

Topic: <i>My Place Episode 3 Lily: First Day 1988</i>	Year Level: 5		Term: 3 Weeks: 1-7		Date:		
Topic: Immigration: Vietnamese Refugees	Text type and mode	Listened to	Spoken	Read	Written	Viewed	Produced
GRAMMAR FOCUS: (levels)	Information narrative	X	X	X	X	X	X
<p>1. Whole text structure of an <i>information narrative</i></p> <ul style="list-style-type: none"> • Orientation • Complication • Resolution • Reorientation <p>Language features for the text-type:</p> <p>1. Sentence level</p> <ul style="list-style-type: none"> - Past tense - Using conjunctions - First or third person - Verbs <p>2. Word level</p> <ul style="list-style-type: none"> - Noun groups create a detailed, accurate description - Adjectives adds extra information to nouns - Adverbial phrases <p>(Wing Jan, 2009, pp. 236-37).</p> <p>CONTEXT: Overview of series of lessons and background information</p> <ul style="list-style-type: none"> • Explore topic content knowledge by discussing relevant photographs through oral language activities, My Place episode, and <i>The Little Refugee</i> book. Make connections between these activities to develop understanding of the life of a Refugee. Encourage students to identify key words to develop written and verbal reasons and whole class discussions. • Over a series of sessions, we will analyse information narratives through language features and structure. Students will develop an information narrative about Vietnamese Refugees in first person to develop their understanding of refugees. In the information narrative, they will include factual information based on their individual research and texts discussed in class. <p>I do not anticipate any prior knowledge in the content knowledge. I am aware that students have prior knowledge about the structure of information narratives. I have viewed students' work samples, writing, and NAPLAN.</p>	<p>Steps in Teaching and Learning Cycle: (adapted Derewianka, 1990/2007)</p> <ol style="list-style-type: none"> 1. Building topic knowledge 2. Building text knowledge/Model the genre 3. Guided activities to develop vocabulary and text knowledge 4. Joint construction of text 5. Independent construction of text 6. Reflecting on language choices <p>Frequently used Literacy Instructional Strategies: <i>Gradual Release of Responsibility Model</i></p> <p>Language Experience Approach (R/W) Picture Chat Read to Shared R/W Guided R/W Modelled writing Interactive writing Independent R/W Literature Circles Reciprocal Teaching Mini lesson Roving conferences</p> <p>Teaching techniques: Think Aloud, Text analysis, Cloze exercises, Note-taking, Graphic Organisers: T-chart, Y-chart; Venn diagram, Data grid, Sunshine wheel, KWL chart, Flow chart, Story map, templates for text-types for planning</p>						

Literacy/Unit Planner

<p>Pre-assessment of students' skills and knowledge: Standardized tests for reading/writing/ NAPLAN Profile of Data Progression of Reading Development Conferences/interviews Student written work samples Self-assessments Literacy Learning intention: <i>We are learning to write an information narrative and to include descriptive language and factual information.</i> Learning behaviours: <i>I need to think about how to verbalise my ideas to describe key features of an information narrative.</i> Success criteria: <i>I know I'm doing well if I can include descriptive language for characters to enhance the narrative for the readers and to include information to give weight to the information narrative.</i></p>		<p>Four resource model (Freebody & Luke, 1990/1999): Code Breaker; Text Participant/Meaning Maker; Text User; Text Analyst Comprehension Strategies: Predicting; Visualising; Making connections; Questioning; Inferring; Determining important ideas; Summarising; Finding evidence in the text; Understanding new vocabulary; Synthesising; Comparing and contrasting; Paraphrasing; Recognising cause and effect; Skimming and scanning; Five semiotic systems: linguistics, visual, auditory, spatial, gestural. Question types: self-questioning; 3 levels; (literal, inferential, evaluative); QAR Thinking Routines: See, Think, Wonder; Headlines; +1, Three word summary, 5VIPs, Give One, Get One, Zoom In, Think-Puzzle-Explore, Think-Pair-Share, Think Aloud, Circle of Viewpoints (refer Ritchhart, R., Church, M., & Morrison, K. (2011). <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners.</i> eBook online)</p>				
<p>Topic-specific vocabulary for the unit of work: - Brainstorm - Resolution - Perspective - Immigration - Refugees - Hong Hai</p>		<p>Resources: Wing Jan, L. (2009). <i>Write ways</i>. South Melbourne: OXFORD; EPISODE 3 English teaching resources downloaded on 29/09/14 from www.myplace.edu.au/. My Place website www.myplace.edu.au Video clip Episode 3; ABC3 MyPlace http://www.abc.net.au/abc3/myplace/ and http://www.myplace.edu.au/teaching_activities/1988/1/first_day.html Do, A., & Do, S. (2011). <i>The little refugee</i>. Crows Nest, N.S.W.: Allen & Unwin.</p>				
<p>Analysing Checking Classifying Cooperating Considering options Designing Elaborating</p>	<p>Estimating Explaining Generalising Hypothesising Inferring Interpreting Justifying</p>	<p>Listening Locating information Making choices Note taking Observing Ordering events Organising</p>	<p>Performing Persuading Planning Predicting Presenting Providing feedback Questioning</p>	<p>Reading Recognising bias Reflecting Reporting Responding Restating Revising</p>	<p>Seeing patterns Selecting information Self-assessing Sharing ideas Summarising Synthesising</p>	<p>Testing Viewing Visually representing Working independently Working to a timetable</p>

<p>TEACHING & LEARNING CYCLE (Identify step in the T & L cycle and the literacy learning intention or session's focus)</p> <p><i>We are learning to ...</i></p>	<p>WHOLE CLASS Hook or Tuning In (Identify a strategy or a tool to help activate prior knowledge and/or to introduce the topic.)</p>	<p>MINI LESSON (Explicitly model the use of a new strategy or a tool to assist with <i>the literacy learning intention</i> or focus of the session and to prepare students for successful completion of the set task. Reference to Wing Jan include page details)</p>	<p>INDEPENDENT LEARNING (Extended opportunity for students to work in pairs, small groups or individually on a set task. Time for teacher to probe students' thinking or work with a small group for part of the time. Reference to Wing Jan include page details)</p>	<p>SHARE TIME AND TEACHER SUMMARY (Focussed teacher questions and summary to draw out the knowledge, skills and processes used in the session) Link back to literacy learning intention and key points of effective reading/writing, speaking, listening and viewing.</p>	<p>ASSESSMENT STRATEGIES (should relate to <i>literacy learning intention</i> or focus of the session. Includes how & what you will use to make a judgment on students' attempt/work) Success criteria written for students to know what the minimum expectation is.</p>
<p>Session 1 Building topic knowledge Lily 1988: First Day.</p> <p>We are learning to identify key words from taking notes after viewing a video clip.</p>	<p>Zoom In Use the photograph <i>Vietnamese 'boat people', 1982</i> (Appendix 1).</p> <p><i>What do you see?</i></p> <p><i>How would you describe it?</i></p> <p><i>What makes you say that?</i></p>	<p>Back-to-back viewing Predict what the video clip will be about. Model how to take notes to identify key words.</p> <p>Use back-to-back viewing activity sheet (Appendix 1) to demonstrate how to take notes.</p> <p>Using the video clip <i>Lily 1988- Episode 3 (1)</i> and the activity sheet, students identify keywords and share their responses after they have both <i>seen</i> and <i>listened</i> to the video clip.</p>	<p>Meaning Maker Using Lily 1988- Episode 3 (2) students in pairs at pcs take notes using the activity sheet (Appendix 1). Each pair identifies keywords from notes to describe the scene, characters and/or meaning of video clip.</p> <p>Small teaching group: Guided Writing Using Lily 1988- Episode 3 (2). Ask each student to identify a keyword and then explain it in context. Discuss how to record ideas on the activity sheet.</p>	<p>Think-Pair-Share In pairs, students discuss their keywords. Students share with the class. Discuss any challenging words.</p> <p><i>What did you see that supports that?</i></p>	<p>Back to back viewing sheet Can identify keywords to describe the context, scene and characters in the video clip.</p>

<p>2. Building topic knowledge</p> <p>We are learning to explore texts to build our understanding of the topic.</p>	<p>We work in groups of 3 to conduct the thinking routine Think-Puzzle-Explore (Harvard College, 2014). Students respond to the three questions regarding what they think they know about the topic and text type, what puzzles they have, and how to explore the topic. Each group writes their responses on sticky notes and then articulates their ideas to the class. Whole class then explores <i>The Journey of the Hong Hai</i> (Appendix 2) to further their thinking and understanding about Vietnamese refugees.</p>				
<p>3. Building topic knowledge</p> <p>We are learning to list key facts and details to form a summary.</p>	<p>Teacher models the process of a Dictogloss. Teacher uses an excerpt from a story (Appendix 3) to give background to a 'boat person's' journey, while students then write keywords/phrases individually. Review difficult vocabulary. Students work in pairs to reconstruct the Dictogloss. Whole class shares their reconstruction and compare similarities, strengths and weaknesses.</p>				
<p>Session 4 Building text knowledge/Model the genre</p> <p>We are learning to identify the structure of information narratives.</p>	<p>KWL Chart Individually complete the first two sections of the chart (Appendix 4).</p>	<p>Shared Reading <i>The Little Refugee by Anh Do and Suzanne Do</i> (Appendix 4). <i>How is this similar/different from a narrative?</i> <i>What is an information narrative?</i> Teacher models the structure of an information narrative.</p>	<p>Whole Class In pairs, deconstruct <i>The Little Refugee</i> by completing an information narrative plan (Appendix 4) focusing on the structure. Small teaching group: Guided Writing: Using <i>The Little Refugee</i>, students complete Aural Cloze using various sections of the text. Students then discuss their reasoning and put the text in order.</p>	<p>KWL Chart Students individually complete the last section of the KWL chart. Discuss as whole class.</p>	<p>Whole Class KWL chart- what do students know before and after? Small teaching group Using a checklist, can students identify and reason the structure of the text.</p>

<p>Session 5 Building text knowledge/Model the genre</p> <p>We are learning to compose a well written resolution of an information narrative.</p>	<p>Story Starter Cards See Appendix 5 (Wing Jan, p. 244) Using the story starter cards as a foundation, focus on the resolution of the story.</p>	<p>Model a Story Map Teacher models a story map using the video clip <i>Lily 1988- Episode 3 (2)</i>. <i>What was the resolution of the story?</i></p> <p>Story Map Build a story map (Appendix 5) using the full clip <i>Lily 1988- Episode 3</i>. Identify the orientation, complication and resolution.</p> <p>Using sticky notes to annotate important features.</p>	<p>Story Map Complete a story map for <i>Lily 1988- Episode 3</i>. Identify the orientation, complication and resolution.</p> <p>In pairs write your own resolution for the episode.</p> <p>Small teaching group Finish the Story (Wing Jan, p. 244) Focus on writing an alternative resolution to <i>Lily 1988- Episode 3</i>. <i>What key features are needed for a resolution?</i></p>	<p>Reflection Circles Pairs share their resolutions to the class. Give constructive feedback. Use PMI strategy.</p>	<p>Small teaching group Checklist Focus on students' ability to verbalise and write what is needed in a resolution.</p>
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<p>Session 6</p> <p>Guided activities to develop vocabulary or specific language feature</p> <p>We are learning to use descriptive language to enhance the characters in our information narrative.</p>	<p>Build a Character</p> <p>Teacher uses a photograph of a Vietnamese refugee (Appendix 6). Students note characteristics of the person using the character description activity sheet (Appendix 6).</p> <p>Volunteers act out what the character is portraying.</p> <p>As a class discuss and write a short description for the character for a possible information narrative. (Wing Jan, p. 246)</p>	<p>Model Snap Shot</p> <p>Teacher models snapshot activity.</p> <p>Snap Shot</p> <p>Use the photograph <i>Vietnamese migrants, 1982</i> (Appendix 6) <i>What do you see?</i> <i>How would you describe it?</i> <i>What makes you say that?</i></p>	<p>Whole Class</p> <p>Completes Snap Shot activity and write about a character in the photo using the character description activity sheet (Appendix 6). Write a short information narrative (1/2 page) based on the Snap Shot activity focussing on descriptive language.</p> <p>Small teaching group: Focus on descriptive language. Choose a character from either <i>Lily 1988- Episode 3 (1)</i> or <i>The Little Refugee</i>. Use descriptive language to describe the chosen character.</p>	<p>Discussion</p> <p>Discuss different types of descriptive words used. What do these words mean? Can you show me what these words would look like?</p>	<p>Small teaching group</p> <p>Anecdotal records</p> <p>Students ability to use descriptive vocabulary to describe a character.</p>
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<p>7. Guided activities to develop vocabulary or specific language feature We are learning to build our knowledge of descriptive words to develop the setting in information narratives.</p>	<p>Teacher models Build the setting concept map (Wing Jan, p. 245) using <i>The Little Refugee</i> on the whiteboard. Students in pairs then form their own concept map (See Appendix 7) for <i>Lily 1988- Episode 3</i>. We then return to the whole class and discuss how the setting in this episode is different for Phoung compared to her home in Vietnam. Whole class creates a semantic web comparing the two settings.</p>
<p>8. Guided activities to develop vocabulary or specific language feature We are learning to write in first person.</p>	<p>In groups of 3, students choose a familiar story or fairytale and perform a role play from a particular character’s point of view. For example, students retell the story of <i>Little Red Riding Hood</i> and perform the story from the perspective of the wolf (Wing Jan, p. 245). Students develop the story with a simple storyboard and then perform a 2 minute role play. Students then individually write in first person from the perspective of their chosen character from the story.</p>

<p>Session 9 Joint construction of text</p> <p>We are learning to write an information narrative from the perspective of a refugee (first person).</p>	<p>Circle of Viewpoints (Visible Thinking, 2014). As a whole class explore the perspective of a Vietnamese refugee coming to Australia. <i>How would you feel coming to a new and bizarre country in the 1970s?</i></p>	<p>Think Aloud Brainstorm to write an information narrative from the perspective of a refugee. <i>What language is appropriate?</i> What pronouns (i, you, me) will we be using? Use a storyboard to demonstrate.</p>	<p>Whole Class Students individually write a short information narrative in first person based on the Think Aloud activity. Small teaching group Guided writing Write the introduction to the information narrative. <i>What is the orientation?</i> <i>Who is the main character?</i> <i>What language do we use to write in first person?</i></p>	<p>Circle of Viewpoints Wrap Up <i>What new ideas do you have from writing from the perspective of a refugee?</i> Share 2-3 examples of students' information narratives so far.</p>	<p>Small teaching group Anecdotal notes Record student's ability to write in first person for an introduction to an information narrative. <i>Have they included first person grammar appropriately?</i></p>
<p>10. Joint construction of text</p> <p>We are learning to write an information narrative from the perspective of a refugee.</p>	<p>Teacher and students work collaboratively (DEECD, 2008) to construct a well written information narrative. Identify structure, characters, and language features. Students individually continue to complete to write a short information narrative based on the Think Aloud activity in Session 9.</p>				
<p>11. Research</p> <p>We are learning to research the topic about Immigration: Vietnamese Refugees to Australia in the 1970-80s.</p>	<p>Teacher models what effective research means. <i>How does the internet differ from other sources of information?</i> (International Reading Association, 2014). Demonstrate where to find reliable sources. Using pcs, students will individually research various Vietnamese refugee stories during the 1970s-80s starting with provided resources and websites (Appendix 8). Students collate their information in portfolios including photographs, maps, articles, and personal stories.</p>				

<p>12. Research We are learning to research the topic about Immigration: Vietnamese Refugees to Australia in the 1970s-80s.</p>	<p>Students continue to individually research the topic using pcs and provided resources to give weight to their information narratives. Students can research particular people, events, and/or complications that occurred for Vietnamese refugees. Students collate their information in portfolios.</p>
<p>13. Independent construction of text We will construct a brainstorm for our information narrative plan.</p>	<p>Using a narrative plan (Appendix 9), students brainstorm the characters, setting, orientation, event, complication and resolution for their information narrative. <i>Have students used descriptive words to express each feature of the narrative plan?</i></p>
<p>14. Independent construction of text We are forming a draft of our written information narrative.</p>	<p>Teacher makes criteria explicit as to what is expected in an information narrative (Appendix 10). Students will hand-write a draft of their information narrative (in first person) using their narrative plan and portfolios. Information narrative is expected to be 2 pages long. Teacher will help with spelling and grammar. Students refer to Assessment criteria rubric.</p>

<p>15. Independent construction of text</p> <p>We are writing the final draft and publishing our information narrative.</p>	<p>Once the teacher has approved the draft of the student's information narrative, students will edit their work. Then, they will produce a final written piece that can be published in the format of a word document. This will then be compiled to form a book of various information narratives of Vietnamese refugees. This session is expected to run for about 2-3 lessons for students to produce a final written piece.</p>
<p>16. Reflecting on language choices</p>	



APPENDICES

Appendix 1- Session 1



Vietnamese 'boat people', 1982

http://www.myplace.edu.au/TLF_resources/R8404/description.html

	 What did you see?	 What did you hear?
How does Lily treat her cousin Phoung?		
What does Mrs Benson mean by her comment about Refugee camps?		
How does Phoung's new classmates react to her?		
New or unfamiliar words...		

Back-to-back viewing sheet adapted from Hertzberg (2012)

Appendix 2- Session 2



The Journey of the Hong Hai- Interactive

http://www.myplace.edu.au/TLF_resources/L779/description.html

Appendix 3- Session 3

A boat person's story of deprivation and determination to find another homeland

<http://www.migrationheritage.nsw.gov.au/stories/from-there-to-here/from-there-vietnam-to-here-australia/>

In 1975 Vietnam was taken over by Communist from the north. Since that day many people who worked for the South Vietnam government were in jail. Every thing was changed, the life became miserable, and we had no religion and no freedom. From 1975 to 1990 many people left Vietnam by boat and they became Vietnamese refugees or boat people. Though just about 60% of the boat people got lucky to come to the country they liked. Another 40% died on the sea or were killed by Thailand's pirates.

Most people who escaped from Vietnam have accepted that anything can happen to them, and bartered their property and their life. Many people were jailed by cheaters or chased by policemen, but they did not lose their spirit and they tried to leave if they have the chance. Therefore, there are many Vietnamese people living around the world now, and the following is my dad's story.

I was living with my family with eleven people; I had eight brothers and one sister. We worked in a grocery store, the family's business, so my family were middle class. Life was hard when the Communist came. My family could not do business and we had to live with worry and fear whit the local government watching, because I had two brothers who worked for the South Vietnamese government.

One day my father told us to try to leave Vietnam and we started planning for that. Ever since my life has had a big change. All my brothers escaped one at a time, all except me. I was unlucky, I had escaped seven times and I was jailed two times. The first time was for six months, the second time was for one year and I paid corruption money to get out of jail. Despite the fact, that my escape was a failure, but I did not give up or get weary.

So the following summer in the year 1984 I escaped again and after seven days I arrived in Malaysia. Every trip has a different pitiable story; my trip had a story too. When I left Vietnam on a small boat with fifty other people, my boat was unseaworthy because it was very small, just about 8 metres long and 3 metres wide but it carried fifty people.

Appendix 4- Session 4

NARRATIVE PLAN

FRAMEWORK HEADINGS

MAKE NOTES OR DRAWINGS TO HELP PLAN YOUR STORY

Title

Orientation

Initiating Event

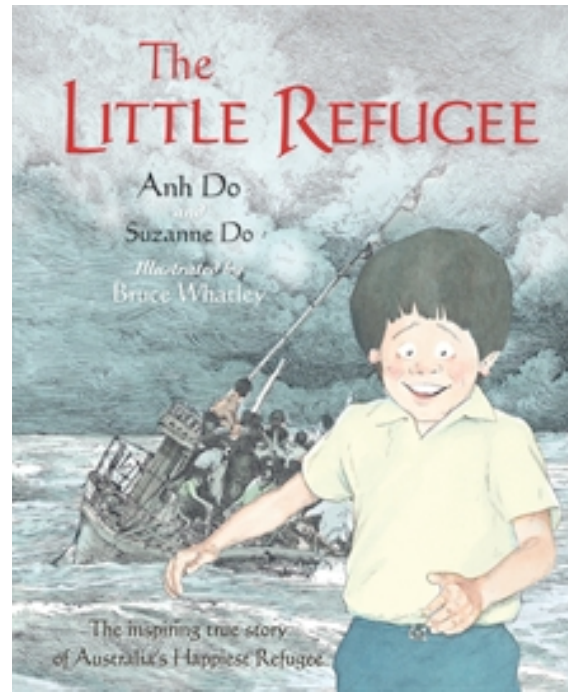
Complication

Resolution

Coda/Moral/Concluding statement

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'What a great country!' my parents said to each other when we arrived in Australia.

Two nuns came to visit and gave us a huge bag full of clothes. There were little boys' clothes and also little girls' clothes. My mum had two little boys, but she was too polite to say anything.

The next day we were walking down the street and an old lady stopped to say to Mum, 'What a pretty little daughter you have!'

Mum looked down at my brother, Khoa, and smiled. He was wearing a girl's dress!

Narrative Plan (Tompkins, 2011)

K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

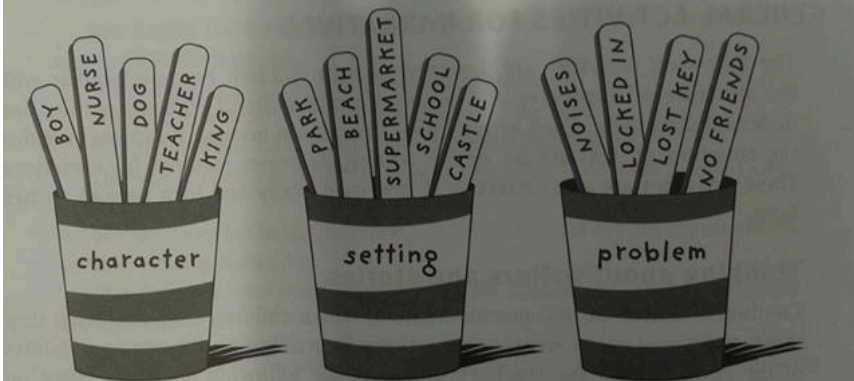
KWL (Ogle, 2013)

Story Starter Cards

Story starter cards

A series of cards is made for each of the following story elements: character, setting and situation. The children are arranged in groups of three. The group selects one card from each category and jointly composes a narrative that includes the information on their cards (see Figure 15.3).

Figure 15.3 Story starter cards



Wing Jan (2009) p. 244

Storyboard map

STORYBOARD

Title of the story _____

Name _____

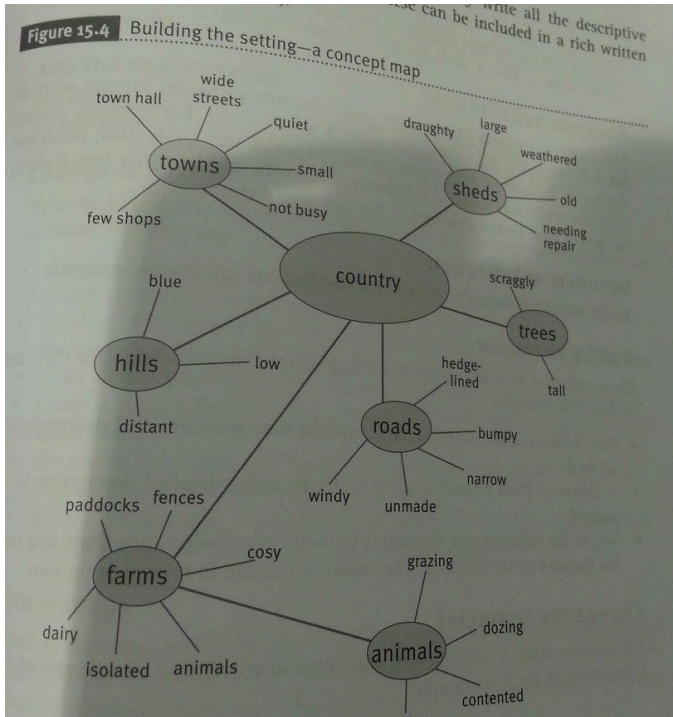
Theme _____

[www.filmit.wordpress.com](http://filmit.wordpress.com)

<http://filmit.wordpress.com>

Appendix 7- Session 7

Build the setting activity concept map (Wing Jan, p. 245)



Appendix 8- Session 11

<http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=4#tabs>

Resources

<http://www.vietka.com>

<http://museumvictoria.com.au/origins/history.aspx?pid=97>

<http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/>

<http://www.migrationheritage.nsw.gov.au/stories/from-there-to-here/from-there-vietnam-to-here-australia/>

<http://www.bbc.com/news/world-asia-23933103>

http://www.aish.com/jw/id/Vietnamese_Boat_People_in_the_Promised_Land.html

<http://vietnamese.org.au/vca/nga-nguyen-relive-the-experiences-as-a-refugee/>

<http://www.abc.net.au/news/specials/the-luckiest-refugees/>

My Place Resources

http://www.myplace.edu.au/TLF_resources/L779/description.html

http://www.myplace.edu.au/TLF_resources/R8404/description.html

http://www.myplace.edu.au/TLF_resources/R2664/description.html

NARRATIVE PLAN

FRAMEWORK HEADINGS	MAKE NOTES OR DRAWINGS TO HELP PLAN YOUR STORY
Title	
Orientation	
Initiating Event	
Complication	
Resolution	
Coda/Moral/Concluding statement	

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Narrative Plan (Tompkins, 2011)

Literacy/Unit Planner
Appendix 10- Session

PART 3 FICTIONAL TEXT TYPES

Table 15.2 Assessment criteria (cont.)

	Yes	No	Comment
Writes well-structured narratives			
Includes an orientation			
Includes a complication and series of events			
Includes a resolution			
Includes a reorientation, if appropriate			
Writes logically sequenced, cohesive narratives			
Identifies and uses appropriate visual text			
Uses appropriate language features of fiction in narrative form			
Writes clearly using correct sentence structures			
Uses descriptive writing to establish plausible characterisation			
Uses descriptive writing to establish setting and mood			
Uses appropriate grammatical features			
Uses direct speech appropriately			
Varies sentence beginnings			
Maintains appropriate tense			
Uses appropriate strategies to plan and write narratives			
Arranges events in a logical sequence			
Expands notes into well-structured sentences and/or paragraphs			
Proofreads and edits text carefully			
Uses story maps etc to plan plot development			
Demonstrates a positive attitude towards writing			
Sometimes chooses to write narratives during free choice or independent writing sessions			
Settles to writing			

Assessment Criteria (Wing Jan, 2009)

REFERENCES

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