# English – K-2 multi-age – Year B – Unit 20



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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. |

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### Teacher notes

1. Imagery, symbol and connotation extend words and symbols beyond their literal meaning. They are used to provide deeper meaning, evoke emotion and enhance enjoyment in texts. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of imagery, symbol and connotation can be supported through watching the department’s video: [Connotation, imagery and symbol (6:07)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset15).
3. While imagery, symbol and connotation is the mentor concept for the conceptual component of this unit, the supporting concepts of perspective and argument are explored using the supporting text, The World Needs Who You Were Made to Be by Joanna Gaines.
4. For information on simile, adjectives, clauses, nouns, and verbs, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards the achievement of creative arts and PDHPE outcomes.
6. Consider prior student knowledge of coordinating and subordinating conjunctions, alliteration, and rhyme.
7. 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.
8. 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 24 March 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).

|  |  |
| --- | --- |
| 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   * As needed | **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   * As needed | **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 | **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 one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts * 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 * blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts (PKW6, PKW7) |
| **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 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   * ask or pause to clarify meaning of unknown words (UnT3) * recognise how the position of words in a sentence changes its meaning * stop reading when a break in comprehension is registered (UnT4) * 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   * know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence * identify when meaning is not complete and/or contradicts prior understanding |
| **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 * experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words | **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts   * spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs (SpG6) * use extended phonic code for taught consonant phoneme * use the suffixes –ful, –y and –ly to spell taught high-frequency words (SpG9) |
| **Handwriting**  **ENE-HANDW-01 –** produces all lower-case and upper-case letters to create texts   * use a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed. | **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 * use oral language to persuade, negotiate, give opinions or discuss ideas (InT4) | **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 experience can shape their ideas and opinions of texts** * interact to evaluate ideas and refine meaning (InT4, InT5) |
| **Vocabulary**  **ENE-VOCAB-01 –** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts   * use vocabulary to select, match and provide categories for groups of images or words * experiment with and create wordplay and poems | **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 * identify, understand and use wordplay and rhyme in a range of texts |
| **Reading comprehension**  **ENE-RECOM-01 –** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * ask or pause to clarify meaning of unknown words (UnT3) * recognise how the position of words in a sentence changes its meaning * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * use visual cues in multimodal texts to interpret meaning (UnT5) | **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   * identify how creative visual features are used to expand meaning * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) |
| **Creating written texts**  **ENE-CWT-01 –** creates written texts that include at least 2 related ideas and correct simple sentences   * include recognisable structural features for text purpose (CrT5) * use personal pronouns in own writing (CrT7) * experiment with writing compound sentences and recognise that each clause makes meaning by itself (GrA4) * use question marks and exclamation marks (PuN3) * explain the purpose of a verb, a noun and an adjective in own writing (GrA2, GrA3) * intentionally select nouns, verbs, adjectives and articles in own writing * edit their texts after receiving feedback | **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 visual elements to expand meaning in own texts * write compound sentences using coordinating conjunctions (GrA4, CrT5) * recognise compound sentences in own writing, knowing that each clause has meaning by itself (CrT5, CrT7) * make intentional word choices to enhance precision of meaning and ideas in a text (CrT5) * re-read and edit their own texts after receiving feedback * use different modes and media to enhance the presentation of texts they have created (CrT5, CrT6) |
| **Understanding and responding to literature**  **ENE-UARL-01 –** understands and responds to literature read to them   * identify how visual cues contribute to the meaning of a text * identify how words and word order influence meaning in texts * experiment with creative play with language in own texts * compare opinions of a text or characters with peers (InT2). | **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 figurative language and wordplay in texts * identify symbols and images in texts, and how they bring deeper meaning * create texts that include symbols, wordplay and figurative language * identify and share how their own experience and interests influence opinions and/or interpretations of 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 intentions | Students are learning to identify and experiment with features of imagery, symbol and connotation. | Students are learning to identify and use features of imagery, symbol and connotation when recreating a text. |
| Success criteria | Students can:   * identify how colour, size and font develops an audience’s understanding of a text * identify wordplay in a text * identify how visual cues contribute to the meaning of a text * experiment with and use wordplay in own texts * use visual elements to expand meaning in own texts. | Students can:   * identify how colour, size, and font develops an audience’s understanding of a text * identify figurative language and wordplay in a text * identify how creative visual features are used to expand meaning * use similes and alliteration in own texts * use visual elements to expand meaning in own texts. |

#### Resources

* Maycock S (2021) Sometimes I Feel... A Menagerie of Feelings Big and Small, Big Picture Press, London. ISBN: 9781787417267
* [Resource 1: Animal cards](#_Resource_1:_Animal) (one card per student, cut prior to lesson)
* [Resource 2: Animal similes](#_Resource_2:_Animal)
* A3 art paper (one per student)
* Art supplies such as watercolour paint, oil pastels, or charcoal crayons
* Mini whiteboards or paper
* Sticky notes

### Lesson 1: Introduction to Sometimes I Feel... by Sarah Maycock

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

#### Whole

1. Cover the front cover of the text, Sometimes I Feel... A Menagerie of Feelings Big and Small with sticky notes. Uncover one sticky note at a time to slowly reveal the front cover. As a sticky note is taken off, pause to discuss any clues that could tell students what the text is about. Continue removing sticky notes until the front cover is revealed.
2. Explore the meaning of ‘menagerie’. For example, a strange or diverse collection of people or things. Ask students what the text’s menagerie includes (feelings) and how they know.
3. Read *Sometimes I Feel...* without showing the pictures. Stop at various parts of the text and ask students to visualise what they think is occurring on the page. Using mini whiteboards or paper, students draw pictures, write words, phrases or sentences to describe what they are visualising. For example, at the text ‘Sometimes I feel as BIG as a Bear’, students may draw a large bear or a person the same size as a bear or write a sentence to describe this. Students share their visualisations with the class.
4. Revise that imagery, symbol and connotation are used to extend words and symbols beyond their literal meaning. They are used to provide deeper meaning, evoke emotion and enhance enjoyment in texts.
5. Re-read Sometimes I Feel... showing the illustrations. Pause reading to discuss how the author has used colour, size, and font to influence the audience. For example:

* colour – bright colours used to represent happiness and dark or dull colours to symbolise sadness or fear
* size – the animals are drawn quite large on the page to be the focus
* font – all the feelings words are capitalised to draw attention to them.

1. Flick through the text and model writing the menagerie of feelings or traits used. For example, big, happy, strong, busy, brave, cunning, hungry, curious, blind, timid. Discuss and define any unknown words to support student understanding.
2. Select a double page from the text and model writing a compound sentence to describe the animal and its behaviour using the sentence stem, ‘A \_\_ is \_\_ because \_\_’. For example, ‘A bee is busy because it collects pollen all day.’
3. Students select an animal depicted in the text and write a compound sentence using the sentence stem from activity 7. Students draw a picture to accompany their writing.

**Too easy?** Students write a compound sentence about an animal not used in the text using the sentence stem from activity 7. For example, ‘A dog is loyal because it always stays with its owner.’

1. In small groups, ask students to discuss why certain feelings were used to describe each of the animals. For example, busy bee, brave lion, hungry horse, timid mouse. Students share their reasoning with the class.

### Lesson 2: Identifying wordplay in texts

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

#### Whole

1. Provide all students with a card from [Resource 1: Animal cards](#_Resource_1:_Animal) to perform a charade to the class. Encourage students to use movement and sound (if appropriate) to depict their animal. Display the cards on the board. Ask students to perform their charade as a group, for example, all the gorillas perform together. Students in the audience attempt to guess what the animal is.
2. Revise simile as being a figure of speech that compares 2 usually dissimilar things starting with the words ‘like, ‘as’ or ‘if’. Explain the purpose of a simile in texts such as poems. For example, descriptive language comparing 2 things to provide deeper meaning and engage the audience through wordplay.
3. Using the animals in [Resource 1: Animal cards](#_Resource_1:_Animal), students complete [Resource 2: Animal similes](#_Resource_2:_Animal) to record the name of the animal that best matches each simile. For example, as slow as a snail, as hairy as a gorilla, as quiet as a mouse.
4. Students share the reasons for their choices. For example, a mouse is very small and can tiptoe around unnoticed.
5. Identify examples of similes in Sometimes I Feel. For example, Sometimes I feel... as big as a bear, as happy as a lark, as strong as an ox, as busy as a bee, as brave as a lion, as cunning as a fox, as hungry as a horse, as curious as a cat, as timid as a mouse.
6. Revise alliteration as the recurrence of the same speech sound at the beginning of words. Identify examples of alliteration in Sometimes I Feel. For example, **b**ig as a **b**ear, **h**ungry as a **h**orse, **b**usy as a **b**ee, **c**urious as a **c**at.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs/independent) |
| 1. Support students to develop an animal alliteration simile to describe themselves. 2. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) a list of personal qualities on an anchor chart. For example, cheeky, lazy, kind, afraid. 3. Students refer to [Resource 1: Animal cards](#_Resource_1:_Animal) and brainstorm other animals, listing these on the board. 4. Students use the writing stem, ‘Sometimes I feel as \_\_ as a \_\_’ to describe themselves using alliteration and a simile. For example, ‘Sometimes I feel as cheeky as a chimp.’ | 1. In pairs, students analyse the double page with the text, ‘Sometimes I feel as hungry as a horse.’ 2. Students share other feelings a horse might evoke or traits they might have. For example, happy, fast, intelligent, friendly. 3. In pairs, students orally create similes comparing themselves to a horse. For example, ‘Sometimes I feel as happy as a horse.’ 4. Independently, students compose a simile to comparing themselves to a horse or another animal, using the sentence stem ‘Sometimes I feel...’.   **Too easy?** Students write a written response to the double page of the text using the sentence stem, ‘This image makes me feel as \_\_as a\_\_ because \_\_.’ |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs) | Stage 1 (teacher guided) |
| 1. Students illustrate and label their animal alliteration similes. 2. In pairs, students share their responses and discuss the reasons for their choices. | 1. Explore that some words used in Sometimes I Feel have different meanings in different contexts. For example, in ‘Sometimes I feel as happy as a lark’, ‘lark’ is used a noun, the name of a ground-dwelling songbird. Lark can also be a verb meaning ‘to engage in harmless fun or mischief’. 2. Students identify and define other words from the text that may have multiple meanings. For example, bear, chorus. |

**Stage 1 Assessment task 1 –** 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-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify figurative language and wordplay in texts.

### Lesson 3: Using visual cues to interpret meaning in Sometimes I Feel...

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

#### Whole

1. Re-read Sometimes I Feel. Explain that Sarah Maycock is the author and illustrator of the text and that she uses size, colour, font and other creative visual features to expand meaning.
2. Select pages from Sometimes I Feel where size (font and illustration) is used to further convey meaning. For example, on the page that reads ‘Sometimes I feel as BIG as a Bear’, the illustration of the bear is so large it takes up the whole page and the word ‘big’ is in capital letters. Ask:

* How does font size expand meaning?
* How does illustration size expand meaning?
* What do you notice about ‘size’ on the following double page?

1. Students write their responses in sentences on mini whiteboards. For example, ‘I think the author is trying to show how large and confident we can feel sometimes; on the next page the giraffe is towering over the upward-looking bear (across 2 pages) to show that on some days I can feel small, timid and insecure.’
2. Explore other examples where size in the illustrations and font is used to expand meaning throughout the text.
3. Select pages from Sometimes I Feel where colour is used to further convey meaning. For example, on the page that reads ‘Sometimes I feel as HAPPY as a Lark’, the songbird is a teal colour and the sounds resonating from its beak are displayed in all sorts of colourful designs. Ask:

* How does colour expand meaning here?
* What colours create a positive feeling?

Students share and justify their opinions.

1. Encourage students to ask questions about the colours used on the following double page. For example, students could ask why the bird is drawn using dull colour compared to the other birds.
2. Students identify other examples throughout the text where colour is used to expand meaning.
3. Students interpret how the illustrator has used body language to expand meaning. For example, on the page that reads ‘Sometimes I feel as BRAVE as a lion’, the lion is looking forward with its head and chest upright and tail raised. Ask students to mime representing courage or bravery by using appropriate body language.
4. In small groups, ask students to discuss commonalities between the author-illustrator's use of size, font and colour in the text. For example, when the author is feeling a positive emotion, the illustration is large, colourful and the font is bold and big; when the author is feeling a negative emotion, the illustration is small, appears dull in colour and the font is reduced in size.
5. In pairs, provide students with a colour copy of one page from the text, Sometimes I Feel. Ask students to identify examples of size, colour, and font on the page by circling the features used by the author. Students share the features identified with the class and explain how they explain meaning.

**Too hard?** Select a page from the text to analyse as a class group, identifying examples of size, colour and font used by the author.

**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

* use visual cues in multimodal texts to interpret meaning.

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

* identify how visual cues contribute to the meaning of a text.

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

**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

* identify how creative visual features are used to expand meaning
* make text-to-self, text-to-text or text-to-world connections when reading.

**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 symbols and images in texts, and how they bring deeper meaning.

### Lesson 4: Planning and drafting a text using wordplay

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

#### Whole

1. Revisit Sometimes I Feel... selecting 2 to 3 pages to read and highlight the common text structure used. For example, a ‘Sometimes I feel’ statement, an animal simile and a reason to support or elaborate.
2. Revise personal pronouns and model identifying them in the text. For example, I, me, my.
3. Revise compound sentences and examples of coordinating conjunctions, such as, and, for, but, so, because.
4. Using the completed animal similes from [Lesson 2](#_Lesson_2:_Identifying), [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) and list additional animals and feelings or traits, attempting to use an adjective and alliteration to expand meaning. For example, as proud as a pretty peacock, as daring as a determined dog, as sneaky as a slippery snake, as quiet as a quirky quokka, as wise as a wild wolf.
5. Explain that students will create their own page for a class text titled, ‘Sometimes we feel...’ using writing criteria as a guide. Co-construct writing criteria with the class. For example:

* write a simile about an animal
* include an adjective (Early Stage 1) or an adjective to create alliteration (Stage 1)
* write a compound sentence to support the simile
* use personal pronouns.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent/pairs) | Stage 1 (independent) |
| 1. Revise the purpose of a noun and an adjective. 2. Support students to select a new animal (noun) and a feeling or trait that represents them (adjective). Also discuss other words that could describe them (adjectives). 3. Students draft writing a simile using the ideas generated from activity 4 and the sentence stem, ‘Sometimes I feel as \_\_ as a \_\_ \_\_.’ Explain that students will include an adjective to describe their animal. For example, **big** dog, **fast** cheetah.   **Too hard? Students add an adjective to their simile created in** [Lesson 2](#_Lesson_2:_Identifying)**.**  **Too easy?** Students write a simile including an adjective and alliteration. For example, ‘Sometimes I feel as a cheeky as a cheery chimp.’   1. In pairs, students read their sentences and underline the noun and adjective. 2. Using a student’s work sample from activity 8, model creating a compound sentence using a coordinating conjunction to extend upon the original simile. For example, ‘Sometimes I feel as daring as a big dog, but I can get nervous when I meet new people.’ | 1. Students draft writing a simile using the ideas generated from activity 4 and the sentence stem, ‘Sometimes I feel as \_\_ as a \_\_ \_\_.’ Explain that students will include an adjective to describe their animal, using alliteration.   **Too hard?** Students select an adjective without alliteration to describe their animal, for example, big dog, fast cheetah.  **Too easy?** Students select multiple adjectives using alliteration to describe their animal, using commas to separate. For example, dependable, delightful, daring dog. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs) | Stage 1 (teacher guided/independent/pairs) |
| 1. Referring to the modelled example, students extend their simile to draft a compound sentence.   **Too hard? Students work in pairs to draft their compound sentence.** | 1. Explain that students will draft writing a compound sentence to support their simile referring to the structure used in the text for support. For example, ‘Sometimes I feel as busy as a buzzing bee changing from task to task, but other times I feel as lazy as a lion lounging in the sun.’   **Too easy?** Students write a complex sentence using a subordinating conjunction to support their simile. For example, ‘Sometimes I feel as daring as a dangerous dog when I leap over my fence like a giant jaguar.’   1. Students identify the clauses in their sentence and discuss with a partner. |

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

* experiment with and create wordplay and poems

**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
* explain the purpose of a verb, a noun and an adjective 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-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* recognise compound sentences in own writing, knowing that each clause has meaning by itself.

### Lesson 5: Using visual elements to expand meaning in a published text

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

#### Whole

1. Revise the co-constructed writing criteria from [Lesson 4](#_Lesson_4:_Planning).
2. Students review and finalise their draft writing from [Lesson 4](#_Lesson_4:_Planning).
3. Discuss the feelings that were represented and discuss how colour, size, and font can be used to enhance and expand meaning in their text. For example, bright colours to indicate happiness or bravery, dull colours to show sadness or fear, capitalised words to emphasise meaning, illustration size to represent the feeling conveyed.
4. In pairs, students provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) using the co-constructed writing criteria.
5. Students apply the feedback to edit their writing.
6. Provide students with A3 art paper and art supplies, such as watercolour paint, oil pastels, or charcoal crayons to create their animal illustration. Remind students to use colours that reflect the feeling used in their writing. Ensure students leave space on their paper to publish their writing.
7. Students publish their edited writing onto the art paper alongside their animal illustration.

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

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

* include recognisable structural features for text purpose
* use personal pronouns in own writing
* edit their texts after receiving feedback.

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

* experiment with creative play with language in own texts.

**Stage 1 Assessment task 4 –** Collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes 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 visual elements to expand meaning in own texts
* write compound sentences using coordinating conjunctions
* re-read and edit their own texts after receiving feedback
* use different modes and media to enhance the presentation of texts they have created.

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

* create texts that include symbols, wordplay and figurative language.

## 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 intentions | Students are learning to write and correctly punctuate compound sentences, experimenting with features of imagery, symbol and connotation. | Students are learning to write interesting sentences, making intentional word choices and using wordplay to develop symbol, imagery and connotation. |
| Success criteria | Students can:   * explore how vocabulary and wordplay can enhance meaning in a text * use oral language to discuss ideas * identify and list their peers’ personal qualities and skills * experiment with using wordplay and new vocabulary in own writing * understand how word order impacts upon meaning. | Students can:   * identify how vocabulary and wordplay can enhance meaning in a text * interact to evaluate ideas and refine meaning * identify and list personal qualities and skills of peers * discuss how personal experiences and interests influences their opinion of a text * use figurative language and intentional word choices to enhance the quality of own writing * re-read and edit own texts after receiving feedback. |

#### Resources

* Gaines J (2020) The World Needs Who You Were Made to Be (Swaney J illus), Thomas Nelson, Nashville. ISBN: 9781400314232
* [Resource 3: Friendship wall](#_Resource_3:_Friendship) (enlarged copy and copies for each student)
* A4 paper
* A5 paper (3 to 5 pieces of paper per student)
* Craft materials to build a hot air balloon model (optional)
* Mini whiteboards
* Stapler (teacher use only)

### Lesson 6: Using visual cues to interpret meaning in The World Needs Who You Were Made to Be

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

#### Whole

1. Prior to reading the text, The World Needs Who You Were Made to Be, look at the cover and ask:

* What do you think this text is about?
* How do you know?

1. Read The World Needs Who You Were Made to Be, pausing to discuss and list any unfamiliar words. For example, possibility, scientific, resourceful, extravagant, compassionate, gracious.
2. Discuss the text organisation and illustrations used on each page including, the use of poetic devices (rhyme) and that the illustrations are inclusive of all children such as different genders, from various cultures, with a range of physical abilities.
3. Identify examples of rhyme in the text. For example, blue/too, through/do, in/begin, smarts/arts, know/grow, fly/sky, gracious/courageous, live/give, see/be. Discuss how the use of rhyme enhances the audience’s enjoyment of the text.
4. Explore how the illustrations depict the characters’ body language and discuss students’ perceptions.
5. Explain that the illustrations are detailed and outline a range of strategies and skills each child draws upon to build their hot air balloon. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) some of the strategies on the board. For example, working alone, working with others, discussing before starting, drawing plans, testing ideas, being creative, using available resources.
6. In small groups, students make text-to-self connections and share their personal opinions about using different strategies. Ask:

* Which strategy do you prefer and why?
* What strategy do you think is the best when designing something? Why? Do you agree or disagree with your peers?
* What do you think is the advantage of having a range of strategies to solve a problem?

1. Using mini whiteboards, students write what the core message from the text is. For example, the text shows that each person is unique and has something special to offer; it is important to respect and understand that there are different ways of thinking to achieve the same result; the text explains that people can learn from each other.
2. Students share their responses with the class. Allow students to share whether they agree or disagree with each other's statements and provide a reason why/why not.

**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

* listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings
* use oral language to persuade, negotiate, give opinions or discuss ideas.

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

* ask or pause to clarify meaning of unknown words
* 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

* compare opinions of a text or characters with peers.

**Stage 1 Assessment task 5 –** 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

* listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts
* interact to evaluate ideas and refine meaning.

### Lesson 7: Writing about personal qualities and skills that make everyone unique

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

#### Whole

1. Revise the key message from The World Needs Who You Were Made to Be.
2. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘Personal qualities’ and ‘Skills’. Discuss what is meant by personal qualities. For example, it is an aspect of your personality and how you interact with others.
3. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) examples of personal qualities, such as, honest, thoughtful, sense of humour, loyal, patient, kind, trustworthy, tolerant, polite, caring, fun, dependable. Support students to use unfamiliar words to describe personal qualities, such as flexible, determined, insightful, authentic.
4. Explore what ‘skills’ means and discuss the difference between a skill and a personal quality. For example, a skill is expertise that can be acquired by practising things over time.
5. Brainstorm examples of skills and list these in the second column of T-chart, such as playing a musical instrument, speaking more than one language, playing sports; being an excellent artist, team player, problem-solver, good listener, descriptive writer, organised and a good friend.
6. Revise the concept of perspective, explaining that it is a lens through which people learn to see the world. Explain that each person holds a perspective and opinion about the personal qualities and skills they see in others.
7. Display an enlarged copy of [Resource 3: Friendship wall](#_Resource_3:_Friendship), writing your own name at the top. Model listing personal qualities and skills in the bricks to describe yourself. For example, adventurous, hardworking, big smile, help students learn, playing sport.
8. Provide each student with a copy of [Resource 3: Friendship wall](#_Resource_3:_Friendship). Explain that students will approach others in the classroom, who will write one personal quality or skill about them inside a brick on their copy of the resource. Ensure students understand that responses should be positive and they can refer to the completed T-chart for ideas.
9. In pairs, students share their completed friendship wall and identify the category (personal qualities or skills) each response belongs to. For example, good at doing puzzles (skill), calm (personal quality).
10. Model using the completed enlarged copy of [Resource 3: Friendship wall](#_Resource_3:_Friendship) to create compound sentences describing at least 2 personal qualities or skills. For example, ‘I am adventurous, but I also love to sit on the couch and watch TV.’

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/pairs) | Stage 1 (independent) |
| 1. Revise the purpose of using question marks and exclamation marks in writing to engage the audience and express feelings. 2. Use the completed T-chart to identify nouns, verbs, adjectives and articles from the responses. 3. Model writing sentences about personal qualities and skills using a student work sample and the writing stem, ‘What makes me unique? My friends say I am \_\_ and \_\_. I think I am special!’ | 1. Students select 2 personal qualities or skills from their completed copy of [Resource 3: Friendship wall](#_Resource_3:_Friendship). 2. Students independently write compound sentences to describe their chosen qualities or skills. Remind students to use correct punctuation and to select appropriate nouns, verbs and adjectives explored throughout the lesson. 3. Students draw an illustration to accompany their writing. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs) | Stage 1 (pairs/teacher guided) |
| 1. Students independently write sentences using the sentence stem from activity 14, referring to their completed copy of [Resource 3: Friendship wall](#_Resource_3:_Friendship). Remind students to use correct punctuation and to select appropriate nouns, verbs and adjectives. 2. Students draw an illustration to accompany their writing. 3. In pairs, students share their sentences. | 1. In pairs, ask students to share if they liked or disliked the text, The World Needs Who You Were Made to Be. 2. Discuss how students’ experiences and interests can influence their opinion and/or interpretation of texts. For example, if they enjoy poetry, wordplay, and illustrations they are likely to have positive experiences and opinions about The World Needs Who You Were Made to Be. 3. Discuss how the opposite can happen if students’ previous experiences are negative or they do not feel they understand the purpose of poetry and wordplay. |

#### Whole

1. Play a class game of ‘Who am I?’. Collect all completed friendship walls from activity 8. Select a student to randomly choose one friendship wall to read aloud to the class. The class attempts to guess who the person is that is being described.

**Early Stage 1 Assessment task 5 –** 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 words and Tier 2 words in familiar contexts

* use vocabulary to select, match and provide categories for groups of images or words.

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

* use question marks and exclamation marks
* intentionally select nouns, verbs, adjectives and articles in own writing.

**Stage 1 Assessment task 6 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes 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

* make intentional word choices to enhance precision of meaning and ideas in a 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 and share how their own experience and interests influence opinions and/or interpretations of texts.

### Lesson 8: Drafting a text

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

#### Whole

1. Revisit the students’ completed ‘friendship walls’ and ask them to share sentences orally about the things their classmates listed. For example, ‘My friends think I am clever’, ‘I agree that I am good at sport’, ‘Someone thinks I am good a good friend.’
2. Explain that students will create a mini book about themselves, writing compound sentences and illustrations about 3 to 5 personal qualities or skills written on their friendship wall.
3. Using the completed teacher copy of [Resource 3: Friendship wall](#_Resource_3:_Friendship) from [Lesson 7](#_Lesson_7:_Writing), model writing an exemplar text selecting 3 to 5 qualities or skills to create compound sentences using wordplay. For example, ‘I am as hard working as a honeybee, but I sometimes like to relax. What is my favourite thing to do? I love to play sport and I always have a big smile like a crocodile. I am a kind and caring person and I know that I am special!’
4. Co-construct differentiated writing criteria for the mini book about students’ personal qualities. Example criteria could include:

* write compound sentences for 3 to 5 personal qualities
* use a variety of coordinating conjunctions
* use personal pronouns
* use question marks or **exclamation** marks
* use wordplay such as **rhyme**, alliteration, or similes
* make intentional word choices to enhance the quality of writing
* use effective colour, size, and font in supporting illustrations.

1. Students select 3 to 5 qualities listed on their friendship wall and draft compound sentences about their personal qualities or skills.

**Too hard?** Students draft simple sentences about their chosen personal qualities or skills.

**Too easy?** Students draft complex sentences about their chosen personal qualities or skills using subordinating conjunctions.

### Lesson 9: Editing and publishing a text

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

#### Whole

1. Students read and revise their draft writing from [Lesson 8](#_Lesson_8:_Drafting).

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent/pairs) | Stage 1 (pairs/independent) |
| 1. Explain that the position of words in a sentence impact its meaning. 2. Display the following sentences on the board:  * My mother is a teacher. * Aliyah made Rohan a birthday card. * The cat chased the mouse with the long tail.  1. Discuss the meaning of each sentence. 2. Reorder the sentences, swapping the underlined nouns. Ask students to share how the meaning of each sentence has changed, highlighting the importance that word order plays. 3. Students edit their writing using the co-constructed writing criteria from [Lesson 8](#_Lesson_8:_Drafting) ensuring that correct word order has been used. | 1. In pairs, students provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) on their partner’s work based on the co-constructed writing criteria from [Lesson 8](#_Lesson_8:_Drafting). 2. Students apply the feedback to edit their writing. |

#### Whole

1. Explain that students will publish their edited writing into a mini book using A5 paper. Provide students with pieces of A5 paper to publish each of their compound sentences.
2. Students draw a picture on each page to match the sentence and the personal quality it describes. Encourage students to use appropriate colour, size, and font to enhance the meaning of their work.
3. Collate each student’s paper, stapling the short or long edge to create a mini book.
4. **Optional:** Students design and create a front cover and title for their mini book.

**Early Stage 1 Assessment task 6 –** 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

* recognise how the position of words in a sentence changes its meaning.

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

* identify how words and word order influence meaning in texts.

**Stage 1 Assessment task 7 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

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

* identify, understand and use wordplay and rhyme in a range of texts.

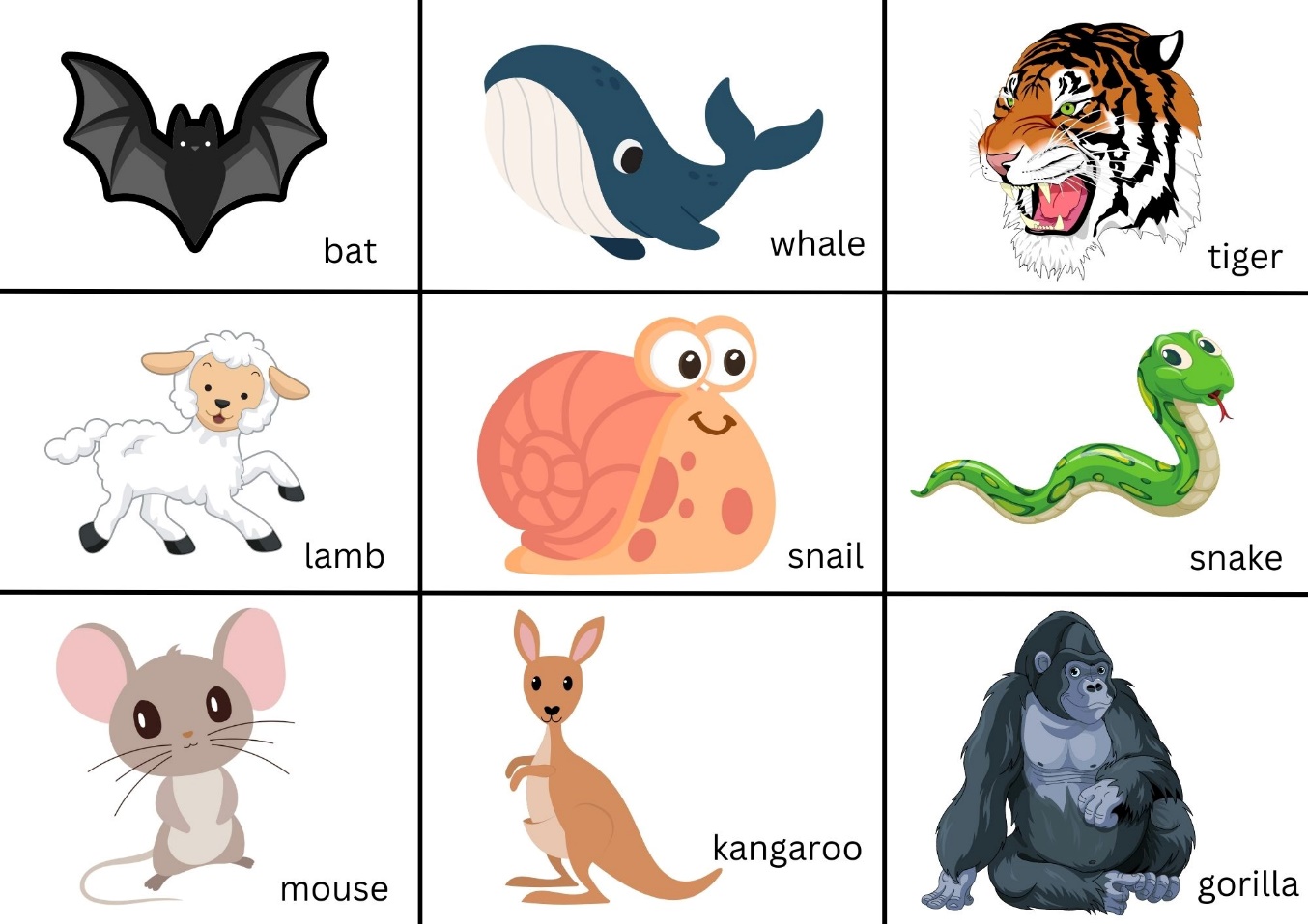
### Lesson 10: Presenting and sharing personal qualities and skills

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

#### Whole

1. Reflect on the concepts taught throughout the unit, revising the personal qualities and skills each student possesses and what makes them unique.
2. Explain that students will showcase a chosen skill or talent, teaching the class how to do it. For example, playing an instrument, demonstrating a skill in a sporting game, discussing how to be a good friend, leading an art lesson.
3. Allow students time to write a script and practise their skill to present and showcase to the class. Students may like to bring in appropriate equipment or resources from home to assist in their demonstration.
4. **Optional:** Record each student presenting their skill to the class and upload to an online family sharing platform.

## Resource 1: Animal cards



Images sourced from [Canva](https://www.canva.com) and used in accordance with the [Canva Content License Agreement.](https://www.canva.com/policies/content-license-agreement/)

## Resource 2: Animal similes

As blind as a \_\_\_\_\_\_\_\_\_\_.

As quiet as a \_\_\_\_\_\_\_\_\_\_.

As fat as a \_\_\_\_\_\_\_\_\_\_.

As slow as a \_\_\_\_\_\_\_\_\_\_.

As slippery as a \_\_\_\_\_\_\_\_\_\_.

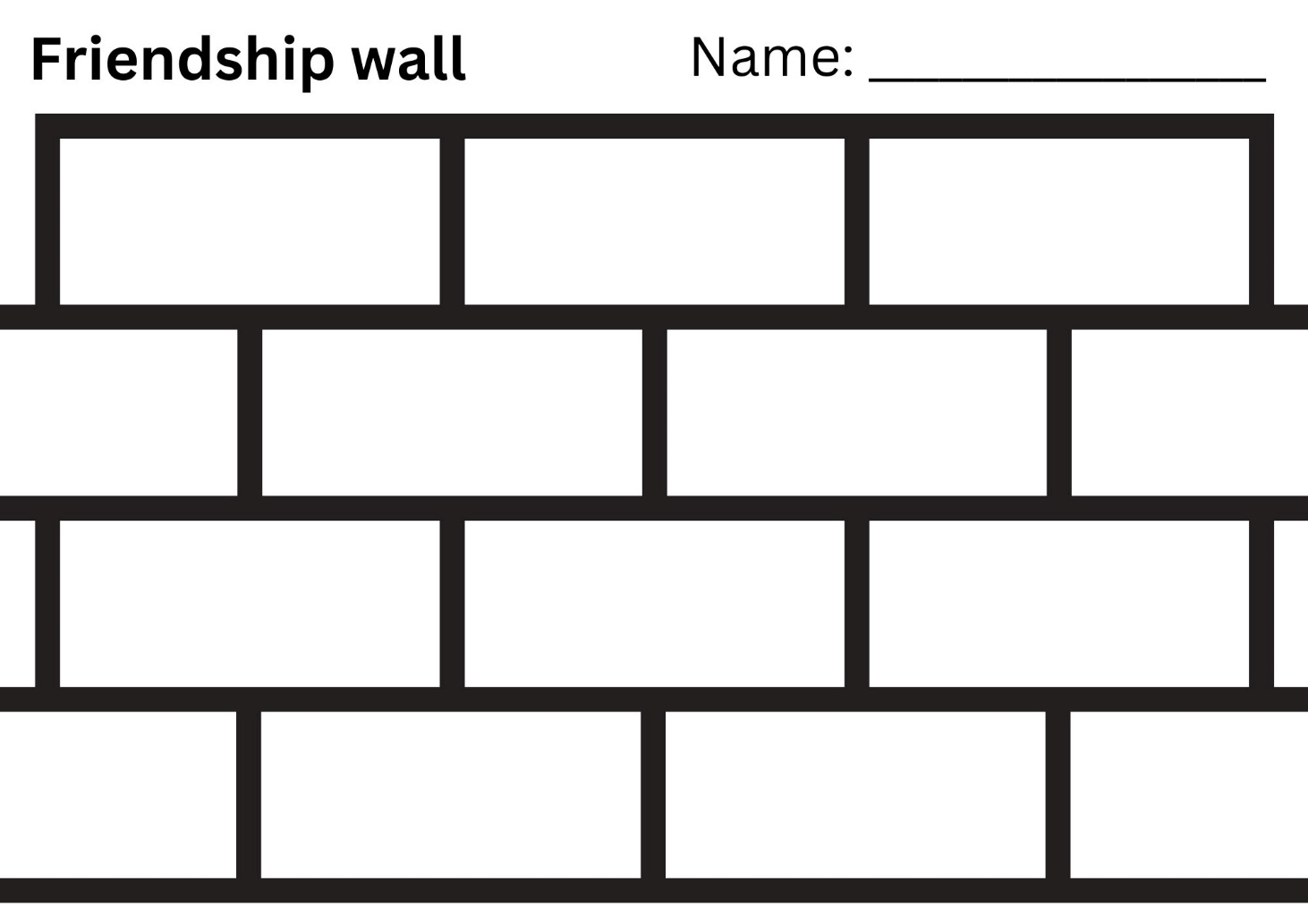
As jumpy as a \_\_\_\_\_\_\_\_\_\_.

As gentle as a \_\_\_\_\_\_\_\_\_\_.

As fierce as a \_\_\_\_\_\_\_\_\_\_.

As hairy as a \_\_\_\_\_\_\_\_\_\_.

## Resource 3: Friendship wall



## References

**Links to third-party material and websites**

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