



Government of **Western Australia**
School Curriculum and Standards Authority

Strategies for integrating the General Capabilities of Numeracy and Literacy in primary school teaching

A cross-sectoral network project supported by the
School Curriculum and Standards Authority



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INTRODUCTION

- These lesson plans have been developed as part of an Australian Curriculum cross sectoral project focussing on the General Capabilities of Numeracy and Literacy.
- The teachers involved in the project used the draft continua published by ACARA in 2012 to identify specific aspects of the General Capability that students found challenging. The aim of the project was to develop lesson plans that targeted some of these capabilities through either single lessons or a series of lessons based on the content of the Australian Curriculum.
- All the lessons have been used by the teachers in their classes and were revised collaboratively after evaluations of the success of the strategies.
- The School Curriculum and Standards Authority would like to acknowledge teachers from the following schools who designed, developed and trialled the activities with their students

Pioneer Village Primary School
Challis Early Childhood Centre
Mundijong Primary School

Serpentine Primary School
Grovelands Primary school

Xavier Catholic Primary School
Marri Grove Primary School

- This work was supported by Numeracy and Literacy consultants from the Department of Education.



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NUMERACY

(Number Patterns)

Year 2

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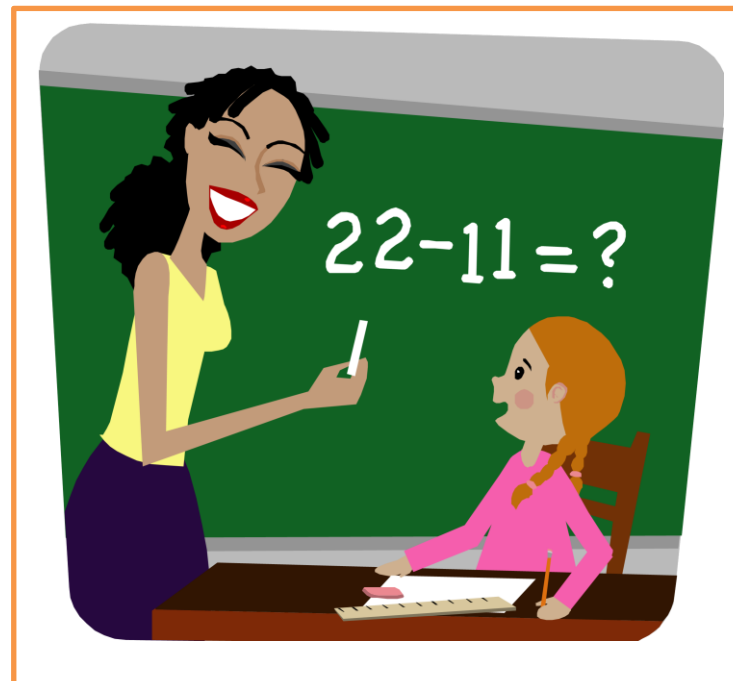
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- All the lessons have been used by the teachers in their classes and were revised collaboratively after evaluations of the success of the strategies.
- This series of lessons was developed by teachers at Xavier Catholic Primary School, Serpentine Primary School and Challis Early Childhood Centre with support provided by a Numeracy specialist from the Department of Education.



Year 2 Numeracy lessons

The four lessons described in this package focus on the General Capability of Numeracy, in particular describing number patterns, across a series of mathematics lessons designed for Year 2 students. They are designed to be taught as a learning sequence.

They target the content description “Investigate [number](#) sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting [point](#), then moving to other sequences”. The lessons target specific difficulties faced by Year 2 students and include a range of suggested activities, along with associated resources required by teachers.

Lesson Plan One		Year Level: Two		
Content Strand: Number and Algebra		Content Sub-strand: Number and Place Value		
Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
<p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)</p> <p>Elaboration: Recognising patterns in number sequences, such as adding ten always results in the same final digit.</p> <p>Numeracy Capability (Year 2): Describe patterns in number.</p>	<p>KU4 Whole numbers are in a particular order, and there are patterns in the way we say them which help us to remember the order. <i>(First Steps in Mathematics – Number, DET 2004)</i></p> <p>KU5 There are patterns in the way that we write whole numbers that help us remember their order. <i>(First Steps in Mathematics – Number, DET 2004)</i></p>	<p>Prior knowledge</p> <ul style="list-style-type: none"> students recognise that patterns from 0–9 are repeated through the decades to 100 students can count the number sequence to 100 (and beyond). <p>Learning purpose</p> <ul style="list-style-type: none"> to extend the number pattern beyond 100 to recognise and use the counting pattern to numbers up to 200. Extend to 1000. <p>Learning experiences</p> <p>Warm up</p> <ul style="list-style-type: none"> warm up counting game: Students orally count to 100 in a counting circle (backwards and forwards). use the 100 chart/board (interactive white if available) to see patterns down columns and across rows. Use colours to isolate specific patterns. For example, all the six numbers in the tens or ones place. <p>Lesson</p> <ul style="list-style-type: none"> Every student is asked to make a bundle of 10 straws. The teacher tells students that the class is going to find out how many straws there are altogether. The teacher asks the students to sit in a circle. Individually ask students to place their bundle in the circle, counting by 10s to 100 (and beyond). 	<p>Look at the coloured numbers. What pattern can you see?</p> <p>Can you see other patterns that can be coloured?</p> <p>What number is it now?</p>	<p>100 chart</p> <p>Calculators (one per student)</p> <p>10 x 10 empty grid</p> <p>Bundle of ten straws per student. If using Lesson 1 as a small group activity, provide each student with two bundles of straws.</p> <p>Interactive white board if available. Follow link to: www.woodlands-junior.kent.sch.uk/maths/interactive/numbers.htm</p> <p>(Splat Number Square)</p>

Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
		<ul style="list-style-type: none"> Once students have reached 100 (or beyond), the teacher asks the next child to unbundle his/her 10 straws and place each straw down in the middle of the circle, individually getting the class to count by 1's to 110. The teacher records the number on the board as they are counted. Repeat this process until all of the straws have been counted and the total amount recorded. Students return to desks. Students use calculators to key in 100 (teacher may need to demonstrate on white board). Students then key in 1. Students predict the next number. Ask a student to record number in a blank 10x10 grid on the board. Students then key in 10 to check answer. Repeat process up to 120 (or beyond) checking students understanding. Students may then continue working independently exploring the counting pattern to 200 (and beyond). <p>Plenary</p> <ul style="list-style-type: none"> Students return to mat, teacher asks students to remember how many straws the class totalled altogether. Count again by tens. 	<p>What will be the next number? How do you know?</p> <p>What will the next number be?</p>	

Lesson Plan Two		Year Level: Two													
Content Strand: Number and Algebra		Content Sub-strand: Number and Place Value													
Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments											
<p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)</p> <p>Elaboration: Recognising patterns in number sequences, such as adding ten always results in the same final digit.</p> <p>Numeracy Capability (Year 2): Describe patterns in number.</p>	<p>KU4 Whole numbers are in a particular order, and there are patterns in the way we say them which help us to remember the order. <i>(First Steps in Mathematics – Number, DET 2004)</i></p> <p>KU5 There are patterns in the way that we write whole numbers that help us remember their order. <i>(First Steps in Mathematics – Number, DET 2004)</i></p>	<p>Prior knowledge</p> <ul style="list-style-type: none"> students recognise patterns from 0–9 are repeated through the decades to 100 and beyond students can count the number sequence to 200. (Extend to 1000). <p>Learning purpose</p> <ul style="list-style-type: none"> to recognise, model and write the counting pattern of numbers up to 200 (and beyond). <p>Learning experiences</p> <p>Warm up</p> <ul style="list-style-type: none"> class counts by tens to 100 use bundles of straws to count by tens to 200. Students place a number card under each bundle as the class counts. For example: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>120</td><td>130</td><td>140</td><td>150</td></tr></table> <p>Lesson</p> <ul style="list-style-type: none"> Every student has a copy of Worksheet 1. Students count from 91 to 100, following the numbers on the worksheet. The teacher uses the numbers on the worksheet to ask the students: <ul style="list-style-type: none"> what numbers come before, after or between a given number? For example: Ask the students to point to the empty space in between the numbers <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>114</td></tr></table> and <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>116</td></tr></table>. What number would you write in this space? Each student uses a calculator to key in <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td><td>0</td></tr></table> (teacher to demonstrate on white board). Ask students to key in <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>+</td><td>1</td><td>=</td></tr></table> 	120	130	140	150	114	116	1	0	+	1	=	<p>What is the same about all these numbers? How does the pattern differ?</p> <p>What number is ten more than or ten less than a given number?</p>	<p>Calculators (one per student)</p> <p>Bundle of ten straws per student</p> <p>Interactive white board if available</p> <p>Student Worksheet 1</p> <p>Student Worksheet 2</p> <p>Student Worksheet 3</p>
120	130	140	150												
114															
116															
1	0														
+	1	=													

Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
		<ul style="list-style-type: none"> The teacher asks the students what number is on the calculator. The students then record this number onto their worksheet. The teacher then instructs the students to key in $\frac{1}{10}$ and record each number until the grid on the worksheet is complete. A 100–200 number grid is handed out to groups of students (2–4 students in each group). The students cut out the number grid into puzzle pieces. (Teacher can prepare the outline for the puzzle pieces prior to the lesson, see Worksheet 2). Place the puzzle pieces into a zip lock bag or envelope. Students exchange puzzle pieces with another group. Each group puts the puzzle pieces together to make their number grid. <p>Plenary</p> <ul style="list-style-type: none"> Students return to their desks. Teacher draws three tetra pieces on the whiteboard. Students help to complete the pieces. Teacher may need to show how the tetra pieces would fit into the number grid 1–100. However, you may wish to extend students by using tetra pieces that fit into a 101–200 number grid. <ul style="list-style-type: none"> For example: <div data-bbox="972 1104 1305 1337" data-label="Diagram"> </div> 	<p>What does 101 look like? (Check to make sure students write correctly, rather than 100 1)</p> <p>What number comes after 63? What number comes before 63? What number is 1 more than 63? What number is 1 less than 63? What number is 10 more than 63? What number is 10 less than 63? What number lies directly above 63? What number lies directly below 63? What number is diagonally above or below 63? How is the tens place value of the number changing? How is the ones place value of the number changing? How do you know?</p>	

A Hundred Plus...

91	92	93	94	95	96	97	98	99	100
							108		
			114		116				
121									
		133					138		

(Worksheet 1, Lesson Plan 2)

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

(Worksheet 2, Lesson Plan 2)

100

110

120

130

140

150

160

170

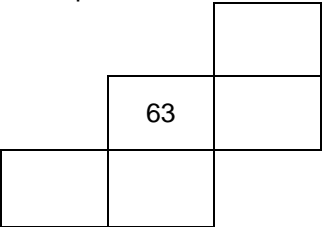
180

190

200

210

(Worksheet 3, Lesson 2)

Lesson Plan Three		Year Level: Two		
Content Strand: Number and Algebra		Content Sub-strand: Number and Place Value		
Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
<p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)</p> <p>Elaboration: Recognising patterns in number sequences, such as adding ten always results in the same final digit.</p> <p>Numeracy Capability (Year 2): Describe patterns in number.</p>	<p>KU4 Whole numbers are in a particular order, and there are patterns in the way we say them which help us to remember the order. <i>(First Steps in Mathematics – Number, DET 2004)</i></p> <p>KU5 There are patterns in the way that we write whole numbers that help us remember their order. <i>(First Steps in Mathematics – Number, DET 2004)</i></p>	<p>Prior knowledge</p> <ul style="list-style-type: none"> Students recognise patterns from 0–9 are repeated through the decades to 100 and beyond. Students can count the number sequence to 200. (Extend to 1000) <p>Learning purpose</p> <ul style="list-style-type: none"> To recognise, model and write the counting pattern of numbers up to 200 (and beyond). <p>Learning experiences</p> <p>Warm up</p> <ul style="list-style-type: none"> The teacher draws three tetra pieces on the whiteboard. Students help to complete the pieces. <ul style="list-style-type: none"> For example:  <p>Lesson</p> <ul style="list-style-type: none"> The students are seated in small groups of three or four students. Each table has one of the following: a 100–200 number line, place value chart and manipulatives such as straws and a blank piece of paper to write the number in words. (The students will use these to represent the number guessed by the selected student in the following game). 	<p>How can we extend the puzzle? What three numbers would come below 63? How do you know?</p>	<p>Interactive white board if available.</p> <p>101–200 board.</p> <p>100–200 number line.</p> <p>Felt pen</p> <p>Blank paper and pencils.</p> <p>Student Worksheet 4.</p> <p>Manipulatives such as straws, matchsticks or pop sticks.</p> <p>Headband and number cards (blank or with prepared numbers).</p>

Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
		<ul style="list-style-type: none"> • Teacher selects one student to play ‘guess my number’. The student stands at the front of the class with a number above his/her head. Beside the student is a 101–200 chart. The student has to guess the number by asking yes or no questions. For example: Is my number more than 120? • The other students answer ‘yes’ or ‘no’. The teacher crosses out numbers on the 101–200 chart after each question. • When the number has been correctly guessed the groups of students represent the number according to the equipment at the table. • A new number and another student is selected. The groups of students rotate to another table with a different mode of number representation. • Repeat the process of guessing and representing the number to suit the needs of the students. <p>Plenary</p> <ul style="list-style-type: none"> • The teacher asks the students if they have seen a number greater than 100 outside of the classroom today. • Students discuss what the number is and where they saw it. Teacher records answers on the whiteboard. 	<p>What number would come next in the counting order? Before? 10 more? 10 less? How do you know you are correct?</p>	

Hundreds	Tens	Ones

(Worksheet 4, Lesson Plan 3)

Lesson Plan Four		Year Level: Two		
Content Strand: Number and Algebra		Content Sub-strand: Number and Place Value		
Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
<p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)</p> <p>Elaboration: Recognising patterns in number sequences, such as adding ten always results in the same final digit.</p> <p>Numeracy Capability (Year 2): Describe patterns in number.</p>	<p>Recognising patterns in number sequences, such as adding ten always results in the same final digit.</p> <p>KU4 Whole numbers are in a particular order, and there are patterns in the way we say them which help us to remember the order.</p> <p>KU5 There are patterns in the way that we write whole numbers that help us remember their order.</p>	<p>Prior knowledge</p> <ul style="list-style-type: none"> Students recognise patterns from 0–9 are repeated through the decades to 100 and beyond. Students need to be exposed to MABs. Students can count the number sequence to 200 and beyond. (Extend to 1000.) <p>Learning purpose</p> <ul style="list-style-type: none"> To understand the place value system. <p>Learning experiences</p> <p>Warm up</p> <ul style="list-style-type: none"> Choose five students to stand in front of the class. Each student rolls a dice and writes the number on the whiteboard. The class discusses who rolled the largest number and why. Continue by rolling two dice. The student needs to decide which place value to put each number in to make the largest number. For example: if the student rolls a 3 and 7, the student could make 37 or 73. Continue with three dice. (Extend to four dice.) <p>Lesson</p> <ul style="list-style-type: none"> The students are seated in small groups of three or four students. Each group needs three ten-sided dice, MABs and place value chart for each student. The students are aiming to make the largest three digit number to score one point. The student with the most points wins the game. 		<p>Three ten sided dice per group of students</p> <p>Student Worksheet 5 (1 per student)</p> <p>MABs</p>

Australian Curriculum Content	Mathematical Focus and Key Understandings	Teaching and Learning	Focus Questions	Materials and Learning adjustments
		<ul style="list-style-type: none"> • Each student takes it in turn to roll the 3 ten-sided dice. The student arranges the dice to make the largest number. Then the student represents the number on the place value chart using the MABs. At the end of each round the group decides which student has made the largest number. The group records the winning number for each round. • The game continues until the teacher directs the students to stop. • Each group decides a winner. <p>Plenary</p> <ul style="list-style-type: none"> • Each group reports the largest number overall from the list of winning group numbers. • The teacher records each group's largest number on the whiteboard. The class discuss: <ul style="list-style-type: none"> ▪ which is the largest number rolled by any group ▪ why it is the largest number ▪ compare it to other numbers on the list. 	<p>What number would be 10 more? 10 more again? 10 less? 100 more? 100 more again? 100 less? 1 more? 1 more again? 1 less? What is the pattern? How do you know?</p>	

Hundreds	Tens	Ones

(Worksheet 5, Lesson Plan 4)



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NUMERACY

(Calculating and Estimating)

Year 3 and Year 4

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Year 3 and 4 Numeracy lessons

The four lessons described in this package focus on the General Capability of Numeracy, in particular Calculating and Estimating across a series of mathematics lessons. The package consists of two lessons aimed at Year 3 Students, and two lessons for Year 4 students.

The Year 3 lessons target the content description:

Recognise and explain the connection between addition and subtraction ([ACMNA054](#)).

Year 4 lessons target the content description:

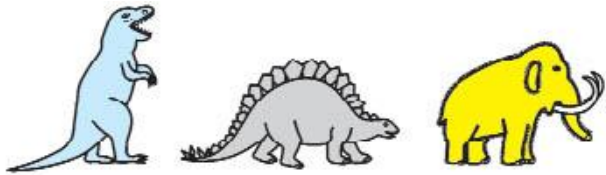
Students are able to recall multiplication facts up to 10×10 and related division facts ([ACMNA075](#)).

The lessons target specific difficulties faced by Year 3 and 4 students and include a range of suggested activities, along with associated resources required by teachers.

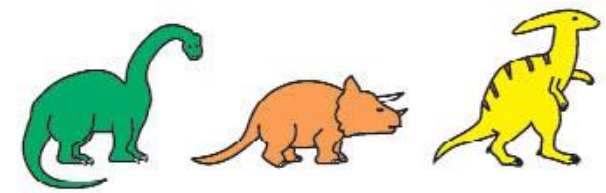
YEAR 3 LESSON PLAN 1

Lesson 3.1	Lesson Plan: Number & Algebra
General Capabilities Description Calculating & Estimating <ul style="list-style-type: none">Decide whether to use addition, subtraction, multiplication or division in everyday contexts.	
Australian Curriculum Content Strand and Description: Recognise and explain the connection between addition and subtraction (ACMNA054).	
Proficiencies <i>At this year level:</i> <i>Understanding</i> includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry <i>Fluency</i> includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions <i>Problem solving</i> includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns <i>Reasoning</i> includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays	
Prior knowledge It is assumed that students will already have attained the General Capability – <i>recognise when a situation requires the use of addition or subtraction</i> (Calculating & Estimating General Capability Year 2).	

Session 1	Activity/Task Assessment	Differentiation	Resources
<p>Content Descriptors</p> <p>Recognise and explain the connection between addition and subtraction (ACMNA054).</p>	<p>Inverse Related Addition and Subtraction Problems – 50 mins</p> <ol style="list-style-type: none"> Counting warm up games (10 mins) whole class. <ul style="list-style-type: none"> Counting in 1's, 2's and 5's to 30. Counting forwards and backwards. Use 100 number chart if required. Play What's My Number? Select a student to wear a mystery number on their head using a sticky label or crown. Student to guess what number they are wearing by asking yes or no questions e.g. Does my number have a 3 in the 10's? Is my number greater than 25? Allow up to 10 questions. Explain to the students that they will be using a number line to discover the relationship between addition and subtraction. Using the online number line 0–30, explicitly teach how to use a number line to assist with addition and subtraction facts. Start from zero, using the sliding circles to generate the questions and number stories. By manipulating the number line icons you can move across the number line for addition problems and back for subtraction. You can also use the icons to eliminate the answers or digits. Generate real life situation number stories as you work along the number line e.g. "I had seven lollies, Mum gave me five more, how many do I have altogether?" Ensure this process is demonstrated on the interactive number line. Discuss inverse related addition and subtraction facts e.g. $15 + 5 = 20$, $5 + 15 = 20$, $20 - 5 = 15$. Make up number sentences demonstrating these relationships. In pairs and using unifix cubes on the number lines, students to solve the addition and subtraction problems from the attached worksheet. 	<p>Whole class</p> <p>Partner work</p> <p>Independent work – students to generate their own related addition and subtraction facts, either using the number line provided or demonstrating own knowledge of number facts.</p> <p>Use rulers instead of number.</p> <p>For extension students – increase number line for larger problems.</p>	<p>100 number chart</p> <p>Sticky labels or crown for head</p> <p>Number line to 30 x 1 per student enlarged to A3 and laminated for future use.</p> <p>Online number line: http://www.echalk.co.uk/Maths/dfes_numeracy/Assets/number_line_flash.swf</p> <p>Unifix cubes</p> <p>Think board activity sheet</p>

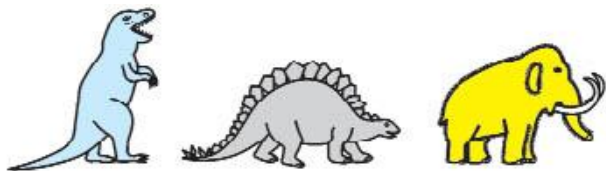


Number Line 0 – 30

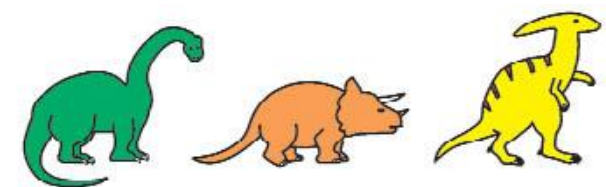


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Designed and Drawn by Dianne Clarke



Number Line 0 – 30



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Designed and Drawn by Dianne Clarke

Number Line Worksheet

You will need:
Pencil, eraser, Unifix cubes, number line, a partner.

What to do:

Using the unifix cubes and number line, solve the addition and subtraction problems below.

$15 + 5 = \square$ $5 + 15 = \square$ $20 - 5 = \square$ $20 - 15 = \square$

$7 + 16 = \square$ $16 + 7 = \square$ $23 - 7 = \square$ $23 - 16 = \square$

$4 + 23 = \square$ $23 + 4 = \square$ $27 - 4 = \square$ $27 - 23 = \square$

Can you see any patterns? _____ (yes/no). If so, explain what you have discovered.

Challenge:

Make up your own inverse number related stories. Write them below and give them to your partner to solve.

A Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

YEAR 3 LESSON PLAN 2

Lesson 3.2	Lesson Plan: Number & Algebra
General Capabilities Description Calculating & Estimating <ul style="list-style-type: none">Decide whether to use addition, subtraction, multiplication or division in everyday contexts.	
Australian Curriculum Content Strand and Description: Recognise and explain the connection between addition and subtraction (ACMNA054).	
Proficiencies <i>At this year level:</i> <i>Understanding</i> includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry <i>Fluency</i> includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions <i>Problem solving</i> includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns <i>Reasoning</i> includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays	

Session 2	Activity/Task Assessment	Differentiation	Resources
<p>Content Descriptor</p> <p>Recognise and explain the connection between addition and subtraction (ACMNA054).</p>	<p>Using addition and subtraction – 50 mins</p> <p>Whole Class Activity</p> <ol style="list-style-type: none"> 1. Tell the students “Today we are reading a story and writing matching number addition and subtraction sentences on a Think Board”. 2. Explain to the students what a Think Board is. 3. Read the story <i>African Safari Adventure</i> to the students, stopping at every sentence or so. Ask relevant questions about the language in the story and have student’s identify which operation (addition or subtraction) to use e.g. When the story says <i>the first morning ten elephants claimed the waterhole</i> ask students “Have the elephants arrived or left? Does that mean we are adding elephants on to the Think Board, or taking them off?” Students use addition and subtraction flash cards to hold up during the story, when they think it’s an addition or subtraction problem. 4. Model how to fill in the Think Board on the interactive whiteboard e.g. write $10 + 18$ in the number sentence area, drawing 10 elephants and 18 zebras in the picture or diagram area. 5. As the story progresses continue modelling how to fill in the Think Board or allow students to progress at their own rate. <p>Suggested follow up lessons for this concept</p> <ol style="list-style-type: none"> 1. Write a class story and students to complete their own Think Boards that match the story. 2. Students to write their own story. Swap stories and complete a Think Board that matches the story. 	<p>Whole class activity.</p> <p>Differentiation accommodated because of the explicit teaching focus.</p> <p>For students requiring consolidation – use MAB blocks to allow for an easier visual activity.</p> <p>Role play the story Think Boards can be used as a partner or small group activity, taking a section of the Think Board each to explain the word problem using their area of the Think Board. Rotate positions.</p>	<p>Think Boards x three per student</p> <p>Interactive whiteboard</p> <p>Unifix cubes of MAB’s</p> <p>Addition and subtraction flash cards – one of each per student. Can be laminated for future use.</p> <p>African Safari Adventure story found online: http://www.superteachersworksheets.com/wordproblems/math-story-safari_TZWRN.pdf</p>

MY THINK BOARD



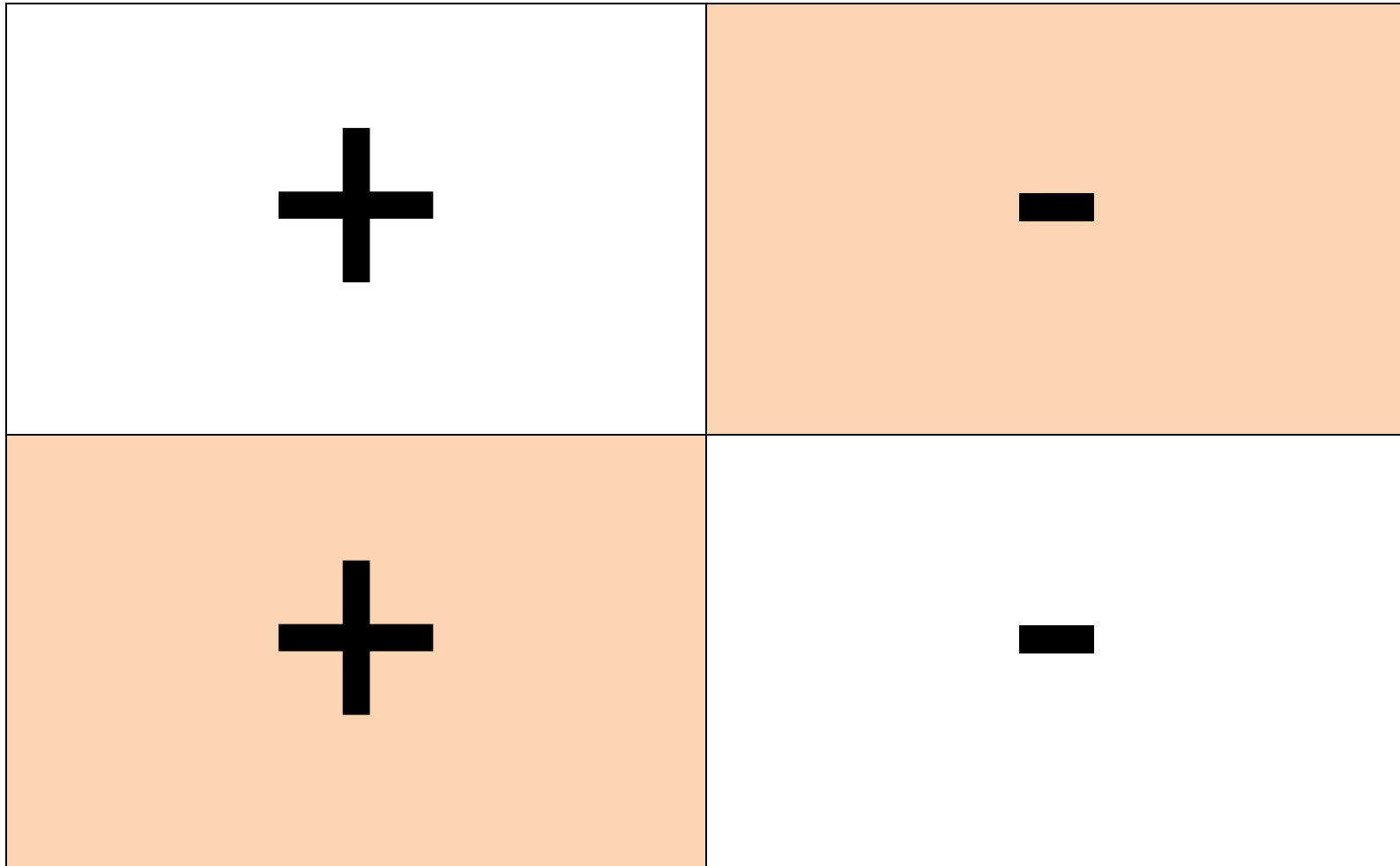
Word problem (story)

Concrete materials

Picture or diagram

Number sentence

Addition and Subtraction Flash Cards



YEAR 4 LESSON PLAN 1

Lesson 4.1	Lesson Plan: Number & Algebra
General Capabilities Description Calculating & Estimating <ul style="list-style-type: none">Decide whether to use addition, subtraction, multiplication or division in everyday contexts.Experiment with and use number patterns to assist them in mental calculations and estimation.	
Australian Curriculum Content Strand and Description: Recall multiplication fact up to 10 x 10 and related division facts (ACMNA075).	
Proficiencies At this year level: Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes Fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays	

Session 2	Activity/Task Assessment	Differentiation	Resources
<p>Content Descriptor</p> <p>Students are able to recall multiplication facts up to 10 x 10 and related division facts (ACMNA075)</p>	<p>Recalling Multiplication Facts to 10 x 10 – 50 mins</p> <ol style="list-style-type: none"> 1. Warm up activity (10 mins) Match Up Multiplication Game. In pairs, children to match up the multiplication problems to the answer. 2. Explain to the children that they will be using Think Boards and multiplication problem cards for this activity. Revise Think Boards if students have not used them for a while. 3. Model how to use the multiplication problem cards and how to place them into the appropriate columns on the Think Board. 4. Students to work in small groups of four with the multiplication problem cards and Think Boards, placing the cards into the relevant columns. 5. Sharing time – students to discuss why they have placed their cards into the columns. <p>Students who are still struggling with multiplication and division concepts can use pictures, counters or arrays on the Alternative Representations column on the Think Boards. An example of arrays to use can be sourced from: http://mathsticks.com/resource/1002/dotty-number-cards</p>	<p>Whole class activity.</p> <p>Partner or small groups.</p> <p>For further extension see First Steps Number: Understand Operations, Calculate, Reason About Number Patterns.</p> <p>For those students requiring consolidation – Multiplication Match Up Game can be used as a grid whereby students colour match the various answers – noting that some answers had more than one question e.g. 6x4, 3x8, 2x12.</p>	<p>Match Up Multiplication Game (Developed by Alexandra Kenich. Source http://www.primaryresources.co.uk/maths/mathsC2b.htm)</p> <p>Multiplication Think Boards and cards enough for groups of four students in each group. Idea sourced from First Steps Number: Understand Operations, Calculate, Reason About Number Patterns</p> <p>Laminate Think Boards and cards for future use. Cards require cutting up and placed into zip lock bags – x 1 set per group. 1 set = 1 Think Board and 1 set of cards</p>

Multiplication Match-up Game

2×2	4	10×3	48
10	5×2	30	9×6
1×1	1	2×8	54

30	5×6	16	8×6
10×6	60	2×6	56
15	5×3	12	7×8
3×7	21	4×7	81

28	6×8	48	9×9
3×9	27	4×3	72
12	6×7	42	8×9
3×3	9	4×4	28

14	6×5	30	7×4
7×6	42	8×8	63
64	9×7	63	9×7

YEAR 4 LESSON PLAN 2

Lesson 4.2	Lesson Plan: Number & Algebra
General Capabilities Description: Calculating & Estimating <ul style="list-style-type: none">Decide whether to use addition subtraction, multiplication or division in everyday contexts.	
Australian Curriculum Content Strand and Description Recall multiplication fact up to 10 x 10 and related division facts (ACMNA075).	
Proficiencies: <i>At this year level:</i> <i>Understanding</i> includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes <i>Fluency</i> includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data <i>Problem Solving</i> includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns <i>Reasoning</i> includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays	

Session 2	Activity/Task Assessment	Differentiation	Resources
<p>Content Descriptor</p> <p>Students are able to recall multiplication facts up to 10 x 10 and related division facts (ACMNA075)</p>	<p>Recalling Division Facts to 10 ÷ 10 – 50 mins</p> <ol style="list-style-type: none"> 1. Warm up activity (10 mins). Play Division Snap in small groups. 2. Explain to the children that they will be using Think Boards and division problem cards for this activity. Revise how they Think Boards were used the previous lesson. 3. Model how to use the division problem cards and how to place them into the appropriate columns on the Think Boards. 4. Students to work in small groups of 4 using the division problem cards and Think Boards, placing the cards into the relevant columns. 5. Sharing time – students to discuss why they have placed their cards into the columns. <p>Suggested follow up lessons for this concept:</p> <ol style="list-style-type: none"> 1. Whole class to make new problem cards, both division and multiplication, under teacher guidance. 2. Individual students to use whiteboard markers and write on the laminated Think Boards their own division and multiplication problems. 3. Follow up lessons on inverse relationship between addition, subtraction, multiplication and division. 	<p>Whole class activity.</p> <p>Partner or small groups.</p> <p>For students requiring more consolidation, use the Think Board from Lesson 3.</p> <p>For further extension see First Steps Number: Understand Operations, Calculate, Reason About Number Patterns</p>	<p>Division Snap Cards – copied onto card, cut and laminated. (Idea sourced from Nadine Turnor) http://www.primaryresources.co.uk/maths/mathsC2.htm</p> <p>Division Think Boards and cards enough for groups of four students in each group. Idea sourced from First Steps Number: Understand Operations, Calculate, Reason About Number Patterns</p> <p>Laminate Think Boards and cards for future use. Cards require cutting up and placed into zip lock bags – x 1 set per group. 1 set = 1 Think Board and 1 set of cards.</p>

DIVISION SNAP GAME — CARDS

$4 \div 2$

$6 \div 2$

$8 \div 2$

$10 \div 2$

$12 \div 2$

$20 \div 2$

$40 \div 10$

$20 \div 10$

$50 \div 10$

$100 \div 100$

DIVISION SNAP GAME — CARDS

2	3	4	5	6
10	4	10	5	10

DIVISION SNAP GAME — CARDS

$10 \div 2$

$12 \div 2$

$18 \div 2$

$20 \div 2$

$20 \div 10$

$30 \div 10$

$30 \div 5$

$40 \div 10$

$50 \div 5$

$25 \div 5$

DIVISION SNAP GAME — CARDS

5	6	9	10	2
3	6	4	10	5

DIVISION SNAP GAME — CARDS

$20 \div 5$

$24 \div 3$

$30 \div 10$

$16 \div 2$

$15 \div 5$

$18 \div 3$

$21 \div 3$

$35 \div 5$

$40 \div 4$

$16 \div 4$

DIVISION SNAP GAME — CARDS

4	8	3	8	3
6	7	7	10	4

THINK BOARD — CARDS

The Story	The Question	Number Sentence	Alternative Representation	Answer

THINK BOARD — MULTIPLICATION CARDS

The Story	The Question	Number Sentence	Alternative Representation	Strategy	Answer
Sally has two trays of eight muffins. How many muffins does she have altogether?	How many muffins are there?	2×8	8×2	$(8 + 8)$	16
Joe plays footy for three hours every day for five days. How long does he play footy for in five days?	How many hours has Joe played footy for in five days?	5×3	3×5	$(3 + 3 + 3 + 3 + 3)$	15
Ben had nine bags of lollies. Each bag had seven lollies in it. How many lollies does Ben have?	How many lollies does Ben have?	9×7	7×9	$(7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7)$	63

THINK BOARD — MULTIPLICATION CARDS

The Story	The Question	Number Sentence	Alternative Representation	Strategy	Answer
Miss Pip swam six laps of a 10 metre pool. How many metres did she swim in total?	How many metres did Miss Pip swim?	6×10	10×6	$(10 + 10 + 10 + 10 + 10 + 10)$	60
It takes Molly eight minutes to walk to school each day and eight minutes to walk home again. How many minutes does she spend walking to and from school?	How long does it take Molly to get to school and back?	2×8	8×2	$(8 + 8)$	16
Ten dogs each had nine puppies. How many puppies did the dogs have altogether?	How many puppies altogether?	10×9	9×10	$(9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9)$	90

THINK BOARD — DIVISION CARDS

The Story	The Question	Number Sentence	Alternative Representation	Strategy	Answer
Grace ran 18 kilometres in three days. How many km's did she run daily if she ran the same amount each day?	How far did Grace run each day?	$18 \div 3$	$3 \overline{)18}$	$18 - 3 (-3) (-3) (-3)$ $(-3) (-3)$	6km
Bart had 63 biscuits to share with seven of his friends. How many did they each get?	How many biscuits did Bart give to each of his friends?	$63 \div 7$	$7 \overline{)63}$	$63 - 7 (-7) (-7) (-7)$ $(-7) (-7) (-7) (-7) (-7)$	9
Jill bought 16 pizzas and eight people had the same amount of slices. How many slices did they each get?	How much pizza did each person eat?	$16 \div 8$	$8 \overline{)16}$	$16 - 8 (-8)$	2

THINK BOARD — DIVISION CARDS

The Story	The Question	Number Sentence	Alternative Representation	Strategy	Answer
Mum drove 33 kilometres. It took her 11 minutes. How many kilometres did she drive each minute?	How far can Mum drive in one minute?	$33 \div 11$	$11 \overline{)33}$	$33 - 11 (-11) (-11)$	3km
Dad earned \$100 for five hours work. How much did he earn each hour?	How much did Dad get paid for one hours work?	$100 \div 5$	$5 \overline{)100}$	$100 - 5 (-5) (-5) (-5)$ $(-5) (-5) (-5) (-5) (-5)$ $(-5) (-5) (-5) (-5) (-5)$ $(-5) (-5) (-5) (-5) (-5)$ (-5)	\$20
There were 32 students in the class and eight tables. How many students can sit at each table if each table had the same amount of people?	How many students in a group?	$32 \div 8$	$8 \overline{)32}$	$32 - 8 (-8) (-8) (-8)$	4



Government of **Western Australia**
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NUMERACY

(Numeracy through History)

Year 6

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OVERVIEW

- These lesson plans have been developed as part of an Australian Curriculum cross sectoral project focussing on the General Capabilities of Numeracy and Literacy.
- The teachers involved in the project used the draft continua published by ACARA in 2012 to identify specific aspects of the General Capability that students found challenging. The aim of the project was to develop lesson plans that targeted some of these capabilities through either single lessons or a series of lessons based on the content of the Australian Curriculum.
- All the lessons have been used by the teachers in their classes and were revised collaboratively after evaluations of the success of the strategies.
- This series of lessons was developed by teachers at Xavier Catholic Primary School, Serpentine Primary School and Grovelands Primary school with support provided by a Numeracy specialist from the Department of Education.



Year 6 Numeracy lessons

The four lessons described in this package focus on the General Capability of Numeracy, taught in the context of migration to Australia, which is described by the following content description from the year 6 Australian Curriculum: History:

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. ([ACHHK115](#))

They are designed to be taught as a learning sequence and enable students to develop a range of Numeracy capabilities including calculating and estimating, using fractions, decimals, percentages, ratio and rates, Interpreting and drawing conclusions from statistical information and using spatial reasoning.

LINKS TO AUSTRALIAN CURRICULUM

Relevant Year 6 Content Descriptions

Historical Knowledge and Understanding

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. ([ACHHK115](#))

Planning notes

Things to think about across these lessons

- What prior knowledge do the students need to have?
- How to work out averages.
- Do the students know how to work averages?
- Convert percentages to fractions and decimals.
- Can the students convert?
- Interpret line, bar and Pie graphs.
- How to interpret?
- Writing/making surveys.
- Have the student's written/made surveys?

Other considerations

- Pie charts, graphing-bar graphs versus line graphs: why we use each type of chart.
- Fractions, decimals, percentages, conversions between each.
- Pie chart, drawing circles with compasses, using protractors.
- Familiarisation with calculators.
- Students to be familiar with tally.
- Use of world map-discussion beforehand, with discussion to include continent and countries.

ACTIVITIES

Teacher: HISTORY LESSON PLAN Year: 6					
Content Strand: History		Content Sub-strand: Historical Knowledge and Understanding		Term _____	Week _____
Australian Curriculum Content	Numeracy General Capability	Teaching and Learning	Focus Questions	Resources	
Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)	<p>Calculating and estimating</p> <ul style="list-style-type: none"> Use mental and written strategies and digital technologies in calculations involving authentic situations. Use numbers larger than one million correctly in authentic situations. <p>Using fractions, decimals, percentages, ratio and rates</p> <ul style="list-style-type: none"> Make connections between equivalent fractions, decimals and percentages, and calculate these in authentic situations. <p>Interpreting and drawing conclusions from statistical information</p> <ul style="list-style-type: none"> Create and use data displays such as lists, tables, column graphs and sector graphs. <p>Using spatial reasoning</p> <ul style="list-style-type: none"> Estimate, measure and compare angles using degrees. 	<p>Lesson 1</p> <p>Discuss Focus Questions 1 and 2 with students and determine their prior knowledge.</p> <p>Students complete anticipation guide individually, showing what they currently believe about population growth in Australia.</p> <p>Give students information sheet on the population growth of Australia. Discuss this information with the students and draw their attention to the graph. Ask students Focus Questions 3 and 4. Read through the information together as a class and discuss student responses.</p> <p>Tell students that their task today is to work with a partner to find out the average population increase over the past 50 years. Ask students Focus Question 5. Give examples of finding an average if required.</p> <p>Give students 30 minutes to work with their partner and complete task.</p> <p>Draw class back together and get students to share their findings. Discuss differences and methods/strategies of solving the problem.</p>	<ol style="list-style-type: none"> 1. What do you think the population of Australia is? 2. Do you think the population of Australia has increased or decreased over the past 50 years? Possible topics immigration, population growth. 3. What is the graph showing us? 4. What surprises you about these results? 5. How might you figure this out? How do we work out an average? 	Anticipation Guide Population of Australia Information sheet http://www.abs.gov.au/ausstats/abs@.nsf/0/1647509ef7e25faa-ca2568a900154b63?op http://www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0/ http://blog.rpdata.com/2010/10/australia%E2%80%99s-rate-of-population-growth-slows-during-march/ http://www.abs.gov.au/ausstats/abs@.nsf/0/1647509ef7e25faa-ca2568a900154b63?op	

Australian Curriculum Content	Numeracy General Capability	Teaching and Learning	Focus Questions	Resources
		<p>Lesson 2</p> <p>Review findings from last lesson and give students the fact of an estimated 100 000 annual increase of people. Ask students Focus Question 6.</p> <p>Brainstorm ideas on the board and link back to migration and births. Using information from Lesson 1 ask students how many do they think are migrants and how many do they think are births. Have this statement written on the board and discuss. <i>Statement; it is estimated that there is approximately double the amount of births compared to migrants each year.</i> Ask students Focus Question 7.</p> <p>Tell students that they are now going to focus on where people are migrating to Australia from. As a class do a quick survey of students' parent's country of birth.</p> <p>Give students table showing the top five countries of birth for migrants (most current data). Tell students that they are going to convert these numbers into fractions, decimals and percentages in the template provided to see just how many people those numbers really represent.</p> <p>Revise and model how to convert between fractions, decimals and percentages prior to getting students to start activity. Provide students with calculators.</p> <p>After an appropriate amount of time go through answers with students, analysing any errors that were made.</p>	<p>6. Why do you think the population has increased over the past 50 years? Where do you think these people have come from?</p> <p>7. What surprises you about these figures?</p> <p>8. What country were your parents born in?</p>	<p>http://www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0/</p> <p>http://blog.rpdata.com/2010/10/australia%E2%80%99s-rate-of-population-growth-slows-during-march/</p> <p>Worksheet – Table of top five countries of birth for migrants from 2007–2008. Blank conversion table</p> <p>SOURCE: http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3101.0Media%20Release1Dec%202011?opendocument&tabname=Summary&prodno=3101.0&issue=Dec%202011&num=&view=</p> <p>Calculators</p> <p>Blank conversion table</p>

Australian Curriculum Content	Numeracy General Capability	Teaching and Learning	Focus Questions	Resources
		<p>Lesson 3a and 3b Recommended time: two 45 minute sessions</p> <p>A. Ask students to get out their tables from last lesson. Revise their findings and ask students Focus Question 9. Using Focus Questions 10, 11 and 12, lead students into talking about the different types of data representation and their uses (list on board). Explain that the most effective way of presenting this data will be with a Pie Graph. Show students an example of a Pie Graph and look at the different elements – colours, key, labels, title.</p> <p>B. Students to draw a Pie Graph template or display pie charts from internet and ask Focus Questions 13, 14 and 15. Model an example of an unfamiliar measurement and plot as a class.</p> <p>Allow students 40–50 minutes to complete the Pie Chart.</p>	<p>9. How could you display your findings in a way that is easy to read?</p> <p>10. What type of chart is this?</p> <p>11. Where have you seen this type of chart before?</p> <p>12. What is this type of chart used for?</p> <p>13. How many degrees in a circle?</p> <p>14. How would you show 50%, 25%, 10% of a circle?</p> <p>15. How can you use these measurements to help you plot the rest of your data?</p>	<p>Example of Pie Chart with correct elements</p>
		<p>Lesson 4a and 4b Recommended time: two 1 hour sessions</p> <p>A. Tell students that they will need to find out the countries of origin for families within the school. Brainstorm how as a class they will achieve this task. (Students will need to devise survey questions, a method for recording data and organise themselves into groups and allocate roles for each group so that groups are spread around the school. Groups will be responsible for sharing data with the rest of the class.) <i>Refer to cooperative learning strategies by Bennet, Johnson or Kagan.</i></p>		

Australian Curriculum Content	Numeracy General Capability	Teaching and Learning	Focus Questions	Resources
		<p>Send groups to their allocated classes to collect data (make sure you have given these classes prior notice).</p> <p>B. When groups return, collate data on the board for students to copy into their tables.</p> <p>Allow students to present the data in a method of their choice. Students will need to explain why they chose that particular method in their reflections.</p> <p>Students complete reflection sheet on activity.</p>		<p>Reflection sheet</p>

REFLECTION SHEET

1. Why did you choose that particular chart to represent your information? _____

2. How effective was the strategy your group used to collect the data? _____

3. Did all members of your group participate equally? _____

4. What factors might affect the outcome of your results? _____

5. What are some possible reasons for people migrating to Australia? _____

6. Do you think all immigration is voluntary? _____

7. What mathematical skills and knowledge did you have to have to complete this work? _____

PLANNING FOR CURRICULUM MODIFICATION

Tailored Planning and Learning adjustment information			
Group name	Group name	Group name	Group name
Modification required	Modification required	Modification required	Modification required



Government of **Western Australia**
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LITERACY

(Spelling)

Pre-primary to Year 2

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- All the lessons have been used by the teachers in their classes and were revised collaboratively after evaluations of the success of the strategies.
- This series of lessons was developed by teachers at Pioneer Village School, Mundijong Primary School and Marri Grove Primary School with support provided by a Literacy specialist from the Department of Education.



Foundation to Year 2 Literacy lessons

- The three lessons described in this package focus on the General Capability of Literacy, in particular spelling.
- They have been designed to be used at three levels, Foundation (Pre-primary), Year 1 and Year 2, and link to the Australian Curriculum: English in these year levels, including the content descriptions and achievement standards for each year.
- The lessons include a range of suggested activities, suggested resources required by teachers and guidelines for assessment.

FOUNDATION: OVERVIEW

Literacy Lesson Plan: Spelling

Year Level: Pre-primary

Teacher:

Australian Curriculum/Early Years Learning Framework Planning Tool

Time Frame:

Foundation: Links to the Early Years Learning Framework

Early Years Learning Framework Learning Outcomes				
Identity	Community	Wellbeing	Learning	Communication
Children will have an opportunity to:				
<ul style="list-style-type: none"> • Feel safe, secure and supported. • Develop autonomy, inter-dependence, resilience and sense of agency. • Build a knowledgeable and confident self-identity. • Learn to interact in relation to others with care, empathy and respect. 	<ul style="list-style-type: none"> • Develop a sense of belonging to groups and communities and develop an understanding of reciprocal rights and responsibilities. • Respond to diversity with respect. • Become aware of fairness. • Become socially responsible and show respect for the environment. 	<ul style="list-style-type: none"> • Become strong in his/her social and emotional well-being. • Take increasing responsibility for their own health and physical well-being. 	<ul style="list-style-type: none"> • Build positive dispositions towards learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. • Develop a range of approaches to learning such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. • Transfer and adapt his/her learning from one context to another. • Resource his/her own learning by connecting with people, place, technologies and natural and processed materials. 	<ul style="list-style-type: none"> • Interacts verbally and non-verbally with others for a range of purposes. • Engage with a range of texts and gain meaning from these texts. • Begin to understand how symbols and pattern systems work. • Access information, investigate ideas and represent thinking using ICTs.

Pre-primary: Links to the Australian Curriculum

Literacy (taken from General Capability Continuum (Draft) – Year 2)

Learn spellings for topic words, use phonic knowledge to spell new words with regular spelling patterns, and recognise meaning relationships between similar words such as 'play', 'playing', and 'playground'.

Relevant Elements of the Foundation Achievement Standard	Content Description		
<p>Reading and viewing</p> <ul style="list-style-type: none"> They identify the letters of the English alphabet and use the sounds represented by most letters. <p>Writing</p> <ul style="list-style-type: none"> Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. <p>Speaking and listening</p> <ul style="list-style-type: none"> They listen for rhyme, letter patterns and sounds in words. They identify and use rhyme, letter patterns and sounds in words. 	Language	Literature	Literacy
	<ul style="list-style-type: none"> Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758). 		<ul style="list-style-type: none"> Produce some lower case and upper case letters using learned letter formations (ACELY1653).

Pre-primary: ACTIVITIES

Classroom Context	Resources	Learning Experiences
<p>The classroom will have environmental print that students are familiar with. For example word walls with high frequency sight words, topic words, charts, posters displaying Alphabet, word patterns and student work.</p>	<ul style="list-style-type: none"> • Environmental print • Surprise bag • Familiar objects/picture cards for bags (cat, bat, rat, hat,) • Whiteboard/Pen • Follow up activities for small groups of students 	<p>Introduction /Surprise Bags Group Session. Tell the students they are going to create some words and sentences with the objects in the surprise bags. They need to find out what objects there are. Describe the objects and students ‘guess’ what is in the bag. Draw boxes on the whiteboard to give clues of how many phonemes are in the word (e.g. c a t /three phoneme boxes/ also have a picture card ready to place on the whiteboard).</p> <p>Main Place the amount of boxes needed for each phoneme in the word on the board. Describe the object and invite a student to help sound out the word by writing each phoneme in the boxes. □□□ Place the picture card next to the word once completed. Continue with the surprise bags until all the words and picture cards are on the board.</p> <p>Conclusion Read the words with the students, cat, hat, rat, mat. Ask the students to listen carefully to the words. What do they sound like? Do they sound similar? What do they look like? Do they look similar? Are there any letters the same? Discuss rhyme and word patterns. Ask the students if they can think of any other words that sound similar? Brainstorm these and write on the board.</p> <p>Put the words into sentences using simple high frequency sight words students have been learning. Ask students to read complete sentences. Write and display sentences around the room.</p> <ul style="list-style-type: none"> • I am a cat. • I like my red hat. • I have a pet rat. • I sit on my mat.

Classroom Context	Resources	Learning Experiences
		<p>Follow up activities</p> <ul style="list-style-type: none"> • Put words/letters (differentiation) on cards and students make from play-dough or use sand trays. • Have large picture cards of objects (two, three, four phonemes-differentiate for students) and pegs – Students place a peg on the card for each phoneme they hear. They can attempt to write the word on whiteboards (differentiation) • Picture Match/Word Tub – Students explore putting words and pictures together. (differentiation) • Have big books related to ' words' place a sheet of laminate over the page and let students circle known words <p>At the end of the day, reflect/review the words used.</p>

Pre-primary: ASSESSMENT

Assessment

Teachers make anecdotal notes of observations in small group activities.

Assessment Checklist

Capabilities	Evident	Not Evident
Spelling of high frequency words		
Use phonic knowledge		
Use regular spelling patterns		
Recognise relationships between words (word-building)		

Comments

The lesson plan was well received and the teacher who implemented the lesson said it was an excellent activity which engaged the students and allowed her to extend on differing abilities. The independent activities worked really well for differentiation. This lesson can be adjusted to incorporate various topic words and can be implemented throughout the primary grades adapting topic words to suit each year level and providing independent activities 'hands on' that are appropriate for abilities.

YEAR 1: OVERVIEW

Literacy Lesson Plan: Spelling

Year Level: Year 1

Australian Curriculum/Early Years Learning Framework Planning Tool

Teacher:

Time Frame:

Year 1: Links to the Early Years Learning Framework

Early Years Learning Framework Learning Outcomes				
Identity	Community	Wellbeing	Learning	Communication
Children will have an opportunity to:				
<ul style="list-style-type: none"> • Feel safe, secure and supported. • Develop autonomy, inter-dependence, resilience and sense of agency. • Build a knowledgeable and confident self-identity. • Learn to interact in relation to others with care, empathy and respect. 	<ul style="list-style-type: none"> • Develop a sense of belonging to groups and communities and develop an understanding of reciprocal rights and responsibilities. • Respond to diversity with respect. • Become aware of fairness. • Become socially responsible and show respect for the environment. 	<ul style="list-style-type: none"> • Become strong in his/her social and emotional well-being. • Take increasing responsibility for their own health and physical well-being. 	<ul style="list-style-type: none"> • Build positive dispositions towards learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. • Develop a range of approaches to learning such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. • Transfer and adapt his/her learning from one context to another. • Resource his/her own learning by connecting with people, place, technologies and natural and processed materials. 	<ul style="list-style-type: none"> • Interacts verbally and non-verbally with others for a range of purposes. • Engage with a range of texts and gain meaning from these texts. • Begin to understand how symbols and pattern systems work. • Access information, investigate ideas and represent thinking using ICTs.

Year 1: Links to the Australian Curriculum

Literacy (taken from General Capability Continuum (Draft) – Year 2)

Learn spellings for topic words, use phonic knowledge to spell new words with regular spelling patterns, and recognise meaning relationships between similar words such as 'play', 'playing', and 'playground'.

Relevant Elements of the Year 1 Achievement Standard	Content Description		
<p>Reading and Viewing</p> <ul style="list-style-type: none"> When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. <p>Writing</p> <ul style="list-style-type: none"> They accurately spell words with regular spelling patterns and use capital letters and full stops. 	Language	Literature	Literacy
	<ul style="list-style-type: none"> Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778). Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457). Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458). Understand the variability of sound-letter matches (ACELA1459). Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455). 		<ul style="list-style-type: none"> Write using unjoined lower case and upper case letters (ACELY1663).

YEAR 1: ACTIVITIES

Classroom Context	Resources	Learning Experiences
<p>The class has already been introduced to the procedures of a print walk and the phonemes consolidated in this lesson. The session is conducted in a class during a time where there is no EA. Poems, songs and other words students were familiar with have also been placed around the room on display. (Environmental print)</p>	<ul style="list-style-type: none"> • Post-it notes (one for each student). • Environmental print (teachers may want to put words on display that include the focus sound for students to find). • Word sorting task sheets – matched to students according to their ability levels. • Whiteboard easel and whiteboard markers. • Large card or paper to display collected words. 	<p>Introduction Begin with all students seated on the mat seated in front of a whiteboard easel. Write the phonemes 'sh' and 'ch' on the whiteboard. Revise the sounds they make with the class. Explain that students will need to find a word that has either 'sh' or 'ch' somewhere in the room. Students could look in the classroom library and any other environmental print. Provide each student with a post-it note and ask them to move around the room and write one word with either a 'sh' or 'ch' in it and return to the mat. When students return to the mat ensure they have copied their word correctly then sort their post-it notes according to their sounds and discuss as a class any base words and corresponding wordbuilds they have found. Ensure to put any 'oddball' words such as where the 'ch' makes a 'k' sound as in Christmas and the 'sh' sound as in chef, into a separate group.</p> <p>Main Body Provide students with sorting task sheets (see Appendixes). Students sort the provided materials into groups according to whether they have the 'sh' or 'ch' sound. Students receive a task sheet according to their academic ability. Three ability groups are identified in the classroom and receive the following tasks: Group One (Lower ability) – Sort pictures with the specified sounds. Group Two (Middle ability) – Sort words into the required groups. Group Three (Higher ability) – Sort pictures with the specified sounds and match the pictures with the corresponding word. Students will glue their sorts on paper to provide a work sample of their achievement.</p> <p>Conclusion Bring all the students back together for a mat session. Read through the words students have collected during their print walk. Have students come up with sentences that use the words they have collected. Record sentences on the whiteboard and move the post-it notes to manipulate the sentences made. Use the collected words to create a class chart demonstrating the sort of 'sh' and 'ch' sounds.</p>

YEAR 1: ASSESSMENT

Assessment

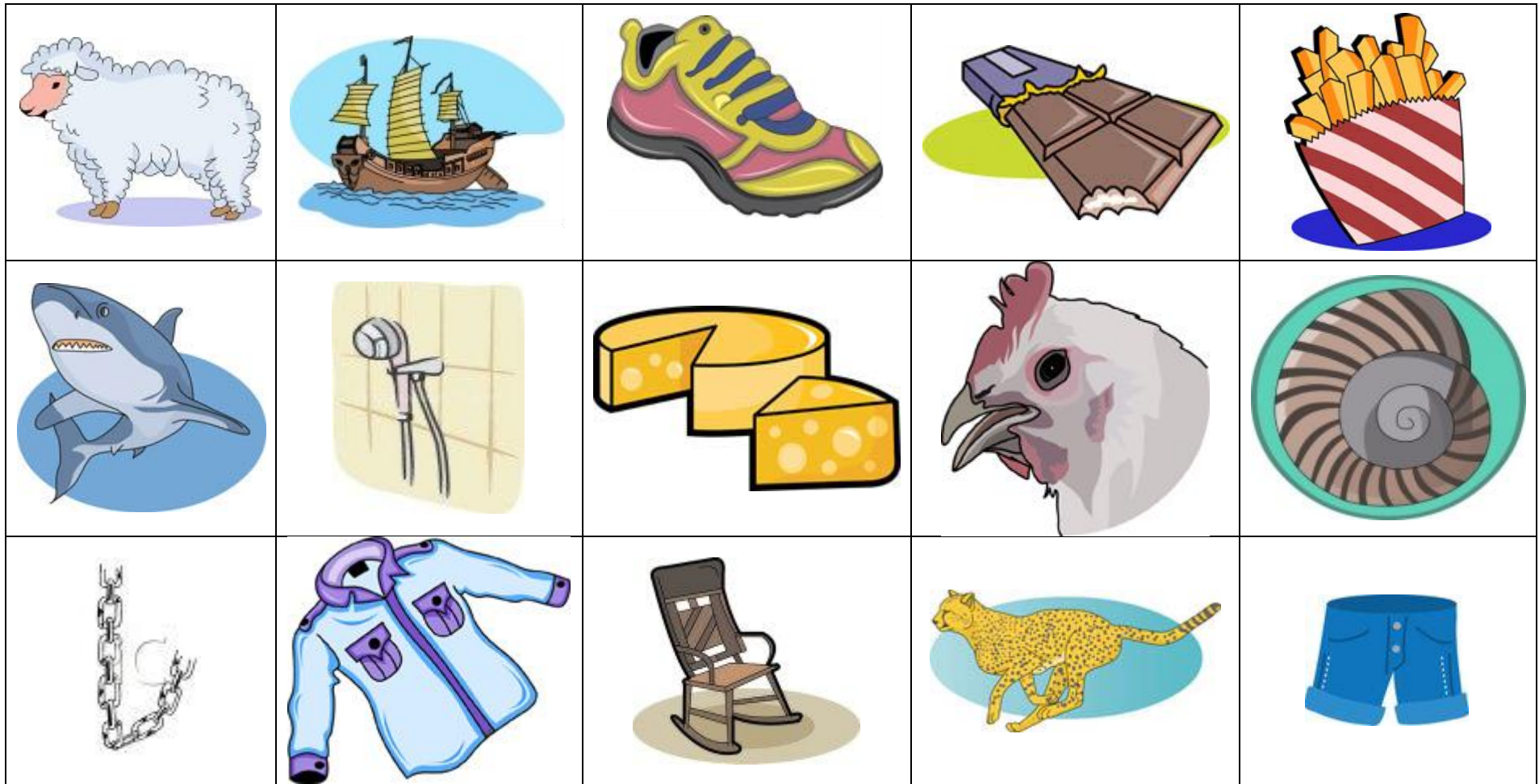
Teachers may wish to make anecdotal records of their observations of students.

Assessment Checklist

Capabilities	Evident	Not Evident
Spelling of high frequency words		
Use phonic knowledge		
Use regular spelling patterns		
Recognise relationships between words (word-building)		

Note: The pictures and words could also be placed on an interactive whiteboard resource so that the sorting could be modelled to the class or completed as a concluding activity.

GROUP 1 CARDS



Images provided by [Classroom Clipart](http://www.classroomclipart.com/) and http://www.clipartguide.com/search_terms/teacher.html




GROUP 2 CARDS

ship	sheep	chocolate	shark
shoe	chain	cheetah	cheese
chicken	shirt	chips	shell
shake	shave	chair	fish

GROUP 3 CARDS

	chocolate	
	shell	
chicken		chips
	shirt	

GROUP 3 CARDS continued

	<p>ship</p>	<p>chair</p>
<p>shark</p>	<p>cheese</p>	
	<p>sheep</p>	

YEAR 2: OVERVIEW

Literacy Lesson Plan: Spelling

Year Level: Year 2

Australian Curriculum/Early Years Learning Framework Planning Tool

Teacher:

Time Frame:

Year 2: Links to the Early Years Learning Framework

Early Years Learning Framework Learning Outcomes				
Identity	Community	Wellbeing	Learning	Communication
Children will have an opportunity to:				
<ul style="list-style-type: none"> • Feel safe, secure and supported. • Develop autonomy, inter-dependence, resilience and sense of agency. • Build a knowledgeable and confident self identity. • Learn to interact in relation to others with care, empathy and respect. 	<ul style="list-style-type: none"> • Develop a sense of belonging to groups and communities and develop an understanding of reciprocal rights and responsibilities. • Respond to diversity with respect. • Become aware of fairness. • Become socially responsible and show respect for the environment. 	<ul style="list-style-type: none"> • Become strong in his/her social and emotional well-being. • Take increasing responsibility for their own health and physical well-being. 	<ul style="list-style-type: none"> • Build positive dispositions towards learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. • Develop a range of approaches to learning such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. • Transfer and adapt his/her learning from one context to another. • Resource his/her own learning by connecting with people, place, technologies and natural and processed materials. 	<ul style="list-style-type: none"> • Interacts verbally and non-verbally with others for a range of purposes. • Engage with a range of texts and gain meaning from these texts. • Begin to understand how symbols and pattern systems work. • Access information, investigate ideas and represent thinking using ICTs.

Year 2: Links to the Australian Curriculum

Literacy (taken from General Capability Continuum (Draft) – Year 2)

Learn spellings for topic words, use phonic knowledge to spell new words with regular spelling patterns, and recognise meaning relationships between similar words such as 'play', 'playing', and 'playground'.

Relevant Elements of the Year 2 Achievement Standard	Content Description		
<p>Writing</p> <ul style="list-style-type: none"> They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. <p>Speaking and Listening</p> <ul style="list-style-type: none"> They listen for and manipulate sound combinations and rhythmic sound patterns. 	Language	Literature	Literacy
	<ul style="list-style-type: none"> Understand how to use diagraphs, 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). Recognises common prefixes and suffixes and how they change a words meaning (ACELA1472). 		

YEAR 2: ACTIVITIES

Classroom Context	Resources	Learning Experiences
<p>The classroom will need to have environmental print that students are familiar with. For example word walls, charts, pieces of student work.</p>	<ul style="list-style-type: none"> • Environmental print. • Cards with common suffixes and prefixes. • Organisation of students into groups of mixed ability of approximately three or four students. • Materials for modelled writing. 	<p>Introduction Students are put into their mixed ability groups. Each group is provided with a set of common prefixes and suffixes written on cards. Students are instructed to walk around the room in their groups and use the cards to try and wordbuild on words they find on environmental print. Students return to the mat and share as a class the wordbuilds they were able to make.</p> <p>Main Model writing sentences using words the students made in their groups. Students then work individually to write sentences using the wordbuilds created in their groups in the correct context. Students go back to their original groups when they have completed their sentences and share their work. Each group then chooses one sentence per group to share with the class.</p> <p>Conclusion Each group shares their sentence with the rest of the class. The rest of the class then works out the base words and prefixes/suffixes used in the sentences.</p>

YEAR 2: ASSESSMENT

Assessment

Assessment of student understanding is to be completed through work samples collected of sentences students created. Teachers can look for whether words with wordbuilds have been used correctly and with accurate spelling.

Assessment Checklist

Capabilities	Evident	Not Evident
Spelling of high frequency words		
Use phonic knowledge		
Use regular spelling patterns		
Recognise relationships between words (word-building)		

Note: This lesson could be adapted for different ability levels/year levels by changing the prefixes and suffixes used.

SUFFIX AND PREFIX CARDS

-ing	-ly	-y
-er	-est	-ness
-ed	un-	re-



Government of **Western Australia**
School Curriculum and Standards Authority

LITERACY

(Sentence Structure)

Year 3

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

OVERVIEW

- These lesson plans have been developed as part of an Australian Curriculum cross sectoral project focussing on the General Capabilities of Numeracy and Literacy.
- The teachers involved in the project used the draft continua published by ACARA in 2012 to identify specific aspects of the General Capability that students found challenging. The aim of the project was to develop lesson plans that targeted some of these capabilities through either single lessons or a series of lessons based on the content of the Australian Curriculum.
- All the lessons have been used by the teachers in their classes and were revised collaboratively after evaluations of the success of the strategies.
- This series of lessons was developed by teachers at Marri Grove Primary School, Grovelands Primary School and Mundijong Primary School with support provided by a Literacy specialist from the Department of Education.



Year 3 Literacy lessons

The four lessons described in this package focus on the General Capability of Literacy, in particular understanding applying sentence structure. Each lesson plan is linked to the content descriptions and the achievement standards from the Year 3 Australian Curriculum: English. The particular aspects of the Literacy General Capability (taken from the Year 4 section of the Continuum published by ACARA in 2012) targeted in these lessons are:

Composing texts through speaking, writing and creating

Exploratory language

- use speaking, writing, visual and multimodal elements as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts

Composing spoken, written, visual and multimodal learning area texts

- some more extended language features
- edit texts for language and visual choices

Oral interactions

- participate in group and class discussions, adjusting language to share and extend ideas and information, and to communicate clearly and coherently

Text cohesion

- understand how texts are made cohesive through linking words and phrases for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns

Grammar knowledge**Sentence structures**

- use simple and compound sentence structures to describe and make connections between ideas

LESSON 1: OVERVIEW

Title of lesson	Sentence Structure 1 – Understanding compound sentences
Focus	Literacy
Targeted Capability (From Literacy Continuum)	Use simple and compound sentence structures to describe and make connections between ideas.
Year Level(s)	Year 3
Learning Area(s)	English

Background information

Brief description of the lesson	Look at a variety of simple sentences and compound sentences. The student sorts these sentences under the headings of simple and compound in small groups. In groups they discuss difference between simple versus compound sentences, discussing what they have in common. The students then highlight subjects, verbs, conjunctions and adjectives and use these to create their own sentences.
Context summary, including student cohort	The students in our classroom tend to write run on sentences and find it difficult to transfer their knowledge of compound sentences into everyday writing.
Description of overall aim of the lesson	Our aim is to encourage students to recognise compound sentences. To recognise and apply their knowledge of compound sentences to write interesting descriptive texts.

Summary of links to the Australian Curriculum

Content Strand	Language			Literature		Literacy	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

Lesson 1: Links to the Australian Curriculum

English – Year 3

Content Descriptions	Achievement Standards
<p>Language</p> <p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478). <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement (ACELA1481). <p>Literacy</p> <p>Creating texts</p> <ul style="list-style-type: none"> Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683). <p>Literature</p> <p>Responding to literature</p> <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596). <p>Creating literature</p> <ul style="list-style-type: none"> Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791). 	<p>Reading and viewing</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p>Writing</p> <p>Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.</p> <p>Speaking and listening</p> <p>Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>

Lesson 1: Activities

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
1. Sort the sentences	Understand the difference between simple and compound sentences.	<ol style="list-style-type: none"> In small groups of 3 to 4 the students are given a package of sentences. The students are asked to sort these sentences under the headings of simple and compound sentences. 	<p>What is a sentence? What does a sentence need? What makes a good sentence? What is the difference between a simple and a compound sentence?</p>	Sentence Packages (cards) Heading Cards – Simple/compound
2. Splitting a compound sentence into two simple sentences	Understand the difference between simple and compound sentences.	<ol style="list-style-type: none"> In small groups of 3 to 4 students, choose a compound sentence from one of the cards. Rewrite this as two simple sentences. Students identify which word is not now used. 	<p>What is the difference between a simple and compound sentence? Why do we need simple sentences? Why do we need compound sentences?</p>	Sentence packages
3 Whole class Discussion	Understand the difference between simple and compound sentences.	<ol style="list-style-type: none"> As a whole class, share their understanding of the features of simple and compound sentences. All students <ul style="list-style-type: none"> In a community circle, have the students share an example of a simple sentence and a compound sentence. Extension <ul style="list-style-type: none"> Each group presents to whole class an example of each and explains why their sentences are simple or compound. 	<p>What is the difference between a simple and compound sentence? Why do we need simple sentences? Why are compound sentences better than simple sentences?</p>	Whiteboard Community circle pointer to pass around the circle
4. Highlighting the subjects, verbs, conjunctions and adjectives	Understand the difference between simple and compound sentences. Recognising the different parts of a sentence and how they relate to each other – subjects, verbs, adjectives, and conjunctions.	<ol style="list-style-type: none"> In groups of 3 to 4, ask students to highlight the subject in compound sentence in red, then highlight and link this to the verb (What it is doing?). The group then highlight the adjective in blue. Discuss why we use adjectives. Class brainstorm adjectives, focus on changing simple descriptions to more interesting ones e.g. sad, upset, distraught. 	<p>Who or what is the subject of the sentence? What is the verb? How did the author link the two sentences (conjunction)? How did the author make this sentence more interesting (adverbs/adjectives)?</p>	Compound sentences from packages in previous part of lesson Highlighters – red, blue, green Thesaurus

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
		5. Highlight the conjunction in green. Discuss how this links two smaller sentences together. 6. Rewrite the sentence as two simple sentences. Discuss why compound sentences are more efficient.		
5. Making our own sentences	Understand the difference between simple and compound sentences. Recognising the different parts of a sentence and how they relate to each other – subjects, verbs, adjectives, and conjunctions.	1. Give each group of 3 to 4 students a subject, verb, adjective and conjunction card. 2. The students are then asked to use these words to create a compound sentence. (Students can add additional words e.g. and, the, is etc. to complete the sentences). 3. The group then shares this sentence with the whole class and it is judged by class understanding of what a compound sentence is.	What does a compound sentence have? What makes a good compound sentence? Is your sentence interesting?	Subject, verb, adjective and conjunction cards What makes a compound sentence? - Assessment sheet. Preparations: Cards copied and cut up. Note – Should these cards be colour coded according to previous activity? There will be 60 cards when all cut up – could be confusing. (Just an idea to help students). Red – subject Blue – adjective Green – conjunction.
6. Conjunctions	Understand the concept of a conjunction. Compose a correct compound sentence.	1. Discussion of the definition of what a conjunction is. 2. Brainstorm a list of conjunctions – display in class and add to. 3. Two simple sentences were written on the board and the students asked to join the two sentences together using a conjunction to make a compound sentence. Give two simple sentences e.g. It's looking rainy today. I took an umbrella to school.	What is a conjunction? What is a simple/compound sentence? What does a simple/compound sentence have?	Whiteboard/smartboard Display list of conjunctions.

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
Scootle Interactive Resources	Understand the difference between simple and compound sentences. Recognising the different parts of a sentence and how they relate to each other – subjects, verbs, adjectives, and conjunctions.	Choose an Interactive Resource to assess and check students understanding of how to make interesting sentences using adjectives. To access Interactive Resources: a. www.portal.det.wa.edu.au b. www. Scootle.edu.au *see below Then choose Grammar Activity 1 – Wonderful words:food:assessment Activity 2 – Wonderful words:pets:assessment Activity 3 – Wonderful words:beach:assessment Activity 4 – Wonderful words:space:assessment Activity 3 – Create interesting writing		Interactive whiteboard. Computers with internet access.

Logging into Scootle

Department of Education teachers log on through the DoE portal.

Catholic education office schools log on through Cathednet.

AISWA schools teachers log in direct to Scootle using username and password provided by their school.

Other opportunities

Sort sentences, not a sentence if students are not clear about what a sentence is.

To extend students you may wish to include complex sentences.

HEADING CARDS

Simple Sentences

Compound Sentences

SENTENCE PACKAGES

I like eating chocolate.

I missed the bus.

The cat climbed the tree.

My mum had a party.

John found twenty dollars.

Carol has seen an elephant.

I love sport.

I had a shower.

SENTENCE PACKAGES continued

Dad crashed his car.

He ran as fast as he could because it was starting to rain lightly.

Mike carefully polished the paintwork of his new bike before he went riding.

I tossed the junk aside while I searched hastily for a thick rope.

We ran quickly hoping to see the aircraft pass overhead however we were too late.

The cat purred softly when I stroked its back yesterday.

Bottles are made of glass but tables are made of wood.

SENTENCE PACKAGES continued

The new car was totally destroyed in the crash while the truck was barely damaged.

My mum and dad yelled anxiously for my little sister to hurry inside before the storm struck.

If we do our jobs now then we can play.

I will not help unless you try harder.

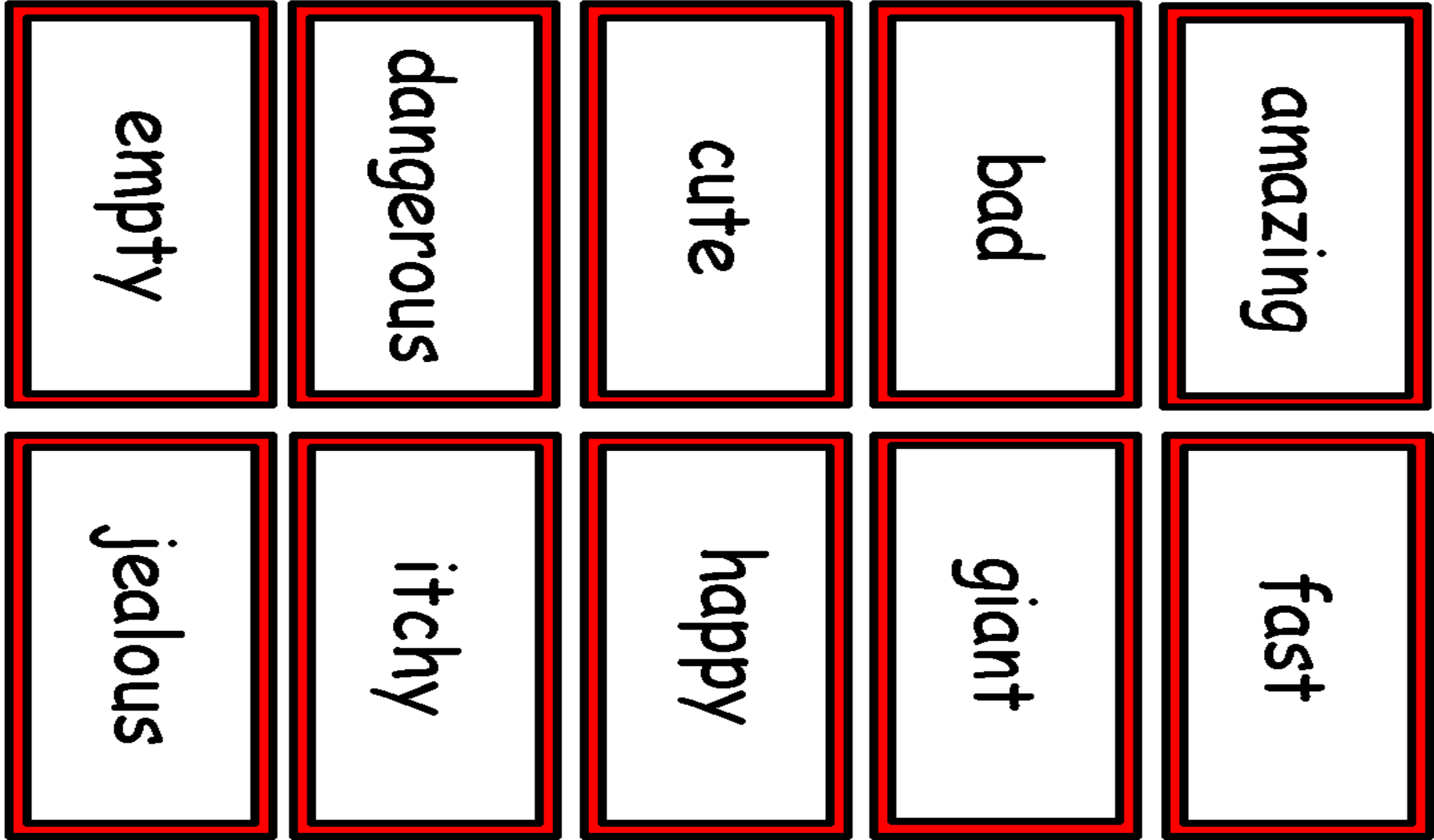
I took a photo so I remember what it looked like.

The dog came after it heard me call.

The car is fixed so we can go.

I did better last time therefore I mustn't have tried my hardest.

ADJECTIVE CARDS



ADJECTIVE CARDS continued

orange

nasty

magical

little

kind

tough

silly

round

quick

pretty

ADJECTIVE CARDS continued

zany

yummy

wonderful

vast

ugly

gentle

sad

red

fat

nice

NOUN CARDS

elephant

doctor

cat

boy

ant

king

jellyfish

horse

gnome

fireman

VERB CARDS

ended

dropped

cried

banged

ate

jumped

invented

helped

grabbed

fled

VERB CARDS

egg

drum

cake

ball

apple

jewel

igloo

hat

glove

fan

VERB CARDS

but

however

while

and

although

because

VERB CARDS

so

therefore

that

then

before

since

Lesson 1: Assessment

Sentence Structure Assessment Checklist	
Recognise a verb	
Understand subject verb agreement	
Recognise and use conjunctions	
Understand difference between simple and compound sentences	
Write a correct compound sentence	
Use capital letters and full stops appropriately	
Recognise an adjective	
Use a thesaurus	
Create interesting sentences	

What is a Compound Sentence – Assessment Sheet

Interesting compound sentences have:	Peer Assessment	Self-assessment
Does my sentence have a subject and a verb?		
Have I used a conjunction to link my ideas in my sentence?		
Does my sentence have an adjective?		
Have I started my sentence with a capital letter?		
Have I used a full stop to finish my sentence?		
Does my sentence make sense?		
Is my sentence interesting? Does it captivate the reader's attention?		

Modes of Assessment

The following methods can be used to assess students work in this lesson.

Observation	Teacher journal	Checklist/matrix	Negotiated criteria/rubric	Self-assessment
Peer assessment	Student teacher conferences	Teacher made tests	Student journals	Work samples

Comments:

LESSON 2: OVERVIEW

Title of lesson	Sentence Structure 2 – Writing own creative texts using adjectives and compound sentences
Focus	Literacy
Targeted Capability (From Literacy Continuum)	Use simple and compound sentence structures to describe and make connections between ideas.
Year Level(s)	Year 3
Learning Area(s)	English

Background information

Brief description of the lesson	In pairs the students are given a picture from the story 'The Bitaba Bird'. They are asked to describe what is happening in the picture. The students will then use a thesaurus to make an adjective more interesting. After the students are asked to write an interesting sentence to match their picture. Using an interactive whiteboard, the teacher types in their sentence and as a whole class the students edit the text to make proper compound sentences. The class then sequences the pictures and sentences to make a class story. As a class the students then view the original story by Carol Moore and compare their writing to the original text.
Context summary, including student cohort	The students in our classroom tend to write run on sentences and find it difficult to transfer their knowledge of compound sentences into everyday writing.
Description of overall aim of the lesson	Our aim is to encourage students to recognise compound sentences. To recognise and apply their knowledge of compound sentences to write interesting descriptive texts.

Summary of links to the Australian Curriculum

Content Strand	Language			Literature		Literacy	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

Lesson 2: Links to the Australian Curriculum

English – Year 3

Content Descriptions	Achievement Standards
<p>Language</p> <p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478). <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement (ACELA1481). <p>Literacy</p> <p>Creating texts</p> <ul style="list-style-type: none"> Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683). <p>Literature</p> <p>Responding to literature</p> <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596). <p>Creating literature</p> <ul style="list-style-type: none"> Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791). 	<p>Reading and viewing</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p>Writing</p> <p>Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.</p> <p>Speaking and listening</p> <p>Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>

Lesson 2: Activities

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
1. Using Stimulus pictures to create sentences	Write compound sentences using adjectives to make creative texts.	<ol style="list-style-type: none"> 1. In pairs, or groups give students a picture from the text 'The Bitaba Bird'. 2. Ask the students to write their thoughts about what is happening in the picture. 3. Focus on the adjectives and on what is happening in the story. 4. Brainstorm possible adjectives to describe a picture from the book. 5. Write interesting compound sentences to match your picture. <p><i>NOTE: Other texts can be used for this activity.</i></p>	What is a compound sentence? What does a sentence need? How can I make a sentence more interesting? Is my sentence interesting?	Bitaba bird stimulus pictures 'The Bitaba Bird' by Carol Moore <ul style="list-style-type: none"> • www.magickeys.com • then click on "Children's Storybooks Online" and scroll down the list. <p>(http://www.magickeys.com/books/bitaba/index.html)</p>
2. Share sentences and stimulus pictures	Write compound sentences using adjectives to make creative texts.	<ol style="list-style-type: none"> 1. As a whole class the teacher brings up the pairs' picture on an interactive whiteboard and types in the students' sentence. 2. As a class, discuss whether the text given is in proper compound sentences. 3. Edit text if needed. 4. After each pair has shared their sentence, decide as a class the order of the story. <ul style="list-style-type: none"> • Each group writes their discussion on the back of a picture. Read to class. Put pictures in order and write a class story. Edit and swap for alternative adjectives. 	What is a compound sentence? What does a sentence need? How can I make a sentence more interesting? Is my sentence interesting?	Bitaba bird pictures on Interactive Whiteboard What is a compound sentence? Assessment sheet.

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
3. Compare our story with the original story by Carol Moore	Write compound sentences using adjectives to make creative texts.	<ol style="list-style-type: none"> 1. Read 'The Bitaba Bird' by Carol Moore. 2. In a T chart headed The Bitaba Bird by Carol Moore/Our Class story, write down class thoughts about the original text and then their class story. 	How are the two texts the same? How are the two texts different? What did you like/didn't like about Carol Moore's story? What was the author's purpose? How did the author use alliteration, language to write her story?	T chart

Potential Further Resources

Try other stories on websites like www.magickeys.com, www.storynory.com, or www.storybookcastle.com.
www.ngfl-cymru.org.uk/vtc/ngfl/english/monmouthshire.html

The Bitaba Bird – by Carol Moore

Our Class Story

T Chart – Compare Stories of ‘The Bitaba Bird’

Lesson 2: Assessment

Sentence Structure Assessment Checklist	
Recognise a verb	
Understand subject verb agreement	
Recognise and use conjunctions	
Understand difference between simple and compound sentences	
Write a correct compound sentence	
Use capital letters and full stops appropriately	
Recognise an adjective	
Use a thesaurus	
Create interesting sentences	

What is a Compound Sentence – Assessment Sheet

Interesting compound sentences have:	Peer Assessment	Self-assessment
Does my sentence have a subject and a verb?		
Have I used a conjunction to link my ideas in my sentence?		
Does my sentence have an adjective?		
Have I started my sentence with a capital letter?		
Have I used a full stop to finish my sentence?		
Does my sentence make sense?		
Is my sentence interesting? Does it captivate the reader's attention?		

Modes of Assessment

The following methods can be used to assess students work in this lesson.

Observation	Teacher journal	Checklist/matrix	Negotiated criteria/rubric	Self-assessment
Peer assessment	Student teacher conferences	Teacher made tests	Student journals	Work samples

Comments:

LESSON 3: OVERVIEW

Title of lesson	Sentence Structure 3 – Understanding compound sentences
Focus	Literacy
Targeted Capability (From Literacy Continuum)	Use simple and compound sentence structures to describe and make connections between ideas.
Year Level(s)	Year 3
Learning Area(s)	English

Background information

Brief description of the lesson	During this lesson students will expand on their previous understandings from previous lessons on compound sentences and the different parts of sentences to match and complete interesting texts. Students will be expected to identify the strategies writers use to make texts interesting and engaging.
Context summary, including student cohort	The students in our classroom tend to write run on sentences and find it difficult to transfer their knowledge of compound sentences into everyday writing.
Description of overall aim of the lesson	Our aim is to encourage students to recognise compound sentences. To recognise and apply their knowledge of compound sentences to write interesting descriptive texts.

Summary of links to the Australian Curriculum

Content Strand	Language			Literature		Literacy	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

Lesson 3: Links to the Australian Curriculum

English – Year 3

Content Descriptions	Achievement Standards
<p>Language</p> <p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478). <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement (ACELA1481). <p>Literacy</p> <p>Creating texts</p> <ul style="list-style-type: none"> Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683). <p>Literature</p> <p>Responding to literature</p> <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596). <p>Creating literature</p> <ul style="list-style-type: none"> Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791). 	<p>Reading and viewing</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p>Writing</p> <p>Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.</p> <p>Speaking and listening</p> <p>Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>

Lesson 3: Activities

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
1. Cloze activity	Students are able to choose appropriate words to add to a text to make it interesting. An understanding of synonyms and replacing a word with a similar word to increase the effectiveness of a text.	<ol style="list-style-type: none"> 1. Discuss synonyms — instead of “flying” what I can say? Instead of “jumped” what can we say? 2. Students are given a copy of a “cloze text”. They are then required to read through and fill in missing words to make the text interesting and make sense. 3. Students have access to Thesauruses to help choose “better words”. 4. As a class complete the cloze with students suggesting words and deciding which word fits best to complete the sentence. 	<p>What is a verb? What is a noun? What is an adjective? “What is a better word for</p> <p>Do you like going to the beach? What does the beach sound like, feel like, and look like? When do you go to the beach? What do you like to do at the beach?</p>	<p>Thesauruses Cloze text (could be presented with adjectives and nouns removed).</p> <p>Changed cloze as required e.g. Red Riding Hood – Links to Lesson 4</p>
2. Group brainstorm	Students are able to identify the characteristics of effective texts and the strategies writers use to engage readers and make texts more interesting.	<ol style="list-style-type: none"> 1. In groups of four students are given a large piece of paper and texts. 2. Students then brainstorm or write down all the ways writers make texts interesting. 3. Then allow each group to present back to a whole class brainstorm. 	<p>What do you like about reading? How do writers get you to visualise while you are reading?</p>	<p>Large paper Texts (students could listen to a text with no pictures and visualise story as teacher reads aloud).</p>
3. Picture – text matching	Students can use clues in the text to identify and match sections of texts to pictures.	<ol style="list-style-type: none"> 1. In the same groups as above, students are given the pictures and text from a story e.g. Pirates Treasure, Written By Carol Moore. (Taken from www.magickeys.com.) 2. As a group they are to match the pictures to the text and put the story in order. 	<p>Do the pictures give you a clue about what is happening in the story?</p>	<p>Copies of selected pictures and text from their story.</p>
4. Identifying clues	Students look for and identify clues that link pictures to words.	<ol style="list-style-type: none"> 1. Students highlight the clues in the text and pictures that helped them match them together. 2. Discuss as a class the different clues identified and the correct order and sequence of the text and pictures. 	<p>Which words in the text match the picture? How did you know which text matched the picture?</p>	<p>Highlighters</p>

Lesson 3: Assessment

Modes of Assessment

The following methods can be used to assess students work in this lesson.

Observation	Teacher journal	Checklist / matrix	Negotiated criteria/rubric	Self-assessment
Peer assessment	Student teacher conferences	Teacher made tests	Student journals	Work samples
Comments:				

LESSON 4: OVERVIEW

Title of lesson	Sentence Structure 4 – Understanding compound sentences
Focus	Literacy
Targeted Capability (From Literacy Continuum)	Use simple and compound sentence structures to describe and make connections between ideas.
Year Level(s)	Year 3
Learning Area(s)	English

Background information

Brief description of the lesson	Apply their understandings of compound sentences to writing. Produce written texts that demonstrate a strong understanding of compound sentences.
Context summary, including student cohort	The students in our classroom tend to write run on sentences and find it difficult to transfer their knowledge of compound sentences into everyday writing.
Description of overall aim of the lesson	Our aim is to encourage students to recognise compound sentences. To recognise and apply their knowledge of compound sentences to write interesting descriptive texts.

Summary of links to the Australian Curriculum

Content Strand	Language			Literature		Literacy	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

Lesson 4: Links to the Australian Curriculum

English – Year 3

Content Descriptions	Achievement Standards
<p>Language</p> <p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478). <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement (ACELA1481). <p>Literacy</p> <p>Creating texts</p> <ul style="list-style-type: none"> Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683). <p>Literature</p> <p>Responding to literature</p> <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596). <p>Creating literature</p> <ul style="list-style-type: none"> Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791). 	<p>Reading and viewing</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p>Writing</p> <p>Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.</p> <p>Speaking and listening</p> <p>Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>

Lesson 4: Activities

Activity	Literacy Focus and Key Understandings	Teaching and Learning	Key Focus Questions	Resources required
1. Introduce the pictures	Use visual clues to come up ideas for a written text.	<ol style="list-style-type: none"> 1. Give each student a copy of three pictures from published story. 2. The students put the pictures in the order they think they go and write a small description of what is happening in each picture. 	<p>What is the girl doing in each picture? Which picture do you think comes first/last? How do you know?</p>	Copies of three pictures from a text.
2. Write a story	Using visual clues to develop a written text using compound sentences.	<ol style="list-style-type: none"> 1. Students then write a short story using the pictures as visual clues and prompts. 	<p>How do you make a story interesting? What strategies do writers use to engage readers?</p>	<p>Copies of three pictures from a text. Paper and pencil.</p>
3. Peer and teacher editing	Students are able to edit other students work and identify compound sentences and show an understanding of correct punctuation and grammar.	<ol style="list-style-type: none"> 1. Students then pass their work to a peer for editing. When editing another peer's work they are to focus on the correct grammar and punctuation. They also need to draw on their previous work and understandings of compound sentences and writing strategies to make sure the text is engaging and interesting. 2. Once peers have edited the work will be passed on to the teacher for final editing ready for publishing. 	<p>What would make their work more interesting?</p>	Editing pencil.
4. Publishing	Students produce a final written text to present to their peers and assessment of their understandings.	<p>Students then use their edited work to produce a final copy in Active inspire, Easy Teach or PowerPoint to present to the class. The pictures will be included in the presentation. The students will include a title for their story. Students requiring additional support.</p> <ul style="list-style-type: none"> • Dictate their stories to the class teacher. Use smart board or audio book to publish. Students can listen to their stories and practice reading along. Gives these students ownership in their learning. 		<p>Computer access and access to PowerPoint, Active Inspire, Easy Teach or any other software that the children can use. Assessment Rubric to assess the children's final understanding of compound sentences.</p>

Other Opportunities

Try a range of different texts, more pictures, less pictures for stimulus.

Lesson 4: Assessment

Modes of Assessment

The following methods can be used to assess students work in this lesson.

Observation	Teacher journal	Checklist / matrix	Negotiated criteria/rubric	Self-assessment
Peer assessment	Student teacher conferences	Teacher made tests	Student journals	Work samples
Comments:				



LITERACY

(Aboriginal Studies)

Year 5

Copyright

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

OVERVIEW

- These lesson plans have been developed as part of an Australian Curriculum cross sectoral project focussing on the General Capabilities of Numeracy and Literacy.
- The teachers involved in the project used the draft continua published by ACARA in 2012 to identify specific aspects of the General Capability that students found challenging. The aim of the project was to develop lesson plans that targeted some of these capabilities through either single lessons or a series of lessons based on the content of the Australian All the lessons have been used by the teachers in their classes and were revised collaboratively after evaluations of the success of the strategies.
- This series of lessons was developed by teachers at Marri Grove Primary School, Grovelands Primary School and Mundijong Primary School with support provided by a Literacy specialist from the Department of Education.



Year 5 Literacy lessons

The four lessons described in this package focus on the General Capability of Literacy, in particular; comprehending texts through listening, viewing and reading and Visual knowledge. These capabilities are taught through the context of Aboriginal Studies, and the lessons are linked to content from The Year 5 Australian Curriculum in History and English. They also give students opportunities to develop other General Capabilities. The lessons include suggested resources and assessment guidance for teachers.

LINKS TO AUSTRALIAN CURRICULUM

Literacy General Capability	Literacy General Capability continuum (2012 Draft) (ACARA) (Year 6)
<i>Comprehending texts through listening, viewing and reading</i>	
Reading and viewing learning area texts	apply strategies for reading and viewing learning area texts, including selecting, navigating, monitoring meaning, crosschecking and reviewing
Comprehending learning area texts	understand, interpret and analyse information and ideas in learning area texts, comparing content from a range of sources and analysing similarities and differences in texts on similar topics or themes
Expressing opinion and point of view	understand and use subjective, objective and evaluative language, and identify bias
<i>Visual knowledge</i>	
Composing and comprehending learning area texts using visuals	comprehend and compose visual and multimodal texts in print and digital environments that make use of visual elements to represent ideas and events in different ways

LINKS TO AUSTRALIAN CURRICULUM continued

Other General Capabilities	
ICT capability	Investigating with ICT – Locating and accessing data and information – Plan, locate (using search engines and basic search functions), retrieve and organise information in meaningful ways (for example searching within document – find/search/buttons/tabs; locating files within school directory; searching across web or within site)
Intercultural Understandings	Reflecting – accept that their point of view is one of many and begin to see themselves as others may see them (for example describing an experience or event from another’s viewpoint)
Critical and Creative Thinking	Identifying, exploring and clarifying questions and issues – pose questions that identify and describe issues beyond their immediate world (for example questioning conventional responses to local and world events, asking who, when and why)
Ethical Behaviour	Understanding ethical concepts and issues – explain the ethical concepts associated with achieving a particular outcome (for example considering the importance of ‘intention and effect’ in different ethical frameworks such as equality of results)
Cross Curriculum Priorities	
Aboriginal and Torres Strait Islander Histories and Culture	
Content descriptions	
English	
LITERATURE	
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608).	
History	
HISTORICAL KNOWLEDGE AND UNDERSTANDING	
The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHHK094).	

YEAR 5: ACTIVITIES

Lesson 1—Introduction

Establish prior knowledge

Brainstorm everything they know about:

- Aborigines
- Early settlement
- Changes to, and effects on the environment.

Group discussion on each topic, one at a time. Groups add sticky notes to class chart.

Resources

Sticky notes

Three posters with topic headings

Lesson 2—Collaborative

Read – ‘The Rabbits’ by John Marsden (viewing a **multimodal** text)

Discuss:

- Why has John Marsden used rabbits in this text? (Symbolism; introduced species, multiply and destruction to the environment.)
- What are the differences between the meaning of the pictures and the actual text? (Factual text/fictional illustrations.)
- How did the author make you feel in the beginning of the story?
- Who do you think each of the characters were representing?
- How did your feelings change by the end of the story?

Students list impact of the invasion using ‘Get One – Give One’.

(Allow two minutes to write down all of the effects of the invasion of the rabbits on the possums and their land. When time is up students can move around and share what they have written with each other, giving one of their ideas and getting one in return.)

Resources

Picture book ‘The Rabbits’ by John Marsden

- order multiple copies from town library few weeks prior. One between two.

A5 size paper

Australian map A3

Lesson 3—Independent

Students present a 'story board' to show the main ideas conveyed in the text.
Students rule up their page to divide into six-eight sections to illustrate and note ideas.

Lesson 4—Follow-up activities and assessment

- Dramatise 'The Rabbits' in groups and present to class.
- Research using the inquiry process the aspects of what was implied in the book in Aboriginal lifestyle prior to settlement
 - First Fleet
 - Colonisation
 - Introduced animals.
- For more content/additional knowledge, research aspects from book (Inquiry Process).
- Comprehension activities based on each topic.

Assessment

Observation of understanding of text (see assessment guide below).

YEAR 5: ASSESSMENT

Assessment Guide		
		Notes/Comments
English	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	
History	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed	
General Capabilities		
Literacy	Comprehending texts through listening, viewing and reading	
	Expressing opinion and point of view	
	Visual knowledge	
ICT	Plan, locate, retrieve and organise information in meaningful ways	
Intercultural Understandings	Accept that their point of view is one of many and begin to see themselves as others may see them	
Critical and Creative Thinking	Pose questions that identify and describe issues beyond their immediate world	
Ethical Behaviour	Explain the ethical concepts associated with achieving a particular outcome	

YEAR 5: RESOURCES

Resources and References

Digital Resources

National Museum Australia: Telling our Indigenous Stories

http://www.nma.gov.au/education-kids/classroom_learning/units_of_work/first_australians

Image Study: Indigenous Australians Defending Their Land (1817)

<http://ecm.det.wa.edu.au/connect/resolver/view/R4024/6/index.html>

Unit of Work: 'Resistance'

<http://ecm.det.wa.edu.au/connect/resolver/view/R11574/3/index.html>

Ngarrindjeri People and the Settlers of the Lower Murray River

<http://ecm.det.wa.edu.au/connect/resolver/view/R11300/4/index.html>

Indigenous People and British Colonist in the Area that Became Sydney

<http://ecm.det.wa.edu.au/connect/resolver/view/R11301/3/index.html>

Image: Rabbit Control (1978)

<http://ecm.det.wa.edu.au/connect/resolver/view/R3330/3/index.html>

Video and Audio – Digital Media

Reading of The Rabbits

<http://www.youtube.com/watch?v=FOssx3CFMVk>

Text Resources

The Rabbits: Teachers' Notes, 2009, Nancy Mortimer

http://www.thearrival.com.au/downloads/TG_TheRabbits.pdf

The Rabbits, John Marsden and Shaun Tan (1998)

Society and Environment Book E, Australian Curriculum Linked Text
Ready Ed Publications