


READ FOR AUSTRALIA
Part of National Literacy and Numeracy Week
29 July – 4 August 2013

Teacher notes for Kindergarten-Year1

Activity Each activity may require more than one session.	Description	Differentiation	Resources
<p>1. Word Cline</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts.</p>	<p>Using the text from <i>Herman and Rosie: ...and it was wonderful</i>. Make a set of word cards with synonyms and antonyms of the word 'wonderful'.</p> <p>Wonderful, delightful, pleasing, great, brilliant, perfect, ideal, magnificent, superb, amazing Dreadful, terrible, poor, horrible, unpleasant, bad, appalling, unpleasant</p> <p>Make a ladder of these words, collaboratively deciding on where they belong on the word cline as a class group. Decide on the word that means 'the most wonderful' and the word that means 'the least wonderful.' Fill in the ladder with words as you compare and contrast them. Make them available in this order for the kids to use in their writing.</p>	<p>Have students come up with their own words to add to the ladder. Co-writing these words in front of the class helps create environmental print for students who need support. Have students who require extension add to the ladder when they recognise other synonyms and antonyms when reading.</p>	<ul style="list-style-type: none"> • Index cards • Marker • Blu-tak / Velcro

<p>2. City sounds</p> <p>Using art forms and beginning forms of writing to express personal responses to literature. ACELT1783</p>	<p>Gus Gordon uses a page full of colourful onomatopoeia to describe the sounds of the city. Brainstorm other places: classroom, farm, zoo, shopping mall, playground, home. From these, brainstorm the sounds that you would hear at each of these places. Make a poster of all the sounds for the students to use later. One topic per poster. Students colour in an A3 sheet with colourful crayons (the colours can even reflect the place! Earthy colours for a farm, primary colours for a school, stripes and spots for a zoo) and then paint over with black paint. When dry, use a paddle pop stick to scratch out 4 words from a chosen topic in the same way Gus does in his book.</p>	<p>Some students may require more or less words to scratch into their painting.</p> <p>Larger paddle pop sticks can be used for students with fine motor difficulties.</p>	<ul style="list-style-type: none"> • Poster paper • A3 paper for each child • Crayons • Black paint • Paddle pop sticks
<p>3. Honey Innovation</p> <p>Share feelings and thoughts about the events and characters in texts. ACELT1783</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge. ACELY1651</p> <p>Understand that language can be</p>	<p>Use the text: <i>It was wonderful. It made him feel like he had eaten honey straight from the jar.</i> Brainstorm times when students might have felt like this. Brainstorm times when they felt the opposite. Choose one word from the synonyms and one word from the antonyms in the word cline to place in the innovation.</p> <p>Discuss the meaning of a simile. Make a list of ones you have heard before and have a list available to share. E.g. <i>Run like the wind.</i> Using a sentence board and sentence strips, think of alternate endings for each scenario, It had made him/her feel like he/she had... Students can draw a picture about a time they felt brilliant, and another time they felt rotten. This would make a great class book, or mini book to take home and read.</p>	<p>Have sentence innovations available for students to copy. Have the initial part of the sentence on the paper for the students prepared. Have whiteboards for students to stretch out words they might need.</p>	<ul style="list-style-type: none"> • Sentence strips • Sentence board • Activity sheet with start of innovation

<p>used to explore ways of expressing needs, likes and dislikes. ACELA1429</p>			
<p>4. Map Barrier games</p> <p>The representation of the location of places and their features on maps and the globe. ACHGK001</p> <p>Describe position and movement. ACMMG010</p>	<p>Place a barrier between each pair of students. Each child will also need a laminated map (they must be the same between the pair) and whiteboard markers and erasers.</p> <p>Each child in turn creates a route on their map with the marker. They then describe where to start to their partner, and continue describing the route to the finish. The partner draws the route that is being described.</p> <p>When finished, the barrier is taken away and the two routes are compared. It is then the other person's turn.</p> <p>This activity is great for developing descriptive language and using direction words.</p>	<p>Model the game to the class before playing. Make the maps simple through to complicated. Make a word wall of the language that needs to be used.</p> <p>EALD students may need to start with something else, like block patterns until directional language develops.</p>	<ul style="list-style-type: none"> • 20x Manilla folders to use as barriers (2 stapled together along one edge. This will allow them to stand up like a tent)  <ul style="list-style-type: none"> • 20x Laminated hand drawn maps (get creative! Or, find some here.) • Whiteboard markers • Erasers/paper towel/tissue to erase marker

Notes by Jessica Lee

Jessica Lee is a kindergarten teacher at Evatt School in the ACT. She has been teaching for six years and is addicted to the realisation that pops onto her students' faces when they read, write or figure something out for the first time.

