# English – Stage 1 – Unit 37



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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 825KB]](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

Aboriginal and Torres Strait Islander people should be aware that this resource may contain images, voices or names of deceased persons in photographs, film, audio recordings or printed material.

At the NSW Department of Education, we recognise the traditional custodians of the lands and waterways where we work and live. We celebrate Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationship to Country and acknowledge the significance of their cultures in Australia. We pay respect to Ancestors and Elders past, present and future.

The department recognises that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility.

1. For information, definitions and terminology related to Aboriginal education, refer to the [NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/), [Aboriginal Outcomes and Partnerships](https://education.nsw.gov.au/teaching-and-learning/aec) and [Diversity of learners](https://curriculum.nsw.edu.au/teaching-and-learning/diversity-of-learners) resources, and to the [Australian Government’s Style Manual](https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language/aboriginal-and-torres-strait-islander-peoples).
2. Engage with local Elders and community where possible.
3. During Week 2, students are asked to bring an artefact significant to their culture or family. For example, cultural clothing, a decoration, or a photograph showing a cultural celebration, tradition or family event.
4. Representation is the depiction of a thing, person or idea in written, visual, digital, performed, or spoken language and conventions. All representations carry personal and cultural meanings and have personal and social effects. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
5. Understanding of representation can be supported through watching the department’s video: [Representation (2:46)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset9).
6. While representation is the mentor concept for the conceptual component of this unit, the supporting concept of context can also be explored using the mentor text *Sea Country* by Aunty Patsy Cameron.
7. Context refers to factors acting upon composers and responders that impinge on meaning. To understand context, we need to look beyond the text and consider the world in which it was produced and the worlds of its reception. Students need to understand that the communication of information and ideas varies according to purpose and audience and the mode and medium through which it is delivered. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
8. Understanding of context can be supported through watching the department’s video: [Context (5:24).](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset13)
9. For information on yarning circles, verb groups, prepositions, subordinating conjunctions and complex sentences refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
10. This unit could enhance student learning towards achievement of outcomes from the History Syllabus regarding present and past family life.
11. Consider prior student knowledge regarding prepositions, commas, complex and compound sentences.
12. 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.
13. 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 13 February 2023) and was not modified. See references for more information.

### Outcomes and content – Component A

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

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Phonic knowledge**  **EN1-PHOKW-01 –** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts | * decode words with less common consonant digraphs and apply this when reading texts |
| **Reading fluency**  **EN1-REFLU-01 –** sustains reading unseen texts with automaticity and prosody and self-corrects errors | * apply grapheme–phoneme correspondence to read words with automaticity (FlY1) * use sentence punctuation to enhance reading in a conversational manner (FlY3, FlY4) |
| **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning | * use known vocabulary to build a mental model of the content of the text * ask a clarifying question when more background knowledge is needed to make an inference * interpret patterns in texts to enhance understanding |
| **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts | * segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG5) * use extended phonic code for taught consonant phonemes * use spelling conventions when adding plural-marking suffixes (SpG9) |
| **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) |

### 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** | * **understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification (**LiS4**)** * **listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts** * **use tense correctly to discuss past, present and future events** * **deliver a planned narrative to an audience for specific contexts and purposes (**SpK4**)** |
| **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 * use vocabulary to express cause and effect (SpK3) |
| **Reading comprehension**  **EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning | * use known vocabulary to build a mental model of the content of the text * know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence * use visual and/or auditory features in multimodal texts to build meaning (UnT5) * ask a clarifying question when more background knowledge is needed to make an inference |
| **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 a logical order to sequence ideas and events in sentences across a text (GrA4) * use appropriate tense across a text (GrA4) * use contextually precise prepositional phrases when creating texts (GrA4) * experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message (GrA5) * use commas to separate ideas, lists and/or dependent clauses in a sentence (PuN4, PuN6) * use different modes and media to enhance the presentation of texts they have created (CrT5, CrT6) |
| **Understanding and responding to literature**  **EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose | * identify cultural representations in a range of texts * express personal responses to the real and imagined worlds that are represented in texts * identify representations of groups and cultures in a range 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 |
| [**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 will explore how personal histories and traditions can be represented through texts.

#### Success criteria

Students can:

* identify cultural representations in a text
* logically order sentences to explain a cultural tradition
* understand and use cause and effect
* correctly use tense across a text
* use prepositional phrases to enhance meaning
* identify that visual and auditory features can build meaning.

#### Resources

* Cameron P (2021) Sea Country (Kennedy, L, illus), Magabala Books, Australia. ISBN: 9781925936032
* Video: [Classic Kids: Music for the Dreaming: Gambambarawaraga (6:10)](https://www.abc.net.au/education/digibooks/classic-kids-music-for-the-dreaming/101745446#3:~:text=5.-,Gambambarawaraga,-Through%20Aunty%20Brenda%27s)
* Website: [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia)
* Website: [Yarning Circles](https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles)
* [Resource 1: Sentence starters](#_Resource_1:_Sentence_1)
* [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* Mini white boards
* Sticky notes
* Writing materials

### Lesson 1: Exploring cultural representation in *Sea Country*

1. Play sounds from the ocean or beach for students to listen to as they get ready for the lesson. Ask students to close their eyes and let the music lead their imagination. Select students to share the mental images they created. Some responses could include the beach, water, summer.

**Optional**: Provide students with natural items, such as shells and sand, to pass around and share their experiences with the items.

1. Display the first double page from Sea Country. Ensure the title of the book is covered as this will be important for activity 3. Ask students what they see, think and wonder about the text. Discuss and list students’ ideas or questions.
2. Using the recorded ideas, ask students to think of an appropriate title for the text. Remind students that the title sometimes gives readers clues about the text and helps them to make predictions.
3. Reveal the title of the text and discuss.
4. Using the illustrations and the text on the first double page, discuss the people and setting of *Sea Country*. Some prompts for students could include:

* What is happening on these pages?
* What does it mean to be a ‘proud, strong people’?
* How do the illustrations show what Sea Country is like?

1. Model asking clarifying questions to build background knowledge. For example, you could ask where the author and illustrator are from or where the book is set.
2. Co-construct a list of questions to build background knowledge. Explain that background knowledge supports comprehension. Use think-alouds to demonstrate using sources of information to answer the clarifying questions by:

* looking at the back pages of the text that give information about the author, Aunty Patsy Cameron, and illustrator, Lisa Kennedy. Discuss how their heritage influences the text.
* displaying the [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia). Locate Flinders Island and discuss where it is.

1. Read the text.
2. Discuss how the language features, vocabulary and illustrations about the Sea Country environment support readers to understand cultural representations. For example, ‘When the boobyallah flowers came, it was time to look up. This is when the mutton birds would come in a great wave at dusk’. This represents connection to Country.
3. As a class create a [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) labelled ‘looks, feels and sounds’. Complete the chart using a time when the environment changed, such as when the black cockatoos came down from the mountains.
4. Students use ideas from the Y-chart to write a short text describing how the signs in the environment helped people to understand the time of year. For example, ‘When the black cockatoos came, they screeched and squawked a warning. The land became dark and gloomy. We felt the cool winds blow and we knew the rain was coming.’

**Too hard?** Students draw a time from *Sea Country* and label their picture using short phrases.

**Too easy?** Students write a description of *Sea Country* using similes and metaphors.

1. Ask students to share a time when they have noticed signs in the environment and what these could represent. For example, grey clouds can represent that rain is coming. The smells in the air can represent that a thunderstorm is coming.

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

* understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification
* listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts.

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

* ask a clarifying question when more background knowledge is needed to make an inference.

### Lesson 2: Understanding and explaining cultural representation

1. Revise the importance of oral storytelling in Aboriginal and Torres Strait Islander culture and history. Discuss the significance of storytelling for passing down traditions, education and cultural continuation.
2. Revise how the language features, vocabulary and illustrations represent Aboriginal and Torres Strait Islander culture and history. For example: collecting shells, fishing in wooden dinghies with long oars, watching clouds snake their way down Mt Munro, a ring around the moon told us bad weather was coming, free to hear the Country speaking to us.
3. Revisit significant parts of Sea Country and discuss how author Aunty Patsy Cameron shared the stories and traditions from her family’s seasonal life on Flinders Island in Tasmania. Prompt student thinking and personal responses to the text by using questions such as:

* What can we tell about the connection between people and Country in Sea Country?
* How is respect for Country shown through a text like Sea Country?
* Why is it important for families to share stories?

1. Model using the think-aloud strategy to explain creating a mental model. For example, ‘When I see the word **freedom**, I visualise the children playing happily near the water; when I see the word **dinghies,** I have a mental model of people fishing in a small, wooden, paddleboat.’
2. Ask students to locate descriptive words in the text, including nouns and adjectives and share what mental models they created.
3. Discuss how the illustrator’s connection to sea and Country can be seen through the detailed collages and illustrations. For example, the double page with illustrations of shells represents the importance and tradition of making shell necklaces. Explain how the illustrator would have used her experiences and understanding of Country to build a strong mental model.
4. In pairs, students use key words to record some of the events from the text. This can be done on mini whiteboard or on sticky notes.
5. Flick through the text and arrange the events in the correct order.
6. Model writing a sentence to recount some of the events. Draw students’ attention to how sentences are placed in a logical order. For example, ‘Sea Country people played freely on the beach and in the bush where they practised their culture. They collected different shells and strung them together, making beautiful necklaces.’
7. Students write and illustrate a short paragraph to explain some of the cultural traditions from the text. Highlight how the sentences need to be ordered in a logical way.

**Too hard?** Students work in small groups to select, draw, and label a cultural event from the text using a simple sentence.

1. Ask students to share their personal responses to the text and identify something new they learnt about Aboriginal and Torres Strait Islander culture.

**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:

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

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

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

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

### Lesson 3: Using correct tense and cause and effect

1. Re-read *Sea Country*.
2. Revisit how author Aunty Patsy Cameron shared the stories and traditions from her family’s seasonal life on Flinders Island in Tasmania.
3. Explain that the text is mainly written in past tense because it retells past events and stories. Provide sentences from the text and ask students to identify the past tense verbs. For example, ‘Grandfather Silas **showed** us what Country **was saying**, the shells **smelled** like the deepest oceans.’
4. Discuss that ‘was saying’ in the example sentence is a verb group. Ask students to identify which word in the verb group ‘was saying’ shows past tense (was).
5. Discuss how cause and effect is used in some sentences. Display a sentence from the book and label the cause and effect. For example, ‘When the boobyallah flowers came (cause), it was time to look up (effect).’ Explain that the clauses are separated using a comma.
6. Provide students with [Resource 1: Sentence starters](#_Resource_1:_Sentence_1) (cause). In pairs, students write the effect to finish the sentences. For example, **When the blazing sun beat down on my face,** **my skin got badly sunburnt**. Remind students to include past tense verbs.
7. Ask students to think about their own personal histories or traditions. It could be a special memory about a family member. Students create cause and effect sentences, then orally share their sentences with the class. For example, ‘It was my birthday, so Nanna cooked a delicious spaghetti bolognese for dinner.’ ‘I travelled to Walaga Lake with my family. Mum and I danced in the rain, it was so much fun.’

**Too hard?** Students draw a special memory of their family or personal history and write a sentence to describe it.

**Too easy? Students draw a special memory of their family or personal history and write a longer and more detailed text to describe it using cause and effect sentences, similes and metaphors.**

1. In a [yarning circle](https://curriculum.nsw.edu.au/resources/glossary), students share their personal history or tradition.

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

* use tense correctly to discuss past, present and future events.

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

* use vocabulary to express cause and effect.

### Lesson 4: Using illustrations and prepositional phrases to build meaning

1. Revisit Sea Country and discuss how the illustrations are used to build meaning, for example, the double page with the shellfish and campfire. The illustrations tell the reader about the types of shellfish that were eaten, what they looked like and how they were cooked. The opposite page, with the illustration of the rings around the moon, helps people understand changes in weather.
2. Model how to create a poster by illustrating some of the signs that Country gives about the weather and seasonal changes. Provide time for students to create their own poster.
3. Revise the meaning of prepositional phrase. A preposition is followed by a noun or pronoun. For example, in the phrase ‘the ball landed under the table’, ‘under the table’ is the prepositional phrase. Explain that authors use prepositional phrases to provide more information and tell the reader where (place), when (time) or how (manner) something is in relation to something else.
4. Model how to write sentences that describe what is happening in the poster using precise prepositional phrases. For example, ‘When the clouds **came down over Mount Munro**, the rains would come, and the wind would blow **from the south-east**.’
5. Ask students to identify and underline the prepositional phrases in the modelled sentences.
6. Students write their own sentences to describe the signs that Country gives about the weather and seasonal changes using prepositional phrases.

### Lesson 5: Building meaning in a description

1. Ask students to close their eyes and listen to video: [Classic Kids: Music for the Dreaming: Gambambarawaraga (6:10).](https://www.abc.net.au/education/digibooks/classic-kids-music-for-the-dreaming/101745446#3:~:text=the%20Dreaming%3A%20Dhawara-,5.%20Gambambarawaraga,-Through%20Aunty%20Brenda%27s)
2. Explain that this story is from Yuin Elders about living in harmony with nature. Ask students what mental models they created and what thoughts and feelings were evoked. **Note**: Students will be adding audio to a presentation in [Lesson 9](#_Lesson_9:_Enhancing) and [Lesson 10](#_Lesson_10:_Publishing).
3. Search the text for complex sentences. For example, ‘**When** the black cockatoos came down from the mountains (dependent clause), we knew it would rain (independent clause).’
4. Reinforce that a complex sentence has an independent clause for the main message and dependent clause to elaborate on or modify the message. Ask students to identify the dependent and independent clauses and the subordinating conjunction. Revise the placement of the comma at the end of the first clause.
5. Explain that students will create a collage or illustration of Sea Country then write a description to match. Students will also decide what sounds or music could be used to build meaning.
6. Model how to create a basic collage or illustration to show life on Sea Country. For example, you could include the beach, shells, plants, the moon and a family.
7. Co-construct a description to match the collage or illustration. Ensure complex sentences are included.
8. In pairs, students plan their collage or illustration then write a description. Remind students to include complex sentences.

**Optional**: Students create their own collage or illustration.

**Too hard?** In small groups, co-construct a description.

1. Using the Classic Kids Music for Dreaming story as a model, ask students to decide what sounds or music would build meaning and bring their descriptions to life. For example, soft tapping, shaking of objects from around the classroom, musical instruments, voice percussion, body percussion.
2. In the same pairs from activity 8, students decide what sounds or music they could add to their description.
3. Students share their descriptions, with one person reading and the other adding the sounds or music.

**Note**: Explain that students will need to bring an artefact from home to use in [Lesson 6](#_Lesson_6:_Model_1). The artefact could represent something from their own culture. For example, cultural clothing, a decoration or a photograph showing a cultural celebration, tradition or family event.

**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 visual and/or auditory features in multimodal texts to build meaning
* know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence.

**EEN1-CWT-01 – plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure**

* experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message.

## 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 use their understanding of representation to share a personal story.

#### Success criteria

Students can:

* plan for writing using a concept map
* use a co-constructed success criteria to write a personal story
* apply feedback to edit writing
* plan how to enhance a presentation
* use different modes and media to build meaning of a text.

#### Resources

* Cameron P (2021) Sea Country (Kennedy, L, illus), Magabala Books, Australia. ISBN: 9781925936032
* Video: [Aunty Patsy Cameron (4:55)](https://www.youtube.com/watch?v=Fo595w5Y_5c)
* [Concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577)
* [Exit slip](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543)
* Chart paper
* Sticky notes
* Writing materials

### Lesson 6: Model planning and writing

1. View the video of [Aunty Patsy Cameron (4:55)](https://www.youtube.com/watch?v=Fo595w5Y_5c), who shares her personal story about growing up on Flinders Island.
2. Revisit the text, *Sea Country.* Display the page with Aunty Patsy’s personal story. Discuss how Aunty Patsy has written a personal story about her artefact, the shell necklace. Discuss how in her story Aunty Patsy tells of making shell necklaces and how this is a representation of Sea Country culture. Ask if students have any clarifying questions about the text and discuss or answer them.
3. Explain that students will write a personal story about an artefact or event that is significant to their culture or family. Present a personal artefact or a photo of an event and explain what it is, the significance of it, and make connections to personal experiences. The item could represent something from your own culture or a connection to a special event you have experienced. For example, a necklace, a photo of a family event or celebration, an item of clothing, a toy or a cultural headdress.
4. Co-construct a [learning intention and success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622#:~:text=Success%20criteria%20are%20linked%20to,are%20learning%20and%20also%20self%2D) for a detailed personal story. For example, ‘I am learning to write a personal story about an artefact or family event to explain why it is significant. I can:

* sequence events in a logical order
* use varied sentence structures (simple, compound, complex)
* ensure that the correct tense is used
* write precise information by using prepositional phrases
* use commas to separate a list or ideas.’

Keep this so that it can be referred to in [Lesson 7](#_Lesson_7:_Composing).

1. Explain that planning is an important part of creating texts. Demonstrate how to use a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) to support planning. Draw an illustration of the artefact or family event that will be written about in the middle of the map.
2. Explicitly model how to write a personal story that describes the artefact or family event displayed in activity 2. Explain its cultural significance or family history through personal experiences, using the co-constructed success criteria.
3. In pairs, students describe their artefact or family event and explain its significance to their culture or family. Encourage students to share personal experiences.
4. Strategically select students to share their descriptions of the artefact or family event with the class. Highlight when students use language that meets the success criteria.
5. Students use a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) to plan their ideas. Encourage students to draw a picture of their artefact or family event in the middle of their concept map and write their ideas around the outside. This will be used in [Lesson 7](#_Lesson_7:_Writing).
6. In small groups, students share their concept map with group members. Group members ask clarifying questions to gain a deeper understanding of ideas presented.
7. Provide time for students to add further ideas to their concept map.

### Lesson 7: Writing a personal story

1. Revise the co-constructed success criteria, modelled writing and concept map from [Lesson 6.](#_Lesson_6:_Model)
2. Revisit Aunty Patsy’s personal story about making shell necklaces in the text *Sea Country*. Choose a word that could be changed depending on the tense and context. Model adding suffixes or changing the word. For example, watched – watches, watching; taught – teach, teaches, teaching. Explain that the correct word choice will add precision to a text.
3. Compile a list of words that students may use in their personal stories where tense and suffixes can be modified. For example, celebration – celebrations, celebrating, celebrated, celebrate; ceremony – ceremonies, ceremonial; important – importance, importantly; significant – significance, significantly; culture – cultural, cultures, culturally. Keep the words on a chart for students to refer to as they begin to write.
4. Students use their concept map to plan a personal story about their artefact or family event. Remind students to include a description, information about how their artefact or family event reflects their own culture or family and why it is significant.
5. Encourage students to use descriptive language and varied sentence structures.

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

**Too easy?** Students include different language features such as similes and metaphors to add impact to their description.

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

**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.

### Lesson 8: Editing

1. Revise and display the co-constructed writing success criteria from [Lesson 6](#_Lesson_6:_Model). In small groups, students share and discuss their personal stories. Use [Two Stars and a Wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) to initiate peer feedback using the displayed success criteria.
2. Provide time for students to apply feedback.

**Optional:** Students create an artwork or collage using colour and symbols to represent their personal story and the importance of their artefact or family event. Use the text Sea Country to show examples.

**Stage 1 Assessment task 6 –** Collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content points:

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

* use a logical order to sequence ideas and events in sentences across a text
* use appropriate tense across a text
* use contextually precise prepositional phrases when creating texts
* experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message
* use commas to separate ideas, lists and/or dependent clauses in a sentence.

### Lesson 9: Enhancing presentations

1. Refer to [Lesson 5](#_Lesson_5:_Using) and ask students to think what music or sounds could be used to build meaning in their personal story. For example, soft tapping, shaking of objects from around the classroom, musical instruments, voice percussion, body percussion.
2. Explain that students will use a digital platform to publish their personal story and they will be adding audio features.
3. Discuss strategies to effectively deliver an oral presentation. For example, speak slowly and clearly, use a soft tone, have a clear script to follow, rehearse reading the script out aloud prior to recording, rehearse recording small sections of the script to make sure the volume and tone are clear.
4. In pairs, students plan how to deliver and record their personal stories on a selected digital platform. Explain that students will need to display an image or artwork of their artefact or family event on a slide and record themselves orally presenting their personal stories. Music or sounds should be added to help build meaning.
5. Provide students with opportunities to publish their personal stories as a video recording. This could include using a digital platform such as Microsoft PowerPoint.
6. In pairs, students rehearse delivering and recording their personal stories and provide feedback to their partner.

### Lesson 10: Publishing and presenting

1. Students continue publishing their personal stories.
2. Share and discuss published personal stories with the class or an authentic audience.
3. On a sticky note, ask students to identify what they have learnt about how personal histories can be represented in texts and one thing they enjoyed about the unit.
4. Students stick these on a reflection chart as an [exit slip](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543).

**Optional**: Where appropriate, display selected personal stories on the school website or via other digital platforms.

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

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

* deliver a planned narrative to an audience for specific contexts and purposes.

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

* use different modes and media to enhance the presentation of texts they have created.

## Resource 1: Sentence starters

**Example sentence**: When the blazing sun beat down on my face (**cause**), my skin got badly sunburnt (**effect**).

|  |  |
| --- | --- |
| Sentence starters (cause) | Effect |
| When my bike tyre had a hole in it |  |
| When I hear the pounding of footsteps coming down the hallway, |  |
| When the wind blew during the morning, |  |
| When I am swimming in the clear blue water at the beach, |  |

## References

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