

# Baa, baa white sheep

## Teacher guidelines

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<b>Prep</b>	<b>Language learning &amp; communication</b>
<b>Year 1</b>	<b>English</b>

**Children design, write and present a simple innovation on a traditional rhyme.**

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**Time allocation** 1 hour + 5 minute individual interview.

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### Context for assessment

Traditional rhymes are an integral part of most early years programs. The familiarity of these traditional rhymes provides an excellent context to explore and develop literacy and spoken language through text innovation.

Text innovation is a writing process where children use a familiar text to scaffold their own writing. The children recreate the familiar form or pattern of the text while altering (innovating) particular words, clauses, characters or concepts.

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

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<b>Early Years Curriculum Guidelines — Prep Year</b>	<b>Year 1 Learning Statements</b>	<b>English Essential Learnings by the end of Year 3</b>	
<p><b>Language learning &amp; communication</b></p> <p><b>Oral language</b></p> <p><b>Children expand their oral language by:</b></p> <ul style="list-style-type: none"> <li>• using spoken language (including home language, or signed or augmentative communication) for a range of purposes</li> <li>• exploring the patterns and conventions of spoken, signed or augmentative language</li> <li>• interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.</li> </ul> <p><b>Early literacy</b></p> <ul style="list-style-type: none"> <li>• Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.</li> </ul>	<p><b>Speaking and listening</b></p> <p><b>Children build knowledge, understanding and skills to:</b></p> <ul style="list-style-type: none"> <li>• interpret imagery in literary texts including poetry, oral stories and stories read aloud and attend to voice, pitch, volume, facial expressions and gestures in spoken texts.</li> </ul> <p><b>Writing and designing</b></p> <p><b>Children build knowledge, understanding and skills to:</b></p> <ul style="list-style-type: none"> <li>• plan and organise own writing using models, drawings, discussions and other activities</li> <li>• select vocabulary that relates to the topic and maintains the meaning of the text</li> <li>• use strategies to spell unfamiliar words and to check words using authoritative sources including word lists or personal dictionaries.</li> </ul>	<b>Assessable elements</b>	<b>Ways of working</b>
		Interpreting texts	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• identify audience, purpose and text type</li> <li>• recognise and select vocabulary to describe subject matter</li> <li>• interpret how people, characters, places, events and things have been represented</li> </ul>
		Constructing texts	<ul style="list-style-type: none"> <li>• construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose</li> </ul>
		Reflecting	<ul style="list-style-type: none"> <li>• reflect on learning to identify new understandings.</li> </ul>
			<b>Knowledge and understanding</b>
		Knowledge and understanding	<p><b>Speaking and listening</b></p> <p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <p><b>Writing and designing</b></p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <p><b>Language elements</b></p> <p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <p><b>Literary and non-literary texts</b></p> <p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p>
Source: Queensland Studies Authority 2006, <i>Early Years Curriculum Guidelines</i> , QSA, Brisbane.	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 **Early Years Curriculum Guidelines Learning Statements, Year 1 Learning Statements** and **Essential Learnings** shown on the previous page. The statements support continuity in learning between Prep and Year 1 and also 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.

- Orientate children to the concept of innovations on texts by altering a familiar rhyme and then comparing it to the original, in written and oral form. Focus on how rhymes use voice, pitch, volume, facial expression and gesture to help the audience interpret the imagery.  
  
For example:      Baa, baa black sheep                      Woof, woof white dog  
                         Have you any wool?                      Have you any bones?  
                         Yes sir, yes sir, three bags full.              Yes mum, yes mum, just behind our home.
- Encourage children to speak and listen to a range of well-known traditional nursery rhymes, short poems and songs during transitions and group times.
- Read familiar rhymes together, focusing on one-to-one correspondence, picture cues and common letter patterns.
- Explore through activities and discussion the historical, contextual purpose and the audiences for traditional rhymes, e.g. traditional rhymes and songs have been passed down from generation to generation to tell stories and give messages ... They have been around since before there were books so ... We speak and listen to rhymes when ... Rhymes teach us ... Rhymes are easy to learn because ...
- Compare and contrast rhymes, short poems and songs for similar elements, e.g. rhyming words or patterns, figurative language.
- Use a range of activities to make rhyming structures evident, i.e. word games or word building, cloze activities, text highlighting, sentence strings and sentence clipping.
- Develop word banks of rhyming and onset and rime words, e.g. \_ake — cake, make, take.
- Explore short vowel and long vowel patterns by listening for rhyming patterns within the traditional rhymes.
- Develop word banks of noun and verb groups found in familiar rhymes.

- Collaboratively innovate on a familiar rhyme in small groups. Make explicit the reading and viewing strategies used and brainstorm a variety of ways to innovate on the rhyme.
- Plan for writing and designing innovations by writing down a list of words that will be used in the innovation and draw pictures to sequence ideas. Model how to write an innovation on a traditional rhyme.
- View different versions of familiar rhymes. Compare interpretations of illustrations in traditional and multimedia texts.
- Use software to illustrate and create rhymes.
- Make a personal list of favourite traditional rhymes and reflect on why they are preferred.
- Model how to reflect on new understandings about rhyming strategies, speaking and listening strategies, the purpose and audience for rhymed verse and the language processes of innovation.
- Draw attention to the performance of various rhymes by exploring changes in pitch, volume, facial expressions and gestures. Encourage inferences about why we would do particular rhymes and songs, e.g. When I sing “Rock-a-bye Baby” why do I use a soft, gentle, quiet singing voice and a smiling face? When I recite “Jack jumps over the candle stick” why is my voice quick, clear, quite loud and why do I hold my body tight?
- Roleplay rhymes in front of an audience of peers.

### 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.

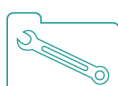
A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005* Cwlth).

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

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 pages 9 and 11.

## Websites

There are many websites that have a variety of familiar nursery rhymes in varied formats. These websites also demonstrate the historical importance and familiar feel of nursery rhymes by picturing and targeting family members, such as:

- <[http://en.wikipedia.org/wiki/Nursery\\_rhyme#Nursery\\_rhymes\\_and\\_education](http://en.wikipedia.org/wiki/Nursery_rhyme#Nursery_rhymes_and_education) historical origins and meanings of rhymes and verse>
- <[www.gigglepoetry.com](http://www.gigglepoetry.com)>
- <[www.nurseryrhymes4u.com](http://www.nurseryrhymes4u.com)>
- <[www.preschoolrainbow.org/preschool-rhymes.htm](http://www.preschoolrainbow.org/preschool-rhymes.htm)>
- <[www.lanternree.com](http://www.lanternree.com)>

Many sites provide teaching resources for learning experiences relevant to this task, such as:

- <[www.enchantedlearning.com/rhymes/wordfamilies](http://www.enchantedlearning.com/rhymes/wordfamilies)>
- <[www.instructorweb.com/lesson/rhymetime.asp](http://www.instructorweb.com/lesson/rhymetime.asp)>

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](http://education.ou.edu/hardman/files/ppt/Text%20Innovation_A%20Strategy%20for%20Integrating%20Reading%20and%20Writing%20in%20the%20Early%20Childhood.ppt)>

*Onset and Rime Awareness and Analogies in Reading*, by Usha Goswami and Felicity Mead © 1992 International Reading Association. <[www.jstor.org/pss/747684](http://www.jstor.org/pss/747684)>

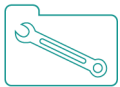
Department of Education, Training and The Arts (2006) Developing Awareness of Phonemes program, Brisbane.

Department of Education, Training and The Arts (2006) Literacy — The Key to Learning, Brisbane.

## ***Preparing***

Consider these points before implementing the assessment.

- Prepare a range of illustrated rhymes on cards, one for each child to read and innovate on. The children will use markers or Post-it Notes to innovate directly on to the text. These will be the planning tool for the Year 1 children and the final assessment piece for Prep children.
- Display co-constructed innovations and Word Walls for children to use when they are writing.
- Consider adjustments to the assessment that will be necessary for particular children in your class. For example:
  - scribing
  - peer buddy support
  - reading together
  - use of phonic prompts or visuals.



## ***Resources for the assessment***

Appendix A      Reflection interview questions

## ***Implementation***

Consider these points when implementing the assessment.

As a whole class group, collaboratively review the purpose and audiences for traditional rhymes before developing and innovating on a traditional rhyme by:

- reading the selected text and encouraging the children to brainstorm suggestions for innovations
- writing a list of the innovated words (modelling spelling strategies)
- altering the text with a whiteboard marker by crossing out words and writing in changes, or writing the word on a Post-it Note and placing the word over the original. Model the correct punctuation
- informing children that they can write their innovation in full
- reading back the text together.

Video the performance of the collaboratively-developed rhyme:

- As a whole class group, discuss what you are focusing on when viewing this performance and inform the children that this is what you will be looking for in the children's performances of their own rhymes.
- Make evident how the performer in the collaboratively-developed rhyme interprets the imagery in the traditional rhyme by attending to voice, pitch, volume, facial expressions and gestures.

Grouping:

- This assessment can be done as a whole class group or in smaller groups.

## Suggested implementation plan

Suggested time	Student activity		Teacher role	Resources
	Prep	Year 1		
Select a traditional rhyme				
20 minutes	Read traditional rhymes together in small groups.  Independently choose a favourite rhyme.		Monitor and prompt children's reading.	Copies of illustrated traditional rhymes.
Section 1. Developing rhyme				
20 minutes	Write an innovation on the rhyme they have chosen using markers to cross out or Post-it Notes to substitute rhyming words or other nouns or verbs.	Plan for their innovation by using the original rhyme to cross out words and write down some innovated words and sentences they will be using.  Write their innovation out onto a piece of paper using their plan as a guide.	Draw attention to relevant vocabulary and word banks.  Provide writing support where necessary, noting those children who have written with teacher support.	Word banks  Paper
Section 2. Children perform their piece with innovations				
20 minutes	Briefly practise their piece for the purpose of performing for their classmates, remembering their new understandings about voice, pitch, volume, facial expressions and gestures, and how they apply to rhymes.  Perform the innovation on a traditional rhyme.		Remind the children what you will be looking for in their performance.  Model active listening.  Record children, using a video camera.	Digital camera or video camera
Section 3. Reflection interview				
5 minutes  Individually	Complete the reflection interview to discuss their new understandings with the teacher.		Interview each child and record their answers.	(Appendix A)



## Make judgments

Where is evidence found and how are judgments made?

### Using the Observation record

#### 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 child's response.

Assessable elements Task-specific assessable elements	Task-specific descriptors			
	Becoming aware	Exploring	Making connections	Applying
<b>Oral language</b> Children expand their oral language by: <ul style="list-style-type: none"> <li>using spoken language (including home language, or signed or augmentative communication) for a range of purposes</li> <li>exploring the patterns and conventions of spoken, signed or augmentative language</li> <li>interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.</li> </ul>	With explicit support, the child uses simple language patterns and limited vocabulary and listens to discussions about using language conventions in social and learning situations.	With support, the child tries out new language patterns and vocabulary and shares some ideas about language conventions used in social and learning situations.	With prompts, the child chooses appropriate language patterns and vocabulary for identified purposes and contributes to discussions about the appropriate use of language conventions.	The child uses vocabulary needed for classroom learning experiences and adjusts the use of language patterns, and conventions for familiar social and learning situations.
<b>Early Literacy</b> Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.	With explicit support, the child participates in writing and shaping experiences and draws on personal understandings to interpret their own or shared texts.	With support, the child experiments with writing and shaping using approximations of conventional symbol systems for personal purposes.	With prompts, the child uses emergent understandings of conventional symbol systems to write and shape texts for a small range of personal and classroom purposes.	The child writes and shapes texts, mainly using conventional symbol systems, for a range of personal and classroom purposes.

Guide to making judgments

Overall:

Becoming aware

Exploring

Making connections

Applying

#### Step 3

Observe, listen to and interact with students to deliberately and purposefully gather information about and interpret children's learning. Record observations and the children's learning in relation to the assessment.

#### Step 4

Repeat for each assessable element.

### Prep Guide to making judgments — where to find the evidence

Assessable elements Task-specific assessable elements	Task-specific descriptors			
	Becoming aware	Exploring	Making connections	Applying
<b>Oral language</b> Children expand their oral language by: <ul style="list-style-type: none"> <li>using spoken language (including home language, or signed or augmentative communication) for a range of purposes</li> <li>exploring the patterns and conventions of spoken, signed or augmentative language</li> <li>interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.</li> </ul>	With explicit support, the child uses simple language patterns and limited vocabulary and listens to discussions about using language conventions in social and learning situations.	With support, the child tries out new language patterns and vocabulary and shares some ideas about language conventions used in social and learning situations.	With prompts, the child chooses appropriate language patterns and vocabulary for identified purposes and contributes to discussions about the appropriate use of language conventions.	The child uses vocabulary needed for classroom learning experiences and adjusts the use of language patterns, and conventions for familiar social and learning situations.
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*Demonstrated when selecting, developing, performing and reflecting on rhymes.*

Look for evidence of:

- using appropriate language patterns throughout the assessment
- exploring patterns and conventions of spoken language during review and development of rhyme
- using informal spoken language in discussions and adjusting to more formal language during presentation and reflection.

*Demonstrated when innovating on rhyme.*

Look for evidence of:

- writing and shaping words to alter a rhyme
- using conventional symbols
- reading back writing and attaching meaning.



## Prep Literacy Indicators

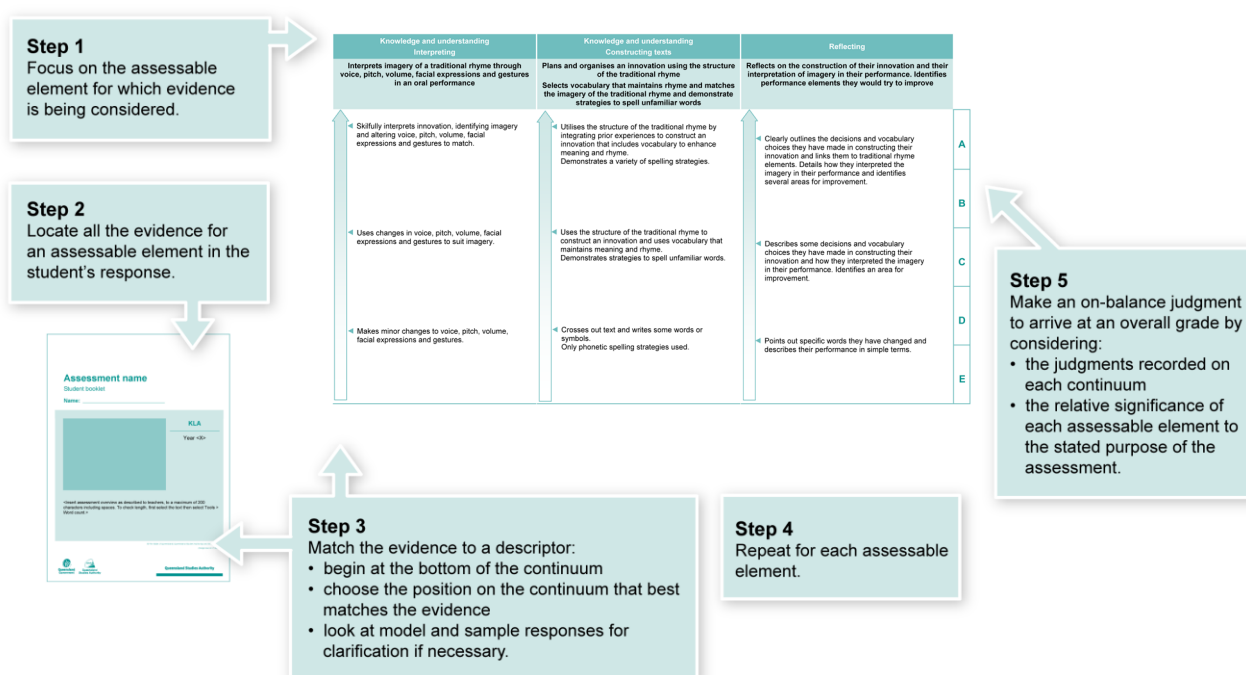
This assessment provides opportunities for children to identify the following Literacy Indicators. Teachers will be able to monitor and assess progress using the Indicator checklist provided in the *Guide to making judgments*.

Literacy Indicators		By the end of Prep
Indicators		Source of evidence
<b>Speaking and Listening</b>		
Children:		
<b>SL P xiv</b>	Talk about why they speak and listen, and identify one thing they do to speak, listen and comprehend spoken texts.	Section 3 In their reflection, children will identify things they attend to in an oral performance of a traditional rhyme.
<b>Writing and Designing</b>		
Children:		
<b>WD P viii</b>	Can identify phonemes in words and attempt to spell words using the most prominent sounds they hear in the words.	Section 1 Children will demonstrate how they can identify phonemes in words and attempt to spell words using the most prominent sounds they hear in the words.

Source: Queensland Studies Authority 2009. *P-3 Literacy Indicators*. QSA, Brisbane.

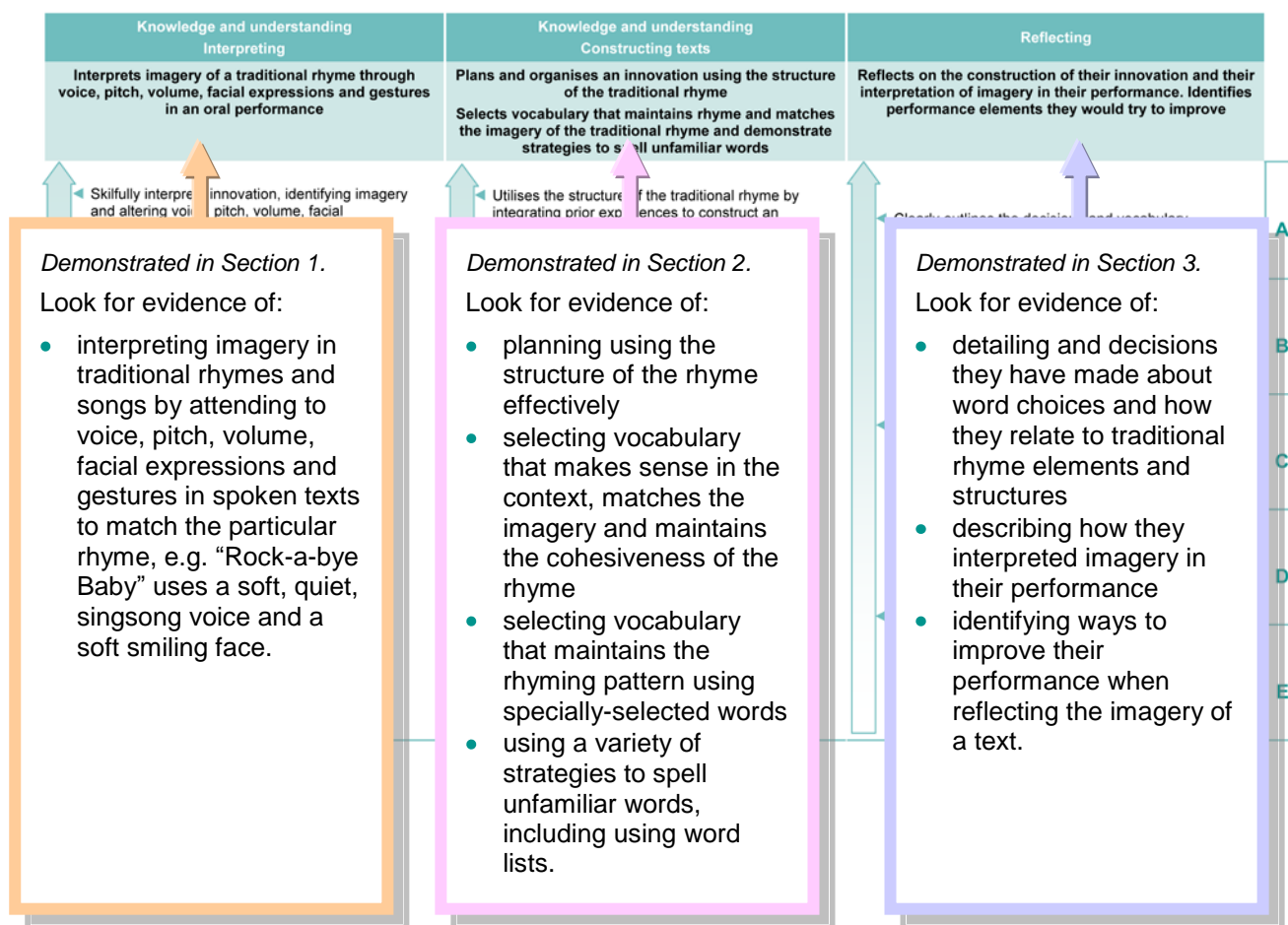
Source: Queensland Studies Authority 2009, *P–3 Literacy Indicators*, QSA, Brisbane.

## Using the Guide to making judgments (GTMJ)



## Year 1 Guide to making judgments — where to find the evidence

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



## Year 1 to 3 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 *Guide to making judgments*.

<b>Literacy Indicators</b>		<b>By the end of Year 1</b>
<b>Indicators</b>		<b>Source of evidence</b>
<b><i>Speaking and Listening</i></b>		
Children:		
<b>SL 1 xiv</b>	Talk about their own speaking and listening and identify some of the strategies they use to speak, listen to and comprehend spoken texts.	Section 3 In their reflection, children will identify things they attend to in an oral performance of a traditional rhyme.
<b><i>Writing and Designing</i></b>		
Children:		
<b>WD 1 xiii</b>	Attempt to spell unfamiliar words using phonological knowledge, sound–symbol relationships, 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 1 Children will demonstrate how they spell unfamiliar words using a variety of strategies.
Source: Queensland Studies Authority 2009, <i>P–3 Literacy Indicators</i> , QSA, Brisbane.		

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 could focus on the following:

- Knowledge and understanding:
  - Speaking and listening — reading aloud and attending to voice, pitch, volume, facial expressions and gestures in spoken texts
  - Writing and designing — using models, drawings, discussions and other activities when writing, selecting vocabulary to maintain the meaning of the text, and using strategies to spell unfamiliar words and to check words using authoritative sources, including word lists or personal dictionaries
- Interpreting texts — interpreting imagery in literary texts and selecting vocabulary that relates to the topic
- Constructing texts — planning and organising their own writing
- Reflecting — identifying new understandings.

Teachers will gain information using the P–3 Literacy Indicators about children's understandings in Speaking and Listening, and Writing and Designing.

This could provide future directions for teaching and assessment by:

Speaking and Listening:

- making explicit the strategies the child is using already when speaking and listening, and facilitating their reflection on possible ways they could improve
- using specific language about speaking and listening to provide the children with words to talk about particular speaking and listening skills.

Writing and Designing:

- identifying and consolidating spelling strategies being used, and extending these to more complex patterns in familiar 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](http://www.qsa.qld.edu.au)> Prep–Year 9 > Assessment Bank.

## ***Reflection interview questions***

What groups of words did you change in your rhyme?

(Reflecting on construction)

How did you decide which ones to change and what new words to use?

(Reflecting on construction)

When you were performing the rhyme what did you have to try to remember?

(Reflecting on the interpretation of imagery in performance)

Did you change your voice, pitch, volume, facial expressions and gestures in your performance? How?

(Reflecting on the interpretation of imagery in performance)

Why did you change your voice, pitch, volume, facial expressions and gestures in your performance?

(Reflecting on the interpretation of imagery in performance)

What did you do well? What would you try to improve next time?

(Identifying and reflecting on performance elements they would like to improve)