# English – K-2 multi-age – Year A – Unit 19



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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 (Early Stage 1) * Print conventions (Early Stage 1) * 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 K–10 Syllabus](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. During Week 2, students are asked to bring in an artefact or object that is significant to their culture or family. The artefact could represent something from their own culture. For example, a teapot, a piece of cultural clothing, cultural food, a cultural decoration. It could also be a photograph of something, including a cultural celebration, tradition, or family event.
2. Representation is the depiction of a thing, person, or idea in written, visual, performed or spoken language. It can reflect the natural world realistically or convey people, objects, experiences and ideas in a more abstract way – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
3. Understanding of representation can be supported through watching the department’s video: [Understanding representation video (2:46)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset9).
4. 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/textual-concepts-and-processes-resource).
5. Understanding of context can be supported through watching the department’s video: [Understanding context video (5:24)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts/context).
6. Other texts to supplement this unit could include: *New Year Surprise!* Christopher Cheng and Di Wu, *Going to the Footy* by Debbie Coombes, *The Color Collector* by Nick Solis and Renia Metallinou, *The Katha Chest* by Radhiah Chowdhury and Lavanya Naidu.
7. For information on nouns, adjectives, prepositions, and conjunctions refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
8. A [noun group](https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/language-conventions/noun-groups#:~:text=A%20noun%20group%20is%20a,resource%20for%20building%20up%20descriptions.) is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum’s, Mr Smith’s) plus one or more adjectives or adverbs. They are an important language resource for building descriptions.
9. Eye-to-Eye, Knee-to-Knee is an oral language strategy where students sit and face each other and share ideas, opinions, or knowledge about a topic.
10. 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.
11. 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 15 September 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).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Phonological awareness**  **ENE-PHOAW-01 –** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts   * blend aloud all phonemes when asked to substitute a medial vowel phoneme | **N/A** |
| **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 | **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 * experiment with encoding high-frequency words containing split digraphs and vowel digraphs | **Phonic knowledge**  **EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts   * blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6, PKW7) * segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts (SpG8) * decode words with less common consonant digraphs and apply this when reading texts * decode words with trigraphs and quadgraphs and apply this when reading texts |
| **Reading fluency**  **ENE-REFLU-01 –** reads decodable texts aloud with automaticity   * know that fluent reading involves recognising and reading words accurately and automatically | **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors   * self-correct when fluency and/or meaning is interrupted * vary pace when reading according to the audience and purpose (FlY4) |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * use known vocabulary to build a mental model of the content of the text * stop reading when a break in comprehension is registered * re-read to check if an error was made | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * draw on sources to seek clarification for unknown words * monitor understanding to ensure meaning is sustained and expanded through the whole text (UnT6) |
| **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 * segment multisyllabic words into syllables and phonemes as a strategy for spelling * experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words * spell high-frequency compound words and homophones comprising taught graphemes | **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts   * segment single-syllable words into phonemes as a strategy for spelling (SpG4) (Year 1) * use extended phonic code for taught consonant phonemes |
| **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 right direction | **Handwriting**  **EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts   * use taught software functions to create texts in a range of modes for different contexts, audiences and purposes |

### 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).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **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 * understand there are many languages that are used by family, peers and community | **Oral language and communication**  **EN1-OLC-01 – communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions**   * listen to or engage with texts for enjoyment and recognise that their own experiences can shape their ideas and opinions of texts * understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification * use adjectives and adverbs to elaborate and/or provide some supporting details or justifications (SpK3) * link or compare ideas when interacting |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 and Tier 2 words in familiar contexts   * understand words that have different meanings in different contexts * understand and use words to describe shape, size, texture, position, numerical order, time and seasons | **Vocabulary**  **EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas   * understand and use words that have different meanings in different contexts |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * use known vocabulary to build a mental model of the content of the text * use background knowledge when identifying connections between a text, own life, other texts and/or the world * understand how adjectives describe a noun and verbs identify actions in a sentence * recall key characters, events and/or information in text | **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * use known vocabulary to build a mental model of the content of the text * ask a clarifying question when more background knowledge is needed to make an inference * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) * recount relevant ideas from texts in the form of a written, visual or oral summary (UnT6) |
| **Creating written texts**  **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 * use prepositional phrases to indicate time or place * explain the purpose of a verb, a noun and an adjective in own writing * intentionally select nouns, verbs, adjectives and articles in own writing * understand they can improve their writing based on feedback from teachers | **Creating written texts**  **EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure   * use noun groups to build descriptions of people and things (CrT6) * use contextually precise prepositional phrases when creating texts (GrA4) * understand that their own texts can be improved by incorporating feedback and editing |
| **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 * create imaginative and/or informative texts relating to their own experience, the world and/or other text | **Understanding and responding to literature**  **EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose   * identify cultural representations in a range of texts * express personal responses to the real and imagined words that are represented 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) **(Early Stage 1) 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) **(Early Stage 1),** [**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. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intention | Students are learning to identify and create texts that represent aspects of their own experiences and world. | Students are learning to understand cultural representations in a range of texts and describe significant objects or things from their own culture or family. |
| Success criteria | Students can:   * make text-to-text and text-to-self connections * identify ways in which their own world is represented in texts * use personal pronouns to describe belongings * use prepositional phrases to indicate time or place. | Students can:   * use personal experiences to make connections with a text * identify cultural representations in a range of texts * verbalise adjectives and adverbs to elaborate on their ideas * identify noun groups and prepositional phrases in texts * use noun groups and prepositional phrases to create written descriptions. |

#### Resources

* Dunstan K (2009) Collecting Colour, Lothian Children's Books. ISBN: 9780734411181
* Lo R (2020) Chinese New Year Colors, Random House. ISBN: 9780823443710
* [Resource 1: Basket photos](#_Resource_1:_Basket_1)
* [Resource 2: Picture and word cards](#_Resource_2:_Picture)
* [Resource 3: Pandanus palms](#_Resource_3:_Pandanus)
* [Resource 4: Fascinating fans](#_Resource_4:_Fascinating)
* [Resource 5: Fan template](#_Resource_5:_Fan) – one copy for each student (printed A4 double sided)
* Video: [Gun-menama (Pandanus): Gamanyjan Doreen Jinggarrabarra and Gochan Freda Wayartja (2:48)](https://www.youtube.com/watch?v=xC4E3j0vZRM)
* Video: [How is Chinese New Year Celebrated? (4:28)](https://www.youtube.com/watch?v=GhSv7mWanzc)
* [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia)
* A3 sheets of paper
* Coloured pieces of paper
* Map of Australia
* Sticky notes

### Lesson 1: The basket

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display [Resource 1:](#_Resource_1:_Basket) Basket photos. Discuss the different types of baskets and what they are made from. Students use the oral language strategy of Eye-to-Eye, Knee-to-Knee to discuss when or how they have seen or used a basket. For example, ‘Little Red Riding Hood carried a basket in the forest’, or ‘My family uses a basket to collect vegetables from the garden’.
2. On a sticky note, students draw or write when or how they have used a basket. Students share their ideas and place their sticky note onto an anchor chart or around [Resource 1: Basket photos](#_Resource_1:_Basket).
3. Explain that good readers use their background knowledge combined with the clues from a text to make inferences about what is happening. Explain that students will use the 5W question stems (who, what, where, when, why) to make inferences about an object. Discuss the terms ‘agree’ and ‘disagree’. Explain that when developing an opinion, it is important to use evidence or examples from the text. Display the text Collecting Colour by Kylie Dunstan and highlight the image of the 2 children holding the basket on the front cover.
4. Ask students:

* Who does the basket belongs to?
* What might the basket be used for?
* Where might the basket be used?
* When might the basket be used?
* Why might the basket be used?

1. Students share their ideas with a partner by agreeing or disagreeing with their statement. For example, Person 1: ‘I think the basket is used to collect food’, Person 2: ‘I agree that the basket is used to collect food from the garden.’
2. Read the text and stop at the page where the basket is used to collect bush food, carry shopping, and hold small babies. Discuss how the uses of baskets are similar or different to the experiences of students.
3. Continue reading the text. Provide opportunities for students to make inferences and ask questions when more background knowledge is needed. Discuss new vocabulary, such as ceremonies, pandanus, and ferocious, and create a word wall using words and pictures.
4. Revise the concepts of context and representation.
5. Discuss and explain that Aboriginal culture is represented in the text *Collecting Colour.* Examples include, making baskets, mats and bags using natural materials or catching fish and collecting berries for food. Explain that students’ context and personal or cultural experiences may be similar or different to the characters in the text.
6. View [Gun-menama (Pandanus): Gamanyjan Doreen Jinggarrabarra and Gochan Freda Wayartja (2:48)](https://www.youtube.com/watch?v=xC4E3j0vZRM) and discuss how Aboriginal women collect and dye pandanus leaves. Students compare and discuss the information they learned from *Collecting Colour* to the video.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Students draw and write sentences about something that happened in both the video and the book. Encourage students to use personal pronouns. For example, I liked it when the ladies made the colours using berries. | 1. Students write a paragraph about what they learned from the video that also happened in the text. Encourage students to elaborate on their ideas using noun groups. |

**Early Stage 1 Assessment task 1 –** Observations 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

* listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings.

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

* **use background knowledge when identifying connections between a text, own life, other texts and/or the world.**

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

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* listen to or engage with texts for enjoyment and recognise that their own experiences shape their ideas and opinions of texts.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* ask a clarifying question when more background knowledge is needed to make an inference
* make text-to-self, text-to-text or text-to-world connections when reading.

### Lesson 2: What is that?

The following teaching and learning activities support multi-age settings.

#### Whole

1. Reintroduce the text *Collecting Colour* by Kylie Dunstan. Discuss where the story is set and use clues from the text to support students thinking. Re-read the sentence ‘Their families live in Top End of the Northern Territory of Australia.’ Display a map of Australia and locate the Northern Territory. Ask students to discuss the term ‘Top End’ and why the author used it to describe the setting of the book. Identify students' location on the [map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia).
2. Revise new vocabulary from the text using the word wall from [Lesson 1](#_Lesson_1:_The). Display the picture cards from [Resource 2: Picture and word cards](#_Resource_2:_Picture). Ask students what they think each picture is. Discuss student responses. Encourage students to use language from the text. For example, ‘That is a picture of a magpie goose that Karrang and Aunty packed for lunch’.
3. Provide each student with a picture or word from [Resource 2: Picture and word cards](#_Resource_2:_Picture). Students walk around the classroom and match the picture and word cards. Encourage students to ask questions using clues about their object rather than showing or using the name of the object or thing. For example, they could ask if you have the object that is used to catch fish, or if you have a picture of a large reptile that lives in a river. Encourage students to ask clarifying questions if a clue is not clear.
4. Paste individual pictures from [Resource 2: Picture and word cards](#_Resource_2:_Picture) onto A3 paper. In small groups, students brainstorm adjectives that describe the picture. Students move around the room and add new adjectives to each picture. As a class, discuss the different adjectives used and display in the classroom.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students draw and label an image from [Resource 2: Picture and word cards](#_Resource_2:_Picture). | 1. Revise noun groups and identify examples from the text. For example, little hot pink berries, murky green water, and bright yellow roots. Select one of the picture cards and model writing a description using noun groups. Use think alouds to highlight the significance of the object or image to Aboriginal culture. For example, the beautiful, coloured baskets, mats, and bags are made from pandanus leaves. They are used in special ceremonies, to collect bush food or carry babies. |

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (independent) |
| 1. Display the sentence ‘Aunty, Karrang, Olive and Rose sit under the banyan tree for days.’ Explain the purpose of a noun, verb, and adjective. Circle the verb, underline the adjective, and highlight the nouns in the sentence. 2. Students write a description of their image using adjectives, nouns, and verbs. For example, ‘The scary crocodile snaps its sharp teeth’. 3. Students circle the verb, underline the adjective, and highlight the nouns and explain the purpose in their writing. | 1. Students choose an image from [Resource 2: Picture and word cards](#_Resource_2:_Picture). Students draw their object and write a description using noun groups. Encourage students to use complex sentences and include information about why it is significant to Aboriginal culture.   **Too hard?** Co-construct sentences using noun groups.  **Too easy?** Students use a thesaurus to find synonyms and include more complex adjectives in 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-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.

**ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences: explain the purpose of a verb, a noun and an adjective in own writing

* explain the purpose of a verb, a noun and an adjective in own writing.

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

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification
* use adjectives and adverbs to elaborate and/or provide some supporting details or justifications.

### Lesson 3: Pandanus palms

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display [Resource 3: Pandanus palms](#_Resource_3:_Pandanus). Look at the features of the trees and discuss if any students have seen them before and where they may have seen them. Explain that Pandanus palms are native to Australia and grow from Cape York down the East Coast to Port Macquarie. They are used a lot in Aboriginal culture in Northern parts of Australia.
2. Re-read the description of the Pandanus palm from *Collecting Colour* and highlight the adjectives, noun groups, and prepositional phrases. For example, ‘tall thick trunks’ and ‘at the top’. Create a list of noun groups and prepositional phrases from the text.
3. Model drawing a Pandanus palm and labelling the image with noun groups and prepositional phrases. Write a compound or complex sentence that includes noun groups and prepositional phrases. For example, ‘The Aboriginal people collected fresh green Pandanus leaves from the middle of the plant, because they are the softest leaves to work with’.
4. Students draw or create an artwork of a Pandanus palm. In pairs, students share what pandanus palms are used for in Aboriginal culture.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (teacher guided/independent) |
| 1. Students label their picture with adjectives, nouns, verbs, and prepositional phrases, then write sentences describing their Pandanus palm and how it is used in Aboriginal culture. | 1. Students label their picture with noun groups and prepositional phrases. Students write a paragraph describing their Pandanus palm and use examples the text to explain how it is used in Aboriginal culture. |

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

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

* **understands and use words to describe shape, size, texture, position, numerical order, time and seasons**

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

* **use known vocabulary to build a mental model of the content of the text**
* **recall key characters, events and/or information in a text**

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

**Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* recount relevant ideas from texts in the form of a written, visual or oral summary.

### Lesson 4: Connecting colour

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display a blue piece of paper. Explain that colour can be used to connect emotions and experiences. For example, you could say that the colour blue reminds you of your weekend trips to the beach and swimming in the crystal-clear ocean and yellow reminds you of warmth and sunshine. Explain that symbolic representations can infer emotions. For example, authors might connect happiness with the use of bright colours and sadness with darker colours. Students discuss what different colours mean to them and how they make them feel.
2. Place different pieces of coloured paper around the classroom. Students walk around and record ideas and connections on the coloured pieces of paper. As a class, discuss the similarities and differences between student responses and how different colours make them feel.
3. Ask students what they know about the celebration of Chinese New Year and share student responses. Display the text Chinese New Year Colors by Richard Lo and discuss how the word ‘colour’ is spelt differently in different countries. Discuss the different languages students use and how the author Richard Lo has created a bilingual text to represent different cultural objects seen during the Chinese New Year. Read the text and stop before the final page. Ask students if any of the objects they had seen in the text are significant to their culture or family and share responses as a class. For example, ‘Firecrackers are used during Chinese New Year and my family watches fireworks every New Year’s Eve.’
4. Read the last page of the text about cultural objects seen during Chinese New Year. Discuss how the meaning of objects can be different between contexts or cultures. For example, in European culture, people give desserts as housewarming gifts, while in Chinese culture, people give tangerines. Encourage students to share personal experiences and make connections to the text.
5. Focus on the picture of the chrysanthemum and read the description again. Ask students what the meaning of the chrysanthemum is during Chinese New Year. Ask students to consider the significance of chrysanthemums in Australia. Explain that chrysanthemums are a symbol of friendship and family, and it is the most popular flower on Mother's Day because they are abundantly available during the month of May.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (pairs/teacher guided/independent) | Stage (independent) |
| 1. In pairs, students share what colours they will use to design a chrysanthemum and explain why they have made these choices. 2. Students draw and write sentences about their chrysanthemum.   **Too hard?** Co-construct sentences about their chrysanthemum. | 1. Students use a variety of colours to design their own chrysanthemum. Students write sentences to describe the meaning of their chrysanthemum and explain their colour choice. For example, ‘My chrysanthemum is yellow. The yellow symbolises the happiness I feel when I am with my family and friends’.   **Too hard?** Students label their drawing with adjectives to describe colours and feelings.  **Too easy?** Students use a variety of simple, compound, and complex sentences to write their description. |

**Early Stage 1 Assessment task 4 –** Observations 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

* understand there are many languages that are used by family, peers and community.

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

* understand words that have different meanings in different contexts.

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

* identify aspects of their own world represented in texts.

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

**EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* understand and use words that have different meanings in different contexts.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* use known vocabulary to build a mental model of the content of the text.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify cultural representations in a range of texts
* express personal responses to the real and imagined worlds that are represented in texts.

### Lesson 5: Fascinating fans

The following teaching and learning activities support multi-age settings.

#### Whole

1. Refer to the text Chinese New Year Colors by Richard Lo. Discuss the colours used in the text and how they represent different cultural objects seen during the Chinese New Year. Focus on the picture of the paper fan and read the description again. Discuss the symbolism of the fan in Chinese culture. For example, it is a symbol of happiness, success, and good fortune. Display [Resource 4: Fascinating fans](#_Resource_4:_Fascinating) and discuss the different colours, symbols and patterns used.
2. View [How is Chinese New Year Celebrated? (4:28](https://www.youtube.com/watch?v=GhSv7mWanzc)). Ask students:

* How did Chinese New Year celebrations begin?
* What are some of the traditions people participate in? For example, round table feast, firecrackers, certain foods such as dumplings, mandarins, and rice-balls.
* Why is the colour red used? For example, it is believed that red represents good fortune and brings happiness.

1. Ask students to think about a special celebration or event that is significant to them. Create a class poster of favourite celebrations. For example, birthday, Christmas, Diwali, Easter, or Ramadan. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) about a celebration that is significant to them and discuss the colours and objects that are associated with that celebration. For example, a Christmas tree and the colours green and red could be associated with the celebration of Christmas. Record student responses on a chart to display in the room.
2. Provide students with [Resource 5: Fan template](#_Resource_5:_Fan). Students decorate their fan with colours, symbols, and patterns that are significant to them and their celebration or event.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (pairs/independent) |
| 1. As a group, students discuss how they decorated their fan and explain the celebration or event that inspired it. 2. On the other side of their fan template, students write a short description of their significant celebration or event.   **Too hard?** Students label their fan using nouns and adjectives. | 1. In pairs, students share their ideas and provide details about why they included specific symbols or patterns. 2. On the other side of their fan template, students write a description of their significant celebration or event.   **Too hard?** Students label their fan using noun groups and adjectives.  **Too easy?** Students write a detailed paragraph about their celebration or event. |

#### Whole

1. Students fold their piece of paper into a fan. Decorate the classroom by displaying the fans around the room.

## 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) **(Early Stage 1) 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) **(Early Stage 1),** [**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. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intention | Students are learning to identify and create texts that represent aspects of their own experiences and world. | Students are learning to understand cultural representations in a range of texts and describe significant objects or things from their own culture or family. |
| Success criteria | Students can:   * identify and use prepositional phrases * identify and use adjectives * use personal vocabulary, words on display and in mentor texts when constructing sentences * use teacher feedback to improve writing. | Students can:   * verbally elaborate on ideas by using adjectives and adverbs * co-construct success criteria and apply it to improve written texts * use noun groups and prepositional phrases to create written descriptions of objects from different cultures * use feedback to improve writing. |

#### Resources

* Dunstan K (2009) Collecting Colour, Lothian Children's Books. ISBN: 9780734411181
* Lo R (2020) Chinese New Year Colors, Random House. ISBN: 9780823443710
* Personal artefact or object – Teacher and students provide an artefact or object significant to their culture or family

### Lesson 6: Model writing an informative text

The following teaching and learning activities support multi-age settings.

#### Whole

1. Explain that students will be writing an informative text about an artefact or object that is significant to their culture or family. Present an artefact or object and explain what it is, the significance of it and make connections to personal experiences. The artefact could represent something from your own culture, or connection to a special event experienced. For example, a billy can, a vase or a cultural headdress.
2. Explain that students will need to bring an artefact or object from home to use in [Lesson 8](#_Lesson_8:_Planning). The artefact could represent something from their own culture. For example, a teapot, a piece of cultural clothing, cultural food, or a cultural decoration. It could also be a photograph of something, including a cultural celebration or tradition.
3. Explicitly model how to write an informative text that describes the artefact and explains its importance. For example, ‘The blackened, tin billycan is placed on top of the crackling campfire. It is perfect for brewing bubbling hot tea in the great outdoors. During the school holidays, my family and I stay in a large, cosy tent and play card games by the campfire.’
4. Display the modelled text in the classroom. Ask students what they like about the text. In pairs, students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to explain their reasoning. For example, it uses noun groups to describe the object, it includes prepositional phrases to explain where and when the object is used, and it uses personal experiences to explain its importance.
5. Use student responses to co-construct differentiated [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for Early Stage 1 and Stage 1. Display in the classroom.
6. Write the sentences ‘Paper fans are a popular Chinese New Year wall decoration. They are colourful.’ Ask students if the sentences meet the success criteria. Encourage students to explain their reasoning. For example, the sentence does not include noun groups (Stage 1) or prepositional phrases and does not explain the importance to their culture or family.

#### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Co-construct another sentence about the fan. Model re-reading and editing the sentence to meet the Early Stage 1 success criteria. 2. Students record the sentence and write an additional sentence about the fan. | 1. Students use descriptive sentences to write an informative paragraph about the fan. Students edit their work to meet the success criteria.   **Too hard?** Students label an image of a fan using noun groups and prepositional phrases.  **Too easy?** Students write an informative paragraph about a different object from the text *Chinese New Year Colors*. |

#### Whole

1. Strategically select student work samples that effectively meet the success criteria and use examples to highlight how or why it does as a class.

### Lesson 7: Joint construction

The following teaching and learning activities support multi-age settings.

#### Whole

1. Display a picture of an artefact or object from *Collecting Colours* by Kylie Dunstan or *Chinese New Year Colors* by Richard Lo. For example, a basket, gold coin or tangerine.
2. Ask students how they could describe the object. Provide students with independent thinking time before discussing with a partner. Students record nouns and/or adjectives (Early Stage 1) or noun groups (Stage 1) on sticky notes. Select students to share their responses with the class and add sticky notes to an anchor chart under the headings Nouns, Adjectives, Noun groups.
3. Repeat activity 4 with prepositional phrases. Add sticky notes to the anchor chart under the heading Prepositional phrases.
4. As a whole class, discuss which nouns, adjectives, noun groups and prepositional phrases are most effective and why. Draw attention to words that are interesting and that support meaning making.
5. Display the co-constructed success criteria from [Lesson 6](#_Lesson_6:_Model). Use student responses to construct a whole class informative text about the artefact or object used in activity 1. Different examples could be created for Early Stage 1 and Stage 1. Encourage students to describe the object, using a variety of sentence types and explain the significance of the object using personal experiences. Use student responses to guide the joint constructions. Display texts in the classroom.

**Too easy?** Students independently write a paragraph about the object from the text.

1. In pairs, students evaluate the texts against the success criteria. Model using a strategy for [peer feedback](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-peer-assessment), such as the feedback bun or weather gauge. Identify ways the texts could be improved to meet the success criteria. Explicitly model how to go back and edit to improve writing.

### Lesson 8: Planning an informative text

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise the purpose of students’ writing: to write an informative text about an artefact or object that is significant to their culture or family. Students should have brought in an artefact or object from home that represents something significant to their own culture or family. For example, a teapot, a piece of cultural clothing, a photograph, or a cultural decoration.
2. In pairs, students describe their artefacts or objects and explain the significance to their culture or family. Encourage students to share personal experiences or how the artefact or object is used during special events, celebrations, or ceremonies.
3. Revise the success criteria from [Lesson 6](#_Lesson_6:_Model). Select students to share their verbal descriptions of their object with the class. Highlight when students use language that meets the success criteria.
4. Explain that planning is an important step of writing to help generate ideas. Model using a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) to plan for writing. Encourage students to draw a picture of their object in the middle of their concept map and write ideas linked to the task description/success criteria around the outside.

### Lesson 9: Creating written texts

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise the co-constructed success criteria from [Lesson 6](#_Lesson_6:_Model).
2. Students use their concept map plan to write an informative text about their artefact or object. Remind them to include a description of the artefact or object, information about how their object reflects their own culture or family, and why it is significant. For example, how the object represents important cultural experiences or a significant event, celebration, or ceremony.
3. Encourage students to use descriptive language (adjectives, nouns, noun groups and prepositional phrases) and varied sentence structures.

**Too hard?** Co-construct sentences about an artefact or object.

**Too easy?** Students separate their ideas into paragraphs.

### Lesson 10: Editing and publishing

The following teaching and learning activities support multi-age settings.

#### Whole

1. Revise and display the co-constructed success criteria from [Lesson 7](#_Lesson_7:_Joint).

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs) |
| 1. Referring to the success criteria, provide feedback to students about the writing from [Lesson 9](#_Lesson_9:_Composing). | 1. In pairs, students refer to the success criteria to provide [peer feedback](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-peer-assessment) on the writing produced in [Lesson 9](#_Lesson_9:_Creating). |

1. Provide time for students to apply feedback and publish their writing. Optional: students create an artwork using colour to represent the importance of their artefact or object.
2. Students share their text with an authentic audience. Some examples include, reading their text to a peer from another class, someone with the same cultural background or to inform someone about their own culture.

**Early Stage 1 Assessment task 5 –** 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**

* **create written texts that describe, give an opinion, recount an event, convey a story**
* understand they can improve their writing based on feedback from teachers.

**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 text.

**Stage 1 Assessment task 5 –** Work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use noun groups to build descriptions of people and things
* use contextually precise prepositional phrases when creating texts
* understand that their own texts can be improved by incorporating feedback and editing.

## Resource 1: Basket photos

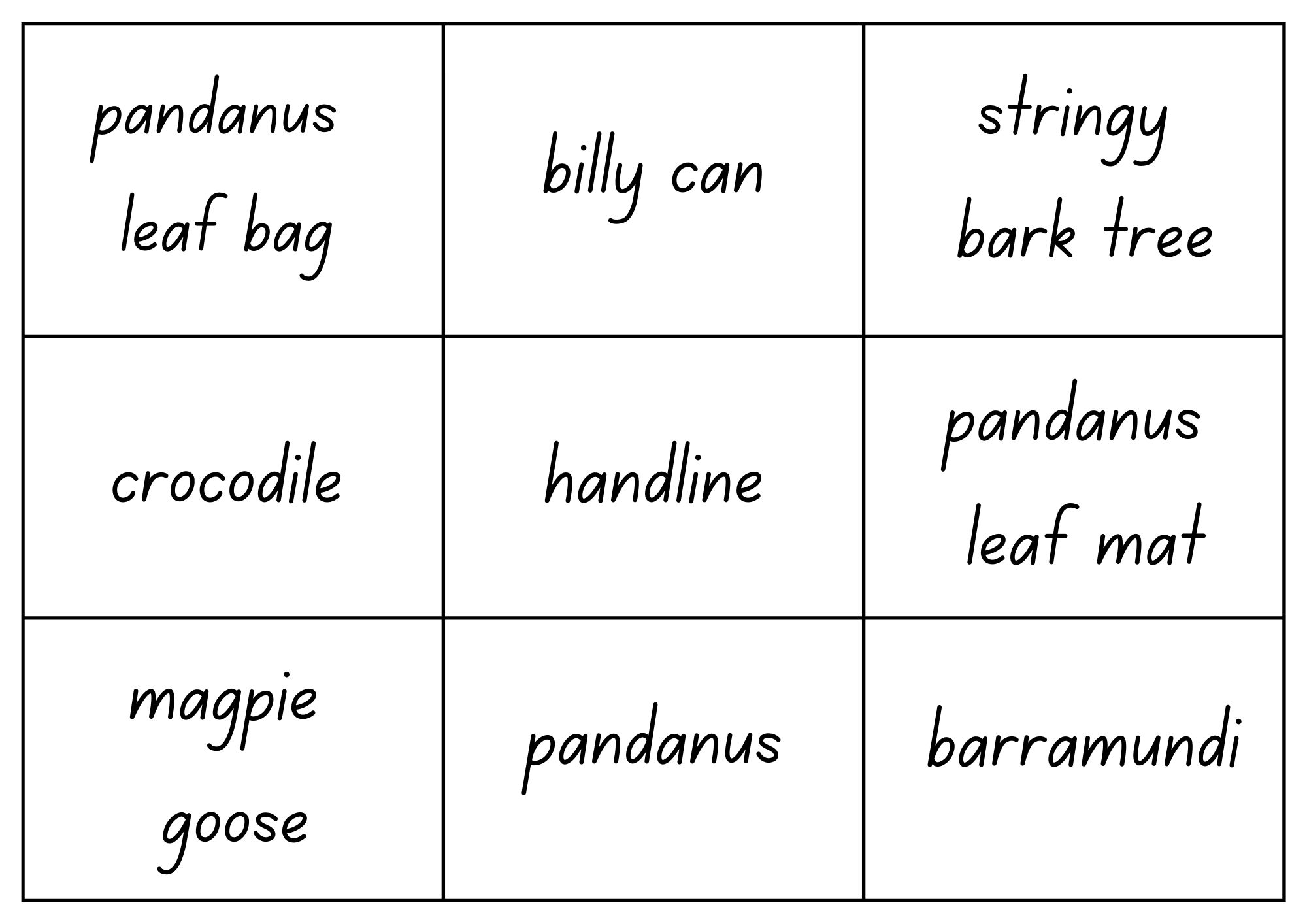


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## Resource 2: Picture and word cards



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## Resource 3: Pandanus palms



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## Resource 4: Fascinating fans



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## Resource 5: Fan template

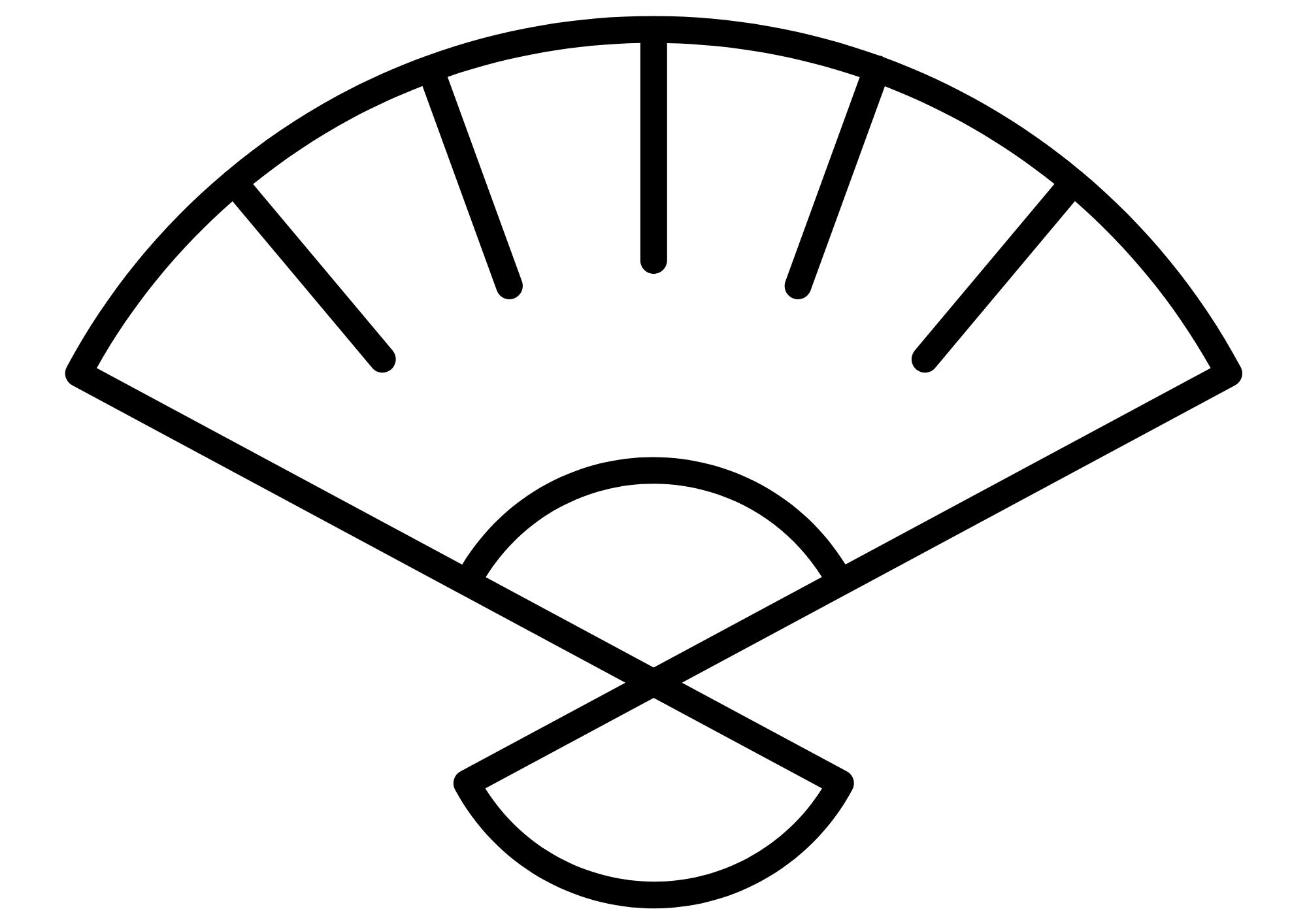


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## References

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ClickView (15 January 2021) ['How is Chinese New Year Celebrated?' [video]](https://www.youtube.com/watch?v=GhSv7mWanzc), ClickView, YouTube, accessed 15 September 2022.

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### Further reading

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