

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

Week 2

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	aster/astro word lists	Word-level reading, spelling and morphology	aster/astro word lists	Word-level reading, spelling and morphology	aster/astro word lists	Word-level reading, spelling and morphology	aster/astro word lists
Grammar	Identifying fragments and sentences	Grammar	Identifying fragments and sentences	Grammar	Identifying fragments and sentences	Grammar	Identifying fragments and sentences
Vocabulary	Ecstatic, orbit, on another planet and their synonyms and antonyms In a maths lesson would you be over the moon or on another planet? Repeat for writing, reading, science, sport	Vocabulary	Ecstatic, orbit, on another planet and their synonyms and antonyms Which image represents forlorn? Why might a child be elated at their birthday party? When might they be blue? When might they be on another planet?	Vocabulary	Ecstatic, orbit, on another planet and their synonyms and antonyms Would you rather be on another planet or ecstatic? Why? What is something that might orbit around/within the school?	Vocabulary	Ecstatic, orbit, on another planet and their synonyms and antonyms Would you be ecstatic or depressed if you were turned invisible?

Phonics/Spelling/Morphology - 20 mins

Explicit teaching: vis, Latin, to see

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<p>Handwriting: record root vis 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.</p>	<p>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.</p>	<p>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.</p>	<p>Guided Decoding Practice: read sentences incorporating list words. Guided Encoding Practice: record sentences in cloze form with students selecting words with the appropriate suffix.</p>
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Reading Fluency - 15 mins

<p>Text: Wimbledon- Serving Up Smiles 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.</p>	<p>Text: Wimbledon- Serving Up Smiles 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.</p>	<p>Text: Wimbledon- Serving Up Smiles 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.</p>	<p>Text: Wimbledon- Serving Up Smiles 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.</p>
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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 6 and 7 pg 52-73
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 55 home in silence. *What have we learnt?*
 End of Chapter 6 *What does the author want us to know?*
 Pg 58 block of flats. *What's going on here?*
 Pg 59 like a volcano. *What's going on here?*
 Pg 63 up to scratch. *What have we learnt?*
 Pg 65 what she said. *What does the author want us to know?*
 End of Chapter 7 *What have we learnt?*
Follow-up Queries:
How does that connect with what we've already read?
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 52 abrupt-sudden and unpleasant, erode- cracks

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 8, 9 and 10 pg 67-87
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 67 more like it. *What's going on here?*
 Pg 70 say a word. *What have we learnt?*
 End of Chapter 8 *What's going on here?*
 Pg 77 afternoon snack. *What have we learnt?*
 End of Chapter 9 *What does the author want us to know?*
 Pg 82 those pillows somewhere *What's going on here?*
 Pg 85 as Nance O'Neil's. *What have we learnt?*
 End of Chapter 10 *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

Text: NASA website
Site pages: ['The Moon'](#), ['Moon Phases'](#) (It's Just a Phase section), ['Supermoons'](#)
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: celestial-relating to heaven or the sky, pivotal-very important and affects the success of things, moderate- it becomes less extreme or violent and easier to deal with

Text: The Sideways Orbit of Evie Hart
Text pages: Chapters 11 and 12 pg 88-102
Reading Mode: Teacher/Student read aloud
Pause Points and Queries:
 Pg 89 swirled together. *What does the author want us to know?*
 End of Chapter 11. *What have we learnt?*
 Pg 97 with Earth's gravity. *What does the author want us to know?*
 Pg 99 can't take back *What's going on here?*
 Pg 101 Nicole one bit. *What does the author want us to know?*
 End of Chapter 11 *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.
Incidental vocabulary: pg 91- gravity of a situation- extreme or important, pg

and breaks until it is eventually destroyed, pg 54 lumped- in a group that you didn't want, pg 63 naked eye- see without the help of equipment such as a telescope or microscope,

that tells you that.
Incidental vocabulary: pg 72 Golden Age- period of high achievement, circuit- tour, dismay- disappointment, pg 74 appalling- so bad, pg 77 scolding- speak angrily because she has done something wrong, pg 78 procrastinating- you keep leaving things you should do until later, often because you do not want to do them, pg 83 game face- a determined expression that they have when they want to succeed at something, pg 84 smashing it- doing extremely well, p85 edible- safe to eat

102- scoffed- ate quickly and greedily

Vocabulary Instruction- 10 mins

Explicit vocabulary: revel in (verb)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: If you revel in a situation or experience, you enjoy it very much in a lively and noisy way .
Contextualise the word: Miss Owens explained to the class that they could revel in the exciting things that happen in space from Earth by stargazing.
Demonstrate: The French revelled in the Olympics being in Paris.
Investigate Synonyms: celebrate, appreciate, relish, indulge, delight in, savour
Investigate Antonyms: deplore, detest, loathe, despise
Clarify: What do you revel in?

Explicit vocabulary: phase (noun)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: A phase is a particular stage in a process or in the gradual development of something.
Contextualise the word: Evie hoped that things feeling off was just a phase.
Demonstrate: The mother hoped the child's tantrums were just a phase.
Investigate Synonyms: stage, state, development, period, chapter, temporary, juncture
Investigate Antonyms: permanent
Clarify: When have you been in/felt like something was a phase?

Explicit vocabulary: illuminate (verb)
Identify the phonemes, syllables, prefixes and suffixes
Student friendly definition: To illuminate something means to shine light on it and to make it brighter and more visible.
Contextualise the word: You might illuminate a dark room with a lamp so you can read a book.
Demonstrate:
Investigate Synonyms: brighten up, light up, irradiate,
Investigate antonyms: obscure, dim, overshadow, darken, black out, shade, overcast
Clarify:
 What are some things that can be illuminated?

Explicit vocabulary: revel in, phase, illuminate
Exploring activities:
 Write a word that means you relish.
 Write a word that means to light up.
 Write a word that means a temporary period of time.
 Which of the focus words do you think of when I say dancing, the sun, camping; Is Evie revelling in Nicole's behaviour? When might an animal revel in? What are some phases of fashion? What might an adult revel in? Model the phases of the moon using a torch and a tennis ball to show how the sun illuminates the moon causing moonlight.

Sentence-Level and Text-Level Writing- 25 mins

Focus: Character and Narrative Elements

Explicit teaching: Identify the main events so far in the story, labelling them as a narrative arc eg introduction, build up, complication, resolution. Highlight that the arc can repeat with different complications.

Explain that character development is how a character evolves throughout a story, usually for the better. The plot in the narrative plays a key role in character development including how the character responds to obstacles. A character's motivations drive their actions and decisions, which impacts the plot. Explain that the text is written in first person so that the main character is the narrator of the story and allows readers to know what they are thinking and feeling.

Guided task: Teacher uses student ideas to model on the board while students compose a story arc on mini whiteboards/worksheet.

Identify what has been learnt about Evie through inference of her actions, thoughts and dialogue in response to the events of the story. Use passages from the text to identify evidence.

Record the character information on the narrative arc to align with the events.

Independent task: Students use the diagram to compose a paragraph describing Evie.

Focus: Varying Sentence Lengths and Structures in Narratives

Explicit teaching: Explain that authors vary sentence structures or lengths by using simple, compound and complex sentences to engage an audience or achieve an effect suited to the text purpose.

Using a variety of sentences can help a writer create pace and tension in their writing eg short sentences can show a faster pace or build up tension, longer sentences can offer explanation and add detail.

Short sentences can express emotion and pace, can suggest action that is happening very quickly, signal a change or to create contrast between events, characters, settings or moods.

Fragments can be used to reflect speech, suggest urgency, convey emotion or build tension.

A variety of long and short sentences can create a rhythm and engage the reader.

Guided practice: Teacher uses student ideas to model on the board while students compose on mini whiteboards. View excerpts from the text, highlighting whether they are a short sentence, long sentence or fragment and identify the author's purpose. Consider an event from the text and jointly construct sentences of different lengths to show its purpose.

Differentiation: Additionally categorise the sentences in terms of simple, compound or complex sentences, or fragments.

Focus: Informative Paragraph Structure

Explicit teaching:

Record Evie's fun facts and other information from the NASA text, grouping them into categories under headings on the KWL chart.

Reread various paragraphs from the text identifying the topic sentence, elaboration and main idea of the paragraph.

Modelled writing: Compose a paragraph on the supermoon, colour coding the topic sentence, elaboration using evidence from the text and concluding sentence.

A supermoon occurs when a full moon is at its closest point to Earth in its orbit. Three to four times a year, this phenomenon makes the moon look significantly larger and brighter than normal. The increased visibility of the supermoon, illuminated by the Sun, allows spectators to revel in its beauty with their naked eye and provides a unique opportunity for scientific observation. You might say you can catch a supermoon once in a blue moon!

Independent/Guided practice: Jointly or independently construct a paragraph/s on the phases of the moon.

Focus: Character Archetypes and Development- Nicole

Explicit teaching: Revise that an archetype is a character that is considered to be a perfect or typical example of a particular kind of person or thing, because it has all their most important characteristics.

Revise that character development is how a character evolves throughout a story, usually for the better.

Refer to the modelled text about Nicole from the previous week.

Guided task: Teacher uses student ideas to model on the board while students compose a story arc on mini whiteboards/worksheet.

Identify what has been learnt about Nicole through inference of her actions, thoughts and dialogue in response to the events of the story. Use passages from the text to identify evidence. Record the character information on the narrative arc to align with the events, outlining the changes in Nicole's behaviour.

Independent task: Students use the diagram to compose a paragraph describing the change in Nicole's character.

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Links to other KLAs:

Maths/Geography: Investigate length and calculate distances on maps of places in Australia or the world using Google Maps. Compare distances on Earth with learnt space facts.

PDH/Creative Arts: Design a worry box using decoupage.

Ongoing additional literary task- Read about the moon and sun in 'Deadly Science- The Solar System' and NASA's [Space Place](#). Compose informative paragraphs.

Sample Word Matrix

in en re tele ad	vis	e ion ible	ity ary		
		it age	s or ed		
		ual	ise		
			ed	s	