

TILLY & WILFRED GORDON

MCDONALD PARTRIDGE

SCROLL

to take a look inside!

Literacy unit

STAGE I UNIT 14

YEAR 3A

NSW COMPONENT B

STAGE I UNIT 14

TILLY

GORDON MCDONALD PARTRIDGE

TILLY by Jane Godwin and WILFRED GORDON MCDONALD PARTRIDGE by Mem Fox

NARRATIVE

Stage 1- Term 3 A- Unit 14

Stage 1- Term 3 A- Unit 14

Focus area and outcomes	Content
Oral language and communication	ENI-DLC-01 - communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
Vocabulary	ENI-VOCAB-01 - understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas
Reading comprehension	ENI-REC-01 - comprehends independently read texts that require sustained reading by activating background and world knowledge, connecting and understanding sentences and whole text, and monitoring for meaning
Creating written texts	ENI-CWT-01 - plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure
Understanding and responding to literature	ENI-MARL-01 - understands and responds to literature by creating texts using similar structures, inferential language features and features appropriate to audience and purpose

'NARRATIVE'
NSW ALIGNED UNITS

STAGE 1 TERM 3A

YEAR 1-2 UNIT 14

★ Huge powerpoint to support the teaching of this unit.

★ Student Worksheets

★ Year 3A

★ Stage 1

STAGE 1 UNIT 14
YEAR 3A



Lesson 1-7/8

Model writing sentences using noun groups to add more information to the labels.

The smelly shoe is lying on the clean floor.

What are noun groups?

WHAT IS THIS?

Expand your labels to create a sentence including noun groups.

The children's toys were laying in a mess in the middle of the lounge room.

Lesson 1-3

Read Tilly

Were your predictions accurate? Think-Pair-Share with a partner.

Year A

Lesson 1-5

Text-to-Self Connections

Does anything from Tilly's house remind you of something in your house?

For example:

- ☐ the shoes in the hallway
- ☐ family photos
- ☐ scattered books

Share a description of your homes using noun groups for example, 'the noisy pets'.

Lesson 2-3

Read the page.

What do you think the word 'treasure' means?

treasure

Lesson 2-2

Read the page.

What do you think the word 'precious' means?

precious

Lesson 2-7

What are Tilly's treasures? What words have been used to describe them? For example special, best, smooth, stripy, silver, little wooden.

Aligned to NSW curriculum

✓ 120+ Page PPT

✓ embedded videos

✓ teaching notes

✓ interactive contents

✓ editable



- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ Google slides version

time saving for
easy planning

Lesson 1-7/8

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Tilly's Treasures

Model rewriting Tilly's list using commas to separate the items (words, phrases, or numbers) in a series.

Model rewriting Tilly's list using commas to separate the items.

For example:

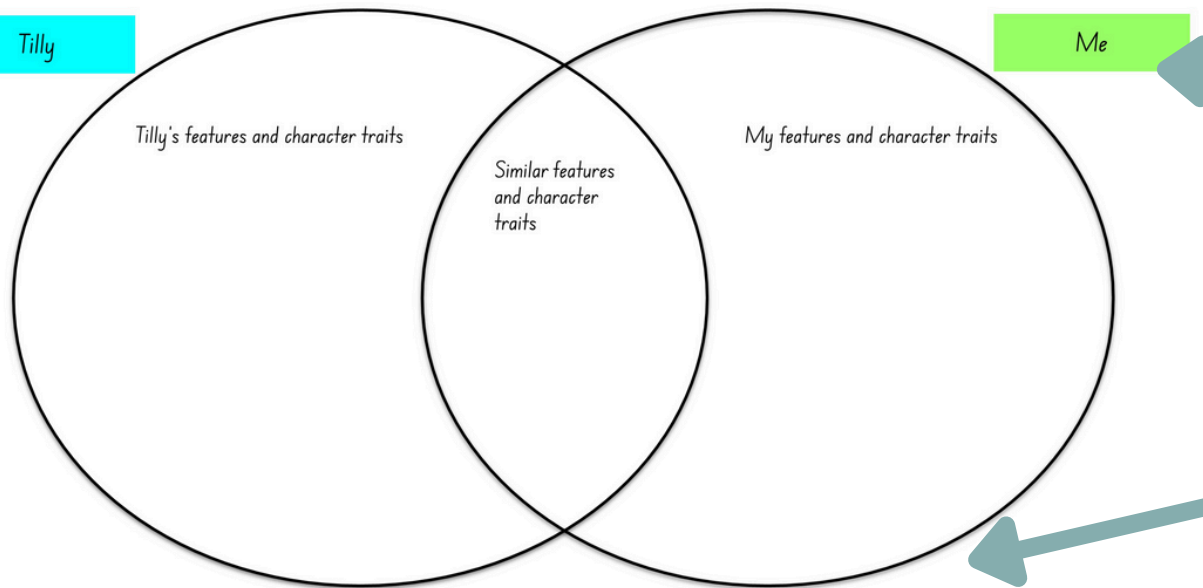
Tilly's treasures were a special book of lists, her best drawing of a bird, a smooth stone she found by the sea, a silver ball with a tiny bell inside, stripy sweets, a letter she had never delivered and 4 little wooden dolls.

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What's inside?

Tilly and me- Venn Diagram

How are we alike and different?



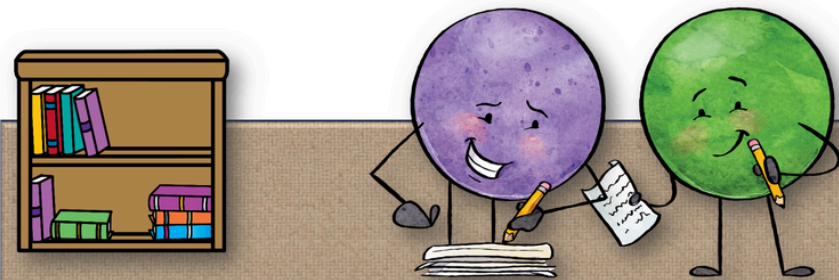
student
worksheets
landscape

Lesson 3-10/11

In pairs read your sentences while your partner draws the memory.

Swap and repeat this activity with the other partner to read.

Give feedback to each other on the connection between the writing and the drawing.



Class Review

Look at the pictures and discuss which ones had more detail and why.
Discuss how some sentences created a clear picture of students' memories.

Colourful images

support the NSW
DET units

Lesson 7-5

Model Writing

Miss Nancy has messy, grey hair. She is wearing a colourful dress and has a blanket around her shoulders. She is wearing baggy, pink socks with slippers.



Lesson 7-7

Treasure Talking Strips

Name of treasure:

Features:
This is my picture of a magpie. The picture is black and white, and it has been hand-painted.

Where did it come from?

This was given to me as a gift.

Why is it special?

It's special because the person who gave it to me knows how much I love magpies.

This is why I want other people to know about my treasure:

I wanted to share this with you because it is my favourite picture.



Interactive Slides

linked to units



use for display

Lesson 3-3

An adverb is a word that tells something about a verb, adjective or another verb; the manner (how), place (where) or time (when). Adverbs commonly end in -ly.

When? time	Where? place	How? Manner
yesterday	here	quickly
today	there	slowly
tomorrow	everywhere	carefully
now	nowhere	loudly
soon	inside	badly
later	outside	silently
recently	upstairs	steadily
always	downstairs	easily
never	above	briskly
sometimes	below	suddenly

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print and go

engaging activities

pdf and
PowerPoint
versions



Authors use prepositions to tell the reader where (place) or when (time) something is in relation to something else.



“This was a great resource. My students loved doing the activities and I found it very helpful!”

“Thank you so much. This made my job really easy. My students were so engaged and they did well in their writing.”

“Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!”

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