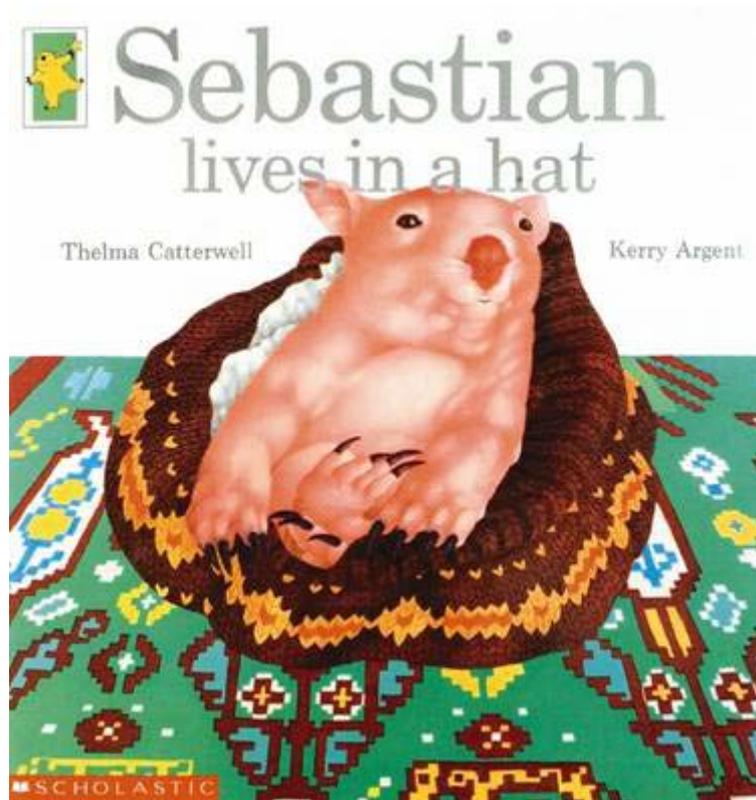


Sebastian Lives in a Hat

By Thelma Catterwell



A Literature Unit

Stage 1 : Year 1

STAGE 1 Year 1 : ENGLISH PROGRAM OVERVIEW		TERM:		WEEKS:		
		Objective A: <i>communicates through speaking, listening, reading, writing, viewing and representing</i>				
		EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies	EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words
Cross-curriculum priorities		Content Overview Central Concept: The characterisation of Sebastian				
<input type="checkbox"/> Aboriginal & Torres Strait Islander histories & cultures <input type="checkbox"/> Asia & Australia's engagement with Asia <input type="checkbox"/> Sustainability		Speaking & Listening	Writing & Representing	Handwriting & Using Digital technologies	Reading & Viewing	Spelling
General capabilities <input type="checkbox"/> Critical & creative thinking <input type="checkbox"/> Ethical understanding <input checked="" type="checkbox"/> Information & communication technology capability <input checked="" type="checkbox"/> Intercultural understanding <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Personal & social capability		Develop and apply contextual knowledge - understand that language is used in combination with other means of communication *use of illustrations with text to convey meaning. * how non-verbal communication can convey meaning; RSPCA ad Understand and apply knowledge of language forms and features - explore different ways of expressing emotions * Did Sebastian always show the same emotion? How do you know that? * How can you demonstrate emotion verbally/non-verbally? Respond to and compose texts - use role play & drama to represent familiar events & characters in texts. * Read <u>Sebastian Lives in a Hat</u> and <u>Diary of a Wombat</u> . Discuss wombat characters in each text. * Use role play to demonstrate similarities and differences of wombat characters	Develop and apply contextual knowledge - Experiment in all aspects of composing to enhance learning and enjoyment * Jointly write text about providing for the needs of a familiar animal Understand and apply knowledge of language forms and features - create short imaginative, informative & persuasive texts using growing knowledge of text structures & language features for familiar & some less familiar audiences, selecting print & multimodal elements appropriate to the audience & purpose * Write text about providing for the needs of a familiar pet Respond to and compose texts - create events & characters using different media that develop key events & characters from literary texts * create a text using your character from your own writing & Sebastian attending school together.	Develop and apply contextual knowledge - understand that handwriting & presentation of work needs to reflect audience & purpose in order to communicate effectively * Jointly publish class story on familiar animal Understand and apply knowledge of language forms and features - develop clear & consistent writing using NSW Foundation Style as appropriate * letters: u, v, w, y in lower and upper case Respond to and compose texts - write legibly & with growing fluency using unjoined upper case & lower case letters * demonstrate correct formation of highlighted letters in isolation and in context of 'writing and representing'	Develop and apply contextual knowledge - discuss different texts on a similar topic, identifying similarities & differences between the texts * Compare wombats in <u>Sebastian Lives in a Hat</u> & <u>Diary of a Wombat</u> . * Compare above wombats to wombat in RSPCA ad and wombats in factual texts Understand and apply knowledge of language forms and features - identify word families & word origins to understand the meaning of unfamiliar words * -at family Develop apply graphological, phonological, syntactic & semantic knowledge - recognise sound–letter matches including common vowel & consonant digraphs & consonant blends * word building use –at base Respond to, read & view text - compare opinions about characters, events & settings in and between texts *Which wombat character do you prefer? Explain.	Develop and apply contextual knowledge - demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently * -at word family * using –at words as base word for word building Understand and apply knowledge of language forms and features know that regular one-syllable words are made up of letters & common letter clusters that correspond to the sounds heard, & how to use visual memory to write high-frequency words * Apply sound knowledge to identify high frequency words and word family words from text Respond to & compose texts - spell high-frequency & common sight words accurately when composing texts *Identify & spell high frequency words & word family words from text
Other learning across the curriculum areas <input type="checkbox"/> Civics & citizenship <input checked="" type="checkbox"/> Difference & diversity <input type="checkbox"/> Work & enterprise						

Literacy Continuum	Objective B: <i>use language to shape and make meaning according to purpose, audience and context</i>			
Cluster 5 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <input type="checkbox"/> Phonics <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Concepts About Prints	EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter	EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
Cluster 6 <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <input type="checkbox"/> Phonics <input type="checkbox"/> Phonemic Awareness	Content Overview Central Concept: The characterisation of Sebastian			
	Speaking & Listening	Writing & Representing	Reading & Viewing	Grammar, Punctuation & Vocabulary
<p>Develop and apply contextual knowledge - understand that people use different systems of communication to cater to different needs & purposes & that many people may use sign systems to communicate with others</p> <p>* How did the two wombats in the stories <u>Sebastian Lives in a Hat</u> and <u>Diary of a Wombat</u> communicate their needs?</p> <p>* How can we talk without words?</p> <p>* Learn signs to communicate basic needs</p> <p>Understand and apply knowledge of language forms and features - identify language that can be used for appreciating texts and the qualities of people and things</p> <p>* What words do we use when we like a book?</p> <p>* Are these the same as the words we use when showing that we like a person?</p> <p>* Create a class appreciation board for students, where they communicate appreciation for each other.</p> <p>Respond to and compose texts - listen to, recite & perform poems, chants, rhymes & songs, imitating & inventing sound patterns including alliteration and rhyme</p> <p>* Students recite their own 'w' alliteration poem to the class</p>	<p>Develop and apply contextual knowledge - discuss some of the purposes for written and visual texts</p> <p>* What do you think was the purpose of <u>Sebastian Lives in a Hat</u>?</p> <p>* What do you think was the purpose of the RSPCA TV ad?</p> <p>* How were they the same/different? Explain.</p> <p>* Compare old RSPCA ad with current version</p> <p>Understand and apply knowledge of language forms and features - compare different kinds of images in narrative & informative texts & discuss how they contribute to meaning</p> <p>* Look at a variety of narrative texts about wombats and a variety of information books about wombats.</p> <p>* Compare and contrast the use of images in each text</p> <p>Respond to and compose texts - make inferences about character motives, actions, qualities & characteristics when responding to texts</p> <p>* Reread narrative texts about wombats</p> <p>* Create an inference chart, for students to respond to the different characters motives, actions, qualities and characteristics</p>	<p>Develop and apply contextual knowledge - understand that texts can draw on a reader' or viewers' knowledge of texts to make meaning and enhance enjoyment</p> <p>* Compare RSPCA ad, <u>Sebastian Lives in a Hat</u> and <u>Diary of a Wombat</u></p> <p>* What made each of these texts enjoyable (draw students attention to both the use of images and vocabulary/language used)? How?</p> <p>* Did these texts remind you of another situation, person etc that you already knew? Explain.</p> <p>* Reread the story you wrote about a familiar pet. How could you improve your story using what you have learnt?</p> <p>* Rewrite your story, trying to enhance enjoyment</p> <p>Understand and apply knowledge of language forms and features - understand how text structure contributes to the meaning of texts</p> <p>* Compare RSPCA ad, imaginative and informative texts about wombats</p> <p>* Discuss why they are set out differently and explain how this contributes to meaning</p> <p>* Do you think an information text would be as effective, if written as a story? Explain and justify.</p> <p>Respond to, read and view texts - select a widening range of texts for enjoyment & pleasure & discuss reasons for their choice</p> <p>* During class library time (on a weekly basis) encourage students to select books which they would like to read as part of a class bulk loan.</p> <p>* During weekly news, students should discuss a book from the bulk loan that they have enjoyed reading and provide reasons why for their peers</p>	<p>Develop and apply contextual knowledge - begin to understand that choice of vocabulary adds to the effectiveness of text</p> <p>* Identify vocabulary within texts that adds personality to & an understanding of the character</p> <p>Understand and apply knowledge of language forms and features - explore differences in words that represent people, places & things, happenings & states, qualities & details such as when, where and how</p> <p>* Explore the use of words that specifically describe the characters and where and when events took place.</p> <p>Understand & apply knowledge of vocabulary - recognise, discuss and use creative word play</p> <p>* Discuss alliteration of 'w' words to create an alliteration sentence about wombats</p> <p>Respond to & compose texts - demonstrate the use of more precise vocabulary to describe emotions & experiences when writing</p> <p>* Using a set of face pictures have the students identify and label the emotion portrayed in each</p> <p>* Choose one emotion and write a description for it</p>	

	Objective C: <i>think in ways that are imaginative, creative, interpretive and critical</i>	Objective D: <i>express themselves and their relationships with others and their world</i>	Objective E: <i>learn and reflect on their learning through their study of English</i>
	EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences	EN1-12E identifies and discusses aspects of their own and others' learning
	Thinking Imaginatively & Creatively	Expressing Themselves	Reflecting on Learning
	<p>Develop and apply contextual knowledge - recognise & begin to understand how composers use creative features to engage their audience</p> <ul style="list-style-type: none"> * How did the author make us like/respond to Sebastian? * How did this differ/remain the same as the way the author represented the wombat in <u>Diary of a Wombat</u>? * How did the maker of the RSPCA ad get us to respond to the wombat when they didn't use words? <p>Respond to and compose texts - express a range of feelings in response to a text</p> <ul style="list-style-type: none"> * Do you like the character Sebastian? Why/why not? * How does this compare to your feelings about the wombat in <u>Diary of a Wombat</u>? * do you feel differently about the real wombat in the ad? Why/why not? 	<p>Engage personally with texts - identify aspects of different types of literary texts that entertain, & give reasons for personal preferences 🧑🏻⚙️</p> <ul style="list-style-type: none"> * Look at the texts studied (ie, literary, factual & visual), which ones entertained? How? * Look at the texts studied (ie, literary, factual & visual), which one did you like best? Explain. <p>Develop and apply contextual knowledge discuss how depictions of characters in print, sound and images reflect the contexts in which they were created 🌐⚙️</p> <ul style="list-style-type: none"> * How does the depiction of the wombats change from literary, factual and visual texts? Why do you think this has happened? 	<p>Respond to and compose texts - identify helpful strategies during speaking, listening, reading, writing, & /or viewing & representing activities</p> <ul style="list-style-type: none"> * When completing joint tasks, discuss the strategies that have helped the students to now undertake the task independently. For example, word banks, brainstorming of ideas, planning charts etc. * What strategies do you need to spend more time with to enhance your understanding?
	ASSESSMENT		
	Assessment for Learning	Assessment as Learning	Assessment of Learning
	<ul style="list-style-type: none"> * Teacher feedback on learning activities, with future directions and areas of need identified and clearly communicated to the student. * Anecdotal records * Comments or notations * Marks and grades 	<ul style="list-style-type: none"> * Self assessment of writing tasks, including assessment of handwriting style of key letters covered and the use and correct spelling of –at words (individually and as a base word) and high frequency words from texts. Identify skills that need further practise. * Peer assessment * Questioning * Skill practise 	<ul style="list-style-type: none"> * Complete chart identifying similarities and differences of characters in a variety of texts covered. * Identification of the language types used in literary, factual and visual texts to characterise a wombat. * Tasks graded based on set criteria, eg handwriting * Student achievement based on outcomes * Student achievement based on set goals
RESOURCES			
<p>🌐 Sebastian Lives in a Hat by Thelma Catterwell, 🌐 Diary of a Wombat by Jackie French 🌐 Imaginative texts about wombats 🌐 Factual texts about wombats 🌐 http://www.youtube.com/watch?v=NdPTsNpTm1l (original RSPCA commercial) 🌐 http://www.auslan.org.au/about/dictionary/ (Auslan Sign Language Dictionary) 🌐 http://www.youtube.com/watch?v=NZgq4s50pB8 (Current RSPCA commercial)</p>			

SEBASTIAN LIVES IN A HAT

Synopsis

Summary

Sebastian Lives in a Hat is a story about a tiny wombat that lives in a hat and is cared for by humans. Sebastian was found safe in his mother's pouch after she was hit and killed by a car. The story describes how Sebastian is cared for and draws comparisons to the ways in which his new home is similar to the home he had with his mother before she died. The story focuses on the daily care of Sebastian and his development as he grows and gets into mischief.

About the Author

Thelma Catterwell was born in Melbourne in 1945. After teaching in primary schools for eight years she moved to Gippsland with her husband and two daughters in 1977.

At the time of publishing Sebastian Lives in a Hat she had hand reared seven wombats to the stage where they could be released back into the wild, including Sebastian, who when she found him, was four months old and small enough to fit into the palms of her hands.

Thelma now lives at Fraser National Park in north-central Victoria, where she assists as an Interpretations Officer.

Sebastian Lives in a Hat was her first book; she has since published another, Aldita and the Forest (Dent, 1988).

Background and Themes

Themes within the story include conservation of wombats and the need to check the pouch when a female wombat has been killed. The fact that Sebastian is being raised to return to the wild, not to be kept as a pet.

The care and responsibility required to raise an animal so that it develops into a healthy adult and an understanding of just how demanding this can be.

The territorial behaviour of wombats is demonstrated by Sebastian's preference for one hat in particular.

The mischievous behaviour of Sebastian provides the human like qualities that allows the author to portray him as a member of the family, despite the fact that he is a wild animal.

<p>To recognise that needs can be communicated both verbally and non verbally and that there are alternatives to verbal communication</p> <p>To understand the term appreciation and to use it in the correct context, whilst building vocabulary.</p> <p>To examine and experiment with alliteration</p> <p>To recognise the difference between needs and wants. To use this understanding to complete a set text writing task.</p>	<p>As each pair performs their role play for the class, their peers must decide which wombat they were portraying and what about the role play demonstrated that the best (encourage interpretation of both verbal and non verbal aspects of role plays).</p> <p>Sebastian Lives in a Hat and Diary of a Wombat Communication Comparison After reading the two stories, discuss:</p> <ul style="list-style-type: none"> ➤ What are needs? ➤ What are the needs of wombats? ➤ How did each of the wombats in the stories communicate their needs when they aren't able to talk? ➤ How can people who are unable to speak communicate? ➤ Would it be appropriate to communicate like the wombats in the stories? Why/why not? <p>Explore communicating through sign language. Teach the students the Auslan signs for:</p> <ul style="list-style-type: none"> ➤ Thirsty: http://www.auslan.org.au/dictionary/words/thirsty-1.html ➤ Hungry: http://www.auslan.org.au/dictionary/words/hungry-1.html ➤ Toilet: http://www.auslan.org.au/dictionary/words/toilet-3.html ➤ Sleep: http://www.auslan.org.au/dictionary/words/sleep-1.html <p>Encourage peers to use signs in context.</p> <p>Text Appreciation Discuss with the students what <i>appreciation</i> means and provide examples. Discuss how when can apply the concept of appreciation to books that we share and like:</p> <ul style="list-style-type: none"> ➤ What words of appreciation do we use when we like a book? ➤ Are these the same words we use when we show appreciation for a person? <p>Create a word bank of appreciation words and encourage the students to use these in their verbal and written language.</p> <p>Alliteration Poems Have students recite their 'w' alliteration poem for the class. Encourage peers to provide feedback. Have students self assess their poem ,their oral presentation and give an explanation as to why they assessed themselves that way.</p> <p>WRITING AND REPRESENTING Providing For An Animals Needs Discuss and explain the difference between needs and wants.</p> <ul style="list-style-type: none"> ➤ What are Sebastian's needs? (warmth, food, shelter, oil on his belly, etc) ➤ What are Sebastian's wants? (the brown hat, belly rubs, etc) <p>After reading <u>Sebastian Lives in a Hat</u> brainstorm all of the ways that the author provides for Sebastian's needs. As a class choose a familiar animal (not a pet). Discuss what it's needs may be and brainstorm ideas. Jointly construct a text on providing for the needs of the chosen animal. Discuss with the class:</p> <ul style="list-style-type: none"> ➤ What pets do you have at home? ➤ What needs do these pets have? ➤ How do you care for your pet so that their needs are met? <p>Before students write their own texts discuss:</p> <ul style="list-style-type: none"> ➤ What strategies that have been discussed will help them to write their own story. ➤ What do you need more help with before you attempt to write your own story? 	<p>ASSESSMENT AS: Self /peer assessment of role play</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations ASSESSMENT AS: Reflection on ability to use signs in context ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations ASSESSMENT OF: Student achievement against set goals</p> <p>ASSESSMENT FOR: Anecdotal records, comments and notations, task marking ASSESSMENT AS: Self/peer assessment of alliteration ASSESSMENT OF: Student achievement against outcomes</p> <p>ASSESSMENT FOR: Conversations, marking of task ASSESSMENT AS: Reflection on writing process ASSESSMENT OF: Student achievement against set goals</p>
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<p>To examine the personality of characters in a story and to transfer this knowledge to complete a set writing task.</p>	<p>Students write their own text on providing for the needs of a pet.</p> <p>Animal Characters Discuss with the students what sort of personality Sebastian has. Compare Sebastian’s personality with that of their pet that they wrote about in the previous task.</p> <ul style="list-style-type: none"> ➤ How would you describe Sebastian? ➤ How would you describe your pet? ➤ How is Sebastian similar/different to your pet? ➤ What sort of friends do you think they would be? <p>Imagine Sebastian and your pet have gone to school together. Write a story about the two of them together at school for a day. Consider whether they would be good together, or whether they would get into trouble together? Would it be a peaceful day for the kids at school with these two animal characters or would it be chaos? Students share their stories as part of a class book of stories about <u>Animals at School</u>.</p>	<p>ASSESSMENT FOR: Conversations, conferencing, task marking ASSESSMENT AS: Reflection on writing process ASSESSMENT OF: Student achievement against set goals</p>
<p>To examine the purpose of visual and written text in picture books and commercials</p>	<p>Text Verses Television Commercial Discuss with the students the purpose of visual and written text.</p> <ul style="list-style-type: none"> ➤ What do you think was the purpose of <u>Sebastian Lives in a Hat</u>? Why did the author write the story? ➤ What was the purpose of the RSPCA television commercial? Why did they make the ad? ➤ How were they the same/different? Explain <p>Look at the new RSPCA television commercial http://www.youtube.com/watch?v=NZgq4s50pB8 that combines both visual and verbal text. Discuss:</p> <ul style="list-style-type: none"> ➤ Has the purpose of the ad changed? Explain. ➤ Which advertisement do you think gave a clearer message for the audience? Why? 	<p>ASSESSMENT FOR: Anecdotal notes and comments ASSESSMENT OF: Student achievement against set goals</p>
<p>To recognise the different purpose of images in information and imaginary text.</p>	<p>Imaginative and Informative Text Share a variety of information and imaginative texts about wombats. Discuss:</p> <ul style="list-style-type: none"> ➤ What are the images of wombats used for in the imaginative text? ➤ What do we call images in story books? ➤ What are the images of wombats used for in the information text? ➤ What do we call images in information books? ➤ Would the text still make sense if we swapped the images around? Why? Why not? <p>Demonstrate the difference between images in imaginative and information texts. Write a descriptive sentence about an illustration of a wombat. Write an informative sentence about a diagram of a wombat and label it.</p>	<p>ASSESSMENT FOR: Discussion, task marking ASSESSMENT AS: Reflection on task completion ASSESSMENT OF: Student achievement against set goals</p>
<p>To make inferences about characters in given texts.</p>	<p>Character Inferences Share a variety of imaginative stories about wombats. Discuss the characters in each story:</p> <ul style="list-style-type: none"> ➤ Why did the wombat character behave the way he/she did? (Motive: hunger, attention, etc) ➤ What did the wombat character do? (Actions: digging, chewing, scratching, etc) ➤ What is the wombat character like? (Qualities/Traits: bossy, shy, lovable, etc) ➤ How would you describe the wombat character? (Characteristics: pink, hairless, baby, big, round, etc) <p>Complete an inference chart for each of the wombat characters in the stories shared (ie, what do you think the author wants us to believe about their wombat character?)</p>	<p>ASSESSMENT FOR: Anecdotal notes, discussion, task marking ASSESSMENT AS: Reflection on task completion, questions ASSESSMENT OF: Student achievement against set goals</p>

To jointly publish given text using word processing skills.

To complete set handwriting tasks demonstrating correct; size, shape and slope of letters.

To recognise and communicate how the same type of character is portrayed in a variety of text settings.

HANDWRITING AND USING DIGITAL TECHNOLOGIES

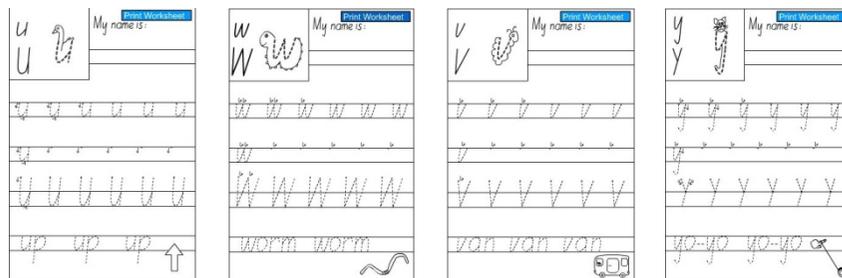
Class Story / Class Book

Jointly publish class story about caring for a familiar animal. Use word processing programs to publish text. Students should draw illustrations to match the digital text that they publish.

Students use correct handwriting style (slope, shape & size) to publish individual stories for a class book on caring for pets. Illustrations should be used that appropriately match the text written.

Handwriting Letter Emphasis

Upper and lower case: u, v, w, y <http://www.studyladder.com.au/learn/literacy/category/printable-handwriting-sheets-515>



Emphasise correct formation of these letters in all writing activities, not just in isolated handwriting tasks.

READING AND VIEWING

Different Wombats / Different Texts

Read [Sebastian Lives in a Hat](#) and [Diary of a Wombat](#)

Discuss:

- How are the main characters in these two stories the same/different? Explain
- What are the similarities/differences between the two stories?
- Why do you think the authors have created the characters the way they have? (Purpose and audience)
- What sorts of words in the text made the characters more interesting? Brainstorm.
- How did the author makes us like/respond to Sebastian? Do you like Sebastian? Why/why not?
- How did this differ/remain the same as the way the author represented the wombat in [Diary of a Wombat](#)? Do you like this wombat? Why/why not?

Revisit the RSPCA commercial

Discuss:

- How is the main character the same/different to the characters in the stories? Explain.
- How did the maker of the commercial get us to respond to the wombat when they didn't use words?
- Do you feel differently about the wombat in the commercial compared to the wombats in the stories? Why/why not?
- Do you think the commercial would have been the same if it was a cartoon character and not real animals? Justify.
- Which wombat character do you prefer? Explain and give reasons.
- What made each of these texts enjoyable? (Draw attention to images, vocabulary, language used) How?
- Did these texts remind you of another situation, person, etc that you already knew? Explain.

Reread the story you wrote about taking care of a pet.

- How could you improve your story using what you have learnt about characters?

ASSESSMENT FOR:

Discussion, task marking

ASSESSMENT AS: Reflection on task completion and teacher feedback

ASSESSMENT OF: Task marking based on set criteria

ASSESSMENT FOR: Anecdotal notes, comments, discussion, task marking

ASSESSMENT AS: Self assessment of previous writing task, self reflection on skill

ASSESSMENT OF: Student task grading, achievement of outcome

To recognise different text types.

To communicate preferences for different texts and to give explanations for preference.

To explore and use the –at word family

To explore and use vocabulary and high frequency words from [Sebastian Lives in a Hat](#)

Rewrite your story, trying to make it more enjoyable, by making your character more interesting.

Imaginative, Informative and Visual

Revisit texts shared. Discuss:

- Why different types of texts are set out differently and how this contributes to meaning.
- Do you think an information text would be as effective, if it was written as a story? Explain and justify.
- Which texts were entertaining? How?
- Which texts did you like best? Explain.
- How does the depiction of the wombats change from literary, factual and visual text? Why do you think this has happened?

During weekly library sessions have the students select a variety of books that they would like to read during silent reading time in class. In place of the usual weekly news routine, have the students share one of the books they have read from the bulk loan. They should be encouraged to explain:

- Why they chose the book.
- What the book was about.
- Why they liked the book.

Peers should be encouraged to ask questions to enhance meaning.

Word Families

Explore the –at word family:

- cvc
- consonant blends + at
- word building –at family words

SPELLING

Vocabulary and High Frequency Words

Vocabulary		High Frequency Words	
Sebastian	warm	lives	it
wombat	dark	in	is
character	soft	a	was
information	safe	hat	back
imaginative	frightened	he	very
territory	hungry	be	brown
woollen	search	him	to
fuzzy	wobbles	big	for
enough	crawls	the	put
mother	happy	his	has
pouch	stronger	like	but
always	pointy	and	now
sharp	burrow	pink	dark
scratch	claws	live	by
spotty			

ASSESSMENT FOR: Anecdotal notes, discussion

ASSESSMENT AS: Questioning, self reflection
ASSESSMENT OF: Student achievement against set goals

ASSESSMENT FOR: Discussion, task marking, feedback
ASSESSMENT OF: Student achievement against set goals

ASSESSMENT FOR: Marks and grades, discussion, feedback
ASSESSMENT OF: Student marks based on set goals

To explore and use the –at word family

-at Family

cvc	Consonant Blend	Word Building
at	brat	bat batted batter batting
bat	chat	fat fatter
cat	slat	hat hatter
fat	drat	mat matted
hat	flat	pat patted patting
mat	that	chat chatter chatted chatting
pat	spat	flat flatter
rat	scat	scat scatter
sat	gnat	splat splatter
tat	splat	
vat		

To explore the use of vocabulary in the context of character.

Word Wall

Create a word wall of vocabulary words.

Spelling Activities

- Sentence building
- Word building
- Word boxes
- Jumbled words
- Find a word
- Cloze activities
- Proof-reading
- Dictation

To explore and use descriptive language in context.

GRAMMAR, PUNCTUATION AND VOCABULARY

Vocabulary That Adds Personality to a Character

Look at the use of vocabulary in the story that adds to a sense of personality to Sebastian:

- Clumsy: *'Sebastian can't walk properly yet. He wobbles a lot then flops on his tummy and crawls'*
- Lovable: *'Sebastian's eyes are small and dark and his ears are pink and big. His nose is soft and spotty.'*
- Funny: *'But he may still love his hat'.*

Brainstorm a list of vocabulary words that can be used to describe a person's personality. (A character trait list is a helpful stimulus)

Have students draw a picture of a member of their family and write words from the vocabulary list which best describes that person's personality, around the picture.

To explore and experiment with alliteration of the 'w' sound.

Descriptive Language

Discuss and give examples of descriptive language.

Examine Sebastian Lives in a Hat. Highlight the descriptive language that is used to describe Sebastian and his hat.

Create a wall display, with a picture of Sebastian and his hat in the centre.

Add descriptive labels around the picture that are identified in the text.

Reread Diary of a Wombat

Have students signal (eg, clap, raise hand, etc) each time they hear descriptive language used in the text.

ASSESSMENT FOR: Anecdotal notes and comments, discussion, feedback
ASSESSMENT OF: Student achievement based on outcome

ASSESSMENT FOR: Marks and grades, discussion, feedback
ASSESSMENT AS: Self reflection of ability to recognise descriptive language
ASSESSMENT OF: Student achievement

On the picture of a family member that the students wrote vocabulary words, have them write a sentence that describes the family member.

Alliteration

Identify the beginning sound of the word 'wombat'

Brainstorm as many 'w' words as the students can think of (including names).

Read some examples of alliteration to the students:

- Four fat frogs frying flies
- Silly Sally sings spider songs
- Clever kitty climbed cranes
- Ten tiny tadpoles turned into toads

Students write an alliteration sentence about a wombat.

ASSESSMENT FOR: Anecdotal notes, discussion

ASSESSMENT OF: Student achievement based on set goals

Images in Text

Look at the two images below and complete each task:

Below is a diagram of a wombat. Use the words below to correctly label it.



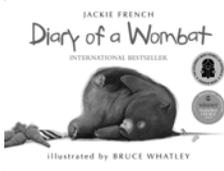
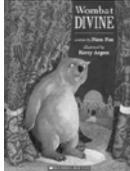
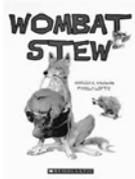
ears nose eyes claws legs head body

Look at the picture below. Write what is happening in the picture.



Wombat Stories

Listen to each of these stories to decide what you think each wombat character is like.

				
How did the wombat behave?				
What did the wombat do?				
What is the wombat like?				
How would you describe the wombat?				

Which wombat did you like best? _____

We Have Always Lived in the Castle is a 2018 American mystery thriller film directed by Stacie Passon, written by Mark Kruger, and starring Taissa Farmiga, Alexandra Daddario, Crispin Glover, and Sebastian Stan. It was based on the 1962 novel of the same name by Shirley Jackson. It premiered at the LA Film Festival on September 22, 2018, to positive to mixed reviews, praising the performances and direction but criticizing the lack of dramatic atmosphere. It was released on May 17, 2019 by Brainstorm In this lesson plan, students use the text "Sebastian Lives in a Hat"™ to help them recount the events that have occurred into beginning, middle and end. The teacher then models how to write a recount, before allowing the students to do their own (with some scaffolding approaches included). Links to the Australian Curriculum: Foundation English: (ACELY1646) (Elaborate content: sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps).
Student Background Knowledge: Prior to this lesson, students must have had an introduction to recount writing (structure) and tried to orally re-tell the events of another picture story book. Teacher Focus: Whole-child teaching approach. Some of the worksheets displayed are Composers, Js bach fact, Abc year 3 lesson 7 sebastians roller skates, Johann sebastian bach, Belle and sebastian, Johann sebastian bach, Johann sebastian bach, Sebastian lives in a hat. Once you find your worksheet, click on pop-out icon or print icon to worksheet to print or download. Worksheet will open in a new window. You can & download or print using the browser document reader options.