# Possum Magic by Mem Fox

## Unit of Work

**Year 1**

**Theme - Belonging**

*(English, Geography, Drama)*

<table>
<thead>
<tr>
<th>Concept</th>
<th>Belonging</th>
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</thead>
</table>
| **Texts**     | Possum Magic – Mem Fox  
Miss Lily’s Fabulous Pink Feather Boa – Margaret Wild  
Gordon’s Got a Snookie – Lisa Shanahan  
Fox – Margarete Wild and Ron Brooks  
Hunwick’s Egg – Mem Fox |
| **Links**     | Geography – Features of Places  
Spelling Program  
Handwriting  
Creative and Critical Thinking  
Super Six Comprehension |
| **Assessment**| Literacy Continuum  
Comprehension  
Vocabulary  
Narratives  
Procedure |

<table>
<thead>
<tr>
<th>Observations</th>
<th>Goals</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Reading too quickly</td>
<td>Fluency</td>
<td>Adjust and apply different reading rates to match texts, phrasing, use punctuation</td>
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<tr>
<td>Leaving off ends of words</td>
<td>Accuracy</td>
<td>Cross checking, chunk letters together</td>
</tr>
<tr>
<td>Little expression, lacks prosody and omits punctuation</td>
<td>Fluency</td>
<td>Phrasing, using punctuation, voracious reading</td>
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<tr>
<td>Can’t remember what was read</td>
<td>Comprehension</td>
<td>Retell or summarise, visualise, determine importance using theme, main ideas and supporting details</td>
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<tr>
<td>Can comprehend literally but can’t read between the lines</td>
<td>Comprehension</td>
<td>Infer and support with evidence, ask questions while reading, predict what will happen, use text to confirm</td>
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<tr>
<td>Doesn’t remember details from non-fiction</td>
<td>Comprehension</td>
<td>Use text features, determine and analyze author’s purpose and support with text</td>
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<tr>
<td>Doesn’t understand the text because does not understand key words</td>
<td>Expand Vocabulary</td>
<td>Tune in to interesting words, reread to clarify the meaning of a word, ask someone to define the word for you</td>
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### Outcomes

#### READING AND VIEWING
**EN1-4A** draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.

**EN1-8B** recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

#### SPEAKING AND LISTENING
**EN1-1A** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

**EN1-6B** recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.

#### WRITING AND REPRESENTING
**EN1-2A** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

**EN1-7B** identifies how language use in their own writing differs according to their purpose, audience and subject matter.

#### GRAMMAR, PUNCTUATION & VOCAB
**EN1-9B** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.

#### SPELLING
**EN1-5A** uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words.

#### THINKING IMAGINATIVELY AND CREATIVELY
**EN1-10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

#### EXPRESSING THEMSELVES
**EN1-11D** responds to and composes a range of texts about familiar aspects of the world and their own experiences.

#### REFLECTING ON LEARNING
**EN1-12E** identifies and discusses aspects of their own and others’ learning.

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### Geography Outcomes: Features of Places
- Describes features of places and the connections people have with places
- Identifies ways in which people interact with and care for places
- Communicates geographical information and uses geographical tools for inquiry

#### Weather and seasons
**Investigate the weather and seasons of place e.g.**
- Description of daily and seasonal weather patterns of a familiar place
- Comparison of the daily and seasonal weather patterns of a familiar place
- Examination of how different cultural groups describe weather and seasons
- Discussion of how weather can affect places and activities

#### How places are organised:
- Investigate activities that occur within places
- Discussion of why and how the spaces within places can be rearranged for different purposes
- Examination of why various activities in an area are located where they are

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Kate Moi & Bronwyn Owen Marie Bashir Public School
<table>
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<tr>
<th>NARRATIVE</th>
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<tr>
<td>SOCIAL PURPOSE</td>
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<tr>
<td>Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behaviour that are generally highly valued.</td>
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<td>- Orientation — this stage ‘alerts’ the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.</td>
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<td>- Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters, eg a visit to a deserted house becomes a serious problem for the narrator when he finds himself locked in a house where there is no handle to the door. The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed, eg ‘I was terrified when the door slammed shut. How was I going to get out? There was no handle on the inside and nobody knew where I was. My heart was racing and I felt sick with fear as I banged on the door’.</td>
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<tr>
<td>- Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.</td>
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<td>- Coda — this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.</td>
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**PROCEDURE**

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<th>STRUCTURE</th>
<th>GRAMMAR</th>
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| Procedures tell how to do something. This might include instructions on how to carry out a task or play a game, more complicated procedures involving several phases, directions for getting to a place, and rules of behaviour. | Procedures are usually organised to include:  
- the goal of the activity;  
- any materials needed in achieving the goal;  
- steps needed to accomplish the goal.  

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure. | Common grammatical patterns of a procedure include:  
- the use of commands (imperative form of the verb), eg ‘put’, ‘don’t mix’;  
- the use of action verbs, eg ‘turn’, ‘pick up’, ‘don’t run’;  
- the use of precise vocabulary, eg ‘whisk’, ‘lukewarm’;  
- the use of connectives to sequence the action in time, eg ‘then’, ‘while’;  
- the use of adverbials to express details of time and place, manner, and so on, eg ‘for five minutes’, ‘2 centimetres from the top’, ‘carefully’. |

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**ASSESSMENT**

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<th>ASSESSMENT FOR LEARNING</th>
<th>ASSESSMENT AS LEARNING</th>
<th>ASSESSMENT OF LEARNING</th>
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| * Teacher feedback on learning activities, with future directions and areas of need identified and clearly communicated to the student.  
* Anecdotal records  
* Comments or notations  
* Marks and grades | * Self assessment of writing tasks, including assessment of handwriting style of key letters covered and the use and correct spelling of -at words (individually and as a base word) and high frequency words from texts. Identify skills that need further practise.  
* Peer assessment  
* Questioning  
* Skill practise | * Complete chart identifying similarities and differences of characters in a variety of texts covered.  
* Identification of the language types used in literary, factual and visual texts to characterise a wombat.  
* Tasks graded based on set criteria, eg handwriting  
* Student achievement based on outcomes  
* Student achievement based on set goals  
* A Stage 1 Assessment will be conducted at the beginning, mid and end of Term 3 on the given text type to gauge students’ abilities and compare across Stage 1/Year1. A structured rubric will be used for marking attached to this program.  
* Student achievement based on set goals |
## WEEKS 1 – 6 NARRATIVE

### SPEAKING & LISTENING & DRAMA (EMBEDDED)

#### SPEAKING AND LISTENING

**Knee to Knee:**
Students discuss predictions with one another and try to justify it.

**I am learning to put myself in the shoes of the characters in Possum Magic**

**I can pretend to be a character and explain how I am feeling.**

#### DRAMA:

**Tap in:**
Walk around in character – pretend you are Hush. Students walk around the room silently. Teacher rings a bell and taps some students on the shoulder. Students explain what they are doing and how they are feeling.

**I am learning to predict what may happen next in Possum Magic by Mem Fox**

**I can predict a plausible event.**

### READING

**READING – ENJOYMENT**

Predicting – Introduce the Super Six Strategy (Predicting)

- Before reading
  - Read title and look at illustrations. Discuss the cover. Model think alouds “I wonder why…” etc.
  - Discuss the illustrations on front cover (Knee to Knee)
- During reading
  - Students list unknown/difficult words on post-its
  - Discuss ‘I wonders…’ with partners. List them.
- After reading
  - Discuss difficult words.
  - Respond to their previous ‘I wonders…’ and see if they were correct.
  - Hush – character crystal ball (What will happen in the future)

#### DRAW ON STUDENTS’ BACKGROUND KNOWLEDGE OF AUSTRALIA (STATES AND CAPITAL CITIES, POSSUMS AND OTHER AUSTRALIAN ANIMALS, AUSTRALIAN FOODS)

Brainstorm keywords needed to create a bank of vocabulary (should be displayed on the wall for the duration of the unit)

**LINK TO GEOGRAPHY (MAP GRANDMA POSS AND HUSH’S TREK AROUND AUSTRALIA) CREATE A MAP, AS YOU GO, ADD TO THE MAP.**

Add food and introduce students to each food. Students can try minties, lamingtons, vegemite etc. (Be careful of allergies and always check before handing out food)

### WRITING & REPRESENTING

**WRITING POSSUM MAGIC FOR STRUCTURE –**

Set up 3 seats. Name the seats ‘orientation, complication and resolution’. Pick a child to move when it hits complication or resolution. Demonstrate the different features of each part.

**I am learning to use adjectives to describe nouns.**

**I can use adjectives from the wall. I can use adjectives**

**INTRODUCING NARRATIVES**

- **(Modelled)** Explain the purpose of ‘adjectives’ and ‘noun groups’ and the way they can create vivid images in our minds. Have sentences prepared from ‘Possum Magic’ so students can highlight adjectives and noun groups. Jointly construct sentences with adjectives and noun groups.

- **(Guided)** Use graphic organizer to list words that will be used in student’s writing.

- **(Independent)** Write a description of one of Possum Magic characters.

**Modelled – Brainstorm adventures with the class. Discuss plausible ideas. Discuss ridiculous ideas and how they aren’t suitable.**

**Guided – Jointly construct an adventure that Hush might have while invisible.**

**Independent – Come up with two or three ideas and write them down. (Perfect sentences!) Because she couldn’t be seen she could tickle old wombat.**

**Fill in sentence for a given animal – Hush will _____ the _____.**

### REFLECTION/ASSESSMENT

**WRITING A RETELL OF POSSUM MAGIC**

(Throughout retell make a list of action verbs, words that express attitude and feeling and keep them up around the room.)

After oral retell: Give students images of Possum Magic. Students put them into order and write a sentence using time connectives for each part.

**Orientation**

Look closely at the orientation of the story. What does it
Focus on how orientation and complication are developed. Introduce the Super Six Strategy – Summarising.

Before reading
- Review vocab and use a graphic organiser to discuss the components of a narrative (orientation/complication/resolution)

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<th>Beginning</th>
<th>Middle</th>
<th>End</th>
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During reading
- Reread text and stop after orientation, complication and resolution. With partners, describe details for each section. Report back with ideas. Refer to graphic organiser and complete.

After reading
- review the graphic organiser and consider if the main details have been listed.

Cut up narrative into sentence strips into Orientation, Complication and Resolution.

I can remember the important details from a story.

READING FOR PURPOSE (VISUALISING)
I am learning to use the visualising strategy.

I can make pictures in my mind to understand what I am reading.

Discuss the author’s purpose. What did the author want you to learn? How has this been done? Discuss the reasons for the author’s use of certain words that indicate ‘belonging’. Why has the author used those words? What is the role of illustrations in books? How do they contribute and extend meaning?

During reading (Visualising)
- Review the text and identify sentences that use descriptive language. With partners, discuss the message in using these sentences. Read sentences with these words.
- Students close their eyes and make a picture in their mind.

After reading
- What method did the author use to get their message across? What are examples of the language that they used to do this? Illustrate the most vivid picture in their mind from the story that represents belonging.

contain? When, where and who. It also uses the past tense. List these things on butchers paper to put up around the classroom. Discuss what was the author's purpose in writing the orientation?

Modelled: (read the orientation of Possum Magic)
Guided: begin to jointly construct the orientation of Possum Magic on the board with the class.
Independent: Students finish the retell of the orientation.

Complication
Look closely at the complication in the story. What is the problem? Why is it a problem? How does this make the reader/audience feel? List on butchers paper what a complication or problem is. Discuss what was the author’s purpose in writing the complication?

Modelled: (read the complication in Possum Magic)
Guided: begin to jointly construct the complication of Possum Magic on the board with the class.
Independent: Students finish the retell of the complication.

Resolution
Look closely at the resolution in the story. What happens? Who’s problem is solved? How do the characters feel? List on butchers paper what a resolution should contain. Discuss what was the author’s purpose in writing the resolution?

Modelled: (read the resolution in Possum Magic)
Guided: begin to jointly construct the resolution of Possum Magic on the board with the class.
Independent: Students finish the retell of the complication.

I am learning to write an orientation.

I can include who, when, where and what.

I am learning to use time connectives in my writing.

I can use words like then, after that, next in my writing.

WRITING
Write a simple sentence. Increase complexity of sentence by adding adjectives or adverbs and use commas for lists of adjectives. Count how many words are in the sentence now. Is it longer and more interesting? Does it make a more vivid image? Prepositional phrases can also be added to the sentence.

Use graphic organisers to write own sentences describing their
which reference to the descriptive language.

**DRAMA:**
Tableaus:
Students recreate a freeze frame in groups of 4-5.
Students present an emotion from the story. Students must use their facial expressions and body movements. Example – Hush sliding down a kangaroo’s tail (happy facial expression, big movements) Hush feeling down about not being visible (sad expression, small movements). Students can present their tableau.

**I am learning to use facial expressions and body movements to express an emotion.**

**EXTENSION:**
Teacher can tap in (tap a shoulder of an actor – student must express how their feeling and why)

Introduce the Super Six Strategy - Visualising
Visualising – Why do we use it? How can it help us understand the text?

Create a senses wheel. Introduce the 5 senses. Review them. Take a situation from Possum Magic like “eating a pavlova on a beach” – What would you be able to taste, hear, smell, see, touch?

**VISUAL LITERACY**
*Use of colour – Possum Magic*
Happy, bright warm colours are used when Hush is happy. Cool, hues of blue are used when she is feeling sad. The illustrations can evoke emotion.

Introduce the text - FOX by Ron Brooks and Margaret Wild

Review Predicting before reading Fox. Assess students on their use of the predicting strategy.

Read ‘page 1’ to students but don’t show the picture. “Magpie drags her body into the shadows of the rocks until she feels herself melting into blackness.” Visualise what this looks like. Is she actually melting? What does the author mean? How would it look if she dragged her body? What is the role of illustrations in books? How do they contribute and extend meaning?

Have students draw what they think the illustration will look like. After they have sketched what they see in their minds. Show them the image. Was it the same? Why/Why not?

**METAPHORS AND SIMILES:**
I am learning to use metaphors and similes.

**I can use the words like or as and compare two things.**

**I am learning to write metaphors.**

**I can describe something as being something else.**

Metaphors and similes help us create a visual image in our mind. Find metaphors and similes in Fox. e.g.

“He runs so swiftly, it is almost as if he were flying”,

“I can run faster than dog. Faster than the wind”.

*He flickers through the trees like a tongue of fire and Magpie trembles.*

What image do these words create in your mind?

Note: Simile use ‘as’, ‘so’, ‘than’ or ‘like’ and a metaphor uses ‘is’.

Guided: Choose a character from fox and create a mind map of words to describe this character. Think about shape, size, personality, colour, actions. Using these ideas jointly construct a description of the character, using a metaphor or simile.

Independent: Students use the ideas from the mind map on the board to write a description of the chosen character, using a simile or metaphor in their writing.
ASSESSMENT:
Ongoing assessment of Drama and Speaking & Listening is conducted in the classroom.

Students will participate in a stage production involving all Year 1 and 2 students which will connect to our English/Geography/CAPA unit.

CREATING A MULTIMODAL TEXT
Students will create their own picture book.
Scaffold:
- Jointly construct a narrative
- Have students innovate and extend on one stage of a narrative: what would happen if the vegemite sandwich didn’t work? How could you solve Poss’s problem?
- Discuss and list possible topics for narrative
- Create a story map with text and images as a draft.
- Ideas: Write your own version of what would happen if Grandma Poss and Hush visited your town. Tell us about your town’s location, a popular food, and how Grandma Poss and Hush would react when Hush tasted your food. What part of Hush’s body, if any, might reappear? What would Grandma Poss and Hush do next? Give us your ideas about where they would go and what might happen?

GRAMMAR FOCUSES:
Narrative:
• Building noun groups with adjectives
• Time connectives and conjunctions to sequence events
• Action verbs: past tense to develop the complication in the story
• Thinking and saying verbs: to express feelings and attitudes of characters
• adverbs
• adverbial phrases
### WEEKS 7 – 10 PROCEDURE

<table>
<thead>
<tr>
<th>SPEAKING &amp; LISTENING &amp; DRAMA (EMBEDDED)</th>
<th>READING</th>
<th>WRITING &amp; REPRESENTING GRAMMAR, PUNCTUATION &amp; VOCABULARY</th>
<th>REFLECTION/ASSESSMENT</th>
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<tbody>
<tr>
<td><strong>I am learning to create a video of a procedure.</strong></td>
<td><strong>I am learning to understand how authors use film to create meaning.</strong></td>
<td><strong>I am learning to write a procedure.</strong></td>
<td><strong>FIELD BUILDING</strong></td>
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<tr>
<td><strong>See NEWS activities.</strong></td>
<td><strong>How to Make a Rain Gauge (Geography)</strong> <a href="http://splash.abc.net.au/home#!/media/30213/making-a-rain-gauge">http://splash.abc.net.au/home#!/media/30213/making-a-rain-gauge</a></td>
<td></td>
<td><strong>Discuss the foods mentioned in Possum Magic.</strong></td>
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<tr>
<td><strong>Make a Vegemite Sandwich:</strong> After making a vegemite sandwich as a class, students in pairs or groups make their own video of their procedure - it could mimic a cooking show.</td>
<td><strong>How do you know when rain is coming:</strong> <a href="http://splash.abc.net.au/home#!/media/30177/how-do-you-know-when-rain-is-coming">http://splash.abc.net.au/home#!/media/30177/how-do-you-know-when-rain-is-coming</a></td>
<td><strong>FIELD BUILDING:</strong></td>
<td><strong>Discuss with a partner your favourite food and HOW you make it. Do you need certain ingredients? List students’ favourite foods on some butcher’s paper.</strong></td>
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<td><strong>Watch these videos.</strong></td>
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<td><strong>MODELED - GUIDED - INDEPENDENT CONSTRUCTION:</strong> (Use these writing ideas to teach lessons which use modeled, guided and independent construction)</td>
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<tr>
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<td>• In the context of Geography lessons discuss from these videos how to make a rain gauge.</td>
<td>• <strong>Write a procedure on how to make a rain gauge.</strong> Use photos from the process and watch videos in reading section.</td>
<td><strong>• Write a procedure on how to make a rain gauge. Use photos from the process and watch videos in reading section.</strong></td>
</tr>
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<td></td>
<td>• Why is a video more helpful than reading when you are learning to perform a procedure?</td>
<td>• <strong>Write the recipe for lamingtons</strong> (take photos during making process and use these photos in writing process.)</td>
<td><strong>• Write a recipe for lamingtons</strong> (take photos during making process and use these photos in writing process.)</td>
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<td>• Procedures are all about action – sometimes it is easier to watch this action than read it.</td>
<td>• <strong>Ensure students use of time connectives to link the action.</strong></td>
<td><strong>• Ensure students use action verbs to describe how each step is performed.</strong></td>
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<td><strong>Recipe for how to make lamingtons:</strong></td>
<td>• <strong>Write a recipe for making a vegemite sandwich.</strong> Use this recipe to make a video about the procedure that could mimic a cooking show!</td>
<td><strong>• Write a recipe for making a vegemite sandwich. Use this recipe to make a video about the procedure that could mimic a cooking show!</strong></td>
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<td><strong>Watch the video:</strong> <a href="https://www.youtube.com/watch?v=Tk2YNSdyawI">https://www.youtube.com/watch?v=Tk2YNSdyawI</a></td>
<td>• <strong>Choose one of the students' favourite foods which were listed in the brainstorming activity and write a recipe for this. You could use popcorn. Make it in class and watch the video. Write a recipe for this using the grammar below.</strong></td>
<td><strong>• Choose one of the students' favourite foods which were listed in the brainstorming activity and write a recipe for this. You could use popcorn. Make it in class and watch the video. Write a recipe for this using the grammar below.</strong></td>
</tr>
<tr>
<td></td>
<td>• Predict what students think might be needed to make lamingtons.</td>
<td><strong>GRAMMAR</strong></td>
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<td>• After listening to the video children discuss the recipe with the person next to them and try to retell the steps.</td>
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<td>• Make lamingtons as a class/year group.</td>
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<td><strong>• The use of connectives to sequence the action in time, eg ‘then’, ‘while’;</strong></td>
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<td><strong>Make a Vegemite Sandwich</strong> Watch commercial: <a href="https://www.youtube.com/watch?v=Aix0cEp0N_0">https://www.youtube.com/watch?v=Aix0cEp0N_0</a></td>
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<td></td>
<td>• What happens in the clip?</td>
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<td>• Why is vegemite good/not good for you?</td>
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<td>• Why is it important to Australian culture?</td>
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<td>• What is the purpose behind the commercial?</td>
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<td>• Make a vegemite sandwich!</td>
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<td><strong>Making Popcorn: Students’ Favourite Food</strong> <a href="https://www.youtube.com/watch?v=ajDGKw1c4FY">https://www.youtube.com/watch?v=ajDGKw1c4FY</a></td>
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<td>• Discuss the actions used in this video – create a poster of all the action words.</td>
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<tr>
<td>A- OUTSTANDING</td>
<td>B- HIGH</td>
<td>C- SOUND</td>
<td>D- BASIC</td>
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| **Text Level:** | | | | | | Structure  
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• | | | | | | **Adjectives** | | | | | | | • | | | | |  
• Conjunctions | | | | | | | • | | | | |  
• Tense | | | | | | | • | | | | |  
• Punctuation | | | | | | | • | | | | |  

**Writing Features:**

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**Grammar:**

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**Spelling:**

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Handwriting:

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**Year 1 Assessment Rubric – Narrative**

| Text Level: | | | | | | Structure  
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**Adjectives** | | | | | | | • | | | | |  
• Conjunctions | | | | | | | • | | | | |  
• Tense | | | | | | | • | | | | |  
• Punctuation | | | | | | | • | | | | |  

**Writing Features:**

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**Grammar:**

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**Spelling:**

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Handwriting:

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Kate Moi & Bronwyn Owen Marie Bashir Public School
# Year 1 Assessment Rubric – Procedure

<table>
<thead>
<tr>
<th>Text Level:</th>
<th>A - OUTSTANDING</th>
<th>B - HIGH</th>
<th>C - SOUND</th>
<th>D - BASIC</th>
<th>E - LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>Addressed all of the criteria in B plus:</td>
<td>Addressed all of the criteria in C plus:</td>
<td>Is able to write a simple procedure using a scaffold to include the goal of activity, any materials needed to achieve goal and steps needed to accomplish goal.</td>
<td>Is able to write most steps needed to accomplish the goal when the goal, materials and a scaffold is provided.</td>
<td>Is able to write at least two steps in the activity and clearly dictate or illustrate the remaining steps.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Procedure is based on an activity the teacher has provided no scaffold on i.e. it could be something they have complete d at home. Includes an explanation of why the procedure is important or plays a role in society/daily life.</td>
<td>• Independently writes (without scaffold) a simple procedure. Uses some explanations for steps. Uses some cautionary words or mentions possible consequences.</td>
<td></td>
<td></td>
<td>Needs some teacher support.</td>
</tr>
</tbody>
</table>

| Writing Features: | Addressed all of the criteria in B plus: | Addressed all of the criteria in C plus: | Uses connectives to link action e.g. then, while Includes actions verbs Uses commands (imperative form of verb) e.g. put, mix Includes some adverbial phrases of time, place and manner e.g. 'for five minutes'. May use some compound sentences Most sentences are completed with a full-stop. Capital letters are used for most sentence beginnings. Past tense and passive voice is used. | Uses at least two different time connectives to link action. Includes some action verbs At least half of the sentences have full stops. Begins to use capital letters appropriately. Timeless tense is used inconsistently. Mostly leaves spaces between words. | Needs some teacher prompting to supply the steps in the procedure. No spaces between words. Some sentences have full stop. Capital letters not used to begin sentences. |
| **Commands** | • Consistently includes adverbial phrases in the correct tense | • Consistently uses verbs in the correct tense. Uses some precise vocabulary to give more detail e.g. lukewarm. Accurately uses simple and compound sentences and experiments with complex sentences. All sentences begin with a capital letter and are completed with a full stop or exclamation mark. Past tense is used correctly. | | | |
| **Action verbs** | | | | | |
| **Precise vocab** | | | | | |
| **Connectives** | | | | | |
| **Adverbials of time and place, manner** | | | | | |
| **Tense** | | | | | |
| **Punctuation** | | | | | |

| Spelling: | Addressed all of the criteria in B plus: | Addressed all of the criteria in C plus: | Uses many sounds correctly when attempting to write words (more than CVC- using some digraphs and blends) Knowledge of sight words | Spells most high frequency words that have been taught correctly Uses at least the first, medial and final sounds when attempting to write unknown words | Uses first sound and one other sound in the word Uses approximations and invented spelling |
| **Knowledge** | • Uses knowledge of word parts to spell difficult words (e.g. suffixes, prefixes, compound words) | • Spells an increasing number of words including high frequency and topic words | | | |
| **Strategies** | | | | | |

| Handwriting | Addressed all of the criteria in B plus: | | | | |
| **Knowledge** | • Form most letters with correct starting point and letter/height relationships | | | | |

| **Handwriting** | | | | | |
| **Knowledge** | | | | | |
Use the thought bubbles to help you plan and organise your details for your own modern narrative.

Resolution:
How is the problem solved?
What happens in the end to the characters?

Complication:
What is the problem?
What happens to the characters in the narrative?

Introduction:
Who and where?

Introduction:
When?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Always</th>
<th>Some</th>
<th>Rarely</th>
<th>Ideas for revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title – Does it have one?</td>
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<tr>
<td>2. Does the story entertain?</td>
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<tr>
<td>3. Does the orientation tell the reader when, where and who?</td>
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<tr>
<td>4. Do I use modern characters and settings?</td>
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<td>5. Is there interesting descriptions of characters and settings?</td>
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<td>6. Is there a series of events that tells what happens to the main characters?</td>
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<td>7. Is there a complication that a character has to overcome?</td>
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<td>8. Do I use dialogue (speech) between the characters?</td>
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<td>9. Have I used correct pronouns instead of repeating character names?</td>
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<tr>
<td>10. Is the problem solved? Is there an attempt to fix the complication?</td>
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<td>11. Have different conjunctions been used well to sequence what happens?</td>
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<td>12. Have I used correct punctuation for speech?</td>
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<td>13. Are there paragraphs to show different parts of the story?</td>
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<td>14. Have I edited my spelling, grammar and punctuation?</td>
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<tr>
<td><strong>Title:</strong></td>
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<tr>
<td><strong>Orientation:</strong></td>
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<tr>
<td>• When (last week, several years ago, yesterday)</td>
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<td>• Where (home, school, the playground)</td>
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<td>• Who (children, you, a family)</td>
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<tr>
<td><strong>Complication:</strong></td>
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<tr>
<td>• What is the problem?</td>
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<tr>
<td>• What events happen to the characters?</td>
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<tr>
<td><strong>Resolution:</strong></td>
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<tr>
<td>• How is the problem solved? Who helped to solve it?</td>
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<tr>
<td><strong>Conclusion:</strong></td>
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<tr>
<td>• What happens to the characters?</td>
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</tbody>
</table>
PROCEDURE PROMPT CARDS

How to ........
You will need..........

• ............... 

• ...............
Step 1.
Step 2.
Step 3.
Step 4.