**Teaching and Learning Program for the Elements**

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|  | **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.jpg        E:\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 characteristics  Grammar – 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 texts  Sport should be compulsory every day at school.  Children should/should not be allowed to eat whatever they want.  Imaginative texts  Give 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.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| One on one assistance if needed. | | | | | | | | | N/A | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| Observation  Participation in discussions  Writing 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** | | | | |
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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What 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**: |