

Rigby Blueprints Australian Curriculum Correlations Middle Primary Series A

Sample: Year 3 Teacher's Resource Book, pages 64–65; 82–83; 57

Note:

- 'Literature in Context' is covered in the Australia, My Country unit.
- 'Examining Literature' is covered across all units through different texts in discussion points and activities, e.g. Retell and discuss; interpretation of Bring a Cake




Families in Focus

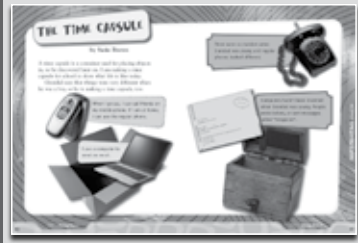
Investigating Phase Section 3

Families in Focus

Investigating Phase Section 3

Pacing Text 3:

 *The Time Capsule*
(information report) pp. 40–43



Preparing for the Text

Orientation

- Ask: What is a time capsule? Why do you think people create time capsules?
- Ask: What things would you put in a time capsule? Why would you choose them?
- Ask: Why do you think things change over time? Do you think the things Charlie chose to put in the time capsule will still be around in the future? Explain your answer.

Visual Literacy

- Ask: What type of text do you think this is, from looking at the elements on the page?
- Ask: How important are the photographs in helping the reader know what to expect in the text? Explain your answer.
- Discuss students' responses.

Reading the Text

Shared Reading

- Before reading the text, nominate five pairs of students to assist with the reading—one pair for each of the following sections—phones, computers, music, games, television. One of each pair will read the text relating to the present and the other the text relating to the past. The introduction and conclusion can be read by the teacher or a proficient reader.

Making Connections

- Refer to the photographs and ask students if they have seen or used any of the items Charlie's grandad used when he was young. Look at the photographs of the things Charlie uses and ask students how they think they might change in the future, if at all.

Purpose of the Text

- Discuss with students what they think the author's purpose was in writing this text.

Responding to the Text

Grammar

- Focus on the change in tense throughout the text, identifying words written in present tense when Charlie is talking about the things he uses today (e.g. *call, send, use, like*), and the words written in past tense when he is talking about the things his grandad used in the past (e.g. *wrote, sent, played*). Note the endings of the words and discuss how words can be modified to show past or present tense.

Orientation and Visual Literacy: text structure and organisation—becoming familiar with different types of texts

Visual Literacy: expressing and developing ideas; identifying layout of photographs and text

Making Connections: responding to literature—discussing past experiences and making meaningful connections

Purpose of the Text: interacting with others—discussing purpose of text and participating in collaborative discussions

Grammar: expressing and developing ideas—identifying sentence structure and parts of speech

Spelling: expressing and developing ideas—spelling strategies

Families in Focus

Investigating Phase Section 3

Questioning: language for interaction—asking relevant questions, use of social conventions; responding to literature—drawing connections between personal experiences and the text

Collaborative Writing: creating texts—collaborating to write a text

Independent Writing: creating literature—drawing on texts to write own text

Speaking & Listening



- Have students discuss the way in which the things featured in the text have changed over time and suggest reasons why they have changed.
- Discuss with students positive and negative aspects of change.

Writing

Guided Writing

- Provide explicit instruction on writing a descriptive text about something from the past, using the appropriate tense.

Collaborative Writing

- Students work in pairs or small groups to list 5–8 objects they regularly use at home or in the classroom. Using the Internet, students research information about the items and construct a time line to show when these items were invented.

Independent Writing

- Students choose two items from the text: one from the past and one from the present, and write a description of it using the appropriate tense.
- Students create a data chart using the headings *Past* and *Present*. From the content they have covered, students draw and write about the things that have changed. This can be added to throughout this Section and Section 4.
- Students complete BLM 6 on p. 99 (content: information table, locating information, opinion paragraph, good and bad points).



Guided Reading

- Text A: *Great Grandma's Pictures from the Past* pp. 30–33
 - Text B: *Visiting Great Grandma* pp. 34–35
 - Text C: *Are the Old Times the Good Times?* pp. 36–37
- (See the Guided Reading Notes on pp. 88–89 of this book.)

Pacing Text 3 Related Text:

BIB *Advertisements from the Past* (visual text) pp. 44–47



Preparing for the Text

Orientation

- Ask: How is this text different to many others in the book? (It is a visual text.)

Visual Literacy

- Discuss the different types of products being advertised, focusing on the target audience for each advertisement and the techniques used to capture the consumer's attention.

Reading the Text

Purpose of the Text

- Discuss the purpose of including these advertisements in this book.
- Ask: What is this text showing the reader?

Modelled Reading

- Discuss the information in the text and the key elements used in advertisements e.g. pictures, colour, slogans, feature heading.
- Read any written information in the text and discuss how it reflects the time when the advertisements were used.
- Compare these advertisements from the past with advertisements of similar items now.

Modelled Reading: text structure and organisation—construction of paragraphs; keywords

Families in Focus

Section 1 Guided Reading Notes

Families in Focus

Section 1 Guided Reading Notes

Synopsis

Text A: Our Family Tree (diagram) pp. 10–11

- **Text Focus:** to demonstrate a simplified version of a family tree
- **Teaching Focus:** family vocabulary (e.g. *grandparents, mothers, fathers, sisters, brothers, uncles, aunts, cousins*)

This very simple family tree diagram relates directly to the text studied at this level in the Introducing Phase. This may be of assistance to those students having difficulty with the concept of a family tree.

Text B: Famous Literary Families (factual text) pp. 12–13

- **Text Focus:** to provide information about families portrayed in literature
- **Teaching Focus:** to encourage children to read other books about families

This text gives a brief book review of the stories *Peter Pan* and *Seven Little Australians*. It links the families theme to these stories.

Text C: My Friend Gio (narrative) pp. 14–17

- **Text Focus:** narrative genre with descriptions
- **Teaching Focus:** descriptive words

This text describes two families and discusses family likenesses and variation. It relates the descriptions of families to modelling with playdough. The Seybold family were all modelled from the same container and the Anderson family were modelled from two different containers.

BIB Link Pacing Text 1: *All about Families* pp. 9–11

Text A Our Family Tree

Orientation

- Revise the people that can make up a family. Revisit the text *Our Family Album* on pp. 4–5 and list the family members referred to in the text. Ask: does this list show the relationship between each member of the family? How could the relationship be made clearer? Discuss the purpose of a family tree.

Meaning Maker

- Ask: Why is Peter next to Jan on the family tree?
- Ask: What do the two main branches of the tree represent?
- Ask: Why are the grandparents on the thicker part of the tree?
- Ask: Looking at the photographs and their placement on the family tree, who is a brother? An aunt? A mother? A cousin?

Code Breaker

- All the family words listed in the introductory paragraph end with an *s*. Why is this?
- Find the word in the text that uses an apostrophe. Ask: Why has an apostrophe been used?

Text User

- Ask: How do the illustrations and background design reflect the title of the text?
- Ask: What is the purpose of this text?

Text Critic

- Ask: How could this text be improved?
- Ask: From whose point of view was this text written? Explain your answer.

Follow-up Activities

- Have noun cards prepared with the following words printed on them: *grandma, grandpa, mother, father, aunt, uncle, husband, wife, cousin, brother* and *sister*. Have a larger copy of the family tree available. Taking turns, have students choose and place a noun card on the family tree diagram, explaining the placement.
- Discuss the things a tree needs to grow strong. List students' responses. Discuss the things a family needs to grow strong. List students' responses. Students independently prioritise the things listed. Discuss priorities.

Code Breaker: text structure and organisation—recognising apostrophes; expressing and developing ideas—spelling plurals

Synopsis Text C: My Friend Gio: text structure and organisation—language features of narrative

Text A: Our Family Tree: interpreting, analysing and evaluating

- Meaning Maker: interpreting meaning
- Text User: analysing purpose
- Text Critic: evaluating different points of view

Follow-up Activities: interacting with others—collaborative discussions

Families in Focus

Section 1 Guided Reading Notes

Text B Famous Literary Families

Orientation

- Have a selection of pictures or books about families on display. Discuss some of the items, focusing on the members of the family, the things they did etc.

Meaning Maker

- Ask: Why does Peter take Wendy and her brothers back to Neverland with him?
- Ask: Why do you think the Darling children go to Neverland with Peter Pan? Why do you think they come back home?
- Ask: What do the Woolcot children like to do?
- Ask: Do you think the Woolcot children went to school? Explain your answer.

Code Breaker

- The word *fierce* is used to describe Captain Hook. Ask: What does it mean? What other words could be used to describe Captain Hook?
- Ask: What words in the text suggest that the Woolcot family may not have a lot of money?
- The text relating to *Seven Little Australians* uses the word *despair*. Ask: What do you think it means?

Text User

- Ask: Out of the two stories described in the text, which story do you think is more realistic? Explain your answer.
- Look at the text and the photograph on p. 13. Ask: What clues tell you that this story was written about a family that lived a long time ago?

Text Critic

- Ask: What could be some of the problems or issues a large family like the Woolcots might face?
- Ask: What was the author's purpose in writing this text?

Follow-up Activities

- Students choose a familiar story that relates to the family topic, and write a review of the story, using this text as a model.
- Students compare and contrast the two stories mentioned in the text using a Venn diagram or a simple list using the headings 'Similar' and 'Different'.

Follow-up activities: creating texts—writing reviews of familiar stories; examining literature—comparing two texts

Text C My Friend Gio

Orientation

- Display a selection of pictures of different families. Ask: what are the differences you notice about these families? How are they similar? Discuss the things that are important in being a good friend.

Meaning Maker

- Ask: Why are people able to recognise the members of the Seybold family?
- Ask: Why does Gio have lighter skin than his mother?
- Ask: What information in the text (visual and written) suggests that Gio's parents come from different countries?

Code Breaker

- Ask: How do you know which parts of the text are the spoken words?
- An adjective is a word that describes a noun. Ask: What adjectives or 'describing words' have been used in the text?

Text User

- Ask: How do the illustrations support the text and help the reader?
- Ask: Why do you think the author has chosen to illustrate the text in this way?
- The author has used the analogy of making a model from playdough to show how people can be the same or different. Ask: Why has the author done this? Do you think this was a good analogy?

Text Critic

- Ask: From whose point of view is this text written?
- Ask: How might the text change if it was written from Gio's point of view?
- Ask: How do you think the boy in the text feels about looking so similar to the rest of his family? Explain your answer.
- Ask: How could the proverb 'Don't judge a book by its cover' be applied to this text?

Follow-up Activities

- Students draw a picture of their best friend or a family member and write a brief description of the person, focusing on using descriptive language as modelled in the text.
- Students use modelling clay to make models of themselves or a member of their family and compare them to other students' models in the group.

Text Critic: texts in context—recognising different points of view

Families in Focus

Investigating Phase Section 1

- *This Is My Street* section—Ask: Why does Mitchell like living in his street? Do you think Mitchell appreciates and values the differences in others? Explain your answer.

Speaking & Listening

- Give students a copy of the saying 'Variety is the spice of life'. In groups, ask students to discuss what this saying means and how it is related to the text. Share ideas as a whole class.

Writing

Independent Writing

- Have students create a map of their own street, noting who lives where. If children are unfamiliar with their neighbours, they could draw a map of the classroom, labelling where people sit, and adding additional information about other students they are friendly with.
- Students complete BLM 3 on p. 96 (content: locating information in the text, making comparisons, making a family chain, making a street).

Section 1 Further Activities

CD-ROM

- Pacing Text 1 Information Text: Students listen to Tash's description of her family members and how they are related.
- Pacing Text 1 Interactive Activity: Students use the information to create a family chart for Tash's family.

Listening Post

- Text: *Families: So Different, Yet the Same* (description of the differences and similarities in family groups around the world)
- BLMs: LP1, LP2, LP3

Reflection & Assessment

Assessment

- Collect student writing samples (family descriptions using specific key words and phrases for family writing).
- Students complete a Let's Consider activity (see p. 35), using specific sentence starters to record how their attitudes, knowledge and understandings have changed about the information introduced in the phase.
- Students complete CD-ROM Assessment Task 1 by using the family tree to help them write a letter from Jacob about his family.

Reflection

Student Self-assessment

- Continue the Student Response Journal and/or the Reading Checklist (see pp. 108–110 of this book).
- Teachers respond to student reflection with some anecdotal comments in the journal.

Whole-class Activities

- In mixed ability groups, students share and discuss family charts.

MONITORING THE CHALLENGE

At this stage students should have:

- made a list of members in their family
- made notes about family members
- collected the resources they will need to complete their family tree diagrams.

Teacher Evaluation

- Is literacy learning occurring throughout the phase?
- Am I scaffolding student learning by explicitly demonstrating and modelling new skills and knowledge?
- How are students responding to the resources?
- Do students have enough time to complete tasks?
- Do students understand the learning paths to achieving the *Challenge*?

Families in Focus: Investigating Phase Section 1

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CD-ROM: creating texts—creating multimodal texts; text structure and organisation—online text navigation

The Challenge

- Language for interaction—discussions
- Expressing and developing ideas—building vocabulary and spelling strategies
- Responding to literature—drawing connections between personal experiences and worlds of texts, and sharing responses
- Interacting with others—interviewing to gather information
- Creating texts—creating a family tree

INVESTIGATING PHASE SECTION 1