

Teaching and Learning Unit

Ziba Came on a Boat

Incorporating Cross Curriculum use of Children's Literature

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Stage 1**

PART A

The Classroom

The class is one of five Stage 1 classes, comprised of children in Year 1 and Year 2, in the NSW public school system. The school is located in Sydney's outer western suburbs and I taught this class recently on a 3 week block. I estimate the classroom to have been built in the late 1950's to early 1960's as it is the same type of classroom I was schooled in. The classroom is poorly resourced in regard to basic equipment such as scissors, art supplies and computers. The only computer in the room is the interactive whiteboard and teachers computer. The class is waiting on 3 computers for classroom use. The class does have access to computers once a week during RFF in the school computer lab.

The school has an increasing number of children coming from a variety of multicultural backgrounds. There is an increase in the number of refugee families moving into the area.

Within the class library is a selection of children's literature comprised of mostly picture books - the majority being fiction. The books are located on a stand against the right hand wall when you enter the class. There is very little time given to free reading of the class library.

The class participates in across the grade reading groups four mornings a week with the help of a support teacher and parents. In these activities the children are writing individual sight words on whiteboards from their graded reading books, playing bingo with the sight words and reading their individually graded reading books to the teacher and parent.

The class is involved with a whole school National Accelerated Literacy Program (NALP) which focuses on extensive study of one children's picture book approximately every 6 week. There is an adequate number of the books used in the accelerated literacy program for each child to have their own copy. The program was designed to accelerate the literacy skills of all learners, but is especially appropriate for those who have failed to make the appropriate literacy gains in school and those who are in danger of falling behind. It was piloted in remote and indigenous schools in the Northern Territory. It was funded jointly by the Australian Government's Department of Education, Employment and Workplace Relations (DEEWR) and individual state governments. This program has since ended. (Sourced from <http://www.nalp.cdu.edu.au/whatisnalp.htm>) This school has a high number of indigenous students and received funding for the program which it has continued to run.

The class teacher endeavors to read a story to the class as a whole at the end of the day whenever time permits. However, there are a number of whole school and grade activities which the class is required to be part of and these often prevent this from happening. I would recommend that a quiet reading corner be set up to convey a pleasurable and cosy reading experience and in addition books be made available within easy access of the children's desk. Perhaps a container with a number of books on each set of desks so that

children can read in spare moments without disrupting the class. I would also recommend that the range of books be expanded to include children's comic books and beginning readers chapter books.

The Library

The class participates in library lessons, given by a full time librarian, once a week. These lessons are comprised of a structured teacher directed lesson and some free reading. The library has an extensive range of children's books suitable for preschooler to early teens and is participating in the Premier's Reading Scheme. The library is open each lunch time and is popular with the students. Activities offered are computers, video stories, board games, drawing and quiet reading.

The library displays consist of posters of popular children's books, posters with information about authors, and children's books on stands within the sight of children. Books featured in the Premier's Reading Scheme are located together and easily identified by students.

The Children

The children in this class come from a variety of cultural backgrounds and family structures with many being separated from a parent. I interviewed ten children of which five were girls and five boys. Three of the boys were from Year 2 and two from Year 1. The same ratio was used for the girls.

Of the ten children interviewed only two were regularly read to by an adult but most had an opportunity to read in bed by themselves. Most children had one or more adults that modelled reading at home either of newspapers, magazine, school newsletter or books. The majority of the children felt that the major purpose of reading was to learn. Only three of the children, without prompting, stated enjoyment as a purpose for reading.

All except two children had access to a large range of books. Of the two children who did not have access, one had very few books in the house and the other had many books in the house but they were not easily accessible to her.

Most felt that you needed to practice to be a good reader and all knew that you could use pictures and sounding out a word to help you

learn. One girl, that is easily distracted, stated that you need to be focused and not worry about what is happening around you. Only one child could read before coming to school and most felt that they had learnt to read with help from Mum and Dad at home and in kindergarten.

There was a wide range of books that the children liked. The boys mostly liked books about super heros (i.e. Ben Ten, Zac Power, Pokemon, Superman) or information books about dinosaurs, motorbikes and animals. Sometimes I felt that the Year 1 boys were getting confused between books, movies and computer games. The girls were interested in the Disney Princess Book series, fairytales and information books about butterflies and other animals. All except one child enjoyed the books they read in reading groups because they were about thing they did. One of the better reader likes The Diary of a Wimpy Kid, another child, whose nana lives with them loved, A Flower for Grandma, and another liked books with happy endings. Two children had parents that frequently told them stories - one in relation to their cultural heritage and the other fantasy stories involving magic in which all members of the family became a character.

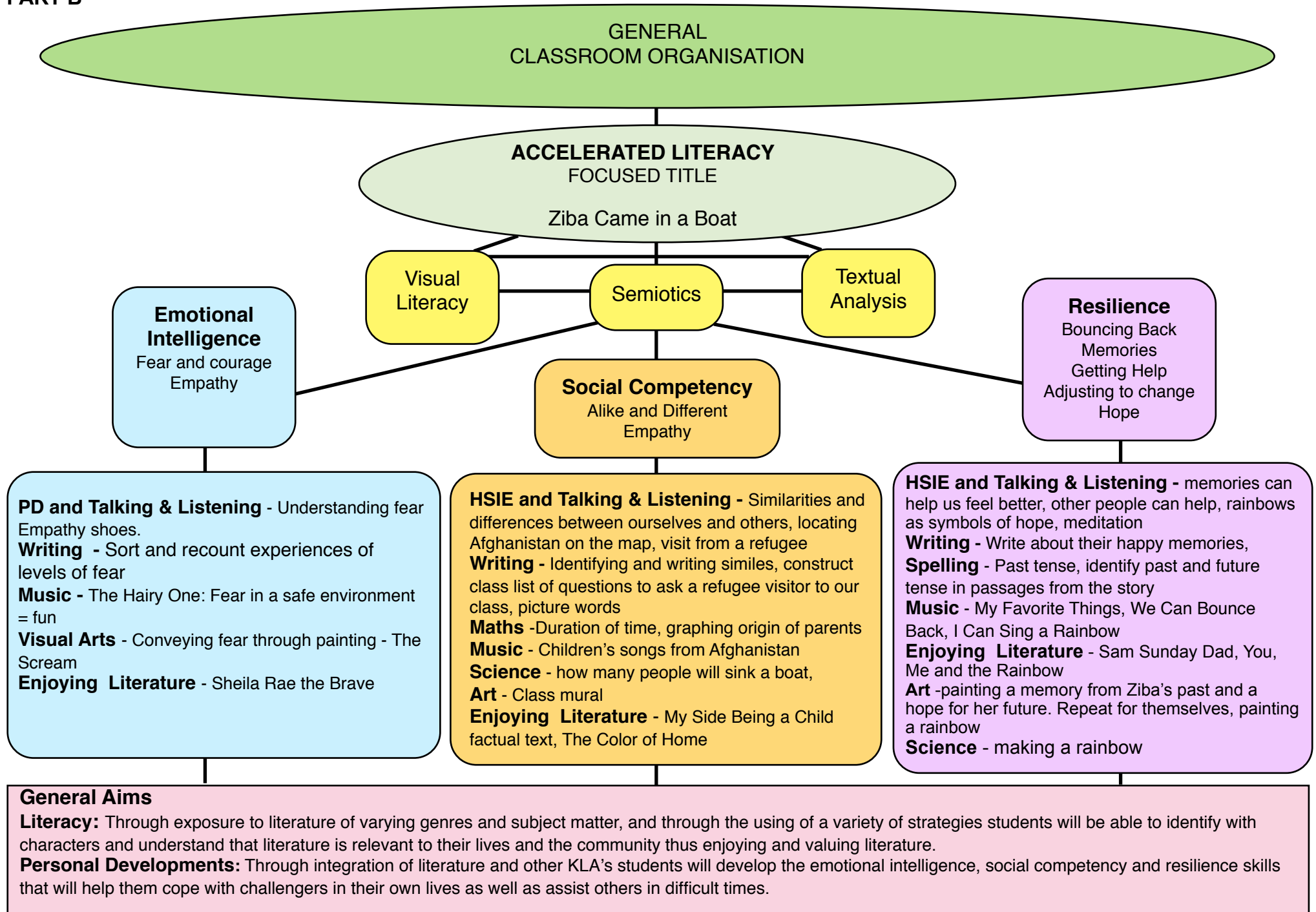
Very few of the children could explain how they chose a book. Most knew how to find the Junior Fiction Section and Non Fiction Section in the library and how to use the computer to find a book on a particular topic. Most children explained how to borrow a book from the library. The books they chose were either non fiction books related to their interest or books that other children liked. Only three children could articulate any real strategy and they looked at the title, the cover and read a little bit of the books.

Only three children could name an author they liked. Two of them named the author of a recent book they had studied in the Accelerated Literacy program and the other had read a lot of Mem Fox books which he liked. All children could name the major characters in Alexanders Out which is the book they are presently studying in the Accelerated Literacy program. Only three children gave additional details about other characters in this book.

Most children said they liked reading but preferred to play outside, watch TV or play on the computer. One child said her mother often told them to turn off the TV and read a book. Only four of the children showed genuine eagerness to share their love and enthusiasm for reading. Most of the children wanted to participate to spend some one-on-one time with me and feel special.

My own observations of this class as well as comments from the current teacher and previous teachers of some of the children indicate that there is a high ratio of children in this class that are emotionally needy. That these children are sometimes disruptive in class and the playground and have poor social skills and need to develop resilience techniques to cope with set backs at home, in the classroom and in the playground.

PART B



Rational

This unit of program will have two components;

1) A general classroom organisation and strategy that promotes literature

The reason I have chosen this strategy is because the result of the survey shows that;

- a) Very few of the children in this class are read to by an adult on a regular basis so they lack the environment that helps them to see reading as an enjoyable activity. I would like to develop an environment where they eagerly anticipate a specific time when they can experience the pleasure of being read to.
- b) The children have little knowledge of specific authors or other genres. Continuing with the Accelerated Literacy Program cutting down the amount of time spent on analysing the mechanics of a book but expanding the exposure of children to other books by the same author or books of the same genre would increase their knowledge of individual authors.
- c) The children found it difficult to choose books to read because they had not developed skills that assisted them in making a choice. This will be achieved in three ways;
 - i) increasing the range of difficulty of the class library,
 - ii) including books of the superhero, comic and activity books genre and including books of authors they know through the Accelerated Literacy Program
 - iii) making the classroom library more easily accessible, with minimum disruption to class, by having a container of books on each set of desks that children can access when they have a spare minute.
 - iv) introducing a specific time each day for personal and silent reading.

2) A specific unit of work developing students visual and textural literacy skills as well as promoting students emotional intelligence, social competency and resilience. This unit will form part of the Accelerated Literacy Program

The reason I have chosen this strategy is because of my own and other teachers observations of;

- a) the emotional and social needs of a large number of children in this class.
- b) an increasing number of refugees moving into the area and the school population.
- c) an opinion expressed by some of the children, that were surveyed, was that books can be a way of finding out about unknown people and places, that they like books that teach you about love.
- d) the large proportion of children that are separated from a parent or loved one.

- e) to continue with the positive attainments of Accelerated Literacy Program in helping children understand the techniques used by authors and illustrators to convey meaning.
- f) to connect with books on an emotional level that is relevant to their experience and meaningful to them.

Primary Objectives

Students will;

English

Value and Attitudes - develop enjoyment, confidence and independence as language users and learners.

Skills - develop competence in learning and using language in a broad range of contexts.

Knowledge - develop knowledge and understanding of texts and how texts are structured within different contexts.

(NSW Board of Studies English Syllabus K-6 2007)

Personal Development

Values and Attitudes - to develop an appreciation of, and a commitment to, a socially just way of living.

Skills - develop skills that enable them to form and maintain positive relationships.

Knowledge - develop a knowledge and understanding of ways to enhance personal and community wellbeing

(NSW Board of Studies Personal Development, Health and Physical Wellbeing Syllabus K-6 2007)

HSIE

Values and Attitudes - develop informed and responsible attitudes towards people, cultures, religions, societies, environments and learning by identifying, clarifying, analysing and evaluating their values and attitudes as well as those of others about issues and events.

Knowledge - develop knowledge and understandings about cultures in Australia and other places, their diversity and similarities and how they influence people's identities and behaviours.

Skills - develop skills in social and civic participation.

(NSW Board of Studies Human Society and its Environment Syllabus K-6 2006)

Mathematics

Values and Attitudes - appreciate mathematics as an essential and relevant part of life

Knowledge, Skills and Understanding - develop knowledge, skills and understanding in collecting, representing, analysing and

evaluating information and identifying measurement strategies.
(NSW Board of Studies Mathematics Syllabus K-6 2006)

Science

Values and Attitudes - engage in learning experiences that will enable them to develop positive and informed values and attitudes about themselves and others.

Skills - investigate natural phenomena.

Knowledge - develop their knowledge and understanding of the earth and its surroundings.

(NSW Board of Studies Science and Technology Syllabus K-6 2006)

Creative Arts

Values and Attitudes - appreciate the meanings and values that each of the artforms offer personally, culturally and as forms of communication , expression and enjoyment.

Skills - practice the skills and techniques used to communicate meaning in each of artforms.

Knowledge - recognising the roles of artists, audiences

(Based on NSW Board of Studies Creative Arts Syllabus K-6 2006)

Evaluation

Evaluation will be done in the three following ways;

- 1) 'sketch to stretch' - Students convey by pictures and words what the story means to them. This will be done in the initial stages of the unit to allow children to 'take stock' and consolidate what they know about the book before we move on to continued in-depth analysis. This will also act as a bench mark when they do this activity again at the conclusion of the unit. It is hoped that some of the students will have moved on from the 'taking stock' position (recounting a part of the story) to inquiry and perhaps even some at the interrogation or social change level. *(Leland and Harste, 2001)*
- 2) Teacher observations of students participation and questions in class discussions.
- 3) Informal questioning by teacher as to what was the best book they had read lately and why did they like it?
- 4) Completion of written tasks. Samples will be kept for portfolios and students will be given time to reflect and comment on theirs and others work both verbally and in writing.

KLA Outcomes	Strands and sub-stands	Outcomes
English	Talking and Listening	TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
	Reading	RS1.5 Makes connections between own knowledge and experiences and information in texts. RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. RS1.7 Understands that texts are constructed by people and recognises ways in which text differ according to their purpose, audience and subject matter. RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.
	Writing	WS1.9 Plans, reviews and produces a small range of simple literacy and factual texts. WS1.10 Produces texts using basic grammatical features and punctuation conventions of the text type. WS1.11 Using knowledge of sight words and letter-sound correspondence and a variety of strategies to spell familiar words. WS1.13 identifies how own text differ according to their purpose. audience and subject matter.
Mathematics	Data	DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results
	Measurement	MS1.5 Compares the duration of events using informal methods and reads clocks on the half- hour
	Position	SGS1.3 Represents the position of objects using models and drawings and describes using everyday language
PDHPE	Communicating	COS1.1 Communicates appropriately in a variety of ways.
	Decision making	DMS1.2 Recalls past experiences in making decisions.
	Interpersonal Relationships	IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.
	Growth and Development	GDS1.9 Describes the characteristics that make them both similar to others and unique.
HSIE	Change and Continuity	CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities. CCS1.2 Identifies changes and continuities in their own life and in the local community.
	Cultural	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families. CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.
	Environments	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features. ENS1.6 Demonstrates an understanding of the relationship between environments and people.
	Roles, Rights and Responsibilities	SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.
Science and Technology	Physical Phenomena	PP S1.4 Identifies and describes different ways some forms of energy are used in the community.
	The Earth and its Surrounds	ES S1.6 Identifies and describes ways in which people and other living things depend upon the Earth and its environments.
	Investigation	INV S1.7 Conducts guided investigations by observing, questioning, predicting, collecting and recording data, and suggesting possible explanations.
Creative Arts	Visual Arts	VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things. VAS1.2 Uses the forms to make artworks according to varying requirements. VAS1.3 Realises what artists do, who they are and what they make. VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.
	Drama	DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.
	Music	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.

General Classroom Organisation and Timetabling

Free Reading

Each day the students will have 15 - 20 minutes of designated free reading time. They can choose books from the class library. These books will be located on a books stand and within tubs on each set of desks. Each top will also contain a review sheet children can complete about books they have read. The completed sheets will be displayed in the classroom. These sheets can be completed during free reading time. This time may need to vary to accommodate unexpected events.

Reading for Enjoyment

Each day the students will listen to the teacher read a book. The titles read will include a variety of genre and relate to the title being studied in the Accelerated Literacy Program either by author, illustrator or theme.

Accelerated Literacy

Continuation of the accelerated Literacy Program with more cross curricula integration by focusing on a theme.

The cross curricula activities in each of the lesson sequence for 'Ziba Came on a Boat ' which follows, may be covered over a period of days. If possible have a copy of the title for each student.

See following pages for Accelerated Literacy program and cross curricula activities.

Accelerated Literacy Program and Cross Curricula Activities

Learning Sequence 1 - Emotional Intelligence

Literature - Visual Literacy (Initial Analysis)

Instruct the students to look at the cover of the story 'Ziba Came on a Boat'

- Ask: Do you think the cover is a realistic photo, painting or drawing?
Who are the characters and what are the images on the cover?
What do they tell you about the story?
Who is the character looking at?
How does that make you feel?
Are the images connected in anyway?
Can you see all of the girl's face?
What colours has the illustrator used?

Open the book to show the spread of the back and front covers.

- Ask: What do you think the illustrator is trying tell us about the sea?
What emotions do you think he is trying to convey?

Tell the students that the illustrator is Robert Ingpen. Read the information about the illustrator on the back flap

Turn to the title page.

- Ask: What do you think the colour and paint on this page look like?
Read the title, author and illustrators names.

Turn to the 1st spread

- Ask: Can you see any lines in the image that show movement?
What is the illustrator telling us?
Where are the waves in relation to the boat?
Are you looking at the boat from a distance or are you on the boat?
What can you see on the boat?
What impression, feeling do you have of the boat?

Turn to the 2nd spread

Ask: What do you see?

What are the sizes of the images and why do you think the illustrator has done this?

What colours has the illustrator used and why?

What do you think this page might be about?

Turn to the 3rd spread

Ask: Is the illustrator using a different set of colours?

Why? What is he trying to tell us?

What are the children doing?

How does this illustration make you feel?

Continue looking at each spread asking the students about what they see? Who and what is in the picture? What are the characters doing? Are you looking from a distance or do you feel close, in the picture? Where it is? What colours are being used? How do the illustration make you feel?

After going through the whole book draw the student's attention to the way that the pages alternate between the dark cool colours and warm brighter colours. How do the colours make you feel? What do you think the illustrator is trying to tell us?

Notice how the illustrations are placed to go across two pages as a spread and how this is like the spread of the sea.

Read the story.

(Sharpe, T. (2005). Practical strategies: scaffolding students' responses to picture books.)

Student complete a 'sketch to stretch' activity where they convey what the book means to them. (Leland and Harste 2001)

Personal Development, Talking and Listening

After reading the story

Ask: Were there times in the story when Ziba may have been afraid?

What were these times?

Explain that everyone gets frightened. When you feel scared it is because you feel unsafe. You realise there may be some danger.

Don't ignore these feelings. Tell someone you trust if you feel unsafe. They can help you work out if there is any real danger. Sometimes you need to be brave and face your fears.

Ask: Do you think Ziba was brave?

Read each of the following sentences and ask the children to use their bodies to show how scared they would be in each situation.

- A spider climbs up the arm of your jumper.
- You are starting at a new school.

- You have to talk at assembly to the whole school.
- You invite a classmate you don't know very well to come to your home.

Ask: How do their bodies feel or behave when they are scared?

Explain that some times we feel a little bit scared - worried or very scared - terrified. Explain the 4 levels of fear (worried, nervous, scared, terrified)

(McGrath, Noble (2003) Bounce Back Teachers Resource Book Level 1)

Writing

Students complete the Fear Ladder worksheet by pasting the words and corresponding pictures on the ladder from lowest fear to highest fear. worried - nervous - scared - terrified. Children write a sentence recounting a time they have felt each of these feelings.

(Adapted from McGrath, Noble (2003) Bounce Back Teachers Resource Book Level 1)

Music

Introduce the song The Hairy One. (Notley 2007) This is about a group of aboriginal children who have gone camping with Uncle who tells them a scary story about the Hairy One. Explain the concept of Uncle and Auntie in aboriginal culture. A person respected in the community, who shares the stories of their culture. Someone trusted by their parents and the children.

Read the children the words and show them the corresponding actions.

Listen to the song and then sing it together.

Ask: How did the children in the song feel?

Were they having fun?

How can you feel scared and happy at the same time?

Give some examples of time you felt like this?

Explain how being with people we trust can help us feel safe even in scary situations.

Ask: In the story 'Ziba Came on a Boat.' who do you think Ziba trusted and felt safe with?

Visual Arts

Ask: What happens with your voice, some time when you feel scared? Give example - on a roller coaster or when you see a spider.

Demonstrate a "magic scream" (scream with no noise) and instruct the student to do their own "magic scream". Instruct them to do it again but this time face a partner and pay attention to their face, eyes, mouth, hands

Ask: What shape was their face, eyes and mouth?

Where were their hands and what did they look like?

Show the children Edvard Munch's 'The Scream' http://en.wikipedia.org/wiki/File:The_Scream.jpg

Draw the children's attention to the shape of the face eyes, mouth, the colours used and lines in the background.

Children go back to their seats and draw and paint their own 'Scream' based on the painting and their own observations.

Technique: Sketch with pencil a large oval which takes up most of the page for the face.
Add the eyes and mouth as large ovals. Nose is best kept simple as two dots as in Munch's painting.
Draw the neck shoulders and hands.
Some children will want to include hair but remind them that we want to convey the feeling that someone is scared, so long hairy with pretty ribbons might not be appropriate.
When the sketch is finished trace in black oil pastel and colour the dots for the nose and pupils of eyes black.
Roughly colour all the background with blue, yellow, green and purple oil pastels.
Use orange, brown, red acrylic paint to paint the background
While still wet use the back of the paint brush to scrape off some of the paint and create the lines.
Add a small amount of one of these colours to create a skin colour and paint the face and body.
Leave the eyes white.

Science

Ask: What did Ziba come on?

What was the boat like?

Were there lots of people on it? Re-state their answer "So it was crowded?"

Children use origami to make a paper boat that floats.

Students estimate how many marbles they can put in the boat before it sinks.

Working in pairs using one boat they test their estimation and record the answer.

Then working in pairs using the other boat put a half the quantity of marble in so that the boat still floats.

Predict what will happens when you use your hand to make waves. Record your prediction.

They make waves to test the prediction. Record their answer.

Story

Sheila Rae the Brave (Henkes 1996)

Sheila Rae is not afraid of anything but when she becomes lost on the way home from school, it is her "scaredy cat" sister, Louise, who helps her and the girls find they can both be brave. A book about bravery and sibling love.

Lesson Sequence 2 - Social Competency

Literature - Textual Elements (Initial Analysis)

Read the 1st spread.

Ask: What words indicate the action of the sea and boat? (rose and fell)
Why does the author repeat these words?

Before reading the 2nd spread explain that the author has used a simile on this page. Similes explain how one object is like another object.
After reading.

Ask: What was the simile.
What is the author comparing (Ziba's memories and the sea)
What does it tell us about how Ziba's memories were coming back to her
What is Ziba remembering?
Are these memories happy?
What words help us to know this? (laughter, gentle)

Read the 3rd, 4th and 5th spread. Explain that these pages continue to tell us about Ziba's memories.

Ask: What words identify her memories as happy? (cool, warmth, rich, smooth)
What do these pages tell us about Ziba's life at home? (children, sheep, cool, mountains, stream, mud brick house, aunties, flatbread, tander, loom, rug)
Can they identify the simile used on the 5th spread?
How does this reminds us that these are memories and Ziba is still on the boat?

Read the 6th spread. Explain that these pages bring our attention back to the boat and sea through the use of colour, images and the using the word 'drift'

Ask: What does this word tell us about the sea, boat and also Ziba's thoughts?
Who is Ziba thinking about now?

Read the 7th spread.

Ask: What words does the author use to tell us about Ziba's father? (strength, peaceful)
What else do we learn about her father?

Read the 8th spread. Explain that again the author is bringing our attention back to the boat and sea through the use of colour, images and words.

Ask: What words tell us about the sea? (swirling)
How does the sea remind Ziba of home?

Read the 9th spread

Ask: How have Ziba's memories changes?

What words does the author use to tell us that these memories are not as happy as her other memories? (longer, shadow, creep, darkness, hid)

What is Ziba doing?

Why do you think she can no longer attend school? (too dangerous. Also explain that girls are not encourage or allowed to attend school in some countries)

Do you think this is fair? Why or Why not?

Read the 10th spread. Again the author draws our attention back to the sea and boat and how this reflects Ziba's memories.

Ask: What words tell us about the sea? (roaring, thrashing)

What words tell us how Ziba is feeling?(fearful, sad)

Before reading the 11th spread Explain how the events conveyed on these pages are the major complication or climax to the story. They are what changes Ziba's life.

After reading.

Ask: What do you think happened in Ziba's village?

What words tell us what happened? (gunfire, angry, madness all indicate war)

What was Ziba doing? (clutching her mother hand, running)

What word tell us that Ziba and her mother had to leave their village quickly? (ran)

What words tell us that the journey was long? (on and on, far away)

Where do you think Ziba and her mum were running to?

Are they still on that journey looking for safety?

Remind the students about the parcels we sent to the Australian solders in Afghanistan for ANZAC day.

Ask: Could Ziba live in Afghanistan? Why or Why not?

Explain that the Australian solders are there to try and help the people not hurt them. Just like Ziba we don't really know who was responsible for the gunfire in her town or why it happened.

Read the rest of the story uninterrupted.

(Sharpe, T. (2005). Practical strategies: scaffolding students' responses to picture books.)

Writing

Reread a simile from the story. Remind students that a simile compares one thing to another by telling how they are alike or the same.

A simile will use the word 'like' or 'as' but not both.

Do two example on the white board. before the students write their own.

The cockatoos at Mrs Searle house are as noisy as a motorbike.

Mrs Searle runs like a tortoise.

Use a pro-forma to help the students write a simile about their pet or themselves.

After correcting they publish the simile with a picture that shows the comparison.

HSIE

Locate Afghanistan on a map. Look at the pages in the book that tell us about Ziba's home life in Afghanistan.

Ask: How are they similar and different to your home? Use the following headings to assist the children - home, family, helping our family, work, appearance, feelings

What type of power are they using to cook with, give light? (fire)

Brainstorm and record the ideas.

Use a green and red apple discuss how they are different on the outside but both are apples. Cut the apples to show how they are the same on the inside. Explain that this is the same as people. We may come from different countries, look different, do somethings differently or feel different about somethings but we are still all people. These differences are good. It is interesting and we can learn new things from other people. It's OK to be different?

Students return to their desk and draw an animal picture. They then discuss with a partner how their pictures are alike and different.

(McGrath 2003)

Students take a note home to parents asking them to write their country of birth. This will be collated and analysed in a future maths lesson

Maths

Ask: Do you think Ziba's journey would have taken a long time or a short time?

How long do you think it would take?

What would take the longest, eating dinner or washing your hands? Give the children a number of other example to compare.

What is longest a year or a month? A week or a day? A minute or an hour?

Instruct the students to sit still for 1 minute. Have a timer in a position visible to the class.

Do the Studyladder duration of time activity together as a class.

<http://www.studyladder.com.au/resources/teacher/mathematics/activity/3271?retUrl=%2Fresources%2Fteacher%2Fmathematics%2Ftopic%2Ftime-454%23sg-1454>

Students complete a worksheet. They may need assistance to read the words.

Music

Share this Youtube video with the class of Afghan children singing and dancing to a rhyme

<http://www.youtube.com/watch?v=IjcnbO8t2x0>

Afghan children singing an Alphabet Song

<http://www.youtube.com/watch?NR=1&feature=endscreen&v=MCpnbJImBE8>

Learn the English translation in the AFGHAN CHILDREN'S SONGBOOK (Pascale 2008) and sing along with the CD.

<http://www.afghansongbook.org/index.html>.

Story

From My Side Being a Child (Chad, Kogan 2008)

This book shows children from different countries and cultures doing different everyday things

Ask: Is this book fiction or fact?

Discuss these pictures with the class.

Pages 10 & 11 being with mum- children from Thailand, Kenya, India, China

Pages 18 & 19 jumping and climbing - children from England, Nepal, South Korea, Myanmar

Pages 60 & 61 playing - children from Cambodia, Kenya, Thailand,

Pages 72 & 73 painting - children from Mexico, China, Philippines, Myanmar

Pages 80 & 81 role play - children from USA, Kenya, UAE, China,

Pages 102 & 103 helping each other - children from Nepal, Myanmar, Mexico, Kenya, USA

Pages 112 , 113, 114, 115 resting - children from USA, China, Canada, Philippines, Myanmar, Kenya

Lesson Sequence 3 - Resilience and Separation

Literature

Read the 6th spread to the class. Remind the students how the illustrator brings our attention back to the boat through the use of colour and images.

Ask: What does the word 'drift' tell us about the sea and about Ziba's thoughts?

What time of the day is it?

How does the illustrator convey this?

Read the 7th spread.

Ask: What do the colours and images tell us about Ziba and her father?

What do the words 'strength' and 'peaceful' tell us about Ziba's father.

What else do we learn about her father? (stories, poems, bird)

Draw students attention to the illustrator's use of light and shadow

Ask: What do they tell you about how Ziba and her father feel about each other?

What words also give us a sense of warmth, love and comfort?

Read the next 3 spreads without interruption.

Before you read the 11th spread, remind the children that this part of the book tells us about the major complication or climax of the story and this is when Ziba's life changes a lot.

Ask: What hasn't the author told us?

What do you think may have happened to Ziba's father?

Do you think Ziba will see her father again?

How would she be feeling?

Read the 12th spread.

Ask: Where are we? (boat)

Ziba's memories have left feelings of fear. What word does the author use to tell us that? (shiver)

But Ziba finds comfort.

Ask: Who from and how?

How does the author tell us this? (huddles close to her mother, her eyes are full of hope and her lullaby sweet).

How does the illustrator tell us that? (colour, position of characters, facial expressions)

Are we viewing this scene from a distance or up close? (close)

Explain that this makes it more personal. We can see the people's faces. It is no longer just a boat on the ocean but people and we know two of them.

Ask: Who may have helped Ziba's mother?

Do you think Ziba's happy memories of her home and her father could help her to feel better?
(Sharpe, T. (2005). Practical strategies: scaffolding students' responses to picture books.)

Personal Development - Memories

Explain that memories can last forever and happy memories can help us cancel out or soften memories of sad or unpleasant events. Thinking of them can make us feel better. Ask the students to share with the class some of their happy memories.

Students draw and write a sentence about a happy memory which will be compiled into a class book

Song

Learn and sing the song My Favorite Things from The Sound of Music

This is a good Youtube rendition of the song, once you get past the advertisement, with images that help make meaning of the words.

<http://www.youtube.com/watch?v=dw2VX5wQYQg>

Spelling and Grammar - Tense

Explain that when Ziba is remembering she is recalling something that happened in the past.

When we want to show this with words we add 'ed' to verbs. This is called tense. Remember verbs are action words

We can have a past tense - something that has already happened, a present tense - something that is happening now and a future tense - something that will happen.

We add 'ed' to a verb to form the past tense.

Ask: What is the past tense of these verbs? (jump laugh, help, play)

Sometimes we change the whole word to make the past tense.

Ask: What would be the past tense of these words? (make, run, sing, feel)

We add 'ing' to verbs to form the present

Ask: What would the present tense be of the same words?(jump laugh, help, play)

We can also add 's' to a word to make the present tense. It depends on how we use the word in a sentence.

We can say, He jumps or He is jumping

Complete the worksheet changing verbs to past tense

Include some words incorporating past and present tense in the children's weekly spelling lists.

Include the interactive computer activity on Studyladder as a reading group activity.

<http://www.studyladder.com.au/resources/teacher/literacy/topic/spelling-and-vocabulary-3>

Personal Development - Other people can help.

Review with the class who may have helped Ziba and her mum.

Ask: Why does it help to talk to others when we feel sad? (They may have more experience, can help you do a reality check and see if you have got things right, see things from a different perspective, give some suggestions, you find out that you are not the only one that can feel sad, show they care)

Ask: Have you ever felt bad about something and then felt better when you told someone about it?

Make a class list of trusted people they could talk to. i.e. parent, teacher, grandparent, friend, older sibling

Complete worksheet - Talking to people who can help us. (McGrath, Noble 2003)

Story

Sam's Sunday Dad (Wild 1999)

A little boy with separated parents counts the hours, minutes and seconds until Sunday when he will see his father and be able to tell him about all the things that happened to him during the week.

HSIE

Talk about how we can't always see or be with a person we care about. This may have happened in their family. Sometimes we can't do anything about it for different reasons such as:

- adults in your family have made a decision
- judges have made a decision
- people live a long way away

Sometimes we just have to accept things that we can't change and get on with our lives and be happy, just like Sam.

Ask: Can they give examples of things they just have had to put up with even though they don't like it.

(McGrath, Noble 2003)

Song

We Can Bounce Back - Sung to Frere Jacques

(McGrath, Noble 2003)

Lesson Sequence 4 - Social Competency, Refugees and Empathy

Literacy

Read the information related to refugees on the front and back flaps of the dust jacket.

Explain to the class that refugees are people who escaped from their country to another country, usually because of war.

Ask: Do you think that is what Ziba was doing with her mother?

Explain that only a small number of refugees come to Australia by boat, most come by plane. Those that come by boat are often referred to as 'boat people' They may have heard this term used on the news.

Explain that coming to Australia by boat can be very dangerous as the boats are often overcrowded and old. Australia is a long way away from other countries and the sea can be very rough.

Ask: Was this true for Ziba?

Before reading the story to the students again ask them to put their hand up if they hear a word or see an image that tells them about the danger or would show that Ziba may be a refugee.

Ask: From whose point of view is the story written?

After reading the story explain that for most of the story we are looking at the boat from a distance.

Ask: When does the illustrator put us in the boat?

What can we see about the people in the boat now?

How does this relate to the text on that page?

Maths

Prepare a graph, minus the data, from the student's information in relation to the parents country of birth

Explain that not all people that come from another country to Australia are refugees. Some of our parents came from other countries. Some may have come as refugees but lots didn't.

Direct each student to come out and put a sticky dot on the graph as you call out their name and read the country their parents came from. Include Australia.

Explain that we can interpret or understand the information that the graph gives by answering questions.

Ask: How many of our parents come from each country on the graph

What country do most of our parents come from?

What country has the least number?

Do any countries have the same?

How many of our parents come from a country other than Australia?

Display the graph in the classroom

Joint Writing Activity

Explain that you have arranged for someone who came to Australia as a refugee to come and visit our class. They may or may not have come from the Afghanistan like Ziba.

Ask: What questions do you think we should ask them? Make a class list of the questions .

Arrange the visit through your local refugee association.

Individual Writing Activity

Look at the cover

Ask: How have the title and author's name been written?

Why do you think the author has written them in a 'wave' shape?

Write the following words on the board as picture words - wave (in the shape of a wave), hairy (covered in hair), garden (with flowers growing out of the letters).

Give the students a worksheet that includes these 3 examples and space to write the following words as picture words.(tiny, thin, wide, mountain, smile, sad.)

Empathy Activity

Use two shoe boxes and cut off 1/2 of the lid of each shoe boxes off to form two shoes. Paint them to look like a pair of colourful empathy shoes.

Sit the children in a circle and put the shoes in the middle.

Ask: How do we understand how someone else might be feeling? (Look at their faces; listen to their voice; ask them; remember how we felt when the same or a similar thing happened to us)

Invite the students to think about what it is like to be in someone else's shoes.

Ask: How you would feel if you were them? How would they look and act?

For each of the following situations ask for a volunteer to come and stand in the shoes and share how they are feeling and if they have had any similar experiences or feelings that helped them to understand how someone might feel.

- A person whose pet is run over
- Someone who took a friend's dog for a walk and lost it.
- A mum or dad who spent a long time cooking dinner and no one said they liked it.
- Someone traveling in a plane for the first time.
- Ziba on the boat when it is windy
- A student who forgot their costume for a dress up day at school
- A student who arrives at a new school.
- A student who has no one to play with at lunch and recess.
- Ziba listening to her father's stories

(Adapted from McGrath 2003)

Visit from a refugee

If possible see if you can arrange for someone to visit who came to Australia as a child refugee.

Before their visit give them the class set of questions to assist them in their talk.

Make sure one of the questions is about how they felt when they first came to school in Australia.

Let them know that your aim is to help your students develop empathy and understanding of the difficulties a refugee child may face when coming to a strange country and develop strategies for assisting any in our school.

HSIE - Helping Others

Remind the children about our visit from a refugee. Recap as to how she felt when starting school

Ask: How did others help her?

How could we help someone who is new to our school?

If they need assistance prompt by using the following questions.

Ask: How can we help someone in our class who is feeling sick, lost their pencil, feels embarrassed because they couldn't read well, or isn't invited to a party.

How can you help if you see someone in the playground crying, or someone who has no one to play with?

How can we help a friend who is upset because his parents had an argument, or mum or dad was angry with them?

Make a class list of responses.

Art

Using the responses from the HSIE on helping other students create posters to illustrate on way they can help others.

They could use either drawing and painting or a computer program to create individual posters or they could create a class powerpoint presentation.

Story

The Color of Home (Hoffman 2002)

This remarkably moving picture book follows first-grader Hassan through his first few days at school. Hassan has only recently arrived in the United States after he and his family were forced to flee Somalia, and he deeply misses the colorful landscape of his former home in Africa. But with the help of his parents, an understanding teacher, and a school art project, Hassan finds that by painting a picture of his old home and sharing his story, his homesickness and the trauma of leaving a war-torn country are lessened. He finds that there are many things to like about his new home in America

Lesson Sequence 5 - Resilience and Hope

Literature

Turn to the 12th spread.

Ask: What do you remember from this page? (Extent of revision will depend on their answers.)

Remind the children that the illustrator has now placed us, as the viewer, in the boat.

Read the page.

Ask: What is Ziba's facial expression? Why?

Read the 13th spread. Explain that Ziba is no longer remembering. She is dreaming.

Ask: Are her dreams happy?

What words tell us this? (warm, cosy, smiling, welcomed, without fear, free, learn, laugh, dance.)

How does the illustrator tell us that she is happy? (colours, facial expressions, position of Ziba in relation to others)

Read 14th spread. Explain that the author has used a word from another language 'azadi'. The word is used in many arabic speaking countries like Iran and Afghanistan and means freedom.

Ask: Where do you think Ziba and her mother are looking?

What do you think might be in their thoughts?

We call this type of thought for the future, hope.

Read the 14th spread.

Ask: What do you see? (boat and sea)

Are we looking at the picture from a distance or close up?

Have you seen this picture before? (same as 1st spread)

Are the words similar?

Why do you think the author and illustrator have repeated this? (Remind us that that the journey is not finished)

Does the story tell us where Ziba and her mother were going?

Do we know if they made it?

Writing

Remind the students how we learnt about changing the tense of a verb by adding 'ed' or 'ing' and how sometimes the whole word changes.

Give the students a worksheet containing 2 passages from the book Ziba 'Came on a Boat'

Instruct the children to circle red those words that use the past tense and blue those word that use the present tense.

Write sentences to explain why the author has used different tenses for the different passages. (Passage 1 tells us about Ziba's memories of the past and passage 2 tells us about her present dreams for the future.

Visual Arts

Instruct student to fold a piece of art paper in half along the longest edge.

On one half they sketch a memory from Ziba's past. On the other side they sketch a dream for Ziba's future.

Student then trace with oil pastels and then paint with water colour pallet paints. (These painting will form part of a class mural)

Repeat this above activity but this time have students paint a memory from their past and a hope they have for the future.

PD and Talking and Listening

Ask: Have you ever seen a rainbow?

What do you know about rainbows?

Does any one know the colours that are in a rainbow and what order they are in? (red, orange,yellow, green, blue, indigo, violet)

Explain that many people think of a rainbow as a symbol of hope.

Ask: What do you think hope is?

Why do you think people feel rainbows make you feel hopeful? (They signal that the rain is probably over and the sun will come out soon)

How can this help us when we feel sound? (Reminds us that sad times don't last forever and we will feel happy again soon)

Display the poster Rainbow Connection (King) and incorporate the meditation for children strategy in to classroom practice.

See resources.

Music

Learn and sing the song 'I Can Sing a Rainbow, from ABC CD It's Play School

Visual Arts

Children paint a scene where the dominate feature is a rainbow.

Alternatively children can draw a rainbow scene in KidPix

Story

You, Me and the Rainbow (King 2005)

Have you ever been wrapped in a rainbow? Mariah has. Every night her mother wraps her in the colours of the rainbow and together they enter an enchanting world of ducklings, dolphins, tiny frogs, tasty cherries, sunsets, twinkling stars and violets. This book has been a source of comfort and hope for thousands of children.

Science

Show children how you can make a rainbow by partially submerging a mirror in a bowl of water and a good source of sunlight. Set up this activity using a water trough into a afternoon free time session.

Final Lesson Sequence - Evaluation

Literature

Explain to the students that this will be the last time we read this story together as a class but we will keep a copy of it in our class library so they can read it in their free reading time. I am going to read it right through from the beginning without stopping so we can just enjoy the story.

Read the story

Student return to their desk and complete a evaluation worksheet consisting of a comprehension activity and a 'sketch to stretch' activity.

Visual Arts

Class mural

Draw a large boat, and get a group of students to paint it.

Using large sheets of butchers paper draw the sea with lots of waves, partial land to represent Afghanistan and another land. get students to paint these.

Place Afghanistan on the left , other land mass on the right, the sea joining both of them and the boat on the sea, add clouds and sun at one end and moon and stars at the other end.

Cut the student's art work that they did previously on memories and hopes and place the memories on the Afghanistan side and the hopes on the other side to finish the display.

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The Color of Home (Hoffman 2002)

Can Sing a Rainbow, from ABC CD It's Play School

You, Me and the Rainbow (King 2005)

Resources

Learning Sequence 1

McGrath, H. and Noble, T. (2003) Bounce Back Teachers Resource Book Lower Primary Level 1. Port Melbourne, Australia. Pearson
Fear Ladder Blackline Master 4.1 page127

Notley, W. (2007). Happy to Be Me. Clayton, Victoria. Blake Education. Pgs 40 - 44

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Origami Paper Boat that Floats sourced from http://www.post1.net/biow/entry/origami_paper_boat_that_floats_on_water

Lesson Sequence 2

Simile planning sheet

Name: _____

Simile Planning Sheet

Subject (character or thing)	Mrs Searle	
Action (verb)	runs	
as or like	like	
Comparison (what you are comparing the subject to.)	a tortoise.	

We can draw differently

McGrath, H. and Noble, T. (2003) Bounce Back Teachers Resource Book Lower Primary Level 1. Port Melbourne, Australia. Pearson page 21

Studyladder Pty Ltd. (2012). Duration of time activities retrieved from www.studyladder.com.au

<http://www.studyladder.com.au/resources/teacher/mathematics/activity/3271?retUrl=%2Fresources%2Fteacher%2Fmathematics%2Ftopic%2Ftime-454%23sg-1454>

Duration of time worksheet

Circle the best time estimate.



Brushing teeth

5 minutes or 1 hour



Sleeping

1 year or 8 hours



Painting a picture

1 day or 1 hour



Skipping

10 minutes or 10 hours



Eating dinner

1 hour or 15 minutes



Reading a book

1 month or 1 hour



Drinking a glass of water

1 minute or 2 hours



Playing a computer game

1 week or 1 hour

Afghan Children Singing

Kaacemy, V. (2009) qoo qoo qoo barg-e Chenar-Montessori Rhyme. Retrieved from YouTube

<http://www.youtube.com/watch?v=IJcnbO8t2x0>

Kaacemy, V. (2009) Alphabet Song. Retrieved from YouTube

<http://www.youtube.com/watch?NR=1&feature=endscreen&v=MCpnbJImBE8>

Lesson Sequence 3

My Favorite Things

Hammerstein, O. (2006) My Favorite Things. Retrieved from YouTube <http://www.youtube.com/watch?v=dw2VX5wQYQg>

Lyrics by Oscar Hammerstein II | Music by Richard Rodgers

Raindrops on roses and whiskers on kittens;
Bright copper kettles and warm woolen mittens;
Brown paper packages tied up with strings;
These are a few of my favorite things.

Cream-colored ponies and crisp apple strudels;
Doorbells and sleigh bells and schnitzel with noodles;
Wild geese that fly with the moon on their wings;
These are a few of my favorite things.


Girls in white dresses with blue satin sashes;
Snowflakes that stay on my nose and eyelashes;
Silver-white winters that melt into springs;
These are a few of my favorite things.

When the dog bites,
When the bee stings,
When I'm feeling sad,
I simply remember my favorite things,
And then I don't feel so bad.

Tense

Studyladder Pty Ltd. (2012). Activity on past and present tense. Retrieved from www.studyladder.com.au

<http://www.studyladder.com.au/resources/teacher/literacy/topic/spelling-and-vocabulary-3>

Name: _____	Da _____	Print
<h1>Spelling Rules</h1> <p>Add <i>ed</i>, <i>s</i> or <i>ing</i> to a base word to make new words.</p> <p>example: jump jumped, jumping, jumps</p> 		
<p>Add <i>ing</i> or <i>s</i> to make new words for each base word.</p> <p>jump _____ lift _____</p> <p>play _____ sleep _____</p> <p>work _____ kick _____</p> <p>pull _____ watch _____</p>		
<p>Add <i>ed</i> to make the <i>past tense</i> of these words.</p> <p>jump _____ pull _____</p> <p>play _____ kick _____</p> <p>work _____ watch _____</p>		
<p>Do not add <i>ed</i> for <i>past tense</i> in these words. Do you know the correct word?</p> <p>read _____ say _____</p> <p>sleep _____ drink _____</p>		
<p>© www.studyadder.com.au</p>		

Talking to People Who Can Help Us

McGrath, H. and Noble, T. (2003) Bounce Back Teachers Resource Book Lower Primary Level 1. Port Melbourne, Australia. Pearson Blackline Master 3.1 Page 99

Song

We Can Bounce Back

McGrath, H. and Noble, T. (2003) Bounce Back Teachers Resource Book Lower Primary Level 1. Port Melbourne, Australia. Pearson Page 92

Lesson Sequence 4

Picture Words

Cicciarella, J et al (2009) Early Finishes: Independent Activities to Reinforce Basic Skills. Greenwood WA. R.I.C Publications

Getting creative

Picture words - 1

Look at the word **hairy**. It is written with special letters to show its meaning. Using special letters, write the words below to show the meaning of each word.

HAIRY

tiny	thin
mountain	wide
smile	sad

Evaluation Worksheet

Name _____

Date _____

Evaluation Worksheet for Ziba Came on a Boat

Use the following word to fill in the gaps.

boat, helped, mum, father, angry, close, hope, water, happy, school, cousins, scared

Ziba came on a _____. She remembered splashing her _____ as they collected _____. She _____ her aunties cook flatbread. She saw her _____ weaving a colourful rug. Her _____ told her stories and she was _____.

Things began to change and she couldn't go to _____. She heard gunfire and _____ voices and was _____. Her memories frightened her but now she was on a boat huddled _____ to her mum and she has _____ for the future.

Draw a picture and write a sentence to tell what this story means to you.