

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

Week 5

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	‘Spec’ word lists	Word-level reading, spelling and morphology	‘Spec’ word lists	Word-level reading, spelling and morphology	‘Spec’ word lists	Word-level reading, spelling and morphology	‘Spec’ word lists
Grammar	Identifying fragments, short and long sentences and their purpose	Grammar	Identifying fragments, short and long sentences and their purpose	Grammar	Identifying fragments, short and long sentences and their purpose	Grammar	Identifying fragments, short and long sentences and their purpose
Vocabulary	waft, fortitude, manoeuvre	Vocabulary	waft, fortitude, manoeuvre	Vocabulary	waft, fortitude, manoeuvre	Vocabulary	waft, fortitude, manoeuvre

Phonics/Spelling/Morphology - 20 mins

Explicit teaching: ‘rupt’, Latin, to break
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

Explicit teaching: ‘rupt’, Latin, to break
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: ‘rupt’, Latin, to break
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

Explicit teaching: ‘rupt’, Latin, to break
Guided Decoding Practice: read sentences incorporating list words.
Guided Encoding Practice: record sentences in cloze form with students selecting words with the appropriate suffix.

suffix meanings. Using sound marking to identify the phonemes in words.

suffix meaning. Record word sums for list words.

Reading Fluency - 15 mins

Text: ['The Moon Landing'](#) Nat Geo Kids
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: ['The Moon Landing'](#) Nat Geo Kids
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: ['The Moon Landing'](#) Nat Geo Kids
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: ['The Moon Landing'](#) Nat Geo Kids
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

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 31, 32 and 33 pg 245-261
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 End of Chapter 31. *What's going on here?*
 Pg 258 Evangeline Hart keeps calm. *What's going on here?*
 End of Chapter 33 *What have we 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:
Ongoing: Add any fun facts to the class KWL chart

Text: 'Living and Working in Space' NASA fact sheet
Reading Mode: Student read aloud
Pause Points and Queries:
 Floating in space. *What have we learnt?*
 Drinking water. *What have we learnt?*
 No flushing is needed. *What have we learnt?*
 Sleeping bags to something. *What have we learnt?*
 Was in distress. *What have we learnt?*
 Space walks and trash duty. *What have we learnt?*
 After the space walk. *What have we learnt?*
 Into generations. *What have we learnt?*
Follow-up Queries:
Incidental vocabulary: embodies- to embody an idea or quality means to be a symbol or expression of that idea or quality; fatigued- extreme tiredness, excess- a larger amount than usual or what is needed; A disposable product is designed to be thrown away after it has been used. Someone who is referred to as a pioneer in a particular area of

Text: [Apollo 13: Houston, we've had a problem](#)
Reading Mode: Class to view
Pause Points and Queries:
 1 min 22 secs *What have we learnt?*
 2 min 55 secs *What's going on here?*
 4 min mark *What's going on?*
 5 min 43 secs *What's going on?*
Follow-up Queries:
Give me some evidence from the text that tells you that.
What is the main idea of this text?
What is its purpose?
Who is the audience?
Incidental vocabulary: 3 min arithmetic- mathematics related to numbers; 4 min 28 secs exhale- breath out; 5 min 14 secs conserve- use it carefully so that it lasts for a long time; 5 min 57 secs jettisoned- To jettison something that is not needed or wanted means to throw it away or get rid of it.

Text: Modified excerpt from Buzz Aldrin's 'Magnificent Desolation' by Buzz Aldrin and Ken Abraham
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 End of first paragraph. *What's going on?*
 Human beings on the moon. *What does the author want us to know?*
 Training text of Apollo 1. *What does the author want us to know?*
 Even the risk of not returning. *What's going on here?*
 End of text. *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.
Incidental vocabulary: A gantry is a high metal structure that supports a set of road signs, railway signals, or other equipment.

activity is one of the first people to be involved in it and develop it. Protocol is a system of rules about the correct way to act in formal situations.

Vocabulary Instruction- 10 mins

Explicit vocabulary: anxious (adjective)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If you are anxious, you are nervous or worried about something.
Contextualise the word: Evie was anxious about the changes to her life when Lee left for Dubbo.
Demonstrate: The girl was anxious about the big exam she had to do at school.
Investigate Synonyms: worried, concerned, troubled
Investigate Antonyms: confident, calm, unfazed
Clarify: When might you feel anxious?

Explicit vocabulary: fatigued (adjective)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If you are fatigued, you are extremely tired, perhaps from doing something for a long time and can no longer continue to do it.
Contextualise the word: Without oxygen, the astronauts would become fatigued.
Demonstrate: A runner would feel fatigued after a marathon.
Investigate Synonyms: tired, lethargic, weary
Investigate antonyms: energetic, alert, fresh
Clarify: When have you felt fatigued?

Explicit vocabulary: jeopardy (noun)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If someone or something is in jeopardy, they are in a dangerous situation where they might fail, be lost, or be destroyed.
Contextualise the word: The astronauts were in jeopardy on the Apollo 13 flight when one of the oxygen tanks was leaking.
Demonstrate: When the Titanic hit an iceberg, it was in jeopardy.
Investigate Synonyms: peril, trouble, danger
Investigate Antonyms: safe, secure
Clarify: What is a situation where someone might be in jeopardy?

Explicit vocabulary: anxious, fatigued, jeopardy
Exploring activities:
 Write a word that means peril.
 Write a word that means lethargic.
 Write a word that means worried.
 Which of the focus words do you think of when I say maths; the beach; riding a bike.
 View examples and non- examples of people's faces who look anxious, fatigued or in jeopardy. Say each word with an emotional expression.

Sentence-Level and Text-Level Writing- 25 mins

Focus: Themes
Explicit teaching: Revise that the themes of a story are its main ideas such as a social, moral or personal message. Revisit the themes from the text eg friendship, family, kindness, identity, change, courage and resilience.
Modelled writing:
 Family is one of the themes of the text, explored through the complex relationships Evie has with her parents. While trying to understand the changing dynamics of her family, Evie struggles with loss and belonging, and the impact of this on her identity. Through Evie's journey, the author

Focus: Subjective Paragraphs
Explicit teaching: Define subjective language as words used to communicate based on opinion, feelings or personal biases. Define objective language as language that is fact-based, measurable and observable, verifiable and unbiased. It does not include a speaker or writer's point of view, interpretation or judgement. View examples from texts explored throughout the unit and identify examples of each. List interesting facts from the 'Living and Working in Space' text.
Guided practice: In response to the

Focus: Planning and Composing a Narrative
Explicit teaching: Revise the narrative arc and character development. Revise the purpose of fragments, short and long sentences in texts.
Guided practice: Jointly construct a narrative arc for the Apollo 13 mission including the characteristics of the astronauts. Use the narrative arc to jointly construct a complication and resolution from the point of view of one of the astronauts on the Apollo 13 mission.
Narrative Writing LISC: We are

Focus: Composing a Narrative
Explicit teaching: Revisit the narrative arc for the Apollo 13 mission including the characteristics of the astronauts. Revise the purpose of fragments, short and long sentences in texts.
Guided practice: Use the narrative arc to compose the introduction and build up from the point of view of one of the astronauts on the Apollo 13 mission.
Narrative Writing LISC: We are learning to write an imaginative text so that we can engage our audience.
 ☆ range of sentence types and punctuation

<p>captures how powerful family ties are, and how they can influence our personal growth. The story illustrates how family, despite its challenges, can be a source of strength and resilience in the face of adversity.</p> <p>Independent task (Summative Assessment): Students write a paragraph with a topic sentence and elaboration explaining how one of the themes is explored in the text through the characters.</p>	<p>question 'Would you want to live in space?', brainstorm language that could be used to show an opinion. Jointly construct a response in the form of a paragraph focussing on one aspect of space life.</p> <p>Independent task: Students compose an additional paragraph addressing the stimulus on a different aspect of space life.</p> <p>Persuasive Writing LISC: We are learning to write a persuasive paragraph so that we can communicate our opinion effectively and engage our audience.</p> <ul style="list-style-type: none"> ☆ topic sentence, elaboration and concluding sentence ☆ range of sentence types and punctuation ☆ Tier 2 and 3 vocabulary ☆ Subjective and objective language 	<p>learning to write an imaginative text so that we can engage our audience.</p> <ul style="list-style-type: none"> ☆ range of sentence types and punctuation ☆ Tier 2 and 3 vocabulary ☆ Figurative language 	<ul style="list-style-type: none"> ☆ Tier 2 and 3 vocabulary ☆ Figurative language
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Registration and Evaluation

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Links to other KLAs:
Ongoing additional literary task- Read about the technology used in space on NASA's [Space Place](#). Compose informative paragraphs. Read 'Moonwalkers' by Mark Greenwood and Terry Denton.

Sample Word Matrix

un	inter	rupt	ible	
			ibility	
in	cor		ing	
			ness	
			ly	
			s	
ab dis e ir		ed	ive	ly
		ion		s
		ure		ed
				s