

A Country Far Away

Walking Talking Text
Petal Planner
unit of work
written by

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Based on the text, *A Country Far Away*

Nigel Gray, 1988. A Country Far Away,
Illustrator: Philippe Du Pasquier,
Andersen, London.
ISBN 0862642043



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 text has been chosen for its direct links to the lives of all children. The rich illustrations provide many opportunities for language beyond that written in the text. Opportunities are provided for widening the world-view of children in isolated communities and for the children to see similarities with their own lives. The content of the book is easily linked to other Learning Areas.

The book is suitable for use with a multi level/multi age group. This unit of work could be used in "English only schools" in semester 2 with an ILSS group and in Two Way schools depending on the speaking levels of the children.

Learning Outcomes from the NT Curriculum Framework

EsseNTial Learnings:

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

English as a Second Language

Listening L1.1 Communication: Respond to routine and some expressive oral SAE in familiar contexts and follow class talk in SAE, with support

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

Listening L1.3 Language structures and features:

Pick out key words and well known phrases and discriminate some SAE words with support.

- distinguish some sound units of SAE

Speaking L1.3 Language structures and features:

Use words phrases, common expressions, some question words and approximations to SAE structures and pronunciation

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

Speaking L1.4 Learning how to learn:

Imitate, repeat, practise SAE, rely on face to face contact and contextual support

- practise, repeat words/phrases/short sentences

Language focus Items:

- the sounds 'ai' in *rain* and 'ay' in *stay* and 'a-e' in *late*
- use of regular past tense eg adding 'ed' as in *stayed*

Integrated Learning Areas

SOSE

S.S KGP 3.2

Describe a range of events that recognise Indigenous heritage

- Identify similarities between Indigenous children and other children.

Soc 1.4

Describe customs, lifestyles and rituals of a range of cultural groups

- Explain diverse ways in which groups or communities celebrate or hold ceremonies

Soc KGP 3.5

Differentiate between needs and wants and describe how people meet their material and non-material needs

- Dramatise the purchasing of everyday items.

Aspects of English to teach at the sentence level for:

A Country Far Away

Genre / Text Type: Procedure

<p>Sentence Form <i>(question/statement/command)</i></p> <p>Statement</p>	<p>Tense</p> <p>Simple present we can't decide</p> <p>Simple past <i>(ed) played, stayed, looked</i></p> <p>Irregular <i>Thought, had, went, was, were, made</i></p> <p>Future <i>Would like</i></p> <p>Infinitive <i>To do, to call, to get, to visit</i></p>	<p>Person</p> <p>First <i>I, we</i></p> <p>Third Implied <i>They (Mum & Dad)</i></p>	<p>Singular/plural forms</p> <p>S on end denotes plural <i>Friends, pictures, things, jobs</i></p>
<p>Negative forms</p> <p>N/A</p>	<p>Question forms</p> <p>N/A</p>	<p>Pronouns</p> <p><i>they, we, it, her, I my, me, our</i></p>	<p>Prepositions</p> <p><i>before, at, with, of,</i></p>
<p>Articles</p> <p>Definite <i>The</i></p> <p>Indefinite <i>A, an</i></p>	<p>Nouns <i>(common, countable, mass)</i></p> <p><i>today, day, home, jobs, Mum, Dad, school, holiday, bike-riding, friends, baby, town, fun, things, sister, photograph, football, goal, cousin, pictures, country,</i></p>	<p>Expressions of Quality <i>(eg adjectives, adverbs etc)</i></p> <p><i>ordinary, pleased, really, just, last, early, best, good, late, far away</i></p>	<p>Expressions of Quantity <i>(eg some, more, all, three, none etc)</i></p> <p><i>one, some, so many</i></p>
<p>Prepositional Phrases <i>(eg in the garden, on top of etc)</i></p> <p><i>before the holiday</i> <i>with my friends</i> <i>of the best</i> <i>for my baby sister</i></p>	<p>Possessive Forms</p> <p><i>My, our,</i></p>	<p>Conjunctions</p> <p><i>so</i></p>	<p>Sound(s)</p> <p><i>“ai” rained</i></p> <p><i>“a-e” late</i></p> <p><i>“ay” stay, play, day</i></p>

Teaching Learning Sequence

A: Discovering the text

- Teacher talks about the title, author, illustrator and pictures on the front cover using language the children will need to discuss the cover
- Look through the book pointing out some similarities between the top and bottom of the pages as you go

Read the text to the students.

- Read the text straight through for enjoyment, continuity and fluency.
- Re read text.

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

- Teacher compares life in their community to a situation represented in the book
- This is my favourite page “I like this part the best because”

Sample Questions

- Did you like this book?
- What's your favourite page?
(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 depicted on specific pages eg riding bike
- One child mimes while others guess which page.

D: Talk about the text.

- Discuss the illustrations in the book.
- Eg “Look at the pages where the boys do jobs for their parents.” Name the jobs with the students’ help. “ Do you help your Mum and Dad?” “what do you do “
- Explore the relationship of the illustrations and the text – are there some things shown in the illustrations, but not referred to in the text.
- Build a word bank related to a selected page from the book (Enlarged copy or O/H transparency and label)

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

- Teacher turns pages summarising as she/he goes
- Teacher asks questions eg “Is this the page where he rides a bike with his friends?”
- Sequence picture cards of the book. Have the pictures on display out of sequence and as you read the book have children find the corresponding picture and place in a sequence. Laminated text cards can be used to match to the pictures. (see appendix for picture and text)

F: Listening Exercises

- Chinese whispers using words or phrases from the text
- Listen and clap for “a”, “ay” or “a-e” words as the teacher reads the text
- Use an enlarged photocopy of a page. White-out some items. Ask children to draw in the items on their copy. Eg (school scene page) “Draw a bag next to the teacher’s blackboard, Draw a book in the teacher’s hand. Draw a tree to shade the children.” (See appendix)

Oral Cloze Exercises

- Teacher reads text leaving out key words. Eg “Today was the last day of ...”, “I did bike riding with my ...”

Intonation stress and rhythm

- Clap word syllables using students’ names and larger words in text eg **celebration & photograph**
- Chant and clap:

Today was just an ordinary day – I stayed at home

Today was just an ordinary day – Mum stayed at home.

Today was just an ordinary day – Dad stayed at home.

Today was just an ordinary day – The baby stayed at home.

Today was just an ordinary day – My cousin stayed at home.

Today was just an ordinary day – My sister stayed at home.

Today was just an ordinary day – We all stayed at home.

G: Teacher and Students make a picture map or graph that depicts the main event with sequence of events etc. (in this story the sequence of events is not essential to meaning

- Draw on the white/black board a strip story that shows aspects of the lives of the two boys.

Eg sketch of African rondavel house and a suburban house, boy up coconut tree and with wheelbarrow (quick sketches for this purpose, or silhouette figures).

H: Pronunciation

- Focus on final sounds particularly those that change tense and plural eg *play – played, stay – stayed, rain – rained, cousin – cousins, picture – pictures, thing – things, friend – friends, job – jobs*
- Develop a tongue twister related to illustrations eg “See six soccer players.”

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

- **Group-Negotiate song eg**

This is the way we kick the ball, kick the ball, kick the ball

This is the way we kick the ball, when we are playing footy,

This is the way we ride our bikes ...

This is the way we help our Mums ... etc.

- **Teach song** (adapt as required)

He's got the whole world,

In his hands he's got the whole wide world

In his hands he's got the whole world

In his hands

He's got the whole world in his hands.

He's got the little bitty baby ...

He's got the Mummies and the Daddies ...

He's got the brothers and the sisters ... etc.

K: Teacher writes the words on charts

- Teacher writes the words on charts with supporting pictures for gestures

L. Explore the text through Art and Craft.

- Make a 3D model of a village including houses (rondavels) stream, fence and trees etc.

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

- Create a procedural recount using photographs of the stages of construction of the village. This could be a slide show or hard copy book or frieze.

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 SOSE			
Outcomes From NTCF	Do	Talk	Record
<p>S.S KGP 3.2</p> <p>Describe a range of events that recognise Indigenous heritage</p> <p>* Identify similarities between Indigenous children and other children.</p>	<p>Collect photos, drawings or search the web for pictures that depict housing, recreational activities and transport in</p> <ol style="list-style-type: none"> 1. African village 2. English suburb 3. Your local community 	<p>Discuss similarities and differences between housing recreational activities and transport in</p> <ol style="list-style-type: none"> 1. African village 2. English suburb 3. Your local community 	<p>Develop a grid using drawings/photos that shows housing, transport and recreational activities in</p> <ol style="list-style-type: none"> 1. African village 2. English suburb 3. Your local community
<p>Soc 1.4</p> <p>Describe customs, lifestyles and rituals of a range of cultural groups</p> <p>* Explain diverse ways in which groups or communities celebrate or hold ceremonies</p>	<p>Invite Elders into the class to talk about traditional ceremonies as appropriate for this age group (discuss with AT)</p> <p>If available, invite a member of the local clergy to talk about religious ceremony.</p> <p>OR</p> <p>Watch a video on celebrations</p>	<p>Discuss what was heard or seen.</p>	<p>Draw pictures and teacher add captions for display as environmental text.</p>
<p>Soc KGP 3.5</p> <p>Differentiate between needs and wants and describe how people meet their material and non-material needs</p> <p>* Dramatise the purchasing of everyday items.</p>	<p>Set up a shop or market and role-play purchasing of goods (various)</p> <p>Linked to maths</p>	<p>Use of language as they participate in the role-play. May require teacher or AT modelling eg “I would like to buy ...”</p> <p>“Do you have any..?”</p>	<p>Shop labels, price charts, shop name pre-negotiated with class or group</p>

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

- Develop a repetitive framework book. Eg “When I go to the shop I like to buy ...” a page for each child to illustrate.

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

Eg Make a book about your local community following the same text. You may add extra or different activities. Eg picking fruit, gathering bush tucker.

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 student’s 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
2. map
3. pictures

He's got the whole world in his hands

He's got the whole wide world in his hands

He's got the whole wide world in his hands

He's got the whole world in his hands

He's got the whole world in his hands

He's got the little bitty baby in his hands x 3

He's got the whole world in his hands

He's got you and me brother in his hands

He's got you and me sister in his hands

He's got you and me brother in his hands

He's got the whole world in his hands

He's got the mothers and the fathers in his hands x 3

He's got the whole world in his hands

He's got everybody here in his hands x 3

He's got the whole world in his hands

This is the Way

(to the tune This is the way we wash our hands)

This is the way we kick the footy, kick the footy, kick the footy

This is the way we kick the footy (on our community oval) or
(in the *Numbulwar* community)

This is the way we wash the car

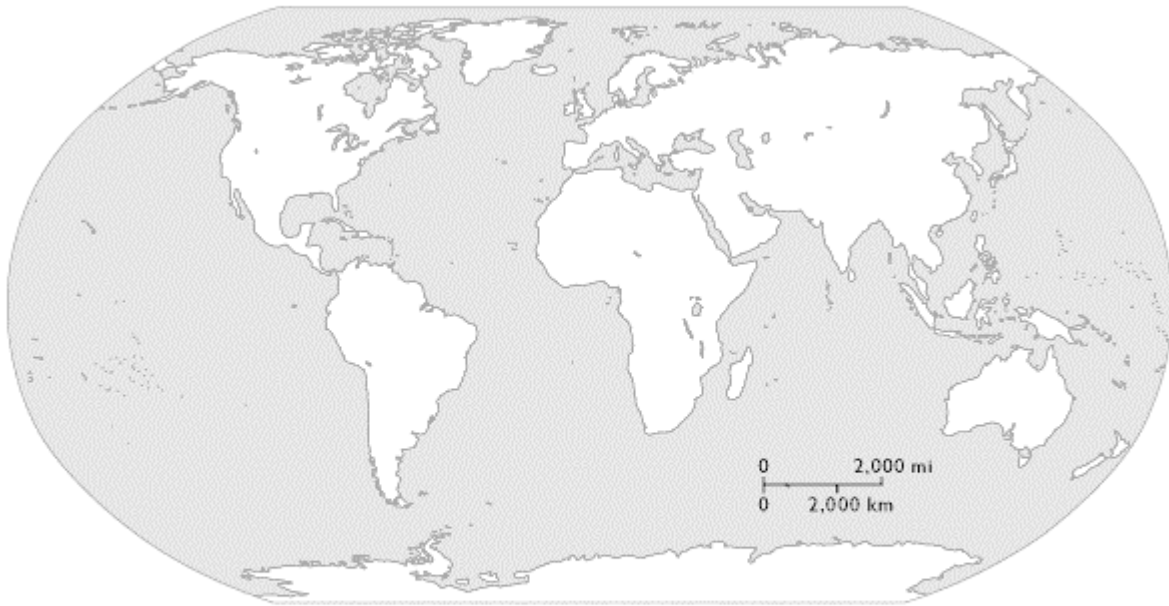
This is the way we ride our bikes

This is the way we milk the goat

This is the way the baby cries



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