





Unit of Work Title: ENGLISH: Postal Adventures	Duration of Unit: 40 weeks	Class/Stage: Early Stage 1	
<p>This unit of work focuses on looking back at past events and developing students recall of their personal experiences at school and creating a photographic record of these events. During lessons, the students view and select photos of activities they have been involved in for that week, past months or even previous years. The aim is on improving their comprehension and building their ability to answer simple ‘what’ and ‘who’ questions. A letter containing the selected picture is posted home to either Mum or Dad with a description written about the image. The students are involved in every step of the process including choosing the recipient, selecting the image/photo, placing the letter in the envelope, marking the address, placing the stamp on the envelope and mailing the letter into the post box. Once the letter arrives home, parents and family members take the opportunity to view the letter with their child.</p>			
Objectives	Content Descriptors		
A – Communicate through speaking, listening, reading, writing, viewing and representing. B – Use language to shape and make meaning according to purpose, audience and context. D – Express themselves and their relationships with others and their world.	<p>Respond to and compose texts. (ENe-1A)</p> <ul style="list-style-type: none"><li>▪ communicate with peers and familiar adults about personal experience</li><li>▪ respond to simple questions either verbally or non-verbally</li><li>▪ carry out instructions involving one step</li><li>▪ compose texts on familiar topics using pictures and graphics to support their choice of words</li></ul> <p>Develop and apply contextual knowledge. (ENe-2A)</p> <ul style="list-style-type: none"><li>▪ drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message.</li><li>▪ share writing with others for enjoyment.</li><li>▪ experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences</li></ul> <p>Understand and apply knowledge of language forms and features. (ENe-8B)</p> <ul style="list-style-type: none"><li>▪ identify some features of texts including events and characters and retell events from a text</li></ul> <p>Engage personally with texts. (ENe-11D)</p> <ul style="list-style-type: none"><li>▪ share responses to aspects of a text that relate to their own life</li></ul>		
Outcomes			
<ul style="list-style-type: none"><li>▪ Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. (ENe-1A) <small>(OBJECTIVE A – SPEAKING AND LISTENING 1)</small></li><li>▪ Composes simple texts to convey an idea or message. (ENe-2A) <small>(OBJECTIVE A – WRITING AND REPRESENTING 1)</small></li><li>▪ Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter. (ENe-8B) <small>(OBJECTIVE B – READING AND VIEWING 2)</small></li><li>▪ Responds to and composes simple texts about familiar aspects of the world and their own experiences. (ENe-11D) <small>(OBJECTIVE D – EXPRESSING THEMSELVES)</small></li></ul>			
Learning Goals – Students will be able to			
<ul style="list-style-type: none"><li>▪ Use photos and images to convey information relating to a specific personal experience</li><li>▪ Share a favourite memory by choosing an event/activity/item and showing adult</li><li>▪ Respond with words, emotions or gestures to share episodic memories</li><li>▪ Writes own name and/or Mum and Dad independently or using a template</li><li>▪ Write a personal experience memory using a variety of strategies</li></ul>			
Assessment Overview: Evidence of Student learning gathered through: (pre and post)			

- Starting Level of Performance observational data taken against checklist of learning goals
- Observational assessment completed twice per term
- Photographic evidence of learning.

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Week & Focus	Teaching and Learning Sequence	Resources
<p><b>Weeks 1-10</b> Introduce Mum and Dad.</p> <p><b>Weeks 11-20</b> Introduce siblings.</p> <p><b>Weeks 21-30</b> Introduce extended family e.g., grandparents, aunts, uncles.</p> <p><b>Weeks 31-40</b> Introduce friends (school and home).</p> <p>Key words and text related to focus.</p> <p>Turn taking, initiating and social interaction.</p> <p>Table top skills – writing, cutting and pasting.</p>	<p>with appropriate credit to Giant Steps School.</p> <ol style="list-style-type: none"> <li>1. Students follow a lesson forewarning detailing specific lesson components (see Postal Adventures Lesson Outline powerpoint)</li> <li>2. Students complete tasks required to create and distribute a letter about a past experience which has occurred within the school context. The tasks students participate in each week include;               <ul style="list-style-type: none"> <li>- selecting photos from the students' folders located on the server. These images are a collection of photos from the past weeks and/or months.</li> <li>- generating key words (where applicable) to create a description about the image. Students reflect on photos/video from sessions with teacher/therapist using strategies to elicit their responses and attention, e.g. use of real objects, remnants, proximity, gesture, vocalisations, and music cues. Can use a scaffold (what? who with? and where? with visuals cues) if appropriate.</li> <li>- completing a letter template to mail home to their parents or another chosen relative.</li> <li>- pasting the address and placing the stamp on the envelope.</li> <li>- walking to the post box and mailing the letter.</li> </ul> </li> <li>3. Teacher reviews letter with student.</li> <li>4. Students encounter the opportunity to review the documented personal experience with a family member once the letter has been delivered and arrived at home.</li> </ol>	<p>Scribing completed by teacher to articulate the child's memory and personal experience.</p> <p>Letter template developed to provide a framework of creating and developing a memory.</p> <p>Adapted strategies are used for each student to "write". Teacher can write, some students will copy, some will trace and others will write independently.</p> <p>Key words will be scribed to assist students with spelling.</p> <p><b><u>Classroom resources required</u></b></p> <p>Scissors Glue Pencils Photos Stamps, envelopes</p>

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Date	Evaluation of lesson (pace, instructional strategies, resources etc.)	Adjustments/Variations Required

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Assessment Checklist: Postal Adventures – Term 1-4 2016	
Name of Student	
Assessed by	
Date	

Learning Goals	Outcomes	Prompting Levels and Comment
Uses photos and images to convey information relating to a specific personal experience.	Responds to and composes simple texts about familiar aspects of the world and their own experiences. (ENe-11D)	
Share a favourite memory by choosing an event/activity/item and showing adult.	Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. (ENe-1A)  Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter. (ENe-8B)	
Respond with words, emotions or gestures to share episodic memories.	Responds to and composes simple texts about familiar aspects of the world and their own experiences. (ENe-11D)	
Writes own name and/or Mum and Dad independently or using a template.	Composes simple texts to convey an idea or message. (ENe-2A)	
Write a personal experience memory using a variety of strategies	Composes simple texts to convey an idea or message. (ENe-2A)	

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