**Plan Overview:**

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| My Experience  Children examine the language of communication in real and imaginative contexts.  Children construct a personal recount about a personal experience and share feelings about your experiences with your family. |
| Idea: |

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| **Weeks** | **Learning Area Outcomes** | **Lesson Objectives** | **Teaching & Learning Experiences/Content**  What students are doing/learning/demonstrating/engaging/activities? |
| **1** | Understand that people use different systems of communication to cater to different needs and purmovements and that many people may use sign systems to communicate with others (ACELA1443)  Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning [(ACELA1453)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1453)  Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others [(ACELA1444)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1444) | Differentiate between real and imaginative contexts.  Examine some difference between communicating in real life compared to communicating in a story. | **Explore:**  The boy who cried wolf.  The ant and the grasshopper.  The fox and the crow.  **Skill Building 1:**  Fact or make-believe. Facts are things that really happened or can happen.  Make-believe are things that we like to believe have happened or may happen.  Can you determine what is fact and what is make-believe?  Book widgets – linking between the example sentences and the words Fact and Make-Believe sheet:  Last night, my mum’s home-made pizza gave my whole family the ability to turn into dragons.  I played with my toys on the weekend.  I had breakfast this morning.  I can jump so high that I can touch the moon.  **Skill Building 2:**  If you haven’t watched it already, watch the story “The boy who cried wolf”, if you have – watch it again 😊.  In the story, you can see the boy laughs every time that he plays the prank on the villages.  Why do you think he is laughing?  We can also see that the villagers look angry with the boy.  How do you know that the villagers are angry with the boy.  Facials expressions such as laughing and crying help to show people how you are feeling.    ---------------------------------------------------------------Have a look at the facial expressions on each side of the merge cube – what emotion do you think that person is feeling?  **Challenge:**  1: Can you list three different types of facial expressions seen in the activities today.  2: Match the definition to the word.  3: Draw at least 3 different types of facial expressions that we discovered today.  4: 2 facts, 1 make-believe. Here is a list of facts and make believes. Can you find which of these sneaky sentences is actually a make believe.  5: We don’t see the faces of the villagers at the end of the Boy who Cried wolf story. What do you think their faces looked like? Why do you think they may have been showing this facial expressions.  6: Play a game with your family. First write up a list of 3 facts and 3 make-believes. Ask your family to guess which ones are facts and which ones are make-believes.  **Reflection:**  -Standardised |
| **2** | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) |  | **Explore:**  Review of what we learnt last week.  Watch these videos and list what emotions that characters showed during the videos.  The country mouse and the city mouse.  The boy who cried wolf  The lion and the mouse  **Skill Building:**  In our last activity, we looked at facial expression and how changing the way your face looks can help share your feelings to other people.  Did you know that you can also your body to show your emotions. Cross your arms and make a grumpy face. This shows that you’re angry.  Raise your arms in the air and yell out Yay! This shows you’re happy.  Let’s play a quick game.  When you read angry, cross your arms and make a grumpy face. When you read happy, raise your arms and make a happy face.  -------- Malaysia team, please design a video that jumps between angry and happy.---------------------  <https://www.youtube.com/watch?v=Ln2Xq8fCNI8>  **Challenge:**  1. What are the different ways that the City Mouse and Country House showed that they were happy.  2. Ask your family to do different body movements, can you guess how they’re feeling based on the movement that they are making?  3. Think of as many different body signals as you can that show how you feel. I’ll help you with some ideas, thumbs up, thumbs down, crossing your arms, raising arms, clapping your hands, pulling silly faces. Now it’s your turn.  4. You’ve made a lot of different body signals during the last challenge. Did you feel happy when you pulled funny faces? Did you feel grumpy when you crossed your arms? Why do you think that you felt like that when made those body signals.  5. Which body movements are easy to figure out from this list of videos, what about from the body movements that your family did.  6. The Jungle Mouse from the Lion and the Mouse, is a long distant relative of the City Mouse and Country Mouse. How do you think the jungle mouse would have reacted if she visited the City Mouse? What if the City Mouse visited the Jungle Mouse  **Reflection:** |
| **3** | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) | Look at writing a diary. . | **Explore:**  Rewatch the videos.  **Skill Building:**  Compare how the videos retell a story of something that happened with a diary that tells from the perspective from one character.  Introduce what a diary is. Talk about how people will write about what they did in their day.  Share with the students the diary of the Boy who cried wolf, the diary of the ant, and the diary of the crow.  Write your own diary entry from the perspective of the Boy Who Cried Wolf, after the villagers didn’t save him.  **Challenge:**  1. What is a diary?  2. When could you use a diary in your life?  3. Read the diary entries for the ant, and the diary entry for the grasshopper. Complete the Y chart, what do they have in common, what is different?  4. Write what would be the diary entry from the boy who cried wolf if the ending was different?  5. Do you think that diaries of the city mouse and the mouse from the lion and the mouse would have anything in common.  6. Pick a character from one of the videos write a diary entry from their perspective and share with your family.  **Reflection:** |
| **4** | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)  Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)  Write using unjoined lower case and upper case letters (ACELY1663)  Construct texts that incorporate supporting images using software including word processing programs (ACELY1664) |  | **Explore:**  Review your diary entries from the last activity.  **Skill Building:**  What is a sentence.  A group of words that tells an idea. A sentence always begins with a capital and ends with a full stop.  I like cats.  I have 2 brothers.  My best friend is called Tony.  Capitals are also used for proper nouns. A proper nouns is a name of person, a place or book or movie title.  Link the proper nouns to the proper noun category.  Australia, Sarah, Sonic the Hedgehog Movie, pizza, cat.  Full stops help you to read stories. For example, let's play a game.  Read the sentences below out loud. Stop to take a breath every time you see a full stop.  I rode my bike.  I went to the shops with my family.  We had a picnic at King’s Park.  Lily and James cleaned the house with their broomsticks.  Full stops, help you to know when a sentence has finished and you can breathe.  Pick one of your entries from the last activity and edit it. Make sure it has capital letters at the start of sentences and names, and full stops at the end of sentences.  **Challenge:**  1. Label the following sentences with capital letters and full stop. Billy bought the toy from Japan.  2. Where will you put the capital letters in the following sentence: The koala bears are very cute.  3. Make a sentence that has at least 2 capital letters, and one full stop.  4. Order these sentences from the sentences that have the most amount of capital letters to the sentences that have the least amount of capital letters. Can you find the sentence that has a missing capital letter and write it below?  5. Oh no! A fox has walked all over the page, and smudged out the capitals in these sentences. Can you rewrite the sentences with their capital letters?  6. Set yourself a challenge, write a diary entry at the end of each day for a week. Remember to check your work for capital letters and full stops.  **Reflection:**  Check student work, reflect on your mark. |
| **5** | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)  Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)  Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) |  | **Explore:**  Read over your diary entries from the last activity. Are you happy with them? Is there anything that you would do to make them better?  **Skill Building:**  You have done an amazing job writing your diary entries. Today you’ll be learning about how to share your diary entries to your family by reading them aloud to your family and using your voice and body movements to express your feelings.  Remember back to the first two activities, when you learnt that you could facial expressions and body movements to share your feelings. Today, you’ll be learning about how you can your voice to also share your emotions.  ----------------------------Malaysia team, please make a video with a sad tone, a happy tone, a grumpy tone, surprised tone, tired tone, and scared tone. --------------------------- This needs to be vocal samples. Please and thank you.    Try copying the voices from the videos.  **Challenge:**  1. What is a voice tone?  2. Can you please write at least three different types of voice tones?  3. Copy the voices from the video and add facial expressions and body movements to them.  4. Write a sentence and read it in a happy tone AND reread in a sad tone. Can you see the difference.  5. The video has five different tones in it, can you think of any other tones that there could be? Try to make your own tones to convey different emotions.  6. Read your diary entries to your family, add voice tone, facial expressions and body movements to make your diary entries more exciting.  **Reflection:** |