

EDF5031

ASSESSMENT TASK 2:
LITERACY PLANNING RESOURCE

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TUTOR: JOANNE QUICK – MONDAY 12:00 PM

The picture book, *Room on the Broom* is a real delight: an ingenious and humorous story with a rhythmical text that is ideal for reading aloud. Axel Scheffler has artistically surpassed himself with the brightly coloured illustrations, which give convincing and expressive features to all the characters. Supporting visual literacy is important in order to help children take meaning from text as well as develop aesthetic understanding (Castek, Bevans-Mangelson & Goldstone, 2006).

This text involves a range of literary ideas important for getting children interested. Firstly, it is semi-predictable in the sense that the students start getting used to the fact that the witch is getting all animals on board one by one and then after everything is fine, the broomstick breaks. Then they are faced with another challenge when the dragon appears and wants to attack her. His character is the opposite to other animals. Secondly, the very nature of the witch's character is reversed to be kind and nice – it offers an opportunity for discourse analysis of the perception of witches in the society and therefore in other storybooks. In addition, it is a rhythmic literary text as a language device that creates an upbeat mood, enhances enjoyment and gives momentum to the prose. According to Johnston (2014), the best children's books have many layers and this particular text is able offer that.

In addition, the rich language used to describe settings and events in texts not only influences the mood of the narrative but also ensures the reader is hooked. Effective grammar activities can be planned surrounding use and understanding of such words. The conceptual and linguistic level corresponds with the age and developmental level of Grade three students (imaginary/fictional), ensuring constant engagement with the story and motivation as well as a writing task complementing the impact.

In order for students to learn to write different types of texts and understand the patterns for accurate and appropriate work, explicit grammar lessons and teaching them specifically at the point of need are essential (Ljungdahl, 2014). Hence, the first activity is followed by another short grammar lesson on verbs and adverbs and then writing. Derewianka (2011) argues that teaching of grammar should be linked with reading and writing of real texts so that the features of the language, its structure and its arrangement of words can be taught in context and not as isolated rules of grammar. In fact, Ljungdahl & March (2014) believe that

writing often occurs as a natural outcome of a response to a reading activity. The activities are planned taking all the factors mentioned above into consideration.

ACTIVITY 1 – 45 minutes

Curriculum links	Orientation/ Introduction (10 minutes)	Teaching and assessment resources
ACELT1600 , ACELA1826	- Start with mentioning that we are going to look at a book today that tells us a story about a witch. Show the cover page and ask what their expectations are. Discuss for one minute and then start reading. - Ensure the text is read out with enthusiasm, acting out dialogues, etc. and they observe the pictures carefully. Include one or two instances where they can predict based on pictures. Reader needs to know how to combine the visual information with the print information in a text in order to construct meaning which adds to, supports and extends the meaning of the print (Winch & Holliday, 2014, p.25).	PowerPoint presentation, Smart/ white board for teacher, individual white boards for students,
Learning objectives	Teaching and learning activities	Performance indicators
Discuss the nature	Inquiry based learning objective introduction. (10 minutes)	Understanding

and effects of 'rhythm' as a language device used to enhance meaning and shape the reader's reaction in text.	• Find anything interesting about the language used? Was it a poem or a prose? (first ask them what is the meaning of poem and prose). • If it was a poem, what is the most common feature of a poem in terms of the language used? Which language device has been used here? – one may answer rhythm. • How did the rhythm in the poem make us feel? – possible answers – jumpy, exciting, makes our body move. • Does rhythm make us predict the next event? – introducing this idea as rhythm and rhyme create a memorable textual pattern (Rasinski et al., 2015). • Does the rhythm make us curious? think about whether the poem “moves” slowly or quickly, jerkily or fluidly. • Does the poem move differently at different places in the poem? What effect does this have? • How do the poem's sounds contribute to its meaning? Does a particular sort of sound dominate the poem? • What gives rhythm to a text? – one may answer – rhyming words that sound similar. • What makes words rhyme? – one may answer – letters in the	use of language devices such as rhythm through appropriate responses as mentioned.
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	word • What exactly do we mean by letters in a word? – one may answer – the way letters sound. • Do words at the end of lines rhyme?	
• Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns. • Understand, detect and select rhyming words according to their pronunciation, in relation to the above.	Moving to a common class activity with the help of a presentation. (5 minutes) • Start with reminding them about sounds of letters separately and together. Some letters that are together (write <i>ow</i> on the board) might look like they sound a certain way but for that word (give example of <i>cow and grow</i>), they both have <i>ow</i> but both sound different. • Separate them phonemically into Elkonin boxes as they help students build phonological awareness by segmenting words into sounds or syllables (Washington Education Telecommunications Authority, 2011) • Are there are common or similar sounds here? No. Therefore, they do not rhyme, right? Fountas and Pinnell (1998) say that fluency in writing is enhanced by teaching children how to solve words with the use of phonic and visual analysis skills as they read for meaning among others. (Ljungdahl & March, 2014,	• Students are able to vocally differentiate between different vowel and consonant sounds of letter or letters that are blended or segmented. • Separate phonemic sounds from base letter. • From the separated parts, detect if sounds and eventually

	p.447). • Slide 1(Figure 1.1) – Explain that the words are taken from the text just read. Placement of the words – end of sentences. Scaffolding their learning, gradually moving on to making them do it independently in slide 5 (Figure 1.4). • Next part (10 minutes) requires them to match words in blue font with their rhyming words (shown in Figures 1.5 and 1.6). Students are given a minute to think about it and write it on their white boards, after which they share and <u>justify</u> (why? – thinking process) their answer. As young children love to experiment with familiar and unfamiliar sounds through rhymes and games, playing with sound starts the process of building a phonemic awareness. (Ljungdahl & March, 2014) • Back on their desks, they are given a worksheet (Figure 1.7) to underline rhyming words in excerpts from the poem. The excerpts are chosen on the basis of variability in letters and phonemic sounds. (10 minutes) An eclectic and integrated approach is recommended when teaching grammar, focusing on the principles of task-based learning. These involve, models with teacher instruction, student centred activities,	the entire word rhymes or not. • Analyse and then spell words through this process.
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	authentic materials, goals leading to task completion (Nuan, 2004, cited in Ljungdahl, 2014 p. 316).	
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"Down!" cried the witch,
 and they flew to the ground.
 They searched for the hat,
 but no hat could be found.



g	r	ou	nd
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ground

f	ou	nd
---	----	----

found

Rhyming?
common or similar sounds are underlined

Yes or No

Figure 1.1



p	aw	s
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paws

j	aw	s
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jaws

Rhyming?
common or similar sounds are underlined

Yes or No

Then out of the bushes
 on thundering paws
 There bounded a dog
 with the hat in his jaws.

Figure 1.2

He dropped it politely,
then eagerly said
(As the witch pulled the hat
firmly down on her head),
"I am a dog, as keen as can be.
Is there room on the broom
for a dog like me?"



said

s	<u>ai</u>	<u>d</u>
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head

h	<u>ea</u>	<u>d</u>
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be me

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Rhyming?
common or similar sounds are underlined

Yes or No

← ↩ ⏮ ⏭

Figure 1.3



"Yes!" cried the witch,
and the dog clambered on.
The witch tapped the broomstick and
whoosh! they were gone.

on

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head

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Rhyming?
common or similar sounds are underlined

Yes or No

← ↩ ⏮ ⏭

Figure 1.4

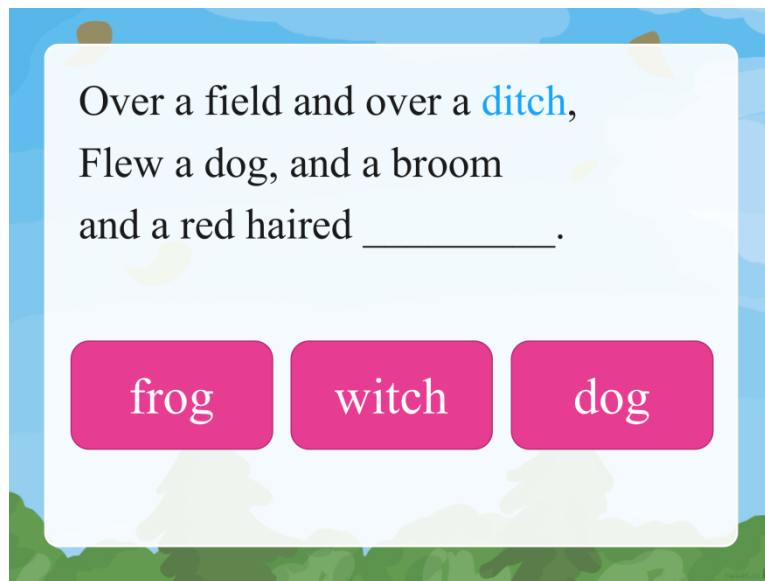


Figure 1.5 (Twinkl, 2017)

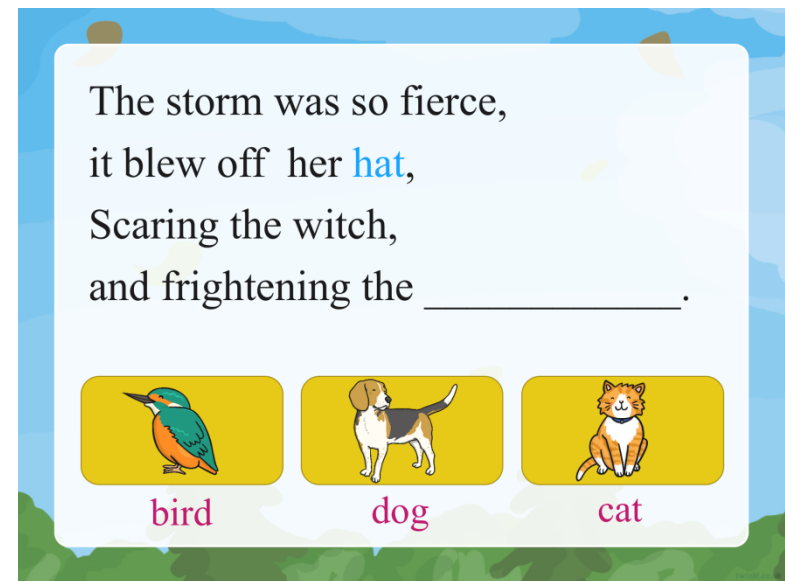


Figure 1.6 (Twinkl, 2017)

Underline rhyming words in the sentence.

The witch had a cat and a hat that was black,
and long ginger hair in a braid down her back.
How the cat purred and how the witch grinned,
as they sat on their broomstick and flew through the wind.
But how the witch wailed and how the cat spat,
when the wind blew so wildly, it blew off the hat.
“Down!” cried the witch, and they flew to the ground.
They searched for the hat, but no hat could be found.
Then out of the bushes on thundering paws
there bounded a dog with the hat in his jaws.
He dropped it politely, then eagerly said
(as the witch pulled the hat firmly down on her head),
“I am a dog, as keen as can be.
Is there room on the broom for a dog like me?”
“Yes!” cried the witch, and the dog clambered on.

Over the moors and the mountains they flew.
The frog jumped for joy and...THE BROOM SNAPPED IN TWO!
Down fell the cat and the dog and the frog.
Down they went tumbling into a bog.
The witch’s half-broomstick flew into a cloud,
and the witch heard a roar that was scary and loud...
“I am a dragon as mean as can be,
and the witch French fries tastes delicious to me!”
“No!” cried the witch, flying higher and higher.
The dragon flew after her, breathing out fire.

Figure 1.7

Curriculum links	Orientation/ Introduction (10 minutes)	Teaching and assessment resources
ACELA1482, ACELA1484	Revision of verbs – which one of these is a verb (doing word)? walk, car, computer, tree. Which one of these ISN'T a verb (doing word)? walk, talking, jumper, cooked. Traditional terminology such as verb is used but the functional aspect is added to remind students of the different ways verbs are used (Ljungdahl, 2014, p. 311).	Text cards, iPads, Worksheet
Learning objectives	Teaching and learning activities	Performance indicators
Explore 'doing', 'saying' and 'sensing' verbs in narrative texts to show how they give information about what characters do, say, think and feel.	the text followed by re-reading the storybook with the help of card prompts with sentences from the poem, ask students to mark the verbs. Example: <i>Over the reeds and the rivers they <u>flew</u>. The bird <u>shrieked</u> with glee and the stormy wind <u>blew</u>.</i> (15 minutes)	

● Learn and explore ways of expressing opinion through adverbs using examples of language which demonstrate a range of feelings and positions.	Super Stories Inc. is an online Literacy learning game about an Abandoned house – online activity (Education services Australia, 2016). <i>A range of computer software programs provide experiences with literacy skills that can be of benefit to students (Winch & Holliday, 2014, p. 121) In addition, digital texts provide opportunities for interaction and enjoyment. (20 minutes)</i> ● It involves reading a storybook that needs to be edited using better verbs and adverbs. For instance, ‘<i>She <u>rode</u> down the hill</i>’ will be changed to ‘<i>She <u>raced</u> down the hill</i>’. A concise explanation of expected outcome is mentioned before beginning the task. ● While editing the storybook, they are given options for verbs and adverbs. If a particular option is chosen and it is not apt, a prompt pops up with information about why it is not appropriate and exactly what they need to look for in a word. ● Only the verbs and adverbs part will be done by students. ● Reasons for application outside the context of the storybook	● Students use grammatical forms such as verbs and adverbs to evoke an emotional response from readers of a horror story. ● Students analyse how particular language choices can give more or less emphasis, intensity, force or focus to evaluations. ● Assesses students' ability to read a narrative text, and then change verbs and illustrations and add adverbs to make the text more effective.
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ACTIVITY 3 – SPLIT INTO TWO PARTS (30-45 minutes each on two separate days)

Curriculum links	Orientation/ Introduction (10 minutes)	Teaching and assessment resources
ACELT1594 , ACELY1675 , ACELT1601 , ACELY1683	- Ask students to describe the person sitting on their left side using adjectives/ descriptive words. Raise hands and share. - Recollect thoughts and ideas about characters from the story. If need be, read the book again. Once read, pair them and ask the class to discuss with each other about the characteristics of the witch. Write at least five on a sticky note.✓ When teaching how to write narratives, demonstrate the use of adjectives to describe people, events, saying and thinking verbs to show what characters are feeling (Ljungdahl, 2014, p. 313).	Sticky notes
Learning objectives	Teaching and learning activities	Performance indicators

• Discuss texts in which characters are portrayed in different ways, and speculate on the authors' reasons. • Speculating about what other characters might think or feel and retelling the story from other perspectives.	• Taking the example of Snow white and the seven dwarfs, wherein, she was given the magic apple by an evil witch. In addition, Jadis the white witch from Narnia was also portrayed as evil in the movie. • How come the witch in the book is kind hearted? – open-ended question. We know that witches are usually evil. So, what if the cat in the story was not nice? • With the help of a video (Basteelokartan, 2017) that is edited for this activity's use, begin with noting characteristics of the cat with students in different scenarios in order to build up the field. (5 minutes) The genre approach utilised in the following activity, involves the direct teaching of a range of genres through a cycle that includes modelling, joint construction and independent construction (Green & Campbell 2003, p.209). • Next, write a narrative with the class from the point of view of the cat keeping his unkind and selfish character in mind. Joint construction of a text is to illustrate features of the genre that students are	
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	learning to write. • Students share ideas and sentences after writing on their white boards. The best or the ones most appropriate to the sequence are picked. Before engaging in individual construction of text, it is useful for students to participate in group writing (Mackenzie & Skull, 2016). Additionally, Ljungdahl & March suggest that the students need to be allowed to contribute information and ideas while the teacher acts as a guide, questioning and making suggestions about the structure of the text (2014). (15 minutes) • Aspects such as use of first-person singular and first-person plural, verbs and adverbs for expressing and adjectives for describing will be stressed while writing. • In the end, ten minutes are given to map out an idea for a sequel to the story from the point of view of the cat in their books while collaboratively discussing with partner. The use of strategies such as 'mind mapping' (Wycoff, 1990) can help release children's	
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	imaginations. • They have the freedom to manipulate the storyline in any way they wish to such as inclusion of new or exclusion of existing characters. One of the ways of developing ownership of a piece of writing is to give children the responsibility of choice (Ljungdahl & March, 2014).	
• Innovating on texts read by changing the point of view and creating a sequel. • Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation.	Literary descriptive text writing • Using the mapped outline of the sequel from previous session, students are given a sheet of paper (Figure 2.1) to write their sequel with the help of visual features. They are asked to write first and then cut pictures from Figure 2.2 for the boxes accordingly. • Phonemic sounds to spell from activity 1 and using extensive vocabulary understanding from activity 2, narrative writing task needs to be edited using a checklist (Figure 2.3). Drafting and editing work is undertaken and the student recognises more difficult aspects of writing such as the organisation of the	• Describes people, characters, places, events and things in an imaginative way • Describes characteristic features of the subject, eg. physical appearance, behaviour • Text has an opening to introduce characters and setting (uses adjectives to describe), possible complication, organises ideas sequentially.

	text and the need for more expressive language that will convey the narrative (Ljungdahl, 2014, p. 314).	
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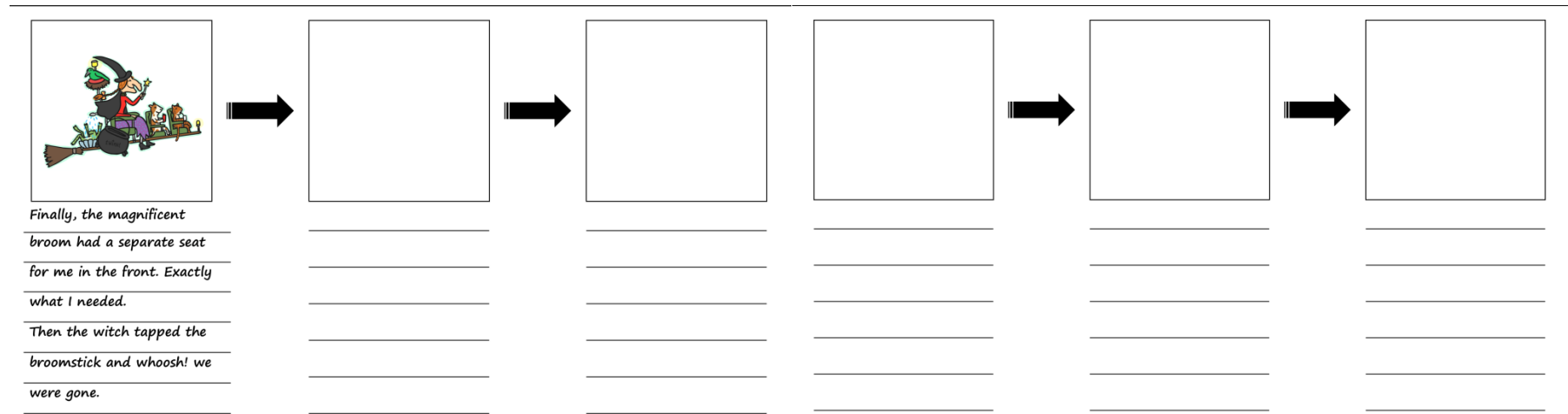


Figure 2.1 (Scholastic, 2013)

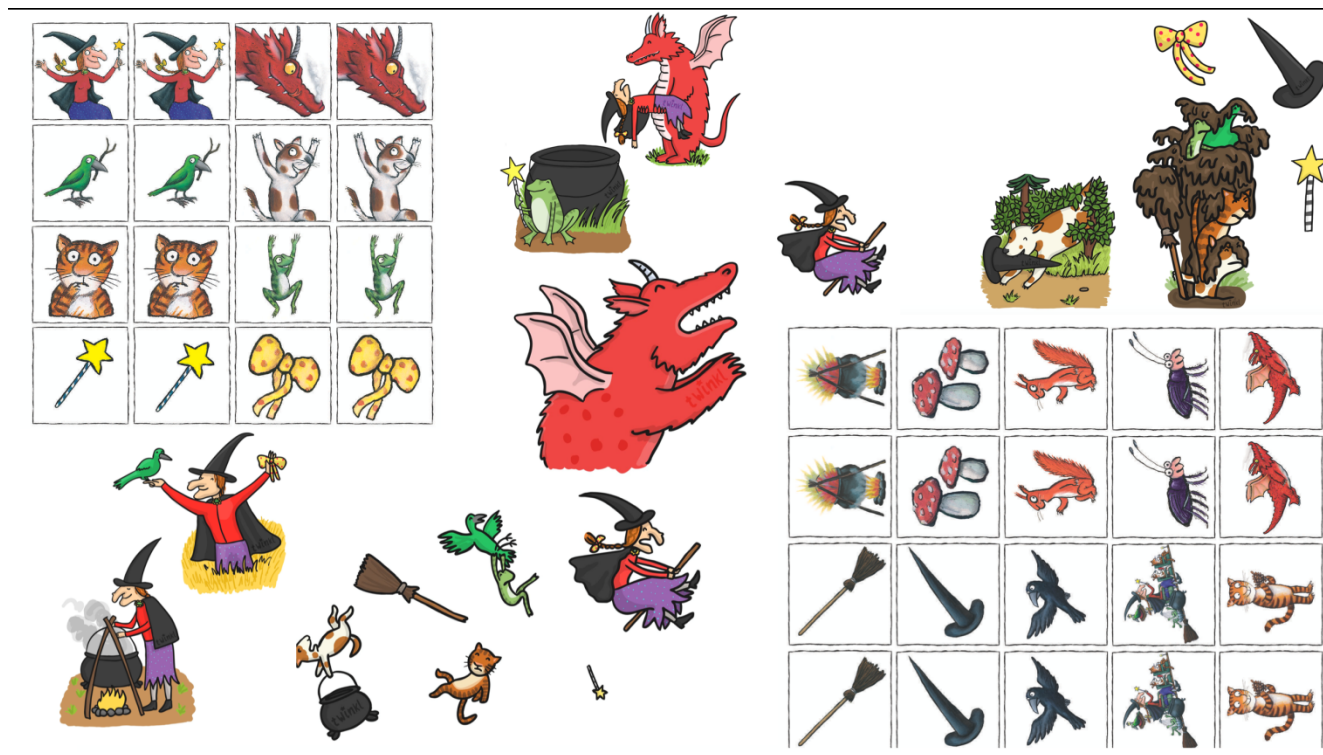


Figure 2.2 (Scholastic, 2013)

EDITING CHECKLIST (Figure 2.3)	
Paragraphs	
Describe setting	

Describe character (appearance and personality)	
Use a range of conjunctions to link sentences and paragraphs	
Accurate use of verb forms	
Use capital letters for proper nouns and at the beginning of sentences	
Full stops at the end of every sentence	
Question marks	
Exclamation marks	
Commas for lists	
Apostrophes for contraction	
Spell most words correctly	
Use speech punctuation accurately	
Use speech selectively to move on narrative	
Use mature and adventurous vocabulary	
Use adverbials within and across sentences and paragraphs	
Use commas for clarity	
Semi colons	
Colons	

Hyphenated words	
Neat, joined-up hand-writing consistent in size	

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