*William Rose School – English Life Skills 7-10 –Stage 4&5*

*Dr Seuss - The Sneethes; Cat in the Hat; Green Eggs and Ham; How the Grinch Stole Christmas*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Objectives and Outcomes | Content | Learning Activities and Equipment | Evaluation and Assessment |
| 1 | ENLS-1A listens and responds in familiar  Contexts  ENLS-2A Communicate for a variety of purposes, audiences and contexts | Engage personally with texts   * Respond to auditory clues through body language * Respond to familiar auditory cues and signals   Respond to and compose texts   * Contribute to class discussion using a range of skill, including turn taking and questioning * Identify and communicate key ideas and information from aural texts * Respond to questions during and interaction to indicate understanding | Introduction of book. Read to class as a whole  Discuss common themes throughout book  Give examples of words and look at appropriate rhyming words  Predicting what may happen next | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 2 | ENSL-3A  Selects and uses language to communicate according to purpose, audience and context  ENSL-A4  Views and responds to a range of visual texts, media and multi media | Understand and apply knowledge of language forms and features   * Recognise how features of voice can be used to shape meaning e.g. tone, volume   Engage personally with texts   * View and respond to a range of visual texts, media and multimedia for enjoyment   Respond to and compose texts   * predict meaning from visual texts, media and multimedia e.g. cover of book | Predict what the story is about from the front cover  Use different tones of voice e.g. excited, dull, sad, happy, angry etc. when reading text. Get students to discuss how these make them feel?  Create simple visual text to convey a message | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 3 | ENLS-5A  Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts | Engage personally with texts   * express a point of view in relation to the content or presentation of visual texts media and multimedia e.g. characters   Understanding and apply knowledge of language forms and features   * identify different ways information is conveyed in visual texts, media and multimedia * recognise the effect of elements of multimedia e.g. film techniques, animation, voice-overs | *CAT IN THE HAT*  Students create their own story about what they do when it is raining outside and they have to stay inside. Students can Google images or take photos and create a poster of PPT  Students can create their own short book as a class about the activities you can do inside the classroom when it is raining  Students can create short film as a class and select a variety of sound effects, tone of voice and music. | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 4 | ENLS-6A  Reads and responds to a range of written texts in familiar contexts  ENLS-7A  Uses strategies to obtain meaning from and interpret a range of texts | *Understand and apply knowledge of language forms and features*  *-*Identify and use reading behaviours e.g. looking at pictures and graphics  *Respond to and compose texts*  -Predict meaning in written texts e.g. predict story line from reading back cover  -Read and respond to questions about texts to demonstrate comprehension  ***Develop and apply contextual knowledge***  -Identify visual, aural, written and digital elements of multimodal and multimedia texts  ***Understand and apply knowledge of language forms and features***  -Recognise ways in which language can create different responses to characters, settings, issues and ideas. | Students create a sequence of events using images from the book.  Provide a range of questions for students to answer about the book. E.g. characters, setting, storyline. Provide picture examples for students to suggest their like or dislike for characters or parts in the book.  Students are to watch the YouTube clip for the Cat in The Hat. Students can also watch the movie The Cat in the Hat.  Teachers to complete four dramatic readings of the book changing in tone of voice to provide different responses. Students to identify the difference e.g. happy or sad reading | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 5 | ENLS-8A  Write short texts for everyday purposes | ***Understands and apply knowledge of language forms and features***  -Write short texts using correct conventions e.g. punctuation, sentence structure.  ***Respond to and compose texts***  -Construct short texts using visual aids and/or appropriate technology e.g. a poster | Students to re-construct sentences from the book. Cut out and blow up sentences from the book and have students place in correct order. Explain the meaning of punctuation e.g. read with and without an exclamation mark  Students create a poster of all the things the cat threw on the floor | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 6 | ENLS-9A  Composes texts for a variety of purposes and audiences | ***Respond to and compose texts***  -Recognise the various stages involved when composing texts e.g. planning, drafting, editing and presenting or publishing  -Compose simple texts that include aspects of home and local community life | Use story maker to make a class themed book similar to the rhyming format of Dr Suess’ books  Students create PPT/ Story/ Poster to recognise the same things that are at home and at school e.g. Bed, showers, sinks, window, tables etc | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 7 | ENLS-10B  Explores the way in which language forms, features and structures of texts vary according to purpose, audience and context  ENLS-11B  Composes, publishes and presents texts appropriate to purpose and audience in a range of contexts | ***Develop and apply contextual knowledge***  -Recognise that texts are constructed for different purposes e.g. to inform, persuade, entertain  ***Respond to and compose texts***  -Create imaginative , informative and persuasive texts  -Use a range of technology to create meaning when composing texts | Read the book *One fish, two fish, red fish, blue fish.*  Question students in regard to the book being informative or entertaining.  Entertaining because it rhymes. Students attempt to create their own rhyme.  Student reconstruct sentences to make a rhyme  Design their own magical character, students describe/select the magic powers of their character  Use IWB, computer or iPad to add layers to their character e.g. colours, size, realistic etc. | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 8 | ENLS-12C  Responds to texts in ways that are imaginative and interpretive  ENLS-13C  Engages critically with texts using personal experiences | ***Engage personally with texts***  -Relate a personal experience, thought or feeling about the characters, events, setting or themes of a text  ***Engage personally with text***  -Draw on personal experiences to critically respond to ideas information and perspectives in texts | Students are to identify the character they like the most.  Students can select words that describe their character.  Students can explain why they like the character.  Students find images of “pet” animals on Google and create a PPT or Poster to represent the ideas of pets in the book | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 9 | ENLS-14D  Explores how the use of language affects personal roles and relationships with other  ENLS-15D  Responds to and composes texts that explore personal, social and world issues | ***Understand and apply knowledge to the relationship***  Select and use language appropriate to the relationship e.g. nickname to refer to a friend  ***Respond to and compose texts***  -Explore how the use of language can be empowering or disempowering  ***Respond to and compose texts***  *-*Compose a response to an issue presented in a text | Read *How the Grinch stole Christmas*  Students are taught about nick names (positive and negative)  Watch the movie How the Grinch stole Christmas  Students recognise the nicknames used in the movie  Students identify when the characters are being disrespected  Create a poster or PPT about bullying and how it is bad | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |
| 10 | ENLS-16D  Explores the ways cultural ideas and perspective shape a range of spoken, written, visual and multimedia texts  ENLS-17E  Uses individual and collaborative skills in learning process | ***Engage personally with texts***  -Recognise how personal, social and cultural experiences can influence our understanding or texts, including our attitudes towards characters, actions and events  ***Engage personally with texts***  -Reflects on personal reading e.g. Which books have I enjoyed reading? | Students explore how different cultures celebrate Christmas  Students can create different Christmas decorations and cultural foods  Students go over all books read this term. Students identify favourite characters or books to read again. Students can select which movie they would like to watch again. | * Photos * Videos * Questioning * Observation * Assessment sheet * Sight words |