Project title: Up Close and Personal with Print

Project description: Context - Staff professional learning

Teachers had been working on a continuum of skills and strategies to teach reading.

A specific strategy was explored and its implications for Stages 1-2.

The first session took place on the staff development day in Term 3 to provide a strategy to help students with comprehension. This was demonstrated in students being able to put non fiction text into their own words.

Expressions of interest taken for those who wanted to explore strategy and its implications further.

Teachers were then invited to be part of a team to further explore writing a unit that has as its core element comprehension. Originally two teachers were to continue to participate; however, after a huge response from staff, this was extended and the school used TPL funding.

Parents invited to be part of work plus unit writing – major focus - comprehension

Teachers and parents formed teams to write specific sections of an integrated Stage 3 unit on Rainforests. The unit met all the quality teaching elements.

They focused on 4 levels of non-fiction material for the unit to be used in joint guided reading/ writing/ HSIE/ Science and Technology lessons and included 3 websites/CD ROMs on the topic.

The comprehension strategy also focused on students demonstrating understanding by being able to deconstruct the text and reconstruct the text using another genre.
The unit provided opportunities for immersion and integration included an excursion.

Students from Stage 3 were part of a workshop to further demonstrate strategies for teachers and parents.

The unit was written. The process involved research and collaboration between teachers and parents.

*A parent workshop was held during National Literacy and Numeracy Week.*

**Up Close and Personal With Print**

**Program:**
- Introduction of unit - Maria
- Members of the team - everyone
- Why are we doing it? Emma
- What do we hope to achieve? Claire
- Skill of putting things in our own words - workshop with students – Maria
- Sharing the Unit - Everyone
- Questioning - Maria
- Morning tea

In the following two weeks, teachers closely viewed each other’s work examining how it fitted into the Unit.

**Person responsible for project:** Maria Williams

**School, region, diocese:** Glendale East Public School, Glendale, Hunter Central Coast Region

**Contact person’s email:** Maria.M.Williams@det.nsw.edu.au

**Number of students, teachers, parents, other community members directly involved:**
- Initial SDD 15 teachers
- 8 teaching staff on writing and presenting team
- 2 parents on writing team
- 12 other parents attended workshop
- 7 students participated in original workshops demonstrating to parents and teachers
The strategies and unit are used as a model for developing further teaching units. Next term Stage 3 will be participating in the unit.
- 54 students will participate in Rainforest unit term 4

**Intended literacy and/or numeracy outcomes:**

**Teachers will explore what teaching strategies will enable students to gain the following from print:**
- deep knowledge and understanding
- literal and inferential comprehension
- demonstration of higher order thinking.

**Parents will gain understanding of:**
The essential element of Stages 2 and 3 literacy (reading to learn not just learning to read)
- correlation of subject matter and process
- the importance of matching students to text and
- the issues the teachers will explore above.

**Students will:**
- explore text in different media to receive, understand, evaluate and present information
- write work in own words to answer questions. This involves deep understanding of text.

**Students will:**
- organise and present information considering
- How do uses of the media compare? What are the strong points and limitations of each? How do we ensure there is no plagiarism when using this media?
Evidence of achievement of intended literacy and/or numeracy outcomes:

• Students demonstrated putting information text into their own words and as a group negotiating how to state their report. As a group they identified the main point of a paragraph, key words, put the information into their own words, edited their work and presented an authentic paraphrase. They did this for teachers and parents. On the second setting they used information and concepts from the first session

Tropical rainforests are located north of Townsville. The beautiful canopy shields the rainforest from the sun’s rays making it hot but moist. The tropical rainforest is home to the largest number of plants and animals in Australia. Large leafed plants thrive in the multiple layers and many trees have thick bulgy roots.

Written by Year 6 as a paraphrase after the text was hidden. Other outcomes can only take place during the implementation of the unit.

Teachers and parents have achieved these outcomes and beyond. Please see unit and attachments. The “What and Why of Getting up close and Personal” was written by two young teachers. The unit was written by everyone and each teacher analysed quality teaching

Feedback about making grants available for such projects:

• When our P&C president asked us if there were any grants going for Literacy and Numeracy we said that if there were we would apply. Doing so has given us the inspiration to try a different method of professional development.
• It is good to be told that the applications would be judged. That encouraged us.
• It is also important that the staff can share their work.
• The questions asked in the submission were good in that they pointed to students and parents. Having the students’ workshop is a great selling tool for both teachers and parents because they can see it happening before their eyes.
• We were congratulated by the parents on what we are doing.
• We had to put money into the project but it was worth it – The level of enthusiasm and the outcomes for younger teachers in changing teaching practice with immediate results have been great.
Literacy Week - Rainforest Unit Stage 3
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td><strong>Write a Narrative</strong> - Create a picture book for stage one students from an endangered animal’s point of view</td>
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<tr>
<td><strong>Write an information report</strong> to describe our rainforest</td>
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<td><strong>Write a procedure</strong> about how to make your own mini rainforest</td>
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<tr>
<td><strong>Write our own rainforest poems</strong> using imagery (listen to music to help) These can be added to our websites or made into a class Rainforest Book.</td>
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<tr>
<td><strong>Read</strong>—Locate the nearest rainforest for an excursion—We will take photos on this excursion to use in our PowerPoint and website design</td>
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<tr>
<td><strong>Technology</strong></td>
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<tr>
<td><strong>Design</strong> our own rainforest PowerPoint to present at assembly</td>
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<td><strong>Design</strong> our own website to put on the school site</td>
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<tr>
<td><strong>English/ H.S.I.E.</strong></td>
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<tr>
<td>Build up a bank of rainforest works, sounds and sights</td>
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<tr>
<td>Watch Australian Geographic DVD on Rainforests</td>
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<tr>
<td>Watch a DVD on Endangered animals</td>
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<tr>
<td>Make a list of the questions we have about rainforests</td>
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<tr>
<td>Read and discuss the “Onceler” (Refer to Landcare Units)</td>
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</table>

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<tr>
<th><strong>Technology</strong></th>
<th><strong>C.A.P.A</strong></th>
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<td><strong>Compare</strong> the material we have in books to the material we find on websites. What are the pluses and what are the minuses</td>
<td><strong>Listen</strong> to rainforest music and look at rainforest pictures to build a sensory bank of what we can hear, see, smell, feel</td>
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</tbody>
</table>

Australian Rainforest Animals by Steve Parrish - Lower

Focus
Giving students a vocabulary— the initial strategies
Students will have a written and verbal vocabulary to draw upon

Strategies
Lesson 1
- Have a number of pictures for visual stimulus from the book and a CD of rainforest sounds to create discussion about what is known about rainforests
- Brainstorm students background knowledge of rainforests
- Start a whole class vocab list or chart from known words (on chart - match the word to a picture e.g. damp - take a picture of child’s hand with a damp cloth and match the picture to the word)

Lesson 2
- Read a section of the book to the students—modelled reading (Rainforest)
- Each student will be given a copy of the text section and it will be read again
- Students will circle or highlight unknown words
- Add to the class vocab list using found words
- Discuss meaning (on chart—students create pictures for the newly found words to match to)

<table>
<thead>
<tr>
<th>Group 1—vocab</th>
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<th>Group 3—Vocab</th>
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<tbody>
<tr>
<td>Rainforest</td>
<td>Rain</td>
<td>Rain</td>
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<tr>
<td>Plenty</td>
<td>Forest</td>
<td>Forest</td>
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<tr>
<td>Animals</td>
<td>Rare</td>
<td>Grow</td>
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<td>Save</td>
<td>Animals</td>
<td>Save</td>
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<td>Damp</td>
<td>Grow</td>
<td>Plant</td>
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<tr>
<td>Eastern</td>
<td>Plant</td>
<td>Rain</td>
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<tr>
<td>Different</td>
<td>Warm</td>
<td>Forest</td>
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<td>Survive</td>
<td>Damp</td>
<td>Grow</td>
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<td>Build</td>
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<td>Lichen</td>
<td>Leaves</td>
<td>Burrow</td>
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<tr>
<td>Moist</td>
<td>Burrow</td>
<td>Stream</td>
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<td>Protect</td>
<td>Stream</td>
<td>Warm</td>
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<tr>
<td>Thorax</td>
<td>Warm</td>
<td>Plant</td>
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<tr>
<td>Abdomen</td>
<td>Copy</td>
<td>Copy</td>
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<td>Pupa</td>
<td>Scales</td>
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<td>Cocoon</td>
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## Focus
### Giving students a vocabulary— the initial strategies
Students will have a written and verbal vocabulary to draw upon

## Strategies
### Lesson 1
Brainstorm students’ own vocabulary. Introduce the ‘word tree’ to students. The word tree is a visual representation of a word bank of their known vocab, eg start with the trunk (with buttresses) add to the tree with the words on cardboard leaves mixed with leaves of different textures to create a realistic rainforest effect. Each time the class comes across a new word, it is added to the tree until it eventually looks like a tree in a rainforest.

### Lesson 2
Begin reading the text to the class and continue to add to the word tree. If students come across a scientific phrase, lianas can be used for these and wrapped around the tree trunks in a visually pleasing manner.

### Group 1—vocab
- Rainforest
- Subtropical
- Tropical
- Temperate
- Buttress
- Canopy
- Eucalypt
- Nothofagus
- Epiphytes
- Lichens
- Orchids
- Pademelon
- Phascogales

### Group 2—Vocab
- Lorikeet
- Vegetation
- Strangler fig
- Cedar
- Canopy
- Undergrowth
- Mammals
- Creatures
- Queensland
- Tasmania
- Victoria
- Vegetation
- Rainforest
- Strangler Fig
- Orchid
- Cedar
- Canopy
- Undergrowth
- Mammals
- Creatures
- Queensland
- Tasmania
- Victoria
- Vegetation
- Rainforest
- Strangler Fig
- Orchid
- Cedar
- Canopy
- Undergrowth
- Mammals

### Group 3—Vocab
- Cool
- Wet
- Moist
- Humid
- Rain
- Natural
- Flora
- Fauna
- Shaded
- Vines
- Trees
- Adaptation
- Moisture
- Leaves
- Cool
- Wet
- Moist
- Humid
- Rain
- Natural
- Flora
- Fauna
- Shaded
- Vines
- Trees
- Adaptation
- Moisture
- Leaves

## Rainforest
- Subtropical
- Tropical
- Temperate
- Buttress
- Canopy
- Eucalypt
- Nothofagus
- Epiphytes
- Lichens
- Orchids
- Pademelon
- Phascogales

## Vegetation
- Strangler fig
- Cedar
- Canopy
- Undergrowth
- Mammals

## Creatures
- Lorikeet
- Vegetation
- Strangler fig
- Cedar
- Canopy
- Undergrowth
- Mammals
Life In A Rainforest A Tree Top Walk – Middle

**Focus**

**Giving students a vocabulary— the initial strategies**
Students will have a written and verbal vocabulary to draw upon

**Strategies**

**Lesson 1**
Using stimulus pictures/DVD brainstorm all known facts about rainforests
create a beginning word bank (which can be added to as unit progresses).
Label stimulus picture using vocab provided by students during brainstorming.

**Lesson 2**
Teacher models reading to the class.
The teacher then selects the appropriate text (page) for the reading group to read through.
Guided re-writing of a selected paragraph. Discussion points; Relationship of photography to text, imagery in the poems, unfamiliar words and the layout or style of the book (particularly ‘souvenir’ in the title and what it means).

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<td>germinate</td>
<td>sunlight</td>
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<td>algae</td>
<td>community</td>
<td>snail</td>
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<td>camouflage</td>
<td>endangered</td>
<td>roots</td>
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<td>predator</td>
<td>mollusc</td>
<td>animal</td>
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<td>example</td>
<td>crustacean</td>
<td>leaves</td>
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<td>nocturnal</td>
<td>tropical</td>
<td>vine</td>
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<td>parasites</td>
<td>subtropical</td>
<td>branches</td>
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<td>pollinated</td>
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<td>strangler</td>
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<td>evergreen</td>
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<td>rainforest</td>
<td>rotting</td>
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<td>canopy</td>
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<td>flora</td>
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<td>fauna</td>
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<td>litter</td>
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<td>understorey</td>
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<td>venom</td>
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<td>spines</td>
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### Focus

**Giving students a vocabulary— the initial strategies**

Students will have a written and verbal vocabulary to draw upon.

### Strategies

#### Lesson 1

Visual stimuli—Data Projector images (Nat Geo DVD rainforest images) on to the large screen.

Sound stimulus—Rainforest CD.

Brainstorm ideas and words that we associate with what we are seeing.

From the ideas and words we start to build up a pre unit ideas page of a rainforest.

#### Lesson 2

Introduce the text **RAINFORESTS OF AUSTRALIA** by Steve Parish.

Teacher models reading to the class.

The teacher then selects the appropriate text (page) for the reading group to read through.

Guided re-writing of a selected paragraph. Discussion points; Relationship of photography to text, imagery in the poems, unfamiliar words and the layout or style of the book (particularly ‘souvenir’ in the title and what it means).

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<td>Buttress</td>
<td>Unique</td>
<td>Dense</td>
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<td>Atmosphere</td>
<td>Species</td>
<td>Cycle</td>
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<td>Lichens</td>
<td>Tropical</td>
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<td>Cunjevoi</td>
<td>Subtropical</td>
<td>Animals</td>
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<td>Inflammation</td>
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<td>Ferns</td>
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<td>Nutrients</td>
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<td>Tropics</td>
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<td>Epiphytes</td>
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<td>Enzymes</td>
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<td>Diameter</td>
<td>Branches</td>
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<td>Environment</td>
<td>Lizard</td>
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<td>Dominant</td>
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<td>Ancient</td>
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<td>Strangler</td>
<td>Flowers</td>
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<td>Outcomes</td>
<td>Activities</td>
<td>Quality Teaching Elements</td>
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<td><strong>RS3.5</strong>&lt;br&gt;- Understands more complex information reports</td>
<td><strong>Modelled</strong>&lt;br&gt;Students read the text alone&lt;br&gt;Write down any unfamiliar words that cannot be worked out from the context or you wish to have a better understanding of.&lt;br&gt;Research the meaning by any means—asking about them, looking them up in the dictionary or finding synonyms in Microsoft Word—make a list of these words and discuss their meanings—jot down synonyms next to them&lt;br&gt;Students read the text again - by themselves. Volunteers can read the text aloud.&lt;br&gt;Teacher reads the text&lt;br&gt;Group reads the text together&lt;br&gt;Teacher explains that all paragraphs have one topic sentence and one or more contributing sentences. Sometimes the contributing sentences are so important that it is difficult to choose between it and the topic sentence. Sometimes there are two sentences that stand out as the most important.</td>
<td>1.1 Deep Knowledge&lt;br&gt;1.2 Deep Understanding&lt;br&gt;1.5 Metalanguage&lt;br&gt;3.1 Background Knowledge&lt;br&gt;3.3 Knowledge Integration&lt;br&gt;3.4 Inclusivity (All students have access to these lessons by choosing texts appropriate to individual reading abilities)</td>
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<tr>
<td><strong>RS3.6</strong>&lt;br&gt;- Draws on knowledge of word origins and word-building strategies to work out new words&lt;br&gt;- Summarises key information.&lt;br&gt;- Identifies key information.</td>
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<td><strong>RS3.7</strong>&lt;br&gt;- Justifies own preferences for a particular interpretation of a text,</td>
<td>Ask students their opinions and ask them to justify their choice—&quot;I believe is the most important sentence because……&quot;.</td>
<td>1.3 Problematic Knowledge&lt;br&gt;1.4 Higher-Order-Thinking (only if called on to justify their choice)</td>
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| referring to text details and own knowledge and experience | The group then choose other important parts of the paragraph by picking KEYWORDS. These words form the basis of what the paragraph is about. Make a list of these key words—write down synonyms for them. Reiterate the most important points of the paragraph and its KEYWORDS. | 1.5 Metalanguage  
1.6 Substantive Communication  
3.3 Knowledge Integration  
3.4 Inclusivity (All students have access to these lessons by choosing texts appropriate to individual reading abilities) |
| --- | --- | --- |
| **RS3.10**  
- Prepares banks of words for a particular purpose | | |
| **RS3.6**  
- Draws on knowledge of word origins and word-building strategies to work out new words  
- Summarises key information.  
- Identifies key information | Write down any unfamiliar words that cannot be worked out from the context or you wish to have a better understanding of. Research the meaning by any means—asking about them, looking them up in the dictionary or finding synonyms in Microsoft Word—make a list of these words and discuss their meanings—jot down synonyms next to them. | 1.5 Metalanguage  
3.1 Background Knowledge  
3.3 Knowledge Integration  
3.4 Inclusivity (All students have access to these lessons by choosing texts appropriate to individual reading abilities) |
| **RS3.6**  
- Draws on knowledge of word origins and word-building strategies to work out new words  
- Summarises key information.  
- Identifies key information | Reiterate the most important points of the paragraph and its KEY WORDS. Put the original text away. Students use the key words or (better) their synonyms to help them form sentences—There is little teacher intervention here, usually just helping students choose between two students' idea of a sentence or amalgamating the ideas. | 3.3 Knowledge Integration  
3.4 Inclusivity (All students have access to these lessons by choosing texts appropriate to individual reading abilities)  
1.1 Deep knowledge  
1.2 Deep Understanding  
1.4 Higher-order Thinking  
1.5 Metalanguage |
| RS3.9 | Rereads work during writing to maintain sequence and check meaning, changing words and phrases or checking for errors | The group checks to see that all the key words are used and all the major points covered. Group edit the work: the students—tidy up the wording, change order, find better sentence starters amalgamate sentences. | 1.3 Deep Understanding  
1.4 Higher-order Thinking  
3.3 Knowledge Integration |
|---|---|---|---|
| RS3.9 | Rereads work during writing to maintain sequence and check meaning, changing words and phrases or checking for errors | **Group writing**  
Use cooperative group guidelines for roles and steps. Teacher sets groups up with steps and checks how groups are going. When the process is learnt the students can write in pairs and individually.  
**Pair Writing**  
Students work in pairs and help with editing of another pair, then present to the group.  
**Individual**  
Students who can work on own paragraphs, using a partner to help with editing, then another pair. | 3.1 Background Knowledge  
1.3 Deep Understanding  
1.4 Higher-order Thinking  
3.3 Knowledge Integration |

All elements of dimension 2 (Quality Learning Environment) are inherent in all areas of the unit—so long as the teacher is aware of them. They are not so much programmed but should be evident in the **delivery** of the units. The lessons in this subject area provide scope for the sort of quality learning environment that would have:

- 2.1 Explicit Quality Criteria
- 2.2 Engagement
- 2.3 High Expectations
- 2.4 Social Support
- 2.5 Students’ Self-Regulation
- 2.6 Students Direction
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
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<tbody>
<tr>
<td><strong>RS3.5</strong></td>
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<tr>
<td><strong>WS3.10</strong></td>
<td>Teacher explains that all paragraphs have one topic sentence and one or more contributing sentences. Sometimes the contributing sentences are so important that it is difficult to choose between it and the topic sentence. Sometimes there are two sentences that stand out as the important. Ask the students on their own to choose the sentence that they think is the most important sentence in the paragraph—give students time</td>
<td>The group chooses the most important sentence-s</td>
</tr>
<tr>
<td>- Prepares banks of words for a particular purpose</td>
<td>Ask students their opinions and ask them to justify their choice—&quot;I believe is the most important sentence because…….&quot;</td>
<td>The group then choose other important parts of the paragraph by picking KEY WORDS. These words form the basis of what the paragraph is about. Make a list of these key words—write down synonyms for them</td>
</tr>
<tr>
<td></td>
<td>Reiterate the most important points of the paragraph and its KEY WORDS</td>
<td></td>
</tr>
</tbody>
</table>
Put the original text away
Students use the key words or (better) their synonyms to help them form sentences—There is little teacher intervention here, usually just helping students choose between two students idea of a sentence or amalgamating the ideas
The group checks to see that all the key words are used and all the major points covered
Group edit the work: the students—tidy up the wording, change order, find better sentence starters amalgamate sentences.

*This process is modelled at least twice*

**Group writing**
Use cooperative group guidelines for roles
Teacher sets groups up with steps and checks how groups are going. When the process is learnt the students can write in pairs and individually.

**Pair Writing**
Students work in pairs and help with editing of another pair, then present to the group.

**Individual**
Students who can work on own paragraphs, using a partner to help with editing, then another pair.

**Resources:**
**TEXTS FOR THIS UNIT**
- Rainforests of Australia - Graham Churchett (Stage three)
- Rainforests - Alan Fairley (Stage two)
- Life in a Rainforest - Rodney Martain (Stage two)
- Australian Rain forest Animals - Steve Parrish (Pages from year 2 to year 5)
- A souvenir of Rainforests Australia - Steve Parrish (Extension)
- Putting It in Your Own Words worksheet
Assessment:
Assessment Strategy

The Teacher:
- Observes student participation in class discussion
- Edit students’ draft before publishing

Assessment Criteria
The Student:
- Understands more complex information reports
- Draws on knowledge of word origins and word-building strategies to work out new words
- Summarises key information.
- Identifies key information
- Justifies own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience
- Rereads work during writing to maintain sequence and check meaning, changing words and phrases or checking for errors
- Prepares banks of words for a particular purpose
- Edits group text
- Edits partner text
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
</table>
| **TS3.1** | - Whole Class- revise the structure of a narrative  
  o Orientation  
  o Complication  
  o Resolution  
- Inform students that lesson outcome is to create a picture book for Stage One students from an endangered animal’s point of view  
- Brainstorm with students aspects of a rainforest to be included in their narrative, e.g. canopy, forest floor, specific plants and animals etc  
- Brainstorm various complications from the endangered species perspective and possible solutions to these  
- Advise students to create a plan to follow the structure of a narrative and use of technical language  
- Revise with students the vocabulary bank previously created in class  
- Students are to write their narrative, self edit and hand in for marking  
- Expose students to a variety of narrative based picture books, highlighting amount of text per page and illustrations  
- Students to plan the layout of their picture book  
- Students publish narrative in book format | |
| **WS3.9** | - Uses different types of verbs, e.g. action, thinking, seeing, feeling, relating  
- Uses a variety of conjunctions and connectives to connect groups of | |
| **WS3.10** Grammar and Punctuation | - Whole class revise structure of an Information Report  
  o Classification  
  o Description  
  o Conclusion  
- Inform students that they are going to write an Information Report describing the class created rainforest | |
words and clauses
- Uses figurative language appropriately in text types
- Uses correct punctuation when publishing,
- Identifies and corrects such things as spelling errors, incomplete sentences or missing punctuation in own writing.

WS3.11 Spelling
- Spells needed words correctly with effective strategies for attempting and checking unknown words
- Uses knowledge of word parts, e.g. prefixes, suffixes, compound words, to spell unknown words
- Recognises most misspelt words in own writing and uses a variety of resources for correction

- Brainstorm with students aspects of the rainforest created in class that need inclusion in their Information Report
- Revise with students the vocabulary bank previously created in class
- Students are to write their Information Report, self edit and hand in for marking
- Students Publish their draft

Writing a Procedure
- Whole class revise structure of a Procedure
  - Goal / Aim
  - Materials needed
  - Method
- Inform students that they are going to write a Procedure explaining how to make a mini rainforest
- Recall with students the materials used and steps taken when creating their whole class rainforest
- Revise verbs and vocabulary bank previously created in class
- Students are to write their Procedure, self edit and hand in for marking
- Students Publish their draft

Resources:
- Variety of narrative based picture books

Assessment:
Assessment Strategy
The Teacher:
- Observes student participation in class discussion
- Edit students’ draft before publishing focusing on the structure of a narrative, procedure, information report and content

Assessment Criteria
The Student:
- Participate in discussion and brainstorm
- Construct a narrative using revised structure
- Use of specific language throughout narrative
- Construct an Information Report using revised structure
- Use of specific language throughout the Information Report
- Participate in discussion that recalls creation of class rainforest
- Construct a procedure using revised structure
- Use of specific language throughout procedure
- Use of image and word banks throughout writing
- Self edit their draft
- Publish their draft
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TS3.1</strong></td>
<td><strong>Explore imagery</strong></td>
<td></td>
</tr>
<tr>
<td>- Listens to and gives detailed descriptions of a range of settings, people, places, objects</td>
<td><strong>Lesson 1:</strong> Teacher reads poetry from Steve Parrish Book “A souvenir of Rainforests” Discuss the pictures painted with words, Imagery, simile and personification Look at pictures and write images for some of the aspects of photographs e.g. waterfall – silver curtain, mossy rock- emerald velvet Keep a class bank – Ask students to close their eyes as you read the images</td>
<td></td>
</tr>
<tr>
<td>- Engages in discussions involving more than one point of view about characters and events.</td>
<td><strong>Lesson 2:</strong> Students listen to “Rainforest Magic” or other DVD or audio tracks. Individually as they are watching or listening Prepare word banks, image banks Discuss the experiences of the excursion that could be described as images - The way the rainforest felt - The sounds were heard - The touch of the soil - The small life in the soil - The vines overhead - The effect of the light As a group write images, from these</td>
<td></td>
</tr>
<tr>
<td><strong>WS3.9</strong></td>
<td><strong>Lesson 3:</strong></td>
<td></td>
</tr>
<tr>
<td>- Records information from a variety of sources before writing</td>
<td>Discuss the purpose of the poems students are going to write- Will they be to describe the experience, to voice concern to engage the reader in looking after the forest? Discuss placement of images and how their arrangements can change the mood or pictures they create.</td>
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<tr>
<td>- Rereads work during writing to maintain sequence and check meaning</td>
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<tr>
<td>- Uses a variety of drafting techniques</td>
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<td>- Plans writing through discussion with others</td>
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<tr>
<td>- Writes paragraphs that contain a main idea and elaboration of the main idea</td>
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<td></td>
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<tr>
<td>- Writes texts that include technical and abstract vocabulary</td>
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<tr>
<td><strong>WS3.10 Grammar and Punctuation</strong></td>
<td></td>
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<tr>
<td>- Uses different types of verbs, e.g. action, thinking, seeing, feeling, relating</td>
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<td>- Uses a variety of conjunctions and connectives to connect groups of</td>
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</table>
words and clauses
- Uses figurative language appropriately in text types
- Uses correct punctuation when publishing,
- Identifies and corrects such things as spelling errors, incomplete sentences or missing punctuation in own writing.

**WS3.11 Spelling**
- Spells needed words correctly with effective strategies for attempting and checking unknown words
- Uses knowledge of word parts, e.g. prefixes, suffixes, compound words, to spell unknown words
- Recognises most misspelt words in own writing and uses a variety of resources for correction

**WS3.14 Text Structure**
- Talks about how persuasive texts have been structured in order to convince the reader about a point of view

**Resources:**
- Steve Parrish Book “A souvenir of Rainforests”
- “Rainforest Magic” or other DVD
- Rainforest Audio CD

<table>
<thead>
<tr>
<th>Give students a choice of listening or watching or looking or sitting</th>
<th>Students write their own rainforest poems. These can be added to their web pages or compiled into a class rainforest book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening to rainforest music</td>
<td></td>
</tr>
<tr>
<td>- Watching DVD</td>
<td></td>
</tr>
<tr>
<td>- Looking at pictures</td>
<td></td>
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<tr>
<td>- Sitting at the creek (with a teachers aid)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment:
Assessment Strategy
The Teacher:
- Observes student participation in class discussion
- Edit students’ draft before publishing

Assessment Criteria
The Student:
- Participate in discussion that recalls pictures painted with words, Imagery, simile and personification
- Use of image and word banks throughout writing
- Self edit their draft
- Publish their draft
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities</th>
<th>Quality Teaching Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS3.6</td>
<td>Students will be reminded of the ‘Onceler’ lesson and participate in a class discussion about the text. They will then brainstorm, list and categorise the dangers that rainforests face today. As a whole class, the students will investigate why our rainforests are being destroyed.</td>
<td>1.1 Deep Knowledge&lt;br&gt;1.2 Deep Understanding&lt;br&gt;1.6 Substantive Communication&lt;br&gt;2.2 Engagement&lt;br&gt;3.1 Background Knowledge&lt;br&gt;3.3 Knowledge Integration&lt;br&gt;3.5 Connectedness</td>
</tr>
<tr>
<td>SSS3.7</td>
<td>Review the brainstorms, list and categorisations from last lesson. A whole class discussion is to occur taking into account how the culture of aboriginal people may be affected by rainforests. Look at the reasons behind why our rainforests are still being destroyed. The students should have found these during their internet research. Watch a DVD documentary that looks at the logging industry verse the protestors. Students are to make notes.</td>
<td>1.1 Deep Knowledge&lt;br&gt;1.2 Deep Understanding&lt;br&gt;1.3 Problematic Knowledge&lt;br&gt;2.2 Engagement&lt;br&gt;3.1 Background Knowledge&lt;br&gt;3.2 Cultural Knowledge&lt;br&gt;3.5 Connectedness</td>
</tr>
<tr>
<td>ENS3.6</td>
<td>Divide the class into two groups for a whole class debate on the topic ‘all rainforests in the world should be protected’. Assign one side ‘for’ the topic</td>
<td>1.1 Deep Knowledge&lt;br&gt;1.2 Deep Understanding&lt;br&gt;1.3 Problematic Language&lt;br&gt;1.4 Higher-Order Thinking</td>
</tr>
</tbody>
</table>
their environment.

**SSS3.7**
Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

and the other side ‘against’ the topic. Students are to prepare arguments using the notes that they made while viewing the documentary. When ready, the class is able to start the debate.

1.6 Substantive Communication
2.2 Engagement
3.1 Background Knowledge
3.5 Connectedness

All elements of dimension 2 (Quality Learning Environment) are inherent in all areas of the unit. They are evident in the ‘delivery’ of the lessons in the unit. The lessons in this subject area provide scope for the sort of quality learning environment that would have:

- 2.1 Explicit Quality Criteria
- 2.2 Engagement
- 2.3 High Expectations
- 2.4 Social Support
- 2.5 Students’ Self-Regulation
- 2.6 Students Direction
## Literacy Unit: Rainforests
### Human Society and Its Environment

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
</table>
| **ENS3.6** | - Students will discuss/brainstorm how people’s greed can lead them to ruin the environment.  
- Students will investigate the reasons behind rainforests being destroyed.  
- Students will investigate the different viewpoints of people directly involved in rainforests—the protesters and loggers. | **Lesson 1:**  
Remind students of the ‘Onceler’ lesson.  
- How did the Onceler feel when the environment was damaged?  
- Why was the environment damaged?  
- How does the ‘Onceler’ relate to us?  
- How are we affected by rainforests?  
- Whose responsibility is it to take care of rainforests? (Make sure we don’t just say ‘everyone’ and leave it at that, children should be aware of the special roles of people from the National Parks and Wildlife Services, Forestry, politicians and other major decision makers).  
**Brainstorm, list and categorise—**  
- What dangers do our rainforests face today? |  
**Brainstorm, list and categorise—**  
- What dangers do our rainforests face today? |
| **SSS3.7** | - Students will discuss how rainforests and the depletion of them affect our lives.  
- Students will discuss the relationships people on both sides of the conservation debate have with the rainforests.  
- Students will debate issues pertaining to the conservation of rainforests. | **Lesson 2:**  
- Review the brainstorms, list and categorisations from last lesson.  
- Expand the discussion to take in to account how the culture of Aboriginal people (particularly those aboriginal groups who may have relied on vegetation and wild-life dependent on rainforests) may be affected by rainforests.  
- Review the reasons behind why our rainforests are still being destroyed that the children found during their internet research.  
Now is a good time to watch a DVD documentary that looks at the logging industry verse the protestors. Have students write down... |  
**Lesson 2:**  
- Review the brainstorms, list and categorisations from last lesson.  
- Expand the discussion to take in to account how the culture of Aboriginal people (particularly those aboriginal groups who may have relied on vegetation and wild-life dependent on rainforests) may be affected by rainforests.  
- Review the reasons behind why our rainforests are still being destroyed that the children found during their internet research.  
Now is a good time to watch a DVD documentary that looks at the logging industry verse the protestors. Have students write down... |
**Lesson 3:**
Explain that the children will be debating the topic ‘All rainforests in the world should be protected’
- Have students refer to the notes they took during the documentary.

Divide the students down the middle- one side on the positive (for the statement) one side on the negative (against the statement).
- Students take it in turns to say one argument at a time (they can just use their notes from the documentary at first but hopefully they will grow more confident as the lesson progresses and will be able to rebut the argument of the previous child and then state their own).

Confident children who particularly enjoy this exercise could extend to learning how to structure a proper debate.

---

**Resources:**
- Computers/Internet
- ‘The Lorax’ book by Dr Seuss
- Loggers Vs. Conservationists worksheets

**Assessment:**
Students will write a discussion on the issues relating to deforestation. The rubric will include a HSIE component as well as writing outcomes.
Science Lessons
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities</th>
<th>Quality Teaching Elements</th>
</tr>
</thead>
</table>
| LT S3.3  | View exciting video on rainforests and discuss as class. Look at diagram of rainforest. Discuss:  
Canopy  
Emergents  
Undergrowth  
Write a list of the essential elements of a rainforest. | 1.1 Deep Knowledge  
2.2 Engagement  
3.1 Background Knowledge  
3.3 Knowledge Integration |
| BES3.1   | Creating the class rainforest  
Refer to the list of essential elements of a rainforest from the last lesson. Have students read to find out more information on what will need to be included in our class rainforest.  
Have one group of students investigate the bush tucker that aboriginal people may have found in rainforests.  
Put some plants in  
Invite students to bring their own plants in.  
Invite students to collect insects that might exist in a rainforest.  
Put some water in the rainforest in a small container | 1.2 Deep Understanding  
1.3 Problematic Knowledge  
1.6 Substantive Communication  
2.6 Students Direction  
3.3 Knowledge Integration  
3.5 Connectedness |
| ESS3.6   | Students will add to the rainforest and a clear plastic top will be added to the top. | 3.4 Inclusivity  
3.5 Connectedness |
most materials and resources, and describes phenomena and processes, both natural and human, that form and change the Earth over time.

<table>
<thead>
<tr>
<th>Rainforest should be placed in dappled light. The students can observe evaporation and precipitation, and witness the water-cycle within their rainforest.</th>
</tr>
</thead>
</table>

**WS3.9**

**Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.**

<table>
<thead>
<tr>
<th><strong>Students invite another class to visit their rainforest.</strong> Create information reports and labels to explain our rainforest. Break into groups and write about different aspects of the rainforest to label the container with.</th>
</tr>
</thead>
</table>

**INVS3.7**

**Conducts their own investigations and makes judgements based on the results of observing, questioning, planning, predicting, testing, collecting, recording and analysing data, and drawing conclusions.**

<table>
<thead>
<tr>
<th><strong>Students examine the rainforest closely with magnifying glasses and make notes and drawings in a rainforest diary/drawing log.</strong></th>
</tr>
</thead>
</table>

All elements of dimension 2 (Quality Learning Environment) are inherent in all areas of the unit. The lessons in this subject area provide scope for the sort of quality learning environment that would have:

- 2.1 Explicit Quality Criteria
- 2.2 Engagement
- 2.3 High Expectations
- 2.4 Social Support
- 2.5 Students’ Self-Regulation
- 2.6 Students Direction

1.2 Deep Understanding
1.4 Higher-Order-Thinking
1.5 Metalanguage
2.1 Explicit Quality Criteria

1.1 Deep Knowledge
1.2 Deep Understanding
1.4 Higher-Order-Thinking
1.5 Metalanguage
2.6 Students Direction
3.3 Knowledge Integration
3.5 Connectedness
# Literacy Unit: Rainforests

### Science and Technology

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LTS3.3</strong></td>
<td><strong>Lesson 1:</strong> View exciting video on rainforests (if have not already done). Discuss: - What - Where - How - Why (refer to Landcare units with regard to the importance of rainforest to our eco-system)</td>
<td></td>
</tr>
<tr>
<td>Students will discuss the importance of the rainforest in our eco-system.</td>
<td>Look at diagram of rainforest Discuss: - Canopy - Emergents - Undergrowth</td>
<td></td>
</tr>
<tr>
<td><strong>ESS3.6</strong></td>
<td><strong>Lesson 2:</strong> Have students read to find out more information on what will need to be included in our class rainforest. Refer to the list of essential elements of a rainforest from the last lesson. Have students read to find out more information on what will need to be included in our class rainforest. Have one group of students investigate the bush tucker that Aboriginal people may have found in rainforests. - How can we include these elements on a smaller scale in our rainforest container? - Put some plants in (have some already prepared). - Invite students to bring their own plants in.</td>
<td></td>
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<tr>
<td>Students will identify, list and classify a variety of the essential elements of a rainforest.</td>
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<tr>
<td><strong>BES3.1</strong></td>
<td><strong>Lesson 2:</strong> Have one group of students investigate the bush tucker that Aboriginal people may have found in rainforests. - How can we include these elements on a smaller scale in our rainforest container? - Put some plants in (have some already prepared). - Invite students to bring their own plants in.</td>
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</tr>
<tr>
<td>Students will identify objects that could be used to begin to create their own class rainforest. - Students will predict what will happen in their rainforest container.</td>
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<tr>
<td><strong>WS3.9</strong></td>
<td><strong>Lesson 2:</strong> Have one group of students investigate the bush tucker that Aboriginal people may have found in rainforests. - How can we include these elements on a smaller scale in our rainforest container? - Put some plants in (have some already prepared). - Invite students to bring their own plants in.</td>
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<tr>
<td>Students will write invitations to another class to invite them to visit their rainforest.</td>
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<tr>
<td><strong>INVS3.7</strong></td>
<td><strong>Lesson 2:</strong> Have one group of students investigate the bush tucker that Aboriginal people may have found in rainforests. - How can we include these elements on a smaller scale in our rainforest container? - Put some plants in (have some already prepared). - Invite students to bring their own plants in.</td>
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</tr>
</tbody>
</table>
- Invite students to collect insects that might exist in a rainforest.
- Put some water in the rainforest in a small container (to be a pond).
- Discuss what might happen.

**Ongoing:**
Over time, students will add to the rainforest and a clear plastic top will be added to the top. The rainforest should be placed in dappled light (so the plants stay alive and encourage evaporation). With any luck evaporation and precipitation will occur and children will witness the water-cycle within their rainforest.

**Lesson 3:**
Review the diagram of the rainforest from lesson one. Explain to the students that they are going to invite another class to visit their amazing rainforest. Lucky them.
- How will our visitors know about our rainforests?
- We will need to create information reports and labels to explain our rainforest.
- Break into groups and write about different aspects of the rainforest to label the container with.

**Ongoing:**
Children should be encouraged to examine the rainforest closely with magnifying glasses and make notes and drawings in a rainforest diary/drawing log.

**Resources:**
- Rainforest diagram
- Large container
- Plants
- Insects
- Water
- Book for diary/drawing log
Assessment:
Students will be assessed on the notes and diagrams they make in their diary/drawing log of the rainforest. They should be encouraged to include:
- Outline of the project
- Diagrams
- Labels
- Observations of changes that occur

An extension activity could be an investigation that the students designs and (if reasonable) carries out in the rainforest.
Technology Lessons
<table>
<thead>
<tr>
<th>Literacy Unit - Rainforests</th>
<th>Subject Area: Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td><strong>UTS3.9</strong></td>
<td>Students will be asked to choose a topic, relating to the rainforest. They will then be asked to find two quality websites using the Stage 3 – website evaluation worksheet. Students create their own PowerPoint presentation about their rainforest topic following the criteria established in previous lessons, eventually presenting this to the class.</td>
</tr>
<tr>
<td>- Accesses and records information from electronic media</td>
<td>- Selects and uses primary and secondary resources to find information</td>
</tr>
<tr>
<td>- Selects and uses primary and secondary resources to find information</td>
<td>- Creates a PowerPoint using information about rainforests</td>
</tr>
<tr>
<td>- Creates a PowerPoint using information about rainforests</td>
<td></td>
</tr>
<tr>
<td><strong>UTS3.9</strong></td>
<td>After viewing appropriate rainforest websites, students choose a topic relating to the rainforest. Following discussions and lessons on how to create and publish websites the students create their own website on their chosen topic. Students will be asked to share their website with other students, completing the Stage 3 – website evaluation as they are presented.</td>
</tr>
<tr>
<td>- Accesses and records information from electronic media</td>
<td></td>
</tr>
<tr>
<td>- Selects and uses primary and secondary resources to find information</td>
<td></td>
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<tr>
<td>- Creates a Website using information about rainforests</td>
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<tr>
<td>Outcomes:</td>
<td>Lessons:</td>
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<tr>
<td><strong>Science and Technology</strong></td>
<td></td>
</tr>
<tr>
<td>UTS3.9</td>
<td><strong>Introduction:</strong> Students will be asked about their prior knowledge in regards to PowerPoint, focusing on what PowerPoint can be used for and what they can do within it. They will then be shown a good PowerPoint on a different topic so that they can see what they can create.</td>
</tr>
<tr>
<td>- Accesses and records information from electronic media</td>
<td><strong>Main Activities:</strong> Students will complete the following tasks: <strong>Lesson 1:</strong> Students will be asked to choose a topic, relating to the rainforest. This will be recorded this on a class list. They will then be asked to find two quality websites using the Stage 3 – website evaluation worksheet. They will be asked to record these for future lessons.</td>
</tr>
<tr>
<td>- Selects and uses primary and secondary resources to find information</td>
<td><strong>Lesson 2:</strong> As a class we will look at what the PowerPoint has to contain e.g. if they are doing a type of rainforest, the trees and animals you would find there, where you would find it etc. They will be told about what how many pages etc the PowerPoint must contain and briefly how it will be marked. They will be reminded about copyright and what they have learnt about putting information into their own words. They will be told that their last page must contain a list of references that they have used for their presentation. Students will then create their title slide.</td>
</tr>
<tr>
<td>- Creates a PowerPoint using information about rainforests</td>
<td><strong>Lesson 3:</strong> Students will be reminded of what was discussed last week and the importance of regular saving. Students will be shown step by step, on the data projector, how to create a basic presentation minus animations and pictures. They will then be given time to develop their presentation by adding new slides, headings and known information.</td>
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<tr>
<td><strong>English</strong></td>
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<tr>
<td>WS3.12</td>
<td><strong>Lesson 4:</strong> They will be made aware of copyright laws, in regards to</td>
</tr>
<tr>
<td>- Chooses appropriate graphics to accompany text</td>
<td></td>
</tr>
<tr>
<td>- Locates and uses columns, tables or borders, when appropriate</td>
<td></td>
</tr>
<tr>
<td>- Varies font and layout to suit particular audience and purpose</td>
<td></td>
</tr>
<tr>
<td>- Uses computer software programs and associated technology to format their text and graphics</td>
<td></td>
</tr>
<tr>
<td>- Creates texts that incorporate graphics and/or tables, when appropriate</td>
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</tbody>
</table>
information and pictures. Students will be shown step by step, on the data projector, how to create pictures using paint and add these, along with pictures they have taken on the digital camera. They will then be shown how to move and adjust them. They will also be told about the use of background colours and background pictures and the need for clear images. They will put in one picture with the teacher. They will be asked to add self created pictures and excursion photographs to what they have done. They will then be given time to develop what they have done.

**Lesson 5:** Students will be shown, on the data projector, how to add information to their presentation. They will be reminded of the copyright laws that have already been discussed. They will be asked to use the two websites that they found to get their information. These will be the only 2 sites they use. They will then be given time to add found information to what they have done.

**Lesson 6:** Students will be shown, on the data projector, how to add sounds and animations. It will be stressed again about copyright laws and how annoying sounds can sometimes be, so not to put too many on their presentation. They will complete this step with the teacher. They will then be given time to develop what they have done.

**Lesson 7:** Students will be given this lesson to finish off their presentations.

**Conclusion:**

**Lesson 8:** Students will be asked to share their PowerPoint presentations with the class.

**Resources:**
- Computers
- Data projector
- Microsoft PowerPoint
- Stage 3 – website evaluation worksheet
Assessment:
Students will be assessed as to whether their PowerPoint shows they can:
- They can access and record the important information
- Chooses appropriate graphics to accompany text
- Varies font and layout to suit particular audience and purpose
- Accesses and records information from electronic media
- Selects and uses primary and secondary resources to find information
- Locates and uses columns, tables or borders, when appropriate
- Uses computer software programs and associated technology to format their text and graphics
- Creates texts that incorporate graphics and/or tables, when appropriate
# Literacy Unit: Rainforests
## Technology - Websites

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science and Technology</strong>&lt;br&gt;UTS3.9&lt;br&gt;- Accesses and records information from electronic media&lt;br&gt;- Selects and uses primary and secondary resources to find information&lt;br&gt;- Creates a database using information about rainforests</td>
<td><strong>Introduction:</strong>&lt;br&gt;Students will be asked about their prior knowledge in regards to websites, focussing on what they have seen when they have been on one (buttons, hyperlinks, pictures etc.). They will then be shown a good website on rainforests so that they can see how the pages link together, how the pictures relate to the topic and have captions etc</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong>&lt;br&gt;WS3.12&lt;br&gt;- Chooses appropriate graphics to accompany text&lt;br&gt;- Locates and uses columns, tables or borders, when appropriate&lt;br&gt;- Varies font and layout to suit particular audience and purpose&lt;br&gt;- Designs and organises information for a web page&lt;br&gt;- Uses computer software programs and associated technology to format their text and graphics&lt;br&gt;- Creates texts that incorporate graphics and/or tables, when appropriate</td>
<td><strong>Main Activities:</strong>&lt;br&gt;&lt;br&gt;<strong>Lesson 1:</strong> Students will be asked to choose a topic, relating to the rainforest. This will be recorded this on a class list. As a class we will look at what the website has to contain e.g. if they are doing a type of rainforest, the trees and animals you would find there, where you would find it etc. They will be told about what how many pages etc the website must contain and briefly how it will be marked. They will be reminded about copyright and what they have learnt about putting information into their own words. They will be told that their last page must contain a list of references that they have used for their website. They will then be asked to write up a web plan on Microsoft word (Most students will work individually however due to the number of computers some will work in pairs).&lt;br&gt;&lt;br&gt;<strong>Lesson 2:</strong> Students will be reminded of what was discussed last week and the importance of regular saving. Students will be shown step by step, on the data projector, how to create a basic home page minus buttons, hyperlinks and pictures. They will then be asked to complete each step with the teacher. They will then be given time to develop what they have done.&lt;br&gt;&lt;br&gt;<strong>Lesson 3:</strong> They will be made aware of copyright laws, in regards to information and pictures, if they were to publish their website. Students will be shown step by step, on the data projector, how to create</td>
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</table>
pictures using paint and add these, along with pictures they have taken on the digital camera. They will then be shown how to move and adjust them. They will also be told about the use of background colours and background pictures and the need for clear images. They will put in one picture with the teacher. They will be asked to add self created pictures and excursion photographs to what they have done. They will then be given time to develop what they have done.

**Lesson 4:** Students will be shown, on the data projector, how to add additional pages to their site. They will add one extra page with me. They will then be given time to develop the new page that they have done.

**Lesson 5:** A discussion will be held on the difference and purposes of buttons and hyperlinks. Students will be shown, on the data projector, how to create and use buttons. They will complete each step with the teacher to create one button. They will then be shown, on the data projector, how to create a hyperlink. They will complete each step with the teacher. They will then be given time to develop what they have done.

**Lesson 6:** Students will be shown, on the data projector, how to add sounds. It will be stressed again about copyright laws and how annoying sounds can sometimes be, so not to put too many on their site, if possible to have them as a link. They will complete this step with the teacher. They will then be given time to develop their websites.

**Lesson 7:** Students will be given this lesson to finish off what they have done.

**Conclusion:**

**Lesson 8:** Selected students will be asked to share their website, completing the Stage 3 – website evaluation as they are presented. As a class the positives and negatives of the sites will be discussed.
Resources:
- Computers
- Microsoft Word
- Data projector
- Microsoft Expression Web
- Stage 3 – website evaluation worksheet
- Internet

Assessment:
Students will be assessed as to whether their website shows they can:
- Access and record the important information from electronic media
- Chooses appropriate graphics to accompany text
- Designs and organises information for a web page
- Selects and uses primary and secondary resources to find information
- Creates a database using information about rainforests
- Locates and uses columns, tables or borders, when appropriate
- Varieties font and layout to suit particular audience and purpose
- Uses computer software programs and associated technology to format their text and graphics
- Creates texts that incorporate graphics and/or tables, when appropriate
Creative Arts Lessons
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities</th>
<th>Quality Teaching Element</th>
</tr>
</thead>
</table>
| MUS3.3   | Students will revise the rainforest sensory word bank they created on textures, sights and sounds in their visual arts lesson. Students will listen to Rainforest Rap. | 1.1 Deep Knowledge  
3.1 Background Knowledge  
3.2 Cultural Knowledge  
3.3 Knowledge Integration |
| MUS3.1   | Students will discuss the features (rhythm, tempo, pitch, structure, dynamics, tone colour and the changes that occur within the music) of the rap and what senses it encompasses. Students will learn the first 2 sections of the ‘Rainforest rap’. | 1.5 Metalanguage  
1.2 Deep Understanding (this lesson will lead to deep understanding)  
1.3 Problematic Knowledge  
1.6 Substantive Communication (this will lead to substantive communication)  
3.1 Background Knowledge  
3.2 Cultural Knowledge  
3.3 Knowledge Integration |
| MUS3.2   | Students will recap the last lesson on raps. Students will perform the ‘Rainforest rap’ again and learn the last 2 sections. Students will then start to compose their own rainforest rap using the discussed elements of this genre of music. | 3.4 Inclusivity (all children will be part of the performances)  
3.5 Connectedness  
3.6 Narrative (continual ‘recapping’ promotes the narrative of their learning)  
1.5 Metalanguage  
1.2 Deep Understanding (this lesson will lead to deep understanding)  
1.3 Problematic Knowledge |
<table>
<thead>
<tr>
<th>MUS3.2</th>
<th>Students will perform the ‘Rainforest rap’. Students will continue to create their own rap using the discussed elements of this genre of music</th>
<th>3.4 Inclusivity (all children will be part of the performances) 3.5 Connectedness 3.6 Narrative (continual ‘recapping’ promotes the narrative of their learning) 1.5 Metalanguage 1.2 Deep Understanding (this lesson will lead to deep understanding) 1.3 Problematic Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvises and explores musical ideas based on rhythmic and melodic patterns and incorporates these into own compositions and as variations on others’ compositions  - Organises musical ideas into compositions demonstrating compositional intentions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS3.2</td>
<td>Students will perform the ‘Rainforest rap’. Students will complete their own rap</td>
<td>3.4 Inclusivity (all children will be part of the performances) 3.5 Connectedness 3.6 Narrative (continual ‘recapping’ promotes the narrative of their learning) 1.5 Metalanguage 1.2 Deep Understanding (this lesson will lead to deep understanding) 1.3 Problematic Knowledge</td>
</tr>
<tr>
<td>Improvises and explores musical ideas based on rhythmic and melodic patterns and incorporates these into own compositions and as variations on others’ compositions  - Organises musical ideas into compositions demonstrating compositional intentions</td>
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</tr>
<tr>
<td>MUS3.4</td>
<td>Students will perform their own rap to the class. Students will discuss which raps they liked/disliked and why.</td>
<td>1.1 Deep Knowledge 1.2 Deep Understanding 1.3 Problematic Knowledge 1.4 Higher-Order-Thinking 1.5 Metalanguage (they should be using it automatically by now- not still learning about it) 1.6 Substantive Communication (This should be assessed formally)</td>
</tr>
<tr>
<td>Identifies the use of musical concepts and changes that occur in relation to music that they perform, compose and listen</td>
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</tbody>
</table>
All elements of dimension 2 (Quality Learning Environment) are inherent in all areas of the unit—so long as the teacher is aware of them. They are not so much programmed but should be evident in the delivery of the units. The lessons in this subject area provide scope for the sort of quality learning environment that would have:

- 2.1 Explicit Quality Criteria
- 2.2 Engagement
- 2.3 High Expectations
- 2.4 Social Support
- 2.5 Students’ Self-Regulation
- 2.6 Students Direction
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAS3.1</td>
<td>Research the colours, textures and shapes for a class rainforest project resulting in a class mural</td>
<td></td>
</tr>
<tr>
<td>Closely observes details of things in the world and seeks to make artworks about these using various techniques such as proportion, perspective, composition, foreshortening. Uses different artistic concepts (e.g., colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter.</td>
<td>Lesson 1: View a rainforest DVD/listen to appropriate music in order to build up a sensory bank of rainforest textures, sights and sounds. Lesson 2: Take a walk around the school— sketch an individual small twig, leaf, flower, etc putting in as much detail as possible. Repeat with a whole plant, bush tree, etc. Lesson 3: Look at rainforest pictures, noting the details of native trees, ferns, palms. Sketch as many varieties to build up a sketch portfolio, getting students to become familiar with the drawing movements needed. Lesson 4: Revisit books with the emphasis on the effects of light filtering through the rainforest. Using green, white and yellow paint have students create individual works mixing paints through from light to dark. While wet scrape designs of leaves, fronds, etc. Lesson 5: Create the mural on large sheets of paper. Paint the background using techniques in lesson 4. Also paint in tree trunks and scratch/scrape out foliage and vines while background is still wet. Lesson 6: Children then research a particular rainforest creature which they then draw and colour using pastel crayons. To finish the mural, the children cut out their creatures which are placed appropriately onto the</td>
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<tr>
<td>VAS3.2</td>
<td></td>
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<tr>
<td>Examines a range of concepts and their relationships to selected forms and experiments with such things as the expressive use of colour.</td>
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<tr>
<td>VAS3.3</td>
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<tr>
<td>Talks about the meaning of artworks recognising how artworks, can be valued indifferent ways by themselves as audience members, and by others.</td>
<td></td>
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<tr>
<td>VAS3.4</td>
<td></td>
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</tr>
<tr>
<td>Identifies and describes the properties of different forms, materials and techniques in artworks and comments on how</td>
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</tbody>
</table>
these are employed in the representation of subject matter
- Discusses the artist's intention and/or the use of styles and techniques in selected works and considers the possible meanings of these works.

| background. |

**Resources:**
- Art paper (regular and large sheets)
- Paint brushes (various sizes)
- Water based paint
- Lead pencils
- Pastel crayons

**Assessment:**

**Assessment Strategy:**

**The Teacher:**
- Observes student participation in class discussion as well as sketching and painting activities
- Assesses individual rainforest creature research.

**Assessment Criteria:**

**The Student:**
- Participates in discussions and artwork activities.
- Researches chosen rainforest creature.
- Interprets research information into individual detailed drawings
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VAS3.1</strong>&lt;br&gt;- Closely observes details of things in the world and seeks to make artworks about these using various techniques such as proportion, perspective, composition, foreshortening&lt;br&gt;- Uses different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter</td>
<td>Artwork based on “Creatures of the Rainforest” – Warren Brim and Anna Eglitis&lt;br&gt;<strong>Lesson 1:</strong>&lt;br&gt;Read “Creatures of The Rainforest”. Discuss features of the artworks and the types of rainforest animals represented.</td>
<td></td>
</tr>
<tr>
<td><strong>VAS3.2</strong>&lt;br&gt;- Examines a range of concepts and their relationships to selected forms and experiments with such things as the expressive use of colour</td>
<td><strong>Lesson 2:</strong>&lt;br&gt;Overlay a map of Australia that displays all the Indigenous tribal areas with another depicting the natural rainforest areas of Australia. Locate the “Djabugay’ tribe and its corresponding rainforest area. Discuss the artworks in the book in order to discover and identify which same rainforest animals exist in our local rainforest areas.</td>
<td></td>
</tr>
<tr>
<td><strong>VAS3.3</strong>&lt;br&gt;- Talks about the meaning of artworks recognising how artworks, can be valued indifferent ways by themselves as audience members, and by others</td>
<td><strong>Lesson 3:</strong>&lt;br&gt;Choose a particular creature common to both areas. Research the details of that creature and make a sketch in the style of the artworks in the book.</td>
<td></td>
</tr>
<tr>
<td><strong>VAS3.4</strong>&lt;br&gt;- Identifies and describes the properties of different forms, materials and techniques in artworks and comments on how</td>
<td><strong>Lesson 4:</strong>&lt;br&gt;Create an artwork of the chosen creature using a canvas base and acrylic paints. Finished artworks could be grouped together like mosaic tiles for display.</td>
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<tr>
<td>these are employed in the representation of subject matter</td>
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<tr>
<td>Discusses the artist's intention and/or the use of styles and techniques in selected works and considers the possible meanings of these works.</td>
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</table>

**Resources:**
- Reference: Creatures of the Rainforest by Warren Brim and Anna Eglitis
- Map of Australia showing Indigenous tribal areas
- Map of Australia showing natural rainforest areas
- Acrylic paint
- Paintbrushes (various sizes)
- Small canvas bases

**Assessment:**
**Assessment Strategy**

**The Teacher:**
- Observes student participation in class discussion as well as sketching and painting activities
- Assesses individual rainforest creature research.

**Assessment Criteria**

**The Student:**
- Participates in discussions and artwork activities.
- Researches chosen rainforest creature.
- Interprets research information into individual detailed drawings
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Lessons:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUS3.1</strong></td>
<td>Composing – Make our own rainforest sounds rap</td>
<td></td>
</tr>
<tr>
<td>- Sings a variety of songs, individually and in groups, with accurate pitch, duration, tone colour and expressive dynamics</td>
<td>Introduction: Students will revise the rainforest sensory word bank they created on textures, sights and sounds in their visual arts lesson. Students will listen to Rainforest Rap</td>
<td></td>
</tr>
<tr>
<td><strong>MUS3.2</strong></td>
<td>Main Activities:</td>
<td></td>
</tr>
<tr>
<td>- Improvises and explores musical ideas based on rhythmic and melodic patterns and incorporates these into own compositions and as variations on others' compositions</td>
<td>Lesson 1: Students will discuss the features (rhythm, tempo, pitch, structure, dynamics, tone colour and the changes that occur within the music) of the rap and what senses it encompasses. Students will learn the first 2 sections of the 'Rainforest rap'</td>
<td></td>
</tr>
<tr>
<td>- Organises musical ideas into compositions demonstrating compositional intentions</td>
<td>Lesson 2: Students will recap the last lesson on raps. Students will perform the ‘Rainforest rap’ again and learn the last 2 sections. Students will then start to compose their own rap using the discussed elements of this genre of music.</td>
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<tr>
<td><strong>MUS3.3</strong></td>
<td>Lesson 3: Students will perform the ‘Rainforest rap’. Students will continue to create their own rap using the discussed elements of this genre of music</td>
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<tr>
<td>- Discusses own compositions and the compositions of others, using the musical concepts as a guide.</td>
<td>Lesson 4: Students will perform the ‘Rainforest rap’. Students will complete their own rap</td>
<td></td>
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<tr>
<td><strong>MUS3.4</strong></td>
<td>Conclusion:</td>
<td></td>
</tr>
<tr>
<td>- Identifies the use of musical concepts and changes that occur in relation to music that they perform, compose and listen</td>
<td>Lesson 5: Students will perform their own rap to the class. Students will discuss which raps they liked/disliked and why.</td>
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<tr>
<td><strong>EXTENSION ACTIVITY:</strong></td>
<td>There is the possibility of performance at the end of these lessons. Students could perform the rainforest rap or the classes favourite</td>
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<td>Resources:</td>
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<tr>
<td>- Rainforest Rap transcript</td>
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<thead>
<tr>
<th>Assessment:</th>
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</thead>
<tbody>
<tr>
<td>Students will be assessed as to whether they can:</td>
</tr>
<tr>
<td>- Sing a rap, individually, with accurate pitch, duration, tone colour and expressive dynamics</td>
</tr>
<tr>
<td>- Improvises and explores musical ideas based on rhythmic and melodic patterns and incorporates these into own compositions</td>
</tr>
<tr>
<td>- Organise musical ideas into compositions, demonstrating compositional intentions</td>
</tr>
<tr>
<td>- Discuss own compositions and the compositions of others, using the musical concepts as a guide.</td>
</tr>
<tr>
<td>- Identify the use of musical concepts and changes that occur in relation to music that they perform, compose and listen</td>
</tr>
</tbody>
</table>
Appendix
<table>
<thead>
<tr>
<th>Elements of Quality Teaching embedded in this unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Quality</strong></td>
</tr>
<tr>
<td>Deep Knowledge</td>
</tr>
<tr>
<td>Deep Understanding</td>
</tr>
<tr>
<td>Problematic Knowledge</td>
</tr>
<tr>
<td>Higher Order Thinking</td>
</tr>
<tr>
<td>Metalanguage</td>
</tr>
<tr>
<td>Substantive Communication</td>
</tr>
</tbody>
</table>
**English Worksheet – Putting It in Your Own Words**

**Writing in your own words—Group**

1. Everyone reads the text alone
2. Write down any unfamiliar words that cannot be worked out from the context or you wish to have a better understanding of.
3. Research the meaning by any means—asking about them, looking them up in the dictionary or finding synonyms in Microsoft Word—make a list of these words and discuss their meanings—jot down synonyms next to them.
4. Everyone reads the text again by themselves.
5. Volunteers can read the text aloud.
6. Group reads the text together.
7. Paragraphs usually have one topic sentence and one or more contributing sentences.
8. Everyone chooses the sentence that they think is the most important sentence in the paragraph.
9. Everyone justifies their choice—"I believe is the most important sentence because……".
10. The group chooses the most important sentence-s
11. The group then choose other important parts of the paragraph by picking KEY WORDS.
12. Make a list of these key words—write down synonyms for them.
13. Put the original text away.
14. Use the key words or (better) their synonyms to help them form sentences–
15. Group edit the work: tidy up the wording, change order, find better sentence starters or join sentences.
**Narrative Plan**

**Task:** To create a picture book for Stage One students from an endangered animal’s perspective

<table>
<thead>
<tr>
<th>Orientation</th>
<th></th>
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<tbody>
<tr>
<td>Who</td>
<td></td>
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<tr>
<td>What</td>
<td></td>
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<tr>
<td>Where</td>
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<tr>
<td>When</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Complication (the problem)</th>
<th></th>
</tr>
</thead>
</table>

| Resolution (how is the problem fixed) |  |
Human Society and Its Environment Worksheet

What would these people have to say about deforestation?
### Stage 3 – Website Evaluation

What is the URL (address) of the web page?  
http://__________________________________________

What is the name of the site?  
_____________________________________________

### Part 1 - How does it look?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Does the page take long to load?</td>
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<tr>
<td>Are there pictures/diagrams/maps on the page?</td>
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<tr>
<td>Is each section on the page labelled with a heading?</td>
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<tr>
<td>Is the author’s name and email address on the page?</td>
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<tr>
<td>If you go to another page, is there a way to get back to the previous/first page?</td>
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<tr>
<td>Is there a date that tells you when the page was made?</td>
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<tr>
<td>Is the spelling correct on the page?</td>
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<tr>
<td>Does the page take long to load?</td>
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</tbody>
</table>

### Part 2 – What did you learn?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Does the title of the page tell you what it is about?</td>
<td></td>
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<tr>
<td>Is there an introduction on the page telling you what is included?</td>
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<tr>
<td>Are the facts on the page what you were looking for?</td>
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<tr>
<td>Do you think that there was more information in your class text than on the website?</td>
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<tr>
<td>Does the page include information that you know is incorrect or that you disagree with?</td>
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<tr>
<td>Do the pictures/diagrams/maps on the page help you learn?</td>
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<tr>
<td>Is the information on the page useful/relevant to your research?</td>
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<tr>
<td>Does the page lead you to other good information (links)?</td>
<td></td>
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</tbody>
</table>

### Part 3 – Summary

Looking at your answers above, write a paragraph explaining why this website was helpful (or not helpful) for your research.
Music Worksheet

Rainforest Rap

Section 1
Ahhh! All the Beauty
The Rainforest The Tropical Rain Forest
Welcome to the Jungle It’s so exciting Exotic Mysterious
We are inviting
Your on an adventure So pay attention, please
Pythons Beetles All the other Species
Mammals Insects Birds Bees Live under the shelter of 30 metre trees
Where living things vary from Kangaroos to Ants
Home to more than ½ the world’s animals and plants
Trees are high, they don’t let in light
The dark in the jungle makes you think it’s always night
Little sunshine Under the trees
Average Temperature is 24 degrees
The breeze is quite wonderful; you’ll see what it’s about
It’s Fun, it’s thrilling, come check it out

Section 2
Ahhh! All the Beauty
The Rainforest The Tropical Rain Forest
Now you seen the forest
So come on and meet these Various Animals and
Interesting Species
Cassowary
if you seen one before you know it moves slowly
and has 2 claws
Red-eye Frog
has such a test to cling, they climb vertically,
I guess that’s their thing
Goanna, now they are fun
and their legs are made so they can run

Section 3
Ahhh! All the Beauty
The Rainforest
The Tropical Rain Forest
We should have some compassion and show some concern
Because the forest depends on what we learn
Unfortunately some don’t understand
like people coming in and clearing the land
It’s called deforestation that means horrors Bulldozers and axes
clearing the forest
So many species will never understand
They are taking their homes by destroying their land
This process to me is simply a sin

That’s an Estuarine, waiting awhile
for its prey to come,
it’s a crocodile
That’s a snake, a unique creation;
they crawl and blend into the vegetation
That’s a bandicoot
I know that of course,
its looks like a kangaroo,
but it’s much more small
More than 1 Million species to study in all
Like the Kangaroo, Cassowary, Frog and Croc
All of these animals mean so much,
but we can lose them all if we lose touch
with the forest
And all that exists
for the jungle has too much for us to miss
For the trees give us shelter and plants give us medicine
Bananas
Coffee
Cocoa for Chocolate
Rubber from trees and synthetics for rockets
If we keep cutting like the last few years
By year 2050 they will all disappear

Section 4
Ahhh! All the Beauty
The Rainforest
The Tropical Rain Forest
Tragically this devastation doesn’t have to happen
That’s why I’m on the mic here rapping
But we all must reach out so give us a hand
and remember these tips whenever you can
First it starts out with education,
read up on wildlife and conservation
Just get involved it doesn’t take a lot of time,
in fact you can be creative, look at this rhyme
Come on participate, visit the zoo
and have a contest in school there’s a lot you can do
It’s up to you to keep the forest alive
and help the plants and animals survive
So get up get out, let everyone know
we need to let the animals and the trees grow.
Ahhh!
All the Beauty
The Rainforest
The Tropical Rain Forest
Blackbutt Rainforest Excursion

Rainforest Walk/Sensory trail

1. What do we first notice when you entered the rainforest?
   a) Describe what we smell.
   b) Describe what we hear.

2. How does the rainforest feel, is it hot or cool, is it wet or dry?
   How would you describe the mood of the rainforest?

Using your art paper choose a small section of the rainforest to sketch of Blackbutt Reserve Rainforest.
Main Ridge and the Blueberry Ash walk

1. Look at the ground
   a) How is the ground different to the ground on the Rainforest walk?

2. Look at the foliage
   a) What can you see that is different from the Rainforest walk?

3. What else do you notice, that is different on this walk?
Wild Life Talk / Demonstration

1. Which animals in the Wild Life Exhibit are found in Australian rainforests?

2. Why do these animals survive in the rainforest?
Rainforest Questions

1. How is the Rainforest looked after?

2. What natural changes have occurred in the Blackbutt Rainforest?

3. What changes have people made to the Blackbutt Rainforest area?
How do we get deep down and personal with print? How do we allow students to really own the work and be able to synthesise, evaluate and recreate?

This unit of work will explore those features.

In order to do so we will consider:

**Comprehension**
Giving students a vocabulary—building a sensory, visual, emotive, landscape
Deconstruction of print
Reconstruction

**Putting things in our own words—deconstruct**

Literal comprehension
**Judging**
What is the paragraph, sentence about?
What are the key words?
**Filtering**
Sequencing

**Owning the work—using the material to reconstruct**

Create other text types (genres)
**Fictional narrative, play, comic, screen play**
—"The adventures of............." a forest, a creature in the forest, a plant in the forest a part of the forest or a dilemma of the forest or the people around it

**Procedure**
How to make a mini rain forest
How to care for a rain forest

**Poetry** (avoid Rhymes)
Explore poetic language
Use of imagery, alliteration
Use senses sight, sound, smell and feel (not all in the one poem)
Choose the purpose of the poem e.g. communicate feelings concerns
Multilayer with rainforest music, DVD of rainforest, pictures

**Web site**
This could involve facts, narrative, pictures, poetry etc

**Comprehension**

Giving students a vocabulary—

**Building Landscape**
sensory
visual
emotive

**Deconstruction of print**
Students putting material to their own words
Learning to distinguish the point of a question
**Reconstruction**
Students exploring their ownership of print by writing the material in other forms
- Poetic
- Factual—hardcopy or web
- Fictional
- Instructive

**Evaluative**
Students compare web pages and hard and web publishing

**Observations**
The aim of comprehension is for students to know what the writer is trying to communicate; the literal, the inferred and the feelings and purpose of the author and the text.
The strongest indicator of the above is for a student to be able to: deconstruct and reconstruct the material by synthesis into a new product and evaluate how the material succeeds in its objective.
On the way students need to be able to communicate that they understand what the author is saying. For this they need a context for the information they receive and they need a framework to help them communicate.
The framework includes vocabulary, background and knowledge of genre or text type
*Much of this needs to built upon over years. It is the culmination of work from ES1 to Stage 3 and beyond*

**When observing the groups ask yourself**

What prior skills ES1-Stge 3 would have enabled the students easier access to the process?
What is missing that would help the students achieve easier access

**NB**
The importance of giving students *a purpose* cannot be over stated
There are two purposes that must be stated and taken on board for immediate and most importantly for ongoing success.

They are:

The promise of the process—they will be able to do things that High school and university require
The product/ publishing/ performance outcome at the end of the unit
TEXTS FOR THIS UNIT
Rainforests of Australia—Graham Churchett
(Stage three)
Rainforests—Alan Fairley
(Stage two)
Life in a Rainforest (Rodney Martain)
(Stage two)
Australian Rainforest Animals—Steve Parrish
(Pages from year 2 to year 5)

Extension
A souvenir of Rainforests Australia—Steve Parrish
Steps for putting material in our own words

**Modelled**

Students read the text alone. Write down any unfamiliar words that cannot be worked out from the context or you wish to have a better understanding of. Research the meaning by any means—asking about them, looking them up in the dictionary or finding synonyms in Microsoft Word—make a list of these words and discuss their meanings—jot down synonyms next to them.

Students read the text again by themselves.

Volunteers can read the text aloud.

Teacher reads the text.

Group reads the text together.

Teacher explains that all paragraphs have one topic sentence and one or more contributing sentences. Sometimes the contributing sentences are so important that it is difficult to choose between it and the topic sentence. Some times there are two sentences that stand out as the important.

Ask the students on their own to choose the sentence that they think is the most important sentence in the paragraph—give
students time.
Ask students their opinions and ask them to justify their choice—“I believe is the most important sentence because…….”.
The group chooses the most important sentence-s.
The group then choose other important parts of the paragraph by picking out KEYWORDS. These words form the basis of what the paragraph is about.
Make a list of these keywords—write down synonyms for them.
Reiterate the most important points of the paragraph and its KEY WORDS.
Put the original text away.
Students use the keywords or (better) their synonyms to help them form sentences – There is little teacher intervention here, usually just helping students choose between two students ideas of a sentence or amalgamating the ideas.
The group checks to see that all the keywords are used and all the major points covered.
Group edit the work: the students tidy up the wording, change order, find better sentence starters and amalgamate sentences.
This process is modelled at least twice.

Group writing
Use cooperative group guidelines for roles.
The teacher sets groups up with steps and checks how groups are going.
When the process is learnt the students can write in pairs and individually.

Pair Writing
Students work in pairs and help with editing of another pair, then present to the group.

Individual
Students who can work on own paragraphs, using a partner to help with editing, then another pair.

Writing in your own words—Group
Everyone reads the text alone.
Write down any unfamiliar words that cannot be worked out from the context or you wish to have a better understanding of.
Research the meaning by any means—asking about them, looking them up in the dictionary or finding synonyms in Microsoft Word—make a list of these words and discuss their meanings—jot down synonyms next to them.
Everyone reads the text again by themselves.
Volunteers can read the text aloud.
Group reads the text together.
Paragraphs usually have one topic sentence and one or more contributing sentences.
Everyone chooses the sentence that they think is the most important sentence in the paragraph. Everyone justifies their choice—"I believe this is the most important sentence because……". The group chooses the most important sentence-s. The group then choose other important parts of the paragraph by picking KEYWORDS. Make a list of these key words—write down synonyms for them. Put the original text away. Use the key words or (better) their synonyms to help them form sentences. Group edit the work: tidy up the wording, change order, find better sentence starters or join sentences.

Written by year 6 as a paraphrase after the text was hidden:
Tropical rainforests are located north of Townsville. The beautiful canopy shields the rainforest from the sun’s rays making it hot but moist. The tropical rainforest is home to the largest number of plants and animals in Australia. Large leafed plants thrive in the multiple layers and many trees have thick bulgy roots.

Focus
Giving students a vocabulary— the initial strategies

Students will have a written and verbal vocabulary to draw upon
<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Lesson 1</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1—vocab</td>
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17 September
National Literacy
and Numeracy Week 2008
The What and the Why of Getting Up Close and Personal With Print

We have developed an integrated unit of work for Stage 3. The difference between this unit and many others like it is that it has, as its core element, comprehension. Comprehension, in this case, being the ability to understand what is read with such depth that the student is able to re-write what they have read in their own words.

Writing Text In Our Own Words...NOT Copying!

As a staff we have noticed that one of the main skills students struggle with (not just students in primary school but students in high school and indeed many students at a tertiary level) is writing a passage of non-fiction text in their own words. Often students will copy full pages of text out of books rather than endeavour to put that text into their own words. This is obviously a waste of time for the students, as they are copying text rather than reading it carefully in order to gain deep understanding. Further it leads to very poor academic habits. After all, at a tertiary level, the practice of copying big hunks of text and passing the work off as one's own is considered plagiarism.
**Difficulties With Discerning Key Ideas**

The key reason behind this difficulty is that although a student may be able to read a non-fiction text and locate information within it, they are not able to discern the key points or most important information within a section of text. So at the centre of our integrated unit of work on Rainforests is a reading/writing series of lessons that aims to give students a tool with which they can approach the task of re-writing non-fiction texts in their own words.

**Giving Students a Purpose**

The first step is to give the student a purpose for reading and writing and thus the need for the unit to be integrated across many of the key learning areas such as HSIE, science and CAPA. Students won’t be asked to perform tasks in a bubble, there will be a relevance to their learning which provides motivation but equally as important, allows the students to experience their world as connected, inclusive and integrated. They won’t see Science as being separate from Geography as being separate from Art. Instead, through common projects, they will experience the relationship between these areas and thus provide students with opportunities to develop the higher-order thinking skills we aim for in quality teaching. This also provides a rich learning environment in which students work together towards common goals. It is
student-driven and encourages self-regulation and self-reflection. Students begin to own their own learning and feel as if they have control.

**Introduction to the Text and Identifying the Main Ideas**

The next step is to introduce students to different non-fiction texts on the subject (in this case, Rainforests) at their own reading level. Students learn at many different levels and it is important to differentiate in order to challenge students who are already good readers and to support those for whom reading is difficult. Once students have read the text independently, they are encouraged to list any words they are unfamiliar with. These words are then explored by the children as a group in many different ways. Synonyms of the more difficult words that are familiar to the students are noted. Students then read the text together as a group. After that, students are encouraged to select the main sentence (in some cases there are two). These are the topic sentences and will help the students gain an understanding of the central point of the text. Students then select key words and phrases from the text to write down and form a word bank with which the students can use in the next stage. This word bank should be modified by changing some of their words to synonyms the children are more familiar with, however as the students vocabulary is constantly changing it may be appropriate to leave some of the technical language as is.
**Now We Write!**

The last step is for the students to begin writing. They are to leave their text behind and use the word bank and their own understanding of what they have written to form the basis of their re-wording. After analysing the text in such detail the students should have enough understanding to write their own topic sentence. After that, they use the key word bank to add more sentences that support and add to the topic sentence. If appropriate, students may add a concluding paragraph or statement. Student’s writing will be published in accordance with a project that is part of the unit of work, e.g. if the children have made their own rainforest in their classroom they might use their writing to make information signs for their rainforest so visitors can learn about it.