Early Childhood

These notes have been written to help teachers use the Accelerated Literacy teaching strategies in Year 2. However, they could also be used with students in Year 3.

Outcomes of the teaching sequence

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

• read the passage 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 passage studied 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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Mrs Wobble the Waitress

Early Childhood
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Using this resource
Year level

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The text

*Mrs Wobble the Waitress* is written by Allan Ahlberg and illustrated by Janet Ahlberg. Published by Penguin Group UK, 1980. Page numbers provided here refer to this edition. Reproduced by permission of Penguin Group UK.
Mrs Wobble
the Waitress
Synopsis of the story

One of the ‘Happy Families’ series of stories, this funny narrative features a waitress named Mrs Wobble who can’t stop wobbling and so keeps spilling food all over her customers. After she gets the sack, Mrs Wobble’s family turn their house into a restaurant and her wobbling into entertainment for the customers. The story is set in the past, with quaint, romanticised illustrations of old-fashioned settings which add extra information and support the text.

Themes

Mrs Wobble the Waitress is a story about a pleasant, hard-working woman who gets the sack from her job because of an unfortunate tendency to wobble. With some creative, positive thinking, her family manages to turn her problem into an advantage. Themes include:

- Turning a negative into a positive with creative thinking.
- Caring for family.
- Working as a team.

Why use this story?

Mrs Wobble the Waitress is an amusing story with detailed illustrations that support students who are beginning to decode at an automatic level.

- It can be used to show the stages of a narrative – the text has a clear orientation, complication and resolution.
- It can be used to demonstrate how authors use expansions to add to readers’ understanding of characters’ actions and motivations.
- It can be used to show students how to use time phrases to stage their writing.

Structure of the text

Mrs Wobble the Waitress has an easily identified narrative structure. The first three sentences provide the orientation, introducing us to Mrs Wobble and her work, and then we are straightaway given the complication (The only trouble was – she wobbled). The resolution comes late in the story, when the children find a way to turn her wobbling into an advantage.
Language features of the text

Use of time phrases to stage a narrative

Time phrases (eg *One day, The next day*) stage the text and help organise the event sequence.

Use of expansions

Expansions are used throughout the story to provide the reader with extra information about Mrs Wobble and her problem. For example, the expansions, *She liked her work* and *The customers liked her* influence the reader’s attitudes to Mrs Wobble, making her likeable despite her tendency to spill food. Someone who is liked by her customers must be a nice person.

Expansions on page six show the effect that Mrs Wobble’s tears had on members of her family. Someone whose family cares this much about her is obviously worthwhile.

Other expansions on pages eight and nine describe how the family worked together to turn her problem into something positive.

Use of short sentences

The author uses short sentences to make event sequences easy to follow. (Eg *One day Mrs Wobble wobbled with a bowl of soup. The soup landed on a customer’s dog. Mrs Wobble got told off.* )

Use of repetition

Like many texts written for young children, *Mrs Wobble the Waitress* incorporates repetition to help structure the text. Students enjoy learning to read these stories in class.

Use of dialogue

The author uses dialogue as a way of revealing characters’ personalities to the reader.
Use of a limited range of words

The author has used a relatively limited range of words in the text. This means that readers can focus on other features of the story without having to cope with a lot of new words (although some choices, such as got the sack, a sandwich board and laid the tables, will need to be discussed).

Illustrations add richness to the text

The pictures add information that is not contained in the written text (eg what the family looks like, what the café looks like, and how the family turn their house into a café). The quaint illustrations evoke a time when life was simpler and create a delightful atmosphere. Some students, particularly those with little experience of literature, may need to have this information pointed out to them.

Books with similar themes

There are many books in the ‘Happy Families’ series, which have a similar structure and similar illustrations to Mrs Wobble the Waitress. All the books in the series have characters whose names reflect their occupation (eg Mrs Plug the Plumber, Mr Creep the Crook).
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 *Mrs Wobble the Waitress* aims to teach:

- how to read the passage studied 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 write, with appropriate teacher support, a short orientation with expansions that help describe a character, and a complication that uses time phrases to stage the events.

**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 the general considerations in the low order literate orientation 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 – Whole book**

**Teaching focus**

- Read the title and show the students Mrs Wobble and her family.
- Show the students where the cover tells us the name of the author and the illustrator.
- Explain to the students that Mrs Wobble’s occupation is waitressing. You may need to explain what a waitress does.
- Give an overview of the story.
- Discuss the significance of Mrs Wobble’s name. (All ‘Happy Families’ books have characters whose names reflect their occupation.)
- Provide information about Mrs Wobble’s family. Describe who they are.
Teaching focus

- Ask the students if they can find Mrs Wobble. Ask a few students to come up and point to her.
- Remind students that waitressing involves working in a café, which is a place where people buy meals. Mrs Wobble’s job is to take orders from the customers and then bring food out to them. Point to the customers in the picture.
- Mrs Wobble really likes her job and all the customers really like her. She must be friendly and hard-working.
- But Mrs Wobble gets herself into some trouble because she wobbles all the time.
- In the picture, you can see Mrs Wobble serving food to the customers in the café where she worked, but look at what is falling off the plate. Ask the students if they can see what is falling off the plates. (Cherries and chips)
- This food is falling off the plate because she is wobbling.
- Even though they like Mrs Wobble, the customers don’t like having food spilt all over them. Look at the expression on this man’s face.
- Point out the customer’s expression as Mrs Wobble bumps his arm.
- Discuss briefly the old fashioned illustrations, which portray an era from the past.

Teaching focus

- On this page, we can see the trouble Mrs Wobble gets into because of her wobbling.
- If you look here, you can see what she is tripping on. She is tripping over her apron.
- Mrs Wobble is wobbling with a bowl of soup. Can you see where the soup lands? On a customer’s dog. And it has made a big mess, hasn’t it? The cook would have had to make some more soup for the customer. Then the café would have lost a bit of money.
- Because the soup landed on a customer’s dog, Mrs Wobble got told off. You will need to explain what being told off means. Give examples of what it looks like and sounds like. Being told off is serious.

Teaching focus

- On the next page you can see Mrs Wobble getting into even more trouble because of her wobbling.
- This trouble happened the next day.
- She is wobbling with a roast chicken. (The chicken is called a roast chicken because of the way it has been cooked.) Can you see the food sliding off the plate?
- Look at where the food has landed – right on the customer’s head. This is no good for business because customers wouldn’t like that and might stop coming.
- Mrs Wobble got told off again. Ensure that students understand what the phrase means.
Teaching focus

- On this page is the third and final example of what happens when Mrs Wobble wobbles while she is at work.
- This time her wobbling has very bad consequences.
- She wobbled with a plate of jelly, but it didn't land on a customer’s head, it landed on the manager’s head.
- The manager is this man here. [Point to the manager.] He owns the café where Mrs Wobble works and is her boss.
- The manager is not very happy with Mrs Wobble. Three accidents with food in three days is too much, so she gets the sack. You will need to explain what it means to get the sack. (Originally the expression came from dismissed workers being given a sack so they could take their tools away.)

Teaching focus

- This page shows us Mrs Wobble’s behaviour after losing her job.
- Mrs Wobble went home and told her family that she got the sack. Point out the ‘I have got the sack’ speech bubble.
- Look at the sad faces of the family. Point out the children and Mr Wobble.
- Mrs Wobble’s family tried to cheer her up. Mr Wobble cooked her tea and her children told her not to worry because she would be able to find another job in another café.

Teaching focus

- There were no other cafés where the Wobbles lived, so Mrs Wobble could not work. What would this mean for her family?
- She was upset because now they would have no money.
- The children don’t like to see their mother so unhappy. Can you see what Mr Wobble and the children are also doing? They are crying too.

Teaching focus

- Can you see how the family have cheered up? Point out their smiling faces.
- They have cheered up because Mr Wobble has had an idea. The family can turn their house into a café of their own!

Teaching focus

- The Wobble family all work together to turn their house into a café.
- Ask the students if they can see what each family member is doing to help (eg cleaning windows, painting, moving furniture). Discuss the family’s willingness to work together to help one another out in a crisis.
- Point out the improvements they make to the house. The first illustration shows how the house used to be. The second illustration shows how it’s changed.
The family members look very pleased with the job they have done. Point out how everyone is standing back looking at what they have achieved with smiles on their faces. It’s been hard work. Mrs Wobble has a sweaty forehead.

Teaching focus

On the next pages, we can see the shops where the family went to buy supplies for their new business.

We can see Mr Wobble here and he is buying food for the café. He has bought meat, vegetables, fruit, fish, cheese and chicken. He even has a cash register because this is going to be a proper café.

The children have also gone to the shops to buy things for the café. Can you see what they have bought? Two pairs of roller skates and a fishing net.

I wonder why they have bought those things? You wouldn’t think that you would need them for a café, would you? Mr Wobble asked the children what they were for. They told them it was for a surprise. We will have to wait and see what they are going to use them for.

Teaching focus

These two pages show us what else the Wobble family did to get ready for the opening of their café.

Mrs Wobble made waiter’s clothes for the children and a cook’s hat for her husband. Point out the cook’s hat on the floor. It looks like the whole family is going to work at the café.

On this page here, we can see the menu that Mr Wobble and Miss Wobble made. This is all the food that the customers can order to eat at the café. Discuss what food can be seen on the menu.

Point out the speech bubble where Miss Wobble is asking, ‘How do you spell sausage?’

Teaching focus

At the end of a busy day, the children went to bed. They would have been feeling very tired after all their hard work. Mr and Mrs Wobble stepped outside to look at their new café. Can you see them standing outside?

They talk about making their fortunes. Explain what this means.

But Mrs Wobble is still not convinced that she will be able to stop wobbling while she is working in the new café.

Discuss why she would be worried. If she upsets the customers by spilling food on them, all the family’s hard work would have been for nothing. They would have no money and Mrs Wobble would feel like she has let her family down.
Teaching focus

- This page shows us what happens the next day. The children have woken up early and are giving their parents a cup of tea in bed. Today is the day that they are going to open their new café.
- The children are ready for the big day. Point out the ‘It’s the big day today’ speech bubble.
- Miss Wobble says to her father, ‘We are going to make our fortunes.’ Unpack the meaning of what it might mean to make your fortune. Fortune can mean both a great deal of wealth and also good luck or destiny. Perhaps Miss Wobble is also indicating that the family is going to make its own luck.

Teaching focus

- After breakfast, the family got the café ready for opening.
- Show the students where Mr Wobble is cooking. You can see some of the things he bought when he did his shopping.
- Look at Miss Wobble and Mrs Wobble laying the knives and forks out on the table.
- Then look at Master Wobble, who is travelling around town with a sandwich-board.
- Discuss what a sandwich-board is used for and why he would go around town with it.

Teaching focus

- Once the cooking was done, the tables were laid. [Unpack meaning here. What was laid on the table? The illustration helps: it shows a tablecloth, knives and forks, etc.] The next pages show us what happened when the café actually opened.
- Remind the students about how Mrs Wobble was worried about wobbling.
- Look at the picture of her wobbling with a bowl of soup. This time, however, Miss Wobble skates to the rescue. Now we know what the roller skates were for.
- Discuss what the customers thought about having someone with roller skates whizzing around the café catching soup in a bowl.
- Look at the next two pages to see Master Wobble catching the roast chicken. Now we know what the net was for.
- Discuss what the customers think about all this. Explain that they are saying it’s clever and more fun than a circus. Also discuss all the things going on in the picture and read the speech bubbles, so that the students understand how much all the customers enjoyed Mrs Wobble wobbling.
Teaching focus

- This page shows what happened at the end of the first day.
- Ask the students whether they can see what the family is doing.
- Explain that we don’t know exactly how much money they made but it looked like a fortune to the children.
- The café would not have been a success without all of the family helping.

Teaching focus

- The last two pages show us what happened as a result of having Mrs Wobble wobbling and having famous juggling waiters.
- Look at all the customers waiting to come in to the café.
- Look at the children peeping out at the big crowd.
- Finally, tell the students what Mrs Wobble is worried about now and discuss why it would be important for her to keep wobbling.

Read the story aloud

Following low order literate orientation, read the 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. Read the story expressively and if the students 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.

Low order literate orientation – Study passage

Teaching focus

- This story is about a waitress called Mrs Wobble.
- She likes her work and the customers at the café like her.
- But she has a problem: she wobbles. How she and her family deal with this problem is what this story is about.
- There are three examples of how wobbling affects her performance of her job. In many stories, after the third time an action is repeated, there is a consequence. It is as though three is just the right number of times to give examples but not so many as to become too repetitive. In this case, after wobbling three times, and being told off, Mrs Wobble is finally fired (sacked) from her job.
High order literate orientation – Passage one

Teaching focus

### Structure of text and wording

<table>
<thead>
<tr>
<th>Why language choices were made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction of character</strong></td>
</tr>
<tr>
<td>Mrs Wobble</td>
</tr>
<tr>
<td>was a waitress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attributes or expansions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>She liked her work.</td>
</tr>
<tr>
<td>The customers liked her.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Complication</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The only trouble was – she wobbled.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Example 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One day Mrs Wobble wobbled with a bowl of soup. The soup landed on a customer’s dog.</td>
</tr>
</tbody>
</table>
**Consequence**

*Mrs Wobble got told off.*

Now the author tells us what happened to Mrs Wobble as a result of her wobbling. What does being *told off* look like and sound like? Give examples.

This makes the reader feel sorry for Mrs Wobble, because we know that she is friendly and hard-working.

**Example 2**

*The next day Mrs Wobble wobbled with a roast chicken. The roast chicken landed on a customer’s head.*

*The next day* indicates that Mrs Wobble’s problem is ongoing. It happens day after day.

This is another clear example of wobbling and where the chicken landed.

**Consequence**

*Mrs Wobble got told off again.*

By using the word *again*, the author is making Mrs Wobble’s situation sound even worse, as she has now been *told off* twice. Readers know that this can’t keep happening without a major consequence for Mrs Wobble.

**Example 3**

See page 4 of *Mrs Wobble the Waitress*

Once again, a simple language choice nicely stages the story and moves events along.

Mrs Wobble could not have chosen a worse person to spill food over. The reader can infer from the way *manager* is in italics that this is more of a problem than before.

**Consequence**

See page 4 of *Mrs Wobble the Waitress*

This third instance of wobbling is the last straw for the manager (especially as he’s the one that ends up with jelly on his head). He doesn’t tell her off this time, he gives her the sack. Explain what getting *the sack* means. Originally, it meant workers were told to leave their job and were given a sack to put their tools in. The author has set Mrs Wobble’s situation up so readers are now feeling really sorry for her.
What you could say

**Preformulation**

_T_: Mrs Wobble is the main character in this story. The story is even called _Mrs Wobble_, so she is really important. The story starts off by telling us quite a lot about Mrs Wobble. It tells us what her job was and how she felt about it. Then we find out how other people feel about Mrs Wobble. Then we find out about the problem she has that is causing her problems with her job.

**Question:** Who remembers what Mrs Wobble’s job was?

_S_: A _waitress_.

**Reconceptualisation**

_T_: Good. Now we know this word says _waitress_ because it starts with _w_. Can you put a line under the words _a waitress_?

**Preformulation**

_T_: The next part of the story tells us how she felt about her work.

**Question:** Can anyone remember how Mrs Wobble felt about her work?

_S_: She _liked_ her work.

**Reconceptualisation**

_T_: That’s right, she liked it. She wouldn’t want to lose a job she liked, would she? Can you put a line under the words that tells us how she felt about her job?

**Preformulation**

_T_: In the picture, you can see Mrs Wobble serving the people who have come to eat in the café.

**Question:** Can anyone remember the special word that the author has used to tell us who these people are?

_S_: _Customers_.

**Reconceptualisation**

_T_: Yes, that’s right, customers. You can see that Mrs Wobble is serving them some food here in the picture.

**Preformulation**

_T_: On this page, we also find out how the customers felt about Mrs Wobble.

**Question:** Can anyone remember how the customers felt about Mrs Wobble?

_S_: They _liked_ her.

**Reconceptualisation**

_T_: They sure did. They think that Mrs Wobble is a really friendly, hard-working waitress. You can see this person smiling at her, showing us that he likes her. Can you underline the words that say how the customers felt about Mrs Wobble?
Preformulation

T: So we know that Mrs Wobble was a waitress. We know that she liked her work and that the customers liked her. Authors often start their stories by telling us important things about the characters.

Everything is going well in the story so far, but now Allen Ahlberg tells us about a problem Mrs Wobble has that gets her into trouble. It’s her only problem too. She sounds like a really good waitress in every other way but she has one big problem.

Question: Can anyone remember what her problem was?
S: She wobbled.

Reconceptualisation

T: That’s right, she wobbled. For someone whose job it is to hold and carry things, this would be a big problem. Let’s find and underline the bit that tells us about Mrs Wobble’s big problem.

The class can read with you up to here.

Preformulation

T: Now the next pages explain why wobbling is such a big problem for a waitress. There are three examples and they happen over three days. Let’s read when the first thing happened.

Question: Who knows when this part of the story started?
S: One day.

Reconceptualisation

T: Good, let’s put a line under these words that tell us when.

Preformulation

T: Ok, in the picture you can see the first thing Mrs Wobble wobbled with.

Question: Who knows what it was?
S: A bowl of soup.

Reconceptualisation

T: That’s it! Let’s put a line under the part where it tells us about the bowl of soup. Good.

Preformulation

T: Now we find out what happened as a result of her wobbling with a bowl of soup. This part here (point to the text) tells us where the soup landed.

Question: Where did the soup land?
S: On a customer’s dog.

Reconceptualisation

T: Let’s put a line under the words that tell us where the soup landed. The dog looks quite happy but his owner looks a bit worried. Soup is supposed to be on the table, not on a customer’s dog.
**Preformulation**

**T:** So, Mrs Wobble got told off. The manager of the café got quite cross.

**Question:** What did the manager do?

**S:** Told Mrs Wobble off.

**Reconceptualisation**

**T:** Yes he did, didn’t he? Let’s underline the words that tell us *Mrs Wobble got told off*.

The class can read with you up to here.

**Preformulation**

**T:** This page tells us about the second time that Mrs Wobble got into trouble because of her wobbling.

**Question:** Can you remember when Mrs Wobble got told off again because of her wobbling?

**S:** The next day.

**Reconceptualisation**

**T:** Yes, she got into trouble again the next day. Let’s put a line under the words that tell us when she got into trouble again.

**Preformulation**

**T:** If you look here in the picture we can see what Mrs Wobble wobbled with the next day.

**Question:** Can anyone remember what Mrs Wobble wobbled with the next day?

**S:** A roast chicken.

**Reconceptualisation**

**T:** Yes, it’s a roast chicken. Let’s underline *roast chicken*. We need to look for *r* for roast and *ch* for chicken.

**Preformulation**

**T:** The next part tells us where the roast chicken landed. If you look here in the picture, you can see where.

**Question:** Can anyone tell me where the roast chicken landed?

**S:** On a customer’s head.

**Reconceptualisation**

**T:** Now we know that *customer* starts with a *c*. Let’s see what *head* starts with. That’s right: *h*. Let’s put a line under where the chicken landed. Look at her face. Doesn’t she look surprised?
**Preformulation**

**T:** This last line here tells us what happened to Mrs Wobble after she spilt the roast chicken.

**Question:** Can anyone remember what the manager did?

**S:** Told her off.

**Reconceptualisation**

**T:** Yes, she got told off again. That’s twice now. Let’s put a line under the part that tells what happened to Mrs Wobble because of her wobbling. Poor Mrs Wobble.

The class can read with you up to here.

**Preformulation**

**T:** Now we find out the worst trouble that Mrs Wobble’s wobbling got her into. Have a look in the picture and see what she is wobbling with.

**Question:** Can anyone see what she is wobbling with?

**S:** A plate of jelly.

**Reconceptualisation**

**T:** Yes, that’s right. This is the third time she has wobbled in this story. Now let’s underline the place in the text where the author tells us what she wobbled with.

**Preformulation**

**T:** Now let’s see where the jelly landed.

**Question:** Can anyone see where the jelly landed?

**S:** On the manager’s head.

**Reconceptualisation**

**T:** Yes, that’s right. That is a dreadful place for the jelly to land because he is the person in charge of the café and he has already told her off twice. So for three days in a row she wobbled. What will happen this time, I wonder? Can someone underline the words which tell us where the jelly landed this time?

**Preformulation**

**T:** Now the manager didn’t just tell her off again, he did something much worse.

**Question:** Can anyone remember what the manager did to Mrs Wobble this time?

**S:** Mrs Wobble got the sack.

**Reconceptualisation**

**T:** He sure did. That means she lost her job because of her wobbling. Let’s find where it tells us that part and put a line under it.

The class can read with you up to here.
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.

Goals of the transformations

It is suggested that transformations be carried out on all of the first four pages of *Mrs Wobble the Waitress*. Other passages may be chosen but it is important to choose passages that achieve a teaching purpose.

**Comprehension**

The author has written the story using simple language in short sentences so that it is accessible for early readers. As a result, many details that enrich the story are included in the illustrations rather than the words. This feature of the story means that students without much experience with literacy need help to fully understand and enjoy it.

**Word recognition leading to spelling**

To develop word recognition skills, it is necessary to cut the transformation into single words so that the teacher can determine whether students can recognise words out of context, a prerequisite for successful work on spelling.

**Writing**

Authors who write for young children generally use simple story structures with a straightforward orientation, complication and resolution. The following transformations can be used to demonstrate the features of an orientation and how to introduce a complication. They can also be used to show the features of expansions and how to use them to provide the reader with further information.
Transformations one

Text (page 1)

*Mrs Wobble was a waitress.*

Example of text segmentation

Initially, the sentence could be segmented in the following way.

Other segmentations may also be used.

**Mrs Wobble / was / a waitress / . /**

Teaching focus

- Explain the activity.
- Show explicitly where the text on the cardboard strips comes from in the book.
- Identify the name of the character.
- Identify the function of these words (to tell us who the story is about).
- Identify Mrs Wobble’s job.
- Discuss the function of the words and the punctuation.

What you could say

**Explain the activity**

*T:* OK, great. Now we are going to look closely at these words and talk about why the author has chosen to use them. Have look at the words I have written on this cardboard strip. Lets read them: *Mrs Wobble was a waitress.* Can anyone see where I copied these words from? [Students point to the first sentence in the book. If they can’t tell you, you will need to show them.]

**Preformulation**

*T:* Authors need to tell readers who is in their stories and a bit about them before they tell us about their problem. That way, we get to know the characters, and feel sad when they have a problem and glad when that problem is solved.

**Question:** Now, can anyone remember who the main character is in the story?

*S:* Mrs Wobble.

**Reconceptualisation**

*T:* Yes, that’s right. Can someone come and cut out the words that tell us who the main character is in the story? The author has chosen to tell us this first, so we know who the main character is straightaway.
Check initial consonants
T: Now, how do we know that this word says Mrs?
S: It starts with an M.
T: Yes and makes the sound em. Remember that we need a capital M here, because we give titles like Mrs a capital letter. This title means she is married.
T: What about this word, Wobble? How do we know this word says Wobble?
S: It starts with a W.
T: Yes, that’s right. It starts with a W and that makes the w sound. Remember that we need a capital W here, because it is the name of a person. Mrs Wobble’s name tells us something about her too. Allan Ahlberg often gives his characters names that tell us a little bit about them, like Mrs Plug the Plumber and Mr Biff the Boxer. That makes his stories funny. Who would like to cut off the bit that tells us the main character’s name?

Preformulation
T: OK, great! Now we need to find the words that tell us the job that Mrs Wobble does. It must be important to know this, because Allan Ahlberg puts the information right at the beginning of his story.

Question: Can anyone remember what Mrs Wobble is?
S: A waitress.

Reconceptualisation
T: That’s right, Mrs Wobble is a waitress. You can see her here in the picture, serving food to the customers. Let’s see if we can find the words that tell us what Mrs Wobble does. Would you like to cut the full stop off as well? That full stop tells us that it is the end of the sentence.

Transformations two
Text (page 1)
She liked her work.

Example of text segmentation
Initially, the sentence could be segmented in the following way. Other segmentations may also be used.

She / liked / her work / . /

Teaching focus
• Identify the word which stands in place of Mrs Wobble’s name (She).
• Discuss the function of this sentence (to tell us that Mrs Wobble liked her work).
• Discuss the punctuation.
What you could say

**Preformulation**
T: OK, now the author has chosen to use another word to tell us who he is giving us more information about, instead of reusing the words, *Mrs Wobble*.

**Question:** So who can tell me the word the author has used to tell us who this time?
**S:** *She*.

**Reconceptualisation**
T: Yes, that’s right. Because we have already been introduced to the character, Mrs Wobble, the author can now use the word *She*, and we know who he’s talking about. We can do that in our writing too.
Now let’s see if we can find that word. We need to look for the word that starts with *sh*. It needs to be a capital *S* because it is the start of a sentence. [Cut off *She*].

**Preformulation**
T: If we know how Mrs Wobble feels about her work, we can begin to know something about her personality. Now we need to find the word that tells us how Mrs Wobble felt about her work.

**Question:** So how did Mrs Wobble feel about her work?
**S:** *She liked her work*.

**Reconceptualisation**
T: Yes, *liked* tells us how Mrs Wobble felt about her work. Let’s find that word. We need to find the word that starts with *L*. See, the *L* makes the sound *ell*. It sounds like she was happy at work, doesn’t it?

**Question:** So what was it Mrs Wobble liked?
**S:** *Her work*.

**Reconceptualisation**
T: Yes. It doesn’t say Mrs Wobble liked her house or her car or her jumper. It tells us that *she liked her work*. Can someone please come up and cut out the words that tell us what Mrs Wobble liked.

**Punctuation**
T: Would you like to cut the full stop off, as well? That full stop tells us that it is the end of the sentence.
Transformations three

Text (page 1)

_The customers liked her._

Example of text segmentation

Initially, the sentence could be segmented in the following way. Other segmentations may also be used.

_The / customers / liked her / . /

Teaching focus

- Identify the minor characters in the story (the customers).
- Discuss the function of this sentence (to tell us who liked Mrs Wobble and introduce more characters).
- Identify how the customers felt about Mrs Wobble.
- Discuss how this bit of information makes the reader feel about Mrs Wobble. By making her sound likeable, it sets the readers up to feel sorry for Mrs Wobble when she gets the sack later in the story.
- Function of the punctuation.

What you could say

**Preformulation**

_T_: Ok, now there are some other people in this story. Here they are. [Point to the picture.] These people really like Mrs Wobble.

_Question:_ So can anyone remember what we call these people?

_S:_ Customers.

**Reconceptualisation**

_T_: Yes, all these people are the customers. They really liked Mrs Wobble because she is friendly to them. Customers is what we call people who go into a restaurant to eat. Let’s cut out the word that tells who liked Mrs Wobble.

**Preformulation**

_T_: Now let’s look at the words that tell us how the customers felt about Mrs Wobble.

_Question:_ Can anyone tell me how the customers felt about Mrs Wobble?

_S:_ They liked her.

**Reconceptualisation**

_T_: Yes, the customers liked her. You can see in the pictures that these customers here look quite happy. If they all like her, she is probably a very nice lady. Would you like to cut the full-stop off, as well? That full-stop tells us that this is the end of the sentence.
Transformations four

Text (page 1)

The only trouble was – she wobbled.

Example of text segmentation

Initially, the sentence could be segmented in the following way. Other segmentations may also be used.

The / only / trouble / was / – / she wobbled / . /

Teaching focus

- Identify the problem that Mrs Wobble had (she wobbled).
- Discuss the function of this sentence. (It introduces the complication: waitresses are not good at their jobs if they wobble.)
- Discuss the function of the word only. (It tells the reader that everything else Mrs Wobble does is fine, except for the one problem of wobbling.)
- Discuss the function of the word trouble. (It prepares the reader for the complication.)
- Discuss the punctuation.

What you could say

Preformulation

T: Now that Allan Ahlberg has told us about the main character, and got us to like her, he can introduce a problem. Mrs Wobble had a very bad problem that got her into a lot of trouble.

Question: Ok, so who can remember the problem that Mrs Wobble had?

S: She wobbled.

Reconceptualisation

T: Yes, that’s right. She wobbled and that is a really big problem for a waitress because it means that she spills food everywhere, all over the customers and the manager. Let’s find the words that tells us Mrs Wobble’s problem. [Cut off she wobbled.]

Preformulation

T: Right, there is a word here in this sentence that tells us that this is her only problem.

Question: Who can remember the word that means she has just one trouble?

S: Only.

Reconceptualisation

T: Yes, that right: only. That means that everything else that Mrs Wobble does is fine, but the one and only problem is that she wobbles. The word is making the reader feel really sorry for Mrs Wobble, because if she didn’t wobble she would be really good at her job and she wouldn’t get the sack.
Preformation

T: Ok, so the author tells us that Mrs Wobble had a problem because of her wobbling.

Question: Can anyone remember the word the author uses to tell us that Mrs Wobble had a problem?

S: Trouble.

Reconceptualisation

T: Yes, that’s right. Mrs Wobble’s wobbling is a problem at work, and that isn’t good, is it? It is a really big problem. How are we going to find the word ‘trouble’? We need to look for the word that starts with ‘tr’. Good, now let’s cut that word out. Would you like to cut the full stop off as well? That full stop tells us that it is the end of the sentence.

Activities around the transformations

• Mix up the order of the words and ask the students to help you put the sentence back together.
• Discuss the use of the dash (–) in the sentence.
• Ask the students to shut their eyes, turn over a word and see if they can work out the word that has been turned over.
• Play ‘Your Pile, My Pile’ or another word recognition game to see if the students can recognise the words out of context.

Suggestions for further transformations

The following transformations look at how the author provides examples after The only trouble was – she wobbled to illustrate how Mrs Wobble’s wobbling was a problem.

Teaching focus

When authors make an important statement, they generally need to expand on it by providing examples.

Example 1

The author has used time to stage this story so that the sequence in which events occurred is clear. Authors often start stories like this.

The author is repeating for the reader the problem with wobbling this character had.

When she wobbled, she was holding onto something. If she wobbled empty-handed it wouldn’t have been a problem.
This is telling the reader what she wobbled with and where it landed. This doesn’t seem so bad. At least it didn’t land on the customer!

**Consequence**

As a consequence of Mrs Wobble’s wobbling and spilling the soup on the customer’s dog, she got into trouble. The effect of this is that the reader begins to feel sorry for Mrs Wobble.

**Example 2**

As he provides examples of the problem, the author stages the story over three days. *The next day* tells the reader exactly when it happened. It is also setting the reader up to realise that this is a recurring problem. Each day the wobbling has a worse result.

Mrs Wobble’s wobbling is still really bad. This time the author has told us Mrs Wobble wobbles with a roast chicken, another meal that would make quite a mess if it were dropped.

This is telling the reader what happened to the roast chicken as a result of Mrs Wobble wobbling with it.

The author is setting up Mrs Wobble’s problems to get worse each day.

Yesterday the food landed on a dog, which is a pretty bad thing to happen in a café. But today, it landed on a customer’s head. That is really bad. No wonder Mrs Wobble got told off.

**Consequence**

Poor Mrs Wobble. This is the second day in a row that she has been told off. The author has used the word *again* because Mrs Wobble has already been told off about her problem once before. Now the reader is starting to worry about how much more trouble Mrs Wobble can get into.

**Example 3**

Again we are told when Mrs Wobble wobbled next. This time it is with a plate of jelly. This is the third example of the problem of the wobbling and we can guess that something dramatic will probably happen this time.

Mrs Wobble’s wobbling has a really bad result this time. The author tells us Mrs Wobble wobbled with a plate of jelly because jelly is already really wobbly. Jelly is also sticky and would make quite a mess if you dropped it.

The author has chosen for the jelly to land on the manager’s head because this would be the worst place of all for Mrs Wobble to spill/drop something.

This is positioning the reader to think that Mrs Wobble is going to get into serious trouble this time.

**Consequence**

As a result of Mrs Wobble’s wobbling, the manager ends up sacking her. We are told she *got the sack* but that means the manager sacked her. The author has set Mrs Wobble up as a likeable character and, now that something bad has happened to her, the reader feels really sorry for her. We also want to know what happens now that Mrs Wobble the Waitress is no longer a waitress.
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 at a Year 2 level and so some students studying this text could be negotiating the transitional stage of spelling. Most students, however, would still be at an earlier stage of spelling, particularly those students with little experience of reading. These students would be learning to recognise and write initial letters before working on words that help them use visual strategies to notice larger chunks of letters that go together to make common orthographic patterns. Therefore, a letter would have to be chosen and taught over a few days.

An obvious word to learn to spell would be w/obb/le, particularly as wobbled appears throughout the text. L/ike/d and l/and/ed are also other words to consider as they end with d and ed.

Begin to make class lists. These can be flexible – that is, words can belong to more than one list. Below are some suggestions. Teachers can make other choices from the transformations based on their class needs and spelling goals.
**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](http://www.etymonline.com) and [http://www.thefreedictionary.com](http://www.thefreedictionary.com).

**Examples**

*Wobble*: 1657, probably from Lower German *wabbeln*.

*Waiter*: the sense of ‘servant who waits at tables’ is from 1483, originally in reference to household servants. In reference to inns, eating houses, etc, it is attested from 1663.

*Café*: from French *café* (‘coffee, coffeehouse’), which was derived from the Italian *caffe* (‘coffee’).

**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.
Example 1 (for students in the phonetic stage of spelling development)

These students will still be learning to recognise words, initially from their first letter, and they will also be learning to write letters. The physical demands of forming letters are quite significant for many of these students. When that physical demand is combined with the cognitive demands of remembering the names of letters and sounds, it is obvious that these young students need support with word recognition and handwriting, as well as spelling.

For these students, joint reconstructed writing would be carried out with the teacher writing on a large sheet of paper and all the students contributing. This would result in the students writing some letters of words and the teacher writing the rest. Letter formation will be carried out on small whiteboards or blackboards before students contribute to the joint writing.

Have the book and illustrations readily available for easy reference. Explain that you are going to try to write the story the way Allen Ahlberg did, starting with telling readers who the main character in the story was. Ask the students to see if they can remember how the story starts. When someone has answered with Mrs Wobble, show the students where you are going to start writing and explain that you need a capital M to start the sentence. The teacher can write the M or ask a student who knows how to do it to come and write it on the paper. Finish writing the word Mrs.

Go on to ask the students to help you to write Wobble. If this is a word the students can write, ask them to come and help write the parts they know. Talk about the word in chunks – w, obb and le – and get someone to write the W first, then someone else to write obb, then someone else to write le.

The teacher can then write the words was a.

Then discuss what word the author used to tell us what Mrs Wobble’s job was. Ask the students if they can remember what letter waitress starts with, then ask someone to come up and write it on the board. Continue like this, asking the students to come up and write the chunks they know until the sentence is completed.

Continue like this until the passage has been reconstructed. The discussion should include what words come next, what the author is telling the reader, the function of this word, what letter or letters the word starts with, the sound those letter/s make in this word, what letters come next and how to write them, as well as why the author used that particular word or words.
Example 2 (for students in the transitional stage of spelling development).

These students, usually from Year 1 (age six), may be negotiating the transitional stage of spelling and may be fluent in writing many letters independently. They may also know some of the letters that go together to form English letter patterns (e.g., w/obble, w/ait/r/ess).

These students can work with the teacher on jointly reconstructing parts of the text, with the teacher working on the blackboard or whiteboard while they write in individual writing books or blackboards.

The conversation about the words the author chose to write the story and why those choices were made continues as above, alongside the conversation about spelling patterns and letter formation. The students, however, write in their books while the teacher writes on the board. Teachers may allow some time for students to try to write wobble themselves before the teacher writes it. Students can then choose to write what they know or wait for the teacher (who is careful that they don’t copy letter by letter but write words in their chunks).

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 Mrs Wobble the Waitress would include:

- overall goals, such as writing a jointly constructed class book about a character who is a nice person but has a problem that gets them into trouble
- short-term goals, such as writing expansions of characters that give information about attributes that cause problems for them; writing paragraphs that show a sequence of events.
Activities

Workshop one

Using three expansions, create a character whose attributes threaten his or her livelihood. For example:

**Who**  Mr Wood
**What**  was a builder.
**Expansion 1**  He loved building.
**Expansion 2**  People loved the houses that he built.
**Expansion 3**  There was just one problem – he could never hit the nail with the hammer.

Later, in joint construction of a class book the resolution for this problem could be that he is taught how to join timber without nails and becomes famous for his beautiful sculptures.

Workshop two

Write paragraphs beginning with *when* and followed by a sequence of events. For example:

**When**  Early one morning,
**Character**  Mr Wood
**Action**  hit his thumb with a hammer.
**Reaction**  He screamed in pain.
**Consequence**  Mr Wood had to stop work to go to the doctor.

**When**  The next morning,
**Character**  Mr Wood
**Action**  nailed his finger to the timber.
**Reaction**  There was blood everywhere.
**Consequence**  Mr Wood got into trouble for making a mess.

**When**  As the sun was coming up the next day,
**Character**  Mr Wood
**Action**  accidentally nailed the next door neighbour’s hat to the timber.
**Reaction**  The hat was stuck there all day.
**Consequence**  Mr Wood got told off by his neighbour.
Joint construction of a class book

**Joint construction of class books**

Joint construction of class books is a particularly appropriate writing activity for students in Year 2. Students of this age have to not only think of what to write, they also have to remember how to form letters correctly and how to spell words correctly. For students in the transitional stage of spelling, negotiating the possible spelling of words takes confidence and a range of spelling resources.

Joint construction allows the teacher to ‘think aloud’ the way an author has to plan and execute the writing of short narratives.

**Possible steps in jointly constructing a class book**

- Read other books from the ‘Happy Families’ series that set out a clear orientation, complication and resolution. Discuss and model the thinking behind how the author of this series must have planned his stories.
- Explain that you are going to write a story and that you are going to plan it the way all authors do before you write.
- Discuss a character who was friendly and competent but had a terrible problem.
- Discuss how Allan Ahlberg gave names to his characters which either reflected their occupation or some other attribute.
- Discuss some possible problems. These problems would need some way of getting the main character into trouble.
- Discuss the event sequence.
- Have students work in groups to illustrate the sequence (carry out illustration tasks in art lessons). Sequence the illustrations and discuss the sequence.
- Discuss what you might say for each illustration. Don’t start to write yet; you are reaching agreement on the story sequence that 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 you can use. For example, using characters’ reactions to allow readers to know what they are thinking. Use butcher’s paper and work together, allowing students to write words they know.
- Writing the jointly constructed story could take up one or more complete sessions of Accelerated Literacy.
- For a joint construction of this nature, the teacher needs to have some possible examples prepared ahead of the lesson to help get the activity started.
- 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 are asked to write independently and, in fact, it would be not be necessary for students in Year 1 or younger to write a story independently.
Appendices
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.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Low order literate orientation</td>
<td>Use the illustrations to talk about the whole story. Teacher will be doing most of the talking. Focus on first sentence. Introduce Mrs Wobble, her occupation and her problem. Unpack “waitress”</td>
<td>Go through the book again, children will start telling teacher what they remember. Focus on Mrs. W’s job. What does being a waitress mean? Discuss how important it was for her to have a job.</td>
<td>Have discussions about the story. Establish students’ understandings about the Orientation, Complication &amp; Resolution. Focus on first page and readers’ empathy with Mrs W.</td>
<td>Role-play Mrs Wobble wobbling with food and customers reacting. Focus on the problem or complication, which has been introduced in the story.</td>
<td>Discuss how Mrs Wobble would feel getting the sack. Focus on empathy for the Wobble family when Mrs Wobble loses her job in the only café in town.</td>
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</tbody>
</table>

Read story/chapters/passage to/to with class

| High order literate orientation | Mrs Wobble was a waitress. Focus on who the story is about and what she does for a job. Introduce the letter “w” | Mrs Wobble was a waitress. She liked her work. Focus on how Mrs Wobble felt about her job. | Mrs Wobble was a waitress. She liked her work. The customers liked her. Focus on how Mrs Wobble felt about the customers. What sort of a waitress would that make her? | Mrs Wobble was a waitress. She liked her work. The customers liked her. The only trouble was – she wobbled. Focus on “the only trouble”: What does this mean for Mrs Wobble? | Page two: One day Mrs Wobble wobbled with a bowl of soup. Focus on when Mrs Wobble wobbled. This is an example of what happened when she wobbled. |

| Transformations                  | Mrs Wobble / was / a waitress / / She / liked / her work / / The author has expanded information about what sort of person Mrs W is. Discuss why he has done this. | Mrs Wobble / was / a waitress / / She / liked / her work / / The customers / liked her / / This next expansion gives more information about Mrs Wobble’s character. Play In/Out context games | Mrs Wobble / was / a waitress / / She / liked / her work / / The customers / liked her / / The only trouble was – / / She wobbled / / The author has introduced the complication on the first page. We know enough about Mrs Wobble to empathise with her problem. | Mrs Wobble / was / a waitress / / She / liked / her work / / The only trouble was – / / She wobbled / / Word recognition games | Page two: One day / Mrs Wobble / wobbled / with / a bowl of soup. Focus on this first example provided by the author of what it means for Mrs Wobble to wobble. Word recognition games |
## Sample weekly plan

### Class: Year 2

**Week: 1**

**Text:** *Mrs Wobble the Waitress* by Allan Ahlberg

**Teaching focus:** Building meaning of text. Fluent reading. Recognising visual patterns.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| **Spelling** | Focus on initial sound “w” and upper and lower case. Mrs W/obb/le wait/ress Joint reconstructed writing: Mrs Wobble was a waitress. Ask students to help you write these words on the board. | Revise words from yesterday. Plus: was work I/ke/d Joint reconstructed writing: Mrs Wobble was a waitress. Some students may be able to write independently. | Revise words from yesterday. Plus: She c/ustom/er/s her Joint reconstructed writing: She liked her work. Ask students to help you write these words on the board. | Revise words from the week. Joint reconstructed writing: Mrs Wobble was a waitress. She liked her work. The customers liked her. The only trouble was – she wobbled. Ask students to help you write these words on the board. Or some students may be able to write independently. | }
One day the grown ups said we were going on a picnic.

We would take some sandwiches, a couple of bikkies and some tea and sugar.

We would take some blankets, a rug, and some tea and sugar.
Mrs Wobble was a waitress.

She liked her work.

The customers liked her.

The only trouble was – she wobbled.

One day Mrs Wobble wobbled with a bowl of soup.

The soup landed on a customer’s dog. Mrs Wobble got told off.

The next day Mrs Wobble wobbled with a roast chicken.

The roast chicken landed on a customer’s head.

Mrs Wobble got told off again.
These notes have been written to help teachers use the Accelerated Literacy teaching strategies in Year 2. However, they could also be used with students in Year 3.

Outcomes of the teaching sequence

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

- read the passage 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 passage studied 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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