### Extract from english-es1-unit-01

### Lesson 1: My first day

1. Introduce *Starting School* by Jane Godwin and illustrated by Anna Walker. Model the think aloud strategy, ‘Tim, Hannah, Sunita, Jane, and Polly are all going to school for the first time. Let’s meet them and look at the things they do on their first day! I wonder what exciting things they will discover?’.
2. Read *Starting School* and discuss how the text reflects aspects of students' own experiences.
3. Revisit the pages ‘Getting ready’ and ‘The first day’. Support students to make text-to-self connections using the think aloud strategy to discuss each character and the things they need for school. Draw students' attention to the line drawings across the bottom of the page to prompt discussion about the items needed for school.
4. Introduce students to Draw, Talk, Share, Write.
5. Revisit the children’s portraits in the back of the text, *Starting School*. Explain that students will draw a picture of themselves on the first day of school. Model drawing using a relaxed pencil grip on a large piece of paper. Use think alouds to describe details such as shorts, shoes, ribbons, a dress, a bag, and a hat and label parts of the picture to show that these words carry meaning. Display Tier 1 words on a word wall to build personal vocabulary and to support guided writing.
6. Introduce thinking partners. Model what you expect to hear and see: Students sit in a circle on the floor, turn to a partner to show that they are looking and listening, and take turns to speak. Students describe what they will draw.
7. Students draw themselves on their first day of school. Promote student talk about their drawings by discussing the details of their illustrations while drawing.

**Too hard?** Students draw a face with features.

**Too easy?** Students write a sentence to match their drawing, using the sentence starter ‘This is my...’

1. Invite 2 students to share their drawings with the class.
2. Students come back as a class group with the same thinking partner. Students turn to thinking partners and take turns to explain their drawings.
3. Throughout the coming week, read the text, *Little Nic’s Big Day* by Nic Naitanui and illustrated by Fatima Anaya or another similar text. Students discuss the differences between Hannah, Polly, Tim, Sunita and Joe’s first day at school and little Nic’s first day at school. Use a mind map to show the similarities and differences. Continue to build on the mind map throughout the week.

**Early Stage 1 Assessment task 1 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 – comprehends independently reads texts using background knowledge, word knowledge and understanding of how sentences connect**

* use background knowledge when identifying connections between a text, own life, other texts and/or the world.

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**ENE-OLC-01 – communicates effectively by using interpersonal conventions and language with familiar peers and adults**

* orientate self to the speaker
* contribute to group conversations.

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