# English – Stage 1 – Unit 9



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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 | * 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. Character is a construct of verbal and visual statements about a fictional identity. The analysis of characters contributes to our own personal judgements about self, morals, and values – [English Textual Concepts and Learning Processes (2016).](http://englishtextualconcepts.nsw.edu.au/content/character)
2. Understanding character can be supported through watching the department’s video: [Character (2:31)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset14).
3. While character is the mentor concept for this unit, the supporting concepts of perspective and narrative can also be explored using the mentor text, *Three* by Stephen Michael King.
4. For information on adverbs, adjectives, verbs, noun groups, fluency and morphemes refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards achievement of outcomes from the PDHPE syllabus regarding personal development, and Creative Arts regarding drama and visual art.
6. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
7. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 19 December 2022 and was not modified). See references for more information.

### Outcomes and content – Component A

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

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **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)**
* **decode words with trigraphs and quadgraphs and apply this when reading texts**
 |
| **Reading fluency****EN1-REFLU-01 – sustains reading unseen texts with automaticity and prosody and self-corrects errors** | * **read aloud with an easy speech rhythm (FIY3)**
* **adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud (FIY4)**
 |
| **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 morphemes and known vocabulary in the text to work out or refine the meaning of unknown words**
* **identify pronouns linked to nouns within and across sentences and/or paragraphs**
* **use visual and/or auditory features in multimodal texts to build meaning (UnT5)**
* **register a break in comprehension when reading (UnT5)**
* make text-to-self, text-to-text or text-to-world connections when reading (UnT6)
 |
| **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)**
* **use spelling conventions when adding tense-marking suffixes (SpG9)**
* **use the suffixes -ful, -y and -ly to spell taught high-frequency words**
 |
| **Handwriting****EN1-HANDW-01 – uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts** | * **form all letters with consistent size and slope in NSW Foundation Style from memory (HwK5)**
* type up to 5 familiar words per minute **(HwK4)**
 |

### Outcomes and content – Component B

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

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Oral language and communication****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**
* **use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships (SpK3)**
* **recite poems and rhymes**
 |
| **Vocabulary****EN1-VOCAB-01 – understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas** | * **use taught morphemic knowledge to create word families**
 |
| **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 morphemes and known vocabulary in the text to work out or refine the meaning of unknown words**
* identify pronouns linked to nouns within and across sentences and/or paragraphs
* use visual and/or auditory features in multimodal texts to build meaning (UnT5)
* make text-to-self, text-to-text or text-to-world connections when reading **(UnT6)**
 |
| **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/pronoun-referencing across a text (CrT7)
* use noun groups to build descriptions of people and things (CrT6)
* use adverbs to modify the meaning of verbs and adjectives (CrT6)
* use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing
 |
| **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 how characters can invite positive and negative responses**
* **identify the language, dialogue, actions, images or music that create a reader response to a character**
* **create and re-create characters in texts that demonstrate understanding of character traits**
 |

## 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 |
| [**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 |  |  |  |  |  |
| [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

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

#### Learning intention and success criteria

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

#### Learning intention

Students are learning to understand how authors develop and describe characters in narrative texts.

#### Success criteria

Students can:

* identify characters and describe their traits
* infer a character’s feelings from their words and actions
* compare characters in a text
* make text-to-self connections
* identify how characters influence a reader’s feelings.

#### Resources

* King SM (2019) *Three*, Scholastic Australia Pty Ltd, Sydney. ISBN: 9780823449231
* [Resource 1: Emoji emotions](#_Resource_1:_Emoji)
* [Resource 2: Character descriptions](#_Resource_2:_Character_1)
* [Resource 3: Characteristic cards](#_Resource_3:_Characteristic_1)
* [Resource 4: Adverbs of time](#_Resource_4:_Adverbs)
* Video: [Disney Music – Lava (Official Lyric Video from "Lava") (5:43)](https://www.youtube.com/watch?v=uh4dTLJ9q9o)
* Video: [Interview with Stephen Michael King (1:41)](https://www.youtube.com/watch?v=wp_2YY1yJ50&t=29s)
* [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Y4kk6Xm32Ho.link) or [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Y4kk6Xm32Ho.link)
* Modelling clay and/or drawing materials
* Mini whiteboards
* Large sheets of paper per student group (big enough to trace student outlines)
* Coloured markers

### Lesson 1: Understanding character

1. Prompt students to think about characters they are familiar with from a favourite book or movie. Support discussion through asking questions such as:
* What types of texts include characters?
* Why do authors create characters?
* Why are characters important to a narrative?
* Are all characters people?
* Do characters stay the same throughout a text?
* Are characters fictional, or can they be real?
1. View Disney Pixar’s short film, [Lava (5:43)](https://www.youtube.com/watch?v=uh4dTLJ9q9o) to show how characters can be a fictional person or thing with an identity, including personality, wants, emotions, and feelings. Make text-to-text connections to previously studied books where an inanimate object is a character and possesses its own personality, such as Spoon by Amy Krouse Rosenthal or The Good Egg by Jory John.
2. Discuss how the film creators have used images, music and dialogue to create an identity for the 2 volcano characters. Explicitly highlight the use of word play in the song lyrics, ‘I wish that the earth, sea and the sky up above will send me someone to lava’, ‘Altogether now their lava grew and grew’ and ‘I lava you’.
3. Ask students what the film tells the audience about each volcano’s physical appearance (external traits), personality, wants, emotions and feelings (internal traits).
4. Consider how the characters changed throughout the film. Brainstorm words and phrases that describe the volcanoes’ wants, emotions and personalities in the beginning (orientation), during the series of events, and in the conclusion. Record responses.
5. Ask students to discuss how the 2 volcano characters are different to one another in terms of their appearance, actions and personality. Responses can be recorded on a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Y4kk6Xm32Ho.link) or [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Y4kk6Xm32Ho.link).
6. Ask students to decide how they felt about the characters. This can be done by displaying [Resource 1: Emoji emotions](#_Resource_1:_Emoji) and having students select and describe the emotion that best fits their response to the characters. Provide the opportunity for students to describe how the language, images and music impacted their response to the characters.
7. Provide pairs of students with modelling clay or drawing materials to represent the 2 volcanos at a point in the clip, such as when they were longing for each other or when they were united. Encourage students to describe the characters using the language recorded during previous activities.
8. Model writing sentences that describe the volcano characters. Explicitly draw attention to the use of noun groups to build descriptions and pronouns that refer to each character. For example, ‘The boy volcano had a big smile, and **he** was happy to see the girl volcano rise above the water. **She** was beautiful and had long flowing hair. **They** held each other and sang sweet songs. The volcanoes were not lonely anymore.’
9. Using mini whiteboards, students write sentences describing the characters.

**Too easy?** Students fold a page into 3 and visually represent the characters at 3 different points. Students write detailed descriptions of the characters at each point to show how their appearance, wants and feelings changed throughout the film.

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

* use visual and/or auditory features in multimodal texts to build meaning.

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

* identify the language, dialogue, actions, images or music that create a reader response to a character.

### Lesson 2: Exploring Three’s character

1. Introduce the text, *Three*, displaying the front and back covers. Encourage students to make careful observations and interpretations about the text using the [See-Think-Wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638?clearCache=a666e0f-24ad-cb8b-d9db-a66a9ab4a347) routine. For example, I can **see** a dog with 3 legs; I **think** that he might be friendly because he is smiling; I **wonder** why he has 3 legs.
2. Read *Three.* Ask students to consider why the main character was given his name and how this relates to the way he refers to other characters. For example, he calls humans ‘two legs’.
3. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) and list the different characters on mini whiteboards. Identify and describe how the character, Three, refers to the other characters he meets. Exemplify the use of noun groups. For example, ‘He met **a pink four leg** that snorted through **its flat, friendly nose**.’ A list of characters and their descriptions is available in [Resource 2: Character descriptions](#_Resource_2:_Character_1).
4. Explain that the author has displayed Three’s personality through both the words and illustrations in the text.
5. Show the first double page in the book and discuss which words and images provide information about Three’s personality. For example, words such as ‘skip’, ‘hop’, ‘warm’, ‘clean’ and ‘waggily tail’ indicate positive connotations. Three is also smiling in all pictures, even when sheltered by an umbrella in the rain; bright light colours are used; and readers can see Three interacting in a playful way with different people and insects in several of the illustrations.
6. Using [Resource 3: Characteristic cards](#_Resource_3:_Characteristic_1), select a word that describes what we know about Three’s personality and character at this point in the text.

**Note:** The words in this resource have been grouped to support conversations about the morphemes, or individual units of meaning, and how they can be used to work out or refine the meaning of unknown words.

1. Display the double page beginning with the text, ‘Three sniffed his way and found a six leg.’ Focus on the sentence, ‘Three was happy that little six legs had underground homes, far away from busy feet.’ Ask students to talk with a partner about what this shows about Three’s personality and character. For example, Three is caring and kind because he does not want the six legs to get stepped on. Using [Resource 3: Characteristic cards](#_Resource_3:_Characteristic), students select and justify a word, such as ‘caring’ that pairs with how Stephen Michael King has represented Three on these pages.
2. In groups, students continue studying Three’s character, looking carefully at the text and illustrations that reveal more about his traits and the way he looks. Character traits can be matched with characteristic cards throughout. Additional cards can be made based on student suggestions.
3. Draw attention to the final page of the book which states, ‘Three was thankful for everything.’ Discuss the term thankful and how it is reflected throughout the entire text. Highlight that the morpheme –ful means ‘full of’. Compare with other words, such as fearful, wonderful, careful.
4. Model drawing an outline of the character, Three. Ask students to identify Three’s physical characteristics and record these on the outside of the drawing. Ask students to identify his personal characteristics, such as his personality traits, wants, emotions, and feelings, and record these on the inside of the drawing.
5. Model writing sentences that describe important aspects of Three’s character. Draw attention to the use of pronoun referencing between sentences and its role in providing cohesion. For example, Three is a small dog with 3 legs. **He** is thankful **he** only has 3 legs, and they can take **him** wherever **he** wants. Three loves adventure and **he** is thankful for everything.
6. Students write sentences to describe Three’s outside and inside characteristics. An illustration representing these characteristics can be added.
7. As a class, reflect on the importance of the main character’s internal characteristics in this text, even though the title refers to the external characteristic of Three only having 3 legs.

**Stage 1 Assessment task 2 –** 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

* identify pronouns linked to nouns within and across sentences and/or paragraphs.

### Lesson 3: Exploring Fern’s character

1. Review the character description of Three from [Lesson 2](#_Lesson_2_–) and how it was constructed by looking closely at information in the text’s words and illustrations.
2. Explain that students will now look at how the author/illustrator has created the character, Fern. Display the double page which starts with the text, ‘She poured him a glass of milk and shared her biscuits.’ Ask:
* What can you see in the picture?
* What do you think about Fern and her personality?
* How do the illustrations and text help to expand your understanding of Fern?
1. Display the words on [Resource 3: Characteristic cards](#_Resource_3:_Characteristic_1) and ask students to select which best describes Fern on this double page.
2. In groups, students complete the same activity with the other pages that include Fern. Encourage students to identify the language, actions and images that create a reader response.
3. Trace an outline of a student onto a large sheet of paper to use for the character description of Fern. Model writing physical characteristics on the outside of the drawing and personal characteristics on the inside. Revise the meaning of outside and inside character traits.
4. In small groups, students trace an outline of a peer onto a large sheet of paper. Students write words to describe Fern’s physical attributes on the outside of the drawing and words to describe her personal characteristics on the inside.
5. Students share their posters and descriptions. As a class, identify similarities between Three and Fern. Include both external features, for example, Three has 3 legs and Fern has 2, both are always smiling; and internal character traits, such as being friendly and kind.
6. Have students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) characteristics that they have in common with Fern and other characteristics that are different. For example, I am imaginative like Fern, but I am also adventurous. Extend the discussion to include what students would do if Three came to their house.
7. Display the page where Fern makes Three his own ‘special curl-up-place’. Identify the character names and pronoun references that are used across the text. Identify where the pronoun ‘they’ is used to describe Fern’s family, which is related to the illustration rather than in the words in the text.
8. Innovate on the words and illustrations on these pages by drawing a picture of yourself with Three. Include aspects of your own context as well as images that reflect your personality and interests.
9. Model writing sentences that describe your illustration. Explicitly include the use of adjectives to describe nouns, as well as continued reinforcement of noun/pronoun referencing. Using the text and [Resource 2: Character descriptions](#_Resource_2:_Character_1) as a guide, include a character description in the style used by *Three*. For example, David made Three a cosy bed from his favourite old shirt. Each weekend, Three and David would set off on exciting adventures in the bush to look for spikey 4 legs with little black eyes and bouncing 4 legs with a pouch and a tail.
10. Students draw and write to re-create themselves as a character in the text, demonstrating their understanding of character traits and the ways characters can be represented in words and pictures. Prompt students to consider noun/pronoun referencing and the use of adjectives to describe nouns/build noun groups.

**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:

**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

* make text-to-self, text-to-text or text-to world connections when reading.

**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.

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

* create and re-create characters in text that demonstrate understanding of character traits.

### Lesson 4: Using adjectives and adverbs to describe characters

1. Explain that authors can build on character descriptions by using adverbs to enhance meaning.

**Note:** An adverb is a word that tells something about a verb, adjective or another adverb; they indicate things like manner (how), place (where) or time (when). An adverb commonly ends in -ly.

1. Outline that adverbs of manner tell how something is done. For example, Three walked **slowly** through the countryside.
2. Re-read the sentence several times using an alternative adverb each time. For example, quickly, silently, angrily, warily. Discuss the impact the different adverbs have on the sentence. Highlight how each adverb contains a base word (free morpheme) that is built on by the suffix (bound morpheme) -ly. For example, slow/slowly, quick/quickly, angry/angrily.
3. Consider how adverbs provide information about the movements, mood, mannerisms and body language of the subject (character) being described. Have a volunteer student act out the previous sentences to illustrate.
4. Explain that, while many adverbs of manner end in -ly, some adjectives do as well, for example, friendly, lonely, curly. Highlight that, to identify an adverb, students need to determine if the word is adding meaning to verbs, adjectives and other adverbs, not to a noun.
5. Provide groups of students with a selection of stories that include adverbs of manner. Students scan the pages and write any words that end in ‘-ly’ on a sticky note. As a class, read the words and determine if each word is an adjective that ends in -ly, or an adverb of manner. Place words on a retrieval chart that is divided in 2 columns labelled, ‘Adverbs of manner’ and ‘Adjectives ending in -ly’. Focus on known morphemes and vocabulary to work out or refine the meaning of any unknown words that have been found.
6. Revisit the characters in the text *Three*. Discuss their personality traits and, if needed, refer to [Resource 3: Characteristic cards](#_Resource_3:_Characteristic).
7. To focus attention on character actions, ask students what Fern does to show that she is kind. Model writing sentences that describe Fern’s actions with an adverb to modify the manner in which it was done.
* Fern **lovingly**made a bed for Three out of her old t-shirts and a box.
* Fern spoke **kindly** to Three and told him all about the interesting creatures in her yard.
1. Using mini whiteboards, students write additional sentences that describe either Three or Fern’s actions, including an adverb to modify the manner in which it was done.

**Too hard? Students orally share sentences about the characters using adverbs.**

**Stage 1 Assessment task 4 –** Observations and work samples 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

* use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words

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

* use adverbs to modify the meaning of verbs and adjectives.

### Lesson 5: Making text-to-self connections

1. Review the concept of character as a fictional person or thing with an identity.
2. Visit [Stephen Michael King’s website](https://www.stephenmichaelking.com/books/three/) to learn about the creator’s journey and motivation for writing this book, including the role that his brother played. Discuss his idea about ‘finding the familiar’ and the story of *Three* becoming one of ‘understanding, acceptance, empathy, being thankful and finding your own path’.
3. Highlight that individual experiences can shape a reader’s ideas and opinions of texts and how they make connections with them. Explain that students will make connections with their own lives and instances where they have experienced similar traits within ‘the familiar’ of their own life.
4. Display [Resource 4: Adverbs of time](#_Resource_4:_Adverbs). Outline that adverbs are words that create the context for actions. They can tell the reader about the times ‘when’ events occur. Model creating an oral recount of an event where you have seen or experienced understanding, acceptance or empathy. Purposefully use adverbs of time to elaborate and provide details.
5. Students share their own stories in small groups. Provide scaffolding and guided instruction by asking questions to elicit further information, reinforcing what a student has communicated and recasting if required.

**Note:** Recasting is a teaching strategy to support students in their oral language. A recast occurs when the teacher modifies a learner’s utterance by adding new or different grammar (syntax) or by using precise words.

1. Reflect on the group conversations and list other adverbs of time that were used during discussions. Highlight how they supported students to elaborate contextual details.
2. Revisit that, in the text, Fern is thankful for Three and Three is thankful for everything.
3. Model writing sentences that describe your own experiences with feeling thankful. Explicitly include sentences containing adverbs of time, noun/pronoun referencing as well as noun groups that build descriptions of people and things. For example, I am thankful for my mum and dad; I am thankful for always having my kind friends; I am thankful for the yummy food in my lunchbox today; I am thankful for my cosy bed.
4. Ask students to orally share and draw things they are thankful for in their own life. Support students to create descriptive sentences that pair with their illustrations.

**Too hard?** Provide students with the sentence starter, ‘I am thankful for \_\_’ to support their writing.

**Stage 1 Assessment task 5 –** 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 experience can shape their ideas and opinions of texts
* use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships.

**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

* make text-to-self, text-to-text or text-to-world connections when reading.

## 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 |
| [**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 |  |  |  |  |  |
| [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

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

#### Learning intention and success criteria

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

#### Learning intention

Students are learning to create a fictional character with a personality, wants, emotions, and feelings.

#### Success criteria

Students can:

* generate ideas to create a character with internal and external traits
* plan for descriptive writing
* use noun groups to build descriptions
* improve character descriptions using adverbs and adjectives.

#### Resources

* A poem or story that includes a strong character description written in a rhythmic style. For example, Donaldson J (2006) *The Gruffalo*, Penguin Young Readers Group, London. ISBN: 9781509804757
* [Resource 1: Emoji emotions](#_Resource_1:_Emoji)
* [Resource 5: Character questionnaire](#_Resource_5:_Character_1)
* [Resource 6: Character plan](#_Resource_1_–_1)
* Poem: [The Wizard](https://childrens.poetryarchive.org/poem/the-wizard/)
* Poem: [Crayon Poem](https://childrens.poetryarchive.org/poem/crayon-poem/)
* A4 paper
* Drawing materials

### Lesson 6: Developing character descriptions using noun groups

1. View a text with a strong character description, for example, *The Gruffalo.* Revise the concept of a character as a fictional person or thing with an identity.
2. Discuss if the Gruffalo, or alternative character, invites a positive or negative response. Students select and describe the emotion that best fits their response to the character using [Resource 1: Emoji emotions](#_Resource_1:_Emoji). Students consider their response to other characters in the text. Explore the techniques used by the author to elicit these feelings or emotions from the reader.
3. Explore adjectives from the text that contain base words with common morphemes added. Draw attention to how the meaning of a word can be worked out though understanding individual units in the word. For example:
* terrible/terror (-ible: able to) – the terrible tusks are able to cause terror
* knobbly/knob (-ly: has the quality of) – his knee looks like a knob
* poisonous/poison (-ous: full of) – his wart is full of poison.
1. If using The Gruffalo, turn to the page where the mouse has seen the Gruffalo and is describing his physical features in a list. Model reading the page using appropriate fluency, including prosody. Chorally read the character description as a class. Share examples of alliteration in the description and how emphasising these beginning sounds when reciting can enhance enjoyment.
2. Model drawing a picture of the Gruffalo, or the character from the chosen supporting text.
3. Revise that a noun group is a group of words that are built on a noun and include a pointer (such as ‘his’, ‘her’, ‘the’, ‘a’, ‘an’, ‘that’ or ‘its’) and one or more adjectives or adverbs.
4. Use the model text to identify the main noun and any words that come before (or after) it that build description. Identify the position of the adjectives that were explored in activity 3:

He has terrible **tusks**, and terrible **claws**, And terrible **teeth** in his terrible **jaws**.

He has knobbly **knees**, and turned-out **toes**, And a poisonous **wart** at the end of his **nose**.

His **eyes** are orange, his **tongue** is black, He has purple **prickles** all over his **back**.

1. Label the picture from activity 5 with the noun groups that were used to describe the character’s physical features.
2. Discuss and list other noun groups not used in the text that could be used to describe the character.
3. Explain that students will create their own character with distinctive physical features. When creating a character, students need to consider the response they would like from readers. Place a copy of [Resource 1: Emoji emotions](#_Resource_1:_Emoji) in a visible location and brainstorm character ideas that may evoke some of the emotions presented.
4. Provide students with a piece of A4 paper folded into quarters to generate ideas for 4 different characters in 4 minutes. Set a timer for one minute. Students sketch one character idea into one box in one minute. Remind students to focus on their ideas for characters, not the detail in their drawing. Repeat this step 4 times until students have a different idea sketched into each box.
5. Students share their ideas with a partner, including the emotions they would like to evoke. Encourage students to describe their characters with adjectives, and to provide supporting details or justifications about why their character would be interesting.
6. Students decide on a character to create. If time permits, students can work in small groups to develop characterisation further with the use of [Resource 5: Character questionnaire](#_Resource_5:_Character_1).
7. Provide students with a copy of [Resource 6: Character plan](#_Resource_1_–_1). Explain that this plan will help to support the planning of an imaginative text. Discuss the elements of the plan and how it may be similar or different to a plan for an informative or persuasive text.
8. Students draw a picture of their character and label its physical features using noun groups.

**Too hard?** Students work in a targeted teaching group to create a collaborative draft.

**Too easy?** Students create 2 characters that will interact as part of their character description.

### Lesson 7: Developing character descriptions with verbs and adverbs

1. Re-read the character description from *The Gruffalo* with students. Continue to focus on reading fluency and the elements of prosody.
2. Ask students what precise verbs and adverbs do. Explain that they are used to form a clear image in the reader’s mind of the actions that are taking place. Adverbs can tell readers about manner (how), place (where) and time (when). They also inform the reader’s understanding of the character and their personality. By giving details of how a character moves, writers can make a character appear kind, angry, happy or sad.
3. Have students listen and imagine the Gruffalo when given 3 different descriptions containing verbs and adverbs of manner (how). For example:
* The Gruffalo **followed** the mouse through the woods.
* The Gruffalo **walked** through the dark woods, and the mouse **turned** and **walked away**.
* The Gruffalo **stomped noisily** through the dark woods, and the mouse **quickly scurried** under the nearest rock.
1. Provide time for students to identify the difference between the examples and the scenes they are describing. Use [Resource 1: Emoji emotions](#_Resource_1:_Emoji) to promote discussion on the different reactions to the characters that may come from the 3 descriptions.
2. Read the following examples to further develop an understanding of characters, their personalities, needs and wants:
* The Gruffalo **followed** the mouse, **bursting** with laughter.
* The Gruffalo **looked** at the mouse and **smiled**.
* The Gruffalo **glared hungrily** at the mouse, **smiled** and **slowly licked** his lips.
1. Ask students to consider what they can infer about the characters and their personalities in these examples. Ask if the Gruffalo sounds warm and welcoming, or if he sounds menacing and scary.
2. Highlight the verbs and adverbs, discussing their effectiveness in creating a strong character. Consider if there are even better words that could be used to enhance characterisation.
3. Support student idea generation for how their own character will move by creating a word bank of action verbs and saying verbs. Create simple word families by adding morphemic endings as required for verbs to be in past tense. For example:
* Action verbs: run/ran, stomp/stomped, jump/jumped, hop/hopped, flee/fled, leap/leapt, explore/explored, walk/walked
* Saying verbs: yell/yelled, bellow/bellowed, growl/growled, whisper/whispered.
1. Revisit how authors sometimes use adverbs to modify the meaning of verbs. Use students’ knowledge of adjectives and the addition of the morpheme -ly to create word families. For example, quick/quickly, slow/slowly, loud/loudly, deep/deeply.
2. Provide students with time to name their character and reflect on the personal qualities they would like it to possess. For example, brave, funny, adventurous, curious. These can be written in the space provided on [Resource 6: Character plan](#_Resource_1_–_1).
3. Support students to describe actions that would show their character’s needs, wants or personality traits. Students can write these as verbs on the character plan, along with paired adverbs to describe how the actions were carried out. For example, walked briskly, yelled loudly, flew quickly.
4. Reflect on the use of the character plan. In pairs, students describe what is on their plan and how it will support them to write an imaginative character description.

**Stage 1 Assessment task 6 –** 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

* use taught morphemic knowledge to create word families.

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

* use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing.

**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 how characters can invite positive and negative responses.

### Lesson 8: Creating written texts

1. Introduce students to a new poem that includes a character description, such as [The Wizard.](https://childrens.poetryarchive.org/poem/the-wizard/) Listen to the online recording and then read the poem together several times adjusting the pace, use of pauses and emphasis (loud and soft) on different words and phrases, including rhyming pairs. Discuss the effect on meaning and engagement.
2. Place students in groups to decide how they will use their expressive voices to read parts of the poem to the rest of the class. Guide groups with modelling and the explicit use of language related to reading fluency.
3. Use an exemplar text to model the features of a character description in a narrative text. For example, the description of when the mouse has finally seen the Gruffalo. Co-construct writing criteria for students to refer to as they write their own narrative character description. For example:
* write sentences to describe the physical features of a character
* write sentences to describe the personal traits of a character
* include noun groups in descriptions
* use pronouns to refer to the character throughout the text
* use adjectives and adverbs to build meaning.
1. Select a students’ labelled diagram of their new character and model writing sentences to describe it, referring to the success criteria.
2. Using coloured markers, ask students to underline or circle the writing criteria represented in the example.
3. Students write sentences to describe their character using their labelled diagram and draft writing from their [Resource 6: Character plan](#_Resource_1_–_1). Support students to refer to the co-constructed writing criteria and word banks as a support.

**Too hard?** Students work in a targeted teaching group to create a collaborative draft. Alternatively, reduce the number of criteria for the character description.

**Too easy?** Students elaborate on their writing by using dialogue between characters.

### Lesson 9: Revising and editing written texts

1. Review the use of creative and expressive features when reading poetry. Re-read [The Wizard](https://childrens.poetryarchive.org/poem/the-wizard/) chorally with students.
2. Introduce [Crayon Poem](https://childrens.poetryarchive.org/poem/crayon-poem/) and explore the use of noun groups to describe the objects drawn by the crayons.
3. Co-construct a poetry reading success criteria. Elements may include attention to volume, pace and emphasis.
4. Organise students into groups to discuss and explore how they would read the poem. Provide time for students to present the poem to the class.
5. Students finalise their draft writing about their character.
6. Revise the co-constructed writing criteria from [Lesson 8](#_Lesson_8_–) and discuss points for [peer and self-assessment](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549). Facilitate book-on-book feedback, where students sit in pairs with one student’s writing book or writing sample sitting on top of the other. The writer talks about their own writing with reference to the writing criteria, outlining what they think they did well, and what they would improve on. Their partner then provides feedback. The students swap which book is on top and repeat the process. At the end of this process, debrief as a class about the success of the peer assessment and self-assessment process.
7. Provide time for students to apply feedback to their character description.

**Too hard?** Students work in a targeted teaching group to create a collaborative character description from the plan.

**Too easy?** Students use a dialogue checklist to review conventions for dialogue between characters.

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

* recite poems and rhymes.

### Lesson 10: Sharing learning

1. Students publish their writing and create a detailed illustration of their new character.
2. Students share their work in small groups or as a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555).
3. Students reflect on what they have learned about the textual concept of character. Using an [exit slip](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), students respond to the prompts:
* Characters are important because \_\_.
* Authors create characters by \_\_.

**Stage 1 Assessment task 8 –** 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 noun/pronoun-referencing across a text
* use noun groups to build descriptions of people and things
* use adverbs to modify the meaning of verbs and adjectives.

**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 and re-create characters in texts that demonstrate understanding of character traits.

## Resource 1: Emoji emotions



Emojis from Microsoft Word for the Web

## Resource 2: Character descriptions

|  |  |  |  |
| --- | --- | --- | --- |
| **insect** | a six leg | **spider** | an eight leg |
| **human** | a two leg | **country** | a place where the green rolled slowly and the cars were not so many |
| **cow** | a four leg with two spikes on its head | **chicken** | a winged two leg, that laid eggs |
| **pig** | a pink four leg that snorted through its flat, friendly nose | **rabbit** | a little something that had two big ears and two big feet |
| **Fern** | a two leg pretending to be a three leg | **frog** | a hopping four legs |
| **bugs** | a flying six legs | **snail** | a sliding no legs |
| **Mum and Fern** | a one-legged and a twelve-legged creature | **family** | a perfect four |

## Resource 3: Characteristic cards

|  |  |  |  |
| --- | --- | --- | --- |
| **happy** | **scary** | **welcoming** | **grateful** |
| **curious** | **hungry** | **loving** | **thoughtful** |
| **sad** | **greedy** | **inquisitive** | **careful** |
| **brave** | **cosy** | **creative** | **fearful** |
| **kind** | **angry** | **imaginative** | **thankful** |
| **quiet** | **lucky** | **lonely** | **hopeful** |
| **rude** | **cheeky** | **friendly** | **helpful** |

## Resource 4: Adverbs of time

|  |  |
| --- | --- |
| Tell us **when**things happen | These tell us **how often**things happen |
| yesterdaya long time agoon Tuesdaylast year | sometimesoccasionallyusuallyalways |

## Resource 5: Character questionnaire

1. What is your name?
2. Where do you live?
3. What is a problem you are facing, or a goal you are working towards?
4. What 3 words would you use to describe yourself?
5. How do you help other people or other characters?
6. What is one thing you are afraid of?
7. If you had a superpower, what would it be?
8. Who is one person or animal you really like, and why do you like them?
9. What is your best quality?

## Resource 6: Character plan



## References

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

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