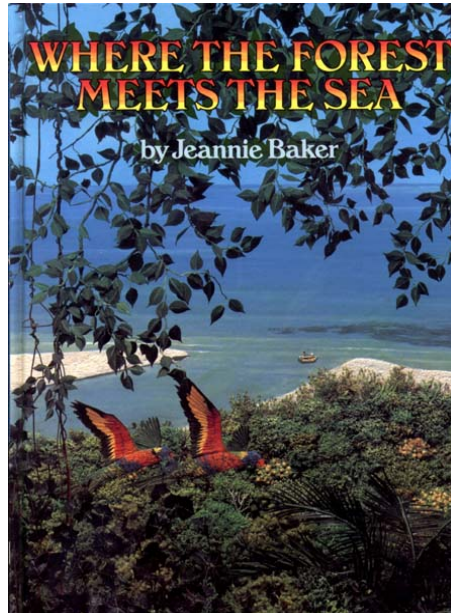


# Where The Forest Meets The Sea

A Walking Talking Texts Petal Planner  
Unit of Work  
Written by Joanne Coghlan

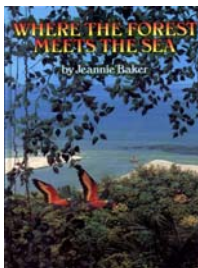


Cover illustration © 1989 Jeannie Baker  
From "Where the Forest Meets the Sea" by Jeannie Baker  
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Northern Territory  
Department of Education 1995.  
*Walking Talking Texts*,  
Darwin, NT.

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.



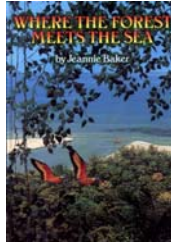
## WTT PETAL PLANNER

<p><b>Name of text:</b> Where the Forest Meets the Sea by Jeannie Baker</p> <p><b>Year level/s:</b> T/1/2 for 2Way T/1 for others</p> <p><b>Curriculum ESL levels:</b> BL3 &amp; L1</p>	<p><b>A. Discovering the text.</b> <b>Read the text to the students.</b> (Daily activity)</p>	<p><b>B. Teacher and students talk about ideas, opinions and feelings about the text.</b></p> <p>This is as simple as "did you like the story?"</p>	<p><b>C. Explore the text. Plan together, then role play the text or part of it.</b></p> <p>Plan together and then role play the journey of the boy as the teacher reads the text. Play 'rainforest' music as the children do this. It would be good fun to take photos of the role play for sequencing activities. (Daily activity)</p>
<p><b>D. Talk about the text.</b></p> <p>Then talk about going fishing, going in boats, hunting in the mangroves, tides, local tidal creeks/rivers. Link concepts in the book to children's own knowledge of where children go fishing/boating locally, whether the local places like those in the book, things to look out for eg/ crocodiles</p>	<p><b>E. Students retell the text: the story line, the sequence of events etc.</b></p> <p>Tape 4 or 5 students for their portfolio use the illustrations for prompts. This is a good oral assessment opportunity</p>	<p><b>F. Listening Exercises</b></p> <ul style="list-style-type: none"> <li>• Have a listening post set up with the story so students can listen and read along.</li> <li>• Five Big Whales game</li> <li>• Going Fishing game (see attached for instructions for the games)</li> </ul>	<p><b>F. Oral Cloze Exercises</b></p> <p>Initially leave out the last word in each line and then as unit progresses choose words from the word list to leave out.</p>
<p><b>F. Intonation, Stress and Rhythm Exercises</b></p> <ul style="list-style-type: none"> <li>• Sing the song and students clap the words out</li> <li>• Say the 'A Better Land' chant and emphasise land and hand by yelling them out.</li> </ul>	<p><b>G. Teacher and students make a picture map or graph which depicts the main event, the sequence of events, etc.</b></p> <p>Using the illustrations and words from the story from 14 teacher has them pinned up on the wall to make a story map.</p>	<p><b>H. Pronunciation Exercises</b></p> <p>'th' teach the sound and letter combination for the 'th' diphthong. Teach and practise the difference between the hard think and soft that. 'th' words in the text are: the there through that think this then father (Daily activity)</p>	<p><b>I. Teacher and students write a group negotiated text of the original, from memory.</b> Students illustrate, sequence the pages and display for reference.</p>

	Students initially help with this. Each day teacher removes some of them and students have to replace them correctly.		
<p><b>J. Explore the text through poetry and or music.</b></p> <p>(see attached for song and poem/chant ideas) Or develop a musical accompaniment for the reading of the text. Use the following suggestions:</p> <p>Page 1</p> <ul style="list-style-type: none"> <li>• water lapping – splashing water in a bucket</li> <li>• boat – tape of a boat engine/lawnmower</li> </ul> <p>Page 2</p> <ul style="list-style-type: none"> <li>• boat – tape of a boat engine/lawnmower</li> <li>• background screech of one or two birds – squeaky door/drag tin across tin</li> </ul> <p>Page 3</p> <ul style="list-style-type: none"> <li>• squawking cloud – tape kids making noise of a mob of squawking birds</li> </ul> <p>Page 4</p> <ul style="list-style-type: none"> <li>• water lapping – splashing water in a bucket</li> <li>• crocodile (bubbles) – sound of slow bubbles being blown into the bucket of water with a straw</li> </ul> <p>Page 5</p> <ul style="list-style-type: none"> <li>• walking in the sand – scraping noise</li> <li>• stepping into water – largish rock dropped into the bucket</li> <li>• walking in water – bigger splashing</li> <li>• background noises of the jungle – tape kids making noises of mudskipper</li> </ul>	<p><b>K. Teacher writes the words on charts.</b></p> <p>For display in the classroom</p>	<p><b>L. Explore the text through art and craft.</b></p> <p>Students gather natural materials and make a collage – this can be whole class, group or individual.</p> <ul style="list-style-type: none"> <li>• make fish puppets by tracing around hand, drawing fish characteristics and paste/tape onto popstick. This could be decorated with collage, painting, printing etc</li> <li>• dye sand various colours with food dye and lay out to dry. Do pastings with it to create individual pictures</li> <li>• shell printing – dip shells into paint on a sponge and print on paper</li> </ul>	<p><b>M. Teacher and students write a group-negotiated text that reflects the art/craft work. For example, procedural or descriptive texts. Teacher and students write a group negotiated procedural text about what they needed to make the collage (or other chosen activity) and how they made it.</b></p>

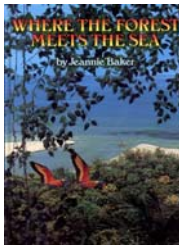
<p>plopping in mud, clicker prawns, splash of food, birds</p> <p>Page 6</p> <ul style="list-style-type: none"> <li>• add the noise of frogs to the above</li> </ul> <p>Page 7</p> <ul style="list-style-type: none"> <li>• add the noise of crickets, breaking twigs, walking in dry leaves to the above</li> </ul> <p>Page 8</p> <ul style="list-style-type: none"> <li>• continue with the sounds of the above pages</li> </ul> <p>Page 9</p> <ul style="list-style-type: none"> <li>• inside the fig tree – use a tone block, tape echoes</li> </ul> <p>Page 10</p> <ul style="list-style-type: none"> <li>• Sea – ssshhh noise</li> </ul> <p>Page 11</p> <ul style="list-style-type: none"> <li>• Fire crackling – paper rustling, cellophane crushing</li> </ul> <p>Page 12</p> <ul style="list-style-type: none"> <li>• Buildings/built up areas – the noise of building sites, drilling, banging, music/TV in the background, car horns etc</li> </ul>			
<p><b>N. Explore other curriculum areas suggested by the content of the text.</b></p> <p><b>Health/PE</b></p> <p><b>N/A</b></p>	<p><b>Maths</b></p> <p><b>N/A</b></p>	<p><b>Science</b></p> <p><b>CC2.2 Life and Living</b></p> <p>Organise features of living things into systems which determine their interaction with the environment</p> <ul style="list-style-type: none"> <li>• explain why some living things have become extinct or endangered (see attached program)</li> </ul>	<p><b>Social Education</b></p> <p><b>Env 1.1 Places, Landforms and Features</b></p> <p>Describe the relationship between people and natural/built environments</p> <p>explain why selected natural and built environments are important to themselves and others</p>

<p>O. Teacher and students write a group-negotiated text, which reflects one of these learning areas.</p> <p>(SEE PROGRAMS FOR ASSESSMENT ITEMS)</p>	<p>P. Using the original text as a model, teacher and students write a group-negotiated text in the same genre. This text can differ in language items, setting, characters, plot or purpose from the original text.</p> <p>Discuss with the students the type of genre – a fictional recount using some factual knowledge Contents:</p> <ul style="list-style-type: none"> <li>• change the place/setting to make it locally relevant</li> <li>• change character to have the family go and visit a similar local place</li> <li>• change the boy in the story to a group of children going for a walk (NB don't allow it to become an other recount for a hunting story)</li> </ul>	<p>Q. Group Oral Presentation.</p> <p>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.</p>	<p>R. Assessment.</p> <p>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.</p> <p>Keep tapes of 4 or 5 students for portfolios</p>
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## Assessment Record

Date:	Student's name:	Assessment Task	E	S	C
<b>EsseNTial Learnings</b>	<b>Major Focus Constructive 4</b> Identifies environmental and social issues the local and global community and takes steps to promote change <b>KGP3</b> <ul style="list-style-type: none"> <li>identify natural and built features of their home and other familiar settings</li> </ul>	See Science and SOSE assessment tasks			
<b>Listening</b>	<b>L L1.3 Language structures and features</b> Pick out key words and well-known phrases and discriminate some SAE sounds <ul style="list-style-type: none"> <li>pick out key words and phrases from teacher talk</li> </ul>	Play 'Going Fishing' game (anecdotal notes)			
<b>Speaking</b>	<b>S L1.3 Language structures and features</b> Use words, phrases, common expressions, some question words and approximations to SAE structures, and pronunciation <ul style="list-style-type: none"> <li>approximate SAE pronunciation</li> </ul>	Say the words correctly in the 'Going Fishing' game (tape and transcribe or anecdotal notes)			
<b>Reading</b>	<b>R BL3.1 Communication</b> 'Read' along with a group and independently re-read, with understanding, simple familiar texts <ul style="list-style-type: none"> <li>read a familiar text with support</li> </ul>	Read <i>Where the Forest Meets the Sea</i> – running records			
<b>Writing</b>	<b>W BL3.1 Communication</b> Communicate ideas in short simple texts using familiar language <ul style="list-style-type: none"> <li>contribute to class shared text writing</li> </ul>	Contribute to re-write of text in same genre (P) (anecdotal notes)			
<b>Science</b>	<b>CC KGP3.2 Life and Living</b> Identify the characteristics and basic needs of plants, animals, environment <ul style="list-style-type: none"> <li>classify objects into living and non-living groups</li> </ul>	Science Worksheet			
<b>SOSE</b>	<b>Env KGP2.1 Places, Landforms and Features</b> Identify the ways they interact with and use the natural and built features in their surroundings <ul style="list-style-type: none"> <li>describe the purpose of places they go to each day and how they get there</li> </ul>	Oral presentation in SOSE program (video)			



## SCIENCE PROGRAM

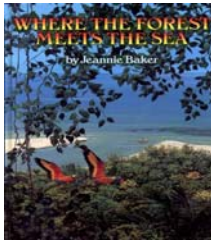
(This program utilises time other than WTT time – it runs alongside the WTT English work)

### CC KGP3.2 Life and Living

Identify the characteristics and basic needs of plants, animals, environment

- classify objects into living and non-living groups

DO	TALK	RECORD
	1. Teacher talks to students about unit outcomes. Talk about living and non-living things to find out students pre-knowledge	
2. Look up in the dictionary the meaning of living/non-living		3. Teacher and/or students scribe these meanings into booklets/display page.
5. Teacher and students look in magazines to find examples of living and non-living things.	4. Talk about these meanings. What does everyone now see as the difference between living and non-living things.	6. As a whole class, make up 2 charts with the headings living and non-living and paste collected pictures in the correct place.
8. Whole class and teacher walk around community talking photos of different objects/things.	7. Teacher explains to students that they are going to walk around the community and take photos of living and non-living things.	9. As a whole class students classify the photos into living and non-living for another 2 charts for display.
11. Students do cut and paste worksheet.	10. Teacher explains to students that they have a cut and paste activity to complete for assessment which involves them doing this classification exercise into living and non-living.	12. Completed worksheet is kept for assessment.



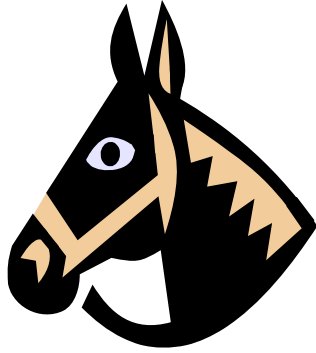
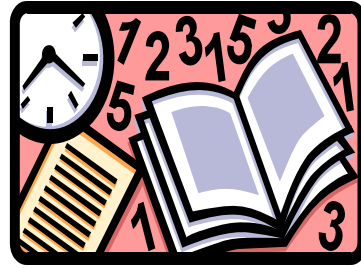
## Science assessment worksheet

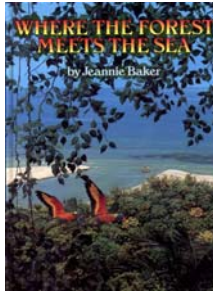
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Cut out the pictures and place them under the correct heading.

**LIVING**

**NON-LIVING**





## SOSE PROGRAM

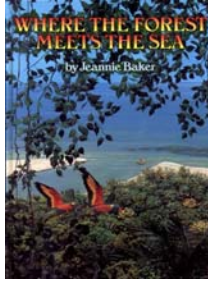
(This program utilises time other than WTT time – it runs alongside the WTT English work)

### Env KGP2.1 Places, Landforms and Features

Identify the ways they interact with and use the natural and built features in their surroundings

- describe the purpose of places they go to each day and how they get there

DO	TALK	RECORD
	1. Teacher talks to students about program outcomes.	
2. Go for a walk around the community to see natural and built environments.		3. Take photos of these sites while walking around. Teacher scribes the names of these places into 2 lists: natural/built and students and teacher label the photos.
5. Teacher models the activity in 4.	4. Talk about what is important about these different sites, eg/ provides accommodation, a service, ceremony country, provides food etc. Teacher explains to students that they are to choose a place they go to regularly and talk about what they do there and how they get there.	6. Teacher and students list the places they have chosen – this may be in small groups.
8. Students work gathering information and preparing for their presentation.	7. Students talk to others in their group about how they will do their presentation and how they will delegate tasks.	9. Students gather information and draw/construct maps.
11. Students do presentation.	10. Students talk to teacher about their progress – re-negotiate any tasks etc.	12. Presentation is videotaped/recorded for assessment.



## Going Fishing (Listening game F)

I took my shiny fishing rod  
And went down to the sea.  
There I caught a little fish,  
Which made .... ?  
One fish and me.

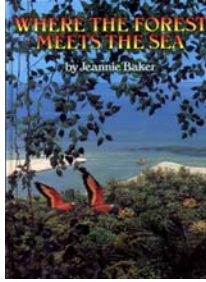
I took my shiny fishing rod  
And went down to the sea.  
There I caught a little crab,  
Which made .....?  
One fish, one crab and me.

I took my shiny fishing rod  
And went down to the sea.  
There I caught a little clam,  
Which made .....?  
One fish, one crab, one clam  
..... and me!

Etc

**GAME:** Have a box of assorted sea animals cut out of stiff card with paper clips attached. Prepare a rod with magnet attached to string. Each child takes a turn to catch the sea creatures suggested in the verse.

This is a great listening game as they have to remember what was caught/said previously.



## Five Big Whales (Listening game F)

Cut five whale shapes out of grey or black card and five spout shapes out of white card. Five children hold a spout each – they are at the water surface. Five other children hold the five whales – they are under the water. The five whales swim around while the poem is being read. When, one at a time they surface, their spout is put on them and they swim away until there are no whales left.

### Poem

Five big whales in the sea offshore,  
One swam up to spout and that left four.

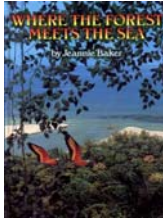
Four big whales in the deep blue sea,  
One swam up to spout and that left three.

Three big whales in the sea so blue,  
One swam up to spout and that left two.

Two big whales having lots of fun,  
One swam up to spout and that left one.

One big whale longing for the sun,  
It swam up to spout and that left none.

Elizabeth McKinnon



## Intonation, Stress and Rhythm Exercise (F)

### ***A Better Land***

Let's all recycle,

Let's all give a hand

(roll hands)

'Cause if we recycle,

We'll have a better land!

(Nod head and smile)

Jean Warren

## **SONG (J)**

I'm a Great Big Whale  
(Sung to "I'm a Little Teapot")

I'm a great big whale,  
Watch me swim.

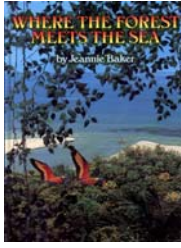
Here is my blowhole,  
(Point to back of head)

Here are my fins  
(Wave hands against body)

See me flip my tail as down I go,  
(Pretend to dive)

Then up I come and "Whoosh" I blow.  
(Raise arms above heads to form spout).

Elizabeth McKinnon



## DAILY ACTIVITY PROGRAM

### A] ACTIVITIES

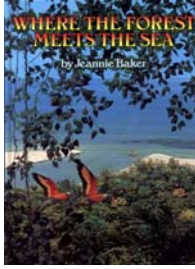
(This enables all students, regular and irregular attenders, to engage with the text and the program with confidence.)

1. Read the text to the students (A)
2. Sing song (J)
3. Pronunciation practise (H)
4. Role play (C)

### B] NEXT PART OF PLANNER

### C] WORKSHEETS

MONDAY:	Read, write draw
TUESDAY:	Look, say, cover, write, check
WEDNESDAY:	Written cloze
THURSDAY:	Word find
FRIDAY:	Multiple choice / true false



## Read, write and draw

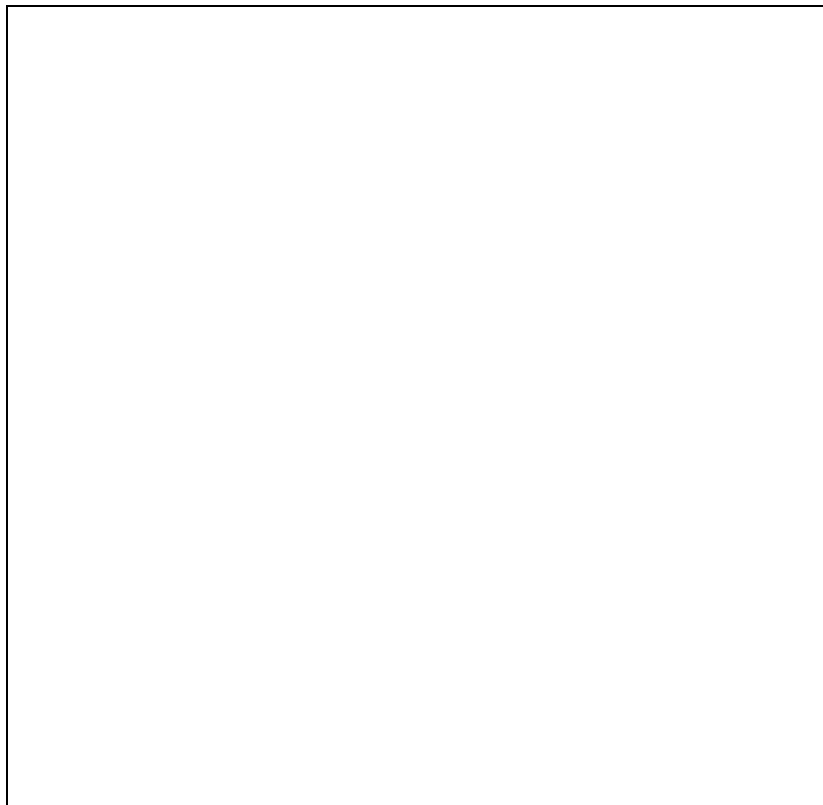
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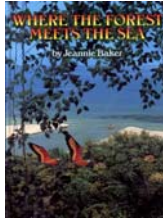
I follow a creek into the rainforest.

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## Written Cloze

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Choose the words from the box and put them into the sentences to make them make sense.  
Look at the text to help you.

<b>the</b>	<b>we</b>	<b>to</b>	<b>been</b>	<b>go</b>
------------	-----------	-----------	-------------	-----------

My father knows a place \_\_\_\_\_ can only reach by boat. Not many people \_\_\_\_\_ there and you have \_\_\_\_\_ know the way through the reef. When we arrive, cockatoos rise from \_\_\_\_\_ forest in a squawking cloud. My father says there has \_\_\_\_\_ a forest here for over a hundred million years.

## Word Find

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look for all these words from the story in the word find and colour them in.

TREE ROOTS WINDOWS FOREST CLOUD FIRE CREEK

T	R	E	E	W	C
Q	O	H	J	I	L
W	O	G	K	N	O
E	T	F	F	D	U
R	S	D	I	O	D
T	S	C	R	W	K
F	O	R	E	S	T
Y	A	E	L	B	N
U	P	E	Z	V	M
I	O	K	X	C	L