

# Be Careful



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Walking Talking Text Petal Planner Unit of work based on the book by  
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Illustrated by Jillian Gibson

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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.

## **Rationale:**

This unit is written for children assessed as (ESL) BL1 – BL2 on the NTCF. It provides opportunities to link the children's own cultural knowledge and experiences into use of English. 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.

## **Learning Outcomes from the NT Curriculum Framework**

### **EsseNTial Learnings:**

**Cr 2:** Translates innovative thinking into action and is willing to take risks when challenged by setbacks.

### **English as a Second Language**

#### **Listening L1.1 Communication:**

- show understanding of simple SAE text through action
- join in shared group activity/response

#### **Listening L1.3 Language structures and features:**

- distinguish some sound units of SAE

#### **Speaking L1.3 Language structures and features:**

- use simple well-known sentence patterns
- approximate SAE pronunciation

#### **Speaking L1.4 Learning how to learn:**

- practise, repeat words/phrases/short sentences

#### **Language focus Items:**

- the sounds 'f' and 'b'
- direct and indirect speech
- sentence structures: Find the/some, Put the ... like this

## **Integrated Learning Areas**

### **Science:**

#### **WS B 1.2/3 Investigating and Evaluating:**

- Compare alternative fire-making processes eg Yolngu and Balanda

#### **CC KGP 3.3 Energy and Change:**

- Explore traditional way of lighting fire with fire sticks

#### **CC Band 1.3 Energy and Change:**

- Discuss changes caused by heat, 'good' and 'bad'

## Aspects of English to teach at the sentence level for:

### **Be Careful.**

Genre/ Text Type: **Procedure**

<b>Sentence Form</b> <i>(question/statement/command)</i>  <b>Direct speech</b> eg "Find some grass for me." <b>Statement</b> eg So they found some grass.	<b>Tense</b> <b>Simple present</b> (Imperative) <i>Find, put blow, light</i>  <b>Simple past</b> <i>Found</i>  <b>Future</b> <i>We'll light</i>	<b>Person</b>  <b>First</b> <i>We</i> <b>Second Implied</b> (You) "Find some dry grass."  <b>Third</b> <i>They</i>	<b>Singular/plural forms</b>  <b>Uncountables</b> <i>Wood, grass</i> <b>S on end denotes plural</b> <i>Twigs, rocks</i> <b>Irregular Plural</b> <i>Child - children</i>
<b>Negative forms</b>  <b>N/A</b>	<b>Question forms</b>  <b>N/A</b>	<b>Pronouns</b>  <i>Me, they, we, it</i>	<b>Prepositions</b>  <i>On, for</i>
<b>Articles</b>  <b>Definite</b> <i>The</i> <b>Indefinite</b> <i>a</i>	<b>Nouns</b> <i>(common, countable, mass)</i>  <i>children, grass, twigs, wood, rocks, fire, Betty Binnum Binnum</i>	<b>Expressions of Quality</b> <i>(eg adjectives, adverbs etc)</i>  <i>be <u>good</u></i> <i>be <u>careful</u></i> <i>dry, big</i>	<b>Expressions of Quantity</b> <i>(eg some, more, all, three, none etc)</i>  <i>some</i>
<b>Prepositional Phrases</b> <i>(eg in the garden, on top of etc)</i>  <i>for me</i>	<b>Possessive Forms</b>	<b>Conjunctions</b>  <i>But, so, and</i>	<b>Sound(s)</b>  <b>"f"</b> <i>fire, find, found</i> <b>"b"</b> <i>big, blow, Betty Binnum Binnum</i>

## Teaching Learning Sequence

### A: Discovering the Text

- Look at the cover and talk to the students about it. Eg Discuss and have the children role-play the body language of gesturing to support an instruction.
- Point out the orange sky/background and discuss eg burning off in the dry.
- Read title of the text (support with pointing gesture)
- Explain the meaning of "careful"
- Comment that the author and illustrator are not on front cover as is usual.

### Read the Text to the students.

- Read the text straight through for enjoyment, continuity and fluency.
- Demonstrate correct book handling conventions eg turning pages, left to right movement.

## **B. Teacher and students talk about ideas, opinions and feelings about the text.**

- Teacher models book reaction by talking about personal experience with fire. Eg “Where I was born it is very cold and we have a fire to keep warm.”
- This is my favourite page “Look she is blowing the fire to help it burn.”

### **Sample Questions**

- Did you like this book?
- What’s your favourite page?
- Have you been out in the bush?
- Did you make a fire? Did you make a fire like this? Did you make it in a different way?
- What do we use fire for?

(First language interpreting and explanation can be useful at this point.)

## **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 students act out each page.

- Whole group mime the actions of collecting the items, building the fire, lighting and blowing.
- Teacher reads the text as Betty and the class, as the children, do the actions
- Have a small group to act each part of the procedure

## **D: Talk about the text.**

- Discuss the illustrations in the book
- Look at the relationship of the illustrations and the text – are there some things shown in the illustrations, but not referred to in the text. Eg tent on page 2
- Ask the children if it is a true or false story
- Point out the work twigs and the related picture. Discuss, explore synonyms and if appropriate, other parts of the tree.

## **E: Students retell the text : The story line, the sequence of events etc:**

- Teacher turns pages asking “What are they doing/getting here?”
- Use photocopied pictures from the text to line up in sequence
- Play spin-the-bottle game: Place pictures randomly in circle, student describes the picture the bottle points to.

## **F: Listening Exercises**

- Chinese whispers using words or phrases from the text
- Listen and clap for “f” or “b” words as the teacher reads the text
- Play Bingo game using pictures for “f” and “b”
- Teacher reads text substituting words while children listen and correct. Eg “A fire can be good but be *quiet*.”

## Oral Cloze Exercises

- Teacher reads text leaving out - nouns (grass, twigs, wood & rocks), verbs (find, then, found) or other verbs (put, blow, light)

## Intonation stress and rhythm

- Clap word syllables using students names
- Chant “*Find some rocks, Find some grass, Light the fire, Blow the fire*” using knee slaps for rhythm
- Practise the direct speech sentences from text. Children copy teacher intonation.

## G: Teacher and Students make a picture map or graph which depicts the main event with sequence of events etc.

- Use photocopied pictures from text to create a vertical strip sequence – pictorial procedural text ( Add texture and colour using a variety of media)

## H: Pronunciation

- Rhymes for “b” and “p” *Blowing bubbles, popping popcorn*
- Correct mouth formation for each sound – copy teacher
- Worksheets and craft activities for initial sounds “b”, “p” and “f”
- Practise minimal pairs eg bin/pin, pin/pig. Use picture cards like Bingo and children point to each one as teacher says the words.

## I: Students and Teacher write a group-negotiated text of the original from memory

- Use the book and/or sequence pictures as a prompt and elicit text from the students scaffolding as needed
- Scribe onto butchers paper leaving room for students to illustrate
- Read the finished text together with teacher or student pointing to text.
- Display in room for revisiting

## J: Explore the text through poetry and/or music

- Campfire’s burning, Draw nearer, In the glowing, Come sing and be merry.
- Fire’s burning, Fetch the hoses, Fire! Fire! Pour on water. (to “London’s Burning and with echo)
- Chants for “b”, “p”, “f”, eg Using rhymes from ‘Ants on the Apple’ or devise own

## K: Teacher writes the words on charts

- Write up the words for ‘Campfire’s Burning’

**L. Explore the text through Art and Craft.**

- Collage mural of scene – paint background, glue scrunched paper rocks, cellophane for fire, real grass and twigs, body figures for Betty and the children
- Bushfire pictures – red/orange background with black tree shapes etc.

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

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

- Write descriptive sentences about the mural. Write onto strips and place on mural. Eg The rocks look big and rough. The twigs are under the tall trees. The sky is painted blue.

**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 Science			
Outcomes From NTCF	Do	Talk	Record
W.S 1 .2/3 Conduct investigations, use information gathered to answer own questions	Invite elders in to talk about traditional ways to make fire.  Watch elders demonstrating fire making	Talk about Balanda/Non-Indigenous way  Use of matches, gas barbeque	Photos with captions  Chart showing 2 methods of making a fire
CC 1.3 Energy and change  Describe ways fire is used for different purposes and energy changes	Visit from Fire Engine	Discuss use of fire-burning off, cooking,  Show extinguisher and introduce word  Other ways of cooking  Talk about fire safety	Make poster showing use of fire

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

- as a class write a recount of elder's visit. Display with photos or ..
- write a simple report about the use of fire.

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

Eg "I'm hungry. We'll make a damper, children," said Amy.

**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.

(Own choice here – it might be that you present the songs with some costumes and props.)

**R: Assessment:**

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

**Have students talk about activities G; L; N; P; Q.**

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

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

## Appendix

1. Songs and rhymes
2. Pictures for use with bingo, listen for initial sound activities, concentration game –find the pairs and say the word
3. "p" and 'b' initial sounds through art and craft activity.

## Songs and Rhymes

### Round The Campfire Tonight

(To the tune of "Ten Little Indians")

Chorus:

One little, two little, three little Tiwi kids  
Four little, five little, six little Tiwi kids  
Seven little, Eight little, nine little Tiwi kids  
Ten Tiwi kids round the campfire tonight.

The women are making damper and boiling  
tea  
The elders are singing about their country  
Children are playing with their families  
Lots of talk around the campfire tonight

Chorus

The men have been hunting kangaroo  
The babies are sleeping soundly too  
Corroboree starts and it's for you  
For all the Tiwi kids round the campfire  
tonight.

Chorus

### Until The Fire Is Out

(to the tune of "Polly Put The Kettle On")

Let's walk around the campfire  
Campfire, campfire  
Walk around the campfire  
Until the fire is out.

We're eating snake and emu  
Emu, emu  
We're eating snake and emu  
Bush tucker is good for you.

Corroboree lasts all night long  
All night long, all night long  
Corroboree lasts all night long  
Until the sun is up.

My uncle plays the didgeridoo  
Didgeridoo, didgeridoo  
My uncle plays the didgeridoo  
Would you like to join in too?

Let's walk around the campfire,  
Campfire, campfire  
Walk around the campfire  
Until the fire is out

# Campfire's Burning

(to the tune of London's Burning )

Campfire's burning, campfire's burning

Draw nearer, draw nearer

In the glowing ,in the glowing

Come sing and be merry

Fire's burning fire's burning

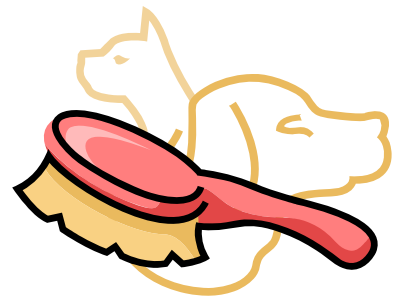
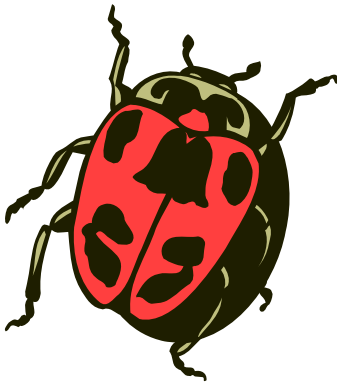
Fetch the hoses fetch the hoses

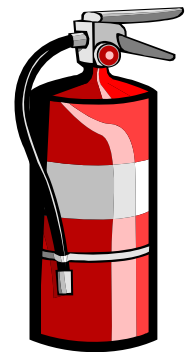
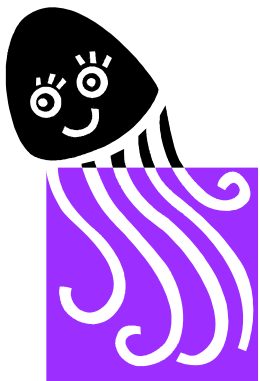
Fire ! Fire ! Fire ! Fire

Pour on water, pour on water

Which words start with b?

Which words start with f ?







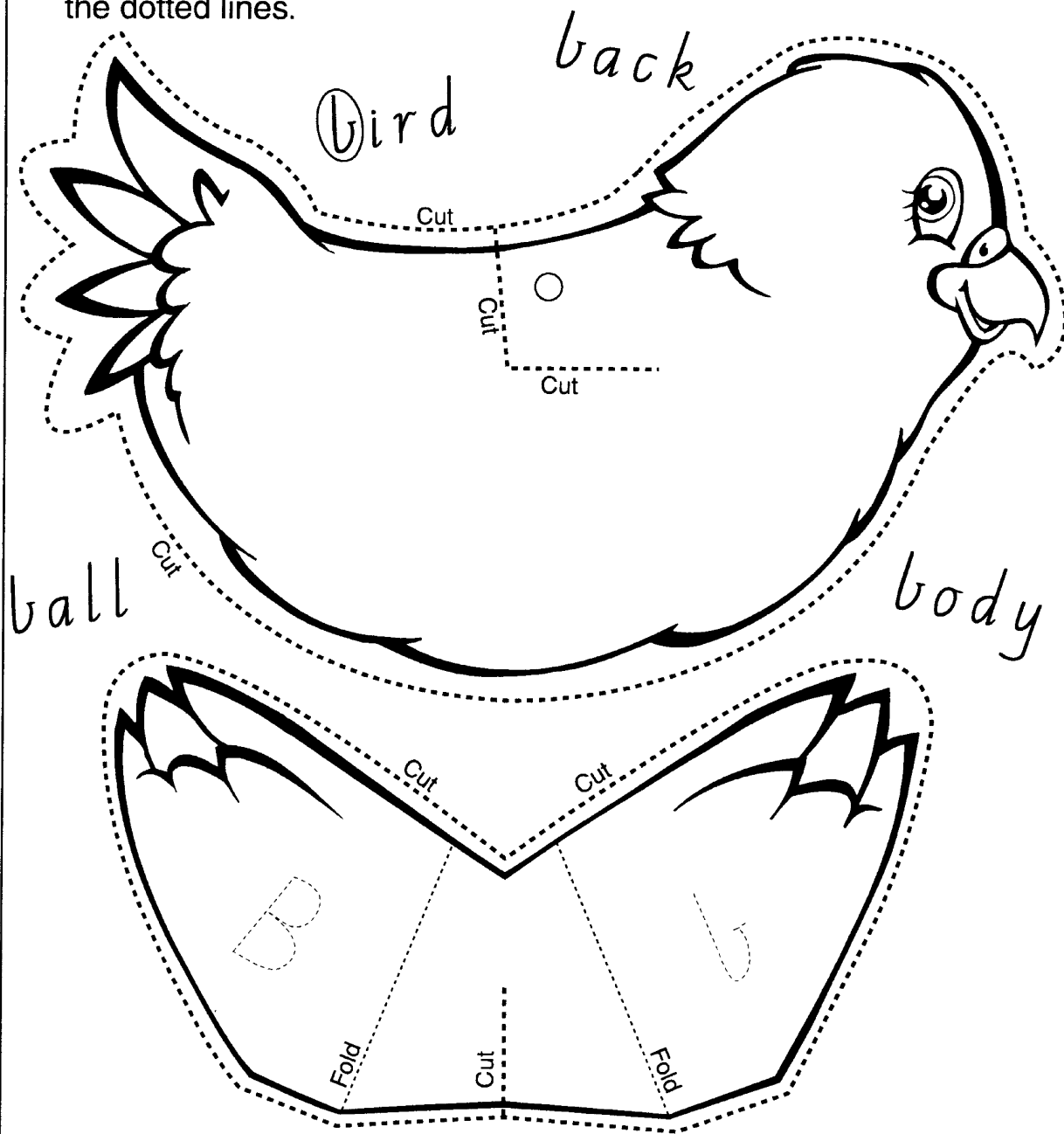
Bb

is for bouncing bird

Bb

**Instructions**

1. Trace all the dotted letters.
2. Find and circle the initial sound in each word.
3. Colour the bird and wings.
4. Cut out the wings and body on the dotted lines.
5. Slide the wings into the body.
6. Fold the wings back on the dotted lines
7. Attach string to bird.



Pp

is for parrot puppet

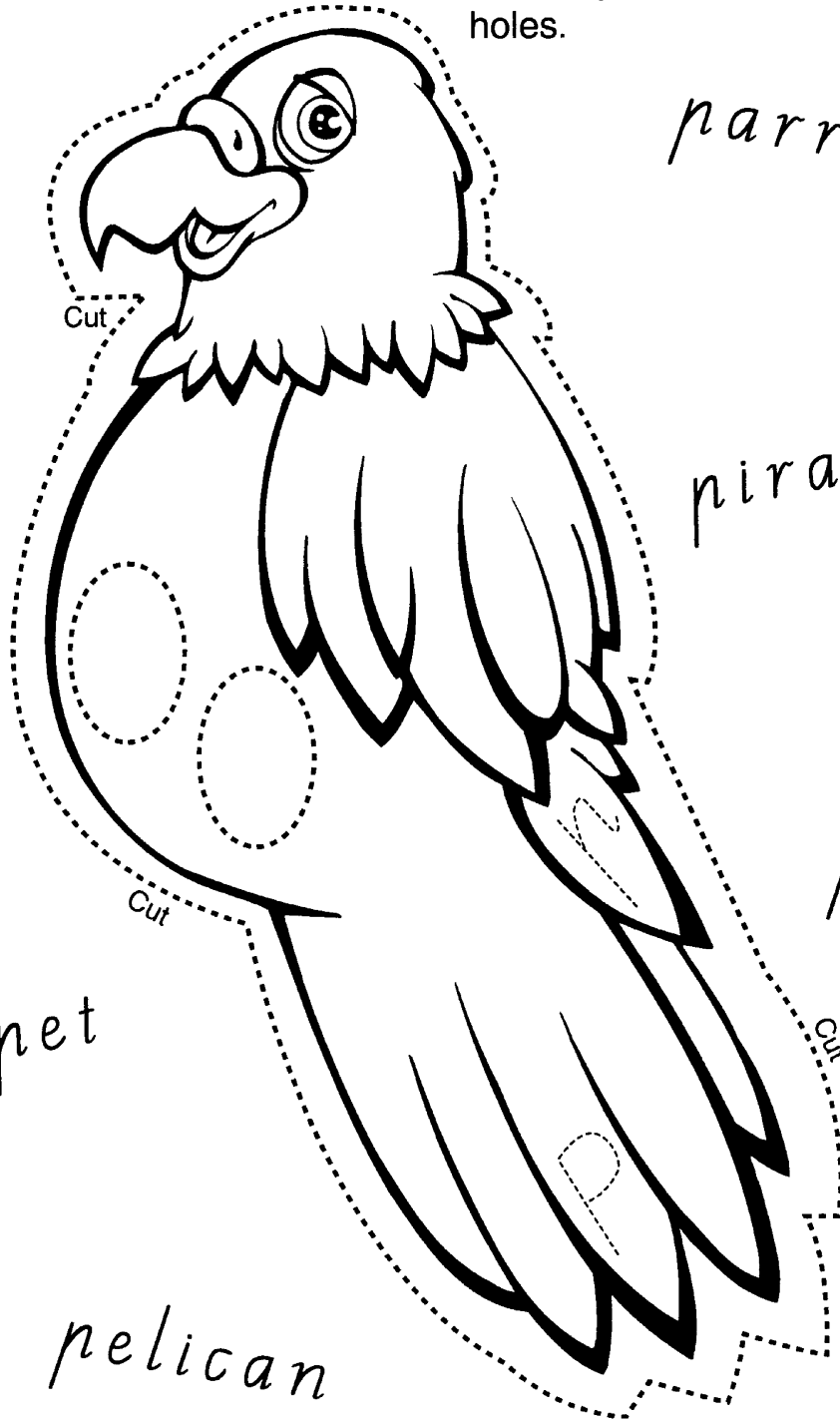
Pp

**Instructions**

1. Trace all the dotted letters.
2. Find and circle the initial sound in each word.
3. Colour then cut out the parrot.
4. Glue on feathers if available.
5. Carefully cut out the finger holes.

pet

parrot



pirate

pig

puppet

pelican