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# Foreword

This is a significant unit of work providing an in-depth study specifically intended for students in the junior or early years of primary school. Of course, the unit could be modified and used with other year levels.

This unit is particularly suitable for gifted students.

Domains from the three strands of the Victorian Essential Learning Standards (VELS) are incorporated:

Interdisciplinary Learning	Thinking Processes
Discipline-Based Learning	English The Humanities
Physical, Personal and Social Learning	Personal Learning Interpersonal Development

The lessons are designed to be undertaken within the structure of a two-hour literacy block, with one hour of reading and one hour of writing. Students may record their work in a variety of ways – written, drawn, recorded onto tape, entered on computer, etc. It may be advantageous to use a Classroom Helper with recording. Some of the lessons will take the entire literacy block and some will not, allowing time for reading or Literature Centre Tasks.

While *Families Are...* works very well as an integrated unit across the domains, the overall focus skills focus is English literacy. Many of the lessons draw on poetry and picture books, and students are required to use structured writing models. It is also intended that the Goals and Outcomes (see p. 15) of the unit are facilitated and developed through the use of suggested and relevant literature.

**Time taken to complete each lesson will vary because of the open-ended design. Some individual lessons may run over several sessions.**

# 8 INTERPRETATION OF POETRY



## Goals and Outcomes Addressed

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
X	X	X	X	X



## Instructional Purpose

- To develop interpretation skills in literature by discussing poetry.
- To explore the concept of family in a personal context.



## Materials Used

1. Laurence and Catherine Anholt's *Big Book of Families* (2000)
2. Example handout: *Sisters and Brothers, Moods and Family Trees* (p. 67–68)
2. Venn Diagram (p. 65)
3. Family Learning Journals



## Activities

1. Introduce the poems, *Sisters and Brothers, Moods and Family Trees*.

**Note to Teacher:** If you choose to use the three poems it is envisaged they be read over three sessions. Alternatively, you may choose to use the second two as learning centre tasks.

Look at the titles. What do you think is meant by 'sisters and brothers' / 'moods' / 'family trees'? Discuss the possible meaning of 'moods'.

2. Enlarge and read the *Sisters and Brothers* poem with students. Distribute individual copies for students to read.
3. Questions to ask:
  - State an important idea from the poem.
  - What does the author mean by 'I'm the filling in the sandwich'?
  - What might be another title for this poem? What parts of the poem gave you the idea for your title?
  - What part of the family sandwich are you? Why?
4. Enlarge and read the *Moods* poem with students. Distribute individual copies for students to read.
5. Questions to ask:
  - What is the main idea of the poem? Why is it called *Moods*?
  - What does the author think about each day? Why might they be different?

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## **FAMILIES ARE... PORTFOLIO TASK**

- You have recently been learning about different families. What does the word 'family' mean to you?
- You are going to create a best work portfolio of work that shows what you have learned during this unit on families. You will need to select work that shows how your ideas and skills have developed and changed. Prepare a presentation to share with a group of class buddies.
- You can include **pieces** from your response journals, examples of the **different graphic organisers** used and pieces of writing. You may like to include drafts as well as the final version of written pieces, to show how you edited your work.
- You can use **de Bono's Thinking Hats Model Planner** to help choose what to include in your portfolio.
- For each piece that you choose for your portfolio, you should explain why it was included and what it shows about your learning.