

You and me murrawee education essay



**ASSIGN
BUSTER**

Based around the picture book “ You and Me, Murrawee” (Hashimi, 1998), selected for its comparative, seesaw writing technique and illustrations, and its Indigenous perspective, students will plan, draft, edit, illustrate and publish their own picture book that compares personal actions and events to those of Indigenous Australians prior to settlement. This learning will support the students current inquiry into “ who we are”, with the central idea that “ homes reflect personal identity and local culture” (IB Organisation, 2009d), examining students beliefs and actions, as students Identify events and actions in their lives, and compare them to those of Indigenous Australians in the same place 300 years ago.

With a strong focus on literacy, to correspond with the ethos of the school, I will mirror my mentor teachers preferred teaching strategy, Blooms Taxonomy (1956 cited in Forehand, 2010), by: 1- Activating students prior knowledge of Indigenous Australian ways of life prior to settlement, from term 1, through class predictions and discussions of the illustrations in the mentor text (Holliday, Ljungdahl, March, Johnston & Winch, 2011). Rich questioning will assist students’ recall of information, deepen their understandings, and compliment learning objectives (McMillan, 2011). 2- Posing questions that enable students to demonstrate comprehension of prior knowledge, and transfer it to the context of interpreting the text and its events, to create a story map that I initially model, that re-tells the story (Holliday et al, 2011). 3- Pose questions to assist students application of knowledge in a new situation, that I model, using a graphic organiser, to compare personal actions and events to those of Indigenous Australians 300 years ago. This will develop their plan and assist the comparative, seesawing

style adopted by the author and illustrator of the mentor picture book (Israel, 2008). 4- Pose questions to scaffold student's analysis of ideas, breaking them down, and sequencing events so they flow, and are understood by the reader (Holliday et al, 2012). 5- Synthesising the components of their comparative chart to compose a draft text and images, which demonstrate an understanding of traditional Indigenous ways of life, and reflects the comparative, seesawing style of the mentor text (Israel, 2008). 6- Students engaging in peer assisted learning, evaluating and reviewing others texts using a given rubric, to judge the value of the text for its purpose (Holliday et al, 2011). This encourages peer assisted editing, by posing questions to deepen their understanding of each other's ideas and messages, so the final product can be adjusted for publishing (Holliday et al, 2011). Modelling is another desired strategy in the classroom I will be teaching, so I will model, and think aloud, each task, to ensure all students understand the processes and what is expected of them.

In conjunction, assessment will be ongoing, to ensure students effectively employ creative and critical thinking skills, to progress their ideas from lower to higher order thinking, and towards the learning objectives (Reynolds, 2012; McMillan, 2011). I will formatively assess this through observation and rich questioning, and provide constructive feedback and scaffolding to eliminate misconceptions (McMillan, 2011). Students will also conduct a peer assessment using a given rubric that identifies the effectiveness of their peer's six traits of writing (ideas, sentence fluency, conventions, organisation, voice and word choice), that are used consistently in their writing processes throughout the year (Holliday et al, 2011). While I will

summatively assess the published text using a rubric, reflective of the schools assessment, to evaluate the level of competency each student demonstrates for the task as a whole: understanding of traditional Indigenous ways of life, the six traits of a writer, process of developing a text, handwriting and illustrations (McMillan, 2011; Holliday et al, 2011).

Daily work pad- Week 2 (3 detailed lessons this week)

Beginning

29/10/2012

Session/ time

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8: 40-8: 50

Morning Meeting

1

8: 50-9. 20

Curriculum Links:

English: (ACELY1692), (ACELY1688)

Learning Objectives:

This lesson will require students understanding of implicit information within illustrations, linked with their prior knowledge of Indigenous Australian people's ways of life- (ACHHK077), to construct a predicted meaning of the text, and create a story map to re-tell the story.

Learning Experiences & Resources:

As a class, view the illustrations (on the interactive whiteboard) of the picture book “ You and Me, Murrabee” one by one, and discuss student's prediction of the text in each. Apply rich questioning to activate students prior knowledge of Indigenous Australian peoples way of life prior to European settlement.

As a class, model the process of drawing a story map, using the implicit information gained from the illustrations, to re-tell the predicted story.

Individually, students complete their own story map.

Invite students to share some of their story maps to re-tell their interpretation of the story.

Assessment:

Formatively assess, through observations and questioning; student's prior knowledge of traditional Indigenous ways of life, and their understanding of implicit information and visual literacy.

Curriculum Links:

English: (ACELY1692), (ACELY1694), (ACELT1607)

History: (ACHHK077), (ACHHS084), (ACHHS086)

Society and Environment: Standard 2. 1, Standard 2. 7

Social Studies:

Learning Objectives:

This lesson will require students prior knowledge of (ACHHK077), or use of to complete a graphic organiser that will form their plan of a text, from which to develop their draft that reflects the comparative, seesaw technique employed by the author of “ You and Me, Murrawee”.

Learning Experiences & Resources:

Read the text “ You and Me, Murrawee” to the class, then pose questions, and discuss the technique the comparative and seesaw techniques the author has used in the text.

Model the use of a graphic organiser (comparative chart), to record personal (“ me”) actions and events, then pose questions to scaffold recall of prior knowledge, and collaboratively fill in the comparative Indigenous (“ you”) actions and events, before students individually complete the task (5 actions/ events).

Informational resources are available for students who need to further research ideas or refresh knowledge: Students individual workbooks from term 1, worksheets from their excursion to the South Australian Museums Aboriginal Cultural Gallery, and the “ Discover Murray Mallee” website.

Model the process of cutting and pasting the events into a logical sequence of events to create a plan for their text before students have a go independently.

Model how to include joining/ linking words to transform the plan into the draft copy of their text, and then ask students to independently complete their draft.

Assessment:

Formatively assess, through observations and questioning; student depth understanding of traditional Indigenous Australian events and actions that compare and contrast their personal experiences, effectiveness of sequencing events, and composing a text.

Assembly

Curriculum Links:

English: (ACELA1490), (ACELA1491), (ACELY1695), (ACELY1688)

History: (ACHHS086)

Health and Physical Development: Standard 2. 5

Learning Objectives:

This lesson, students will assist their peers; conducting a peer assessment and review of each-others draft, and assist each-other in editing their draft, based on the assessment and review, to develop their final copy for publication.

Learning Experiences & Resources:

Distribute the peer assessment and review rubrics, and discuss each of the six traits of a writer assessed, as model how to fill out the rubric.

Model how to use this information to, together, edit (using a different colour pencil) their draft.

In pairs, based on ability (more competent with less competent), students complete their peer assessment and review, before going on to assist each other in editing their draft.

Assessment:

Formatively assess, through observations and questioning; students understanding of the six traits of a writer, social interactions and peer support.

English/ Literacy/ Interpreting, Analyzing and Evaluating (Guided/ Independent Reading)

2

9: 20-9: 50

English/ Literacy/ Interpreting, Analyzing and Evaluating (Shared reading- Poetry)

Languages/ Italian

10. 10

Mathematics (Streamed Groups)/ Number and Algebra/ Fractions and Decimals

3

9: 50-10: 20

Arts/ Music

Mathematics (in class)/ Number and Algebra/ Number and Place Value

Mathematics (Streamed Groups)/ Number and Algebra/ Fractions and Decimals

Mathematics (Partner Testing)/ Number and Algebra/ Number and Place Value

4

10: 20-10: 50

English/ Language/ Expressing and Developing Ideas (grammar)

English/ Language/ Language for interaction (oral language)

10. 40 Early Recess/Staff Meeting in Common Room

10: 50-11: 10

RECESS

Recess

5

11: 10-11: 40

English/

Literacy Groups/ Interacting with Others

Arts/ Visual Art

English/

Literacy/ Creating texts (Writer's Notebook)

Science

Mathematics (in class)/ Number and Algebra/ Money and Financial

Mathematics

6

11: 40-12: 10

Mathematics (in class)/ Number and Algebra/ Number and Place Value

7

12: 10-12: 40

Languages/ Italian

Health and Physical Education/ Physical Activity and Participation/ Active

Living (Fitness)

Church

House Meeting

12: 40-1: 30

LUNCH

8

1: 30-2: 00

Religious studies/ Religious Inquiry

English/ Literature (Groups)/ Examining Literature

Health and Physical Education/ Personal and Social Development/ Personal Characteristics and wellbeing (You Can Do It)

Cybrary

1. ICT

2. Literature

3. Inquiry in classroom

Health and Physical Education/ Physical Activity and Participation/ Games and Sports

9

2: 00-2: 30

Choir

Social Studies/ “ Who We Are” Unit of inquiry/ Home reflects personal identity and local culture (beliefs, values and actions influence the mental and social self)

Research and thinking skills

Social Studies/ “ Who We Are” Unit of inquiry/ Home reflects personal identity and local culture (beliefs, values and actions influence the mental and social self)

Research and thinking skills

10

2: 30-3: 00

Health and Physical Education/ Physical Activity and Participation/ Games and Sports

Social Studies/ “ Who We Are” Unit of inquiry/ Home reflects personal identity and local culture (beliefs, values and actions influence the mental and social self)

Research and thinking skills

11

3: 00-3: 30

Daily work pad- Week 3 (2 detailed lessons this week)

Beginning

05/11/2012

Session/ time

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8: 40-8: 50

Morning Meeting

1

8: 50-9. 20

English/ Literacy/ Interpreting, Analyzing and Evaluating (Guided/
Independent Reading)

English/ Literacy/ Interpreting, Analyzing and Evaluating (Guided/
Independent Reading)

Assembly

Curriculum Links:

English: (ACELY1694), (ACELY1696)

History: (ACHHS086)

Learning Objectives:

This lesson, students will crop and paste their illustrations into a bound book, and carefully and neatly, with clearly-formed joined letters, handwrite the final draft of their text onto the pages to publish their whole text, then share their picture book with the class.

Learning Experiences & Resources:

Explain that they will be publishing their book, emphasising neatness.

Question and discuss the composition of pages (where the writing and images might go to be effective), and draw examples on the board.

Model the style and neatness of writing expected in their publication.

Independently, students publish their picture books.

As a class, select students (names in a hat), to share their stories, and encourage comments and constructive feedback from others.

Assessment:

Formatively assess, through observations and questioning; students fluency in reading, and listening and speaking skills.

Summatively assess, by use of a rubric, students published picture book; effectiveness of their six traits of a writer, effectiveness of their peer assisted editing, effectiveness of their composition of text and illustrations, the effectiveness of illustrations to support and enhance the text and the neatness and legibility of their handwriting.

English/ Literacy/ Interpreting, Analyzing and Evaluating (Guided/
Independent Reading)

2

9: 20-9: 50

English/ Language/ Expressing and Developing Ideas (spelling)

English/ literacy/ Creating Texts (Writer's Notebook)

English/ Literacy/ Interpreting, Analyzing and Evaluating (Shared reading-
Poetry)

Languages/ Italian

10. 10

Mathematics (Streamed Groups)/ Number and Algebra/ Fractions and
Decimals

3

9: 50-10: 20

Arts/ Music

Mathematics (in class)/ Number and Algebra/ Number and Place Value

Mathematics (Streamed Groups)/ Number and Algebra/ Fractions and
Decimals

Mathematics (Partner Testing)/ Number and Algebra/ Number and Place
Value

<https://assignbuster.com/you-and-me-murrawee-education-essay/>

4

10: 20-10: 50

English/ Language/ Expressing and Developing Ideas (grammar)

English/ Language/ Language for interaction (oral language)

10. 40 Early Recess/Staff Meeting in Common Room

10: 50-11: 10

RECESS

Recess

5

11: 10-11: 40

English/

Literacy Groups/ Interacting with Others

Curriculum Links:

English: (ACELT1605), (ACELA1496)

Arts: Standard 2. 1, Standard 2. 3

Arts:

Learning Objectives:

This lesson, students will use inspiration from the illustrations in “ You and Me, Murrawee”, to create illustrations that support and enhance their written text for publication.

Learning Experiences & Resources:

Review the illustrations from “ You and Me, Murrawee”, posing questions and discussing the techniques (composition, size, framing, visual point of view, mediums, transparency and clarity) the illustrator has used to support and enhance the story.

Discuss the mediums (pencil, paint, watercolour, collage) students may wish to use or combine to develop their illustrations for their text.

Go to the art room, with work stations around the room (set up before school) that provide: colouring and watercolour pencils, paints, water, smocks, brushes, glue, magazines, scissors and cartridge paper. Allow students to create their artworks using their selected medium.

Ensure time to clean up before returning to the classroom.

Assessment:

Formatively assess, through observations and questioning; students understanding of the use of illustrations in picture books,

English/

Literacy/ Creating texts (Writer’s Notebook)

Science

Mathematics (in class)/ Number and Algebra/ Money and Financial

Mathematics

6

11: 40-12: 10

Mathematics (in class)/ Number and Algebra/ Number and Place Value

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Research and thinking skills

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2: 30-3: 00

Health and Physical Education/ Physical Activity and Participation/ Games and Sports

Social Studies/ " Who We Are" Unit of inquiry/ Home reflects personal identity and local culture (beliefs, values and actions influence the mental and social self)

Research and thinking skills

11

3: 00-3: 30