

Let's make a picture book

Teacher guidelines

Year 1

English

Children demonstrate their understanding of how text and images support each other by writing a description of a picture.

Time allocation Approximately 3 x 35 minute sessions

Context for assessment

Picture books are familiar texts that children engage with on a regular basis. Developing reading skills involves using pictures to assist with predicting the written text. This assessment makes this process apparent to children by asking the children to connect the two elements in the process of creating their picture book.

Descriptions enable children to explore and develop language for the purposes of classifying, categorising and comparing in different contexts.

Descriptions encourage and enable children to visualise words. They are an excellent stimulus for creating visual art works. This assessment is directly linked to *The Arts — Let's create a picture!*

This is a beginning of Year 1 assessment and enables teachers to determine future directions in writing and designing for individual children and the class.

This assessment provides opportunities for children to demonstrate the identified P–3 Literacy Indicators in Writing and Designing.

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Year 1 Learning Statements		English	Essential Learnings by the end of Year 3
English — Language learning and communication Writing and designing Children build knowledge, understanding and skills to: <ul style="list-style-type: none"> • identify a purpose and topic for writing and designing a small range of text types including personal recount, observation-comment and simple description • plan and organise own writing using models, drawings, discussions and other activities • select vocabulary that relates to the topic and maintains the meaning of the text • reflect on how figurative language or visuals add meaning and imagery to own texts or represent people, characters, places, events and things. 		Assessable elements	Ways of working
		Constructing texts	Students are able to: <ul style="list-style-type: none"> • recognise and select vocabulary to describe subject matter • construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose
		Reflecting	<ul style="list-style-type: none"> • reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways.
			Knowledge and understanding
		Knowledge and understanding	Writing and designing Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.
Source: Queensland Studies Authority 2009, <i>Year 1 Learning Statements</i> , QSA, Brisbane.		Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 3</i> , QSA, Brisbane.	

Identify curriculum

What learning will be assessed?

This assessment gathers evidence of learning for the **Year 1 Learning Statements** and **Essential Learnings** shown on the previous page. The statements link to future learning by providing a foundation that leads to the demonstration of Essential Learnings by the end of Year 3.

Sequence learning

What prior learning experiences do students need?

Listed here are suggested **learning experiences** for children before implementing this assessment.

- Review and model writing and designing concepts and procedures that include:
 - identifying purpose for writing
 - planning for and using co-constructed models in writing
 - using vocabulary to describe things
 - using noun groups
 - writing sentences using correct structure and punctuation.
- Use narrative text stimulus to identify words that describe things.
- Create a word bank. Begin to categorise and classify words, e.g. Size: tall, long, short; Appearance: pretty, attractive.
- Model sentence innovation using adjectives, e.g. The dog ran. The big, hairy dog ran.
- Create and edit sentences together. Use substitutions for some words or omit others.
- Make silly sentences to highlight how adjectives describe a noun, e.g. The pretty monster. The ugly monster.
- Discuss and explore different ways to illustrate an idea, story or event.
- Supported cloze activities, e.g. The , dog ran. Select a word, e.g. muddy, excited, fuzzy, etc.
- Go on an environmental stimulus walk and collect items to describe, e.g. Leaves: smooth, shiny.
- Explore alliteration, e.g. Smooth, shiny, smelly, small.
- Use picture books to demonstrate how pictures can create moods and express emotions. Discuss the artist's use of colour to create mood.
- Read aloud a descriptive passage as children listen and respond by drawing the scene, event or character described.
- Label items in the room with creative descriptions.

- Create a podcast using interesting sentences and sound effects.
- Introduce a thesaurus for finding synonyms.
- Demonstrate use of the drop-down menu in Microsoft Word to find synonyms.
- Create word banks of synonyms.
- Compare and contrast antonyms.
- Explore how pictures help us read a text by giving us clues about the words.
- Identify writing and reading strategies that could be used to help make meaning across a text, images and words.
- Explore modelled ways to reflect on how language elements in texts can be used to represent people, characters, places, events and things in similar and different ways.

Inclusive strategies

Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

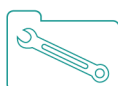
A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005* Cwlth).

Adjustments made to teaching, learning and assessment should not impact on judgments made about student achievement.

Adjustments to teaching, learning and assessment can be grouped into five broad areas:

1. Timing — the amount of time allocated
2. Scheduling — when assessment occurs
3. Setting — where assessment is completed
4. Presentation — how an assessment appears or is communicated to a student
5. Response — how a student responds to the assessment.

Note: More than one inclusive strategy can be used.



Teacher resources

- Griffith, L 2007, *Text innovations: A strategy for Integrating Writing and Reading*: <http://education.ou.edu/hardman/files/ppt/Text%20Innovation_A%20Strategy%20for%20Integrating%20Reading%20and%20Writing%20in%20the%20Early%20Childhood.ppt>.
- Goswami, U & Mead, F 1992, *Onset and rime awareness and analogies in reading*, International Reading Association, United States <www.jstor.org/pss/747684>.
- Department of Education, Training and The Arts 2006, *Developing Awareness of Phonemes Program*, Mary St, Brisbane.
- Department of Education, Training and The Arts 2006, *Literacy — The Key to Learning*, Mary St, Brisbane.

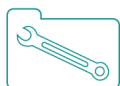
For a [resource](#) to support planning for teaching, learning and assessment of literacy and numeracy for children from P to Year 3, refer to the “P–3 Literacy Indicators” and the “P–3 Numeracy Indicators”: <www.qsa.qld.edu.au> under Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9).

This assessment identifies relevant Literacy Indicators on page 7.

Preparing

Consider these points before implementing the assessment.

- Children need to explore relevant vocabulary and the structure associated with descriptions and how and why they are used in different texts. They will benefit from experiences in developing and writing descriptive sentences together and then writing independently using the collaboratively developed models.
- Children need access to word banks and models of descriptive sentences.



Resources for the assessment

Appendix A Reflection questions

Suggested implementation plan

Suggested time	Student activity	Teacher role
Section 1. Identifying picture stimulus		
30 minutes	<p>Recall similar learning experiences.</p> <p>Choose a stimulus picture.</p> <p>Brainstorm describing words in small groups to match stimulus pictures.</p> <p>Use word banks.</p>	<p>Provide a variety of stimulus pictures that are engaging for children in terms of creating a description, e.g. <i>K-Zone</i> magazine.</p> <p>Organise children in small groups.</p> <p>Prompt and assist using word banks as a reference.</p>
Section 2. Developing a sentence		
30 minutes	<p>Choose some describing words that are appropriate to the chosen context.</p> <p>Write a sentence independently.</p>	<p>Provide 2–3 sentence models.</p> <p>Assist with prompts.</p>
Section 3. Illustrating the sentence		
30–40 minutes	<p>Select a mode and medium to create your picture, remembering to match the illustration and the text.</p>	<p>Provide a variety of mediums for illustrating.</p> <p>Prompt students by recalling how colour, texture and line can create mood and communicate feelings and emotions. (Refer to learning experiences in <i>The Arts — Let's create a picture!</i> to support this activity.)</p> <p>Provide, where necessary, collaborative examples as a prompt.</p>
Section 4. Reflecting		
15 minutes	<p>Discuss with your teacher.</p> <p>Collaboratively compile pages into a book.</p>	<p>Ask the children to read their sentence and then ask a series of questions (Appendix A: Reflection questions).</p> <p>Read the completed picture book to the class and draw attention to this strategy — pictures help us predict the words and make meaning of the text.</p>

Make judgments

Where is evidence found and how are judgments made?

Using the Guide to making judgments (GTMJ)

Step 1

Focus on the assessable element for which evidence is being considered.

Step 2

Locate all the evidence for an assessable element in the student's response.

Assessment name
Student booklet

Name: _____

KLA _____ Year: _____

Student assessment booklet as described by teachers. It is a maximum of 200 pages (including appendices). To check length, the student booklet must have at least 7 pages.

Approved Public Activity

Knowledge and Understanding Constructing tools	Reflecting
Writes a descriptive sentence to match a picture using correct structure and vocabulary related to the topic.	Reflects on new understandings about how appropriate language elements can represent people, characters, places, events and things.
<ul style="list-style-type: none"> Descriptive sentence incorporates a clear structure with insightful detail that relates to stimulus picture. Highly appropriate vocabulary selected to describe all elements of the stimulus picture. Descriptive sentence demonstrates correct structure and relates to stimulus picture. Appropriate vocabulary selected to describe the object, thing or action in the picture stimulus. Basic sentence description implies a relationship to the stimulus picture. e.g. The dog is angry. Words used to describe the object or thing. 	<ul style="list-style-type: none"> Reflection describes reasons for choice of particular words to represent the illustration. Verbalises how this helps readers to make meaning. Reflection outlines the choice of words to represent the illustration. Verbally describes the connections of pictures to words. Reflection identifies that pictures can match words and events represented in stories.
Feedback	

Step 3

Match the evidence to a descriptor:

- begin at the bottom of the continuum
- choose the position on the continuum that best matches the evidence
- look at model and sample responses for clarification if necessary.

Step 4

Repeat for each assessable element.

Step 5

Make an on-balance judgment to arrive at an overall grade by considering:

- the judgments recorded on each continuum
- the relative significance of each assessable element to the stated purpose of the assessment.

In this assessment teachers have been asked to make A to E judgments around the identified Assessable elements.

Name

Purpose of assessment: To write a description of a picture.

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Literacy Indicators

This assessment provides opportunities for children to identify the following Literacy Indicators. Teachers will be able to monitor and assess progress using the Indicator checklist provided in the GTMJ.

Literacy Indicators		By the end of Year 1
Indicators		Source of evidence
Writing and Designing		
Children:		
WD 1 i	Identify the purpose and topic for writing and designing a small range of literary and non-literary texts.	Section 2 — audience purpose for picture book.
WD 1 iii	Plan and organise writing through activities, including drawings and conversations.	Section 2 — describing words to match stimulus picture.
WD 1 iv	Identify and approximate stages of a small range of modelled text types.	Section 2 — stages of description.
WD 1 viii	Use one or two simple noun groups.	Section 2 — in descriptive sentences.
WD 1 xi	Use capital letters to begin sentences and full stops at the end of sentences, and experiment with question and exclamation marks, and capital letters for proper nouns.	Section 2 — in descriptive sentences.
WD 1 xiii	Attempt to spell unfamiliar words using phonological knowledge, sound–symbol correspondences, short vowels and simple long-vowel patterns by listening for rhyming patterns, looking for common letter sequences and onset and rime, and making analogies between words that look similar.	Section 2 — in descriptive sentences.
WD 1 xv	Selects vocabulary to describe people, characters, events, places and things.	Section 2 — vocabulary used in descriptive sentences.
Source: Queensland Studies Authority 2009, <i>P–3 Literacy Indicators</i> , QSA, Brisbane.		

Use feedback

How can feedback be used?

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve children in the feedback process. Give children opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the child's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a child with their classmates.

Giving feedback about this assessment

Feedback about this assessment should focus on how the children have matched their description, using descriptive language, to the stimulus picture and how their own illustration matches their description. The connection to making meaning using pictures could be reinforced and restated when giving feedback.

Follow-up teaching would be focused on those individuals who are yet to understand that written descriptions can match images.

The Literacy Indicators will enable teachers to determine future directions for individual children and the class. Teachers identify evidence of indicators that are strongly established and those that require further refinement and reteaching.

Use the information that you have gathered about each child's progress to further develop their literacy skills.

Children may need to be taught:

- a variety of ways to plan and organise their writing
- how to select vocabulary to describe people, characters, events, places and things
- about noun groups
- explicitly about the use of capital letters and full stops
- capital letters for proper nouns
- spelling strategies in a variety of contexts.



More information about providing feedback to children is contained in a series of professional development packages entitled *Assessment for learning*, available in the resources section of the Assessment Bank.

See <www.qsa.qld.edu.au> Prep–Year 9 > Assessment Bank.

Reflection questions (based on children's writing and illustration):

1. What words did you use to tell people what looks like?
2. How does your picture make you feel?
3. What could you add to your writing to tell me that?
4. Are there other ways you can tell people reading this book more information about your using words or images?