

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One


Key Learning Area/Subject: English	Semester: All Year – Terms 1-4				Year: 2019
Unit of Work Title: Literacy	Duration/Timing: 40 weeks KLA - 20%-30% of weekly timetable hours				Stages: Early Stage One Stage One
Program: Primary (Junior School)	Class:				Author: Jessica Xi
	Student Name	Chronological grade and stage	Academic Stage	Initials	
Description: The literacy program is based from our four blocks model including self-selected reading, shared storybook reading and writing. This will include a number of components such as library, silent reading, literacy groups, phonics, assembly, shared reading, guided reading, story time, text types and afternoon wrap ups. Through this program students will have the opportunity to develop their skills in phonemic and phonological awareness and early book conventions. Students will access a range of fiction (narrative) and non-fiction (procedural, explanation, exposition, factual description, recount, information report, personal response) texts with a focus on developing their understanding of how letters are represented by sounds, how sounds can be combined to make words and that written words have meaning. Illustrations in texts will be used as a stimulus to further enhance students understanding of written words and to make meaning of the text. Students will be encouraged to read together, read aloud, and share stories with their peers as well as comment and respond to texts using a variety of methods (commenting board, verbal, picture exchange etc.). Students will be shown how to care for books, orientate and identify the key features of books.					

Outcomes, Content, Codes, Questions and Activity Bank



Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

Key Enquiry Questions:					
Outcome		Content (on old syllabus this is learn to and learn about)	Key Guiding Question	Learning Across Curriculum Codes	Subject Specific Codes
ENe-1A	communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction	<ul style="list-style-type: none"> - understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns - communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance - use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact - listen to and respond orally to texts and to the communication of others in informal and structured classroom situations 	<p>Does the student demonstrate awareness and/or sustained attention of key components during lessons?</p> <p>Does the student communicate likes and dislikes using appropriate communicative means?</p>		
ENe-2A	composes simple texts to convey an idea or message	<ul style="list-style-type: none"> - create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge - compose texts using some sight words and known words - experiment with basic visual, multimodal and digital 	Does the student create a text using a variety of forms to convey simple ideas or events related to personal experiences?		


Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

		processes to represent some simple ideas expressed in texts and to convey experiences			
ENe-3A	most lower case and upper case letters and uses digital technologies to construct texts	<ul style="list-style-type: none"> -understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively -develop clear and consistent writing using NSW Foundation Style as appropriate -understand that the position and size of letters supports consistent handwriting -write legibly and with growing fluency using unjoined upper case and lower case letters -use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies -construct texts featuring print, visual and audio elements using software, including word processing programs 	<p>Does the student successfully participate in activities requiring fine motor skills?</p> <p>Does the student have an effective grasp with relevant environmental supports to express an idea when writing?</p> <p>Does the student produce letter(s) using digital technologies, handwriting or mark making to construct a text?</p>		
ENe-4A	demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	<ul style="list-style-type: none"> -identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs -recognise basic book conventions, eg open and hold books correctly, turn pages 	Does the student use their knowledge of letters, sounds, words and/or illustrations to view and understand a variety of fiction and non-fiction texts?		n/a

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

ENe-5A	demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	-spell unknown words phonetically with closer approximations -use approximations and some conventional spelling -attempt to spell unknown words using simple strategies, eg segmenting -spell some common words accurately in their own writing	Does the student use letters, simple sound blends and some sight words to represent known words?		n/a
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				
ENe-7B	recognises some different purposes for writing and that own texts differ in various ways		Does the student create texts for different purposes and audiences?		
ENe-8B	demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter	-identify some familiar texts and the contexts in which they are used -recognise parts of print and digital texts, e.g. front and back covers, title and author, layout and navigation	Does the student use key features and forms of different text types?		n/a
ENe-9B	demonstrates developing skills and knowledge in grammar, punctuation and				

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

	vocabulary when responding to and composing texts				
ENe-10C	thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts	-respond to texts, identifying favourite stories, authors and illustrators -engage with and appreciate the imaginative use of language through storytelling -retell familiar literary texts through performance, use of illustrations and images	Does the student respond to imaginative and creative multimodal texts to share an experience or story?		n/a
ENe-11D	responds to and composes simple texts about familiar aspects of the world and their own experiences	-recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts -compose simple print, visual and digital texts that depict aspects of their own experience	Does the student record simple information recounts regarding their personal experiences? E.g photos, visuals, words		
ENe-12D	demonstrates awareness of how to reflect on aspects of their own and others' learning				
Activity Bank (think about ALL abilities)					
Shared Reading Activities : reading corners, speedy reading, group reading					
Guided Reading Activities : Modelled reading, group reading, turn-taking reading					
Library: selecting books, commenting					

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

Sounds Aloud: therapy-based sessions that target individual sounds and formation of words

EBooks: selecting books, manipulating props/interwrite board

Home Readers: shared reading with parents/siblings, independent reading

Learning Across the Curriculum Codes:

The cross-curriculum priorities are:

Aboriginal and Torres Strait Islander histories and cultures 🖐️
Asia and Australia's engagement with Asia 🌐
Sustainability 🌱

The general capabilities are:

Critical and creative thinking ⚙️
Ethical understanding 🏛️
Literacy 📖
Intercultural understanding 🌐
Information and communication technology capability 💻
Numeracy 📊
Personal and social capability 👤

Areas of Importance:

Civics and citizenship 🇦🇺
Difference and diversity 🌈
Work and enterprise ⚙️

Subject Specific Codes Codes:

Personal Development, Health & Physical Education

Coding of PDHPE Skills/Skill Domains:

Self-Management Skills – S
Interpersonal Skills – I
Movement Skills - M

Science and Technology

Coding of Thinking Skills:

Computational Thinking – ComT
Design Thinking – DesT
Scientific Thinking – SciT
Systems Thinking - SysT

Geography

Geographical Tools:

Maps M
Fieldwork F
Graphs and Statistics GS
Spatial Technologies ST
Visual Representations VR

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

Subject Specific Requirements:

KLA	Requirements	Details
English (K-12)	Text Types	<p>Factual Text Types – Procedure, Factual Description, Recount, Information Report, Personal Response</p> <p>Persuasive Texts - Exposition, Discussion</p> <p>Literary Text Types – Narrative, Literary Descriptions and Literary Recounts</p>

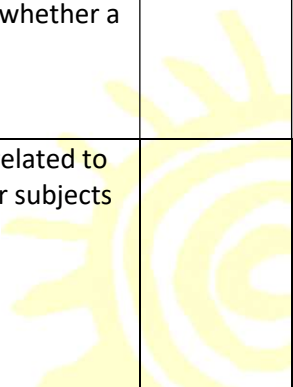
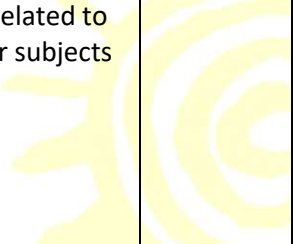
Early Stage One Outcomes and Goals

Shared Storybook – Comprehension			Self-Selected Reading		
Outcomes:	Learning Goals	Students	Outcomes:	Learning Goals	Students
ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction	Consistently completes 1 step oral instructions that are non-routine and out of view		ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter	Selects preferred story or e-book and maintains engagement for the duration of the activity	
	Verbally responds to simple 'who', 'what' and 'where' questions that relate to past events with support from visuals		ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences	Recognises and identifies the similarities and differences between an author's opinion and his own	
ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts	Retells familiar literary texts through performance, use of illustrations and images				

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

when responding to and composing texts					
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	Communicates the reason why he likes an activity, character or object.				
ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning	<p>Uses appropriate means of communication to indicate his challenges and pleasures of literary tasks</p> <p>Demonstrates skills associated with active listening during group literary tasks</p>				
Writing			Across programs		
Outcomes:	Learning Goals	Students	Outcomes:	Learning Goals	Students
ENe-2A composes simple texts to convey an idea or message	Creates a variety of written text types using his knowledge of sight and highly familiar words for different purposes (social recount, information report or method)		ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	Orally segments and blends 2-3 syllable words Orally segments and blends 2 or 3 sounds to make a word	
ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts	Writes all lowercase letters from the alphabet		ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	Identifies letter sound correspondences for all single consonants (e.g. "m") and consonant diagraphs (e.g. "sh") when printed Reads up to 30 familiar sight words	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

ENe-7B recognises some different purposes for writing and that own texts differ in various ways	Uses universal symbols to identify whether a text is imaginative or informative				
ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts	Copies written language prompts related to highly motivating lesson content or subjects				



Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

Stage 1 Outcomes and Goals

Shared Storybook – Comprehension			Self-Selected Reading		
Outcomes:	Learning Goals	Students	Outcomes:	Learning Goals	Students
EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	Uses appropriate facial expressions and body language when communicating with familiar adults and peers		EN1-8B Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	Differentiates between imaginative, informative and persuasive texts and identifies how they vary in purpose, structure and topic	
	Uses spoken language to answer 'wh' questions related to non-routine past events with support from visuals			Discusses the authors intent when reading a range of text types	
	Independently recalls at least two key features of an illustrated text or short spoken story			Identifies the beginning, problem and resolution/ending of different visual texts using spoken language and/or non-verbal communication strategies (such as writing or visuals)	
EN1-7B Identifies how language use in their own writing differs according to their purpose, audience and subject matter	Identifies the emotion of a character within a story using picture and text cues		EN1-11D Responds to and composes a range of texts about familiar aspects of the world and their own experiences	Selects a widening range of texts for enjoyment and pleasure and identifies at least one reason for her/his choice using visual supports	
	Identifies whom of his personal friends or family members would enjoy a specified text			Identifies, explores and discusses the morals of stories that hold positive meaning	
	Identifies the audience of imaginative, informative and persuasive texts				
EN1-10C Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	Engages in wide range of self and teacher-selected texts, including digital forms for enjoyment and shares interest with class group				
	Responds to a wide range of texts through commenting, drawing and representing through gesture				

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

	Recreates texts imaginatively using multiple modes of communication (i.e. drawing, writing, performance and digital text)				
Writing			Across programs		
Outcomes:	Learning Goals	Students	Outcomes:	Learning Goals	Students
EN1-2A Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	Plans and composes simple imaginative, informative and persuasive texts on familiar topics, using methods such as a writing template, word web, drawing and/or checklist		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	Identifies that their own personal opinion may differ from their peers when discussing familiar and motivating topics.	
	Plans and composes simple sentences using imaginative, informative and persuasive text structures and language features		EN1-9B Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts	Identifies and explains how tone and vocabulary can impact basic social exchanges	
EN1-3A Composes texts using letters of consistent size and slope and uses digital technologies	Consistently writes using appropriate letter spacing, formation and pressure when composing a written text			Uses adjectives to describe familiar and motivating topics using either spoken language or written forms	
	Independently repairs mistakes made when composing texts		EN1-6B Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	Recognises and uses appropriate punctuation (including full stops, question marks and exclamation marks) when composing texts	
EN1-5A Uses a variety of strategies, including knowledge of	Begins to independently access a personal dictionary for spelling activities and word meaning during structured learning tasks			Participates in a drama/role play of familiar texts	
				Creates and presents short presentations in written or digital form that include a brief introduction and conclusion	


Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

sight words and letter– sound correspondences, to spell familiar words					
	Recognises when a word is spelt incorrectly			Adjusts and uses appropriate tone of voice when sharing comments or asking questions during a social exchange	
			EN1-12E Identifies and discusses aspects of their own and others' learning	Jointly develops criteria for assessing their own and others' presentations or compositions using visual supports	
				Using a visual prompt or template to mark own work upon completion	

Assessment

Assessment Overview – All Year Units of Work		
Pre-Assessment	Progressive	Post
Term 1 – Weeks 1-5 Pre-assessment and learning goal development. Pre-assessment can be performed via one or more of the following forms: <ul style="list-style-type: none"> • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photos • Videos Assessment to be carried out by the class team (teachers, therapists and educators) <i>Links to Student Documents:</i>	Term 1 – Weeks 6--10 Term 2 – Weeks 1-8 Term 3 – Weeks 1-10 Term 4 – Weeks 1-2 To be carried out at least twice and can be performed via one or more of the following forms: <ul style="list-style-type: none"> • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photo • Videos Assessment to be carried out by the class team (teachers, therapists and educators)	Term 2 – Week 9-10 Term 4 – Weeks 1-2 To be carried out at least twice and can be performed via one or more of the following forms: <ul style="list-style-type: none"> • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photo • Videos Assessment to be carried out by the class team (teachers, therapists and educators) Assessments to then be summarised in the following reports

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

	<p>Links to Student Documents:</p> 	<p>Term 2 – Week 9 Semester 1 IP and Curriculum Report</p> <p>Links to Student Documents:</p> <p>Term 4 – Week 3-4 Semester 2 IP and Curriculum Report</p> <p>Links to Student Documents:</p>
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Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

Shared Story Book Teaching and Learning Sequence

Term	Week	Focus	Content	Teaching and Learning Sequence (including differentiation)	Resources	Completed (insert ✓, date and initial)
1	1-2	Introduction to the theme		Introduction <ol style="list-style-type: none"> Students gather in classroom at their desks Students reference the visual schedule Body <p>Week 1: Students create a classroom poster through choosing a Superhero, sourcing an image and placing their own photo as the face.</p> <p>Week 2: Students explore superhero books identifying the superheroes and the villains and split into two groups. One group to create posters on Superheroes whilst another group creates posters on villains. Students to then find descriptor words to decorate their posters.</p> Conclusion <ol style="list-style-type: none"> Students help in putting up posters for display Students pack away all materials Students gather to reference the visual schedule 	<ul style="list-style-type: none"> - Chairs - Visual schedule - ... individual schedule - PowerPoint <p>..\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Superheros - Wattle T1 2019.pptx</p> <ul style="list-style-type: none"> - Cardboard - Scissors - Glue - Computer access - Printer 	
	3-5	'Superworm' text		Introduction <ol style="list-style-type: none"> Students gather in classroom at their desks Students reference the visual schedule Body <ol style="list-style-type: none"> Students view 'Superworm' e-book. Teacher to read with animation and ask a range of 'wh' questions (focussing on simple 'where', 'what' and 'who' questions for ..., and more abstract questions 'why', 'how' for <i>student initial</i>) Students then complete worksheets independently. Students should be required to raise hand in order to seek assistance. <i>Student</i> 	<ul style="list-style-type: none"> - Chairs - Visual schedule - ... individual schedule - PowerPoint.. \4 Blocks\Shared Reading\Superheros\Resources\Lesson\Superheros - Wattle T1 2019.pptx - Worksheets V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared 	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p><i>initial</i> will required one on one assistance to complete worksheet.</p> <p>Conclusion</p> <ol style="list-style-type: none"> Students paste worksheets into their English books Students pack away all materials Students gather to reference the visual schedule 	<p>Reading\Superheros\Resources\Lesson\Superheros - Superworm worksheet -Wattle T1 2019.pptx</p> <ul style="list-style-type: none"> - Cardboard - Scissors - Glue - Computer access - Printer - Writing utensils 	
	6-8	'Monty & Sylvester' text		<p>Introduction</p> <ol style="list-style-type: none"> Students gather in classroom at their desks Students reference the visual schedule <p>Body</p> <ol style="list-style-type: none"> Students view 'Monty & Sylvester' e-book. Teacher to read with animation and ask a range of 'wh' questions (focussing on simple 'where', 'what' and 'who' questions for <i>student initial</i>, and more abstract questions 'why', 'how' for <i>student initial</i>) Students then complete worksheets independently. Students should be required to raise hand in order to seek assistance. <i>student initial</i> will required one on one assistance to complete worksheet. <p>Conclusion</p> <ol style="list-style-type: none"> Students paste worksheets into their English books Students pack away all materials Students gather to reference the visual schedule 	<ul style="list-style-type: none"> - Chairs - Visual schedule - <i>Student initial</i> individual schedule - PowerPoint <p>V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Superheros - Monty & Sylvester - Wattle T1 2019.pptx</p> <ul style="list-style-type: none"> - Cardboard - Scissors - Glue - Computer access - Printer - Writing utensils 	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

	9-11	Film study: Kungfu Panda		<p>Introduction</p> <ol style="list-style-type: none"> 1. Students gather in classroom at their desks 2. Students reference the visual schedule <p>Body</p> <ol style="list-style-type: none"> 3. Students view 'Kungfu Panda' film, 20 minutes per lesson. Teacher to pause to introduce the characters and at key scenes. Teacher to ask a range of 'wh' questions (focussing on simple 'where', 'what' and 'who' questions for <i>student initials</i>, and more abstract questions 'why', 'how' for <i>student initial</i>). 4. Students then complete worksheets independently. Students should be required to raise hand in order to seek assistance. <i>Student initial</i> will require one on one assistance to complete worksheet. <p>Conclusion</p> <ol style="list-style-type: none"> 5. Students pack away all materials 6. Students gather to reference the visual schedule 	<ul style="list-style-type: none"> - Chairs - Visual schedule - <i>student initial</i> individual schedule - PowerPoint V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Superheros - Monty & Sylvester - Wattle T1 2019.pptx - Cardboard - Scissors - Glue - Computer access - Printer <p>Writing utensils</p>	
2	1-3	Developing a main character/protagonist and antagonist (Superhero and villain)		<p>Introduction (<i>student initial</i>)</p> <ol style="list-style-type: none"> 1. Students gather in classroom at their desks 2. Students reference the visual schedule <p>Body</p> <ol style="list-style-type: none"> 3. Teacher runs through PowerPoint on how to develop a character. Design should be completed with 1:1 staff to student ratio. <p>Week 1: Developing a character's physical traits and name (Students design a character from scratch using images from Google to compose a face, body and outfit)</p> <p>Week 2: Students develop the character further</p>	<ul style="list-style-type: none"> - Chairs - Visual schedule - <i>student initial</i> individual schedule - PowerPoint V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Design superhero comic - Wattle T2 2019.pptx 	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p>through identifying his/her personal qualities such as his/her personality traits. Students first study a range of well-known superheroes and examine their personality traits before choosing at least 5 adjectives to describe their own character</p> <p>Week 3: Students repeat weeks 1-2 and develop an antagonist.</p> <p>Students create a 3-4 sentence paragraph describing their character, and their aim and purpose in the story</p> <p>Conclusion</p> <ol style="list-style-type: none"> Students are invited to share what work they have done with their peers. Students save any work they have created Students pack away all materials Students gather at desk and reference the visual schedule to see what is next 		
	4-6	Developing a plot		<p>Introduction (<i>student initials</i>)</p> <ol style="list-style-type: none"> Students gather in classroom at their desks Students reference the visual schedule <p>Body</p> <ol style="list-style-type: none"> Teacher runs through PowerPoint on how to develop a plot (introduction, complication, resolution). Students work individually on computers. <p>Week 1: Students choose a setting and develop the context of the story including where the story will take place, what characters will be included and their moods and interests.</p> <p>Week 2: Students develop the complication and involve the antagonist character in the story.</p>	<ol style="list-style-type: none"> Chairs Visual schedule <i>student initial</i> individual schedule PowerPoint <p>V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Design superhero comic - Wattle T2 2019.pptx</p>	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p>Week 3: Students develop a resolution to solve the complication and end the story.</p> <p>Conclusion</p> <ol style="list-style-type: none"> Students are invited to share what work they have done with their peers. Students save any work they have created Students pack away all materials Students gather at desk and reference the visual schedule to see what is next 		
	7-8	Editing process		<p>Introduction (<i>student initials</i>)</p> <ol style="list-style-type: none"> Students gather in classroom at their desks Students reference the visual schedule <p>Body</p> <p>Teacher runs through PowerPoint on how to edit each other's work and differentiate between whether a comment is helpful or not. Students work individually on computers.</p> <ol style="list-style-type: none"> Students take turns to read each other's stories and make comments on what they like or dislike. Students fill in feedback form on each other's stories and hand out. Students revisit their stories and make any amendments or additions as they see fit. <p>Conclusion</p> <ol style="list-style-type: none"> Students save any work they have created Students pack away all materials Students gather at desk and reference the visual schedule to see what is next 	<ol style="list-style-type: none"> Chairs Visual schedule <i>student initial</i> individual schedule PowerPoint <p>V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Design superhero comic - Wattle T2 2019.pptx</p>	
	9-10	Sharing and performing		<p>Introduction (<i>student initials</i>)</p> <ol style="list-style-type: none"> Students gather in classroom at their desks Students reference the visual schedule <p>Body</p> <p>Teacher models</p>	<ol style="list-style-type: none"> Chairs Visual schedule <i>student initial</i> individual schedule PowerPoint 	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p><u>Week 9</u> Students split in groups (<i>student initial</i>) (<i>student initial</i>) and film a short film following the scenes of their stories.</p> <ol style="list-style-type: none"> Each group chooses which story they would like to re-enact Students either assign their own roles or staff to support A staff member to accompany each group and help in filming the movie. <p><u>Week 10</u></p> <ol style="list-style-type: none"> Students split in groups (<i>student initial</i>) (<i>student initial</i>) and edit their movie in Movie maker, creating a single short film. Students gather at desks and watch movies as a group <p>Conclusion</p> <ol style="list-style-type: none"> Students save any work they have created Students pack away all materials Students gather at desk and reference the visual schedule to see what is next 	V:\K-6\New NSW Syllabus\English\Literacy\4 Blocks\Shared Reading\Superheros\Resources\Lesson\Design superhero comic - Wattle T2 2019.pptx	
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Self-Selected Reading Teaching and Learning Sequence

Term	Week	Focus	Content	Teaching and Learning Sequence (including differentiation)	Resources	Completed (insert ✓, date and initial)
1	1-11	Superhero texts Free exploration – personal interests		<p>Introduction (<i>student initial</i>) <i>See lesson sequence for</i> (<i>student initial</i>) below this sequence</p> <ol style="list-style-type: none"> Students gather in classroom to transition to library space Students sit in library on chairs in a semi-circle facing the librarian Students reference the visual schedule 	<ul style="list-style-type: none"> Chairs Visual schedule Book for shared reading Library space book tubs 	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p>Body</p> <p>4. Librarian reads story aloud to all students and asks a range of 'wh' questions (focussing on simple 'where', 'what' and 'who' questions for <i>(student initial)</i>, and more abstract questions 'why', 'how' for <i>(student initial)</i>).</p> <p>5. Librarian to instruct students to move onto selecting their own books for quiet reading.</p> <p>Differentiation during quiet reading</p> <ul style="list-style-type: none"> - A staff member should sit with <i>(student initial)</i> to help him read simpler picture books and point to familiar sight words to encourage him to participate in co-reading. The adult should correct <i>(student initial)</i> when he guesses the word based on the initial sound by referencing the illustrations and helping to sound out the word further. - <i>(Student initial)</i> should be encouraged to read simple picture books as well as interactive books with sounds (these are her preference). To further encourage her to access a wider variety of books, the adult can scribe '1. Picture book 2. Book with sounds' and expect that she engage in the picture book for at least 5 minutes. - <i>(Student initial)</i> will independently choose a book and engage in reading. He can read chapter books and likes to comment on what he is reading through pointing and saying "look at this" or "I like this ____", an adult should acknowledge this and ask questions around the preferred topic and seek to 	<ul style="list-style-type: none"> - Wattle class book tub - <i>(student initial)</i> individual schedule 	
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Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p>introduce new ideas or motivation to continue reading the text.</p> <ul style="list-style-type: none"> - (<i>Student initial</i>) can be easily distracted within the library space and needs to be directed to certain book choices. The expectation should be made clear verbally that “it is time for quiet reading” and if he would like to engage in conversation with adults, “we can chat later”. <p>Conclusion</p> <ol style="list-style-type: none"> 6. Students pack away books 7. Students line up at the door to transition back to Wattle class <p>1. Introduction (<i>student initial</i>)</p> <ol style="list-style-type: none"> 2. (<i>student initial</i>) is asked to reference his schedule with an adult circling ‘Looking at books’ on his personal schedule 3. (<i>student initial</i>) transitions to the library space <p>Body</p> <ol style="list-style-type: none"> 4. Teacher offers (<i>student initial</i>) a binary choice of a book to be read aloud to him. (<i>student initial</i>) should be expected to reference a minimum of 3 pages and encouraged to help flip the pages. 5. (<i>student initial</i>) is then given 5 minutes of free time in the library to choose books and look at them. The teacher will need to facilitate his engagement and ensure him that it is okay he cannot read and there is an adult to help him. A theraband or lycra sack should be freely available should he want to use it. <p>Conclusion</p> <ol style="list-style-type: none"> 6. Once 5 minutes has passed, the adult should verbally inform (<i>student initial</i>) “library is finished”, cross it 		
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Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				off on his schedule and move onto the next component.		
2	1-10	Superhero texts Free exploration – personal interests		<p>Introduction (<i>student initials</i>)</p> <p>See lesson sequence for (<i>student initial</i>) below this sequence</p> <ol style="list-style-type: none"> Students gather in classroom to transition to library space Students sit in library on chairs in a semi-circle facing the librarian Students reference the visual schedule <p>Body</p> <ol style="list-style-type: none"> Librarian reads story aloud to all students and asks a range of 'wh' questions (focussing on simple 'where', 'what' and 'who' questions for (<i>student initial</i>), and more abstract questions 'why', 'how' for (<i>student initial</i>)). Librarian to instruct students to move onto selecting their own books for quiet reading. <p>Differentiation during quiet reading</p> <ul style="list-style-type: none"> A staff member should sit with (<i>student initial</i>) to help him read simpler picture books and point to familiar sight words to encourage him to participate in co-reading. The adult should correct (<i>student initial</i>) when he guesses the word based on the initial sound by referencing the illustrations and helping to sound out the word further. (<i>Student initial</i>) should be encouraged to read simple picture books as well as interactive books with sounds (these are her preference). To further encourage her to access a wider variety of books, the adult can scribe '1. Picture book 2. Book with sounds' 	<ul style="list-style-type: none"> Chairs Visual schedule Book for shared reading Library space book tubs Wattle class book tub (<i>student initial</i>) individual schedule 	

Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p>and expect that she engage in the picture book for at least 5 minutes.</p> <ul style="list-style-type: none"> - <i>(Student initial)</i> will independently choose a book and engage in reading. He can read chapter books and likes to comment on what he is reading through pointing and saying “look at this” or “I like this ____”, an adult should acknowledge this and ask questions around the preferred topic and seek to introduce new ideas or motivation to continue reading the text. - <i>(Student initial)</i> can be easily distracted within the library space and needs to be directed to certain book choices. The expectation should be made clear verbally that “it is time for quiet reading” and if he would like to engage in conversation with adults, “we can chat later”. <p>Conclusion</p> <ol style="list-style-type: none"> 6. Students pack away books 7. Students line up at the door to transition back to Wattle class <p>Introduction <i>(student initial)</i></p> <ol style="list-style-type: none"> 1. <i>(student initial)</i> is asked to reference his schedule with an adult circling ‘Looking at books’ on his personal schedule 2. <i>(student initial)</i> transitions to the library space <p>Body</p> <ol style="list-style-type: none"> 3. Teacher offers <i>(student initial)</i> a binary choice of a book to be read aloud to him. <i>(Student initial)</i> should be expected to reference a minimum of 3 pages and encouraged to help flip the pages. 		
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Giant Steps ENGLISH - Reading Core Program – Early Stage One and Stage One

				<p>4. (<i>student initial</i>) is then given 5 minutes of free time in the library to choose books and look at them. The teacher will need to facilitate his engagement and ensure him that it is okay he cannot read and there is an adult to help him. A theraband or lycra sack should be freely available should he want to use it.</p> <p>Conclusion</p> <p>5. Once 5 minutes has passed, the adult should verbally inform (<i>student initial</i>) "library is finished", cross it off on his schedule and move onto the next component.</p>		
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