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## Reference notes

### ***Oral and literate texts***

For readers to take a literate orientation to texts the texts themselves should be literate. Even though all the text in books is written it can also be written in an oral or literate style.

Writers of books for beginning and emergent readers have worked on the assumption that children will make sense of reading if they start with a book that has one or two words a page accompanying an illustration (caption books). The illustration is meant to help the reader with meaning prediction and the simple obvious language will similarly be easily predictable.

When they have mastered reading these caption books then they work on books with a sentence a page, then two sentences a page and so on until the children can read. Step by step the reader has to bridge the progress into a harder level. With cognitive overload reduced by the use of highly predictable texts, readers can somehow make learn to decode words.

Other assumptions about meaning prediction writers of these early 'readers' make are that:

- books are more accessible to young readers if they are about everyday topics from the children's own world
- that a repeating pattern of language through the book makes meaning prediction easier.

In example of *Yuk Soup* by Joy Cowley it is presumed that all children know something about food and cooking and it details the making of a very awful soup by what appear to be alien beings. Each illustration is accompanied by up to four words. To make sense of this story the reader has to actually understand what is going on. The participants appear to be speaking to each other and listing what should go in the soup.

This imaginary conversation is one of the features that makes this text 'oral literate'. The text itself is not an example of a procedure with a procedural structure. It does not have a narrative structure. It is simply a series of observations about the illustrations. The text does not make sense without the illustrations and prior knowledge; it presupposes that the reader knows what is going on already. Readers have to be able to see for themselves that the big round pot on a fire has something to do with the soup making. They also have to make some sense of the two weird participants and realise that they are talking to each other. The book presumably uses these strange creatures and the odd ingredients to make the story amusing.

However, to 'read' this text a student only has to hear it once then commit it to memory. They need not even look at the words to 'read' it. It is not a model for literate writing and teaches nothing about literate language.

A whole publishing industry is built upon the production of oral literate books carefully graded into levels of difficulty for early readers. While many children have learned to read despite these books, and perhaps even with their help, they do not have the intended outcome for children who come to school without a background of literate discourse that has been developed at home.

In the National Accelerated Literacy program we do not use these books. Instead, we use literate books as discussed below.

A text for middle primary students may still have illustrations but it contains much more information for readers in the wording of the text than in books for younger readers.

When there are illustrations in books for students at this level they serve as an interpretation of some of the incidents that take place rather than expanding on the written text in detail.

The language choices in texts of this kind use words rather than pictures to depict contexts and

characteristics of people. In the book 'Fantastic Mr Fox' by Roald Dahl, the author writes to influence the emotions of the reader. He tells readers that Boggis kept thousands of chickens but he doesn't stop there. Roald Dahl tells readers that Boggis was enormously fat then expands on that statement by explaining exactly why he was enormously fat. The food he eats also has the effect of showing readers that he was quite a gross and greedy person.

This information makes the story more explicit and colourful but it also makes it harder to read for readers without an orientation to literate language: they don't expect this language and don't realise its significance.

If students never learn to read and comprehend text at this level they will never be successful in upper primary school.

By upper primary and certainly by secondary school students must be able to read and discuss, as well as write like, the following highly descriptive text from 'Tomorrow when the War Began' by John Marsden. This text has been benchmarked at an early secondary level and is typically taught in English in about Year 8.

### **Identify the feature**

*One thing that's different up here is the sky.*

### **Description of feature**

#### **General**

*This night was like any clear dark night in the mountains:*

#### **Detailed**

*the sky sprinkled with an impossible number of stars, some strong and bright,*

*some like tiny weak pinpricks,*

*some flickering,*

*some surrounded by a hazy glow.*

### **Summary (of feelings about the feature)**

*Most views I get tired of eventually, but never the night sky in the mountains, never.*

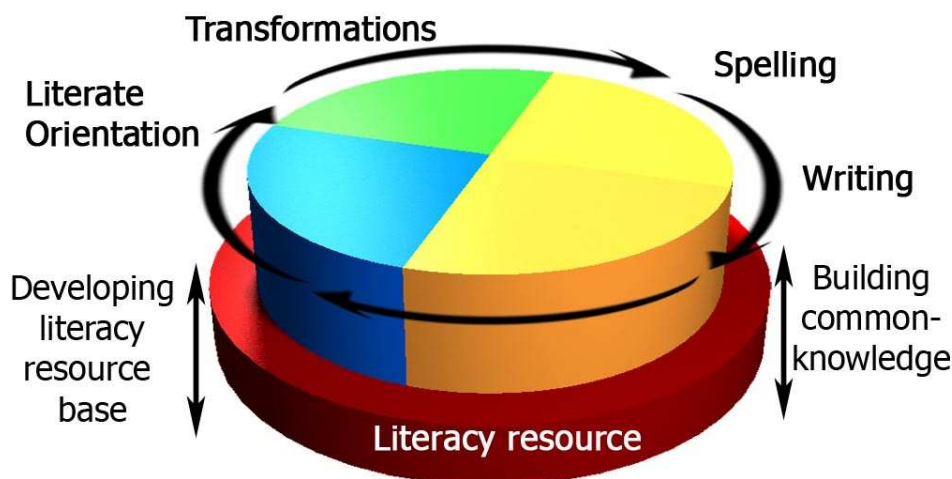
*I can lose myself in it.*

In this part of the text the author stops the progress of the story to describe the night sky as seen through the eyes of the narrator of the story. As well as understanding the literal meaning of the words the reader has to be able to visualise the night sky, understand the effect of that view on the narrator and that at a deeper level, the tranquillity and peace of the scene is about to be shattered by the noise and menace of war. A student who cannot read and interpret text at this level will not succeed academically in English at secondary school, and indeed, will find every subject that uses academic English difficult.

The books recommended on the NALP booklist are all included because they are written in literate language. They are given approximate year levels on the complexity of the literate language used by the author.

Reference: Hammond, J. (1990) Is learning to read and write the same as learning to speak, in F. Christie (ed.), *Literacy for a Changing World*. Hawthorn, Vic: Australian Council for Educational Research.

## The Accelerated Literacy Teaching Sequence



### Literate orientation

During Literate orientation the teacher models a literate orientation to the text and shows students how and why the author made language choices in the text.

Literate orientation is a pre-reading strategy and provides the conditions necessary for students to be successful when they read independently.

The teacher needs to be very familiar with a text to carry out any Literate orientation activities on it. This familiarity includes not only knowing the main events in a story but also considering texts to the level of their themes, characters' motivations, and authors' intentions as well as identifying the language techniques authors employ to achieve their goals.

Asking students to answer questions so that they can answer successfully is an important part of teaching them to operate as members of literate discourse. There is a separate section that provides some details about the questioning strategies used in Accelerated Literacy.

### Low order literate orientation

In Low order literate orientation the teacher starts the process of 'pointing the students' brains' at the text by modeling for them a literate interpretation of the text including its illustrations.

Low order literate orientation is carried out on all levels of texts from those with illustrations meant for younger readers to all texts without illustrations including novels written for secondary students.

For a book with illustrations Low order literate orientation, use the illustrations to bring the story to life for the students by discussing the following points:

- relevant circumstances within the contexts: eg setting – what's happening;
- identification with characters: eg characters' motivations, feelings, intentions, reactions,

thoughts – relations between them: eg lion>mouse;

- plot structure and plot devices: eg finding a complication, finding cues to text development;
- links between language and illustrations: eg choice of some words;
- significant inferences implicit in the language and illustrations;
- how the illustrations expand, qualify or extend the text content;
- author's purpose, stance, theme;
- reader's judgments, evaluations and interpretations: teacher models (& discusses) the taking of a position or 'stance' toward the text – interprets messages.

Books without illustrations are generally longer and more complex than those with illustrations – the words have to do all the work the pictures did in illustrated books. Because of the length and complexity of books for older students they cannot always be read to students in one lesson. It is important then for teachers to read the text to the class over a period of time.

The teacher models a literate reader's stance towards the part of the text to be studied that day.

Discuss:

- plot structure and plot devices: eg finding a complication, finding cues to text development;
- significant inferences implicit in the language;
- author's purpose, stance, theme;
- reader's judgments, evaluations and interpretations: teacher models (& discusses) the taking of a position or 'stance' toward the text – interprets messages.

Immediately following Low order literate orientation the teacher reads the text to the class. Where a text has been worked on for more than one lesson, still read it to the class.

Low order literate orientation is not simply going through a book asking students to predict what they think will happen or what they think the book is about. Low order literate orientation is the beginning point in a teaching sequence in which students learn to take a literate orientation to a text and this process cannot be left to chance.

### High order literate orientation

High order literate orientation shifts the students' focus on the text to a close examination of the author's wording. In High order literate orientation the teacher systematically shows students how to attend closely to the author's wording of the text and how it constructs meaning. The teacher will have decided on the focus of the lesson and the language features important to that focus eg. one focus could be to show how Tim Winton uses the weather to create atmosphere in *Lockie Leonard – Human Torpedo*.

Books for younger students have less complex language features than books for older students but finding and discussing the actual wording the author uses is central to High order literate orientation at all levels.

During High order literate orientation discuss:

- How the author achieves his/her purpose in the language of the text, ie:
  - What wording and grammatical choices the author has made and why
  - What effect the author's words have on readers

- What inferences can be drawn from the wording
- How the author uses language to construct the plot, ie:
  - Does the author use a simple orientation, complication, resolution structure (usually in books for younger students), or,
  - Does the author interest readers in the story by describing a dramatic event first? (A strategy often used in books for older children.)
- How the theme of the story is realised through the language the author uses. For example, in the story 'Lockie Leonard – Human torpedo' by Tim Winton, the author describes the difficulty a teenager has in adjusting to new situations such as making new friends, starting at a new school and the challenges of puberty through the experiences of Lockie Leonard when he moves to a new town.
- How particular language choices made by the author work to position a reader/writer/character.
  - How does an author describe characters positively so that readers will identify with them and approve of them or,
  - How does an author persuade readers to identify with and approve or disapprove of actions taken by characters central to a plot?
- During High order literate orientation the teacher often asks students to underline, on a whiteboard, overhead transparency or laminated copy of the text, the words they have identified. This activity is designed to help all students in the class identify and read the appropriate part of the text.

## Transformations

Transformations is an activity designed to change students' orientation to the text under consideration from that of a reader looking for meaning from the text to that of a writer learning how the author of the text used a writer's techniques to achieve a purpose.

In the Transformations activity teachers take short passages from a text and transfer them to cardboard strips. Having the text written out on cardboard strips provides conditions for it to be cut up into meaning chunks or single words and manipulated.

Transformations provide flexibility for teachers to take different approaches to the text for a number of purposes, eg:

- Transformations can be used to show the effect on readers of particular language choices including words, phrases, clauses, and paragraphs.
- Transformations can be used to show the effect on readers of the author's choice of word order. To discuss word order parts of the text can be removed then replaced and discussed so that the effect of that particular wording can be observed clearly.
- Transformations can be used by as a context for discussing use of punctuation eg. full stops, exclamation marks, speech marks etc. Here the punctuation would be separated out from the words and cut out.
- Transformations can be used by teachers of beginning readers to teach word recognition skills and 1:1 correspondence. In these instances the text would be cut into single words.

Transformations are not simply a repeat of High Order Literate Orientation with cutting out substituting for underlining parts of the text.

## Spelling

Transformations can be a transition point from Literate orientation to either spelling or writing. The transition into Spelling is appropriate for students learning to decode or with ineffective decoding strategies.

Spelling is most effectively taught from words that students can read out of context. With younger students the emphasis in spelling strategies is to teach children how spelling patterns work in English using words they can read out of context. With older students who have developed negative mindsets and ineffective strategies the emphasis is on developing an effective orientation to spelling. The following progressive steps apply to students with negative mindsets to spelling.

Using words that students can recognize out of context:

- Direct and consolidate a shift away from already established negative strategies – (eg. letter copying, phonic spelling) Show students how to segment words – tell them directly – eg. m/ouse.
- Establish a realisation that there exists a commonality between words based on visual patterning – (initially links must be established between two already known patterns).
- Expand students’ repertoire of known visual pattern relations – (eg. make charts, individual lists of discovered commonalities from reading – initially emphasise ‘taught’ words not ‘spontaneous’ additions).
- Establish ability to generate/find words with similar patterns – (do this simultaneously with previous step – “you know m/ouse do you think you could write h/ouse).
- Establish an ability to analyse words without available reference models – (how would we best break up this word to remember it eg. dreams > dr/eam/s – also – can we find some other words with any of these patterns – eg. dr/ip cr/eam etc).

## Joint reconstructed writing

Joint reconstructed writing follows Transformations and is a part of the spelling activities on the text. This strategy forms a link with the writing strategies in that students and teacher work together to reconstruct the text the way the author wrote it. They use the actual words of the text. The activity reduces cognitive overload for students as they can use the author’s wording, they know how to spell these words and as they work through the reconstruction they also discuss the author’s possible thinking in making particular language choices in the text.

The strategy provides a context for successful writing for students with little or no previous experience of literate writing in school.

## Writing

Scaffolded writing can follow either Transformations or Spelling activities especially Joint reconstructed writing.

Writing activities capitalise on students’ ability to read like writers. Patience is needed before attempting writing activities. Students have to share common knowledge about:

- What authors do (techniques);
  - Why they do it (the effect of these techniques on readers);
  - How they do it (structure, language choices);
- before writing activities will be successful.

Writing activities must be planned from the beginning of a teaching sequence and worked towards from the Literate orientation stage.

We teach students to read texts that demonstrate specific writing techniques. These techniques can be, for example:

- How and why authors describe characters physical features – what they achieve by describing them from positive and negative viewpoints (eg. Boggis, Bunce and Bean in 'Fantastic Mr Fox' by Roald Dahl).
- When do authors describe characters' appearances, and when do they describe their feelings (eg. Miss Pebble and the ghost of Ned Kelly in 'Spooks Incorporated' by Paul Jennings).
- How and why authors describe setting in text. How do they develop atmosphere that is inviting or frightening or melancholy? When is this a good strategy to use?
- How and why do authors make their writing suspenseful? When is this appropriate?

These are some of the understanding about writing students can use to make their writing literate and engaging.

A teaching sequence that includes writing needs:

- An overall focus or goal
- Workshop activities that provide practice in the techniques children need to achieve the goal. Workshop activities can be planned around paragraphs, sentences or phrases.
- Longer writing activities that provide an opportunity for students to use the techniques they have practised in the workshop activities.

See also the notes at [http://www.nalp.edu.au/documents/TeachingSequence300407\\_000.pdf](http://www.nalp.edu.au/documents/TeachingSequence300407_000.pdf) and the booklet *The Accelerated Literacy Teaching Sequence* to be published by the end of 2007

## ***Zone of Potential Development (ZPD)***

There are different approaches to the notion of individual achievement levels of children in a class. Individual differences do not have to mean individual programs or low-level programs for some and high-level programs for others. To explain how the Accelerated Literacy program teaching operates we need to discuss the notion of a Zone of Proximal Development.

In the Accelerated Literacy Program we measure the Individual Reading Level of students as baseline data. We ask children to read unseen texts until we find the level at which they can read at 90% – 95% accuracy without any help at all.

What we do with this data, however, is quite different from conventional programs. The Individual Reading Level is pre-program data, not a starting point for that child. It does help teachers make decisions about levels of texts to work on with the class but the level of book needs to be as close as possible to the group's age appropriate level.

The dilemma for teachers then appears to be how to teach a book that seems too difficult for low achieving students in such a way that it doesn't appear to disadvantage average and high achieving students.

Once again, it seems common sense, when there are two children achieving at different levels, to intervene or teach just ahead of each child's individual achievement level. In a conventional classroom the teacher strives to have each child make progress to a higher level by pitching the level of difficulty in reading just a little bit higher than the child can do on his/her own. Each child only has to make a tiny step to progress. The aim is to judge the level well so that children progress at an appropriate pace without stress.

This individualised or child-centred approach has been dominant in Western Education largely because of the influence of Jean Piaget and programs based on his work. His research led him to believe that children had to pass through stages of development where they interacted with their environment and worked their way from concrete operations to abstract thinking. He described children as individuals each working to assimilate to their environment. In this model teachers create suitable learning environments in which children can develop at their own pace. A teacher's role in this model is to know what each child in a class can do then use a 'repertoire of flexible practices' to address the needs of each student.

There is another option to basing programs around individual differences, being daunted by 'diverse needs' or deciding which 'flexible practices' to use. This alternative is teaching practice based on the work of Lev Vygotsky who suggests an alternative to child-centred pedagogy in his description of the 'Zone of Proximal Development' (ZPD).

Rather than teaching each child just ahead of the point of individual achievement there is zone of potential development, not an exact point, in which a learner can operate successfully with help. Vygotsky's research showed that true learning only takes place ahead of a child's individual achievement. A child is not actually learning if they can complete a task independently. That is what they can already do. A child's true potential for learning is shown by what he/she can achieve ahead of his/her individual achievement with the assistance of an adult or expert.

The Accelerated Literacy program takes advantage of the flexibility of the ZPD. This model offers potential all children to work ahead of their individual achievement level and make quite large leaps in achievement. While it is hard for some people to accept the idea that two children with quite large individual difference can both learn from studying one text that is pitched in the ZPD for both students, that is the situation with the Accelerated Literacy program.

Outcomes from teaching in the Accelerated Literacy Project have shown repeatedly that the ZPD can be highly flexible; perhaps from 4–6 reading levels or more, where students are that far behind.

The teacher's skill in teaching Accelerated literacy is making the level at which the class works as high as possible. For example, a Year 6 child (like Annette) may not be able to read any book accurately by herself (eg. Yuk Soup). However, she was able to join with the teacher in learning how to read books at age appropriate level.

An interesting aspect of working in the ZPD, and one that sometimes seems problematic but is not, is that a reader can read a difficult text fluently while at the same time be unable to read a very easy one.

For example a child may be barely able to read a simple Year 1 book without assistance, having an individual reading level at transition level. Left to read individually the student's uncertain decoding skills leave him floundering after reading part of the first three pages of the story.

Nevertheless, at the same time as he floundered on the Year 1 text, he could read the other, more difficult, text, 'The Bad Kangaroo' by Arnold Lobel, fluently and accurately. He could read the second text so competently because he had been taught about how the text worked. Despite being three years above his individual performance level and appearing to be high in his ZPD he could actually read this higher-level text easily. This ability is a feature of Accelerated literacy teaching, particularly when the program starts in a school. We call the child's performance on a text that has been taught in class their Independent working level. A child's Independent working level, in Vygotsky's terms, shows the child's true potential as a reader.

Once the student is able to work on the class text confidently the teacher then works to hand over control of the reading to the student. Over time the student will be able to transfer the reading skills to complete a new task. Teachers often feel impatient to have students 'transfer' their reading skills to unseen text but working in the ZPD requires a change in mindset. Successful transfer of skills is a feature of the program but the exciting consequence of working in the ZPD is that a whole class can work on a text at, or close to, age appropriate level in literacy lessons. This is a very different position for teachers from lessons where few or more usually no children could read or work on appropriate material for their year level.

There are three points for teachers to consider when planning lessons and teaching Accelerated literacy:

*1. The level at which the student can join with you in performing the learning activity:*

This statement refers to the process of choosing text to work on with the class that is as high as possible within the ZPD for that class. The text has to be as near as possible to age appropriate but not so high as to completely exclude the lowest achieving students. The choice of text is a crucial element of the program.

*2. The level at which the student can perform the specific task independently:*

There is provision, at every stage of the Accelerated Literacy teaching sequence, for students to take over control of the discourse around each text. Control also includes the student being able to actually read the text at or above 90% accuracy. Being able to read the text, comprehend it at an inferential level, spell words from it and write using some of the author's literary writing techniques are all elements of performance that constitute control of a text.

*3. The level at which the student can transfer skills to complete a new task:*

The student's independent performance on a specific task that is the subject of study in class is important. At the same time, however, teachers are also working on the skills the students need to transfer to complete new tasks at the same level. The teaching sequence is also pitched at ensuring this happens. While a transfer to independence is not the first aim in teaching a text, it is an important one.

## ***General principles for planning***

Start by reading the text and analysing it. It is often easier to see patterns or stages in written texts if you break it into clauses. An example has been included in the teacher notes.

Then, analyse the text considering the following dimensions:

### **What are we trying to teach?**

- Reflect on:
  - What type of story is this? (a fable, a narrative)
  - Why do authors write stories like this? (to entertain, to teach a lesson about life, to teach children about how they should behave)
  - What could we teach students about this writer's writing techniques that would be valuable (good example of the orientation, complication, resolution structure of a narrative; how to write about an unlikely possibility eg. a little character helping a bigger, much more powerful character)
  - How is the story organised (orientation, complication, resolution)
- What understanding do students need to enjoy this story? (What concepts or difficult ideas does the author write about? Why?)
- How does the author use language to:
  - Tell readers what happened? (Experiential)
  - Engage readers' emotions? (Interpersonal)
  - Organise the text? (Textual)
- What part do illustrations play? (in books that have them)
  - Are they literal interpretations of the text? (and so add more meaning than the words on their own as with books for young children)
  - Are they illustrator's interpretations of parts of the text? (taking key parts of the text and illustrating that part only)
  - What will you need to focus on from the illustrations to make links to the story? (particular words, phrases, concepts)

Remember that you don't have to always know everything there is to know about a story but you do have to know a great deal or lessons will soon become boring because you have run out of things to talk about. It is always helpful to talk about a text with a group of people.

### **How are we trying to teach?**

- The Accelerated Literacy teaching sequence is a teacher's resource for scaffolding classroom interaction around the text.
- In planning the teaching sequence remember that you are not planning one lesson but planning a sequence of lessons that allow you to:
  - Engage students with the story.

- Engage students in a way that allows them to participate in the lesson
- Build common knowledge as a basis for teaching and learning.
- Promote and guide students into control over the discourse.
- In planning the teaching sequence therefore decide on:
  - Long term goals – that you aim to achieve across the course of the teaching sequence
  - Short term goals – that you will work towards in each lesson in order to reach the long term goals.

### **How do you establish goals for a teaching sequence?**

- After you have analysed the text and decided to use it for teaching purposes:
  - The first goal is always to have all the students in the class be able to read the text at 90% accuracy or above (preferably above 95%).
  - A second goal is for the students to understand the story and to be able to discuss it.
  - Other goals will be spelling and writing goals.
- Look at the text for spelling patterns that add to patterns studied in previous texts as well as words with patterns not studied previously. Also look for words with interesting derivations that could add the students' knowledge about English spelling generally.
- Look for writing techniques used by the author and decide how to use these techniques to extend the students' understanding of how authors make language choices in writing.
- When you have established goals for the overall teaching sequence decide on shorter term goals:
  - For the first week,
  - For each lesson in the week.
- At the end of the first week review your progress and plan how to proceed in the second, third, fourth week etc.

### ***How to find ‘useful chunks’ which relate to other letter patterns***

Children, particularly confused spellers, need the support of this strategy to learn to look at words effectively so that they see the larger chunks in words, eg. to see that peach consists of two chunks, p and each. Children who are tense about moving from memorising words letter by letter or who persist in sounding out and writing what they hear, need this support to develop a more effective visual memory for spelling words. You will need a strip of cardboard and a pair of scissors for this activity.

To identify chunks work through the following steps in your mind from first to last. You will need to decide from your knowledge of the child’s/children’s development just how many chunks you wish to use. (In the beginning you will generally create more chunks to facilitate the shift from phonetic processing)

### **Steps for Chunking**

1. Consider compound words:

Pigpen	pig - pen
playmate	play – mate

2. Next consider syllables:

complete	com // plete
admit	ad // mit
appear	app // ear

3. Consider prefixes and suffixes: These two will often coincide.

remove	re // move
going	go // ing
advancement	ad // vance // ment
dogs	dog // s

Steps two and three will often coincide.

4. Identify onset/rhyme pattern in core elements. The onset/rhyme pattern is identified by cutting the core word element before the first vowel.

play	pl / ay
mate	m / ate
com // plete	c / om // pl / ete
app // ear	a / pp // ear

5. To reduce the letter patterns further you can cut after the vowel unit:

p / eace                                      p / ea [ ce

Or if you recognise a common consonant combination you can cut out between consonants:

s / ingle                                      s / ing [ le

f / ierce                                      f / ier [ ce

### ***Questioning techniques for use in accelerated literacy lessons***

Literate orientation employs a non-typical approach to teacher questioning. The questions are not asked to test children’s knowledge or reasoning ability. Questions are only asked when the teacher is sure that the children will be able to answer them. Furthermore, questions are not targeted directly at individual children.

Over the course of a lesson sequence the teacher employs a broad range of question types from closed to open. In the beginning, however, when very little common knowledge exists between teacher and children, the teacher employs a highly supportive questioning strategy. The first step in this strategy is referred to as “preformulation.” Preformulation prepares the children to answer the question. Once children have responded, the teacher accepts their answers positively then expands on them using a strategy termed, “reconceptualisation”.

Examples of preformulation and reconceptualisation are given below.

#### **Preformulation:**

And you might think that the lion is sleeping. But if you’ve got very, very sharp eyes you might be able to look here and see something here.

T: Who can see what is open here?

C: Eyes

#### **Reconceptualisation:**

T: Yes. Can you see that eye open? I bet you can. It’s open because the lion is resting. It’s not fast asleep. It’s resting. So it looks as if it’s asleep but it’s not.

The whole sequence of questioning shifts is set in motion with the introduction of Low Order Literate orientation. At the very start with Indigenous children the teacher will typically introduce the story largely through monologue. Thus, during the course of a sequence of Literate orientation lessons the didactic structure would move from:

- A      Largely monologic teacher input; to
- B      Highly supportive preformulation – child response– reconceptualisation; to
- C      Largely open questioning and/or child control of interaction.

## Discussion questions and activities

### Session 1

#### Some of the problems – Annette reading Yuk Soup

1. Annette read the title of the book as firstly, 'yook' for 'yuk', then settled on 'Soak So Up' for 'Yuk Soup'. What reading resource did she use to make that decision about the title of the book?
2. What resource does she use to confirm whether she is right or wrong about words?
3. When Annette comes to a word she cannot read (eg. 'feathers') what resource does the teacher direct her to use?
4. What effect could this direction have on Annette's reading development?

#### The effect of teaching (after six months)

Compared with Annette's reading of 'Yuk Soup' consider

1. What has changed about her demeanour? Why?
2. What reading resources does she use when she encounters a problem?
3. What cues does she use to self-correct?

#### The effect of teaching (after two years)

Compare Annette's reading of 'Call it Courage' with her reading of 'Yuk Soup' and 'Lighthouse Blues'.

1. What has changed about her reading competence? Why?
2. What reading resources does she use when she encounters a problem?
3. What cues does she use to self-correct?
4. How well does she understand what she is reading?

## **Session 3**

### **Low order literate orientation**

Look for examples of how the teacher:

1. describes the purpose of the lesson
2. provides an overview of the text to be studied: what aspects of the story does she point out?
3. engages the students in the discussion about the story.

### **High order literate orientation**

Look for examples of how the teacher:

1. introduces the strategy
2. frames questions
3. involves students in the task of text marking
4. selects words to underline.

### **Transformations**

Look for examples of how the teacher

1. states the purpose of the activity
2. revisits information from the High order literate orientation:
  - a) what information was introduced previously in this lesson?
  - b) what additional dimension is added to this activity that was not part of High order literate orientation?

### **Spelling**

Look for examples of how the teacher

1. Introduces the activity: what purpose does she give for the spelling activity?
2. Implements any of the spelling strategies mentioned – these will be listed on a work sheet for

you to refer to during the clip.

3. Jointly reconstruct the study passage:
  - a) what spelling knowledge does she identify?
  
  - b) What writing knowledge does she identify?

### **Writing**

Look for examples of how the teacher:

1. describes the workshop activity.
  
2. supports joint construction
  
3. has provided the resources for students to move from joint construction to independent writing.

## Session 4

**Big Rain Coming** Germein, Katrina, 2002, Puffin Books, Penguin Books Australia Ltd, Vic.

On Sunday afternoon Old Stephen nodded to the dark clouds spreading in the south.  
'Big rain coming,' he said.  
But on Monday there was no rain.  
The night was so warm Rosie's kids dragged their beds outside to maybe feel some breeze while they slept.  
On Tuesday there was still no rain.  
The panting dogs at Roberta's camp dug themselves dusty holes to keep cool.  
Wednesday came, and still no rain.  
The children swam in the billabong after school.  
The water was warm and still.  
By Thursday night there was still no rain.  
The fat green frogs huddled around the leaky tap on the rain-water tank.  
Then on Friday evening the thick grey clouds over the hills were echoing with thunder.  
'Big rain coming,' said Stephen.  
But there was still no rain.  
On Saturday, there was rain.  
Wonderful cool wet RAIN.

***The Lion and the Mouse*** Retold by Patricia Scott, *OF MICE, LIONS AND ELEPHANTS*, 1993,  
Macmillan Education Australia Pty Ltd, Melb

One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.

The lion stirred and, reaching out, caught the mouse beneath his paw. "Mouse," he said, "you have disturbed my sleep. I think I will eat you."

"Oh, pardon, my Lord," said the mouse. "Please do not eat me. Perhaps, if you forgive me, someday I may be able to do something to help you."

The lion laughed. "You, a little mouse, help me, the king of the beasts?" He laughed again, but he lifted his paw, allowing the mouse to go free.

With a hasty 'thank you', the mouse ran off before the lion could change his mind.

Over the next few days, the lion thought of the mouse often, but she kept well away from him. Sometimes he would laugh again at the thought of a little mouse helping the king of the beasts.

But even kings can get into trouble. One day the lion became caught in a net set by hunters. As he struggled to free himself, the net tightened and held him fast.

As luck would have it, the mouse came running that way in search of food. Seeing the lion caught in the net, she called all her friends.

They came and gnawed at the strands of rope. Before long, they had broken the net and the lion was free.

Bowing, the lion thanked the mouse. "You were right," he said. "Even the small and weak can help the strong and mighty."

***Lockie Leonard Human Torpedo*** by Tim Winton, 1990. Published by Puffin, Penguin Books  
Ringwood Victoria  
Text from *Truly Packin' Death* (page 5)

The first day Lockie Leonard saw this town it was raining. The old family Falcon had been loaded down like a refugee boat as they rolled into this little place fresh from the city. The whole family tried to be cheerful about it, but the place looked awful. The town was small and crummy-looking and when they saw the house the police force had organized for them, everyone in the car went quiet. Lockie's little brother looked at him, pegging off his nose with his fingers. His baby sister squirmed on the front seat. His dad left the motor running. His mum just started bawling.

## What are we trying to teach?

Using *Big Rain Coming*, *The Lion and The Mouse* or *Lockie Leonard Human Torpedo* as an example, make some notes about:

### Questions about the story:

1. What type of story is this? (its genre or text type)
2. Why do authors write stories like this? (its social purpose)
3. How is the story structured? Where does the orientation end and the complication begin? Where does the resolution begin?
4. What interesting literate language choices can you identify in the wording of this story that might make it hard to read?
5. Can you identify a writing technique that could be taught to students from this story? Is there a structure you might want to teach students to use? Is there a particular wording that you could teach students to use? Is there a specific use of language to evoke emotion that you could teach students to use?

### Questions about the illustrations

1. What part do illustrations play in this story?
2. What element of these illustrations might be used to make links to the wording of the story?



## Planning sheets

<b>Class:</b> Year 4/5 (class depicted on video)	<b>Week:</b> 1	<b>Term:</b> 1
<b>Text:</b> The Lion and the Mouse	<b>Teaching focus:</b> Comprehension and reading of orientation of text	

Strategy Sequence	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Low Order Book Orientation</b> ↓	Tell story based on illustrations - emphasise power relationship between characters, intelligence of mouse and narrative sequence.	Retell story. Determine comprehension of concepts from Mon eg, lion resting, mouse lived nearby & ran playfully. Discuss how the lion woke up.	Retell story. Discuss the lion's reasons for letting the mouse go. Focus on pages 3 & 4. How did the mouse persuade the lion?	Discuss the problem for the mouse and the problem for the lion. How does the mouse resolve her problem? How does the lion resolve his?	Review the function of a story with a moral. How does the lion react to the idea of the mouse helping him? What does this tell us about the lion?
<b>Read story to/with class</b>					
<b>High Order Book Orientation</b> ↓	Focus on language choices in the first sentence, particularly the use of one day, the lion resting, that the mouse live nearby and that she ran 'playfully' over the lion's back.	Revisit first sentence and underline more of it as appropriate. Focus on the actions of the lion in waking eg. 1. stirred, 2. reaching out, 3. caught the mouse beneath his paw.	Review page 2 - discuss language choices. Page 3 review lion's actions. Underline the lion's speech. Focus on the choice of 'think' in his reaction.	Review page 3. Look at the mouse's language choices on page 4. How does her choice of words influence the lion?	Review pages 3, 4. Look at the lion's language choices when he reacts to the idea of a mouse helping him.
<b>Transformations</b> ↓		One day/ a lion/ was resting/ when/ a little mouse/,/ who live d/ nearby/,/ ran/ playfully/over his back/ and down over his head/ to the ground./- word recognition	Return to first sentence - jumble phrases. Discuss word order and why it is important. Cut into single words. Word recognition games eg. tic tac toe.	Ask students to explain the first sentence. Word recognition activities.	Put 'A lion was resting when a mouse ran over his back' on the Transformations board. Ask students to add the missing words and explain what work they do in the sentence.
<b>Scaffolded Spelling - Chunking</b> ↓			D/ay, r/est/ing, m/ouse Explain origin of the word 'mouse'. (mus' meaning muscle)	Revise day, resting and mouse. Teach n/ear/by and pl/ay/f/ull/y, h/ead.	Revise previous words. Put nearby and head together in an 'ea' list. Teach l/itt/le, b/ack, gr/ound. Put ground and mouse in an 'ou' list.
<b>Scaffolded Spelling -Joint Reconstructed Writing</b> ↓					Jointly reconstruct the first sentence. Discuss it's function and word choices.
<b>Scaffolded Writing</b>					

Class: Early Childhood		Week: 1		Term: 1	
<b>Text:</b> <i>Big Rain Coming</i>					
<b>Teaching focus:</b> Engage students in reading <i>Big Rain Coming</i> . Model feelings of anticipation or suspense.					
Strategy Sequence	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Low Order Literate Orientation</b>	Overview of story using illustrations. Focus on modelling feelings of suspense while reading.	Revise last lesson. Share feelings of suspense, introduce concept of participants' reactions to the heat.	Revise what happens in story. Encourage student discussion. Discuss why author staged story using days of the week.	Discuss part of story where author first talks about what participants do in reaction to the heat. I.e: Rosie's kids. Students should be able to read story along with teacher.	Discuss next part where the dogs react to the heat. Focus on patterns within the story. Students should be able to read story along with teacher.
<b>Read story with the class. Children join in when they can.</b>					
<b>High Order Literate Orientation</b>	First sentence. Focus on author's Orientation to story. Discuss "On Sunday afternoon", "Old Stephen", "dark clouds", "spreading".	Second sentence. Revise last lesson as it leads into what Old Stephen said when he saw the clouds.	Third sentence. Discuss first time expectations of rain not met.	Sentence about what Rosie's kids did.	Revise or complete from last lesson.
<b>Transformations</b>	First sentence. Aim to cut into meaning chunks and focus on author providing information on When, Who and What	Revise First sentence. Aim to cut into single words. Play word recognition games.	Second sentence. Aim to cut into two meaning chunks: what was said and who said it. Introduce quotation marks and their job.	"But on Monday..." Focus on why author wrote "but". Work towards cutting into words and play word recognition and word order games.	Begin on sentence about Rosie's kids.
<b>Spelling/Joint Reconstructed Writing</b>		Initial sounds b, r or c. OR d/ar/k, cl/ou/d. Depending on class/student.	Revise. JRW "On Sunday afternoon..." When and who.	Continue with JRW on first sentence. What Stephen did and what he saw.	Introduce new initial sounds or words as needed.
<b>Independent Writing</b>				Begin to attempt some class writing workshops. Keep lists of ideas.	Continue from last lesson.

<b>Class: Secondary (Class depicted on video) Week: 1 Term: 1</b>					
<b>Text: Lockie Leonard – Human Torpedo</b>			<b>Teaching Focus: High Level Comprehension - understanding about how an author uses weather to influence a reader</b>		
<b>Strategy Sequence</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Low Order Literate Orientation</b>	Overview of story and purpose of first paragraph. Inferences implied in it. How the author uses the description of the weather.	Review structure of para. Review use of weather. Focus on the depiction of the car and town.	Discuss: What does 'the whole family tried to be cheerful about it' tell us about the Leonard family?	Ask students to tell what they know about each family member from the first para. Does it agree with the rest of the story (as it has been read to the class so far?)	Briefly review the structure of the paragraph and discuss. Students should be able to lead the discussion.
<b>Read story to/with class</b>					
<b>High Order Literate Orientation</b>	Text marking – underline phrases that make the overall structure of the passage clear.	Text marking- look at how Tim Winton wrote about the car and town.	Find the language choices that tell readers about each family member. Why did the author make those choices.	Briefly review each family member's description.	
<b>Transformations</b>	The first day/Lockie Leonard/ saw this town /it was raining./ The/ old/ family/ Falcon/had been loaded down/ like a refugee boat/ as they rolled into this little place/ fresh from the city./	Review Transformation from previous day. Discuss 'refugee boat' and revise with emphasis on high level comprehension and hand-over of control.	The whole family/tried to be/ cheerful about it,/ but /the place/ looked/ awful./ The town /was /small and crummy-looking /and when/they saw/the house/the police force/ had organised/for them/, /everyone/in the car /went quiet./	Lockie's little brother/ looked at him/,/pegging off/ his nose/ with his fingers/. / His baby sister/ squirmed/on the front seat./ His dad/left /the motor/running/. /His mum/ just/ started bawling./	Whole paragraph. Turn over sentences and discuss their purpose.
<b>Scaffolded Spelling - Chunking</b>	F/irst/ D/ay	Practice first and day. Then discuss how to chunk t/own, r/ain/ing.	Review previous words then chunk f/am/il/y, wh/ole, ch/eer/ful. Discuss the use of 'ful' as a suffix. Then chunk aw/ful	Review previous words. Then chunk br/oth/er, s/ist/er, squ/irm/ed, st/art/ed.	Chunk l/ook/ing, p/egg/ing, r/unn/ing, b/awl/ing, f/ing/er/s. Put er words together and ing words together. Discuss.
<b>Scaffolded Spelling - Joint Reconstructed Writing</b>	Write: The first day, discuss why the author used these words.	Jointly reconstruct the first sentence. Locate it as part of the overall structure of the paragraph.	Jointly reconstruct the part of the text that tells of the family's reaction to seeing the town (from Transformation)		
<b>Scaffolded Writing</b>		As you read on in the story and locate other examples of descriptions of the weather eg p14 – when Lockie started school.		Look at a plan of the paragraph. Discuss what the author could have written if the family had loved the town. What would the weather have been like. What would the town have looked like? Do together.	Plan some possible scenarios for writing where a character has something bad happen to them. Work out how you would depict the weather to introduce the character. How would you write it.

**Accelerated Literacy lesson planning proforma**

<b>Class:</b>	<b>Week:</b>	<b>Term:</b>			
<b>Text:</b>	<b>Teaching focus:</b>				
<b>Strategy Sequence</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Low Order Book Orientation</b> ↓					
<i>Read story to/with class</i>					
<b>High Order Book Orientation</b> ↓					
<b>Transformations</b> ↓					
<b>Scaffolded Spelling</b> - Chunking ↓					
<b>Scaffolded Spelling</b> -Joint Reconstructed Writing ↓					
<b>Scaffolded Writing</b> ↓					

## **Session 5**

### **Low order literate orientation – a book with illustrations (*Big Rain Coming* or *The Lion and the Mouse*)**

1. Who are the main characters in this story?
2. How are they depicted in the illustrations?
3. What elements of the illustrations could be discussed to introduce and explain complex language and ideas?
4. Do the illustrations contain any information that is not contained in the wording of the text?
5. Do the illustrations influence your attitude to the characters in any way?

### **Low order literate orientation – a book without illustrations (*Lockie Leonard* or *Human Torpedo*)**

1. Why might the story of Lockie Leonard, human torpedo begin with a description of his arrival in a new town?
2. What part does the weather play in the orientation of the story?
3. What mood do the references in the text to the town construct?
4. What does the description of the Leonard family's car tell readers about the family?
5. What do the reactions of each member of Lockie's family tell readers about the appearance of the town?

## Questioning

Choose a transformation from any of the books you have worked on today. Decide on a question you might ask the students to get them to predict the part of the text the teacher wants them to identify. Draw up a three-column table.

Write this question in the centre column of the sheet.

Then consider what the teacher might say to preformulate this question.

Finally, what might the teacher say to reconceptualise the answer given by the student.

<b>Preformulation</b>	<b>Question</b>	<b>Reconceptualisation</b>

### High order literate orientation

1. Which words does, or might, the teacher ask the students to underline? Why might she have made those choices?
2. What aspects of the story might the teacher choose to discuss in relation to the words underlined?
3. What inferences implied in the text could the teacher discuss?
4. How might the teacher identify the structure of the text?

### Transformations

#### *Big Rain Coming*

This is the first Transformation the class has worked on in this book. Note that the teacher has not taken the first sentence in the story but has selected “Big rain coming,” he said.’

1. Why might the teacher have chosen this sentence and not the first sentence in the story to use for Transformations?
2. What activities related to the Transformation help students with word recognition?
3. What activities related to the Transformation help students with one to one correspondence?
4. How well do the students participate in the activities?

#### *The Lion and the Mouse*

The first sentence has been used for Transformations.

1. How do the questions asked by the teacher and the words the students cut from the text relate to the earlier discussion in literate orientation (high and low order)?
2. What activities related to the Transformation help students with word recognition?

3. Is punctuation discussed? If so how?
4. How well do the students participate in the activities?

### *Lockie Leonard Human Torpedo*

Note that the whole first paragraph has been written on the cardboard strips and displayed but only the first two sentences were worked on in the first lesson.

1. How do the questions asked by the teacher and the words the students cut from the text relate to the earlier discussion in literate orientation (high and low order)?
2. What appears to be the purpose of changing the word order of the first sentence?
3. What purposes does turning over words and working out what they are serve in the Transformation?
4. How does Transformations allow for a different conversation about the text than was possible on Low order literate orientation and High order literate orientation?

### **Further text from these books**

#### *Big Rain Coming*

“Big rain coming,” he said.

#### *The Lion and the Mouse*

“The lion stirred and, reaching out, caught the mouse beneath his paw.”

#### *Lockie Leonard Human Torpedo*

“The town was small and crummy-looking and when they saw the house the police force had organized for them, everyone in the car went quiet.”

### **Spelling**

#### *Big Rain Coming*

1. Look for the spelling focus taken by the teacher.
2. Why might one letter have been enough to deal with here?

*Lockie Leonard Human Torpedo*

1. Look for the steps the teacher works through to make the segmenting of the word clear to the students and to provide students the opportunity to spell the word correctly.
2. What words were used for spelling?
  
3. Why might these words have been chosen?

*The Lion and the Mouse*

There is not a spelling segment for The Lion and the Mouse video.

1. Discuss the words the teacher might have chosen for spelling in the next lesson.

## The reading model

### *Big Rain Coming*

Discuss how this lesson is based on the understanding that beginning readers need to learn fundamental understandings about letters and sounds.

### *The Lion and the Mouse*

From all the discussion and film viewed of the lessons on this text, you have seen the work that has been carried out to ensure that students will be able to read this text independently. Discuss the parts of the text that students should be able to read despite previously being non readers.

### *Lockie Leonard Human Torpedo*

There were many unfamiliar concepts presented in this text about Lockie's introduction to the little country town. Discuss how the teacher worked to make the meanings of language choices clear. What parts of the text should students be able to read independently after this lesson?

## Video Transcripts

### *Session 1*

#### **Video clip 1 – Annette reading *Yuk Soup***

<insert transcript>

#### **Video clip – Annette reading *Lighthouse Blues***

<insert transcript>

#### **Video clip 3 – Annette reading *Call it Courage***

<insert transcript>

## Session 4A

### Transcript of *Big Rain Coming* lesson

Normal Print = Wendy  
*Italic Print* = *Others in room*

#### Session 1

Now, I'll tell you who I am first. My name is Wendy, okay Wendy.

*Several children: Hello Wendy.*

Hello everyone. And I'm really, really lucky today because I've come to tell you a story. I'm going to show you a book, talk about and show the pictures, talk about it and I'm going to read it to you. Okay. And this is a special book. Okay, now do you want to sit here? Can you see? That's the way. Okay. Now if you have a careful look at the cover here, can you see lots and lots of blue sky? Can you see all the blue sky? Right, we can look at that side too, and all the sky is blue as blue. Does it rain when the sky is like that? When the sky is all blue, does it rain? No, there's no rain there, is there? But see those happy children, those happy children are jumping and laughing and playing because a big rain is coming, so this book is called 'Big Rain Coming' and it's written by a lady called Katrina Germeine and the pictures are by Bronwyn Bancroft, so those children are getting excited because a big rain is coming, okay, but they have to wait and wait and wait for it to come. It doesn't come quickly. Alright, there are the kids again, and the name of the story - and the story starts. [holds up book] Can you see that old man? Can you see him? There's the old man. Okay, his name is -good work - Old Stephen.

*Various children: agreeing.*

Okay, his name is, good work, is Old Stephen. He's very, very old. And he knows all about the weather, he knows everything about the weather and look where he's pointing. Can you see he is pointing at those big clouds? Look at the big clouds. Can you see them? Look, big clouds.

*Child: Big clouds*

And Stephen is pointing at the big clouds and nodding and he's saying, "Big rain coming". Okay. So on this day the story starts -

*Parent: Listen.*

This day is Sunday and Stephen is looking at the big clouds and he's pointing to them and all the kids are looking at the big clouds and everybody thinks that it is going to rain. Stephen says, "Big rain coming". Do you want to say it too?

*All together: Big rain coming.*

Because look how black the clouds are - full of rain, lots of rain in those clouds, we might think it's going to rain in the next picture, but it doesn't rain. Look, you wait and see. Now it's Monday, the next day, but look the clouds have gone, aren't they? The sky is all blue again and it's so hot, very, very hot. That's right, no rain Monday, even though Stephen said there would be so look, see what people do to keep cool while they wait for the rain.

(next page) It's night time now and Rosie's kids in the camp can't go to sleep. So look what they do. Can you see what they've done? Look, good work, they bring their mattresses outside. They take their beds outside and they lay on the mattresses and they go "Oh, it's so hot. Maybe there's a breeze out here. Maybe I'll

get cool out here”. And there’s no rain, is there? That’s right, they’re all asleep outside. I used to do that sometimes but mossies always bit me. So look, no breeze; so we’ll see if it rains next day.

(next page) Watch. Oh, any rain today? No rain. Look the sky is blue again, isn’t it? No rain. So Tuesday, there’s still no rain. No rain. There’s a little boy going past but he’s hot. No rain.

(next page) So let’s see what they do to keep cool this time. These are the dogs this time; the dogs are trying to keep cool because it’s so hot. Yeah, look, the dogs at Roberta’s camp, they’re digging themselves holes. They’ve digging themselves holes and they’re thinking, “Maybe I’ll get cool in the cool ground”. Do your dogs do that? I saw some in the sand out there.

(next page) Oh no. [holds up book] Look it’s Wednesday, is there any rain today? Any rain Wednesday? No, no rain Wednesday. Look, the sky is all blue isn’t it? Lots of blue sky. Blue, that’s well done, the sky is blue. No clouds, no rain. Oh no! It will still be hot. Everybody is so hot. Look, this is what they do now. Look, all the children have gone to the billabong for a swim. They’ve gone for a swim and look they’re swimming in the water. Yeah, good work. See they’re in the water having a swim. It’s okay. It’s alright. Look, they’re all having a swim. That’s better isn’t it?

(next page) So see if it’s raining on the next page. Got any rain yet? Oh, no rain. No rain. No, it’s Thursday, no rain. The sky is still blue, everybody is still so hot. Oh, so hot! Those children are still playing though, aren’t they? And old Stephen, old Stephen who said it was going to rain, he’s still looking out for the clouds.

*Child: It’s Thursday.*

That’s right, well done, you know the days. And now look, can you see the green frogs. Do you see the frogs? They are so hot they have to go under – good, that’s right – they have to go under the tank. The tank is going drip, drip, drip, and making the frogs a bit cool, because it’s so hot.

(next page) Let’s see if there’s any rain Friday. Watch. See if there’s any rain. Look, Friday, there’s no rain but can you see what’s in the sky? No rain but lots of clouds. Look at all the clouds! See, black, black clouds. That’s right, good work. There’s lots of thunder, so no rain but lots of clouds. Now look, Stephen says, “Big rain coming, big rain coming”, because he’s seen all the clouds. So Monday it didn’t rain, Tuesday, it didn’t rain, Wednesday it didn’t rain, Thursday it didn’t rain but Friday it didn’t rain but there are lots of clouds.

(next page) You watch. See what happens. Oh, still no rain, still no rain, just clouds. But look what happens now, look what happens.

(next page) Look, on Saturday, look what’s happened Saturday? [raises book] Rain!

*Child: Rain, rain, rain.*

Lots of rain. So Stephen was right. He’s dancing around saying, “Rain, rain”. Lots of rain and look, wonderful cool wet rain. And there are the children playing in the rain. Okay? That’s good, isn’t it? So I’m going to read it to you. Okay. We’ve talked about the pictures, now I’ll read it to you. You might be able to help me here. Okay.

Read to children from book: “On Sunday afternoon, old Stephen nodded to the dark clouds spreading in the south, ‘Big rain coming’. Can you help me say it?”

*Children: Big rain coming.*

“He said. But on Monday, there was no rain”, no rain. “The night was so warm; Rosie’s kids dragged their beds outside to maybe feel some breeze while they slept”. That’s right, good work. “On Tuesday, there was still no rain”, no rain. “The panting dogs at Roberta’s camp dug themselves dusty holes to keep cool”. See, look at the dogs keeping cool. “Wednesday came, still no rain. The children swam in the billabong after

school, the water was warm and still". Good. "By Thursday night, there was still no rain".

*Child: No rain.*

No, no rain. "The fat green frogs huddled around the leaky tap of the rainwater tank. Then on Friday evening, the thick grey clouds over the hills were echoing with thunder". Boo, bang, crash it would go, wouldn't it? "Big rain coming", said Stephen. You've got to help me - "Big rain coming".

*All together: Big rain coming.*

Lots of clouds so there's a big rain coming. But there was still no rain. They must have been so sad but look, on Saturday, there was –

*Children: Rain.*

Rain - well done. And everybody is happy, aren't they? They're out dancing in the rain. Wonderful, cool wet rain. That's right. And that's the end. So that book was called "Big Rain Coming". That's it, good work. Okay, thanks everybody. Do you want me to leave this book in your room, so your teacher can read it to you next time? All about, this is the community at Minyarri where this was written. Do you know Minyarri? This book was written about the children there and they're just like you, aren't they? They were waiting for the rain like we are now. Okay. Thanks everyone.

*Thank you, Wendy.*

That's quite alright, thanks. Very good children. Good work. Thanks.

[session ends]

## Session 2

### Low Order Literate Orientation

Okay, be very good listeners now. You've cleaned your ears out and blown your noses so you've got extra good listening ears and extra good watching eyes. So, I'll tell you first of all that my name is Wendy. Okay, Wendy. And this is William, and we've come from Canberra to see your school because we heard you're such good children and that you've been working hard at AL, learning to read the books, so your teacher said we could come and do some work with you so we're very lucky and I want you to see if you can show me all the things you know, show me what clever children you are. Can you do that? You're clever children.

*Children: Yes*

That's great, and what we're going to do is look at this book today and see what we can find out about it, because it's quite good fun, okay. So we're going to look at the pictures first. Now, this book is called "Big Rain Coming".

*All children: Big rain coming.*

That's right, and look, the sky is all blue there, isn't it? There's no rain on a day when there are no clouds, are there? There's no rain yet. But the book, "Big Rain Coming" was written by Katrina Germein, a lady who lived at Minyarri for a while, and the pictures were drawn by Bronwyn Bancroft, and look, you can see happy children, can't you? They're all happy; they're all playing and having fun because they think big rain coming. Yeah, they think there's a big rain coming and we're all happy when it rains, aren't we?

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(turns page) Now look, this man is called Old Stephen, his name is Stephen, and he's been alive for a long time and he looked over at those clouds - see him pointing at the clouds, and he's nodding his heads at those clouds and he's saying, "Big rain coming". And the day that he sees the clouds is Sunday. So everybody on the Sunday thought, "Oh, old Stephen says big rain coming, so maybe it will rain tomorrow". So here are the big clouds and there's Stephen sitting down saying, "Big rain coming" but now the next day is going to be Monday and you watch for the clouds, see if there's any clouds Monday.

(turns page) Watching, look, any clouds? No, no clouds. Any rain? Is there any rain? No, no rain. So when Stephen said, "Big rain coming", it didn't come Monday. What's this?

*Child: Thunder.*

Well done. And it's so hot. Everyone says, "It's so hot". They're all sweating. And when the kids go to bed, look, here it's night time, and these kids are all Rosie's kids and they've taken their beds outside. Look. Because outside there might be a bit more cool breeze and they might be a bit cooler, because it's so hot.

Okay, now that was Monday, now it's going to be Tuesday. We'll see if there's any rain on Tuesday. Look for the clouds. Are you ready? Any clouds?

**Child: No.**

(turns page) No, there's no clouds, just blue sky. Still no rain. So Stephen said there was a big rain coming but it hasn't come, has it? No. What's this?

*Children: The sun.*

It's making everyone so hot. They're all saying, "It's so hot. I wish it would rain". Here's a row of kids going out to play but there's no rain. Everybody is so hot and you look and see what the dogs do. The dogs are hot too. Look, these dogs belong to somebody called Roberta. Can you see what they're doing? They're digging holes. Can you see them? They're going dig, dig, dig and getting the cool earth on their tummies, thinking oh, that's better, it's so hot. So look, I can see a little bit of cloud here but not enough to rain. Okay, so that was Tuesday. I wonder if it's going to rain on Wednesday. Let's see if it rains on Wednesday.

Are you watching? [turns page] Any rain? Any clouds?

*Child: No.*

No. What's that? What's that?

*Child: [unclear]*

Well done. That's right. That's looking for rain too. No rain, it's just hot as hot as hot. Everybody is saying, "It's so hot, I wish it would rain". Look what the children do after school. They don't do this, they don't do this in school time, they wait until school is over and then look - they go for a swim in the billabong. They all go down there and they jump in and they swim in the water and they say, "Oh, that's better, I'm not so hot now, even though the water is warm, it just feels nice". So still no rain but the kids are cool in the billabong. So we'll see if it rains Thursday. It didn't rain Monday, it didn't rain Tuesday, it didn't rain Wednesday. Are you watching to see if it rains Thursday?

(turns page) Oh no! Is there any rain on Thursday?

*Several children: No.*

No, there's no rain still. Oh, everyone is so hot! The kids are out playing but they're hot. And there's old Stephen, he's standing there. He doesn't look worried. He still thinks rain the big rain is coming. He still

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thinks there will be rain. But no rain Thursday. See who is hot today. First of all the children had to sleep outside because they were too hot. What did the dogs do?

*Children: Digging.*

Good work. The dogs were digging, weren't they, to make themselves cool? What did the children do after school to keep cool?

*Child: Went swimming.*

Well done. Yes, they went swimming in the billabong. Lovely work. Let's see who's hot today – on Thursday. Fat green frogs – they're all dried out. They're saying, "It's too hot for frogs. We need some water". Look, there's the dripping tap from the tank, it's going drip, drip, drip on the frogs and that's feels so good, just the drips from the tap. The poor old fat green frogs. Lucky there's that leaking tap, isn't there? What's this?

*Child: The sun.*

Yes, the sun's still hot. No rain. Let's see if it rains on Friday. Watching.

(turns page) Well, it's no rain, but what is there now? Lots of big clouds. The clouds have come up Friday, but no rain – just lots of clouds. You have to have clouds for rain, don't you? So it's getting a bit hopeful. So Friday, the thick grey clouds came up and Stephen says, "Big rain coming". He says, "Look at the clouds, they're huge big black clouds" and they're rolling up and everybody's waiting, waiting and waiting.

But, there were was still no rain. All the clouds are there but no rain. Oh dear! Everybody was saying, "Stephen, you said it was going to rain and it's not raining. They were getting very fed up waiting for the rain, very hot.

(turns page) Oh watch, look, it's Saturday and look, what is it doing?

*Child: Raining.*

Well done. So it didn't rain Monday, it didn't rain Tuesday, it didn't rain Wednesday, it didn't rain Thursday, it didn't rain Friday, but it did rain on Saturday. And look, everybody, there's Stephen, all the kids, they're dancing in the rain, they're all getting wet, they're saying, "Hurray, it's raining, it's raining" and they all run out and I bet the frogs are all thinking, "That's wonderful, I don't have to be in the dripping tap and the dogs are all thinking, "Oh, we're cool at last", and the kids with their beds outside, they would have to get them in really fast, so their beds didn't get wet. So now everybody is happy.

(turns page) Let's see. There they are, all playing in the rain, even the lizards are happy. Wonderful cool, wet rain. Okay. So that's the story of "Big Rain Coming". I'm going to read the words. Can you watch while I'll read the words? I'll come back and just read the words, and you watch them as we go. So the book is called -

*All together: Big rain coming.*

So clever. And it starts off (reads to class)-

*"On Sunday afternoon, old Stephen nodded to the dark clouds spreading in the south", there they are - "Big rain coming", he said.*

*"But on Monday, there was no rain, no rain. The night was so warm; Rosie's kids dragged their beds outside to maybe feel some breeze while they slept. On Tuesday, there was still no rain. The panting dogs at Roberta's camp dug themselves dusty holes to keep cool. Wednesday came, and still no rain. The children swam in the billabong after school, the water was warm and still. By Thursday night, there*

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*was still no rain.*

*“The fat green frogs huddled around the leaky tap of the rainwater tank. Then on Friday evening, the thick grey clouds over the hills were echoing with thunder. “Big rain coming”, said Stephen. But there was still no rain. On Saturday, there was rain. Wonderful cool, wet rain”.*

The big rain is there in big letters, because they're all happy.

High Order Literate Orientation

Okay, beautiful listening. Now can you do another thing for me? I need your eyes watching closely. I need some help here because this book is all about waiting or the rain, isn't it? Stephen says there's big rain coming, does it come Monday? No. Does it come Tuesday?

*Children: No.*

Does it come Wednesday?

*Children: No.*

Does it come Thursday?

*Children: No.*

Does it come Friday?

*Child: No.*

Does it come Saturday?

*Children: Yeah.*

Well done. They had to wait a whole week for rain. So the word 'rain' is really important here. You watch my finger, you watch really closely because I'm going to get somebody to come out here and find the word on the page that says 'rain'. We'll see if we can find it in the book. Now would you, would you like to come over here for a little bit, you won't be able to see when I point. That's the way. Can you see here now? Can you see the words? So everybody get so you can see the words. Okay, watching my finger. This is Stephen, isn't it? Here's the words. They say "Big rain coming", he said. Do you think you can see the word that says 'rain', you will be looking at that whiteboard. You will be looking for the word that looks like this. [Draws 'r' on whiteboard]. It starts with R, r-a, [writes i-n], so that words says 'rain'. That's the word we're looking for. You watch my finger again. Put your hand up if you think you know which word says 'rain'.

*Several children's hands are raised.*

Watch my finger. Put your hands down now. I'll ask you in a minute. Big rain coming, he said. Would someone want to point to the word that says 'rain' for me? Come on, you can. Your hand was up first.

*Child points to word on white-board.*

Wonderful! You are so clever. Oh clever people. Would you like to take the pen and put a line under the word that says 'rain'?

*Child approaches board.*

Aren't you clever kids! Lots of people put their hands up. Oh look at you! Fantastic. Well done. You can see

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on the next page, we will see if there is any 'rain' on the next page. "There's no rain in the sky", but the word rain says. You watch my finger again. Put your hand up when you can see the word that says 'rain'.

*Three hands raised.*

Watch, watch. That's the way. "But on Monday there was no rain"

*All together: Rain.*

Who can see the word that says 'rain'?

*Five hands raised.*

Oh look at all the people. Alright, you're nice and close.

*Child reaches up for white-board.*

Well done! Good work. It says there was no rain on this day. Alright, watching again. They went outside to get cool, so rain is not on that page. [pointing] On Tuesday, there was still no rain.

*All hands raised.*

Can you see rain? I'll have to ask someone out the back. I love the way you put your hands up so beautifully.

*Child approaches white-board.*

Look at that! Well done. Good work. And then we see, watch what the dogs do.

*Child: Digging.*

Yes digging to keep cool, aren't they? Alright. Wednesday came and still no rain.

*Children: Rain.*

Would you like to come and find rain?

*Another child approaches white board.*

It's okay. If you put your hand up, I know you knew the answer. That's very good. That's it, good work. Oh so clever, well done. And the next page – what do the kids do after school?

*Child: Swimming.*

Yeah, that's right, in the -

*Children: Swimming pool*

Well done. And the water is warm and still. But by Thursday night, there was still no -

*Child: Rain.*

Would you like to come and find 'rain' for me this time?

*Child approaches board.*

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So clever. Do you know which word says 'rain' too? Do you? That's okay. Good work. Underline 'rain' now. Good work. [turns page] Who is getting cool on this page?

*Children: The green frogs.*

Yes, what do the frogs do to get cool?

*Children: They're in the water.*

That's right, they're having a drink, aren't they? Yes? Are you going to tell me what the frogs were doing?

*Child: Swimming.*

Yes, they were letting the water drip on them. Well done. There's clouds on Friday, and then on this page it says, this is Stephen saying this again, it says "Big rain coming", said Stephen". Who can see 'rain' on that page?

*Hands up.*

Alright, you can come and do it. You can come, because if you're not sure, I'll help you.

*Child approaches white board.*

That's it, good work. Good girl. Fantastic. Look at all the people who could find the word 'rain'. Thank you, you're doing a good job helping me there, thanks. But, watch, keep your eyes – we're looking for 'rain' remember. "But there was still no -

*All together: Rain.*

Rain. Who would like to put a line under 'rain' this time?

*Several hands up.*

Okay, you, good work. Sorry, I've missed you, you've had your hand up lots of times. You're doing a great job.

*Child approaches white board.*

"But there was still no rain". Just the word that says 'rain'. That's the way – r-ain, rain – good work. But Saturday – look, this is very tricky, watching my finger this time, because the words are not straight, they go around this way. "On Saturday, there was -

*All together: Rain.*

Would you like to find 'rain' this time?

*Child approaches white board.*

On Saturday there was rain. We've got to look sideways this time. That's it, well done. Terrific. Well done. And look [dangles book] you have to look this time really carefully because the word looks a little bit different. Where's my helper here? Would you like to hold your finger there again?

*Child: Yes.*

Thank you, wonderful. Cool, wet rain. In big letters, you have to say RAIN in loud voices.

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*Child approaches white board.*

Well done. Children, that was fantastic. You helped me very well. And what was this word?

*Several children: Rain.*

That's right, because the book is all about rain.

Transformations

Now, you've still got some looking to do. I'm just going to turn this around. And we're going to see if we can do something else. You're so helpful.

Look. Who said that? Big rain coming, he said. Well done. You can read. That's so good. So if I just get the book back, I'll show you where that sentence comes from. Look, who said 'big rain coming'? Who said, 'big rain coming'? Can anyone remember? No, in the book, in the book. It's okay, I know you were the clever person who could read. In the book, this is the sentence, watching, "Big rain coming, he said", and that 'he' is Stephen. Stephen said it, didn't he?

Now I'm going to see if somebody can help me cut this sentence up.

*Hands up.*

Look at the helpers. So good. You read it altogether for me first.

*All children: Big rain coming, he said.*

He said. Well done. Now who can come and cut the word that says 'rain' out for me? [points to child] Can you?

*Several children put hands up. Child approaches white board.*

You might be able to help me next time. That's right, that's the way. Look how good you are with scissors. Very good. Is this Grade 3? Are you Grade 3? I thought you were Grade 1 too, but you're very grown up. Very good. So these little marks here, that's right big, see those - I need another one there. Two one side and two on the other. They're speech marks; they tell us that someone is saying this. Would someone like to cut the speech marks off for me?

*Several hands up.*

I just want you to cut down there. Would you like to do that? Thanks. Who can see the word that says 'coming' up here?

*Child [raising hand]: Me.*

It was big rain -

*Children: Coming.*

Coming, yes. Just straight up there [helping child with scissors], that's the way. Well done. Brilliant. So it's big rain coming. It isn't there yet, it's coming. Who'd like to cut out 'coming' for me? Okay.

*Child raises hand.*

You can do that then. Just cut the speech marks off. [child at white board] Good work, really good. And you

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can cut the collar off as well, or I can cut that off. Thanks. I'll just quickly do that. Okay, and I'll leave those two words; I'll leave 'he said'. Now read it for me.

*All children: Big rain coming.*

He said. Well done. Now I want you to shut your eyes. Can you all shut your eyes, I'm going to try to trick you. [Children all bend over, covering eyes] I'm so good at tricking. Open your eyes.

*Several children raise hands.*

You don't know what I'm going to ask. You think you know what I'm going to ask? What does this say?

*All children: Big rain.*

Okay, well I'm not sure if it's rain, I'm not sure, we'd better check, hadn't we? Okay you come and turn it over and see if it says 'rain'. Come and turn it over. You come and check. If it's rain, what is the first letter? What will it start with?

*Child: r*

r – that's right. With an R, good. [child at white board] Well done. Is that 'rain'? Is that word 'rain'?

*All children: Yeah.*

Okay. Shut your eyes again

*Children chattering amongst themselves while Wendy at white board.*

Open them. [some children raise hands] Now put your hands down. Everyone can help me this time I wonder if you can read the words here, you've got to look very carefully.

*Children call out: Car*

I couldn't trick you. I mixed the words up and you knew.. I couldn't trick you. Okay, read it then, watching.

*All children: Coming rain big.*

He said. I couldn't trick you. I tried and tried. Who can come and put the words back the way they should be?

*Several hands raised.*

Would someone like to do that? Would you?

*Child works on white board.*

Where's the word that says ... Would you like to read it to us now? You point to the words and read it for us. [Wendy points] You do it for me.

*Child: Me!*

Alright, you point to the words and read it. Come and point to the words like the teacher. That's it.

*Child: [pointing] Big rain coming.*

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Good work. Alright, shut your eyes and I'll mix them up again.

*Children hide faces.*

Open your eyes. Alright, are you ready? I'm going to trick you this time. See if you can read it now?

*All children: Rain big coming.*

I couldn't trick you. Who would like to put it back this time?

*Several hands raised. Me!*

Would you? You've got your hand up beautifully. Right, you're going to read it for us.

*Child approaches white board and changes words.*

Good work. I just can't trick you. Okay, I'll mix them up like this. Put your hand up if you know which word I'm holding.

*Several hands raised.*

What am I holding up there? Are you ready? Ready.

*Children: Coming.*

*Child: Rain.*

Okay, starts with c doesn't it? Coming and if we look at the book, that's what it says, Big rain coming. That's right, well done. What about this one?

Okay. What's this one?

*Children: Big*

*Children: Rain.*

Okay. Now how do we know this is rain though. How do we know this word says 'rain'?

*Child: Big rain coming.*

Can you tell me what it starts with?

*Child: r*

Well done. [pointing to white board] Okay, so we're just going to look at that word now. And I'll leave a space for it. [To child] Are you okay? What's the matter? Alright?

*Child: He had a headache.*

We can always check when we're not sure of a word by looking at the book, see, it's got 'big rain coming' and it starts with an r, just like that one.

Spelling

Now I'm going to do something very tricky this time – you watching – I'm going to cut the first letter off, are you

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watching? Now-

*Child: r*

Well done, and what does this bit say?

*Child: R ain*

Ain, can you say the bits, r - ain, watch and everybody help me, r – ain.

*All children: ain.*

Fantastic. Now I'm going to give you one of these.

*Child: What?*

One of the boards. Okay, and we're going to do a little bit of writing and we're going to see if we can do the R, so I'll give you the boards and you can find a space on the floor then I'll give you a pen and a rubber, a duster or whatever. [children settling on floor] This person has found a beautiful spot on the floor where he'll be able to write and there's someone over there has found a good spot. That's the way. Now has everyone got one of these? [holds up boards] Have you got one?

*Children: Yes.*

There is a couple of people here, waiting really nicely. Look how beautifully you're sitting with your hands folded and your pen ready and everything. That's very grown up, really grown up. Now 'rain' had two parts to it, didn't it? It had two little bits here. We cut it into its patterns. This is the bit that rhymes with other words and this is its first letter. So, can you tell me again what this bit says?

*Children: r*

This says r and this is -

*All together: ain.*

And together they make -

*All together: Rain*

Okay, so I want you to practise writing the letter R, but watch I'll do one for you, I guess over here, if you just turn your heads, right because you are going to go down, up, and a little way over, alright, down, up and little way over. Okay, can you do one of those for me? Look at it carefully. And I'll rub it out and see if you can remember how it goes. Can everyone do an R for me, the r, R says r in rain.

*Children all writing.*

Well done. What letter is it?

*Children: r*

Good. Yes, it's the letter R which says r in rain. Okay, rub off the R. Okay, see if you can do another one. Can you remember how to do the R? Going down, up and a little way over. See if you can do another. R for rain. Go down, up and a little way over. Did you get it? The first letter of rain. Well done. Good. Okay. I bet we can find it on here if we looked. See, here it is. [bends to alphabet underneath blackboard] so you know a little bit about R I think already. Okay. Now if we were writing the rest of the words, this is how we do it. We've got an A and an I that go together, A-I, and a N. So you've got R-ain. Okay. You can have a go

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at writing the whole of rain if you like. Just have a go, but remember that the A and the I go together, and then it's N. Oh so good. Okay.

*Child: I've finished mine.*

Too clever for anything, aren't you? Just so clever. Good. What's that word?

*Children: Rain.*

Yes, Stephen knew that there was a big rain coming. Okay, rub them off. Well done. You've worked very, very hard. Okay. [children settling] Can you do me one more R for rain, r once more, just before we finish. Got it. So careful, beautiful writers. Okay. Alright. That's beautiful. If we were going to write the rest of rain, the bit that says ain, you need to do the A and I together, that's the bit that makes ai, that's this bit and then the N, alright. Alright. Rub the boards off and see if there's anybody who can write all the word 'rain'. That's perfect, see if you can write r-ain. Alright. Say it as you do it, go r-ain.

*All together: Rain.*

That's the way. Well done. You can do it with me if you like. How does it start? What's the first letter?

*Children: r*

That's right. And what makes the A, ai, and what comes last?

*Child: N*

N, that's right. Get it? I wasn't going to write the whole of the word but you've worked so hard. That's perfect. Good. Well done. Alright. When you've rubbed them off, can you come and put your boards back in here, that's it and the pens stay there. I've forgotten where the dusters go.

## Session 4B

### Transcript of *The Lion and the Mouse* lesson

Low Order Book Orientation

Description of lesson purpose – general [00;29;00]

What I will do first of all is talk about this book that we are all going to read later on and we are going to see if we can find out as much as we can about how Patricia Scott wrote this book. Patricia Scott is the lady that wrote it.

Description of lesson purpose – this book, 'The Lion and the Mouse'

Overview of the story [[00;47;00]

Okay, so let's have a look first of all. If you look here, lots of you have already told me that you have seen this book in the library and some of you can even read its name. So can you read its name? What is it called?

"The Lion and the Mouse".

Okay now this is a story about a little tiny mouse who helps a great big, strong, lion. This kind of story is called a fable and it comes from long ago. It's the sort of story that people told their children to teach them lessons about life. So if you were a child, long ago and your Mum and Dad were telling you this story, they would be telling you to teach you that even if you are little and you are weak and not very strong at all you can still do things that are really very helpful. Like in this story a little tiny mouse helps a great big strong lion. That doesn't seem possible does it. You wouldn't think a mouse could do anything to help a lion but in this book that's what happens and it helps the lion in a way that the lion never could imagine.

Literate orientation to illustrations – page 2 [02;13;00]

So what I want you to do now is to help me to have a look at these pictures. That picture is a bit bigger here.

Who do you think this is?

Lion. (a number of children say lion).

He is huge, isn't he? He is a big strong lion and you might think that that lion is sleeping but if you have got very, very sharp eyes, you may be able to look down here and see something here.

Who can see what is open here?

Eyes.

Yes. (2 children respond)

Can you see that eye open?

No. (one response from child)

I bet you can. It's open because the lion is resting, it's not fast asleep, it's just resting so it looks like it's asleep but it's not.

And who do you think this little tiny animal is?

Mouse. (all children respond)

Yes, that's right. That is the mouse in the story and look the mouse has come out from its home. It just lives over here, somewhere quite close, nearby, and it's just come over to play and it sees the lion lying there and it thought, 'Oh, I know what I will do, I will run over its back. That will be a good game and so it's running over the lion's back; but it thinks that the lion is asleep.

Is it asleep?

No. (all children respond)

It's just resting. So here comes the mouse. It comes up over the lion's back, down over its head to the ground; and when it got down there,

what would the lion be able to do?

(one child says that the lion would try to eat it)

The lion would be able to see the mouse down there. So what the lion does, is catch the mouse beneath its paw, but we can't see that.

Literate orientation to illustrations – page 3 [04;14;00]

What we can see here, we have to just think that in our heads, because what we can see here, is just the lion's great big eye. Look how huge it is.

And can you see what's up here?

Nail. (one child replies)

That's right the sharp claws of the lion. That's the lion's paw with its sharp, sharp claws.

Ooh! I wouldn't like to be caught by them, would you?

And here's the little mouse about to be caught.

Now what do you think that the lion was going to do with that mouse, now it's caught it beneath his paw.

What do you think a lion would do?

Eat it. (one child responds)

That's right. And I bet is that the mouse thinks, 'Oh no, I am going to be eaten now for sure.'

But a mouse would only be a tiny little meal for a lion, wouldn't it? Lions like to eat a lot because they're so big and mighty. So this little mouse thinks to itself, 'Maybe I can get out of trouble.'

She's a brave little mouse, and she thinks quickly and she thinks of a story.

Literate orientation to illustrations – page 4 [05;23;00]

So first of all she says, "Oh pardon my Lord." So she is going to speak really nicely to this lion. She says something really strange. I bet the lion can't believe it. She tells the lion, 'If you let me go, someday I may be able to do something to help you.' And she thinks if she promises this, then the lion might let her go. She's a quick talker and you can see here the mouse doesn't look caught, does she? But in the story, in the words, she is still caught there. That is just the way the artist has drawn her.

Literate orientation to illustrations – page 5 [06;09;00]

So on this page when the lion hears the mouse say, "If you let me go I might be able to help you one day". When the lion heard her say that the lion went, "ha ha ha! You, a little mouse, help me, ha ha!"

He though that was the funniest thing he had ever heard. A lion helped by a little mouse. No way. So he laughed and laughed. He thought it was so funny that he thought, 'Well, I'll let the mouse go. She's made me laugh.' So he lifted up his paw and the mouse could run away.

Do you think the mouse ran away really fast?

Yes. (one or two children respond)

Oh, the mouse got out of there as fast as she could go. She just said a hasty "thank you," as fast as she could, 'thank you,' and away she went, back to her friends. And so she was saved, the lion had let her go. She talked her way out of trouble.

Literate orientation to illustrations – page 6 [07;16;00]

And look, can anyone guess what the lion might be doing over here? This is actually over the next few days.

What do you think he might be doing?

Laughing. (one child responds)

That's exactly right, you are thinking hard. Yes, the lion is laughing. Every time he thought of the mouse, he would be going round just doing lion things, going roar, and that kind of thing and looking for things to eat, and when he would think of the mouse he would laugh again. 'Ha, ha, ha. That was so funny, a mouse help me? That would never happen.

Literate orientation to illustrations – page 7 [07;51;00]

Okay, so, oh no! Here is a dreadful problem for the lion. Look what's happened to the lion? Can you see? He is not laughing now is he? He has been caught in a net. See the net. Hunters that like to catch lions and get their skin have laid a net out on the ground so that the lion didn't notice it and as the lion walked along and stepped in the net, the net went up and caught the lion. Look at it. He can't get out. The harder it moves. The harder the net catches him.

(one child raises hand)

Get out. (one child offers explanation)

That's right. Yes, but the lion's teeth can't bite through the net. He's held fast by the net.

Who's teeth are you thinking of?

The mouse. (one child responds and then all respond)

Oh, you are thinking ahead really well, aren't you? This might be the time that the lion thought would never come when the mouse can help.

Literate orientation to illustrations – page 8 [09;00;00]

So, look how sad the lion looks. I bet he's thinking I've had it now, I'm dead for sure. But who has come along. The mouse. (all children respond) That's lucky isn't it? As luck would have it along came this mouse and the mouse is looking for food herself and when she sees this lion caught in the net she calls all her friends and here they come. Lucky she lived nearby isn't it?

Literate orientation to illustrations – page 9 [09;30;00]

She could quickly get her friends to come and help as if she had been too long the hunters might have come back. So here are all her friends.

And what are they doing?

Cutting the string, biting it. (half children respond)

Right, they are doing both those things they are biting the string and cutting it with their teeth and there is special word for that.

Nibbling. (one child responds)

Nibbling is a word that is often used for mice. You are very clever and in the book it says the mouse gnawed Can you say gnawed?

Gnawed. (all children respond)

Yeah, and it's a special word for a special animal that chews and chews things. Now when they gnawed through the rope of the net, look, the lion could go free.

Literate orientation to illustrations – page 10 [10;13;00]

And he is being very, very gracious here and he is bowing to the mouse because, remember, the lion is such a mighty animal, he's called the King of the Beasts and here the King is bowing to the tiny mouse. The lion said, "You were right, even the small and weak can help the strong and mighty".

Summary of the Low Order Book Orientation [10;35;00]

And so it turned out well for both of them, didn't it? The mouse didn't get eaten, and because of that, the lion got freed from the net.

Explanation of the process of reading the story to the class [10;47;00]

Now, I am going to read the story to you. You can watch while I read it and if you know any of it, you can join in, if you want to. It's up to you this time. (Teacher place clear green plastic strip under the first line of print) Oh, this just shows where I am reading.

And so it's called, 'The Lion and the Mouse' and I just love the way all of you are listening: absolutely beautiful workers.

Teacher reads story to the class [11;10;00]

(starts reading)

Page 2

One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.

Page 3

The lion stirred and, reaching out, caught the mouse beneath his paw. "Mouse," he said, "you have disturbed my sleep. I think I will eat you."

## Workshop Material – PD1 Introduction to Accelerated Literacy

Page 4

“Oh, pardon, my Lord,” said the mouse. “Please do not eat me. Perhaps, if you forgive me, someday I may be able to do something to help you.”

Page 5

The lion laughed. “You, a little mouse, help me, the king of the beasts?” He laughed again, but he lifted his paw, allowing the mouse to go free. With a hasty “thank you”, the mouse ran off before the lion could change his mind.

Page 6

Over the next few days, the lion thought of the mouse often, but she kept well away from him. Sometimes he would laugh again at the thought of a little mouse helping the king of the beasts.

Page 7

But even kings can get into trouble. One day the lion became caught in a net set by hunters. As he struggled to free himself, the net tightened and held him fast.

Page 8

As luck would have it, the mouse came running that way in search of food. Seeing the lion caught in the net, she called all her friends.

Page 9

They came and gnawed at the strands of rope. Before long, they had broken the net and the lion was free.

Page 10

Bowing, the lion thanked the mouse. “You were right,” he said. “Even the small and weak can help the strong and mighty.”

Summary of moral – transition into High Order Book Orientation [13:45:00]

So the lesson that you would learn from that is even if you are only little and you are not very strong you can still be very, very helpful and do very, very valuable things in the world.

High Order Book Orientation

- Engaging students with literate discourse
- Inviting them into the discourse and validating their right to belong
- Building common knowledge

Introduction of High Order Book Orientation [14:00:00]

Okay, now I am going to ask someone to help me again. We are going to have a look a little bit harder at how the person who wrote this book chose their words. I am going to ask someone to come and help me here. Let’s see if we can remember, or we can find out rather, all the things that the person who wrote the book told us about who is in the story and when it happened and what the little mouse is doing.

Text marking activity to identify the author’s language choices [14:36:00]

Page 2

Explanation of why the story starts with ‘one day’ but ‘one day is not underlined [14:36:00]

Okay, so the very first thing that the person who wrote the book tells us, is when this happened and he tells us it happened ‘one day’ and so when you say something happened ‘one day’ it means that it didn’t happen any particular day it just happened ‘one day’ usually it means long, long ago, and then it tells us who the story is about, or one of the characters it’s about.

Identifying first character – a lion [15:06:00]

## Workshop Material – PD1 Introduction to Accelerated Literacy

So who can tell me who the first character is that it tells us about? 'One day...?' (teacher reads and pauses)  
Who is it about? Who is the big creature the story is about?

Lion. (about 3 children respond)

Okay, can anybody see the words that say a lion? Can anybody help me?

Lion. (three children respond)

Can you come and point to where it says a lion? Do you know? (one child get up to show) Thank you. Good helper.

Okay, (to child) that's 'one day', (child points to first two words of the story).

And so the next words are a ...? (teacher pauses)

Child responds with 'lion'.

Right, would you like to put a line under where it says 'a lion'? That's would be great. (teacher waits while child underlines 'lion')

(teacher confirms) Just under 'a lion'. Good.

Can you see lion starts with L? (to child)

Would you like to just sit down where you can see really well? (teacher points to place just in front of her and child sits there)

That's great.

Identifying what the lion was doing[16;04;00]

Who can tell me what the lion was doing?

Resting.

Fantastic. Can you see where it says that? Can you come and point to where it says 'was resting'. That's great. Good. And what if you do 'was' as well because 'was' goes with 'resting'. Those two words go together.

Identifying the second character – a mouse [16;29;00]

Okay, now while he was resting, when he was resting, in fact, who came along?

A mouse. (about four children reply)

A little mouse. Fantastic.

See where it says 'a little mouse'?

Can you?

You come and draw a line under 'a little mouse'.

See it doesn't say a big lion but it says a little mouse because its just emphasising for us how little the mouse was. Can you put a line under "a" as well. Good, because those words go together. You are very good.

Identifying where the mouse lived [17;10;00]

Now, who is really clever? And can remember where this mouse lived? Remember he didn't live far away. Where did he live?

Nearby. (most children respond)

Grass. Hole. Trees. (several children respond)

Yes, he did live in the grass or a hole it doesn't tell us exactly in the story.

Can anybody else tell me?

Nearby, hole (several children)

Well done. All those people are right. The mouse could live in a tree or hole or grass. And William told us how the book says it. It's a little mouse who lived 'nearby'. Would you like to put a line under 'nearby'. 'Nearby' means that the place the little mouse lived was close to the lion. It was quite close. Good work.

Identifying what the mouse did – ran [18;13;00]

So it lived nearby.

Now what does the mouse do to the lion? Can you tell me?

Running. (about four children respond)

Right. ...Good.

Running. (all children then respond)

You are all right. He is running over, and here it says, 'One day a lion was resting when a little mouse, who lived nearby, ran ...' so it says 'ran'.

Identifying how the mouse ran – playfully[18;56;00]

Then it doesn't just say 'he ran over his back', it tells us something really important; it tells us how the mouse ran. It wasn't trying to be a nuisance to the lion. He didn't want to bother the lion, so he ran 'playfully'.

Can anyone see the word 'playfully'.

(about four children respond)

Can you? Can you? All right can you do 'playfully'?

See if the mouse was just playing it means he wasn't trying to bother the lion, he was just playing.

Identifying where the mouse ran – over his back and down over his head to the ground [19;30;00]

Now, look at all the places that he runs.

Can you read this bit with me?

'Over his back, and down over his head to the ground' (teacher traces passage of mouse on the illustration).

Joint reading of the text [19;51;00]

Okay just before everybody goes out to play, can everyone try really hard to help me read this? And what I want you to do is read the bits that you have underlined and I'll read the other bits. So be ready. (children read with teacher)

'One day a lion was resting when a little mouse who lived nearby ran playfully over his back and down over his head to the ground.'

That is just fantastic, and remember if you were a little mouse and you were just going out to play you would run 'playfully'. When you go outside to play you would run 'playfully' because you are going out to play.

Yes you are. (class teacher who has been observing)

Who can tell me before I turn over, what's going to happen next? Everything is going okay now but there is going to be a big problem for the mouse.

What is it?

..... (most children respond with answers)

Laugh (one child responds)

Yes, the lion is going to laugh but first the lion is going to catch the mouse. The lion is going to wake up in a little bit and catch the mouse beneath his paw.

## Session 4C

### Transcript of *Lockie Leonard*, Accelerated Literacy lesson

#### **General introduction of researchers to class [00:00:07]**

Teacher (standing at the front of the classroom)

.... (no audio) tape recorder and all that sort of thing.

I might have met some of you before, or you might remember me from being here before because we've been to school a few times. My name is Wendy, and I've come here with Brian and William to work with teachers and some of the children at this school with reading and writing and spelling. So when we come here, we like to work with some of the kids and, work on some books that you are going to continue to work on in class.

#### **Low Order Book Orientation [00:00:38]**

##### **Description of lesson purpose – general [00:01:32]**

And the one that we are going to look at today is called "Lockie Leonard, Human Torpedo". (holds up book).

OK, now, what I'll do first of all is talk about the book a little bit, and then read some of it.

Then we are going to take one little part of the book and see if we can get to know all about it; we want to get to know it really, really well. All right? So that's our job today: is to learn some of the reasons why Tim Winton, who is the author of the book, some of reasons why he wrote the book like he did. That way you become experts in how this author wrote the story in English that he wrote.

##### **Overview of the book - general [00:01:27]**

##### **Modelling a literate orientation to the text**

OK, so really, it's a story that's about a boy who turns 13 in this book. It's about how he grows up and how he gets a girlfriend, how he enjoys school, having a girlfriend, and then after they break-up. The story is in three parts.

##### **Structure of the book - overall [00:01:50]**

(looking towards a student) Are you OK there? Can you see? Good.

So, the first bit is before he makes a girlfriend. Now the thing about Lockie is that his dad is a policeman, and so they moved around a lot. At the start of this story they've just come to this brand new town and he hates it. I don't know if you've moved much, but sometimes when you go to a new place, it's pretty horrible. It's not much fun to go to a brand new town. You've got to make new friends; he had to go to a new high school. And when they first went to the town it was awful, he just hated it.

##### **Purpose of the lesson - specific passage [00:02:34]**

The bit of the story we are going to look at, going to look and see how Tim Winton, the person who wrote it, makes the story seem sad at the start – by telling us it's raining, he uses rainy, cold weather to make the story seem sad, cause it's really hard for poor old Lockie going to this new town.

So I'll read a bit of it to you, but for a change, I thought we would use the tape if we could and the part that we are going to work on in a lot of detail is this part.

(Teacher pulls down screen and shows text on ohp).

**[00:04:11]**

So this is the very beginning of the book, where they first of all come into the town.

(Some fiddling with the projector)

The first bit tells us about when he first of all comes into the town.

**[00:05:08]**

The first chapter is called “Truly Packing Death”, and it’s called that because when he comes to town he is not happy; he’s quite scared about the whole thing. He feels really bad about having to go a new town and this tells us about it. The first thing tells us about how horrible it was when he first went there, but then a little bit later he gets to like the place. So in this chapter we find out about how they arrived at the town, and how sad it seemed, and how horrible. Then, it goes to tell us about how he got to like the place, what his bedroom was like in his house, and how they settled in. Then what he did in the first few weeks of the term. So we’ll just listen to the first bit.

Later on you’ll get your own book, but today, this is the first bit, and then we’ll just listen to the rest of that chapter. Thanks. *(Tape plays.)*

### Story Reading

(Story Reading – note that the teacher was attempting to demonstrate that a tape can be used as an aid to reading a story to a class. The reading on a tape is fluent and expressive and can be a change of pace for the class. In this case there were some problems with the tape and so the teacher combined some reading from the tape and some reading aloud herself.)

**[00:08:29]**

OK, that’s the first bit. That tells us what he felt when he first went to the town. All right? The first time he was at the town. Then the next bit of it tells us,

(teacher continues reading the text)

“... funny thing is, Lockie got to like that place. It was a big, old fibro joint with a rusty tin roof, and it went all higgledy-piggledy ing inside, like the people who lived in it kept having more kids, and just bunged on a room every Christmas. It was on swampy ground next to the showgrounds. The whole street was just reeds and factories. It was the worse street in the whole town. Not even the poorest people in town and the Aborigines in town put up with that street. People have their limits I guess.

Lockie Leonard’s room smelled like a German Shepherd had died in it. He shared it with Philip, his brother who was 10 and always wet the bed. And some people would blame the bed-wetting for the terrible pong, but the truth is it was always there. You really had to think DOG before going in.

He got settled in the best he could in those last rainy days of the summer holidays. Lockie was 12 and three quarters and for the first time in his life he was truly packin’ death. He was scared. It was one thing to be going to high school for the first time, but it was a whole different hockey match going to high school for the first time in a town where you didn’t know a single soul. Not a single poxy face. Not a man, woman, boy, girl, cat or dog who was familiar. Even the lousy southern weather was kind of unfriendly to him.”

### Low Order Book Orientation (cont)

#### Summary of the rest of the story [00:10:15]

OK, so I’ll leave the tape and you can listen to that with your teacher later on. To go on to the rest of the story, cause it’s all about how Lockie grows up, how he stops being scared of being in a new town, how he starts at high school. And some of the teachers hate him, they just hate him. But in the end he gets to be OK in the town, everything turns out all right for him. And he meets a girl and has a good time.

The thing that I wanted to look at today, about the story is that the when he goes there, he is feeling very bad about being there, but once he’s there, he finds that it’s not so bad. And so Tim Winton makes the mood for us by talking about the first day he goes into the town, it was raining. OK?

### High Order Book Orientation

- Engaging students with literate discourse
- Inviting them into the discourse and validating their right to belong
- Building common knowledge

**Introduction to High Order Book Orientation [00:11:08]**

**Orientation to the discourse – one reason why a writer describes weather**

So we'll just have another look at this bit (*Teacher points to text on the overhead transparency*), because it is a good way to start a story. If you're thinking "how can I write something that people read and know how I was feeling when I wrote it, or how the characters are feeling?", then you can talk about the weather. Happy things happen on a nice day, sad things happen on rainy days quite often in books. If you watch out, you'll see that rain usually means the story is going to be a bit sad. OK? So that's what he's done. And he's done it like this.

So this is the bit we've just heard. (*Teacher circles/highlights text on the overhead transparency*). It starts off by telling us ummm, I'll just go through this bit again, and you can see, then I'll ask you some questions about it. And what we are going to do is have a really good look at the language he uses, the English words he uses here.

(*Teacher reads from the overhead transparency*)

**Rereading text to be studied and pointing out the structure of the passage [00:12:07]**

"The first day Lockie Leonard saw this town, it was raining. The old family Falcon had been loaded down like a refugee boat, as they rolled into this little place, fresh from the city."

So that tells us how they got there. Then it tells us how the whole family was feeling.

"The whole family tried to be cheerful about it, but the place look awful."

And then here's a bit more about the town ....

"The town was small and crummy looking, and when they saw the house, the police force had organised for them, everyone in the car went quiet."

And then he tells us how each person reacts, what they think.

"Lockie's little brother looked at him, pegging off his nose with his fingers. His baby sister squirmed on the front seat. His dad left the motor running. His mum just started bawling."

So she was crying. So that's how everybody felt about the town. Did anybody like it?

Students No.

Teacher No. Not one person in all their family. So as this we read this, it doesn't just start off saying Lockie Leonard was a boy 12 years old, does it? It starts off, we find out about his family as it goes.

**Text marking activity to identify the author's language choices [00:13:25]**

**Focus on the weather 'it was raining'**

So have a look at the first bit, and is there anyone then that can tell me what the weather was like on this particular day, as they came into the new town? Can you tell me what the weather was like? What does it tell us here?

Class (no response)

Teacher Alright? What we are going to do is have a look at the story, the way it's written and see if we can find parts of it to underline, so that everybody knows exactly what it is about. OK? And everyone know how it's written. Then you'll all be able to read it really well.

So in this first bit, in the first sentence rather, what does Tim Winton tell us the weather was like?

Student Raining.

Teacher OK. So could you underline "It was raining" for us (*Teacher offers whiteboard marker to student*), the bit that says that. Then everyone can see it.

(*Student comes out, takes marker, underlines text on transparency*).

**Focus on when it was raining 'The first day' [00:14:23]**

Had Lockie Leonard ever been at this town before?

Thanks. Good. (*Teacher speaks to student underlining text*).

Had Lockie been in this town before, do you know? How do we know? What does it say that tells us he's never been there before?

If you look at the top it tells us (*indicating on transparency*), “This was .... the first day Lockie Leonard saw this town.” OK? So this was the first time, they are just driving into town, and what was the weather like? Raining. Nothing looks so good in the rain does it? Nothing looks very cheerful or anything like that.

**Focus on the type of car ‘the old family Falcon’ [00:15:12]**

Now, can anybody see which sort of car they came into town in? Can you read what it tells us about their car? (*waiting*). It was one special sort. It tells us that the whole family were in it, and we know that the car is old. So can you see what sort of car it is?

It’s the “old family Falcon” (*pointing to transparency*). So that’s an old car. OK? So if it’s a family Falcon, all his family were probably in it, as it’s the first day they came into town.

**Focus on the car’s appearance ‘had been loaded down’ [00:15:59]**

So, it had been loaded down, and that means that it was crammed with all of their stuff.

**Focus on the metaphor ‘like a refugee boat’ [00:16:11]**

And Tim Winton uses an expression here that tells us a little bit about what the car must have looked like. Can you see what it says here? (*pointing to transparency*) About the, how it looked. “The old family Falcon had been loaded down.”

What’s it like? Can you read what it tells us it was like? (*waiting*). It looked like an old refugee boat. A refugee boat, which means that they must have looked like really, refugees are people looking for refuge, they are looking for some help. They can’t stay in the country that they are in, and sometimes a refugee boat is really piled up with stuff, full of people and full of their belongings. So that their old family Falcon, if it was like a refugee boat, must have had 3 kids, 2 grown-ups, and a load of their stuff. And they were all piled and packed into it. So Tim Winton is telling us about that, so that we can imagine what it looked like. It must have looked pretty, pretty scruffy, pretty untidy.

**Focus on where the family had come from [00:17:31]**

OK, so it tells us, “the old family Falcon had been loaded down, like a refugee boat”, and it tells us, that says, they came into the town, but where did they come from? Can you see where it tells us where they’ve come from? Cause they haven’t lived in the country before, they’ve lived in the .... city. OK? That’s where they were, where his father was a policeman before. So how does it tell us here? “As they rolled into this little place”, .... fresh from where?

Student City.  
Teacher OK. Can you underline the city? The bit that says the city? (*Teacher offers whiteboard marker to student*).

So if you are fresh from the city it says fresh, means that you are new. We don’t know what city though, probably Perth.

(*Student comes out, takes marker, underlines text on transparency. Some other talking by students*).

It’s OK. That’s it, good. Thanks.

**Reference back to the discourse, inferences in text [00:18:36]**

All right, so they’ve just come from the city to the new town. Can you see, it doesn’t tell it to us all at the beginning. It doesn’t say “One day Lockie Leonard arrived in this new little country town from the city where they lived before.” He leaves us to work it out as we go.

OK, so the old family Falcon had been loaded down. Who do you think loaded it down? Anyone got any ideas of who it would have been?

Probably the family. They would have packed everything in and then they would have just climbed in themselves.

**Next segment of text – information about the family – discourse or inferences implied [00:19:22]**

Now the next bit tells us about the whole family. (*indicates on the transparency*).

So we don’t yet know who is in the family, do we? They haven’t told us, we’ve got to wait. So this is the style of the story, it makes us wait and wait and wait to find out what it’s about. All we know first is

that there is someone called Lockie Leonard in it. All right? And we know, now we know what sort of car they've got and what it looked like. And we know they've just come from the city, they are new to the country.

**Focus on the family's feelings 'The whole family tried to be cheerful about it' [00:20:07]**

Now it tells about how the whole family felt. Can you read the bit that tells us about how the whole family felt? What did they do?

**Student** (inaudible, to teacher too)

**Teacher** The whole family .... All right, let's have a look and see. Do you think they were cheerful or were they sad about coming to the town?

(Has a glass of water for her cough). Thanks.

**Student** Sad.

**Teacher** Yes, well done. They were sad weren't they? Good work. And it says it ... instead of saying straight out that they were sad, we have to work out they were sad. It says, "the whole family tried to be cheerful". So they were sad but they were trying and trying to be cheerful. They were probably saying "it's not going to be so bad, it will be OK". Then they were probably saying "it's going to be fine, we're all together, we've got all our things, it's going to be OK. So they were trying to be cheerful. But if it says that – they tried to be cheerful – then you know that they were pretty sad. So they tried to be cheerful about it but, see that *but*, it wasn't any good being cheerful, was it?

**Focus on the appearance of the town 'but the place looked awful' [00:21:30]**

How did the place look? Can you see how it looked? "The place looked ... awful." It's a horrible looking place. So if you're all moving and you don't really want to move, and you're driving into a town on a rainy day, and you're trying to be happy and cheerful, and when you look at it, it looks awful, then you are not going to be cheerful, are you, you're going to be sad.

**Refocus on structure of passage [00:22:02]**

All right? So that's the first bit.

(Teacher indicates / highlights on the overhead transparency)

That tells us about Lockie and it tells us about the weather. And this bit tells us about the family, trying to be cheerful, but it didn't work. And the next bit tells us about the town. OK? So that told us about the first day, and Lockie. That tells us about the family, and the whole family. Now this tells us about the town.

**Focus on description of town [00:22:34]**

OK. so can anyone read what it tells us about the town? Can you see something about the size? The town was ....

**Student** Small.

**Teacher** Good, good work. Small. OK. So it was small. And what else? Something else about the way it looked.

**Student** Sad.

**Teacher** Yes, it looked really sad. And the word they used here is "crummy-looking". So, do you know what crummy-looking means? How would a place look if it looked crummy-looking?

**Student** Horrible.

**Teacher** That's right. It would be horrible wouldn't it? It would look really daggy. It would look run-down and the buildings wouldn't look nice. And so when you saw that through the rain you would think, "Aww, I don't want to be here". So it's small and crummy-looking.

**Focus on the family [00:23:26]**

Now, that's the town, but then, their dad drove up to the house where they were going to live. So the next bit tells us about the house. When they saw the house the police force had organised for them, what did everyone in the car do? Can you see how it tells us that? Everyone in the car ....

Pardon? Everyone in the car did what?

**Student** Quiet.

That's right. They weren't noisy were they, they went?

Students Quiet.

Teacher Good. Would you like to underline the bit where it says quiet? *(Teacher offers whiteboard marker to student).*

*(Student comes out, takes marker, underlines text on transparency).*

OK? OK. So, probably before they had been chattering a bit. They'd been talking to each other, and chattering around, and saying "Aww, maybe it won't be too bad".

*(Talking to student who's written on overhead transparency).* Good. Well done. That's good. Ta.

They were probably chattering, but when they actually saw the house, when they drove up to it and saw this house, then they all went quiet. It was too awful for them to even bear to look at. They couldn't say anything, they just went quiet.

**Focus on Lockie's father – discourse/inferences [00:24:51]**

*(pointing to text on overhead transparency)* And, Tim Winton has sort of slipped some more information in here, cause it says, "When they saw the house the police force had organised for them ...". So he doesn't say, "Lockie's dad was in the police force", does he? But he says the police force had organised the house. So you know that somebody in the family, we know later that it's his dad, but, that somebody in the family actually belongs in the police. A special house that the police own, that people who go there, live in.

**Focus on discourse and inferences overall [00:25:32]**

So, see how, when you read this, it's not just reading the words, you have to work out what it means. You have to work out all the things Tim Winton's telling you. And he sort of slips ... he doesn't tell it you straight out, you sort of have to work it out. So he doesn't say, "This story is about Lockie Leonard". He tells us something that he does, "The first day Lockie Leonard saw this house".

And he doesn't tell us it was a horrible town straight out. He starts off with telling us it was raining, that's really dismal. And then he doesn't tell us that Lockie's family weren't very well off, that they were fairly poor, that they didn't have many possessions. And they weren't really rich enough to do anything they liked. It tells us about the old family Falcon. So we know they've got an old car. So they are probably not well-off people are they?

See how you have to work out what's going on?

Student Rusty.

Teacher Yeah, it's probably rusty. Well done. That's good. OK? So it might have bits of rust, and that's how you know it was old.

So when you read you really got to think about, not just what an old Falcon is, but why Tim Winton tells us, "an old family Falcon". It means that they don't have a nice flash new car. And then, when it says it's loaded down "like a refugee boat", that's telling us too that there's a big family. It's not just one kid, Lockie's not just the one kid, there are more kids, but we don't know how many yet.

OK? So he's telling us all these things that we have to work out, ourselves, from what he does tell us.

And then they rolled into this place, fresh from the city, tells us that they were from the city. It doesn't say at the start, "Lockie Leonard moved from the city". OK? So then we know that they are not happy about it, because they tried to be cheerful about it, but the place looked awful. And then, the town was small and crummy-looking, and when they saw the house the police force had organised for them, everyone in the car went quiet.

**Focus on the family [00:27:59]**

Now this bit *(highlights on overhead transparency with marker)*, tells us about each member of the family, and it tells us what each person's reaction was. And this is how we find out how many kids were in the family.

**Lockie's little brother**

It tells us what Lockie's little brother did. And it tells you, "looked at him, pegging off his nose with his fingers". So he was going (*pegs her nose*), "Oohh", holding his nose saying "this is a crummy-looking place". So we know Lockie has a little brother, don't we? Now. And we find out later that he's called Philip. Not sure if it has two "l's" or one. Now that's his little brother.

**Lockie's baby sister**

So who's the next member of the family? Can you read who the next member is?

Student Baby sister.

Teacher Well done, fantastic. So now we know he's got a baby sister. Do you want to underline his baby sister? (*Teacher offers whiteboard marker to student*).

(*Student comes out, takes marker, underlines text on transparency*).

And can you see what she does? She does what a little baby would do. She's in the front seat, so I don't know if she was in a car seat. It doesn't seem quite like she'd be, she may be in the front but she might be on her mother's lap, instead of being in a proper baby seat. So, his baby sister squirmed. So she's wriggling around and wanting to leave.

OK? Who's the next person it tells us about? ... In the next sentence.

**Lockie's dad**

Student Dad.

Teacher OK. So would you like to underline his dad? Well done.

(*Student comes out, takes marker, underlines text on transparency*).

So we found out about his little brother, his baby sister, and his dad. Well done.

Can anyone see what his dad did? What his dad did in the car? His dad ...

Student Left

Teacher Good. Left the motor running. Well done. So he's dad didn't turn off the engine and say "oh, let's go in and see the new house". He's dad left it running, which gives you the idea that he might be wishing he could get out of there, just leave. OK?

Student Scared.

Teacher That's right. Good. He was scared of what all the family were thinking. Right? What's the next member of the family he tells us about?

**Lockie's mother**

Student Mother.

Teacher That's right. Do you want to underline his mum?

(*Student comes out, takes marker, underlines text on transparency*).

So now we come, last of all, to his mum. It doesn't tell us what Lockie was doing, it tells us about his mum.

Well done. Good. OK, it can go to the end.

What does it tells us she did? What did she do? It's way of saying she was crying. He doesn't tell us straight out she was crying. It says, "his mum just ... started bawling".

Bawling's just a way of crying, a noisy way. So she wasn't just going (*Teacher indicates slight sniffing*), she was going, "Aaahhhhh". That's bawling. "Take us out of here, get me away". She was mighty upset.

So this bit tells us that nobody in the family wanted to be in their new house, in their new town. Everything was wrong, and Tim Winton, has started off by using the weather. He says it was horrible weather.

**Reading together [00:32:04]**

Could you try and read this with me? Who can read, you can read it with me if you want to, or you can watch if you don't want to.

(*Teacher looks and reads from overhead transparency*).

“The first day Lockie Leonard saw this town, it was raining. The old family Falcon had been loaded down like an refugee boat, as they rolled into this little place, fresh from the city.”

“The whole family tried to be cheerful about it, but the place looked awful.”

“The town was small and crummy looking, and when they saw the house, the police force had organised for them, everyone in the car went quiet.”

“Lockie’s little brother looked at him, pegging off his nose with his fingers. His baby sister squirmed on the front seat. His dad left the motor running. His mum just started bawling.”

**Summary [00:32:58]**

So that’s a bad, bad start, isn’t it? To get to the city, to get to their new town from the city. A very bad start. So the book starts off pretty negatively. We just know Lockie is not happy to be there. The next bit you read about, is how he actually got to like it. Then it will tell you a bit more about his house. And then when he starts school, he gets into so much trouble.

So it’s quite good fun. And it is written like, umm, sometimes about certain things, and about

...

Student (inaudible)

Teacher Yeah. And about the way that kids talk. As well as having good descriptions and things like that in it as well.

**Transformations**

Change in focus from what this sentence means to why it was written this way. Word recognition was also a focus of this Transformation which also has the effect of:

Engaging students with literate discourse

Inviting them into the discourse and validating their right to belong

Building common knowledge

Guiding students into control over the discourse

**Organisation [00:33:57]**

OK. Now the thing I want to do next is have a closer look at some of the words, and I’ve got that up here.

*(Teacher indicates hand-written large copy on white cardboard).*

And I want you to come a bit closer to this, I need you to be where you can see this. So I wonder if you can just come, bring a chair if you like and come sit around here, cause I need you to be a bit closer to the board. *(Teacher indicates children to move in closer).*

**Explanation of the purpose of the activity [00:33:27]**

So, this is just the bit that was on there *(indicates overhead transparency)*, put onto the cards.

And if we look at it like this, we can find out more about how the author wrote the story. OK? We want to know Tim Winton does his writing, because that can help us write. Anyone that writes, like Tim

Winton or Paul Jennings, or any of the writers, they learn to write from other good writers, cause every writer does it. John Marsden has a book that he writes things out of other people’s books in. So that he uses good ways to say things.

So if we know a lot about Tim Winton’s writing, then when you sit down to write, you can think, “Maybe I’ll do this the way Tim Winton did”. OK? You can choose to do that. That’s why we do this. We want to learn, to think the way Tim Winton does about writing. So that’s what we are starting to do when we do a transformation on the board.

**Identification of passage to be studied [00:35:35]**

OK? So this is what it says, you can read it with me if you like.

*(Teacher points to each word and reads from the board).*

“The first day Lockie Leonard saw this town, it was raining. The old family Falcon had been loaded down like an refugee boat, as they” ... - I’ve left a word out in my hurry – “rolled into town.”

Here’s “rolled”. Rolled is a funny way to say it, isn’t it? It doesn’t say, “drove into town”, which I would expect they would say, “they drove into town”. But “as they rolled in”, just another way of saying it.

... “fresh from the city.”

“The whole family tried to be cheerful about it, but the place looked awful.”

We’ll just look at that much. And I’ll ask you to cut some bits off for me.

**Focus on the weather [00:36:44]**

So, can anyone see the bit that tells about the weather on this day? What was it like the day Lockie Leonard first saw town? Can you remember what it was like?

Student raining.

Teacher That’s right, it was raining. Do you want to cut out “it was raining”? And we’ll just put that bit together.

*(Student comes out, takes scissors and cuts out words).*

That’s terrific. OK, and then, if you just cut the full-stop off as well. I wanted you to cut if like that actually.

*(One of the students whistle)*

So we can put that up here *(Teacher moves piece to top of the board)* and cut off the bit that says “it was raining”. And it’s interesting “it was raining” was the end of the sentence, because Tim Winton could have put it like this ... *(Teacher moves some words / sentences around)*. Can you read it like this?

**Focus on order of words in the sentence [00:37:52]**

Students *(Teacher points to each word on board)*. It was raining the first day Lockie Leonard saw this town.

Teacher That’s right. He could have done it like that. And that might have been more and that might have been more the way you’d expect it to be, with “it was raining” first. But, Tim Winton wants us to know it’s raining but he wants us to know first of all *(Teacher moves text back to previous position on the board)*, that this was the first day Lockie Leonard saw this town. The most important thing was it was the first time he saw the town.

**Focus on ‘The first day’ [00:38:25]**

So how do we know, what words does he use to tell us, that Lockie Leonard hasn’t been in this town before? He’s new there today? Can you see the way it tells us that? It doesn’t tell us straight out, “Lockie Leonard was moving to a new town”.

Student City.

Teacher Yeah, that’s right. It says, “he was fresh from the city”. That’s how you know he was coming from another place. But it also tells us it was “the first day”. OK? So the first day means he mustn’t have ever been there, this is the first time he’s come. Would someone like to cut off “the first day” from there? OK, good. Just the bit that says “the first day”.

*(Teacher offers scissors to student. Student comes out, takes scissors and cuts out words).*

So we know he hasn’t been here before. His dad and mum can’t have brought them to see where they were moving to, before. He’s just having to come this day.

Terrific, thanks.

So we know right from here that this is the first time they’ve been there.

**Focus on Lockie Leonard [00:39:53]**

And then we have the name of the boy the story is about. Can you remember what that was?

Student Lockie Leonard.

Teacher OK. How about you cut off Lockie Leonard’s name for me?

*(Teacher offers scissors to student. Student comes out, takes scissors and cuts out words).*

Thanks.

So Tim Winton leaves a lot of work for readers to do. So, we only know Lockie’s family is the Leonard family, don’t we? We don’t know the name of the rest of the family yet.

Fantastic. Good. Thanks.

So that first sentence tells us all these things. It tells us they were new to the town, it tells us about Lockie Leonard. And it tells us ... what was the other thing? It tells us about the weather.

**Focus on the weather [00:40:34]**

And what sort of weather was it?

Students Raining.

Teacher Fantastic. That's right. And how does rain make Lockie feel? You'd be happy if it was really dry weather, wouldn't you? Normally you'd be happy. In this story the rain makes people feel sad. It's making Lockie feel sad, and the town is a sad place. They are not happy to be moving, so they tell us (*Teacher point to the board*), "it was raining". It's a sad scene. OK?

**Focus on the car [00:41:13]**

The next bit then, tells us about their car. And we've got to work a lot out from this too. So, what does it say about the car? How does it tell us about the car here, what does it call it?

**Student Falcon.**

Teacher OK, good. The old family Falcon. Could you cut that bit off?

(*Student stands up and comes to the board. Other students sigh. Student takes scissors and starts cutting*).

What does old tell us? If they ...

Student/s Old manual car. Old.

Teacher That's right. It's probably an old manual. You're absolutely right, well done. So what does it tell us about how much money the family had? Have they got much money do you think?

Students No.

Teacher What would a rich family drive into town on?

Student (inaudible)

(*Some students laugh*).

Teacher That's it. The old family ... (*Teacher cuts out "Falcon"*) and the name of the car is the old family Falcon. That's the name of the car. So if you've got an old family car, it means that you're not very, probably not very well off.

(*1-2 students talking, told to shhh by others*).

They've got three kids and their dad's a policeman, so they haven't got much money.

**Focus on 'loaded' [00:42:32]**

Now, when it says, "had been loaded" it means it didn't put the stuff in it themselves. Who do you think, who do you think loaded the car?

Student The family.

Teacher Well done. Probably the mum and dad packed their cases, and the kids tried to squash all their favourite toys or they favourite things in with it. OK? So when it says, "had been loaded" (*Teacher point to the board*), we've got to know that it was the family that loaded it. The car couldn't load itself.

And then, umm, it tells us it had been loaded down. (*Teacher moves word "down" on the board*) I'll just put "down" up with that one. What does it mean if it's loaded down, do you think?

Student Like refugee.

Teacher Yes, that's right. You remembered exactly what he compared it with. If it's loaded down, too, it would be a lot of stuff in it, so that the car's springs are squashed down so the car is low to the ground.

So would you like to cut out “like a refugee boat”? (*Teacher offers scissors to student*). You really well-remembered that. That’s great.

**Focus on ‘like a refugee boat’ [00:43:47]**

And remember what we said about a refugee boat? Why Tim Winton would compare the car to the refugee boat?

(*to student who finished cutting*) Good, excellent. I’ll just put it up here, with that bit.

So it’s loaded down like a refugee boat. Do you know who refugees are? Can you remember that bit?

Student Boat.

Teacher That’s right. They are people who come by boat to Australia, to get away from trouble in their own country. If their own country has got war, or it is so dangerous for them to live, they can’t stay there anymore, they come in a refugee boat. And the boats are usually old and have so many people on them, that they settle down on the water and there’s not much room, umm, not much boat above the water. So they go along slowly and, with a lot of people and luggage on them. And the people on the refugee boats are pretty miserable cause they having to leave their country. And that would be a bit like the Leonards were. So that’s why their car, the old family Falcon, was like a refugee boat. It’s carrying a heavy load, and the people are not very happy.

**Focus on how the car moved- ‘rolled into this little place’ [00:45:11]**

OK? And then it tells us (*Teacher shifts words along*), what the car did. It had been loaded down, (*Teacher points to words on board*), “as it ... rolled”, yes, that’s the word I left out. Into ... where did they roll into?

Student The place.

Teacher Excellent. (*Teacher points to words on the board*). “Into this” ... fantastic reading. OK, it doesn’t call it the town, does it? It says town up here (*Teacher indicates on board*) ... “saw this town” ... and here it calls it “this little place”. So why do you think Tim Winton would call it little? Why does he call the town little? What does that tell us?

Student Because it was small place.

Teacher That’s right. We know it’s not a big town, like the city. They’ve been in the city, now they are in this little town. So it’s just this “town” (*Teacher indicates on board*) here. But it’s also a, “little place”.

See how you’ve got to watch what the words are telling us all the time here, to see what Tim Winton’s trying to let us know.

**Focus on ‘fresh from the city’ [00:46:23]**

OK, and where have they come from?

Student City.

Teacher Excellent. OK, terrific. So do you want to cut off “fresh from the city”? (*Teacher offers scissors to student*).

Ooops. (*Teacher knocks over something*). Sorry. I’ll just give myself a bit more space.

That’s it. (*Teacher holds end of the cardboard student is cutting*). I’ll catch this bit as it falls. So fresh from the city just means that they’ve just come newly from the city. Good. I’ll put it up here.

And fresh is just ... we often use it ... fresh to talk about vegetables and things like that, and fruit or fresh food is new food, and being fresh from the city means you’re new from the city, and you’re just coming here for the first time.

So that’s enough to look at now.

**Activity 1: turning over some of the phrases to provide and opportunity for handover and deeper discussion of meaning and discourse [00:47:19]**

This is a really long sentence (*Teacher points to the sentence on the board*), with a lot of information in it. So, I’m just going to turn a bit over now, and see if you can look at the difference it makes. This helps us know what Tim Winton is using the words for. So if I take

- off, that (*Teacher covers some of the words within a sentence on the board*), OK, now can you just read the sentence now, the first sentence?  
 Students & Teacher “Lockie Leonard saw this town, it was raining.”  
 Teacher OK, so if the story just started – “Lockie Leonard saw this town”, and maybe you’d have to put a fullstop there, “It was raining.” What wouldn’t we know? What’s the bit that is turned over?  
 Student The first day.  
 Teacher OK, you turn it back over and we’ll check if you’re right.  
 (*Student comes up and turns over covered text*).  
 OK, can anybody remember then, thanks, why Tim Winton had to tell us it was the first day? What’s important about that information? Can you remember what it tells us about Lockie? Had he been to the town before?  
 Student No, it was his first time.  
 Teacher Excellent. Well done. So he puts that there so we know, he’s new here, it’s the first time. He’s fresh (*Teacher points to the word “fresh” on the board*) to the place. OK? So without that, we wouldn’t know till later that he was new, would we? Well done. That’s terrific.

**Focus on weather and why it is important [00:48:40]**

- OK, I’ll turn another bit over. (*Teacher turns over different section of the text on the board*).  
 What does it say now?  
 Students & Teacher “The first day Lockie Leonard saw this town.”  
 Teacher Then you go on, “The old family Falcon ...” etc. So what have I turned over this time?  
 Student/s It was raining.  
 Teacher OK, would you like to turn it over to see if you were right? (*Teacher indicates to one of the students*).  
 (*Student turns over covered text*).  
 Now when Tim Winton wrote this, he could have made the weather any weather he wanted, he didn’t have to say it’s raining. Good. He could have left the weather out of it altogether. So is there anyone who can think why he would tell us it was raining? What’s special? How does the rain make us feel?  
 Student Sad.  
 Teacher Yeah, probably. Everything’s grey and wet and doesn’t look it’s best, in a town, when it’s raining. So that’s good. It tells us straight up that Lockie Leonard was not happy to be moving to the town.  
 OK? So if you want to write about something happy in your writing, you might put good weather. If you wanted to write about something sad, you might do what Tim Winton did, and said, when my story starts, it was raining. Alright? So that’s a good strategy, talk about the weather to make a mood in the story. OK?

**Focus on car and the implications of its description [00:50:32]**

- Then, OK, I’ll turn another bit over. (*Teacher turns over a different piece of text*).  
 So what does the next sentence say?  
 Students & Teacher “The old family Falcon had been loaded down as they rolled into this little place, fresh from the city.”  
 Teacher OK, what bit have I left out now? That sounds OK without whatever was turned over.  
 Student Refugee boat.  
 Teacher OK, come and turn it over and see if you are right.  
 (*Student comes up to the board and turns over covered text*).

And think about why Tim Winton would tell us this was like a refugee boat. OK, thanks. What sort of image does having it like a refugee boat give us?

Student (inaudible)

Teacher OK, anyone else? OK. Remember what I said about how loaded down the refugee boat is? With all the refugees trying to get away, and come to another country? Well, their old family Falcon was loaded down. It didn't have any room for anything else. It had the baby sister on the front seat. Well you're not meant to put your baby on the front seat. And this is a policeman driving the car! Or his wife. And the policeman ... it doesn't tell us whether it was the policeman ... oh yes, it does tell us it was him, doesn't it? Cause it says, "his dad left the motor running". So his dad, the police, who's coming to this town, had a baby on the front seat! So it was too full to fit the baby in the back. The two boys, and the luggage, and everything was in the car squashing it down.

OK? So it's really, "loaded down". And ... OK. (*Teacher turns over a different piece of text*).

**Empahsis on 'fresh' [00:52:40]**

Let's see what it says without that word.

"The old family Falcon had been loaded down like a refugee boat as they rolled into this little place from the city."

Student/s Fresh.

Teacher OK, turn it over and see if it's "fresh".

(*Student comes up to the board and turns over covered text*).

Thanks.

Right. Now it sounded OK with "fresh", didn't it? So why do you think did they put the word "fresh" in? Why did Tim use that word? What does it tell us about the family? It's a bit like the first day isn't it?

Student Yes (inaudible).

Teacher That's right. What does it mean? They hadn't been there before had they? That's good, well done. So that word's been put there to tell us they were new. OK?

You've done really well there.

I'll just have a look at one other little bit.

**Focus on the car [00:53:49]**

It's just the way they've talked about the car. (*Teacher cuts some words from a sentence on the board*).

I'll just have a look at the bit that tells us about the car, because it ... (*Teacher looks at one of the students*) Don't worry, don't worry ....

Calls it, "the old family Falcon". OK? Each of those words tells us something about Lockie and his family. It doesn't say it's the car, does it? How do we know it's the car? Do you know what word tells us it's a car?

Student Falcon.

Teacher That's right, the "Falcon". Is a type of car isn't it? (*Teacher holds up the card with the word "Falcon" on it*) We all have to know what a Falcon is, otherwise you might think it's a bird or something. All right, what if I turn over this (*Teacher turns over another word*) ... it would just say "The old Falcon". What have I turned over here?

Students Family.

Teacher OK. Well, why did he put "family" in? (*Teacher holds up the card with the word "family" on it*). What does that tells us? Why would he put the word "family" in there? Why not just say, "the old Falcon had been loaded down"?

Student Old.

Teacher Yeah. Why does he tell us about the family? See every word Tim Winton's put in, has been thought about. (*Teacher holds up the card with the word "family" on it*) And he chose, not just to say, "the old Falcon", he chose to say, "the old family Falcon". Now I wonder why he uses "family Falcon". It could be because that tells us already then, that it's not just Lockie Leonard coming into town, it's his ...

Students Family.

Teacher Yeah, he's family's coming. Well done.

OK. I'll take out that word now (*Teacher turns over another word*). And it just says, "The family Falcon", now doesn't it? What word have I left out now?

Student Old.

Teacher OK, let's see. You right? (*Teacher holds up the card*).

Students Yep.

Teacher Why does it tell us “old”, I wonder. (*Teacher holds up the card with the word “old” on it*) Why did Tim Winton tell us it was the “old” family Falcon?

(*students mumbling*)

Can you remember what it tells us about how much money the family had?

Student They had it a long time.

Teacher Yes, they had it a long time. Excellent. Well done. They had it a long time, and what does that tell us about how much money the family had? Can you think?

Student Tiny bit.

Teacher Yeah, they had a little bit of money. They didn’t have enough to buy a new car to move to the new town. So they had to load their old car down. They couldn’t buy a new 4-wheel drive to go to the country. They had to go in their old family Falcon.

OK? So that helps us ... putting all those words around the card, the description of the car, tells us, (*some students giggling*) ... that Lockie’s got a family, and that the car that they are coming in is an old one.

### Spelling [00:56:50]

#### Description of activity

All right, I think that’s enough to do to talk about the story now. OK? And the next thing that I would like to do, (*Teacher looks at her watch*), I don’t know if we’ve got time ... is some spelling.

OK, do you have spelling boards in this room? Little whiteboards? And do you use them for some spelling words sometimes?

(*students moving around and talking*)

Once you understand what Tim Winton’s written... that’s a really good start to help you with your own writing. If you learn to write some of the things the way he does, that helps you with your writing too. And especially if you know how to spell some of the words.

#### How to break up the word ‘first’ [00:57:37]

So (*Teacher holds up a card with the word “the” on it*), I won’t do this word. I think everyone can write “the” in this class, but we’ll have a practise with “first” (*Teacher holds up a card with the word “the” on it*). But I don’t want you to write it yet. I just want you to watch a moment.

So, when we write the word, “first”, if you are not sure about how to spell it, the way that helps you learn it is to think about the patterns that it has in it.

(*Teacher cuts off letters of the word “first”*).

And when we write “first”, the pattern that occurs in other words, that is useful to you, is this bit that says, “irst”. So the word’s got two bits (*Teacher puts both bits together and holds up*). It’s got the bit that says “fff”, and the bit that says “irst”. OK? And the bit that says “irst” has “IR” making “ir”. So it’s “IR .. st”. OK? Now I want you to have a really good look at it, and remember that it’s “I.R.S.T. ... irst”. OK, got it? OK, have a go at writing “irst”, just the bit that says “irst”.

... I’ll do it again. Right? Remember “irst”? (*starts writing on whiteboard*). “I R S T”. “irst”. Did you get it?

Students Yes.

Teacher Good. If you weren’t sure, have a good look at it now. OK? (*Teacher erases from the whiteboard*). Now have another go at writing “irst”. Just the bit of the word that says “irst”.

(*Students write on small whiteboards they have in front of them, Teacher walks around the class*).

Well done. Good. You can rub it off. Everyone got that. That was really good. So, all you have to do to make it into “first”, is put the “F” in front. But as you write it, I don’t want you to go “FIRST”, like that. That’s the hard way to spell. (*Teacher puts both bits of the word, “first” together and holds up*). The easy way is to think of it in it’s patterns, and as you write it, say under your breathe, “fff ... irst”, and write it like that, OK? Go “fff ... irst”, and write it.

Excellent, that’s really good kids.

(*Students write on their whiteboards, Teacher watches*).

That’s it, terrific. (*Teacher walks back to the whiteboard to write*).

So to get “fff ... irst”, and (*Teacher underlines “irst”*) that’s the bit that comes in other words. Right, you got that? Well, done.

#### How to chunk ‘day’ [01:00:37]

Now, I don’t know if you all know how to spell “day” already, but I’ll just show you the patterns in case. (*Teacher cuts word “day” on card, in parts*). OK? So in “day”, what does this bit say? (*Teacher holds out the letter “d”*).

## Workshop Material – PD1 Introduction to Accelerated Literacy

Students D.  
Teacher Good. And what does this bit say? (*Teacher holds out “ay”*).  
Students Ayy.  
Teacher This bit is the bit ... it’s “d ... ay”. OK? “D ... ay”. That bit’s the bit that says “ay”. OK? (tape ends here)

And that’s the pattern that comes in so many words (*Teacher points to the “ay”*). It’s a really good one to know. So just have a quick practice writing the “ay”. OK?

(*Teacher looks over students writing*).

Good. That’s terrific. Did you get “ay”?

(*Students smiling at camera on them*).

Now (*Teacher erases off the whiteboard*) see if you can write “d ... ay”. And just say, as you’re writing, say under your breathe, “d ... ay”. So you remember the patterns, and don’t do it letter by letter.

(*Teacher looks over students writing*).

That’s perfect. Terrific, that’s really good. OK, well done. Now you can clean that off. That’s terrific.

Now I wonder if you can remember how Tim Winton started the story? He’s telling us that this is the first ...oh! (*overhead transparency light comes on*) ... he’s telling us that this is the first time they’ve come to the town. This is their first day, they’re new. So do you think you can write, “the first day”? Put those three words together? See if you can do it. OK, if you are not sure you can wait and do it with me.

(*Some students write, some do not*)

See if you can write “the first day”. The three words that tell us when Lockie Leonard came to the city, umm, the town I mean, from the city.

Can you do it? Write the first day? Perfect.

(*Teacher looks over students writing*).

That’s OK. Good.

Alright. So, I just said to write “the first day”. So if you haven’t done a capital “T”, don’t worry. Did you get it? The first day. So it tells us he was new.

Tim Winton doesn’t have to say, “Lockie Leonard arrived at the town and was new”. It just has to say, “The first day Lockie Leonard ...”. We know that he’s new to the town.

Well that’s enough for now. I think. That’s really good work. So you can clean those off. I won’t, we won’t do “Lockie Leonard” and the rest of the sentence today. We can do that another time. Well done.

Just clean off the boards and you can just collect them up again. I think Colin’s going to take them, to lunch.

Thank you very much everyone. You really worked well. And I hope you enjoy Lockie Leonard. I think you will enjoy Lockie Leonard.

(*Students collect whiteboards and pack up – some talk and smile to the camera*).

END

## Video clip 11 – Questioning

<insert transcript>

## Video clip 15 – Handover, Day 2 *The Lion and the Mouse*

### Second lesson on ‘The Lion and the Mouse’

#### *Low Order Book Orientation*

Engaging students with literate discourse

Working from common knowledge

Inviting students into the discourse and validating their right to belong

Guiding students into control over the discourse

Description of lesson purpose [01;00;07;15]

What we are going to do today is see how much we can remember about the Lion and the Mouse story that we looked at yesterday and we’re going to see just how much we know about it now because we read it yesterday didn’t we? So I bet we know lots of things and we’ll see if we can remember what’s going on in this story.

Working from common knowledge - page 2 [01;00;24;15]

So first of all who can remember what the story is called?

The Lion and the Mouse (a few children respond)

That right, the Lion and the Mouse. I’ll open it up. Oh, this is the name of the person who wrote it. It’s been retold by Patricia Scott and it’s a very old story, this story. People have been telling it for hundreds of years. Because it teaches us a lesson, doesn’t it? About even the small and weak being able to help the strong and mighty.

So who is the strong and mighty animal here?

Lion (2 children respond others join in)

Oh right, and here he is and who is this?

Mouse (Most children respond)

Yes, that’s right, great. The mouse isn’t strong and mighty is he, what’s the mouse?

Weak and (one child responds)

Yes.

Tiny (another child responds)

Yes, it’s tiny and it’s weak and he is not anything like as strong as the lion. That’s great.

Can anybody remember what this little mouse is doing here?

Running down his back.

Yes. And what did you say?

Playfully.

Yes. Both exactly right. What did you want to say?

Ran down over his face.

Yes, good. That right.

He is going to do that isn’t he?

So you have got great memories. That’s fantastic and I was really proud of the person who said playfully.

He was playing because remember he is not being a nuisance he is not meaning to bother the lion is he?

He is just out playing.

Can anybody remember where the mouse lives?

Nearby (most children respond)

You are so clever. Well done. Yes, and nearby means its not very far away, it’s fairly close isn’t it. So it probably just lives over here in these trees. Can anybody remember why it’s important for the mouse to live nearby? Yes, why?

Help him (one child responds)

That’s right. So when the lion gets into trouble the mouse is likely just to be playing around close by, not going to be far away. You are so good at remembering you people.

Working from common knowledge - page 3 [01;02;48;10]

Now, oh, whose eye is this?

Lion (most children respond)

And, oh, I forgot on this page (quickly returned to page 2):

Is the lion asleep?

No. (most children respond)

What is the lion doing?

Resting (two children respond)

Yes, he is awake and he is resting. Well done both of you. He is not asleep like the mouse thinks. He has got one eye open, but from over here the mouse wouldn't see that eye. The mouse would think that the lion was asleep. (Turns back to page 3)

Now there's that eye over here.

Who can remember what these are up here? (pointing to lion's paw in illustration)

Claws. (one child responds)

What is the lion going to do?

Catch it. (one child responds).

Yes, that's right. So a lion has big paws doesn't it and in its paws it has these claws and the lion is going to catch the mouse beneath his paw, under his paw. Can you make a lion's paw? Just show me your lion's paw. That's right.

(all respond)

And you are going to reach out and pretend to catch a mouse beneath your paw. That's right. Good Well done.

And here is the little mouse (points to illustration). I can't tell if the little mouse looks worried but remember the lion says he is going to eat the mouse.

Why is he going to eat him? Can anybody remember why the mouse is going to be eaten? Why the lion is going to eat the mouse rather?

He is hungry (one child responds).

Yes, the lion has just probably woken up and he is feeling a bit hungry and he is also very, very cross with the mouse because the mouse has disturbed his sleep.

#### **Working from common knowledge - page 4 [01;04;39;00]**

Okay, so who's this?

Mouse. (All children respond)

and the person who drew the pictures in the book didn't draw the mouse squashed by the lion's paw. Did it? With a little mouse under the paw. It drew the mouse just here. So we get the idea that the mouse is talking and remember this is a quick talking mouse. It's talking the lion out of eating it. Can anyone remember what the mouse says to the lion to stop the lion from eating her?

Yes.

Don't eat me (one child responds)

Yes, it says don't eat me because ...?

I'll help (one child responds)

Well done. That's right.

What were you going to say? You were going to say that too. Well done. Good.

*So the tiny little mouse says, 'Perhaps if you forgive me,' that means, if you let me go, 'then some day I may be able to do something to help you,' and*

*(child interjects – unintelligible)*

*Yes, well done.*

*That's pretty funny isn't it, otherwise the lion would have got caught.* Video clip ends here. [02;00400;10]

#### **Working from common knowledge - page 5**

This is the page where the lion laughs. You can see the lion over here laughing.

So why did the lion laugh?

Funny (one child responds)

Yes you only laugh if something is really funny, don't you.

What did the lion think was really funny?

Mouse (one child responds)

Yes, he is laughing at the mouse saying such a silly thing.

Yes ..... (one child responds).

Yes. That's exactly right. Well done. Because the mouse said the lion laughed because he said, 'You a little mouse, help me, the king of beasts?' Because the lion is the biggest animal in the jungle and he is the king of all the other animals and so lions are often called the king of the beasts in stories. That's one of the things they are called. So the lion thinks that's very funny and he thought it was so funny that he thought he would let the mouse go.

So what does he do with his paw? Can anyone remember? He had the mouse under his paw so he had to lift his paw and let the mouse go free and what does the mouse do when the lion lifts his paw?

She ran away (one child responds)

Yes, the little mouse ran away as fast as she could go. She just said, "thank you" as fast as she could go and a really hasty "thank you" away she went as fast as she could go because I bet she thought the lion might change its mind and eat her after all. So it got out of the way.

**Working from common knowledge - page 6**

Then this page is actually over the next few days. So the lion would be thinking and it would think about the mouse and what do you think the lion did every time he thought about the mouse?

Laugh (most children respond)

'Ha, ha! Fancy a little mouse helping the king of the beasts.' That is funny but what's going to happen  
..... (one child responds)

**Working from common knowledge - page 7**

Yes, there is going to be a big problem with the king of the beasts, isn't there? A big problem for the lion. What's he going to get caught in.

The net (one child responds)

Oh good, very good memory. There he is and who set the net out on the ground to catch the lion? Who set it?

The hunters (all children respond)

Yes, that's right. Hunters go round catching animals like lions and taking their skin so that they can make rugs for the floor or to hang on the wall.

Like a jumper (one child responds)

So, the hunters can say that they have killed the king of the beasts. So, here is this poor lion. Look at his face. He is not laughing now is he?

He is sad (one child responds)

Very sad. Well done. He is thinking about what might happen to him and can he get out of there by himself?

No (all children respond)

However much he struggles; when you struggle you push and you shove and you kick; however ever hard he struggles, the net just tightens and holds him very fast.

**Working from common knowledge - page 8**

Okay. So who's this?

The mouse (all children respond)

And why is the mouse running.

To help the lion (most children respond)

Yes, she is just running around looking for food and she comes and sees the lion caught in the net. Then look what she does.

**Working from common knowledge - page 9**

Who are all of these?

Friends (most children respond)

And what are they all doing?

Yes?

Cutting the rope (one child responds)

Well done. That's right. Biting the string. They are gnawing through the strands of the rope. Remember that special word, gnawed, which means biting and chewing through the rope?

**Working from common knowledge - page 10**

And what's the lion doing here?

He's free (one child responds)

Yes, he is free. The lion is free and he is saying something to the mouse. Can anybody remember what he is saying to the mouse?

You were right (one child responds)

Well done, you are extra specially clever because you were reading that weren't you? That's terrific. Yes see the lion here is bowing. That means he is bending over bowing to the mouse and usually when people bow to things it's a sign of being respectful, but this time the lion bows to the mouse and says, "You were right" because remember the little mouse said before, 'If you let me go some day I may be able to help you.' The lion thought that was really funny but this time it turns out to be true. The little mouse did help the lion and so the lion says, 'Thank you, you were right. Even the small and weak, (that's the mouse), can help the strong and mighty.' So even though the lion didn't really believe the mouse, it turned out to be true.

### Teacher reads story to the class

Now I will read it to you and if you want to read along with me you can and if you just want to listen, that's fine.

The Lion and the Mouse

One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.

The lion stirred and, reaching out, caught the mouse beneath his paw. "Mouse," he said, "you have disturbed my sleep. I think I will eat you."

"Oh, pardon, my Lord," said the mouse. "Please do not eat me. Perhaps, if you forgive me, someday I may be able to do something to help you."

The lion laughed, "You, a little mouse, help me, the king of the beasts?" He laughed again, but he lifted his paw, allowing the mouse to go free. With a hasty "thank you", the mouse ran off before the lion could change his mind.

Over the next few days, the lion thought of the mouse often, but she kept well away from him. Sometimes he would laugh again at the thought of a little mouse helping the king of the beasts. But even kings can get into trouble. One day the lion became caught in a net set by hunters as he struggled to free himself, the net tightened and held him fast. As luck would have it, the mouse came running that way in search of food. Seeing the lion caught in the net, she called all her friends. They came and gnawed at the strands of rope. Before long, they had broken the net and the lion was free. Bowing, the lion thanked the mouse. "You were right," he said. "Even the small and weak can help the strong and mighty."

### Summary of moral – transition into High Order Book Orientation

So that was lucky for the lion wasn't it? That's pretty funny, isn't it? That he let that mouse go; otherwise the story would have ended when the lion got caught.

### High Order Book Orientation

Engaging students with literate discourse

Inviting them into the discourse and validating their right to belong

Building common knowledge

Guiding students into control over the discourse

### Introduction of High Order Book Orientation [02;00;05;15]

#### Description of the activity

Now I wonder if there is anyone can remember what we did yesterday with the pen: how we found some words with a pen. You can? Such good rememberers. All right. So see if you can help me remember how the author wrote this part of the story because the author chose her words really carefully so we would know what was going on in this story.

### Text marking activity to identify the author's language choices [02;00;28;18]

#### Page 2

So the author starts off telling us when this happened. Remember we don't know exactly when it happened it just happened on 'one day' long ago.

So did anybody see the part that tells us when the story was taken place?

One day (one child responds)

You are so clever. Did anyone else know it was going to be 'one day'?

...(another child responds)

Terrific. Would you like to come up and put a line under the words that say 'one day'? You watch and see where 'one day' is. Okay. Can you do day as well? That's the word that says 'one' (teacher points) and do 'day' as well. Fantastic.

Then it tells us about the first character, what the first character was doing 'one day'.

So 'one day...', who's this?

A lion (about 4 children respond)

That's right, a lion. Do you want to underline 'a lion'?

Yes

I think it will be all underlined today.

Did you know which words were 'a lion'? (to one child as a compliment)

You may be able to help me with the next one.

And remember to do 'a' lion this time (to child with the pen) because we are just meeting the lion for the first time. It's just one particular lion that is walking through the jungle at this particular time.

And what was the lion doing?

Resting ( all children respond)

Can anyone see the word 'resting'?

Can you see this?

Come on. Come and underline it. I'll help you.

Me (another child asks)

Yes, I will have to choose you. You are working so hard. Excellent. Make sure you sit up so you can see.

That's great. Alright. So he was resting.

When what happened?

The mouse came along (all children respond)

What sort of mouse?

Were you going to say a mouse? (to several children)

You were.

You were.

Well done. Can you see where it says 'a mouse' and it doesn't just say 'a mouse' does it?

A little mouse (some children)

because it's not a big mouse it's only a little mouse.

Where does it say 'a little mouse'?

A little mouse. Mouse starts with M. Well done. Good.

You see, it doesn't just say a mouse it emphasises it's little and weak. A little mouse.

Now it doesn't tell us what the mouse did next, it tells about where the mouse lived.

Where did the mouse live?

Nearby (all children respond)

Can you see the word "nearby"?

Okay, you can and do the word nearby. Good you knew it didn't you. Look at all the people who are helping. Well done.

What did the mouse do? What's the actual thing the mouse did?

'Ran', (most children respond)

That's right, and can you see the word that says 'ran'. Come and do it. 'Ran'. Look at this see how much is underlined (of the page of text). Aren't you the cleverest people? Now this is tricky.

Who can remember how the mouse ran?

Ran on his back

Over his back

On his head (several responses)

Yes, it did run on his back, that's right and that's where he ran, well done. That's the next bit.

How did he run?

Remember he was playing he wasn't being naughty, he was playing. Can you remember?

Playful (one child responds)

Oh, you are pretty clever. What were you going to say?

Playful (one child responds)

Yes, he ran 'playfully'. Who can see the word that says playfully? All right come on then. Did you know what it was too? That's good. Look at this word very carefully, play-full-y. Good.

Then it just doesn't tell us he ran over his back, it tells us he ran 'over his back and down over his head to the ground'.

So who can see the first place that the mouse ran.

Over his back (most children respond)

Do you want to come up and underline this? You can. I will help you. Oh you are going to. Well done.

They're the words that say it. And the next one (to child doing the marking) b-ack. This is such a clever class. Right. So in the first place he ran was over his back.

Then where did he go?

Head, head (most children respond)

ground (one child responds)

Yes, the ground is the last place. And down over his head. Good. Now the mouse is up to here. Right you come and do that. That's brilliant. Such good workers.

The author tells us exactly how the mouse got to the ground doesn't she? Great.

Now can everybody try really hard to help me read this page.

.... (one child)

No, they're not quite all underlined are they? Help me? (startes to read)

'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.'

Well, you are fantastic. Well done all of you. Everybody is helping me. That's great.

Now we'll look one more page just quickly. Then I will do something else with you. Yes.

### **Text marking of part of page 3 [02;07;51;14]**

#### **Short activity to develop meaning of a particularly literate part of the text.**

What you can do first of all is pretend to be the lion.

Can all of you go to sleep on the floor like the lion? You pretend that you are the lion. (children lie down on the floor)

Just make sure you have enough space because this is what happens on this page.

Okay, so the lion is asleep and now a little mouse disturbs your sleep, so you have to stir first, that means just start to stretch and wake up. Alright, just start to stretch and move slowly that's how you stir. The lion stirred. So start to wake up, start to sit up and pretend that in front of you there is a little mouse. A little mouse who disturbed your sleep. So stretch, reach out with your paw. Everyone reach out and catch the mouse beneath your paw.

Okay, go to sleep and I will tell you. You do it while I say it. 'The lion stirred.' Okay stir means you start to stretch. Start to get up, pretend to see a mouse, reach out with your paw and catch the mouse. Okay.

Well done.

So sit up well done and see if we can see the words that tell us this. Now remember, what's the first thing that the lion does?

Stretch (most children responded)

Yes, the special word for that is the lion stirred. Stirred. Not like this, this is stirring (her arm goes round in circles) Yes, (to child moving). Just starts to move and wake up. The lion stirred. Who can see the words that say 'the lion'? Who hasn't had a turn? You haven't. You can do the next one. You underline 'the lion' for me' That would be great. See, 'the lion', lion starts with L. It doesn't call it 'a lion' this time it's 'the lion'. 'The lion' we met on the first page.

Who can see the word that says 'stirred'?

Come on. Stirred that's just when it starts to wake up.

He does three things doesn't he? He stirred ,

What's the next thing he does?

He stirred, then he has to reach out, reaching out (most children respond)

Can you do 'reaching out'? That's what you were doing when you woke up wasn't it, you were reaching out. Well done and when he was reaching out what was the next thing, catching

... (a few children respond)

paw (one child responds)

that's right, the mouse was beneath his paw.

The lion stirred and reaching out ...

caught (one child responds)

that's right, would you like to do caught. This class is so clever.

And what was it that the lion caught?

mouse (most children respond)

Do you want to do the mouse? Good. See it says 'the mouse' this time, it is the same mouse the author was talking about on the last page and 'reaching out caught the mouse' and where did he catch the mouse? Beneath his paw, that's right.

So you want to do beneath his paw? Good. What were you going to say? You were going to say beneath his paw too. You are working very hard back there. Beneath -his- paw.

Can you all help me read that sentence?

It's very important because the lion has done three things, he stirred, he was reaching out and the third thing was, he caught the mouse beneath his paw. Can you help me read it?

'The lion stirred and, reaching out, caught the mouse beneath his paw.'  
Well done, then, he says something. Because if he just caught the mouse beneath his paw and left the mouse there, the mouse just would have died, but he says something to the mouse.  
Yes?  
don't eat me (one child responds)  
Yes, that is what the mouse is going to say. Well done. The mouse is going to say, "please do not eat me"  
. Well done.  
The lion tells the mouse why he caught him and why he is cross. "Mouse" he said, "you have disturbed my sleep. I think I will eat you". (some children join in the reading)  
He is not sure yet. He doesn't just say, 'you have disturbed my sleep. I will eat you.' Chomp. Does he?  
No (child)  
He says 'I think' I will eat you. He hasn't made up his mind up yet. Okay.  
So when you say someone has disturbed your sleep. What does it mean?  
Head (child)  
Remember how the little mouse was running over the lion's back. Yes.  
Disturbs (one child responds)  
When the mouse ran across the lion's back it 'disturbed' the lion's sleep, it was sleeping peacefully till then. But the little footsteps of the mouse spoilt his sleep. Disturbed it.  
Okay, so if you were fast asleep and the mouse ran up your back, it would disturb you wouldn't it?  
Okay, so, can anybody see the first thing that the lion says. What's the first thing he says?  
Mouse (most children respond)  
Right. **(video excerpt end here) [02;14;32;21]**  
Who would like to underline mouse for me? Would you? "Mouse" he said and what did he say to the mouse  
..... (a few children respond with their opinions)  
Well done. Okay, so you have disturbed my sleep. Who would like to underline "you have disturbed my sleep"? Would you? Oh sorry you can do the next time. You are sitting up so beautifully. Let read it while he underlines it "you have disturbed my sleep".  
And what does he think he will do.  
Eat it (one child responds).  
Do you want to come up and underline "I think I will eat you"  
Do you want to do that bit. Great.  
Can you all help me read the whole page now?  
Now you get your lion voices ready because you have to say it like a cross lion. Alright.  
'The lion stirred and, reaching out, caught the mouse beneath his paw.'  
Got your lion voices ready?  
'"Mouse," he said, "you have disturbed my sleep. I think I will eat you.'  
That would make me scared if I was a mouse. Well done. So look how well you can read that. Well done.

### **Transformations**

**Change in focus from what this sentence means to why it was written this way. Word recognition was also a focus of this Transformation which also has the effect of:**

**Engaging students with literate discourse**

**Inviting them into the discourse and validating their right to belong**

**Building common knowledge**

**Guiding students into control over the discourse**

Description of the activity) **[03;00;08;01]**

(Teacher places strips of cardboard on the Transformations board. They have the sentence from page 2 of the book written on them.)

I am just going back to this page now, first page, and we are going to have a look at on this board over here. We will see if there is anybody who knows which part of the story this is I am putting up here on this board. Make sure you can see won't you? You can move right up here if you like. Some of you people can move over this way because I really want you to be able to see.

**Identification and reading of the sentence on the board [03;00;31;04]**

Okay, which bit?

(2 children respond)

One child read alone.

'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground'

Fantastic, well done. Okay that's the part.

Would everybody like to read it now? Can you read it together without me even helping?

All children start reading (without teacher).

'One day a little mouse.' (They should have read 'One day a lion')

Oh, start again. It's alright. Remember it tells us the lion first. It's easy to get tricked because lion and little both start with L, don't they?

Okay. Have another go. (children read correctly)

'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.'

Well done.

### **Description of the activity (continued) [03;01;42;03]**

I hope you are good with scissors. Good cutters? Because I am going to see if you can cut words off this and we are going to look really carefully at why Patricia Scott, the author of the book, why she chose these words.

### **Identification of chunks of meaning [03;02;00;08]**

So who can see the words and tell us when the story happened? Remember, it starts off telling us when it happened, it didn't happen just recently it happened on 'one day' far, far in the past, long ago. So who can see the words that tell us when this happened?

One day (one child responds)

You are the champion at finding one day aren't you?

Would you like to come and cut it off?

You watch what she does. We'll cut into single words later. The two words tell us when it happened. And if we didn't have them it would just start off a lion was resting, wouldn't it? And we wouldn't know when it happened,. We might think it happening just outside, we might it was just happening yesterday but it wasn't, was it? I was happening 'one day' (child cut off 'one day').

And, who is the big animal in this story?

Lion (all children respond)

Would you like to cut out 'a lion'?

And remember it is "a lion". It is not any particular lion, it's just 'a lion' who there on that 'one day'. OK.

Well done. (to child cutting)

And what was the lion doing?

Resting (many responses)

Well done. It wasn't asleep. Come on (to child) you do 'was resting'.

Look how quick everybody is. Cut out 'was' and 'resting' together because they go together in this one. (child cuts out words and drops strip, while some children laugh)

It's all right. Would you like to pick that up and put it back? That's the way. Everybody drops it. I do all the time.

The next words say 'a'...

(many children call out 'a little mouse')

Oh, I didn't even get to ask the question. What was I going to ask you? (pause)

Who's the little mouse?

(all children respond)

That's right. The other character isn't it. I was going to ask you who came along and you were going to say 'a little mouse' weren't you?

And this word tells us (points to 'when') that this mouse came along at the same time as the lion was resting.

So cut off 'when' and then cut off 'a little mouse'.

See that little comma there? You can cut that off as well. That comma comes just before the bit that tells us where the little mouse lived. Does anybody remember where the little mouse lived?

Nearby (all children respond).

Oh, yes. OK then. I don't know anybody's names so I can't ask you properly; I am sorry about that.

Where's the bit that says, 'who lived nearby'? OK, you can cut that bit off. You can cut that comma off there, That just helps us understand the way it is written and tells how to read it. Good, so now we know that this wasn't just any mouse this was the mouse, 'who lived nearby'.

And what was the thing that the mouse actually did?

Ran (most children respond).

Ran, right. Do you want to do ran?

(some children calling out 'playfully')

You're already with 'playfully' aren't you?

The thing that he did was just 'ran', wasn't it? First of all. OK? Which one is ran? Yes. Brilliant! (as child cuts off 'ran'). OK.

Now all of these other people, are you ready?

Playfully (all children respond)

Well, what am I going to ask you about 'playfully'? What does playfully tell us?

Back, Over his back, playfully (many children respond)

OK. 'Playfully', tells us how he ran, doesn't it? He didn't run naughtily over his back, he didn't run happily, he ran playfully he was just playing. Well done. Good. Everone just look at playfully. If I just cover that up (teacher covers up 'fully') it just says 'play' play-full-y.

Where was the first place he ran?

Over his back (all children respond)

Okay, that's the first part that he ran. Would you like to do 'over his back'. You can cut that bit off the end.

Over his back.

Over his head (most children respond).

You want to do over his head. Well done. We have got some good helpers. Everybody is having a go. (to child cutting out) We'll just put that bit down here, we don't need it do we? 'over his back'

And where is the next place he ran?

Over his head, and down his, To the ground and over his head and, and down his, over his head... (most children respond)

OK. 'Over his head'

Do you want to do 'over his head'? Well done! We've got some good helpers. Everyone is having a go. And- down- over- his- head (teacher reads and points so that the child cutting out knows where to cut).

That's it. That's the exact right place (as the child cuts).

OK. Well done.

And where does he get to?

To the ground (many children respond)

Alright. OK. Do you want to do "to the ground"? (children point to one child)

What's his name?

Children respond 'Edward'

(teacher to Edward) Do you want to do some cutting? (child does and comes and cuts out 'to the ground')

Good. You're thoughtful thinking about him aren't you (to children who had suggested this child). Good.

So now we know.

Just let's check that we have got it all. 'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.' (children read together)

Well done, I don't have to do any work, do I?

### Transition into activities that foster word identification [03;08;57;18]

#### 1: Word identification and discussion about the function of the phrase 'who lived nearby'

Well I am going to see if I can trick you.

Do you think I can?

You shut your eyes I am going to turn a part of this over. Shut your eyes.

(teacher turns over 'who lived nearby')

Open them. (Child starts to call out and teacher asks them to wait.)

Just keep it a secret. Just for a minute. (Reads without 'who lived nearby')

'One day a lion was resting when a little mouse ran playfully over his back and down over his head to the ground'.

That makes sense.

No (replied one or two children)

What's missing?

Nearby (most of the children respond)

Yes, that right. What did you think? Yes. What did you think? Yes. Let's see if all of you are right shall we. (reads) 'A little mouse.' I wonder where he lives. . If that bit's not here I don't know where that little mouse lived.

Nearby (most children respond)

A little mouse 'who lived nearby'. Well done. So now I know, I can put that over there, (puts the phrase next to 's little mouse') because it tells me where the mouse lived and if that bit wasn't there I wouldn't know that when the lion was caught in the trap that the little mouse could, would just be running around playing and see the lion was caught in the net set by the hunters.

**2: Word identification and discussion about the function of the word 'playfully'. [03;10;35;05]**

Shut your eyes. (teacher turns over the word 'playfully')

Open your eyes: I bet you won't know.

I'll read it, and see it, without this word.

'One day a lion was resting when a little mouse, who lived nearby, ran over his back and down over his head to the ground'.

Playfully (most children respond)

Well done. Well, I'll just see if you are right. If this word is playfully then I will know how the little mouse ran over the lion. I would know that the little mouse was not just being naughty he was just playing. And what do you think the word 'playfully' would start with?

"P" (most children respond)

Let have a look. Play-full-y. Well done.

**3: Word identification and discussion about the function of the words 'one day'. [03;11;45;07]**

Well shut your eyes and I will see if I can trick you again.

(teacher turns over the words 'one day')

Open them.

One day (most children respond).

Can anybody remember what 'one day' tells us? So why did the author put one day in there?

Just 'one day' (one child replies)

Right, so why did the author put one day in there?

Because it happened one day (on child responds)

Good. We know now when the story happened don't we? Let's see if you are right. If it was 'one day' you would see the number one and then day 'one day'. Well there is not much I can do to trick you is there?

Okay.

**4: Word identification and discussion about the function of the phrase 'and down over his head' [03;12;32;11]**

Close your eyes. Shut your eyes again.

(teacher turns over 'and down over his head')

Open them. What have I left out this time?

(reads sentence without the words turned over)

'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back to the ground.'

Head (several child respond)

'Down over his head.' Yes. What were you going to say? You were going to say over his head too, weren't you? Very good. 'Over his back.' We know that much, don't we?

And if it just went over his back to the ground the mouse would be down there wouldn't it and the lion wouldn't see the mouse with his open eye. So the author told us 'over his back and down over his head' (child adds) ...to the ground'. So the mouse ends up there. Would you like to come and turn it over?

Me. (two children responds)

Come and turn it over and see if it is 'and down over his head'. (child turns words over) Is it? Let's have a look. (Everyone reads with the teacher) 'And down over his head'.

**5: Word identification and discussion about the function of the phrase 'to the ground' [03;14;15;22]**

Alright, what if you shut your eyes and I turn one more over?

(teacher turns over 'to the ground')

Open your eyes.

(Reads)

'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head.'

Down to the ground. (most children reply)

To the ground. (one or two children respond)

OK, and why do we need to know 'to the ground'? Yes?

so the lion can see him (child responds)

Well done, that's right. If it was just 'down over his head'. I don't know where... (observer interrupts, 'Maybe someone in the group could turn it over because they are such good readers')

Well, who would like to turn it over and see if it does say that? Would you?

Who hasn't had a shot?

Me.

Oh big fib (laughingly)

Is it right?

To the ground (about three children respond)

Well, I can't trick any of you can I. That very, very good.

**6: Word identification – jumbled phrases [03;15;30;05]**

I wonder if we can cut some words out now. Who can, oh, we'll do another game first.

Shut your eyes again. Don't peep.

(teacher mixes all the cut out phrases up)

Open your eyes. Now, I bet you can't read it now. Let's see.

(teacher points but children read together without teacher's help)

'Playfully/went/to the ground/ and/a little mouse/who lived nearby/ a lion/ one day /was resting/ and down over his head /over his back/ran.'

Well, that's an odd story isn't it? Did that make sense?

No.

Who can help me put it back.

Me.

What will be the first think I will have to have? How do I start it off?

'One day'. (many children)

Yes?

What do you think?

One day (all children respond).

Why would it start off 'one day'?

(Several child responds – indistinct)

Right, that just tells us when it happened. Who would like to come and put 'one day' in?

Me.

Come on. Just put it up here. (helping child)

Who comes next?

Lion (most children respond)

Why is the lion next? Do you know?

I know ... (child's answer indistinct)

That's right, it's the first character. Yes. Would you like to come and put 'a lion' where it belongs?

What comes next?

A lion (child responds)

Good. 'One day a lion...'

was resting (child responds)

Come and find that then. This is what the lion was doing.

'One day a lion was resting'...?

when a little mouse (several children respond)

'When' means that the same time he was resting something else was going to happen.

(helps child find when)

'Little mouse'.

OK come and find the next character.

Can you see it. Little mouse. Check if it is right.

Where did the little mouse live rather? I nearly forgot where the little mouse lived.

Nearby (most children respond). Yes.

Who can see the bit that says nearby. Can you? (points to child)

Me (another child)

Sorry (to child who wanted a turn) I'd asked this person first.

Good.

And these commas help us read that too. Okay?

The commas just help us know how to read it we say, 'A little mouse, comma, (one child responds) who lived nearby.'

## Workshop Material – PD1 Introduction to Accelerated Literacy

Now, what did that little mouse who lived nearby do  
Playfully/lion (two answers, most children respond with one or the other)  
He did something else before he did it playfully. He...?  
ran (most children respond).  
Do you see the word that says 'ran'?  
You have got sharp eyes, I couldn't see.  
Now how did he run?  
Playfully (all children respond).  
Alright you come and do playfully. You all know this well.  
I bet you get mixed up on this. Where did he run?  
He ran  
over his back (most children responded)  
That's the first thing he did over his back.  
Where does he go next?  
And down over his head (all children respond)  
Ok, you come and do and down over his head. Down-over-his-head (helps child)  
to the ground (all children respond)  
Come on then (points to child)  
And I think we have got it. Can we see? (everyone reads)  
'One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down  
over his head to the ground.'  
Goodness, are you tired? No. You are not! But, you have been working so long, haven't you? You have  
worked all the way up to recess time and everybody has just worked and worked. You should just think  
that you are very clever. Thank you very much. Alright. I will look forward to seeing you next time. You  
are such good workers.