

# A Walking Talking Text Extended Petal Planner Unit of Work

Written by Joanne Coghlan  
Making MAP Meaningful Project 2005

Based on the text by Jenny Feely



Jenny Feely, *Kites*, 2003.  
Horwitz Education, St.  
Leonard's, NSW.



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.



## Teaching and Learning Activities

<p><b>Petal Planner Activities</b>  <i>The emphasis in the Petal Planner is on Listening and Speaking, with modelled group literacy activities.</i></p>	<p><b>Extension Activities</b>  <i>These activities scaffold students into independent reading and writing. They prepare students for the Column Planner activities and exercises.</i></p>
<p><b>Daily Program</b></p> <ul style="list-style-type: none"> <li>• Group reading of text or Print Walk: read group constructed texts around the room, eg word bank, semantic webs, story map, group-negotiated texts. This is a revision and extension for regular attending students and helps students who have been away catch up on the activities they have missed.</li> <li>• Revise or extend WTT activities already started</li> <li>• Sounds, sight words, handwriting and spelling practise</li> <li>• Writing: This can be group-negotiated or individual writing (see separate handout for ideas)</li> <li>• Teacher reads 2 – 3 books on a related topic or a text that uses similar language to the children or the whole class reads together.</li> <li>• Oral English activities to practise the focus language features and structures (nouns and verbs for this unit)</li> </ul>	
<p><b>A. Discovering the text</b>          Read <b>Kites by Jenny Feely</b> (Alpha World) to the students.</p> <ul style="list-style-type: none"> <li>• Talk about the parts or conventions of the text: cover, title, author, photographer, photos, words and contents page.</li> <li>• Emphasise left to right reading direction, word spaces and use of punctuation. (This text uses only capital letters and full stops as it makes short statements only – no questions.)</li> <li>• Ask the student to make predictions about the text based on the front cover and then again at various points during the reading. Talk with the students about their prediction and how accurate it was.</li> <li>• Reread the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Record students' predictions about the text as dot point notes.</li> <li>• Record students' knowledge about the content of the text to reveal current knowledge.</li> <li>• (14) Sort scrambled text (a Shaping Exercise looking at the whole text to learn about English) – teacher has the photos and the writing from each page photocopied. Students, using the text as a prompt reconstruct the text by placing the words and pictures together and ordering them as they are in the text.</li> </ul>
<p><b>B &amp; 3 Teacher and students talk about ideas, opinions and feelings about the text.</b>          Teacher acts as a language model to tell students what he/she thinks of the text, the content, how the text makes him/her feel, Why she/he likes/does not like the text. Teacher leads a general discussion on topics related to the content of the text, encouraging further discussions through questioning.</p>	<p>Descriptive writing</p> <ul style="list-style-type: none"> <li>• Record emotions using circle faces</li> <li>• Write scaffolded sentences and draw eg/ I feel .....</li> </ul>
<p><b>C &amp; 4 Explore the text. Plan together, then role play the text or parts of it. N/A</b></p>	

**D & 5 Talk about the content of the text**  
Is it true/false? Why do you think so? Do the words give a clear picture of what it is about? What are some of the words which help us picture the meaning? What do these words mean?

**(8) Teacher and students make a list of words** – verbs and nouns from the text and add to this as they learn more about them and find more words in their daily activities. This is displayed in the classroom and is therefore available for constant revisiting. A semantic web may be developed which involves the teacher and students talking about the meaning of these words in this context and teacher scribing.  
*(Students can use both lists as a resource for their own writing. The lists can also be used for the study of their spelling, rules and irregularities in rules eg same beginnings/endings, sound patterns, letter patterns, rhyming words, plurals, etc). This relates to reading questions in MAP eg Write a word from the poem that rhymes with 'mud.'*

**(9) Organise this list in alphabetical order** (A Focus Exercise to look at small parts of the text to learn about English).  
Introduce and display the English alphabet. Get students to assist in ordering it, saying the sounds as they do this. List the words under the appropriate letter. This will assist students in identifying English letter symbols, matching sounds and letter symbols, pronouncing words and developing their vocabulary.

**(10) Create a wall dictionary** – using list words teach students how to use a dictionary to look up their meaning and write them for display in the classroom. This is a great activity to do in pairs.  
*This relates to reading questions in MAP eg What does the word 'extinct' mean?*

**(12) Create a wall thesaurus** – record different words with the same meaning – using the verbs from the list would be the most appropriate.

**(16b) Sort scrambled words.** Teacher has words from one page and students re-arrange them in order to make a sentence. Then letter by letter to make correct words. A worksheet to assess students understanding could be a cut and paste one where the students cut out the words and organise them into sentences and/or letters and arrange them in the correct order to make a chosen word from the text.

<p><b>E &amp; 7 Students retell the text in order of the contents.</b>  Students use illustrations as a recall aid.  Students may only give one or two words to represent the meaning of a chunk of language.  Teacher's role is to accept student's contributions, model in full sentences what the students are trying to say and scaffold the language as the student repeats the modelled sentence. This is all scribed by the teacher for display in the classroom.</p>	<p><b>(6) Teacher informs students about the genre of the text.</b>  The purpose of this text is to tell you information about kites. That is its genre. It uses photos and simple statements to do this. It has a contents page which tells you the topics the text explores and where you can find them.</p> <p><b>(16a) Sort scrambled sentences.</b> Using flashcards of the sentences, reconstruct a page/s of the text ensuring that the sentences are in the correct order.</p>
<p><b>Fi &amp; 21 Listening Exercises</b>  <b>Bingo</b> (A Focus Exercise) – Make up cards with different choices of the words on them. Make flashcards of the list words. This may be played in pairs or individually.  <b>Instructions:</b> Show the word to the students, say it and then they repeat it. Then they look for it on the bingo card. Cover the word with a counter. When all the words are covered they call out "bingo." When their word recognition has improved, then do not show them the words – then it becomes solely a listening game. (Remember to scaffold all activities.)  As students progress with the words, the teacher would then ask that the winner read out at least 4 of their words.</p> <p><b>Pictionary</b> – eg draw a small round kite, draw a kite with 3 tails, draw a square yellow kite with 1 tail, draw a square blue kite with red spots and 4 very long green tails.  <i>This could be an assessment task.</i></p>	
<p><b>(Fii &amp; 2) Oral Cloze Exercises.</b>  To encourage language prediction skills reread the text omitting certain words, phrases or sentences. Let the students supply as much as the language which has been left out as they can. In this text initially leave off the last word in each sentence. Then as students gain familiarity with the text, omit chunks of language.</p>	
<p><b>(Fiii) Intonation, Stress and Rhythm Exercises</b>  (A Focus Exercise)  Students need a lot of practise chanting and repeating lines to become familiar with the natural stress patterns of English. As this is an informational text and there is no repetitive language patterns, utilise the 'Kites, Kites' poem to use body movements and/or clap out the chant. Using musical instruments to show the rhythm is also fun.</p>	
<p><b>(G) Teacher and students make a picture map to show the sequence of information as it is presented in the text.</b>  Students would draw kites and label with sails, spars, tails, strings with support from the teacher.</p>	<p><b>(15) The teacher and students together produce a text in the form of a story map which depicts an aspect of the text.</b>  This would involve using the contents page and talking about the information for each section. Eg Introduction: This says what kites are, can look like and what they do  Sails: This tells us what sails are, what they are made of and what they look like. etc</p>

	<p>(This would be a teacher scribed group negotiated text.)  Students would all be asked to write their own caption for the Conclusion. Kites are .....  This could be done in small groups, pairs or as individuals.</p>
<p>Start practising some of these MAP style activities/worksheets, based on the text. Teacher to model them orally, then students copy as teachers scribes answer on worksheet. When ready allow for capable students to do worksheets independently.</p> <ul style="list-style-type: none"> <li>• Written cloze (18)</li> <li>• Yes/No statements (32)</li> <li>• Multiple choice (33)</li> <li>• Questions and Statements (37)</li> <li>• Ordering sequence of events numerically (14) NOT APPLICABLE FOR THIS TEXT</li> </ul>	
<p><b>(H and 26) Pronunciation Exercises</b>  <i>Kites have sails, spars, tails and strings</i>  <i>Sailing over seas in winds.</i>  (to practice pronunciation of s and plurals)  Make up any other catchy verses or nonsense rhymes that target sounds students have difficulty with from this text. Make sure you show them where their lips, mouth and tongue should be positioned.</p>	
<p><b>(I &amp; 11) Teacher and students write a group negotiated text of the original, from memory. Students illustrate, sequence the pages and display for reference.</b></p>	<p><b>(13) Students begin independent writing of a text modelled on the focus text.</b>  (That is their own informational text on kites)</p>
<p><b>(J &amp; 19) Explore the text through poetry.</b>  <b>Kite, Kite</b></p> <p style="text-align: center;"><i>Kite, kite, soaring high</i>  (Do actions as rhyme indicates)  <i>Reaching, reaching to the sky.</i>  <i>First your high, then you're low,</i>  <i>Swooping, swirling, round you go.</i>  <i>Kite, kite, fine and free,</i>  <i>Dancing, dancing, just for me.</i>  Susan M. Paprocki</p> <p>Read the poem to the students. Then read again with the actions. Talk about the verbs – soaring, reaching, swooping, swirling, dancing. – add to word list.  Do this every day for a week, getting students to listen, say and role play the actions.  Talk about how the poem makes them feel they put a smiley sticker on the poem or a sad face according to their opinion.</p>	<p><b>(22) Students begin independently writing a sentence/text in the form of a poem.</b>  Talk to the students about how the words the author uses creates a mood. Explain that they are going to be writing a group negotiated poem with you then one of their own – in small groups if required.  Take them with the kite to the oval and fly it. Have lots of fun and then talk about how they felt or what the kite looked like etc.  Go back to the classroom and compile a list of words the students come up with to describe their feelings about the kite flying experience.  Group negotiate a poem using these words as cues.  Go out and fly the kite again and get students to try and write their own poems – they may of course access the environmental print from around the room and ask for support from teachers and teacher assistants in the class.</p>
<p><b>(L &amp; 23) Explore the text through a practical art and craft activity.</b>  Make a kite – this would be included in the technology and design activities.</p>	

<p><b>(M &amp; 24) Teacher and students write a group-negotiated text that reflects the art/craft work.</b> As the technology and design unit will require a procedural text to be written, a description of the kite would be the appropriate genre for this activity. eg/ The kite is yellow and red. It has triangles and square shapes in it. It flies high etc.</p>	<p><b>(25) Students independently write a descriptive sentence/text that reflects the kite making activity.</b></p>
<p><b>(N &amp; 27a – 30a) Explore other curriculum areas suggested by the text.</b> <b>Technology and Design</b> DPC KGP3.1 Investigate</p> <ul style="list-style-type: none"> <li>• Share the processes of tinkering, eg observing, taking apart, putting back together, trialling new ways of putting the bits together with appropriate tools.</li> <li>• Select suitable resources for specific tasks eg light weight fabric for kites</li> </ul> <p><b>Maths</b> <b>Spatial Sense</b> <b>SS KGP3.1 Features and applications of shapes</b> Draw or make a thing from an oral description which involves spatial language and implies shape, eg use play dough to make a long snake <b>SS Band 1 Features and applications of shapes</b> Recognise, describe and draw common 2D shapes/3D objects in familiar contexts eg draw and name specific 2D shapes: triangle, square, circle, rectangle</p> <ul style="list-style-type: none"> <li>• Name 3D objects: cube, pyramid</li> <li>• Recognise 2D shapes as part of some 3D objects</li> </ul> <p>Use appropriate informal language, (eg flat, round, corner, side, curved, straight) to describe characteristics of common 2D shapes/3D objects, eg This ball is round, it has no corners and it will roll easily.</p> <p><i>See separate attached programs for these Learning Areas.</i></p>	
<p><b>(O &amp; 27b – 30b) Teacher and students write a group negotiated text which reflects one of these learning Areas.</b> <i>See record section of the attached program for Technology and Design</i></p>	<p><b>Record independently.</b></p>
<ul style="list-style-type: none"> <li>• Start practising some of these MAP style activities/worksheets, based on the jointly constructed text from the Learning Areas. Teacher to model them orally, then students copy as teachers scribes answer on worksheet. When ready allow for capable students to do worksheets independently.</li> <li>• Written cloze (18)</li> <li>• Yes/No statements (32)</li> <li>• Multiple choice (33)</li> <li>• Questions and Statements (37)</li> <li>• Ordering sequence of events numerically (14). Could use procedural text from kite making.</li> </ul>	

<p><b>(P &amp; 35) Using the original text as a model, teacher and students improvise on the text to write a group-negotiated text in the same genre.</b> Teacher should choose a topic in consultation with the students that they have a lot of field knowledge in. They then write an information text about it. Eg Cars</p>	<p><b>(36) Students independently write own text, improvising on the original.</b></p>
<p><b>(Q &amp; 38, 41) Group Oral Presentation</b> This could be a Kite Flying Day where students invite the community to join them in flying their kites and tell them how they made them.</p>	
<p><b>(39) Write a group negotiated/jointly constructed text to support the presentation.</b> This might be a poster to advertise the Kite Flying Day and/or a script to support the oral presentation of how the kites were made.</p>	<p><b>(40) Students who are ready may write their own script or design their own poster.</b></p>
<p><b>(R &amp;42) Assessment – see Assessment Record Sheet.</b> For the petal planner assessment you may choose to revisit activities B, E, F, H or J, or have students talk about activities G, L, N, P or Q.</p>	<p>For the column planner assessment you may choose to revisit activities 3, 7, 21, 26, 19, 41, 15, 23, or 27 – 30.</p>



# Kites

## Technology and Design Designing, Producing and Critiquing

### DPC KGP3.1 Investigate

- Share the processes of tinkering, eg observing, taking apart, putting back together, trialling new ways of putting the bits together with appropriate tools.
- Select suitable resources for specific tasks eg light weight fabric for kites

DO	TALK	RECORD
	<p>1. Teacher talks to the students about the unit of work. They are going to design, make and fly a kite.</p> <p>They will be looking at kite designs, selecting and trialling materials and designs and building a kite.</p> <p>They will trial and then when they have a finished product, will have a Kite Flying Day that will involve the whole community.</p> <p>They will be expected to document the learning journey with a procedural text that explains with what and how they made their kite. This will be supported by the teacher and will involve use of oral language initially and then move into the written.</p> <p>The procedural text will be used as an oral presentation on Kite Flying Day. This unit can be done in small groups or individually.</p>	
<p>2. Students decide on working groups and look at texts and videos with various kite designs.</p>		<p>3. Students begin to draw their designs – talking about shapes and the spars, sails, tails etc.</p>
	<p>4. Teacher talks to the students about their designs using the language associated. Then a discussion about materials will take place. Eg/ What type of materials will you use for the sails, spars and tails?</p>	<p>5. Teacher compiles a group negotiated list of the materials students say they think they'll need.</p>
	<p>6. Teacher asks students what materials they could use that they could find in the community.</p>	<p>7. Teacher scribes a group negotiated list of what materials/resources the students think they could find in the community.</p>

8. Teacher and students go for a walk around the community and gather any of the materials they consider might be useful.	9. As the walk around the community happens, the teacher is encouraged to elicit specific language from the students. Eg What part of the kite would you use this on? etc	
		10. When students return to the classroom they then do a kite design which would involve using the materials they have found. Once again talk about shapes, spars, sails, tails etc.
11. Now they make the kite with the locally found materials.	12. A whole class discussion would now take place about the results of the kite making exercise. What materials worked? What did you use to make spars? Was that material suitable? What shapes did you use for the sails? What did you use to make the tail? etc	
13. Go and fly the kites.	14. Talk about the results of the flying trial. Did your kite fly ok? Why/why not? Did anything break? Remember to include the words, sails, spars, tails etc.	15. Teacher scribes students talk.
	16. Talk about making the real kites and the materials that are to be used. Refer to the list from 5. Also discuss the findings from the discussion in 14.	17. Students design their kites.
18. Students make their kites.	19. Talk about the materials and procedure students used in their kite making.	20. Teacher and students do a group-negotiated teacher scribed procedural text for the kite making.
	21. Talk about Kite Flying Day. Students will be expected to fly their kites and show other people how to fly a kite. They will also be presenting the procedural text on how to make a kite to a group of interested people. To advertise Kite Flying Day they will be making a group-negotiated poster giving information about the day. Students give suggestions about the wording and illustrations to go on the poster.	22. Teacher scribes students ideas for posters and as a whole class a poster is designed.
23. Students make their posters – copying the ideas from 22 or designing their own.		
24. Kite Flying Day happens!!!	25. Students do oral presentation using the procedural text for kite making.	26. Teacher videos the Kite Flying Day.



## Maths

### Spatial Sense

#### SS KGP3.1 Features and applications of shapes

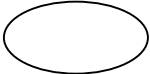
Draw or make a thing from an oral description which involves spatial language and implies shape, eg use play dough to make a long snake

#### SS Band 1 Features and applications of shapes

Recognise, describe and draw common 2D shapes/3D objects in familiar contexts eg draw and name specific 2D shapes: triangle, square, circle, rectangle.

- Name 3D objects: cube, pyramid
- Recognise 2D shapes as part of some 3D objects
- Use appropriate informal language, (eg flat, round, corner, side, curved, straight) to describe characteristics of common 2D shapes/3D objects, eg This ball is round, it has no corners and it will roll easily.

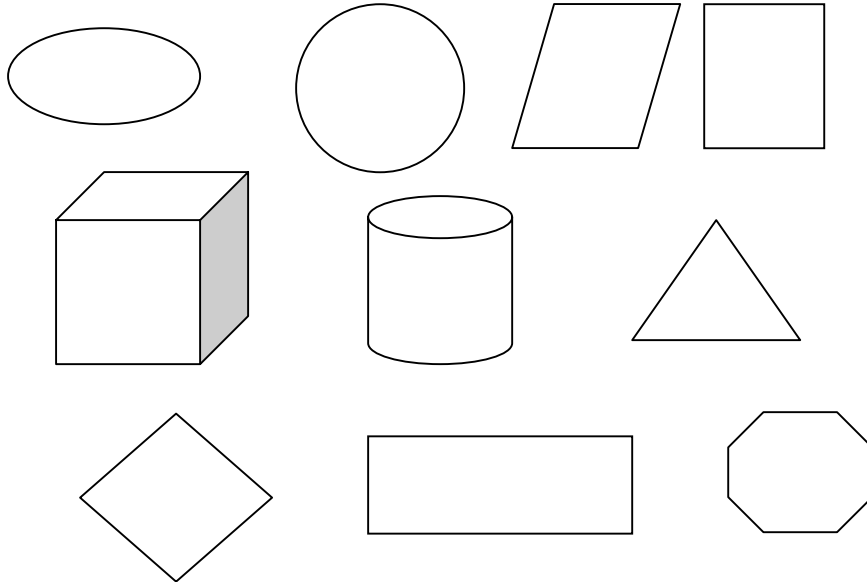
DO	TALK	RECORD
	1. Teacher explains to the students that they will be learning about shapes and objects. Give a definition and shows examples of each. Explain that the shapes they learn about will help them with ideas for constructing their kites.	2. Teacher shows students a variety of shapes and objects and asks them to name them. Tick off a checklist and display so as students learn new information this can be kept as an ongoing record.
	3. Talk about shapes using words such as long, short, fat, thin, wide, little, huge etc. Tell students they are going to play a game making some things using these words.	4. As a whole class, make a group-negotiated teacher scribed poster that shows examples of the words with illustrations.
5. Play a game where the teacher gives students playdough and they make things such as: a long thin snake, a big wide pancake etc. Teacher will probably have to model initially, but if the game is played regularly, students will become familiar with the language and concepts. As students develop more confidence, a student could lead the game, or they could take it in turns.		6. Add to the poster from 4. as students learn more language and concepts.
	6. Teacher explains to the students about the game BINGO with shapes and objects.	
7. Model and play the BINGO game. This is repeated regularly and the language associated with the shapes and objects must be used constantly.	8. Teacher talks to the students about the shapes and objects they have been learning about playing the BINGO game. Then the teacher explains they will be going out to the community to look for these shapes and objects.	
9. Whole class goes for a walk around the community looking		10. Teacher scribes the findings as the class goes along and takes

for shapes and objects – using the language specific to the task.		photos for display in the classroom.
11. Students label the photos with the correct word/phrase to describe the shape or angle. Eg This is a triangle. The shape of the window is a rectangle. Etc.	12. Teacher explains the game I Spy to the students. This is a version where the students I Spy a shape or object in the classroom.	
13. Whole class plays I Spy.		14. Teacher labels the shapes and objects in the classroom that students have found by playing I Spy.
	15. Teacher explains to students that they will learn more detail and the associated language for describing the objects and shapes. Teacher has a shape or object and asks students to talk about it's specific characteristics. Teacher will need to model this. Eg/ Here is a rectangle. Has it got straight or curved sides? NB: straight, curved, sides will all have to be taught.	16. On another poster teacher records student responses to 15 with supporting illustrations.  Eg This is an oval and its sides are all curved.  
	17. Teacher explains to students that they are going to be doing an assessment task which will show what they have learnt about shapes and objects and the associated language.	18. Students do the assessment task. (see attached sample sheet)

**Assessment task (sample)**

**Maths**

Tick the shape/object when the teacher says its name. Teacher will need to watch students closely to know what they are ticking. Talk to them about the shape if they get it wrong.



**Draw a straight line.**

**Draw a curved line.**

**Draw a long, fat snake.**

## LANGUAGE FOCUS ITEMS

### Nouns and verbs

It is imperative that these are explained repetitively in very simple language.  
Nouns are naming words. Verbs are doing words.

Use list words but also play a quick game each day to distinguish between them.

Eg Choose 2 students. One is Nouns and one is Verbs.

Nouns touches an object and students have to say it's name and then yell out "this is a noun!"

Verbs does and action and students name the action and the yell out

" this is a verb!"

List words from text *Kites*. (teacher makes this list with the students over 2 lessons after playing the above game a few times. Teachers will have to scaffold heavily at first to help students recognise the words.)

### NOUNS

kites  
wind  
shapes  
paper  
plastic  
fabric  
spars  
rods  
pocket  
air  
tails  
strings  
tricks

### ACTION VERBS

fly  
help  
catch  
fills  
stop  
flying  
pulling  
move  
turn

# ASSESSMENT RECORD FOR *KITES*



Student name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Learning Area	Outcomes/Indicators	Assessment Task	E	S	C
<b>EsseNTial Learnings</b>	<b>Creative 2</b> <b>Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</b> KGP3 persist until a task is complete despite initial setbacks, eg gather different resources as needed.	Student completes the kite-making task.			
<b>Listening</b>	<b>L L3.3 Language Structures and Features</b> Show understanding of some learning area vocabulary	Point to the following parts of the kite when directed: tail, spars, sails. Play Pictionary successfully.			
<b>Speaking</b>	<b>S L2.3 Language structures and features</b> Substitute new words in learnt patterns to create original utterances <b>S L3.3 Language structures and features</b> Use SAE word order accurately in some utterances	Students tell the teacher about the kite. Eg "The kite has a tail. It has spars." etc			
<b>Reading</b>	<b>R L1.3 Language structures and features</b> Read common but unfamiliar words, phrases, short texts and rhymes with support	Students read the procedural text in preparation for the oral presentation.			
<b>Writing</b>	<b>W L1.3 Language structures and features</b> Attempt spelling using knowledge of sound/symbol relationships	Students write a sentence/text in the form of a poem.			
<b>Technology and Design</b>	<b>Designing, Producing and Critiquing DPC KGP3.1 Investigate</b> <ul style="list-style-type: none"> <li>Share the processes of tinkering, eg observing, taking apart, putting back together, trialling new ways of putting the bits together with appropriate tools.</li> <li>Select suitable resources for specific tasks eg light weight fabric for kites</li> </ul>	Students make a kite using local materials.			
<b>Maths</b>	<b>Spatial Sense</b> <b>SS KGP3.1 Features and applications of shapes</b> Draw or make a thing from an oral description which involves spatial language and implies shape , eg use play dough to make a long snake <b>SS Band 1 Features and applications of shapes</b> Recognise, describe and draw common 2D shapes/3D objects in familiar contexts eg draw and name specific 2D shapes: triangle, square, circle, rectangle <ul style="list-style-type: none"> <li>Name 3D objects: cube, pyramid</li> <li>Recognise 2D shapes as part of some 3D objects</li> </ul> Use appropriate informal language, (eg flat, round, corner, side, curved, straight) to describe characteristics of common 2D shapes/3D objects, eg This ball is round, it has no corners and it will roll easily.	Students do worksheet – see Maths unit.			

# A Poem

## Kite, Kite

**Kite, kite, soaring high**

*(Do actions as rhyme indicates)*

**Reaching, reaching to the sky.**

**First your high, then you're low,**

**Swooping, swirling, round you go.**

**Kite, kite, fine and free,**

**Dancing, dancing, just for me.**

*Susan M. Paprocki*



## WHY DO POETRY?

Why would we learn a poem?

- To internalise, know off by heart, chunks of English that can be transferred into different English contexts.
- For fun!!
- To practise pronunciation, rhythm and intonation – the rise and fall of our voices.

### Poetry lessons.

Read the poem to the students. Then read again with the actions. Talk about the verbs – soaring, reaching, swooping, swirling, dancing. – add to word list.

Do this every day for a week, getting students to listen, say and role play the actions.

Talk about how the poem makes them feel – they put a smiley sticker on the poem or a sad face according to their opinion.

Talk to the students about how the words the author uses creates a mood. Explain that they are going to be writing a group negotiated poem with you then one of their own – in small groups if required.

Take them with the kite to the oval and fly it. Have lots of fun and then talk about how they felt or what the kite looked like etc.

Go back to the classroom and compile a list of words the students come up with to describe their feelings about the kite flying experience.

Group negotiate a poem using these words as cues.

Go out and fly the kite again and get students to try and write their own poems – they may of course access the environmental print from around the room and ask for support from teachers and teacher assistants in the class.

## ALPHABETICAL ORDER

**Reason for activity:** Focusing exercise

These exercises are to learn and share information about reading and writing. This particular exercise introduces and provides practice with the English alphabet. Students are looking at small parts of the text.

**Instructions:** List words under the appropriate letter name.

## BINGO

**Reason for activity:** Listening activity

Students may have hearing impairment

Students need lots of opportunities to hear English being used

Reading and speaking to students help develop listening skills

Listening games are a fun way to get students to listen

**Instructions:** Show the word to the students, say it and then they repeat it. Then they look for it on the bingo card.

Why would you do all 3 activities for 1 listening game?

## PICTIONARY

1. Draw a small, round, kite.
2. Draw a kite with 3 tails.
3. Draw a square yellow kite with 1 tail.
4. Draw a square blue kite with red spots and 4 very long green tails.

## WHY DO LISTENING EXERCISES?

- Students may have hearing impairment.
- Students need lots of opportunities to hear English being used.
- Reading and speaking to students help develop listening skills.
- Listening games are a fun way to get students to listen.

Listening game for this text is *Bingo*.

Use the wrong word in a sentence and students have to say when it is used.

### **BINGO**

Show the word to the students, say it and then they repeat it. Then they look for it on the bingo card.

Why would you do all 3 activities for 1 listening game?

- To allow for hearing impairments, practise pronunciation and reading AND they are all cues to support the students to get a positive outcome – that is, get it right!

Why would we learn a poem?

- To internalise, know off by heart, chunks of English that can be transferred into different English contexts.
- For fun!!
- To practise pronunciation, rhythm and intonation – the rise and fall of our voices.

## *Pictionary*

1. Draw a small, round, kite.
2. Draw a kite with 3 tails.
3. Draw a square yellow kite with 1 tail.
4. Draw a square blue kite with red spots and 4 very long green tails.

## Multiple choice

### Kites



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

Shade the bubble to show the correct answer. Remember to look at the text to help you!

1. Kites are made to fly in the

- wind
- trees
- sea

2. Each part helps them to

- sail
- fly
- run

3. All kites have

- wind
- snow
- sails

4. Spars are stiff

- rods
- tails
- sails

5. Some kites do not need

- sails
- tails
- wind

## Written cloze

### Kites



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

Find the word in the box and use it to make the sentence make sense. Remember to look at the text to help you!

parts      well      sails      catch      shapes      fly      rods      up

1. Kites are made to \_\_\_\_\_ in the wind.
2. Kites have different \_\_\_\_\_ .
3. All kites have \_\_\_\_\_ that catch the wind.
4. Sails can be different \_\_\_\_\_ .
5. Spars are stiff \_\_\_\_\_ .
6. Spars help the kite to \_\_\_\_\_ the wind.
7. Tails help the kite to stay \_\_\_\_\_ the right way and to fly \_\_\_\_\_ .

## Yes/No

### Kites



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

Read the sentence and then circle Yes if it is correct and No if it isn't correct. Remember to look at the text to help you!

1. Kites are made to fly in the wind. Yes/No
2. Kites have all the same parts. Yes/No
3. There are many different kinds of kites. Yes/No
4. Sails are all the same shape. Yes/No
5. Sails are made from wood. Yes/No
6. Spars are stiff rods. Yes/No
7. All kites have spars. Yes/No
8. Some kites do not need tails. Yes/No
9. Not all kites have strings. Yes/No
10. The string stops the kite from flying away. Yes/No

# Questions and Statements

## Kites



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

Read the question and then look through the text to find your answer.

1. Why are kites made?

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2. Are all kites the same?

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3. What are sails made from?

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4. What are spars?

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5. Why do kites have string?

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# Daily Program

## Handwriting

Handwriting does not involve the students completing a handwriting sheet. The teacher should have prepared lessons which involve modelling a letter symbol and students copying it. Students would be advantaged by having small individual whiteboards but if these are not available, the students should practise on scrap paper.

This activity should be an action learning activity where the teacher is constantly supporting the students.

## Print Walk

This involves the teachers and students moving around the classroom looking at and talking about the print that is displayed. Talk would involve such things as: *Do you remember when we did this activity? What did we do? Can anyone read this? Was this activity fun or really hard? etc*

The students then experience the activity again, revisit the language and are reminded that the environmental print is helpful to access for many activities.

## Sounds

Every day students and teacher should explore the sounds that are emphasised in the program and also any other sounds which present difficulties on a regular basis. This can be in the form of games or a repetitive activity which will aid students to remember and practise the English sounds.

## Sight words

Play games such as Memory, Bingo, and even pick some for students to orally present in a sentence.

## Spelling

## Writing

## Oral English

Nouns and Verbs for this unit.

Play a game where students have to name nouns for things they can see in the room eg 'I Spy'.

Play a game where students have to listen to a word and do the action – develop listening skills. As they get better at it choose different students to be the 'leader' and say the words – verbs.

Play a game similar to 'Celebrity Heads' where students have to describe an object and the person sitting at the front has to guess what they are. Eg chair – what colour am I? What do you use me for? Can you sit on me? Etc - nouns

What Am I? I am made of wood. I have shelves. You can store books in me. I am all sorts of sizes etc - nouns