

Special Education Resources for Teachers

Year 7–9 Units
for students with learning difficulties

Ideas for Curriculum Differentiation

Blackline Masters

English

Deslea Konza
Leanne Woodley



DAVID BARLOW PUBLISHING
AUSTRALIA

Table of Contents

Introduction	page ii
How to use this book	page viii
The Girl with No Name	page 1
Misery Guts	page 25
Lockie Leonard	page 57
Bridge to Terabithia	page 90
Fantasy and Fairy Tales	page 116
Understanding Poetry	page 148

How to use this book

Each unit begins with a Unit Organiser that provides an overview of the main concepts to be covered. We suggest that a peer or teaching assistant work through this Organiser with the student(s) to provide a framework of understanding for the learning that will follow. There is considerable evidence that this orienting activity greatly assists struggling students to “tune into” what is to come. Students should record in dot point form anything they may already know about the topic. This establishes links to existing knowledge – another powerful learning tool.

New vocabulary should be read through in preparation for the glossary and vocabulary lists that are included as early learning activities in all units. The different learning activities can be briefly discussed – this is particularly important for students on the Autism Spectrum who may not know exactly what is expected of them. There is space to record due dates if required, and for the teacher to check off each activity as it is completed. Students often respond well to signposting each activity as it is completed.

While every effort has been made to provide student-friendly definitions of new terms, the extent to which some terms can be simplified is limited. Grasping new concepts often depends on an understanding of new vocabulary, so this activity should never be skipped and certainly not omitted.

In each unit, there is some activity that provides an opportunity for the students to use the new terms with their definitions, or to look carefully at the spelling and construction of the words. Teachers should also take every opportunity to reinforce students use of correct terms, and to discuss their meaning.

Important information is simply presented in a unit, and is followed by different activities designed to reinforce or use that information. Many students will be able to complete these activities independently, but some will require readily available equipment, or some supervision. Some units require the students to access websites for information to help them complete an activity. They may also need assistance with this.

Some units are more challenging than others. It may be that different Units would be suitable for different students – they should be used wherever they are appropriate. You may decide that some individual activities would be suitable for all the students in your class.

A final word

Students with learning difficulties or special educational needs require, and respond very well to, prompt feedback – it's even more important for these students that their work is marked quickly and that they receive feedback on their progress. They will soon lose interest in completing work that doesn't pass by their teacher's eye relatively quickly, or in working alone for long periods. Many students with learning difficulties receive very little genuine praise from their busy teachers – we hope these activities provide opportunities for you to deliver generous amounts of acknowledgement for their effort and their learning.

We wish you every success in this important endeavour.

Deslea and Leanne

Introduction

The units of work in this book have been developed to meet the needs of students in years 7–9 with learning difficulties and/or low literacy skills, and have been designed to achieve outcomes drawn from the national Statements of Learning for English (Australian Government Department of Education, Employment and Workplace Relations).

All students have the right to access the curriculum, and to be exposed to important core concepts that will contribute to an understanding of their lives and the world in which they live. This presents a challenging task for teachers who have students with a wide range of abilities in their mainstream classes. While many lessons can be successfully presented to classes of mixed abilities, some students require adapted learning materials if they are to understand and learn from them. Many texts and curriculum materials use language that is beyond the literacy capabilities of a significant proportion of students, and present concepts that are not easily accessible. Teachers have limited time in which to prepare and teach individualised curriculum material. It is the purpose of this book to present the core concepts for each unit in an accessible manner, and to provide learning activities that are both motivating and challenging for students who need additional support.

These materials have taken into consideration recent research into quality teaching. Through a concentration on the identification and explicit teaching of core concepts, students are more likely to remember this most important material. The lower literacy demands increase individual engagement in the text material. Students can move through modules in the units of work at their own pace which encourages self-direction and self-regulation. The paired and small group activities encourage social support for student learning.

It should be remembered that the ideas and resources contained in the units are designed to complement the regular class program. Students should still participate in whole class learning experiences where it is appropriate and meaningful for the group. Each unit of work can, however, be photocopied and given to students as a record of key information and related activities, many of which can be done independently. It therefore provides both adjusted learning activities, and a convenient summary for revision.

There may be activities that are still too difficult for some students in your class to complete. Further adjustments to these ideas and resources can be made depending on the functioning level of your student/s. For additional ideas regarding how to implement this unit, you may wish to collaborate with your special education or learning support teacher.





The Girl with No Name

by Pat Lowe

Published in 1994 by Puffin



Outcomes

- Students will infer meaning developed through the storyline.
- Students will draw conclusions about characters' behaviours and feelings.
- Students will write imaginative texts that contain ideas, details and events that are relevant to the storyline.
- Students will engage in discussions that are central to the storyline.

Name _____

Class _____

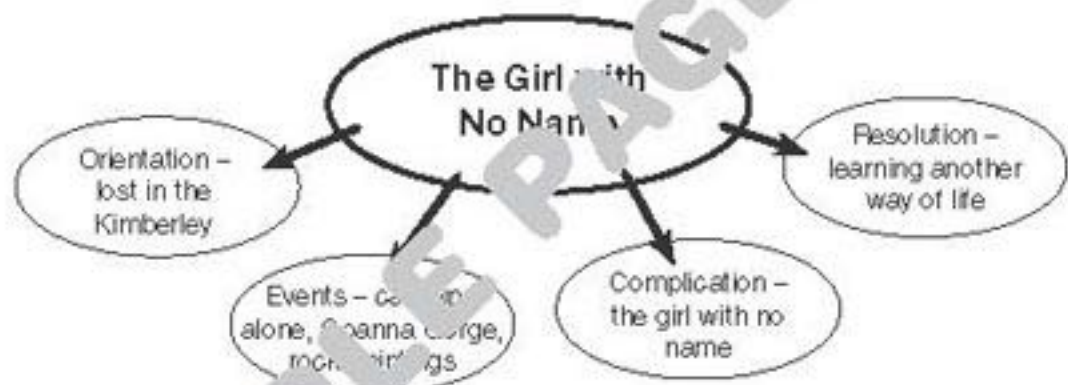


Unit Organiser: The Girl with No Name

Topic: The Girl with No Name

What I know about this book:

Main Ideas



Glossary: New Vocabulary used in this Unit

- a... ..
- arrangement
- attitudes
- chronological
- community
- disheartened
- ordeal
- outback
- outskirts
- provisions
- reserve
- rugged

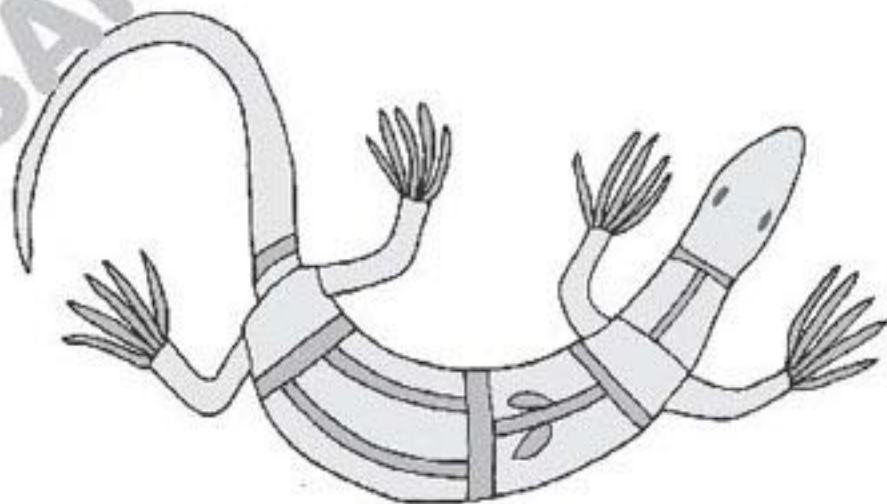


Story Outline

This novel is set in the Kimberley Ranges in the northern part of Western Australia. It is very isolated, rough country with a strong indigenous (Aboriginal) history. Matthew, a typical teenager, is enjoying growing up and getting some freedom from his parents. The first part of the novel provides the orientation, introducing the main character and the location or setting of the story.

Matthew convinces his parents to let him camp alone at Goanna Gorge. He wants to find the Aboriginal rock paintings he has heard about. While returning to Goanna Gorge, he gets lost and is forced to scavenge the ground without any of his provisions. This section of the novel provides the events and lead to the complication of Matthew becoming lost in the bush. It also provides the opportunity for Matthew to meet someone who, most unexpectedly, becomes very important to him.

Matthew is found by a local Aboriginal girl with no name. She teaches him the true value of the outback and the Aboriginal way of life. The girl with no name teaches him much more than just about rock paintings. This is how the author brings about the resolution of the story. Matthew as the main character learns something new about other people and himself. In the process he becomes a better person.





Activity 2: Places of Interest

The Girl with No Name is set in the Kimberley Ranges, which is rugged country in Western Australia.

On the map of Australia below, colour the Kimberley Ranges.

Use an atlas or the following internet site to locate the following places.

<http://www.wildplaces.net.au/kimberleys.htm>

Mark them on the map.

- Bell Gorge
- Broome
- Derby
- El Questro
- Fitzroy Crossing
- Halls Creek
- Kununurra
- Windjana Gorge
- Wyndham

