

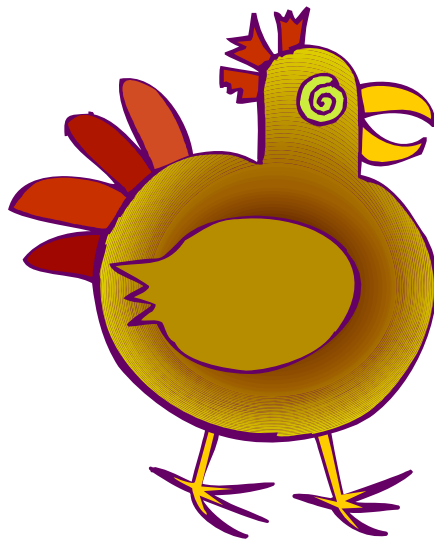
Rosie's Walk

A Walking Talking Texts
Petal Planner Unit of Work
Written by Ruth Gledhill
Manager ESL ILSS Program 2003

Based on the text by Pat Hutchins

Pat Hutchins 1968.
Rosie's Walk, Aladdin,
New York, NY, USA.

ISBN 0020437501



Northern Territory
Department of Education 1995.
Walking Talking Texts,
Darwin, NT.

This unit of work

- uses the *Walking Talking Texts* Petal Planner framework.
- focuses on oral language development in the Early Years and is recommended for use in contexts where oral language development is the focus.
- uses the *Do, Talk, Record* planning model.
- was written by teachers for use with English as a Second Language for Indigenous Language Speaking Students (ESL ILSS). ESL ILSS is a program that supports the implementation of an intensive oral English program for Indigenous students in their first formal year of schooling.

Activities Brainstorm for Rosie's Walk

- Read and role-play the text
- Make an obstacle course
- Walk around the school - use the appropriate propositions eg past the office, around the sand pit, through the tunnel
- Make a list of position words
- Colour pictures of the actions in the text
- Sequence the pictures
- Make a wall story/story map
- Write a story to go with the pictures
- Make puppets/masks for each character
- Make a moving model of Rosie
- Pulleys & levers – why does the flour sack fall down?
- Use a simple pulley to make a flour bomb
- Make a windmill
- Talk about/identify different animals in the story – compare these with what might be found in the community
- Story wheel/circle story using concrete objects to retell the story
- Talk about what happens to the fox – demonstrate action words; make a list of action words with pictures
- Put sound effects to the story – make a tape recording of the story with the children making sound effects
- Innovate on the text – eg Camp dog's walk
- Play skipping games – under/over

Learning Areas:

- The Arts
- Science
- Maths

Oral Presentation

Individual children use models/puppets and the story map they have made to act out the story as the rest of the class tells the story.

Audience: assembly item, parents/carers/ another class

Rationale

Learners in remote communities need to develop their skills in using English for Interpersonal, Informational and Aesthetic purposes so they can use English effectively for learning at school and to perform successful interactions with English speaking people in the wider community. By participating in this unit of work, children will be using English in an enjoyable and non-threatening environment that provides a relevant social context. They will develop semantic understandings in English, prior to working through aspects of English syntax and graphophonics in a supportive way that encourages risk taking. For each new activity Learners will be scaffolded as they work from whole group > small group > individual efforts.

This unit of work has been designed for early childhood learners (T/1) who have been assessed at Beginning Level 1 on the Northern Territory Curriculum Framework. It is anticipated it would be undertaken early in the school year. The outcomes would need to be adapted if using it with older Learners or those assessed at BL2 or above.

Learning Outcomes from the NT Curriculum Framework

EsseNTial Learnings:

Col 1: Listens attentively and considers the contributions and viewpoints of others when sharing their own ideas and opinions

KGP 3: Demonstrate some attentive listening behaviours and respond appropriately eg wait until the speaker has finished before responding

Col 3: Fulfils their responsibilities as a group member and actively supports other members

KGP 3: Participate in collaborative group activities
Share equipment and cooperate on tasks

English as a Second Language

Communication:

S BL2: use gestures and isolated words to express needs and respond to simple directions and questions

- Name some objects – the animals & things in the story: mill, hen, fox, beehive, cart, yard, pond, rake, haystack etc
- Describe own and other illustrations with isolated words from the text – nouns as above, prepositions

Language structures and features:

S BL2 : use words, phrases and some repetitive simple sentence patterns pronouncing some SAE words so that they can be understood – ie words using the consonant clusters noted in the text analysis: nd, nt, st' th – voiced/unvoiced, thr. Final “s” as “z” – frogs, bees, beehives

- Use words and phrases from the text eg around the pond, across the yard etc
- Join in songs, stories and drama approximating SAE intonation

Socio-cultural understandings: join in structured, shared classroom oral activities eg songs & stories

Learning how to learn:

S BL2: watch, imitate and repeat, use gestures and rely on the SAE speaker to support/interpret when speaking in SAE

- Echo words and phrases and mimic others
- Watch imitate and interpret others' speech

Integrated Learning Areas

Mathematics: Spatial Sense

KGP 3.3 Location: follow and give oral directions based on everyday language of position and movement

Science: Concepts and contexts

KGP 3.3 Energy and Change: Identify energy sources and their uses in everyday life
Show energy transfers in simple actions

The Arts: Creating Arts Ideas

KGP 3.1: Use play, imagination and sensory experiences as the basis for sharing their ideas and feelings through self-expression.

Dance: present dance movements on response to different emotions/experiences

Drama: enact known stories using voice and body movements

Music: experiment with sounds to suit feelings and situations

Visual Arts: use play and imagination as a stimulus for drawing, painting, modelling etc

Aspects of English to teach at the sentence level for:

(Name of Stimulus Text)

Rosie's Walk

Genre: Narrative Recount

Level: Early Childhood, Year 1

<p>Sentence Form <i>(question / statement / command)</i></p> <p>Single statement with a phrase on each page</p>	<p>Tense</p> <p>Simple past: went, got back</p>	<p>Person</p> <p>Third</p>	<p>Singular/plural forms</p> <p>Final "s" denotes plural: beehives, bees, frogs (pronounced "z") Mouse - mice</p>
<p>Negative forms</p>	<p>Question forms</p>	<p>Pronouns</p>	<p>Prepositions</p> <ul style="list-style-type: none"> • across • around • over • past • through • under • for
<p>Articles Definite – the "Rosie <i>the</i> hen..." Indefinite – a "..went for a walk"</p>	<p>Nouns <i>(common, countable, mass)</i> hen, fox, hen house, yard, rake, pond, frogs, bird, haystack, goat, mice, mill, flour, fence, cart, beehives, bees.</p>	<p>Expressions of Quality <i>(eg adjectives, adverbs etc)</i></p>	<p>Expressions of Quantity <i>(eg some, more, all, three, none etc)</i></p>
<p>Prepositional Phrases <i>(eg in the garden, on top of etc)</i></p> <ul style="list-style-type: none"> • for a walk • across the yard • around the pond • over the haystack • past the mill • through the fence • under the beehives 	<p>Possessive Forms</p>	<p>Conjunctions Additive - and</p>	<p>Sound(s) Consonant blends/clusters</p> <p>nd nt st th - voiced thr - unvoiced</p> <p>Single sounds: p, f, (Bold = focus for unit)</p>

Teaching Learning Sequence

A: Discovering the Text.

Look at the cover and talk to the Learners about what you and they think the story may be about. Ask what they can see on the cover. Ask if they know what different items might be eg mill, hen house etc. Tell them about the title of the text, who wrote it and who it is written for (Wendy & Stephen). Then read the text to the learners. Ask the children what they think is going to happen at certain points during the story eg after “across the yard” where the fox is about to jump on the rake. Point out the story in the pictures. Point to the pictures as the story is read.

B. Teacher and Learners talk about ideas, opinions and feelings about the text.

Tell the children what you think about the text (see p 7 of Walking Talking texts). Eg I like this story – I like this part where the fox gets the flour on his head. I like how the words tell Rosie’s story but the fox’s story is only in the pictures. Ask them about other animals they saw in the story eg goat, mice, frogs. Ask if they have ever seen these animals.

C: Explore the text. Plan together, then role play the text or parts of it.

Teacher reads the text and whole class/small groups of learners act out each page. Talk about what we will need to act out the story: Rosie, the fox, something to be the pond, the yard, the haystack, the mill. Use things in the class eg tables for the beehives, chairs for the haystack etc. Have a model or puppet of Rosie and the fox - choose one child to be the fox, one to be Rosie and act out the story as the teacher reads. Give others a turn at being Rosie and the fox.

D: Talk about the text.

Eg Is this a story about what really happens? Do the words tell us everything that is happening? What are the words that tell us where Rosie went?

Tell the children about the genre of the text. Eg this book is a storybook. It tells us a story about Rosie, where she went, and some of the things that nearly happen to her.

If children get restless – have them colour the sequence pictures (see appendix).

E: Learners retell the text: the story line, the sequence of events etc

Photocopy the sequence pictures colour and laminate or use the ones the learners have already coloured.

Spread pictures on the floor and ask learners to identify the first and put subsequent ones in order. Have the children say what is happening in each picture as you put them in order on the floor.

Play a clothes line game. You need thick elastic and pegs. String the elastic across the room, ask the Learners to identify the first picture and say what is happening in it. Select a child to hang it on the “clothes line”. Choose other children to select the next picture and so on until the sequence is complete on the “clothes line”. Point to each picture and have the children join in as you say what is happening.

Have multiple copies of the sequence pictures. In groups get the children to put the pictures in order and tell the story.

Photocopy the small picture sequence. Use as a cut and paste activity – children cut out the pictures and paste them in the correct order. Teacher walks around and asks individual children to tell the story from the pictures.

F: Listening exercises

(For example games or exercises/activities from the Ear Book. -----)

Teach the children actions for each of the prepositional phrases eg hand signals

Across the yard = walking fingers

Around the pond = circular motion

Over the haystack = up and over motion

Past the mill = right ->left motion

Through the fence = pass hand through split fingers away from the body

Under the beehives = down and up curve away from body.

Children move around to some appropriate music – eg Chicken Dance. When the music stops say one of the phrases. Children do the appropriate action. For the more competitive classes -those who get it wrong are “out”.

Oral cloze Exercises

Read the text to the Learners and leave out the final word on each page. Have the children say the missing word. I.e. yard, pond, haystack etc

Repeat leaving out the prepositions.

Intonation, Stress and Rhythm Exercises

Chant:

Rosie went across the yard

Rosie went around the pond etc

Clap rhythm – alternating clapping hands on thighs, clapping hands.

G: Teacher and Learners make a picture map or graph which depicts the main event, the sequence of events etc

Talk with the Learners about and make a list of the things we need to include:

Yard, pond, haystack, mill, fence, beehives. Have the Learners sequence them. Draw each one (or enlarge items in appendix) on a big piece of paper ie four pieces of butcher's paper stuck together or a length of wide brown paper to make a mural. Learners and teacher together paint it, then draw footprints for Rosie and the fox to show where they went. Use cut out pictures/stick puppets to make Rosie follow the footprints

OR

Make a 3D model of the farm containing each item required.

Game: Choose individual Learners to make the Rosie cutout go where the teacher tells them on the story map. Change roles – student gives the directions and teacher performs the actions. Learners take turns giving and following the directions. Play a variation of this game everyday.

H: Pronunciation Exercises

This is where the Learners practise the focus sound/words/structures identified when analysing the language of the text. Each activity should be short and FUN!

Consonant blends/clusters: nd, th – voiced/unvoiced, thr

Final “s” as “z” – frogs, bees, beehives

Tongue Twister: Rosie ran around the pond.

Start by saying it very slowly with exaggerated enunciation. Repeat, getting faster and faster each time.

Practise unvoiced “p” and “th”: p p p pond, th th th through. Have children hold a piece of paper or a tissue in front of their mouths to show the puff of air as they say the unvoiced sounds.

Practise saying:

The bees are in the beehives.

Bzz bzzz bzzz

Watch out or you’ll get stung.

Frogs are on the lily pads

Croak, croak croak.

Watch out you might fall in.

I: Teacher and Learners write a group, negotiated text of the original from memory.

Use the sequence pictures as a stimulus. Ask the children to say what is happening in each picture. Teacher scaffolds and scribes their responses.

Children take a page each to illustrate.

Laminate and bind as a class book for the library or display as a wall story.



J: Explore the text through poetry and/or music

Teach the song “Rosie and the Fox” (see appendix). Sing the song to the class and do the actions taught in Activity F – Listening Exercises. Sing the song again and have the children do the actions as they listen. Get the children to join in as you sing.

K: Teacher writes the words on charts

Tell the children what you have written. Point to the words/get individual children to point to the words as you sing the song together.

L: Art and Craft.

Make a moving model of Rosie (see appendix).

Make stick puppets of the fox and use to dramatise the story.

Title/Learning Area: Visual Arts			
Outcomes <i>From the NT Curriculum Framework</i>	Do	Talk	Record
<p>The Arts: Creating Arts Ideas</p> <p>KGP 3.1: Use play, imagination and sensory experiences as the basis for sharing their ideas and feelings through self-expression.</p> <p>Visual Arts: use play and imagination as a stimulus for drawing, painting, modelling etc</p>	<p>Make a moving model of Rosie</p> <p>Teacher models what is to be done.</p> <ul style="list-style-type: none"> • colour in the outline of Rosie • cut out • assemble using split pins <p>Make stick puppets of the fox.</p>	<p><i>Before:</i> talk about the process ie what to do, label the things you need – crayons/textas, scissors, split pin, pop stick etc</p> <p><i>During:</i> teacher talks with the children about what they are doing</p> <p><i>After:</i> show and tell. Individual learners show their models to the group and tell what they did.</p>	<p>Display completed models, and steps in the process with captions.</p>

M: Teacher and learners write a group negotiated text that reflects the art/craft work.

For example: a procedural text: “How to make a....”, or a descriptive text: “Our”

“Our Models of Rosie and the Fox”

Procedural recount telling how the models were made and why/what they are used for.

Write on big paper and display together with the models/steps in the process.

N: Explore other curriculum areas suggested by the text.

This should follow the Do, Talk, Record Model. (NB. The record section is covered by the next activity, but might also include graphs, pictures, photographs etc that provide a stimulus for talk and a framework for the group negotiated text)

Title/Learning Area: Maths			
Outcomes <i>From the NT Curriculum Framework</i>	Do	Talk	Record
<p>Spatial Sense KGP 3.3</p> <p>Location: follow and give oral directions based on everyday language of position and movement</p>	<p>Make an obstacle course using things in the classroom/outside in the yard.</p> <ol style="list-style-type: none"> 1. Teacher and learners play follow the leader to negotiate the course chanting the appropriate language as they negotiate each obstacle eg through the tunnel, under the tree, over the log etc 2. Teacher gives instructions, children do the actions. <p>Take photos of children performing each action .</p>	<p>Use photos as a stimulus and talk about what was done and where we went.</p> <p>Play a circle game – children sit in a circle with the photos face down in a pile in the centre, spin a bottle/pointer - the child it indicates has to turn over the top photo and show the class.</p> <p>Everyone says what is happening in the photo eg Frankie's going through the tunnel.</p>	<p>Make a map of the obstacle course showing which obstacle was first, second etc. Add pictures of the children / a child at each obstacle.</p> <p>Display in the classroom and revisit during print walks.</p>

Title/Learning Area: Science			
Outcomes <i>From the NT Curriculum Framework</i>	Do	Talk	Record
<p>Science: Concepts and contexts</p> <p>KGP 3.3 Energy and Change: Identify energy sources and their uses in everyday life</p> <p>Show energy transfers in simple actions</p>	<p>1. Teacher demonstrates how to make a windmill. (see appendix)</p> <p>Children make their own windmills and observe what happens when they blow on them.</p> <p>Take photos of each step in the process.</p> <p>2. On a model/illustration of the Rosie's walk windmill construct a pulley and attach a paper bag of flour to demonstrate what happened to the fox. Take pictures.</p> <p>In groups children make their own "flour bombs" and role play Rosie and the fox walking past</p>	<p>Talk about what they did and the equipment used</p> <p>Sequence the pictures and say what is happening in each one.</p> <p>Talk about why the windmill moves – what makes it move?</p> <p>Talk about why the flour falls on the fox, but not on Rosie.</p>	<p>Put the picture sequence on display and write a caption for each to make an illustrated procedural text.</p> <p>Display pictures and negotiate a sentence to explain what happened.</p> <p>Children draw their own pictures showing why the flour fell on the fox.</p>

O: Teacher and learners write a group negotiated text which reflects one of these learning areas

Procedural text: *How to make a windmill*

Using the photos taken add text in the procedural genre: Goal (title), Materials (what you need) Steps in the process (what you do) i.e. label the items needed, then write captions for each of the pictures denoting the procedure as per "Record" above.

P: Using the original text as a model, teacher and Learners write a group negotiated text in the same genre.

Write about the obstacle course activity done for maths.

Class 2's Walk.

We went for a walk, across the playground... etc

Q: Group oral presentation.

Use songs, rhymes, the original text or the group-negotiated texts to develop an "item" to be presented to an audience. This could be a recitation, a play, a song. Group negotiate to whom the presentation will be made.

Use the backdrop for the wall story/map and dramatise the story using the moving model of Rosie and the fox stick puppet. One child = Rosie, one child = the fox. They perform the actions as the rest of the class tells the story with the teacher.

Perform at assembly or invite parents and carers or another class to watch the performance.

R: Assessment:

Revisit activities B; E; F; H; J.

Have Learners talk about activities G; L; N; P; Q.

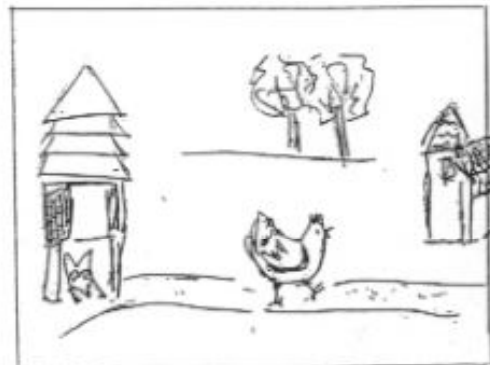
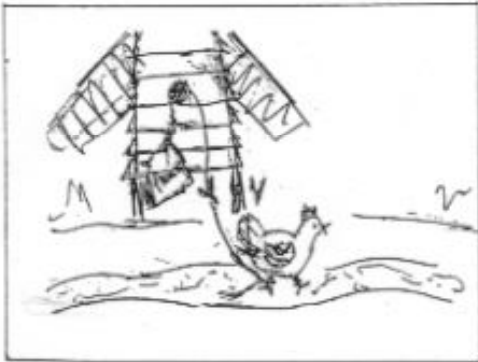
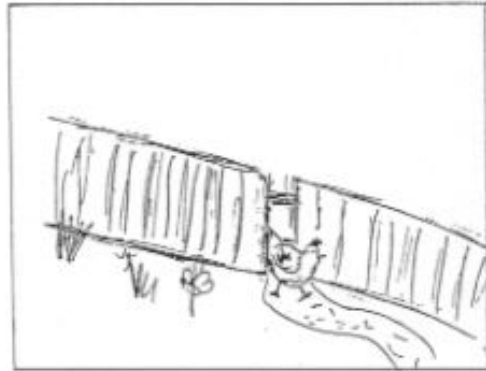
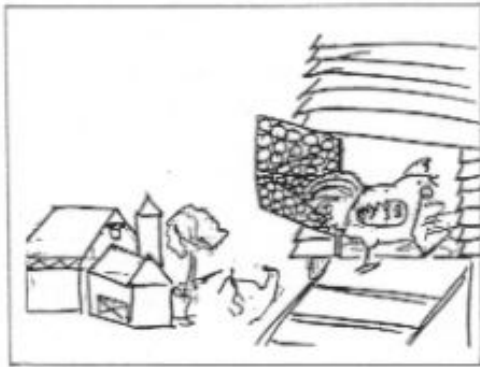
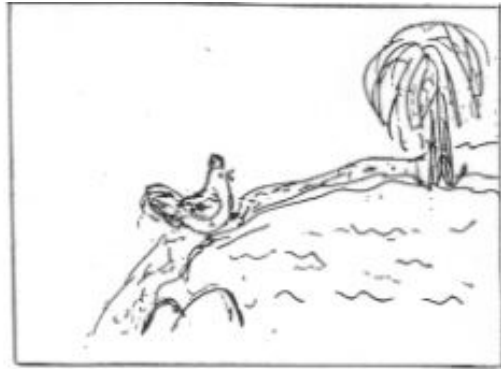
Record, date and annotate Learners responses to these activities then include them in the student's assessment folio.

NB It is suggested that you choose 3 or 4 Learners only to be the focus for assessment during each unit of work.

APPENDIX

Rosie's Walk: Sequence Pictures

Individual cut & paste. Photocopy 1 for each child.



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Song

Rosie and the Fox

(to the tune of "Here we go round the mulberry bush")

G D
Rosie went across the yard, across the yard, across the yard.

G
Rosie went across the yard,
D G
And the fox he tried to catch her
OUCH!

Rosie went around the pond, around the pond, around the pond.
Rosie went around the pond,
But the fox he fell right in
SPLASH!

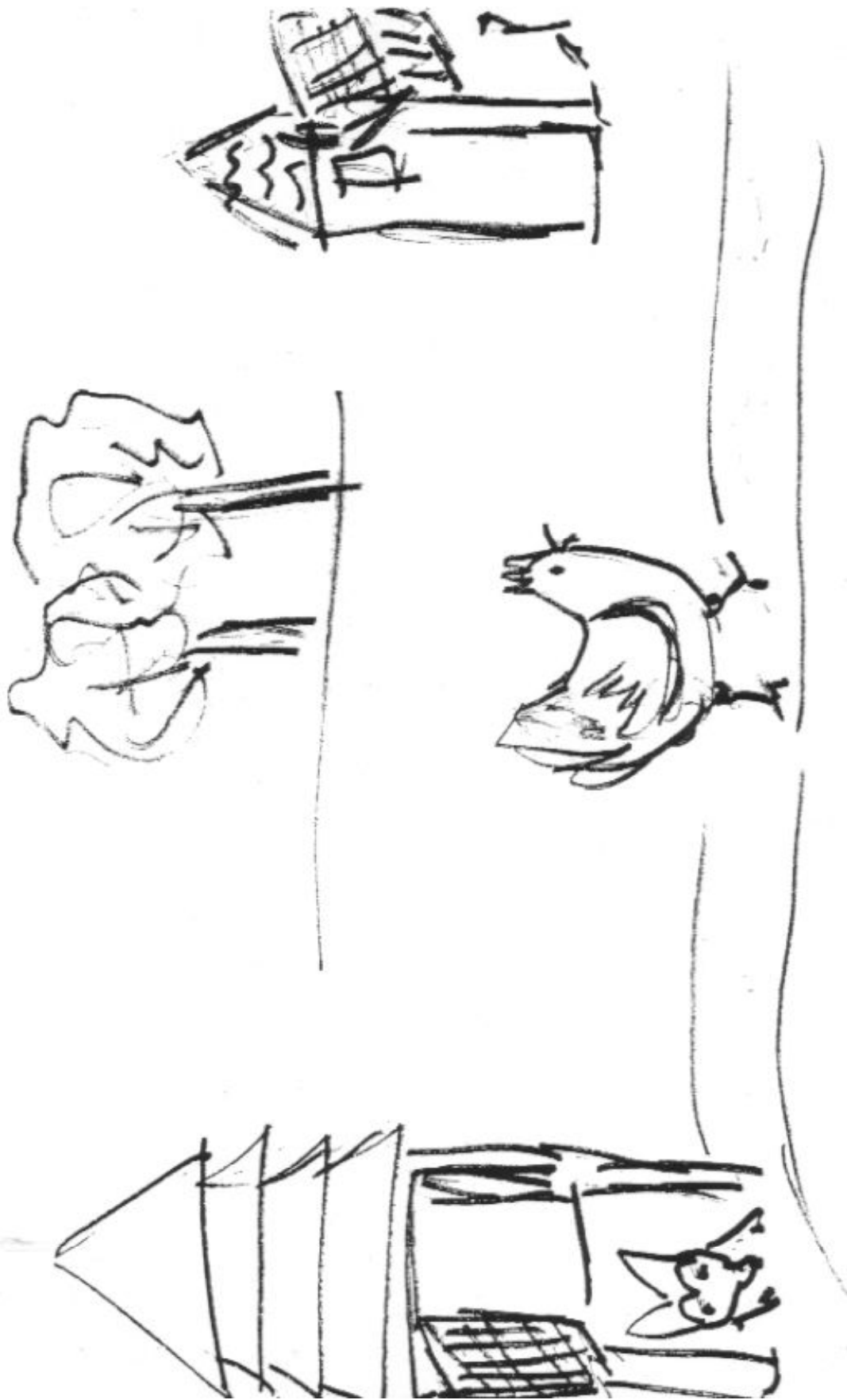
Rosie she went over the haystack, over the haystack, over the haystack.
Rosie she went over the haystack,
But the fox he tumbled inside it
PHEW!

Rosie she went past the mill, past the mill, past the mill.
Rosie went past the mill,
And the fox got covered in flour –
ACHOO!

Rosie she went through the fence, through the fence, through the fence.
Rosie she went through the fence,
But the fox he jumped right over it
EEEK!

Rosie she went under the beehives, under the beehives, under the beehives.
Rosie she went under the beehives....(slow)
And the fox got stung all over!!
YIPE, YIPE, YIPE!





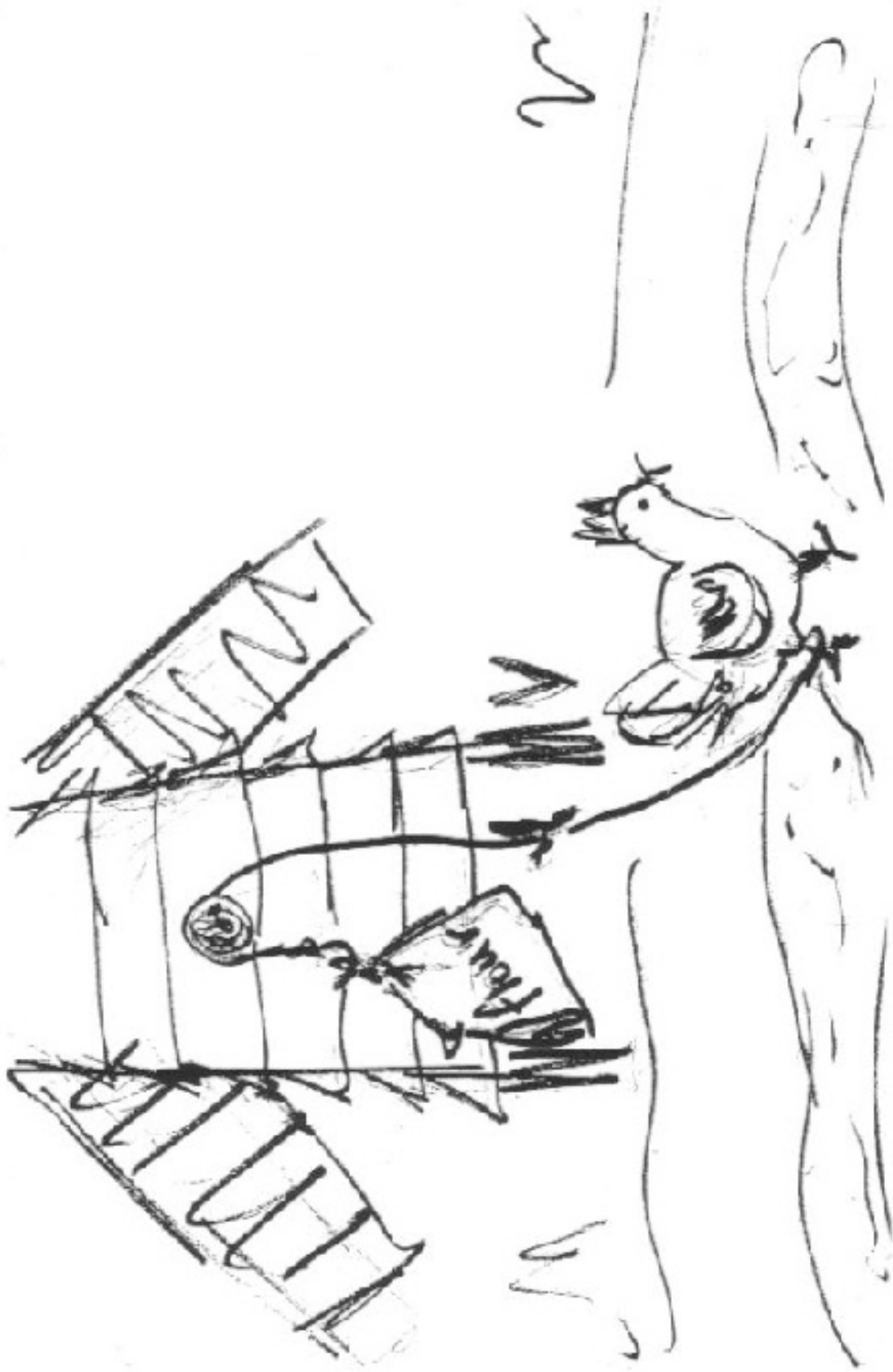
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NT Schools Portal<https://portal.itsis.net.au>

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This resource is located in Explore NT. part of the



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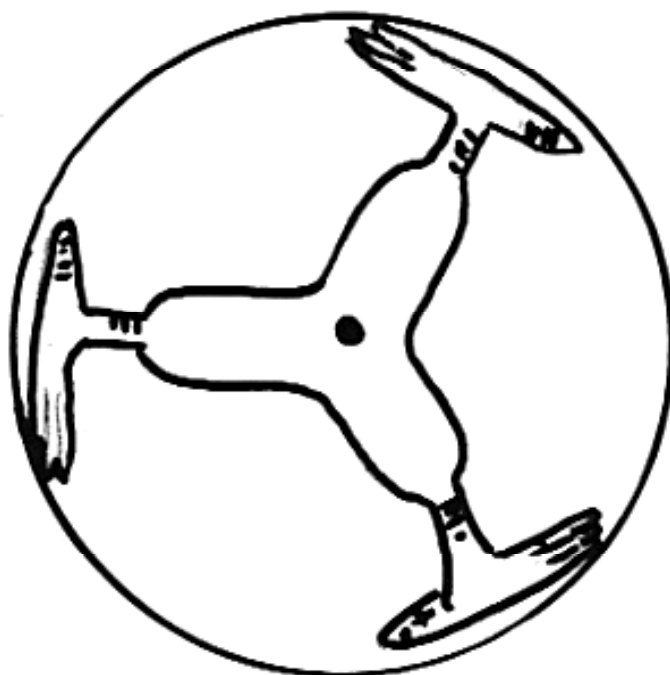
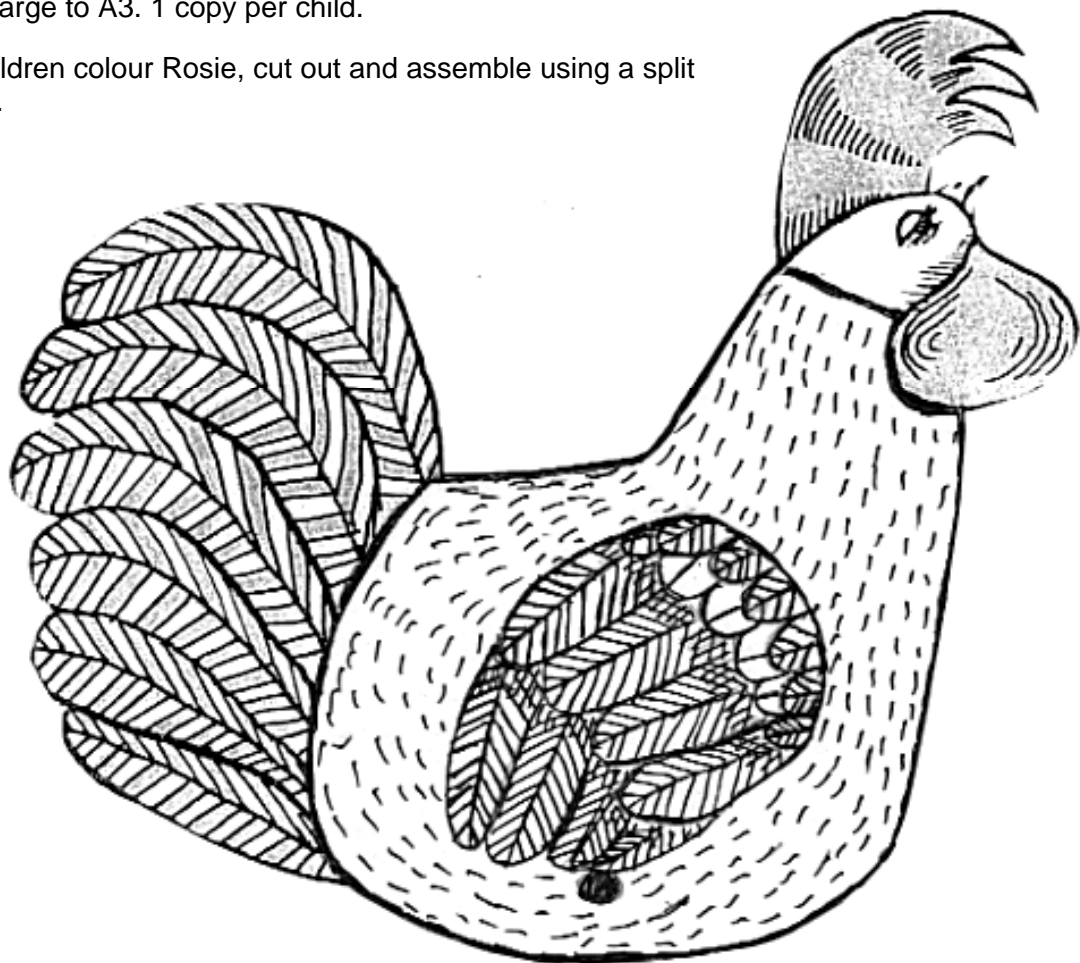
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Art/Craft activity

Enlarge to A3. 1 copy per child.

Children colour Rosie, cut out and assemble using a split pin.



NB: You will need stiff paper / light card.

WEB sites

Resources to support some of the activities included in the unit have been taken from the following websites. Other ideas have also been included as extension activities.

Rosie's Walk game/pictures for the story map

http://curry.edschool.virginia.edu/go/wil/Rosies_Walk_Activity_Card.pdf

How to make a windmill

http://www.educate.org.uk/teacher_zone/classroom/science/downloads/sc_unit1e_lesson5_instructions.pdf

Windmill Template

http://www.educate.org.uk/teacher_zone/classroom/science/downloads/sc_unit1e_lesson5.pdf

Additional science lessons

http://www.educate.org.uk/teacher_zone/classroom/science/unit1e_lesson5.htm

NB: ESL Learners will need to have a specific language focus and be taught any new language if you choose to use these lessons.

Ideas from Speech pathologists

http://www.speechtx.com/rosie's_walk.htm

NB: this has an American focus and the activities are very basic, however there are some great pictures that can be used for speech practice.

Guided Reading Ideas

<http://teachers.net/lessons/posts/2103.html>

Whilst we do not recommend that ESL ILSS Learners are expected to read independently, some of the ideas here can be useful for exploring the text.

More ideas

http://www.mkn.org/Handbook/splash_assets/html/F/FavoriteAnimalSeries/Rosie.pdf

This gives some ideas to accompany a video of Rosie's Walk.



