

LIBRARY COMPONENT FOR STAGE 1 COGS UNIT : OUR STORIES

Connection focus: understanding that cultural activities, objects, songs, dances and stories express beliefs, values and a connection to place and people.

Objectives	Learning Activities	Assessment
<p>HSIE CCS.1 <i>Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities</i></p> <ul style="list-style-type: none"> • <i>identifies past events and explains their significance to self and others</i> • <i>retells original stories associated with traditions of own family and community,</i> • <i>reflects on the oral history of the guest speaker and compares to own experiences</i> • <i>compares artefacts from different times and evaluates their significance and purpose</i> • <i>explains how different generations of people lived in the local area</i> • <i>communicates the value of the contributions made by past generations to the community</i> <p>English WS1.9 <i>Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</i></p>	<p>Students examine the text “Window” by Jeannie Baker and discuss the story that the images are telling. Can you work out what is happening even though there are no words? How do you know that time is passing?</p>	<p>Students complete the worksheet “Window” and answer the comprehension questions provided.</p>
	<p>Students listen to “Abel’s Moon” by Shirley Hughes.</p> <ul style="list-style-type: none"> • Discuss what has changed from then to the present and relate to students’ own experiences, for example: <ul style="list-style-type: none"> - Were events in your life like those in the story? - What is one big event that you remember from the past? 	<p>Students complete the worksheet “Abel’s Moon” and answer the comprehension questions provided.</p> <p>Students suggest a family story of their own that they could write about and record it onto the worksheet.</p>
	<p>Introduce The river is big by Connie Ah See, included in Caring for Place – caring for Country.</p> <ul style="list-style-type: none"> • Explain that the book is about Connie’s place and the special stories she shares with her family. 	<p>Students compare special people, places and activities that are important to their families with the family in the story.</p>
	<p>Read Memory Bottles by Beth Shoshan Discuss: is a memory tangible or intangible?</p> <ul style="list-style-type: none"> - Identify what was important to the major character in the story, how he kept the items and why they were treasured. - Compare students’ memories with those in the story, discuss similarities, differences and significance of memories. 	<p>Students complete the worksheet “Memory Bottles”, by designing their own memory bottle and writing a memory that could go inside it.</p>
	<p>Students listen to “When your Gran was Little” and “When your Grandad was Little.” Discuss the images presented in the pictorial history and describe the events, life and time represented by the images. Consider:</p> <ul style="list-style-type: none"> - the activities occurring on the page - who is performing the activities - the types of occupations depicted - the types of play and games depicted - where these events may be happening. 	<p>Students answer 6 comprehension questions based around the text.</p> <p>Students complete a “Then and Now” table, comparing the past and the present.</p>

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<p>English WS1.9 <i>Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</i></p> <p>WS1.10 <i>Produces texts using the basic grammatical features and punctuation conventions of the text type.</i></p> <p>Science and Technology ICS1.2 <i>Creates a range of information products and communicates using a variety of media</i></p> <ul style="list-style-type: none"> • <i>people work in teams to create information products</i> • <i>information products can take many forms and use different media</i> • <i>technology can change the ways in which we communicate</i> • <i>particular media can be chosen to suit the type of information to be communicated.</i> <p>DMS1.8 <i>Develops and implements own design ideas in response to an investigation of needs and wants</i></p> <ul style="list-style-type: none"> • <i>shares design ideas with others and responds to feedback</i> • <i>uses a range of equipment, including some specialist equipment, to produce or model products and places.</i> • <i>works cooperatively and safely to develop and implement own design ideas</i> • <i>follows established procedures for safely using equipment and resources.</i> 	<p>The teacher reviews stages of a design process that students will work through: exploring why and how we make storybooks (need); working out ideas for our own storybook; making our own storybook; evaluating what we have done.</p> <p>Students consider the purpose (need) for stories and story books. Ask: Why do we tell stories? e.g. to entertain, to learn about things (pass on knowledge), to tell people about something that has happened, to help people understand our ideas and our feelings about things.</p> <ul style="list-style-type: none"> • Have students brainstorm the different ways we tell stories and the different media we use to record stories. <p>As a class, create a list of criteria e.g. a good story book</p> <ul style="list-style-type: none"> - is interesting - can be understood by other class members - tells a story (has a sequence) - can be read many times without falling apart. <p>Discuss the content of the story book:</p> <ul style="list-style-type: none"> - what is the story we want to tell? - what is the sequence of events in the story? - what illustrations do we need to explain the story? - how many illustrations and pages do we need to tell the story? - how will we assemble our text and our illustrations? 	<p>Students use 2 planning worksheets, to plan their story and create the text.</p> <p>Students use computer lab to type their stories.</p> <p>Students complete the accompanying illustrations (choice of computer or traditional methods).</p> <p>Students assemble their book and present to the class.</p> <p>All completed stories are collated into a class volume that will be made available for borrowing from the school library.</p>
<p><i>NB. It is expected that this entire process will take approximately 5 lessons and will be completely gradually during this time. Students will be told at the start of each lesson what must be completed by the end of the lesson.</i></p>		