

Families in Focus

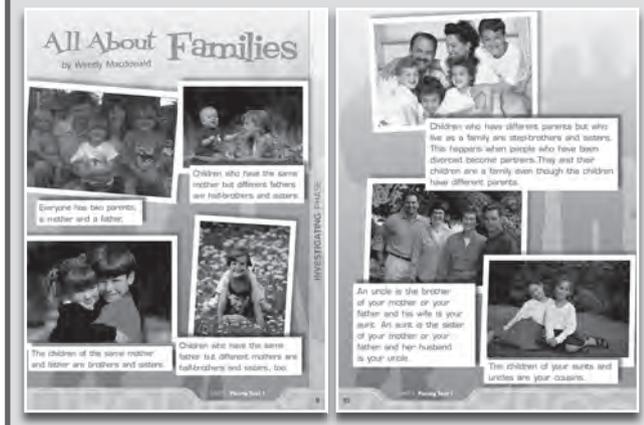
Investigating Phase Section 1

Pacing Text 1:



All about Families (description)

pp. 9–11



Preparing for the Text

Orientation

- Have students look at the title and layout.
- Ask: What might this text be about? What might be the main focus of the vocabulary you find?

Visual Literacy

- Ask: What type of text do you think this is? What elements on the page make you think this?
- Ask: How important are the photographs in helping the reader understand the text? Explain your answer.
- Look at the organisation of the text and discuss with students why the pictures have been laid out using different orientations and overlapping.

Reading the Text

Purpose of the Text

- Ask: Who is the author's intended audience for this text?
- Ask: What was the author's purpose in writing this text?

Modelled Reading

- Discuss how the information has been grouped and why this is important. Ask students to consider why the text has mentioned parents first, rather than grandparents or any of the other family relationships.
- With students, look at how each paragraph of text is constructed, focusing on what is being described and where the keyword in the text is placed.
- Identify with students some of the important words or phrases used in the text and discuss why they are important.

Making Connections

- Ask students to relate the pictures of the different family relationships to the text. Discuss how well they think the pictures help them to understand each of the relationships.
- Have students relate the relationships in the text to their own family and other families they know.

Responding to the Text

Questioning

- The author says that step-brothers and step-sisters are a result of parents who have been divorced becoming partners. Ask: How else might step-families happen?
- Ask: Do you think the relationship you have with brothers and sisters would be different to the relationship with step-brothers and step-sisters? Explain your answer.
- Ask: Are there any other family relationships that have not been included in the text?
- The text describes many different family relationships. Ask: What feelings might be similar in each relationship?

Spelling

- Add any additional family words to the *Families in Focus* word bank created in the Introducing Phase.
- Have students locate the words in the text with hyphens (*step-brothers*, *great-aunts* etc.). Explain why the hyphen is placed where it is.

Grammar

- Have students locate the compound words in the text (*grandparents, grandmother, grandfather, everyone*).
- Discuss compound words and compare those words with the hyphenated words.
- Most of the sentences in the text are simple sentences with one thought expressed, and the only punctuation a full stop at the end of the sentence. Ask students to locate the two sentences that have a comma separating the two sections of the sentence. Discuss why a comma is used and explain how these sentences could be re-written so that the comma was not necessary.

Writing

Collaborative Writing

- Brainstorm key ‘family’ words from the text (*cousins, grandmother, uncle, step-brothers* etc). Have students jointly write definitions for the words. Share and discuss.

Independent Writing

- Ask students to choose the part of the text that most closely describes their family. Have them describe their family in the same terms as those used in the text. They can then illustrate their text or place it as a caption under a family photograph.



Guided Reading

- Text A: *Our Family Tree* pp. 10–11; *Helpful Harry* pp. 18–19
 - Text B: *Famous Literary Families* pp. 12–13; *A Day in the Life of a Family* pp. 20–22
 - Text C: *My Friend Gio* pp. 14–17; *Who Helps This Family?* p. 23
- (See the Guided Reading Notes on pp. 82–85 of this book.)

Pacing Text 1 Related Texts:



My Family (visual text) p. 12
Family Trees (description/procedure)
pp. 13–19



Preparing for the Texts

Orientation

- Ask: Have you ever heard of a family tree? Do you know what it is? Have students share information.

Visual Literacy

- Ask students to look at the diagram on p. 12 and the illustration on p. 19. Discuss their purpose and if they give the same information.

Reading the Texts

- *My Family*: Focus on the information given in the diagram and how it has been presented. Direct students to give information about the diagram with questions such as ‘Which family members are mentioned in the blue circle?’
- *Family Trees*: Focus on the analogy the author has used comparing families to trees, and consider why this is important to the rest of the text.



- Further compare the diagram and the family tree. Which do students find easier to understand? Why? Consider what information has not been included in the text and suggest reasons for this. Discuss how visual texts are different to written texts, focusing on layout, language used, how easy they are to understand, why they are used etc.

Responding to the Texts

Grammar

- Focus on the use of verbs in the procedural text on pp. 17–18.
- Focus on family nouns and appropriate adjectives describing families.

Writing

- Discuss the two different text types (description and procedure) in the *Family Trees* text and their purpose.
- Review the features of a procedural text. Point out the use of numbers to demonstrate the sequence. Discuss why it is important to follow the order of instructions and why verbs are important in a procedural text. Consider why the paragraph of text on p. 18 is not numbered. Have students follow the steps to draw their family tree.

Guided Writing

- Provide explicit instruction on writing a procedural text, using the text on p. 17 as a model to be extended. Focus on including an orientation, list of materials, numbered steps and a conclusion.
- Model writing a description, focusing on using related family nouns and appropriate adjectives. Model the need to re-read whilst writing, to ensure ideas are connected.

Independent Writing

- 
 • Students write descriptions of their family, using the texts in the phase as a model, ensuring they use appropriate vocabulary to describe the relationship between family members.
- 
 • Students write a procedural text telling how to construct a diagram as shown on p. 12. They can then create a family chart for their own family, using their procedural text and the chart on p. 12 as a model.

Pacing Text 1 Related Text:



Gran's 90th Birthday
(newspaper report) p. 20



Preparing for the Text

- Locate some local newspapers where texts such as this one are most often included in the news. Hand these out to students for later use.

Reading the Text

- Ask: What was being celebrated? Who was at the celebration? Why is this article 'newsworthy'?
- Review the features of a newspaper report, focusing on the size of the headline, the facts presented and the language used.
- Consider why the name at the beginning of the article is in upper case letters and why the word *Nan* has been placed in quotation marks.

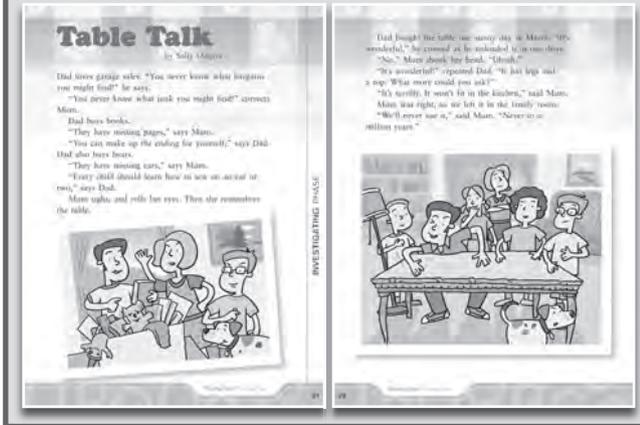
Responding to the Text

- In pairs, students look through local newspapers and find items about family or community celebrations.
- Students present their items to the class and explain why they chose them.

Pacing Text 1 Related Text:



Table Talk (narrative)
pp. 21–29



Preparing for the Text

Orientation

- Discuss the title and have students predict what this title might refer to.

Visual Literacy

- Have students skim through pp. 21–29 and look at the illustrations. Does this change their predictions about the title?

Reading the Text

- Read the first page and have students predict what might happen in the story and why the table might be significant. Read to p. 24 and confirm or revise predictions.
- Students can continue reading the text.

Responding to the Text

Grammar

- Focus on the use of quotation marks to show direct speech. Discuss other situations where quotation marks are used.

Spelling

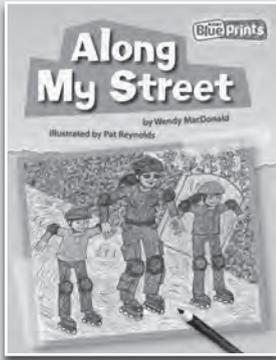
- Identify words ending with *ed* and *ing* and note how in some cases, the final consonant is doubled e.g. *patting*, *potting*, *stepped*, *tripped*, *patted*, *grinned*, *modelled*.
- Discuss the generalisation that for words ending with a single consonant after a short vowel sound, the final consonant is doubled before adding *ed* or *ing*.
- Also note that words ending in *e* lose the *e* before *-ing* is added e.g. *using* and *making*.

Speaking & Listening

- Discuss the character traits of the family members and how they influenced the story.

Writing

- Discuss the features of a narrative text.
- Identify orientation, complication and resolution. Discuss the use of time phrases when retelling a narrative e.g. *suddenly*, *then*.
- Students complete BLM 2 on p. 95 (content: sentence completion, contractions, compound words, design an advertisement poster, word study—using a dictionary).

Topic Book 1:*Along My Street***Preparing for the Text****Orientation**

- Discuss the title and the front cover picture. Ask: Does this street look anything like where you live? Why or why not?
- Have students read the contents page and skim the text. Ask: What might this book be about?

Visual Literacy

- Focus on the map (p. 3) and discuss how it relates to the text. Ask: Why might an illustrated map, rather than an aerial photograph have been used?
- Focus on the organisational features of a map and the information it presents. Consider the purpose and use of maps.
- This is a non-fiction text (description). Focus on features such as headings, bolded words, photographs, labels, glossary and index.

Reading the Text

- Create a Before and After Chart (see p. 33) using the keywords located in the glossary. Have students, independently or in pairs, write what they think each word means before reading the text. After reading, students confirm or modify their definitions.

Responding to the Text**Questioning**

- *Street Snapshots* section—Ask: How would you describe this neighbourhood? How do you think Mitchell got to know the people in his street? Why are some houses on the map not labelled? Why has the author used a map in this section of the text?
- *My Family* section—Ask: What clues suggest that Mitchell's mum has a sense of humour? What is a biological family? Could a family that is not a biological family also be a nuclear family?
- *Lizzie and Sarah* section—Ask: Why do you think Sarah's father does not live with her? What difficulties could her family face?
- *John, Susie and Reg* section—Ask: Why did Susie and John adopt Reg? What do you think happened to Reg's birth parents?
- *The Chen Family* section—Ask: Why do you think Mr Chen left China to come and live in Australia? Do you think Mitchell enjoys going to the Chens' house? Why or why not? In what ways might the fact that Mrs Chen was born in Australia have helped Mr Chen?
- *The Kendall Twins* section—Ask: What difficulties do you think the Kendall twins and their Aunt Beth might have living together as a family? Why do you think Aunt Beth does so much fun stuff with the twins?
- *Paul and Jill's Family* section—Ask: What are blended families? Do you think Tiffany spends time with her father? Explain your answer.
- *Mr and Mrs Visconti* section—Ask: What do you think the Viscontis did when they lived in Italy? Explain your answer. What information in the text suggests that Mr and Mrs Visconti might be elderly people? Why do you think the Viscontis live alone?
- *The Hatzopoulos Family* section—Ask: Why do the Hatzopoulos family live in two houses? What is an extended family?
- *Mr Bates* section—Ask: Why does Mr Bates live alone? What tells you that Mr Bates is very active for his age? Why do you think Mr Bates keeps himself so busy? Why were Mitchell's parents worried about Mr Bates?

- *This Is My Street* section—Ask: Why does Mitchell like living in his street? Do you think Mitchell appreciates and values the differences in others? Explain your answer.

Speaking & Listening

- Give students a copy of the saying ‘Variety is the spice of life’. In groups, ask students to discuss what this saying means and how it is related to the text. Share ideas as a whole class.

Writing

Independent Writing

- Have students create a map of their own street, noting who lives where. If children are unfamiliar with their neighbours, they could draw a map of the classroom, labelling where people sit, and adding additional information about other students they are friendly with.
- Students complete BLM 3 on p. 96 (content: locating information in the text, making comparisons, making a family chain, making a street).

Section 1 Further Activities

CD-ROM

- Pacing Text 1 Information Text: Students listen to Tash’s description of her family members and how they are related.
- Pacing Text 1 Interactive Activity: Students use the information to create a family chart for Tash’s family.

Listening Post

- Text: *Families: So Different, Yet the Same* (description of the differences and similarities in family groups around the world)
- BLMs: LP1, LP2, LP3

Reflection & Assessment

Assessment

- Collect student writing samples (family descriptions using specific key words and phrases for family writing).
- Students complete a Let’s Consider activity (see p. 35), using specific sentence starters to record how their attitudes, knowledge and understandings have changed about the information introduced in the phase.
- Students complete CD-ROM Assessment Task 1 by using the family tree to help them write a letter from Jacob about his family.

Reflection

Student Self-assessment

- Continue the Student Response Journal and/or the Reading Checklist (see pp. 108–110 of this book).
- Teachers respond to student reflection with some anecdotal comments in the journal.

Whole-class Activities

- In mixed ability groups, students share and discuss family charts.

MONITORING THE CHALLENGE

At this stage students should have:

- made a list of members in their family
- made notes about family members
- collected the resources they will need to complete their family tree diagrams.

Teacher Evaluation

- Is literacy learning occurring throughout the unit?
- Am I scaffolding student learning by explicitly demonstrating and modelling new skills and knowledge?
- How are students responding to the resources used?
- Do students have enough time to complete tasks?
- Do students understand the learning paths to achieving the *Challenge*?

Families in Focus

Investigating Phase Section 2

Pacing Text 2:



Coming to Australia (diary)

pp. 30–37



Preparing for the Text

Orientation

- Ask: Have you ever kept a diary? What sorts of things did you record in your diary? Why do people keep diaries?
- Note the date recorded at the beginning of each entry. Ask: Why is it important to record the date in a diary?

Visual Literacy

- Note the illustrations and borders around the text. Ask: Who do you think this diary belongs to? Explain your answer.
- Looking through the text, what are some of the key elements of this type of text that are different from other texts?
- Discuss students' responses.

Reading the Text

Modelled Reading

- Model using punctuation marks to guide fluency and expression when reading aloud, focusing on question marks, commas and exclamation marks.
- Focus on the sequence of events and the connective language used to link the events.

Making Connections

- Discuss situations in the students' own lives when they have had to move to a new place or try something new. Relate the feelings they experienced to the character in the text—how are they the same? How are they different?

Purpose of the Text

- Who do you think is the author's intended audience for this text? What was the author's purpose in writing this text? Why has the text been written from a child's point of view? How might it change if it was written from an adult's point of view?

Responding to the Text

Speaking & Listening

- Have students locate the differences highlighted in the text between Australia and England. These differences can be in word usage, perceptions of Australia and physical differences.
- Discuss whether students think that 'big' family decisions, such as moving to a new country, should be discussed with all family members, including children, before a decision is made. Consider some of the reasons that parents don't tell their children about a move until after the decision has been made. Ask students about what parents could do to help make the move easier on their children.

Spelling

- The text has many words that have the *ee* sound. Discuss the different letters making this sound in words and ask the student to locate and sort these words (*e* words: *me, we, he*; *ee* words: *streets, keep, weeks, see, tree, seems*; *ea* words: *beach, mean, eaten, peas*; *ie* words: *piece, babies, pasties*; *y* words: *everyone, blackberry, funny, family*; *ey* words: *storey, Harvey, turkey*).

Grammar

- Focus on the use of question marks and exclamation marks. Discuss where they are used and how they can be used to help involve the reader in the text.
- Discuss why some words in the diary are in quotation marks.

Writing

Modelled Writing

- Revise the key elements and structure of a diary, focusing on use of first person; shorter, more concise sentences; use of time connectives to link events. Identify connective words e.g. *then, before, next, after*.
- Provide explicit instruction on writing a diary. Model how to write a diary, focusing on time connectives, use of first person and use of past tense.

Independent Writing

- Have students write a diary entry describing a family event using the diary model.
- Students complete BLM 4 on p. 97 (content: word meanings, locating information, Venn diagram).



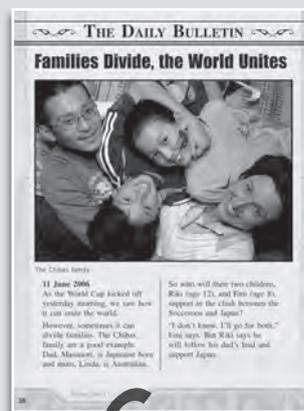
Guided Reading

- Text A: *A Change for Zoe* pp. 24–25
 - Text B: *Jessica's Journal* pp. 26–27
 - Text C: *Interview with My Father, Huong* pp. 28–29
- (See the Guided Reading Notes on pp. 86–87 of this book.)

Pacing Text 2 Related Text:



Families Divide, the World Unites
(newspaper report) p. 38



Preparing for the Text

Orientation

- Have the students explain the meaning of the words *divide* and *unite*.

Visual Literacy

- Discuss the photograph of the family and how it gives a lot of information. List the information obtained from the photograph.

Reading the Text

Questioning

- Ask: Where was Mr Chibas born? Where was Mrs Chibas born?
- Ask: Who was going to support both countries?
- Ask: Who was going to support Japan?
- Ask: Why is this article newsworthy?

Responding to the Text

Grammar

- Discuss the punctuation in the text, especially the use of speech marks, commas and brackets.

Writing

- Review the features of a newspaper report, focusing on the size of the headline, the facts presented and the language used.
- Look at some other newspaper reports and compare their content and presentation.

Collaborative Writing

- Have students think of a well known story or fairytale and, in pairs, write a headline to get attention. Then ask them to outline the story as if it was being presented in a newspaper.

Pacing Text 2 Related Text:



Melbourne—the Third Biggest Greek City in the World (webpage)

p. 39



Preparing for the Text

Orientation

- Discuss the use of a webpage.
- Ask: How do you get to a webpage?
- Ask: How do you get information from a webpage?

Visual Literacy

- Discuss the features that show that this is a webpage without reading the text.

Reading the Text

- Discuss where the text begins. Ask: Would you start by reading the link titles on this page?

Questioning

- Ask: Which teams were playing football?
- Ask: Why were there so many people in blue and white? What part of the text tells you the answer?
- Ask: How had some supporters solved the problem of their interest in both teams?
- Ask: On what sort of site would this webpage be found? How do you know this?

Responding to the Text

Spelling

- There are two abbreviations in the text (*AUS* and *GRE*). Discuss other ways in which words or names are abbreviated.

Writing

- Focus on the way the text is organised and the links that can be found. Ask students to suggest what information might be found behind each link and to consider why webpages use links instead of having all the information on one page. Discuss the amount of information that can be provided on a webpage.

Guided Writing

- Use this webpage and students' knowledge of webpages they have used previously as a basis for discussion. Ask: What are the key elements of a webpage? How is the information organised? Why is a search engine useful on a webpage?

Collaborative Writing

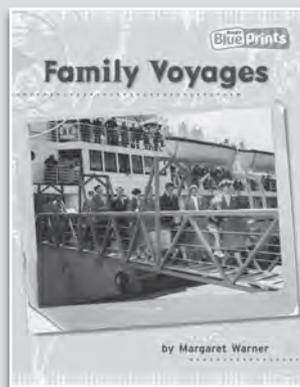
- Have students jointly construct a webpage based on families, using the knowledge they have gained through the unit, including features to be included as links.

Independent Writing

- Students can choose one of the people mentioned in the newspaper report or the webpage and write a recount as if they were that person going to a football match. They can use the text to assist them in giving information about why they were there, who they were supporting, what they wore and how they showed their support.

Topic Book 2:

Family Voyages



Preparing for the Text

Orientation

- Discuss the title and the front cover picture.
- Have students read the contents page and predict what type of information will be covered.
- Focus on features of an information report e.g. headings, bolded words, photographs, captions, diagrams, glossary and index.

Visual Literacy

- Skim through the text, focusing on the images. Have students consider why mainly paintings or illustrations have been used for the earlier sections, whereas photographs have been used predominantly in the latter part of the text.

Reading the Text

Questioning

- *The First Australians* section—Ask: Where do scientists believe the Aboriginal people originally came from? Why do you think the Aboriginal people came to Australia? Why is the word *believe* rather than the word *know* used to describe when Aboriginal people first came to Australia?
- *Convicts and Free Settlers from Britain* section—Ask: Why do you think convicts were sent to Australia as punishment? Why did free settlers come to Australia? What difficulties would they have faced?

- *Goldminers from China* section—Ask: Why did Chinese people come to Australia? Why might some Chinese people have decided to stay in Australia after the gold rush? Why might the government have made Chinese people pay money before they entered Victoria?
- *Cameleers from Afghanistan* section—Ask: Why were camels used for inland exploration? Why might the cameleers from Afghanistan have known how to look after camels in the desert?
- *Pearl Divers from Japan* section—Ask: Why do you think pearling was an important business in Western Australia, but not in the other states of Australia? What are some of the dangers the pearl divers might have faced? Why do you think the Japanese pearl divers brought their families back to Australia?
- *Sugar Cane Farmers from Italy* section—Ask: Why did Australian farmers ask Italians to come and work for them? Why might the Italian farmers have agreed to work on the sugar cane plantations?
- *Families from Greece* section—Ask: What similarities were there between the early Greek immigrants and the early Chinese immigrants? Why do you think most Greek immigrants coming to Australia settled in Victoria? Why could Greek immigrants only work in factories and on farms when they first arrived in Australia?
- *Carpenters from Germany* section—Ask: Why did German immigrants come to Australia? Why might the government have needed people from other countries to build the power station? Why was it important that they learn English?
- *New Arrivals from Vietnam* section—Ask: Why did Vietnamese people come to Australia? What were some of the dangers they faced in travelling to Australia? Why would they risk these dangers?
- *Refugees from Sudan* section—Why have people from Sudan only recently started coming to Australia? Where do the Sudanese people have to live before they can come to Australia? Why do you think they often have to stay in these camps for so long?
- *The Australian Family* section—Is 'The Australian Family' a good title for this section? Why or why not?

Responding to the Text

Speaking & Listening

- Ask: How would you describe what it means to be Australian?
- Ask: How has the immigration of people from other countries helped shape Australia?
- Ask: What are some of the common problems all immigrants to Australia have faced?



Grammar

- Focus on proper nouns. Discuss how country names change form when referring to people that come from that country e.g. *Italy/Italian; Japan/Japanese; Germany/German*.

Writing

Guided Writing

- Focus on identifying key words and phrases in the text. Show students how to use them to write a summary statement in their own words.

Collaborative Writing

- In groups, students complete a Like and Unlike activity (see p. 35), using the keyword *voyage* or *immigrant*.
- Students compare and contrast two of the immigrant groups from the text using a Venn diagram.

Independent Writing

- Students create a poster that illustrates the cultural diversity of Australia, using drawings and pictures to show some of the foods, celebrations etc. that have been brought to Australia by people from other countries.
- Students complete BLM 5 on p. 98 (content: make a data chart, true/false statements, opinion paragraph).

Section 2 Further Activities

CD-ROM

- Pacing Text 2 Information Text: Interactive text containing descriptions of different children's families that have moved to Australia.
- Pacing Text 2 Interactive Activity: Students use the family sketches in Pacing Text 2 Information Text as a model to write a short account of their own background and family.

Listening Post

- Text: *Mario Changes His Mind* (narrative about an Italian boy who has mixed feelings about moving to Australia)
- BLMs: LP4, LP5, LP6

Reflection & Assessment

Assessment

- Collect student writing samples (diary entries), observing sequence of events and use of time connectives.
- Students complete a Let's Consider activity (see p. 35), using specific sentence starters to record how their attitudes, knowledge and understandings have changed about the information introduced in the phase.
- Students complete CD-ROM Assessment Task 2 by designing a family banner on the computer.

Reflection

Student Self-assessment

- Continue the Student Response Journal and/or the Reading Checklist (see pp. 108–110 of this book).
- Teachers respond to student reflection with some anecdotal comments in the journal.

Whole-class Activities

- In mixed ability groups, students share and discuss the positives and negatives of moving to a new country.
- Have students write a paragraph as to why immigrants move to Australia, and the common hardships they face.

MONITORING THE CHALLENGE

At this stage students should have:

- completed their family tree diagrams
- thought about who they will interview from their grandparents' era.

Teacher Evaluation

- Am I providing explicit feedback to students, linking phase indicators to student responses and performance?
- Are student needs being catered for?
- Are students preparing for their *Challenge*?
- How are students responding to the Response Journal? Am I making time to respond to student reflections?

Sample pages