

PINKY and PEET

The Little Aussie Bush Lizards

Prepared by: Jan Finlayson, ESL & Literacy Consultant, illustrator and printmaker;

Dip Teaching, Grad Dip Lang and Culture Studies, Grad Dip TESOL.

Addressing Australian Curriculum: English outcomes

| Strand and sub-strand | Content description | Elaboration in this unit of work |
|--|---|--|
| Language | | |
| <i>Text structure and organisation</i> | Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) | <ul style="list-style-type: none">• Identify the topic and type of a text through its visual presentation, for example cover design, title/subtitle and images. Why are a lizard and a 50cent coin shown together? Compare other animals and lizards and parts of animals to different coins. What animals are depicted on coins?• List the facts about the lizard found in the narrative and list the facts about the lizard on the last pages (Pygmy Bluetongue Lizard Facts)• Compare the structure of a narrative text and an information report |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Use the information on the last pages of the book and construct an information report on the Pygmy Bluetongue Lizard. You could also go to the website http://pygmybluetonguelizard.visitburra.com • Examine and analyse the blurb on the back cover: How many 'little' bush lizards are there? 2 or 3? Why is Pinky written in pink? What is an 'Aussie' bush town? 'research and conservation efforts'? 'pastoral and grasslands'? Is there any evidence of these in the text of the book? |
| | Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) | <ul style="list-style-type: none"> • Identify the different words that refer to the same characters, including pronouns. • What does 'Aussie' mean? What other words end in '...ie'? (hypocoristic words – nicknames, pet names eg chockie, bickie, jarmies, Jimmie) |
| | Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) | <ul style="list-style-type: none"> • Identify capital letters and the different punctuation used in the story. • Explore the use of quotation marks in the story (this is technically a year 4 elaboration). Punctuate sentences from the text. See appendix 1 |
| <i>Expressing and developing ideas</i> | Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468) | <ul style="list-style-type: none"> • Explore the text and identify nouns that refer to characters (Pinky, the curious lizards, etc), elements of the setting (a spider burrow, a new home, etc) and ideas (a nap, dreams, etc) • Build extended noun groups that provide a clear description of the 'thing'. Use some from the text and create others from your understanding of the text. |

| | | |
|--------------------------|---|---|
| | <p>Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)</p> <p>Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)</p> | <ul style="list-style-type: none"> • This year 1 content description can be extended by examining the verbs in the text and listing them in their categories (action, speaking or verbal, thinking & feeling and relating verbs). This is dealt within the year 3 content description. <p>Categorise the verbs used in Pinky and Peet into doing, thinking, saying and relating verbs. You could also get students to categorise according to the tense of the verbs...present or past. See appendix 2</p> <p>Make cards with ‘What’s happening?’ (the verb) and the surrounding circumstances (circumstance) from the text that students mix and match to construct sentences by adding who or what is being talked about or being referred to. See appendix 3.</p> |
| | <p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</p> | <ul style="list-style-type: none"> • Join simple sentences with linking conjunctions. This can be extended to include joining one simple sentence (main clause) with a subordinating clause with binding conjunctions to create complex sentences See appendix 4 |
| | <p>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</p> | <ul style="list-style-type: none"> • Use the text for spelling words. e.g. list and categorise all the words with double letters, list the words that have the long ‘ee’ sound but that are spelt in a variety of ways. See appendix 5. |
| <p>Literature</p> | | |

| | | |
|-----------------------------|---|---|
| <i>Examining literature</i> | Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) | <ul style="list-style-type: none"> • The lizards are found in Ngadjuri country. Can you find how Aboriginal people of different groups depict lizards? • Can you find any dreaming stories about lizards? |
| | Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) | <ul style="list-style-type: none"> • Describing the plot including beginning (orientation), how the problem (complication) is introduced and solved (resolution), and consider how these features construct meanings. <i>See appendix 6 for a narrative proforma.</i> • What is the purpose of this narrative? Refer to blurb and the back page. |
| <i>Creating literature</i> | Create events and characters using different media that develop key events and characters from literary texts (ACELT1593) | <ul style="list-style-type: none"> • Write a narrative from a spider's point of view • Choose one of the animals in Pinky and Peet to write an adventure they could have. • Make puppets (as simple or as elaborate as time and resources allow) and perform the story as a puppet play. |
| Literacy | | |
| <i>Texts in context</i> | Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) | <ul style="list-style-type: none"> • Compare two or more versions of the same topic by different authors or from different cultures, describing similarities and differences • Can you find other texts on endangered species? Are they reports or narratives? <i>See appendix 7 for the beginnings of a list of these types of text.</i> • Match lizard facts to parts of the narrative and discuss technical versus story vocabulary eg chamber, vegetation, |

| | | |
|--------------------------------|--|--|
| | | entrance, predators, invertebrates, juveniles etc |
| <i>Interacting with others</i> | Rehearse and deliver short presentations on familiar and new topics (ACELY1667) | <ul style="list-style-type: none"> • Present your information report on the Pygmy Bluetongue Lizard to your class or another class as a Powerpoint. • Present your puppet play retelling of the Pinky and Peet story to another class |
| <i>Creating texts</i> | Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) | <ul style="list-style-type: none"> • Persuade others to care for endangered species using Pinky and Peet as an example. If persuasive writing hasn't been taught yet use the Teaching and Learning cycle to explicitly teach, using a text based on the Pygmy Bluetongue Lizard. |
| | Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) | <ul style="list-style-type: none"> • Use sentences from the book and use the word 'said' and ask students to choose or search for the alternative from Pinky and Peet. <p>Activity: Make cards with a saying verb on each and ask students to identify who said them in the text. See appendix 8.</p> <ul style="list-style-type: none"> • Read their work and add, delete or change words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text • Checking spell using a dictionary • Check for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Making significant changes to their texts using a word processing program (for example add, delete or move sentences) |
| | <p>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</p> | <ul style="list-style-type: none"> • Discuss the logo of the Pygmy Bluetongue Conservation Association. Create a variation or another logo for another endangered species. Look at logos online See appendix 9 for some examples eg Google the various organisations and discover others: WWF, ACF, Koala, FAME http://fame.org.au/ • experimenting with and combining elements of software programs to create texts |