**FONT: 11pt Arial or Times New Roman,  LINE SPACING: 1.5 FORMAT: PDF OR WORD. APA 6th edition format for both in-text and end text referencing.**

 **Part A Lessons in English 25%**

You are a year 2 teacher in a primary school.

**Scenario**

The new literacy coordinator has decided to implement a new approach to the teaching of English. This has come about because it has been noticed that there is an over-reliance on levelled basal readers, worksheets, too much explicit instruction about the conventions of language and not enough creativity. The literacy coordinator is encouraging the teachers to devise their planning around real texts both fiction and non-fiction.

To accommodate this new directive, you will choose a children's picture book which will support the teaching of English for year two children.

**Step 1** – Download and read the year 2 ACARA English Curriculum

**Step 2 –**Visit libraries and bookshops to read current children’s literature.

**Step 3 –**Choose a quality picture book (**first** **published in 2010 or later**), which has the potential to appeal to children who are 6-7 years old in year 2. Explain your picture book in 100 words.

**Step 4** – Revisit the curriculum and choose ONE Year two content description from **each**of the 3 strands. This will mean you will have one from each of the **Language,** **Literature** and **Literacy**strands which is a total of 3.

**Step 5 –Brain storm** all the teaching and learning possibilities, based on the picture book and the curriculum content descriptors. This means all the ideas you can think of based on effective literacy instruction (theories of literacy development), the multiple modes of literacy (reading, writing, speaking, listening, viewing and creating). Use all the topics of this unit to support this brainstorm. **(This brainstorm will be submitted so make sure it is extensive). You may choose to take a photo to submit.**

**Step 6 – Design 6 sequential lessons from your brainstorm**which cover a range of modes, a range of pedagogy. They must also relate to the picture book and your chosen curriculum. Use the proforma given.(No word limit)

**Step 7 – Identify the assessment** you will undertake related to the curriculum you have chosen, thinking about how you will know if children have made progress? You do not have to assess everything.

**Part B Theoretical underpinnings of your chosen lessons. 25%**

In 2000 words use the unit readings to justify your choices for the teaching and learning in the 6 lessons of part A.

Refer to theories of literacy development, literacy approaches, what beginning readers and writers need, the use of children’s literature, ICTs and how you would address children who might find the learning difficult. You must reference your text book as well as other scholarly sources.

**APA References can follow each part or be at the end.**

**ONCE AGAIN, YOU MUST USE UNIT READINGS, THEY HAVE BEEN PROVIDED IN MY ACCOUNT.**

Link:

<https://lms.curtin.edu.au/webapps/blackboard/execute/announcement?method=search&context=course_entry&course_id=_96166_1&handle=announcements_entry&mode=view>

Username: 19619505

Password: JazIbiNoah22

**All of the required sources are located in ‘Reading List’ on the left hand side. Once opening the reading list, there are 27 options to choose from under the link “readings to support the report topic”. This is where the sources are.**

**One of sources MUST be the text book:**

**“Seely Flint, A., Kitson, L., Lowe, K., Shaw, K., Feez, S., Humphrey, S., & Vicars, M. Literacy in Australia: Pedagogies for engagement (2nd Ed.). Milton, Queensland: Wiley”**

**Teaching Literacy using literature and the Australian English Curriculum 50%**

**Part A**

|  |  |  |
| --- | --- | --- |
| **Year 2 English Curriculum Links**  | **Content Description Chosen** | **Assessment Described (how will you know if children have learned this content** |
| **Language** |  |  |
| **Literature** |  |  |
| **Literacy** |  |  |

**Picture book choice:**

Title

Author

Illustrator

Year of publication

**Overview** of your picture book (no more than 100 words)

**Brainstorm of all teaching and learning possibilities: (you may cut and paste a photo here, it must be legible)**

**Lessons**

**Fill in this table – what is the explicit focus for each lesson**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lessons** | **Acara Curriculum Focus****Cut and Paste from ACARA English** | **Learning Goals/Objectives:** *By the end of the experience* ***the children will be able to*** *(knowledge, skills, attitudes):*In **your own words** break down ACARA to a small element which is the focus for each lesson. (What are children learning?) Remember what is possible in a lesson. Also, these children are 6/7 years old. | **Assessment:** *List the work you will collect and how you will collect it –* ***MUST*** *relate specifically to learning goals.*You **do NOT** have to assess everything.  |
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1. **Lesson 1**

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| ACARA: Copy the content descriptor in full - from the Australian Curriculum English |
| Learning Goals for this lesson from table aboveMode: Are children reading, writing, speaking, listening, creating or is the lesson multimodal? Identify the modes. |
| Resources: What things will you need to teach this lesson? What things will children need to use? |
| *Clearly outline the steps for conducting the lesson: (this is about what you are doing and what children are doing, this is* ***not a full lesson plan****)***Lesson Introduction:** *How will you orientate the children to the learning?* * Dot points are fine

**Main body of the lesson**. What are you and the children doing?* Dot points are fine

**Closure Plenary** – Lesson Conclusion. *Consider how you will review and reflect on the learning and relevant clean up procedures*  |

1. **Lesson 2**

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| --- |
| ACARA:  |
| Learning Goals Mode:  |
| Resources:  |
| **Lesson Introduction:** **Main body of the lesson**. **Closure Plenary**  |

1. **Lesson 3**

|  |
| --- |
| ACARA:  |
| Learning Goals Mode:  |
| Resources:  |
| **Lesson Introduction:** **Main body of the lesson**. **Closure Plenary**  |

1. **Lesson 4**

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| ACARA:  |
| Learning Goals Mode:  |
| Resources:  |
| **Lesson Introduction:** **Main body of the lesson**. **Closure Plenary**  |

1. **Lesson 5**

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| --- |
| ACARA:  |
| Learning Goals Mode:  |
| Resources:  |
| **Lesson Introduction:** **Main body of the lesson**. **Closure Plenary**  |

1. **Lesson 6**

|  |
| --- |
| ACARA:  |
| Learning Goals Mode:  |
| Resources:  |
| **Lesson Introduction:** **Main body of the lesson**. **Closure Plenary**  |

**Part B Theoretical underpinnings of your chosen lessons. 25%**

In 2000 words, use the unit readings to justify your choices for the teaching and learning in the 6 lessons of part A. See the instructions you may use headings.

**References (new page)**

Not part of assessment

Additional Notes for Assessment 2

**The Brainstorm – Collecting Ideas**

The Brainstorm is about bringing together as many ideas as you can for teaching the book and the curriculum you have chosen. Consider each of the following elements, noting your ideas in a brainstorm:

1. Curriculum. What ideas do you have for teaching the three outcomes you have chosen? You might find looking at the elaborations helps, or browsing sites such as Scootle. Remember that in six lessons you may not teach every aspect of a single outcome, but at this stage you are coming up with as many ideas as you can BEFORE your plan your six lessons

2. The Picture Book. What ideas do you have for exploring the book you have chosen? This can be as big or as small as you like. You might consider the topic of he book, the language features, the illustrations, the plot, etc.

3. Topics of the Unit. What have you learnt during this unit – about how children learn to read and write? About oral language? About ICT? About how we assess learning? What ideaas do you have from these topics?

4. Text Book. Wha tideas do have inspired by the textbook? Think about the theories you explored in assignment one, and the examples in the textbook of how teachers use these theories in practice. Think too of the many examples spread throughout the book of teachers using books, modelling writing, developing skills. What ideas do these inspire you to try?

 The below diagram highlights these four aspects. You are not being assessed on layout or design of your brainstorm – the only requirement is that it is legible and shows depth of thought. A brainstorm is supposed to be a bit messy as it is about getting ideas out of your head so you can continue to refine. This is what makes a brainstorm different than a mind map.



The Lesson Plans

The idea here is to make clear what you (the teacher0 will be doing and what the students will be doing, as well as how you will know they are learning. Remember that assessment is not always about collecting written work.

Here is Von’s example lesson in the three sections of the proforma.







* **Part B Theoretical underpinnings of your chosen lessons. 25%**
* In 2000 words use the unit readings to justify your choices for the teaching and learning in the 6 lessons of part A.
* Refer to theories of literacy development, literacy approaches, what beginning readers and writers need, the use of children’s literature, ICTs and how you would address children who might find the learning difficult. You must reference your text book as well as other scholarly sources.

For Example:

* The sample lesson above is predominantly about responding to text so it is mostly the transactional theory of reading and I would justify why this works well for this type of lesson, drawing on the text book and other readings.
* If I chose to focus on another lesson on understanding adjectives then this would be more bottom up as I would be focussing on a skill with very clear expectations for students to use what they have been taught. This would more likely come with a curriculum descriptor from the LANGUAGE strand. Again, I would justify why this works well for teaching this aspect.
* Remember to use academic refereed sources for this part – not youtubes, not general websites. If in doubt, it probably isn’t academic. Do not search the internet unless you are using Google Scholar. Better still, use the library and refine your search to only find journal articles and books.