

Collecting Firewood

A Walking Talking Texts
Petal Planner Unit of Work
Written by Julie Humphreys and Ruth Gledhill 2001

Based on the text by Sue Briggs-Pattison & Bev Harvey



From *Collecting Firewood* by Sue Briggs-Pattison and Bev Harvey
Illustrated by Craig Charles
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Northern Territory
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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

Students are encouraged to participate in all activities in the unit of work in order to develop oral English skills in an enjoyable and non-threatening environment that provides a relevant social context.

Learning Outcomes from the NT Curriculum Framework

EsseNTial Learnings:

Inner Learner 4

Assess their well being and takes action for healthy living.

Key Growth Point 3

- Link particular behaviours with positive and negative health outcomes – ie avoid getting burnt.

Constructive Learner 4

Develops a sense of social responsibility through active, informed participation in chosen areas within their community and family structure.

Key Growth Point 3

- Act responsibly in familiar social situation eg follow rules and routines.

English as a Second Language

(See text analysis for specific language focus)

Communication:

Learners join in known situations and respond to familiar directions and questions using gestures, isolated words, well-known language and language from the stimulus text.

Language structures and features:

Learners use words, phrases, common expressions, some question words, words from the stimulus text and approximations to English structures, pronunciation and intonation.

Socio-cultural understandings:

Learners begin to use familiar courtesies and some conventions of classroom talk.

Learning how to learn:

Learners imitate, repeat and practise English using face to face contact, contextual support, visual cues and gestures.

Integrated Learning Areas

Health and Physical Education:

Key growth Point 3:

Identify the people and products that can help us to stay healthy and safe.

Studies of Society and Environment:

Key Growth Point 3

Participate in efforts to care for the environment.

**The Arts:
Creating Arts Ideas**

Key Growth Point 3

Learners explore play, imagination and sensory experience as a basis for sharing their ideas and feelings through the arts.

Combining the Arts

Participate in, and initiate creative activities in all forms of play on own and with others eg dramatise all or part of a remembered book, or movie plot through fantasy play.

Drama

- Act out a variety of roles in role play situations using objects as props
- Use stories from their own lives as a basis of improvising and storytelling
- Enact known stories using voices and bodies

Visual Arts

Communicate a story using a variety of mediums eg draw a picture, make a collage.

Aspects of English to teach at the sentence level for:

Collecting Firewood

Genre: **Recount**

Sentence Form <i>(question/statement/comm and)</i> Statement Exclamation "Look!"	Tense Mainly past: went, found Present in direct speech - It's, Imperative – let's find Phrasal verb:- looking for	Person First – we Third – Dad, it, firewood etc	Singular/plural forms singular
Negative forms	Question forms	Pronouns I, we, it, us,(let's),	Prepositions for
Articles a, the	Nouns <i>(common, countable, mass)</i> mass - firewood, proper - Dad, common - beetle, wood, lizard, moth, insect, stick insect, cocoon, spider, bonfire, cold.	Expressions of Quality <i>(eg adjectives, adverbs etc)</i> big	Expressions of Quantity <i>(eg some, more, all, three, none etc)</i> enough, more
Prepositional Phrases <i>(eg in the garden, on top of etc)</i>	Possessive Forms	Conjunctions when	Sound(s) "f" - f <u>irewood</u> "st" - s <u>t</u> ick "d" in final position – wood <u>d</u> ”, yel <u>l</u> ed, found <u>d</u> .

Teaching Learning Sequence

A: Discovering the Text

Look at the cover and talk to the students about what they think the story may be about. Then **Read the Text to the students.**

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

Who has been to collect firewood?

Where did you go? Who did you go with?

Why do we need to collect firewood?

Who enjoys going to collect firewood?

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

Teacher and AT model the role play. Teacher reads the text and acts out the part of the boy in each page:

eg

– Teacher walks around pretending to find the various items and says: “When we went looking for firewood, I found a goanna.: ‘Look!’ I yelled.

AT responds ‘It’s a goanna. Come on. Let’s find more wood’.

As the children become more familiar with the text, they can respond with the AT.

– Go outside and pretend to look for firewood. Get the children to find things eg a tyre, and say “Look!” Teacher and class respond: “It’s a tyre. Come on. Let’s find more wood.”

D: Talk about the text.

Eg Is this a story about what really happens? Do the words give us a clear picture of what is happening? What are these words? What do they mean?

Talk about where the animals/insects are found.

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

Using the pictures, get the children to tell what is happening on each page.

F: Listening exercises

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

Children listen for the focus sound and perform an action when they hear it.

Focus sounds are: “f” – firewood, “st” - stick, “d” in final position – woodd”, yelledd, foundd.

NB concentrate on one sound at a time.

1. Game: I went looking for firewood.

Children listen for the name of the animal and act it out. Eg Teacher says: "When I went looking for firewood, I found a snake." Children act out being a snake. Continue the game saying a different animal each time.

2. Game: Collecting firewood.

(Play this game after you have done the Oral cloze so the children have had more practice with the language of the text before they are expected to memorise it)

Children sit in a circle and take turns to say:

"I went looking for firewood. I found a beetle."

"I went looking for firewood. I found a beetle and a lizard."

"I went looking for firewood. I found a beetle, a lizard and a moth."

Continue as far as the children can remember the sequence of animals found in the text.

Oral cloze Exercises

Teacher reads the story leaving out key words eg names of the animals found. Children orally complete the sentence.

Eg "When we went looking for firewood, I found a beetle"

"It's a" said Dad, "Let's find more"

Intonation, Stress and Rhythm Exercises

Point to the pictures in the text. Say the word and clap the number of syllables in the word.

Children to repeat. Eg beetle ● • , stick insect ● ● ● , moth ● , cocoon • ●

Game: What am I?

Teacher claps the stress/syllables and the children guess which animal it is.

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

See Appendix.

Make a class book of the animals in the book. ie page 1 = beetle, page 2 = lizard etc

Using the class book as a mode, children make individual books. Use printed labels to stick on to each page to name the animal.

Each child will have a book of animals/creatures from the text.

H: Pronunciation Exercises

This is where the students practise the focus sound/words/structures identified when analysing the language of the text.

1) Chant:

Fee fi fo fum

Look out fellas here we come.

Clap the rhythm as they say each word.

2) Game: Fee fi fo fum

Children take it in turns to say Fee fi fo fum, look out [name a child from the class]here I come. The child named then has a turn and names someone else.

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

Students illustrate, sequence the pages and display for reference.

J: Explore the text through poetry and/or music (rhymes and songs)

Teach “Round the Campfire Tonight” and/or “until the Fire is Out” (Aunty Wendy’s Mob CD) See appendix.

K: Teacher writes the words to the rhymes and songs onto charts and displays them in the room.

L: Explore the text through Art and Craft.

- 1) Make a ‘bonfire’ in the classroom. Collect firewood and set it up in the classroom. Add pieces of red, yellow and orange cellophane to create the fire image.
- 2) Painting: children use “fire” colours to paint a bonfire scene.
- 3) Collage; stick cellophane onto white paper to give the effect of a bonfire.
- 4) Make puppets of the animals in the text.

M: Teacher and students 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”)

Descriptive text about the pieces of artwork. Encourage the children to describe what they look like and scaffold their responses.

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)

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

Group recount: When we went looking for firewood
 When we had a bar-b-cue at school

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

For example: When we went looking for kangaroo, I found a goanna.

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.

R: Assessment:

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

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.

APPENDIX

Story Map



Photo copy the picture and items found.
Use these with the children to negotiate a map of the
sequence of events as they happen in the story.

N: Do, Talk, Record Model For Integrated Curriculum Areas

Title/learning area: Health and Physical Education			
Outcomes From the Curriculum Framework	Do	Talk	Record
KGP 3: identify the people and products that can help us stay healthy and safe	Role play: "How to treat a burn" – emergency first aid. Invite the clinic staff to show the children what to do or visit the clinic. Use dolls to role play how to behave around fires and keep safe.	Ask the children if they have ever been burnt, how it happened, how they looked after it. Talk about how we can keep safe around fires.	Take pictures, and/or video the procedure for treating burns/role play, and how to keep safe round fires. Make a retrieval chart showing what to do/what not to do around fires.

Title/learning area: Studies of Society and Environment			
Outcomes From the Curriculum Framework	Do	Talk	Record
KPG 3 Participate in efforts to care for their immediate environment.	Go on a drive to collect firewood for a bar b cue at school one lunch time. Role play the text as children collect the wood.	Talk about how to care for the environment: ie getting old wool before cutting down trees, taking only what we need, caring for our trees, putting out fires.	Make a retrieval chart of who found what during the collection. Take pictures and negotiate captions for them.

J: Songs and Rhymes

Round The Campfire Tonight

(To the tune of "Ten Little Indians")

Chorus:

One little, two little, three little Koori kids
Four little, five little, six little Koori kids
Seven little, Eight little, nine little Koori
kids
Ten Koori 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 al the Koori 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
Until the fire is out
Until the fire is out.