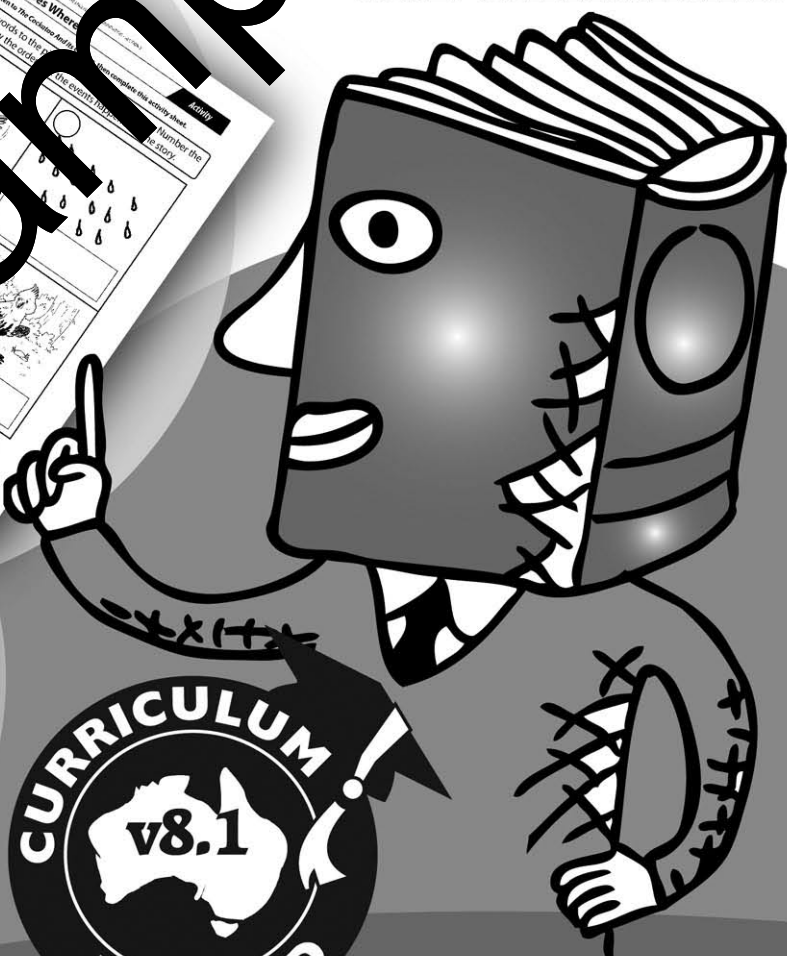
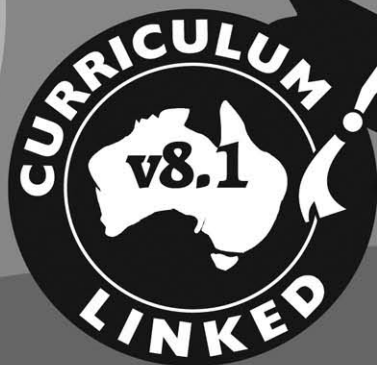


The English Series

English: Foundation

Aligned with the NEW
v8.1 Curriculum.

By Yolanda Cool



The Cockatoo And Its Colours by Yolanda Cool

A long, long time ago deep in the Australian bush, white cockatoos nestled in a tree enjoying the shining Sun. The Sun shone and shone.

One day, one of the cockatoos named Feather Tail, flew up to the Sun. It grasped the sun in its beak and suddenly it all went dark.

The other animals looked on in amazement as Feather Tail, changed from white into a rainbow of colours. The coloured cockatoo with the Sun showing off its colours to the other animals.

Suddenly it began to rain and rain and rain. The landscape began to flood. In fact they were very cross.

One of the animals promised to give Feather Tail a shining opal in return for putting the Sun back in the sky, and Feather Tail agreed. When the Sun was returned to the sky, its colours fell on all the other white cockatoos in the tree - giving them beautifully coloured coats.

When picking up the shining opal, a ray of Sun reflected off the opal and caught Feather Tail's eye causing him to drop the opal into a mud pit. After retrieving the opal from the mud pit, Feather Tail realised that now he and the opal were black.

What Goes Where

Read or listen to the story. Then complete the activity sheet.

Match the words to the pictures. Write the words in the boxes.

the events in the story.

Feather Tail flew up to the Sun.

and rain and rain.

by tail and the opal.

colours fell from the sky onto the other cockatoos to give them colours.

Contents

Teachers' Notes	4	Punctuation	38
v8.1 Curriculum Links	5-6	Events In A Story	39
Section One: Poetry		Section Five: More Poetry	
Teacher Notes	8-9	Teacher Notes	41
Paper Boat	10	Crocodile Spotting	42-43
Winter Is Here	11	Roll And Find	44
Inside And Outside	12	Reading Detectives	45
Scavenger Hunt	13	Feelings!	46
Summary In My Hand	14		
Creating Poems	15	Section Six: Connections	
		Teacher Notes	48
Section Two: Fiction		We Are Off On A Long Flight	49
Teacher Notes	17	Connection Poems	50
A Different Story	18	My Experience	51
The Cockatoo And Its Colours	19	Visual Maps	52
Identify Character Traits	20	My Own Journey Poem	53
Story Board	21		
What Goes Where?	22	Section Seven: Traditional Tales	
		Teacher Notes	55
Section Three: A Narrative		Who Is More Important?	56
Teacher Notes	24	The Bear, The Rooster And The Fox	57
Lily And The Shopping Bag	25-26	My Response	58
Sequencing	27	Characters 1	59
Write A Story	28	Characters 2	60
Listen And Sequence	29	Character Feelings	61
Listen And Complete	30		
Match Texts To Pictures	31		
Section Four: Informative & Imaginative Texts			
Teacher Notes	33		
The Dingo	34		
Dingo And His Friends	35		
Texts Are Different 1	36		
Texts Are Different 2	37		

Teachers' Notes

This book is part of *The English Series*, which consists of seven books altogether. It is linked to the v8.1 Australian curriculum and each page in the book references the content descriptors and elaborations, which it specifically addresses.

The activities in this book specifically revolve around the curriculum links for Literacy and Literature. The activities allow students to think carefully about the structure, language features and content of a range of text types. Individual, partner and group activities are included and cater for different learning abilities and styles. Many activities are open-ended and enable the development of early years thinking skills.

Activities include:

- kinesthetic tasks: acting out meanings, role playing;
- print-based tasks: labelling, reading and writing activities;
- auditory tasks: listening to comprehend;
- visual tasks: talking about meanings and collecting pictures, images/objects etc.

This book is divided into seven sections, which are outlined in detail below.

Section One: Poetry

In this section students will understand how to identify visual and written clues in a text to generate theories about the content and then test these theories against information found in the text. They will understand and locate the main idea/s in texts by gathering and condensing information.

Section Two: Fiction

In this section it is important that students get the opportunity to talk about the meaning of written texts. As spoken and written language are different in their vocabulary, semantics, grammar and

syntax. By allowing students to think aloud about the meaning of texts they have the opportunity to express the written text meanings in every day spoken language, making it easier for them to understand.

Section Three: A Narrative

In this section students will be given the opportunity to look at the typical structure of a fiction text and recognise its different parts.

Section Four: Informative & Imaginative Texts

In this section, teachers are able to model reading behaviours for their students. The activities will encourage discussing similarities and differences between different text types.

Section Five: More Poetry

In this section students will be encouraged to use prior knowledge, to identifying literal information explicitly stated in the text. By integrating ideas and information in texts, students will learn to record answers in both a visual and written format.

Section Six: Connections

In this section, students will make personal connections between the text and their own experiences. To encourage text to self-connections they will use Connection Stems. Activities encourage students to visualise by creating mental images of elements in a text that they are summarising.

Section Seven: Traditional Tales

In this section, students will learn that as stories become more complex, more inferential thinking is required. The strategy for identifying and understanding story-character components needs to be more detailed and expanded with questions in relation to self.

v8.1 Curriculum Links

Recognise that sentences are key units for expressing ideas (ACELA1435)

Elaborations:

- Creating students' own written texts and reading aloud to the teacher and others

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Elaboration:

- Comparing experiences depicted in stories with students' own

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Elaborations:

- Drawing, labelling and role playing representations of characters or events
- Reciting rhymes with actions

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Elaborations:

- Listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question
- Sequencing ideas in spoken texts, retelling well known stories with picture cues, retelling information using story maps

Deliver short oral presentations to peers (ACELY1647)

Elaboration:

- Sharing a personal experience, interest or discovery with peers in a semi-formal situation

Identify some differences between

imaginative and informative texts (ACELY1648)

Elaborations:

- Talking about what is 'real' and what is imagined in texts
- Identifying and selecting texts for information purposes and commenting on how the text might help with a task

Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

Elaborations:

- Reading aloud with attempts at fluency and intonation
Navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word.
- Predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

Elaborations:

- Talking about the meanings in texts listened to, viewed and read
- Visualising elements in a text (for example drawing an event or character from a text read aloud)
- Providing a simple, correctly-sequenced retelling of narrative texts
- Relating one or two key facts from informative texts
- Finding a key word in a text to answer

- a literal question
- Making links between events in a text and students' own experiences
- Making an inference about a character's feelings
- Discussing and sequencing events in stories

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Elaborations:

- Using Image-making and beginning writing to represent characters and events in written, film and webs-based texts
- Using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts
- Using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts

Share feelings and thoughts about the events and characters in texts (ACELT1783)

Elaboration:

- Talking about people, events and ideas in texts enabling students to connect them to their own experiences and to express their own opinions about what is depicted
- Talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories
- Using art forms and beginning forms of writing to express personal responses to literature and film experiences

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Elaborations:

- Exploring how the combination of print and images in texts creates meaning

- Talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

Elaborations:

- Speaking so that the student can be heard and understood
- Listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

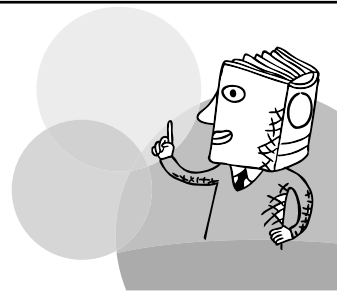
Elaborations:

- Pointing to the letters and the punctuation in a text
- Commenting on punctuation encountered in everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

Elaboration:

- Recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money'
- Identifying syllables in spoken words.



Teacher Notes

Poems: *Paper Boat* & *Winter Is Here*

1. Sit with your class on the mat and demonstrate how to find 'clues' in texts. The titles of texts are 'clues'. Look at the titles of the provided poems on pages 10 and 11. Ask your students what the titles tell them about the topics of the poems (what will the poems will be about).
2. Look at the illustrations. They are 'clues' too. Ask, "Do the illustrations tell you what the poems may be about?"
3. Read through the poems as a whole class. Students should listen carefully. Students should remember some of the words by the second reading and join in reciting the poems. Make up some actions to go with the poems to consolidate meaning.
4. After reading/reciting the poems, identify key words and phrases that indicate the main ideas in the poems. Write key words and phrases on the board.
5. Discuss how the students can locate the main ideas in the poems by answering the following question types:
 - Who?
 - When?
 - What?
 - Where?
 - How?
 - Why?
6. Model questions (e.g. Where is the poem set?; What do you feel after reading the poem?; Who is in the poem?; Why do you like/dislike this poem?).
7. Make up the Comprehension Wands on the photocopiable sheet on the next page - place them in a bucket for students to pick out and answer.

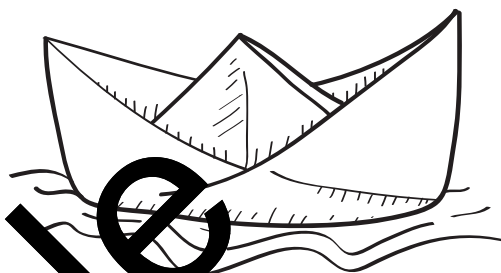
- Read or listen to the poem *Paper Boat*, then complete the activity sheets which follow.

Paper Boat by Yolanda Cool

It's raining
and
I have an idea.
I'll make a paper boat,
fold, fold, fold.



Outside into the rain, I go.
I walk through the gate with my
paper boat in my coat.
I swish past the trees with my
paper boat in my coat.
I splash through the puddle with
the paper boat in my coat.

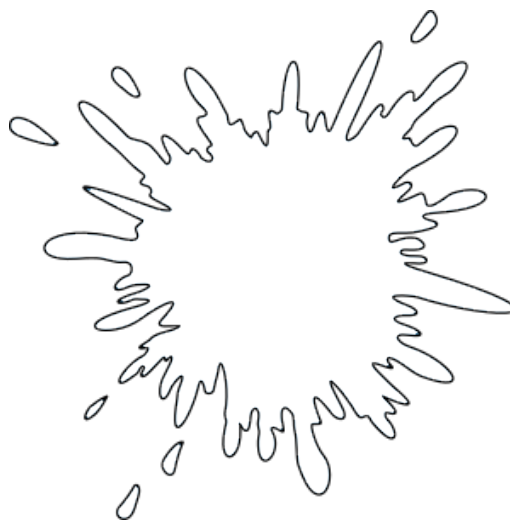


In the rain,
in a puddle,
I play with my paper boat.

In the rain
I place the paper boat in my coat.
I jump over the puddle, splosh!
I jump into the puddle, splash!



In the rain
Past the puddle, stomp!
Past the trees, swish!
Past the gate, swing!
Inside, out of the rain.



Activities: Clap out the syllables
in each line. Underline the words
that are repeated in the poem.



Inside And Outside

Activity

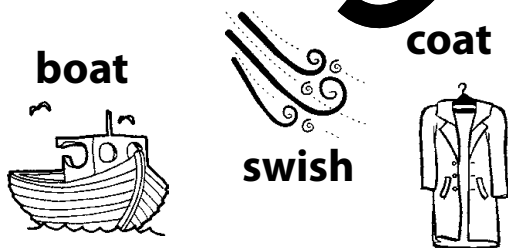
- Read or listen to the poem *Paper Boat*, then complete this activity sheet.

1. The poem *Paper Boat* describes indoor and outdoor activities. Which activities do you do inside and which activities do you do outside? Copy the words inside and outside of the boat to show indoor and outdoor activities. Add some of your own words.

read ride swim sleep eat drive play fly sit walk



2. Circle the words that rhyme in *Paper Boat*.



3. Write your own rhyming words here.



4. Write the number of syllables in each word. Clap to help you.

paper

boat

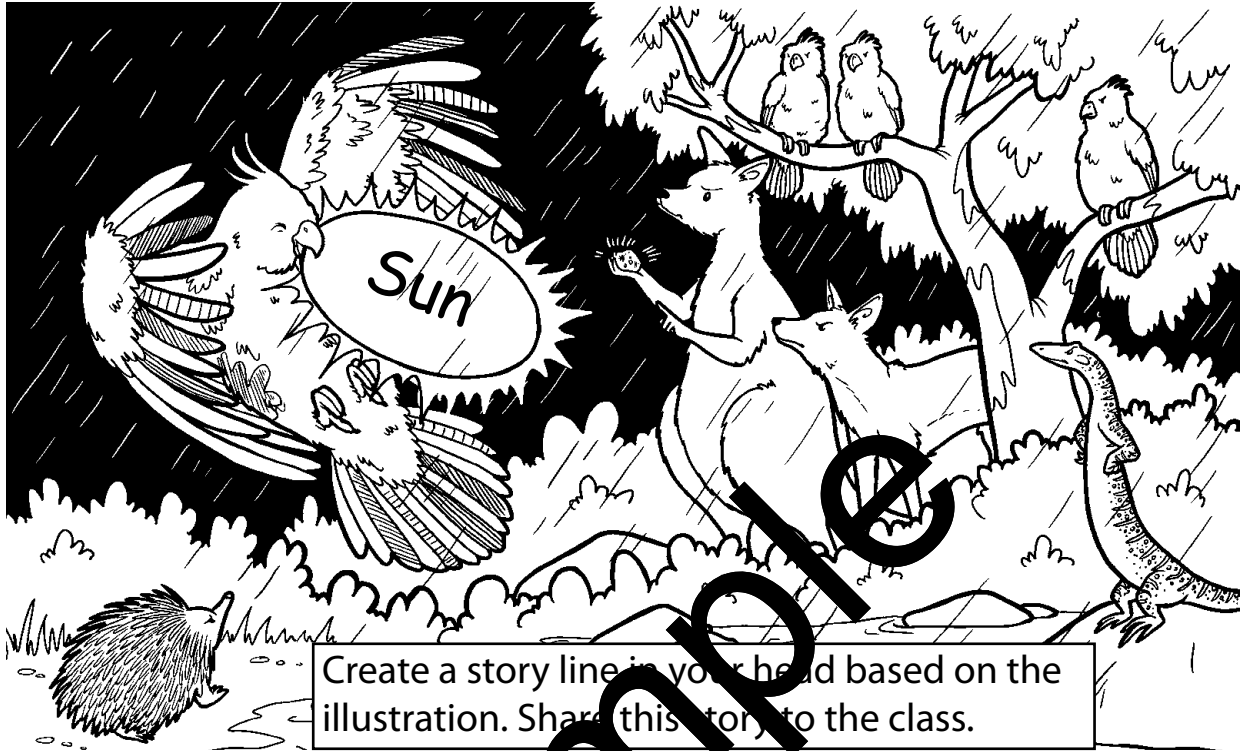
puddle



A Different Story

Activity

- A. Pair Up!** This illustration accompanies a story entitled *The Cockatoo And Its Colours*. Without reading the story, guess from the illustration, what you think the story will be about. Work together.



Create a story line in your head based on the illustration. Share this story to the class.

- B. Listen to or read the story *The Cockatoo And Its Colours* (page 19).**

1. Is it a different story line to your story? Circle: YES / NO
2. Are there any similarities or differences between your story and the story entitled *The Cockatoo And Its Colours*? Record them in the table below.

Similarities	
Differences	


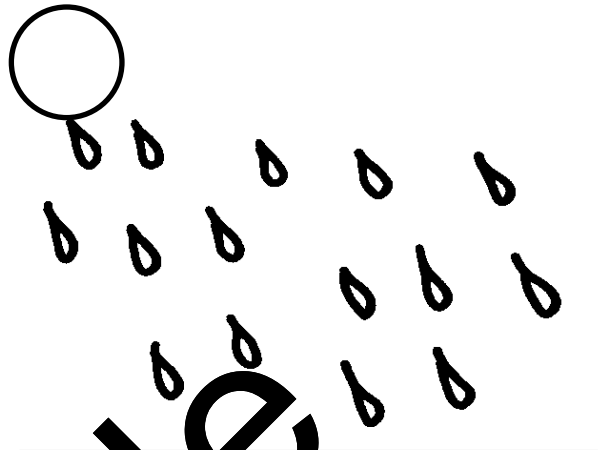

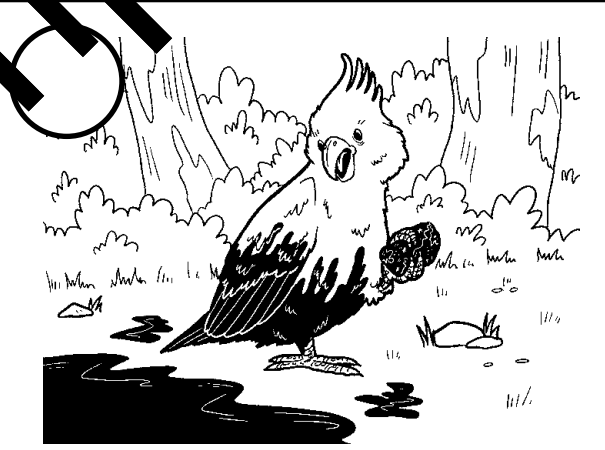


What Goes Where?

Activity

- Read or listen to *The Cockatoo And Its Colours*, then complete this activity sheet.

Match the words to the pictures by cutting and pasting. Number the circles to show the order that the events happened in the story.

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It began to rain, and rain and rain.

Feather Tail flew up to the Sun.

Feather Tail and the opal turned black.

Colours fell from the sky onto the other cockatoos to give them colours.