***William Rose School – English Stage 2***

***Aboriginal Unit of Work***

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| *Outcomes*  *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*  *EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features*  *EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts* | | | | |
| *Week* | *Content Descriptors* | *Learning Activities* | *Resources* | *Assessment* |
| ***Pigs and Honey*** | | | | |
| *1*  *2* | *EN1-1A* use turn-taking, questioning and other behaviours related to class discussions  *EN2-6B* create imaginative texts based on characters, settings and events from students' own and  other cultures using visual features, for example perspective, distance and angle (ACELT1601,ACELT1794)  *EN2-10C* respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts. | * Selecting symbols and pictures that describe how the Aboriginal family got their food versus how the students get their food. * Selecting symbols and pictures where Aboriginal family slept and where we sleep * Matching how the Aboriginal family cook and how we cook * Make the drink sugar bag and students taste it * Drawing and colouring a pig. * Role play following of the pig tracks. (pigs, uncle, father and the two boys) * Punctuate sentences * Answering questions of what, where, when, why and reflect. | * ***Pigs and Honey*** book * Illustrations of Aboriginal shelters * VOCAs * Jar of honey * Paper pig foot prints * Media to listen and watch the story. | Photos  Videos  Responding to story checklist  Record of VOCA or speech use  Matching titles of characters  Retell the story  Answer questions of what, where, when, how and why. |
| ***How the Birds Got their Colours*** | | | | |
| *3*  *4* | *EN1-1A* use turn-taking, questioning and other behaviours related to class discussions  *EN2-6B* create imaginative texts based on characters, settings and events from students' own and  other cultures using visual features, for example perspective, distance and angle (ACELT1601,ACELT1794)  *EN2-10C* respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts. | * Look at photos and pictures of Aboriginal shelters. Match shelters with their correct name eg. Mia-mia, witja, wurlie, gunya, humpy. * Press a VOCA to tell another person the name of different shelters using the correct Aboriginal name. * How the Birds got their Colours book activity – read the story. Make a large paper bird with water colours. Assist students to throw water balloons onto the paper to represent the birds getting their colours. * Matching/identifying/using PCS or words of different birds from the story * Punctuate sentences * Answering questions of what, where, when, why and reflect. * Vocabulary building * Spelling * Scrambled letters. * Simple sentence building | * **How the Birds Got their Colours** book * Photos and pictures of Aboriginal shelters * VOCAs * Large paper * Water balloons * Water colours * ChooseIt Maker * IWB * Media to listen and watch the story * <http://www.youtube.com/watch?v=Sle62XV0BO0> | Photos/Videos  Responding to story checklist  Sequence story.  Students to match colours.  Retell story  Answer questions of what, where, when, why, how. |
| ***Tiddalik the Frog*** | | | | |
| *5*  *6* | *EN1-1A* use turn-taking, questioning and other behaviours related to class discussions  *EN2-6B* create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601,ACELT1794)  *EN2-10C* respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts. | * Naming, matching, selecting, identifying, using PCS or words of animals in the story * Sequencing the story. * Making puppets (Stick puppets) to represent the characters of the story. * Role playing or using puppets to represent the characters of the story. * Punctuate sentences * Answering questions of what, where, when, how, why and reflect. * What makes us sad? What makes us happy? * Vocabulary building * Spelling * Scrambled letters * Simple sentence building | * Tiddalik the Frog book * ChooseIt Maker * IWB * Words taken from the story for simple sentence building * PCS, picture cards * Media to listen and watch the story * <http://www.youtube.com/watch?v=eg8M9nSXy0U> | Photos/Videos  Responding to story checklist  Sequence story.  Answer questions of what, where, how and why.  Retel the story |
| ***Can You Cuddle Like a Koala*** | | | | |
| *7*  *8* | *EN1-1A* *explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)*  *EN2-6B* identify purposes for listening in a variety of formal and informal situations  *EN2-10C* use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences | * Repetitive patterns and animals * Australian animals * Family relationships | * John Butler – Picture Book | Photos/Videos  Responding to story checklist  Sequence story.  Answer questions of what, where, how and why.  Retel the story |
| ***Is Your Grandmother a Goanna*** | | | | |
| *9*  *10* | *EN1-1A* *explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)*  *EN2-6B* identify purposes for listening in a variety of formal and informal situations  *EN2-10C* use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences | * A little boy takes a strange journey to visit his grandmother, encountering all sorts of animals from around the globe. The book would be useful as a read-aloud and readers theatre, as the use of repetition matches the ‘beat’ of the journey as does the use of onomatopoeia. * Australian * Aspects of environmental and social sustainability * Animals | * Pamella Allen – picture book | Photos/Videos  Responding to story checklist  Sequence story.  Answer questions of what, where, how and why.  Retel the story |