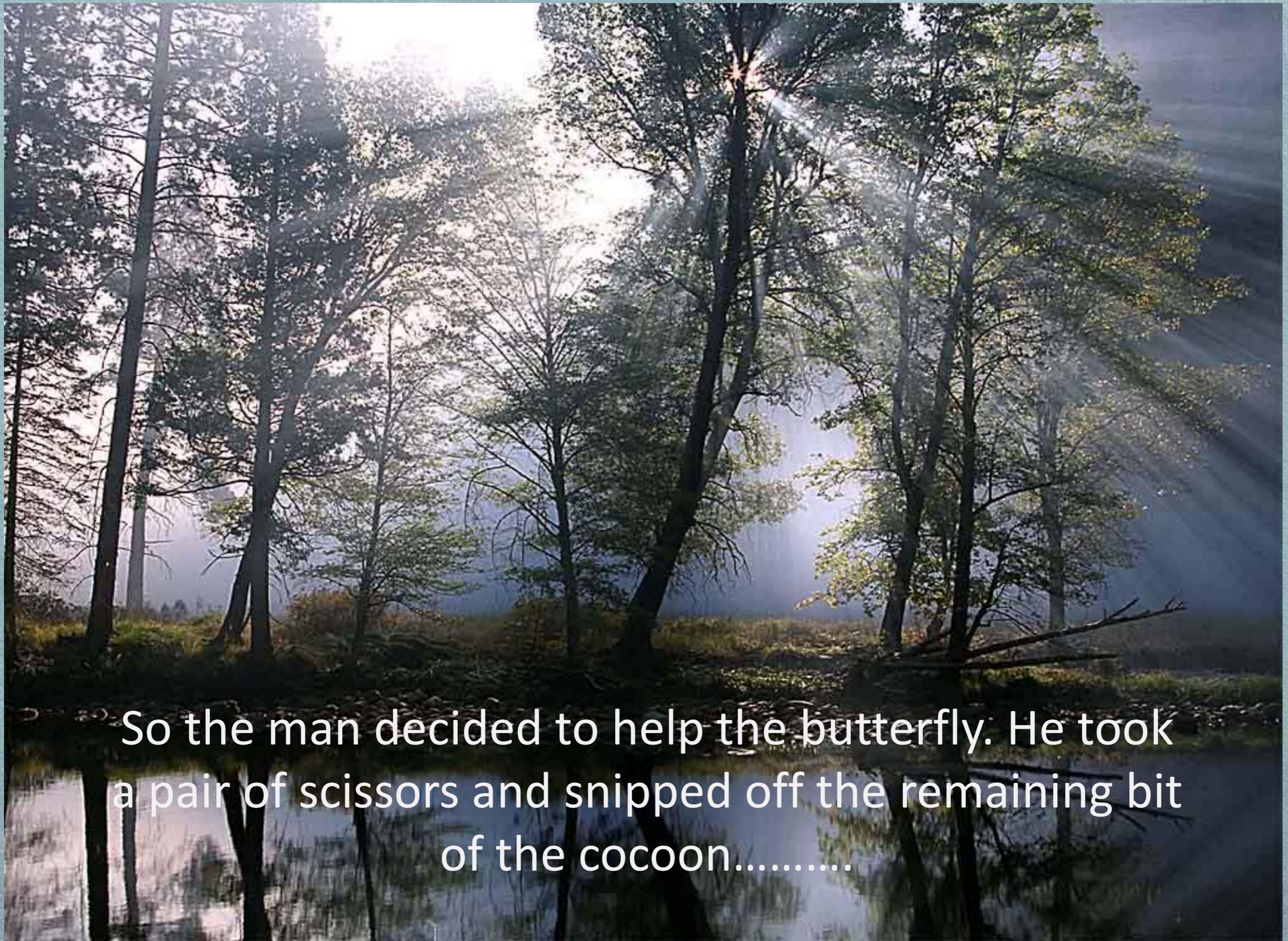
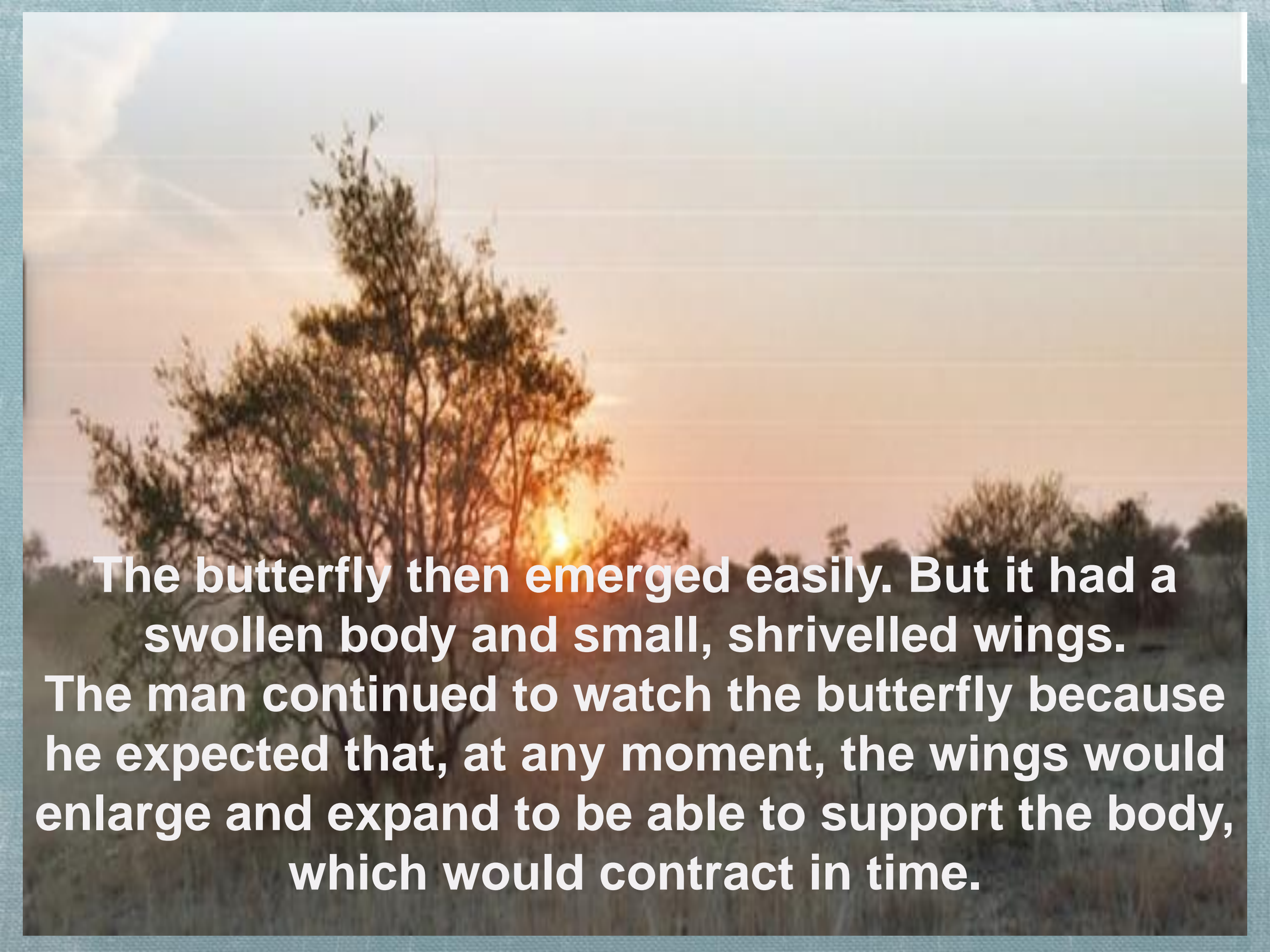


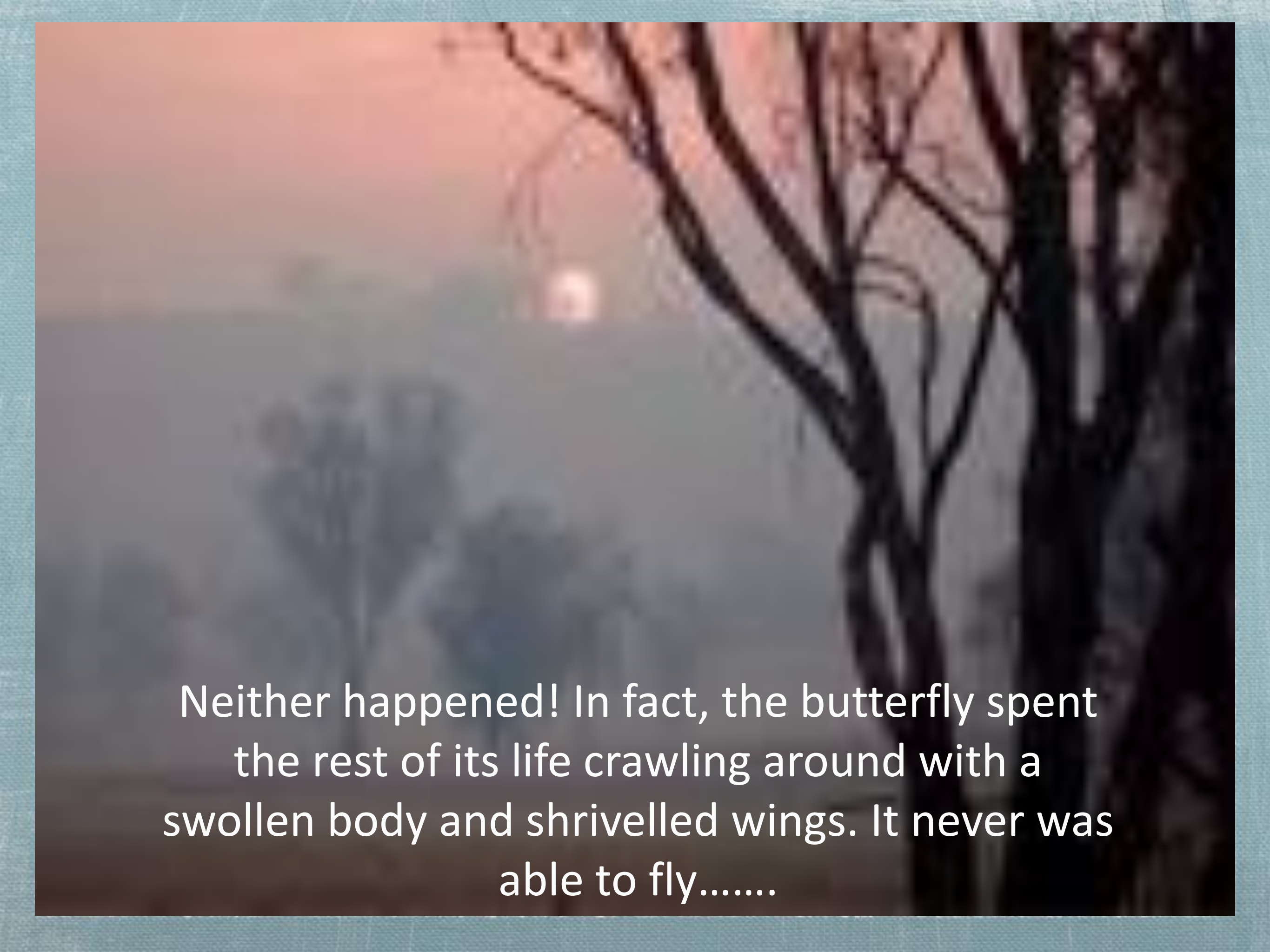
A man found a cocoon of a butterfly. One day a small opening appeared. He sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could, and it could go no further.



So the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon.....

A photograph of a sunset with a tree silhouette in the foreground. A butterfly is visible on the tree branches. The sky is a mix of orange, yellow, and blue. The text is overlaid on the bottom half of the image.

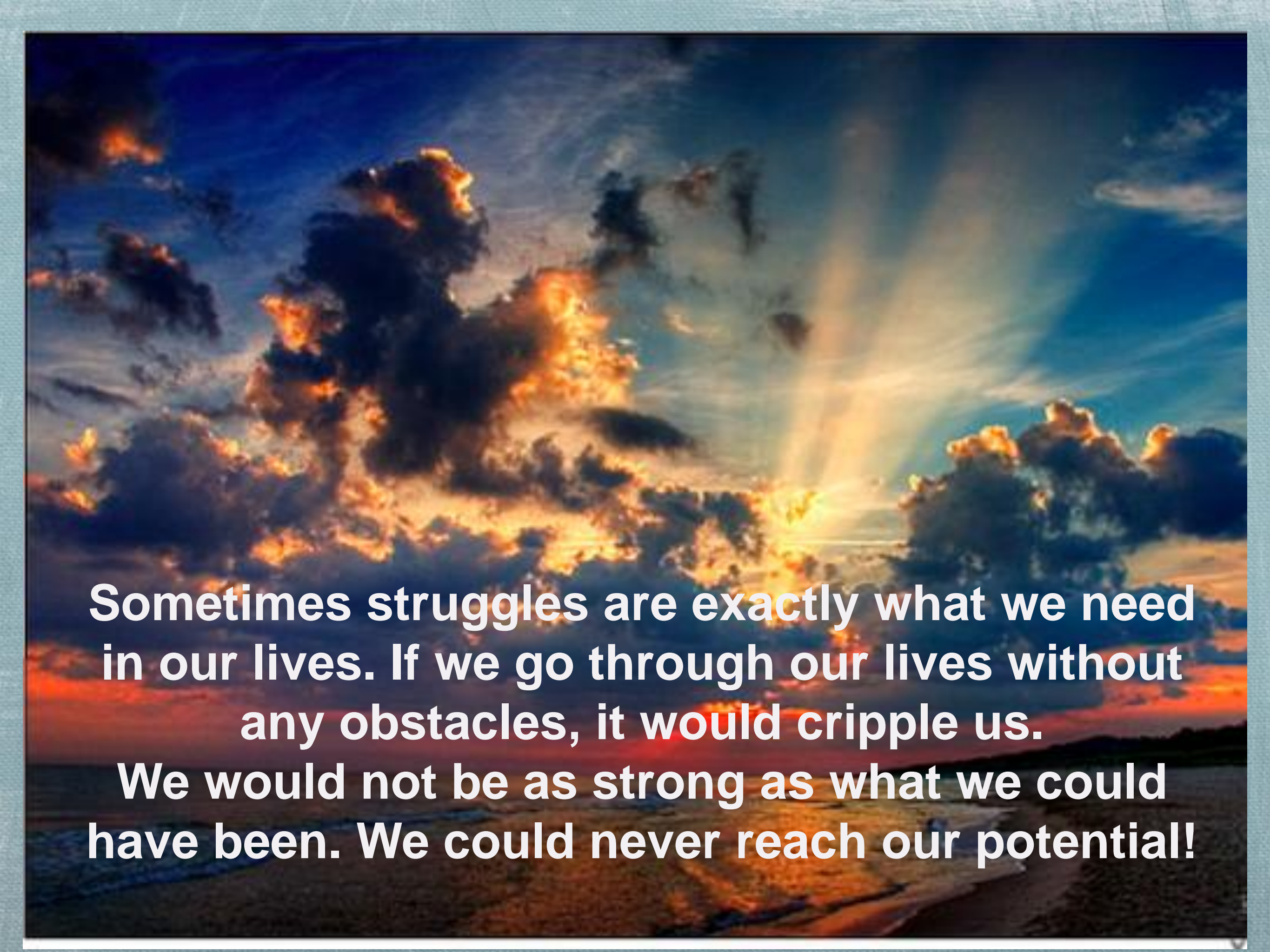
The butterfly then emerged easily. But it had a swollen body and small, shrivelled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time.

A photograph of a sunset or sunrise over a forest. The sky is a mix of orange and pink, with a bright sun visible in the upper left. In the foreground, the dark, silhouetted branches of a large tree are prominent on the right side. The background shows a dense forest of trees under a hazy sky.

Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shrivelled wings. It never was able to fly.....

What the man, in his kindness and haste, did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening is the way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.....





**Sometimes struggles are exactly what we need
in our lives. If we go through our lives without
any obstacles, it would cripple us.**

**We would not be as strong as what we could
have been. We could never reach our potential!**



The places you will go....

Robyn Cranage and Anne Bone

Setting



▶ Our Lady Help of Christians



▶ Christ the King Primary



▶ Holy Family



▶ St Mary's



▶ St Agatha's



▶ St Augustine's

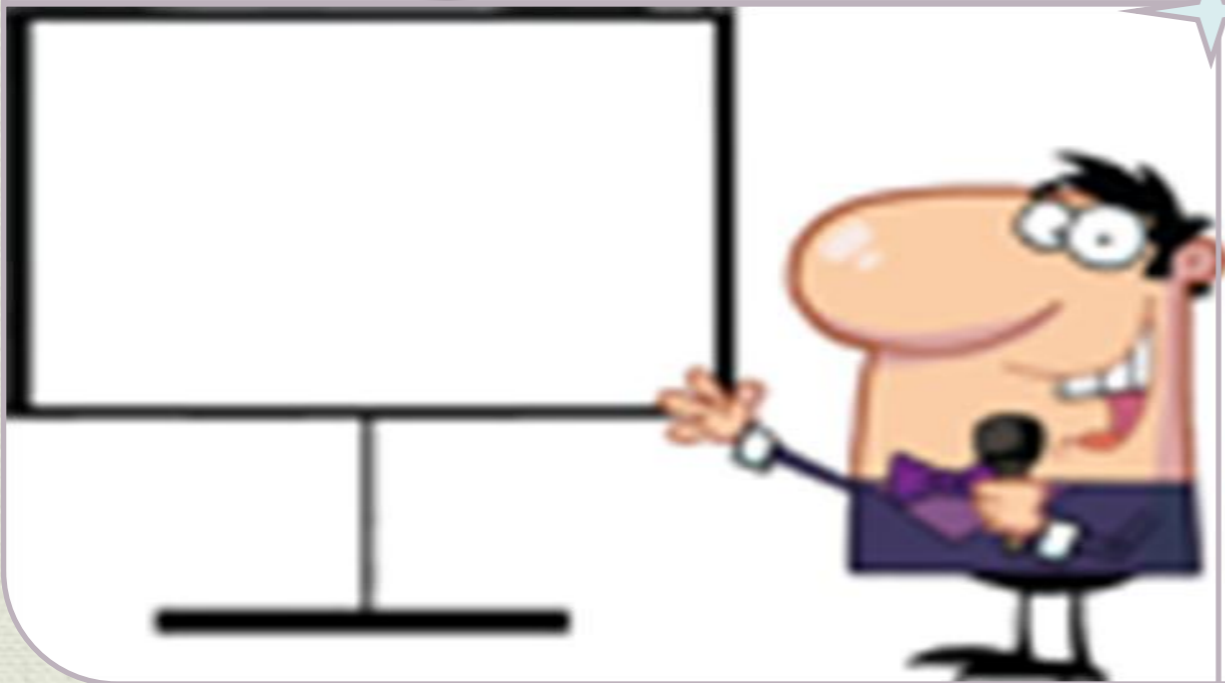


▶ St Vincent de Paul's

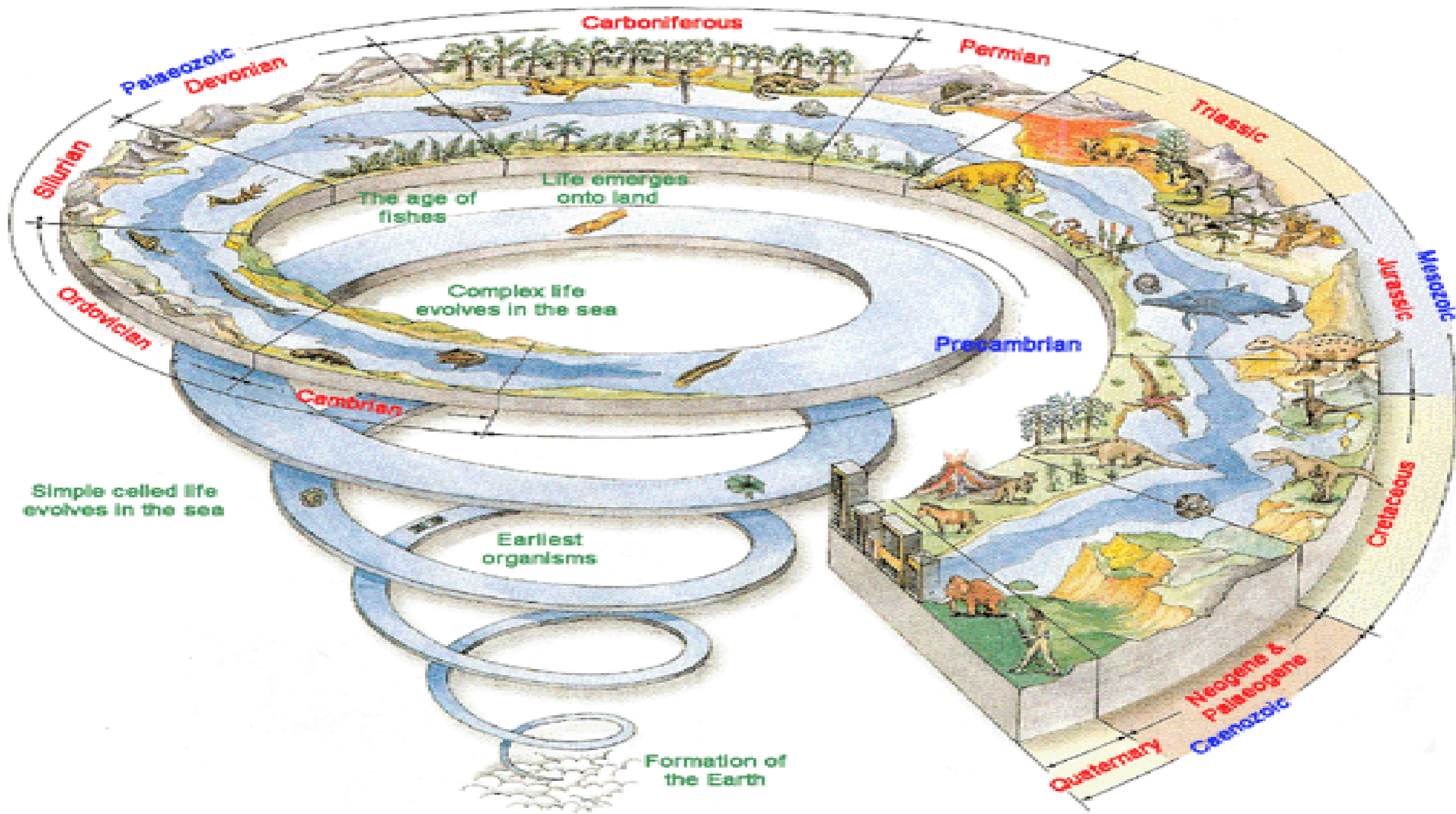


▶ St Monica's

The characters.....



Time



Initiating event

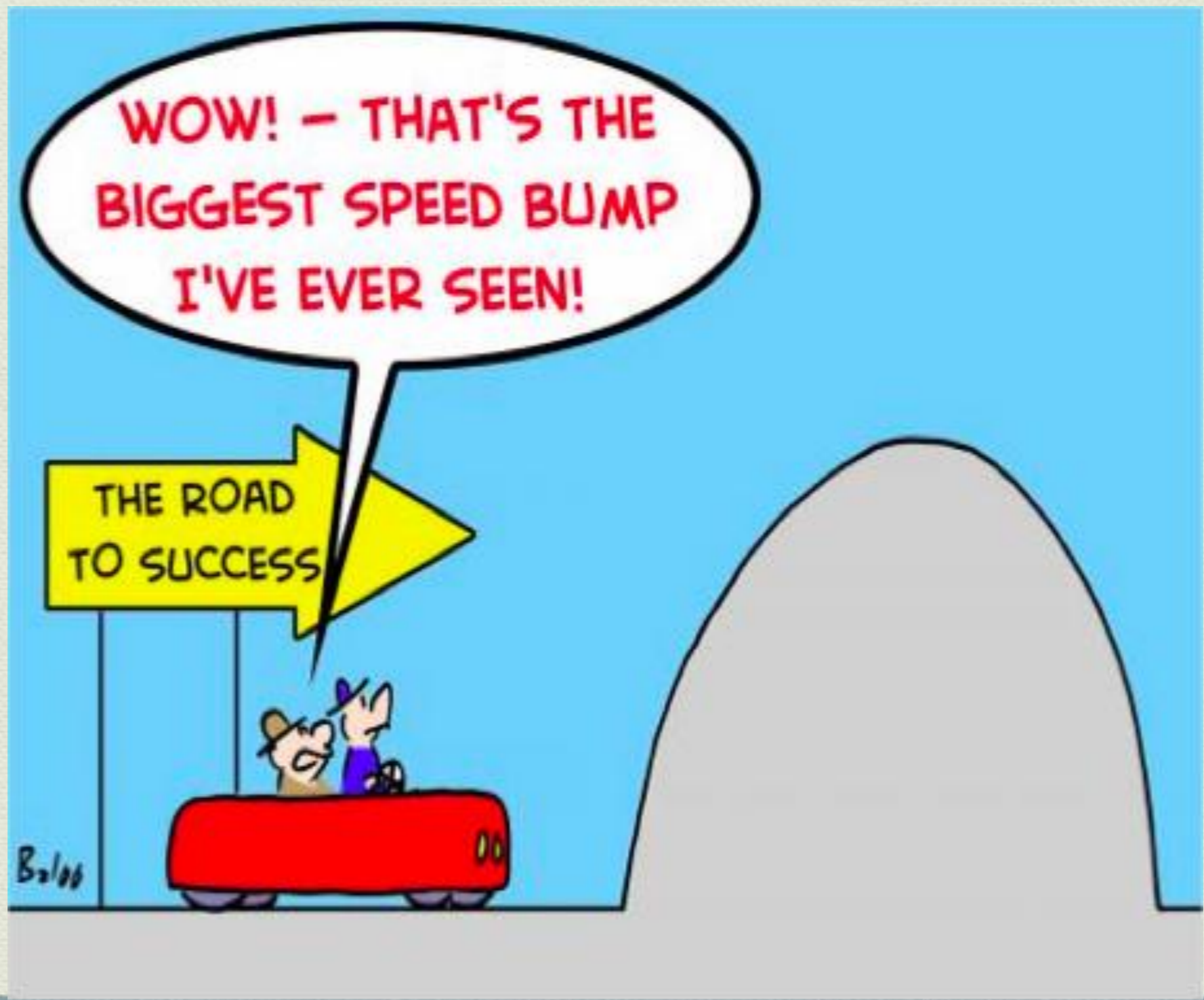
- ◆ Data - quantitative and qualitative
- ◆ Referrals to speech pathology
- ◆ OLSEL began in 2007 in Melbourne
- ◆ DEEWR pilot across sector initiative -2008
- ◆ OLSEL pilot: 2009-2010



WOW! – THAT'S THE
BIGGEST SPEED BUMP
I'VE EVER SEEN!

THE ROAD
TO SUCCESS

B2/00

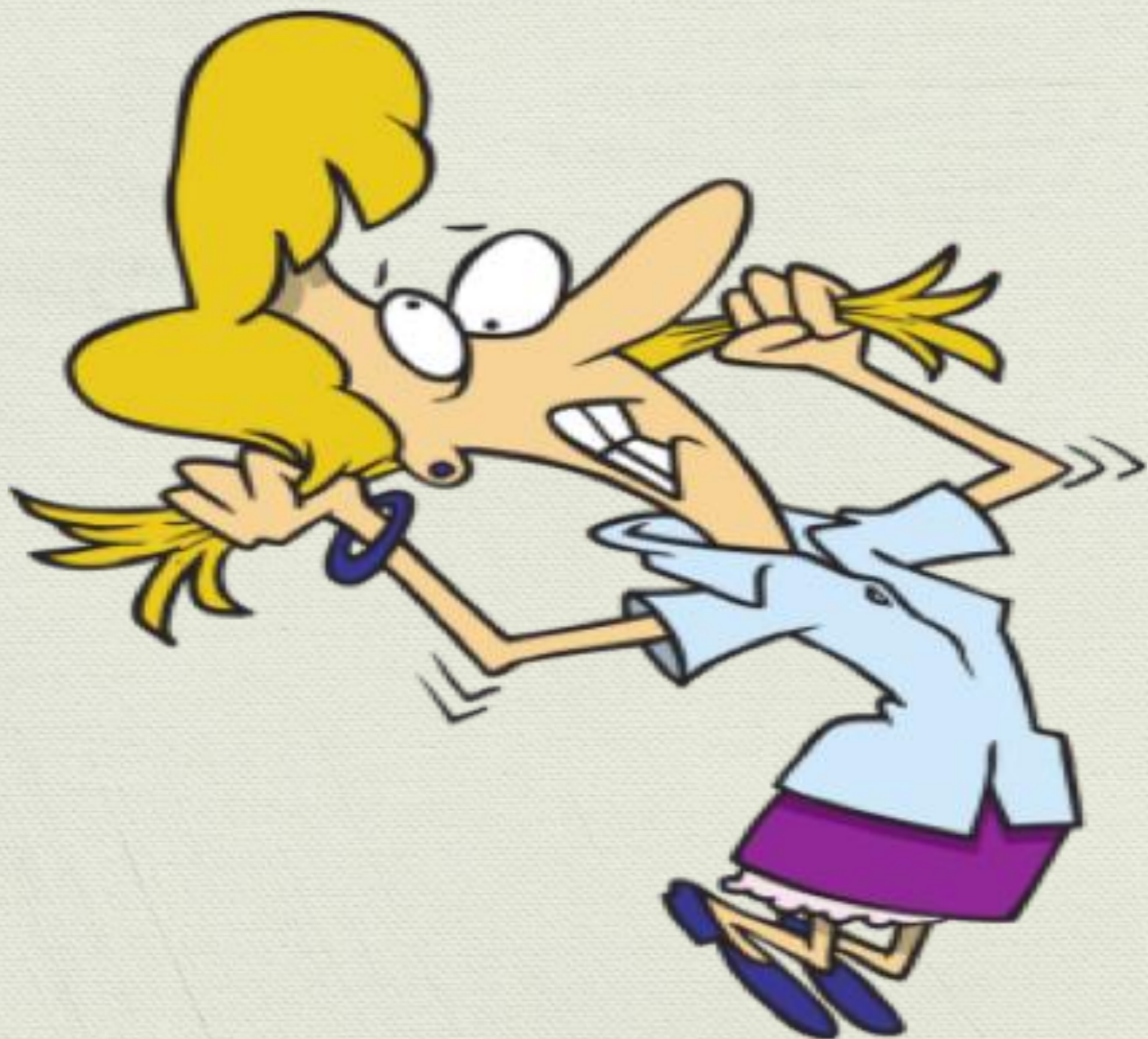


Initiating Response

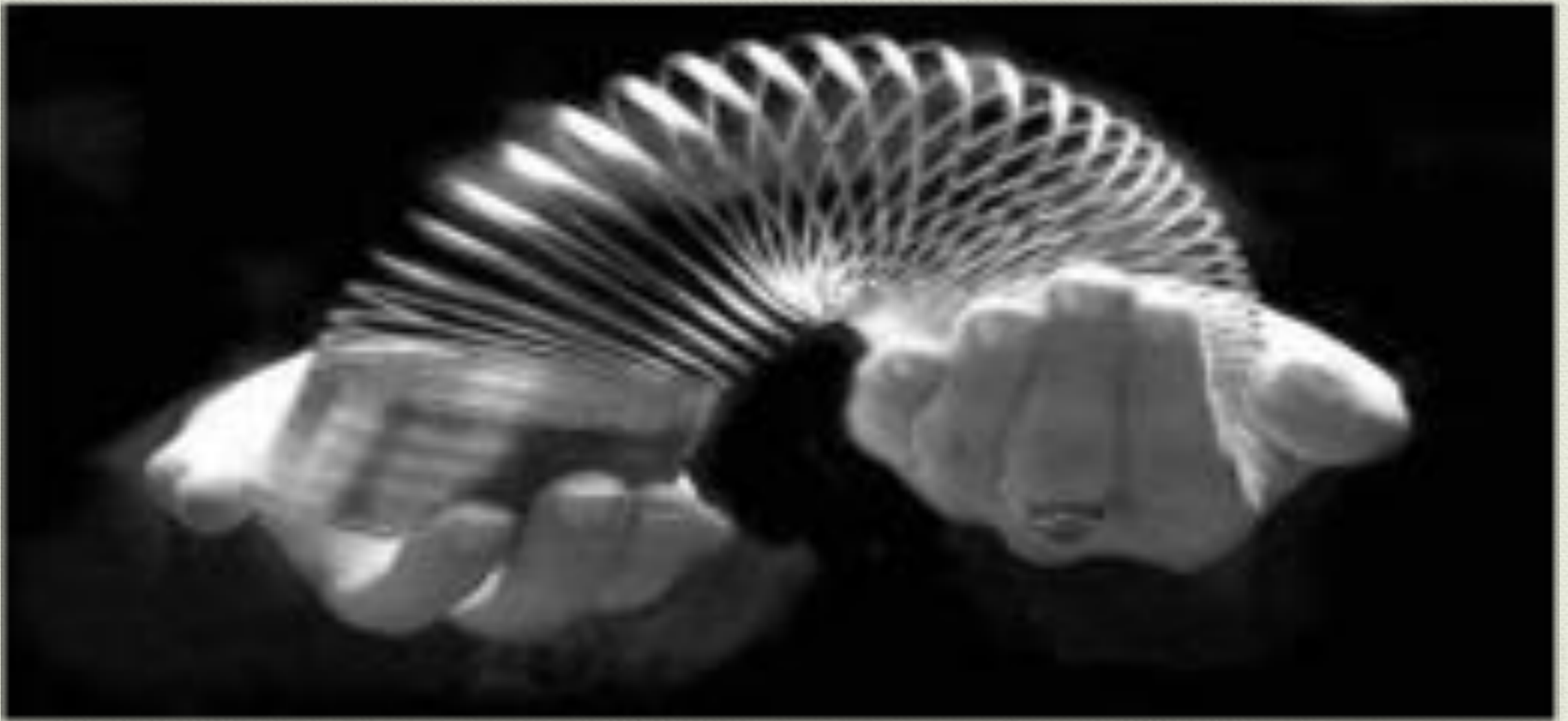


Thoughts and Feelings...





Balance?



Internal Plan



Internal Plan

◆ Team

◆ PLT

◆ Planning time - Oral language focus

◆ Work program

◆ Team planning day

◆ Staff meeting

◆ Parent community

◆ Visit OLSEL schools

Attempts

- ◆ Work Program
- ◆ ICPALER framework
- ◆ 1 element a day initially

Work program

Reading Planner

CLASS:

Prep/1

DATE: 19/5 - 23/5

BIG BOOK: Koala Lou

ICPALER FRAMEWORK

WHOLE CLASS FOCUS

Monday

Ideas: Discourse/Genre

Link to prior knowledge. What genre is the book? What are the features of a narrative? List the ideas the children come up with – focus on problem and solution. Read the book Koala Lou and discuss the problem and solution. Shoulder partners then as whole group.

Tuesday

Ideas: Simple sentences/words have meaning

Children say simple sentences about our book Koala Lou. Answer the who, what, when, where with their shoulder partners. Read the book – pick out words that are unfamiliar. List them to investigate.

Wednesday

Conventions: grammatical

Read a few pages of Koala Lou. Discuss the word climb and climbed. How do we use those words? Have children act out different actions and then discuss the words we would use. All children articulate their sentences using the correct grammar.

Thursday

Purpose: adjust to context/use appropriate words and conventions

Blank's questioning day. Children focus on using the correct words to reply to the different levels of questioning. Use a range of questions – all levels directed to different abilities.

Friday

Ability to learn: ability to link ideas - cause/effect

Read Koala Lou. Discuss the problem and solution of the narrative. What makes Koala Lou so sad? Would winning the race make her happy?

ROL analysis

- ◆ Attempted ROL analysis
- ◆ Grammatical analysis

Initial attempts...

- ◆ 'Use your words'
- ◆ Listening behaviours - poster (4 L's)
- ◆ Vocabulary:
 - ◆ new -big book,
 - ◆ familiar -activities
 - ◆ no link



Blank's questions



Level 1

- Find one like this- coat hanger, dress, socks, shirt, pillow.
- What is this?- coat hanger, dress, socks, shirt, pillow, cupboard, bed,
- window, drawers etc.
- What colour is this?
- What can you see?- coat hanger, dress, socks, shirt, pillow, cupboard, bed, window, drawers, etc.
- Show me the- coat hanger, dress, socks, shirt, pillow, cupboard, bed,

Level 2

- Find one that: you can hang up, put in a draw, you can wear.
- What is happening?-
- Who is: picking up clothes; holding a baby?
- Where is: the lamp; the purple dress; bed; door; moon; coat hanger?

Blank's questions



- **Level 3**

- **What will happen next?**

- **Find one to use with this- coat hanger**

- **What could his mum say?**

- **Tell me how to put on socks.**

- **How are these the same? (dresses, shirts, socks, pants; pillows, drawers)**

- **What happened to all of those? (socks)**

- **How else could he clean his room?**

- **What are your favourite clothes**

Level 4

- **Where will he put these pants?**

- **What will happen if this drawer is full?**

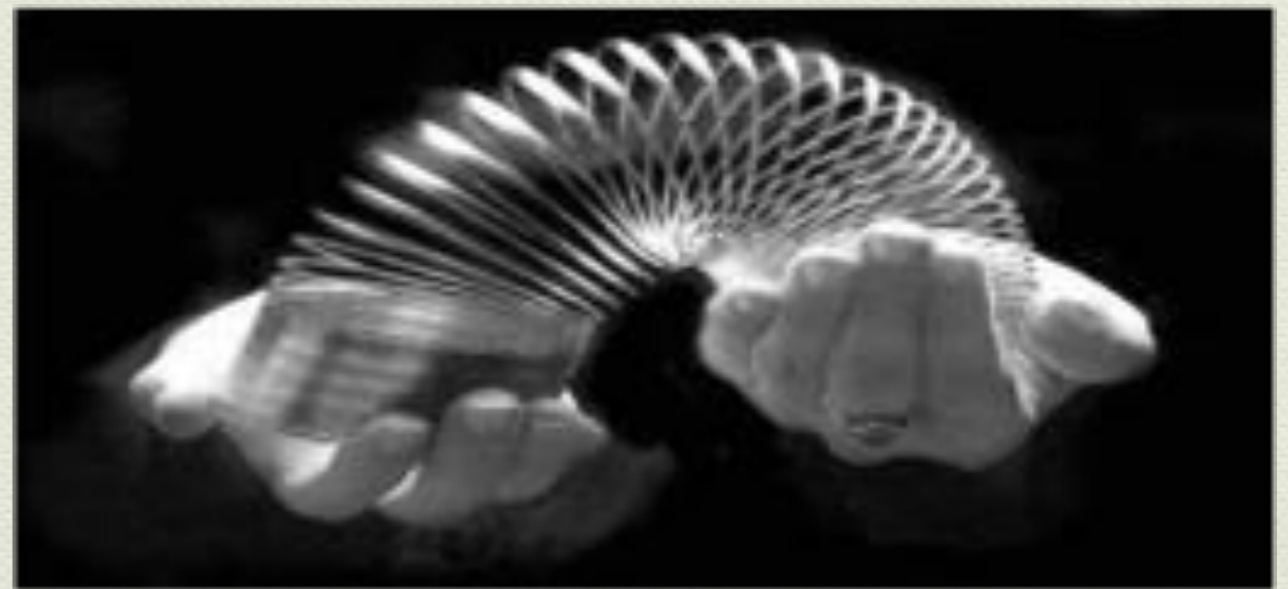
- **What will happen if this cupboard tips over?**

- **Why will it... if the cupboard tips over?**

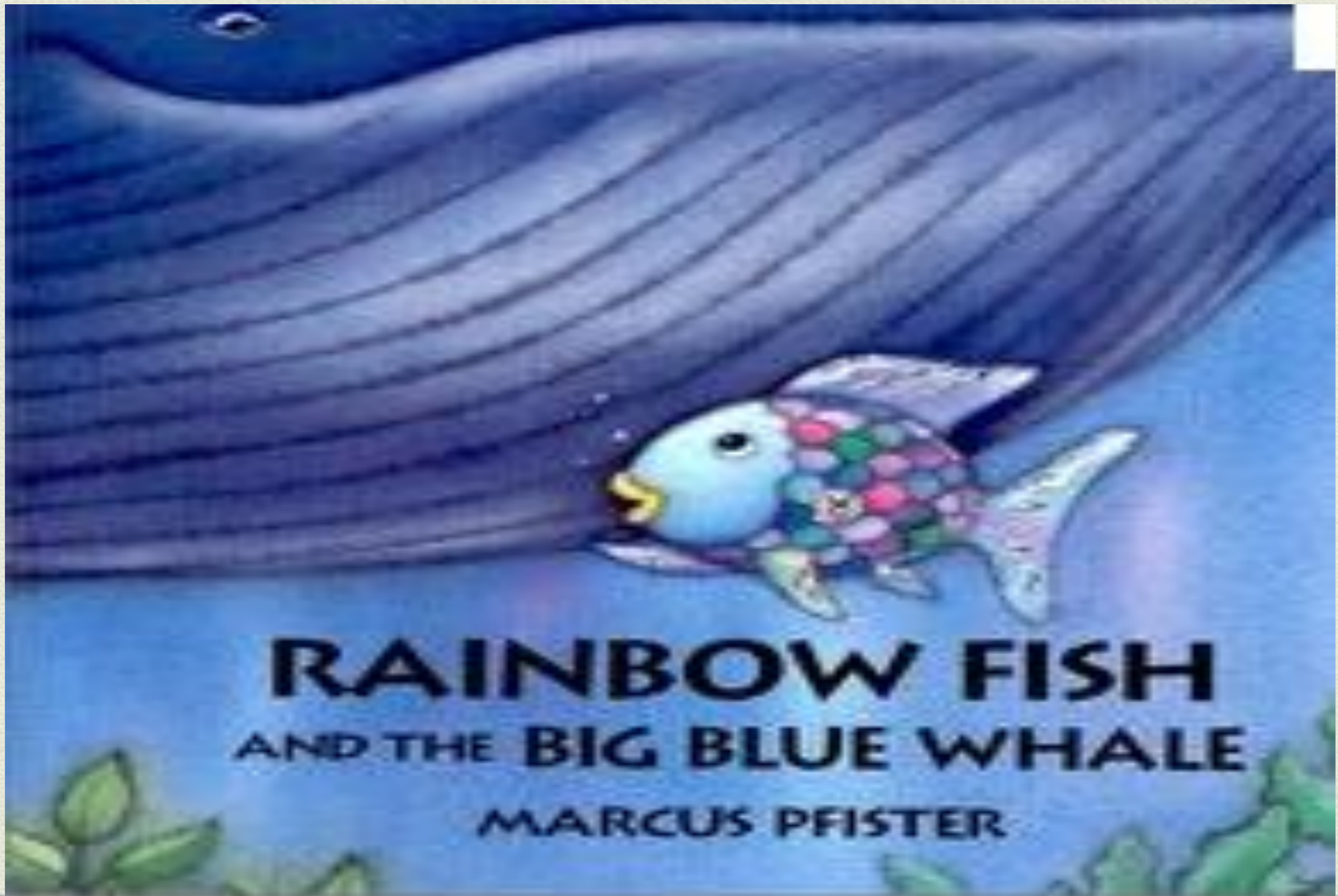
- **What happened to all of these clothes?**

Action - PLT

- ◆ Questioning - Blank's
 - ◆ new-big books and 4 levels of questioning
 - ◆ familiar - picture chat activities
 - ◆ no link



Rainbow Fish and the Big Blue Whale



Blank's questions

Find one that can swim (2)

- Where is this fish? (point to one of the fish) (2) What is happening? (2)
- Find me one that is blue and spikey (2) Find 2 things that are the same (3)
- Find something that is not a fish (3)
- Find something that can't walk (3)
- What could he say? (3) (point to the pink fish looking at Rainbow Fish)
- What might happen next? (4)
- Where will the fish swim? (4)
- What would happen if a boat came along in the water? (4)
- How are they the same? (4) (point to 2 fish of any color)

Blank's questions

- What do you do with this? (2)
- Find one that can swim (2)
- Where is Rainbow Fish? (2)
- What is happening? (2)
- Find something that is not an animal (3)
- Find something that can't swim (3)
-
- What is a fin? (3)
- What could he say? (3)
- Tell what is happening on this page (3)
- What might happen next? (4)
- What would happen if there were no krill? (4)



Rate of gain

Level 1

1. What is this? (Butterfly)
1. What did you see? (Cover the picture)

Level 2

2. Where is the butterfly?
2. How are the crocodile and the butterfly different?
2. Tell me something else that has sharp teeth.

Level 3

3. What will happen next?
3. How are the crocodile and the butterfly the same?
3. Which animal does not live in water?

Level 4

4. What will happen if the crocodile sees a fish?
4. Why can't we pat a crocodile?
4. How can we tell a crocodile is dangerous?

Staff meetings.....

- ◆ started to ask questions:
- ◆ classroom strategies
- ◆ deeper analysis of assessment and classroom data
- ◆ use of assessment maps for speaking and listening
- ◆ developing expectations for speaking and listening in classrooms and in the school community

Direct Consequences

Positive feedback

- ◆ Parents
- ◆ Principal
- ◆ confidence



Building a brick wall

Pieces of the puzzle missing



Our story to your story

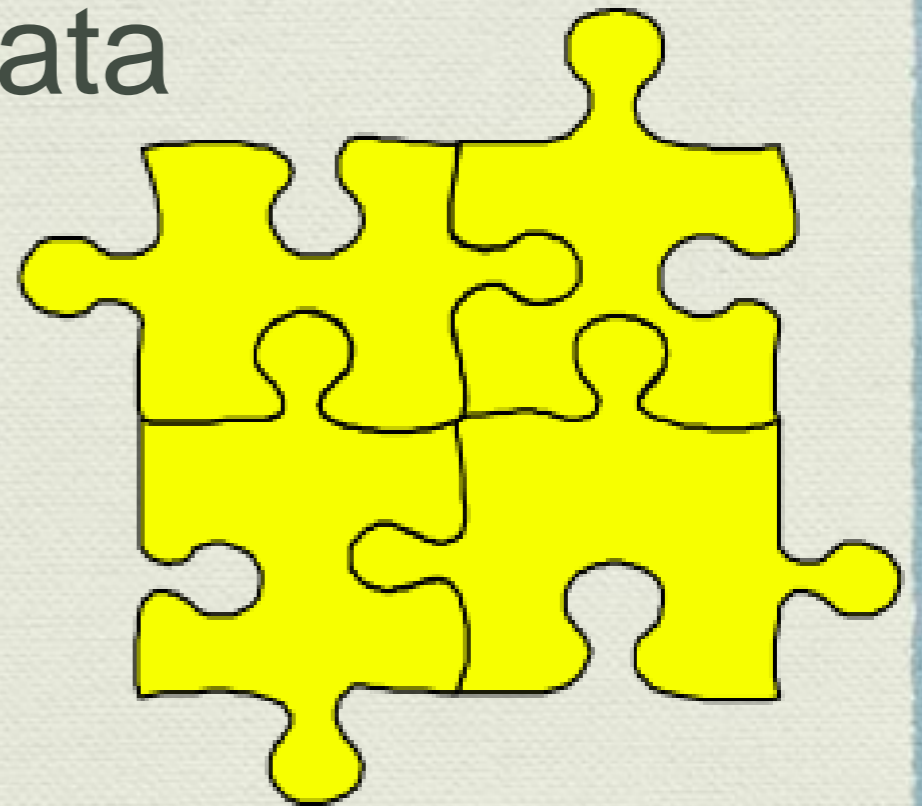
Connections

- ◆ text to self
- ◆ What does/will your school's story grammar plan look like?

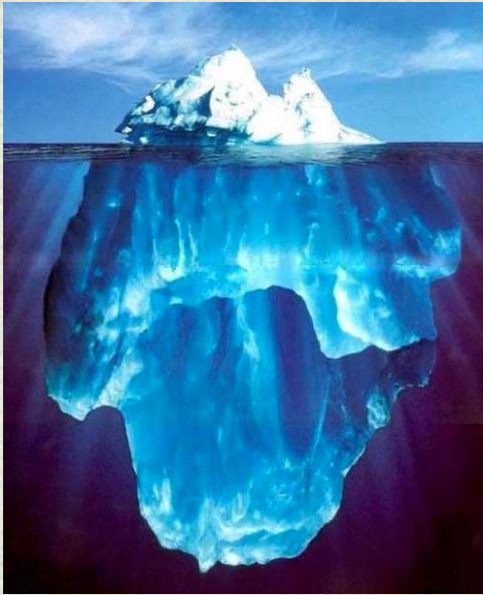


Chapter 2 Initiating event

- ◆ OLSEL pre assessment data
- ◆ 4 elements
 - ◆ Story Grammar
 - ◆ Receptive vocabulary
 - ◆ Longer and more complex sentences - conjunctions
 - ◆ Phonological awareness



Internal response...



Theory to practice

Tip of the ice -berg

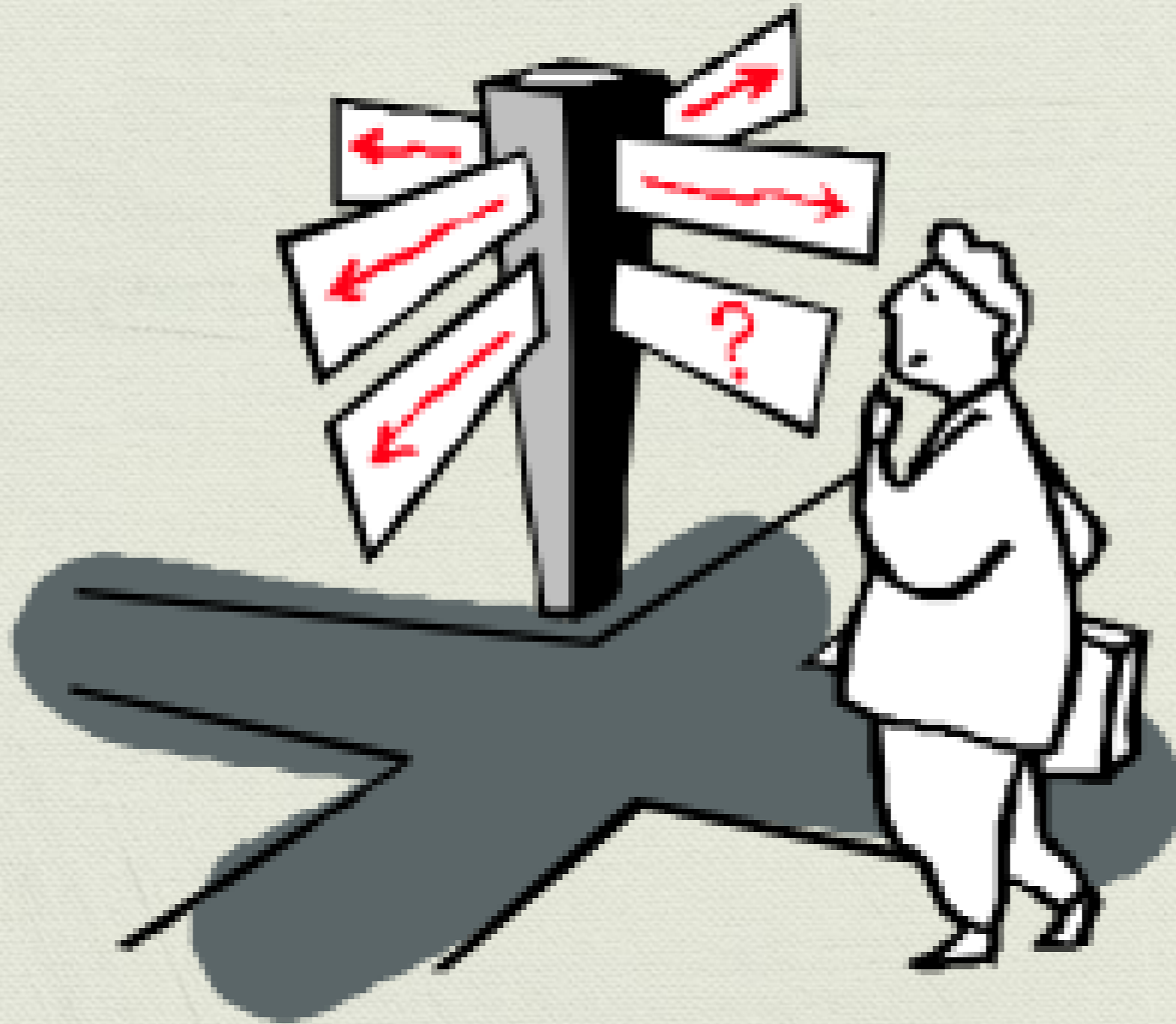


- ◆ Actions to hang learning on / apply learning to
- ◆ confidence to 'have a go'

Internal plan

- ◆ current practice
- ◆ our kids
- ◆ climate of a thinking /learning community
- ◆ Collin's model
- ◆ prayer circle
- ◆ inquiry learning
- ◆ me as a thinker, problem solver, learner, communicator.....
- ◆ social / emotional learning
- ◆ student of the week -PATHS

Attempts



Rate of gain

ROL analysis – word count

ROL	Date	Recorder	Name	Total Sentence score	/42
Level 1					
A			<i>My brother's knees are dirty.</i>	Words Correct	/5
B			<i>Pussy is drinking some milk.</i>	Words Correct	/5
C			<i>Sally is staying at home.</i>	Words Correct	/5
D			<i>John is buying me a boat.</i>	Words Correct	/6
E			<i>I know he's in there.</i>	Words Correct	/5
F			<i>There's another fire engine.</i>	Words Correct	/4
G			<i>She's driving her car quickly.</i>	Words Correct	/5
			Word Total		/35
			<i>My father's radio is broken.</i>	Words Correct	/5
			<i>Sally is riding her bike.</i>	Words Correct	/5
			<i>Mary is going to town.</i>	Words Correct	/5
			<i>Mary is giving me a book.</i>	Words Correct	/6
			<i>I guess we're lost.</i>	Words Correct	/4
			<i>Here are some more fish.</i>	Words Correct	/5
			<i>He's playing his radio very loud.</i>	Words Correct	/6
			Word Total		/36
				Total Sentences Correct	/14

Taking stock and Balance



Team Actions

Initiated a weekly OLSEL PLT

Collin's model

- Peer support through critical friend observation
- ❖ Language content and concepts related to all learning
- ❖ Thinking about the mis-match of language
- ❖ Communication mis-match



Planning

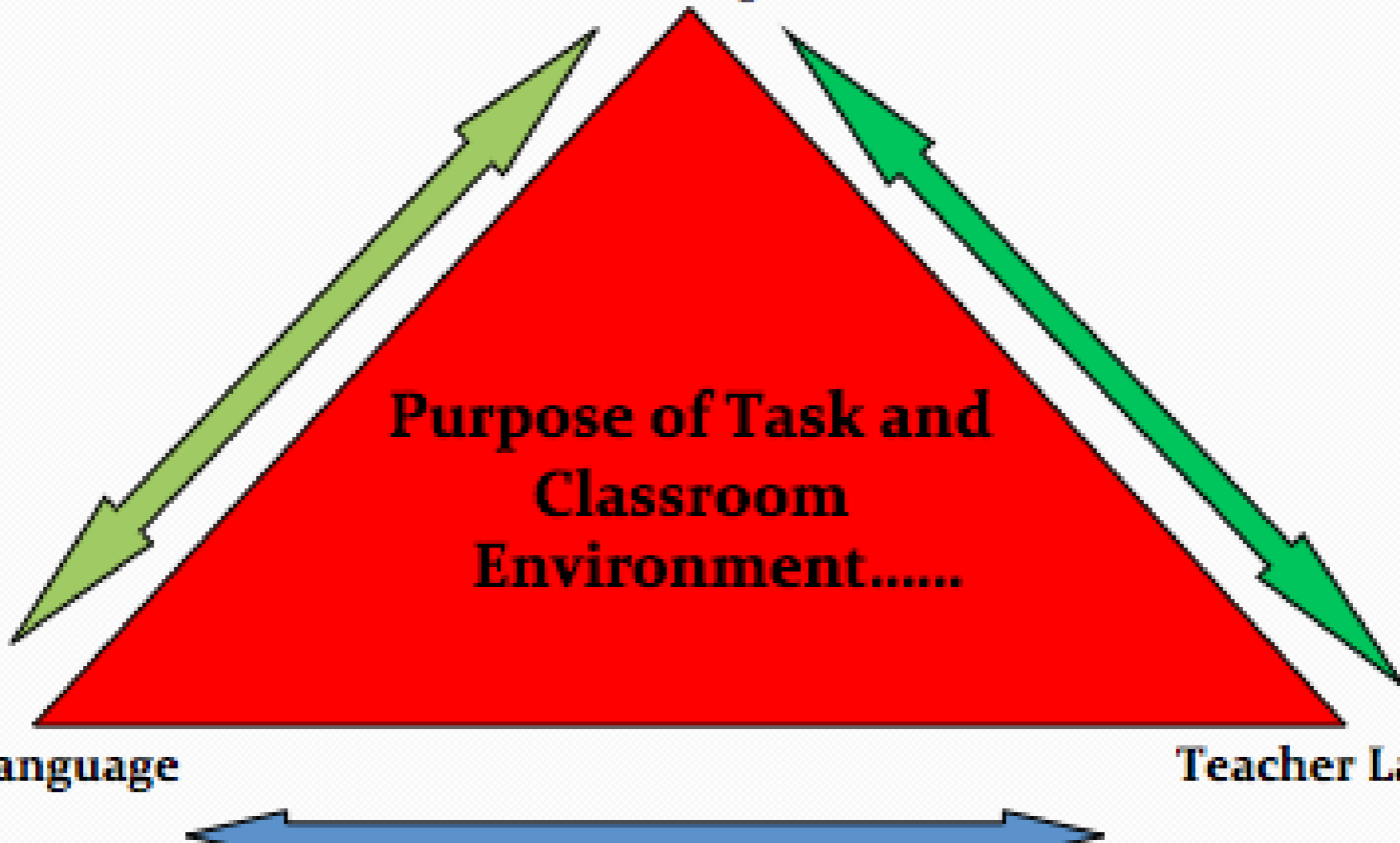
Some considerations for planning for the classroom.....

Language Content &
Concepts

Purpose of Task and
Classroom
Environment.....

Student Language

Teacher Language



Distance between teacher and student language

- Discourse is the nature of the interactions in the classroom
- Demands of the discourse
 - explaining
 - Justification
 - reasoning
 - describing
 - defining

Teaching Decisions

Teaching Decisions: Based on OLSEL Research

What is the expected outcome of the proposed literacy activity?	What new language will need to be introduced? What language is it assumed the students already know?	What activities will be used to review the assumed language knowledge? What activities will be used to teach the new language?	What teaching climate is most useful for language learning? Have I been able to target two or more of the four components of oral language?

Work Programs

- ◆ 4 elements - embed in current practice
- ◆ explicit focus
 - ◆ whole class focus
 - ◆ small group foci
 - ◆ teacher group
 - ◆ frequency and duration

Planning day ...



Story Grammar in action



Fire safety

- Building Vocabulary -10 words that we will use in our story
- Phonological knowledge – names – Sam –Rhyming words
- Story Grammar sequence – facilitated the authorial aspect using questions to support the schema.
- Longer and more complex sentences – use of conjunctions
- Story was written up
- Re-read
- Overloaded the memory
- Children retell the story

Fresh eyes...



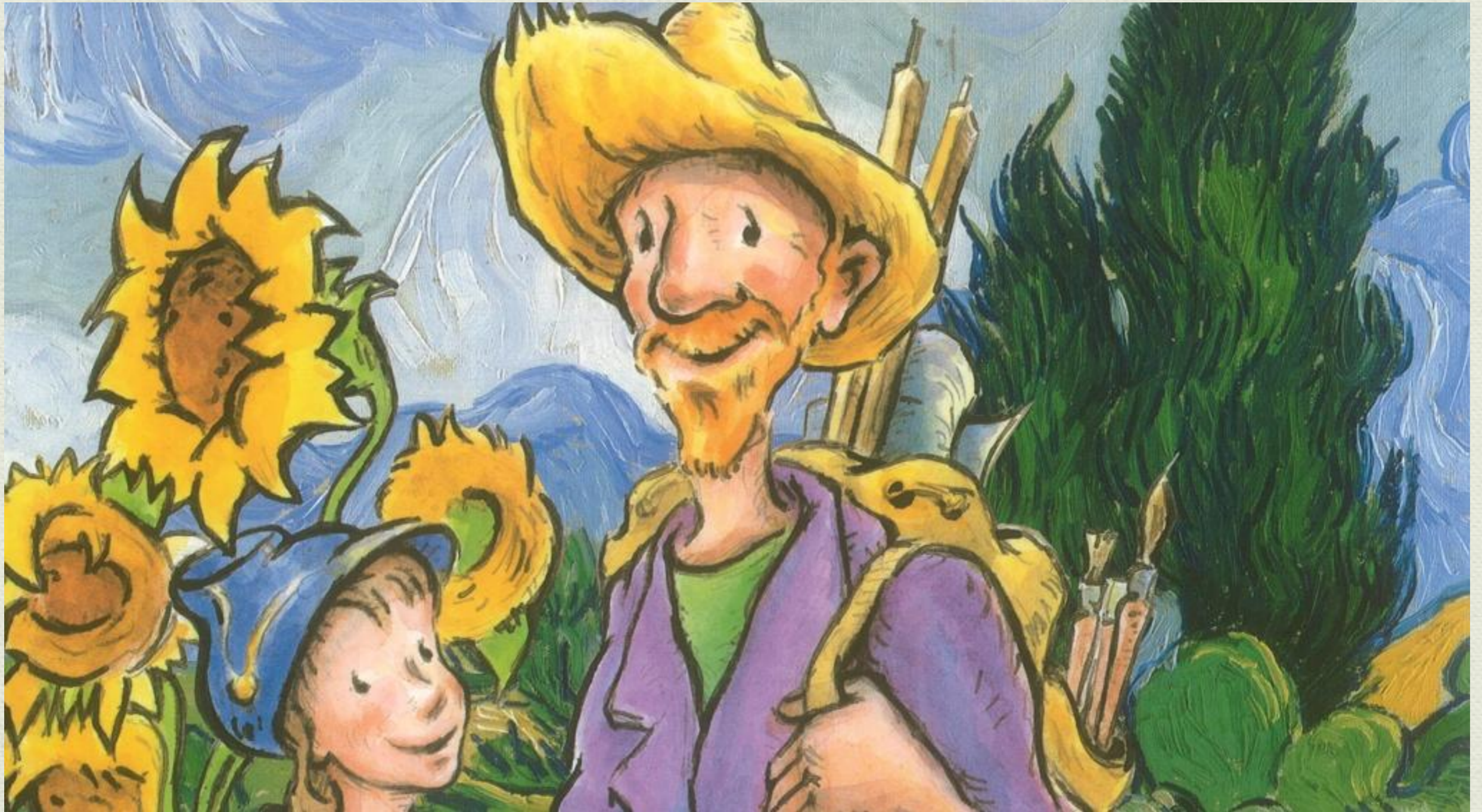
Story Grammar

Begin with story grammar as at discourse level it brings all 4 elements into play

Inquiry Planning

‘How does Art colour our world?’

Camille and the sunflowers



Action - Possibilities

- **OLSEL folder for other activities**
- Front cover
 - labeling, synonyms / antonyms, action, define, application to other contexts
 - questions that text might answer
 - Blank's questions (move to 70% level 3&4 in year 2)
 - Onset, rime, segmentation, blending
 - syllables – sunflowers

- Use the story grammar schema to tell a story
 - asking questions that match each element
 - use a writing sample – analysis of the elements present
 - overload the memory with detail
- retell (easi-speak microphone)

- begin to read the story – stop after the initiating event
- discuss internal response
 - how is Camille feeling?
 - what is he thinking?

Work program

Reading Planner

CLASS: Year 2 **DATE:**
BIG BOOK: Camille and the Sunflowers

Story grammar Vocabulary Longer/more complex sentences Phonological awareness

WHOLE CLASS FOCUS

Monday

Link to prior knowledge. What genre is the book? What are the features of a narrative?
Label the items on the front cover. Can we say that another way? (synonyms)
What words might be in the text?
What questions might the book answer? List the ideas the children come up. Shoulder partners then as whole group.

Tuesday

Revisit the word list created yesterday.
Match words to pictures. Where applicable – Action the words.
What might happen in the book? – Focus on Story Grammar elements.

Wednesday

Read some of Camille and the Sunflowers.
Discuss the word ran. What other words could we use? Synonyms / syllabics
How do we use those words? Have children act out different actions and then discuss the words we would use. All children articulate their sentences using the correct grammar.

Thursday

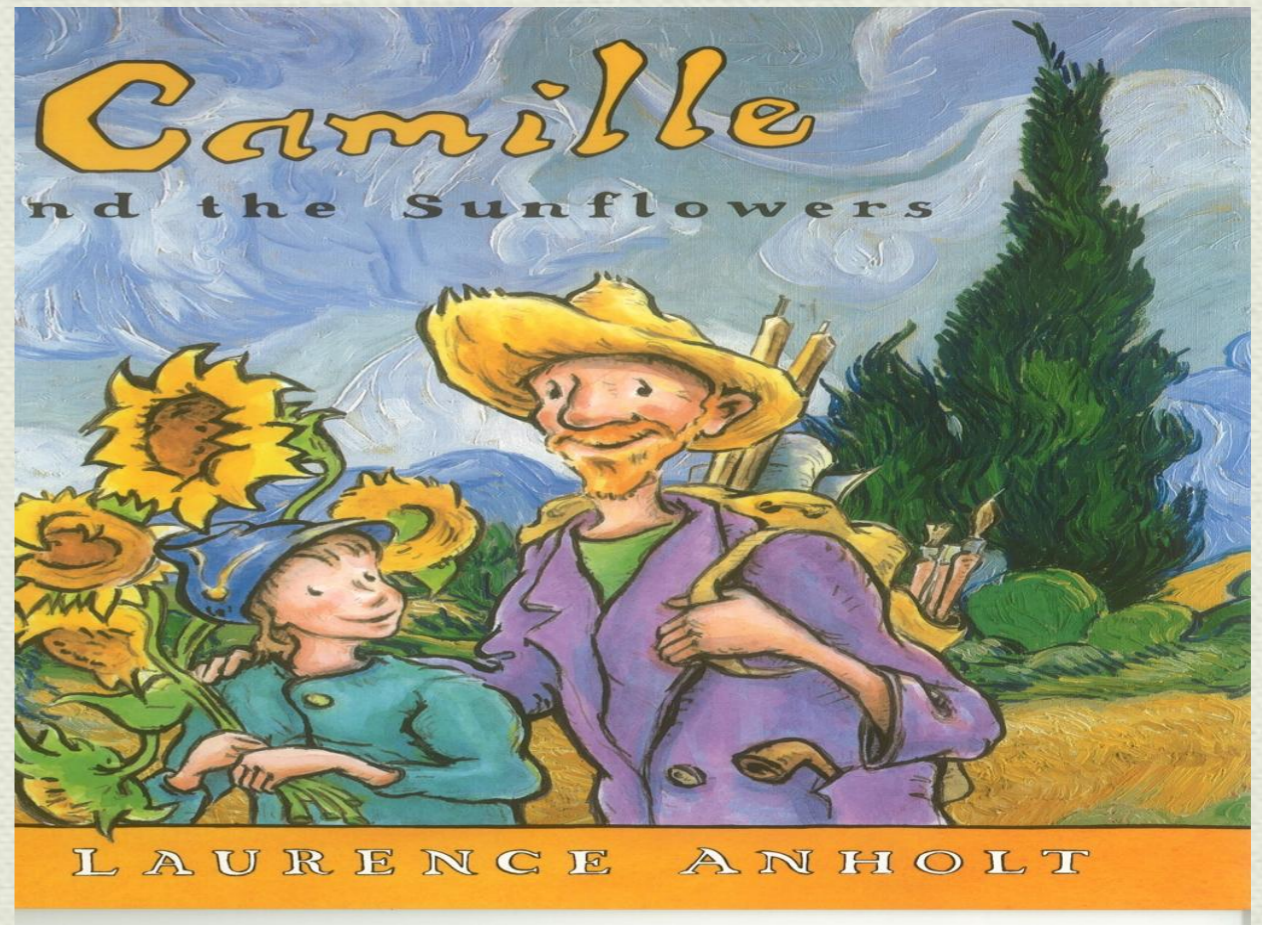
Read some of Camille and the Sunflowers.
Visualisation – How has the author used words to help us paint a picture?

Friday

Read some of Camille and the Sunflowers.
Blank's questioning. Children focus on using the correct words to reply to the different levels of questioning. Use a range of questions – all levels directed to different abilities.

Inquiry

➤ Camille and the sunflowers



Action Comprehension



Action comprehension

Ways we can move...

- Poster in room
- Action comprehension
- Children –
 - run to the fence
 - stroll to the library
 - amble to the door



Picture chats



Use of an image to scaffold language



chickens

chooks

bonnet

hens

turkeys

palings

Literacy driven by Inquiry

grain

ramshackle

apron

old fashioned

chimney

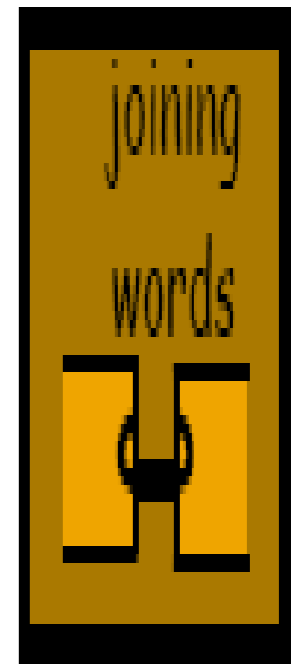
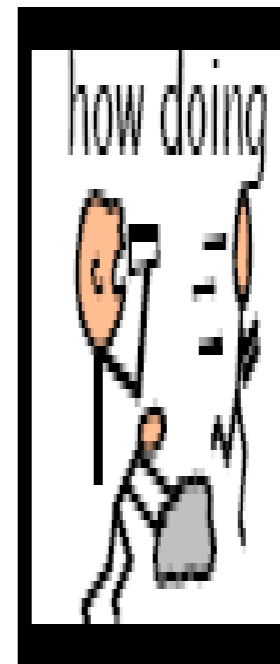
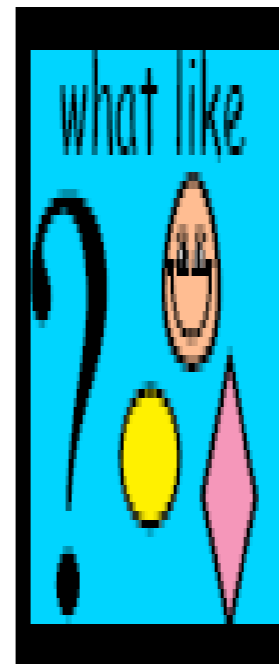
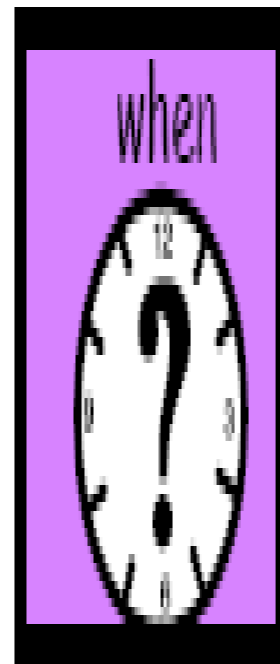
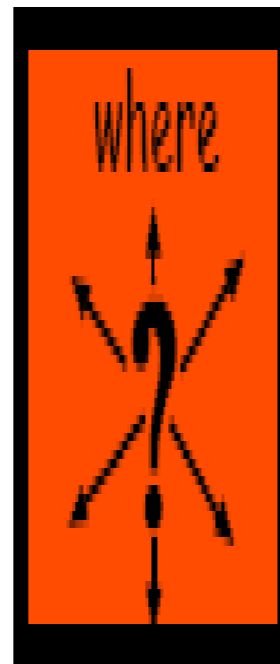
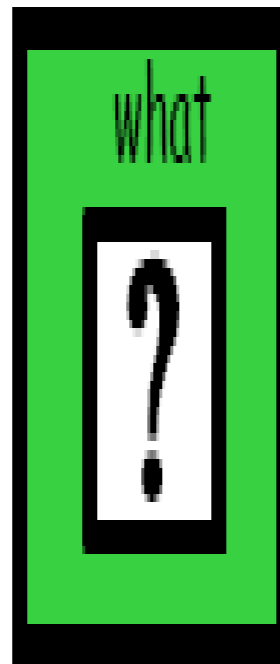
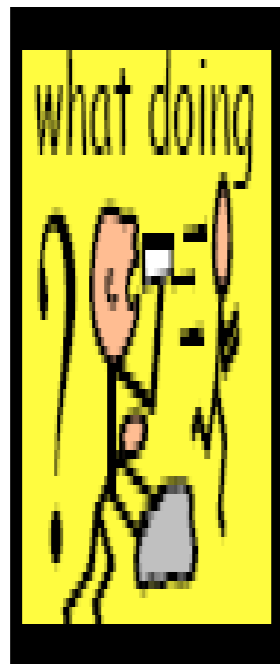
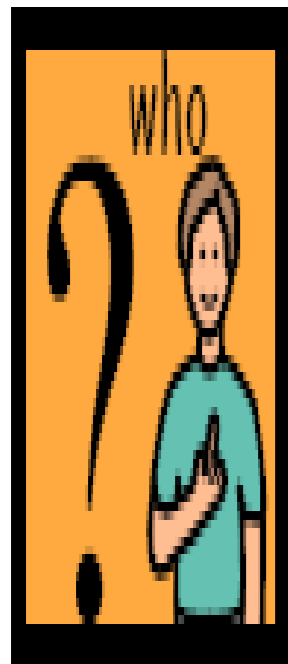
Frequency and Duration

chickens
bonnet
turkeys
scattering
old fashioned
beaks
grass
birds
paling
chimney
house
grain
chooks
feeding
strutting
window
turkeys
fence
wood
ramshackle
pecking
cottage

Phonological Knowledge



Sentence Length and complexity



Sentence complexity



The lady is feeding the chickens



in the backyard during the afternoon.

Conjunctions

Conjunction	Concept	Example
because	Cause & Effect	I was feeling sick because I had a cold
if	Condition	If it starts raining, I will put my coat on
before	Time / Sequence	You have lunch before you go outside
after	Time / Sequence	You can go outside after you finish your tea
but	Comparison / Contrast	I thought it would be hot but it was cold
or	Options	I could read my book or I could go outside
when	Time	You can go outside when the bell goes
so	Cause & Effect	I was hungry so I got something to eat
until	Time	You will have to stay until everyone is finished
instead of	Exclusion	I went to the library instead of going to the park

Self talk / self script

- What do good listeners do?
- What do good speakers do?
- What do good readers do?
- What do good spellers do?
- What do good writers do?

Self talk /script for spelling - principal

- Have a go

prnsbl

- Does it look right?

- What else can I try?

syllables – **prnsiple**

- Does it look right?

- What else can I try?

analogy – sin / prin **prinsiple**

- Does it look right?

- What else can I try?

Mnenomics – principal is my pal

prinsipal

Oral Language Community Project



Key goals for parent community workshops

- To empower parents.
- To build supportive relationships
- To involve parents in school participation.
- To support parents to feel more powerful in helping their child succeed.
- To strengthen the parent-child relationship.
- To develop and maintain a parent support network.
- To connect parents and kids to their schools and communities

- ◆ Parent nights - OLSEL workshops
- ◆ School community opportunities
- ◆ Best Start
- ◆ Local library
- ◆ Mother goose story teller

Direct Consequences

Positive feedback

Impact on all aspects of the curriculum

Story telling sessions – new preps



Conclusion...

*“We live in a world of possibilities . . .
when we believe it,
we will see it.”*



*We can field the possibilities,
if we reframe and stayed focused
on the goal!*



Our story to your story

Connections

- ◆ text to self
- ◆ What does/will your school's story grammar plan look like?

