



READ FOR AUSTRALIA
 Part of National Literacy and Numeracy Week
 29 July – 4 August 2013
Notes for K-1

Links to Australian Curriculum

Using art forms and beginning forms of writing to express personal responses to literature. ACELT1783

Share feelings and thoughts about the events and characters in texts. ACELT1783

Understand that language can be used to explore ways of expressing needs, likes and dislikes. ACELA1429

Reading and responding	Oral language	Written activities	Assessment
<ul style="list-style-type: none"> * Read <i>"Herman and Rosie"</i> * Begin a discovery chart * Museum - in pairs children have the role of a "sculptor" and the "thinking clay". The sculptor directs the clay into freeze frames. They 	<ul style="list-style-type: none"> * Children describe their favourite things. Make a list of the favourite things to build a word bank. * Make a list of 3-5 of your favourite things. Then find a partner who has 	<ul style="list-style-type: none"> * Build a mind map for each character showing their favourite things. * Role- on-the-Wall – draw the silhouette of Herman and Rosie and 	<ul style="list-style-type: none"> * Observations * Work samples * Anecdotal records * Questioning

<p>respond to various aspects of the book. (Herman playing his oboe, Rosie singing at the Club) Freeze frames hold pose to form a "Museum" for viewing. Swap roles.</p> <p>Re read "<i>Herman and Rosie</i>" Search for music references throughout the book. Add to Discovery chart.</p> <p>* Re read "<i>Herman and Rosie</i>". <i>Focus on the events in Herman and Rosie's lives</i></p>	<p>similar interests.</p> <p>Make a game of this activity where they have to find another person in the class who has one of their similar interests.</p> <p>Listen to a piece of Jazz. Children describe their thoughts on the music. How does it make them feel?</p> <p>* Walk in Someone else's Shoes – Children, in roles, are asked to speak aloud their thoughts and feelings in response to events in the book e.g. Herman losing his job, the club closing down.</p>	<p>label characteristics of each. Build as you re-read the book</p> <p>* Write a character description for Herman or Rosie.</p> <p>Write a response to the piece of jazz music.</p> <p>* Write a letter or a postcard home from either Herman or Rosie talking about their experiences in New York City.</p> <p>* Build a timeline of their lives on newspaper showing key events using real pictures like in the book.</p>	<p>* Observations * Work samples * Anecdotal records * Questioning</p>
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Details of suggested activities within the lesson sequence

Seeking Understanding		Responding
<p>Process Drama</p> <ul style="list-style-type: none"> • Sound scape – a conductor leads children to recreate sounds of the story using voice or body percussion. Volume is controlled with hand gestures e.g. loud for a raised hand, silence when the conductor’s hand is on the floor. • Role play – students mime the story as it is read. • Performance Carousel (after timeline) Children act out the timeline without interruption. • Pick one word/phrase and show it with your body as a freeze and / or act it out and say the word e.g. loneliness. • Beautiful words and phrases, precious expressions, lonely words and phrases. 	<p>Visual Literacy</p> <ul style="list-style-type: none"> • Discovery Chart – keep track of each new discovery every time you read the book e.g. find the treble clef, inclusion of real items in the collage e.g. broccoli, How many reference to Jacques Cousteau are there? • Discuss how Gus Gordon builds the story through graffiti. • What can we learn from the illustrations about the era, the city and the characters? • Spatial awareness – Discuss the layout and organisation of the pages for proximity, direction and position such as the duck in the club. 	<p>Creating and composing</p> <ul style="list-style-type: none"> • Role- on-the-Wall – draw the silhouette of Herman and Rosie and label characteristics of each. Build on this as you re-read the book. • Timeline Collage – create a timeline of events with newspaper. Decorate with real life objects. Follow up with Performance Carousel (refer to Process Drama). • Choose your favourite illustration. Explain why this is your favourite picture. Identify the mediums used and create your own illustration. Support this activity with a written explanation of the features of the illustration. • Musical notes – what words would you put to music? Are they groovy? Will they be remembered? • Read the book, with a “lens” for all the musical references. Present them as a musical score on a treble stave. (Can you find the treble clef on each page?) • What are the themes of Herman and Rosie?

<ul style="list-style-type: none"> • Museum - in pairs children have the role of a “sculptor” and the “thinking clay”. The sculptor directs the clay into freeze frames. They respond to various aspects of the book. (Herman playing his oboe, Rosie singing at the Club) Freeze frames hold pose to form a “Museum” for viewing. Swap roles. • Hot Seating – become a character and respond to interview questions. • Mantle of the Expert – children take on the role of a specialist and advise on the situation e.g. the Club owner, the Boss, a best friend. • Walk in Someone else’s Shoes – Children, in roles, are asked to speak aloud their thoughts and feelings in response to events in the book e.g. Herman losing his job, the Hot Dog seller. • The Meeting – children come together in character and improvise possible conversations and solutions. 	<ul style="list-style-type: none"> • Using the language of viewing, discuss techniques used in the illustrations and how they add to the story. e.g. shots, movement, vectors, angles, colour. • Map reading - focus on the key, routes and supporting the text • How do the billboards add to the story? 	<ul style="list-style-type: none"> • Write the conversation between Rosie and Herman on the rooftop. • Create a sound wall that represents your place. • Create a Venn diagram that identifies the similarities and differences. • Compare and contrast their apartments. • Writing postcards – one home from NYC using all the visual landmarks. • Inquiring into who is Jacques Cousteau? • If you had to buy a gift for Herman or Rosie what would you buy and why? • Make a list of 3-5 of your favourite things. Then find a partner who has similar interests. Make a game of this activity. • What makes Rosie and Herman connect? • Write the next chapter of the story. • Poetry about the themes of the book: loneliness, living in a city, serendipity, friendship, and music. • Identify the onomatopoeia used by Gus Gordon. • Plan some strategies of how Herman and Rosie might have found someone with similar interests. • Create an advertising flyer for their gig.
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<ul style="list-style-type: none">• Speaking Objects – select an object from a scene and speak about the event or characters as an eyewitness. E.g. the TV, the lamp post.		<ul style="list-style-type: none">• Write a review of their gig.• What’s the appeal of the book?
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Notes by Sharon Maloney

Sharon Moloney is a primary school special education teacher with more than 10 years’ experience teaching in NSW and the ACT. She has taught both mainstream and special education students and is currently working at Turner School on a 3/4 special education class.