

Thank You Wishes

Kate Wilson illustrated by Jacqui Grantford

YEAR Prep : Teacher Planning Overview

Victorian Essential Learning Standards Level: One

STRAND	DOMAIN	DIMENSION	Standards	Learning Focus	Thank You Wishes
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry	By level three Use critical thinking to analyse and evaluate information Assemble and question information and develop opinions based on informed judgements	- explore familiar contexts -With support and encouragement students become adventurous in their thinking about these contexts -Make observations -share and record	Children asked to use pictures clues to identify interesting things that grandma has done in her life and give their opinion on what ideas and beliefs shape her life. <i>What interesting things has grandma done?</i> <i>What is she like?</i> <i>Why do you think she is like that?</i>
		Creativity	By level three Use imagination to generate possibilities Take risks with their thinking and make new connections	Presented with simple problem or task develop a range of creative solutions	Children asked to make their own <i>Thank You Wishes</i> . (possessions will feature but children encouraged to also choose special experiences, and achievements)
		Reflection, evaluation and metacognition	by level three Reflect on and refine existing ideas and beliefs / Develop awareness that there is more to know / Question their own and others perspectives. / Develop metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies	Integrate own observations with information from others Develop simple explanations Asks and answers questions eg How do you know? Why do you think that?	<i>How have Grandmas thank you wishes made her life better?</i> <i>How have thank you wishes helped Molly?</i> <i>How can thank you wishes help you?</i>
	Communication	Listening, viewing and responding	by Level Three Understanding communication conventions make meaning of communication forms	Attentive listening in a group. Responding to text	Kate Wilson reads <i>Thank You Wishes</i> to children and asks and answers questions.

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		Presenting	By Level three Present information in a coherent and appropriate manner	Sharing their thank you wishes with the group	Children share their ideas and <i>Thank You Wishes</i> with each other (pair/share/small group/ whole group)
Discipline Based Learning follow up by teachers/carers	The Arts	Creating and making	Level One students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences.	visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world.	Encourage ongoing personal use of creative <i>Thank You Wishes</i> book Art Activity <i>Thank You Wishes</i> focus board
		Exploring and responding	By Level Three use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.	This involves students analysing and developing understanding about their own and other people's work	Encouraging persistence, perseverance and designing changes and improvements of thank you wishes
	English	Reading	Level One They use context to make meaning, and use illustrations to extend meaning.	Children explore the purpose, formation and conventions of print / expand their vocabulary and use illustrations to extend meaning.	<i>Thank You Wishes</i> are ideal for personal 'language experience' text for re-reading.
		Writing	Level One Students write personal recounts and simple texts about familiar topics to convey ideas or messages	Students begin to compose simple texts about personally significant topics for their own purposes and audiences.	<i>Thank You Wishes</i> text can be a powerful incentive for writing for the child. Teachers need to scribe for many at this level.
		Speaking and Listening	Level One They ask and answer simple questions for information and clarification, and contribute relevant ideas during class or group discussion. They listen to and produce brief spoken texts that deal with familiar ideas and information.	When sharing and responding to ideas and information, students make connections with their own experiences and ideas.	Presentation and discussion of <i>Thank You Wishes</i> .