

**LITERACY IN THE EARLY YEARS  
FEATHERS FOR PHOEBE and EDWARD THE EMU**

|  |  |  |  |
| --- | --- | --- | --- |
| **Victorian Curriculum English F-10: Early Years Literacy: A Two Mode Unit in the Strands of Literature and Literacy** | | | |
| **Unit Overview**  This is a Level 2 five lesson sequence that addresses content descriptions across the Modes of Reading and Viewing and Speaking and Listening.  The lessons can be taught in each Reading session over a week, or as a unit of work within a Literacy block.  Lessons will take 30 – 50 minutes depending on the amount of time allowed for discussion. | | | |
| [Image result for feathers for phoebe](https://www.bing.com/images/search?view=detailV2&ccid=vS+s2b8p&id=BDA2EFFC1E84B9198306B8CD6F87C240A158CA0B&thid=OIP.vS-s2b8pL6h49GCjyVkl5wDlEs&q=feathers+for+phoebe&simid=608051093105737870&selectedIndex=0) | **Synopsis**  Phoebe wants to be noticed so, with the help of Zelda, she transforms herself from a small, grey bird to a stunning vision of exotic plumage. The problem is, being in someone else’s skin proves very uncomfortable and impractical. After a series of misadventures, Phoebe discovers that the best way to get noticed is to just be herself. | Image result for edward the emu | **Synopsis**  Edward is tired of all the other animals in the zoo getting more attention than him, until one day he comes up with the idea of being something different. After trying out a range of alternative identities, Edward discovers that the best kind of attention comes from just being himself. |
| **Possible Literature Links**  *Blue Chameleon* by Emily Gravett | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content Descriptions** | | | | **Achievement Standards (extract only)** | |
| **Reading and Viewing** | | | | | |
| **Level 1:**  Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read (VCELY186)  **Level 2:**  Discuss different texts on a similar topic, identifying similarities and differences between the texts (VCELY220)  Use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222)  **Level 3:**  Identify the point of view in a text and suggest alternative points of view (VCELY255)  Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts (VCELY257) | | | |  | |
| **Speaking and Listening** | | | | | |
| **Level 1:**  Discuss how authors create characters using language and images (VCELT205)  **Level 2:**  Compare opinions about characters, events and settings in and between texts (VCELT242)  **Level 3:**  Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (VCELT274) | | |  | | |
|  | **Tuning In:** | **Activity:** | | | **Reflection:** |
| **1 R&V** | *In this lesson our learning goal is to practise identifying literal and implied meaning.*  *Talk with your turn-and-talk partner about what ‘literal and implied meaning’ means.*  **NB: If new learning teacher explains.** | **Shared Reading: *Edward The Emu* by Rod Clement**  *We are going to share* Edward The Emu *and after the story I am going to ask you about the literal meaning – what happened? – and the implied meaning – what was the message?*  Read the book stopping periodically to discuss the characters, setting and events.  Students work with turn-and-talk partners to verbally complete ‘story skeleton’  (e.g. Edward wanted…but…so…then…at the end…).  Select students to share.  Students work with partner to identify the author’s message (implied meaning) and share ideas. | | | Students respond to success statements:   * My partner can identify the literal meaning of a story. * My partner can identify the implied meaning of a story. |
| **2**  **R&V** | *In this lesson our learning goal is to practise identifying literal and implied meaning.*  *Talk with your turn-and-talk partner about what ‘literal and implied meaning’ means.* | **Shared Reading: *Feathers for Phoebe* by Rod Clement**  *We are going to share* Feathers for Phoebe *and after the story I am going to ask you about the literal meaning – what happened? – and the implied meaning – what was the message?*  Read the book, stopping periodically to discuss the characters, setting and events.  Students work with turn-and-talk partners to verbally complete a ‘story skeleton’  (e.g. Pheobe wanted…but…so…then…at the end…).  Select students to share.  Students work with partner to identify the author’s message (implied meaning). Share ideas. | | | Students respond to success statements:   * My partner can identify the literal meaning of a story. * My partner can identify the implied meaning of a story. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tuning In:** | **Activity:** | **Reflection:** |
| **3**  **R&V** | *In this lesson our learning goal is to practise comparing opinions about characters, events and settings between texts.* | **Comparing Opinions:**  Ask students to recall main characters, settings and events from the two shared books and record them on a class chart.  Students draw one favourite character from the books.  Students find someone with a different drawing.  Students compare their opinions about the character they drew.  Repeat with events and settings.  Select students to report to class ‘My favourite event was….because….but ? liked……because…’ | Students hold up a number that best describes their success.  I can   * express likes / dislikes. * give reasons for my preferences. * explain my preferences using other texts as a comparison. |
| **4**  **S&L** | *In this lesson our learning goal is to practise comparing the characters, settings, events and messages in texts.*  *Read two short texts and model a comparison of them using a Venn diagram.* | **Comparing texts:**  Re-read *Edward The Emu* and *Feathers for Phoebe*.  Students fill in a Venn diagram comparing and contrasting the characters, setting, events and message.  **Extension:**  Read *Blue Chameleon* to extension group.  Students fill in 3 part Venn diagram comparing characters, setting, events and message of all three books. | Students examine their work and write the following statement:   * I am practising making/I can make connections between texts by comparing content. |
| **5**  **S&L** | *In this lesson our goal is to demonstrate our learning from this week by filling in a story skeleton and writing a statement about the author’s message for each book.* | **Comparing texts:**  Examine attached proforma and assessment rubric with students.  Discuss strategies for achieving the goals stated on the rubric.  Students complete the assessment task independently.  Scaffolding:Teacher records student ideas.  Extension: Include*Blue Chameleon*. | Students use their own rubric to self-assess.  (See teacher assessment and student self-assessment rubrics below). |

|  |  |
| --- | --- |
| **Edward The Emu** | **Feathers for Phoebe** |
| wanted | wanted |
| but | but |
|  |  |
| So | So |
|  |  |
| Then | Then |
|  |  |
| At the end | At the end |
|  |  |
|  |  |
| Author’s Message | Author’s Message |

|  |  |  |
| --- | --- | --- |
| **Teacher Assessment Rubric – Reading Level 2** | | |
| **Name:** | | **Date:** |
| **Level 1** | **Level 2** | **Level 3** |
| Students recall key ideas and recognise literal and implied meaning in texts.  (one text) | Students identify literal and implied meaning, main ideas and supporting details.  Students make connections between texts by comparing content.  (two texts) | Students can identify literal and implied meaning connecting ideas in different texts.  Students select information, ideas and events in texts that relate to other texts.  (three texts) |
| * Story skeleton includes key ideas reflecting the literal meaning of the text. | * Story skeletons include key ideas and supporting details, reflecting the literal and implied meaning of the texts. | * Story skeletons identify meaning and connect ideas in different parts of a text. |
| * Author’s message statement reflects meaning of the text. | * Author’s message statements reflect the literal and implied meaning of the texts. | * Author’s message statements reflect connections between the literal and implied meaning of the texts. |

|  |  |  |
| --- | --- | --- |
| **Student Self-Assessment Rubric – Reading** | | |
| **Name:** | | **Date:** |
| **I CAN:** | *YES* | *NOT YET* |
| **I can retell the main events of a story.** |  |  |
| **I can understand the author’s message.** |  |  |
| **I can retell the main events and supporting details of a story.** |  |  |
| **I can understand the author’s message.** |  |  |
| **I can connect ideas from different texts.** |  |  |
| **I can select information, ideas and events in texts that relate to other texts.** |  |  |

**Level 2 achievement standard**

##### Reading and Viewing

By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

##### Writing

Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

##### Speaking and Listening

Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.