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Fun with Fables Program

Description: The 'Fun with Fables' program has been designed to carry over 2 terms. The program aims to focus on English, with particular emphasis on talking and listening outcomes. This unit of work will also focus on the development of metacognitive skills such as phonological awareness (rhyme, alliteration) and descriptive language (word banks, synonyms). Students will be encouraged to attend and respond to the stories as images; sounds and text appear on the Interwrite board, presented in relationship with a repetitive cloze. Students will also learn to respond to stories in other forms, such as listening to big books read aloud. In correspondence, they will build on early reading skills in functional ways, gaining an understanding of key words, sequences of events and characters. Students will have opportunities to act out fables, using props to emphasise key information and highlight important stages and events in familiar fables. When acting out stories, students will respond to music, which creates the flow, anticipation, emphasis and excitement in the story. They will also be encouraged to develop symbolic representational skills and imagination, using one object to represent another e.g. a bin as the pig's hot pot.

Stage: Early Stage 1

Duration of Unit: 20 weeks

Major KLAs: English

Minor KLAs: CAPA

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Outcomes

Stage: Early Stage 1

Students:

KLA: English

ENe-1A Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

ENe-6B Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
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ENe-8B Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
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ENe-10C Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-11D Responds to and composes simple texts about familiar aspects of the world and their own experiences
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KLA: CAPA

DRAES1.3 Dramatises personal experiences using movement, space and objects

VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences

Fun with Fables Program – Terms X

Giant Steps Sydney

Date/Week	Outcomes	Lesson focus	Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
Term X Weeks 1-5	<p>ENe-1A</p> <p>ENe-6B</p> <p>ENe-8B</p> <p>ENe-10C</p> <p>ENe-11D</p> <p>DRAES1.3</p> <p>VAES1.1</p>	<p>The Three Little Pigs</p> <p>Acting out the story (with Interwrite board to start)</p> <p>Comparing materials</p>	<p>Relate to story themes by adopting characteristics and emotions of characters</p> <p>Identify and/or sequence key events in the story</p> <p>Engages in turn-taking games with peers when playing roles and using costumes</p> <p>Generalise specific language from the story to support comprehension during related activities</p> <p>Makes comments about the story and the main themes</p>	<p>Week 3 Term 3 pre assessment for end of year reports, anecdotal observational against lesson indicators assessment</p> <p>Week 1</p> <ul style="list-style-type: none"> - Make the 3 houses – students to be involved in collecting materials (e.g. sticks) from local environment. - Set-up 3 work stations with a step-by-step sequencing booklet <p>Weeks 2-5</p> <ul style="list-style-type: none"> - Students sit in the work area - Read 'Three Little Pigs' Story on the board (students encouraged to comment and finish text through cloze passage) - Act out story along with images on the board and musical accompaniment - Each student plays a role; <ul style="list-style-type: none"> • 3 little pigs with masks • Wolf with mask • Salesman in shirt • Mum in apron and hat - Students use following props to play out story <ul style="list-style-type: none"> • Houses made with boxes • Bin for hot pot 	<ul style="list-style-type: none"> - Cardboard boxes - Glue - Yellow, brown and brick red paint - Straw, sticks and textured paper - Little Pigs E-story - Costumes (see teaching sequence) - Props (see teaching sequence) - Musical instruments (eg gong)

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Date/Week	Outcomes	Lesson focus	Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
				<ul style="list-style-type: none"> • Straw, sticks and blocks in see through bags - Environmental management – • Students sit on chairs at the front of the board, table to the side for props • Forewarning to show each student which character they will play • Put on costumes • Act out with support from images on the board, verbal and gestural prompts • <i>Week 2 Term 3 Fun with Fables pre assessment, anecdotal observational against lesson indicators</i> • Week 5 film acting out of Three Little Pigs <p>Suggestions for additional activities that could be included dependent on student outcomes:</p> <ul style="list-style-type: none"> - Sequencing order of key events in the story using photos and a visual scaffold - Prediction activity: what might happen next/alternative endings? Provide choices for students to select from if appropriate. - Explore initial sound identification and alliteration (e.g., big, bad wolf). Use activities such as pass the parcel, feely bag and treasure hunt. - Create sentences using alliteration. 	
Term X Week 6-10	ENe-1A ENe-6B ENe-8B ENe-10C	Jack and the Bean stalk Familiarise with story (weeks 6 and	As Above	<u>Week 6</u> <ul style="list-style-type: none"> - Sit in the work area - Read 'Jack and the Bean Stalk' Story on the IWB (students encouraged to comment and finish text through cloze passage) 	<ul style="list-style-type: none"> - Jack and the bean stalk e-book and online cbeebies story telling <u>Costumes</u> <ul style="list-style-type: none"> - Apron and hat (mum)

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Date/Week	Outcomes	Lesson focus	Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
	<p>ENe-11D</p> <p>DRAES1.3</p> <p>VAES1.1</p>	<p>7)</p> <p>Act out the story Weeks 8-10 (with Interwrite board to start)</p>		<ul style="list-style-type: none"> - Act out story along with images on the board and musical accompaniment <p><u>Weeks 7-10</u></p> <ul style="list-style-type: none"> - Each student plays a role; <ul style="list-style-type: none"> • Mum • Jack • Cow • Hen • Giant • Old man - Students use following props to play out story (see resources) - Environmental management – <ul style="list-style-type: none"> • Students sit on chairs at the front of the board, table to the side for props • Forewarning to show each student which character they will play • Put on costumes <p>Act out with support from images on the board, verbal and gestural prompts</p> <p>Week 10 film acting out of Jack and the Bean Stalk</p> <p>Suggestions for additional activities (depending on student outcomes):</p> <ul style="list-style-type: none"> - Plant 'beanstalks' and measure growth over several weeks. - Explore range of verbs from the story and those frequent in interactions (pulling, climbing, falling, running, stopping). Move to music e.g. walk and stop song, substituting selected verbs. Students follow instructions on an obstacle 	<ul style="list-style-type: none"> - Cap (Jack) - Cow mask (Daisy) - Shirt and hat (old man) - Feather bower and beak (hen) - Golden egg (hen) - Jelly beans (magic beans) - Warlock hat (giant)

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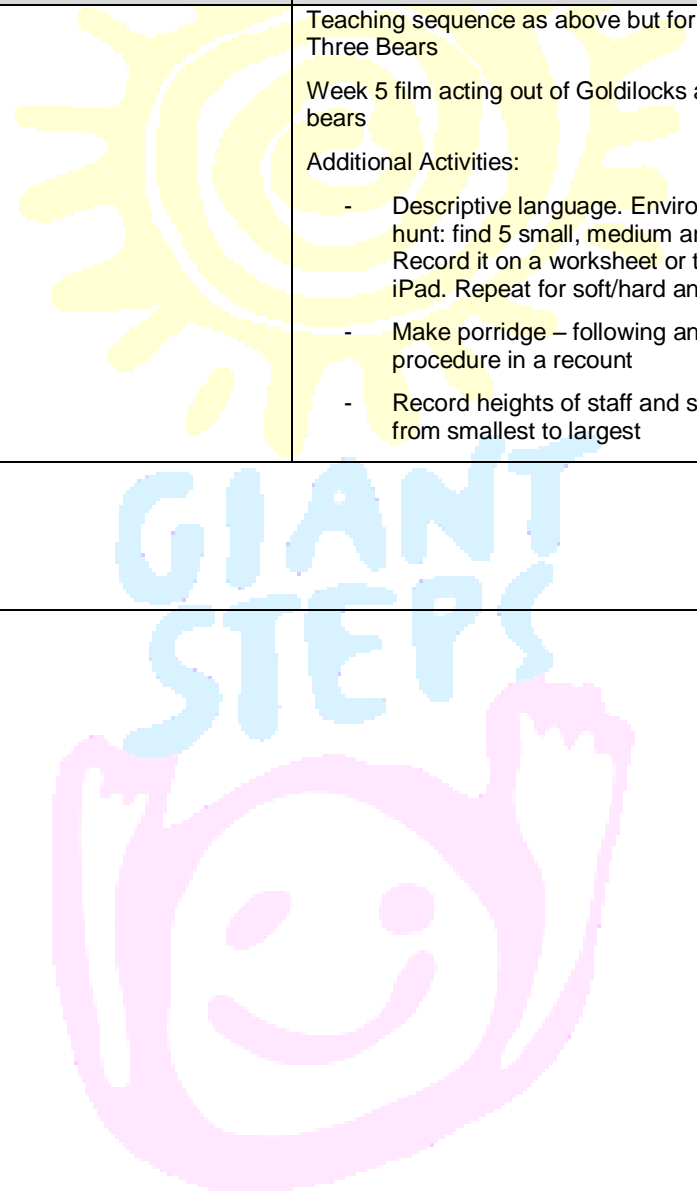
Date/Week	Outcomes	Lesson focus	Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
				<p>course with key actions highlighted.</p> <ul style="list-style-type: none"> - Students identify favourite character and use descriptive language to describe them (focusing on categories of size, colour, identifying body parts, occupation). NB. students have done some basic lessons on 'describing my world'. 	
<p>Term X Weeks 1-5</p>	<p>ENe-1A ENe-6B ENe-8B ENe-10C ENe-11D DRAES1.3 VAES1.1</p>	<p>Three Billy Goats Gruff</p> <p>Get familiar with the story (weeks 1 and 2)</p> <p>Acting out the story Weeks 3-5 (with Interwrite board to start)</p>	<p>As Above</p>	<p><u>Week 1-2</u></p> <ul style="list-style-type: none"> - Sit work area - Read 'Three Billy Goats Gruff' Story on the board – YouTube story telling or ebook (students encouraged to comment and finish text through cloze passage) - Students attend as adults act out story along with images on the board and musical accompaniment (ebook) <p><u>Week 3-5</u></p> <ul style="list-style-type: none"> - Each student plays a role; <ul style="list-style-type: none"> • 3 goats • Troll - Students use following props to play out story (see resources) - Environmental management – <ul style="list-style-type: none"> • Students sit on chairs at the front of the board, table to the side for props • Forewarning to show each student which character they will play • Put on costumes <p>Act out with support from images on the board, verbal and gestural prompts</p> <p>Week 3 Term 4 post assessment for end of year reports, anecdotal observational against lesson</p>	<ul style="list-style-type: none"> - YouTube links to storytelling of 'Three Billy Goats Gruff' - Three billy goats gruff ebook <p><u>Costumes</u></p> <ul style="list-style-type: none"> - Goats masks - Tap shoes - Ned's head for troll <p><u>Props</u></p> <ul style="list-style-type: none"> - Green material for grass - Beam and trestle for bridge

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Date/Week	Outcomes	Lesson focus	Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
				<p>indicators</p> <p>Week 5 film acting out of Three Billy Goats Gruff</p> <p>Additional Activities:</p> <ul style="list-style-type: none"> - Verb extension activities (see above) - How else could the goats get to the other side? (use a model of the river with suggested materials e.g., playdoh, paddle pop sticks, sticks) - Identifying emotions – how do each of the characters feel? How do you know? Draw an outline of each students body (they can help each other) and they can draw how they feel - facial expressions and/or change the positions of their arms etc. - Move like a (troll, goat) activity (to music) 	
<p>Term X Week 6-10</p>	<p>ENe-1A ENe-6B ENe-8B ENe-10C ENe-11D DRAES1.3 VAES1.1</p>	<p>Goldilocks and the 3 bears</p>	<p>As Above</p>	<p>Familiarise students with the story through whole group reading (weeks 6 and 7).</p> <p>Acting out the story Weeks 8-10 (with Interwrite board to start)</p> <ul style="list-style-type: none"> - Each student plays a role; <ul style="list-style-type: none"> • 3 bears • Goldilocks - Students use following props to play out story (see resources) - Environmental management – <ul style="list-style-type: none"> • Students sit on chairs at the front of the board, table to the side for props • Forewarning to show each student which character they will play • Put on costumes 	<ul style="list-style-type: none"> - YouTube links to storytelling of Goldilocks <p><u>Costumes</u></p> <ul style="list-style-type: none"> - Bear masks - Blond wig <p>Apron</p> <p><u>Props</u></p> <ul style="list-style-type: none"> - Basket - 3 different sized chairs, bowls and cushions

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Date/Week	Outcomes	Lesson focus	Indicators	Teaching Sequence Embedded Assessment	Resources/visuals
				<p>Teaching sequence as above but for Goldilocks and the Three Bears</p> <p>Week 5 film acting out of Goldilocks and the Three bears</p> <p>Additional Activities:</p> <ul style="list-style-type: none"> - Descriptive language. Environmental treasure hunt: find 5 small, medium and big things. Record it on a worksheet or take photos on iPad. Repeat for soft/hard and hot/cold. - Make porridge – following and/or recording the procedure in a recount - Record heights of staff and students and order from smallest to largest 	
<p><u>Evaluation</u></p> <p>Date:</p> <p>Notes</p>					



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Individual Indicator Checklist

Student: _____

Date: _____

Group Indicators	Level of prompting	Comments

Assessment Types	Support Levels	
Language Sample	Vocalisation	Vocalisation
Running Record	Proximity positioning	Proximity positioning
Annotated work sample	Gesture/Modelling	Gesture/Modelling
Anecdotal Observation	Permanent Visual	Permanent Visual
Video	Independent	Independent