

Stage 2 and 3 Literacy Program- The Sideways Orbit of Evie Hart

Week 3

Component A (Daily Review, Phonics/Spelling/Morphology, Handwriting, Reading Fluency) - 50mins

Phonics/Spelling/Morphology LISC: We are learning to spell words so that we can write fluently and engage an audience.
☆ Explain and use root words, prefixes and suffixes

Handwriting LISC: We are learning to write legibly so that our audience can read our writing.
☆ Join letters fluently with consistent size and spacing

Reading Fluency LISC: We are learning to read fluently so that we can understand what we read and engage our audience.
☆ Expression and volume
☆ Rhythm and phrasing
☆ Accuracy and smoothness
☆ Automaticity and pace

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Daily Review – 15 mins

Word-level reading, spelling and morphology	‘Vis’ list words	Word-level reading, spelling and morphology	‘Vis’ list words	Word-level reading, spelling and morphology	‘Vis’ list words	Word-level reading, spelling and morphology	‘Vis’ list words
Grammar	Identifying and writing examples of figurative language	Grammar	Identifying and writing examples of figurative language	Grammar	Identifying and writing examples of figurative language	Grammar	Identifying and writing examples of figurative language
Vocabulary	revel in, phase, illuminate	Vocabulary	revel in, phase, illuminate	Vocabulary	revel in, phase, illuminate	Vocabulary	revel in, phase, illuminate

Phonics/Spelling/Morphology - 20 mins

Explicit teaching: struct, Latin, build
Handwriting: record root with joins
Word Building: Work as a class, in pairs or independently to use a word matrix to record known prefixes and suffixes and brainstorm a list of words using the roots. Have students explain the meanings of their words using their knowledge of suffix meanings. Using sound marking to identify the phonemes in words.

Explicit teaching: struct, Latin, build
Handwriting: record root with joins
Guided Decoding Practice: read compiled words lists of brainstormed words using focus root.
Guided Encoding Practice: record provided words, boxing the affix and underline the prefixes and suffixes. Identify the syllables in the words.

Explicit teaching: struct, Latin, build
Handwriting: record list words with joins
Guided Decoding Practice: read compiled words lists of brainstormed words using focus root.
Guided Encoding Practice: record provided words and identify its part of speech, justifying using knowledge of suffix meaning. Record word sums for list words.

Explicit teaching: struct, Latin, build
Guided Decoding Practice: read sentences incorporating list words.
Guided Encoding Practice: record sentences in cloze form with students selecting words with the appropriate suffix.

Reading Fluency - 15 mins

Text: Stars and Constellations- A Glimpse into the Universe
Reading Mode: Students read aloud in pairs. Teacher roams making anecdotal notes or works with targeted small group/individual.
Discussion: Pairs highlight any words they did not know how to say or did not understand the meaning of, and use sources to work out the meaning of unknown words. As a class, discuss its main ideas and text features.

Text: Stars and Constellations- A Glimpse into the Universe
Reading Mode: Students read aloud in small groups. Teacher roams making anecdotal notes or works with targeted small group/individual.
Discussion: Class discusses as a group unknown words from the previous read. Teacher modelling of reading multisyllabic words and prosody, and clarifies meaning of words.

Text: Stars and Constellations- A Glimpse into the Universe
Reading Mode: Students read aloud in pairs. Teacher roams making anecdotal notes or works with targeted small group/individual.
Discussion: Students read in pairs and self/peer assess using student fluency reflection, and give feedback.

Text: Stars and Constellations- A Glimpse into the Universe
Reading Mode: Students take turns to read aloud to a partner. Teacher conducts summative assessment with 2-3 students using fluency assessment and open ended questioning.
Discussion: Students record their answers to comprehension questions about the text.

Registration and Evaluation

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Component B (Text-Level Reading, Vocabulary, Sentence-Level Writing– 50 mins)

Text-Level Reading LISC: We are learning to monitor our reading so we can understand what we have read.
 ☆ make meaning through literal comprehension
 ☆ make and justify inferences

Vocabulary LISC: We are learning about new vocabulary so that we can understand what we read and engage our audience when we write.
 ☆ explain and use Tier 2 and 3 vocabulary
 ☆ explain and use figurative language

Sentence-Level Writing LISC: We are learning to write a structured paragraph so that we can communicate our ideas/information effectively and engage our audience.
 ☆ topic sentence, elaboration and concluding sentence
 ☆ range of sentence types and punctuation
 ☆ Tier 2 and 3 vocabulary
 ☆ Figurative language

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Text-Level Reading- 15 mins

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 13, 14 and 15 pg 103-125
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 103 pardoned anything. *What's going on here?*
 Pg 104 her misconception. *What does the author want us to know?*
 Pg 107 just another myth. *What have we learnt?*
 Pg 108 C major chord. *What's going on here?*
 End of Chapter 13 *What have we learnt?*
 Pg 113 doing something weird. *What have we learnt?*
 Pg 114 Miss Owen's research project *What does the author want us to know?*
 Pg 116 of the rain *What's going on here?*
 Pg 119 trillion weeks earlier *What's going on here?*
 Pg 122 are getting divorced. *What's going on here?*
 End of Chapter 125 *What have we*

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 16, 17 and 18 pg 126-149
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 129 just a phase. *What's going on here?*
 End of Chapter 16. *What have we learnt?*
 Pg 136 just in case *What does the author want us to know?*
 Pg 138 to be seen. *What have we learnt?*
 End of Chapter 17 *What's going on here?*
 Pg 145 my ear drums *What does the author want us to know?*
 End of Chapter 18 *What have we learnt?*
Follow-up Queries:
How does what we just read add to our understanding of this character?
That's what the author said, but what did the author mean?
Give me some evidence from the text that tells you that.

Text: [StarGazing and Storytelling NSW Road Trip](#)
Site pages: Read the overview, and navigate to read more about Parkes, Dubbo, The Warrumbungles, Coonabaraban
Reading Mode: Student read aloud
Queries:
What is the purpose of this text? How do you know?
What is the main idea of this paragraph?
What have we learnt?
Incidental vocabulary: iconic- an iconic image or thing is important or impressive because it seems to be a symbol of something, legacy-commissioning- thriving ample Spire-tall pointy section at the top, boasts, pinnacle incandescent

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 19, 20 and 21 pg 149-171
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 153 make him sad. *What have we learnt?*
 Pg 157 like an emu's neck. *What does the author want us to know?*
 Pg 161 that question again. *What's going on here?*
 End of Chapter 20 *What's going on here?*
 Pg 167 on my head. *What's going on here?*
 End of Chapter 22 *What's going on here?*
Follow-up Queries:
How does what we just read add to our understanding of this character?
That's what the author said, but what did the author mean?
Give me some evidence from the text that tells you that.

learnt?
Follow-up Queries:
How does that connect with what we've already read?
How does what we just read add to our understanding of this character?
That's what the author said, but what did the author mean?
Give me some evidence from the text that tells you that.
Incidental vocabulary: pg 109 rallies- sequence of back and forth shots between players, pg 114 doodling- a pattern or picture that you draw when you are bored or thinking about something else, pg 117 backhand- a tennis shot (demonstrate)
Ongoing: Add any fun facts to the class KWL chart

Incidental vocabulary: pg 141 retrograde- an object that spins in the opposite direction of its orbit, pg 146 offended- If you offend someone, you say or do something rude which upsets or embarrasses them.

Vocabulary Instruction- 10 mins

Explicit vocabulary: tranquil (adjective)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: a place that is calm, peaceful, or quiet
Contextualise the word: Evie .
Demonstrate: I meditated in the tranquil garden where I was alone, there were beautiful plants.
Investigate Synonyms: serene, undisturbed,
Investigate Antonyms: hectic, busy,
Clarify: What is a place that you have been that was tranquil?

Explicit vocabulary: rare (adjective)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: Something that is rare is not common and is therefore interesting or valuable, or doesn't happen often.
Contextualise the word: Miss Owen was teaching the class about things that were rare to see during the day in the sky.
Demonstrate: It was rare that Evie's mum ate dinner with the family.
Investigate Synonyms: unpredictable, uncommon, once in a blue moon
Investigate Antonyms: common, frequent, sporadic
Clarify: What is something that is rare to see at school?

Explicit vocabulary: renowned (adjective)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: A person or place that is renowned for something, usually something good, is well known because of it.
Contextualise the word: Warrumbungles is renowned for its clear, star-studded skies which are perfect for stargazing.
Demonstrate: A chef might be renowned for making the best dessert.
Investigate Synonyms: famous, admired, acknowledged
Investigate antonyms: unknown
Clarify: What might our country be renowned for?

Explicit vocabulary: tranquil, rare, renowned
Exploring activities:
 Write a word that means serene.
 Write a word that means well known.
 Write a word that means uncommon.
 Which of the focus words do you think of when I say emu, sunsets, Sydney;
 What are some sports personalities renowned for?
 What is something that happens once in a blue moon at your home?
 View examples and non- examples of tranquil places. Say 'ahh tranquil' or stay silent.

Sentence-Level and Text-Level Writing- 25 mins

Focus: Figurative Language

Explicit teaching: Revise different types of figurative language and examples eg idioms, similes, metaphors, puns. Explain that authors use figurative language to engage their reader and support them in building a mental model.

Guided task: View excerpts from the text and identify examples of figurative language, categorising them under headings to match the type of figurative language.

Modelled writing: During class, Sammy Burratini was always as ecstatic as a puppy receiving a treat from his owner, raising his hand enthusiastically when Miss Owens asks a question.

Independent task: Students record their revised mental models of the characters using figurative language. Nicole's tears were coming down like rain because/but/so

Focus: Figurative Language

Explicit teaching: Revise different types of figurative language and examples eg idioms, similes, metaphors, puns.

Refer to the KWL of fun facts.

View examples from the text where characters and events are compared with or described using a space fact.

Modelled writing: Miranda eating dinner with the family was as rare as a blue moon.

Evie and Nicole's rivalry felt like it had lasted as long as the storm on Jupiter. If there was one thing Evie could rely on it was Nicole's nastiness being as regular as the Earth's orbit.

Guided practice: Teacher uses student ideas of applying space facts to write a simile or metaphor to model on the board while students compose on mini whiteboards.

Independent task: Students select space facts to record their own descriptive paragraph on a topic of their choice using similes and metaphors.

Focus: Descriptive Paragraph

Explicit teaching: Record Evie's fun facts and other information from the Visit NSW text, grouping them into categories under headings.

Use the street view mode in Google Maps to explore [Warrumbungle National Park](#) and [walking tracks](#).

Modelled writing: Compose a paragraph on one of the sites from the perspective of a character visiting the site using a combination of sentence lengths to convey mood.

The air is thick with the earthy scent of eucalyptus. The rugged cliffs the park are renowned for, rise majestically around me and sunlight filters through the canopy, illuminating the forest floor. I follow the winding trails, revelling in each new wonder that appears with each step. As I wander deeper into the underbrush, the tranquil atmosphere shifts. The trees loom tall and thick, their branches twisting overhead. A distant sound catches my attention. Is it a rustle? Or something more? My heart quickens. I glance around. A flash of movement—was that a wallaby? I strain to listen, every crackle of leaves amplifying the silence. What lies ahead? I take a deep breath and push on, curiosity leading the way.

Independent/Guided practice: Jointly construct a paragraph visiting one of the sites.

Narrative Writing LISC: We are learning to write an imaginative text so that we can engage our audience.

☆ range of sentence types and punctuation

☆ Tier 2 and 3 vocabulary

☆ Figurative language

Focus: Narrative Writing

Explicit teaching: Reread pages 143-144 and consider Nicole's perspective. Brainstorm phrases of figurative language to describe elements of the segment eg holding in tears like a storm cloud about to burst with rain.

Modelled writing: Write the scene from Nicole's point of view, demonstrating a shift in character through the first person.

My feet hit the pavement hard as I raced to the toilet block, holding back tears like a storm cloud full of rain. I quickly manoeuvred myself into the puny sized cubicle, hoping to sit alone with fortitude. But for some reason Evie had followed me like a puppy, and although I was feeling vulnerable, my guard was still up as strong as a fortress.

Independent task: Students compose their own paragraph of the scene from Nicole's point of view.

Narrative Writing LISC: We are learning to write an imaginative text so that we can engage our audience.

☆ range of sentence types and punctuation

☆ Tier 2 and 3 vocabulary

☆ Figurative language

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Links to other KLAs: Ongoing additional literary task- Read about the constellations in 'Deadly Science- The Solar System' and NASA's [Space Place](#). Compose informative paragraphs.

Sample Word Matrix

re	con	struct	s	
de	de		ed	ing
in			ion	or
in ob sub super infra		ive	ly	ity
			ness	
		ure	es	ed
			ing	
			al	ly
				ism
				ist