

Windows

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A Walking Talking Text
Column Planner unit of work
based on the text,
Windows
by Jeannie Baker,

Unit written by Joanne Coghlan
Making MAP Meaningful Project
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Walking Talking Texts,
Darwin, NT.

This unit of work

- uses the *Walking Talking Texts* Column Planner framework
- provides a framework for the teaching of oral English, and in addition, for the teaching of literacy skills (independent reading and writing) in English through activities and exercises.
- uses the *Do, Talk, Record* planning model
- was written for use with English as a Second Language (ESL) students.

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WTT Column Planner

<p>1. Teacher and students look at each page and discuss the things you see through each window. What things changed throughout the book? What message was Jeannie Baker trying to give you? etc Teacher and students write a group negotiated text for each page. This will be the text for the rest of the unit of work.</p>	<p>3. Do oral cloze (daily activity) Choosing the words for this activity will have to be done after the text is written. Adjectives (describing words) may be a suitable choice.</p>
<p>2. Talk about the text Talk about what clues the author/illustrator gave you to help you learn about the people in the story? What happened throughout the story? etc</p>	<p>4. Role play N/A unless the story negotiated with students easily allows for the incorporation of this section.</p>
<p>5. Teacher and students talk about what they can see through the windows at school. Teacher scribes a group negotiated list. Talk about the scene to give some clues about the people in your school.</p>	<p>6. Talk about this story being a time line. Teacher and students talk about the clues given that show Sam's age. They discuss his physical changes and how many years the book covers and in what time stages each page is presented. (24 years)</p>
<p>7. Students retell the text in their own words – use the illustrations for prompts. This is a good oral assessment opportunity</p>	<p>8. Teacher introduces word list to students. This may be the adjectives as spoken about in 2, or may be utilising another language feature discovered in the language analysis. This is displayed in the classroom and 2 sets of flashcards of each word made for games such as snap, memory and alphabetical order.</p>
<p>9. Order words from 8 into alphabetical order (daily activity).</p>	<p>10. To practise sound and letter recognition play 'I spy with my little eye something beginning with ...' using the illustrations in the book (daily activity).</p>
<p>11. Students retell the text in their own words and teacher scribes – group negotiated. As this has already been done, it would be a good opportunity to do this in small groups – tape and transcribe each group's story as they tell it to the whole class or just to the teacher. They may use some of the new language learnt from this text and also incorporate already known language.</p>	<p>12. Teacher and students talk about the words in the list from 8 and make a thesaurus to find other words that could describe the same thing. The teacher would have to scaffold heavily and give a lot of prompts. Using an actual thesaurus would assist. This list is displayed in the classroom. If words do not lend themselves easily to this task, get students to use a dictionary and find and scribe word meanings for display in the classroom.</p>
<p>13. While activity 12 is being done, independent writers would choose 5 words from the list and find a simile or a phrase to demonstrate their understanding of the word. They may use a thesaurus to help. They may also find dictionary meanings independently if this is the required task (see 12).</p>	<p>14. Sort scrambled text. Have the photocopied illustrations from the story and sentences separate. Hand out to students. Using the book, go page by page identifying the matching illustrations and words and rebuild the book. This is a whole class activity (reconstruction) (daily activity). This is also an activity which would use a worksheet requiring students to order sentences (daily activity program).</p>

<p>15. Using the illustrations and words from the story from 14 teacher has them pinned up on the wall to make a story map. Students initially help with this. Each day teacher removes some of them and students have to replace them correctly (daily activity).</p>	<p>16. Sort scrambled sentences and words <i>Worksheet</i> (daily activity program) This could also be a simple hands on reconstruction activity, where students have separate sentences /words that have to be ordered correctly and then read to their peers or the teacher.</p>
<p>17. Create alternative endings/beginnings for sentences. <i>Worksheet</i> (daily activity program) This could also be an oral activity. eg/ teacher: Sam looked out of the window and saw Students choose something that isn't in the story.</p>	<p>18. Complete written cloze exercises <i>Worksheet</i> (daily activity program)</p>
<p>19. Teacher teaches poem <i>The Little Plant</i> and the song <i>I Will Plant a Garden</i> (see appendix for words) (daily activity)</p>	<p>20. Teacher has words for the song and poem written and displayed in the classroom so students can 'read' the words as they sing and say.</p>
<p>21. Practise listening skills</p> <ul style="list-style-type: none"> • Have a listening post set up with the story being told by the students so students can listen and read along. It would be great if you could use tapes made by students in 11. • Teacher describes a page of the book and students have to find the matching illustration. 	<p>22. Independent writers now have the opportunity to write their own song or poem. They may just change some of the words in the original song/poem.</p>
<p>23. Art/Craft Students will create their own collage. This will involve looking for the materials and designing their picture before it is created. This could be an individual and/or group activity.</p>	<p>24. Teacher and students write a group negotiated procedural text about what they gathered for the collage, what equipment they needed to create it and the steps they took to get a finished product. Or they can write a group negotiated description of the finished product, utilising the adjectives they have learnt in this unit and are in the word list/thesaurus.</p>
<p>25. Independent writers can do activity 24 on their own.</p>	<p>26. Pronunciation practise. This should be ongoing in all areas, but practising pronunciation of the words in the word list and words from the 'I spy' game would be emphasised.</p>
<p>27. Science CC 2.1 Natural and Processed materials</p> <ul style="list-style-type: none"> • describe the consequences of processing materials on people and the environment 	<p>28. Maths MDS 1.3 Time</p> <ul style="list-style-type: none"> • read and interpret straight forward calendars • sequence and order events on a time line
<p>29. N/A</p>	<p>30. SOSE Soc 2.1 Time, Continuity and Change</p> <ul style="list-style-type: none"> • represent changes over time in the local/broader community, eg organise and label significant events on a pre-constructed time line
<p>31. Teacher talks to the students about the differences between writing a story and telling a story. This can be demonstrated clearly in group negotiated writing tasks. Eg/ students have to be able to speak clearly,</p>	<p>32. Decide about and answer true/false statements <i>Worksheet</i> (daily activity program)</p>

pronounce words correctly, use whole sentences that make sense etc. Teacher (scriber) has to write clearly and neatly, use correct punctuation, spell correctly etc.	
33. Make judgements about multiple choice answers. <i>Worksheet</i> (daily activity program)	34. Recognise and correct substitutions/lies in the text. <i>Worksheet</i> (daily activity program)
35. Write a group negotiated text which differs from the original. Write a story about what you see looking out of the classroom window. Use the list from 4.	36. Independent writers write their own version of what is happening outside the classroom window.
37. Identify and use questions and statements. <i>Worksheet</i> (daily activity program)	38. Choose the oral presentation. The presentation of the time line.
39. Teacher and students design a group negotiated invitation to be given to selected group/individuals.	40. Independent writers design their own invitation.
41. Present the time line to a chosen audience. Teacher should have this videoed.	42. Assessment It is recommended that at the beginning of the unit approximately 4 or 5 students are chosen as a focus for assessment. Gather these work samples as you go through the unit. NB. Spelling is included in the worksheet part of the daily program as an extra activity. <ul style="list-style-type: none"> • oral transcript • worksheets with anecdotal notes • video of performance • writing sample with anecdotal notes • spelling test • running record for reading of text, or chosen section of it. <p>Use the Assessment Record sheet to profile students and attach the above evidence.</p>



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ASSESSMENT RECORD

Date:	Student's name:	Assessment Task	E	S	C
EsseNTial Learnings	Major Focus: Constructive 4 Band 3 Collaborate to discuss a range of ethical positions on how to care for a place	Students actively participate in the Science unit.			
Listening	L3.3 Language structures and features <ul style="list-style-type: none"> recognise some text connectives, time forms and locational phrases 	Teacher reads a part of the story with this language in it and asks student to answer some specific questions. Eg when, where etc			
Speaking	L3.3 Language structures and features <ul style="list-style-type: none"> use common adjectives and prepositions with some accuracy 	When student does retell of the story, they are able to use these features accurately – tape and transcribe.			
Reading	L3.3 Language structures and features <ul style="list-style-type: none"> follow simple time sequencing and recognise some text connectives, eg after, then, finally 	Successfully complete the reconstruction activity.(14)			
Writing	L3.3 Language structures and features <ul style="list-style-type: none"> use descriptive vocabulary 	Students write their own story of what they see looking out of the classroom window and use descriptive vocabulary. Analyse writing sample. (36)			
Maths	MDS 1.3 Time <ul style="list-style-type: none"> read and interpret straight forward calendars sequence and order events on a time line 	Students can choose, month, week and day on a calendar. (worksheet) Student orders the events on the community timeline on a worksheet (30)			
SOSE	Soc 2.1 Time, Continuity and Change <ul style="list-style-type: none"> represent changes over time in the local/broader community, eg organise and label significant events on a pre-constructed time line 	Student contributes to the construction of the time line.			
Science	CC 2.1 Natural and Processed materials <ul style="list-style-type: none"> describe the consequences of processing materials on people and the environment 	Make a poster about keeping the community rubbish free which illustrates the consequences of pollution (Step 7 in Science program).			

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SCIENCE PROGRAM 5 WEEK DURATION

Outcome: CC 2.1 Natural and Processed materials

Indicator: describe the consequences of processing materials on people and the environment

DO	TALK	RECORD
	1. Teacher talks to students about project outcomes. What area would be suitable for regular clean up?	
2. Students and teacher, with rubber gloves on, clean up the chosen area and bag up rubbish. They then sort rubbish into decomposable and non-decomposable.	3. Talk about what makes rubbish fit under those 2 categories.	4. List rubbish found under the headings: decomposable & non-decomposable
5. Repeat 2 once a week.	6. Repeat 3 once a week. Talk to other classes at assembly about what they are doing and finding. Enlist support from other school members to spread the word about rubbish in the community.	7. Repeat 4 once a week. Design a poster to go up around the community about keeping the place rubbish free.



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SOSE PROGRAM DURATION 5 WEEKS

Outcome: Soc 2.1 Time, Continuity and Change

Indicator: represent changes over time in the local/broader community, eg organise and label significant events on a pre-constructed time line

DO	TALK	RECORD
	1. Teacher talks to students about outcomes for the program.	
2. Teacher and students design questions they would like to ask about history of the community.		3. Teacher scribes list of questions.
4. Students rehearse asking these questions to each other.	5. Community member talks to students about history of their community.	6. Teacher scribes/tapes/videos this talk.
7. Students use list of questions to get specific information.	8. Teacher and students discuss information gained and the years it spans.	9. Teacher and students design a time line based on the information received.
10. Students present the time line to the school or another class.	11. Teacher and students talk about a time capsule and what would go in it.	12. List the items to go into the time capsule.
13. Make and place the time capsule.		



DAILY ACTIVITY PROGRAM

A] ACTIVITIES

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

1. Read the text to the students (1)
2. Reconstruction (14)
3. Fill gaps in story map (15)
4. Sing the song or say the poem (19)
5. Put word list into alphabetical order (9)
6. Play 'I spy' (10)
7. Describe page orally and students have to find it (21)

B] NEXT PART OF PLANNER

C] WORKSHEET

(As there is no text to design worksheet samples from, teachers are advised to utilise other programs which include these samples.)

First 5 weeks

- Monday: True/False (32)
Tuesday: Look, say, cover, write, check (use list words)
Wednesday: Questions/statements (37)
Thursday: Multiple choice (33)
Friday: Spelling test (use list words)

Second 5 weeks

- Monday: Written cloze (18)
Tuesday: Alternative endings/beginnings or recognise substitutions/lies in the text (17, 34)
Wednesday: Scrambled sentences/words (16)
Thursday: Number in order (14)
Friday: Spelling test (use list words)



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SONG: I WILL PLANT A GARDEN (Tune: Old Macdonald Had A Farm)

This song can be found at
<http://www.canteach.ca/elementary/songspoems22.html>

I will plant a garden green,
Then I'll watch it grow.
I'll dig some holes here in the dirt,
In a nice straight row.
With a dig, dig here,
And a dig, dig there,
Here a dig, there a dig,
Everywhere a dig dig,
I will plant a garden green,
Then I'll watch it grow.

I will plant a garden green,
Then I'll watch it grow.
In the hole I'll drop a seed,
Then each seed I'll sow.
With a drop, drop here,
And a drop, drop there,
Here a drop, there a drop,
Everywhere a drop drop,
I will plant a garden green,
Then I'll watch it grow.

I will plant a garden green,
Then I'll watch it grow.
I'll water each plant one by one,
They'll sprout up in a row.
With a squirt, squirt here,
And a squirt, squirt there,
Here a squirt, there a squirt,
Everywhere a squirt squirt,
I will plant a garden green,
Then I'll watch it grow.

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POEM: THE LITTLE PLANT

This poem can be found at
<http://www.readinglady.com/Poetry/Plants/plants.html>

In the heart of a seed,
Buried deep so deep,
A tiny plant
Lay fast asleep.
"Wake," said the sunshine,
"And creep to the light."
"Wake," said the voice
Of the raindrops bright.
The little plant heard
And it rose to see,
What the wonderful
Outside world might be.