

A Walking Talking Text
Petal Planner Unit of Work
Written by Alison Burgess based on the book,
Big Rain Coming



Katrina Germein, 2000. *Big Rain Coming*,
Illustrated by Bronwyn Bancroft
Clarion Books
ISBN: 0618083448

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 for use with English as a Second Language (ESL) students.



A WTT PETAL PLANNER

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| <p>Name of Text Big Rain Coming by Katrina Germein</p> <p>Year level/s Year 2, Two-Way Schools</p> <p>(May be adapted for others by the inclusion of independent reading and writing exercises. See Daily Program page.)</p> | <p>A. Discovering the text. Look at front cover. Students make predictions about text. Read title. Count words in title. Read text to children. (Daily activity)</p> | <p>B. Talk about text – ideas, opinions, feelings. Reread text, ask if children like the story. Discuss if we experience the same hot weather – waiting for the ‘wet’ to arrive. Do we sleep outside? How do we keep cool? Do we see clouds like these? How do you keep cool? Etc.</p> | <p>C. Explore the text through role play.</p> <ol style="list-style-type: none"> 1. Teacher directs children to perform activities eg Pretend to be really hot, splash in the water, look for clouds, play in rain. 2. Teacher turns pages, asks what children are doing, each action is then performed by class. 3. Game: One child leaves room. Others perform an action from text. Child re-enters, teacher asks ‘what are they doing?’ child must reply ‘they are ...’ |
| <p>D. Talk about the text.</p> <ol style="list-style-type: none"> 1. Ask ‘Is this a true story?’ 2. Relate story to children’s experiences – do your dogs dig? Where do you swim? 3. Explain meaning of words – breeze, thunder, warm, cool, dusty, wonderful, still, thick, dark | <p>E Retell the text.</p> <ol style="list-style-type: none"> 1. Teacher turns pages & children use pictures as prompts to tell what is happening on each page. Teacher scaffolds answers into sentences. 2. Copy pictures from text. Class negotiate to sequence them on a peg-line. 3. Use picture cards of actions. Individuals select a card and describe it using the structure ‘They are ...’ 4. Children independently sequence own set of copied pictures to make a small booklet. | <p>F Listening exercises.</p> <ol style="list-style-type: none"> 1. Target a sound each week. Listen for it as initial sound in words; sounds box game – choose item and give initial sound; variety of worksheet activities for the sound; find pictures in magazines to paste on chart for sound. 2. Revise all sounds using activities and games eg. Sort pictures/items a/c initial sound; bingo etc. 3. Chinese whispers using days of the week. | <p>F Oral cloze exercises. On different days:</p> <ol style="list-style-type: none"> 1. Omit the days of the week. 2. Omit the nouns. 3. Omit adjectives |

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| | | <p>4. Read text substituting incorrect words, use funny alternatives, children make the corrections.</p> <p>5. As teacher reads text, children listen for action words. When they hear one they do that action.</p> | |
| <p>F Intonation, stress and rhythm exercises.</p> <p>1. Teacher emphasises intonation of the dialogue.</p> <p>2. Clap the syllables for words and phrases eg billabong, wonderful, outside, rain-water tank, thick grey clouds, etc.</p> | <p>G Picture map.</p> <p>1. As a class make a large chart with days of week written in column on left. Each child draws one of the events, then glue it beside corresponding day on chart.</p> <p>2. Repeat activity, children complete own individual A4 chart.</p> | <p>H Pronunciation exercises.</p> <p>1. Practise correct pronunciation of days of week especially Wednesday.</p> <p>2. Make rhymes using vocabulary from text for initial sounds eg 'Dogs are digging dusty holes' 'Saturday Sunday Stephen is sitting' 'Wonderful warm water, wonderful warm water, splash and swim' '(child's name beginning with b) went to bed in the big billabong'.</p> | <p>I Group negotiated text of the original.</p> <p>Photocopy the pages of the book with the text blanked out. Children Retell text, teacher scaffolds their responses into sentences and records in the blanks, modelling the writing process. Children each colour page, then work together to re-sequence the pictures.</p> |
| <p>J Explore the text through poetry and/or music.</p> <p>1. Create a soundscape to accompany narration of the text using instrumental and body percussion and voices.</p> <p>2. Chant: Rain, rain, go away, come again another day.</p> <p>3. Song: There are 7 days, there are 7 days, there are 7 days in a week, Sunday Saturday</p> <p>4. Chant: Rain on the green grass, rain on</p> | <p>K Teacher writes the words on charts.</p> <p>Use days of the week song.</p> | <p>L Explore the text through art/craft.</p> <p>1. Recreate the billabong scene as a collage/mural. Use paints, real grass etc, crumpled crepe paper flowers, and cut out black paper people silhouettes.</p> <p>2. Recreate the linking artistic feature in the text –road. Give children a template with lines in pencil, they trace over in black then fill in colours and dots. Colour, cut and glue on ovals.</p> <p>3. Children trace a partner's foot. Cut it out and draw patterns on it.</p> | <p>M Group negotiated text that reflects the art/craft work.</p> <p>Write descriptive sentences about the billabong scene using adjectives. Eg 'The water is blue, purple and green.' 'The waterlilies are pink and pretty.' 'The children are black and shiny.' 'The grasses are ...' 'The billabong is ...'</p> <p>These sentences can be added to the mural or displayed separately beside.</p> |

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| the tree, rain on the rooftop but don't rain on me. | | Make a background by rolling paint over large sheet, when dry draw crayon lines in a design. Glue the feet in an overlapping way so they look like 'dancing feet'. | |
| N Explore other curriculum areas suggested by the content of the text Maths MDS KGP3.3 Use and respond to days of week | Health/PE N/A | Science & ILC - Culture CC KGP3.4 Make connections between rain and cloudy skies. Observe changes in weather patterns from season to season. Natural Environment Band 2 Identify indicators of seasonal and weather changes. | |
| O Group negotiated text reflecting one of the learning areas. Write descriptions of weather for dry season and wet season and compare. Eg It is cool at night in the dry season. | P Group negotiated text in the same genre. Write a cumulative story about children's own lives and what they do each day. Saturday-home Sunday-church Monday-working Tuesday-sport Wednesday-video Thursday-library Friday-assembly Each day children ask if today is assembly day, on Monday 'no' etc. | Q Group oral presentation. Perform for Pre-school; Our sound-scape to narration of story. Chant: Rain on the green grass. | R Assessment. Revisit activities B, E, F, H, J. Have students talk about activities G, L, N, P, Q. Record and keep students responses to these activities. Keep tapes of selected students. See attached assessment schedule. |

Language Focus Items

- Asking and answering questions using set structures:
 - 'What are they doing?' 'They are
 - 'What day is it today?' 'Today is
- Letter/sounds: B, R, W, D – initial and final



SCIENCE & ILC CULTURE PROGRAM

(This program utilises time other than WTT time – it runs alongside the WTT English work.)

Science

CC KGP3.4

Earth & Beyond – Identify physical features of their environment that affect them.

- Make connections between rain and cloudy skies.
- Observe changes in weather patterns from season to season.

ILC - Culture

Natural Environment

Band 2

- Identify indicators of seasonal and weather changes.

| DO | TALK | RECORD |
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| | 1. Discuss, in L1 initially and then English, the coming wet season: the changes in weather features, change in wind direction, cloud build-up, thunder starting etc. | 2. Display the circle chart of Yolngu seasons and indicators. |
| 3. Walk outside and note weather indicators. Continue this as appropriate during program. | | 4. Use weather symbols to record observations on class calendar daily. |
| | 5. Use these English words in discussion: breeze, wind, sun, clouds, rain, thunder. | 6. Make a chart of English weather words with matching pictures. |
| 7. Look at books illustrating various types of weather. | | 8. Write group negotiated text – see O. Individually draw weather pictures to accompany this text. |

ASSESSMENT RECORD



Name: _____ Date: _____

| Strand Learning Area | Outcomes & Indicators | Assessment Task | E | S | C |
|------------------------|--|---|---|---|---|
| EsseNTial Learnings | <p>Inner 1: Uses own learning preferences and meta-cognitive processes to optimise learning. KGP 3</p> <ul style="list-style-type: none"> Complete routine tasks in a familiar context. Begin and complete activities relating to a task, with direction. | <p>Student completes set tasks during the unit. Teacher records this on a class checklist as unit progresses.</p> | | | |
| Listening | <p>L 1.1 Communication: Respond to routine and some expressive oral SAE in familiar contexts and follow class talk in SAE, with support.</p> <ul style="list-style-type: none"> Respond to simple routine instructions Respond to simple questions | <p>Following retell (speaking assessment), teacher asks questions about book, eg. Do you like this story? What do you do when it is hot? What/where do you play after school? Use checklist to record ability to respond to directions and questions.</p> | | | |
| Speaking | <p>L 1.1 Communication: Join in known situations using gestures, isolated words and well-known language to respond to directions and questions.</p> <ul style="list-style-type: none"> Retell text with visual clues Use a few connected words | <p>Student retells story using the book as a prompt. Teacher tapes and transcribes or takes notes of student's language.</p> | | | |
| Reading | <p>R BL2.4 Learning How to Learn: Model 'reading' on others, 'read' with the teacher and use visual clues to support their reading.</p> <ul style="list-style-type: none"> Join in and complete activities around class texts – drama, painting, drawing | <p>Students complete activities E3, and G2 above. Collect and annotate one of these. Students join in shared reading of text with teacher.</p> | | | |
| Writing | <p>W BL1.2 Socio-cultural Understandings: Recognise that speech can be written down.</p> <ul style="list-style-type: none"> Show awareness of difference between pictures and words Show awareness that writing can be read and re-read | <p>Using the text, ask student to point to the picture, then to the writing on 2 or 3 pages.</p> | | | |
| Science & ILC- Culture | <p>CC KGP 3.4 Earth & Beyond: Identify physical features of their environment, including the sky, which affect them.</p> <ul style="list-style-type: none"> Make connections between rain and cloudy skies Observe changes in weather patterns from season to season <p>Natural Environment Band 2</p> <ul style="list-style-type: none"> Identify indicators of seasonal and weather changes | <p>Participate in class discussion and subsequent writing of group negotiated text for O. Draw illustrations for this text comparing the weather in dry and wet seasons.</p> | | | |



DAILY ACTIVITIES PROGRAM

1. ACTIVITIES

- Play a listening game (F)
- Read the text to children (A)
- Sing a song or say rhyme (J)
- Pronunciation exercise (H)
- Revisit Story map (G) or Writing text (I, M, O)

2. NEXT PART OF PLANNER

3. WORKSHEETS

This planner has been written for Two-Way schools whose Writing program is in L1, but it may be used by others by including reading and writing worksheets at appropriate times, eg

- MONDAY: Read, write and draw
- TUESDAY: Look, say, cover, write, check with selected words
- WEDNESDAY: Written cloze
- THURSDAY: Multiple choice / true or false
- FRIDAY: Jumbled sentences