

STAGE ONE UNIT OF WORK

AIM/RATIONALE

This unit has been developed to help children develop an awareness of how human beings use stories in order to transmit their culture and make sense of past and present events. This unit also highlights how technology has changed the way in which people tell stories.

FOCUS QUESTION/AREA OF INQUIRY

Why do people tell stories?

CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 Who tells stories?
- 2 What types of stories are there?
- 3 What do stories tell us?
- 4 How has technology changed the way people tell stories?

AREAS OF INTEGRATION

HSIE Change and Continuity, Cultures

ENGLISH Narrative, Personal Response

RELIGIOUS Stories about Jesus @ only Jesus? not allah or Buddha
or Krishna or...
EDUCATION

ESTIMATED TIME: 10 Weeks

CONTENT

KNOWLEDGE

- Stories affect how people think and feel.
- Stories teach us how to live.
- Stories teach us about the past.
- Stories tell us about things that are happening at present.
- There are many ways of telling and 'hearing' stories.

GENERIC SKILLS

- Present information according to purpose, situation and audience.
- Make personal judgements and informed choices.
- Work cooperatively with others.
- Use time and resources effectively.
- Respond emotionally and imaginatively through creative and expressive activities.

VALUES AND ATTITUDES

- Appreciation and valuing human spirituality and the diversity of its' expression.
- Identifying and appreciating the cultural, linguistic and spiritual heritages of oneself and others.

OUTCOMES

HUMAN SOCIETY AND ITS ENVIRONMENT

CCS1.1

Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.

CCS1.2

Identifies changes and continuities in their own life and in the local community.

CUS1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

SSS1.7

Explains how people and technologies link in systems to provide goods and services to satisfy needs and wants.

ENGLISH

TS1.2

Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

TS1.3

Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.

RS1.7

Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

RS1.8

Identifies the text structure and basic grammatical features of a limited range of text types.

WS1.9

Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

WS1.10

Produces texts using the basic grammatical features and punctuation conventions of the text type.

WS1.13

Identifies how own texts differ according to their purpose, audience and subject matter.

WS1.14

Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

INTEGRATED CURRICULUM

Generic Skills	Key Learning Areas		
	HSIE	ENGLISH	RELIGIOUS EDUCATION
COMMUNICATION Present information according to purpose, situation and audience.	CUS1.3	TS1.1 RS1.7 TS1.2 RS1.8 WS1.9	
EXPRESSION Respond emotionally and imaginatively through creative and expressive activities.	CUS1.3	TS1.2	
TASK MANAGEMENT Use time and resources effectively.	CUS1.3	TS1.2	
COOPERATION Work cooperatively with others.	CCS1.1	TS1.2	
CRITICAL THINKING Make personal judgement and informed choices	CCS1.1 CUS1.3	TS1.1 WS1.9	

PACING GUIDE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	19/4 Who tells stories? Initiating	20/4 Initiating	21/4 Introduce CQ1	22/4 Read selection of stories	23/4
	Discuss with children indicators for unit		Set up retrieval chart and build		
	26/4 ANZAC DAY	27/4 Visiting speaker/storyteller Refer back to retrieval charts	28/4 Develop a survey	29/4 Send home survey	30/4
	3/5 Bring back survey Record responses (parent helpers)	4/5 Write generalisations (groups)	5/5	6/5 Introduce CQ2 Expose children to a new narrative form.	7/5 Storyteller (Aboriginal) Stories about Jesus
	What types of stories are there?			What types of stories are there?	
	10/5 CQ2 Add information to retrieval chart Form of story each day	11/5	12/5	13/5 Children make generalisations eg stories are about culture, history, teach us a lesson	14/5
	17/5 Children choose a story they enjoy. Use a pro-forma to respond	18/5 Children prepare their own short story (group)	19/5 Decide on presentation Practise (group)	20/5 Presentation of stories	21/5 Reflection Personal response Preferred way of listening & viewing stories
			← parents →		
	24/5 Introduce CQ3 Modern Australian Classic	25/5 Read stories add to retrieval chart each day Traditional Australian Story	26/5 Creative Story Teller Dreamtime	27/5 Fable	28/5 Folktale
	What do stories tell us?				
	31/5 Matching books with purpose.	1/6 In groups children chooses a favourite story: name purpose, justify it	2/6 Children choose a favourite story and represent it by, eg diorama, collage model	3/6 Make a caption response: I liked this story because..	4/6
	7/6 Initiating activity Watch video story Introduce CQ4	8/6 Talk about all the ways in which stories can be told Construct timeline	9/6 Plot stories on timeline	10/6 Children decide favourite ways of experiencing stories	11/6 In groups children decide on a story, its purpose and method of presentation
	14/6 PUBLIC HOLIDAY	15/6	16/6	17/6	18/6
		Prepare story presentation in groups		Present stories	