

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

YEAR 5/6 : Teacher Planning Overview

Victorian Essential Learning Standards Level: Four

| STRAND | DOMAIN | DIMENSION | Standards | Learning Focus | Thank You Wishes |
|--|--------------------|-----------------------------------|--|---|---|
| Interdisciplinary Learning | Thinking Processes | Reasoning, processing and inquiry | <p>Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.</p> <p>They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making.</p> <p>They develop reasoned arguments using supporting evidence.</p> | <p>Make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them.</p> <p>Develop an understanding of how our views are socially constructed and not always based on evidence.</p> | <p>Use open-minded portraits strategy to describe Grandma and Molly – physical description and character. Be ready to justify your choices from either the text or illustrations.</p> <p>Find the clues in the photos and think about how Grandma has lived her life so far. (appreciation and adventure)</p> <p>(Grandma helps Molly to appreciate what she has and see the possibilities in life rather than all that she can't do. e.g. she encourages Molly to see the rain as an opportunity rather than a disappointment.</p> <p>She encourages Molly to focus effort and persevere. eg drawing a variety of bikes over time)</p> <p>Focus question What did grandma do to make her dreams come true?</p> |

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

| | | | | | |
|--|--|---|--|---|--|
| | | <p>Creativity</p> | <ul style="list-style-type: none"> - use creative thinking strategies to generate imaginative solutions when solving problems. - demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others. | <ul style="list-style-type: none"> - use a range of techniques to represent a problem and, working individually and with others, develop a range of creative solutions and explore the advantages of generating unconventional rather than conventional solutions. | <p>Students invited to make their own thank you wishes page and then book as they need more room.</p> |
| | | <p>Reflection, evaluation and metacognition</p> | <p>Use a broad range of thinking processes and tools.</p> <p>Reflect on and evaluate their effectiveness.</p> <p>Articulate their thinking processes.</p> <p>Document changes in their ideas and beliefs over time.</p> | <p>Increase their repertoire of thinking strategies for gathering and processing information.</p> <ul style="list-style-type: none"> - identifying simple cause and effect, - elaborating and analysing, - developing logical arguments <p>Consider which strategies may be most appropriate for particular learning contexts.</p> <p>Increasingly focus on tasks that require flexible thinking for decision making, synthesis and creativity.</p> <p>Make links between ideas and use portfolios and/or journals to reflect on how their ideas and beliefs change over time.</p> <p>In structured activities, practise transferring their knowledge to new contexts.</p> | <p>Following sharing of 'Thank You Wishes' discussion should move to ...</p> <ul style="list-style-type: none"> - Self belief and having the courage to try things and dream - Practise looking for the positives in any situation - Practise appreciation - Thankyou wishes are about appreciation, hope and positive focus and the need for children to give their dreams space to grow <p>Encourage chn to</p> <ul style="list-style-type: none"> - identify positive and negative thinking - reframe negative thinking, - try out thinking positively, - investigate by interviewing others about the effect of positivity. <p>Use a learning journal to record their goals and their reframing of negative thinking and the effects of appreciation and being positive.</p> |

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

| | | | | | |
|--|---------------|-----------------------------------|--|---|---|
| | Communication | Listening, viewing and responding | <p>Ask clarifying questions about ideas and information they listen to and view.</p> <ul style="list-style-type: none"> - develop interpretations of the content and provide reasons for them. - explain why peers may develop alternative interpretations. - describe the purpose of a range of communication strategies, including non-verbal strategies - evaluate their effectiveness for different audiences. | <p>Communicate effectively with peers and respond appropriately when part of an audience.</p> <ul style="list-style-type: none"> - practise listening attentively to identify and communicate main points to others. - reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond. - practise sending consistent messages during their interactions. | <p>Effective listening and questioning during Kate's visit.</p> <p>Explore the body language of being positive and negative</p> |
| | | Presenting | <p>Summarise and organise ideas and information, logically and clearly in a range of presentations.</p> <ul style="list-style-type: none"> - identify the features of an effective presentation and adapt elements of their own presentations to reflect them. - using provided criteria, they evaluate the effectiveness of their own and others' presentations. | <p>Students use provided criteria to evaluate and reflect on the effectiveness of their communication and to provide feedback on the communication of others.</p> | <p>Small group or pair sharing of personal thank you wishes or research</p> <p>Discussion of Kate's presentation</p> |

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

| | | | | | |
|--|---------------------------|-------------------------------|--|---|---|
| Physical, Personal and Social Learning | Interpersonal Development | Building social relationships | <ul style="list-style-type: none"> - accept and display empathy for the points of view and feelings of their peers and others. | <ul style="list-style-type: none"> - explore the similarities and differences in the values and beliefs of a range of individuals and groups. - begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. | <p>Explore positive and negative ways of thinking.</p> <p>Recognising and reframing negative thinking in self and in others</p> |
| | | Working in teams | <ul style="list-style-type: none"> - provide feedback to others and evaluate their own and the team's performance. | <ul style="list-style-type: none"> compare their beliefs and values with others, and consider how these influence feelings and behaviour. - contribute to the development of, and use criteria for, evaluating their own and the team's effectiveness in team work. | <p>Promote the concept of visualising a positive result and being positive during team work.</p> <p>Encouraging positive reframing and positive feedback to team members.</p> |
| | Personal Learning | The individual learner | <ul style="list-style-type: none"> - identify and explain how different perspectives and attitudes can affect learning. - actively develop, monitor and refine protocols that create a positive learning environment in the classroom. | <ul style="list-style-type: none"> - describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. (Health Ed.) | <p>Through learning journals in all subjects include goal setting, positive visualisation of goals and reframing to positive thinking.</p> |

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

| | | | | | |
|--|----------|----------------------------|---|--|--|
| | | Managing personal learning | <ul style="list-style-type: none"> - describe task progress and achievements, suggesting how outcomes may have been improved. - persist when experiencing difficulty with learning tasks - seek and use learning support when needed from peers, teachers and other adults. - practise positive self talk. - demonstrate a positive attitude to learning within and outside the classroom. | <p>In selected reflective activities, students explore the impact of various emotions on their learning and they learn to maintain a positive attitude.</p> <ul style="list-style-type: none"> - develop, justify and monitor their own learning goals. - compare how they undertake independent tasks and teacher-directed tasks. | <p>Make use of fun ball and 'find the positive' activity (see activity sheet).</p> <p>Include positive goal setting and reflection on self talk during and after task completion in learning journals.</p> |
| | The Arts | Creating and making | They learn about ways to design, improvise, represent, interpret, make and present arts works that communicate feelings and their interests and understanding of themselves their relationships and other people | consider appropriateness of presentation for intended audience. | Make good use of of 'Thank You Wishes' for art appreciation discussion. Identify intended audience – don't forget the adult reading to a younger child, as well as the children reading alone. |
| | | Exploring and responding | Using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works | Through exploring and responding, students begin to develop a vocabulary of appropriate arts language they can use to describe and discuss the content and structural qualities of their own and other people's arts works. | <p>Use the illustrations of 'Thank You Wishes' for discussion of artist's techniques.</p> <ul style="list-style-type: none"> - illustrations telling a back story - perspective - stereotypes |

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

| | | | | | |
|-------------------------------|---------|---------|--|---|--|
| Discipline- based Learning | English | Reading | <p>read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.</p> <ul style="list-style-type: none"> - analyse these texts and support interpretations with evidence drawn from the text. - describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts. - analyse imagery, characterisation, dialogue, point of view, plot and setting. | <ul style="list-style-type: none"> - reflect on reading, viewing, writing, speaking and listening in ways that develop considered and critical approaches to a range of texts. - explore the relationship between the purpose and audience of texts and their structures and features in print texts; - features of visual texts - examine and challenge generalisations and simplistic portrayals of people and social and cultural issues. - draw evidence from texts to support their points of view. | <p>Compare and contrast several examples of grandmothers in picture books, drawing on text and illustrations as evidence.</p> |
| | | Writing | <p>Produce a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.</p> | <p>They develop terminology or metalanguage to talk about and describe particular structures and features of language.</p> | <p>Kate's talk will help improve the students' understanding of the writing and publishing process and use of literary metalanguage.</p> |

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

| | | | | | |
|--|--|------------------------|---|---|--|
| | | Speaking and Listening | <p>They sustain a point of view and provide succinct accounts of personal experiences or events.</p> <p>They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.</p> | <p>When listening, practise identifying the main idea and supporting details of spoken texts and summarising them for others.</p> <ul style="list-style-type: none">- identify opinions offered by others, propose other viewpoints, and extend ideas in a constructive manner. | <p>Ask students to summarise, in learning journals, the key points they learnt from Kate's presentation –</p> <ul style="list-style-type: none">- about her purpose in writing of 'Thank You Wishes' ;- about writing;- about speaking to an audience. |
|--|--|------------------------|---|---|--|