

Buddina State School Unit Plan: Year 2 (Term 3 2008)



Title	Why are Fairy Tales still important to us?					Context: Students will learn about cultural heritage of Australia and other countries through the exploration and enactment of fairy tales. They will design and write a simple narrative using language elements to show character contributions (good/bad).		
Focus KLAs	English	Maths	SOSE	The Arts	Technology			
Targeted Essential Learnings						Evidence		
Ways of Working (Students can do)			Knowing and Understanding (Students know)			Then we need evidence of students ability to:		
English						Note: We need evidence of higher order thinking		
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify audience, purpose and text type • identify main ideas and the sequence of events, and make simple inferences • recognise and select vocabulary to describe subject matter • interpret how people, characters, places, events and things have been represented • construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose • make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts • reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways • reflect on learning to identify new understandings. <p>Language elements</p> <p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <ul style="list-style-type: none"> • Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions. • A sentence can be a single clause or a combination of clauses • Text connectives are used to link and sequence things, ideas and events • Tense is used to indicate time in sentences • Nouns, verbs, adjectives, adverbs and prepositional 			<p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <ul style="list-style-type: none"> • Writers and designers can adopt different roles for different audiences • Words and phrases, symbols, images and audio have meaning. • Text users make choices about grammar and punctuation. • Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words • Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting, and by referring to authoritative sources <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.</p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings • Readers and viewers make connections between their prior knowledge and the subject matter of the text • Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. • Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including 			<p>Write a narrative</p> <ul style="list-style-type: none"> • Identify that their audience will be their peers. • Identify the purpose and the generic structure of a narrative. • Identify the main ideas and the sequence of events in the constructed narrative. • Recognise and select vocabulary to describe characters and events in the narrative. • Interpret how people, characters, places, events and things have been represented • Construct simple narrative by planning and by using prior knowledge and experience to match an audience and purpose. • Make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts • Reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways <p>Language elements</p> <ul style="list-style-type: none"> • A sentence can be a single clause or a combination of clauses • Text connectives are used to link and sequence things, ideas and events • Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways • Pronouns take the place of nouns to which they are referring • Conjunctions are used to join two phrases or clauses • Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning. • Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things 		

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- Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things

pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter.

- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts
- Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

- Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things

Reading and viewing

When reading and viewing:

- Make connections between their prior knowledge and the subject matter of the text
- Make connections that words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.
- Improve reading fluency by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehend text through using language elements and contextual cues to interpret, infer from and evaluate familiar texts
- Decode unfamiliar words and their meanings using knowledge of grapho-phonetic, syntactic and semantic systems
- Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

Speaking and listening

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.

- The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done
- Speakers can adopt different roles in formal and informal situations
- Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners.
- Spoken texts are different from written texts
- Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations.
- Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners
- Active listeners identify main ideas and information, show interest and respond.
- In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures

Retell own Fairytale

- Share ideas.
- Use nonverbal elements, including body language, facial expressions and gestures to add interest and emphasis, clarify meaning to be monitored by listeners
- Make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures
- When listening ask questions to make and clarify meaning during oral presentation.
- Use words and phrasing, volume and pitch to add interest and emphasis, clarify meaning and be monitored by listeners.
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Literary and non-literary texts



Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.

- Literary texts entertain, evoke emotion and convey simple messages and information.
- Simple narratives, rhymed verse, fables and fairytales are types of literary texts.
- Narratives have structural features that include orientation, complication and resolution, and descriptions of characters and settings.
- Phrases including “Once upon a time” and “A long time ago” are characteristic of stories.
- Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts.
- Main ideas and events can be sequenced and subject matter described, including supporting ideas and details.

Science

Students are able to:

- communicate scientific ideas, data, information and evidence, using terminology, illustrations or

Science as a human endeavour

Science is a part of everyday activities and experiences.

•Discuss and explain the materials used for constructions and items depicted in fairytales and folktales, and some of their properties.

<p>representations</p>	<p>• Science has applications in daily life, including at home, at school, at work and in leisure time</p> <p>•</p> <p>Natural and processed materials Materials have different properties and undergo different changes.</p> <p>• Materials are categorised according to their observable properties</p>	<p>• List materials and classify them by their properties (hard, soft, shiny, dull, heavy, light etc.)</p>
SOSE		
<p>Students are able to:</p> <ul style="list-style-type: none"> • plan simple investigations based on questions • identify and collect information and evidence from narratives and familiar sources • draw conclusions and give explanations, using information and evidence • reflect on learning to identify new understandings. 	<p>Time, continuity and change Changes and continuities are identified through events, people's contributions and the stories of local communities.</p> <ul style="list-style-type: none"> • Aboriginal people's and Torres Strait Islander people's continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation <p>Culture and identity Local communities have different groups with shared values and common interests.</p> <ul style="list-style-type: none"> • Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging • Stories about significant events and individuals reflect cultural diversity in local and other Australian communities • <i>Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members</i> <p>Place and space Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</p> <ul style="list-style-type: none"> • Maps have symbols to represent places and identify the relative position of features including landmarks and locations 	<p>Information collecting and analysing</p> <ul style="list-style-type: none"> • Read and view aboriginal stories, fairytales and folktales from around the world. (Japan, China, Dreamtime stories). • Identify and collect information about comparing/contrasting features of fairytales and folktales and evidence from narratives. • Draw conclusions and give explanations about the behaviours displayed by the characters, stereotyping and values in the fairytales and folktales. • Reflect on and identify values associated with fairness, protecting the environment and behaving peacefully. • Reflect on learning(cultural aspects of fairytales and folktales) to identify new understandings. <p>Mapping</p> <ul style="list-style-type: none"> • Investigate simple grid referencing. • Create simple maps by using grid references • Use symbols to represent items and locations in a simple grid map. • Form a legend in a simple grid map. • Read simple grid maps.
Technology		
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the purpose for design ideas • generate simple ideas for designs • communicate major features of their designs, using 2D or 3D visual representations and words • select resources, simple techniques and tools to make products • plan and sequence main steps in production procedures 	<p>Technology as a human endeavour Technology is part of our everyday lives and activities.</p> <ul style="list-style-type: none"> • Products include artefacts, systems and environments <p>Information, materials and systems (resources) Resources are used to make products for particular purposes and contexts.</p> <ul style="list-style-type: none"> • Resources have characteristics that can be 	<p>Technology activities (Create a wand and series of wanted posters)</p> <ul style="list-style-type: none"> • Identify the purpose for designing a wand and wanted posters. • Generate simple ideas for designing a wand and wanted poster. • Draw up the main features of their wand and wanted poster using 2D visual representations and words. • Select appropriate resources and simple techniques to

<ul style="list-style-type: none"> • make products by following production procedures to manipulate and process resources • follow guidelines to apply safe practices • evaluate products and processes by identifying what worked well, what did not and ways to improve • reflect on the uses of technology and describe the impact in everyday situations • reflect on learning to identify new understandings. 	<p>matched to design requirements</p> <ul style="list-style-type: none"> • Simple techniques and tools are used to manipulate and process resources 	<p>construct a wand.</p> <ul style="list-style-type: none"> • Select appropriate and simple techniques to construct a wanted poster. • Evaluate products and processes by identifying what worked well, what did not and ways to improve wand and poster. • Reflect on learning to identify new understandings.(individually created poster).
The Arts		
<p>Students are able to:</p> <ul style="list-style-type: none"> • create and shape arts works by combining arts elements to express personal ideas, feelings and experiences • practise arts works, using interpretive and technical skills • present arts works to familiar audiences, using arts techniques, skills and processes 	<p><i>Drama</i> Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Role can be established using movement, voice, performance space, cues and turn-taking • Purpose and context are used to shape roles, language, place and space to express ideas • Dramatic action is structured by being in role and building storydramas 	<p>Small group play</p> <ul style="list-style-type: none"> • Create and practise a play that communicates a story using interpretive and technical skills. • Design an oral script. • Organise own small group into characters • Present play to class and parents., using arts techniques, skills and processes • Create a background in a play to give a context for a story play.
<p>This will lead to the deep understandings of: All cultures have their own type of narrative stories with similar character traits.</p> <p><i>(Writing and designing a simple narrative involves using language elements. Communities have different groups with shared values and common interests).</i></p>		

Catering for Diversity

<p>Enrichment Activities Students can:</p>	<p>Students requiring support Students can:</p>
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Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
Professional Knowledge	I understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself when used in the context of learning and not as an end itself.	PK	✓	Use of email to demonstrate effective means of communicating to others. Designing a digital poster can be modified easier than a drawn poster.

Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	ICT's embedded in unit plan.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Students have weekly access to computer lab to construct their learning.
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	Use of email to communicate to a known person.
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating and retrieving resources from CX
	I use ICT to locate, create and record information and resources	PP5	✓	OneSchool
	I can store, organise and retrieve digital resources	PP6	✓	OneSchool
	I use ICT to access and manage information on student learning	PP7	✓	OneSchool
Professional Values	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	I approach the computer assistant and my peers for assistance when required.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2	✓	Selection of appropriate software to suit the learner.
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

ICT Cross Curriculum Priority

Inquiring with ICTs	<ul style="list-style-type: none"> Experiment with different ICTs and select and use ICTs appropriate to the inquiry. (Kidpix studio for poster, use of email to email Bad Wolf)
Creating with ICTs	<ul style="list-style-type: none"> Represent ideas, information and thinking (wanted poster.) develop imaginative responses(wanted poster).
Communicating with ICTs	<ul style="list-style-type: none"> Apply basic communication conventions (email to Bad Wolf).
Ethics, issues and ICTs	<ul style="list-style-type: none"> Develop and apply basic protocols and practices for safe, secure and responsible use of ICTs. Reflect on how ICTs are used in the community and identify their impact. (Use of email).
Operating ICTs	<ul style="list-style-type: none"> Apply basic formatting features when using ICTs (wanted poster).

Key Resources

English	SOSE	Technology	The Arts	ICTS
Bulk loan: Fairytales Fairy tale stories		Materials for wand Computers and publishing program	Costumes	Email Kidpix
Guest Speakers/Excursion:				

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
English-Write own fairy tale	<p>English-Write own fairy tale Discuss and model</p> <ul style="list-style-type: none"> • Identification of audience purpose and the generic structure of a narrative. • The main ideas and sequence of events in writing a narrative. • Recognising and selecting appropriate vocabulary to describe characters and events in the narrative. • Representing people, characters, places, events and things in a narrative. • Constructing simple narrative by planning. • Making judgments and justifying opinions about their enjoyment and appreciation of texts. • Reflection process for identifying how language elements in texts represent people, characters, places, events and things in similar and different ways • Constructing a sentence as a single clause or a combination of clauses • Using text connectives to link and sequence things, ideas and events • Use of nouns, verbs, adjectives, adverbs and prepositional phrases. • Use of pronouns to take the place of nouns to which they are referring • Using conjunctions to join two phrases or clauses • Use of punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning. • Selecting appropriate vocabulary describes, labels and sequences, and can represent people, characters, places, events and things 	<p>English-Write own fairy tale</p> <ul style="list-style-type: none"> • The generic structure of a narrative. • Main ideas and sequence of events. • Appropriate vocabulary to describe characters and events in the narrative. • Sentences as a single clause or a combination of clauses. • Text connectives to link and sequence things, ideas and events • Use of nouns, verbs, adjectives, adverbs and prepositional phrases. • Use of pronouns to take the place of nouns to which they are referring • Use of conjunctions to join two phrases or clauses • Use of punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning. • Appropriate vocabulary describes, labels and sequences, and can represent people, characters, places, events and things • Reflection process for identifying how language elements are used in texts and making judgments and about their enjoyment and appreciation of texts. <p>Oral-Retell own Fairy tale</p> <ul style="list-style-type: none"> • Sharing of ideas. • Nonverbal elements, including body language, facial expressions and gestures to add interest and emphasis, clarify meaning to be monitored by listeners • Sequenced ideas and information and using visual aids, including objects and pictures • Use words and phrasing, volume and pitch to add
Oral-Retell own Fairy tale	<p>Oral-Retell own Fairy tale Discuss and model</p> <ul style="list-style-type: none"> • Sharing of ideas. • Use of nonverbal elements, including body language, facial expressions and gestures to add interest and emphasis, clarify 	

<p>SOSE- Information collecting and analysing</p>	<p>meaning to be monitored by listeners</p> <ul style="list-style-type: none"> • Use words and phrasing, volume and pitch to add interest and emphasis, clarify meaning and be monitored by listeners. • Making meaning clear by sequencing ideas and information and using visual aids, including objects and pictures • When listening, asking appropriate questions to make and clarify meaning during oral presentation. <p>SOSE- Information collecting and analysing Read and view aboriginal stories, fairytales and folktales from around the world. (Japan, China, Dreamtime stories). Discuss and model:</p> <ul style="list-style-type: none"> •Identifying and collecting information about comparing/contrasting features of fairytales and folktales and evidence from •Drawing conclusions and giving explanations about the behaviours displayed by the characters, stereotyping and values in the fairytales and folktales. •Reflecting on and identifying values associated with fairness and behaving peacefully. •Reflection process on cultural aspects of fairytales and folktales. <p>Mapping Discuss and demonstrate:</p> <ul style="list-style-type: none"> •simple grid referencing techniques. •Creating simple maps by using grid references •Using symbols to represent items and locations in a simple grid map. •Forming a legend in a simple grid map. •Reading simple grid maps. 	<p>interest and emphasis.</p> <ul style="list-style-type: none"> • When listening, asking appropriate questions. <p>SOSE- Information collecting and analysing</p> <ul style="list-style-type: none"> •Identification and collection of information about comparing/contrasting features of fairytales and folktales. •Conclusions and explanations about the behaviours displayed by the characters, stereotyping and values in the fairytales and folktales. •Reflection on values associated with fairness and behaving peacefully. •Reflection on cultural aspects of fairytales and folktales. <p>Mapping</p> <ul style="list-style-type: none"> •Simple maps using grid references •Symbols to represent items and locations in a simple grid map. •A legend in a simple grid map.
<p>Technology activities (Create a wand and series of wanted posters)</p>	<p>Technology activities (Create a wand and series of wanted posters) Discuss</p> <ul style="list-style-type: none"> • Purpose for designing a wand and wanted posters. <p>Discuss and model</p> <ul style="list-style-type: none"> • Generating simple ideas for designing a wand and wanted posters. • Drawing up main features of their wand and wanted poster using 2D visual representations and words. • Selecting appropriate resources and simple techniques to construct a wand. • Selecting appropriate and simple techniques to construct a wanted poster. • Evaluating products and processes to identify what worked well, what did not and ways to improve wand and posters. • Reflection process to identify new understandings, (individually created poster). 	<p>Technology activities (Create a wand and series of wanted posters)</p> <ul style="list-style-type: none"> • Simple ideas for designing a wand and wanted posters. • Drawn up main features of their wand and wanted poster using 2D visual representations and words. • Appropriate resources and simple techniques to construction of wand. • Appropriate and simple techniques in construction of wanted posters. • Evaluation process to identify what worked well, what did not and ways to improve wand and posters. • Reflection process to identify new understandings, (individually created poster).
<p>The Arts-Create and perform in small group play</p>	<p>The Arts-Create and perform in small group play Discuss</p>	<p>The Arts-Create and perform in small group play Discuss</p> <ul style="list-style-type: none"> • A play to perform • Practise techniques to communicate a story using

	<ul style="list-style-type: none"> • Appropriate play to perform • Practise techniques for play to communicate a story using interpretive and technical skills. • Designing an oral script. • Organising own small group into their character roles. • Presentation techniques to present play to class and parents using arts techniques, skills and processes 	<p>interpretive and technical skills.</p> <ul style="list-style-type: none"> • An oral script. • Character roles. • Presentation techniques.
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Making Judgments

KLAs Assessable Elements *(highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed)*

English	Maths	Science	Technology	SOSE	The Arts	HPE
<ul style="list-style-type: none"> - knowledge & understanding - interpreting texts - constructing texts - appreciating texts - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - thinking and reasoning - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating & designing - producing - evaluating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - participating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - creating - presenting - responding - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - planning - implementing and applying - reflecting