

Crabs On A Rock



A Walking Talking Text
Petal Planner Unit of Work
Written by Alison Burgess
Based on the text by *Josephine Croser*

Josephine Croser, 2002. *Crabs on a Rock*,
Illustrated by Veronica Jefferis, ERA
Publications, Flinders Park, SA.
ISBN 1863746269

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.



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WTT PETAL PLANNER

<p>Name of Text Crabs on a Rock, by Josephine Croser. (Wings reading series)</p> <p>Year level Transition</p>	<p>A. Discovering the text. Look at front cover. Students make predictions about text. Read title. Read text to children. (Daily activity) Discuss illustrations. Children echo teacher saying some words or phrases. Teach book conventions – front/back covers, turning pages, author, title, left to right etc. - daily.</p>	<p>B. Talk about text – ideas, opinions, feelings.</p> <ol style="list-style-type: none"> Reread text, ask if children like the story. Discuss: which is your favourite creature? Children draw their favourite, teacher scribes 'I like the ...', then children show their picture and say 'I like the ...' Discuss (may need L1) how the last crab feels – frightened. Relate to own feelings. Make faces to show happy, sad, frightened. 	<p>C. Explore the text through role play.</p> <ol style="list-style-type: none"> Teacher directs children to perform activities eg. Walk like a crab, run like a dog, fly like a bird, hide! Make paper plate crabs (see L) and use as props to role play text as teacher narrates. Play 'What's Missing?' using 3D objects from text. Children close eyes, teacher removes one, children say which. Worksheet – children draw and write number to complete '... crabs sat on a rock.'
<p>D. Talk about the text. 1.</p> <ol style="list-style-type: none"> Ask 'Is this a true story?' discuss pictures. Play celebrity head with crab, dog, fish, net, bird, wave pictures. Fish rhyme- form circle, one child (the fish) in middle Recite '12345 once I caught a fish alive, 678910 then I let it go again' Open circle for fish to swim out. Choose another fish and repeat. 	<p>E. Retell the text.</p> <ol style="list-style-type: none"> Teacher turns pages & children use pictures as prompts to tell what is happening on each page. Teacher scaffolds answers into sentences. Copy pictures from text. Class negotiate to sequence them on a peg-line. Use same pictures, spread on floor, play spin the bottle. Child tells about the picture bottle points to. Play pass the box/basket. When music stops child takes out 1 item (3D items from text), says 'This is a 	<p>F. Listening exercises.</p> <ol style="list-style-type: none"> 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 Revise all sounds using activities and games eg. Sort pictures/items a/c initial sound; bingo etc. Chinese whispers using nouns from text. Directed drawing of a crab, dog, fish, bird. Play Bingo using pictures from text. Statues – children move 	<p>F. Oral cloze exercises. On different days, read text omitting:</p> <ol style="list-style-type: none"> nouns numbers

		<p>around room to music, when it stops they freeze in posture of animal named by teacher eg dog</p> <p>7. Directed construction of shell using paper circle to form cone, then feel texture of shells and discuss before drawing patterns on cone.</p>	
<p>F. Intonation, stress and rhythm exercises.</p> <p>1. Clap the words in the sentences.</p> <p>2. Chant/game Form circle, all say '1 crab on a rock, 2 crabs on a rock ...' etc. and choose children to sit in circle as class chants.</p>	<p>G. Picture map.</p> <p>1. Sequence numerals and match with correct pictures of crabs.</p> <p>2. Make picture bar graph of favourite sea creatures.</p>	<p>H. Pronunciation exercises.</p> <p>1. Practise final 's' by saying '1 crab, 2 crabs'.</p> <p>2. Introduce & practise 'r' using 'Skip to my Lou' tune for 'red rocks rolling, r,r,r.'</p> <p>3. Introduce & practise 's' as above saying 'six silly sausages s,s,s.'</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. Rhyme – 12345 once I caught fish alive.</p> <p>2. Rhyme - 2 little crabs sitting on a rock, 1 named Jessie, 1 named Jock, crawl away Jessie, crawl away Jock, come back Jessie, come back Jock.</p>	<p>K. Teacher writes the words on charts.</p> <p>Use 12345 rhyme</p>	<p>L. Explore the text through art/craft.</p> <p>1. Paper plate crabs – paint plate, then draw, cut out and glue on eyes, legs and nippers.</p> <p>2. Finger painting – add sand to yellow paint for finger painting, take prints from children's work to use as beach sand background. When dry, glue on rocks made from crumpled grey paper. Add crabs using crab shape paint stamp.</p> <p>3. Hermit crab – use egg carton piece, glue on eyes, legs & nippers, then insert into cone shell from F7.</p>	<p>M. Group negotiated text that reflects the art/craft work.</p> <p>Procedural text for making the hermit crab in a shell.</p> <p>Take photos during construction and use as prompts & illustrations for text.</p>
<p>N. Explore other curriculum areas suggested by the content of the text</p> <p>Maths N/A</p>	<p>Health/PE</p> <p>N/A</p>	<p>Science</p> <p>CC KGP 2.2 Life and Living: recognise basic features of plants, animals and environments.</p> <ul style="list-style-type: none"> Differentiate between living and non-living things 	<p>Technology/Design</p> <p>DPC KGP 2.2 Options – materials, skills & techniques.</p> <ul style="list-style-type: none"> Choose and use materials based on their characteristics.



		<ul style="list-style-type: none"> • Classify animals as living in sea or on land 	
O. Group negotiated text reflecting one of the Learning Areas.	P. Group negotiated text in the same genre. Write new text changing the crabs to baby turtles (or could be to children).	Q. Group oral presentation. Perform dramatisation of text and rhymes for Year 1 and 2 class.	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

1. Numbers 0-6
2. Sentences: This is a (crab, bird, etc.)
It is on the (rock, floor, table etc.)
3. Letter/sounds: R, S
4. Prepositions: on, off, in, under



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SCIENCE PROGRAM

CC KGP 2.2 Life and Living – recognise basic features of plants, animals and environments.

- Differentiate between living and non-living things
- Classify animals as living in sea or on land

DO	TALK	RECORD
1. Use a collection of 3D objects including animals, sea creatures, cars, pencil, toy furniture etc. and 2 hoops. Teacher begins by placing an object into each hoop. (Talk) Continue putting objects into correct hoop till children are able to do themselves.	2. Talk about classification. Why have we put these into these groups? Ask 'what is the same / different about these?'	
3. Cut out variety of pictures of living and non-living things from magazines and paste onto charts.		4. Label and display charts.
5. Look at several books of animals.	6. Discuss where the animals live – in the sea or on the land. Talk about crabs and others that can live in either.	
		7. Children have a sheet of paper divided into 3. They draw animals in each section for land, sea and those moving between. (Keep for assessment).

TECHNOLOGY & DESIGN PROGRAM

DPC KGP 2.2 Options – Materials, Skills and Techniques

- Choose and use materials based on their characteristics

DO	TALK	RECORD
1. Look at books with pictures of coloured fish.	2. Talk about colours of fish and children's favourites.	
3. Paste squares of tissue paper onto piece of greaseproof paper. Then glue on cardboard fish outline template. Trim when dry.	4. Talk about why we used these papers and cardboard. Hold fish up to window to see effect.	5. Display fish on classroom windows.

(These programs utilise time other than WTT lessons – they run alongside the ESL program.)

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ASSESSMENT RECORD

Name: _____ Date: _____

Strand Learning Area	Outcomes & Indicators	Assessment Task	E	S	C
EsseNTial Learnings	<p>Creative 1 Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.</p> <p>KGP 3</p> <ul style="list-style-type: none"> Express imagination through visual and performing arts 	<p>Participate in class dramatisations.</p> <p>Create own colourful fish.</p>			
Listening	<p>BL 2.3 Language Structures and Features. Respond to some simple directions, statements and sound patterns.</p> <ul style="list-style-type: none"> Recognise and respond to some content words & familiar questions 	<p>Use sheet of pictures of items from text. Ask each child individually questions such as: Where is the bird? Point to the crab on the rock. Etc. Record responses on a checklist. Or using a sheet per child: Colour the bird red. Draw a circle round the dog. Draw 2 crabs on the rock, etc.</p>			
Speaking	<p>BL2.1 Communication: Use gestures and isolated words to express needs and respond to simple directions and questions.</p> <ul style="list-style-type: none"> Name some objects Describe own illustration with isolated SAE words 	<ol style="list-style-type: none"> Ask child to tell about the story using the book as a prompt. Ask child to tell about own picture from Science 7. Name the animals and tell where they live. Teacher may ask extra questions to elicit more talk, eg. Have you seen this one? Where? What can it do? Eat? 			
Reading	<p>BL1.3 Language Structures and Features: interpret pictures and show early reading behaviours.</p> <ul style="list-style-type: none"> Identify cover, start, end of book, title Demonstrate skills in handling books appropriately 	<p>Note on class checklist of early reading behaviours.</p>			
Writing	<p>BL1.1 Communication: communicate ideas through drawings and early writing behaviours.</p> <ul style="list-style-type: none"> Use drawing to relate experiences Make comments about their drawings 	<p>This will be able to be assessed and noted during the Speaking assessment task 2.</p>			
Science	<p>CC KGP 2.2 Life and Living: Recognise basic features of plants animals and environments.</p> <ul style="list-style-type: none"> Differentiate between living and non-living things Classify animals as living in sea or on land 	<p>See Science Do-talk-record no.7</p> <p>This will be able to be assessed and noted during the speaking assessment task 2.</p>			



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DAILY ACTIVITY PROGRAM

1. ACTIVITIES

- Play listening game (F)
- Read text to children (A)
- Sing song or rhyme (J)
- Practise pronunciation of sounds and words from text (H)
- Role play (C)

2. NEXT PART OF PLANNER

3. WORKSHEETS

(Note that this section will not apply to Two-Way schools whose writing program will be in L1.)

- MONDAY: Read, write and draw.
- TUESDAY: Handwriting practise of relevant letters (this can be on small whiteboards, blackboards or worksheets).
- WEDNESDAY: Trace and / or copy, then draw.
- THURSDAY: Written cloze (this may be filling in just the initial sound of words from text or the whole word).
- FRIDAY: Independent writing attempts.