These notes have been written to help teachers use the Accelerated Literacy teaching strategies in Year 1. However, they could also be used with students in Kindergarten (first year of school) and in Year 2 where students have difficulties with reading.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:
- read the story studied fluently and interpret the illustrations at a high level
- discuss the story: give opinions about the author’s language choices; identify the story’s structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers’ handouts from the first professional development workshop. Additionally, you could refer to http://www.nalp.edu.au.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.
Teaching Notes

My mob going to the beach

Early Childhood

One day, the grown-ups said we were going to the beach.

We would take some blankets, a couple of billies, and some tea and sugar. We would have a car so we could walk.
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Using this resource
Year level

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- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.
The text

*My mob going to the beach* by Sylvia Emmerton, illustrated by Jaquanna Elliott. Published 2004 by Black Ink Press. Page numbers provided here refer to this edition.

Teaching DVDs

*My mob going to the beach: Teaching Notes* are supported by a teaching DVD.

Teaching DVDs are designed to support classroom teaching by demonstrating best practice for the program. They are video clips of real teaching in real classrooms, shot so teachers can watch Accelerated Literacy teaching in practice. They provide authentic examples of the negotiation roles taken by one teacher and a class and are not all that could be said. Refer to [http://www.nalp.edu.au](http://www.nalp.edu.au) for further information.
My mob going to the beach.
Synopsis of the story

This nostalgic story by Indigenous writer Sylvia Emmerton follows the author’s mob on a trip to the beach. The sedate behaviour of the grown-ups is contrasted with the high spirits and exuberance of the younger kids – a group which includes the narrator. The day finishes with the adults yarning and the exhausted kids falling fast asleep.

Themes

The theme is that childhood should be carefree and safe. The story portrays an idyllic view of childhood when a simple trip to the beach can offer high adventure.

Why use this story?

Students are often required to write recounts in the first years of school and this text is a good model of the genre. The story includes literate language features that students can use in their own writing.

Structure of the text

Beginning with the mob’s departure in the morning and ending with their arrival at night, this story recounts a day trip. It includes an orientation, a recount of the trip, and a ‘re-orientation’ as a conclusion. Like many texts written for young children, *My mob going to the beach* incorporates repetition, continually comparing the measured, constructive activities of the adults with the exuberant playfulness of the kids.

**Orientation**
One day the grown-ups said we were going to the beach. 
We would take some blankets, a couple of billies and some tea and sugar. 
We were going to sleep there too. Just for one night though. 
We didn’t have a car so we would have to walk.

**Recount of trip**
We started out early and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner. The grown-ups and the big kids walked across quietly. 
But not us. 
We ran as fast as we could.
Shortly after that we came to a camp near a billabong. We knew the people in the camp so we stopped for a visit. The grown-ups and the big kids sat down for a yarn. But not us. We went looking for wild duck eggs in the grass beside the billabong.

We started out again and had to cross through the cemetery. It was getting very hot. The grown-ups and the big kids stopped at the taps for a drink. But not us. We sat under the taps and got wet all over.

Finally we got to the beach. We found a big shady tree to make our camp. The tide was out so we went searching through the rocks and pools. The grown-ups and the big kids searched for oysters. Yuk! But not us. We went looking for cockles. Yum!

The grown-ups made a fire on the beach and we cooked the cockles and some oysters in the coals. When we finished our feed, the tide had come in. The grown-ups and the big kids went fishing and crabbing. But not us. We went swimming and played in the sand.

Re-orientation

Late in the afternoon, we cooked the fish and the crabs and had a big feed. It started to get dark and the grown-ups and the big kids sat around the campfire to yarn and tell stories. But not us. We fell fast asleep.

Language features of the text

The language features listed below make the text of the story literate rather than oral.

- The story is retold in the first-person plural (we and us), but readers need to infer the characters’ feelings and motivations from the events described.
- The author tells how, when, where and why in order to elaborate on events. This makes the writing explicit and provides the details readers need to understand the passage of events and visualise settings and actions.
- The author starts sentences carefully in order to stage events (eg One day, Just for one night, We started out early, Shortly after that, We started out again, Finally, When we finished, Late in the afternoon, It started to get dark.)
Accelerated Literacy teaching
Teaching the sequence

The National Accelerated Literacy Program consists of a cycle of interrelated activities based on a sequence beginning with literate orientation and focused on one selected text. The text may vary from a short, illustrated story written for early childhood students to several carefully selected passages from a longer book intended for older students.

Teachers spend, on average, an hour and a half a day teaching Accelerated Literacy. The total number of weeks spent on a text across a sequence of consecutive lessons will vary according to the age of the students and the complexity of the text.

Low and high order literate orientation are carried out before reading. The other strategies use the students’ fluent reading of and common knowledge about a text as teaching resources for extending their literacy competence.

Further information on the teaching sequence can be found at http://www.nalp.edu.au.
In the classroom
The teaching sequence on *My mob going to the beach* aims to teach:

- how to read the book at 90 per cent accuracy or above
- how to discuss the story, including the meaning and inferences contained in the author’s language choices
- how to spell fluently and write clearly the words taught as part of the teaching sequence
- how to use the study passages as models for writing simple recounts with an orientation and re-orientation structure.

**Literate orientation**

Literate orientation is a pre-reading strategy that prepares students to read the study text fluently, accurately and independently. The teacher models a literate orientation to the text and discusses why the author made certain language choices. Literate orientation consists of two components: low order literate orientation and high order literate orientation. Both are equally important.

In low order literate orientation the teacher starts the process of 'pointing the students' brains' at the text by modelling a literate interpretation of the text, including its illustrations when necessary.

In high order literate orientation the teacher shifts the students' focus from general considerations to a close examination of the author’s wording in the text. The teacher systematically models how to attend closely to the language features of the text and how they construct meaning.

**Low order literate orientation**

**Teaching focus**

- Introduce the author and the story type (a recount).
- Explain the purpose of the lesson (to become experts on the work of this author).
- Explain the purpose of the activity (to discuss the pictures).

**What you could say**

Let’s look at the front cover. These children look like they’re having a fun time at the beach, don’t they? They have collected some cockles in these rock pools which look very yummy. They have collected them all by themselves because the grown-ups and the big kids have collected oysters, but these kids don’t like oysters. See how the tide is out and they can look for cockles in the pools.
Now let’s look at the map the illustrator has drawn here. This map traces the mob’s steps as they go to the beach. We’ll look more carefully at this map later. Let’s get to know the story first.

What you could say

So here is the mob. See there are some grown-ups (I can count three) and some big kids (I can count five). How many little kids are there? I can count three. One of the little kids is telling the story. We don’t know which one.

Preformulation

Look at what everybody is carrying. They have bags and blankets and a billy (that’s this metal bucket here, which they are going to use later on to boil water).

Question: Where do you think they are all going this fine day?

Reconceptualisation

That’s right. They are going to the beach. They don’t have a car, but they don’t let that stop them. They just walk. And look how happy they are. They are not feeling sorry that they don’t have a car. They are going to enjoy the walk and have little adventures along the way, especially the little kids.

Preformulation

They have blankets and look like they’re going to be walking a long way.

Question: Are they planning to stay the night, do you think?

Reconceptualisation

That’s right: they are going to sleep at the beach. That’s what the blankets are for. It would be too far to walk there and back in one day, especially for the little kids.

Preformulation

But they are not carrying much food with them, just some tea and sugar to make a cup of tea in the billy.

Question: What will they eat for dinner? What can we see on the cover?

Reconceptualisation

That’s right: as we saw from the cover, the kids will eat the cockles they gather. And the grown-ups will find oysters and catch fish and crabs. That’s a pretty yummy dinner. It’s healthy too.
Teaching focus

- It is early in the morning at the beginning of the trip.
- This is a picture of the grown-ups and the bigger kids crossing the cattle yards. There is a bull in the corner of one yard.
- The grown-ups and bigger kids go quietly and don’t make a fuss so the bull will leave them alone. They are looking carefully at the bull and ready to run if they need to.
- The bull is a safe distance away.
- Ask the students to predict what the little kids will do.

Teaching focus

- The three little kids don’t cross quietly. They run as fast as they can. Maybe they think this is the most sensible way to cross.
- The bull is closer to the fence in this picture. Maybe the mob has disturbed him.
- They are staring intently at the bull. They have mixed feelings: scared, but also enjoying being scared. They are excited and their hearts are racing. They will climb that fence in a hurry if the bull gets any closer!
- The little kids are already having an exciting trip (though keep in mind that the adults are close by, which makes them perfectly safe).

Teaching focus

- Shortly after crossing the bull yard, the mob arrives at a camp near a billabong.
- The people in this camp are friends, so the mob stops for a visit. They are a little tired and need a rest.
- You can just see the camp’s billabong in the right-hand corner. Billabongs are usually home to lots of waterbirds, like ducks.
- Ask the students to predict what the little kids do while the grown-ups and big kids sit down for a yarn.

Teaching focus

- The little kids go over to the billabong and look for wild duck eggs.
- They are still resting, but they want more excitement than just sitting and talking. They can do that at home. This trip is for doing different, fun things.
- Wild ducks are swimming in the billabong. They don’t seem worried about the kids looking at their eggs.
- The kids might want to eat the eggs, or perhaps they just want to look at them.
- The adults know where the little kids are, and they are perfectly safe.
Teaching focus
- The next place the mob goes through is the cemetery. It has to cross it to get to the beach.
- It is starting to get hot. Luckily there is a tap there, and they can have a drink and probably also fill up the billy.
- Everyone looks pleased to be having some water.
- Ask the students to predict what the little kids do.

Teaching focus
- The little kids do more than just drink the water. They sit under the tap and get wet all over as well!
- The illustrator has drawn one of them putting a finger to the spout. This makes the water go everywhere.
- This must make them deliciously cool. They have very happy expressions on their faces.
- The grown-ups don’t seem to mind. There is plenty of water and the puddle will dry soon, as it’s very hot.

Teaching focus
- Finally the mob arrives at the beach.
- They make a camp under a big shady tree.
- The tide is out.
- The mob will have worked up an appetite by now, so everyone goes searching through the rock pools for food. They didn’t bring any food, remember, just tea and sugar.
- The grown-ups and the big kids look for oysters, which they think taste really good.
- The little kids think oysters are yuk. Ask the students to predict what they will do.

Teaching focus
- The little kids think cockles are yum, so they look for them instead.
- It looks like they are pretty good at finding cockles: there are 20 in the picture.
- Perhaps the author made lots of trips like this as a child and is putting all the most exciting things she can remember about them into the one story. Many authors write like this, and the students can also do this in their writing.
Teaching focus

- The grown-ups make a fire on the beach and cook the food that everyone has collected.
- By the time they have finished their lunch, the tide has come in. They are close to the sea and the water is quite deep, so the grown-ups and big kids go fishing for more food for dinner.
- Ask the students to predict what the little kids do.

Teaching focus

- The little kids are ready for some more fun. They go swimming and play in the sand.
- They make a sand castle and decorate it with shells.
- The adults don’t mind if the little kids don’t help with the fishing. There are plenty of people to catch dinner.

Teaching focus

- It is now late in the afternoon.
- The grown-ups and older kids have made a big fire to cook the fish and crabs, and keep everyone warm. They must have had some plates in their bags.
- They know how to get a big healthy feed from the ocean.
- Although it has started to get dark, the grown-ups and the big kids continue to sit around the campfire to yarn and tell stories.
- Ask the students to predict what the little kids will do.

Teaching focus

Re-orientation

- It is dark, the little kids are very tired after their exciting day, and their stomachs are full of fish, cockles and crabs. So they have fallen asleep.
- It’s understandable that they are tuckered out. They have been doing exciting things all day.
- They have run past a scary bull. That was exhilarating.
- They have searched for duck eggs beside the billabong. That was exciting.
- They have played with a tap and got soaked. That was fun.
- They have found cockles and cooked and eaten them. They were delicious.
- They have swum and played in the sand. That was cool and pleasant.
- They have eaten delicious fresh fish and crabs and have probably drunk a cup of tea to wash their dinner down. Now they are full and pleasantly tired.
- We fell fast asleep is a good end to a recount. The mob hasn’t yet returned home but the day has ended well.
Read the story aloud

Following the low order literate orientation, read the entire story to the class. Show the students where you are reading with a pointer or marking strip of some kind so that they know you are attending to the words. Always read the story expressively and if the children want to read with you allow them to do so, but do not slow down and wait for them. Avoid the reading becoming a chant by consistently modelling fluent, expressive reading.

High order literate orientation

The following two passages have been chosen for intensive study because they provide good examples of an orientation and a sequence of events. They establish who the characters are and when and where the story takes place.

There is a great deal of inference required to understand this part of the text. The illustrations support the implied meanings, which need to be explained carefully to students.

Other passages could be chosen to work on with older students. For example, the last passage could be studied because it concludes in a way typical of recounts with a re-orientation. We fell fast asleep ends the day very satisfactorily for the main characters.

Teachers will need to decide how much of this story they will teach students to read. They might finish high order literate orientation after study passage one or continue on to study passage two.

Writing simple recounts about everyday experiences should be used with restraint.

High order literate orientation – Passage One

Text (page 1)

One day the grown-ups said we were going to the beach.
We would take some blankets, a couple of billies and some tea and sugar.
We were going to sleep there too. Just for one night though.
We didn’t have a car so we would have to walk.
Teaching focus

<table>
<thead>
<tr>
<th>Structure and wording of text</th>
<th>Why language choices were made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation to the recount of events</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **When this happened**  
*One day* | The orientation to a story tells the reader when the story happened. Here we are told is that it happened *one day*. We don’t know which day in particular. It could be 50 years ago, when the author made trips like this herself, or it could be last week, when a new generation of people went to the beach. |
| **Who is in the story**  
*the grown-ups said* | The grown-ups are the first characters mentioned because they are the ones in charge. Going to the beach is their idea, and they will be choosing the route, the food, and so on. We can infer that the author is not one of the grown-ups because she doesn’t write *We said*. |
| *we* | The reader must use the illustrations to work out that *we* refers to the mob (the grown-ups, the big kids and the little kids in the picture). This is a good example of an illustration being used to enhance the text. |
| **What this recount will be about**  
*were going to the beach.* | Now the reader is told what to expect from this recount. The story is to be about a trip to the beach. |
| **Expansions** | |
| *We would take some blankets, a couple of billies and some tea and sugar.* | The author lists the items the mob plans to take on the trip. The blankets suggest that they will be staying overnight.  
Billies are metal buckets used to boil water over a campfire. Usually, a billy is used to make tea and this is why they are taking tea leaves and sugar.  
What is interesting here is that they don’t take any other food. How do they plan to eat? |
| *We were going to sleep there too. Just for one night though.* | It’s confirmed: they need blankets because they will be sleeping at the beach. This isn’t going to be a major camping trip, though. They will stay only one night, which is why they don’t need to take much gear. |
We didn’t have a car so we would have to walk.

We means everybody here – the little kids, the big kids and the adults. The reader is not explicitly told how the mob feels about walking, but the illustrations suggest that everybody is pretty happy about the idea. Walking leaves you a little more exposed to the world than a car trip along a road, so the reader anticipates some adventures.

What you could say – Passage one

Let’s look very carefully at this part of our story because it is here that the author gives us a lot of the information that we need to understand what is going on.

**Preformulation**
The author first tells us when this trip happened.

**Question:** Can anyone remember how the author starts this story?

**Reconceptualisation**
That’s it. She writes *One day*. Can you come out and underline *One day*? But we need to do some thinking work ourselves to work out what she means by this. Usually authors say *One day* when they are writing about something that happened some time ago, but they don’t know exactly when. Although the author probably remembers going on trips like this when she was a child, she is also writing a fictional recount.

**Preformulation**
The next thing the author does is introduce some characters. The characters she mentions first are important because they are in charge.

**Question:** Can anyone tell me which characters are introduced first in the story?

**Reconceptualisation**
Yes, *the grown-ups*. They are the ones organising the trip, and they will keep the children safe along the way.

**Preformulation**
Now, the grown-ups say something important about what is going to happen that day.

**Question:** What do they say the mob will do?

**Reconceptualisation**
Exactly. They say that *we* are going to the beach. We need to work out who *we* is because the author doesn’t really tell us.

**Preformulation**
In the picture you can see who is going to the beach. It’s the grown-ups, some bigger kids and some little kids. So now we know who the story is about and what they will be doing. But we need a little more information so we can picture this group on their trip.

**Question:** What do they need to take so that they will be comfortable overnight?
Reconceptualisation
Yes. You are all right. They will need to take blankets to keep warm and to spread over the hard ground. Could you come out and underline some blankets? They will need a billy to boil water so they can have a cup of tea. And they need tea and sugar …

High order literate orientation – Passage two
Text (pages 4–17)

We started out early and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner. The grown-ups and the big kids walked across quietly. But not us.

We ran as fast as we could.

Shortly after that we came to a camp near a billabong. We knew the people in the camp so we stopped for a visit. The grown-ups and the big kids sat down for a yarn. But not us.

We went looking for wild duck eggs in the grass beside the billabong.

We started out again and had to cross through the cemetery. It was getting very hot. The grown-ups and the big kids stopped at the taps for a drink. But not us.

We sat under the taps and got wet all over.

Finally we got to the beach. We found a big shady tree to make our camp. The tide was out so we went searching through the rocks and pools. The grown-ups and the big kids searched for oysters. Yuk! But not us.

We went looking for cockles. Yum!
### Teaching focus

<table>
<thead>
<tr>
<th>Structure and wording of text</th>
<th>Why language choices were made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Event 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When it happened</strong></td>
<td></td>
</tr>
<tr>
<td><em>We started out early</em></td>
<td>Now the reader learns when the trip begins. <em>We</em> again refers to the whole group.</td>
</tr>
<tr>
<td><strong>What happened</strong></td>
<td></td>
</tr>
<tr>
<td><em>and soon came to some cattle yards. We had to cross a yard</em></td>
<td><em>Soon</em> tells the reader that they didn't have to walk very far before they came to the cattle yards. We can also refer to the map at the beginning of the story.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td><em>where there was a huge bull in one corner.</em></td>
<td>Crossing the yard with the <em>huge bull</em> in it is a little dangerous, but if there were a real danger the grown-ups would have walked around the yard. Additionally, the bull was in one corner and the mob can cross over in the far corner.</td>
</tr>
<tr>
<td><strong>Consequence/behaviour</strong></td>
<td></td>
</tr>
<tr>
<td><em>The grown-ups and the big kids walked across quietly.</em></td>
<td>The grown-ups and the big kids walk across quietly so as not to upset or alarm the bull. This is sensible.</td>
</tr>
<tr>
<td><strong>Contrasting behaviour</strong></td>
<td></td>
</tr>
<tr>
<td><em>But not us. We ran as fast as we could.</em></td>
<td><em>But</em> tells the reader to expect quite different behaviour from the little kids. Instead of copying the grown-ups, they run fast. This could be noisier than the grown-ups’ quiet walking. We have to infer why the little kids did this. Were they afraid, excited or naughty? Or was it a mixture of these things? Was this the more sensible option?</td>
</tr>
<tr>
<td><strong>Event 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When it happened</strong></td>
<td></td>
</tr>
<tr>
<td><em>Shortly after that we came to a camp near a billabong.</em></td>
<td>Next we are told of the second event of the trip. <em>Shortly after that</em> is a way of saying that, after crossing the bull yard, it wasn’t long before the mob arrived at the camp. Again, the reader can use the map to see this. The map tells us that the camp was known as Happy Valley, which sounds cheerful. The camp is set up near a billabong.</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td><em>We knew the people in the camp.</em></td>
<td>The people in the mob know the people in the camp, so it sounds like they have all been there before. The little kids accordingly feel relaxed about doing whatever they want.</td>
</tr>
<tr>
<td><strong>Consequence/what happened</strong> so we stopped for a visit.</td>
<td>It would be rude not to stop to visit people you know and, besides, the grown-ups need a rest and want to catch up on all the news. So the whole mob stops for a while at the camp.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Behaviour</strong> The grown-ups and the big kids sat down for a yarn.</td>
<td>Now the grown-ups and big kids do something quiet and ‘grown up’. They have a bit of a rest and a good talk.</td>
</tr>
<tr>
<td><strong>Contrasting behaviour</strong> But not us. We went looking for wild duck eggs in the grass beside the billabong.</td>
<td>But what do the little kids do? The opposite. Instead of resting, they go exploring and looking for wild duck eggs near the billabong. The billabong is close, so they don’t stray far. Coming from town, this would be more exciting for these kids. Perhaps the duck eggs are hidden and the kids have to be clever to find them? We don’t know if the kids collected the eggs for lunch.</td>
</tr>
<tr>
<td><strong>Event 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When it happened</strong> We started out again</td>
<td>This is the third incident to occur during the mob’s trip to the beach. After stopping for a yarn, it’s like they are starting the trip again, but this time from the camp.</td>
</tr>
<tr>
<td><strong>What happened and had to cross through the cemetery.</strong></td>
<td>According to the map, the cemetery lies between the billabong and the beach. They would have to go the long way around to avoid it.</td>
</tr>
<tr>
<td><strong>Observation</strong> It was getting very hot.</td>
<td>If it is getting very hot, the reader can infer that it is close to the middle of the day. The mob has been travelling for a few hours.</td>
</tr>
<tr>
<td><strong>Consequence/behaviour</strong> The grown-ups and the big kids stopped at the taps for a drink.</td>
<td>The grown-ups deal with getting hot by having a drink. Luckily there is a tap at the cemetery, so there is plenty of water. Probably enough to fill up the billies for a cup of tea later.</td>
</tr>
<tr>
<td><strong>Contrasting behaviour</strong> But not us. We sat under the taps and got wet all over.</td>
<td>But the little kids do things a little differently. They are hot and want to really cool down, so they get completely wet sitting under the taps and spraying water all over each other. They would have been sitting in a big puddle and getting wonderfully cool. This trip is fun!</td>
</tr>
</tbody>
</table>
### Event 4

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finally we got to the beach.</td>
<td>Finally tells the reader that that the mob has been looking forward to reaching its destination for some time.</td>
</tr>
<tr>
<td>We found a big shady tree to make our camp.</td>
<td>It’s still the hot part of the day, so the mob needs the camp to be shady.</td>
</tr>
<tr>
<td>Observation</td>
<td>This observation has consequences for what happens next.</td>
</tr>
<tr>
<td>The tide was out</td>
<td>The mob knows a lot about the sea and its habits, so they know what to do when the tide is out. Not only are the rocks and pools interesting, they can provide delicious and nutritious food.</td>
</tr>
<tr>
<td>Behaviour (with comment)</td>
<td>Oysters are an acquired taste, and the little kids haven’t acquired it yet.</td>
</tr>
<tr>
<td>The grown-ups and the big kids searched for oysters. Yuk!</td>
<td>Not surprisingly, the little kids do something different. They prefer cockles, which are the small molluscs shown in the illustration.</td>
</tr>
<tr>
<td>Contrasting behaviour (with comment)</td>
<td>But not us. We went looking for cockles. Yum!</td>
</tr>
</tbody>
</table>

Teachers of younger students may choose to stop after two events.

## Transformations

Transformations is an activity designed to change students’ orientation to the text under consideration, from that of a reader looking for meaning to that of a writer learning how the author used various literary techniques to achieve a particular effect or purpose.

In addition, transformations provides a key opportunity for ‘handover’ of understanding about the language choices in the text. The questioning techniques in this part of the teaching sequence reflect the growing common knowledge shared between class members, and between class members and the teacher. A successful handover might mean, for example, that there is less need for preformulation.
Transformations – Passage one

Teaching focus

This is the orientation to the recount. This passage could be used very effectively as a model for students’ recounts and the techniques can also be transferred to narrative writing.

**When this happened**

Authors often start by focusing the reader’s attention on when events take place. Even though the actual day is not specified, we can work out from the text, the illustrations and the author biography at the back of the book that this story could have taken place a long time ago. Many people look back on their childhood as a simpler time, when they had no worries or concerns and a lot of freedom. Equally, however, families still go on this sort of trip these days, so the phrase could refer to *one day* recently.

**Who is in the story**

The author then introduces the characters who are in charge. It’s left to the reader to infer that they are probably parents, aunts and uncles. The recount is clearly told from the point of view of someone who is not a grown-up – that is, of one of the kids.

The *we*, then, would include the grown-ups and the non-grown-ups, who are probably sons, daughters, nieces and nephews.

**What this recount will be about**

Now the reason for the recount is provided. It is the story of a trip. The reader now anticipates the unfolding of events during the trip.

**Expansions**

Now the author expands on what supplies are needed for the trip. It sounds like the mob plans to stay overnight – using blankets to sleep under and billies to make tea over a campfire.

The reader’s suspicions are confirmed: the mob is going to stay overnight. The reader can also imagine that this will be a relaxed trip. Nobody is rushing there and back in one day. It’s also exciting to spend the night somewhere different. The recount is going to be about the grown-ups relaxing and the little kids extracting every bit of excitement out of this trip to the beach.

The mob doesn’t have a car. Lots of people didn’t have a car in the 1950s, just as many people don’t drive today. If the mob drove to the beach it would be quicker, but they wouldn’t have as many adventures along the way. The reader now expects to find out what happens during the trip, not just what happens when they arrive.
Transformations – Passage two

Teaching focus

• Look at the structure of this recount.
• Compare this structure with that of a narrative. Discuss how there is no complication or resolution.

The incident described in this passage follows a pattern typical of each of the little incidents in the story. It begins with the staging of the event in time. The reader has an image of early morning: fresh and not too hot. Next the author introduces the incident, expands on it and then tells us about how the grown-ups and big kids react. The reactions of the grown-ups and big kids are always based on being ‘grown-up’. The contrasting behaviour is then described, which sets up the pattern used in each ‘chapter’. This pattern is very enjoyable for younger students to read. It becomes like a little game: will the little kids conform this time or will they do the opposite again? They always do the opposite, yet this always feels like a surprise!

**Sequencing of events:**

**What happened:** We started out early and soon came to some cattle yards.

**Observation:** We had to cross a yard where there was a huge bull in one corner.

**Consequence/behaviour:** The grown-ups and the big kids walked across quietly.

**‘Unexpected’ behaviour that contrasts:** But not us. We ran as fast as we could.

Transformations – Passage three

Teaching focus

• Notice that the structure of this reorientation fits the pattern of contrasting behaviour that is established in the structure of the recount as a whole.
• Look at how the illustrations expand the text.
• Discuss the work the reader needs to do to understand the motivations of the characters.

Teachers would choose this passage to study to illustrate how the author concludes or provides a ‘reorientation’ to the recount. The reader has to infer how the little kids are feeling by what they do; ie, they fall asleep. The inferences are that they are pleasantly tired, pleasurably full, and feeling safe and comfortable. Unlike typical students’ recounts, the author doesn’t state the obvious and bland ‘It was fun’ or ‘We went home’. So this is a good model of how to satisfactorily wind up a recount.
Sequencing of events: Late in the afternoon, What happened: we cooked the fish and the crabs And had a big feed.

Sequencing of events: It started to get dark Behaviour: And the grown-ups and the big kids sat around the campfire to yarn and tell stories.

‘Unexpected’ reaction that contrasts: But not us. We ran as fast as we could. (also the re-orientation that comes at the end of a recount)

Spelling

The spelling segment of the Accelerated Literacy teaching sequence follows transformations once the teacher is reasonably sure that students are able to recognise many of the words from the text out of context. Teachers are then able to use the students’ ability to hold a stable image of a word in their memory to show how that word can be broken into letter pattern chunks. Spelling activities include joint reconstructed writing.

How to choose spelling words

Keep the following points in mind when choosing words to work on in spelling.

- Are there any words that have patterns (or letters) that students have worked on before?
- Are there any new patterns that occur more than once or are commonly occurring?
- Are there any words that have interesting origins or roots that will help students develop an understanding of English?
- Which words will help students with joint reconstructed writing?
- Which words that students have already been taught need revision?
- Consider students’ age and stage of spelling development.

Suggestions for spelling

This text has been benchmarked for students in the first or second year of school, who it would be reasonable to assume are negotiating the transitional stage of spelling. Some students, however, may still be at an earlier stage of spelling. These students will be learning to recognise and write initial letters before working on words. This will help them use visual strategies to notice larger chunks of letters that go together to make common orthographic patterns.
Teachers will need to choose spelling words that are appropriate for their particular students. For beginning readers it is also important to teach a bank of high-frequency words that occur in all texts and that are important for students’ reading development. Begin to make class lists. These can be flexible; that is, words can belong to more than one list.

Examples

<table>
<thead>
<tr>
<th>–oo–</th>
<th>–ar–</th>
<th>–ea–</th>
<th>–ere–</th>
<th>b–</th>
<th>m–</th>
<th>s–</th>
<th>–a–</th>
</tr>
</thead>
<tbody>
<tr>
<td>/oo/n</td>
<td>/ar/ed</td>
<td>/ea/ch</td>
<td>/ere</td>
<td>/each</td>
<td>/y</td>
<td>/aid</td>
<td>/cross</td>
</tr>
<tr>
<td>/oo/ked</td>
<td>/ar</td>
<td>/ea</td>
<td>/ere</td>
<td>/illies</td>
<td>/ob</td>
<td>/ome</td>
<td>/round</td>
</tr>
<tr>
<td>/ea/ly</td>
<td>/wh/ere</td>
<td>/illabong</td>
<td>/s/ug/ar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

High-frequency words: and, of, so, the, to, one, day

Etymology

Etymological information on selected words is always interesting for students. Many websites, as well as dictionaries and other books, provide etymological information. Two informative websites are http://www.etymonline.com and http://www.thefreedictionary.com

Joint reconstructed writing

Joint reconstructed writing provides a transition from spelling activities to writing activities and works best when taken from transformations. Joint reconstructed writing involves the teacher and students working together to reconstruct the text using the same words as the author. It successfully reduces the stress associated with working out what to write about, what to write and how to write it. Stress associated with spelling is greatly reduced, giving students the mental space to think about subject matter and language choices.

The teacher ‘thinks aloud’ to reconstruct a passage with the students, using the writer’s language choices. This is a culmination of all the shared knowledge built up so far about language choices used in the construction and positioning of particular phrases and includes the dimensions of letter formation, the role of initial consonants and blends, and visual patterns.

Examples

- Reconstruct the orientation of the story the way the author wrote it. Include discussions about when the story happened and who the characters are, and expand on what was planned.
- Reconstruct the cattle yard incident. Discuss how the author wrote about the passage of time, what happened and the contrasting reactions.
• Reconstruct the re-orientation in the last part of the story. Include what the
grown-ups and big kids did and then the little kids’ contrasting behaviour,
which finishes the day and the story nicely.

What you could say
Today we are going to be thinking and writing like Sylvia Emmerton. Remember
that Sylvia Emmerton started her recount by telling us when all these events
happened. Can you remember the words she used to tell us when the mob went
to the beach?

Yes, One day. We don’t know exactly which day, just some day in the past.
Remember to start with a capital letter – it’s the beginning of the sentence – and
then chunk the words. Remember it’s o and n and e: One. Then d and ay: d/ay. Say the chunks under your breath while you are writing.

Next, she told us who had the idea of a trip to the beach. Can anyone remember
what she said next? Yes. She tells us it was the grown-ups. So have a go
yourselves or you can wait for me.

Remember how to write the? We need the th and then the e: th/e. Remember
that the gr sound is made with a g and an r, then comes own: Gr/own. And we
have to write a hyphen, which looks like this (-) and then up. And it wasn’t just
one grown-up, so we have to add the s at the end there. So the grown-ups said
something, didn’t they? So let’s write the word said …

Note: The main point to remember when carrying out joint reconstructed
writing on My mob going to the beach is the age of students and their level of
spelling and writing development. Students in their first year of school, in the
phonetic stage of spelling development, will still be learning to recognise words
and write letters. The physical demands of forming letters are quite high for
many of these students, especially when combined with the cognitive demands
of remembering the names of letters and sounds, so they will need support with
word recognition, handwriting and spelling. For these students, joint
reconstructed writing would be carried out with the teacher writing on a sheet of
paper, with all the students contributing to the joint reconstruction. The students
would write some letters of each word and the teacher would write the rest.
Letter formation would be carried out on small whiteboards or blackboards
before students contribute to the joint writing.

Students in the transitional stage of spelling (usually from Year 1 or age six), may
be fluent in writing many letters independently. They may also know some of the
letters that go together to form English letter patterns, such as in b/each, wh/ere
and so on. These students can work with the teacher to jointly reconstruct parts
of the text, with the teacher working on the blackboard or whiteboard while they
write in individual writing books.
Writing

Writing activities should not be based only on patterning, but also on a principled understanding of why writers use specific techniques. For example, it is not much use substituting words to write a ‘new’ sentence or paragraph if students do not know what the skill they are learning is about or when to use it.

Writing goals consist of goals for the whole teaching sequence (overall goals), as well as goals for individual lessons (short-term goals).

Goals for *My mob going to the beach* would include:

- overall goals such as jointly constructing or independently writing a short recount about a shared class experience
- short-term goals such as writing an orientation to the story, writing about events beginning with a reference to the passage of time or distance, writing about an event followed by a reaction, or writing in a repeating pattern.

Activities

Joint reconstruction of a class book

Joint reconstruction allows the teacher to assist students by ‘thinking aloud’ about the way an author plans and writes short narratives. Jointly constructing a class book is a particularly appropriate writing activity for Year 1 students, for whom the physical and cognitive demands of writing are great. Students of this age not only have to think about what to write, they also have to remember how to form letters and spell words correctly. For students in the transitional stage of spelling, negotiating the possible spellings of words takes confidence and a range of spelling resources.

Possible steps in jointly constructing a class book

- Read other good recounts to students. Recounts often make up parts of longer stories (eg the behaviour of the ducks in *Farmer Schultz’s Ducks* by Colin Thiele). Discuss the orientation, language features and structure of each recount. Discuss the possible thinking of each author, as well as the importance of planning events before starting to write and including all the information needed to understand the story in the orientation.
- Discuss the orientation, sequence of events and re-orientation structure of the recounts as you read them.
- Discuss how authors of recounts might have planned their story.
- Explain that you are going to write a recount and that you are going to plan it the way all authors do before you write.
- Discuss a series of events or a journey.
• Have students work in groups to illustrate the event sequence (carrying out illustration tasks in art lessons). Sequence the illustrations, then discuss the sequence.
• Discuss each illustration. Don’t start to write yet. You are reaching agreement on the story sequence, which will be common knowledge for all the class.
• When everyone has agreed on the story sequence and how it will work, start to write.
• Carry out the writing jointly and remind students about the strategies they might use (eg, a characters’ actions can let readers know how they feel). Use butcher’s paper and work together, allowing students to write the words they know.
• Relate what you say to the way the author wrote *My mob going to the beach*. For example, ‘Now we are going to start to write our story about our class trip to the bush. We know how Sylvia Emmerton started her orientation. She told us when the trip took place, who went and what plans were made.’

For a joint construction of this nature, the teacher needs to have some examples prepared ahead of time to help get the activity started. Writing the jointly constructed recount might take one or more complete sessions of Accelerated Literacy.

The outcome of the joint construction will be a class book that everyone can read. More than one joint construction can be attempted before students in Years 2 and above are asked to write independently.

**Writing workshops**

• Following transformations, joint reconstructed writing and the joint writing activities, there is scope in the Accelerated Literacy teaching sequence for other activities to be carried out. For example, students could work on creating a map of the events in the class recount (modelling their map on the one in the book).
• Students could discuss adding a complication and a resolution that fits in with the other pleasantly exciting actions of the little kids. For example, what if the bull charged while the little kids were still crossing the cattle yard? *But the bull charged us. We only got out in time because we wriggled under the fence on our bellies.*
• Students could draw or paint another illustration for the complication/resolution. The illustration could provide information about the characters’ feelings.
• This could be repeated a number of times for each incident. For example, the ducks could start pecking angrily at the little kids, who then have to race to the safety of the low trees.
Sample weekly plan

The following weekly plan is included as a guide only to the way teachers could move through the teaching sequence over a period of time. The plan’s content has been condensed. In reality, working through this text will take some weeks, and the following one-week plan could actually take two or even three weeks to complete. Parts of a session that are not finished in one lesson can be picked up in the next. Teachers will need to introduce the subsequent lesson/s carefully so students know what to expect, what the purpose of the lesson is, and where they are in the teaching sequence.
### Sample weekly plan

**Class:** Year 1  
**Week:** 1  
**Term:** 1  

**Text:** *My mob going to the beach* by Sylvia Emmerton  

**Teaching focus:** How to begin a recount with an orientation.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low order literate orientation</strong></td>
<td>Introduce what a recount is and how it differs to a narrative.</td>
<td>As illustrations are discussed again begin to focus on contrasting motivations of characters. Also focus on structure of a recount.</td>
<td>Encourage students to discuss what they know. Focus on how important illustrations are to understand the story. Also focus on structure of the orientation.</td>
<td>Make links to other orientations the students are familiar with. Encourage discussion &amp; recall of story using map at front of story. Move focus to class construction of recount.</td>
<td>Encourage deeper discussions about characters and other inferential knowledge. Include making links with students’ experiences. Make links between the story and a class activity or excursion.</td>
</tr>
<tr>
<td><strong>High order literate orientation</strong></td>
<td>One day the grown-ups said we were going to the beach. Orientation: Focus on what “one day” means. Clarify who is involved and what this recount will be about.</td>
<td>One day the grown-ups said we were going to the beach. Focus on orientation being very important for recounts and narratives. Author provides important information.</td>
<td>We were going to sleep there too. Just for one night though. We didn’t have a car so we would have to walk. Unpack all the information and inferences in this part. Begin to focus on the orientation as a whole.</td>
<td>Revise understandings from the orientation of this recount.</td>
<td>We started out early, and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner. Focus on first event in recount.</td>
</tr>
<tr>
<td><strong>Transformations</strong></td>
<td>One day the grown-ups said we were going to the beach. Focus on orientation being very important for recounts and narratives. Author provides important information.</td>
<td>We would take some blankets, a couple of billies and some tea and sugar. Play word recognition games on transformations done so far. Begin discussing structure.</td>
<td>We were going to sleep there too. Just for one night though. We didn’t have a car so we would have to walk. This is the last information in the orientation. Focus on why author provided all this information.</td>
<td>Revise last lessons. Continue focusing on orientation structure. Incorporate activities which support word recognition, an understanding of the structure and of why all this information was provided.</td>
<td>We started out early, and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner. Focus on structure of recount. After the orientation comes the first event.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Prepare for joint reconstructed writing later in week. Teach high frequency words: one d/ay we \</td>
<td>Revise one, d/ay &amp; we. Teach b/ea/ch. s/aid</td>
<td>Revise, then teach w/ere going. If appropriate jointly reconstruct first sentence.</td>
<td>Revise one and d/ay, B/ea/ch. If appropriate jointly reconstruct next sentence.</td>
<td>Revise then focus on high frequency words or a pattern eg ea.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Move focus to class construction of recount. Begin discussions and other activities in preparation of class recount.</td>
<td>If appropriate begin class recount with when it happened. Discuss who is involved. Make links between the story and a class activity or excursion.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Read story with the class. Children join in when they can.**

One day the grown-ups said we were going to the beach.

We would take some blankets, a couple of billies and some tea and sugar.

We were going to sleep there too. Just for one night though. We didn’t have a car so we would have to walk.

We started out early, and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner.

One day the grown-ups said we were going to the beach. Focus on orientation being very important for recounts and narratives. Author provides important information. We would take some blankets, a couple of billies and some tea and sugar. We were going to sleep there too. Just for one night though. We didn’t have a car so we would have to walk. This is the last information in the orientation. Focus on why author provided all this information. Revise last lessons. Continue focusing on orientation structure. Incorporate activities which support word recognition, an understanding of the structure and of why all this information was provided. We started out early, and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner. Focus on structure of recount. After the orientation comes the first event.

Prepare for joint reconstructed writing later in week. Teach high frequency words: one d/ay we. Revise one, d/ay & we. Teach b/ea/ch. s/aid. Revise, then teach w/ere going. If appropriate jointly reconstruct first sentence. Revise one and d/ay, B/ea/ch. If appropriate jointly reconstruct next sentence. Revise then focus on high frequency words or a pattern eg ea.
Sample lesson plan

In the first few lessons most time will probably be spent on literate orientations, with transformations, spelling and writing being brought into the sequence as students become more familiar with the story.

Class: Year 2  Week: 1  Term: 1

Purpose of lesson
Literate orientation on *My mob going to the beach* by Sylvia Emmerton.
Use transformations and spelling to engage the children in developing concepts about print and decoding skills.

Lesson 2 – Teaching sequence

Low order literate orientation
- Retell the story of *My mob going to the beach*, encouraging students to contribute what they remember from the previous session. Discuss how the characters have different ways of having fun.

High order literate orientation
Focus on the first page. Re-orient the first sentence – who the story is about and when the story took place.
- Discuss who the mob is: it’s the grown ups, the older kids and *us*.
- Explain who *us* is.

Transformations
Continue with the first sentence.
- What information does the author include in the orientation to the story?

Spelling
- Cut transformations into single words and play word-recognition games.
- Chunk spelling words *one* and *d/ay* to prepare for joint reconstructing the first sentence.
We would take some children, a couple of bottles and some tea and sugar.

One day the grown ups said we were going on the land.

We would take some blankets, a rug, and some tea and sugar.

We would have a car and we would drive.
One day the grown-ups said we were going to the beach.

We would take some blankets, a couple of billies and some tea and sugar.

We were going to sleep there too. Just for one night though.

We didn’t have a car so we would have to walk.

We started out early and soon came to some cattle yards. We had to cross a yard where there was a huge bull in one corner. The grown-ups and the big kids walked across quietly.

But not us.

We ran as fast as we could.

Shortly after that we came to a camp near a billabong. We knew the people in the camp so we stopped for a visit.

The grown-ups and the big kids sat down for a yarn.

But not us.

We went looking for wild duck eggs in the grass beside the billabong.
We started out again and had to cross through the cemetery. It was getting very hot. The grown-ups and the big kids stopped at the taps for a drink.

But not us.

We sat under the taps and got wet all over.

Finally we got to the beach. We found a big shady tree to make our camp.

The tide was out so we went searching through the rocks and pools. The grown-ups and the big kids searched for oysters. Yuk!

But not us. We went looking for cockles. Yum!

The grown-ups made a fire on the beach and we cooked the cockles and some oysters in the coals.

When we finished our feed, the tide had come in. The grown-ups and the big kids went fishing and crabbing.

But not us.

We went swimming and played in the sand.
Late in the afternoon, we cooked the fish and the crabs and had a big feed.

It started to get dark and the grown-ups and the big kids sat around the campfire to yarn and tell stories.

But not us.

We fell fast asleep.
Early Childhood

These notes have been written to help teachers use the Accelerated Literacy teaching strategies in Year 1. However, they could also be used with students in Kindergarten (first year of school) and in Year 2 where students have difficulties with reading.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

- read the story studied fluently and interpret the illustrations at a high level
- discuss the story: give opinions about the author’s language choices; identify the story’s structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers’ handouts from the first professional development workshop. Additionally, you could refer to http://www.nalp.edu.au.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.

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