

Curriculum Cycle Planning guide

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TEACHING CONTEXT/S: Age level of students: First year pre-service teachers Level of English proficiency: Other considerations: Four tutors working across two campuses and six classes with a large cohort of International students (mainly from China).		
<i>As you plan and implement the unit, keep a reflective journal to record decisions you made, practical considerations, general principles, reactions of students, etc. in relation to each stage of the TLC (teaching-and-learning cycle).</i>		
Teaching unit Teaching and Learning cycle focusing on narrative genre		
Culminating task & overall learning goal	Genre/s Assessment Task 2 (see attachment)	Language focus Descriptive words to describe nouns and verbs Imagery – metaphors and similies Emotive words and phrases Direct speech
TLC Stages	Activities within the stage (including different levels of scaffolding / differentiation where appropriate)	

<p>Initial building knowledge of the topic (field) (message abundance)</p> <ul style="list-style-type: none"> • To develop understanding of the books theme • To use prior knowledge and understanding to help make meaning of a narrative text 	<ul style="list-style-type: none"> • Use a wide range of building the field ideas to model how this work can be done in the classroom • Watch texts to help support understanding of how a metaphorical coat can give confidence. Class discussion ('Girl on write', 'Spider Man' & 'The Mask' trailers). • Create a class KWL. Think about the vocabulary which is used. Hang up these anchor charts to revisit after the text has been read. • Create a brainstorm to support understanding of the text • Read an associated article and do independent note taking thinking about what are the main ideas. Make connections back to the notes when reading the 'text' • Think pair share to show the worth of group discussion
<p>Supported reading</p>	<ul style="list-style-type: none"> • Watch parts of 'the worm' text that illustrates building the field. • Repeated reading of 'The Coat'. Pre-service teachers join in with the reading • Modelled reading (skimming, scanning, reading process & strategies) • Shared reading: with the mentor text • Collaborative reading: taking notes as a small group
<p>Learning about the genre</p> <ul style="list-style-type: none"> - Learning about the structure of a narrative genre (text introduction, complication & conclusion). - Use a model text 'The coat' to deconstruct the stages of a narrative text - Exploring setting and character development through language use 	<ul style="list-style-type: none"> • Watch 'Ross' video of the Teaching and Learning cycle https://www.youtube.com/watch?v=kq2tr1ELNmw • Students write their own narrative and read their peer's text for text structure and language features. Text to be revisited at end of unit of work • First reading of 'The Coat' by the tutor - reading for enjoyment and appreciation • 'The Coat' in whole or part is revisited repeatedly over 3-5 weeks to discuss the narrative genre and language features that developed setting and characters.

	<ul style="list-style-type: none"> • Class discussion about text - preliminary discussion of themes, language use and complication
<p>Supported writing Students experience writing the target text in collaboration with the teacher and peers Different levels of scaffolding Focus on purpose for writing, ideas, audience, vocabulary</p>	<ul style="list-style-type: none"> • Watch Bev Derewianka (2018) Monash video that provides an overview of the 'Teaching and Learning cycle' • Engage students in shared writing of the text where 'The Coat' became a different style of clothing e.g. tap shoes (joint construction) • Elicit content from students and model how you would form it into a coherent written task • Incorporate insights from 'learning about the genre' by developing and using rich descriptive language • Ask students to revise their own text, highlight changes, save a copy and reflect • Make a word bank about the characters the text 'The Coat' as a class. Then students make a work bank for their picture story book. • Pre-service teachers can participate in a small group session with the tutor to jointly construct a reflection. • Tutors discuss weekly a model of their own reflective writing and Teaching & Learning cycle plan.
<p>Independent writing Editing vs proof reading Teacher conferencing Reflection questions Peer review</p>	<ul style="list-style-type: none"> • Review of requirements of curriculum plan, considering curriculum plan as a genre or sub-genre of planning documentation • Introduction of the idea of editing versus proof reading as a whole class discussion • Video on teacher conferencing and small group discussion of teacher conferencing strategies • Individual and group activities on editing • Reconnecting with prior knowledge/learning • Reflection questions using evidence of the text

	<ul style="list-style-type: none"> • Reverse engineering character maps • Peer review and feedback • Class discussion of proof reading techniques to generate a proof reading checklist • Independent writing time
<p>ASSESSMENT</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Pre-service teachers are provided with time to complete a formative assessment survey asking about their understanding of the Teaching & Learning cycle and where they are at with their assessment task. • Multiple drafts: Ask students to write initial draft in the early stages and to then revise and SAVE each subsequent draft in response to each session (e.g. building further knowledge of the field, organising the text into coherent stages, focus language feature/s) through to independent final draft.) • Peer feedback about a piece of writing • Watch video of teacher conferencing with child about their writing • Assess a piece of narrative writing against a rubric (see Campbell). Any modifications to rubric required? • In small groups discuss a Year 3 student’s narrative piece. Choose an area to focus on for a writing conference e.g. genre structure, descriptive language, other language features, spelling, past tense, proof reading etc.) • Role play conferencing with the Year 3 student’s narrative piece. <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Assessment Task 2A (jointly constructed picture story book and associated teaching and learning cycle plan) • Assessment Task 2B (individual reflections) 	
<p>SHOWCASE of PICTURE STORY BOOKS (end of semester)</p> <p>Pre-service teachers are provided with an opportunity to showcase their picture story books to their peers. The idea is to give pre-service teachers an authentic experience where they have an audience for their picture story books.</p>	

References

Derewianka, B. & Jones, P. (2016). Teaching language in context. (2nd edition). South Melbourne: Oxford.

Hunt, J. & Brooks, R. (2012). *The coat*. Sydney: Allen & Unwin.