# English Stage 2 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

**Speaking and listening 1** – communicates in a range of formal and informal contexts by adopting a ranges of roles in group, classroom, school and community contexts EN2-1A

* use information to support and elaborate on a point of view
* retell of perform part of a story from a character’s point of view
* use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.

**Reading and viewing 1** – uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies. EN2-4A

* recognise how aspects of personal perspective influence responses to texts
* justify interpretations of a text, including responses to characters, information and ideas
* read texts, including poems and scripted drama, using appropriate expression, e.g. pitch, pause, emphasis and attending to punctuation.

**Writing and representing 2** – identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and texts. EN2-7B

* understand how a range of language features can shape readers’ and viewers’ understanding of subject matter
* describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts.

[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 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).

## 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, levelled texts, 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 and student attention on comprehension.

### Phonics, high frequency sight words, spelling

It is anticipated that classroom 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 can 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 – Authors select words to engage us with texts

Students are learning to:

* identify personal experiences that influence their interpretation of texts
* identify that readers interpret texts differently due to differences in personal experiences and background.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Speaking and listening**  Students participate in ‘Sixty Seconds to Share’.  Students select a topic that they are familiar with and would be confident to speak about.  For 60 seconds, students think about the topic and then for another 60 seconds write dot-points in the student workbook.  Students then present a talk about their chosen topic for a maximum of 60 seconds, using their dot-points as support if needed. |  | [Resource 1 – English Stage 2 Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-s2-connotation-student-workbook.docx) |
| 1.2 | **Reading and viewing**  Students watch the short video – Connotation, imagery and symbol.  Discuss the word sun and follow the same process as the clip by answering the following questions on the ‘sun and face’ activity in the student workbook:  What idea or feeling do you connote from the word sun?  What imagery can you make from combining ‘sun’ and ‘face’?  What symbol can you create using a sun?  Discuss students’ connections in relation to connotation, imagery and symbol and the personal and cultural experiences that led them to make those connections. |  | [Resource 2 – Connotation, imagery and symbol](https://vimeo.com/398137110)  [video]  Resource 1 – Student workbook |
| 1.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Rainbow feelings – written task  Students look at an image of a rainbow to:  discuss how it makes them feel  create similes that describe a rainbow  identify adjectives that describe a rainbow  identify what a rainbow symbolises for them.  Students write a descriptive paragraph, using the rainbow and the connections they have identified.  Adjectives and simile definitions and examples are provided in the student workbook.  **What to look for:**   * makes connections with personal experiences * expresses opinions in writing * expresses feelings and opinions about people or things and makes justifications. |  | Resource 1 – Student workbook |
| 1.4 | **Reflection**  **How do your personal experiences impact your interpretation of a text?**  **Do all people interpret texts in the same way?** |  |  |

## Lesson 2 – Colour and symbol

Students are learning to:

* recognise that the interpretation of symbols depends on personal experience
* recognise that colour and colour imagery may symbolise mood
* elaborate on ideas using sequences of sentences.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Speaking and listening**  **Opportunity for monitoring student learning**  Colour connotations - oral presentation  Prior to commencing this task, explain to the student the focus of the lesson and that you will be take this opportunity to monitor their progress to elaborate on their thoughts and ideas, their ability to speak in full sentences, ensuring they enunciate clearly.  Students are presented or told a colour and asked to respond with the feelings that the colour gives them.  Students justify and elaborate on their answer by adding an experience relating to the feeling and the colour.  Students answer the following question:  Does everyone have the same feeling associated with each colour?  Why or why not?  **What to look for:**   * elaborates on ideas using a short sequence of sentences * communicates in a clear, coherent manner using appropriate tone, pace, pitch and volume * communicates using increasingly sophisticated vocabulary * identifies that interpretation of imagery depends on personal experience. |  | Recording device |
| 2.2 | **Reading and viewing**  Prior to reading text ‘You Can Have Mine’ from The School Magazine, students look at the illustration of the caterpillar and read the title of the text.  Students complete the ‘I see, I think, I wonder’ activity in the student workbook.  Students then read or listen to the text ‘You Can Have Mine’.  After reading, students reflect on their ‘I see, I think, I wonder’” responses in the workbook and add any additional information to it. Students discuss the ways that their interpretations have changed. |  | Resource 1 – Student workbook  [Resource 3 – You can have mine](https://theschoolmagazine.com.au/resources/you-can-have-mine)  [digital text] |
| 2.3 | **Writing and representing**  Discuss the use of colour in the text.  Colours can be used to represent emotions.  Students identify the relationships between the colours used and the emotions connoted as colours can have negative and positive connotations.  Beige is usually seen in a negative light. Yellow in a positive light.  Student view ‘The colour monster’.  Students reflect on a memory that was positive. It may have been exciting or an adventure. Students then attribute a colour to that.  Students complete ‘colour connotations’ activity in student workbook. |  | Resource 1 – Student workbook  [Resource 3 – You can have mine](https://theschoolmagazine.com.au/resources/you-can-have-mine)  [digital text]  [Resource 4 – The colour monster](https://www.youtube.com/watch?v=Ih0iu80u04Y&t=320s)  [video] |
| 2.4 | **Reflection**  **How can colour represent mood?**  **How do your interpretations of a text change before, during and after you read it, and what elements of the text alter your interpretations?** |  |  |

## Lesson 3 – Similes

Students are learning to:

* recognise the use of figurative language in texts, e.g. similes and discuss the effects
* experiment with figurative language (similes) when composing texts to engage an audience
* incorporate figurative language (similes) into spoken and written texts.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Speaking and listening**  **Opportunity for monitoring student learning**  Similes – oral presentation  Students create similes that will match the given nouns. They will be using smiles to describe a colour.  Students select a noun and colour from the table and create a simile.  For example: red and flower: The flower was dark red, like a freshly picked Red Delicious apple.  Students share similes orally with teacher or record themselves.  **What to look for:**   * uses similes to describe colour and objects * identifies language features of spoken texts * incorporates learnt content into spoken text. |  | Recording device |
| 3.2 | **Reading and viewing**  Students view the ‘similes’ video.  Discuss similes and the use of similes in writing.  Similes can be used to create a rich picture of a character which helps the audience engage with the text.  Students read or listen to the text ‘You Can Have Mine’ in The School Magazine.  Students complete ‘similes in texts’ activity in the student workbook focusing on the question: what do these similes tell readers about the characters?  Students identify and highlight the similes within the text, e.g.  ‘green and shiny like emeralds’  ‘grey and dull like a piece of coal’  ‘fluorescent feathers that look like the sunset’  Students discuss the imagery that is created through the use of these similes and the author’s purpose in creating them. |  | [Resource 3 – You can have mine](https://theschoolmagazine.com.au/resources/you-can-have-mine)  [digital text]  [Resource 5 – Similes [video]](https://www.youtube.com/watch?v=pm6zt24w0qU) |
| 3.3 | **Writing and representing**  Students select a character from the text and discuss the traits of that character. These traits should include appearance and personality traits.  Students discuss similes that can be used to give an accurate description of these character traits.  Students record these similes using the ‘similes’ activity in the student workbook. |  | Resource 1 - Student workbook  [Resource 3 – You can have mine](https://theschoolmagazine.com.au/resources/you-can-have-mine)  [digital text] |
| 3.4 | **Reflection**  How do similes enhance the imagery in a text? |  |  |

## Lesson 4 – A dessert sky - imagery and rhyme

Students are learning to:

* use images to reinforce ideas in written texts
* identify and experiment with rhyme as one language feature often used by poets
* use elements from texts in their own writing.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Speaking and listening**  Remind students of the concept of rhyme.  Rhyme is a popular literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs.  Provide the students an example (sky, pie, fly, cry, apply).  Students are given a word from the following list and then in 20 seconds, they say as many rhyming words as possible.  List of words could include: beach, sky, tell. |  | Resource 1 – Student workbook |
| 4.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  **Poetry analysis - written task**  Prior to reading, students look at the illustration accompanying the text, ‘A dessert sky’ from The School Magazine.  Discuss and complete the following questions in ‘A dessert sky’ activity in the student workbook:  What does this image remind you of?  What feelings are provoked from this image?  What does this image symbolise to you?  Introduce the text to the students as a poem. Students skim and scan the text and look at its overall structure.  Students circle any interesting or challenging words.  Students highlight rhyming words within the poem and note that the words are at the end of each line.  Direct the students’ attention to the word ‘dessert’ to discuss and record possible reasons for the use of the word. Why has the author suggested a sky can be eaten? Why does this imagery work?  Students read or listen to the text ‘A Dessert Sky’.  **What to look for**   * identifies words that rhyme within a text * skims and scans a text for overall meaning * identifies the use of symbols within text. Don’t forget the rich learning of imagery, that’s not mentioned here. |  | [Resource 5 – A dessert sky](https://theschoolmagazine.com.au/resources/a-dessert-sky)  [digital text]  Resource 1 - Student workbook |
| 4.3 | **Writing and representing**  Discuss with the students that this poem is an example of imagery. A creamy, spongy dessert is used as imagery for the sun setting in the sky.  A range of locations and images are suggested, for example: bush, ocean, beach, snow-capped mountains, rocky outcrop, desert, rainforest and a list of foods. For example: chocolate, biscuits, casserole, cream, fairy floss, pancake, rice.  Students create connections using the location and the food. For example: fairy flossed desert sands. |  | Resource 1 – Student workbook |
| 4.4 | **Reflection**  How can images and symbol be used to reinforce ideas in texts?  Does rhyme always add to successful poetry? |  |  |

## Lesson 5 – Imagery appeals to the senses

Students are learning to:

* identify the purpose of a text, its intended audience, its mode and its medium
* make connections between their own experiences and texts
* identify that the composition of a text and the use of imagery and symbols depends on the intended audience.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | **Speaking and listening**  Students work in pairs. Each pair shares an image and takes 1 minute to look closely at this image. For approximately one minute, one person (describer) describes the image in as much detail as possible, while the partner (listener) looks on.  At the conclusion of the description, the listener gives the describer feedback in the form of “two stars and a wish” (two positives and one thing to work on next time).  Using a different image, and swapping roles, repeat the activity, focusing on addressing the feedback (the wish).  Images are located in the student workbook. |  | Resource 1 – Student workbook |
| 5.2 | **Reading and viewing**  Students look at the image of a soft drink advertisement from the 1950s. Discuss the use of colour, text and the image of the child.  Students complete ‘soft drink advertisement’ activity in the student workbook answering the following questions:  What is your eye drawn to?  How has the creator of the ad focused your attention?  What is the purpose of the ad?  Who is the target audience?  What do the creators want you to feel?  How are colours used for effect? |  | Resource 1 – Student workbook |
| 5.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Imagery appeals to the senses – written task  Students look at the words ‘delicious’ and ‘delightful’ used in the advertisement and answer the following questions:  How do these words make you feel?  How can an audience connect these words to feelings or experiences?  Discuss how the use of imagery and words evoke emotions and appeal to the senses.  Students choose a food that they like, and an intended audience for their text.  Using the structure from the poster ‘It fizzes, it foams, it’s bubbly delicious’, students write a description of the food they selected in 10 words or less.  Students repeat using a food they dislike.  **What to look for:**   * makes connections between own experiences and the text * identifies the intended audience for writing and uses language for intended audience * uses adjectives to persuade. |  | Resource 1 – Student workbook |
| 5.4 | **Reflection**  **How does the intended audience affect the use of language and images in a text?** |  |  |

## Lesson 6 – Personification

Students are learning to:

* identify personification within a text
* identify elements of their writing that need improvement and review using feedback from teacher and peers
* use figurative language to describe a noun.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | **Speaking and listening**  Students put themselves in the ‘shoes’ of a pet (dog, cat, mouse, fish). Students share with a peer or an adult what that the pet feels, smells, sees, hears and tastes each day.  Students refer to feedback from 5.1 to inform the focus of this activity. |  |  |
| 6.2 | **Reading and viewing**  Students listen to or read ‘Stinky Sid’ from The School Magazine.  After a general discussion of the events, the characters and their reactions to Sid’s smell students retell their favourite part of the text to another person. Students concentrate on including detail regarding the reactions of characters to Sid’s smell. |  | [Resource 8 – Stinky Sid](https://theschoolmagazine.com.au/resources/stinky-sid)  [digital text] |
| 6.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Personification–written task  Students read the descriptions of the actions of the Sid’s stink while he is riding the bus.  ‘The stink rolled around the bus.’  ‘The stink hit the driver’.  Students identify other things the stink could have done, eg “The stink attacked the passengers’ nostrils”  Students watch the video on personification.  Why has the author given ‘the stink’ human-like qualities?  Students make connections to other texts where objects have been personified. For example: ‘The Terrible Fluff’ by Aaron Blabey, ‘The Day the Crayons Quit’ by Drew Daywalt, or ‘The Giving Tree’ by Shel Silverstein.  Students innovate on the personified sentences and create another sentence using an object that they personify. Students illustrate their sentence, making their illustration reflect their sentence/s and giving the object personified characteristics.  **What to look for:**   * attributes human characteristics to an object or a noun * uses figurative language to write a description of a noun * identifies personification within a text. |  | [Resource 9 – Personification](https://www.youtube.com/watch?v=YhleJRpyb-Y)  [[video]](https://www.youtube.com/watch?v=YhleJRpyb-Y)  Resource 1 – Student workbook  Teacher identified personification picture books |
| 6.4 | **Reflection**  How does the use of personification enhance a text? Can you think of other texts that use the literary device of personification? |  |  |

## Lesson 7 – onomatopoeia

Students are learning to:

* interpret creative use of language (onomatopoeia)
* recognise the effect of punctuation on meaning
* read texts using appropriate expression, pitch, pause, emphasis.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 7.1 | **Speaking and listening**  Onomatopoeia is when a word describes a sound and actually mimics the sound of the object or action it refers to when it is spoken.  Students are given an onomatopoeic word and a description of an event that matches it. For example: ‘Bang! The saucepans tumbled out of the cupboard.’  Students are then provided with an event and they provide an onomatopoeic word/s to match the event.  Example of onomatopoeic words and events are found in the student workbook. |  | Resource 1 – Student workbook |
| 7.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  Reading – Oral presentation  Students read a section of ‘Stinky Sid’ aloud to an adult, focussing on using expression, attending to punctuation, such as speech marks, and the onomatopoeias used within the text.  **What to look for:**   * responds to punctuation appropriately when reading * reads using appropriate pitch, pause and expression * recognises when meaning is lost and rereads. |  | [Resource 8 – Stinky Sid](https://theschoolmagazine.com.au/resources/stinky-sid)  [digital text]  Recording device |
| 7.3 | **Writing and representing**  Students read or listen to ‘Stinky Sid’ from The School Magazine.  In the text, the onomatopoeic words of ‘crunch’ and ‘slurp’ are used to create a clear image of the way that Sid is acting while he is on the bus.  Students watch the onomatopoeia video and using the ‘onomatopoeia brainstorm’ activity in the student workbook, record examples of onomatopoeic words from the video.  Students locate and record the onomatopoeic words in ‘Stinky Sid’ and use the identified words in a different sentence.  Students identify and record other examples of onomatopoeic words that could have been used to enhance the text, ‘Stinky Sid’. |  | Resource 1 – Student workbook  [Resource 8 – Stinky Sid](https://theschoolmagazine.com.au/resources/stinky-sid)  [digital text]  [Resource 10 – Onomatopoeia](https://www.youtube.com/watch?v=f1b5kCvVBo8)  [video] |
| 7.4 | **Reflection**  How does the use of onomatopoeia enhance a text?  How does punctuation influence the way we read a text?  What elements of oral reading (such as expression, pitch and emphasis) can you focus on to improve reading aloud? |  |  |

## Lesson 8 – alliteration and experiences

Students are learning to:

* use current knowledge to build new knowledge
* connect personal experience and cultural background to new knowledge
* identify how authors create a sense of playfulness (alliteration).

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | **Speaking and listening**  Students look at the illustrations accompanying the text ‘Will wonders never cease? Doggy Diversity’ in The School Magazine.  Students select one dog and verbally describe its appearance and expression.  Students are encouraged to use figurative language including alliteration, similes and onomatopoeia. |  | [Resource 11 – Will wonders never cease? Doggy Diversity](https://theschoolmagazine.com.au/resources/will-wonders-never-cease-doggy-diversity)  [digital text] |
| 8.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  Current experiences – Written task  Students read or listen to ‘Will wonders never cease? Doggy Diversity’.  After reading, students complete ‘I used to think’ activity in the student workbook.  I used to think…  Now I think….  Students respond to the following questions.  What other dog breeds do you know of? How are they similar and how are they different to each other?  Reflect on the breed of dog that resonates with you. How is this influenced by your personal experiences and background?  **What to look for:**   * discusses how new information builds on current knowledge (I know that, but I didn’t know...) |  | [Resource 11 – Will wonders never cease? Doggy Diversity](https://theschoolmagazine.com.au/resources/will-wonders-never-cease-doggy-diversity)  [digital text]  Resource 1 – Student workbook |
| 8.3 | **Writing and representing**  Students watch the video on alliteration.  Students use alliteration to create sentences or groups of words that describe their chosen dog from item 8.1.  Students complete ‘dog alliteration’ activity in the student workbook. |  | [Resource 12 – Alliteration](https://www.youtube.com/watch?v=5_b845Lxtq4&t=202s)  [video]  Resource 1 – Student workbook |
| 8.4 | **Reflection**  Why do authors use alliteration in texts? |  |  |

## Lesson 9 – Imagery, connotation and symbol in writing

Students are learning to:

* understand how a range of language features can shape readers’ and viewers’ understanding of subject matter
* plan, compose and review texts
* plan and organise ideas using headings, graphic organisers, questions or mind maps.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | **Speaking and listening**  Students to look out their front door, window, room in the house and verbally describe what they see to an adult or peer.  Students are encouraged to use figurative language (similes, alliteration, onomatopoeia) to enable the listener to have a clear ‘picture’ of what the space looks like. |  |  |
| 9.2 | **Reading and viewing**  Students read or listen to ‘Will wonders never cease? Doggy Diversity’ from The School Magazine.  Students discuss the following sentence:  “If I could choose a breed of dog to symbolise me, I would choose \_\_\_\_\_ for the following reasons \_\_\_\_\_\_\_ “ |  | Resource 1 – Student workbook  [Resource 11 – Will wonders never cease? Doggy Diversity](https://theschoolmagazine.com.au/resources/will-wonders-never-cease-doggy-diversity)  [digital text] |
| 9.3 | **Opportunity for monitoring student learning**  Planning for writing – Written assessment  Topic for writing - If you could be any breed of dog, what breed would you be and why?  Using the ‘planning for writing’ template in the student workbook, students plan the following:  The breed of dog they have chosen.  A simile that describes that dog.  A sentence with alliteration that describes the dog.  A colour that represents its personality.  Onomatopoeia that reflects the way it moves or sounds.  The reasons the student has selected that breed of dog (size, personality, speed etc).  Students use their planning template to assist them to write a paragraph on the breed of dog that symbolises them.  **What to look for:**   * plans for writing using a template * uses figurative language (alliteration, imagery, onomatopoeia and similes) to describe their breed of dog * identifies the personal and cultural experience that influence their choice of dog * Identifies that personal experience influences writing. |  | Resource 1 – Student workbook |
| 9.3 | **Reflection**  How does planning enhance the writing process?  How does personal experience influence writing? |  |  |

## Lesson 10 – symbols

Students are learning to:

* respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | **Speaking and listening**  Looking at everyday symbols, students verbally explain what these everyday symbols mean to them.  Examples of symbols to show students would include fast food logos, street sign symbols, recycling symbols.  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 colours have? |  | Everyday symbols [teacher to identify, reproduce and display] |
| 10.2 | **Reading and viewing**  Students view traditional 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 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 traditional Aboriginal paintings?  Why do you think these colours are used? |  | [Resource 13 – Aboriginal symbols](https://www.aboriginal-art-australia.com/aboriginal-art-library/symbolism-in-australian-indigenous-art/)  [Resource 14 – Indigenous storytelling](https://www.youtube.com/watch?v=ALJGBf7XF18&t=44s)  [[video]](https://www.youtube.com/watch?v=ALJGBf7XF18&t=44s)  Resource 1 -Student workbook |
| 10.3 | **Writing and representing**  Students (individually or as a class) create symbols for familiar nouns (house, playground, classroom, teacher, friends, letterbox, path, flowers, dog, bike).  Students select an event from the previous day and write a recount.  Students recount above event using the symbols they have developed. Students are encouraged to verbally retell their events/journey to a peer.  Teachers should refer to lesson 10.2 to remind students that symbols are used to tell stories for Aboriginal people.  Students complete the above ‘My symbols’ activity in student workbook. |  | Resource 1 – Student workbook |
| 10.4 | **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? |  |  |

**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 2 Speaking and Listening

The level on the ESL scales needed to achieve this English syllabus outcome is **Oral Interaction level 6**. 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 6**. 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, 6.1.

### Stage 2 Writing and Representing

The level on the ESL scales needed to achieve this English syllabus outcome is **Writing level 5**. 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 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 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, 4.9, 4.10, 5.9, 5.10.

### Stage 2 Reading and Viewing

The level on the ESL scales needed to achieve this English syllabus outcome is **Reading and Responding level 5.** 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 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 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, 4.7, 4.8, 5.7, 5.8.