

SEMESTER 1

F-2 English

SCOPE AND SEQUENCE

inquisitive

QUALITY LITERATURE UNITS
SUPPORTED BY RESEARCH AND
EFFECTIVE TEACHING PRACTICES

- ✓ Teaching oral language, vocabulary, comprehension and creating texts skills
- ✓ High-quality lessons with engaging interactives
- ✓ Narrated eBooks with teaching notes
- ✓ Formative assessment linked to the literacy progressions
- ✓ Built-in differentiation





What is Inquisitive English?

Inquisitive English provides Foundation to Year 2 teachers with everything they need to teach literature units that address multiple skills including oral language, vocabulary, syntax, comprehension and creating texts.

Inquisitive English has been developed for teachers who believe in the importance of **exploring quality literature** through lessons that incorporate proven **research and evidence-based teaching and learning** strategies.

Unit 4: Jetty Jumping **Lesson 4: Jump Into Your Natural Place** CREATING TEXTS

A kernel is a short, simple sentence that tells us about who and what they did.
For example: **who** → **They jump.** ← **did what**

Expanding this sentence can give the reader more information.

where At the jetty
who the children
how courageously (adverb)

Expanded sentence: At the jetty the children jump courageously.
(keep the kernel together)

5 As a class expand the kernel sentence from the story *Jetty Jumping*.
She jumps.

where _____
who _____
how _____

Expanded sentence: _____

Unit 4: Jetty Jumping **Lesson 2: It's All in the Details** LANGUAGE COMPREHENSION

A **verb** is a word that gets other words in the sentence interacting to tell us what is happening. You will find the verb in the **did what** part of a sentence. Action verbs show us what the **who** of the sentence is doing.

Who? → **verb** → **Did what?**
Milla and her friends **play** at the jetty.

4 As a class identify **who** and **did what** in each of these sentences and then find the verb.

Unit 4: Jetty Jumping **Lesson 2: It's All in the Details** LANGUAGE COMPREHENSION

5 With a partner identify **who/what** and **did what** in each of these sentences and then find the verb.

 Wood splinters prick her legs.
The jetty smells a little of dried fish and seagull poo.

 Milla's bracelet falls from her wrist.

Identify **who** and **did what** in each of these sentences and then find the verb.
Check your answers with a partner.

 Milla grabs. Milla tumbles.

Unit 4: Jetty Jumping **Lesson 2: It's All in the Details** LANGUAGE COMPREHENSION

Milla clutches at the edge.

Her friends swim out further.

Jetty Jumping, Year 2

Lessons are designed to engage, inspire and challenge students, using explicit and systematic teaching strategies to improve academic outcomes.

Inquisitive English lessons are aligned to **syllabus outcomes** in NSW, Victoria, Western Australia and ACARA and are supported with the **National Literacy Progressions**.

Inquisitive English aims to inspire a new generation of informed and confident communicators who are ethically engaged in the world.

English > Where Do Words Come From?

Where Do Words Come From?

English

Year 2

Topic ▾

Topic Overview

This Year 2 English literature topic introduces the students to the study of etymology by asking the question, *Where do words come from?* The origin of words is explored through narratives using texts that are humorous, cross cultural and emotionally engaging. Students will discover where words come from by exploring four different books showcasing a range of word origins including from the past, from different cultures and symbols, from oral histories and connection to land and culture, and from describing sounds and noises in our environment.

This topic addresses the Textual Concepts of Context, Narrative, Character, Perspective, Argument, and Connotation, Imagery & Symbol. Students learn to appreciate, deeply understand and respond to quality literature.

Unit 1 Add to Planner Introduction to Where Do Words Come From? 4 Lessons English Year 2	Unit 2 Add to Planner Rain 4 Lessons English Year 2	Unit 3 Add to Planner My Two Blankets 4 Lessons English Year 2
Unit 4 Add to Planner Showdown Symphony 5 Lessons English Year 2	Unit 5 Add to Planner I Like it Here 4 Lessons English Year 2	Unit 6 Add to Planner Culminating Unit for Where Do Words Come From? 4 Lessons English Year 2

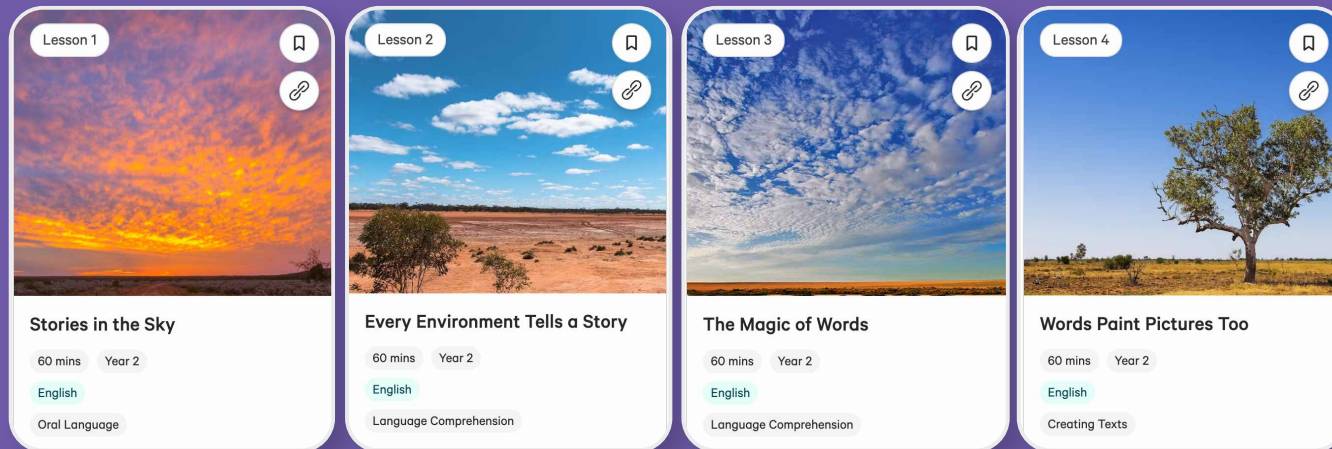
Where Do Words Come From?, Year 2

How to Use Inquisitive English Topics and Units

Inquisitive English begins at a topic level with an overarching question, providing a lens to explore four **quality literature** units that **examine textual concepts** and **literary themes**.

Topics are designed to be taught over a term. Each topic contains six units — an introductory unit, followed by four literature units and a culminating unit.

Inquisitive English units are designed to be **taught sequentially**, with each one building on the knowledge and skills of the previous unit.



Mallee Sky, Year 2

How to Use Inquisitive English Lessons

Each Inquisitive English unit includes three categories of lessons: Oral Language, Language Comprehension and Creating Texts.

Inquisitive English lessons are crafted to be **simple and delightful to use** and are full of rich, deep and purposeful questions and activities. Students engage in **carefully sequenced tasks** with clear intentions and meaningful activities, which weave in a rich **analysis of language** with critical and creative thinking. Students are supported with printable scaffolded templates.

Oral Language lessons build the necessary background knowledge and vocabulary needed in order to understand the text, plus any skills that may need to be taught or revised.

Language Comprehension lessons support a close reading of high-quality texts, with a focus on narrative sequence and structure, syntax, and literal and inferential understanding.

Creating Texts lessons allow students to respond to literature as they are guided through the stages of imitation, innovation and independent construction (Corbett and Strong, 2017; 2020). Instruction at word and sentence level through the study of syntax will support the development of writing in a logical way, with a sequential skills progression throughout the units.

Narrated eBooks with Teaching Notes

Each Inquisitive English unit includes a **narrated eBook** to share with your class. **Explicit teaching** notes in the **Guided Read Through** empower teachers to take their students on a deep dive to explore literature, using Fisher and Frey's (2015) powerful text analysis questions: What does the text say? How does the text work? What does the text mean? What does the text inspire you to do?



Market Day, Year 1

Guided Read Through: Showdown Symphony

Final discussion points

Showdown Symphony is a work of fiction which means it has imaginary events and characters. Readers though, enjoy stories that are believable. The characters and events need to be believable within the setting that the story takes place. The setting for Showdown Symphony is a small town near a farm.

- Which parts of the story do you think are believable?
- Which parts do you think are imaginary?
- Which part of the story did you enjoy the most?

Summary

At the beginning of the story... it is night time and Mouse is looking for some seeds to feed her babies. She is so excited when she finds a pile of seeds that she starts up and down and is noticed by a prowling cat.

In the middle of the story... Cat stalks the mouse because she is hungry too. When she tries to pounce on the mouse she is interrupted by an owl who has also decided to swoop on the mouse. Mouse realises that she is in danger and comes up with a clever plan. The owl and the cat should have a showdown and the winner gets a mouse dinner.

At the end of the story... Mouse has outsmarted the cat and the owl. She has tricked them by waking a mother dog who chases them away. Mouse escapes and quickly returns to her family with plenty of seeds for them to eat.

Explicit vocabulary instruction

The following is an example of how a teacher could explicitly teach new vocabulary. This is based on the work of Anita Archer and Charles Hughes (2011). Write the word **frantic** on the board where the students can see it. Using sound buttons, you could code how to read the word or break the word into syllables for reading instruction.

Teacher: We are going to learn this new word today. The word is **frantic**. What does it mean?

Students: **frantic**

Teacher: **Frantic** means to be wild with excitement. Things are done quickly and with a lot of activity, but in a way that is not very well organised.

Teacher: Mouse is frantic because she has been searching all night and not found a single seed to feed her family.

Teacher: When someone is wild with excitement they are **frantic**. What does it mean?

Guided Read Through: Market Day

Year 2 English Unit 5: Showdown Symphony

Year 1 English Unit 4: Market Day

Vocabulary

scurry (verb)
When people or small animals hurry somewhere they move quickly and hurriedly.

plot (verb)
If someone plots, they walk slowly and hesitantly.

smile (verb)
When you smile, you let out a deep breath.

frantic (verb)
When you are frantic, you are wild with excitement.

frantic (verb)
When you are frantic, you are wild with excitement.

Teaching and Learning Sequence

Lesson Introduction

Learning Intention
We are learning about sharks and exploring opinions.

Success Criteria

Students can:

- Recall facts about sharks.
- Use provided information to form opinions.
- Participate in discussions with others, listening respectfully when sharing and comparing ideas.

Discussion points

- Look closely at the people, what can you see them doing?
Walking, wandering, talking, looking, looking, shopping, pushing, scurrying, shuffling, running, sitting, carrying, shopping, hurrying, picking.
- Scurry like a mouse! is a simile because the author is suggesting that some people move quickly. What kind of animal could you? What kind of animal could you? Plot like an elephant, roam like a lion. Various answers.
- A woman sighs a smile, what could she be remembering? She could be remembering memories. Various answers.

Market Day, Year 1

Teaching and Learning Sequence

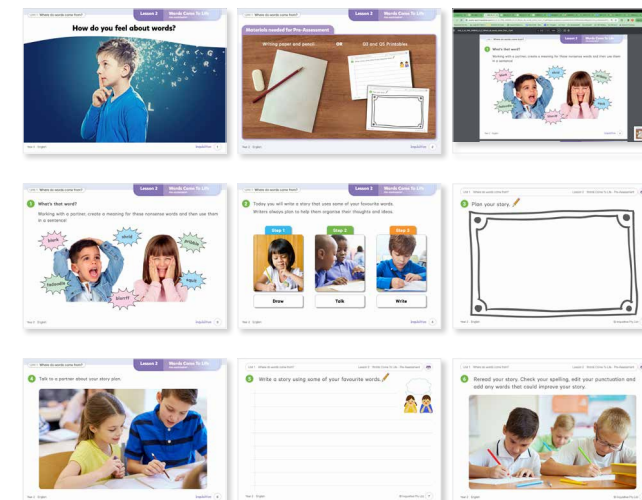
Each lesson comes with a detailed **Teaching and Learning Sequence** that includes a rationale and explanation of learning tasks, along with **Suggested Teacher Talk**. Learning is made visible and achievable for students through the use of learning intentions, a focus question and success criteria.

Unit 3 Banjo and Ruby Red		Assessment for Learning Tool			
Criteria	Steps to success These steps are observable in multiple lessons and questions. The strongest responses are for gathering evidence from two or three steps.	Checkpoint	Recommendations for support	Observations	
ORAL LANGUAGE	Develops skills to actively listen to build understanding	L1 Q1	L2 Q2	L3 Q3	L4 Q4
	1. Follows a command (L&2)				
	2. Listens actively and responds to a short text (L&2, L&3)				
CONTRIBUTOR TO GROUP DISCUSSIONS	Contributes to group conversations using oral or nonverbal language	Q3	Q2	Q6	Q5
	1. Takes turns as speaker and listener (L&2)				
	2. Contributes ideas to group discussions by agreeing, disagreeing or adding a comment (D&2, Sp&2)				
READING COMPREHENSION	Understands and explains the meaning of a text	Q4	Q3	Q2	Q1
	1. Uses Tier 1 and relevant Tier 2 words when talking to a peer or known adult in group discussions (Sp&2, Sp&3, D&3)				
	2. Knows and can use words in discussions that have been introduced in a text (L&2, L&3)				
LANGUAGE COMPREHENSION	Engages in group discussions about a text	Q5	Q4	Q3	Q2
	1. Makes relevant comments or asks relevant questions to demonstrate understanding of the text (L&4)				
	2. Makes relevant comments or asks relevant questions to demonstrate understanding of the text (L&4)				
CREATING TEXTS	Identifies and begins to write using features of a text	Q6	Q5	Q4	Q3
	1. Uses oral language to retell a story based on own text (C&2, Sp&2)				
	2. Experiments with using features of a text by imitating or recreating text (C&3)				
WRITING	Is beginning to use the correct grammar when writing sentences	Q6	Q5	Q4	Q3
	1. Articulates or draws ideas for writing (C&2)				
	2. Experiments with using features of a text by imitating or recreating text (C&3)				

Banjo and Ruby Red, Foundation

Introductory and Culminating Units

Each topic includes an **introductory unit** that engages students in the overarching topic question.



Where Do Words Come From?, Year 2

The Assessment for Learning Tool

Assessment is most effective when it is integrated with teaching and learning. With this in mind, Inquisitive English units include an Assessment for Learning tool, linked to the **National Literacy Progressions**. The tool is intended to be a working document that provides teachers with succinct information to robustly monitor student progress and personalise learning.



Wordy Adventure, Year 2

It includes a **pre-assessment** to capture **formative assessment** data and forms the basis for the skill development in the following four units in the topic.

Each topic concludes with a **culminating unit** that allows for students to demonstrate and apply their learning through **open-ended and hands-on tasks** designed to suit their individual strengths and interests. It includes a **post-assessment** to capture **summative assessment** data.

Built-in Differentiation

Inquisitive English lessons progress from core, to deeper learning, to more challenging activities. Activities are classified as **Core (green circle)**, **Deeper Learning (blue square)** or **Challenging (black diamond)** to identify the built-in scaffolding. Differentiated learning activities support teachers to use lessons with a whole class, smaller groups, or individuals. The **Teaching and Learning Sequence** offers additional guidance to differentiate activities to suit student needs. This built-in differentiation allows teachers to use lesson materials flexibly to meet the needs of every student.

1

This game is fun, engaging, and easy to implement. Teachers can use objects from home or around the classroom that could be sold at a market. This activity is good for eliciting language from students. The students can talk about the items shape, size, how it feels, and what you do with it.

For example: If the object is a fork, the student might say, 'It's hard, cold, made of metal, sharp, one end has four prongs, it's long and thin.'

Suggested Teacher Talk

Each brown paper bag has a different object inside. These items are made from different materials and have a variety of textures and shapes. Use descriptive language to describe what you can feel, without telling the class what it actually is.

8

Checkpoint ★

The Blue Square question will engage students in deeper learning.

This activity is designed to provide students with a chance to consolidate their understanding of the comprehension of the story. Being able to retell and order a familiar event will help and lead into the following lesson.

Suggested Teacher Talk

Imagine you are the child in the book. The child is going to school the day after being at the markets, and they are asked to give a show and tell or some news at school.

Write down what they might say to their class.

Your job is to retell the events from the Market Day story.

9

The Black Diamond question allows students to extend their thinking in a critical and creative way.

Suggested Teacher Talk

A portmanteau is a word made by blending two words together. *Ginormous* is a word used in Market Day. It is an adjective. It describes the grapes that they buy at the market. What two words might make up the word ginormous?

Ginormous is made up of gigantic (or giant) and enormous.

Did you know that Pokemon is made up of the words pocket and monster? It could be a monster that you keep in your pocket, or maybe a monster that is pocket-sized?

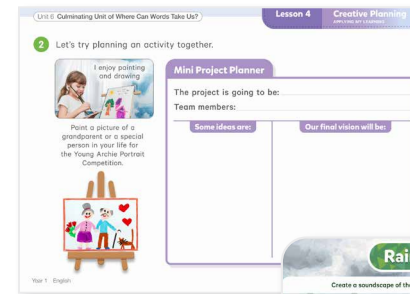
What two words make up these portmanteaus?

- brunch = breakfast and lunch
- hangry = hungry and angry
- smog = smoke and fog

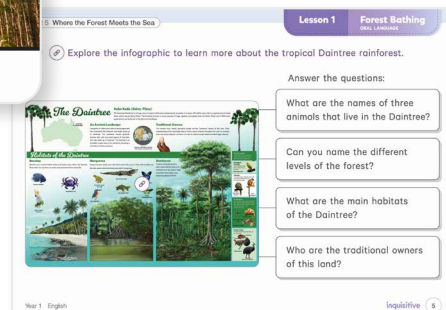
Can you combine two words to make portmanteaus?

- friend + enemy = frenemy
- frozen + yoghurt = froyo
- chill + relax = chillax

Market Day, Year 1



Where the Forest Meets the Sea, Year 1

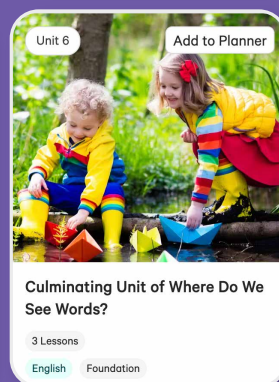
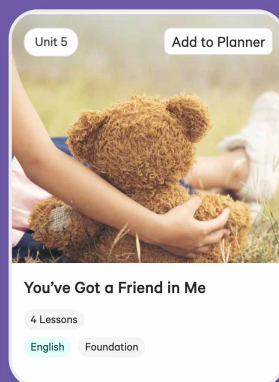
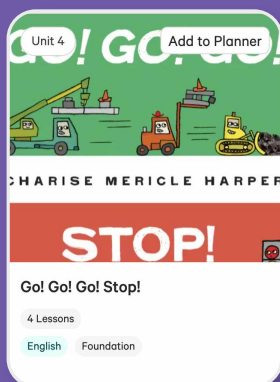


Engaging Interactives, Stimulus and Hands-on Activities

Interactives and stimulus materials are integrated into the design of each unit to maximise student engagement and educational outcomes. The **purposefully designed interactives, videos and stimulus materials** are easy to use and allow students to learn through activities that have been carefully crafted and are simple in design.

Foundation

Topic 1 - Term 1



Where Do We See Words?

In this Foundation English literature topic, students will discover where they see words in their world. Students explore that words are all around them at school — in their lunchboxes, on the road and at construction sites and even in songs. The literature studies in this topic inspire an appreciation for reading and instil the importance and functionality of words.

This topic addresses the **Textual Concepts** of Context, Narrative, Character, Connotation, Imagery & Symbol and Argument. Students learn to appreciate, deeply understand and respond to quality literature.

The skills addressed in this topic include:

- Developing oral language structures to support reading comprehension and writing skills.
- Building background knowledge and vocabulary prior to reading a text.
- Engaging in collaborative conversations and asking questions using *who, what, when, where, why* or *how*.
- Literal and inferential comprehension questions and strategies to support understanding and responding to literature.
- Making connections with a text (text-to-self).
- Identifying print in the environment in signs, symbols and images.
- Imitating and innovating on a familiar story and retelling it verbally.
- Early understanding of syntax (grammar and word order), including sentence structure.
- Exploring syntax further by generating a simple sentence from a picture (*who* and *did what*).

TOPIC 1 - Where Do We See Words?

Unit Overview

Key Inquiry Questions

Lesson 1:
In the **Oral Language** lesson, students will:

Lesson 2 & 3:
In **Language Comprehension** lessons, students will:

Lesson 4:
In the **Creating Texts** lesson, students will:

Syntax & Punctuation



Unit 1

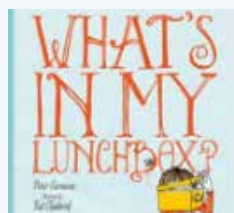
Introduction

3 Lessons

Textual Concepts

- Narrative
- Context

Students are introduced to the concept of a word, how we use words and where we see them. Students learn that there are many different ways to communicate. The unit includes teacher information, a pre-assessment, an introduction to the following four units and the Assessment for Learning Tools. Students will actively engage in discussions by focusing on the speaker and contributing ideas through agreeing, disagreeing or adding comments. They will build an understanding that words represent thoughts, feelings and actions and will practise recording known words using pictures and letters. Students will also develop an awareness of the concept of a word, recognising that words communicate their thoughts and needs.



Unit 2

What's In My Lunchbox by Peter Carnavas

4 Lessons

Textual Concepts

- Context

- What are words and how do we use them in labels and stories?
- How do we use words and pictures to sequence a story?

- Respond to questions in class discussion.
- Use Tier 1 words when talking to a peer or in group discussions.

Vocabulary - dislike, happened

- Identify that a storybook contains words and pictures that work together to support the meaning of the story.
- Identify that some events can be real and some can be imagined.

- Learn that a narrative (story) has a sequence of events.
- Draw images to show the sequence of a story.

- Understand that print contains a message.

It's amazing the things you can find in your lunchbox! In this whimsical story, students explore words in their environment and learn how words and pictures can be sequenced in a story.



Unit 3

Coot and Hoot by Drew Proffitt

4 Lessons

Textual Concepts

- Narrative
- Character

- What can we learn from some feathered friends' first day of school?
- How can we use thoughts and words to tell a story about feeling different?

- Follow one to two spoken or signed instructions to contribute to group conversations.
- Take turns when speaking.

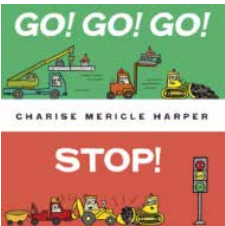
Vocabulary - tuck, peck, camouflage

- Build understanding of what a character might be thinking or feeling.
- Learn how to summarise what happened in a story at the beginning, middle and end.

- Imitate a simple narrative sequence by drawing the beginning, middle and end of their day at school.
- Provide an opinion orally and justify using the word 'because'.

- Describe the concept of a sentence (a complete thought that makes sense).

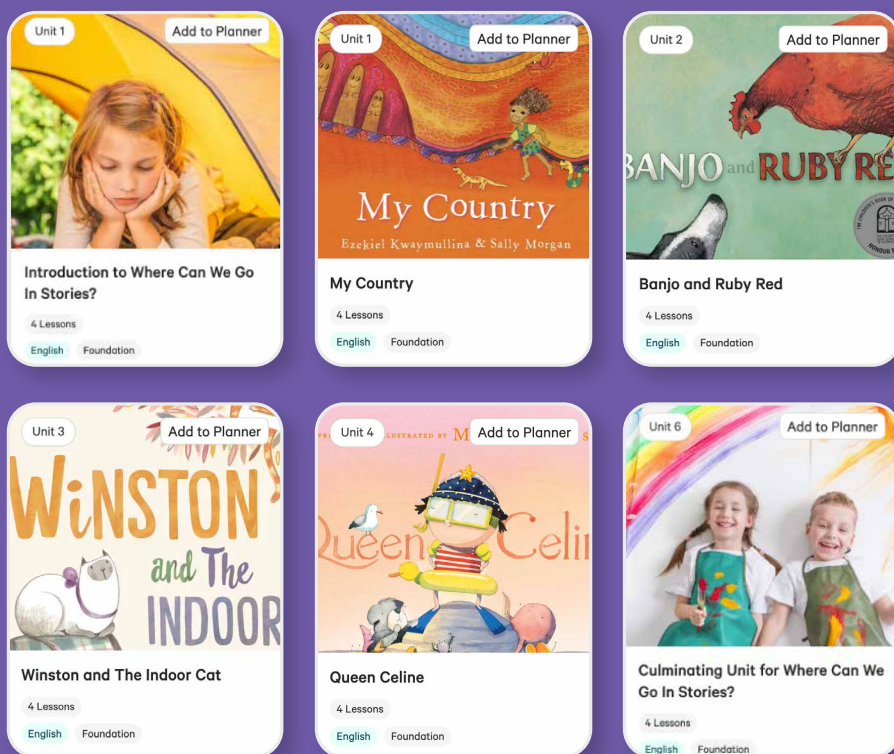
It's Cruz the Coot's first day of school tomorrow and he's worried, despite his mum's advice to put his best foot forward. In this unit, students explore how thoughts can be recorded using words and how a sentence is a complete thought.

Unit Overview	Key Inquiry Questions	Lesson 1: In the Oral Language lesson, students will:	Lesson 2 & 3: In Language Comprehension lessons, students will:	Lesson 4: In the Creating Texts lesson, students will:	Syntax & Punctuation
 Unit 4 <i>Go! Go! Go! Stop!</i> by Charise Mericle Harper 4 Lessons Textual Concepts - Narrative - Connotation, Imagery & Symbol Little Green only knows one word: 'Go!' It's the perfect thing to get the construction site moving, but how will they stop? This story looks at the importance of signs and signals and how cooperation and working together can make all the difference. Students explore the different jobs that words have in a sentence.	- Can we see words in signs and signals? - How do signs and signals help us work together to tell a story?	- Listen actively to a short text. - Begin to use new Tier 2 words in context. Vocabulary - opposite, terrifically, dependably, marvellously	- Sequence a story, including the beginning, middle and end. - Answer and pose mainly literal questions about the text.	- Retell a story using connectives, with the support of hand signals. - Create short texts using a few connected sentences on familiar topics.	Identify some of the features of a written sentence – that it is a complete thought represented by words, starts with a capital letter and ends with a full stop.
 Unit 5 Friendships <i>You've Got a Friend</i> 4 Lessons Textual Concepts - Narrative - Argument Explore the song <i>You've Got a Friend</i> to see how words, pictures and music work together to tell a story. This unit uses a song as its focus text to explore new and old friendships, especially those with our cuddly companions who are more than just toys. They can be our best friends!	- What words can you hear in songs? - How do songs share thoughts and tell stories of friendship?	- Listen without interrupting. - Pause when another speaker starts. Vocabulary - emotions	- Make a personal connection to a text. - Understand that words and pictures work together to support the meaning in a musical video.	- Use oral language to retell a story. - Experiment with orally innovating a story from a mentor text.	Generate a simple sentence from a picture (<i>who</i> and <i>did what</i>).
 Unit 6 Culminating Unit 3 Lessons	This unit provides students with a fun way to engage with their learning across the units from Topic 1. Students have voice and choice as they select a task which allows them to think deeply about these texts and apply skills learnt. A range of tasks have been designed to suit students' diverse individual strengths and interests, with a teacher-modelled project planner to provide support and structure for students to achieve success. Activities are creative, open-ended and hands-on.				

NSW Outcomes	ACARA Outcomes	VIC Outcomes
ENE-OLC-01, ENE-OLC-01, ENE-VOCAB-01, ENE-CWT-01, ENE-UARL-01	AC9EFLA01, AC9EFLA02, AC9EFLY02, AC9EFLY07, AC9EFLA09, AC9EFLA04, AC9EFLA06, AC9EFLA07, AC9EFLE01, AC9EFLA03, AC9EFLE02, AC9EFLE03, AC9EFLE04, AC9EFLE05, AC9EFLY03, AC9EFLY05, AC9EFLA05, AC9EFLA08, AC9EFLA09, AC9EFLA05, AC9EFLA06, AC9EFLY06	VC2EFLA01, VC2EFLA02, VC2EFLA03, VC2EFLA04, VC2EFLA05, VC2EFLA06, VC2EFLA07, VC2EFLA08, VC2EFLA09, VC2EFLE01, VC2EFLE02, VC2EFLE03, VC2EFLE04, VC2EFLE05, VC2EFLY01, VC2EFLY10, VC2EFLY02, VC2EFLY11, VC2EFLY12, VC2EFLY13

Foundation

Topic 2 - Term 2



Where Can We Go In Stories?

In this Foundation English literature topic, students will explore the question 'Where can we go in stories?'. The literature studies in this topic engage students' imaginations as they embark on a myriad of adventures to the red desert Country of the Pilbara, the rolling hills and animal noises of a farmyard, the cosy indoor life of a domesticated cat and the bustling life contained within a rock pool. Lessons interweave a range of perspectives including texts by First Nations Peoples.

This topic addresses the **Textual Concepts** of Context, Narrative, Character and Connotation, Imagery & Symbol. Students learn to appreciate, deeply understand and respond to quality literature.

The skills addressed in this topic include:

- Developing oral language structures to support reading comprehension and writing skills.
- Building background knowledge and vocabulary prior to reading a text.
- Engaging in collaborative conversations and asking questions using *who, what, when, where, why* or *how*.
- Literal and inferential comprehension questions and strategies to support understanding and responding to literature.
- Making connections with a text (text-to-self).
- Exploring syntax further by generating and expanding simple sentences (*where* and *when*).
- Identifying and defining nouns, verbs and adjectives.
- Showing the link between nouns and pronouns.
- Establishing a setting and character.
- Innovating on a familiar story and retelling this verbally.

TOPIC 2 - What Can We Go in Stories?

Unit Overview

Key Inquiry Questions

Lesson 1: In the Oral Language lesson, students will:

Lesson 2 & 3: In Language Comprehension lessons, students will:

Lesson 4: In the Creating Texts lesson, students will:

Syntax & Punctuation

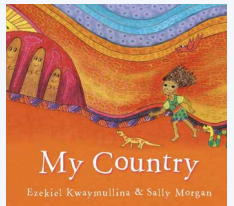


Unit 1 Introduction 4 Lessons

Textual Concepts

- Narrative
- Context

Students consider how texts reflect aspects of their own world and investigate how stories take us on journeys through the establishment of settings and narratives. The unit includes teacher information, a pre-assessment, an introduction to the following four units and the Assessment for Learning Tools. Students will discuss and interpret clues during a treasure hunt, building their understanding of different forms of texts found in school, home and community settings. They will explore how words can take them on journeys to different places and will plan and write a story set in a location of their choice as a pre-assessment task. Additionally, students will identify and define nouns as the names of people, places and things.



Unit 2 *My Country* by Ezekiel Kwaymullina 4 Lessons

Textual Concepts

- Connotation, Imagery & Symbol

- How can a story take us to Country?

- Build background knowledge about the Pilbara region and First Nations People's connection to Country.
- Follow a command.

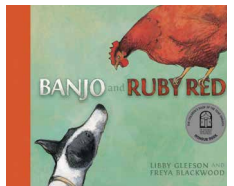
Vocabulary - Country, desert

- Respond to literal and inferential questions.
- Make connections between text and personal experiences.

- Express an idea drawing on familiar experiences and topics using attempted words and pictures.
- Experiment with using features of a mentor text by imitating or innovating from it.

- Identify that a sentence contains *who* (subject) and *did what* (predicate containing the verb).
- Identify and use nouns in simple sentences, including in own writing.

My Country takes students on a journey through the magical Country of the Pilbara, seen through the loving eyes of Ezekiel Kwaymullina and Sally Morgan. Students explore the Dreaming of the Palyku people, making connections with the text and uncovering the special connection that First Nations Australians have to Country.



Unit 3 *Banjo and Ruby Red* by Libby Gleeson 4 Lessons

Textual Concepts

- Concepts
- Narrative

- How can a story take us to the farm?

- Build background knowledge about working dogs and lending a helping hand to those in need.
- Retell key details from an informative interactive.

Vocabulary - peck, ruffles, snuffles, woolshed, peers, leaps

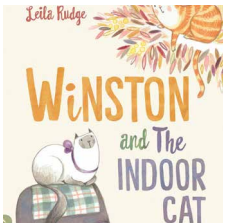
- Retell and sequence a story identifying the beginning, middle and end.
- Engage in group discussions about a text to develop understanding.

- Draw a setting for a story.
- Experiment with using features of a mentor text by innovating from it.

- Expand a simple sentence to include *where*.
- Know that a sentence is a complete thought represented by a subject and a verb.

NSW MENTOR TEXT

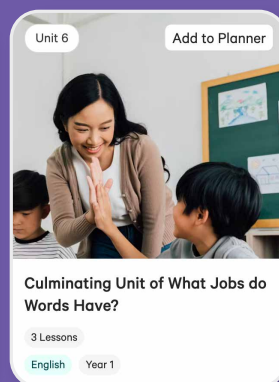
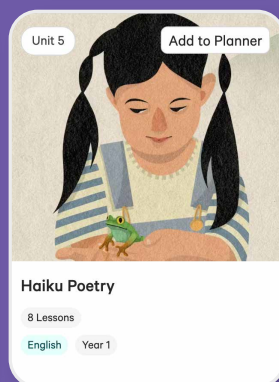
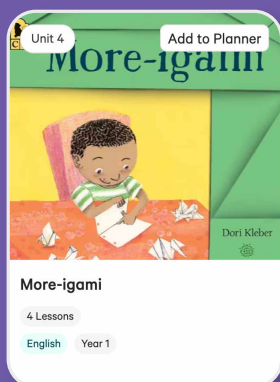
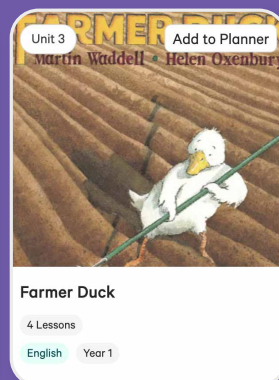
A hard-working farm dog and a stubborn chook form an unlikely friendship in this delightful farmyard tale, as students learn about how we can help one another in times of need.

Unit Overview	Key Inquiry Questions	Lesson 1: In the Oral Language lesson, students will:	Lesson 2 & 3: In Language Comprehension lessons, students will:	Lesson 4: In the Creating Texts lesson, students will:	Syntax & Punctuation
 Unit 4 <i>Winston and The Indoor Cat</i> by Leila Rudge 4 Lessons Textual Concepts Narrative <i>Winston and The Indoor Cat</i> is a story about two very different cats who decide to see what life is like on the other side of the window. Winston is a free spirit and The Indoor Cat likes to live in leisure. This story leaves the reader to wonder if The Indoor Cat will be enticed by outdoor adventure or will Winston be tempted by a life of indoor luxury?	How can a story take us outside and inside?	- Recall one or two ideas from a short text or interaction. - Contribute ideas to group discussions by agreeing, disagreeing or adding a comment. Vocabulary - exhilarating, suited, pristine, leisure	- Identify the parts of a sentence as <i>Who, Did What</i> and <i>Where</i>. - Use Tier 2 words when talking about the text in group discussions.	- Write a sentence from a picture stimulus that includes the <i>Who, Did What</i> and <i>Where</i>. - Expand a sentence using an adjective.	- Expand a simple sentence to include <i>where</i>. - Identify and use adjectives in simple sentences, including in own writing.
 Unit 5 <i>Queen Celine</i> by Matt Shanks 4 Lessons Textual Concepts - Perspective - Narrative In a glittering rock pool by the sea, a young girl proclaims herself Queen and she will do anything to maintain the perfection of her special place. Throughout her rule, Queen Celine begins to realise that she has made a 'royal' mistake. Students will explore the importance of protecting their environment and the idea that for things to survive and flourish, they need both change and stability.	- How can we add more information to a sentence? - How can we write a narrative using the beginning, middle and end?	- Build background knowledge about rock pools at the beach. - Use Tier 2 words (nouns and verbs) when talking to peers about images. Vocabulary - thriving, reign, murky, kingdom	- Respond to literal and inferential questions. - Make connections between text and personal experiences.	- Express an idea drawing on familiar experiences and topics using attempted words and pictures. - Experiment with using features of a mentor text by imitating or innovating from it.	- Identify that a sentence contains <i>who</i> (subject) and <i>did what</i> (predicate containing the verb). - Identify and use nouns in simple sentences, including in own writing.
 Unit 6 Culminating Unit 4 Lessons	This unit provides students with a fun way to engage with their learning across the units: <i>My Country, Banjo and Ruby Red, Winston and The Indoor Cat</i> and <i>Queen Celine</i>. Students have voice and choice as they select a task which allows them to think deeply about these texts and apply skills learnt during the course of Topic 2. A range of tasks have been designed to suit students' diverse individual strengths and interests, with a teacher-modelled project planner to provide support and structure for students to achieve success. Activities are creative, open-ended and hands-on. Will students create an obstacle course inspired by Winston, a seascape for Queen Celine or their own dance moves to the Rainbow Snake song? Give students time to explore, play and have fun!				

NSW Outcomes	ACARA Outcomes	VIC Outcomes
ENE-OLC-01, ENE-OLC-01, ENE-VOCAB-01, ENE-CWT-01, ENE-UARL-01	AC9EFLA01, AC9EFLA02, AC9EFLY02, AC9EFLY07, AC9EFLA09, AC9EFLA04, AC9EFLA06, AC9EFLA07, AC9EFLE01, AC9EFLA03, AC9EFLE02, AC9EFLE03, AC9EFLE04, AC9EFLE05, AC9EFLY03, AC9EFLY05, AC9EFLA05, AC9EFLA08, AC9EFLA09, AC9EFLA05, AC9EFLA06, AC9EFLY06	VC2EFLA01, VC2EFLA02, VC2EFLA03, VC2EFLA04, VC2EFLA05, VC2EFLA06, VC2EFLA07, VC2EFLA08, VC2EFLA09, VC2EFLE01, VC2EFLE02, VC2EFLE03, VC2EFLE04, VC2EFLE05, VC2EFLY01, VC2EFLY10, VC2EFLY02, VC2EFLY11, VC2EFLY12, VC2EFLY13

Year 1

Topic 1 - Term 1



What Jobs Do Words Have?

Through this Year 1 English literature appreciation topic, students will explore the question 'What jobs do words have?'. The literature studies in this topic engage students as they read about characters grappling with themes relevant to their own lives, such as belonging, fairness and perseverance when learning new things. Lessons interweave a range of perspectives including texts by First Nations Peoples and appreciation of elements of traditional Japanese culture. Students will investigate how words have various functions depending on text purpose and audience.

This topic addresses the **Textual Concepts** of Context, Narrative, Character, Connotation, Imagery & Symbol and Representation.

The skills addressed in this topic include:

- Developing oral language structures to support reading comprehension and writing skills.
- Building background knowledge and vocabulary prior to reading a text.
- Understanding literature at a deeper level through engaging in collaborative conversations and asking questions.
- Building understanding of syntax and crafting effective sentences.
- Using simple phrases made up of basic verb groups, noun groups and phrases.
- Expanding sentences using conjunctions (*because, but, so*).
- Expanding sentences to include *when* and *where*.
- Creating hybrid texts that use factual and imaginative language to inform and entertain a reader.
- Identifying and selecting verbs to write a set of instructions.
- Writing in a consistent tense.
- Creating texts as a response to literature.

TOPIC 1 - What Jobs Do Words Have?

Unit Overview

Key Inquiry Questions

Lesson 1: In the Oral Language lesson, students will:

Lesson 2 & 3: In Language Comprehension lessons, students will:

Lesson 4: In the Creating Texts lesson, students will:

Syntax & Punctuation



Unit 1 Introduction 4 Lessons

Words have many jobs. In this short and punchy introductory unit, students learn how words can inform, entertain, persuade, express and more! The unit includes teacher information, a pre-assessment, an introduction to the following four units and the Assessment for Learning Tools. Students will engage in group discussions by actively listening, sharing ideas and expressing opinions with clear reasoning. They will connect lesson content to their personal experiences and use visual texts to organise information effectively. Students will also explore how words serve various purposes, such as informing, persuading, entertaining and provoking thought.



Unit 2 *Teeth* by Drew Proffitt 4 Lessons

Textual Concepts

- Context
- Character
- Narrative

The aquarium is closing down and 'Teeth' has nowhere to go – until a loving family adopts her. This delightful story interweaves factual and imaginative language as it explores the theme of belonging. Students learn how words can both inform and entertain a reader and experiment with creating short texts that do the same.

- How do the textual concepts of narrative, character and context fit the story of *Teeth*?
- How can a story about an adopted shark use words to inform and entertain?

- Listen to a statement and identify if it is informative/factual or imaginative.
- Use specific vocabulary taught in lessons to complete activities.

Vocabulary - belong, wonders

- Identify the main ideas in a simple text.
- Identify some differences between imaginative and informative texts.

- Use ideas from the text *Teeth* for their own writing.
- Create a text that combines informative and imaginative ideas.

- Expand simple sentences to include more detail, e.g. *when* and *where*.
- Use appropriate subject-verb agreement.



Unit 3 *Farmer Duck* by Martin Waddell 4 Lessons

Textual Concepts

- Character
- Narrative

NSW MENTOR TEXT

There once was a lazy farmer who spent his days in bed, while his duck did all the hard work. In this tale about teamwork and fairness, students discover how words can describe action within a story and work together with illustrations to create meaning. Their learning culminates in a written job advertisement that uses appropriate text structure, verbs, adjectives and commands.

- How do words and pictures work together to tell a story about a hard-working duck and a lazy farmer?

- Develop background knowledge about working farms.
- Use some listening strategies (e.g. asking questions about a text they have heard).

Vocabulary - fetched, crept, wearily

- Identify which part of a sentence tells who and what (subject and predicate).
- Retell a story by identifying the sequence of events that make up a narrative.

- Use adjectives to add meaning by describing qualities or features.
- Write simple commands using a capital letter and full stop.

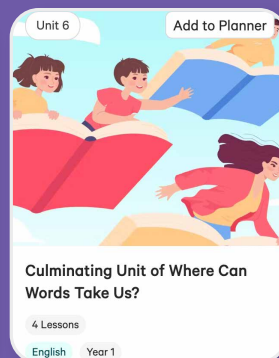
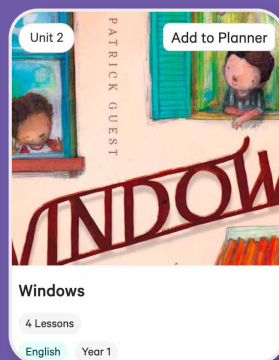
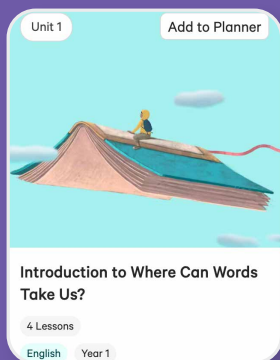
- Use the conjunction *because* to justify why something is true.
- Expand simple sentences to include more detail, e.g. *when* and *where*.

Unit Overview	Key Inquiry Questions	Lesson 1: In the Oral Language lesson, students will:	Lesson 2 & 3: In Language Comprehension lessons, students will:	Lesson 4: In the Creating Texts lesson, students will:	Syntax & Punctuation
 Unit 4 <i>More-igami</i> by Dori Kleber 2 Lessons Textual Concepts Context Joey loves things that fold like maps, beds, accordions, you name it. This story explores what it takes to master a new skill – with themes of perseverance, patience and the right kind of support from those around you. This unit has a skills focus on verbs and writing instructional texts.	- How can you unfold a story to find a character's achievements? - How can words describe action? - How can words command?	- Listen to a conversation with a partner or group and respond appropriately. - Ask relevant questions to extend their own and others' knowledge. Vocabulary - patience, connect, origami, inspired, drooped, perched, crisp	- Pose and respond to literal and inferential questions about the text. - Begin to make inferences about how a character feels based on words and images from the text.	- Write a simple sentence using a verb, sentence boundary punctuation and correct spelling. - Imitate a text for a specific purpose that includes structural features.	- Identify and use single verbs with subject-verb agreement. - Write compound sentences using conjunctions (<i>because, but, so</i>).
 Unit 5 <i>Haiku Poetry</i> 8 Lessons Textual Concepts - Connotation, Imagery & Symbol - Representation - Context Brief, poignant and powerful, haiku poetry has been a form of expression in Japan since the 17th century. Students explore the work of traditional Japanese masters and discover new ways to express appreciation for the natural world and its seasons in an Australian context.	How can haiku express the seasons, the senses and fleeting moments of awe?	- Develop background knowledge about the history of haiku in Japan. - Extend and elaborate on ideas in a discussion. Vocabulary - haiku, howling, weep, glimpses	- Respond to literal and simple inferential questions about a spoken text. - Begin to make inferences based on words and images.	- Create a haiku text that includes two or three related ideas to express own thoughts and feelings. - Make intentional word choices to enhance precision of meaning in a text.	- Understand that words can represent happenings and states (verbs), and people, places and things (nouns). - Expand simple sentences using <i>when</i> and <i>where</i>.
 Unit 6 <i>Culminating Unit</i> 4 Lessons	In this unit, students engage with their learning across the units from Topic 1. Having first completed a post-assessment for comparison with their pre-assessment in Unit 1, students go on to reflect and summarise their learning. They have voice and choice as they select a task which allows them to think deeply about the concepts, skills and texts they have explored. A range of tasks have been designed to suit students' diverse individual strengths and interests, with a teacher-modelled project planner to provide support and structure for students to achieve success. Activities are creative, open-ended and hands-on. Will students test their perseverance with origami or create a Farmer Duck dance? Give students time to explore, play and have fun.				

NSW Outcomes	ACARA Outcomes	VIC Outcomes
EN1-OLC-01, EN1-UARL-01, EN1-VOCAB-0, EN1-CWT-01	AC9E1LA01, AC9E1LA02, AC9E1LY02, AC9E1LY07, AC9E1LA01, AC9E1LA05, AC9E1LA06, AC9E1LA07, AC9E1LA08, AC9E1LA01, AC9E1LE02, AC9E1LE03, AC9E1LA04, AC9E1LY03, AC9E1LY05, AC9E1LA10, AC9E1LA09, AC9E1LA03, AC9E1LA10, AC9E1LE05, AC9E1LY06	VC2E1LA01, VC2E1LA02, VC2E1LA03, VC2E1LA04, VC2E1LA05, VC2E1LA06, VC2E1LA07, VC2E1LA08, VC2E1LA09, VC2E1LA10, VC2E1LE01, VC2E1LE02, VC2E1LE03, VC2E1LE03, VC2E1LE05, VC2E1LY01, VC2E1LY02, VC2E1LY10, VC2E1LY11, VC2E1LY12, VC2E1LY13, VC2E1LY14

Year 1

Topic 2 - Term 2



Where Can Words Take Us?

This Year 1 English literature topic explores how texts can take us to different places by asking the question, 'Where can words take us?'. Each of the four texts studied in this topic explores this question by taking readers on a journey to different settings. The unit begins with the small world inside our own homes, looking out into a world that we may be isolated from. The unit continues by expanding our world through journeys, which can take many forms, like a physical train journey and an internal journey of the highs and lows of friendships. A trip to the markets expands the journey further to a world that is full of new experiences. Finally, the students arrive at the ancient Daintree Rainforest. All of these settings live within the pages of a book.

This topic addresses the **Textual Concepts** of Context, Narrative, Character and Connotation, Imagery & Symbol. Students learn to appreciate, deeply understand and respond to quality literature.

The skills addressed in this topic include:

- Developing oral language structures to support reading comprehension and writing skills.
- Building background knowledge and vocabulary prior to reading a text.
- Understanding literature at a deeper level through engaging in collaborative conversations and asking questions.
- Building understanding of syntax and crafting effective sentences.
- Writing grammatically correct simple sentences using basic noun groups.
- Identifying different sentence types.
- Identifying and converting fragments to sentences.
- Developing questions when given a picture.
- Using adjectives to modify or add information to a noun.

TOPIC 2 - Where Can Words Take Us?

Unit Overview

Key Inquiry Questions

Lesson 1: In the Oral Language lesson, students will:

Lesson 2 & 3: In Language Comprehension lessons, students will:

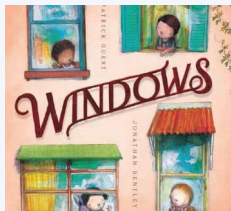
Lesson 4: In the Creating Texts lesson, students will:

Syntax & Punctuation



Unit 1 Introduction 4 Lessons

Words can take us to many different places. In this introductory unit, students begin to explore the many journeys that a good book can take the reader on. The unit includes teacher information, a pre-assessment, an introduction to the following four units and the Assessment for Learning Tools. Students will respond to simple statements, commands or questions, and interact in discussions to extend and elaborate on ideas. They will develop background knowledge about how words can take them to different places and complete a pre-assessment narrative writing task. Additionally, students will practise writing compound sentences using conjunctions such as *because*, *before* and *after*.



Unit 2 *Windows* by Patrick Guest 4 Lessons

Textual Concepts

- Connotation, Imagery & Symbol
- Context

Inspired by the author's experience as a medical worker isolated from his family, *Windows* is the heartfelt story of how we can all feel together even when we are far apart. In this tale of optimism and resilience, students will make personal connections, explore the use of conjunctions, sayings and sentence types. Finally students will apply these skills as they write a well-structured letter to a loved one.

- How can we connect with and describe the world beyond our own windows?

- Interact to extend and elaborate ideas in a discussion.
- Use the conjunction *because* to help explain a statement.

Vocabulary - certain, jig

- Identify the key aspects of the beginning, middle and end of a story.
- Explore how illustrations can add meaning to a story, e.g. colour to create mood.
- Infer meaning by integrating print and visual aspects of simple texts.

- Write ideas appropriate to a task or topic in sequenced sentences.
- Imitate a text for a specific purpose using correct structural features.

- Write compound sentences using conjunctions (*because*, *before*, *after*).



Unit 3 *Molly & Mae* by Danny Parker 4 Lessons

Textual Concepts

- Character
- Narrative

If you could go anywhere, where would you go? *Molly & Mae* is a story of two girls on a journey through the countryside and the highs and lows of their friendship. Students explore how the text masterfully employs visual literacy elements, along with descriptive and figurative language to create mood, in this layered narrative. They innovate on the clear narrative structure from the text to write their own imaginative journeys.

- How can illustrations display feelings?
- How can a friendship take a journey?

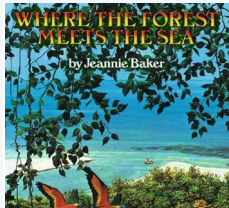
- Use active listening behaviours (e.g. contribute ideas, information and questions).
- Show awareness of discussion conventions.
- Develop background knowledge about journeys and ways to pass the time.

Vocabulary - journey, narrative, annoying, dull, murky

- Explore how words and illustrations can evoke different feelings about characters and events.
- Learn how words and images can work together.
- Explain inferences using clues from the text.

- Experiment with the sequence of a narrative text.
- Create a narrative plan that includes the beginning, build up, problem, resolution and ending.

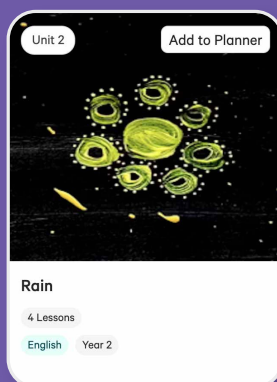
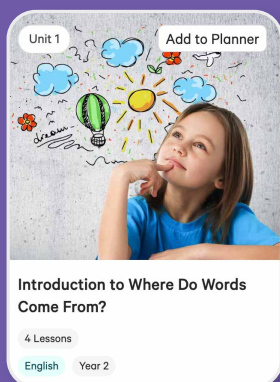
- Expand sentences using conjunctions (*when*, *if*).
- Use adjectives to add more information.

Unit Overview	Key Inquiry Questions	Lesson 1: In the Oral Language lesson, students will:	Lesson 2 & 3: In Language Comprehension lessons, students will:	Lesson 4: In the Creating Texts lesson, students will:	Syntax & Punctuation
 Unit 4 <i>Market Day</i> by Carrie Gallasch 4 Lessons Textual Concepts - Narrative - Character If you had one coin to spend at the markets, what would you spend it on? In this lively story, a family visits a market full of juicy, squishy produce, loud noises and a myriad of delights for the senses. Against this engaging backdrop, students investigate sentence types and structure, along with a close study of prepositions. They examine the circular narrative structure of the text and write a scaffolded recount of their own family outing.	- What can we learn from seeing characters make choices? - How do authors use words and images to give the reader information?	- Show awareness of discussion conventions (uses appropriate language to express agreement and disagreement in class discussions). - Use active listening behaviours (contributes ideas, information and questions). Vocabulary - market, squeeze, bellowing, scoop	- Engage in a close reading of <i>Market Day</i> with the support of a Guided Read Through and respond to literal and inferential questions about the text. - Recount or describe sequenced ideas or information.	- Write a narrative plan that includes the beginning, build up, problem, resolution and end. - Identify and use noun/pronoun-referencing across a text.	- Convert fragments into sentences. - Structure ideas into simple sentences made up of basic verb groups, noun groups and phrases.
 Unit 5 <i>Where the Forest Meets the Sea</i> by Jeannie Baker 4 Lessons Textual Concepts Connotation, Imagery & Symbol In the tropical far north of Queensland, an ancient rainforest greets the sea. In this Jeannie Baker classic, a young boy discovers the wonders of the rainforest in a work exploring conservation and care. Using the companion text 'Playing with Collage', students apply artistic and written techniques to create their own artworks and artist statements that celebrate the ever changing beauty of nature.	How can we expand our understanding of rainforests and their link to the past?	- Use a small range of listening strategies (e.g. asking <i>what, when, why</i> questions about a text). - Use language to initiate interactions in a small-group situation. Vocabulary - squawking, ancient, wonder, transparent, twisted	- Develop background knowledge about the Daintree Rainforest. - Learn to use comprehension strategies including prediction and questioning. - Identify the main idea and purpose of a text. - Draw obvious inferences by integrating print and visual aspects of a text.	- Explain the purpose and audience for a text. - Create texts for learning area purposes.	- Expand simple sentences using <i>when, who</i> and <i>where</i>. - Use adjectives to modify or add information to a noun and apply these skills to own writing.
 Unit 6 Culminating Unit 4 Lessons	In the final unit of Year 1, Topic 2: <i>Where Can Words Take Us?</i> students are provided with a fun way to engage with their learning across the units: <i>Windows</i>, <i>Molly & Mae</i>, <i>Market Day</i> and <i>Where the Forest Meets the Sea</i>. Students have voice and choice as they select a task which allows them to think deeply about these texts and apply skills learnt during the course of Topic 2. A range of tasks have been designed to suit students' diverse individual strengths and interests, with a teacher-modelled project planner to provide support and structure for students to achieve success. Activities are creative, open-ended and hands-on. Will students research an animal from <i>Where the Forest Meets the Sea</i>, sequence a train timetable inspired by <i>Molly & Mae</i> or paint a picture of their grandfather for the Young Archie Portrait Competition. Give students time to experiment and play as they explore the topic themes in a new way.				

NSW Outcomes	ACARA Outcomes	VIC Outcomes
EN1-OLC-01, EN1-UARL-01, EN1-VOCAB-0, EN1-CWT-01	AC9E1LA01, AC9E1LA02, AC9E1LY02, AC9E1LY07, AC9E1LA01, AC9E1LA05, AC9E1LA06, AC9E1LA07, AC9E1LA08, AC9E1LA01, AC9E1LE02, AC9E1LE03, AC9E1LA04, AC9E1LY03, AC9E1LY05, AC9E1LA10, AC9E1LA09, AC9E1LA03, AC9E1LA10, AC9E1LE05, AC9E1LY06, AC9E1LY07	VC2E1LA01, VC2E1LA02, VC2E1LA03, VC2E1LA04, VC2E1LA05, VC2E1LA06, VC2E1LA07, VC2E1LA08, VC2E1LA09, VC2E1LA10, VC2E1LE01, VC2E1LE02, VC2E1LE03, VC2E1LE03, VC2E1LE05, VC2E1LY01, VC2E1LY02, VC2E1LY10, VC2E1LY11, VC2E1LY12, VC2E1LY13, VC2E1LY14

Year 2

Topic 1 - Term 1



Where Do Words Come From?

This Year 2 English literature topic introduces the students to the study of etymology by asking the question, 'Where do words come from?'. The origin of words is explored through narratives using texts that are humorous, cross cultural and emotionally engaging. Students will discover where words come from by exploring four different books showcasing a range of word origins including from the past, from different cultures and symbols, from oral histories and connection to land and culture, and from describing sounds and noises in our environment.

This topic addresses the **Textual Concepts** of Context, Narrative, Character, Perspective, Argument, and Connotation, Imagery & Symbol. Students learn to appreciate, deeply understand and respond to quality literature.

The skills addressed in this topic include:

- Developing oral language structures to support reading comprehension and writing skills.
- Building background knowledge and vocabulary prior to reading a text.
- Understanding literature at a deeper level through engaging in collaborative conversations and asking questions.
- Building understanding of syntax and crafting effective sentences.
- Identifying sentence types and punctuation.
- Expanding sentences using conjunctions.
- Defining and identifying adjectives to use in writing.
- Building noun groups to use in writing.
- Creating texts as a response to literature lessons.

TOPIC 2 - Where Can Words Take Us?

Unit Overview

Key Inquiry Questions

Lesson 1: In the Oral Language lesson, students will:

Lesson 2 & 3: In Language Comprehension lessons, students will:

Lesson 4: In the Creating Texts lesson, students will:

Syntax & Punctuation



Unit 1 Introduction 4 Lessons

In this unit, students learn about the origins of words in the English language. They explore words through the stories we tell, the history they come from, the cultures we meet and the sounds that surround us. The unit includes teacher information, a pre-assessment, an introduction to the following four units and the Assessment for Learning Tools. Students will join small group and whole-class discussions, taking turns and asking relevant questions. They will recall specific information from spoken texts and draw simple inferences by combining print, images and background knowledge. Students will identify key words and their meanings, write a story using their personal vocabulary and enhance their descriptions by using adjectives in noun groups.



Unit 2 *Rain* by Mariah Alone 4 Lessons

Textual Concepts

- Connotation, Imagery & Symbol
- Context

Mariah Alone, a proud Kamilaroi woman, wrote the book *Rain* based on her connection to Country, family and a desire to share and inspire a love of storytelling in young readers. Told in an oral storytelling style with the use of symbols to support meaning, this story tells of a family gathering in which members take on their traditional roles during a night on Country.

- What can we learn from Australia's first storytellers?

- Respond to literal and simple inferential questions about a spoken text.
- Interact to extend and elaborate on ideas in a discussion.

Vocabulary - sparks, roo, feed

- Develop background knowledge about Australia's First Nations People's connection to Country.
- Draw obvious inferences by integrating print, images and background knowledge.

- Sequence sentences to reflect a logical flow of ideas.
- Write a simple introduction to orient the reader.

- Expand sentences to include information about *when, where, who* and *what*.
- Use capital letters, exclamation marks and question marks correctly in sentences.



Unit 3 *My Two Blankets* by Irena Kobald 4 Lessons

Textual Concepts

- Character
- Narrative

Through the discussions and activities in this unit, students will learn that while cultural languages may differ, common language can be found in other ways. *My Two Blankets* tells the story of a young girl who is making a new home in Australia. It focuses on her experiences of learning an additional language, adapting to a new life and developing a sense of belonging.

- Why do people bring words to Australia?

- Interact to extend and elaborate ideas in a discussion.
- Provide simple justifications for opinions.

Vocabulary - migrate, cartwheel, wonder, weaving

- Identify the main idea in a text.
- Respond to literal and inferential comprehension questions about the text.

- Write statements and exclamations to share a personal event.
- Plan questions to ask a peer about a memory.

- Use capital letters, exclamation marks and question marks correctly in sentences.
- Identify different types of sentences and their purpose.

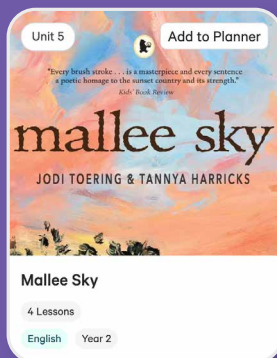
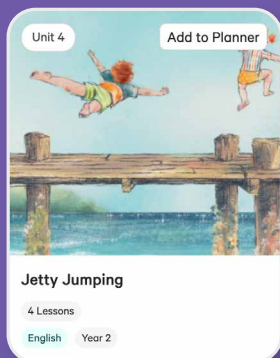
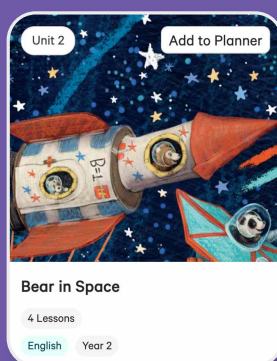
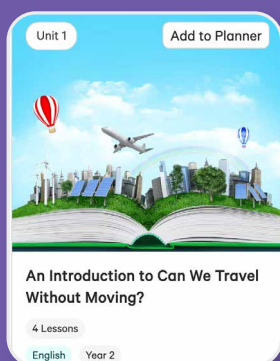
NSW MENTOR TEXT

Unit Overview	Key Inquiry Questions	Lesson 1: In the Oral Language lesson, students will:	Lesson 2 & 3: In Language Comprehension lessons, students will:	Lesson 4: In the Creating Texts lesson, students will:	Syntax & Punctuation
 Unit 4 <i>Showdown Symphony</i> by Kevin and Leah Klein 4 Lessons Textual Concepts - Narrative - Character How can a small, hungry mouse outsmart an agile cat and a sharp eyed owl? This unit explores figurative language through the use of onomatopoeia. Students learn how words can originate as imitations of natural sounds. They explore how such words can be used to engage the reader, assist with character development and build the narrative structure of the text.	- How do we represent words from nature? - How do authors use onomatopoeia to engage the reader and build the narrative?	- Interact using appropriate language in a small group to complete a task. - Use vocabulary to express cause and effect. Vocabulary - frantic, eureka, talon	- Make connections between texts and personal experiences. - Draw inferences and explain using knowledge of text features.	- Write a simple introduction to orient the reader. - Write a narrative using <i>Showdown Symphony</i> as a text to imitate from.	- Write compound sentences using conjunctions. - Use adjectives in noun groups to build more accurate descriptions.
 Unit 5 <i>I Like it Here</i> by Drew Proffitt 4 Lessons Textual Concepts - Context - Narrative - Perspective This introduction to historical fiction allows the students to explore a character's life and emotions by stepping inside the memories of someone who has shaped the world we live in. Students continue to develop their understanding of etymology by studying words from our past and explore the writing of their own memories using time connectives.	How do words come from our ancestors?	- Infer obvious meaning from a simple spoken text. - Use connectives to sequence ideas. Vocabulary - souvenir, jumbuck, sphere	- Develop background knowledge and make personal connections about memories and souvenirs. - Draw obvious inferences by integrating print, images and background knowledge.	- Write a simple introduction to orientate the reader. - Write a recount of a memory by innovating on the mentor text.	- Use time connectives to sequence events. - Write coherent simple sentences to describe an event.
 Unit 6 Culminating Unit 4 Lessons	This is the last unit of Year 2, Topic 1: <i>Where Do Words Come From?</i> This unit provides students with a fun way to engage with their learning across the units: <i>Rain, My Two Blankets, Showdown Symphony</i> and <i>I Like it Here</i>. Students have voice and choice as they select a task which allows them to think deeply about these texts and apply skills learnt during the course of Topic 1. A range of tasks have been designed to suit students' diverse individual strengths and interests, with a teacher-modelled project planner to provide support and structure for students to achieve success. Activities are creative, open-ended and hands-on. Will students create their own dance moves, conduct a survey, create an artwork, or organise a night-time carnival for nocturnal animals? Give students time to explore, play and have fun!				

NSW Outcomes	ACARA Outcomes	VIC Outcomes
EN1-OLC-01, EN1-UARL-01, EN1-VOCAB-0, EN1-CWT-01	AC9E2LA01, AC9E2LA02, AC9E2LY02, AC9E2LE01, AC9E2LA03, AC9E2LA04, AC9E2LA07, AC9E2LA08, AC9E2LE02, AC9E2LE03, AC9E2LE04, AC9E2LY03, AC9E2LY05, AC9E2LA09, AC9E2LA07, AC9E2LE05, AC9E2LY06, AC9E2LY03, AC9E2LY07	VC2E2LA01, VC2E2LA02, VC2E2LA03, VC2E2LA04, VC2E2LA05, VC2E2LA06, VC2E2LA07, VC2E2LA08, VC2E2LA09, VC2E2LA10, VC2E2LE01, VC2E2LE02, VC2E2LE03, VC2E2LE04, VC2E2LE05, VC2E2LY01, VC2E2LY02, VC2E2LY08, VC2E2LY09, VC2E2LY10, VC2E2LY11, VC2E2LY12

Year 2

Topic 2 - Term 2



Can We Travel Without Moving?

This Year 2 English literature topic explores how texts can take us to different places by asking the question, 'Can we travel without moving?'. Each of the four texts studied in this topic explores this question by taking readers on a journey to extraordinary places. Whether it is an adventure to outer space or a plunge off a jetty, students consider how books can take us from the world we live in to the world within the pages of a book.

This topic addresses the **Textual Concepts** of Representation, Context, Narrative, Character, and Connotation, Imagery & Symbol. Students learn to appreciate, deeply understand and respond to quality literature.

The skills addressed in this topic include:

- Developing oral language structures to support reading comprehension and writing skills.
- Building background knowledge and vocabulary prior to reading a text.
- Understanding literature at a deeper level through engaging in collaborative conversations and asking questions.
- Building understanding of syntax and crafting effective sentences.
- Developing questions from a picture using *who*, *what*, *where*, *when*, *how*.
- Using time connectives (*before* and *after*) to sequence information and events in texts.
- Completing sentences when provided with a sentence stem containing a subordinate conjunction (*even though*, *although*).
- Converting fragments into sentences and unscrambling sentences (statements and questions).
- Using contextually precise prepositional phrases when creating texts.
- Learning how to write a single paragraph outline.
- Selecting adverbs to modify verbs.
- Expanding sentences.
- Creating texts as a response to literature.

TOPIC 2 - Can We Travel Without Moving?

Unit Overview

Key Inquiry Questions

Lesson 1: In the Oral Language lesson, students will:

Lesson 2 & 3: In Language Comprehension lessons, students will:

Lesson 4: In the Creating Texts lesson, students will:

Syntax & Punctuation



Unit 1 Introduction 4 Lessons

In this introductory unit, students begin to explore how literature can be a gateway to other realms. From drifting through the depths of outer space, to savouring the serenity of an outback sunset, students will discover the many wonderful places we can go to in books. This unit gives teachers the information needed to complete the following five units in the topic *Can We Travel Without Moving?*. Students will interact to extend and elaborate on ideas during discussions and express their thoughts using short sequences of sentences. They will develop background knowledge about how books can transport them anywhere through words and pictures. Students will plan and write a story about a place they could travel to, identify and use nouns and verbs, and expand simple sentences to include details about where events occur.



Unit 2 *Bear in Space* by Deborah Abela 4 Lessons

Textual Concepts

- Character
- Narrative

Bear is an expert on space with a very special reason for travelling there. During his adventure he makes some exciting and life changing discoveries. Students will love this story about finding your crew and the people who will understand and support you on life's adventures. This unit investigates character, narrative structure and how hybrid texts work, while opening students' imaginations to the thrill of exploration.

- What can we learn from the personal differences and interests of characters in a text?
- How do authors use text structure and writing techniques to inform and engage readers?

- Recall specific information from a learning area.
- Use precise vocabulary for learning areas.

Vocabulary - astronaut, crew

- Draw inferences and explain using background knowledge or text features (inferring character's feelings from actions).
- Identify the sequence of events in a circular narrative.

- Be introduced to paragraph writing, grouping sentences into paragraphs commencing with a topic sentence.
- Use ideas from informative and imaginative texts read or viewed for own writing.

- Write sentences using *before* and *after*.
- Start learning how to write a single paragraph outline.



Unit 3 *Great White Shark* by Claire Saxby Illustrated by Cindy Lane 4 Lessons

Textual Concepts

- Context
- Point of View

In *Great White Shark* we follow a female shark and her pups on her way to warmer waters in the hope of their survival. Set in a stunning underwater world, Claire Saxby's poetic prose and Cindy Lane's sublime illustrations showcase the grace, majesty and power of one of the world's most fascinating and misunderstood creatures. Students will consider themes of nature and power and explore how persuasive language can be used to convince someone of an opinion about the ocean's great predators.

- What can we learn about the power of words to inform and entertain?
- How can we evaluate the opinions of experts and express opinions of our own?

- Use conjunctions *because* and *but* when speaking to justify an opinion.
- Interact to extend and elaborate ideas in a discussion.

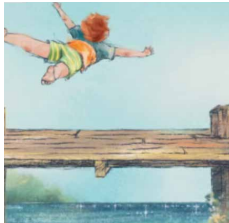
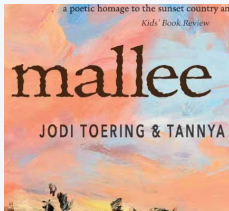
Vocabulary - submarine, journey, cull

- Respond to literal and inferential questions about the text.
- Identify the differences between informative and narrative features in a hybrid text.

- Use ideas from informative and imaginative texts read or viewed for own writing.
- Select a viewpoint to write from and justify an opinion.

- Define and use sensing verbs when writing.
- Build on understanding of using time connectives (*before* and *after*) to sequence information and events in texts.

NSW MENTOR TEXT

Unit Overview	Key Inquiry Questions	Lesson 1: In the Oral Language lesson, students will:	Lesson 2 & 3: In Language Comprehension lessons, students will:	Lesson 4: In the Creating Texts lesson, students will:	Syntax & Punctuation
 Unit 4 <i>Jetty Jumping</i> by Andrea Rowe and Hannah Sommerville 4 Lessons Textual Concepts - Character - Narrative - Connotation, Imagery & Symbol While Milla's friends take big, brave jumps off the jetty, Milla stays on the blistering wood, scared of what lurks below. But when Milla accidentally falls off the edge, she discovers the beauty of the deep, dark sea – and her summer changes forever. Students will resonate with this beautiful story as they consider themes of friendship, fear and bravery journeying with Milla through the ups and downs of trying something new.	- What can we learn from seeing characters take healthy risks? - How do authors use words and images to give the reader information?	- Incorporate learnt content into spoken texts. - Use adjectives and adverbs to elaborate and/or provide some supporting details or justifications. Vocabulary - murky, gasps, jetty, risk	- Make connections to a character and explore character development. - Make connections between texts and personal experiences.	- Use adverbs to modify the meaning of verbs. - Identify the context, audience and purpose for own texts.	- Define and use adverbs when writing. - Expand sentences to include information about <i>when</i>, <i>where</i>, <i>who</i> and <i>how</i>.
 Unit 5 <i>Mallee Sky</i> by Jodi Toering and Tanya Harricks 4 Lessons Textual Concepts - Context - Connotation, Imagery & Symbol NSW MENTOR TEXT In <i>Mallee Sky</i>, we follow the inhabitants of a country town as they deal with the hardships of an extended drought. Set in the Mallee region of northwestern Victoria, Jodi Toering's lyrical prose and Tanya Harrick's rich illustrations showcase the beauty of the natural landscape, in times of both abundance and hardship. Students consider themes of drought and survival, exploring use of rich figurative language along with scaffolded work on prepositional phrases to create their own imaginative and descriptive texts.	- What can we learn about the descriptive power of words? - How can we use figurative language techniques to create a sophisticated piece of writing?	- Listen and follow a set of instructions to create an artistic response. - Develop questions based on a picture (<i>who, what, where, when and how</i>). Vocabulary - rough, parched, alliteration, personification	- Identify figurative language techniques and their effects. - Draw obvious inferences by integrating print, images and background knowledge.	- Write a structured piece of poetry in the form of a cinquain applying learnt techniques. - Use figurative language techniques in descriptive writing.	- Build noun groups. - Use contextually precise prepositional phrases when creating texts.
 Unit 6 Culminating Unit 4 Lessons	The culminating unit of Topic 2 provides students with a fun way to engage with their learning across the units: <i>Bear in Space</i>, <i>Great White Shark</i>, <i>Jetty Jumping</i> and <i>Mallee Sky</i>. Students choose a task that suits their individual strengths and interests and allows for deep thinking about the texts studied. They will apply their learning using a teacher-modelled project planner which provides support and structure. Activities are creative, open-ended and hands-on. Will students create their own dance moves to Baby Shark or design an original trinket bracelet inspired by Milla's precious bracelet from <i>Jetty Jumping</i>? Give students time to explore, play and have fun!				

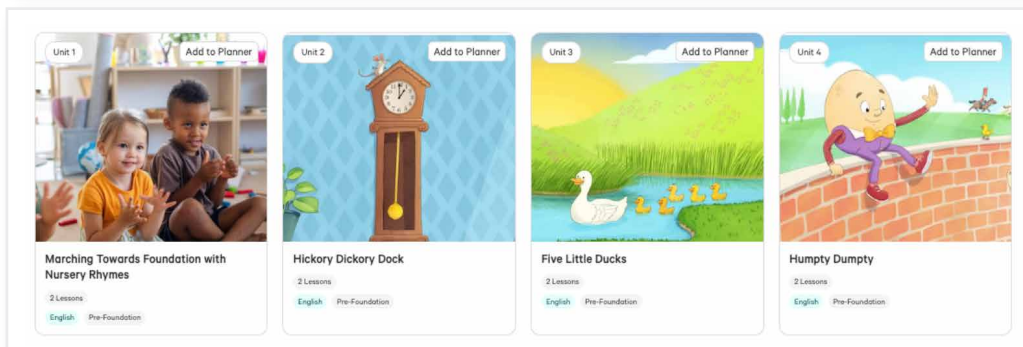
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Can You Sing a Nursery Rhyme?

Have you seen Inquisitive English's Pre-Foundation Topic, *Can You Sing a Nursery Rhyme?*

This topic provides a wonderful opportunity for students to develop pre-foundational skills as they work towards achieving Foundation outcomes. It is suitable for a Foundation class in the first few weeks of their school life, or as a learning support or special education experience.



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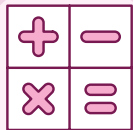
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