Year 2 unit overview — Australian Curriculum: Literature Based Unit

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| Unit title | Duration of unit | Year Level |
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| Exploring Uno’s Garden | One term | Grade 2 |

| Unit outline |
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| This unit links science and history with literacy in a multidisciplinary and inquiry based unit.  For this unit I chose to use ‘Uno’s Garden’ by Graeme Base as the touchstone text because it is a very rich and complex text that lends itself to multiple areas of the curriculum.  This unit is designed with the class I most recently had for placement. It is a year 2 class composed of 21 students, 11 girls and 10 boys. In the class there are a few students with autism and auditory processing issues. There is a wide range of reading abilities in the class, the lowest group is reading books at level 8, and the highest group is working at level 26. According to the schools expectations students should be at level 16 at the end of year/grade 1 and at level 22 at the end of year/grade 2. Many of the students in the lower levels do not get any help outside of school from parents and guardians. |

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| Understandings about the content: | Essential Questions about the content: |
| Students will understand that…   * There are many different living things * In order for a garden to grow certain resources such as earth, sunlight and water are needed * Earth’s resources are needed to support life * A relationship exists between the living things gardens/environments * Humans have an impact on the environment * Places change over time as people grow and develop * Places in our community hold historical significance * Places, people, environment can reveal interesting and significant information about the past * There are many different text types and each on has its own structure and features | * What are the living things in our garden? * Which of Earth’s resources are needed in our garden? * How do Earth’s resources support life in our garden? * What is the relationship between living things in our garden? How could I help the living things in our garden to continue to grow? * How could this garden help me? * What features does (insert text type) have? * What is the structure of (insert text type)? |
| Knowledge about the content: | Skills required of the content: |
| Students will know…   * Structure and features of text types * How science is used in our daily lives * How to communicate their ideas in a variety of ways * The answers to all of the essential questions | Students will be able to:   * Identify and write different text types * Work effectively in groups * Experiment with vocabulary and choose appropriate words depending on context |

| Rituals and Routines |
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| * Students sit on the floor at the start of the class. * The class will be structured in manner of whole, part, whole. * The whole class intro of a reading/writing session lasts for 7 minutes, any longer and students start to get restless and stop paying attention. * Students are in the same groups all the time for reading groups unless they have been moved by the teacher. The students know that they need to be working in their groups. * Students when working in their groups for reading will do 2 activities which will focus on a certain CAFÉ skill at their level. * All reading groups will work with the teacher for ‘Teacher Groups’ once a week. This will be followed by a follow up task that the students must complete. * Students have the opportunity to share what they have done, what they have learnt at the end of a session in the final whole. * Some students are not allowed to sit together or work together. They know who they are. * The teacher has a timer, the students need a 1-2 minute warning before packing up/swapping activities as sudden changes throw them off. * When the timer goes off students know to pack up and sit on the floor. * The teacher has a bell to ring when students need to pay attention to them. Students know to be silent and turn to face the teacher when it is rung, * The resources are always kept in the same place. * Students in the Teacher Group for reading rotations or doing certain other activities are allowed to sit on cushions on the floor. * If students finish a task earlier they are to show their work to the teacher and then if satisfactory they are to read silently or finish any work that needs doing. * Each day there are different students who get to share their work, not all students can share with the whole group because of time constraints and students will get bored sitting on the floor. * After lunch students come in, sit on the floor with a healthy snack and read quietly. |

| Teaching Approaches |
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| The Literacy block is planned like: Whole/Part/Whole  **Gradual Release of control model: modelled, shared, guided, independent instruction:**  This approach enables the teacher to scaffold student learning by modelling writing strategies, modelling the thinking process through think-alouds, sharing writing experiences with students, coaching and guiding students in their application of strategies, and providing students with opportunities to write independently. |

| Learning Strategies |
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| This unit makes use of ‘Barrett’s Taxonomy of Reading Comprehension’ which involves students working on different comprehension strategies. These strategies are: literal, reorganisation, inference, vocabulary, evaluation, and reaction. To further understand what these comprehension types are a document explaining them has been attached as an appendix.  CAFÉ is another thing used in this unit. CAFÉ is a system designed by two sisters Gail Boushey and Joan Moser. CAFÉ stands for: Comprehension, Accuracy, Fluency and Expand Vocabulary. To better understand CAFÉ you can visit the website ‘www.thedailycafe.com’, I have also attached a simple version of the CAFÉ menu in the appendix of this unit plan. Each week students will be working on a CAFÉ strategy in their reading rotations. |

| Assessment |
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| Assessment in this unit will be comprised of the three different types of assessment, for, of, and as.  To gauge students understanding, knowledge and skills assessment will be ongoing throughout the unit. Teaching and learning experiences will work to provide students with the knowledge, understanding, and skills necessary to complete all assessment tasks satisfactorily. During the learning experiences teacher will engage in discussions to their students to determine where each student is at, they will then make judgements based on this to inform their future teaching practices and to provide students will valuable feedback both written and verbal.  **Assessment for Learning (Formative):**  Formative assessment will occur through the teaching and learning process and as part of the normal routine.  Teacher can gather evidence by responding and talking with students one on one and listening to their answers as questions are discussed and explained, explanations of students thinking, class discussion, drawings, and concept maps.  **Assessment as Learning:**  Students will have the opportunity to share their work that they have done in the final whole part of a session. This act of sharing will give them the opportunity to actively reflect on their own learning and that of others. They will be able to use feedback from their teacher to develop goals to aim towards. It will also let them discuss their learning with not only their teacher but with their peers and gain their feedback, so students are able to gain peer assessment, self-assessment and time to reflect.  **Assessment of Learning (Summative):**  Students will write a variety of different text types throughout the unit. Teacher will gather these and mark them to see what standard their students writing is at.  Two activities in particular will be assessed against the understandings of the inquiry topic. These two activities are:   * Working in groups or individually (teacher’s choice) students research a certain thing, may be an animal, earth’s resources, how living things grow, etc. * Students look at ways they can take what they have learnt and take action: e.g recycling, working on a community/school garden, making an action plan for an issue (students will work in small groups to complete this activity) * Write a story taking inspiration from something you have learnt in this unit, design the story to teach other kids about what you have learnt. |

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| Teaching and Learning | |
| Teaching and Learning Experiences | |
| Students will progress through the different phases of the inquiry process. | |
| Suggested Activities | Resources |
| Tuning In *(Authentic Activities to engage students curiosity, interest, and to alert their prior knowledge)*   * Read Uno’s Garden for student’s enjoyment. * Read a variety of books to explore living things. * Tour of a garden/forest –may be virtual or through images. * Show images of animals, towns, different habitats (home, forest, seas, desert, etc.) * Look at images, compare how has the forest in ‘Uno’s Garden’ changed (the same activity can be done with maps/images of your town/city * Watch videos of living things/habitats.   Preparing to find out (*Establishes prior knowledge of the topic, provides a focus, and student questions assist with further planning)*   * Create a concept map to illicit student’s prior knowledge * Create a topic wall full of words, and questions relevant to the topic * Prompt student’s prior knowledge about living things and community. * Students come up with their own essential questions that they would like to explore.   Finding Out *(Further stimulate students curiosity and provide new information and opportunities to develop skills. Teacher devised, based on curriculum goals and student questions)*   * What are the animals in the garden? * Look at what resources earth needs for things to grow and survive * Identify the relationship between living things in a habitat such as a garden (school garden maybe) * Game: And then What? : Think about what would happen if…. E.g. our garden was not watered? \_\_\_\_\_\_\_and then what…. * Discuss how the environment might help us and how our actions can impact on the living things in the environment. * Study the growth of a plant (students may plant and take care of a flower) * Look at the life cycle of animals * Wonder: how would we best care for a class garden * Conduct a field study of what you can find in the yard at school or at home * Grow fast growing plants, experiment with how they grow depending on their access to resources.   Sorting Out *(Opportunities for students to process and share their information (Teacher or student led)*   * Growth cycle of plants -Report * Animal life cycle * Timeline of how an area has changed (history) * Report on an animal or a resource, what it does, how it is used   Going Further *(Activities to extend and challenge student understandings)*   * Working in groups or individually (teacher’s choice) students research a certain thing, may be an animal, earth’s resources, how living things grow, etc. * Use a range of resources to look at scientific concepts about how things grow, change and have offspring similar to themselves.   Making Connections *(Students synthesise and draw conclusions about what they have learned. It can take many forms and is student selected. Criteria guides quality performance, demonstration or product)*   * Discuss the ideas/themes in ‘Uno’s Garden’ and relate it to your life:   + Consideration of the environment and animals * How can the things in the garden/in nature can help us * How do our actions impact on the environment   Taking Action *(Students make links between their new learning and the world about them)*   * Students look at ways they can take what they have learnt and take action: e.g recycling, working on a community/school garden, making an action plan for an issue (students will work in small groups to complete this activity) * Compare, what I know now to what I knew at the start of the term. | * Picture books about the environment and community * A range of multimodal texts about the environment, animals * Photos of plants, animals, different habitats * Videos of plants, animals, different habitats * Topic wall |

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| Year 2 Literacy Teaching and Assessment Overview | | | | | | | | | | |
| Week 🡪 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Text and Genre Type | Poetry | | Report | | Recount | | Discussion | | Narrative | |
| Structure | * Orientation * Events * Evaluation (optional) * Orientation | | * Generalisation/Classification * Description * Summary (optional) | | * Orientation * Events in time order * Re-orientation (optional) * Evaluation (optional) | | * Thesis * Argument * Reiteration | | * Orientation * Events in time order * Re-orientation (optional) * Evaluation (optional) | |
| Structural Features | * Rhyme, rhythm * Characters * Descriptive language | | * Timeless present tense * Subject specific vocabulary * Impersonal objective language * Generalised participants (people and things) | | * Simple past tense * Usually chronological events * Action verbs * Specific participants (people and things) * Sometimes includes a personal reflection | | * Use of linking words associated with reasoning such as because, therefore. * Passive voice is often used * Often personal bias is concealed | | * Simple past tense * Usually chronological events * Action verbs * Specific participants (people and things) * Sometimes includes a personal reflection | |
| Grammar (word usage) | * Rhyming words * Adjectives | | * Nouns * Adjectives * Verbs * Adverbs * Vocabulary to suit audience and purpose | | * Nouns * Adjectives * Verbs * Adverbs | | * Nouns * Adjectives * Verbs * Adverbs * Vocabulary to suit audience and purpose | | * Simple Sentences * Nouns * Adjectives * Verbs * Adverbs | |
| Punctuation | * Capital letters * Full Stops * Exclamation Marks | | * Full Stops * Capital Letters * Paragraphs * Commas * Dialogue * Quotation Marks * Apostrophes * Question Marks * Exclamation Marks | | * Full Stops * Capital Letters * Paragraphs * Commas | | * Full Stops * Capital Letters * Paragraphs * Commas | | * Full Stops * Capital Letters * Paragraphs * Commas * Dialogue * Quotation Marks * Question Marks * Exclamation Marks | |
| Comprehension  (Barrett’s Taxonomy of Reading Comprehension) | * Literal * Reorganisation * Inference * Vocabulary * Evaluation * Reaction   **Choose based on lesson and the needs of students.** | | | | | | | | | |
| Comprehension Continued… | * Use illustration to extend meaning * Interpret the main idea of a text * Locate directly stated information in a text * Work out the meaning of words in context * Make links between directly stated ideas in a text * Make inferences about author’s feelings   **Choose based on lesson and the needs of students.** | | | | | | | | | |
| Speaking and Listening | * Identify, reproduce and experiment with rhythmic sounds and word patterns | | * Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose | |  | | * Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created | |  | |
| Spelling -Sound |  |  |  |  |  |  |  |  |  |  |
| Spelling –Visual |  |  |  |  |  |  |  |  |  |  |
| Spelling –Meaning |  |  |  |  |  |  |  |  |  |  |

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| Scope and Sequence of Learning | | |
| Week | Activities | Assessment |
| 1  &  2 | Literacy focus: Poetry:   * Read Spike Milligan’s poem ‘Hipporhinostricow’. Students then draw the imaginary creature. * Focus on the poem at the beginning of the book. Analyse what it means, then draw an image to demonstrate the poems meaning. * Brainstorm all the words that describe the forest from Uno’s perspective. * Create a word (vocabulary) wall. * Write a poem (cinquain) from Uno’s perspective. * Write a poem (cinquain) from the Snorttlepig’s perspective. * Compare the two poems. * Read other poems with similar themes and explore the vocabulary and meaning in them. * Acrostic and Shape poems about animals, home. | Examples of students work  access:- ‘do students follow poetry structure? Does their poem make sense? Does it accurately convey the authors intended message?’  -are students using appropriate descriptive language? |
| 3  &  4 | Literacy focus: Report:   * Describe one of the imaginary creatures. * How has your town changed? * How did the forest in ‘Uno’s Garden change?’ * Report on a community place or person. | Students finished piece of writing.  -Is it in the correct style, does it use the correct language, is the information conveyed accurate? |
| 5  &  6 | Literacy focus: Recount:   * Write an autobiography of Uno’s life. * Write a recount from the perspective of one of the animal in the forest from ‘Uno’s Garden’. * Letter writing * Diary entries * Newspaper articles |
| 7  &  8 | Literacy focus: Discussion/ Persuasive Writing:   * Argument about an environmental related topic eg. Recycling, ethics when working with animals * Letter to the editor * Advertisement or commercial |
| 9  &  10 | Literacy focus: Narrative:   * Write scripts/plays for a commercial advertising an environmental issue * Write a story taking inspiration from something you have learnt in this unit, design the story to teach other kids about what you have learnt. |

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| Weekly Literacy Planner Week One –Focus on Poetry and introducing the topic | | | | | | | | | | | | | | | | |
| **Term Planner** | **Structure** | | **Structural Features** | | | | **Grammar (Word Usage)** | | | **Punctuation** | | | **Comprehension** | | | |
| * Orientation * Events * Evaluation (optional) * Orientation   (Dependant on genre of poetry) | | * Rhyme, rhythm * Characters * Descriptive language | | | | * Rhyming words * Adjectives * Verbs | | | * Capital letters * Full Stops * Exclamation Marks | | | * Literal * Inferential * Use illustration to extend meaning * Interpret the main idea of a text * Locate directly stated information in a text * Make inferences about author’s feelings | | | |
| **Reading** | | | | | | | | | | | | | | | | **Spelling Focus:**  -synonyms  -antonyms  **Speaking and Listening** **Focus:**  Identify, reproduce and experiment with rhythmic, sound and word patterns  **Inquiry Tasks:**  Tour of a garden/forest –may be virtual or through images.  Show images of animals, towns, different habitats (home, forest, seas, desert, etc.)  Look at images, compare how has the forest in ‘Uno’s Garden’ changed (the same activity can be done with maps/images of your town/city |
| **Whole Group Focus Texts:** Uno’s Garden (to be read for pleasure first before any analysis)  Spike Milligan’s poem ‘Hipporhinostricow’.  Others to be matched to the interests and/or needs of the grade. | | | | | | | | | | | | | | | |
|  | |  | | **Monday** | **Tuesday** | | | **Wednesday** | | | **Thursday** | | | **Friday** | |
| **Reading** | **Whole** | **Modelled & Shared Reading** | | **Learning Intention:**  CAFÉ- Make and adjust predictions; use text to confirm | **Learning Intention:**  To understand the main idea or message of a poem/text. | | | **Learning Intention:**  To understand how to use clue words in a poem/text to understand a character or authors feelings or purpose. | | | **Learning Intention:**  To understand how to use images to add further meaning.  CAFÉ: Use text features (graphic features) | | | **Learning Intention**:  CAFÉ- Make a picture or mental image/ infer and support with evidence | |
| **Focus:**  Inference | **Focus:**  Literal | | | **Focus:**  Inference | | | **Focus:**  Comprehension | | | **Focus:**  Inference | |
| **Success Criteria:**  I can understand the main idea or message in a poem.  I can make predictions about the text from the poem at the start. | **Success Criteria:**  I can figure out and explain the main idea of a poem/text. | | | **Success Criteria:**  I can use clue words in a poem/text to understand a character or authors feelings or purpose. | | | **Success Criteria:**  I can use illustrations to give further meaning to what I am reading. | | | **Success Criteria:** I can make a picture or a mental image about what I read and I can find clues in the text to find answers. | |
| **Extra Info:**  Students will look at the front page and the poem at the start of Uno’s Garden and use them to predict what will happen in the story.  The teacher will then read the story to the class. Students will compare their predictions to the story for accuracy. | **Extra Info:**  \*If a suitable poem is not available you can do this lesson by looking at the book ‘Uno’s Garden’ | | | **Extra Info:**  \*If a suitable poem is not available you can do this lesson by looking at the book ‘Uno’s Garden’ | | | **Extra Info:**  Look at a poem with accompanying pictures. Discuss how the images add to the meaning of the words. | | | **Extra Info:**  Read ‘Hipporhinostricow’ to students.  Focus on which words help students to make a visual picture and why. Students draw what they can visualise. | |
| **Part** | **Guided Reading & Literacy Rotations** | | Activities for Guided Reading and Literary Rotations are on another page. Working of CAFÉ strategies. | | | | | | | | | | | |
| **Writing** | | | | | | | | | | | | | | | | |
| **Writing** | **Whole** | **Modelled, Shared or Interactive Writing** | | **Phase:** Writing Analysis/ Planning | | **Phase:** Composing  **Genre/Text Type:** Shape Poem | | | **Phase:** Planning  **Genre/Text Type:** Cinquain | | | **Phase:** Composing  **Genre/Text Type:** Cinquain | | | **Phase:** Revising/Editing/Publishing  **Genre/Text Type:** Cinquain | |
| **Learning Intention:**  To gather a list of words that can be used to write poetry.  Introduce the idea of a shape poem. | | **Learning Intention:**  To understand how to create a shape poem. | | | **Learning Intention:**  To understand the structure needed to create a cinquain. | | | **Learning Intention:**  To understand how to write a cinquain. | | | **Learning Intention**:  To understand how to use revision and editing strategies to improve the quality of my poem. | |
| **Focus:**  Vocabulary  Word Wall  Shape Poem | | **Focus:**  Shape Poem | | | **Focus:**  Cinquain | | | **Focus:**  Cinquain | | | **Focus:**  Cinquain  Revising/editing | |
| **Success Criteria:**  I can find and use appropriate descriptive words to use in my writing. | | **Success Criteria:**  I can create a shape poem. | | | **Success Criteria:**  I understand the structure of a cinquain. | | | **Success Criteria:**  I can write a cinquain. | | | **Success Criteria:**  I can use revision strategies to improve the quality of my poem. | |
| **Extra Information:**  Demonstrate the brainstorming process.  Model a shape poem. | |  | | | **Extra Information:**  Model the structure of a cinquain. | | |  | | | **Extra Information:**  Model some revising/editing techniques. | |
| **Part** | **Guided/Independent Writing- Writers Workshop** | | Brainstorm all the words that describe the forest. | | Students write a shape poem using the words that were brainstormed last class. | | | Using ‘Uno’s Garden’. Students beginning planning to write a cinquain about the forest from Uno’s perspective. | | | Students will complete their cinquains. | | | Students will revise/edit their poems.  They will then in their neatest handwriting publish their poem on a paper leaf cut out which will be part of a classroom mural. | |
| **Whole** | **Sharing and Reflection** | | Share some of the words that you came up with. Give reasons for why you chose certain words. | | Students share their shape poems with the class. | | |  | | |  | | | Students will present their cinquains to the class. | |

| Weekly Literacy Planner Week Two –Focus on Poetry and further developing the unit of work | | | | | | | | | | | | | | | | |
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| **Term Planner** | **Structure** | | **Structural Features** | | | **Grammar (Word Usage)** | | | **Punctuation** | | | **Comprehension** | | | | |
| * Orientation * Events * Evaluation (optional) * Orientation   (Dependant on genre of poetry) | | * Rhyme, rhythm * Characters * Descriptive language | | | * Rhyming words * Adjectives * Verbs | | | * Capital letters * Full Stops * Exclamation Marks | | | * Literal * Reorganisation * Vocabulary * Interpret the main idea of a text * Locate directly stated information in a text * Work out the meaning of words in context * Make links between directly stated ideas in a text * Make inferences about characters or author’s feelings | | | | |
| **Reading** | | | | | | | | | | | | | | | | **Spelling Focus:**  -Homonyms  -Homographs  -Homophones  **Speaking and Listening** **Focus:**  Identify, reproduce and experiment with rhythmic, sound and word patterns  **Inquiry Tasks:**  Create a concept map to illicit student’s prior knowledge  Create a topic wall full of words, and questions relevant to the topic  Prompt student’s prior knowledge about living things and community.  Students come up with their own essential questions that they would like to explore. |
| **Whole Group Focus Texts:** To be matched to the interests and/or needs of the grade. | | | | | | | | | | | | | | | |
|  | |  | | **Monday** | **Tuesday** | | | **Wednesday** | | | **Thursday** | | | **Friday** | |
| **Reading** | **Whole** | Modelled & Shared Reading | | **Learning Intention:**  To understand what we want to achieve from this terms unit of work. | **Learning Intention:**  To understand the main idea or message of the poem | | | **Learning Intention:**  To understand how to find similarities or differences between different types of poetry. | | | **Learning Intention:**  To understand how to use word parts or the context of a poem to work out the meaning of an unknown word. | | | **Learning Intention**:  To understand the perspective of a character. | |
| **Focus:**  Reorganisation  -link ideas from text to essential questions from unit. | **Focus:**  Literal | | | **Focus:**  Reorganisation  -make links between directly stated ideas in a text | | | **Focus:**  Vocabulary | | | **Focus:**  Reorganisation | |
| **Success Criteria:**  I can develop questions that I would like to know the answers to. | **Success Criteria:**  I can figure out and explain the main idea of a poem/text. | | | **Success Criteria:**  I can find and explain similarities between different types of poetry. | | | **Success Criteria:**  I can use word parts or the context of a poem to work out the meaning of an unknown word. | | | **Success Criteria:**  I can compare the perspective of 2 characters from the same story. | |
| **Extra Info:**  Read/Watch information about living things.  Discuss the topic questions for this unit. | **Extra Info:**  Read poems about animals found in gardens. | | | **Extra Info:** | | | **Extra Info:** | | | **Extra Info:**  Read about 2 characters perspectives on an issue and compare them. | |
| **Part** | Guided Reading & Literacy Rotations | | Activities for Guided Reading and Literary Rotations are on another page. Working of CAFÉ strategies. | | | | | | | | | | | |
| **Writing** | | | | | | | | | | | | | | | | |
| **Writing** | **Whole** | Modelled, Shared or Interactive Writing | | **Phase:**  **Genre/Text Type:**  Concept Map  Topic Wall | | | **Phase:** Planning  **Genre/Text Type:**  Acrostic Poems | | | **Phase:** Composing  **Genre/Text Type:**  Acrostic Poems | | | **Phase:** Planning  **Genre/Text Type:** Cinquain | | **Phase:** Composing  **Genre/Text Type:** Cinquain | |
| **Learning Intention:**  To figure out what you already know about the topic and to develop questions that you would like to have answered during the unit. | | | **Learning Intention:**  To understand the structure of an acrostic poem. | | | **Learning Intention:**  To understand how to write and acrostic poem. | | | **Learning Intention:**  To understand the structure needed to create a cinquain. | | **Learning Intention:**  To understand how to write a cinquain. | |
| **Focus:**  Topic Wall –relevant words and questions | | | **Focus:**  Acrostic Poem  Description | | | **Focus:**  Acrostic Poem  Description | | | **Focus:**  Cinquain | | **Focus:**  Cinquain | |
| **Success Criteria:**  I have completed a concept map and developed questions that I would like to explore within the unit. | | | **Success Criteria:**  I understand the structure of an acrostic poem. | | | **Success Criteria:**  I can write an acrostic poem that conveys an idea about a living thing. | | | **Success Criteria:**  I understand the structure of a cinquain. | | **Success Criteria:**  I can write a cinquain. | |
| **Extra Information:**  Demonstrate how to fill in a concept map. (Outline provided to students). | | | **Extra Information:**  The teacher will model the structure on the board.  Poems will be about something the students have observed in the garden. Words will be relating to the objects features. | | | **Extra Information:**  Teacher and students will write an acrostic poem together on the board. | | | **Extra Information:**  The teacher and students write a cinquain together on the board. | | **Extra Information:** | |
| **Part** | Guided/Independent Writing- Writers Workshop | | Students complete a concept map and develop questions. | | | Make a list of all the living things that are found in a garden. Decide on one to write about then get planning/brainstorming. | | | Students will write their acrostic poem. | | | Using ‘Uno’s Garden’. Students beginning planning to write a cinquain about the forest from the snorltepig’s perspective. | | Students will complete their cinquains. | |
| **Whole** | Sharing and Reflection | | Students share their questions and stick them to the topic wall. | | |  | | | Students will share their poems. | | |  | | Students will share their poems. They will then compare the two different perspectives from the cinquain they just finished and last week’s poem (Uno’s and the snortlepig’s perspectives). | |

| Weekly Literacy Planner Week Three - Report | | | | | | | | | | | | |
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| **Term Planner** | **Structure** | | **Structural Features** | | | **Grammar (Word Usage)** | | **Punctuation** | | **Comprehension** | | |
| * **Generalisation/Classification** * **Description** * Summary (optional) | | * **Timeless present tense** * **Subject specific vocabulary** * **Impersonal objective language** * Generalised participants (people and things) | | | * Nouns * Adjectives * **Verbs** * **Adverbs** * **Vocabulary to suit audience and purpose** | | * Full Stops * **Capital Letters** * **Paragraphs** * **Commas** * **Dialogue** * **Quotation Marks** * **Apostrophes** * **Question Marks** * **Exclamation Marks** | | * **Literal** * **Reorganisation** * **Inferential** * **Vocabulary** * **Evaluative** * **Reaction** * **Use illustration to extend meaning** * **Interpret the main idea of a text** * **Locate directly stated information in a text** * **Work out the meaning of words in context** * **Make links between directly stated ideas in a text** * **Make inferences about author’s feelings** | | |
| **Reading** | | | | | | | | | | | | Spelling Focus:  -hj  Speaking and Listening Focus:  jkhkj  Inquiry Tasks:  Conduct a field study of what you can find in the yard at school or at home  Study the growth of a plant (students may plant and take care of a flower)  Grow fast growing plants, experiment with how they grow depending on their access to resources.  Game: And then What? : Think about what would happen if…. E.g. our garden was not watered? \_\_\_\_\_\_\_and then what…. |
| **Whole Group Focus Texts: To be matched to the interests and/or needs of the grade.** | | | | | | | | | | | |
|  | |  | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** |
| **Reading** | **Whole** | **Modelled & Shared Reading** | | **Learning Intention:**  To find the main idea of a text. | **Learning Intention:**  CAFÉ- Use text features (titles, headings, captions graphic features) | | **Learning Intention:**  CAFÉ-Ask questions throughout the reading process | | **Learning Intention:**  CAFÉ- Use prior knowledge to connect with text | | |
| **Focus:**  Literal | **Focus:**  Literal | | **Focus:**  Reorganisation  make links between directly stated ideas in a text | | **Focus:**  Reaction  **Focus:** | | |
| **Success Criteria:**  I can find the main idea of a text. | **Success Criteria:**  I can use text features to help me better understand what I am reading. | | **Success Criteria:**  I can ask myself questions throughout the reading process. | | **Success Criteria:**  I can use evidence in the text and what I already know to help me better understand what I am reading.  **Success Criteria:** | | |
| **Extra Info:**  Read a report and ask students to find information from it. | **Extra Info:**  Model how titles in a report enable us to better find information. | | **Extra Info:**  Explicit modelling of what the teacher is thinking while reading the text. Write questions and comments next to the text.  Not using a report text but one linked to the inquiry topic. | | **Extra Info:**  Modelling of reaction comprehension type. What it is, cues to help. Forming an opinion from the text or linking it to their own experiences and forming and opinion.  Not using a report text. Though text should be linked to inquiry topic. | | **Extra Info:**  Revisiting the Reaction comprehension type.  Not using a report text. |
| **Part** | Guided Reading & Literacy Rotations | | Activities for Guided Reading and Literary Rotations are on another page. Working of CAFÉ strategies. |  | |  | |  | |  |
| **Writing** | | | | | | | | | | | |
| **Writing** | **Whole** | Modelled, Shared or Interactive Writing | | **Phase:** Research  **Genre/Text Type:** Recount | **Phase:** Planning  **Genre/Text Type:** Recount | | **Phase:** Composing  **Genre/Text Type:** Recount | | **Phase:** Composing/editing  **Genre/Text Type:** Recount | | **Phase:** Composing  **Genre/Text Type:** Recount |
| **Learning Intention:**  To understand how to find and extract important information in a piece of writing. | **Learning Intention:**  To understand how to write a simple animal report including a title, classification, description and habitat | | **Learning Intention:**  To understand how to write a simple animal report including a title, classification, description and habitat | | **Learning Intention:**  To understand how to use revising and editing techniques to improve my writing. | | **Learning Intention**:  To understand how to write a simple animal report including a title, classification, description and habitat |
| **Focus:**  Finding relevant information for a text. | **Focus:**  Reports on Animals  Using Headings in writing  Using language appropriate to text type | | **Focus:**  Reports on Animals  Using Headings in writing  Using language appropriate to text type | | **Focus:**  Reports on Animals  Using Headings in writing  Using language appropriate to text type | | **Focus:**  Reports  Using Headings in writing  Using language appropriate to text type |
| **Success Criteria:** | **Success Criteria:**  I can write a simple animal report including a title, classification, description and habitat | | **Success Criteria:**  I can write a simple animal report including a title, classification, description and habitat | | **Success Criteria:**  I can use revising and editing techniques to improve my writing. | | **Success Criteria:**  I can write a simple animal report including a title, classification, description and habitat |
| **Extra Information:**  Teacher models extracting important information from a text. | **Extra Information:**  Teacher models the structure of a report on the board | | **Extra Information:**  Students help the teacher to write a report. | | **Extra Information:**  The teacher models editing a piece of work | | **Extra Information:**  Students to carry on with previous animal report if they are not finished |
| **Part** | Guided/Independent Writing- Writers Workshop | | Research one of the animals that can be found in the garden. Use computers and books, videos | Plan out a report about one of the animals you researched. | | Get start started writing a report. | | Continue Writing and begin to edit/publish your report. | | Students write a report about one of the made up creatures in Graeme Base’s Uno’s Garden. |
| **Whole** | Sharing and Reflection | | Students share how they went about finding information. |  | |  | | Students share the editing techniques that they are using. | | Students share what they have written with the other students.  Discuss all the different animals that students did reports on. Will lead into discussion about their roles in the garden and how they work together. |

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| Reading Groups Week 1 | | | | | | |
|  | Groups | Monday | Tuesday | Wednesday | Thursday | Friday |
| Part | Level 8  CAFÉ Focus Strategies:  Accuracy & Fluency | Teacher Group:  Focus on accuracy | Listening Post:  Focus: listening to reading on iPod while reading along in a book following words with finger. | High Frequency Words:  Students make words using magnetic letters, practise reading them out loud. | Students Play Snap:  Read the words on each card put down  Focus: accuracy | Teacher Group:  Work with Teacher to decode and read high frequency words  Focus: accuracy |
| Follow Up Task:  Text taken from book: fill in the blanks (makes sure that students are accurately reading the text) | Listening Post Activity:  Focus: retell the story in your own words | Best fit books: read books at their level independently focusing on accuracy | Spelling: Students play spelling games to practice M100W/ list words | Sentence Builders:  Students use word cards to create sentences. |
| Level 13 | Listening Post:  Focus: listening to reading on iPod while reading along in a book following words with finger. | Teacher Group  Focus on reading for accuracy | High Frequency Words:  Students make words using magnetic letters, practise reading them out loud. | Partner read and record:  In pairs record each other reading and then play it back. Peer feedback.  Focus: fluency | Teacher Group  Focus on reading for comprehension |
| Listening Post Follow Up:  Retell the story. Write a few simple sentences. | Follow Up Task | Best Fit Book: read books at their level independently focusing on accuracy | Spelling: Students play spelling games to practice M100W/ list words | Follow Up Task  Retell the story |
| Level 18 | Word Game:  Students play a board game from the literacy shelf. Free Choice. | Best Fit Book: read books at their level independently focusing on accuracy | Follow Up Task | Listening Post:  Focus: listening to reading on iPod while reading along in a book following words with finger. | High Frequency Words:  Students play games to practice reading their high frequency words. |
| Spelling: Students play spelling games to practice M100W/ list words | Teacher Group | Partner read and record:  In pairs record each other reading and then play it back. Peer feedback.  Focus: fluency | Listening Post Follow Up:  Retell the story. Write a few simple sentences. | Students read Magazines focusing on using punctuation to enhance fluency. |
| Level 23 | Spelling: Students play spelling games to practice M100W/ list words | Best Fit Books | Teacher Group  Focus on comprehension | Partner read and record:  In pairs record each other reading and then play it back. Peer feedback.  Focus: fluency | Listening Post:  Focus: listening to reading on iPod while reading along in a book following words with finger. |
| Students read Magazines focusing on using punctuation to enhance fluency. | Word Game:  Students play a board game from the literacy shelf. Free Choice. | Follow Up Task | Students read Magazines focusing on using punctuation to enhance fluency. | Listening Post Follow Up:  Answer questions about the story |
| Level 26 | Best Fit Books | Word Game:  Students play a board game from the literacy shelf. Free Choice. | Scripts: read and practice script: focus on fluency and accuracy | Teacher Group  Focus on comprehension | Listening Post:  Focus: listening to reading on iPod while reading along in a book following words with finger. |
| Scripts: read script | Partner read and record:  In pairs record each other reading and then play it back. Peer feedback.  Focus: fluency | Scripts: read and practice script: focus on fluency and accuracy | Follow Up Task | Listening Post reflection task:  Make up questions about the text and ask each other. |

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| Reading Groups Week 2 | | | | | | |
|  | Groups | Monday | Tuesday | Wednesday | Thursday | Friday |
| Part | Level 8 | Teacher Group | High Frequency Words:  Students play games using words. | Best Fit Book | Teacher Group | Listening Post |
| Follow Up Task | Word Games: piecing together words/matching words and pictures | Practice Spelling List | Follow Up Task | High Frequency Words:  Students play games using words. |
| Level 13 | Best Fit Book | Follow Up Task | Word Games: piecing together words/matching words and pictures | Follow Up Task | Listening Post |
| Teacher Group | High Frequency Words:  Students play games using words. | Teacher Group | High Frequency Words:  Students play games using words. | Listening Post Response  Retell the story |
| Level 18 | Spelling word Practice | Teacher Group | Listening Post | Teacher Group | Partner Read and Record |
| Finding word meanings in the dictionary  Focus: expand vocabulary | Follow Up Task | Comprehension questions about listening post | Best Fit Book | Teacher Group |
| Level 23 | Best Fit Book | Partner Read and Record | Follow Up Task | Finding word meanings in the dictionary  Focus: expand vocabulary | Teacher Group |
| Listening Post | Teacher Group | Spelling Word Practice | Free choice word game from literacy shelf | Follow Up Task |
| Level 26 | Listening Post | Finding word meanings in the dictionary  Focus: expand vocabulary | Teacher Group | Follow Up Task | Best Fit Book |
| Listening Post Response:  Ask and answer questions about the chapter read | Spelling Word Practice | High Frequency Word Game | Comprehension Cards:  Answer questions about best fit book |

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| Reading Groups Week 3 | | | | | | |
|  | Groups | Monday | Tuesday | Wednesday | Thursday | Friday |
| Part | Level 8 | Teacher Group | Research Animals on the Internet or in books | Partner Read and Record | Follow Up Task | Spelling Word Practice |
| Follow Up Task | Teacher Group | High Frequency Word List: Play games to increase accuracy when reading | Best Fit Book |
| Level 13 | Spelling Word Practice | Teacher Group | Research Animals on the Internet or in books | Teacher Group | Partner read and record |
| Best Fit Book | Follow Up Task | Follow Up Task | High Frequency List Words |
| Level 18 | Research Animals on the Internet or in books | Spelling Word Practice | Teacher Group | Partner Read and Record | Follow Up Task |
| Best Fit Book | Follow Up Task | Teacher Group | High Frequency List Words |
| Level 23 | Best Fit Books | Follow Up Task | Spelling Word Practice | Research Animals on the Internet or in books | Teacher group |
| Teacher Group | Read and Record | High Frequency Word List: play games to increase accuracy when reading | Follow Up Task |
| Level 26 | Research Animals on the Internet or in books | Best Fit Books | Follow Up Task | Listening Post | Partner Read and Record |
| Teacher Group | Spelling Word practice | Comprehension Questions about Listening Post | Teacher Group |

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| Identify curriculum | | | |
| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Reading and Viewing | Writing | Speaking and Listening |
| Language  * Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose [(ACELA1463)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1463) * Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines[(ACELA1466)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1466) * Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction [(ACELA1467)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1467) * Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words [(ACELA1469)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1469) * Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives [(ACELA1468)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1468) * Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations[(ACELA1474)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1474) * Recognise common prefixes and suffixes and how they change a word’s meaning [(ACELA1472)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1472)  Literature  1. Discuss the characters and settings of different texts and explore how language is used to present these features in different ways [(ACELT1591)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1591)    * Sustainability Asia and Australia´s engagement with Asia  Literacy Discuss different texts on a similar topic, identifying similarities and differences between the texts[(ACELY1665)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1665)   * + Aboriginal and Torres Strait Islander histories and cultures      * + Asia and Australia´s engagement with Asia * Identify the audience of imaginative, informative and persuasive texts [(ACELY1668)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1668)   + Sustainability * Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting[(ACELY1669)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1669) * Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal textstructures [(ACELY1670)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1670) | Language  * Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms [(ACELA1464)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1464) * Recognise that capital letters signal proper nouns and commas are used to separate items in lists[(ACELA1465)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1465) * Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words [(ACELA1471)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1471)  Literature  * Create events and characters using different media that develop key events and characters from literary texts [(ACELT1593)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1593)  Literacy  * Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose[(ACELY1671)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1671) * Reread and edit text for spelling, sentence-boundary punctuation and text structure [(ACELY1672)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1672) * Write legibly and with growing fluency using unjoined upper case and lower case letters [(ACELY1673)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1673) * Construct texts featuring print, visual and audio elements using software, including word processing programs [(ACELY1674)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1674) | Language  * Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background [(ACELA1460)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1460)   + Aboriginal and Torres Strait Islander histories and cultures Asia and Australia´s engagement with Asia * Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context[(ACELA1461)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1461) * Identify language that can be used for appreciating texts and the qualities of people and things[(ACELA1462)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1462) * Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose [(ACELA1470)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1470)   + Sustainability  Literature  * Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created [(ACELT1587)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1587)   + Aboriginal and Torres Strait Islander histories and cultures      * + Asia and Australia´s engagement with Asia   Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences[(ACELT1590)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1590)   * + Aboriginal and Torres Strait Islander histories and cultures Asia and Australia´s engagement with Asia * Compare opinions about characters, events and settings in and between texts [(ACELT1589)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1589) * Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs [(ACELT1592)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1592)   + Aboriginal and Torres Strait Islander histories and cultures      * + Asia and Australia´s engagement with Asia  Literacy  * Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions [(ACELY1666)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1666) * Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately [(ACELY1789)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1789) * Rehearse and deliver short presentations on familiar and new topics [(ACELY1667)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1667) | Description: gc_literacy Literacy   * Record observations, labelling diagrams   Description: gc_numeracy Numeracy   * Interpret data   Description: gc_ict **ICT capability**   * Use digital photography * Use a range of digital resources   Description: Description: Description: gc_critical **Critical and creative thinking**   * Use thinking skills to complete group activities   Description: Description: gc_ethical Ethical behaviour   * Consider animal ethics when making observations in the school grounds   Description: gc_personal_social **Personal and social capability**   * Care for the garden and complete jobs   **Description: Description: gc_intercultural Intercultural understanding**   * Appreciate that environments differ around the world   Aboriginal and Torres Strait Islander histories and cultures   * Investigate seed germination and sustainability of plants   Description: cc_sustSustainability   * Explore connections between all living things |
| Links to other learning areas | | | |
| In the Australian Curriculum: History at Year 2   * Key concepts including continuity and change, cause and effect, perspectives, empathy and significance.   In the Australian Curriculum: Science at Year 2   * Science Understanding   + Biological sciences     - Living things grow, change and have offspring similar to themselves (ACSSU030)   + Earth and space sciences     - Earth’s resources, including water, are used in a variety of ways (ACSSU032) | | | |

**Spike Milligan’s poem Hipporhinostricow**

Such a beast is the Hipporhinostricow  
How it got so mixed up we’ll never know how  
It sleeps all day and whistles all night  
And it wears yellow socks which are far too tight.

If you laugh at the Hipporhinostricow  
You’re bound to get into an awful row  
The creature is protected you see  
From Silly people like you and me.

**Poem from the Beginning of Uno’s Garden:**

The animals go one by one

A hundred plants, then there were none

And all the while the buildings double…

This number Game adds up to trouble

But if you count with utmost care

(And trust me that they are all there)

You’ll go from ten to nothing, then

The whole way back to ten again!

