**Teaching and Learning Program for the Elements**

|  |  |
| --- | --- |
|   | **Teaching and Learning Program** |
| **Title/Type of Unit: National Rugby League NRL****Program Risk Level: Low**  | **Duration: 6 weeks****By Kim Pope** |
| **Syllabus Outcomes****Stage 3** | *A student:***EN3-2A** A student composes, edits and presents well-structured and coherent texts. **EN3-3A** A student uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.**EN3-4A** A student draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.  |
| **Connectedness****Why does this learning matter?** | **Students learn to:**Plan, draft and publish texts. Re-read and edit own and others work. Summarise a text.Use known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words.  | **Students learn about:*** Text structure and language features.
* The key elements of planning, composing, reviewing and publishing.
 |
| **Background and Key Ideas** | All students currently in Burra have voiced their interest in National Rugby League. This unit is designed to engage and motivate students, encourage a sense of community within the classroom and allow students to feel part of the wider football community. This unit will focus on Reading, Writing and Spelling.  |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| **READING**Clusters: (class range) 5-9* (5) Recognises when meaning is disrupted and attempts to self-corrects when reading.
* (6) Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
* (9) Selects and uses the most effective word identification strategy to maintain fluency and meaning.

**ASPECTS OF WRITING**Clusters: (class range) 5-6* (5) Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.
* (5) Rereads own texts to clarify meaning and make some changes to the text.
* (5) Uses a range of adjectives to provide more information about nouns.
* (6) Begins to use text features such as headings and paragraphs to organise information.
* (6) Accurately spells an increasingly number of high frequency and topic words.
* (6) Experiments with using some complex sentences to enhance writing.
 |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| Elements: (individual or range)Activities linked to program to increase learning:Activity is not linked to the continuum but is found in the Mathematic Syllabus - Graphing. |
| **Quality Teaching** |
| **Intellectual Quality** | **Quality Learning Environment** | **Significance** |
| * IQ1 Deep Knowledge
* IQ2 Deep Understanding
* IQ3 Problematic Knowledge
* IQ4 Higher-order Thinking
* IQ5 Metalanguage
* IQ6 Substantive Communication
 | * QLE1 Explicit Quality Criteria
* QE2 Engagement
* QE3 High Expectations
* QE4 Social Support
* QE5 Students’ Self-regulation
* QE6 Student Direction
 | * S1 Background Knowledge
* S2 Cultural Knowledge
* S3 Knowledge Integration
* S4 Inclusively
* S5 Connectedness
* S6 Narrative
 |
| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Introduction**NRL discussion – what do students know about the NRL? Vocabulary – students complete an alphabet box for NRL vocabulary (encourage students to think about equipment, teams, player characteristicsGrammar – sort the words into nouns, verbs and adjectives.Antonyms/synonyms and complete a football Mnemonic**Mathematics – Graphing**Students predict the final placement of the NRL teams and present their predictions in a column graph in a word document.Requirements Students change the margins of the word document to narrow. Students label each axis and give their graph a title.Students change each column to match each teams jersey colour.Students insert a picture of their favourite teams logo. **Writing** Persuasive textsSport should be compulsory every day at school. Children should/should not be allowed to eat whatever they want. Imaginative textsGive students a visual stimulus and discuss possible ideas with class.**Reading**Discuss components of a healthy lifestyle.Texts * Active Kids are Healthy Kids brochure
* Go for 2 and 5 poster
* Healthy Kids eat well, get active poster
* Q4:H2O NSW Government chart

**Talking and listening/Comprehension**Students listen to Eat Well, Play Well and Stay Well DVD – famous football interviews. Discuss and answer questions. **PDHPE**Healthy eating and lifestyle. * What does it mean to be healthy?
* The role of food.
* Food Groups.

Vocabulary – A to Z challenge of fruits and vegetables. Texts * Why is being physically active important for children.
* Australian Guide to Healthy Eating.
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*2_maps.jpgLearning Maps4_symbol.jpgSymbols & Images7_deconstruct.jpgDeconstruct/ Reconstruct6_non-linear.jpgNon-LinearLand LinksStory SharingNon-Verbal8_community[1]Community Links |
| **Special Needs Adjustments** | **School to Work** |
| One on one assistance if needed.  | N/A |
| **Assessments** |
| ObservationParticipation in discussionsWriting work samples |
| Roles and Responsibilities |
| Teacher | SLSO | Student |
| Explain tasks and ensure understanding. High expectations. | Provide additional assistance one on one if needed.  | Ask for assistance if needed.  |
| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
|  |  |  |  |

|  |
| --- |
| **Teacher Evaluation****Comments / Variations** |
| Guiding QuestionsWhat worked well?What needed to be changed?What do I think the students gained from this lesson?How well did this unit match the Elements of Learning and Achievement?What did I learn?How will I use this experience to extend my practice in the future?  |
| **Date Commenced**:  | **Date Finished**:  |
| **Teachers Signature**: | **Assistant Principals Signature**: |