# English – Early Stage 1 – Unit 6



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## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonological awareness
* Print conventions
* Phonic knowledge
* Reading fluency
* Reading comprehension
* Spelling
* Handwriting
 | * Oral language and communication
* Vocabulary
* Reading comprehension
* Creating written texts
* Understanding and responding to literature
 |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)).
2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle.
 | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence.
2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required.
 |

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### Teacher notes

1. Context refers to factors acting upon composers and responders that affect meaning. To understand context, we look beyond the text to consider the world in which it was produced and the worlds of its reception. Different contexts can affect the meanings and values of similar content. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/context).
2. Understanding of context can be supported through watching the department’s video: [Context (5:24)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts/context).
3. For information on narrative, pronouns, prepositions, simple sentences, subject-verb-object, nouns, adjectives, and multimodal texts refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
4. This unit could enhance student learning towards achievement of outcomes from the Creative Arts Syllabus regarding visual arts.
5. Consider student prior knowledge of simple sentences, nouns, verbs, and prepositions.
6. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
7. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 21 November 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Phonological awareness****ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts | * orally blend up to 4 phonemes together to make a one-syllable spoken word (PhA4)
* orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes (PhA4)
* listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme (PhA2)
 |
| **Print conventions****ENE-PRINT-01 – tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print** | * as needed
 |
| **Phonic knowledge****ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts | * blend single-letter grapheme-phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts (PKW3, PKW4)
* segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts (PKW4)
* blend common single-letter grapheme-phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts (PKW5)
* segment common single-letter grapheme-phoneme correspondences to encode CCVC and CVCC words (PKW5)
 |
| **Reading fluency****ENE-REFLU-01 –** reads decodable texts aloud with automaticity | * read texts with taught grapheme-phoneme correspondences and taught high-frequency words with automaticity
* stop at the end of a sentence in response to a full stop (FIY3)
 |
| **Reading comprehension****ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect | * understand how adjectives describe a noun and verbs identify actions in a sentence
* recall key characters, events and/or information in text (UnT5)
 |
| **Spelling****ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts | * combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes (SpG5)
* segment single-syllable words into phonemes as a strategy for spelling (SpG4)
* add the plural-marking suffix (es) to base nouns that require no change when suffixed (SpG5)
 |
| **Handwriting****ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts | * form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction (HwK4)
 |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression version (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Oral language and communication****ENE-OLC-01 – communicates effectively by using interpersonal conventions and language with familiar peers and adults** | * ask questions using who, what, when, where, why or how
* tell a story or information to peers or adults using oral language (SpK1)
 |
| **Vocabulary****ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts | * understand and use words to describe shape, size, texture, position, numerical order, time and seasons (SpK3, CrT3)
 |
| **Reading comprehension****ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect | * understand that informative texts have different structures, features and forms (UnT5)
* predict purpose, type of text or topic from the title, illustration, image and/or form (UnT4)
* use visual cues in multimodal texts to interpret meaning (UnT5)
 |
| **Creating written texts****ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences | * include recognisable structural features for text purpose (CrT5)
* write a simple sentence with correct subject-verb-object structure to convey an idea (GrA2, GrA3, CrT4)
* use prepositional phrases to indicate time or place (GrA2)
* identify different purposes for writing (CrT4)
 |
| **Understanding and responding to literature****ENE-UARL-01 – understands and responds to literature read to them** | * identify texts that are composed for specific audiences and purposes
* create imaginative and/or informative texts relating to their own experience, the world and/or other texts (CrT3)
 |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and**[**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides), [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to identify the audience and purpose of text.

#### Success criteria

Students can:

* retell events from a familiar text
* use information, including titles and illustrations, to predict types of texts
* ask questions using who, what, where and when
* use prepositional phrases that indicate time
* use nouns in own writing
* write simple sentences with a subject-verb-object structure
* use words to describe the shape, size and texture of an object.

#### Resources

* Carle E (1994) The Very Hungry Caterpillar, Penguin UK. ISBN: 9780241003008
* [Resource 1: Retell prompts](#_Resource_1:_Retell)
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* Individual whiteboards
* Modelling clay
* Images of food items (teacher sourced)
* A3 paper (one per student)

### Lesson 1: The Very Hungry Caterpillar

1. Introduce the text The Very Hungry Caterpillar. Look at the illustrations on the front cover and explore the way the pages increase in size as the text progresses. Note the ‘hole’ in the food illustrations, then read the title and ask students to predict what type of text it might be.
2. Using individual whiteboards, students draw or write what they may already know about the text (or their predictions of it if they are not familiar with the text). Invite students to share their responses.
3. Read *The Very Hungry Caterpillar*.
4. Support students to recognise that *The Very Hungry Caterpillar* is a narrative. Discuss how a narrative tells a story or series of events that could be real or imagined. Prompt students to think more about the purpose of this text by asking if they think the text is real or imagined or both. For example, it tells a made-up story about a character (caterpillar) growing and changing (into a butterfly). However, it also gives real information about the life cycle of a caterpillar (that it hatches from an egg, forms a cocoon and turns into a butterfly).
5. Discuss how this text could be both entertaining and informative. Considering this, ask students who might enjoy reading this text and why.
6. Model giving an oral retell of the text.
7. In pairs, students recall the events in the text using [Resource 1: Retell prompts](#_Resource_1:_Retell) as a scaffold.
8. Brainstorm words from the text and record on a word wall.
9. Model using words from the text and the word wall to write a sentence about an event from the text. For example, ‘The caterpillar hatches from an egg. The caterpillar eats a lot of food. The caterpillar turns into a butterfly.’
10. Students draw a picture of an event from the text. Then, using the sentence starter ‘The caterpillar \_\_ \_\_’, they write about this event. Encourage students to use words on display in the classroom to support them.

**Too hard?** Students draw a picture showing an event from the text. Encourage students to label their drawing using words on display.

1. Students share their writing and discuss how these events could be real or imagined. For example:
* Imagined: a caterpillar does not eat chocolate cake, get a stomach-ache.
* Real: a caterpillar hatches from an egg, becomes a butterfly.
1. Revisit the text and ask if students could see a ‘pattern’ in the text. Discuss how the structure of this text, the repetition (but he was still hungry), makes the text entertaining (funny and enjoyable).

### Lesson 2: Asking who, what and when questions and using nouns in sentences

1. Open *The Very Hungry Caterpillar* to the first page with the egg on the leaf under the moon. Ask students what/who might have laid the egg, who might be inside, and why they think this.
2. Re-read the text. Highlight how the author has used the pronoun ‘he’ to follow what the character (who) does throughout the text.
3. Draw students' attention back to a sentence in the text. For example, ‘On Monday he ate through one apple.’ Ask:
* Who ate the apple?
* What did the caterpillar do?
* When did he eat it?
1. Repeat activity 3 by looking at different pages of the text and calling on different students to ask and answer who, what and when questions.
2. Ask students to recall what the caterpillar ate, and when he ate them. Draw a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings, ‘when’ and ‘what’, and record student responses. For example, under the ‘when’ column write ‘On Monday’, then under the ‘what’ column draw and write ‘an apple’. This will support independent writing in the next activity. Display the chart in the classroom for reference throughout the week.
3. Explain that the items in the ‘what’ column (food) are objects, and these are nouns. Discuss other nouns in the text, including caterpillar, egg, butterfly. Add these to the word wall from [Lesson 1](#_Lesson_1:_The) if appropriate.
4. Model writing a sentence, highlighting the correct use of punctuation (capital letter and full stop). For example, ‘The caterpillar ate ice cream.’ Identify the nouns in the sentence (caterpillar and food item).
5. Students draw a picture showing something that the caterpillar ate, then write a sentence to match it. Invite students to share their writing, identify the nouns in each other’s work and check for the correct use of capital letters and full stops.

**Too hard?** Students draw a picture showing what the caterpillar ate. Encourage students to use words on display to label their drawing.

**Too easy?** Using the T-chart in activity 5 as a scaffold, students write a sentence including when the caterpillar ate which food using the pronoun ‘he’. For example, ‘On Monday he ate an apple.’

**Early Stage 1 Assessment task 1 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**ENE-OLC-01** **–** communicates effectively by using interpersonal conventions and language with familiar peers and adults

* ask questions using who, what, when, where, why or how
* tell a story or information to peers or adults using oral language.

### Lesson 3: Prepositional phrases that indicate time

1. Re-read The Very Hungry Caterpillar. Explain that authors use prepositional language to give information about when (time) or where (place) something is happening.
2. Refer back to the T-chart from [Lesson 2](#_Lesson_2:_Who,) which shows when the caterpillar ate certain foods. Explain that the days of the week tell us when something is happening. For example, on Monday, on Tuesday. Explain that these are prepositional phrases and that the author has used these to show the reader when the events of the text are taking place. They show us that the text occurs over the period of a week.
3. Write the days of the week on an anchor chart. Highlight the use of the capital letter for the days of the week. Discuss the different types of activities students participate in throughout the week, either at school or at home, listing these under the day when it occurs. For example, going to the library, assembly, swimming lessons, dance class, soccer training.
4. Model an oral sentence using prepositional language and one of the activities, for example, ‘On Monday l go swimming.’
5. In pairs, students share a sentence using a prepositional phrase about an activity they do during the week.
6. Using an interactive writing strategy, co-construct an agreed sentence describing an activity that the class does on a particular day of the week. For example, ‘On Monday we go to the library. On Wednesday we play sport. On Friday we go to assembly.’
7. Explain that students will be writing a sentence using a prepositional phrase (day of the week) describing when they do something.
8. Students draw a picture of themselves participating in an activity on a particular day, then write a sentence to match it. Encourage students to use the anchor chart and other words on display to support their writing.

**Too hard?** Provide students with a sentence frame allowing them to write words or draw pictures in the blank space. For example, ‘On \_\_ I go to \_\_.’

**Early Stage 1 Assessment task 2 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**ENE-CWT-01** **–** creates written texts that include at least 2 related ideas and correct simple sentences

* use prepositional phrases to indicate time or place.

### Lesson 4: Writing sentences with verbs

1. Revisit the ending of The Very Hungry Caterpillar. Discuss what the caterpillar did after he finished eating through all the different foods over the week (built a house, nibbled a hole in the cocoon, pushed out of the cocoon).
2. Explain that verbs are action words, they describe something that a person or thing does.
3. Write the sentence, ‘The caterpillar ate spinach.’ Explain that a simple sentence can contain a subject, verb and object to convey an idea. Using different coloured markers, underline the subject (caterpillar) verb (ate) and the object (spinach) in the modelled example.
4. Provide students with modelling clay to make and act out a scene from the text showing an action that the caterpillar took. Encourage students to use verbs other than ‘ate’. For example, the caterpillar crawled out of the egg, the caterpillar built a cocoon.
5. Students share their sentences orally with a partner.
6. Select a student’s response and, using an interactive writing strategy, co-construct writing a sentence with the subject-verb-object structure.
7. Students independently write a sentence using the subject-verb-object structure based on their model from activity 4.

**Too hard?** Students are supported to write a sentence using a subject and verb. For example, The caterpillar ate/crawled/slept.

**Too easy?** Students include a prepositional phrase indicating time. For example, On Sunday the caterpillar built a house.

### Lesson 5: Describing objects and innovating on a text

1. Re-read The Very Hungry Caterpillar.
2. Using the food items from the text, experiment with adding words that describe their shape, size and texture. As this is done, ask students to close their eyes and visualise what they are hearing. For example, the caterpillar ate a crunchy apple; the caterpillar ate a sticky lollypop; the caterpillar ate a huge, sweet cupcake. Ask students what effect these descriptive words had and how this is different from the text.
3. In small groups, provide students with a range of food images. Ask them to brainstorm words that could describe the food’s shape, size, or texture. Encourage students to use their senses and think about the colour, taste, smell, and feel of the food to help generate ideas.
4. Display the food images and record the adjectives that the students provide. For example, a red/shiny apple, a round/juicy strawberry, a soft/squishy plum.
5. Explain that students will become authors and write a class story, like The Very Hungry Caterpillar, describing something they would like to eat.
6. Model writing a sentence using your own name as the subject to describe a favourite food item using descriptive language. For example, ‘Mrs Smith ate big doughnuts.’ Identify the subject, verb and object within the modelled example and highlight the adjective ‘big’ to describe the doughnuts.
7. Students select a food item from one of the class displays or from the text and draft their sentence on an individual whiteboard using the structure in activity 6.
8. Provide each student with a piece of A3 paper to publish their writing and draw a picture of themselves eating their chosen food.

**Too hard?** Provide students with a sentence frame to be completed with their name and chosen food item.

**Too easy?** Students add further detail by including a prepositional phrase to indicate time and quantity. For example, ‘On Saturday Josie ate 3 red apples.’

1. Revisit The Very Hungry Caterpillar asking students to locate the information on the front cover. For example, title, author, illustrator, image related to the text. Co-create a title page for the class text, including a title such as The Very Hungry Kindergarteners.
2. Collate students’ A3 pages, stapling them to create a book and chorally read the class story together.

**Early Stage 1 Assessment task 3 –** Collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-VOCAB-01** **–** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts

* understand and use words to describe shape, size, texture, position, numerical order, time and season.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* write a simple sentence with correct subject-verb-object structure to convey an idea
* identify different purposes for writing.

**ENE-UARL-01 –** understands and responds to literature read to them

* identify texts that are composed for specific audiences and purposes.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and**[**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides), [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to respond to and create informative texts.

#### Success criteria

Students can:

* explore the features of informative texts
* compare texts with a similar topic
* recall information from a text
* write simple sentences with a subject-verb-object structure
* use prepositional phrases that indicate place
* use planning strategies to create texts
* create an informative text.

#### Resources

* Zommer Y (2016) *The Big Book of Bugs*, Thames and Hudson Ltd, Great Britain. ISBN: 9780500650677
* Carle E (1994) The Very Hungry Caterpillar, Penguin UK. ISBN: 9780241003008
* [KWL chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562)
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* A4 paper (one per student)
* Art and craft materials
* Individual whiteboards
* iPads for taking photos
* Magnifying glasses (if available)

### Lesson 6: Exploring the features of informative texts

1. Introduce the text The Big Book of Bugs. Draw students’ attention to the features of this text, including the contents page, headings, index and illustrations. Given these features, ask students what type of text they predict it is (informative).
2. Point out that this text has many pages and that informative texts like this do not need to be read from the beginning to the end. Show students how to navigate the text using the contents page to look up specific information on the different pages. Explain that the text provides information about bugs.
3. Before reading the text, draw students' attention to the images on the front cover to activate prior knowledge. Ask students what they know about bugs and things they would like to learn. Explain that this text should help them learn new information (facts). Record student responses on a [KWL chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).
4. Read the beginning of The Big Book of Bugs including the sections ‘All Kinds of Bugs’ (page 6), ‘Bug Spotters’ (page 8) and ‘Bug Family Tree’ (page 10). Ask students questions about the text purpose and audience. For example:
* What is the author's purpose?
* Who might be the audience for this book?
* What did you notice about the text?
* How do the illustrations help you understand the information presented in the text?
* What new information have you learnt about bugs?
1. Re-read the ‘Bug Family Tree’ (on page 10) and, using individual whiteboards, allow students to draw pictures of the facts they hear (these may be already known facts or something new).
2. In pairs, students share the facts they learnt from the text.
3. Model writing a sentence about one of the bug facts on page 10. For example, Spiders have 8 legs.
4. Students independently write a sentence about one of the facts they drew in activity 5 using the verb ‘have’.

**Too hard? Provide student with a sentence starter, such as ‘Spiders have** \_\_ \_\_**’ to co-construct a sentence.**

**Too easy?** Students write multiple facts about the different bugs on page 10 of the text.

1. Remind students about the text explored in Week 1, The Very Hungry Caterpillar. Discuss how these 2 texts are the same or different.

**Early Stage 1 Assessment task 4 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect

* understand that informative texts have different structures, features and forms
* predict purpose, type of text or topic from the title, illustration, image and/or form
* use visual cues in multimodal texts to interpret meaning.

**ENE-UARL-01 –** understands and responds to literature read to them

* identify texts that are composed for specific audiences and purposes.

### Lesson 7: Prepositional phrases that indicate place

1. **Open** The Big Book of Bugs **to page 8, re-read the section entitled ‘Bug Spotters’.**
2. **Draw attention to the parts of the sentence, ‘They live under damp logs and stones and in dark flower pots.’ Explain that the words ‘under’ and ‘in’ show the reader where some bugs like to live. These are prepositional phrases that show where (place) an object is in relation to something else. Brainstorm and record other position words. For example, in, on, under, above, and in between.**
3. **Explain that students will become ‘bug detectives’, exploring different parts of the school grounds, locating and recording different types of bugs and where they have been found.**
4. **Remind students about insect safety, explaining that students should not touch any of the insects. It is important that detectives view and monitor, rather than touch and interact.**
5. **In pairs or small groups, students use magnifying glasses (if available) to explore and identify different bugs in the playground. Students use iPads to take photos of the bugs and where they have been found.**
6. **Back in the classroom, students share their findings. These may be recorded with words and illustrations on a** [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) **with the headings ‘what’ and ‘where’. For example, under the ‘what’ column draw and write ‘a slater’ (revise that these are nouns), then under the ‘where’ column draw and write ‘under a rock’ (revise that these are prepositional phrases). This will support independent writing in the next activity.**
7. **Model writing a sentence using a noun and a prepositional phrase to indicate place. For example, ‘The slater is under a rock.’**
8. **Students use their photos from activity 5 to independently write a sentence using a noun and prepositional phrase.**

**Too hard?** Provide students with the sentence frame, ‘I saw a \_\_.’

**Too easy?** Students use a descriptive word to describe the noun in their sentence. For example, ‘The slimy worm is in the soil.’

### Lesson 8: Writing facts using verbs

1. Revisit The Big Book of Bugs, reminding students of the intended audience and purpose of the text (to inform).
2. Explain that the class will be learning facts about more insects, including beetles, ladybirds, and butterflies. Read the pages about each of these insects. Using individual whiteboards, allow students to draw pictures of the facts they hear (these may be already known facts or something new).
3. Ask students to recall information from the text (or that they know) to describe the actions (verbs) of any of these creatures. For example, sleep, eat, flap.
4. Re-visit the page about butterflies and identify the verbs used in the text. Model writing sentences with the subject-verb-object structure that describes the actions of a butterfly. For example, ‘Butterflies suck up nectar. Butterflies flap their wings. Butterflies spread pollen.’
5. Students select a bug from activity 2. In pairs, students describe one of its actions. This may be already known or learnt from the text.

**Too hard?** Students write a sentence using a subject and verb. For example, ‘Ladybirds fly.’

1. Re-visit The Very Hungry Caterpillar and look at the page where the caterpillar turns into a butterfly. Discuss how the butterfly is represented differently in the 2 texts. For example, in The Very Hungry Caterpillar, the butterfly marked the end of the narrative, whereas The Big Book of Bugs provides readers with real information (facts).

### Lesson 9: Planning and drafting an informative text

1. Revisit the contents page from the text The Big Book of Bugs. Remind students that a contents page is used to locate information in a text.
2. Explain that students will be creating an informative text about one of the bugs from the text.
3. Select 3 new bugs from the text, modelling how to locate them in the text using the contents page. Read each section about the bug, and using individual whiteboards, allow students to draw pictures of the facts they hear about these bugs.
4. Ask students to recall facts from the text (or other facts that they know) and model recording responses on an anchor chart with a heading for each bug to create a list of bug facts.
5. Using an interactive writing strategy, co-construct several simple sentences using the information that students recorded on the anchor chart. For example, ‘Spiders have 8 legs. Bees make honey. Earthworms dig tunnels.’
6. Students use A4 paper to create a planning sheet, drawing and writing a fact about one of the bugs chosen in activity 3. This will be published as a multimodal text in [Lesson 10](#_Lesson_10:_Presenting).

**Too hard?** Modify the number of facts that students draw/write about. Use co-constructed sentences from activity 5 to support.

**Too easy?** Students record multiple facts about several bugs.

1. In pairs or small groups, students share the facts they have recorded on their planning sheets. Students will use these planning sheets in [Lesson 10](#_Lesson_10:_Write). **Optional:** Students play a game of ‘Who am I?’ answering questions to stated facts learnt from the class bug fact sheets in [Lesson 9](#_Lesson_9:_Planning). Example facts and questions may include:
* I have 8 eyes, who am I?
* I have 4 bendy legs, who am I?
* I spray poison, who am I?

### Lesson 10: Presenting information

1. Students review and edit their planning sheets from [Lesson 9](#_Lesson_9:_Draw), ensuring they have used correct punctuation and using words on display to check spelling.
2. Students publish their writing to create a multimodal text to present their bug facts. Suggested multimodal examples include:
* design a poster
* create a slide show with narration using [PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116)
* use [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70)
* record a short video using a simple app or familiar software.

**Early Stage 1 Assessment task 5 –** Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences

* include recognisable structural features for text purpose.

**ENE-UARL-01** **–** understands and responds to literature read to them

* create imaginative and/or informative texts relating to their own experience, the world and/or other texts.

## Resource 1: Retell prompts



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