

## Links between NZ English Curriculum and Bubble Dome Writing Adventures

<b>STRANDS</b>	<b>FUNCTIONS / PROCESSES</b>	<b>ACHIEVEMENT OBJECTIVES</b>	<b>Bubble Dome links (NB: tasks increase in complexity of expected outcomes from set to set)</b>
<b>Oral Language</b>	<b>Listening Functions</b>	Interpersonal Listening	Talking to teacher and/or peers about tasks before and after completing the activities.
		Listening to Texts	Listening to the storybook being read. Answering questions about what was heard.
	<b>Speaking Functions</b>	Interpersonal Speaking	Teacher-led discussion about storybook, characters and their environment, genre tasks, photocopiable activities, plus Thinking Hats discussions which are included on all cards.
		Using Texts	Reading the storybook or own work aloud.
	<b>Listening &amp; Speaking Processes</b>	Exploring Language	Exploring verbal features of the different genres included in each set.
		Thinking Critically	The storybooks along with all the activity cards and photocopiable activities include text that requires response, for instance, discussions about Thinking Hats.
		Processing Information	Reading instructions on all cards and photocopiable activities and completing all tasks.
<b>Written Language</b>	<b>Reading Functions</b>	Personal Reading	Reading the storybook; reading examples of writing genres provided on cards and photocopiable activities.
		Close Reading	Responding to the text of storybook and of all card tasks, photocopiable activities and genre examples.
	<b>Writing Functions</b>	Expressive Writing	Writing relating to personal involvement in tasks and Thinking Hats discussions.
		Poetic Writing	Writing for genre tasks such as stories, poems and plays.
		Transactional Writing	Writing for genre tasks such as Instructions, reports and explanations.
	<b>Reading &amp; Writing Processes</b>	Exploring Language	All cards and photocopiable activities involve writing activities that can develop these skills.
		Thinking Critically	This applies to reading and writing of all card and photocopiable activities tasks.
		Processing Information	Specifically applies to genres such as instructions, reports and explanations.

<b>Visual Language</b>	<b>Viewing &amp; Presenting Functions</b>	Viewing	Responding to the illustrations provided throughout the set, such as on the front of every activity card and photocopiable activity, on CD and on website.
		Presenting	Any of the activities on the cards or on the photocopiable activity sheets that go with each card could involve role-play or improvisation in preparation for writing tasks. Using layout skills applies to finished product of all activities.
	<b>Viewing &amp; Presenting Processes</b>	Exploring Language	Discussion of storybook and of the relationship between illustrations and instructions on all cards and photocopiable activities.
		Thinking Critically	Response to storybook and pictures and the relationship between illustrations and instructions on all cards and photocopiable activities, CD & website; presentation of own written work with accompanying pictures.
		Processing Information	Presentation of own written work as required by all cards and photocopiable activities, sometimes with accompanying pictures.

## Links to the NZ English Curriculum: examples from the Bubble Cat Writing Adventures

STRANDS	FUNCTIONS / PROCESSES	ACHIEVEMENT OBJECTIVES	Bubble Cats (Y2)
<b>Oral Language</b>	<b>Listening Functions – Level 1</b>	Interpersonal Listening – listen and respond to others	Talking to teacher and/or peers about tasks before and after completing any of the activities.
		Listening to Texts – listen and respond to texts and relate them to personal experience	Listening to Bubble Cats story being read. Answering questions about what was heard.
	<b>Speaking Functions – Level 1</b>	Interpersonal Speaking – converse, and talk about personal experiences	Teacher-led discussion about Bubble Cats story, Bubble Cats in general, and the tasks on cards, plus Thinking Hats discussions which are included on all cards.
		Using Texts – tell a story, recite, or read aloud	Reading the Bubble Cats story or own work aloud, such as stories and poems written for card or photocopiable activities – Time Story, Colour Poem Story, Traditional Tale, Acrostic Poems, Jokes, Tongue Twisters.
	<b>Listening &amp; Speaking Processes – Levels 1 &amp; 2</b>	Exploring Language – identify, describe, and use some commonly used verbal and non-verbal features in a range of texts, and begin to adapt spoken language to an audience	Exploring verbal features of texts such as Acrostic Poems and Tongue Twisters.
		Thinking Critically – identify, clarify, and question meanings in spoken texts, drawing on personal background, knowledge, and experience	Responding to Bubble Cats story, plus all the activity cards and photocopiable activities include text that requires response, for instance, discussions about Thinking Hats.
		Processing Information – ask questions, and listen to, interpret, and present information, using appropriate technology	Reading instructions on all cards and photocopiable activities and completing all tasks.
<b>Written Language</b>	<b>Reading Functions – Level 1</b>	Personal Reading – select and read for enjoyment and information a range of written texts, beginning to use semantic, syntactic, visual, and grapho-phonetic cues to gain meaning	Reading the Bubble Cats story; reading examples provided on cards of writing genres such as Colour Poem Story, Acrostic Poems, Jokes, Tongue Twisters; reading other examples of Traditional Tales, Instructions, Reports, Dialogue and Explanations.

		Close Reading – respond to language and meanings in texts	Responding to the text of Bubble Cat story and of all card and photocopiable activity tasks.
	<b>Writing Functions – Level 1</b>	Expressive Writing – write spontaneously to record personal experiences	Writing relating to personal involvement in tasks and Thinking Hats discussions.
		Poetic Writing – write on a variety of topics, beginning to shape ideas	Writing for Time Story, Acrostic Poems, Colour Poem Story, Jokes, Traditional Tales, Dialogue and Tongue Twisters.
		Transactional Writing – write instructions and recount events in authentic contexts	Writing for Instructions, Non-chronological Report and Explanations.
	<b>Reading &amp; Writing Processes – Levels 1 &amp; 2</b>	Exploring Language – explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding	All cards and photocopiable activities involve writing tasks that can develop these skills, for instance Dialogue and Acrostic Poems.
		Thinking Critically – identify and express meanings in written texts, drawing on personal background, knowledge, and experience	This applies to reading and writing of all card and photocopiable activity tasks, for instance Non-chronological Report, Time Story and Traditional Tales.
		Processing Information – identify, retrieve, record, and present coherent information, using more than one source and type of technology, and describing the process used	Specifically applies to Instructions, Non-chronological Report and Explanations.
<b>Visual Language</b>	<b>Viewing &amp; Presenting Functions – Level 1</b>	Viewing – respond to meanings and ideas	Responding to the illustrations provided throughout the set, such as on the front of every activity card.
		Presenting – present ideas using simple layouts and drama	Any of the activities on the cards or on the photocopiable activity sheets that go with each card could involve role-play or improvisation in preparation for writing tasks. Using layout skills applies to finished product of all activities.
	<b>Viewing &amp; Presenting Processes –</b>	Exploring Language – understand that communication involves verbal and visual features which have conventionally accepted meanings	Discussion of Bubble Cats story and of the relationship between illustrations and instructions on all activity cards.

	<b>Levels 1 &amp; 2</b>	Thinking Critically – show awareness of how words and images can be combined to make meaning	Response to Bubble Cats story and pictures and the relationship between illustrations and instructions on all activity cards; presentation of own written work with accompanying pictures.
		Processing Information – view and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas	Presentation of own written work as required by all cards and photocopiable activities, such as Colour Poem Story and Acrostic Poem, with accompanying pictures