# English – Early Stage 1 – Unit 16



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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. |

[English Syllabus K–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. Context is viewed as factors acting upon composers and responders that impact on meaning. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of ‘context’ can be supported through watching the department’s video: [Context (5:23)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts/context).
3. While ‘context’ is the mentor concept for the conceptual component of this unit, the supporting concept of ‘imagery, symbol and connotation’ can be explored using the mentor text *All I Want for Christmas* by Cori Brooke.
4. For some school contexts students may be sensitive to the topic of rain. Please consider how students may respond and adapt lessons as needed.
5. Note for [Lesson 3](#_Lesson_3:_Compound) – teachers will need to select a video from the [Play School ‘Our celebrations’](https://www.abc.net.au/abckids/shows/play-school/extension-ideas/our-celebrations/12935564) series that relates to the context of your students. Teachers will need to log in to the website for access to the video. Note also that the Early Education Notes are available for download from the site and provide information about the topics covered in the series.
6. Note for [Lesson 1](#_Lesson_1:_Making_1) and [Lesson 4](#_Lesson_4:_Rain) – teachers will need to source an audio recording of rain and a storm. A simple rain maker could be made by adding rice into a cardboard tube and sealing the ends.
7. Refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary) for information on context and imagery, symbol and connotation.
8. 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.
9. 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 6 February 2023 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 | * identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes (PhA4) * blend aloud all phonemes when asked to delete, add or substitute an initial phoneme (PhA5) |
| **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** | **N/A** |
| **Phonic knowledge**  **ENE-PHOKW-01 –** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts | * decode words containing split digraphs and vowel digraphs (PKW5) * experiment with encoding high-frequency words containing split digraphs and vowel digraphs |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity | * read words automatically then apply to texts * know that pace and expression vary when reading, according to the audience and purpose |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect | * use known vocabulary to work out or refine the meaning of unknown words |
| **Spelling**  **ENE-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts | * segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG4) * experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts | * apply taught handwriting skills when creating texts |

### 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** | * **listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings** * **use connectives such as and, but and because when speaking** (SpK2) * **use a combination of sentences to elaborate and connect ideas** (SpK3) |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts | * use vocabulary that is personal |
| **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 * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) |
| **Creating written texts**  **ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences | * create a text including at least 2 related ideas (CrT5) * create written texts that describe, give an opinion, recount an event, convey a story * identify and use verbs in simple sentences, including in own writing (GrA2) * identify and use nouns in simple sentences, including in own writing (GrA1) * recognise a simple sentence in own writing (GrA3) * experiment with writing compound sentences and recognise that each clause makes meaning by itself (GrA4) * use personal pronouns in own writing (CrT7) * intentionally select nouns, verbs, adjectives and articles in own writing * use drawing, images or mind maps to support planning and writing (CrT4) * edit their texts after receiving feedback |
| **Understanding and responding to literature**  **ENE-UARL-01 – understands and responds to literature read to them** | * identify aspects of their own world represented in texts (UnT4) * create imaginative and/or informative texts relating to their own experience, the world and/or other texts (CrT3) * identify and discuss how creative languageand/or symbols enhance enjoyment in texts |

## 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 make connections to a text and to write sentences that describe.

#### Success criteria

Students can:

* make connections between texts and personal experiences
* demonstrate an understanding of their own and others’ context
* write simple sentences and attempt compound sentences
* write sentences to describe an illustration
* identify and use nouns, verbs and adjectives in own writing.

#### Resources

* Brooke C (2017) All I Want for Christmas is Rain (Forward M, illus), New Frontier Publishing, Australia, ISBN: 9781925059953.
* [Resource 1: T-chart](#_Resource_2:_T-chart) (enlarged copy)
* [Resource 2: Adjective and nouns](#_Resource_2:_Adjectives) (enlarged copy and student copies)
* [Resource 3: Compound sentence](#_Resource_3:_Compound) (enlarged copy and student copies)
* [Resource 4: Before and after the rain](#_Resource_4:_Before) (enlarged copy and student copies)
* A4 paper, drawing or art materials for each student ([Lesson 5](#_Lesson_5:_Describing))
* Images of Christmas trees.

### Lesson 1: Making connections

1. As a lesson introduction play gentle rain sounds or use a rain maker (see Teacher notes) to settle and prepare students to read.
2. Without showing or discussing the book, open the double page at the front that shows the farm. Ensure the text is covered. Ask students to describe what they see. Recast descriptions if needed. Extend student’s observations by prompting them to look closely at the colours the illustrator has used.
3. Ask students to suggest some questions that could be asked to help understand what the illustrations and book might be about. For example, ‘Who lives on the farm? What sort of farm is it? Why is there no grass?’

**Too easy?** Students write questions on a sticky note and place on the double page of the text.

1. Ask students why they think rain sounds were played at the start of the lesson and discuss the importance of rain for the farm. Support students to make text-to-text and text-to-self connections. For example, students may make connections to books about a farm or a personal experience of seeing the impact of a drought. Some students may choose to share the personal impact rain has had on them, provide support if needed.
2. After reading the blurb on the back and dedication on the first pages, read the book and discuss unfamiliar vocabulary and phrasing. For example, ‘My mission was clear – I had hatched a great plan.’
3. Discuss why Jane wished for rain, the personal importance of her wish and what that shows of Jane’s character – that she is compassionate and selfless. Ask students to think of a wish they could make to help other people, just like Jane did. Provide thinking time for students, explaining that good writers take time to think carefully.
4. Use a student’s wish to model writing a simple sentence. For example, ‘I wish that my Nanna had a new car.’ Demonstrate adding a conjunction to extend the sentence and add an explanation. For example, ‘I wish my Nanna had a new car so she could come and visit us.’
5. Students draw their wish or want and write a sentence to match.

**Too hard?** Students draw and label their wish with single words or a sentence fragment.

**Too easy?** Students write a compound sentence to explain their wish.

1. Copy a student’s sentence onto the board. Ask students to identify the nouns, verbs, pronouns, articles.

### Lesson 2: Understanding contexts and settings

1. Ask students to retell the narrative *All I Want for Christmas is Rain*. Revise the setting and Jane’s wish.
2. Discuss [context](https://curriculum.nsw.edu.au/resources/glossary) as a concept. Explain that where someone lives, what they have done and what they know about, affects how they create texts. Share information about the author and illustrator and discuss their similarities:

* Author: Cori Brooke lives in Brisbane, Australia and enjoys writing children’s books.
* Illustrator: Megan Forward lives in Brisbane and as a little girl loved picture books and dreamed of creating her own books one day.
* Both have grown up in Australia where it is very hot in summer.

1. Discuss the students’ context – the place where they live and its unique features, some of the experiences they have had and their special interests. Support students to share how contexts differ amongst the class.
2. Explain that *All I Want for Christmas is Rain* is a narrative about Jane’s context – where she lives and what she experiences. Explain that not all people celebrate Christmas, and they may have other celebrations instead. Highlight that every family is different, and some families/cultures/religions celebrate giving at Christmas time. Other families/cultures/religions have different giving traditions. Use the student’s context to deepen conversations. Draw out any similarities between contexts such as gift giving, family time, holidays.
3. Explain to students that there are a range of symbols and images in the text that relate to the character’s Christmas context. Look through the text and identify examples, such as: ornaments on the Christmas tree including a star and reindeer, presents underneath wrapped with coloured paper and ribbons.
4. Display a teacher-sourced image of a Christmas tree and label ‘Christmas tree’. Display the front cover of *All I Want for Christmas is Rain* and discuss the similarities and differences between the tree on the cover and the tree shown.
5. Review the terms [noun](https://curriculum.nsw.edu.au/resources/glossary) and [adjective](https://curriculum.nsw.edu.au/resources/glossary). Use [Resource 1: T-chart](#_Resource_1:_T-chart) to list adjectives to describe both trees. For example, the tree on the cover of *All I Want for Christmas is Rain*: dry, brown, leafless; the teacher sourced image of a Christmas tree: green, leafy, beautiful.
6. Re-read the text and ask students to listen carefully for adjectives.
7. Display an enlarged teacher copy of [Resource 2: Adjectives and nouns.](#_Resource_2:_Adjectives) Create a list of nouns and adjectives. Model writing a simple sentence using adjectives to describe a noun. For example, ‘The cool rain fell on the farm.’
8. Distribute individual student copies of [Resource 2: Adjectives and nouns.](#_Resource_2:_Adjectives) Students write adjectives to describe the nouns.
9. Students select images and write simple sentences using adjectives to describe the nouns.

**Too hard?** Students work in pairs to write simple sentences.

**Too easy?** Students select a page from the text and write a series of simple sentences using adjectives and nouns to describe the images.

1. Ask students if they know what Christmas ‘looks like’ in other parts of the world. Invite students to share examples. For example:

* Japan – Christmas is a winter holiday time where many families come together to share a meal, especially of chicken
* Finland – it is winter, Santa Claus is believed to live in the north of Finland, Pukki the Christmas goat leaves a gift under the tree
* Australia – Christmas is a summer holiday, many families decorate a Christmas tree and give gifts.

**Early Stage 1 Assessment task 1 –** 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 how adjectives describe a noun and verbs identify actions in a sentence
* use background knowledge when identifying connections between a text, own life, other texts and/or the world.

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

* identify aspects of their own world represented in texts
* identify and discuss how creative language and/or symbols enhance enjoyment in texts.

### Lesson 3: Compound sentences

1. Review the text, All I Want for Christmas is Rain and note that Christmas is one celebration amongst many that occur throughout the year. Revise other celebrations.
2. View a teacher-selected video from the [Play School 'Our Celebrations'](https://www.abc.net.au/abckids/shows/play-school/extension-ideas/our-celebrations/12935564) series. Encourage students to share text-to-self connections about celebrations. Add celebrations to a list for students to refer to later in the lesson.
3. Display the words ‘because’, ‘and’ and ‘but’ and identify as conjunctions or joining words. Review that when 2 simple sentences are joined together with a conjunction, they form a [compound sentence](https://curriculum.nsw.edu.au/resources/glossary).
4. Model using conjunctions to orally link ideas from the ‘Our celebrations’ videos. Refer to the displayed words to support students’ use of each conjunction. For example:

* I like celebrating Diwali **because** my family decorates our house with lights.
* My favourite celebration is NAIDOC Week, **and** I like the smoking ceremony.
* I like decorating the Christmas tree, **but** I don’t like eating the Christmas cake.

1. Note that when using a conjunction in a sentence, the ideas relate to each other and/or provide additional information.
2. Display the text, All I Want for Christmas is Rain and discuss the way the family celebrate Christmas. Ask students to compare the celebration in the text to their family celebrations.
3. Students turn and talk to a partner to describe a favourite family celebration.
4. Display an enlarged copy [Resource 3: Compound sentence](#_Resource_3:_Compound) and draw a quick illustration of a family celebration.
5. Model writing a simple sentence about the celebration. For example, ‘My family likes celebrating birthdays.’
6. Write a second simple sentence that describes why you like the celebration. For example, ‘We like eating birthday cake.’ Reinforce that each sentence makes meaning by itself.
7. Model joining the 2 related sentences with the conjunction ‘because’ to show a reason. Underline each clause. For example, ‘My family likes celebrating birthdays **because** we like eating birthday cake.’
8. Distribute student copies of [Resource 3: Compound sentence](#_Resource_3:_Compound). Students draw a picture of their own family celebration and experiment with writing a compound sentence using 2 related ideas and the conjunction ‘because’.
9. Students share their writing with the class.

**Too hard?** Scaffold the joint construction of sentences on whiteboards. Students copy the modelled sentence.

**Too easy?** Students write compound sentences using a variety of connectives to add detail to their writing.

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

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

* use connectives such as and, but and because when speaking.

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

* **creates written texts that include at least 2 related ideas**
* experiment with writing compound sentences and recognise that each clause makes meaning by itself
* use drawing, images or mind maps to support planning and writing.

### Lesson 4: Writing to describe

1. Re-read the text, All I Want for Christmas is Rain, from the double page where Jane wakes up on Christmas morning and hears the rain, through to the end of the text.
2. Discuss how Jane and her family are feeling when they see the rain falling on the farm. For example, they are celebrating by dancing and laughing in the rain. Revise the importance of the rain and why they are grateful for the gift of rain.
3. Play teacher-sourced sound effects of a rain and a storm – see [Teacher notes](#_Teacher_notes).
4. Students sit in a circle. Model using body percussion to create the sounds of a rainstorm. For example:

* rub hands together – the wind
* tap one finger on the palm of your hand – the first raindrops
* tap all 4 fingers – many raindrops
* full hand clapping – rain is becoming intense
* slap on thighs – the thunder
* repeat actions in reverse order to signify storm dying down.

1. Create a three-column anchor chart labelled ‘Nouns’, ‘Adjectives’ and ‘Verbs’. Review the meaning of each term.
2. Turn to the final birds-eye view of the farm and ask students to identify the things they can see in the picture. Identify them as nouns. For example, mud, family, tractor. Write examples on the anchor chart.
3. Ask students to suggest adjectives and a verb that add meaning to the noun. For example, yellow (adjective), stuck (verb).
4. Model writing a simple sentence using nouns, adjectives and verbs. For example, ‘The yellow tractor is stuck in the mud.’ Ask students to identify verbs and adjectives that add meaning to the nouns. Identify the use of relating verbs, such as ‘is’, if required.
5. Students identify an object (noun) from the illustration of the farm and write a sentence describing it with carefully selected adjectives and a verb. Students can create an illustration to represent the object (noun) that they have described. Discuss with students the importance of matching their illustrations to the adjectives they have selected.

**Too hard?** Write simple sentences on a mini whiteboard. Students copy one of the sentences and draw a picture to match.

**Too easy?** Students use a combination of simple and compound sentences to describe their actions. Students may also provide adjectives for more than one noun in the sentence. For example, ‘The yellow tractor is stuck in the sticky mud.’

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

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

* create written texts that describe, give an opinion, recount an event, convey a story
* identify and use verbs in simple sentences, including own writing
* identify and use nouns in simple sentences, including in own writing
* intentionally select nouns, verbs, adjectives and articles in own writing.

### Lesson 5: Describing context

1. Display the first double page of the text, All I Want for Christmas is Rain, and focus on the illustrations. Consider how the illustrator has represented the landscape before the rain. For example:

* the colours – shades of brown
* the size of the trees and houses
* the empty spaces.

1. Display the last double page. Discuss how the illustrations have changed after the rain. For example:

* the colours – green, soft blues and yellows
* the size of Jane, the dog and the trees.

1. Explain how the illustrator’s use of colour and size adds meaning to the mood of the characters. For example:

* before the rain – sadness, everything was bare
* after the rain – happy, looking forward, big green trees.

1. Provide students with a copy of [Resource 4: Before and after the rain](#_Resource_4:_Before).
2. Students draw scenes to match the labels.
3. Model writing 2 simple sentences to describe the ‘before the rain’ landscape on [Resource 4: Before and after the rain](#_Resource_4:_Before). For example:

The farm is **dry**. The paddocks are **bare**. Explain that in these sentences the adjectives are working with the verbs (is/are) to describe the nouns (farm/paddocks).

1. Students write their own simple sentences to describe their ‘before the rain’ drawing. Encourage students to include adjectives to describe the nouns.
2. Students share their writing with a partner to make sure that each sentence is a complete thought.
3. Use the sentences from activity 6 to model creating a compound sentence by joining 2 simple sentences with a conjunction. Highlight the conjunction that joins the 2 clauses. For example, ‘The farm is dry and the paddocks are bare.’
4. Students use their own sentences to create a compound sentence.
5. Support students to create an additional compound sentence to match their ‘after the rain’ drawing on [Resource 4: Before and after the rain](#_Resource_4:_Before).
6. Students attach their writing to their drawing and share their work with the class. Peers check for meaning and provide feedback.
7. To review key learning from the lesson, display the page where the farmer and his dog are on the dry farm. Read the text and have students locate where compound sentences have been used. Highlight that each clause makes meaning by itself, and that the sentences are joined by a conjunction. For example:

* Compound sentence: Our dams are dry **and** our pastures are dry.
* Compound sentence: The farmers need help **and** I thought of you.

**Too hard?** Assist students to write simple sentences.

**Too easy?** Students write a combination of simple and compound sentences to describe and contrast the scenes.

**Early Stage 1 Assessment task 4 –** Collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content points:

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

* create written texts that describe, give an opinion, recount an event, convey a story
* recognise a simple sentence in own writing
* experiment with writing compound sentences and recognise that each clause makes meaning by itself.

## 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 use background knowledge to make connections between their own life and a text.

#### Success criteria

Students can:

* listen for a purpose and share thoughts and feelings
* use article nouns and verbs in sentences
* share personal stories
* use personal pronouns in sentences
* use adjectives in sentences.

#### Resources

* Zamorano A (2003) Let’s Eat! (Vivas J, illus), Scholastic, US. ISBN: 9780439067584
* [Resource 5: Green pancake recipe](#_Resource_5:_Green) (enlarged copy)
* [[Resource 6: Empty chair](#_Resource_4:_Compound)](#_Resource_6:_Empty_1) (enlarged copy and student copies)
* [Resource 7: My favourite meal](#_Resource_X:_My) (enlarged copy and student copies)
* [Play School: Let's Eat!](https://iview.abc.net.au/video/CK2048H001S00)
* [Play School: Our Celebrations](https://iview.abc.net.au/show/play-school/series/2019/video/CH1812H016S00)

### Lesson 6: Introducing *Let’s Eat!*

1. Introduce the text Let’s Eat! by Ana Zamorano. Look at the front cover and read the title. Students discuss with a partner something they like to eat. Invite some students to share what their partner said they liked to eat. Ask students to name some of the foods they predict will be in the book.
2. Read Let’s Eat!
3. Discuss aspects of the text that are familiar and things that are new to the students. Prompt students to consider where they think the family lives. Model the use of connectives such as ‘and’, ‘but’ and ‘because’ to prompt additional information about student predictions. For example, ‘I can see lots of tomatoes **and** I can hear different words spoken. I think the family lives in a village **because** there are lots of houses and gardens.’
4. Display and discuss the glossary at the end of the text and its purpose – to describe unfamiliar terms (the foods) in the text. Identify the foods from the daily list.
5. Encourage text-to-self connections by polling students on foods from the text that they have eaten. This can be done by students using a thumbs up if they have tasted a dish and a thumbs down if they have not.
6. List the days of the week and ask students to recall any foods that their family regularly eat on a particular day. For example, tacos on Tuesdays, fish and chips on Fridays.
7. Model drawing a picture of a family meal and writing a sentence about the meal that includes a day of the week. For example, ‘We like to eat spaghetti on Sundays.’ ‘My family eats tacos on Tuesday.’
8. Students draw pictures of a favourite family meal and write a sentence that describes it.
9. Share student writing, discuss the differences between families and how the differences can reflect the various contexts of each family.

**Too hard?** Provide students with a model to write words or phrases to label foods.

**Too easy?** Students write a weekly sequence to describe the meals routinely shared using simple and compound sentences.

### Lesson 7: Using articles, nouns and verbs

1. Display Let’s Eat! and discuss Mama’s role as the person who always cooks the meals.
2. Make text-to-self connections by discussing the students’ favourite foods and who cooks them. Encourage discussions about extended family members who cook including grandparents, aunts and uncles. Remind students that each person’s context and experiences are different.
3. Discuss if students help with cooking. Students turn and talk to share cooking routines in their families.
4. Watch teacher-selected sections (where the cooking occurs) in [Play School: Let's Eat! (3:03-9:17)](https://iview.abc.net.au/video/CK2048H001S00).
5. Note the section where the Play School team make green pancakes and display an enlarged copy of [Resource 5: Green pancake recipe](#_Resource_4:_Compound). Explain that some of the words are missing and students will need to work out what they might be. Prompt students to use information from the Play School clip.
6. Read the ingredients list and method, filling in words as needed. Focus student learning on the use of:

* ingredients which are listed as nouns and each noun has an article, for example, a banana, an egg, the oats
* action verbs at the beginning of each step to tell the reader what to do, for example, add, cut, pour.

1. Read the ‘method’ as students mime the verbs.
2. **Optional**: Make the pancakes with students if resources are available.
3. Students can draw and write simple and compound sentences about the green pancakes with a focus on the intentional selection of articles, nouns and verbs. Students may also use adjectives to describe nouns. For example, green spinach or ripe banana.
4. Students illustrate their writing with matching ingredients.

**Early Stage 1 Assessment task 5 –** Observations and work samples 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**

* intentionally select nouns, verbs, adjectives and articles in own writing.

### Lesson 8: Sharing personal stories, thoughts and feelings

1. Review the text, Let’s Eat! to identify images of people sharing food. Discuss the characters’ actions while they are sharing the food, for example, smiling, laughing, chatting, cutting. Considering the context of the text, ask students to think about why Mum repeats ‘¡Aye qué pana!’? Discuss with students what this might mean and why they think Antonio says it at the end of the story. Invite students to share if they would like to be part of Antonio’s family dinners and why. Student may like to include in their responses how are they similar or different to their own.
2. Explain that students will discuss a celebration when they have shared a special meal. To support these discussions, co-create success criteria for effective conversations. For example, students will:

* share details of their special celebration
* use simple and compound sentences to add more detail
* listen carefully to what others say
* add thoughts and feelings about the discussion.

1. Model using the success criteria to recount sharing a meal for a special celebration.
2. Model using language that is personal to you. For example, using the names of your family members, describing your favourite meal with details, including a personal opinion.
3. Encourage students to refer to the success criteria to provide feedback about the special celebration.
4. Model accepting the responses. For example, ‘I am glad you enjoyed the story about my birthday. I had lots of fun with James and Eli. I think your birthday party will be lots of fun too.’
5. In small groups or pairs, students take turns to recount a time when they shared a meal for a special celebration. Students listen and share their thoughts, responding with comments that explain their ideas.
6. Students draw a picture of the celebration and write a description of the event using vocabulary that is personal.
7. Watch Play School – [Our Celebrations: 1 (27:36)](https://iview.abc.net.au/show/play-school/series/2019/video/CH1812H016S00) – The surprise birthday party (24:00 to end) to further explore personal vocabulary and contextual celebrations.
8. Place students into small groups again. Students orally plan an imagined party for a guest. For example, a party for their favourite soft toy. Students may choose to list or draw items needed on mini whiteboards.
9. Select groups to act out the surprise party and explain their planning and actions.
10. Ask other students to share their thoughts and feelings about the imagined party. Encourage students to use connectives to extend their sentences and explain their thinking.

**Early Stage 1 Assessment task 6 – Observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:**

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

* listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings
* use connectives such as and, but and because when speaking
* use a combination of sentences to elaborate and connect ideas.

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

* use vocabulary that is personal.

### Lesson 9: Understanding personal pronouns

1. Review [personal pronouns](https://curriculum.nsw.edu.au/resources/glossary) as words that are used in place of a noun. Brainstorm and list personal pronouns. For example, I, you, me, we, he, she. Display the pronouns on cards in an easy to see location.
2. Display a sentence from the text, Let’s Eat, that explains why a family member is missing the meal. Highlight the personal pronouns and draw a small icon above the pronoun to indicate its character reference. For example,‘**I** find Granny busy in **our** garden. **She** says, “**My** dear little Antonia, **I** can’t come to the table right now. **I**’m busy picking tomatoes”.’
3. Display the double page where the family eats without the sister, Alicia. Identify the empty chair and ask who is missing from the family meal. Orally model a compound sentence to explain why Alicia is missing. For example, ‘Alicia is missing the family meal **because** she is learning to dance with her friends.’
4. Model an alternative reason for Alicia’s absence using a conjunction and the correct personal pronoun. For example, ‘Alicia is missing because she missed the bus home from school.’
5. In pairs, students select a character from the text and create an alternative reason for the character’s absence using a conjunction and the correct personal pronoun in the second clause.
6. Place a chair at the front of the classroom and ask students to imagine that this chair is at a family dinner table at their house, but it is empty. Ask students to think about who they would invite to sit in the empty chair. Discuss students’ reasons for inviting the guest.
7. Display an enlarged copy of [Resource 6: Empty chair](#_Resource_6:_Empty) Model:

* writing a simple sentence beginning with ‘I would invite ….’ For example, ‘I would invite Kate.’
* writing a compound sentence about the guest using a conjunction and personal pronoun. For example, ‘She is fun, and we can play games.’

1. Ask students to provide feedback about the writing using the [2 stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) strategy.
2. Model receiving feedback and editing your writing.
3. Distribute student copies of [Resource 6: Empty chair](#_Resource_6:_Empty). Students draw their chosen guest sitting on the chair. Support students to write a simple sentence using the sentence starter and a compound sentence to describe their guest.
4. Students read their writing to a partner who provides feedback using the [2 stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) strategy.
5. Students edit their writing to incorporate feedback.

T**oo hard?** Co-construct simple sentences with students.

**Early Stage 1 Assessment task 7 –** Observations and work samples 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**

* experiment with writing compound sentences and recognise that each clause makes meaning by itself
* edit their texts after receiving feedback
* use personal pronouns in own writing.

**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.

### Lesson 10: Choosing vocabulary to describe

1. Display the double page showing the family eating at the table without the brother, Salvador. Discuss the food on the table. Model using adjectives to describe each dish. For example, a bowl of **green** salad leaves with **juicy**, **red** tomatoes.
2. Focus on the empty space on the table. Ask what food is missing from the meal. Considering the context of this story, brainstorm and list foods that may be added to complete the meal.
3. Ask students to imagine that they are invited to this family meal, and they are sitting in the empty chair. Students choose the food that they would bring to the table. Encourage a personal response. For example, ‘My favourite part of the meal is dessert. I would bring ice-cream and sweet, red strawberries.’
4. Model using an enlarged copy of [Resource 7: My favourite food](#_Resource_7:_My) to draw or paint the food that you would bring to the table. Model writing sentences to describe using adjectives and nouns. For example, ‘My favourite food is strawberry ice-cream because it is cold and yummy.’
5. Distribute student copies of [Resource 7: My favourite food](#_Resource_7:_My). Students draw or paint their family's favourite food and write descriptive sentences using adjectives and nouns.
6. Conduct a gallery walk sharing all the different foods students have brought to the table.

**Too hard?** Students draw and label their favourite food.

**Too easy?** Students plan a short menu for a family meal providing reasons for their choices.

## Resource 1: T-chart

|  |  |
| --- | --- |
| *All I Want for Christmas is Rain* | Christmas tree |
|  |  |

## Resource 2: Adjectives and nouns

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| image | adjective | noun | image | adjective | noun |
| rain | cool | rain | Santa face |  |  |
| Train silhouette |  | train | Border collie dog |  |  |

|  |
| --- |
| **Write a simple sentence.** |
| **Write a simple sentence.** |

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## Resource 3: Compound sentence

|  |
| --- |
| My family celebration |
|  |
| I like celebrating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Resource 4: Before and after the rain

|  |  |
| --- | --- |
| Before the rain | After the rain |
|  |  |

## Resource 5: Green pancake recipe

|  |  |
| --- | --- |
| **Ingredients**  One cup of spinach  An egg  A banana  One cup of oats  A splash of water  An image of a stack of pancakes | **Method**   1. Add the spinach to the blender. 2. \_\_ an egg into the blender. 3. Cut up \_\_ banana and add it to the mix. 4. Pour in \_\_ oats. 5. \_\_ ingredients until they are smooth. 6. Pour in a splash of water if the mix is too thick. 7. \_\_ small amounts of pancake mixture into \_\_ hot pan until it bubbles. 8. \_\_ the pancake and leave in the pan until it is cooked. |

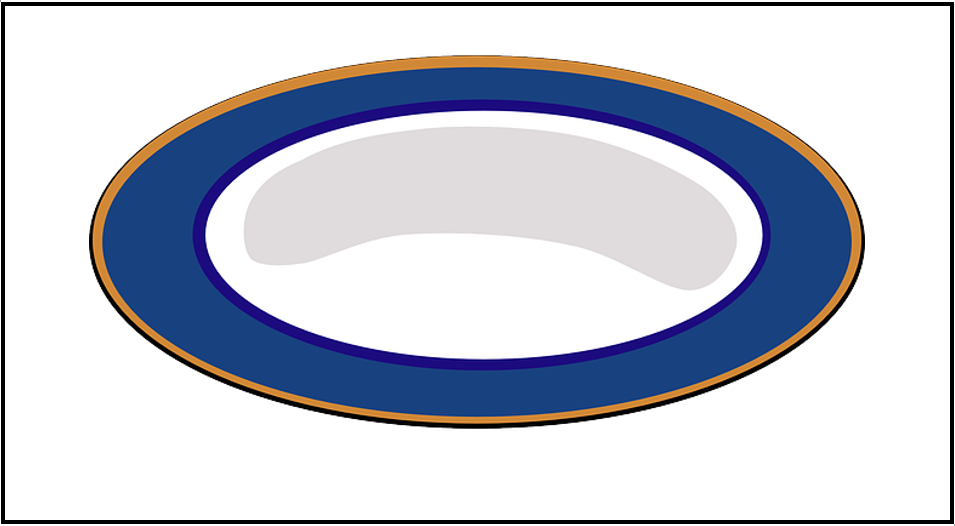
[“Pancakes”](https://pixabay.com/vectors/pancakes-breakfast-hot-cake-syrup-576229/) by [OpenClipart-Vectors](https://pixabay.com/users/openclipart-vectors-30363/) is used in accordance with the [Pixabay License](https://pixabay.com/service/terms/).

## Resource 6: Empty chair

|  |  |
| --- | --- |
| Wooden dining chair | I would invite  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

[“Wooden chair”](https://pixabay.com/vectors/wooden-chairs-furniture-brown-575885/) by [OpenClipart-Vectors](https://pixabay.com/users/openclipart-vectors-30363/) is used in accordance with the [Pixabay License](https://pixabay.com/service/terms/).

## Resource 7: My favourite food



[“Dinner plate”](https://pixabay.com/vectors/plate-dinner-empty-food-dish-blue-31733/) by [Clker-Free-Vector-Images](https://pixabay.com/users/clker-free-vector-images-3736/) is used in accordance with the [Pixabay License](https://pixabay.com/service/terms/).

## References

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Brooke C (2017) All I Want for Christmas is Rain (Forward M, illus), New Frontier Publishing Australia.

Zamorano A (2003) Let’s Eat! (Vivas J, illus.) Scholastic, US.