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

*The Story about Ping - By Marjorie Flack*

*http://www.arvindguptatoys.com/arvindgupta/ping.pdf*

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| *Week* | *Objectives and Outcomes* | *Content* | *Learning Activities and Equipment* | *Evaluation and Assessment* |
| *1* | ENLS-1A  Listens and responds in familiar contexts  ENLS-2A  Communicates for a variety of purposes, audiences and contexts | ***Understand and apply contextual knowledge***  -Recognise non-verbal indicators associated with listening e.g. eye gaze, nodding, smiling  ***Respond to and compose texts***  -Respond to commands involving a single step e.g. turn the page  ***Understand and apply knowledge of language forms and features***  -Recognise the role and purpose of non-verbal indicators in communication e.g. nod for agreement  ***Respond to and compose texts***  -Use non-verbal indicators to communicate for a variety of purposes such as to request and reject  -Indicate a preference e.g. for a book or film | -Students read “The Story about Ping”  - Students identify characters in the book  - Students use facial expressions/ coloured cards (red/green) to suggest their enjoyment of the book  -Students request or reject to read more of the book  -Students identify and recognise sight words in the book  -Students questioned on characters in the book and their like or dislike for them | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *2* | ENLS-3A  Selects and uses language to communicate according to purpose, audience and context  ENLS4-A  Views and responds to a range of visual texts, media and multimedia | ***Develop and apply contextual knowledge***  -Identify different audiences for communication e.g. peers, adults  ***Respond to and compose texts***  -Select and use appropriate media to communicate for a particular purpose e.g. write a letter  ***Engage personally with texts***  -Recognise photographs, pictures or symbols as representations of familiar people, objects or venues  ***Respond to and compose texts***  -View and respond to their preferred visual texts in a range of contexts | -Role play characters in the book e.g. Ping, family  -Read the picture book  - Take photos of dress up/ role play and create PPT story  Students are to match and select correct pictures from the book e.g. Which picture is ping? Which is the boat? Which is the lake?  Students engage in sensory story e.g. sprayed with water when Ping is in the water  Alternatively students can go to International Peace Park and see the ducks | -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 | ***Understand and apply knowledge of language forms and features***  -Explore the ways features of visual texts, media and multimedia are used to create meaning for a range of purposes and audiences e.g. music to reflect mood  ***Respond to and compose texts***  -Interpret different forms of visual information e.g. maps  -Demonstrate understanding of ethical digital citizenship e.g. responsible use of ICT | Select a variety of music to play during a dramatic reading of Ping  Students create a tactile map of Ping’s journey. Students use sight words to identify and label places on the map  Students use internet to look up information about Asia, Ping’s home | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *4* | ENLS6-A  Reads and responds to a range of written texts in familiar contexts  ENLS7-A  Uses strategies to obtain meaning from and interpret a range of texts | ***Engage personally with texts***  -Contribute to and provide an opinion on familiar topics represented in texts through class and small-group discussion  ***Develop and apply contextual knowledge***  -Recognise the difference between types of texts e.g. cookbooks, news article  ***Develop and apply contextual knowledge***  -Explore how the structure of narrative texts is used to shape meaning e.g. characters, setting, conflict  ***Respond to and compose texts***  -Explore an issue represented in a text, using a range of media and multimedia | Students express opinion on  Asia and ducks using pictures, prompted discussion or creating a poster about the book  Students create a news article about a Ping‘s journey. Students can use pictures from the book or sight words. Students can also create a cooking recipe on Asian food  Students create a cartoon using Toontastic (anything similar) taking student photos and using to create a story about getting in trouble and getting lost at school.  Students to use the internet to look up missing persons, getting lost, how to find help when lost. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *5* | ENLS8-A  Write short texts for everyday purposes  ENLS9-A  Composes texts for a variety of purposes and audiences | ***Engages personally with texts***  -Complete personal details in a range of formats for a variety of purpose  ***Respond to and compose texts***  -Use various strategies to plan ideas for composing texts e.g. headings, pictures  -Collaboratively construct texts for a variety of purposes and audiences | Students create a missing poster about themselves. Students learn to identify their suburb, street and phone number.  Students match headings to pictures to sequence the story  As a class students construct a story using pictures/role play/ dress up/ sensory/sight words. Students show their story to another class. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *6* | ENLS10-B  Explores the way in which language forms, features and structures of texts vary according to purpose, audience and context  ENLS11-B  Composes, publishes and present texts appropriate to purpose and audience in a range of contexts | ***Develop and Apply contextual knowledge***  -Explore the ways in which language forms and features and can be used to position the reader  ***Understand and apply knowledge of language forms and features***  -Identify the language forms and features affected by purpose, audience and context e.g. word choice, tone  ***Engage personally with texts***  -Compose texts for enjoyment, experimenting with personal styles of composition  ***Understand and apply contextual knowledge of language forms and features***  -Use grammar and punctuation conventions accurately and effectively when composing texts for a variety of purposes  ***Respond to and compose texts***  *-*Experiments with different modes and media to publish texts and enhance presentations | Dramatic/Sensory reading of the book. Students can dress up and are taught to yell whisper or scream in various parts of the book. Use VOCA for students unable to speak.  Students make a movie/ story about their family  Students sequence sentences from the story with capital letters, commas, full stops and exclamation marks.  Students turn their story into a spiral bound book. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *7* | ENLS12-C  Responds to texts in ways that are imaginative and interpretive  ENLS13-C  Engages critically with texts using personal experiences | **Engage personally with texts**  -Recognise the connections between their own experiences and the world of texts  ***Engage personally with texts***  -Justify a point of view drawing on personal experience | Students identify similarities between the book and their life e.g. seeing boats, rivers, and ducks. Having a family, getting in trouble. Students make a picture book of the similarities.  Students create a poster on their favourite character using pictures and descriptive words | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *8* | ENLS14-D  Explores how the use of language affects personal roles and relationships with others | ***Engage personally with texts***  -Recognises that gestures and eye contact may be interpreted differently across cultures  ***Respond to and compose texts***  -Explore how the use of language can be inclusive or exclusive e.g. cultural language | Students create a book about the Asian culture using the internet. Students can use pictures and sight words to construct their story.  Students explore the meaning of Asian phrases used in the book using the internet and create a poster showing translation. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *9* | ENLS15-D  Responds to and composes texts that explore personal, social and world issues | ***Develop and apply contextual knowledge***  -Identify the ways in which cultural assumption is presented in texts  ***Respond to and compose texts***  -Explore personal, social and/or world issues in texts | Students use the internet to find information about Asian culture e.g. men and women’s clothing, religion and use of boats.  Students create a poster using pictures and sight words  Students identify cultural differences in the book e.g. hats worn, boats, ramps, rivers etc. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *10* | ENLS16-D  Explores the ways cultural ideas and perspective shape a range of spoken, written, visual and multimedia texts  ENLS17-E  Uses individual and collaborative skills in the learning process | ***Develop and apply contextual knowledge***  -Identify home languages of students within the class or community  ***Respond to and compose texts***  -Use a variety of research techniques  -Use a variety of strategies to structure and present ideas and information | Explore the cultures in the class and research each culture. Create a poster using pictures, languages and words to describe the culture of each student.  Students research China, Japan, and Korea to see the variety of cultures in Asia. Students can create a map and place different pictures and information on the map. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |

*Colour Key- Learning across the Curriculum*

*Personal and Social Capability Information and Communication Technology Capability Difference and Diversity*

*Civics and Citizenship Critical and Creative Thinking Numeracy Work and Enterprise Intercultural understanding*

*Ethical Understanding Asia and Australia’s engagement with Asia Aboriginal and Torres Strait Islander histories and cultures*