

Digby and the Yodelayhee...Who?
SAMPLE Follow-up learning experiences
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The Australian Curriculum (8.3 effective 2017)

	Level One Outcomes	Level Two Outcomes	Suggested Activity
<p>Learning Area: English Strand: Language Sub strand: Phonics and Word Knowledge</p> <p>Learning Area: The Arts Strand: Music Sub Strand: Knowledge and Skills</p>	<p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)</p> <p>Create compositions and perform music to communicate ideas to an audience (ACAMUM082)</p>	<p>Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)</p> <p>Create compositions and perform music to communicate ideas to an audience (ACAMUM082)</p>	<p>Clap the syllables of the title. How many syllables are in the title? Look at the word 'yodelayhee' - how many syllables? Find the lyrics in the back of the book, say the words and clap the syllables. What do you notice?</p> <p>Choose one of the pages in the book, and an instrument which you can bang, strum or tap. Each time you say a syllable, tap an instrument.</p> <p>As a class, you can make a musical version of the book. For each page, a different student taps the syllables on an instrument.</p>
<p>Learning Area: The Arts Strand: Visual Arts Sub Strand: Knowledge and Skills</p>	<p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p>	<p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p>	<p>Look at the image of Maisie on the front cover. Students can create their own silhouette portraits by using an overhead projector. Place white paper on a wall. Students stand side on in front of the light. Trace around the students' silhouettes (head profile), from the reflection on the white paper. Cut out the white paper and use this as a template to place on black cardboard.</p>
<p>Learning Area: English Strand: Literacy Sub Strand: Creating Texts</p>	<p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)</p>	<p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</p>	<p>As a whole class research the words ellipsis and onomatopoeia. Find examples of both in <i>Digby and the Yodelayhee...Who?</i> Students write a short story, including both an ellipsis and onomatopoeia.</p>
<p>Learning Area: Mathematics Strand: Statistics and Probability Sub Strand: Data representation and interpretation</p>	<p>Choose simple questions and gather responses and make simple inferences (ACMSP262)</p>	<p>Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)</p>	<p>Read the author's dedication 'For George – my very own noisy noise'. Investigate the noises at your house. At 5pm, make a list of noises happening in and around your house. At school with a partner, create a Venn diagram. In one circle place the noises from your house, in the other the noises from your partner's house. Where the circles overlap, place what noises you both have, for example, a dog barking.</p>
<p>Learning Area: The Arts Strand: Visual Arts Sub Strand: Knowledge and Skills</p>	<p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p>	<p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p>	<p>Digby had his bag of useful tools. What tools would you carry around with you? What things do you like doing? What makes you happy? Draw the tools you would place in your 'Bag of Useful Tools.' It doesn't have to be realistic. You could draw a caravan or guitar in your bag of useful tools.</p>