

Using the Essential Learnings to plan an English unit — Year 3

This example shows how the English Essential Learnings can be used to plan a unit focusing on Speaking and listening. You may wish to integrate other KLA Essential Learnings where appropriate.

The **unit context** describes how the idea for the unit arose, and the social and cultural circumstances in which the learning will take place.

Select **Knowledge and understanding** from at least one of the mode organisers (*Speaking and listening, Reading and viewing, Writing and designing*), and use with Knowledge and understanding from *Language elements* and *Literary and non-literary texts* organisers.

After choosing your context, select the **Ways of working**.

Learning experiences are sequenced to enable the selected knowledge, understanding and processes to be developed.

Each learning experience has a **teaching focus** related to the Essential Learnings.

Learning experiences provide **opportunities to gather evidence of learning** in relation to the targeted Essential Learnings. Evidence of learning can be gathered through observations, conversations and analysis of student learning samples in addition to more formal assessment. While these assessment opportunities to gather diagnostic information are identified, not all would be used.

Assessment for the portfolio provides evidence of the following Assessable elements

- Knowledge and understanding
- Interpreting texts
- Constructing texts
- Reflecting.

<p>Sample unit context (Bike) day</p> <p>Investigative question What things do we play with and how do we talk about our play time?</p> <p>This example could use any toy or game as the focus. It arose from children's discussion of toys and games and their idea to show each other their bikes and what they could do with them. They decided to plan a bike day — when they would bring their bikes, talk about them and practise safe bike-riding. They decided to invite family members to share in the fun and to be an audience for their presentations of what they had done and learnt.</p>			
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • identify audience, purpose and text type • recognise and select vocabulary to describe subject matter • construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose • reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways • reflect on learning to identify new understandings. 	<p>Knowledge and understanding of Speaking and listening</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done. • Spoken texts are different from written texts. • In presentations, speakers make meaning clear by sequencing ideas and information, and using visual aids, including objects and pictures. • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 	<p>Knowledge and understanding of Language elements</p> <ul style="list-style-type: none"> • Text connectives are used to link and sequence things, ideas and events. • Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways. • Pronouns take the place of nouns to which they are referring. • Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things in different ways. • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things. 	<p>Knowledge and understanding of Literary and non-literary texts</p> <ul style="list-style-type: none"> • Texts are produced for particular audiences and their interests. • Literary texts entertain, evoke emotion and convey simple messages and information. • Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions. • Non-literary texts can convey an opinion that may be positive or negative. • Non-literary texts use a range of structures, including hyperlinks in electronic texts.
<p>Orientating learning experiences</p> <p>Planning our (bike) day</p> <p><i>Why are we going to have a (bike) day? Who's going to come? What could we do on the day? When will we have it? What do we need to do to get ready?</i></p> <ul style="list-style-type: none"> • Small group discussion of ideas followed by large group sharing and recording of ideas. <p><i>Teaching focus and opportunity to gather evidence of learning</i></p> <ul style="list-style-type: none"> • Uses speaking and listening to exchange information, share and explore ideas, support relationships and get things done. 	<p>Enhancing learning experiences</p> <p>What do we want to tell people about our (bikes)?</p> <p>Bike brainstorm</p> <ul style="list-style-type: none"> • Build a concept map, e.g. <ul style="list-style-type: none"> – What are the parts of a (bike)? – What does it look like? – What does it sound like? – What can I do with it? • Expand the concept map with appropriate technical and descriptive vocabulary. <p><i>Teaching focus and opportunity to gather evidence of learning</i></p> <ul style="list-style-type: none"> • Uses speaking and listening to exchange information and share and explore ideas. <p>Constructing a report for presentation on TV</p> <ul style="list-style-type: none"> • Develop an information report about the planned (bike) day. It should use visual aids. • Develop a factual recount of an incident involving a (bike) for presentation on TV. It should use visual aids. <p><i>Teaching focus and opportunity to gather evidence of learning</i></p> <ul style="list-style-type: none"> • Reports on events and issues and expresses opinions. • Identifies if opinions are positive or negative. • Uses text connectives to link and sequence ideas and events. • Uses auditory, spoken, visual and non-verbal elements to help provide detail. 	<p>Synthesising learning experiences</p> <p>How can we describe (our bikes) to people?</p> <p>Use different types of language elements, including noun groups, verb groups and adjectival phrases to describe your (bike) to different people for different purposes, e.g.</p> <ul style="list-style-type: none"> • to persuade them to buy it • to convince them it is the best or worst bike in the world. <p><i>Teaching focus and opportunity to gather evidence of learning</i></p> <ul style="list-style-type: none"> • Identifies audience and purpose. • Vocabulary matches audience and purpose. <p>My(bike) is like ...</p> <p>Develop an oral presentation that turns your (bike) into a living thing. Your presentation should be for about one minute, and should be entertaining for your class. It could use sound effects and/or visual aids, e.g.</p> <ul style="list-style-type: none"> • My bike is like a dragon. It flies me through the sky ... • My bike is like a three-toed sloth. It takes ages to get anywhere and is covered with unsightly mould ... <p><i>Teaching focus and opportunity to gather evidence of learning</i></p> <ul style="list-style-type: none"> • Selects vocabulary to represent a (bike) in a chosen way. • Uses nouns, verbs, adjectives, adverbs and prepositional phrase to elaborate ideas. • Entertains/ interests the audience. 	<p>Running and reflecting on our (bike) day</p> <ul style="list-style-type: none"> • Greet guests and introduce the day's program. • Make prepared oral presentations to guest audience — My (bike) is like ...; Why would you buy my (bike)? Information report and factual recount presented on TV. • Discuss the success of the day's activities and their sequence. • Reflect on and discuss the oral presentations. • Reflect on and identify something new that has been learnt. <p><i>Evidence of learning for the portfolio</i></p> <ul style="list-style-type: none"> • Uses text connectives to link and sequence ideas and events. • Uses auditory, spoken, visual and non-verbal elements to help provide detail. • Makes meaning clear by sequencing ideas and information and using visual aids. • In discussion, identifies purpose, responds, questions, identifies main points, summarises and reflects. • Selects vocabulary to describe subject matter. • Plans oral presentations to match audience and purpose. • Reflects on and identifies how language elements represented events and things in similar and different ways. • Reflects on and identifies something new that has been learnt.