EDEE 212: ENGLISH TEACHING 2 – FOCUS ON READING AND VIEWING

ASSIGNMENT 2: Lesson Sequence

Trimester 3, 2014

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Unit Coordinator: Andrew Simpson

Due Date: Monday, 12th January, 2015
PART ONE: Situation Analysis and Rationale

Rationale

*Stolen Girl* (see Appendix 1) written by Trina Saffiotti and illustrated by Norma Macdonald (2011) will be studied as part of a stage two literacy program in my Year 4 classroom (New South Wales [NSW] Education & Communities, n.d.). It is essentially a story set in the “historical context” (McDonald, 2013, p. 35) of the “Stolen Generations” as defined in (see Appendix 2) Working with Aboriginal Communities Policy (Board of Studies [BOS], 2008, p. 30) depicted in a book strengthened by its illustrations and visual appeal (Callow, 2013). As such, the text is “polyphonic” in nature, operating at different levels of meaning (EDEE 212, 2014, p. 5). The written text tells the story of an Aboriginal girl who experiences life on a mission and the illustrations help the young reader to delve far deeper into the intention of the written text (Hill, 2006) to convey the misery of a time for indigenous Australians during the British colonisation of Australia.

The text is an appropriate one to introduce to students as it is mandated as part of the NSW Department of Education and Training [DET] Aboriginal Education and Training Policy [AETP] (see Appendix 3) that all students will be provided “with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages” (2008, p. 5). Additionally, the study of “First Contacts” history begins in Stage 2 of the History K-10 Syllabus (BOS NSW, 2012, p. 24) addressing the cross-curriculum priority of “Aboriginal and Torres Strait Islander histories and cultures”
through the general capability of Literacy (BOS NSW, 2012a, p. 9). Moreover, effective programming provides the opportunity for the astute teacher to incorporate other general capabilities for learning using this text such as critical and creative thinking (Hill, 2006), ethical understanding and other learning such as difference and diversity as stipulated in the syllabus outcomes.

In terms of literacy outcomes, the text is more than rich enough to sustain a unit of work. As part of a genre of a “narrative structure” (Hill, 2006, p. 109) in a picture book, its bifurcated nature allows the juxtaposition of both text and illustration to contrast the two different cultures of the main character. The narrative uses fantasy to “provide a filter to reality” (EDEE 212, 2014, p. 3). This enables weaker readers to sustain meaning of the text more readily yet there is scope for more able students to more fully appreciate the vicarious experiences and develop insights into human behaviour presented in the book, fostering “engagement” in the classroom (Reid, 2002, p. 41). With careful delivery and respect for Aboriginal “protocols”, (NSW BOS, 2008, p. 10) the concepts presented in the book are both age and stage appropriate.

The metalanguage of reconciliation and the quality of “where text meets image” (Callow, 2013a) introduced in Stolen Girl (Saffioti, 2011) will enable students to become more active and informed citizens on this most pressing social and political issue of the 21st century for all Australians.
Situational Analysis

The literacy unit will be taught over a week equating to eight hours of lesson time. This will occur at Gosford Public School (see Appendix 4) which is classed on the My School Website (Australian Curriculum, Assessment and Reporting Authority [ACARA], n.d.) as a metropolitan government Primary school K-6 (see Appendix 5). It is located on the Central Coast of NSW comprising total enrolments of 514 students with an index of 1048 on the Index of Community Socio-Educational Advantage [ICSEA], indicating that it is above the national average which is 1000 (see Appendix 6). The school website (NSW Education & Communities, n.d.) promotes the school motto “Honour before Honours” (see Appendix 7) and recognises the achievements of students in all fields. It boasts a school band and a major focus on using technology.

Of particular note, (see Appendix 8) the language background other than English is 24 per cent and indigenous students comprise 5 per cent of the school population. The attendance rate is 96 per cent. No special provisions for priority funding are evident on the website (ACARA, n.d). Of notoriety, it has an opportunity class (Gifted and Talented) which operates through Years 5 and 6 which has competitive selection criteria (NSW Education & Communities, n.d.).

All indicators for 2013 results demonstrate that this is a well performing school in National Assessment Program for Literacy and Numeracy [NAPLAN]. The school is well represented (see Appendix 9) in the upper and upper middle quarters of 29 and 33 per cent respectively, compared to the national average of 25 per cent. In the lower middle quarter and bottom quarters, Gosford Public School is under
represented with figures of 23 and 14 per cent respectively, which augers well for the future success of its students (ACARA, n.d). However, these figures may be skewed due to the operation of the opportunity class.

Further analyses of the results (see Appendix 10) highlight areas of strength and areas where improvements can be made. As would be expected, the selected school average for Year 5 results are “substantially above” the national average and the average in similar schools in spelling, grammar and punctuation and numeracy. However, the results in reading and persuasive writing have dropped a rating to “above”. In Year 3 (without the impact of an opportunity class on performance), the results at Gosford Public are above the national average in reading, spelling, grammar and punctuation. All other results for Year 3 are “close to” averages of similar schools which include reading, persuasive writing and numeracy (ACARA, n.d.).

Given the time lag between publication of results and planning for the future, planning for Year 4 in 2015 would mean that 2014 results would need to have been analysed and assumes that all cohorts are similar. Nevertheless targeting writing, whether persuasive, informative or creative in nature, is paramount. Also NAPLAN results should not be the sole driver for programming but rather the Australian Curriculum for English gives prescription through content elaborations for what should be taught in Australian schools.
PART TWO: Sequence of Detailed Lessons

**FIGURE 1**

<table>
<thead>
<tr>
<th>Stolen Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context: Small group work: happy/sad text and design of caption to contrast indigenous lifelines against the girls homes.</td>
</tr>
<tr>
<td>Vocabulary building: Word lists for difficult words and indigenous vocabulary.</td>
</tr>
<tr>
<td>Class reading of text.</td>
</tr>
</tbody>
</table>

**ENGLISH UNIT**

- Refer to Appendix 11 for suggested plan of teaching.
- Duration: 8 hours over 1 week.
- Stage: 2, Year 4.

**CONCEPT**

- Text orientation and main orientation to the text Stolen Girl.
- Guest speaker recommended by AEC/teacher lecture about the ‘Stolen Girl’.

**SYLLABUS OUTCOMES**

- EN2-1A uses an increasing range of skills, strategies and knowledge to fluently read, write, spell and communicate in English.
- EN2-2A uses effective handwriting and publishes texts using digital technologies.
- EN2-3A plans, compiles and revises a range of texts that are more demanding in terms of topic substance and language.
- EN2-4A communicates in a range of informal and formal school and community contexts.

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**FIGURE 2**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>* For individual students, conduct a mise-en-abyme analysis to gauge progress with reading, if required.</td>
<td>* What lessons worked well? Why?</td>
</tr>
<tr>
<td>* Collect work samples.</td>
<td>* Did the students enjoy the unit?</td>
</tr>
<tr>
<td>* See individual lessons.</td>
<td>* Critical evaluation: selecting the winning poster with text to be published in the school newsletter.</td>
</tr>
</tbody>
</table>

**EN2.1: E££ recognises and uses an increasing range of strategies to reflect on their own and others’ learning.**

**EN2.1C:** Enriches imaginative, creatively and intertextually about information, ideas and texts when responding to and composing texts.

**EN2.9B:** Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

**EN2.9B:** Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.

**EN2.4A:** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

**Analysis of visual text (book cover)**

* What modifications would I make in the future to the unit overall?*  
* Turning the text into a movie: Construction of a Movie Poster and Media Graph.*

**Text types:**  
* Features of the text: Informative and persuasive text.*

**Class debate:**  
*Topic: “Stolen Girl” is mainly an informative text. All students to make notes.*

*Figure 1 and 2 – Introduction to Stolen Girl.*
<table>
<thead>
<tr>
<th>FIGURE 3</th>
</tr>
</thead>
</table>

**LESSON 1**

**Unit Title: Stolen Girl**

**Stage/Year:** Stage 2, Year 4

**Duration:** Approx. 2 hours

**Content (Key concepts/ideas):**
- Text orientation and oral orientation to the text "Stolen Girl".
- Composing text within a small group: happy/sad text and design of option to
- contras indigenous lifestyle against the girl's home

**Outcomes:**
- EN2-1A: plans and reviews a range of texts that are more demanding in terms of topic, audience, and language.
- EN2-2A: communicates in a range of informal and formal school and community contexts.
- EN2-3A: applies a range of text structures and devices to different situations and purposes.
- EN2-4A: develops an understanding of the role of language and the social and cultural contexts in which it is used.

**Teaching and Learning Experiences:**

**Stage 1**

- **Content:**
  - Acknowledgement of Country or Welcome to Country (see Appendix 1).
  - AECG member or Aboriginal elder pre-booked to visit and speak to the class.

- **Outcomes:**
  - EN2-1A: plans and reviews a range of texts that are more demanding in terms of topic, audience, and language.

- **Teaching and Learning Experiences:**
  - Time for questions (Harders & Wise, 2009, p. 2).
  - Warm-up: What do you know about the Stolen Generation? How do you know and where? (modelled)
  - Teacher introduces the text and sets the context. Be careful to point out the finer points in the illustrations, for example, culture, family, community, history.
  - Teacher models the text reading process (with a reader and a text to read on the screen; indicate words by pointing to them). Discuss particular words, pronounce them together, for example, reconciliation, institutions, and ask particular students to read some sentences (modelled)
  - Whole class: Whole group of students discuss and answer questions about the text.

- **Timing:**
  - 10 minutes
  - 30 minutes
  - 40 minutes

- **Grouping:**
  - Whole class

- **Organisation:**
  - Whole class

- **Resources:**
  - Appendix 1
  - AECG member or Aboriginal elder

- **Assignment 2:**
  - English Teaching 2 – Focus on Reading and Viewing

- **Assignment 2:** Lesson Sequence

- **Assignment 2:**
  - 2. EN2-1A: Acknowledgement of Country or Welcome to Country (see Appendix 1).
  - 3. EN2-2A: AECG member or Aboriginal elder pre-booked to visit and speak to the class.

- **Assignment 2:**
  - Note that this lesson also has different ethnic origins as indicated on the diversity within the classroom to be culturally inclusive.

- **Assignment 2:**
  - MONDAY 9 to 10.30 am

- **Assignment 2:**
  - Guest speaker recommended by AECG/teacher lecture about the "Stolen Generation."
Assignment 2: Lesson Sequence

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Every student and the teacher book in their English workbooks.</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>FIGURE 4</td>
</tr>
<tr>
<td></td>
<td>Lesson one for Stolen Girl.</td>
</tr>
<tr>
<td></td>
<td>Work sheet:</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Text for each student.</td>
</tr>
<tr>
<td></td>
<td>Copy of the text</td>
</tr>
<tr>
<td></td>
<td>Proprietary</td>
</tr>
<tr>
<td></td>
<td>6 groups</td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>Small group:</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FIGURE 5

#### LESSON 2

<table>
<thead>
<tr>
<th>Timing</th>
<th>Content</th>
<th>Organization</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Whole class</td>
<td><strong>Spelling</strong>&lt;br&gt;<strong>Classifying</strong>&lt;br&gt;<strong>Revision</strong>&lt;br&gt;<strong>Guided reading</strong></td>
<td><strong>Appendix 14</strong>&lt;br&gt;(Safford, 2011: p. 17)</td>
</tr>
<tr>
<td></td>
<td>Buddy reading</td>
<td><strong>Presenting</strong>&lt;br&gt;<strong>Reading</strong>&lt;br&gt;<strong>Revision</strong></td>
<td><strong>Scaffolding</strong>&lt;br&gt;(Gow, 2009: p. 17)</td>
</tr>
</tbody>
</table>

**LESSON 2: Language Stage 2: Year 4**

- **Unit title:** Stolen Girl
- **Stage:** Year 4
- **Lesson:** Lesson 2

**Content (key concepts/ideas)**
- Begin lesson with direct reading from text (guided reading).
- Development of vocabulary classification into particular categories.
- Spelling classification of text, spelling strategy game.

**Orientation**
- Begin lesson with direct reading from text (guided reading).

**Outcomes**
- **EX-2-A:** uses a range of strategies including knowledge of letter-sound correspondences and common letter patterns to spell familiar and some unfamiliar words.
- **EX-2-B:** uses effective and accurate sentence structure, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.

**Teaching and learning experiences**

1. Begin lesson with students taking turns reading a selected page of the text to a buddy.

2. Suggested questions for language discussion (project image for the class to view):
   - a) Why does Stolen Generation have capital letter?
   - b) Locate a sentence that is actually spoken. Hint: look for speech marks.
   - c) Use the illustration to help you with this question. (see Appendix 15).
   - d) How does the word formation mean? (see Appendix 16).
   - e) What does the word formation mean? (see Appendix 17).
   - f) Find words or phrases that tell us that the girl lived her old home with her mother.
   - g) Refer to Appendix 15 - show how clauses can be added onto simple sentences to make them more complex. Start with: Her mother ran out of the store.

**Resources**
- **Apprentice** (Safford, 2011: p. 17)
- **Scaffolding** (Gow, 2009: p. 17)
### Figure 6

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Lesson Two for Stolen Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Test spelling if required. *</td>
<td></td>
</tr>
<tr>
<td>* Work samples. *</td>
<td></td>
</tr>
<tr>
<td>* Observation. *</td>
<td></td>
</tr>
</tbody>
</table>

#### Evaluation

- Did the students show deep understanding of the main aspects of the lesson?
- What parts of the lesson worked well?
- Was the spelling list too easy or too difficult?

#### Class Set of Spelling Words on...

- *Appendix 18 - Format of Lesson.*
- *Appendix 19 - Spelling words on sheets.*
- *Students English Book.*
- *Student’s Stationery - Pencils, rubber, etc.*

#### Whole Class

- Buddy
- Individual
- **5 minutes**
- **5 minutes**

#### Buddy

- Buddy
- **5 minutes**

#### Whole Class

-整个班级
- **15 minutes**

### Figure 5 and 6 – Lesson two for Stolen Girl.
### Unit Title: Stolen Girl

**Stage/Year:**
- Stage: 2
- Year: 4

**Lesson Title:** Visual text - where text and image meet

**Evaluation**
- Are changes needed?

**Timing**
- 30 minutes
- 15 minutes

**Timing**
- Group work
- Whole class
- Discussion

**Resources**
- Stolen Girl (Saffold, 2011)
- Appendix 20: Clues
- School p.4, p.9
- Student books
- English work books
- Stationery

**Teaching and learning experiences**
- EN 2:4A: uses an increasing range of skills, strategies, and knowledge to fluently read, view, and comprehend a range of texts on increasingly challenging topics in different media and technologies.
- Students are to view the cover page of the text.

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**Lesson 3**

**Duration:** Approx 1 hour

**Wednesday:** 10 to 10:55 am

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**Assignment 2: Lesson Sequence**

**Figure 7**

Figure 7 – Lesson three for Stolen Girl.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Introduction and learning experiences</td>
</tr>
<tr>
<td>8:15</td>
<td>Class debate</td>
</tr>
<tr>
<td>8:30</td>
<td>Note-making</td>
</tr>
<tr>
<td>8:45</td>
<td>Class debate and community contact</td>
</tr>
</tbody>
</table>

**Assignment 2: Lesson Sequence**

**Lesson 4**

**Unit Title:** Stolen City

**Stage 2: Year 4**

**Lesson Title:** Debate

**Duration:** Approx. 2 hours

**Thursday 1:45 to 3:45pm**

**Outcome**

- Class debate
- Note-taking
- Communication in a range of informal and formal contexts
- Audience and subject matter
- Reading and viewing and show an understanding of concept.
Figure 8 and 9 – Lesson four for Stolen Girl.
FIGURE 10

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Teaching and learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN2-2E</td>
<td>Uses effective planning and publishing texts using digital technologies.</td>
</tr>
<tr>
<td>EN2-2A</td>
<td>Uses their own writing appropriate to a range of purposes, audiences and contexts.</td>
</tr>
<tr>
<td>EN2-1E</td>
<td>Recognises and uses an increasing range of strategies.</td>
</tr>
<tr>
<td>EN2-1B</td>
<td>Identifies and uses language forms and features in their own writing.</td>
</tr>
</tbody>
</table>

**LESSON 5**

**Lesson Title:** The Movie

**Stage/Year:** Block 2, Year 4

**Unit Title:** Stolen Girl

**Stage 2: Year 4**

**Content (key concepts/ideas)**

- Composing text and publishing using digital technologies
- Reflection on other people’s perspectives

**Timing**

- **15 minutes:** Individual
- **5 minutes:** Whole class
- **10 minutes:** Individual
- **5 minutes:** Whole class
- **20 minutes:** Teacher to Teacher

**Organisation**

- **15 minutes:** Whole class
- 5 minutes

**Resources**

- Laptops or computers and internet
- Poster or display
- Handout
- Glossary

**Grouping**

- Individual
- Whole class

**Lesson Plan**

1. Students are to imagine the book will be turned into a movie. Their objective is to draw four posters advertising the movie and a media graph about it. (A pair of students share a poster)

2. Each student is to be given 2 round stickers which they can use to work on the posters. They are instructed to READ the text on the stickers in the poster of the other partner. (A pair of students share a poster)

3. Each poster is to be given a maximum of 2 points. These points are to be given to their partner’s poster and vice versa. (A pair of students share a poster)

4. The teacher will complete the evaluation of the lesson (see Appendix 25).

**Conclusion**

1. The winner will be announced through a bulletin.
2. The winner will be published in the school newsletter (see Appendix 25).

**Duration:** Approx. 2 hours

**Friday 9 to 10:30 AM**
Figure 10 and 11 – Lesson five for Stolen Girl.
REFERENCES


APPENDIX 1

FIGURE 12

Figure 12 – Stolen Girl was written by Trina Saffiotti and illustrated by Norma Macdonald (2011).
Figure 13 – The Board of Studies [BOS] NSW “Working with Aboriginal Communities” (2008) is a user-friendly guide to engaging with Aboriginal communities. For non-Aboriginal people it is an excellent guide to identifying a process but particularly section “2.4.1” on “considering protocols” (BOS NSW, 2008, p. 10) gives insight into Aboriginal culture and “1.5” on “considering sensitive issues” (BOS NSW, 2008, p. 5) which are all part of ‘cultural competence’.
APPENDIX 3

FIGURE 14

Figure 14 - The NSW Department of Education and Training [DET] Aboriginal Education and Training Policy [AETP] (2008) is a policy regarding the education of all students.
Figure 15 – The unit of work will be implemented at Gosford Public School which is located on the Central Coast, New South Wales (K. Hawker, personal communication, December 11, 2014).
Figure 16 - Gosford Public School is located on the My School Website (ACARA, n.d.) as a metropolitan government Primary school K-6.
Figure 17 – Gosford Public School is above the national average according to the ICSEA (ACARA, n.d.).
Figure 18 – Gosford Public School’s motto “Honour before Honours” can be located on the school website (NSW Education & Communities, n.d.).
Figure 19 – The My School website (ACARA, n.d.) provides information about the percentage of students with language backgrounds other than English and Indigenous students.
**Figure 20** – Gosford Public School’s 2013 NAPLAN results (ACARA, n.d.).
**Figure 21** – Further analysis of Gosford Public School’s 2013 NAPLAN results (ACARA, n.d.).
Figure 22 – Proposed timetable for the English Unit of work.
Welcome to Country

I would like to Acknowledge the __________________________

people who are the traditional custodians of this land. I

would also like to pay respect to Elders both past and present

of the __________________________ nation and extend that respect

to other Aboriginal people present (NSW DET, n.d., p. 3).
**Figure 23 and 24** - The acknowledgement of country before any meeting or community event that takes place is called “Welcome to Country” (NSW DET, n.d., p. 2). A correct use of protocols enhances cultural interaction and is a big step towards reconciliation.
**APPENDIX 13**

**FIGURE 25**

*Figure 25 – Worksheet needed for lesson one for *Stolen Girl*. *
Figure 26 – Students to use the “Read, Cover, Remember, Retell” strategies with their buddy for lesson two for *Stolen Girl* (Hoyt, 2009, p. 175).
FIGURE 27– Discussion question for lesson two for *Stolen Girl*.
APPENDIX 16

FIGURE 28

Figure 28 - Discussion question for lesson two for Stolen Girl.
Figure 29 - Discussion question for lesson two for Stolen Girl.
Figure 30 – Spelling list required for lesson two for Stolen Girl.
Figure 31 – Suggested format of lesson in students work books.
Figure 32 – Worksheet required by students to complete for lesson three.
Figure 33 – Discussion with students about creating catchy posters for lesson five (Johnson, 2015).
Figure 34 – An example of a ‘Poster Template’ in Microsoft Publisher (Microsoft, 2007).
Figure 35 – Student evaluation form which will be completed by each student at the end of lesson five.
Figure 36 – Gosford Public School’s newsletter which is published weekly for parents, students and teachers to read (NSW Education & Communities, n.d.).