

Teaching Grammar in Context: Stage 1
The Paper Bag Princess

Philosophy

The teaching and learning experiences in this program cater to a range of learning styles and abilities.

The unit:

recognises that students bring a range of understandings and experiences about 'traditional' fairy tales.

expects students to be 'active' learners, assuming ownership of the text and learning experiences.

provides clear learning expectations. Students are aware of projected learning experiences, goals and outcomes.

provides opportunities to reflect on learning experiences. This enables students to identify and appreciate their progress.

encourages students to learn from each other, the text and the teacher.

Class Profile

- Twenty-five students.
- Six students receive support, out of class, in literacy
- Of these students, two speak languages other than English. One of these students has receptive and expressive language difficulties as well as an auditory processing difficulty.
- Five students speak a language other than English at home. (Four of these students are proficient on both languages)
- Three students are performing at a stage two level in English and other K.L.As.

Rationale

By year one, students have been exposed to a number of 'traditional' fairy tales. Many of these texts depict the female, or Princess, as 'weak' and vain. She is often in need of being rescued and then married off to a handsome Prince where they live happily ever after.

The Paper Bag Princess challenges these perceptions. Instead, students are presented with a strong, independent and intelligent heroine. The male is presented as 'vain', weak, lacking intelligence and motivation.

The role reversals of the Prince and Princess prompts students to compare, contrast, comment, analyse and reflect on the text. They become quite passionate about characters, character decisions and outcomes for characters.

The Paper Bag Princess effectively demonstrates a range of grammatical and punctuation conventions. I can depend on this text to teach grammar and maintain students' interest and motivation to learn! (I have used this text in a range of school settings)

Evaluation

Due to time constraints (final year tests and concert practises), I was unable to implement the entire program.

I managed to complete teaching and learning experiences up to lesson six.

Students responded quickly to identifying adjectives and nouns. The work samples were effective in consolidating this knowledge.

Following, lesson six I can see that an additional lesson will need to take place on 'thinking' and 'saying' verbs. Students did not possess a good knowledge base for these concepts. I intend making a 'saying' or 'thinking' verb vine.

- Type 'saying' and 'thinking' verbs, from the text, onto a piece of paper. Add more 'saying' and 'thinking' verbs and blank boxes. (Students can identify more 'saying' and 'thinking' verbs in the blank boxes.)
- Students categorise the verbs according to: 'saying' verb or 'thinking' verb.
- This can be completed as a cut and paste activity or made into a 'vine' mobile.

Teaching Grammar in Context
Focus: Nouns, Verbs and Adjectives
Unit Outline

Teaching and Learning Experiences	Lesson 1: Introduce text and expected learning outcomes for the unit.	Lesson 2: Review text Introduce adjectives.	Lesson 3: Consolidation of adjectives.	Lesson 4: Introduction of nouns.	Lesson 5: Consolidation of nouns and adjectives.	Lesson 6: Introduction of verbs.
Outcome(s)	TS 1.1, TS 1.3, RS 1.5, <u>RS 1.6</u> , RS 1.7	TS 1.1, RS 1.5, <u>RS 1.6</u> , RS 1.7, <u>RS 1.8</u> , <u>WS 1.10</u>	TS.1.1, TS 1.2 RS 1.5, <u>RS 1.6</u> , RS 1.7, <u>RS 1.8</u> , <u>WS 1.10</u> <u>WS 1.14</u>	TS 1.1, RS 1.5, <u>RS 1.6</u> , RS 1.7, <u>RS 1.8</u> , <u>WS 1.10</u> , <u>WS 1.14</u> .	TS 1.1, TS 1.2 RS 1.5, <u>RS 1.6</u> , RS 1.7, <u>RS 1.8</u> , <u>WS 1.10</u> , <u>WS 1.14</u> .	TS 1.1, TS 1.2 RS 1.5, <u>RS 1.6</u> , 1.7, <u>RS 1.8</u> , <u>WS 1.10</u> .
Organisation	Whole class.	Whole class, Pairs, Individual.	Whole class, Pairs, Small group	Whole class.	Whole class, Pairs, Small group.	Whole class
MI/Bloom Matrix	Remember: Word, People. Evaluate: Word. Understand: Word.	Remember: Word; Self, People. Analyse: Word. Understand: Word	Remember: Self, People. Apply: People. Understand: Word. Analyse: Word.	Remember: Self, People. Analyse: Word. Understand: Word.	Remember: Self, People. Apply: People. Understand: Word.	Remember: Self, People. Understand: Body, People, Word.
Teaching and Learning Experiences	Lesson 7: Consolidation of verbs.	Lesson 8: Consolidation of adjectives, nouns and verbs.	Lesson 9: Consolidation of adjectives, verbs and nouns.	Lesson 10: Consolidation of adjectives, nouns and verbs through a cloze activity. (Test)	Lessons 11, 12, 13 Consolidation of nouns, verbs and adjectives through the construction of a story map.	Lesson 14: Unit Evaluation
Outcome(s)	TS 1.1, TS 1.2, RS 1.5, RS 1.7, <u>RS 1.8</u> .	TS 1.1, TS 1.2, RS 1.5, RS 1.7, <u>RS 1.8</u> , WS 1.9, <u>WS 1.14</u>	TS 1.1, TS 1.2, RS 1.5, RS 1.7, <u>RS 1.8</u> , WS 1.9, <u>WS 1.10</u> , <u>WS 1.14</u>	TS 1.1, TS 1.4 RS 1.5, <u>RS 1.6</u> , <u>RS 1.8</u> , <u>WS 1.10</u> , <u>WS 1.14</u> .	TS 1.1, TS 1.2, TS 1.3, TS 1.4, RS 1.5, <u>RS 1.6</u> , RS 1.7, <u>RS 1.8</u> , WS 1.9, <u>WS 1.10</u> , WS 1.11, WS 1.12, WS 1.13, <u>WS 1.14</u> .	TS 1.1, TS 1.2, <u>RS 1.6</u> , <u>RS 1.8</u> , <u>WS 1.10</u> , WS 1.11, WS 1.12, <u>WS 1.14</u> .
Organisation	Whole class, Small group.	Whole class, Large group.	Whole class.	Whole class, Small group, Individual.	Whole class, Pairs.	Whole class, Individual.
MI/Bloom Matrix	Remember: Self, Word, People. Apply: People. Understand: Word, Logic and Maths.	Remember: Word, Self, Space and Vision, People. Understand: Word, Logic and Maths, People. Apply: People.	Remember: Space and Vision, People, Word. Understand: People, Word. Analyse: People, Word. Evaluate: Word.	Understand: Word, Body. Remember: Word, Self, People. Analyse: Word. Apply: Music. Evaluate: People.	Create: Word, Space and Vision. Remember: Self, People. Apply: People.	Evaluate: Word, People, Self. Remember: Self, People. Apply: Self. Understand: Word.

The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Adjectives, Verbs and Nouns

Suggested Teaching and Learning Experiences for More Able Students

Diary Entry

Students compose their own diary entry assuming the role of one of the characters.

For example:

Tuesday 19th November

I am furious! A green and nasty dragon attacked my castle. He took handsome Prince Ronald! He burnt my clothes, jewellery and castle. I am alone and wearing a dirty, paper bag! I don't care. I am so worried about Prince Ronald. I'll show that greedy dragon. I'll make him show-off and get so tired that he won't be able to move. Then, I can save Prince Ronald. He'll be so happy. Elizabeth.

Letter

Students compose a letter. They can assume the role of Princess Elizabeth writing to her Prince. They can also assume the role of Princess Elizabeth writing to the dragon to plead for the release of Prince Ronald. Students could assume the role of Prince Ronald writing to Princess Elizabeth.

Re-write text as a play and perform as Readers Theatre

Jigsaw cloze

Cut up and jumble words from a page. Ask students to encase each word in a blue zigzag, red rectangle or orange oval. Students must arrange each word to complete proper sentences. Display the page, in the text, that students composed. Perhaps, additional words could be added for another challenge.

Epilogue

Students compose an addendum to the narrative. Predict outcomes for characters beyond the end of the narrative.

Adverbs

Supported Games

Is it an Adjective, Verb or Noun?

Select a variety of adjectives, verbs and nouns from the text.

Record words on white card. For a challenging activity, do not encase these words in their visual code.

Use these words as flash cards, asking students to identify them as adjectives, verbs or nouns.

Where do I belong?

Select a variety of adjectives, verbs and nouns from the text.

Record words on white card. For a challenging activity, do not encase these words in their visual code.

Provide each student with one card.

Select three students to identify their word as an adjective, verb or noun.

Place these students at strategic points in the room.

Ask students to locate the group in which they belong. Encourage students to justify why they belong in each group.

This activity could be broken down to **exclusively verbs**. Am I an action verb, feeling verb, thinking verb or saying verb?

Go Fish

Students use a magnetic 'fishing line' or catch verbs, nouns or adjectives.

Snap

Students receive a pile of cards containing adjectives, verbs and nouns from the text. The words *may* or *may not* have the visual coloured code. Students say "snap" when they find a matching pair. For example: beautiful / yellow (adjectives), watched / closed (verbs). The player who has the most pairs wins the game.

Complementary Texts

The Frog who would be King

Written by Kate Walker.

Princess Smartypants

Written by Babette Cole.

Suggested Teaching and Learning Experiences Following This Program

Construct a plot tree.

Construct a fairy tale.

Assume the character of Princess Elizabeth.

Construct a reward or advertisement for the return of Prince Ronald.

Critique the text. Offer opinions and make judgments on characters, character decisions and actions.

Readers Theatre

Construct an acrostic poem on the dragon.

Construct a book review.

Construct an advertisement to sell the book. Present in an oral or written presentation. Video record presentations.

The Paper Bag Princess : An English unit for Stage 1 students
Introduction of the Unit

Outcomes	Indicators	English Learning Experience 1
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Listens to a range of different picture books read aloud, in different languages • Uses a comment or question to expand on an idea in a discussion • Expresses a point of view about the texts read, heard or viewed • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.3</p> <ul style="list-style-type: none"> • Recognises different oral text types such as conversation • Talks about the structure of some text types. <p>RS 1.5</p> <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. <p>RS 1.6</p> <ul style="list-style-type: none"> • Predicts what text is about from cover to title <p>RS1.7</p> <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character’s actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation. 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Inform the class of the projected teaching and learning experiences. • Identify some outcomes for the unit. • Ask students to identify fairy tales that contain a Princess or Prince. For example, <u>Cinderella</u>, <u>Sleeping Beauty</u>, <u>Snow White and the Seven Dwarfs</u>. • Commence a discussion on the characterisation of these Princes and Princesses. • Share understandings or opinions about the appearance, character and attitude of these Princesses and Princes. • Introduce the narrative. Discuss the title and illustration on the front cover. (Students predict content and make judgments on the depiction of the girl.) • Invite students to compare and contrast this princess with other princesses. • Read text • Encourage students to share and justify their opinions and/or comments on events, characters and character decisions. • Discuss the characterisation of the Prince, Princess and Dragon.

Evaluation:

Student participation. Teacher observation and interaction.

The Paper Bag Princess : An English unit for Stage 1 students
Introduction of Adjectives

Outcomes	Indicators	English Learning Experience 2
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Expresses a point of view about the texts read, heard or viewed • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>RS 1.5</p> <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. <p>RS 1.6</p> <ul style="list-style-type: none"> • Interprets pictorial procedures • Attempts to self-correct when meaning is disrupted while reading • Maintains continuity on understanding when meaning is disrupted • Identifies a sentence in printed texts • Draws on knowledge of letter-sound relationships when trying to read unknown words • Responds to punctuation when reading aloud <p>RS1.7</p> <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character’s actions, qualities, characteristics and motives in texts read or viewed. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe <p>WS 1.10</p> <p>Uses adjectives to provide more information about nouns.</p>	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Inform students of the outcomes for the lesson • Read page six. Ensure post it notes cover the adjectives (beautiful, expensive). • Ask students to identify the correct word that completes each sentence. Peel away post it note to confirm correct adjective. • Inform students that these words are called <i>adjectives</i>. Adjectives are <i>describing</i> words. • Invite students to identify and explain the purpose of adjectives. Inform students that adjectives provide more detail about a word. Mention that these words are called nouns. • Ask students to identify other adjectives that complement the text. • Record these adjectives on the post it note. • Read page ten. Ensure post it notes cover the adjectives (paper, paper) Ask students to identify the correct adjective in the sentence. Peel away post it note to confirm answer. Ask students to identify other adjectives. Record these on the post it note. • Read page fourteen. Ensure post it notes cover the adjectives (smartest, fiercest). Ask students to identify the correct adjective in the sentence. Peel away post it note to confirm answer. Ask students to identify other adjectives. Record on the post it note. • Provide students with the written cloze activity. (For more able students, see alternate activity) (Appendix 1(a) and 1(b)) • Review answers. • Introduce the visual code for identifying adjectives. (Orange oval) • Identify other adjectives that would change the meaning of the text. For example, ‘Elizabeth was a <i>hairy</i> princess.’ Play with adjectives in making humorous changes to the text. • Record these new adjectives on a sheet of white cardboard. Encase in an orange oval.

Evaluation:

Student participation. Teacher observation and interaction. Work sample.

The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Adjectives

Outcomes	Indicators	English Learning Experience 3
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p style="text-align: center;">TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p style="text-align: center;">TS 1.2</p> <ul style="list-style-type: none"> • Experiments with varying voice, tone, volume and pace • As a speaker, makes eye contact, if culturally appropriate with audience. <p style="text-align: center;">RS 1.5</p> <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. <p style="text-align: center;">RS 1.6</p> <ul style="list-style-type: none"> • Attempts to self-correct when meaning is disrupted while reading • Maintains continuity on understanding when meaning is disrupted • Identifies a sentence in printed texts • Draws on knowledge of letter-sound relationships when trying to read unknown words • Responds to punctuation when reading aloud <p style="text-align: center;">RS1.7</p> <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character's actions, qualities, characteristics and motives in texts read or viewed. <p style="text-align: center;">RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies noun groups in texts and discusses the effect of their use in comparison to using a noun only • Identifies words that name people, places and things and knows that these are called nouns. <p style="text-align: center;">WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p style="text-align: center;">WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story 	<ul style="list-style-type: none"> • Duration: 45 Minutes. • Review teaching and learning experiences from the previous lesson. • Inform students of the outcomes for this lesson. • Review the purpose, content and structure of a blurb. • Invite students to provide a succinct, oral retell of the text. Encourage students to use adjectives to enhance meaning. • Display the blurb on the back cover of <u>The Paper Bag Princess</u>. • Ask students to identify the adjectives. • Provide students with the edited blurb. (See Appendix 2). Inform students that the blank rectangles are used for additional adjectives. Initially, they must identify adjectives that complement the text. Additional adjectives are pasted on top. • Review results. • Select two scribes to record these words (beautiful, rich, resourceful, paper) on the white/black board. Encase in an orange oval. • Ask students to share other adjectives that would complement the text. Ensure scribes record these words and encase in an orange oval. • Point to the words that mean the same as 'beautiful'. Inform the class that these are <i>synonyms</i>. Synonyms are words that have the same meaning. • Ask students to identify the synonyms for 'resourceful' and 'rich'. Ask scribes to add these synonyms to the 'adjective bank'. • Students could also play with the adjectives in altering the meaning of the text.

Evaluation:
Student participation. Teacher observation and interaction. Work samples.

The Paper Bag Princess : An English unit for Stage 1 students
Introduction of Nouns

Outcomes	Indicators	English Learning Experience 4
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>RS 1.5</p> <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. <p>RS 1.6</p> <ul style="list-style-type: none"> • Attempts to self-correct when meaning is disrupted while reading • Maintains continuity on understanding when meaning is disrupted • Identifies a sentence in printed texts • Draws on knowledge of letter-sound relationships when trying to read unknown words • Responds to punctuation when reading aloud <p>RS1.7</p> <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character's actions, qualities, characteristics and motives in texts read or viewed. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies noun groups in texts and discusses the effect of their use in comparison to using a noun only • Identifies words that name people, places and things and knows that these are called nouns. <p>WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p>WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday's learning experience • Inform students of expected learning outcomes. • Turn through the illustrations and point to objects or people. Ask students to identify these objects or people. • Inform the students that these words are called <i>nouns</i>. "Nouns <i>name someone or something</i>." • Inform the students that the names of people and places are called Proper Nouns. Ask students to identify proper nouns in the text. • Ask students to identify the purpose and use of nouns. Inform students that nouns are critical features of a sentence. They provide the basic information in a sentence. • Read page six. Ensure post it notes cover some nouns. Ask students to identify the correct noun to complete the sentences. Peel away post-it notes to confirm correct word. • Examine the illustration on page nine. Ask students to identify nouns. For example, dragon, girl, bricks, smoke. • Select two scribes to record nouns on the white/black board. Introduce the visual code for identifying nouns. (Red rectangle) • Progress through some illustrations and printed text, identifying nouns. Ensure post it notes cover nouns. Peel away to confirm understandings. • Review the bank of nouns recorded on the white/black board.

Evaluation:

Student participation. Teacher observation and interaction. Whole class work sample.

The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Nouns and Adjectives

Outcomes	Indicators	English Learning Experience 5
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<ul style="list-style-type: none"> TS 1.1 <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. TS 1.2 <ul style="list-style-type: none"> • Follows instructions on how to complete an activity • Initiates topic in group discussion • Uses turn-taking and other behaviours related to discussions • Speaks clearly and conveys meaning to peers. RS 1.5 <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. RS 1.6 <ul style="list-style-type: none"> • Attempts to self-correct when meaning is disrupted while reading • Maintains continuity on understanding when meaning is disrupted • Identifies a sentence in printed texts • Draws on knowledge of letter-sound relationships when trying to read unknown words • Responds to punctuation when reading aloud RS1.7 <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character's actions, qualities, characteristics and motives in texts read or viewed. RS 1.8 <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies noun groups in texts and discusses the effect of their use in comparison to using a noun only • Identifies words that name people, places and things and knows that these are called nouns. WS 1.10 <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. WS 1.14 <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday's learning experience • Inform students of expected learning outcomes. • Using nouns (on red paper) and adjectives (on orange paper) jointly construct some interesting sentences that are loosely based on the text. • Ensure that the adjectives are cut out in an oval shape and nouns are cut out as rectangles. • Provide students with a sheet of red paper that contains thirty six nouns. Provide students with a sheet of orange paper that contains thirty six adjectives. Each coloured piece of paper also contains blank rectangles. Students can identify other nouns or adjectives to apply in their writing. They may also refer to the display board to identify other adjectives or nouns. (See Appendices 3 and 4) • Work with a partner to create interesting sentences using these nouns and adjectives. The sentences must be loosely based on the text • Share sentences with a small group of peers. Select the most interesting or humorous sentence to share with the whole class. • Discuss the organisation of these sentences.

Evaluation:
Student participation. Teacher observation and interaction. Work samples.

The Paper Bag Princess : An English unit for Stage 1 students
Introduction of Verbs

Outcomes	Indicators	English Learning Experience 6
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. 	<ul style="list-style-type: none"> TS 1.1 <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. TS 1.2 <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Expresses a personal point of view and listens to the viewpoint of others. RS 1.5 <ul style="list-style-type: none"> • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. RS 1.6 <ul style="list-style-type: none"> • Attempts to self-correct when meaning is disrupted while reading • Maintains continuity on understanding when meaning is disrupted • Identifies a sentence in printed texts • Draws on knowledge of letter-sound relationships when trying to read unknown words • Responds to punctuation when reading aloud RS1.7 <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character’s actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation. RS 1.8 <ul style="list-style-type: none"> • Identifies doing, thinking, feeling and saying verbs in a narrative • Identifies action words and knows these are called verbs. WS 1.10 <ul style="list-style-type: none"> • Uses different types of verbs (action, thinking, saying and feeling) 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Identify learning outcomes for the lesson. • Reflect on yesterday’s learning experience. Share favourite sentences. • Use post it notes to cover verbs on page 20. <p>‘Elizabeth _____ very softly, “Hey, dragon.” The dragon didn’t _____ at all. She _____ up the dragon’s ear and put her head inside. She _____ as loud as she could, “Hey dragon!” The dragon was so _____ he didn’t even move.’</p> <ul style="list-style-type: none"> • Ask students to identify words that match the meaning of the text. Peel away post-it notes to confirm verbs. • Inform the students that the missing words are called <i>verbs</i>. Verbs are <i>action</i> or <i>doing</i> words. • Ask students to identify the purpose and use of verbs. Inform students that verbs tell us <i>how</i> something is achieved. They can be recorded as past tense, present tense or future tense. • Ask students to identify other verbs that complement each sentence. Record verbs on the post it note. • Inform the class, that there are four types of verbs: action verbs, thinking verbs, saying verbs and feeling verbs. Invite students to contribute more verbs. Arrange in the correct category. • Select a student to ‘freeze frame’ an ‘action’ verb. Ask the class to guess the action. • Select a student to ‘freeze frame’ a ‘feeling’ verb. Ask the class to guess the action. • Introduce the visual code for identifying verbs. (Blue zigzag)
<p>Evaluation:</p>		

Student participation. Teacher observation and interaction. Performance.

The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Verbs

Outcomes	Indicators	English Learning Experience 7
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Listens to a range of different picture books read aloud, in different languages • Uses a comment or question to expand on an idea in a discussion • Expresses a point of view about the texts read, heard or viewed • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.2</p> <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Listens and contributes to class discussions • Rephrases statements to increase their clarity. <p>RS 1.5</p> <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. <p>RS1.7</p> <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character’s actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. <p>WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday’s learning experience. • Identify learning outcomes for the lesson. • Display an A3, enlarged copy of page 21. Ask students to identify actions, feelings or thoughts from the illustration. • Identify these words as action, feeling or thinking verbs. Record these verbs around the illustration. Encase each verb in a blue zigzag. • Display an A3, enlarged copy of the text that complements the illustration. (Page twenty) • Read a paragraph at a time, exaggerating the verbs. Following each paragraph, ask students to identify the verbs. Encase in a blue zigzag. Ask students to categorise these verbs according to: action verbs; thinking verbs; feeling verbs or saying verbs. Add to list from the previous lesson. • Display an A3 enlarged copy of page twenty-five. Ask students to identify actions, feelings or thoughts from the illustration. • Record these verbs around the illustration. Encase in a blue zigzag. Point to one of these verbs and ask students to identify the verb as an action verb, feeling verb, thinking verb or saying verb. • Display an A3, enlarged copy of the text that complements the illustration. (Page twenty-five.) • Read a paragraph at a time, exaggerating the verbs. Following each paragraph, ask students to identify the verbs. Encase in a blue zigzag. Ask students to categorise these verbs according to: action verbs; thinking verbs; feeling verbs or saying verbs. Add to list from the previous lesson. <p>(These activities could be conducted in <i>small groups</i>. Groups can be divided into: action verbs, thinking verbs, feeling verbs or saying verbs.)</p>

Evaluation:
 Student participation. Teacher observation and interaction. Whole class s work sample.

**The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Adjectives, Nouns and Verbs**

Outcomes	Indicators	English Learning Experience 8
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Listens to a range of different picture books read aloud, in different languages • Uses a comment or question to expand on an idea in a discussion • Expresses a point of view about the texts read, heard or viewed • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.2</p> <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Listens and contributes to class discussions • Rephrases statements to increase their clarity. <p>RS 1.5</p> <ul style="list-style-type: none"> • Interprets story illustrations • Draws on own knowledge to interpret characters in stories • Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts. <p>RS1.7</p> <ul style="list-style-type: none"> • Makes inferences and expresses an opinion about character's actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. <p>WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p>WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story • Identifies different types of verbs. 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday's learning experience. • Identify learning outcomes for the lesson. • Using nouns (on red paper), adjectives (on orange paper) and verbs (on blue paper) jointly construct some interesting sentences that are loosely based on the text. (See Appendices 3,4 and 5) • Ensure that verbs are cut out in a zigzag manner, adjectives are cut out in an oval shape and nouns are cut out as rectangles. • Provide students with thirty six verbs, thirty six nouns and thirty six adjectives. The adjectives and nouns remain unchanged from lesson five.) Ensure each word is recorded on blue, red or orange paper. • Students work with a partner, using these words, to create interesting sentences that are loosely based on the text. Each coloured sheet contains blank rectangles that allow students to identify other adjectives, verbs or nouns. • Share sentences with a small group of peers. Select the most interesting or humorous sentence to share with the whole class. • Discuss the organisation of these sentences.

Evaluation:

Student participation. Teacher observation and interaction. Work samples.

Teaching Grammar in Context: Stage 1 Consolidation of Adjectives, Verbs and Nouns

Outcomes

- TS 1.1
Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS 1.2
Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- RS 1.5
Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS 1.7
Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
- RS 1.8
Identifies the text structure and basic grammatical features of a limited range of text types.
- WS 1.9
Plans, reviews and produces a small range of simple literary or factual texts for a variety of purposes on familiar topics for unknown readers. (**Semantic web**)
- WS 1.10
Produces texts using the basic grammatical features and punctuation conventions of the text type. . (**Semantic web**)
- WS 1.14
Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language.

Indicators

- TS 1.1
 - Asks questions to seek clarification
 - Listens to a range of different picture books read aloud, in different languages
 - Uses a comment or question to expand on an idea in a discussion
 - Expresses a point of view about the texts read, heard or viewed
 - Listens attentively and converses with others to share ideas or give information
 - Listens to and show respect for the contribution of another in group and class discussions.
- TS 1.2
 - Speaks clearly and conveys meaning to peers
 - Listens and contributes to class discussions
 - Rephrases statements to increase their clarity.
- RS 1.5
 - Interprets story illustrations
 - Draws on own knowledge to interpret characters in stories
 - Participates in class/group brainstorming activities to categorise ideas and facts following the reading of texts.
- RS1.7
 - Makes inferences and expresses an opinion about character's actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation.
- RS 1.8
 - Identifies adjectives and understands that their function is to describe
 - Identifies words that name people, places and things and knows that these are called nouns
 - Identifies doing, thinking, feeling and saying verbs in a narrative.
- WS 1.9
 - Uses a framework to make notes, e.g. **semantic web**.
- WS 1.10
 - Uses adjectives to provide more information about nouns
 - Uses different types of verbs.
- WS 1.14
 - Distinguishes between naming words and doing words
 - Talks about how adjectives describe nouns
 - Talks about different kinds of nouns in a story
 - Identifies different types of verbs.

English Learning Experience 9

Duration: 45 Minutes

- Reflect on yesterday's learning experience.
- Identify learning outcomes for the lesson.
- Use three sheets of cardboard to record the names of the characters. Mount on white/black board.
- Ask students to identify nouns, adjectives and verbs that reflect the representation of each character. Ensure either a blue zigzag, red rectangle or orange oval encases each word.

This may be recorded as a **semantic web** for display. Additionally, it can be recorded in table format.

For example:

Dragon	Princess	Prince
Confident	Clever	Rude
Exhausted	Kind	Nasty
Frightening	Dirty	Sporty
'Show-off'	Strong	Lazy
Jumping	Brave	Neat
Spotted handkerchief	Paper bag	Tennis racquet
Flying	Running	Waiting
Puffing	Chase	Toad

- Discuss the characterisation of the Princess as the strong, clever, hero. Compare characterisation of princesses in Sleeping Beauty, Cinderella and other traditional narratives. Explore the similarities in setting and attitudes to initial appearances.
- Discuss the role-reversal in The Paper Bag Princess. Ask students to identify the 'moral' of the story.

Evaluation:

Student participation. Teacher observation and interaction. Whole class work sample.

The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Adjectives, Verbs and Nouns

Outcomes	Indicators	English Learning Experience 10
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.4 Recognise that different types of predictable spoken texts have different organisational patterns and features. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.4</p> <ul style="list-style-type: none"> • Plan delivery of presentation or role play. <p>RS 1.5</p> <ul style="list-style-type: none"> • Speculates on the behaviour of characters in stories <p>RS 1.6</p> <ul style="list-style-type: none"> • Attempts to self correct when meaning is disrupted while reading • Maintains continuity in understanding when meaning is disrupted • Identifies a sentence in printed texts • Identifies a clause in printed texts • Recognizes nouns and noun groups and pronouns in printed texts • Identifies noun-pronoun, subject-verb links in written texts • Responds to punctuation when reading aloud • Draws on knowledge of letter-sound relationships when trying to read unknown words. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. <p>WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p>WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story • Identifies different types of verbs. 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday’s learning experience. • Identify learning outcomes for the lesson. • Provide students with a cloze extract from the text. (See Appendix 7) Each word <i>may</i> or <i>may not</i> have the readily identified code of a red rectangle, orange oval or blue zigzag. • Students complete the cloze independently. • On completion, students identify and justify the placement of adjectives, verbs and nouns in the passage. • Invite five students to enact the scene. (Sound effect person, Princess Elizabeth, Prince Ronald, the dragon and narrator) • Evaluate performance (actions, character voices etc)

Evaluation:
 Student participation. Teacher observation and interaction. Student work samples (test)

**Teaching Grammar in Context: Stage 1
Consolidation of Adjectives, Verbs and Nouns**

Outcomes	Indicators	English Learning Experience 11
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.2</p> <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Listens and contributes to class discussions • Rephrases statements to increase their clarity. <p>RS 1.5</p> <ul style="list-style-type: none"> • Speculates on the behaviour of characters in stories <p>RS 1.6</p> <ul style="list-style-type: none"> • Attempts to self correct when meaning is disrupted while reading • Maintains continuity in understanding when meaning is disrupted • Identifies a sentence in printed texts • Identifies a clause in printed texts • Recognizes nouns and noun groups and pronouns in printed texts • Identifies noun-pronoun, subject-verb links in written texts • Responds to punctuation when reading aloud • Draws on knowledge of letter-sound relationships when trying to read unknown words. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. <p>WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p>WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story • Identifies different types of verbs. 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Review the purpose and use of adjectives, verbs and nouns. • Briefly review the display board that contains adjectives relevant to the Princess, Prince and dragon. Discuss nouns and verbs that reflect these characters. • Turn through the pages of the text to revise sequence of events. • Display A3, enlarged copies of the illustrations. Arrange in order, on the black/white board. Briefly identify and record some adjectives, nouns and verbs around the illustration. Ensure each word is encased in their visual code. • Inform students that they are going to construct a story map. • Discuss the structure, organisation and content of story map. Display story maps completed during the year. These include written and/or pictorial story maps. • Identify a framework for organising the story map. Record on white/black board for reference. • Identify expectations for the story map. It needs to contain written information and complementary pictorial data. Suggest speech bubbles, thought bubbles, boxed in text, commentary on text etc. • Organise students into mixed ability pairings. Revise expectations regarding group work (cooperation, respect, kindness etc) • Provide students with the opportunity to discuss and plan their story map. • Students report back to the whole class. Share ideas and suggest ways to improve plan. • Complete draft of story map.

Evaluation:

Student participation. Teacher observation and interaction. Student work samples.

**The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Adjectives, Verbs and Nouns**

Outcomes	Indicators	English Learning Experience 12
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.2</p> <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Listens and contributes to class discussions • Rephrases statements to increase their clarity. <p>RS 1.5</p> <ul style="list-style-type: none"> • Speculates on the behaviour of characters in stories <p>RS 1.6</p> <ul style="list-style-type: none"> • Attempts to self correct when meaning is disrupted while reading • Maintains continuity in understanding when meaning is disrupted • Identifies a sentence in printed texts • Identifies a clause in printed texts • Recognizes nouns and noun groups and pronouns in printed texts • Identifies noun-pronoun, subject-verb links in written texts • Responds to punctuation when reading aloud • Draws on knowledge of letter-sound relationships when trying to read unknown words. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. <p>WS 1.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p>WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story • Identifies different types of verbs. 	<p>Duration: 50 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday’s learning experience. • Identify and discuss first drafts. Identify some adjectives, nouns or verbs in the story maps. Identify and discuss expected progress for the next forty five minutes. • Display A3, enlarged copies of the illustrations on the black/white board. Sequence these pictures. Briefly refer to adjectives, nouns and verbs recorded around the illustration. • Inform students that the story map will need to be half complete by the end of the lesson. • Students can select an A3 sheet of paper or a piece of white cardboard for their story map. • Conference with students who require additional support. • During the last ten minutes of the lesson, select some partners to discuss the development of their story map. Share observations and comments about the story map. Encourage students to suggest ideas for improving these story maps.

Evaluation:
Student participation. Teacher observation and interaction. Work samples.

**The Paper Bag Princess : An English unit for Stage 1 students
Consolidation of Adjectives, Verbs and Nouns**

Outcomes	Indicators	English Learning Experience 13 (Oral presentations will mean additional time is necessary.)
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<ul style="list-style-type: none"> TS 1.1 <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. TS 1.2 <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Listens and contributes to class discussions • Rephrases statements to increase their clarity. RS 1.5 <ul style="list-style-type: none"> • Speculates on the behaviour of characters in stories RS 1.6 <ul style="list-style-type: none"> • Attempts to self correct when meaning is disrupted while reading • Maintains continuity in understanding when meaning is disrupted • Identifies a sentence in printed texts • Identifies a clause in printed texts • Recognizes nouns and noun groups and pronouns in printed texts • Identifies noun-pronoun, subject-verb links in written texts • Responds to punctuation when reading aloud • Draws on knowledge of letter-sound relationships when trying to read unknown words. RS 1.8 <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. WS 1.10 <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. WS 1.14 <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Talks about different kinds of nouns in a story • Identifies different types of verbs. 	<p>Duration: 50 Minutes</p> <ul style="list-style-type: none"> • Reflect on yesterday’s learning experience. • Inform students that story maps need to be complete by the end of the lesson. • Students will be required to present their story map to the class. This will take place, at varied times, during the week(s). Inform students that they will be assessed on their oral presentation, organisation of story map, spelling, sentence construction and ability to work as a team.

Evaluation:
Student participation. Teacher observation and interaction. Student work samples. Presentations.

The Paper Bag Princess : An English unit for Stage 1 students
Unit Evaluation

Outcomes	Indicators	English Learning Experience 14
<ul style="list-style-type: none"> • TS 1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. • TS 1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. • RS 1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. • RS 1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. • RS 1.8 Identifies the text structure and basic grammatical features of a limited range of text types. • WS 1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. • WS 1.14 Identifies the structure of own literary and factual texts and names a limited range of grammatical features and conventions of written language. 	<p>TS 1.1</p> <ul style="list-style-type: none"> • Asks questions to seek clarification • Uses a comment or question to expand on an idea in a discussion • Listens attentively and converses with others to share ideas or give information • Listens to and show respect for the contribution of another in group and class discussions. <p>TS 1.2</p> <ul style="list-style-type: none"> • Speaks clearly and conveys meaning to peers • Listens and contributes to class discussions • Rephrases statements to increase their clarity. <p>RS 1.5</p> <ul style="list-style-type: none"> • Speculates on the behaviour of characters in stories <p>RS 1.6</p> <ul style="list-style-type: none"> • Attempts to self correct when meaning is disrupted while reading • Maintains continuity in understanding when meaning is disrupted • Identifies a sentence in printed texts • Identifies a clause in printed texts • Recognizes nouns and noun groups and pronouns in printed texts • Identifies noun-pronoun, subject-verb links in written texts • Responds to punctuation when reading aloud • Draws on knowledge of letter-sound relationships when trying to read unknown words. <p>RS 1.8</p> <ul style="list-style-type: none"> • Identifies adjectives and understands that their function is to describe • Identifies words that name people, places and things and knows that these are called nouns • Identifies doing, thinking, feeling and saying verbs in a narrative. <p>WS.10</p> <ul style="list-style-type: none"> • Uses adjectives to provide more information about nouns. <p>WS 1.14</p> <ul style="list-style-type: none"> • Distinguishes between naming words and doing words • Talks about how adjectives describe nouns • Identifies different types of verbs 	<p>Duration: 45 Minutes</p> <ul style="list-style-type: none"> • Reflect on teaching and learning experiences throughout the unit. • Identify and discuss concepts and skills acquired and developed during the program. Students could sit in a circle and pass around a foam ball to ensure every student contributes to the discussion. Alternatively, a piece of wool could be used to create a web. This demonstrates a variety of things, including: displaying the sequence of the numerous teaching and learning experiences; highlighting students who worked collaboratively; frequent contributors to the discussion etc. • Identify, discuss and justify comments on learning experiences. • Students can present an oral unit evaluation (presented as a report) or complete a written unit evaluation. (See Appendix 8)

Evaluation:

Student participation. Teacher observation and interaction. Student work samples.

Name: _____

Choose the correct adjective to complete these sentences.

Elizabeth was a _____ princess. She lived in a _____,
castle. She wore a _____, _____ dress and
_____ crown. Elizabeth wore _____ shoes. She loved
a _____ Prince. His name was Ronald.

large	pink	long	gold
shiny	handsome	beautiful	

Name: _____

Choose an adjective to complete these sentences.

The dragon lived in an _____, _____ cave. He had

_____ skin and _____ scales. His teeth were

_____ and very _____! Desmond liked to

_____ horses. He thought he was very _____.

He had a _____ and _____ breath that could burn

up to ten forests!

Name: _____

Blurb from The Paper Bag Princess

Princess Elizabeth was beautiful and rich.

She was going to marry Prince Ronald until a dragon destroyed her castle and took the Prince.

Elizabeth was a resourceful girl and, left with nothing but a paper bag to wear, she set out to find him.

pretty	clever	wealthy	dirty
torn	attractive	smart	creative
gorgeous	bright	imaginative	

Adjectives

Adjectives are '*describing*' words.

pretty	beautiful	long	golden	bright	polished
red	green	pink	grey	tall	large
handsome	dirty	smelly	tiny	brown	dry
spotted	paper	silk	sharp	orange	fat
long	black	dark	ferocious	silly	tangled
old	clever	creative	one hundred	fifty	ugly
smartest	fiercest				

Nouns

Nouns name *someone* or *something*.

castle	dragon	Princess	Elizabeth	Prince	Ronald
clothes	bag	shoes	crown	hair	medallion
horses'	forest	castle	throne	path	door
cave	bones	teeth	claws	smoke	fire
world	room	sky	sport	tennis	jumper
tights	meatball	ashes	dress	necklace	wings

Verbs

Verbs are '*doing*' words. They can be split into **four groups**: 'Action' verbs, 'Feeling' verbs, 'Saying' verbs and 'Thinking' verbs.

lived	married	smashed	laughed	carried	chased
burnt	followed	held	eaten	slammed	grabbed
shouted	breathed	flew	jumped	tired	slept
lifted	opened	whispered	surprised	destroyed	wore
dressed	found	snored	waved	smiled	thought
planned	decided	felt	said	went	

Name: _____

Elizabeth _____ the knocker and _____ on the door again.

The _____ stuck his nose out of the _____ and said,

"Go away. I love to _____ princesses, but I have already eaten a

whole _____ today. I am a very _____ dragon. Come

back tomorrow."

"Wait", _____ Elizabeth. "Is it true that you are the

_____ and _____ dragon in the whole world?"

"Yes," said the dragon.

dragon	grabbed	eat	busy	shouted
smartest	banged	door	fiercest	castle

Name: _____

The Paper Bag Princess

During this unit of work, I learnt _____

What is a noun?

What is an adjective?

What is a verb?

My favourite character in the narrative was _____

I liked this character because _____

To make this unit more interesting, I would _____

I enjoyed working with _____

We worked well together because _____

My favourite activity was _____

I preferred this activity because _____
