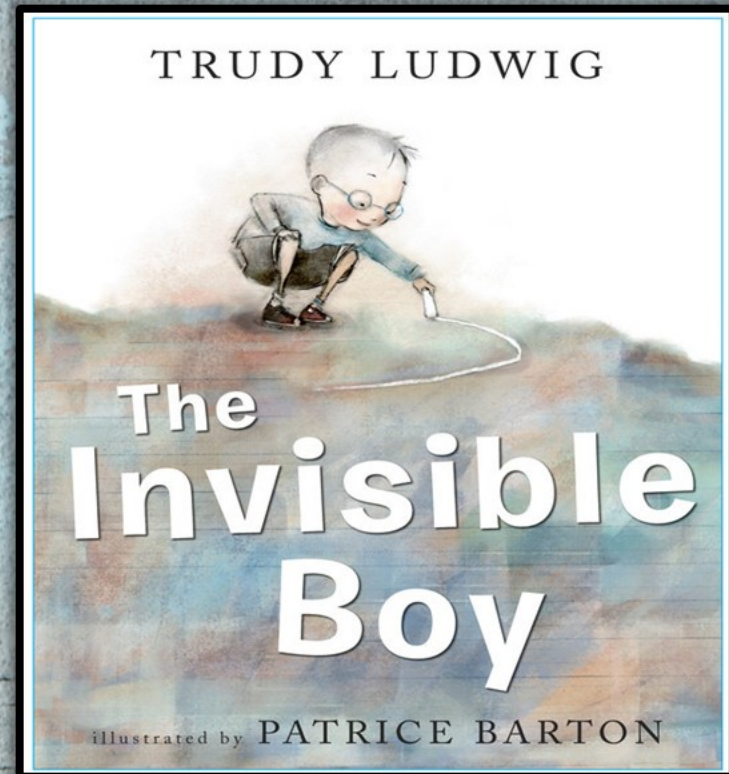
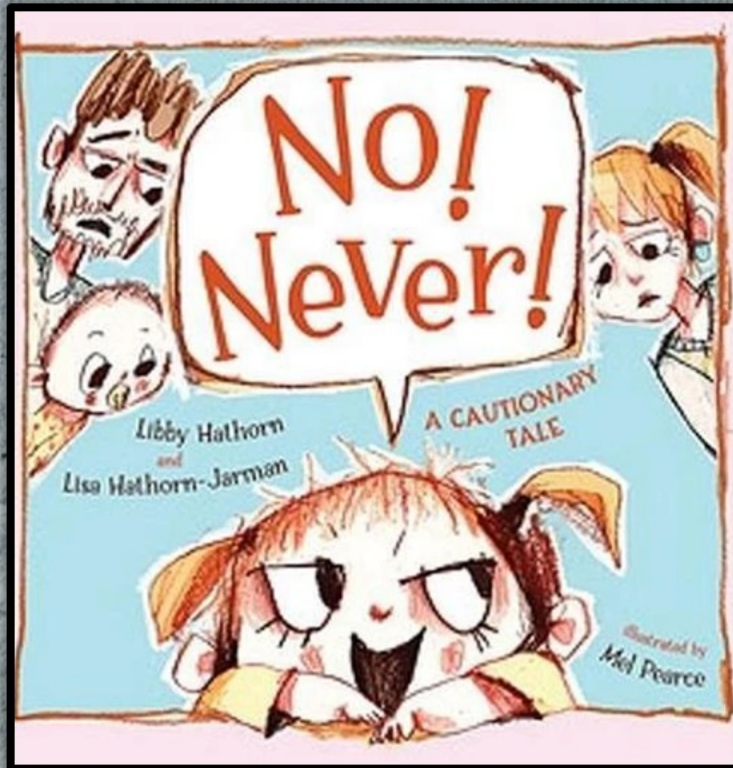




WORD WALLS

Unit 13 – ESI

NSW DET units



Suggested Uses

Reading Corner Decoration:

Hang the banner around your reading corner to create an inviting space for students to enjoy their books.

Classroom Bulletin Board: Arrange the banner on your bulletin board to highlight the books your class is currently reading or studying.

Book Recommendations: Display bunting for each book recommended by students or teachers, sparking interest in new reads.

Library Display: Use the pack to enhance your classroom library area, making it visually appealing and promoting a love of reading.

Printing Tips

High-Quality Paper: Use thicker paper or cardstock for more durable bunting and banners that can be reused year after year.

Colour Printing: If possible, print in color to make the display more vibrant and eye-catching. Ensure your printer settings are optimized for high-quality color output.

Laminate for Longevity: Consider laminating the printed items to protect them from wear and tear. Lamination also helps to keep colours bright and materials intact.

Cutting Precision: Use a paper cutter for straight edges and sharp scissors for detailed cuts. This ensures a neat and professional appearance.

Mounting Options: Use string, ribbon, or fishing line to hang bunting. For the banner, consider using adhesive putty or removable wall hooks to avoid damaging surfaces.

Test Print: Do a test print on regular paper to check for alignment, colours, and size before printing on the final material.

Batch Printing: If you need multiple copies, print in batches to manage paper handling and avoid overloading your printer.

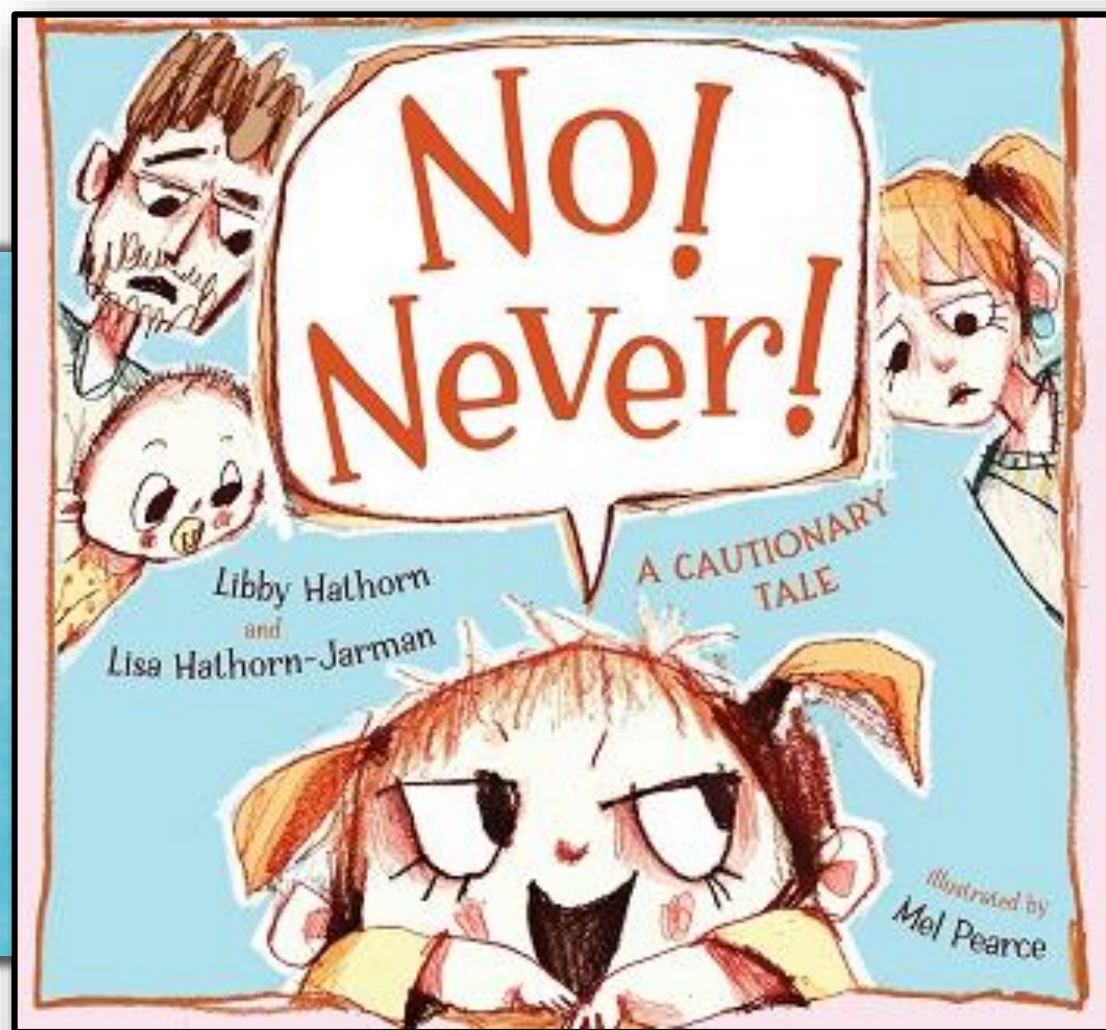
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LISA

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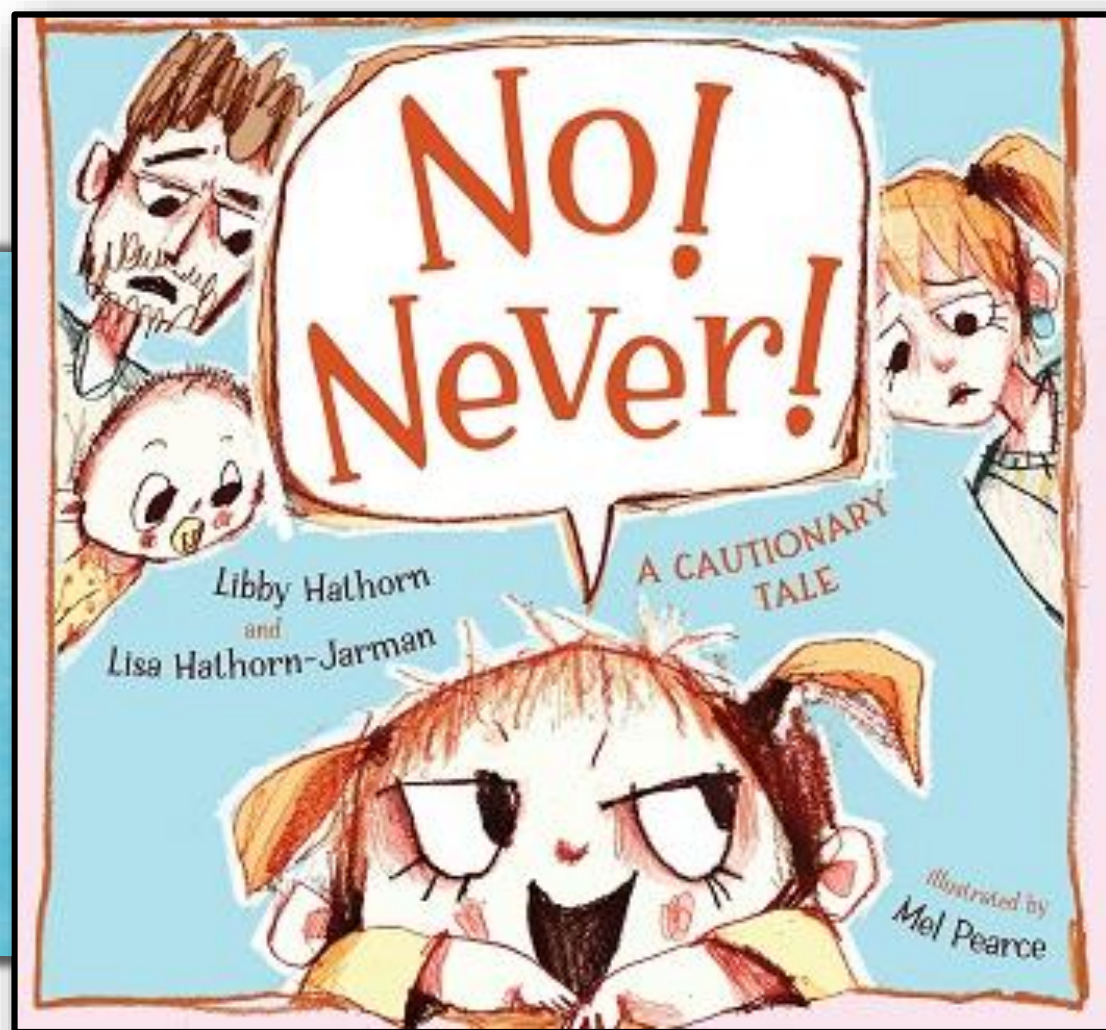




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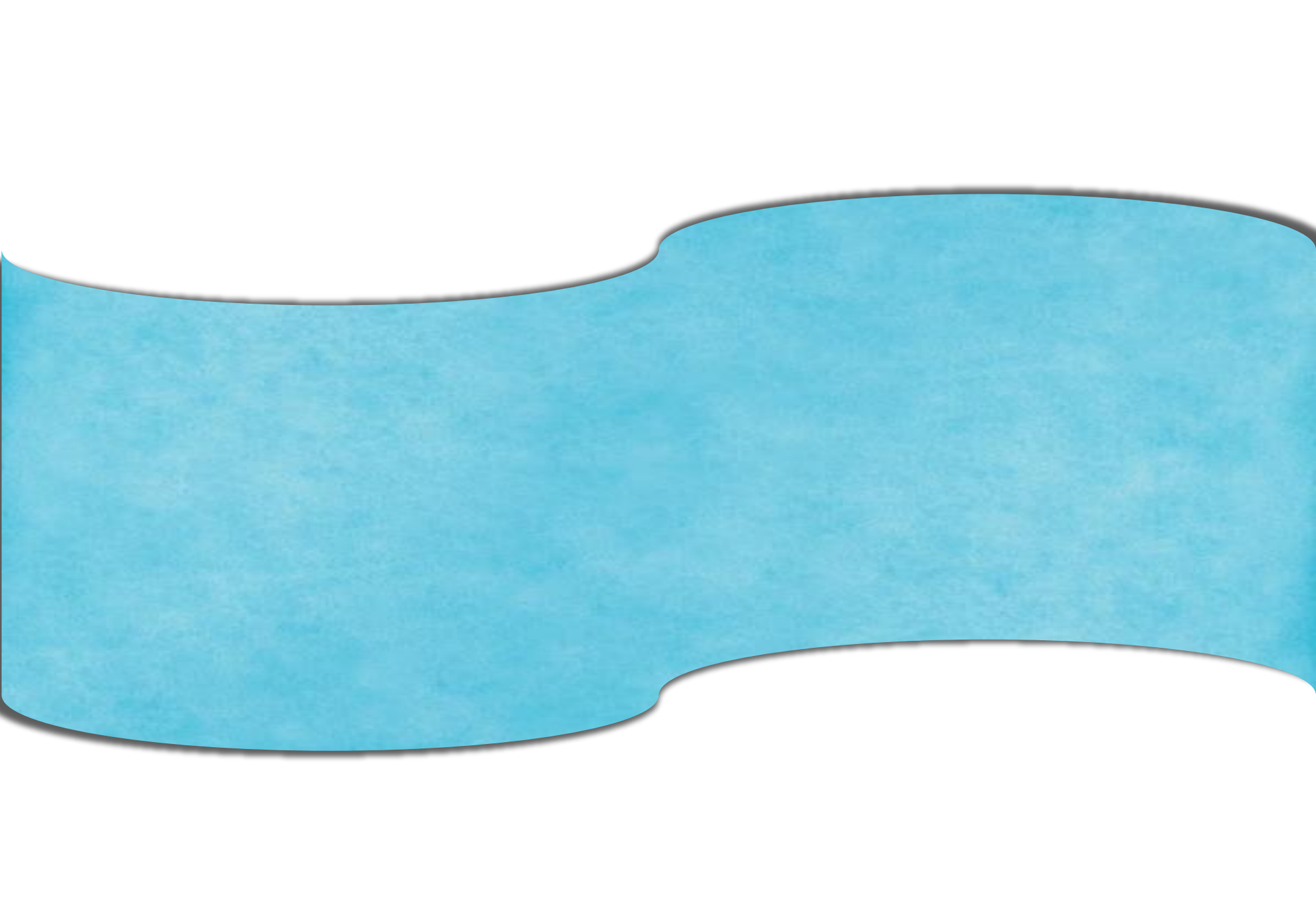
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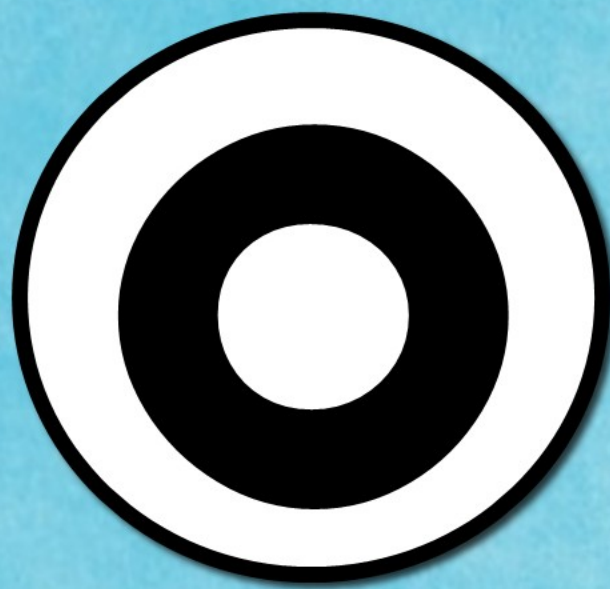


ILLUSTRATOR



**MEL
PEARCE**

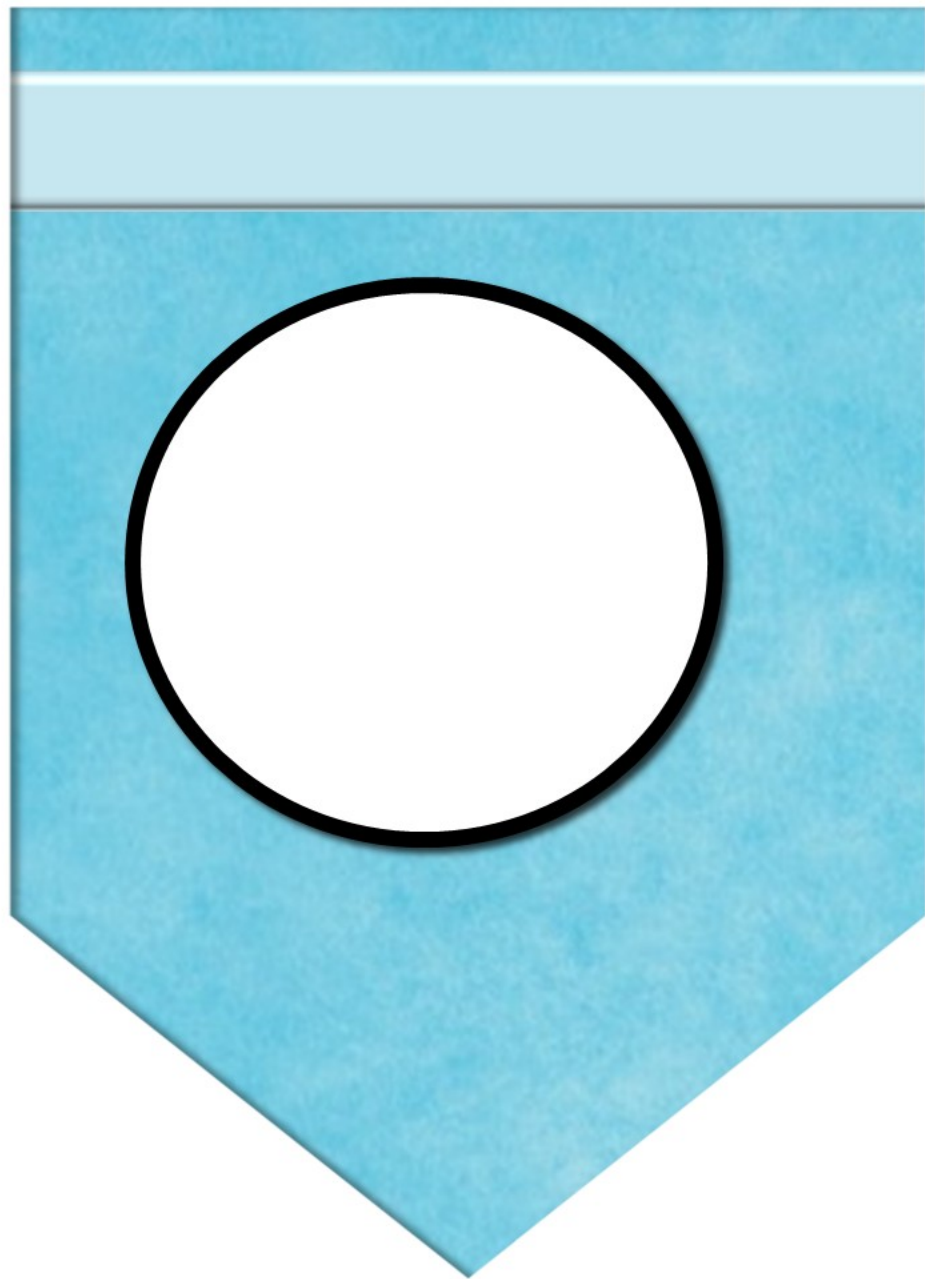
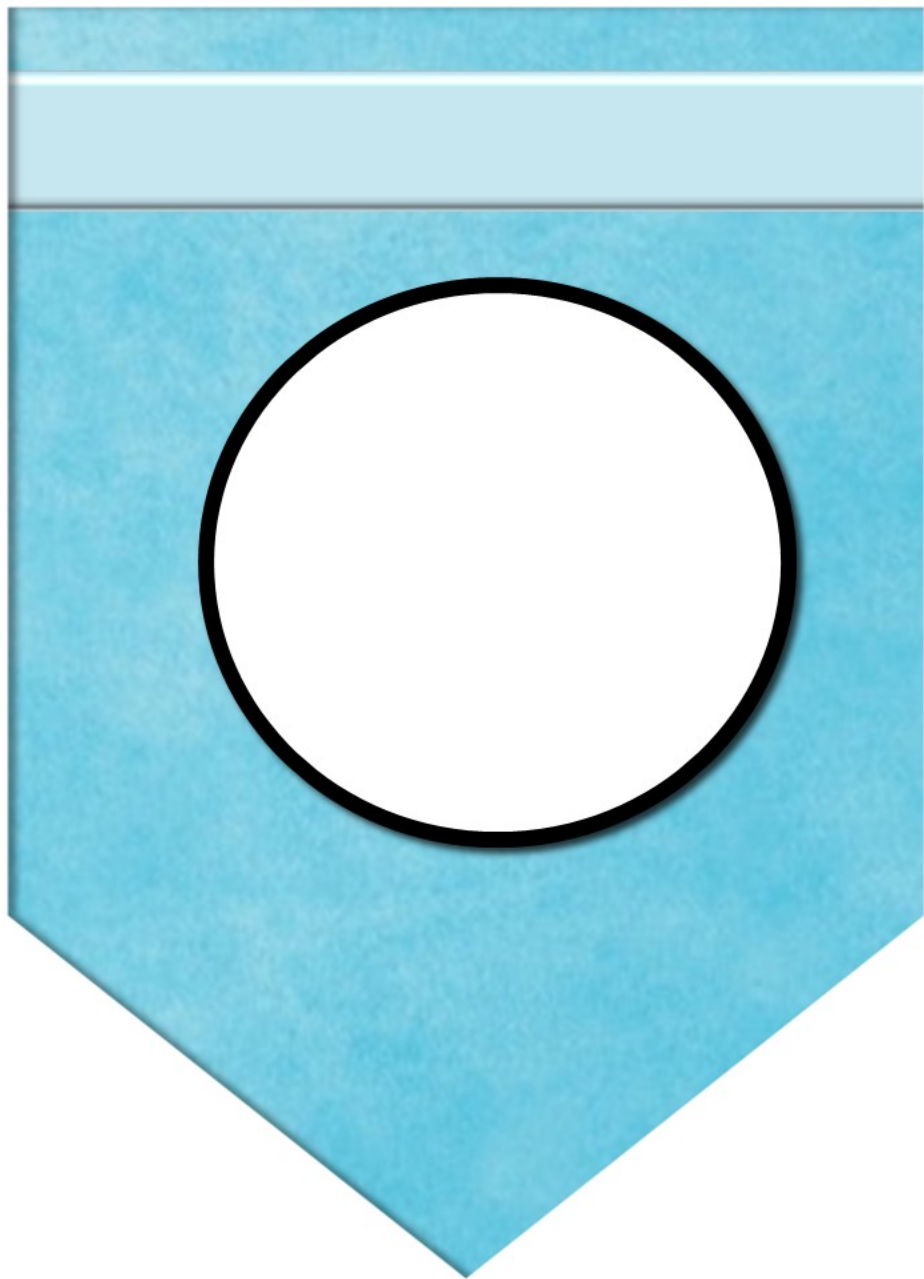






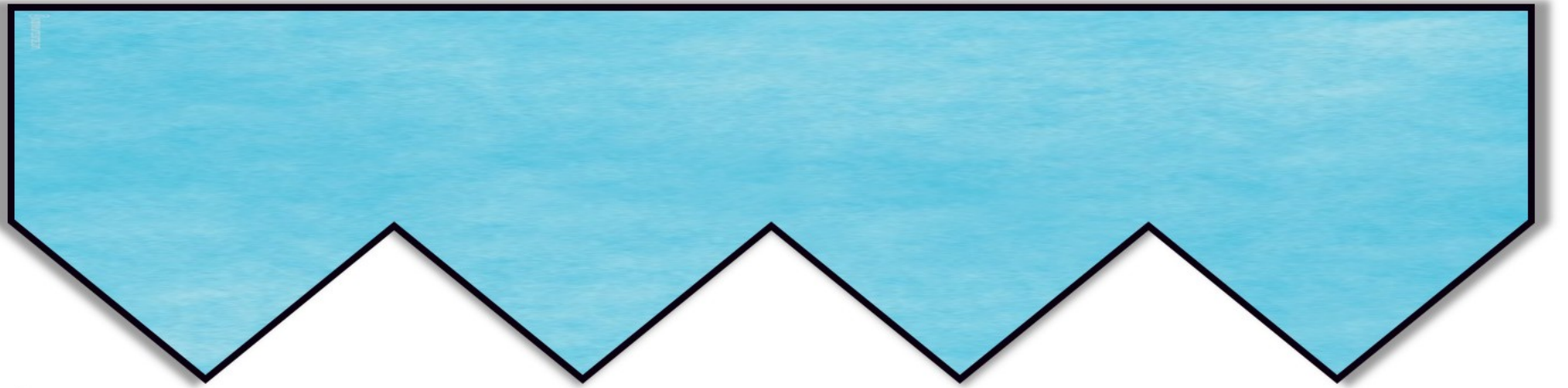
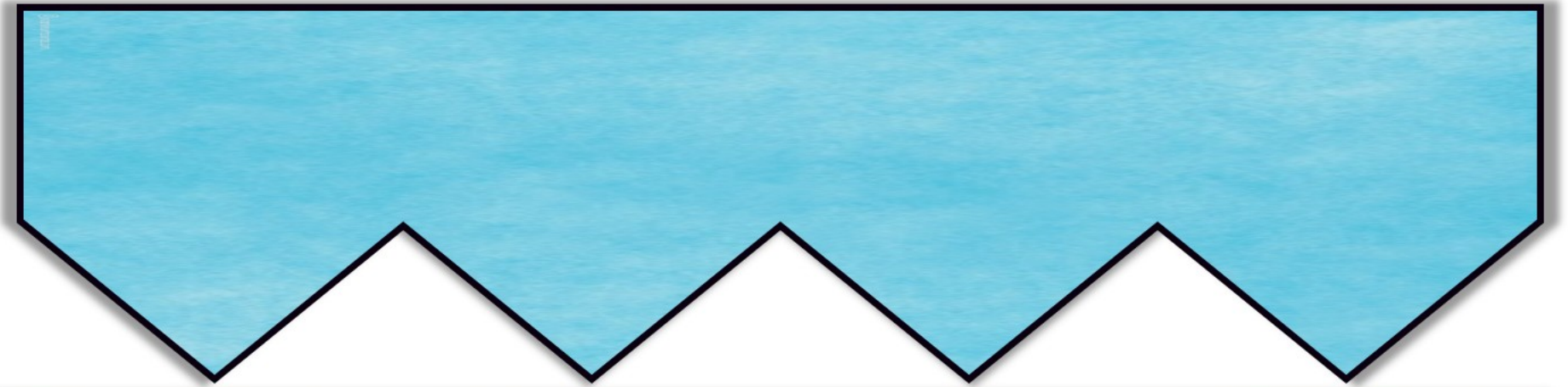
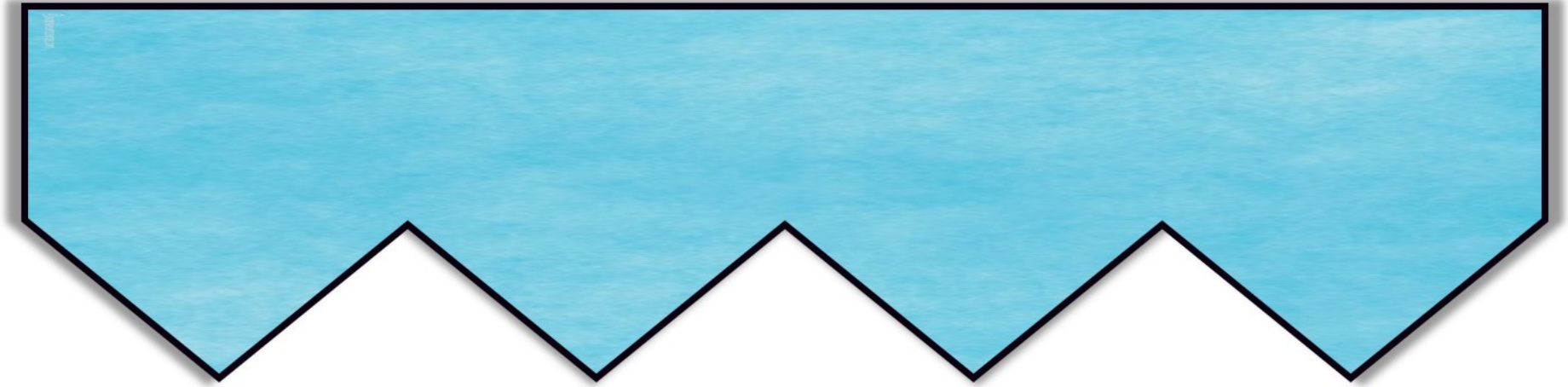












AUTHOR



**TRUDY
LUDWIG**

TRUDY LUDWIG



The Invisible Boy

illustrated by PATRICE BARTON

AUTHOR



PATRICE BARTON

TRUDY LUDWIG

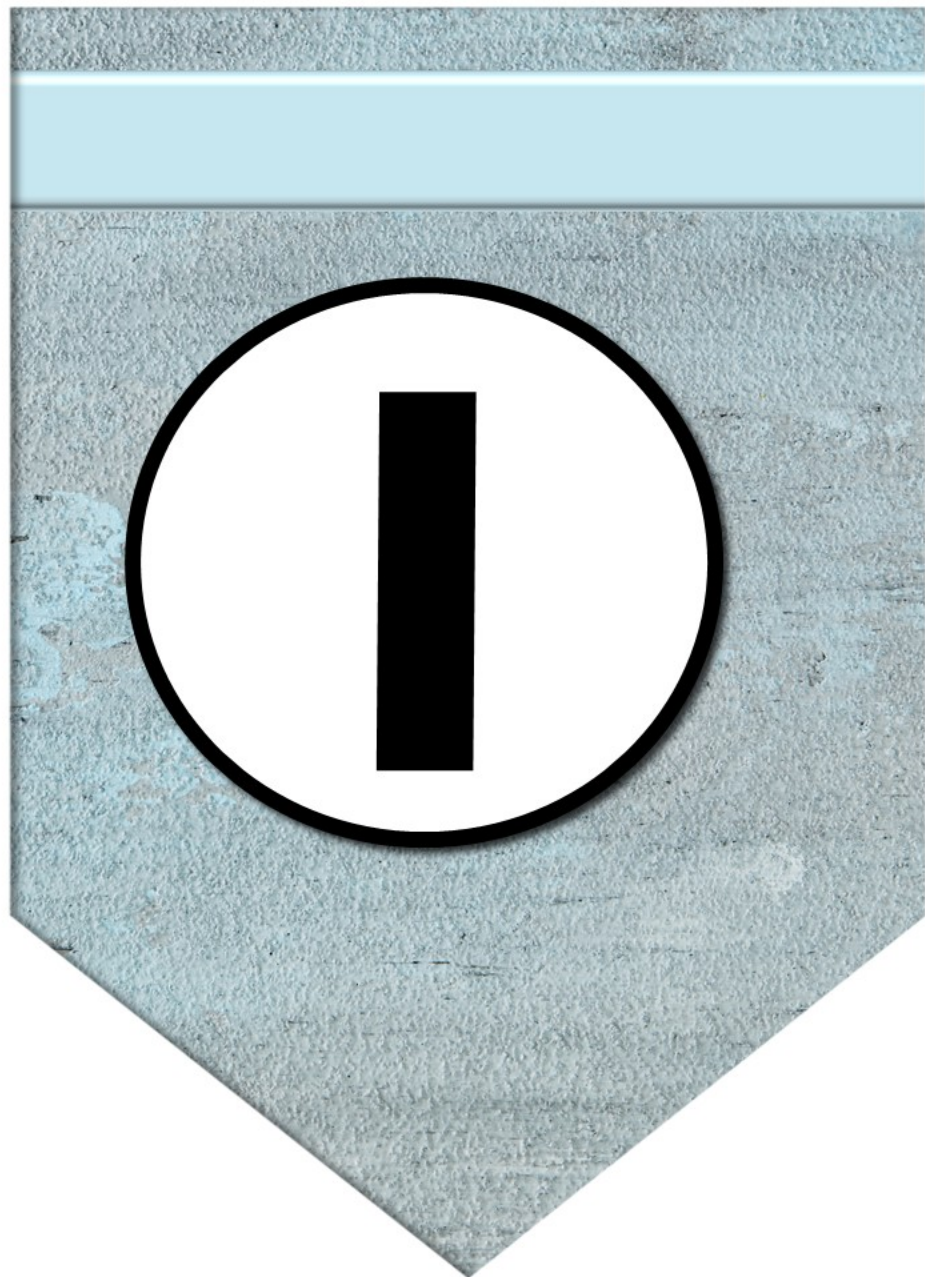


The Invisible Boy

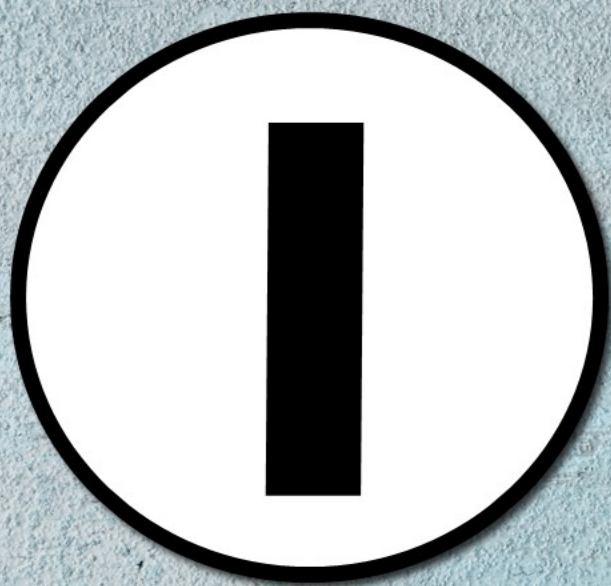
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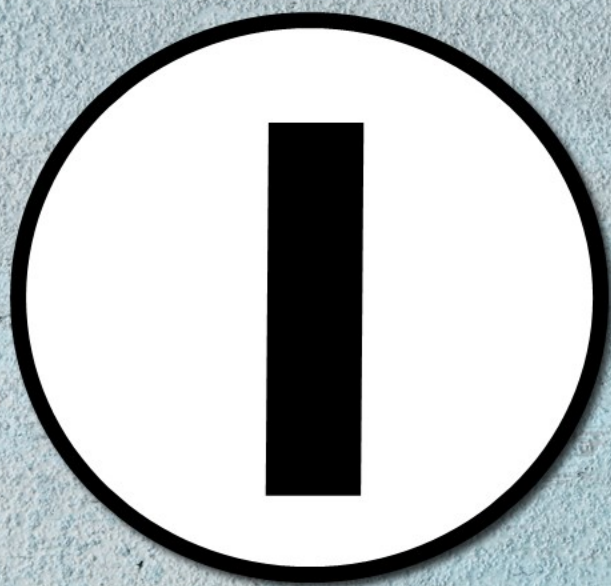




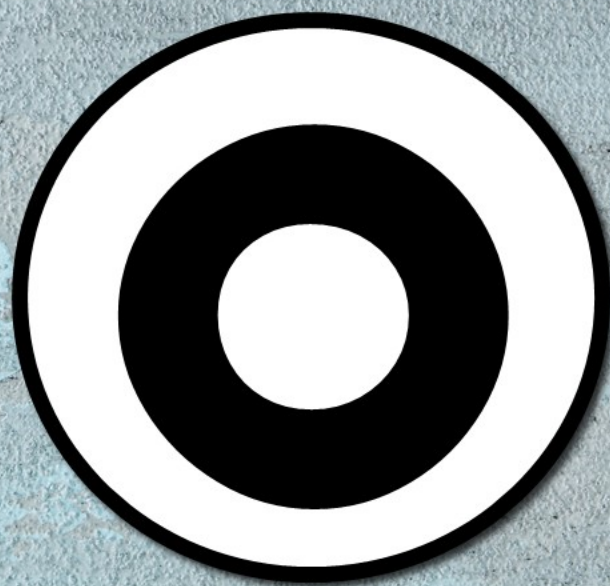


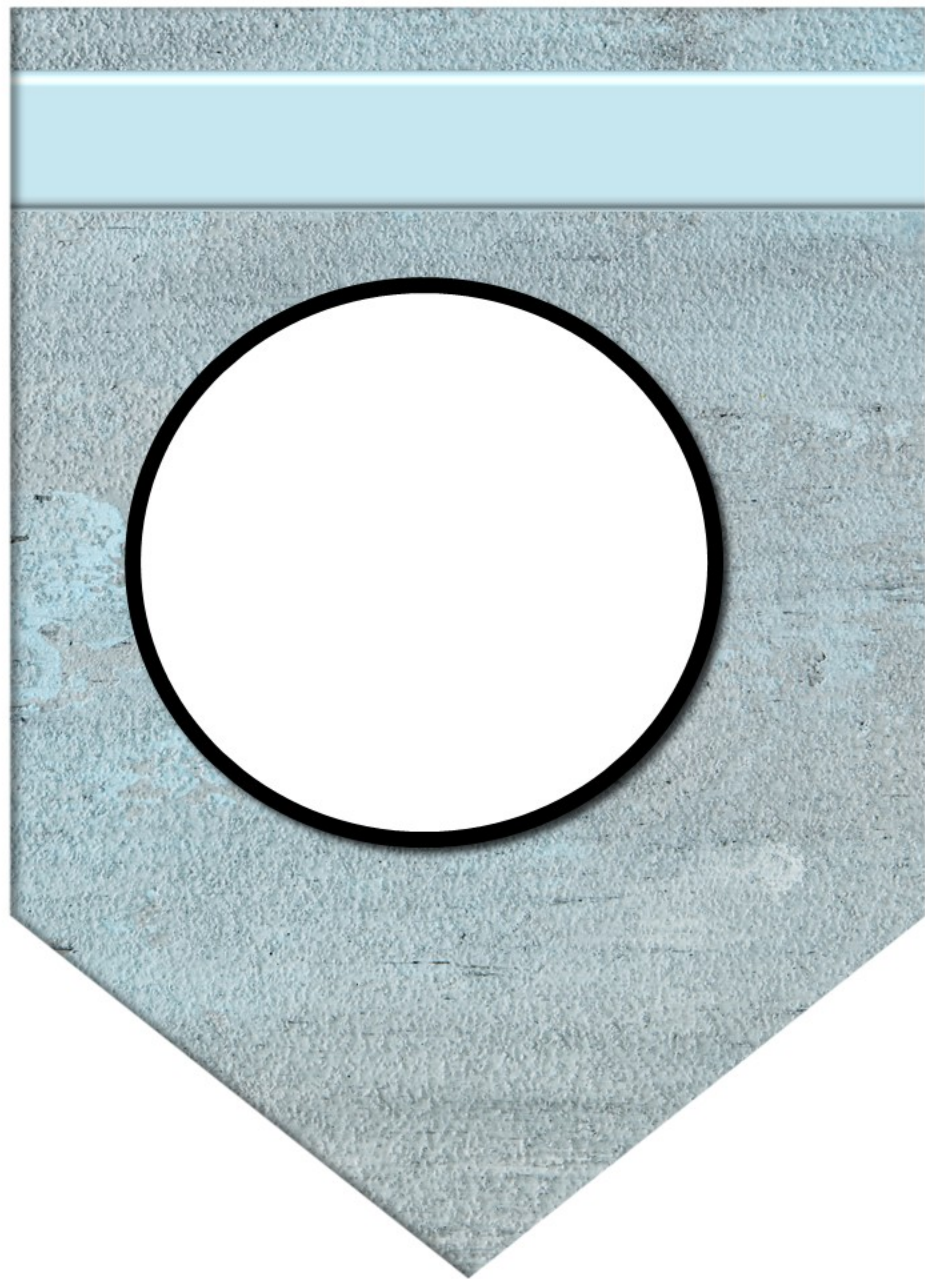


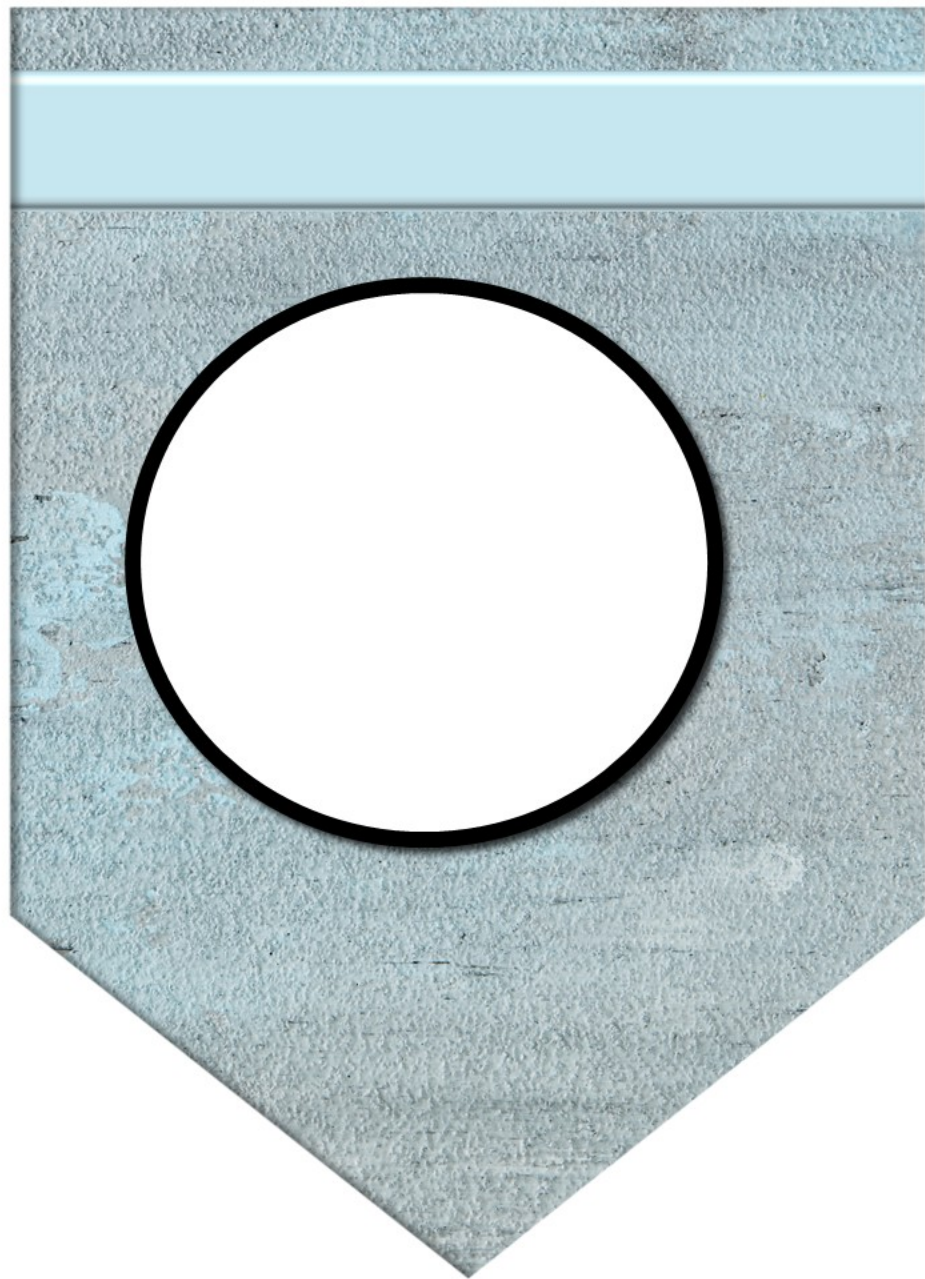
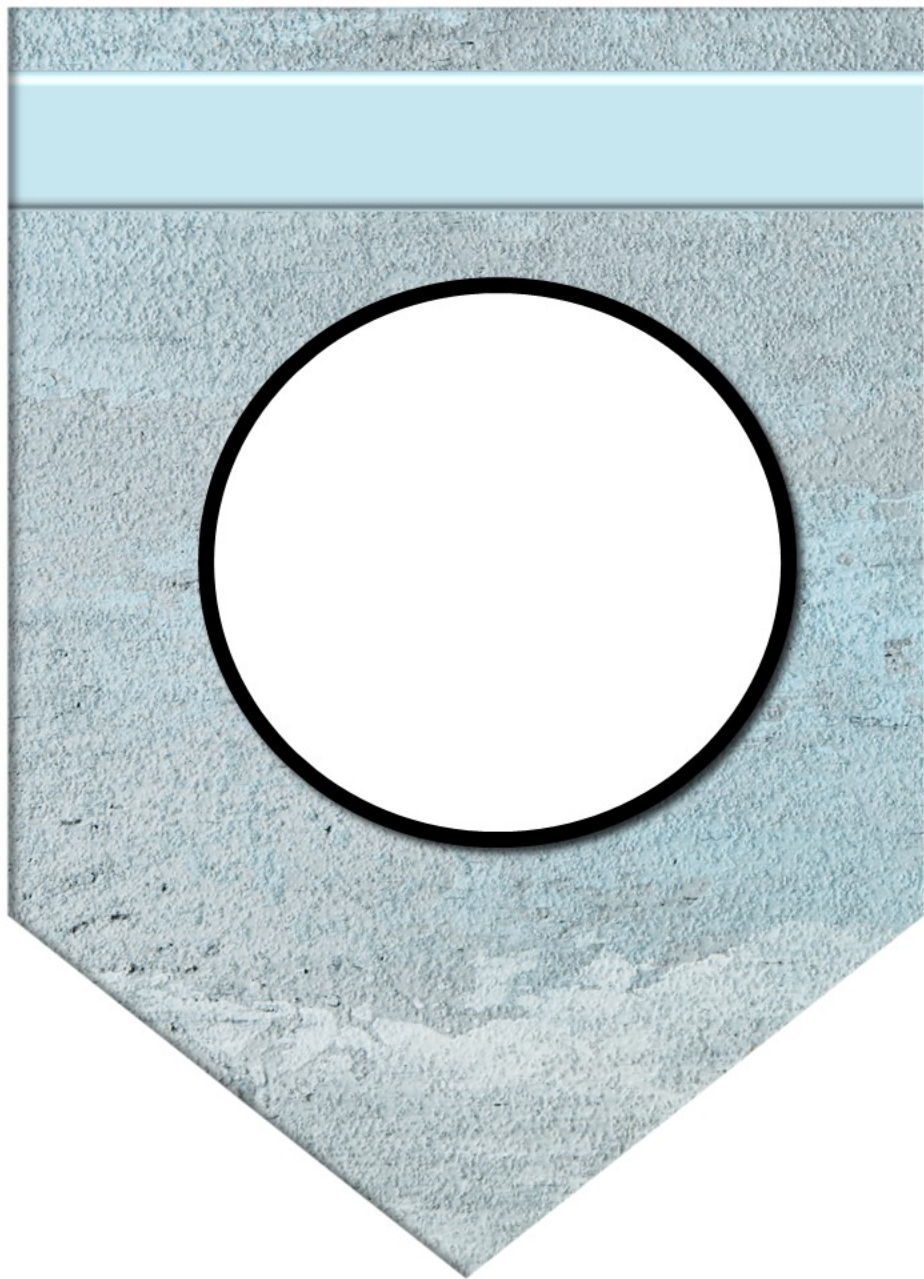






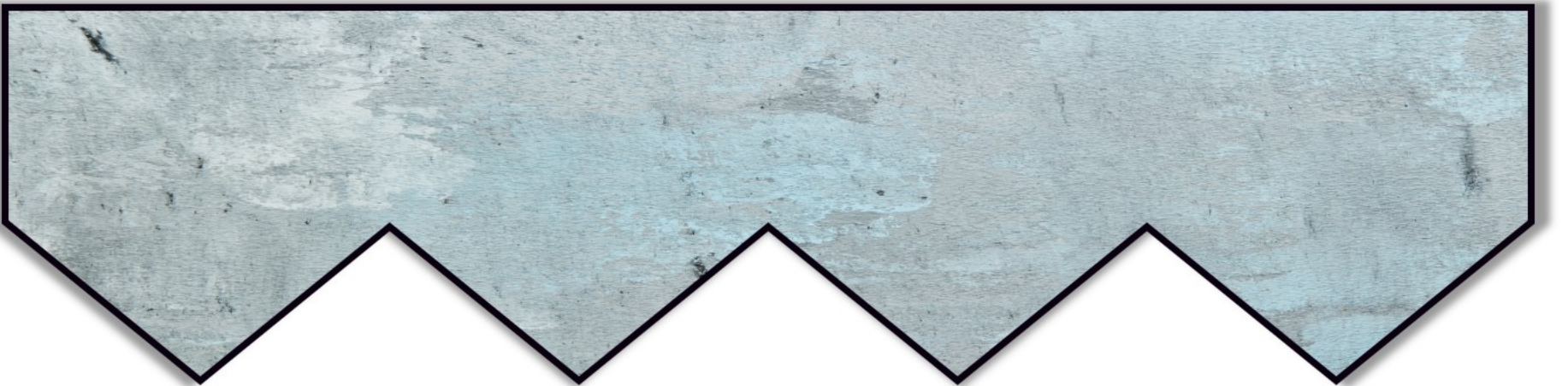
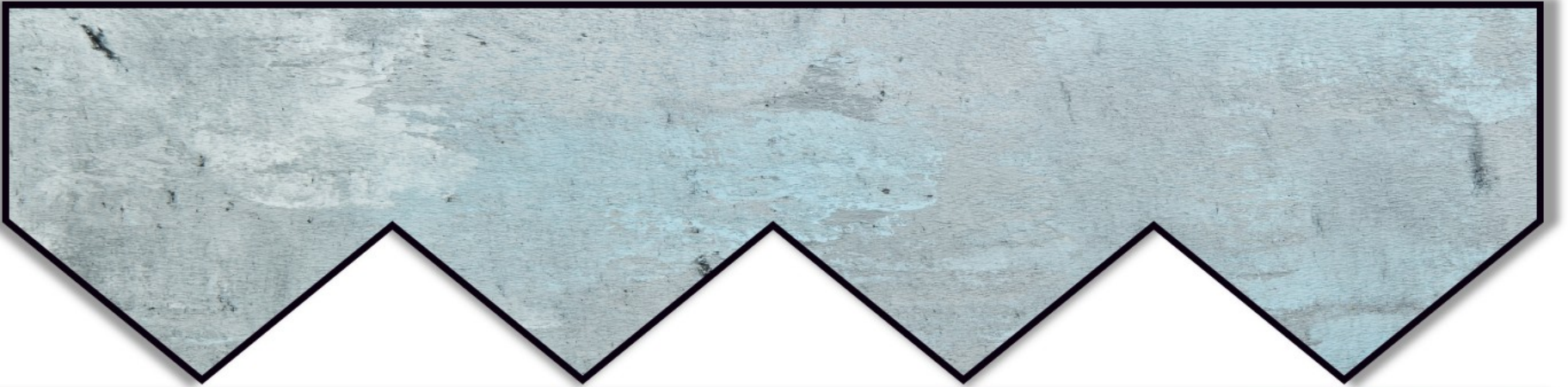
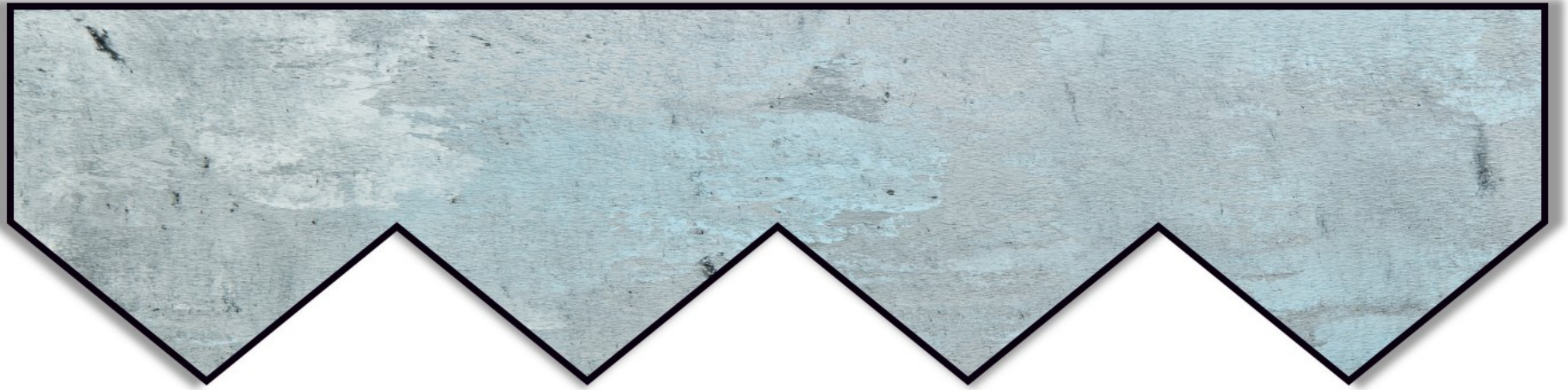














Tier 3 words are rarely used and only in highly specific situations.

Tier 3

Tier 2 words are used to add details, precision and power.

Tier 2

Tier 1 words are everyday words.

Tier 1

<i>Tier 1</i>	<i>Basic-level, everyday words. For example, dog, baby, happy, pretty, was, come, said.</i>
<i>Tier 2</i>	<i>Tier 2 words add power and precision to written and spoken language. For example, contradict, precede, stale, awful, snuggle</i>
<i>Tier 3</i>	<i>Words that are used rarely (low frequency) and only in highly specific situations. For example, decibel, cataclysm, atom.</i>

Tier 1

Tier 2

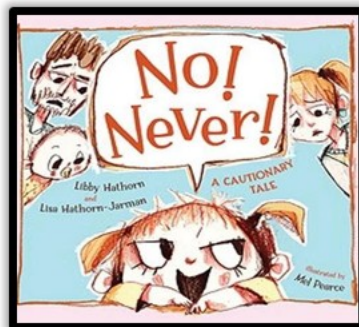
Tier 2

WORD WALL – Tier 1 words

WORD WALL – Tier 2 words

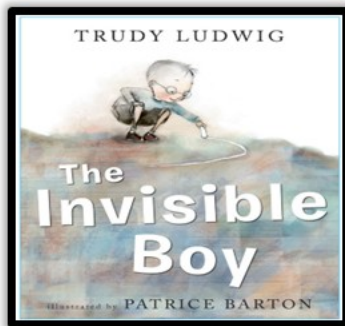
WORD WALL – Tier 3 words

No! Never. A Cautionary Tale.



Tier 1 (Basic Words)	Tier 2 (High-Utility Academic Words)	Tier 3 (Subject-Specific Words)
no	stubborn	tantrum
never	dramatic	consequence
girl	determined	cautionary tale
cry	attitude	discipline
scream	challenge	parenting
mess	behaviour	rule-breaking
clean	apologise	responsibility
help	persuasive	narrative voice
no	stubborn	tantrum
never	dramatic	consequence

The Invisible Boy



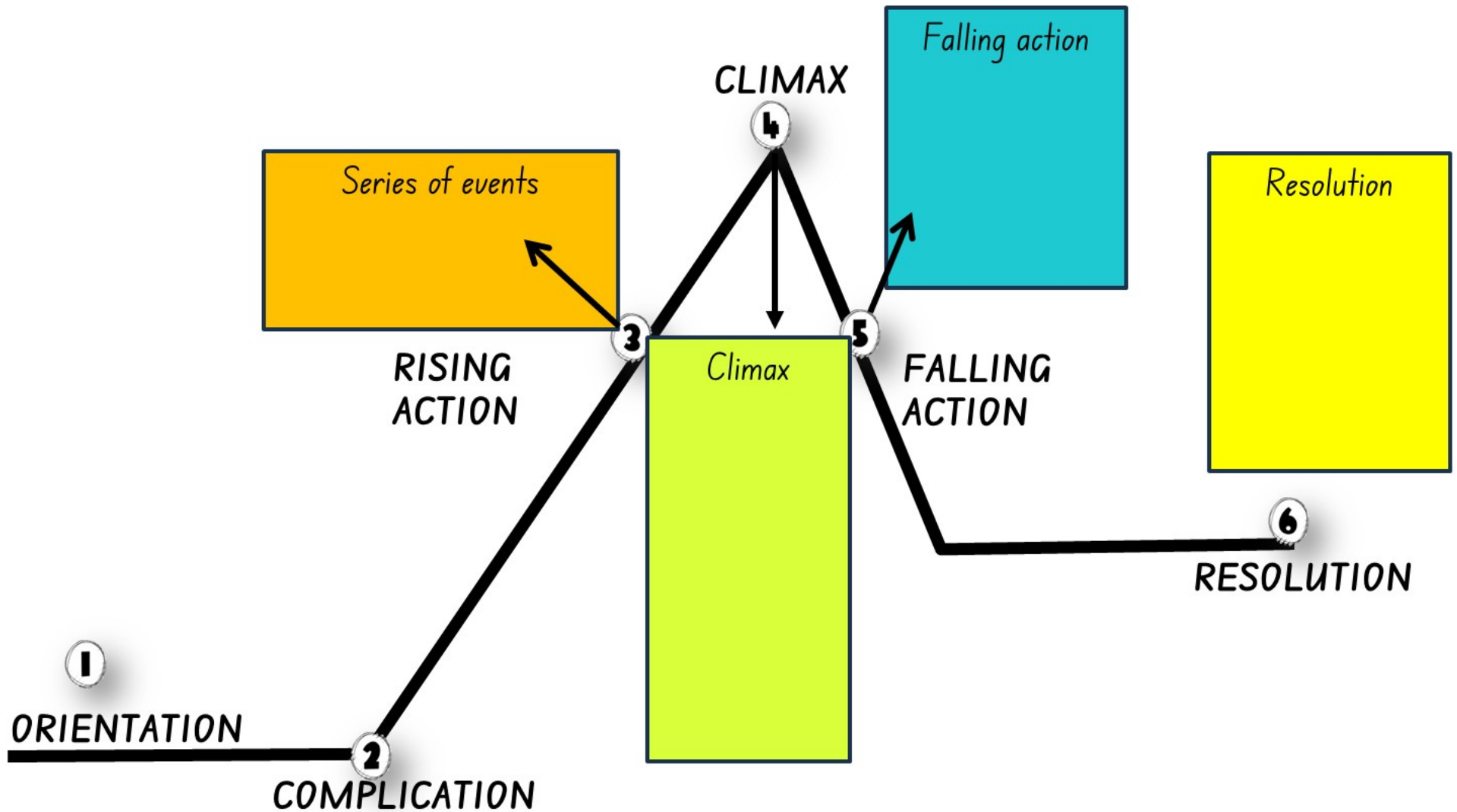
Tier 1 (Basic Words)	Tier 2 (High-Utility Academic Words)	Tier 3 (Subject-Specific Words)
boy	invisible	inclusion
school	quiet	empathy
lunch	notice	exclusion
friend	lonely	social dynamics
play	kind	belonging
talk	shy	emotional well-being
see	generous	body language
sad	different	inclusion
boy	invisible	empathy
school	quiet	

Coordinating Conjunctions in Compound Sentences

F	A	N	B	O	Y	S
<i>for</i>	<i>and</i>	<i>nor</i>	<i>but</i>	<i>or</i>	<i>yet</i>	<i>so</i>

Different coordinating conjunctions can be used to create compound sentences.

Freytag's pyramid planning template.

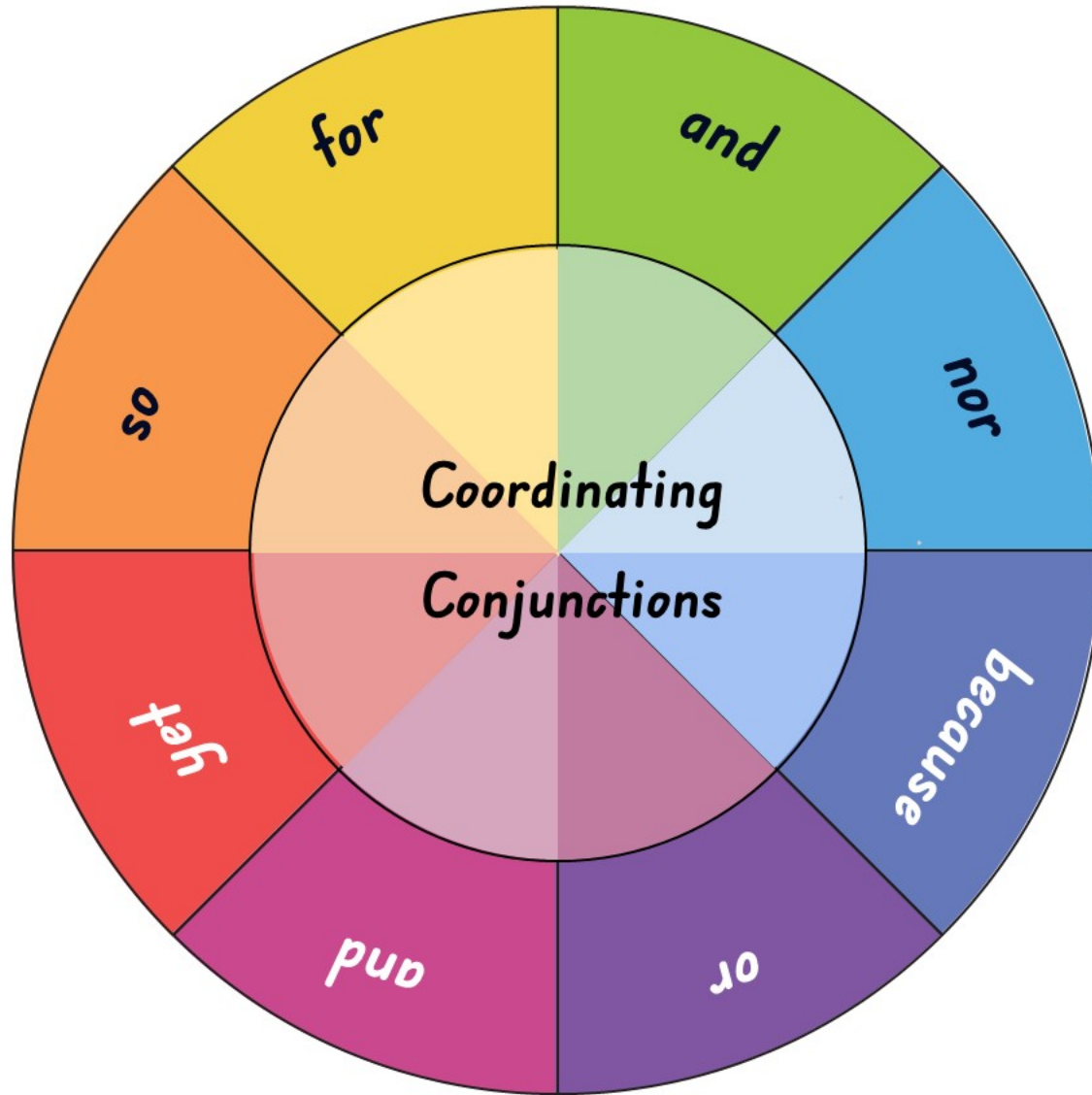


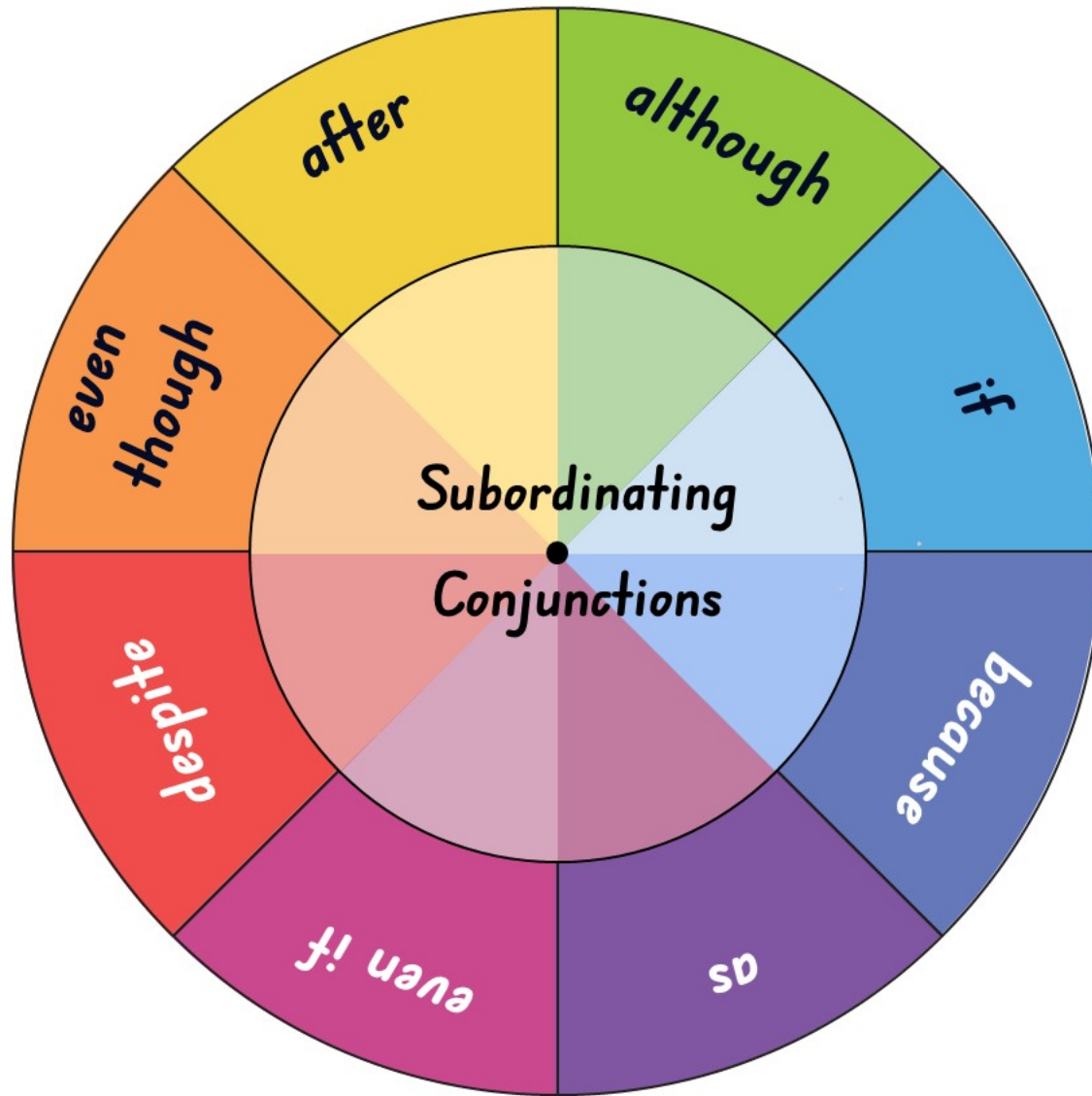
first

then

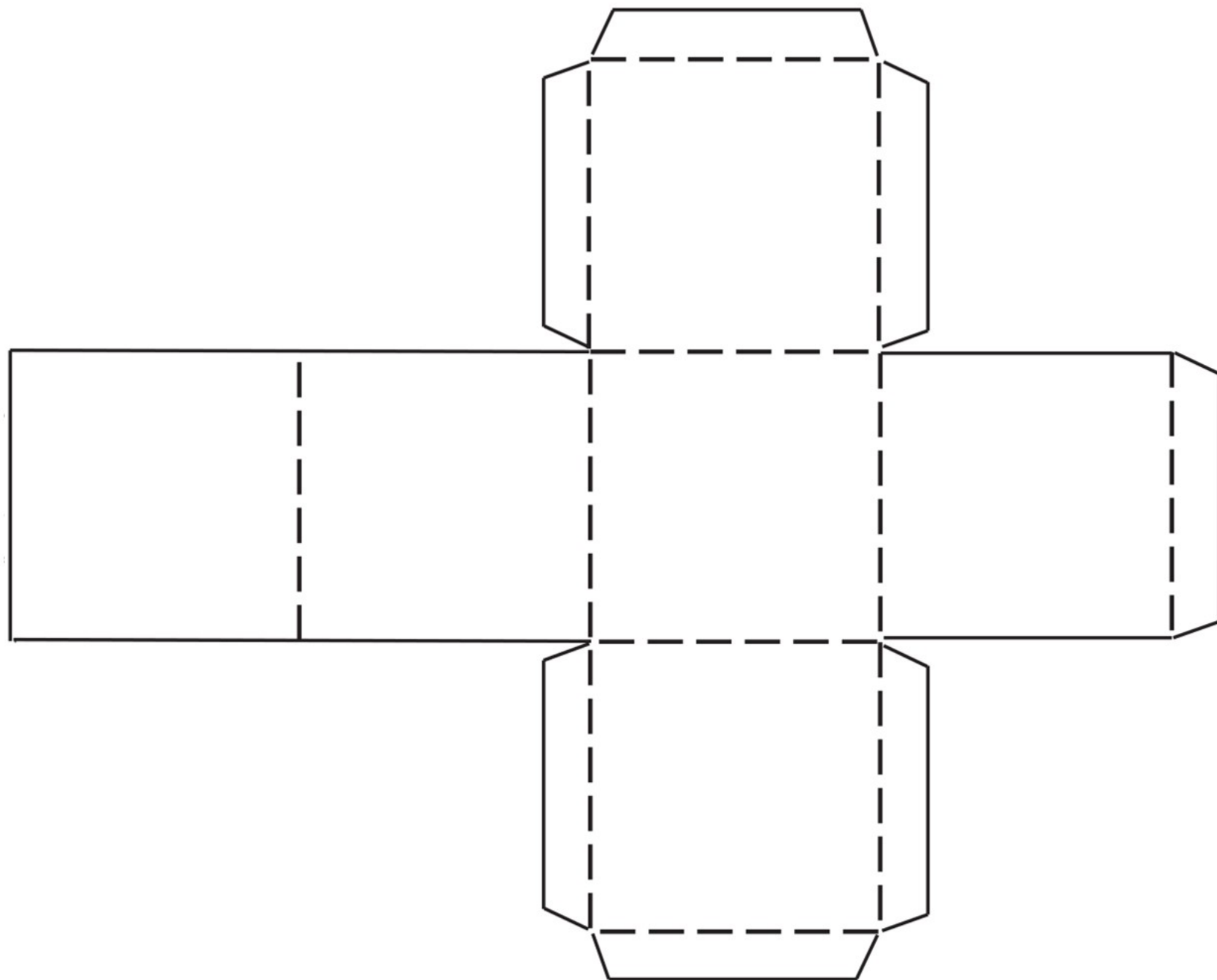
after







Anchor CHART

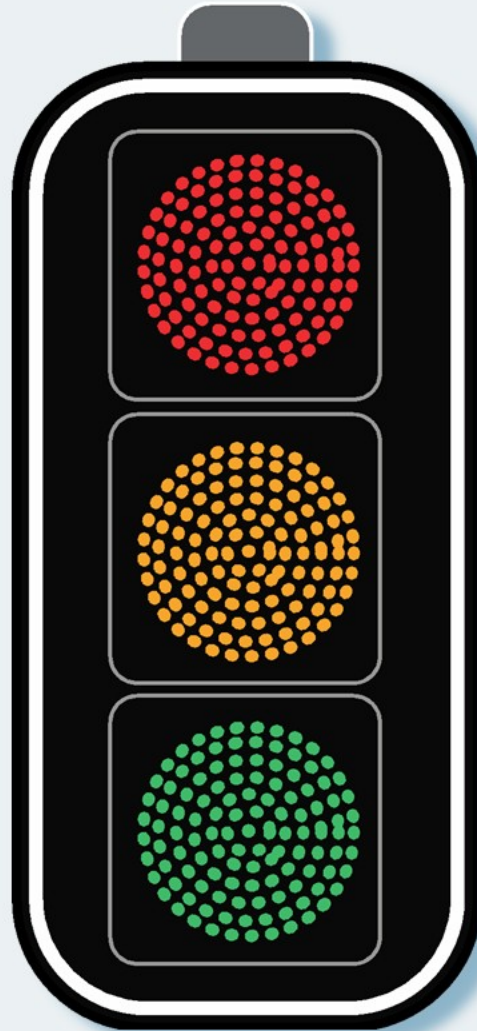


Traffic light reflection

I need some help!

I'm getting there!

I get it!



I need to improve on ...

I am still working on ...

I am most proud of....

3-2-1 Things I learned

3

List three things you learned from working with these texts.

1.

2.

3.

2

List two questions you have about these two texts.

1.

2.

1

Give one reason why it's important to learn about language features.

1.

T CHART

edit

POINT 1

POINT 2

0
0
4
8
3

EXIT TICKET

ADMIT ONE

Name:

Lesson:

Exit ticket responses

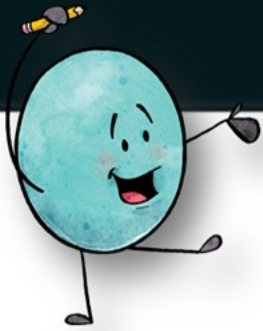
What is the purpose of an informative text?

What are the features of an informative text?

What are some different examples of informative texts?

How do authors demonstrate authority over and of an informative text?

TAG feedback- Writing



Tell something that you really liked here.

Explain why you liked it.

Ask a question to better understand the work presented.

Give a suggestion to help make the work presented even better.

G

Two stars and a wish

Task:



Student 1

I would like feedback that I receive to be focused on...

Presenter:



Student 2

My feedback to Student 1 is...

Feedback given by:

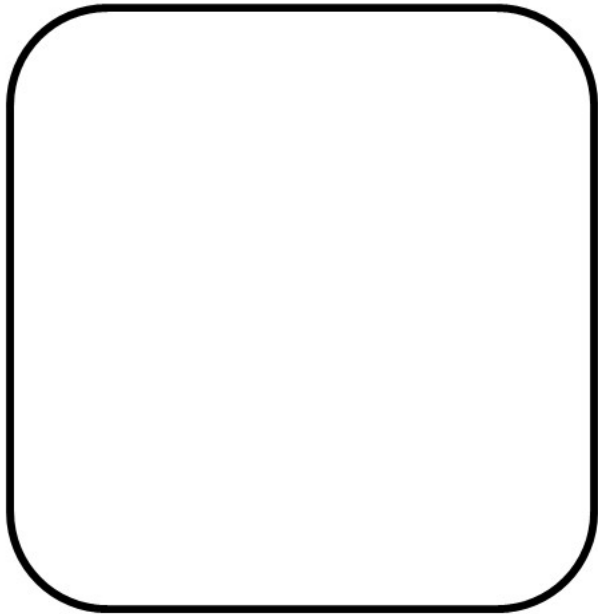


Student 1

After receiving this feedback, my next steps are...

See Think Wonder

Task: Look at the image below and then complete the sentences.



I see...



I think...



I wonder...



I SEE



I THINK



I WONDER

I notice...

I think that...

I wonder why...

See



Hear



Smell



Taste



Touch

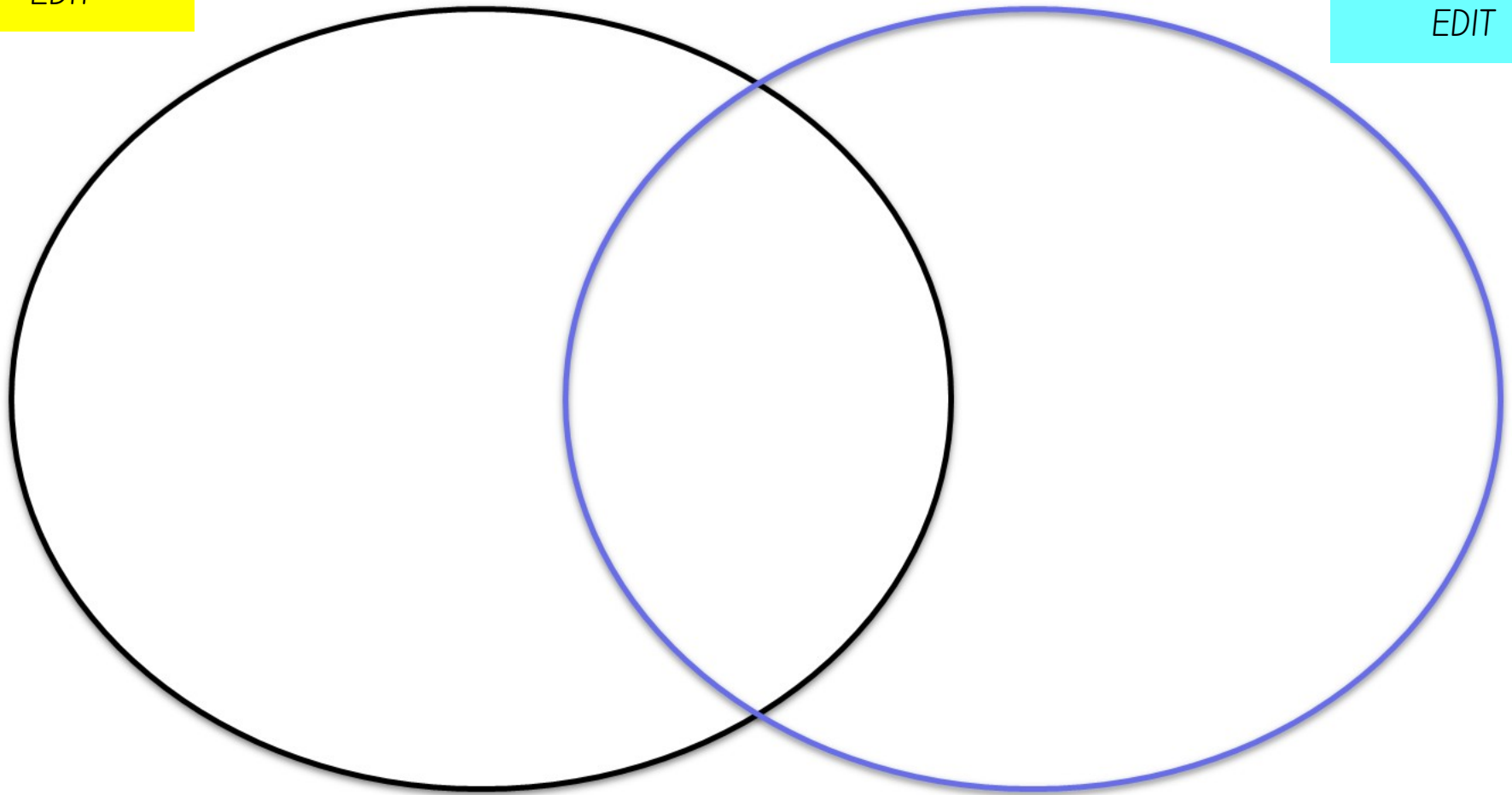


Double Venn diagram - Example

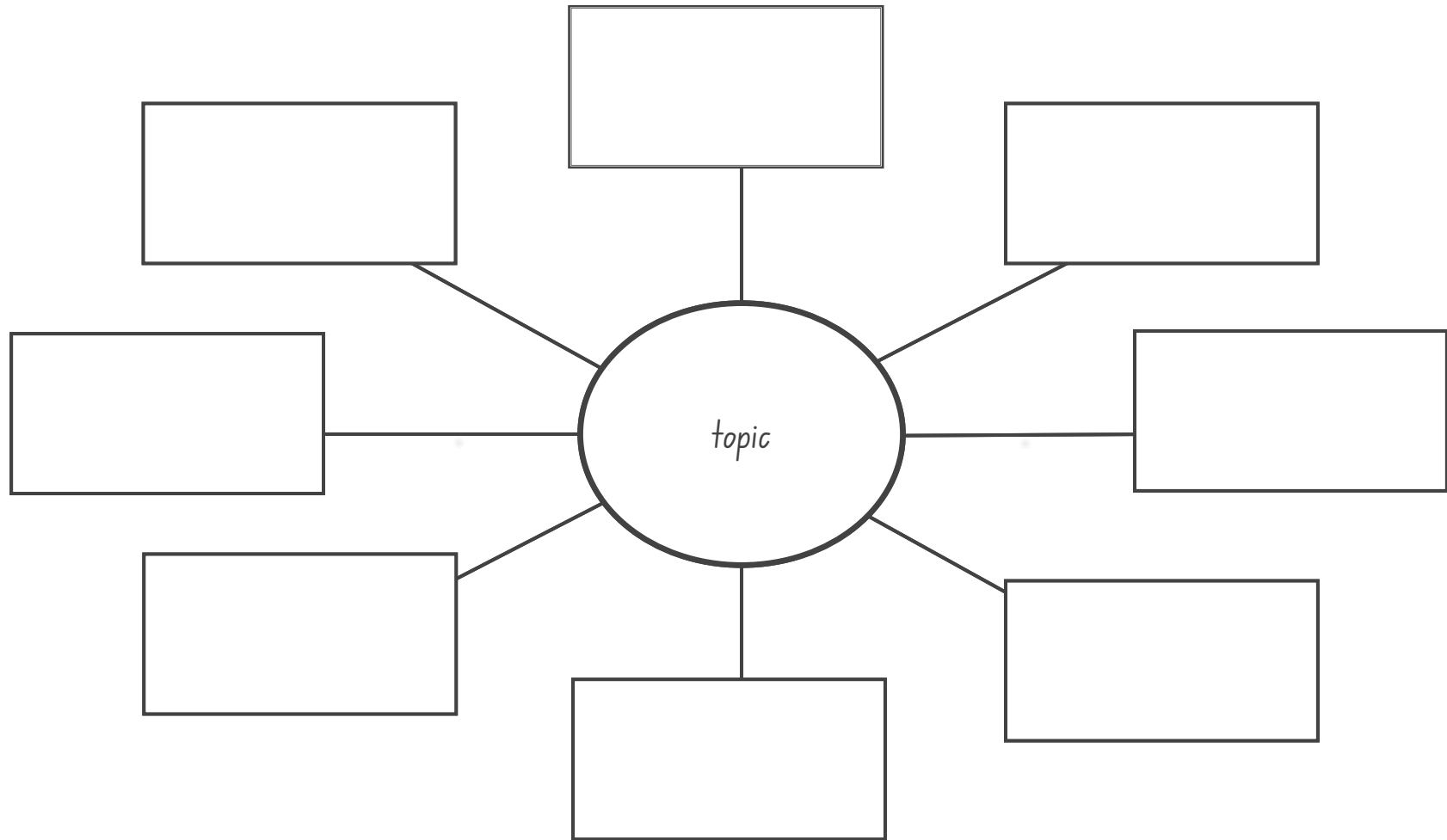
Topic:

EDIT

EDIT

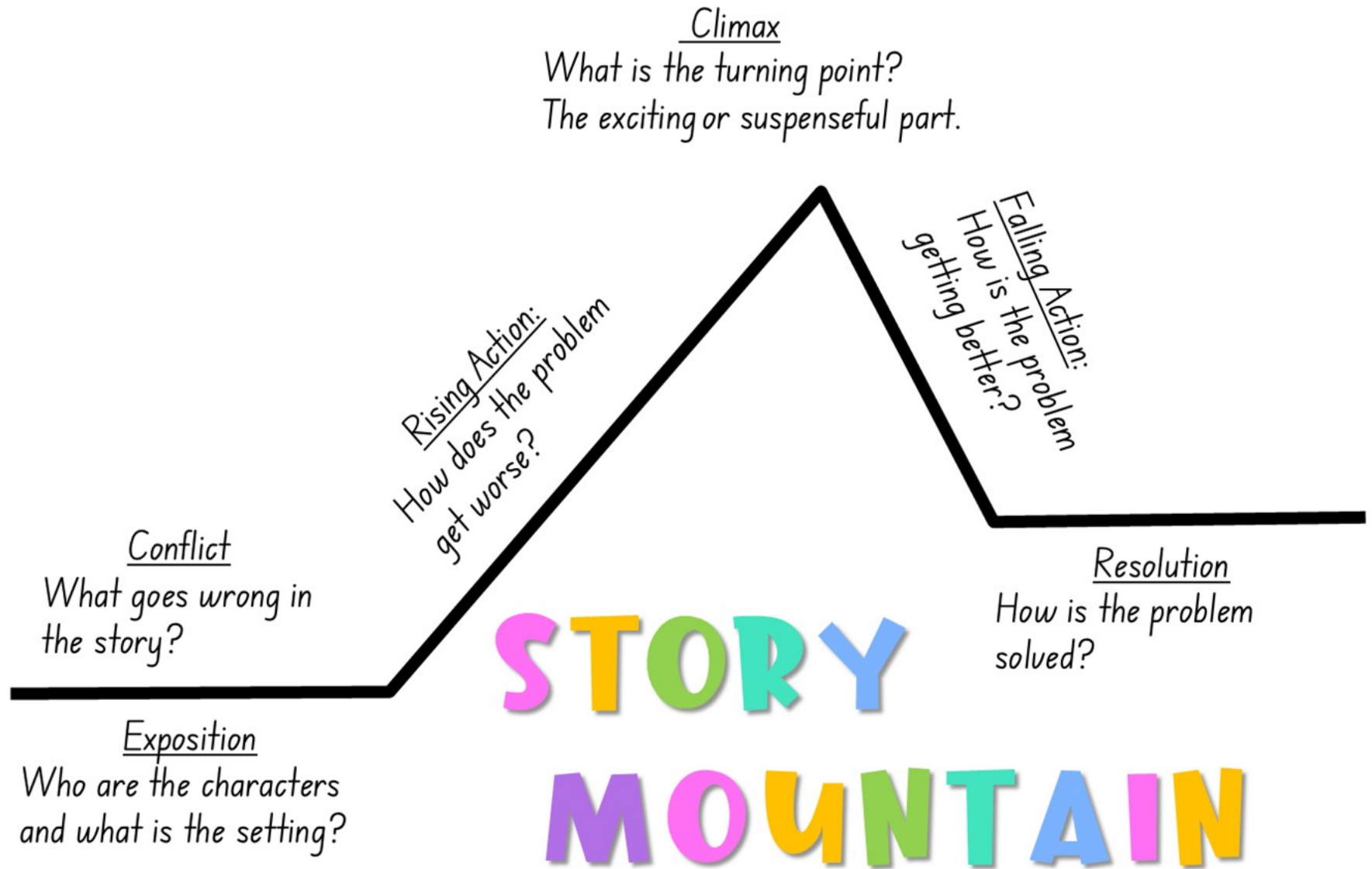


Brainstorm events in the story





BRAINSTORM



THANKS FOR YOUR PURCHASE



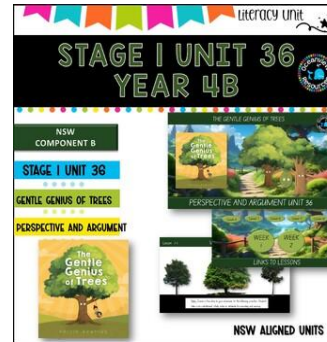
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Nikki Jester

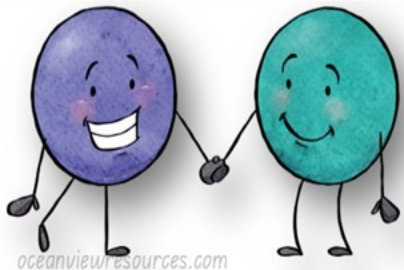
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