

LESSON PLAN 5

Lesson Topic/Focus:	Rebus Writing- Indigenous Symbols	Date:	21/11/14
AusVELS Domain(s):	English, History	Year level(s):	Prep
AusVELS strand (s):	Literacy, Historical Knowledge and Understanding	Lesson duration:	40 mins
AusVELS sub-strand(s):	Creating texts (ACELY1651), Personal and Family Histories (ACHHK004)		
AusVELS Dimension(s) or Religious Education Guideline:			

Learning Standard(s)/Outcome(s)/Objective(s):

At the conclusion of this lesson, the students will know/understand that:
the Indigenous People sometimes used symbols to communicate stories.

At the conclusion of this lesson, the students will demonstrate the skills/strategies of:
using Indigenous symbols to tell a story, writing skills.

Assessment:

Anecdotal notes

Assessment criteria for analysis:

Students will:

- Create a story in relation to Indigenous People
- Use Indigenous symbols as part of their story
- Illustrate the meaning of their story

Teaching focus:

A. the pre-service teacher's teaching skill for observation by Associate Teacher;

or

B. teaching skills that the pre-service teacher would like to personally develop.

Background to the learning:

A. References for teacher background knowledge

- <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-poetry-with-rebus-273.html>

B. Identify students' current knowledge

_____ - students have previously done Rebus Writing

Lesson resources:

- Aboriginal Storybook
- Aboriginal symbols- **See Appendix**
- Writing paper
- Whiteboard

Lesson content:**A. Introduction**

__5__ mins

- Introduce the Aboriginal storybook
- Shared Reading

B. Development

__10__ mins

1. Discuss the story told.
2. What are some other Aboriginal stories you have heard before?
3. How do these stories use symbols/pictures to make meaning?
4. Introduce Rebus Writing with Indigenous Symbols.
5. Discuss some ideas students could use to create their Indigenous story.
 - a. how animals got their colours, tails, wings etc
 - b. how the sun and the moon were created
 - c. how the ocean and the land were created
 - d. or write a story about a journey
6. Distribute symbols and writing paper

C. Consolidation, practice, extension

__20__ mins

1. Students create a story using Rebus Writing and Aboriginal Symbols.
2. Illustrate to represent the story

D. Closure

__5__ mins

Share Time

- Share students work with the rest of the class

Post-lesson review and evaluation:**Student achievement:**

To what extent were outcomes achieved? How did the students demonstrate this?

There were many creative writing using the Aboriginal symbols. Students discussed Aboriginal's beliefs with other faiths. Verbalised understanding. eg humpies =

Teaching effectiveness:

What have you learnt from the lesson?

What do you recommend for future lessons?

Comment on your effectiveness in the light of the objectives/outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.

Students can lead the learning/teaching. For example discussion of sacredness. and Religious Education. Further explore Indigenous beliefs. Modelling of Rebus Writing with Aboriginal Symbols was needed, to ensure understanding of the task.

ASSESSMENT GRID

Outcome/Standard/Objective
<ul style="list-style-type: none"> I am doing well if I include at least 4 symbols into Rebus Writing.

Student name (three focus students for this lesson)	Assessment criteria		
	1. At least 4 symbols	2. Includes illustration	3. Demonstrates punctuation
Vincent	✓ kangaroo boomerang Goanna emu snake	not evident, however first activity took longer than expected.	Full stops Some evidence of capital letters.
Gabriela Kiara	✓ bush berry Man hunting boomerang star	No time for illustration	Correct use of capital letters and full stops
Kiara Gabriela	Used three, witchity grub boomerang emu	Similarly, lack of time.	Capital letters lack of full stops

Purpose of assessment				
To inform future lessons and student learning	To ensure coverage of AusVELS standards	To discuss with parent	To inform 1:1 conference with student including setting future learning goals	Evidence for school report



SNAKE



EMU



PEOPLE SITTING



HOLE OR CLOUD OR NEST



WATERHOLES CONNECTED BY RUNNING WATER



BOOMERANG



KANGAROO TRACK



MOVING KANGAROO TRACKS



TRAVELLING SIGN (CIRCLES ARE A RESTING PLACE OR CAMPSITE)



YAM PLANT



WOOMERA



GOANNA



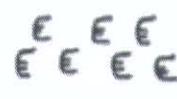
HONEY ANT



EMU



POSSUM



ANIMAL TRACKS



HONEY ANT SITE



SPEAR



MEETING PLACE



CAMPSITE



HUNTING BOOMERANG



COOLAMON



PERSON



WOMAN



SANDHILL OR CLOUD



RAIN



DIGGING OR CLAPPING STICKS



WITCHETTY GRUB



MAN



WOMAN



ANTS, FRUITS, FLOWERS OR EGGS



SMOKE, WATER FLOW, LIGHTNING OR BUSH FIRE



STAR



BUSH BERRY



MAN



CAMPSITE OR WATERHOLE

21.11.14

Rebus writing lesson

Great idea Sarah to use the Aboriginal symbols to support Inquiry topic about "Change" and early Australian settlement. The story supported this and it was great to see the children ask questions which guided your teaching. The children were very interested in the chosen book which beautifully explained and illustrated Aboriginal people's cultural and historical connection with the land. The writing reflected their understanding and allowed them to express themselves without our being held back by spelling conventions. The rebus writing allowed them to work independently. Displaying the symbols they were using on the whiteboard was great to help with explanation and scaffolding for their writing. Well done.

Aimee-Jane
21.11.14