



ENGLISH

LANGUAGE

Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases [ACELA 1493]

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research [ACELA 1498]

LITERATURE

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension [ACELT 1605]

Create literary texts that explore students' own experiences and imagining [ACELT 1607]

Create literary texts by developing storylines, characters and settings [ACELT 1794]

LITERACY

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently [ACELY 1688]

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text [ACELY 1690]

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts [ACELY 1692]

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [ACELY 1694]

Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure [ACELY 1695]

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements [ACELY 1697]

SCIENCE

SCIENCE UNDERSTANDING
Earth and Space Sciences

Earth's surface changes over time as a result of natural processes and human activity [ACSSU048]
• considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region

Explain to the students that they will be listening to a series of audio clips. After listening to each one, they will be asked to draw the image that 'pops' into their head while they are listening and write down some words to describe their image. **

Allow time to listen, draw and write, then allow time for students to share their images and description with a partner.

Continue until this has been completed for all four sound effects.

Ask students to examine their images at the end of this process and sequence them in some way (let the students choose, but hopefully they will have the sequence of light-heavy rain, then into a thunder storm). The students then write a paragraph explaining why they chose to sequence their images the way that they did.

**The are a number of sites on the internet where you can download copyright free sound effects at no cost. I chose to use four for this activity:

- Rumbling thunder
- Light rain
- Rain with wind
- Heavy rain with thunder

The students were able to create 4 distinct images based on these sounds that were relatively easy to sequence. I found it easier for them to draw the same setting (we chose a house) and to add elements to this setting that reflected the sounds that they heard. I did encourage them to include a tree in each drawing.

LANGUAGE
[ACELAI498]

LITERACY
[ACELY1688]
[ACELY1691]
-using an audio text
[ACELY1692]



Revise the previous lesson and explain that this time we will be looking at pictures instead of listening to sounds. Recall and list describing words and phrases that were used in the previous lesson, encouraging the students to use rich vocabulary-look in a thesaurus for alternatives to simple descriptive words. Write these on a chart for future reference.

Distribute pictures to groups, allow time to look at them and discuss them with a partner. In pairs, discuss and write down basic information: **

- What do you see in the picture?
- Where do you think the picture was taken?
- When do you think the picture was taken?
- What might happen next?

In pairs, write a paragraph that describes what is happening in the picture.

** For this activity, I found some news photographs on the internet that were taken during the Queensland floods. I tried to choose photos that allowed the students to see the sequence of events e.g. dark clouds rolling in, people with umbrellas, lightning hitting a skyscraper, large pools of water on a road etc.

I had 6 photographs in all, with 5 copies of each photo. This enabled the children to work in groups of 5 during the activities that followed this one.

LANGUAGE
[ACELAI498]

LITERACY
[ACELY1688]
[ACELY1691]
-using a visual text.
[ACELY1692]

SCIENCE
[ACSSU048]



Read the book 'Flood' by Jackie French. After the first reading, encourage the students to recall descriptive words and phrases from the text and place these on the chart from the previous lesson.

Re-read the book, asking the students to listen out for phrases in the story that contain the words 'like a'. After reading the text, ask the students for the examples that they heard. Explain that these are called similes and that authors use these to help make their writing more descriptive and to make it more interesting to the reader.

Re-distribute the photos and the paragraphs written in the previous lesson. Encourage the students to re-write them using only 1-2 similes. **

** The teachers that trialled these activities actually allowed their students to do this 3-4 times, with some explicit teaching and guidance in between. They made the decision to develop the paragraphs into pieces of a narrative. The difference in the paragraphs that the children produced from the first draft to the last draft was amazing.

LANGUAGE
[ACELAI493]
[ACELAI498]

LITERATURE
[ACELTI605]

LITERACY
[ACELY1688]
[ACELY1691]
-using a visual text
[ACELY1692]
[ACELY1694]



Re-distribute the photographs and paragraphs from the previous lesson. Revise the first lesson where the students were asked to sequence the images that they drew.

Explain that they are now going to do the same thing with their photographs, but this time they will complete the activity in groups. Allow groups time to discuss and sequence their photographs. After this time allow the groups to report back to the rest of the class and explain why they chose to sequence the photographs in the way that they did.

LANGUAGE
[ACELAI498]

LITERACY
[ACELY1688]
[ACELY1691]
-using a visual text.
[ACELY1692]
[ACELY1695]



As a whole class, read a text by Bruce Whatley that explains how he created the illustrations for the book 'Flood' and why he chose to use acrylic paint. Re-read the book and ask students to give their opinion on the effectiveness of the illustrations. Pose the questions:

- Do you think that the illustrations fit the text? Why/why not?
- Do you think the style of illustration enhances the meaning of the text? Why/why not.

Explain to the students that they will be using the same method as Bruce Whatley to turn photo copies of their photographs into illustrations, then using the illustrations and their paragraphs to create a book. Allow the students to paint their photographs.

The student use a word processing program to publish their descriptive paragraphs. Mount on thin card along with their paintings. Laminate and create a book.

** The technique involves using watered down acrylic paint and making sure that the picture is placed on an angle when painted so that the paint runs.

The inspiration for these activities came when I read an article in which Bruce Whatley described how he created the illustrations for the book, 'Flood'. Other activities to suit this book can also be found at:

<http://www.scool.scholastic.com.au/schoolzone/toolkit/Flood.pdf>

LANGUAGE
[ACELAI498]

LITERATURE
[ACELTI607]
[ACELTI794]

LITERACY
[ACELY1688]
[ACELY1691]
-using a visual text.
[ACELY1692]
[ACELY1697]

