

Relevance of Bubble Dome Writing Adventures to the English Curriculum in South Australia

The *South Australian Curriculum, Standards and Accountability (SACSA) Framework* document has been consulted on-line at: <http://www.sacsa.sa.edu.au> to check for relevance to Bubble Dome products. This has indicated that the content of the Bubble Dome Writing Adventure sets links comfortably to Standards and Outcomes in the SACSA Framework.

Bubble Dome sets can be linked to years and curriculum levels as follows:

Bubble Dome Set	Student Age	Year	Curriculum Level
Mud Ants	5 – 6 years	Reception – 1	Early Years (Working toward Standard 1)
Bubble Cats	6 – 7 years	1 – 2	Early Years (Working toward Standard 1)
Pumpkin World	7 – 8 years	2 – 3	Early Years – Primary Years (Standard 1 – Working toward Standard 2)
Zinger Pinger	8 – 9 years	3 – 4	Primary Years (Working toward Standard 2)
Shell Children	9 – 10 years	4 – 5	Primary Years (Standard 2 – Working toward Standard 3)
Furkle Stroy Williams	10 – 11 years	5 – 6	Primary Years (Working toward Standard 3)

Working through the activities in Bubble Dome Writing Adventure sets can support the development of specific English language skills such as learning about texts and about language, using the modes of speaking, listening, reading, viewing and writing. In particular they can encourage progress toward the following English Learning Area aims:

- the ability to critically and creatively speak, listen, read, view and write with intellectual and emotional engagement, including imagination, passion and confidence, for a range of audiences and contexts
- knowledge of the ways language is used for different purposes, audiences and contexts, and the capability to apply this knowledge

- a knowledge of a broad range of texts and the capability to critically analyse these texts in relation to personal experiences, the experiences of local and global communities, and the social constructs of advantage/disadvantage in order to imagine more just futures
- capacities to apply learning in English to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

Bubble Dome Writing Adventure sets can also support

- Literacy, information and communications technologies and, to some degree, numeracy
- Essential Learnings – Futures, Identity, Interdependence, Thinking, Communication.

and

On the following pages are examples of the applications of each of the six *Bubble Dome Writing Adventures* sets in relation to the SA English outcomes for the years from Reception to Year 6.

Mud Ants (R – Year 1; Working toward Curriculum Standard 1)

Strands	Outcomes	Mud Ants links
<p>Texts and contexts strand</p>	<p>1.1 Listens to a range of texts to identify feelings, main ideas and events. [T] [C] [KC1].</p>	<p>Listening to Mud Ants Storybook and Activity Cards writing instructions being read. Listening to what others have to say about it or about any of the Activity Cards tasks.</p>
	<p>1.2 Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. [T] [C] [KC2]</p>	<p>Talking to teacher and/or peers about the contents of the Mud Ants set including the Storybook, Map & Facts Cards, Activity Cards and Mystery Object. Discussing each task before engaging in writing plus on-going discussion while engaging in the activity. Presenting Activity Card writing tasks by speaking them aloud.</p>
	<p>1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experience. [Id] [T] [KC1]</p>	<p>Reading the Mud Ants Storybook and looking at the pictures. Reading the instructions for the Mud Ants Activity Cards. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.</p>
	<p>1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. [In] [T] [C] [KC2]</p>	<p>Completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Story 2. Shopping List 3. Rhyme patterns 4. Recipe 5. Information 6. Labels 7. Recount 8. Fantasy Story 9. Alphabet Poem 10. Fact File. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 outcomes.</p>

Language strand	1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. [Id] [T] [C] [KC2]	Participating in teacher-led discussion about Mud Ants Storybook, Mud Ants in general, the Thinking Hats discussions included on the Activity Cards and the Activity Cards instructions. Answering questions about what was heard.
	1.6 Experiments with language when producing spoken texts for a range of school and community audiences. [T] [C] [KC2] [KC6]	Referring to Mud Ants Storybook and Activity Cards instructions as well as own and others' writing in order to increase understanding. Presenting completed Activity Card tasks by speaking them aloud to a particular audience.
	1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts. [T] [C] [KC1]	Independent or shared reading of the Storybook and the Activity Cards followed by group or whole class discussion.
	1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience. [Id] [C] [KC3] [KC6]	Completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities. The Activity Cards include: 1. Story 2. Shopping List 3. Rhyme patterns 4. Recipe 5. Information 6. Labels 7. Recount 8. Fantasy Story 9. Alphabet Poem 10. Fact File Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 outcomes.

Strategies strand	1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. [T] [C]	Participating in teacher-led discussion about Mud Ants Storybook, Mud Ants in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards writing activity instructions and the Mystery Object.
	1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. [T] [C] [KC2] [KC3] [KC6]	Presenting Activity Cards writing tasks by speaking them aloud to a particular audience.
	1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. [Id] [T] [C] [KC1]	Independent or shared reading of the Storybook, the Fact Cards and the Activity Cards plus draft versions of own and peer writing tasks, followed by group or whole class discussion about use of strategies.
	1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. [Id] [T] [C] [KC3]	<p>Completing any of the Mud Ants Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Story 2. Shopping List 3. Rhyme patterns 4. Recipe 5. Information 6. Labels 7. Recount 8. Fantasy Story 9. Alphabet Poem 10. Fact File. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 outcomes.</p>

Bubble Cats (Year 1 – Year 2; Working toward Curriculum Standard 1)

Strands	Outcomes	Bubble Cats links
Texts and contexts strand	1.1 Listens to a range of texts to identify feelings, main ideas and events. [T] [C] [KC1].	Listening to Bubble Cats Storybook and Activity Cards writing instructions being read. Listening to what others have to say about it or about any of the Activity Cards tasks.
	1.2 Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. [T] [C] [KC2]	Talking to teacher and/or peers about the contents of the Bubble Cats set including the Storybook, Map & Facts Cards, Activity Cards and Mystery Object. Discussing each task before engaging in writing plus on-going discussion while engaging in the activity. Presenting Activity Cards writing tasks by speaking them aloud.
	1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experience. [Id] [T] [KC1]	Reading the Bubble Cats Storybook and looking at the pictures. Reading the instructions for the Bubble Cats Activity Cards. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.
	1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. [In] [T] [C] [KC2]	Completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities. The Activity Cards include: 1. Instructions 2. Time Story 3. Non-chronological Report 4. Acrostic Poem 5. Colour Poem Story 6. Explanation 7. Information 8. Traditional Tales 9. Dialogue 10. Tongue Twisters. Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 outcomes.

Language strand	1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. [Id] [T] [C] [KC2]	Participating in teacher-led discussion about Bubble Cats Storybook, Bubble Cats in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object. Answering questions about what was heard
	1.6 Experiments with language when producing spoken texts for a range of school and community audiences. [T] [C] [KC2] [KC6]	Referring to Bubble Cats Storybook and Activity Cards task instructions as well as own and others' writing in order to increase understanding. Presenting completed Activity Cards tasks by speaking them aloud to a particular audience.
	1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts. [T] [C] [KC1]	Independent or shared reading of the Storybook and Activity Cards followed by group or whole class discussion.
	1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience. [Id] [C] [KC3] [KC6]	Completing any of the Bubble Cats Activity Cards tasks as joint or independent activities. The Activity Cards include: 1. Instructions 2. Time Story 3. Non-chronological Report 4. Acrostic Poem 5. Colour Poem Story 6. Explanation 7. Information 8. Traditional Tales 9. Dialogue 10. Tongue Twisters. Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 outcomes.

Strategies strand	1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. [T] [C]	Participating in teacher-led discussion about Mud Ants Storybook, Mud Ants in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object.
	1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. [T] [C] [KC2] [KC3] [KC6]	Presenting Activity Cards writing tasks by speaking them aloud to a particular audience.
	1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. [Id] [T] [C] [KC1]	Independent or shared reading of the Storybook, the Fact Cards and the Activity Cards plus draft versions of own and peer writing tasks, followed by group or whole class discussion about use of strategies.
	1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. [Id] [T] [C] [KC3]	<p>Completing any of the Bubble Cats Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Instructions 2. Time Story 3. Non-chronological Report 4. Acrostic Poem 5. Colour Poem Story 6. Explanation 7. Information 8. Traditional Tales 9. Dialogue 10. Tongue Twisters. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 outcomes.</p>

Pumpkin World (Year 2 – Year 3; Curriculum Standard 1 – Working toward Standard 2)

Strands	Outcomes	Pumpkin World links
Texts and contexts strand	<p>1.1 Listens to a range of texts to identify feelings, main ideas and events. [T] [C] [KC1].</p> <p>2.1 Listens to a range of texts to identify specific information about familiar topics and to respond to others' views. [T] [C] [KC1]</p>	<p>Listening to Pumpkin World Storybook and Activity Cards writing instructions being read. Listening to what others have to say about it or about any of the Activity Cards tasks.</p>
	<p>1.2 Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. [T] [C] [KC2]</p> <p>2.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. [Id] [In] [C] [KC2]</p>	<p>Talking to teacher and/or peers about the contents of the Pumpkin World set including the Storybook, Map & Facts Cards, Activity Cards and the Mystery Object. Discussing each Activity Card task before engaging in writing plus on-going discussion while engaging in the activity. Presenting Activity Cards writing tasks by speaking them aloud.</p>

	<p>1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experience. [Id] [T] [KC1]</p> <p>2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. [T] [C] [KC1]</p>	<p>Reading the Pumpkin World Storybook and looking at the pictures. Reading the instructions for the Pumpkin World Activity Cards. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.</p>
	<p>1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. [In] [T] [C] [KC2]</p> <p>2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. [T] [C] [KC2]</p>	<p>Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Shape Poem 2. Report 3. Description 4. Legend 5. Instructions 6. Performance Poetry 7. Alliteration 8. Letter 9. Play 10. Summary. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 & 2 outcomes.</p>

Language strand	1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. [Id] [T] [C] [KC2]	Participating in teacher-led discussion about Pumpkin World Storybook, Pumpkin World in general, Thinking Hats discussions included on the Activity Cards, Activity Cards instructions and the Mystery Object. Answering questions about what was heard
	2.5 Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. [Id] [C] [KC2]	
	1.6 Experiments with language when producing spoken texts for a range of school and community audiences. [T] [C] [KC2] [KC6]	Referring to Pumpkin World Storybook and Activity Cards task instructions as well as own and others' writing in order to increase understanding. Presenting completed Activity Cards tasks by speaking them aloud to a particular audience.
	2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. [In] [C] [KC2]	
1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts. [T] [C] [KC1]	Independent or shared reading of the Storybook and Activity Cards followed by group or whole class discussion.	
2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. [T] [C] [KC1]		

	<p>1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience. [Id] [C] [KC3] [KC6]</p> <p>2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. [Id] [T] [C] [KC3]</p>	<p>Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none">1. Shape Poem2. Report3. Description4. Legend5. Instructions6. Performance Poetry7. Alliteration8. Letter9. Play10. Summary. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 & 2 outcomes.</p>
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Strategies strand	<p>1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. [T] [C]</p> <p>2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. [Id] [T] [C] [KC6]</p>	<p>Participating in teacher-led discussion about Pumpkin World Storybook, Pumpkin World in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object.</p>
	<p>1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. [T] [C] [KC2] [KC3] [KC6]</p> <p>2.10 Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. [Id] [In] [C] [KC2] [KC3]</p>	<p>Presenting writing tasks by speaking them aloud to a particular audience.</p>
	<p>1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. [Id] [T] [C] [KC1]</p> <p>2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. [Id] [T] [C] [KC1]</p>	<p>Independent or shared reading of the Storybook, the Fact Cards and the Activity Cards plus draft versions of own and peer writing tasks, followed by group or whole class discussion about use of strategies.</p>

	<p>1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. [Id] [T] [C] [KC3]</p> <p>2.12 Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. [Id] [T] [C] [KC3]</p>	<p>Completing any of the Pumpkin World Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none">1. Shape Poem2. Report3. Description4. Legend5. Instructions6. Performance Poetry7. Alliteration8. Letter9. Play10. Summary. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 1 & 2 outcomes.</p>
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Zinger Pinger (Year 3 – Year 4; Working toward Curriculum Standard 2)

Strands	Outcomes	Zinger Pinger links
Texts and contexts strand	2.1 Listens to a range of texts to identify specific information about familiar topics and to respond to others' views. [T] [C] [KC1]	Listening to Zinger Pinger Storybook and Activity Cards writing instructions being read. Listening to what others have to say about it or about any of the Activity Cards tasks.
	2.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. [Id] [In] [C] [KC2]	Talking to teacher and/or peers about the contents of the Zinger Pinger set including the Storybook, Map & Facts Cards, Activity Cards and the Mystery Object. Discussing each Activity Cards task before engaging in writing plus on-going discussion while engaging in the activity. Presenting Activity Cards writing tasks by speaking them aloud.
	2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. [T] [C] [KC1]	Reading the Zinger Pinger Storybook and looking at the pictures. Reading the Zinger Pinger Activity Cards instructions. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.
	2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. [T] [C] [KC2]	Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities. The Activity Cards include: 1. Character Sketch 2. Haiku Poem 3. Fantasy Adventure 4. News Report 5. Rhyme 6. Cinquain 7. Debate 8. Diary 9. Explanation 10. Advertisement. Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 2 outcomes.

Language strand	2.5 Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. [Id] [C] [KC2]	Participating in teacher-led discussion about Zinger Pinger Storybook, Zinger Pinger's world in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object. Answering questions about what was heard
	2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. [In] [C] [KC2]	Referring to Zinger Pinger Storybook and Activity Cards task instructions as well as own and others' writing in order to increase understanding. Presenting completed Activity Cards tasks by speaking them aloud to a particular audience.
	2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. [T] [C] [KC1]	Independent or shared reading of the Storybook and Activity Cards followed by group or whole class discussion.
	2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. [Id] [T] [C] [KC3]	Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities. The Activity Cards include: 1. Character Sketch 2. Haiku Poem 3. Fantasy Adventure 4. News Report 5. Rhyme 6. Cinquain 7. Debate 8. Diary 9. Explanation 10. Advertisement. Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 2 outcomes.

Strategies strand	2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. [Id] [T] [C] [KC6]	Participating in teacher-led discussion about the Zinger Pinger Storybook, the Zinger Pinger and its world in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object.
	2.10 Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. [Id] [In] [C] [KC2] [KC3]	Presenting Activity Cards writing tasks by speaking them aloud to a particular audience.
	2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. [Id] [T] [C] [KC1]	Independent or shared reading of the Storybook, the Fact Cards and the Activity Cards plus draft versions of own and peer writing tasks, followed by group or whole class discussion about use of strategies.
	2.12 Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. [Id] [T] [C] [KC3]	<p>Completing any of the Zinger Pinger Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Character Sketch 2. Haiku Poem 3. Fantasy Adventure 4. News Report 5. Rhyme 6. Cinquain 7. Debate 8. Diary 9. Explanation 10. Advertisement. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 2 outcomes.</p>

Shell Children (Year 4 – Year 5; Curriculum Standard 2 – Working toward Standard 3)

Strands	Outcomes	Shell Children links
<p>Texts and contexts strand</p>	<p>2.1 Listens to a range of texts to identify specific information about familiar topics and to respond to others' views. [T] [C] [KC1]</p> <p>3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. [T] [C] [KC2]</p>	<p>Listening to Shell Children Storybook and Activity Cards writing instructions being read. Listening to what others have to say about it or about any of the Activity Cards tasks.</p>
	<p>2.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. [Id] [In] [C] [KC2]</p> <p>3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. [In] [T] [C] [KC2]</p>	<p>Talking to teacher and/or peers about the contents of the Shell Children set including the Storybook, Map & Facts Cards, Activity Cards and the Mystery Object. Discussing each Activity Cards task before engaging in writing plus on-going discussion while engaging in the activity. Presenting written Activity Cards tasks by speaking them aloud.</p>

	<p>2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. [T] [C] [KC1]</p> <p>3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. [In] [T] [KC1]</p>	<p>Reading the Shell Children Storybook and looking at the pictures. Reading the instructions for the Shell Children Activity Cards. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.</p>
	<p>2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. [T] [C] [KC2]</p> <p>3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. [Id] [T] [C] [KC2]</p>	<p>Completing any of the Shell Children Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Similes 2. Instructions 3. Recount 4. Report 5. Narrative Poem 6. Myth 7. Persuasive Letter 8. Advertisement 9. Viewpoint 10. Information. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 2 or 3 outcomes.</p>

Language strand	<p>2.5 Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. [Id] [C] [KC2]</p> <p>3.5 Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts. [T] [C] [KC1] [KC2]</p>	<p>Participating in teacher-led discussion about Shell Children Storybook, Mud Ants in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object. Answering questions about what was heard</p>
	<p>2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. [In] [C] [KC2]</p> <p>3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. [Id] [T] [C] [KC2]</p>	<p>Referring to Shell Children Storybook and Activity Cards task instructions as well as own and others' writing in order to increase understanding. Presenting completed Activity Cards tasks by speaking them aloud to a particular audience.</p>
	<p>2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. [T] [C] [KC1]</p> <p>3.7 Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. [T] [C] [KC1]</p>	<p>Independent or shared reading of the Storybook and Activity Cards followed by group or whole class discussion.</p>

	<p>2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. [Id] [T] [C] [KC3]</p> <p>3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. [Id] [T] [C] [KC3]</p>	<p>Completing any of the Shell Children Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none">1. Similes2. Instructions3. Recount4. Report5. Narrative Poem6. Myth7. Persuasive Letter8. Advertisement9. Viewpoint10. Information. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 2 or 3 outcomes.</p>
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Strategies strand	<p>2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. [Id] [T] [C] [KC6]</p> <p>3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. [T] [C] [KC2] [KC6]</p>	<p>Participating in teacher-led discussion about Shell Children Storybook, Shell Children and their world in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object.</p>
	<p>2.10 Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. [Id] [In] [C] [KC2] [KC3]</p> <p>3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. [Id] [T] [C] [KC3] [KC6]</p>	<p>Presenting Activity Cards writing tasks by speaking them aloud to a particular audience.</p>
	<p>2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. [Id] [T] [C] [KC1]</p> <p>3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. [F] [Id] [T] [C] [KC1] [KC2]</p>	<p>Independent or shared reading of the Storybook, the Fact Cards and the Activity Cards plus draft versions of own and peer writing tasks, followed by group or whole class discussion about use of strategies.</p>

	<p>2.12 Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. [Id] [T] [C] [KC3]</p> <p>3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. [T] [C] [KC3]</p>	<p>Completing any of the Shell Children Activity Cards Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none">1. Similes2. Instructions3. Recount4. Report5. Narrative Poem6. Myth7. Persuasive Letter8. Advertisement9. Viewpoint10. Information. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 2 or 3 outcomes.</p>
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Furkle Stroy Williams (Year 5 – Year 6; Working toward Curriculum Standard 3)

Strands	Outcomes	Furkle Stroy Williams links
Texts and contexts strand	3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. [T] [C] [KC2]	Listening to Furkle Stroy Williams Storybook and Activity Cards writing instructions being read. Listening to what others have to say about it or about any of the Activity Cards tasks.
	3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. [In] [T] [C] [KC2]	Talking to teacher and/or peers about the contents of the Furkle Stroy Williams set including the Storybook, Map & Facts Cards, Activity Cards and the Mystery Object. Discussing each Activity Cards task before engaging in writing plus on-going discussion while engaging in the activity. Presenting Activity Cards writing tasks by speaking them aloud.
	3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. [In] [T] [KC1]	Reading the Furkle Stroy Williams Storybook and looking at the pictures. Reading the instructions for the Furkle Stroy Williams Activity Cards. Reading own writing produced for the tasks set on the Activity Cards. Reading the CD-ROM.
	3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. [Id] [T] [C] [KC2]	Completing any of the Furkle Stroy Williams Activity Cards writing tasks as joint or independent activities. The Activity Cards include: <ol style="list-style-type: none"> 1. Autobiography 2. Nonsense Poem 3. Debate 4. Argument 5. Flashback Story 6. Play Script 7. Story 8. News Report 9. Mystery Story 10. Limericks. Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 3 outcomes.

Language strand	3.5 Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts. [T] [C] [KC1] [KC2]	Participating in teacher-led discussion about Furkle Stroy Williams Storybook, Furkle Stroy Williams and his world in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object. Answering questions about what was heard
	3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. [Id] [T] [C] [KC2]	Referring to Furkle Stroy Williams Storybook and Activity Cards task instructions as well as own and others' writing in order to increase understanding. Presenting completed Activity Cards tasks by speaking them aloud to a particular audience.
	3.7 Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. [T] [C] [KC1]	Independent or shared reading of the Storybook and Activity Cards followed by group or whole class discussion.
	3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. [Id] [T] [C] [KC3]	Completing any of the Furkle Stroy Williams Activity Cards Activity Cards writing tasks as joint or independent activities. The Activity Cards include: 1. Autobiography 2. Nonsense Poem 3. Debate 4. Argument 5. Flashback Story 6. Play Script 7. Story 8. News Report 9. Mystery Story 10. Limericks. Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 3 outcomes.

Strategies strand	3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. [T] [C] [KC2] [KC6]	Participating in teacher-led discussion about Furkle Stroy Williams Storybook, Furkle Stroy Williams and his world in general, the Thinking Hats discussions included on the Activity Cards, the Activity Cards instructions and the Mystery Object.
	3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. [Id] [T] [C] [KC3] [KC6]	Presenting Activity Cards writing tasks by speaking them aloud to a particular audience.
	3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. [F] [Id] [T] [C] [KC1] [KC2]	Independent or shared reading of the Storybook, the Fact Cards and the Activity Cards plus draft versions of own and peer writing tasks, followed by group or whole class discussion about use of strategies.
	3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. [T] [C] [KC3]	<p>Completing any of the Furkle Stroy Williams Activity Cards Activity Cards writing tasks as joint or independent activities.</p> <p>The Activity Cards include:</p> <ol style="list-style-type: none"> 1. Autobiography 2. Nonsense Poem 3. Debate 4. Argument 5. Flashback Story 6. Play Script 7. Story 8. News Report 9. Mystery Story 10. Limericks. <p>Completing any or all of the Activity Cards provides opportunities to develop and practise all the skills that can lead to achieving Standard 3 outcomes.</p>