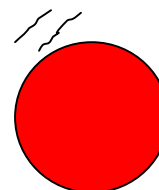
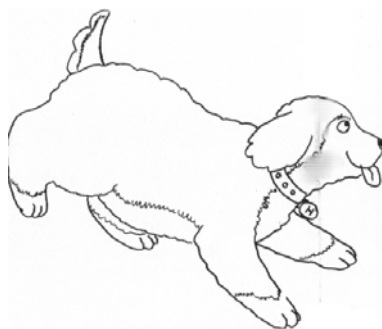


# Henry's Ball

A Walking Talking Texts  
Petal Planner unit of work  
Written by Julie Humphreys and Ruth Gledhill 2001  
based on the text *Henry's Ball*

Rod Campbell, 1994. *Henry's Ball*,  
Campbell, London.  
ISBN 185292196X



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 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:

#### *Creative Learner 1*

Uses imagination, vision and a variety of resources for self-expression, enjoyment and interpretation of concepts, ideas and strategies.

#### *Indicator: Key Growth Point 3*

Express imagination through play, leisure and recreation situations, eg role play

#### *Collaborative Learner 3*

Fulfils their responsibilities as a group member and actively supports other members.

#### *Indicator: Key Growth Point 3*

Share equipment and cooperate with others on tasks.

## English as a Second Language

(See text analysis for specific language focus)

#### *Communication: S BL 2.1:*

Learners label some objects and respond to simple directions and questions. ie: orally label pictures in book (flowerpots, bricks, pond etc), "Have you seen my ball?" "No, I haven't seen your ball!"

#### *Socio-cultural understandings: S BL 2.2*

Learners join in shared classroom activities such as songs, stories, and action rhymes. Learners demonstrate an understanding of some gestures. Shaking head = no.

#### *Language structures and features: S BL 2.3*

Learners use words, phrases, and some repetitive simple sentence patterns pronouncing some SAE words so that they can be understood. (eg: Hello .....! Have you seen my ball? Also use specific vocabulary from text.)

## **Integrated Learning Areas:**

### **Health and Physical Education Participation in Physical Activity and Movement.**

#### *PA KGP3.1 Movement*

Learners demonstrate simple movement patterns using various parts of the body.

*Indicator:* Combine simple movement patterns with equipment. ie: bounce a large ball with one or two hands, reinforcing spatial language from the text ie: over the log, between the poles, under the seats etc.

#### *PA KGP3.2 Games*

Learners display confidence and safe practices playing with and sharing equipment.

*Indicator:* catch a ball thrown from less than two metres, bat small ball with hand into the air and bowl /roll along ground, through the tunnel, behind your friend etc.

### **Maths Spatial Sense**

#### *SS KGP3.3 Location*

Learners will follow and give oral directions based on everyday language of position and movement.

*Indicator:* draw pictures or make things that illustrate everyday language of position ie draw Henry beside the pond, under the wheelbarrow etc.

Use everyday language of position and movement. Eg The book is under the table. The doll is behind the chair etc.

Draw and make a simple story map, paying attention to the order of events/pictures.

Aspects of English to teach at the sentence level for:

**Henry's Ball**

|   |   |  |  |
|---|---|--|--|
| <p><b>Sentence Form</b><br/><i>(question/statement/command)</i><br/>Mainly question and answer. (Have you seen my...?)<br/>No<br/>Yes<br/>Statement: (I found it!)</p>  | <p><b>Tense</b><br/>Variable.<br/>Present perfect: (<i>Have you seen...</i>)<br/>Present (<i>It is</i>).<br/>Future (<i>He'll play</i>)</p>   | <p><b>Person</b><br/>1st person (<i>I'll</i>)<br/>2<sup>nd</sup> person (<i>Have you, your nose</i>)<br/>3<sup>rd</sup> person (<i>ball, it</i>)</p> | <p><b>Singular/plural forms</b><br/>Singular (<i>cat, path, pond</i>)<br/>Plural – final 's' (<i>flowerpots, bricks</i>)</p> |
| <p><b>Negative forms</b><br/>"No, Henry."</p>   | <p><b>Question forms</b><br/>Have you seen...?<br/>Can you see it?</p>  | <p><b>Pronouns</b><br/>you<br/>it<br/>he<br/>I<br/>Possessive pronouns:<br/>my<br/>your</p>  | <p><b>Prepositions</b><br/>into<br/>along<br/>over<br/>between<br/>beside<br/>under<br/>behind<br/>through</p>               |
| <p><b>Articles</b><br/>the</p>  | <p><b>Nouns</b><br/>garden Henry<br/>ball wheelbarrow<br/>cat spider<br/>path tree<br/>snail bird<br/>bricks flowerbed<br/>caterpillar bee<br/>flowerpots nose<br/>ladybird frog<br/>pond</p> | <p><b>Expressions of Quality</b><br/>(eg adjectives, adverbs etc)<br/>n/a</p>  | <p><b>Expressions of Quantity</b><br/>(eg some, more, all, three, none etc)<br/>n/a</p>                                      |
| <p><b>Prepositional Phrases</b><br/><i>(eg in the garden, on top of etc)</i><br/>into the garden<br/>along the path<br/>over the bricks<br/>between the flowerpots<br/>beside the pond<br/>under the wheelbarrow<br/>behind the tree<br/>through the flowerbed<br/>into the air</p> | <p><b>Possessive Forms</b><br/>my</p>   | <p><b>Conjunctions</b><br/>and</p>   | <p><b>Sound(s)</b><br/>Final 's' to indicate plural.<br/>'h':<br/>hello<br/>have<br/>hooray<br/>Henry</p>                    |

## 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. What is Henry? Where is he? What else can you see on the front cover? Look through text and discuss pictures on each page. Then **read the text to the students.**

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

Often students at this level will not have the language to talk about these ideas. The teacher may have to lead the discussion eg I like that story. I've got a dog like Henry. Have you got a dog? Henry looks really happy. I like the bit where Henry goes through the flowers. What colour is Henry? What colour is Henry's ball?

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

Children can act out parts of the story. ie walking into the school yard, walking along the path, over some bricks, between the chairs or pots, beside the shed, under the table, behind the tree. The pictures in the Appendix can be enlarged to A3 size, coloured and laminated. A chant could accompany this. (see Appendix)

Use puppets or cut out characters and get children to role play story. ie Henry saying to the ladybird, "Have you seen my ball?" You will need to prepare this activity in advance if you want the students to make the puppets/cut outs/props. This may give you some ideas for the final group oral presentation for the unit. (see Activity Q)

### D: Discuss the text. Is the story true or false?

Talk with students about the book. Could Henry really ask questions? Do animals talk to us? We know that animals don't really talk, but sometimes in English stories, we have animals that talk. It is pretend/make believe to make the story better for us to read.

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

Go through the book, get the children to tell you what is happening on each page. Scaffold what they tell you. ie 'cat' 'yes, Henry is talking to the cat. He's asking the cat if she has seen his ball.'" Use laminated cutouts (will need to be prepared prior or you could use the ones which were made by the children in Step C).

### F: Listening exercises

*Musical Game:* Play some music for the students. When the music stops, give the students an oral direction. ie Stand behind a chair. All students go and stand behind a chair. Anyone who doesn't, must sit on the mat for the next game.

*Substituting Game:* Read the book to the children, substituting incorrect words. ie Hello dog (frog)! Have you seen my ball? Children to listen for incorrect word and supply correct word.

*Oral cloze Exercises:* Re-read the text, omitting nouns. Let students supply missing words if possible. (Hello \_\_\_\_\_! Have you seen my ball? (spider) Hello bird! Have you seen my \_\_\_\_\_? ball)

## *Intonation, Stress and Rhythm Exercises*

See Appendix. *Henry's Ball*. (to the tune of Skip to my Lou)

Students could keep the beat of the tune by clapping hands or using percussion instruments. ESL students need practise through using chants, to become familiar with the natural stress patterns of English, so that English is easily understood when spoken and heard.

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

Discuss with the children about the how, who, when, where and why of the book. ie: Where did the story take place? Who was in the story? What were they doing? Students and teacher to create story map to depict Henry looking for his ball in the garden, along the path, over the bricks etc. Use cut outs in Appendix, or you can create your own. Display in classroom, using background to support the story line.

### **H: Pronunciation Exercises.**

The sounds being focussed on are the final 's' to indicate plural and 'h'.

*Final s:* Show students how to practise saying the final 's' when we are talking about more than one. Use examples from book – brick/bricks, flowerpot/flowerpots, as well as others the children are familiar with. (dog/dogs, pencil/pencils, car/cars, pie/pies etc.) Use real examples where possible. (Here is a brick, here are lots of bricks)

*Game: Concentration.* Teacher will need to make up set of cards, using pictures in Appendix ie one frog, lots of frogs. One bee, lots of bees. One dog, lots of dogs. (Students verbalise as they turn over each card.)

*H:* Say the words which begin with h in the book, and get the children to repeat after you. (Henry, hello, have, he/he'll, Hooray!) Brainstorm list of other 'h' words. Practise saying these. Sing 'h' section of Ants on the Apple, and make up new ones together. ie: Helicopters hovering - h h h.

Horses are hot – h h h.

Henry is happy – h h h.

Henry is hot – h h h. (panting like a dog)

Repeat using clapping or instruments, record onto tape for children to listen to, allow children to use small mirror to watch their mouths as they say the chant.

### *Game: Who has Henry's ball?*

Children sit on mat. Child A is chosen to become "Henry." He closes his eyes. Teacher gives small ball to a child on the mat. Children chant 'Henry, Henry who has the ball? Henry asks the children, one by one "\_\_\_\_\_ have you got the ball?" Child responds either 'Yes, I have got the ball.' or 'No, I haven't got the ball.' Child with the ball becomes the next "Henry."

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

Students illustrate, sequence the pages and display for reference. The teacher's role is to direct the discussion and prompt and supply language by modelling and scaffolding.

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

See Appendix: How Much is that Doggy in the Window?  
Bounce, bounce your ball. (Romper Room)

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

Use these and point to the words each time the song/rhyme is performed. This helps students to make the links between oral and written words and to gain important concepts about print.

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

Some suggestions:

1. Create the scenery in the book, via various art media. eg: Bricks - cover old tissue boxes and paint. Flower beds/pots - create using tissue paper/crepe paper. Path - using cardboard cut to the shape of pavers. Wheelbarrow - cardboard box etc.
2. Make animal characters: dog, cat, snail, caterpillar, ladybird, frog, spider, bird, bee. These can be made as stick puppets, hand puppets, paper plate characters, paper bag puppets or 3D characters using a variety of craft/scrap materials.

**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...") This could be displayed on a chart next to the art/craft work.

**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)

Learning Area: **Health and Physical Education** - Participation in Physical Activity and Movement Outcomes

| Outcomes   | Do  | Talk  | Record   |
|--|---|---|--|
| PA KGP 3.1 Movement-demonstrate simple movement patterns using various parts of the body.  | Obstacle course-set up outside (see Appendix). Children to travel through, over, under, around, behind, between objects.                                | Get the children to tell you about what they did-encourage use of words which describe the movements they have been doing. ie: I went under the chair, I walked over the tyres. | Using digital camera/video, record the children going through the obstacle course.   |
| PA KGP 3.2 Games-display confidence and safe practices playing with and sharing equipment. | Poison Ball<br>Corner Spry<br>Tunnel Ball<br>Rolling, throwing, bouncing and catching activities.<br>See 'Aussie Sports' and 'Sport It' for more ideas. | During the game, reinforce the language eg: roll the ball along the line, pass the beanbag over your head etc.  | Use digital camera to take photos of children playing the games. Label and display what they are doing. ie: Fred is rolling the ball along the line. |

Learning Area: **Mathematics - Spatial Sense**

| Outcomes  | Do  | Talk  | Record   |
|---|---|---|--|
| <p>SS KGP 3.3 Location</p> <p>Follow and give oral directions based on everyday language of position and movement</p> | <p>Give children oral directions to find something ie go along the wall, behind the chair, look under the table etc. (NB: make sure you give instructions one at a time) This could be done individually or as a group, as in a Treasure Hunt.</p> <p>Animal Search: Teachers hide objects in different places in yard or classroom ie toy animals. Children go and find them and return to teachers.</p> <p>Use laminated characters to give directions to the students ie make Henry walk along the path, put the cat beside the tree etc..</p> | <p>Talk about where the children went. Get the children to repeat the words telling where they are going as they are doing it.</p> <p>Talk about where the children found the animals. (under, over etc.)</p> <p>Get the children to say where they have put the characters. (I put the cat beside the tree.)</p> | <p>Make a map of the classroom with the children. As a group record where the children went</p> <p>Collect information from children and make into a retrieval chart.</p> <p>Children to draw a picture about where they put the characters.</p> |

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

Use the photos to write a GNT about what activities you did together. Make into a class book.

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

For example: Mary's Ball

Into the schoolyard...Hello John, have you seen my ball? No, Mary.

Along the track...Hello Suzie, have you seen my ball? No, Mary etc..

**Q: Group oral presentation.**

Using songs, rhymes, puppets, masks create an assembly item to show to the whole school/community or another class. Record using video/digital/standard camera.

Another idea is to invite another class or parents into your classroom for a Print Walk. Get the children to talk about what they have made and how they have made it.

**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.**

This will provide evidence of learning.

## Appendix

### F. Intonation, Stress and Rhythm Exercises

#### Henry's Ball

(to the tune of Skip to my Lou)

Henry is going into the garden  
Henry is going in to the garden  
Henry is going into the garden  
Looking for his ball.

Henry is going along the path  
Henry is going along the path  
Henry is going along the path  
Looking for his ball.

Henry is going over the bricks.  
Henry is going over the bricks.  
Henry is going over the bricks.  
Looking for his ball.

Henry is going between the flowerpots.  
Henry is going between the flowerpots.  
Henry is going between the flowerpots.  
Looking for his ball.

Henry is going beside the pond.  
Henry is going beside the pond.  
Henry is going beside the pond.  
Looking for his ball.

Henry is going under the wheelbarrow.  
Henry is going under the wheelbarrow.  
Henry is going under the wheelbarrow.  
Looking for his ball.

Henry is going behind the tree.  
Henry is going behind the tree.  
Henry is going behind the tree.  
Looking for his ball.

Henry is going through the flowerbed.  
Henry is going through the flowerbed.  
Henry is going through the flowerbed.  
There he found his ball.

### J: Songs and Rhymes

#### How Much Is That Doggy in the Window?

How much is that doggy in window?  
The one with the waggly tail.  
How much is that doggy in the window?  
I do hope that doggy's for sale.

#### Bounce, Bounce

Bounce, bounce, bounce your ball  
Bouncing's so much fun  
Use your hand or use your fist  
Keep it on the run.

## Appendix N:

### Indoor Obstacle Course

Turn your classroom into a challenging obstacle course.

#### WHAT YOU NEED:

- Obstacles-- furniture, pillows, etc.
- String
- Paper and tape
- Household objects

#### How to play:

**Step 1:** Plot your course. Obstacles that might be included in the course: crawling under or over chairs; crawling under a table without disturbing any balloons dangling on strings from the bottom; sliding under or crawling over a string stretched between two table or chair legs; crawling or slithering through a tunnel made from couch pillows; or stepping on a series of pieces of paper taped to the floor.

**Step 2:** To make the course even more challenging, add further elements. Have kids go through the course while holding an empty toilet paper tube in each hand. Try wearing a large hat while manoeuvring through the obstacles; if the hat comes off, it's back to square one.

### Make an outdoor obstacle course

Some days are just too nice to play inside. Keep them fit outside with an "obstacle course"

It is Very easy to do.

You can set up just a few things and with a few instructions, they will be hopping, jumping and crawling on their way.

- use towels, sticks, or other objects to lay in a straight line to "jump over"
- you can use chairs or whatever backyard play things you have to "crawl under"
- you can set up empty (then filled with water so they don't tip) 2 Litre plastic pop bottles to set up like pylons to run in and out of.
- use your imagination and look around for more "obstacles" to add to your course.

