



Clancy & Millie and the Very Fine House

Libby Gleeson and Freya Blackwood
Little Hare Books, 2009



Outcomes:

Early Years Learning

Framework:

OUTCOME 5:

Children are effective communicators

Australian Curriculum:

English: Language

WA Syllabus:

English

Focus:

Reading & Writing

Preparation/ Materials:

- My Home BLM
- Pencils or Crayons

My Home

Guided Lesson

Clancy misses some of his favourite things about his old home: the cubby under the table, the fireplace and the skylight. Discuss the favourite places that the children have in their home. Some ideas include:

- Talk about *your* favourite places – try to include outdoor spaces.
- Explain *why* they are special to you.
- Ask the children to tell you about *their* favourite places.
- Are there favourite places that are the *same* for some children? E.g. a climbing tree, a cubby house.

Record some words (with pictorial cues) on the board for children to refer to during the activity.

Ask the children to draw three of their favourite places on the BLM provided and to 'have a go' at writing what these are. Suggest to the children that they can refer to the words on the board.





Outcomes:

Early Years Learning

Framework:

OUTCOME 5:

Children are effective communicators

Australian Curriculum:

English: Literature

WA Syllabus:

English

Focus:

Writing

Preparation/ Materials:

- *Three Little Pigs, Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
- Pig BLM (optional)
- Collage materials
- Paints or crayons
- Crayons or pencils for decorating

Three Little Pigs

Guided Lesson

A reference to the *Three Little Pigs* appears on the first page of the text. Ask the children to look and listen for more references. Clancy and Millie re-enact the story of the *Three Little Pigs*. Ask the children who know the story to take turns and do an oral recount.

Examine the illustrations in the text and discuss how they help the reader develop a better understanding of the characters - refer to emotions, perspective, colours etc.

Read the story of the *Three Little Pigs* and discuss what the pigs and the wolf look like. Read the story of *The Three Little Wolves*. How is the pig different? How are the wolves different? How do the illustrations help us to understand the characters?

Ask the children to create two different pigs one 'good' and one 'bad' - you can use the BLM to support this activity. Discuss the use of expression, colour and background to convey the message. Once done ask the children to brainstorm (and record) 3-5 words to describe each pig.





Outcomes:

Early Years Learning

Framework:

OUTCOME 5:

Children are effective communicators

Australian Curriculum:

Mathematics: Number

WA Syllabus:

Mathematics

Focus:

Number

Preparation/ Materials:

- House BLM
- Letterbox BLM
- Watercolour or Edicol dye
- Markers
- Velcro Dots

Class Number Chart

Guided Lesson:

Numbers are EVERYWHERE! Ask the children to brainstorm places we see numbers. You might like to use your interactive whiteboard to display photographs and have a 'number search'. Ask who knows how old they are, what date their birthday is and the number on their house. You could use number fans or calculators for this component of the activity. The children can 'find' their number and hold it up.

For this activity each child will paint a house (if possible laminate these when finished). Once done the houses can be attached to the wall to create a number line. Next they will need to paint a letterbox and record an appropriate house number on it. Discuss how they can work out the number of their house. If their house has a 'big' number, the children may need help to determine how to record their number. Once the letterbox is complete, it too can be laminated. Attach the letterbox to the house with Velcro. This will allow the children to remove the numbers if needed (e.g. to copy the number). You can also remove the letterboxes and the children can do a number sort. Can the children can put the letterboxes in the correct order?

This number chart can be used to springboard all sorts of number discussions e.g. - How many houses are there? How many houses have a green door? Are there any houses the same?





Outcomes:

Early Years Learning

Framework:

OUTCOME 2:

Children are connected with and contribute to their world

WA Syllabus:

Society and Environment

Focus:

Place and Space

Preparation/ Materials:

- Sandpit
- Water
- Boxes
- Vehicles
- Twigs, pebbles etc.

Sandpit Town

Guided Lesson

Discuss how natural and built environment varies according to location. Google Earth is a fabulous resource that allows children to view places all over the world from both an aerial perspective and also 'streetscape'. Focus questions could include:

*How is the city different from the country? (You may like to read *Town Mouse and Country Mouse*)

*What features are the same in towns? (e.g. roads, parks, hospitals, shops etc.)

*How are buildings different in different parts of the world?

*Discuss environmental features e.g. Why do you think towns like Amsterdam and Venice have canals?

Discuss making a sandpit town. Ask the children to brainstorm both the elements that need to be included and the materials needed. Provide the children with a range of resources and allow them to start creating!





Outcomes:

Early Years Learning

Framework:

OUTCOME 2:

Children are connected with and contribute to their world

OUTCOME 5:

Children are effective communicators

WA Syllabus:

The Arts/Visual Arts

Focus:

Arts Practice

Preparation/ Materials:

- Easels
- Oil pastels
- Cartridge paper

Window Paintings

Guided Lesson:

Clancy misses the view from his old window. What can you see out your window? Discuss the idea that when we look out windows we see 'pieces' of the environment e.g. we may not see the top of the tree, or the bottom or a building. You may like to explore some window artworks by artists such as Van Gogh, Matisse, Magritte or Cezanne. Jeannie Baker's book *Window* would also be a perfect introduction to this activity.

This activity is suitable for a small group of children to participate in. Provide the children with easels (or clipboards to lean on) and allow them to record what they can see through their window. Encourage them to pay attention to line, colour, shape and texture.

TIP: If you have large windows you may like to create smaller windows for the children to use. This can be done by using card to create a smaller frame within the larger window.





Link to Early Years Learning Framework	Link To Australian Curriculum	Link to Syllabus: Learning Area and Suggested Topics	Activity	Resource provided
<p>OUTCOME 5: Children are effective communicators Explore how language is used differently at home and school depending on the relationships between people</p>	<p>English: Literature *Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures</p>	<p>English Listening and Speaking Contextual Understandings Speakers and listeners interact in different ways depending on the purpose and context including: to entertain through reciting nursery rhymes and performing action songs</p>	<p>1. Rhyme Time: Rhymes to sing could include: -Build it up, Build it Higher... -This is the House that Jack Built -Here's a House with a Floor...</p>	
<p>OUTCOME 1: Children have a strong sense of identity</p>	<p>English: Literacy *Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact. *Deliver short oral presentations to peers</p>	<p>Children describe by telling about an item during 'show and tell'</p>	<p>2. Favourite Things In the text Clancy can be seen carrying his favourite toy dog. See if the children can spot the toy in the illustrations. Ask the children to bring in a special item and to tell the class about it. It may be a special item that they still use or one they may have had when they were younger.</p>	
<p>OUTCOME 1: Children have a strong sense of identity Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes</p>	<p>English: Literature *Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences *Share feelings and thoughts about the events and characters in texts</p>	<p>Contextual Understandings Readers draw inferences from illustrations and make connections between themselves and texts.</p>	<p>3. Feelings Ask the children to imagine how Clancy is feeling (using the illustrations as a reference). Ask them to reflect on times that they may have felt the same. How does Clancy feel at the end of the story? Why? Ask the children to think about a time that they felt happy; they can record this using the watercolours (teacher to scribe).</p>	<p>*Paper * Watercolours</p>



OUTCOME 5: Children are effective communicators	English: Language *Recognise rhymes, syllables and sounds (phonemes) in spoken words *Recognise the letters of the alphabet and know there are lower and upper case letters English: Literacy Creating Texts	English Reading Phonological Awareness Children demonstrate word awareness including distinguishing between long and short words, joining words together to make sentences, identifying the number of words in a sentence, rhyming words and words beginning with the same sound (alliteration).	4. My Home Please see the expanded lesson plan for this activity.	*My Home BLM *Pencils or Crayons *My Home expanded lesson plan
OUTCOME 5: Children are effective communicators		Graphophonic Knowledge Children demonstrate knowledge of letter names and letter sounds (a small number of consonant and short vowel sounds (e.g. s, a, t, p, i, n) increasing to all single letter phonemes to develop fluent blending of cvc words).	See Activity 4.	
OUTCOME 5: Children are effective communicators		Processes and Strategies Information Processes - Reading to Learn Children demonstrate strategies for recording information for a specific purpose including drawing and telling a scribe what to write.	See Activities 3., 4. and 5.	



OUTCOME 5:
Children are effective communicators

English: Literacy
Creating Texts
*Use comprehension strategies to understand and discuss texts listened to, viewed or read independently
English: Language
*Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes

English Writing Contextual Understandings
Children understand that writers write for different purposes (e.g. to entertain, recount, describe, instruct, socialise, explain, inquire, persuade).

5. Box City
Provide the children with a range of boxes and discuss using the boxes to make a town. What buildings will we need? Are there other features of a town? Use an IWB and explore your community using Google Earth. Provide paper and pencils and encourage the children to draw and label items they feel need to be included in the town. You make like to use some non-fiction texts as references. Use these plans to create a class plan – and then you are ready to build!

*Boxes
*Tape
*Markers
*Paper
*Pencils

OUTCOME 5:
Children are effective communicators

English: Literature
* Share feelings and thoughts about the events and characters in texts.
*Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry

Imaginative, Information and Argument Texts Pre-writing
Children understand that writers use written symbols and drawings to communicate ideas or messages.

6. Three Little Pigs
Please see the expanded lesson plan for this activity.

**Three Little Pigs*
**Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
*Pig BLM (optional)
*Collage materials
*Paints or crayons
*Three Little Pigs expanded lesson plan

OUTCOME 5:
Children are effective communicators

English: Language
Explore the different contribution of words and images to meaning in stories and informative texts

Understand that writing is different from drawing.

See **Activity 3., 4. and 5.**



<p>OUTCOME 5: Children are effective communicators</p>	<p>English: Language *Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words English: Literacy *Produce some lower case and upper case letters using learned letter formations</p>	<p>*Understand that talk can be written down.</p>	<p>See Activity 3., 4. and 5.</p>	
<p>OUTCOME 5: Children are effective communicators</p>		<p>Processes and Strategies *Children demonstrate the use of strategies used in the writing process e.g. copying scribed or environmental text.</p>	<p>See Activity 4.</p>	
<p>OUTCOME 5: Children are effective communicators</p>		<p>*Demonstrate understanding of strategies to learn the spelling of significant words including using tactile materials to write names in sand and making letters with play dough.</p>	<p>See Activity 4.</p>	
<p>OUTCOME 5: Children are effective communicators</p>	<p>Mathematics: Number and Algebra *Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point *Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond</p>	<p>Mathematics Number Students use numbers and operations and the relationships between them efficiently and flexibly. Numbers are used for quantities, labels and order. Understand Number: *Understands quantities (e.g. six eggs, five fingers).</p>	<p>7. Class Number Chart: Please see the expanded lesson plan for this activity.</p>	<p>*House BLM *Letterbox BLM *Watercolour or Edicol dye *Markers *Velcro dots *Class Number Chart expanded lesson plan</p>



<p>OUTCOME 5: Children are effective communicators</p>		<p>*Understands order (e.g. first, second, third).</p>	<p>8. Where is Clancy? Use the Class Number Chart (Activity 7.) Children take turns to place Clancy. Introduce the activity by providing oral cues, e.g. -Clancy is outside the second house -Clancy is outside the first house with a red door Once the children understand the concept, this game can be played like 20 questions and children can use questioning to determine where Clancy is.</p>	<p>*Laminated Where is Clancy? illustration</p>
<p>OUTCOME 5: Children are effective communicators</p>		<p>Numbers to 100 with a focus on collections to 10 *Students focus on counting numbers to 10 (K) and 20 (P).</p>	<p>See Activity 7.</p>	
<p>OUTCOME 5: Children are effective communicators</p>		<p>*Students recognise and write some numbers to at least 10.</p>	<p>See Activity 7. 9. Box Tower Provide each child with at least 10 paper squares/rectangles. The children use these to create a 'box tower'. Once done ask them to number the boxes. Ask them how many they have <i>altogether</i>. You can extend this activity by asking the children to determine what colour/shape they have most/least of, and to record these numbers.</p>	<p>*Paper squares and rectangles *Card *Glue *Pencils</p>
<p>OUTCOME 5: Children are effective communicators</p>		<p>Principles of Counting *Students understand collections can be counted and the total can be recorded.</p>	<p>See Activity 9.</p>	
<p>OUTCOME 5: Children are effective communicators</p>		<p>*Students understand the principles of counting: -uses strategies to count each object once and only once (e.g. line up objects, touch and move each object as you count) - understands that the order in which objects are counted does not affect how many there are -understands that the last number said describes how many and not the last object.</p>	<p>See Activity 9.</p>	



<p>OUTCOME 3: Children have a strong sense of wellbeing</p>	<p>Mathematics: Measurement and Geometry *Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</p>	<p>Mathematics Space Language of Everyday Shapes Use the names of common 2D shapes (e.g. circle, triangle, square, rectangle)</p>	<p>See Activity 9. 10. Make a Train Clancy and Millie use boxes to create a train. Provide the children with attribute blocks to create a train. Model language related to shape, size and colour. Once they have created their train the children can take a digital photo to record. This photo can be used to extend the activity – ask the children to refer to the photo and record the number of each shape used.</p>	<p>*Attribute blocks *Digital camera *Pencils</p>
	<p>Mathematics: Statistics and Probability</p>	<p>Mathematics Chance and Data Organise Data Use language to describe the similarity or difference between several things.</p>	<p>11. Household Sort Provide children with a range of household items that need to be sorted to pack (this could be as simple as a clean up of the home corner!) The children will need to sort the items into suitable categories. Encourage them to think of the name of the item, what it is used for and where it might be found in the home.</p>	<p>*Assorted household items *Hoops or shallow boxes</p>
<p>OUTCOME 2: Children are connected with and contribute to their world</p>		<p>Society and Environment Place and Space Features of Places Understand that the natural and built environment varies according to its location.</p>	<p>12. Sandpit Town Please see the expanded lesson plan for this activity.</p>	<p>*Sandpit *Water *Boxes *Vehicles *Twigs, pebbles etc. *Sandpit Town expanded lesson plan</p>
<p>OUTCOME 2: Children are connected with and contribute to their world</p>	<p>Science: Earth and Space Sciences *Daily and seasonal changes in our environment, including the weather, affect everyday life</p>	<p>Science Earth and Beyond Sustainability of life and wise resource use Weather and the seasons characteristics of weather (eg sunny, rain, class weather chart)</p> <p>Relationship between the Earth, our Solar System and the Universe safety issues concerning the Sun (eg do not look directly at the Sun, wear hats in the sun)</p>	<p>13. Clouds Look at the clouds in the text; there are stormy clouds, fluffy clouds and even clouds that look like things! Use these to springboard a discussion: -Discuss why we have clouds. -Discuss characteristics of weather that we can see and how we know it is going to rain. Check out this website for more information: http://www.weatherwizkids.com/weather-clouds.htm</p> <p>14. Cloud Paintings Go outside and lie on the grass and watch the clouds (make sure you discuss sun safety first!), can the children see any pictures in the clouds? Provide each child with a piece of blue card and a palette with white paint and a small amount of black. Encourage them to mix colours to create the correct tones and to use the equipment provided to create their own cloud painting.</p>	<p>*Blue card *White and black paint *Palette (or plastic plate) *Bushes and sponges *Water</p>



<p>OUTCOME 3: Children have a strong sense of wellbeing</p> <p>OUTCOME 5: Children are effective communicators</p>	<p>Science: Chemical Sciences</p>	<p>Science Natural and Processed Materials Reduce, Re-use, Recycle, Recover (Science/Civics and Citizenship)</p>	<p>15. Box Construction Often we provide purchased materials to assist children in creating interesting box construction. Try creating a table of only recycled materials to use. Can the children create a house out of recycled materials? Encourage them to bring in interesting items from home. If possible you may wish to visit REmida in West Perth to collect additional items.</p>	<p>*Recycled Materials *Glue and Tape</p>
<p>OUTCOME 2: Children are connected with and contribute to their world</p> <p>OUTCOME 5: Children are effective communicators</p>		<p>The Arts/Visual Arts Arts Practice Students investigate the natural or built environment (e.g. using the senses to investigate leaves, seed pods, shells, to discover lines, shapes, patterns and textures which can be interpreted in an art work).</p>	<p>16. Window Paintings Please see the expanded lesson plan for this activity.</p>	<p>*Easels *Oil pastels *Cartridge paper *Window Paintings expanded lesson plan</p>
<p>OUTCOME 4: Children are confident and involved learners</p> <p>OUTCOME 5: Children are effective communicators</p>		<p>Creating visual arts Elements of art: Line Lines can be thick, thin, straight, jagged, continuous or broken. Lines can decorate and make patterns.</p>	<p>17. Portraits Freya Blackwood's illustrations were created on brown paper (which adds depth). Freya uses pencil and wash to complete the illustrations. Discuss the techniques used and allow the children to draw a self portrait in pencil and fill with wash. Encourage them to pay attention to shape and features while drawing.</p>	<p>*Brown paper *Watercolours *Lead pencils</p>
<p>OUTCOME 4: Children are confident and involved learners</p> <p>OUTCOME 5: Children are effective communicators</p>		<p>Creating visual arts Elements of art: Colour Colours can be grouped in families (e.g. there are many different reds in the red family, they can be dark or light, bright or dull. Colours can be made light by adding white and dark by adding black.</p>	<p>18. Box Towers The children will use the brown paper squares to create a collage of a tower, but first they are going to create a background! Ask the children to choose their favourite colour and provide them with white and black paint so they can experiment with tone. Using the sponge they can create a mottled background similar to those in the text.</p>	<p>*Coloured paint *Black and white paint *Cartridge paper *Sponges and brushes *Brown paper squares and rectangles *Glue.</p>



OUTCOME 4:

Children are confident and involved learners

OUTCOME 5:

Children are effective communicators

Creating visual arts

Developing ideas

Students experiment with a variety of tools, materials and media to discover different visual and tactile effects (e.g. *applying paint with sticks/feathers/fingers or manipulating clay with shaped tools/cutters/fingers*).

19. Big Box Construction

Allow the children to create a big box town. Assist by cutting doors or windows as required. Provide children with a range of materials to be used to decorate their town. Model techniques such as using leaves and natural materials as stencils, using sticks to create patterns (e.g. brick/weatherboard patterns) and using materials to create interesting features.

- *Large boxes (ask parents to contribute or ask a large electrical store)
- *Paint
- *Rollers, brushes
- *Cellophane
- *Glue and tape
- *Assorted natural and manmade materials

OUTCOME 5:

Children are effective communicators

20. Box Obstacle Course

Try making an obstacle course only using boxes! Ideas could include:

- small boxes that children could dribble a ball around (used as cones)
- a large box to crawl through (used as tunnel)
- small boxes to jump over (used as hurdles)
- numbered boxes to throw balls into (used as targets)

- *Assorted boxes



Name:

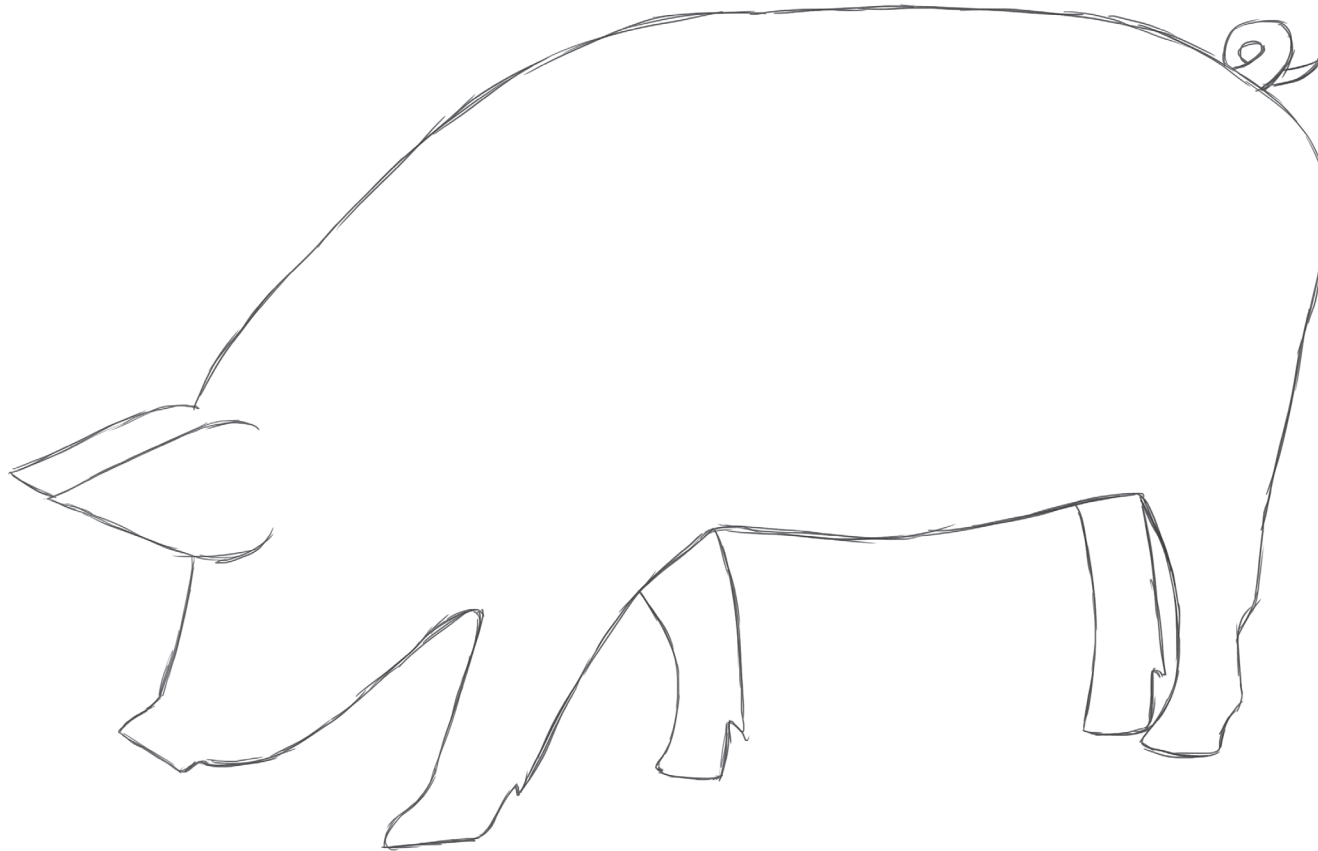
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My Home



Name:

Date:

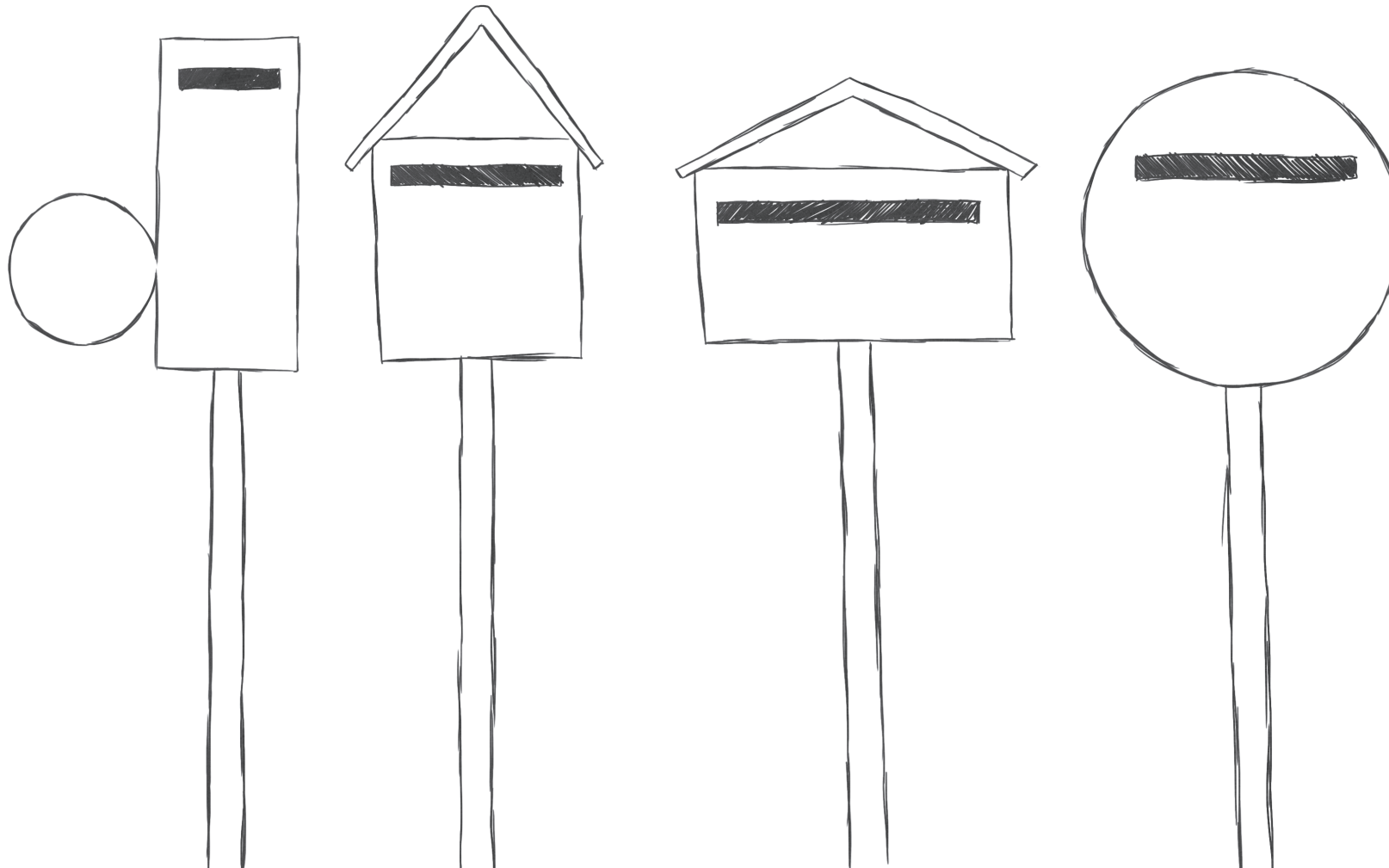


Pigs



Name:

Date:



House Numbers



Name:

Date:



House Numbers



Name:

Date:



Where is Clancy?

Images from Clancy & Millie and the Very Fine House
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