can be motivating and fun.

Task b: Phonics

* Students to read words containing split digraphs. They will distinguish split digraph words and read the words aloud. A task on split digraphs can be found in S1 Resource pack. Students will share their response on the selected online platform.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task d: Quality text

* Students will read or listen to the text ‘School Dog’s Big Mistake’ by Gaz Simpson from The School Magazine. Part of a narrative is building a whole picture of a character, through thinking about where they are, and why. What the author doesn’t tell us directly, they might hint at. Or if they don’t give the reader many hints, we make it up in our imagination, drawing conclusions from what we read and what we already know and believe.
* Let’s think about School Dog. Do we know where he came from? No. Where did he live when he was a puppy? Who did he live with? Make up School Dog’s background, because that is part of his personal narrative. The task for S1 Building the narrative is in the S1 resources pack. Students can record their response on the selected online platform.

Reflection:

* Ask students to consider how their personal experiences and ideas influence the way they think about School Dog. For instance, if they did not like dogs, the story would not appeal to them. What would their opinion of the author be? Students to discuss this, using the comment tool in the selected online platform.

Resources: device, copy of ‘School Dog’s Big Mistake’, S1 Building the narrative task, S1 split digraph task, S1 Student workbook, all found in the downloadable S1 resource pack.

**Non-digital (Activity 9)**

Task a: Vocabulary

* This activity will require the assistance of the adult. Explain what an antonym is to the student. Provide student with a word from the text such as ‘mistake’. The student is to brainstorm as quickly as they can antonyms for mistake for example, correct, yes, true, right. Students to think of antonyms for: large, hairy, wet, quiet, slow, disgust. Many students particularly enjoy a challenge, and so a tally of how many antonyms they suggest for each word can be motivating and fun.

Task b: Phonics

* Students to read words containing split digraphs. They will distinguish split digraph words and read the words aloud. The split digraph work sheet can be found in S1 Resource pack. Students will circle the words and read them aloud to their adult.

Task c: Reading and Viewing

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task d: Quality text

* Students will read or listen to the text ‘School Dog’s Big Mistake’ by Gaz Simpson from The School Magazine. Part of a narrative is building a whole picture of a character, through thinking about where they are, and why. What the author doesn’t tell us directly, they might hint at. Or if they don’t give the reader many hints, we make it up in our imagination, drawing conclusions from what we read and what we already know and believe. Students to complete task ‘S1 Building the narrative’ in the S1 resource pack.
* Let’s think about School Dog. Do we know where he came from? No. Where did he live when he was a puppy? Who did he live with? Make up School Dog’s background, because that is part of his personal narrative. The task for S1 Building the narrative is in the S1 resources pack.

Reflection:

* Ask students to consider how their personal experiences and ideas influence the way they think about School Dog. For instance, if they did not like dogs, the story would not appeal to them. What would their opinion of the author be? Students to discuss this, using the comment tool in the selected online platform.

Resources: a copy of ‘School Dog’s Big Mistake’, S1 Building the narrative task, S1 split digraph task, S1 Student workbook, all found in the S1 resource pack.

### Activity 10 – Independent writing

**Digital (Activity 10)**

Task a: Vocabulary

* Students will look outside their door or window and describe what they see, using adjectives. This description should be approximately 3-8 sentences long, with approximately 5-8 or more words in each sentence. Students will practice what they would like to say, and then speak to their adult with minimal interjections or prompts. Students then write a sentence or two on the online platform, describing what they saw from their window/door.

Task b: Reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts, found in the S1 resource pack.

Task c: Independent Writing

* Students will complete a scaffolded writing task to demonstrate application of learning so far. Students write a short story in response to stimulus. Several stimulus examples have been provided and you are required to select a stimulus appropriate for your students. Please see the folder titled Stimulus Images in the S1 resource pack. The one selected for the S1 Student workbook is of two chimpanzees rolling and wrestling playfully. Students will apply what they have learnt so far about narrative. Ask students to respond to the image by writing their own short narrative. Remind students of narrative structure. Students are to upload their work to the online platform decided by the teacher.

Reflection:

* Ask students: what is the best part of your narrative? Did you use adjectives? What is one thing you will try to improve for next time? Students can record their response on the online tool provided by the teacher.

Resources: device, stimulus image, all in the downloadable S1 resource pack.

**Non-digital (Activity 10)**

Task a: Vocabulary

* Students will look outside their door or window and describe what they see, using adjectives. This description should be approximately 3-8 sentences long, with approximately 5-8 or more words in each sentence. Students will practice what they would like to say, and then speak to their adult with minimal interjections or prompts. Students then write a sentence or two in the S1 Student workbook, describing what they saw from their window/door.

Task b: Reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers or adult carers can select or recommend suitable material for this reading task. Each time a text is read or shared, it can be added to the list in My Record of texts in the S1 Student workbook, found in the S1 resource pack.

Task c: Independent Writing

* Students will complete a scaffolded writing task to demonstrate application of learning so far. Students write a short story in response to stimulus. Several stimulus examples have been provided and you are required to select a stimulus appropriate for your students. Please see the folder titled Stimulus Images in the S1 resource pack. The one selected for the S1 Student workbook is of two chimpanzees rolling and wrestling playfully. Please see the folder titled Stimulus Images in the S1 resource pack. Students will apply what they have learnt so far about narrative. Ask students to respond to the image and write their own short narrative. Remind students of a narrative structure. This can be done in the S1 Student workbook.
* Reflection:
* Ask students: what is the best part of your narrative? Did you use adjectives? What is one thing you will try to improve for next time? Students can speak to their adult about this and record a short response in their S1 Student workbook.

Resources: S1 student workbook, stimulus image, S1 Student workbook, which can be found in the S1 resource pack.

## Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the identity, culture, heritage and language of your Aboriginal students through your teaching practices?

## Assessment

Multiple opportunities exist throughout the learning sequence to gather evidence of student learning. This evidence contributes to teacher knowledge of individual student progress and achievement of syllabus outcomes.

**EN1-7B** identifies how language use in their own writing differs according to their purpose, audience and subject matter.

Collect student writing samples to determine if the student is thinking critically about character motives, actions, qualities and characteristics. Evidence of this can be collected during the narrative writing task in activity 5 and 10.

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

Collect a variety of student writing samples to determine if the student is developing the ability to apply appropriate sound-letter correspondences, and is developing an understanding of the variability of sound-letter matches, including; consonant digraphs – th, sh, ch, some vowel digraphs – ee and split digraphs. Evidence can be collected in every writing task, as it is not enough to rely on one source of evidence. One source of evidence will be during the explicit phonics activities.

**EN1-12E identifies and discusses aspects of their own and others’ learning.**

**During the book review and numerous times during online discussions, students may use some persuasive language to express their point of view.**