# Reading about new babies

## Focus is:

Assessment at ‘exit’ 1.

## What is this?

This is a fairly complex and lengthy example of an assessment at Level 1. It might help to think about this assessment at ‘exit Level 1’. In other words, you would now start teaching learners who can demonstrate understanding of all of these three texts at Level 2.

## ACSF skill indicator and levels

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill**  **area** | Reading | Level 1 | 1.03 – Identifies personally relevant information and ideas from texts on highly familiar topics. |
| Purpose, complexity, prediction and prior knowledge, personal critical reading and text analysis. |

## Level of support for this indicator and level

Full support can be provided. This is why the ‘**what to do’** section says *‘ask for help at any time’* (ACSF p. 50 see box on support).

## Learners who may suit this activity

* Indigenous learners – the story text is from a book of indigenous learners’ writings.
* Older learners in literacy classes, who may need some encouragement to write their personal stories.
* Young learners who may be more comfortable with internet-based text than paper-based, or ‘Personals’ from newspapers.
* Learners whom you’re trying to coax understanding different types of text.

## What do I need to be aware of with this activity?

A trap for teachers writing assessments for the ACSF is not to take note of the plural of ‘text’ for this indicator. Any assessment needs to have different text types or you need to write a second assessment for another genre. This assessment sample has three text types; remove one of them and the associated questions if you think it’s too much. The first, internet, text has more vocabulary and might comfortably be excised. On the other hand, the baby announcement may be a foreign concept to your learners if they are younger and haven’t read ‘personal’ columns.

Remind the learners before you begin that the word ‘text’ (often confused with *test* by learners) means ‘piece of writing’ – in this case, obviously, different genres. Check the texts for vocabulary which might need to be pre-taught, including ‘checklist’, ‘announcement’ ‘proud’ ‘piggyback’.

# Stimulus page

|  |
| --- |
| New baby – checklist Knowing what to buy for a baby can be stressful and buying the necessary [baby products](http://www.kidspot.com.au/parenting-directory/Baby-Products-&-Accessories+60+Cots-Prams-&-Car-Seats+134/0+search.htm) like [cots](http://www.kidspot.com.au/Baby-Baby-gear---buying-guides-Best-cots+5079+426+article.htm%5D), [prams](http://www.kidspot.com.au/Baby-Baby-gear---buying-guides-Best-prams-and-strollers+5069+426+article.htm%5D), [car seats](http://www.kidspot.com.au/Baby-Baby-gear---buying-guides-Best-baby-car-seat-guide+5214+426+article.htm) and [high chairs](http://www.kidspot.com.au/Baby-Baby-gear---buying-guides-Best-high-chairs+5077+426+article.htm) can be confusing for mums-to-be.  Kidspot has put together this easy baby checklist. Simply tick the baby things you need to add to your shopping list, click “create checklist" and then print – our newborn baby checklist is that easy!  Adapted from: www.kidspot.com.au |

|  |
| --- |
| New baby – story The first thing that I could remember when I was four years old is East Perth. One of my mother’s sisters had a house in Clotilde Street. It was a nice sunny day and I was playing with my sister who is two years younger than me. I was giving her a piggyback along the street and Mum came home with our first baby brother and we were proud of him.  Writer: Dawn Ryder From *Stories about the Past* (compiled, S Thompson)  Bachelor Institute of Indigenous Education |

|  |
| --- |
| C:\Users\Lindee\Pictures\ALA\22344-baby-boy-crawling-clipart.pngNew baby – announcement RYDER (nee Brown):  Nick and Rosemary are proud to announce the safe arrival of ZAC WILLIAM on 27th July, 6lbs 11ozs. Big Sisters Dawn and Eliza are delighted.  Adapted from an Announcement Published in *The West Australian* on August 6, 2014 |

# Learner worksheets

**Your name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Today’s date**: \_\_\_/\_\_\_/\_\_\_

## What to do

We are going to look at three texts.

1. One is called, “New baby checklist”
2. The second is “New baby story”
3. The third text is “New baby announcement”

Answer question 1 before you read the three texts. Then read all the texts and then write answer to the questions. Ask for help at any time.

1. Look at these sentences below. They have some words repeated. Choose the best ending for each sentence. The first one is done for you.

|  |
| --- |
| A “New baby announcement” is a **way to tell the world about/remember about** a new baby.  A new baby announcement is a way to tell the world about a new baby. |

1. A “New baby story” is about what a person **remembers about / needs for** a new baby in the family.
2. A “New baby checklist” is about what a person **remembers about / needs for** a new baby in the family.

Cross out the wrong words and write the full sentences here:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Now read the three texts. Which text is from the internet? How do you know – use a highlighter to show some internet markings – or tell your teacher how you know.
4. Look at the Story text: what were the kids doing in the street, when Mum came home?
5. Why did they feel proud?

|  |
| --- |
| 1. Look at the Announcement text. Why did the parents say the other kids, Dawn and Eliza were ‘delighted’. |

1. Look at the Checklist text. What’s a ‘mum-to-be’?
2. Who would like to read the Checklist text? Put a circle around all the people you think would like to read it:

* A husband and wife expecting their first baby
* A student in a writing class, who wants to write their family story
* A young person who isn’t planning a baby soon
* A young person who is studying a Child Care Course
* A young person who is studying an Aged Care Course

1. Who would like to read the Story text? Put a circle around all the people you think would like to read it:

* A husband and wife expecting their first baby
* A student in a writing class, who wants to write their family story
* A young person who isn’t planning a baby soon
* A young person who is studying a Child Care Course
* A young person who is studying an Aged Care Course

1. Who would like to read the Announcement text? Put a circle around all the people you think would like to read it:

* A husband and wife expecting their first baby, looking for names
* A husband and wife who just had this baby, looking with pride at their ad
* A young person who isn’t planning a baby soon
* A young person who is studying a Child Care Course
* A young person who is studying an Aged Care Course

# Answer grid and links to ACSF indicators 1.03

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Questions** | | **Answers/sample answer** | **Performance features** | **NB** |
|  | Choose the best ending.  Cross out the wrong ending and write the full sentence. | 1. A “New Baby Story” is about what a person **remembers about** a new baby in the family. 2. A “New Baby Checklist” is about what a person **needs for** a new baby in the family.   “ | Prediction, Prior knowledge |  |
|  | Now read the three texts. Which text is from the internet? How do you know – use a highlighter to show some internet markings – or tell your teacher how you know. | *New Baby Information* is from the internet  Marks to show this:  Text in blue – hyperlink  Internet address underneath text | Critical reading  Purpose | Written answer need not be grammatically correct. Make notes on the learner’s page if they answered orally or you helped them clarify. |
|  | Look at the Story text: what were the kids doing in the street, when Mum came home? | They were playing/  Dawn was giving her sister a piggy-back | Complexity – highly explicit, culturally accessible, simple clear sentences |  |
|  | Why did they feel proud? | SAMPLE answers:   * Maybe they were proud because the new baby was their brother from their family/ * They loved him immediately and he made them proud/ * Everyone loves a new baby – they were proud he was theirs. | Complexity,  Prediction  Prior knowledge | You might need to discuss the word ‘proud’ before starting the assessment. At Level 1, supporting or mentoring the learners towards the answer is reasonable. |
|  | Look at the Announcement text. Why did the parents say the other kids, Dawn and Eliza were ‘delighted’. | ‘Delighted’ means very happy. The parents knew the older kids were happy about their brother/ The parents wanted to show the world they all loved the new baby. | Purpose  Complexity  Prior knowledge |  |
|  | Look at the Checklist text. What’s a ‘mum-to-be’? | A mum to be is a pregnant woman.  It’s another way to say pregnant or having a baby. | Complexity/  Prior knowledge  Critical literacy – if a link is made to ‘sales’ and the use of the word. | This question might lead to a discussion on euphemism. There is a lot of potential critical literacy about the word ‘mum’ |
|  | Who would like to read the Checklist text? | * A husband and wife expecting their first baby * A young person who isn’t planning a baby soon * A young person who is studying a Child Care Course | Critical reading  Text analysis  Purpose | Note the middle choice might still be relevant, especially if the learners is a young woman. |
|  | Who would like to read the Story text? | * A student in a writing class, who wants to write their family story * A young person who is studying a Child Care Course * A young person who is studying an Aged Care Course | Critical reading  Text analysis  Purpose | The third choice might be considered relevant – if your learners have studied Aged care – because family histories may be part of activity planning. |
|  | Who would like to read the Announcement text? | * A husband and wife expecting their first baby, looking for names * A husband and wife who just had this baby, looking with pride at their ad | Critical reading  Text analysis  Purpose | The learners might take up to this third, similar, question to get the hang of the idea. At level 1, that’s okay- look on it as mentoring and supporting them.  Ask all the learners to explain their choice to show the thinking behind the choices for discussion. |