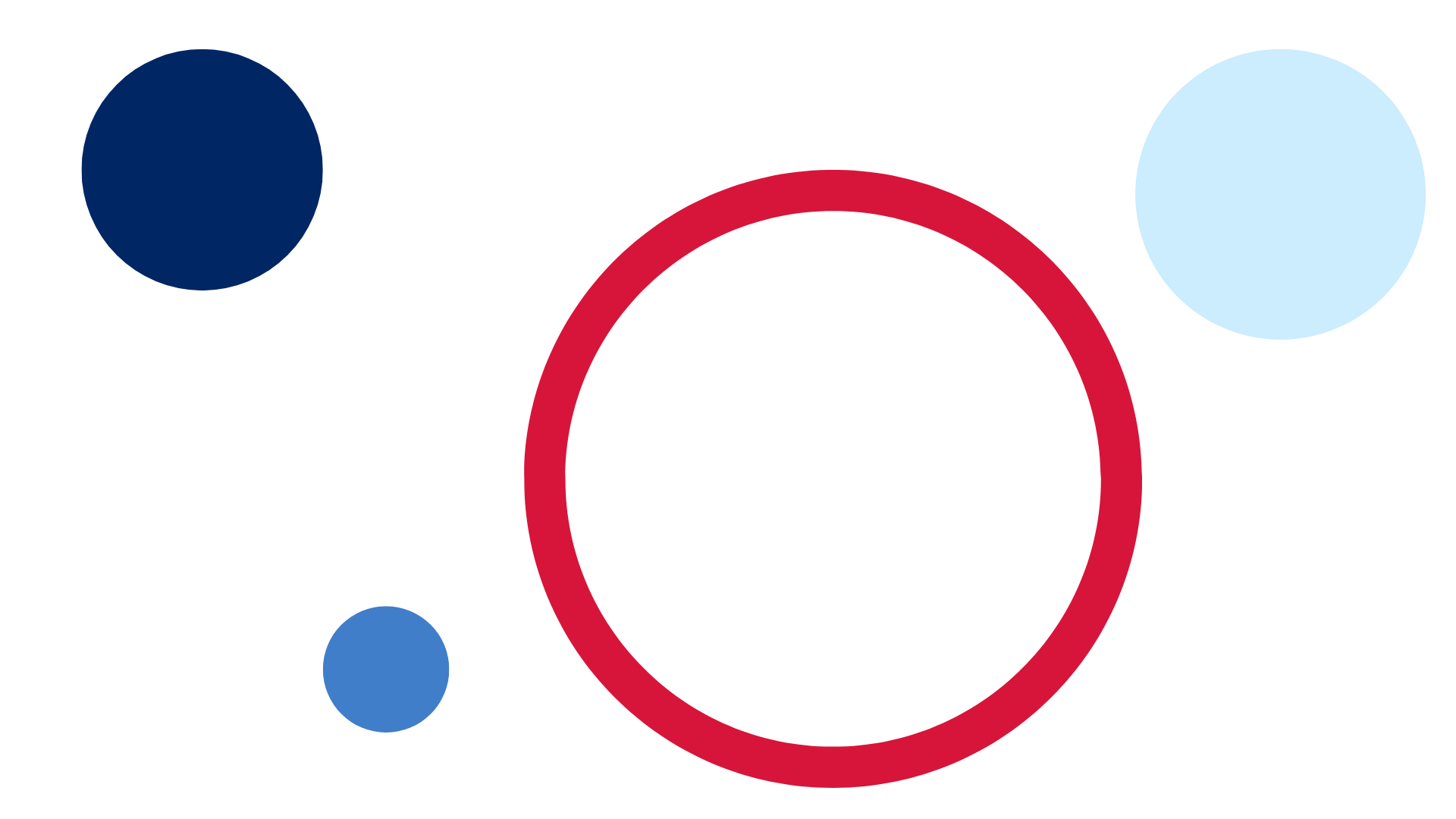
# English – K-2 multi-age – Year B – Unit 18



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## Unit overview and instructions for use

This two-week unit is comprised of Component A and Component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonological awareness (Early Stage 1) * Print conventions (Early Stage 1) * Phonic knowledge * Reading fluency * Reading comprehension * Spelling * Handwriting | * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)). 2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle. | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence. 2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required. |

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

### Teacher notes

1. Context is defined as a culturally or socially situated circumstance that may give rise to a particular register ([NESA Glossary](https://curriculum.nsw.edu.au/resources/glossary)). To understand context, we look beyond the text to consider the world in which it was produced and the worlds of its reception.
2. Representation is the depiction of a thing, person or idea in written, visual, performed or spoken language. It can reflect the natural world realistically or convey people, objects, experiences and ideas in a more abstract way. – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
3. In [Lesson 1](#_Lesson_1:_What), students will create a set of questions which they will use to interview a grandparent or other special person in their life. The questionnaire should be sent home and returned by [Lesson 4](#_Lesson_4:_Using). Special consideration and adjustments for this task should be made as appropriate for individual students.
4. This unit could enhance student learning towards the achievement of creative arts, geography and physical education outcomes.
5. Consider prior student knowledge on nouns, verbs, adjectives, adverbs, compound sentences and paragraphs.
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 15 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).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Phonological awareness**  **ENE-PHOAW-01** **–** identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts   * as needed | **N/A** |
| **Print conventions**  **ENE-PRINT-01** **–** tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print   * as needed | **N/A** |
| **Phonic knowledge**  **ENE-PHOKW-01** **–** uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts   * decode words containing split digraphs and vowel digraphs (PKW5) * experiment with encoding high-frequency words containing split digraphs and vowel digraphs | **Phonic knowledge**  **EN1-PHOKW-01** **–** uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts   * decode words with less common consonant digraphs and apply this when reading texts * blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts (PKW6, PKW7) |
| **Reading fluency**  **ENE-REFLU-01** **–** reads decodable texts aloud with automaticity   * read words automatically then apply to texts * know that pace and expression vary when reading, according to the audience and purpose | **Reading fluency**  **EN1-REFLU-01** **–** sustains reading unseen texts with automaticity and prosody and self-corrects errors   * read aloud with an easy speech rhythm (FlY3) * use sentence punctuation to enhance reading in a conversational manner (FlY3, FlY4) |
| **Reading comprehension**  **ENE-RECOM-01** **–** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * use known vocabulary to work out or refine the meaning of unknown words * recognise how the position of words in a sentence changes its meaning * ask a question or make a statement to clarify meaning (UnT3, UnT4) * use information or events from different parts of the text to form an opinion | **Reading comprehension**  **EN1-RECOM-01** **–** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * draw on sources to seek clarification for unknown words * re-read words, phrases or sentences to check and clarify precise meaning * ask a clarifying question when more background knowledge is needed to make an inference * interpret patterns in texts to enhance understanding |
| **Spelling**  **ENE-SPELL-01** **–** applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts   * segment multisyllabic words into syllables and phonemes as a strategy for spelling * experiment with some vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words | **Spelling**  **EN1-SPELL-01** **–** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts   * segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG5) * use extended phonic code for taught consonant phoneme |
| **Handwriting**  **ENE-HANDW-01** **–** produces all lower-case and upper-case letters to create texts   * use a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed. | **Handwriting**  **EN1-HANDW-01** **–** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts   * position all letters correctly on the line with appropriate spacing between words (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).

|  |  |
| --- | --- |
| Early Stage 1 Focus area and outcome | Stage 1 Focus area and outcome |
| **Oral language and communication**  **ENE-OLC-01** **–** communicates effectively by using interpersonal conventions and language with familiar peers and adults   * listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings * understand there are many languages that are used by family, peers and community * use connectives such as and, but and because when speaking (SpK2) | **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)** * link or compare ideas when interacting * deliver a planned narrative to an audience for specific contexts and purposes (SpK4) |
| **Vocabulary**  **ENE-VOCAB-01** **–** understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts   * understand words that have different meanings in different contexts | **Vocabulary**  **EN1-VOCAB-01** **–** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas   * understand and use words that have different meanings in different contexts * understand and intentionally choose subject-specific vocabulary to enhance precision and for effect |
| **Reading comprehension**  **ENE-RECOM-01** **–** comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect   * use known vocabulary to work out or refine the meaning of unknown words * identify conjunctions in a compound sentence, their meaning and purpose * recognise how the position of words in a sentence changes its meaning * use background knowledge when identifying connections between a text, own life, other texts and/or the world (UnT4) * use information or events from different parts of the text to form an opinion | **Reading comprehension**  **EN1-RECOM-01** **–** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning   * draw on sources to seek clarification for unknown words * make text-to-self, text-to-text or text-to-world connections when reading (UnT6) |
| **Creating written texts**  **ENE-CWT-01** **–** creates written texts that include at least 2 related ideas and correct simple sentences   * create a text including at least 2 related ideas (CrT5) * use personal pronouns in own writing (CrT7) * use prepositional phrases to indicate time or place (GrA2) * experiment with writing compound sentences and recognise that each clause makes meaning by itself (GrA4) * understand that punctuation is a feature of written language and how it impacts meaning * intentionally select nouns, verbs, adjectives and articles in own writing * edit their texts after receiving feedback | **Creating written texts**  **EN1-CWT-01** **–** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure   * group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas (CrT7) * write compound sentences using coordinating conjunctions (GrA4, CrT5) * use adverbs to modify the meaning of verbs and adjectives (GrA3) * use contextually precise prepositional phrases when creating texts (GrA4) * accurately use articles and pronouns in own writing (GrA3) * use commas to separate ideas, lists and/or dependent clauses in a sentence (PuN4, PuN6) * make intentional word choices to enhance precision of meaning and ideas in a text (CrT5) * re-read and edit their own texts after receiving feedback |
| **Understanding and responding to literature**  **ENE-UARL-01** **–** understands and responds to literature read to them   * identify aspects of their own world represented in texts (UnT4) * create imaginative and/or informative texts relating to their own experience, the world and/or other texts (CrT3) | **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 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

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

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to construct sentences that relate to their own experiences. | Students are learning to recognise cultural representations in texts and express a personal response. |
| Success criteria | Students can:   * identify aspects of their world in a text * recognise how the position of words in a sentence changes its meaning * listen to and agree or disagree with the thoughts and feelings of others * use prepositional phrases * use nouns, verbs, adjectives, articles and pronouns. | Students can:   * identify cultural groups in a text * make text-to-self connections * compare ideas and express a personal response * use precise prepositional phrases * group sentences to write a paragraph. |

#### Resources

* Barton A (2021) What Do You Call Your Grandma? (Heiduczek M, illus.), ABC Books AU, Sydney. ISBN: 9780733340840
* [Resource 1: Grandparents](#_Resource_1:_Grandparents)
* Video: [ABC Kids: Grandparents (2:33)](https://www.abc.net.au/abckids/early-education/family-community-and-culture/play-school-where-i-belong-grandparents/13275292)
* [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599)
* Highlighters or coloured pencils

### Lesson 1: Exploring context in *What Do You Call Your Grandma?*

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

#### Whole

**Note:** Approach these activities with sensitivity and adjust as appropriate for individual students. For example, it might be suitable for students to discuss an Elder or other significant person in their family or community. Provide alternative tasks if interviewing a grandparent or other significant person is not possible.

1. Revise the concept of ‘context’. Explain that where someone lives and the cultural groups they belong to affect what they speak and write about.
2. Display the front cover of What Do You Call Your Grandma? and ask students to share what they call their grandmother. Make note of the variety of responses and ask students why there are many different words for ‘grandmother’.
3. Create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) with the headings ‘Grandmother names’ and ‘Grandfather names’. List student responses under ‘Grandmother names’. The grandfather section will be completed in [Lesson 2](#_Lesson_2:_The).
4. Read the text. Pause at the end of each page to identify and record the names for ‘grandmother’ on the T-chart.
5. Look at the glossary at the end of the book. Highlight how it gives more contextual information about the words for ‘grandmother’ used in the text. Discuss that families and cultural groups communicate in many different languages and explore how these are represented in the text.
6. Look at several pages of What Do You Call Your Grandma? and make a note of the information given about each grandmother. For example, their name, preferred activities and foods eaten or cooked. Discuss how the information provided about each grandmother shows context (where they are from and how this influences what they do).
7. Explain that later in the week, students will write sentences (Early Stage 1) or a paragraph (Stage 1) about the context and culture of a grandparent (or special person). Their writing will be guided by a co-constructed questionnaire which will be completed at home.
8. Co-construct a set of questions for students to interview their grandparent (or special person). Example questions could include:

* What is your full name?
* What do your grandchildren call you?
* How old are you?
* Where were you born?
* What is your favourite meal to cook or what do you like to eat?
* What type of music do you like?
* What activities do you enjoy doing?
* What was or is your job?
* What games did you like to play as a child?
* What is your favourite thing about me or what do you like doing with me?

**Note:** The questionnaire may be paper based or uploaded to a digital platform. It will need to be completed by [Lesson 4](#_Lesson_4:_Using).

1. Students draw or write something they already know about their grandparent (or special person) and something they do not know.

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

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

* understand words that have different meanings in different contexts.

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

* identify aspects of their own world represented in texts.

### Lesson 2: The position of words in sentences and making connection

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

#### Whole

1. Watch [ABC Kids: Grandparents (2:33)](https://www.abc.net.au/abckids/early-education/family-community-and-culture/play-school-where-i-belong-grandparents/13275292) video.
2. In mixed stage groups, ask students to record some of the different names for grandparents used in the video and some of the activities the children did with their grandparents. Select students to share their group’s ideas with the class.
3. Record any new grandparents’ names on the [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599).
4. Ask students to share what they call their grandfather or special older person, and list these on the T-chart under ‘Grandfather names’.
5. Re-read What Do You Call Your Grandma? and make connections to the names and activities in [ABC Kids: Grandparents (2:33)](https://www.abc.net.au/abckids/early-education/family-community-and-culture/play-school-where-i-belong-grandparents/13275292) video.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (pairs/independent) |
| 1. Explain that students will listen to 2 sentences that will be read aloud. Ask students to think about the position of the words in each sentence and how this affects meaning. 2. Go to the page where Ahmed and his grandma Bibi watch soccer on the TV. 3. Use the page from activity 2 to say a sentence about Ahmed and Bibi. For example, ‘Bibi turned the TV on for Ahmed.’ Model writing the sentence and ask students to draw a picture to match it. 4. Using the same sentence, swap the position of the proper nouns. For example, ‘Ahmed turned the TV on for Bibi.’ Model writing the sentence and ask students to draw a picture to match it. 5. Students compare their drawings and discuss how the position of words (proper nouns) in the sentences changed the meaning. 6. Students experiment with the position of words by writing 2 sentences about an activity they do with their grandmother (or special person). Students use their name and the name of their grandmother (or special person) to write the sentences. Students use the anchor chart to support them. For example, ‘Nanna baked a cake for Jerome’; ‘Jerome baked a cake for Nanna.’   **Too hard?** Provide students with the first sentence so that they can swap the word order in the second sentence. | 1. In pairs, students make connections to their own life and experiences with a grandparent (or special person) and share with each other. For example, where their grandparents or special person live, what activities they do with their grandparents or special person. 2. Students write a compound sentence about a grandparent (or special person), stating their name and where they are from or live. For example, ‘My grandmother is called Nan and she is from Sydney.’   **Too easy?** Students write a sentence (or more) to explain why they call their grandparent (or special person) a particular name.   1. Students draw a picture to match their writing, then share with a peer to discuss why this person is important to them. |

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

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

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

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

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

### Lesson 3: Listening to ‘agree’ or ‘disagree’ and comparing ideas

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

#### Whole

1. Ask students to imagine they are a grandparent. Students change the way they move to represent how they believe a grandparent or older person might act. Play some music and ask students to dance as if they are a grandparent or an older person.

**Note**: The purpose of this activity is to show students that stereotypical views of grandparents and older people can be challenged. This will become apparent to students in activity 10.

1. Display and read the page about Sylvie and her MeeMaw in the text *What Do You Call Your Grandma?* Re-read the phrase, ‘Not too old to ride the seesaw’ and ask students to discuss what this means.
2. Write the following statement on the board, ‘Grandparents are too old to ride a seesaw’. Label 2 sides of the classroom as ‘Agree’ or ‘Disagree’. Ask students to decide if they agree or disagree with this statement and to stand on the side of the room that represents their opinion.
3. As a class, students share why they agree or disagree using a ‘because’ statement. Encourage students to consider their own family and the experiences they may have with their own grandparents (or special person). Ask several students to share their personal response to the statement.
4. After hearing the reasons presented, ask students whether their thoughts and feelings have changed. Repeat activity 3 and discuss any changes.
5. Provide students with a copy of [Resource 1: Grandparents](#_Resource_1:_Grandparents). Students draw or write some activities they think their grandparents or an elderly person can or cannot do.
6. Select students to share their ideas and explain their reasoning. Encourage class members to agree or disagree, using a connective and reason to support their reason. For example, ‘I disagree that a grandparent can’t scuba dive as my Pop is a scuba diving instructor.’
7. Refer to the text with Sylvie and MeeMaw and revisit the phrase ‘Not too old to ride the seesaw’. Model writing a compound sentence using the same phrase and some student examples from activity 7. For example, ‘My Pop is not too old to run a marathon and he won a medal for running last week’, ‘My Grandma loves racing cars, so she is not too old to drive fast.’ Keep the sentences on display for students to use as a model.
8. Students write compound sentences using the phrase ‘not too old to’ to explain what their grandparent (or special person) can do.

**Too easy?** Students write a short text using a combination of sentence types.

1. Ask students to reflect on their grandparent dance from the start of the lesson. Ask if students would change the way they danced based on their opinion of what grandparents can and cannot do.

**Note**: Remind students to have their questionnaire ready for [Lesson 4](#_Lesson_4:_Using).

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

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

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

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

* use background knowledge when identifying connections between a text, own life, other texts and/or the world
* use information or events from different parts of the text to form an opinion.

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

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

* link or compare ideas when interacting.

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

* express personal responses to the real and imagined worlds that are represented in texts.

### Lesson 4: Writing sentences with prepositional phrases

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

#### Whole

**Note:** Students will need their completed questionnaire from [Lesson 1](#_Lesson_1:_What) for this lesson.

1. Play a game of heads or tails, using student responses from the questionnaire developed in [Lesson 1](#_Lesson_1:_What). Say some statements for students to agree (by placing their hands on their head) or disagree (by placing their hands on their tail) with. For example, My grandparent or special person:

* is older than 50...60...70+ years
* was born overseas
* liked to play hopscotch or hide and seek
* can do something that surprised me.

1. Students discuss what they learnt about their grandparent or special person. This will support students to complete the independent writing activity.
2. Remind students that they will be using the information from the questionnaire to write about their grandparent or special person. Explain that the responses will be influenced by their special person’s context, culture and personal experiences.
3. Revise prepositional phrases. Look at the double page with Hana and her grandmother Kui. Using the illustration, co-construct sentences with appropriate prepositional phrases. For example, ‘Hana enjoys looking at the tall trees.Kui loves to walk in the rainforest.’ Explain that students will write sentences with prepositional phrases in their text.
4. Using a student’s completed questionnaire, model grouping information to create sentences with prepositional phrases. For example, ‘My Nonna was born in Italy and her name is Maria. On the weekend, she cooks pasta with me. Nonna likes to play bocce at the park.’

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students use their completed questionnaire to draw pictures that represent the responses provided by their special person. 2. Students label their illustrations using key words or phrases. | 1. Select a student’s completed questionnaire and discuss how the information could be grouped. For example, personal information (name, age, place of birth), activities they enjoy, things they did as a child. Colour coding could also be used to support grouping of information. 2. Model writing a paragraph that includes prepositional phrases, adverbs and commas to list. For example:   My Grandma lives in North Brisbane, her name is Valerie and she is 75 years old. When Grandma was little, she liked going to the park and playing on the swings. She **often** cooks pasta and she **really** enjoys eating chocolate cake, scones, bananas and seafood. She **always** listens to Taylor Swift playing **loudly** in her car.   1. Write the words ‘prepositional phrases’, ‘commas to list’ and ‘adverbs’. Ask students to identify examples of each in the modelled example. 2. Explain that students will be writing their own paragraph and creating their own success criteria using the identified features from activity 10. Students could also include their personal writing goals. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs) |
| 1. Using a student’s illustrations from activity 5, model creating compound sentences about their special person that include prepositional phrases. For example, ‘My Nai Nai was born in China **and** her name is Li. Nai Nai likes to cook yummy food at home **and** sheis learning to play the piano.’ 2. Students identify the coordinating conjunctions, personal pronouns and prepositional phrases in the example. 3. Explain that each sentence is related to the context of a special person. 4. Students discuss their drawings and the key words used. Student then orally construct compound sentences to describe their illustrations. 5. Students write compound sentences to match their drawings from activity 5 and share how they have used coordinating conjunctions. Remind students that the sentences must have related ideas. 6. Keep the sentences and drawings for [Lesson 5](#_Lesson_5:_Editing).   **Too hard?** Provide students with sentence frames. For example, ‘My \_\_ liked to \_\_ in/at/on/ \_\_.’  **Too easy?** Students use prepositional phrases that indicate time. For example, ‘On Saturdays, my Nai Nai goes for a walk in the park.’ | 1. In pairs, students create success criteria. Keep this for [Lesson 5](#_Lesson_5:_Editing). 2. Students draft their paragraph to describe their special person using their completed questionnaire, referring to the success criteria. |

**Early 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:

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

* identify conjunctions in a compound sentence, their meaning and purpose.

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

* use prepositional phrases to indicate time or place
* create a text including at least 2 related ideas
* use personal pronouns in own writing.

**Stage 1 Assessment task 2 –** 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 contextually precise prepositional phrases when creating texts
* use adverbs to modify the meaning of verbs and adjectives
* use commas to separate ideas, lists and/or dependent clauses in a sentence.

### Lesson 5: Articles, adjectives and editing

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

#### Whole

1. Revise articles (a, an, the) and personal pronouns (she, her, he, him, they, me, I, you). Open What Do You Call Your Grandma? to the page where the children are listening to Makhulu reading. Model using articles and pronouns to describe the illustration. For example, a tree, an animal, the children, she is reading, they are listening. In pairs students repeat the activity using the page where Jaja is singing.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Students use prepared cards (or sticky notes) with articles written on them. 2. In pairs, students choose a card and use it to describe or name a feature of their drawing from [Lesson 4](#_Lesson_4:_Using). For example, the – the piano, Nai Nai is playing the piano.   **Too easy?** Students write articles with a noun or verb.   1. In pairs, students use an illustration from a familiar text and take turns identifying a noun or verb. The partner states an article that would match. For example, book – a book, the book. | 1. Revisit and discuss the student created success criteria from [Lesson 4](#_Lesson_4:_Using). 2. Select a student’s success criteria and the modelled paragraph from [Lesson 4](#_Lesson_4:_Using) to demonstrate how to self-assess writing. Remind students that their success criteria should include a paragraph with a topic sentence, articles and pronouns. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided/independent) | Stage 1 (independent) |
| 1. Use a student’s drawing from [Lesson 4](#_Lesson_4:_Using) to select a feature to describe and co-construct a list of adjectives. 2. Use the list of adjectives to model writing a sentence about the student’s drawing. 3. Students use their writing from [Lesson 4](#_Lesson_4:_Using) to identify where they have used, or could use, an adjective. 4. Students re-write their sentences to include adjectives.   **Too hard?** Co-construct sentences and ask students to identify the adjectives.   1. Students collate their writing and drawings from the previous lessons to share with a partner.   **Optional:** Collate students’ work and send to their grandparent (or special person). | 1. Students use their success criteria to edit their paragraph and make changes based on the new inclusions. 2. Students publish a paragraph about their grandparent (or special person). 3. Students draw a picture or create an artwork to match their writing.   **Too hard?** Co-construct a text in targeted writing groups. |

#### Whole

1. Students share their completed writing and illustration with the class as part of a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555).

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

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

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

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

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

* accurately use articles and pronouns in own writing.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonological awareness**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1) and** [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  15 minutes |  |  |  |  |  |
| [**Print conventions**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **(Early Stage 1),** [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)  30 minutes |  |  |  |  |  |

### Component B teaching and learning

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

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains suggested learning intentions and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Early Stage 1 | Stage 1 |
| Learning intentions | Students are learning to create a text relating to their own experiences, the world and other texts. | Students are learning to identify how groups and cultures are represented in a text to write a paragraph to reflect their personal context. |
| Success criteria | Students can:   * identify aspects of their world in a text * use different strategies to work out the meaning of unknown words * innovate on a text * write compound sentences * use feedback to edit writing. | Students can:   * identify how cultural groups are represented in a text * use a glossary to clarify the meaning of words * write a paragraph with a topic sentence and related ideas * edit writing to include precise vocabulary * deliver a planned presentation. |

#### Resources

* Lamothe M (2017) This Is How We Do It: One Day in the Lives of Seven Kids from around the World, Chronicle Books, San Francisco. ISBN: 9781452150185
* Barton A (2021) What Do You Call Your Grandma? (Heiduczek M, illus.), ABC Books AU, Sydney. ISBN: 9780733340840
* [Resource 2: Exit ticket](#_Resource_2:_Exit)
* [Yulunga Traditional Indigenous Games](https://www.sportaus.gov.au/yulunga) (Yulunga can be used in schools around Australia as an educational resource and as a guide to inclusive, structured sport within communities)
* [Google Earth](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/620)
* A3 paper divided into 4 sections (Early Stage 1)
* Art supplies
* Sticky dots or individual student photographs for the map activity ([Lesson 7](#_Lesson_7:_Exploring))

### Lesson 6: Cultures represented in texts

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

#### Whole

1. Prior to reading the text This Is How We Do It, cover the text and the names of the countries on the inside cover. Ask students to use the illustrations and other clues on the page to predict what the text might be about. For example, children who live in different parts of the world.
2. Read This Is How We Do It. Compare with predictions made in activity 1.
3. Discuss the purpose and features of the text. Draw attention to how the text is structured with headings and sub-headings to organise information.
4. Ask students if they think the text is real or imagined and why. Point out the illustrations throughout the text and photographs at the end.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (pairs) |
| 1. Ask students to imagine they have been asked to share their lives in the text *This Is How We Do It*. To do this, they will need to provide information about their lives, just like in the text. 2. Write and display 4 categories (headings) from the text that students will share. For example, ‘This is where I live’, ‘This is who I live with’, ‘This is how I play’, ‘This is how I help’. 3. Use the categories from activity 6 to model drawing and labelling illustrations that show aspects of your (or a selected student’s) life. 4. Model writing a sentence about one of the illustrations. For example, ‘I live in a house with a big backyard.’ | 1. In pairs, students share ideas and write responses to the following questions on display:  * What information was included about each child in the text? * How were the experiences of each child different? * Why are their experiences different to each other? * What does the word ‘culture’ mean to you?   **Note:** Culture refers to a particular people or group’s social practices and ways of thinking, including shared beliefs, values, knowledge, customs, lifestyle and artefacts. |

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent/pairs/independent) | Stage 1 (teacher guided/pairs) |
| 1. Using the categories from activity 6, students draw and label 4 illustrations about their lives. This could be done on A4 paper folded into sections. 2. In pairs, students swap their illustrations and guess which category matches their labelled illustrations. For example, ‘I think this drawing shows where you live because you have drawn an apartment.’ 3. Students independently write a sentence about one of their illustrations. For example, ‘I like to ride my scooter and play with my toys.’ | 1. Students share their responses with the group. Encourage students to ask each other clarifying questions if parts of the text or responses were not understood. 2. Display the page ‘This is what I eat for lunch’. Look at the underlined words and discuss how the vocabulary enhances precision in the text. For example, tofu (Japan), fried plantains (Peru), matoke (Uganda), chapati (India). Record the words on an anchor chart. Model how to research one of the words. This could be an internet search. 3. Discuss how the words help identify the cultures represented and how some foods are unique to cultural groups. 4. In pairs, students select a food from activity 5 and write what they have learnt about the food. For example, Matoke is a type of green banana and it is eaten in East Africa. |

#### Whole

1. Go to the last page with the phrase ‘This is my night sky’. Discuss why the author has used this phrase. Prompt students to understand that, although people come from many parts of the world and different cultural groups, humans share commonalities.

**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-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.

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

* understand and intentionally choose subject-specific vocabulary to enhance precision and for effect.

**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
* identify representations of groups and cultures in a range of texts.

### Lesson 7: Clarifying words and writing a personal context

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

#### Whole

1. Revisit This Is How We Do It and discuss how different cultural groups are represented in the text. Ask students to make connections to the text by sharing their own cultural heritage.
2. Explain that people may use vocabulary that is unique to their culture. Display the glossary located at the end of the text. Explicitly teach the purpose of a glossary and read through some of the words and meanings listed.
3. Discuss strategies that can be used to work out the meaning of new and unfamiliar words. For example, students could use the [Morphemic word chain vocabulary routine](https://resources.education.nsw.gov.au/detail/V-17) or dictionary to deepen their understanding of a word.
4. Open the glossary in *What do you call your Grandma?* and read about the origins of one of the names for grandma. Discuss the similarities and differences between the terminology used in the 2 glossaries.
5. Locate the country of origin on a world map. Use [Google Earth](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/620) to assist students in identifying their personal places of origin or heritage.
6. To support student understanding of origin or heritage, ask and discuss:

* What does ‘origin’ mean?
* What does ‘heritage’ mean?
* What does ‘Country’ mean?

1. Explain that students will create a class map to represent and celebrate the diversity in the class.

**Note:** Use a map that is contextually appropriate. This could be a world, local or Aboriginal and Torres Strait Islander Country map.

1. Support students to locate their place of origin or heritage on the map and then attach a sticky dot or photograph.
2. View the completed class map and ask students to share any observations they have. For example, ‘The people in our class come from all over the world’, ‘We all live in the same suburb as the school’, ‘We have people from many different Aboriginal and Torres Islander Countries.’

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (modelled) | Stage 1 (independent) |
| 1. Use an interactive writing strategy to write a compound sentence about a student’s personal context that provides information specific to their family. For example, ‘I was born in Port Macquarie, but my parents moved here from India’, ‘My Nani is from India and she lives with my family. Nani likes to play card games.’ 2. Students independently write compound sentences about their personal context.   **Too hard?** Students work in pairs to write a compound sentence. | 1. Students use their personal context to write a short text that includes compound sentences. Remind students to include their place~~s~~ of origin or heritage and provide information specific to their family. For example, ‘My country of origin is China, but I moved to Australia when I was 3’, ‘My Nai Nai lives up the street and she loves to tell me funny stories.’   **Too hard?** Students use speech-to-text technology to support writing. |

#### Whole

1. Ask students to share one thing they learnt and something they would like to know more about. Students might share their learning about culture and heritage or something about a peer’s personal context.
2. **Optional**: Play a traditional game that is contextually relevant to the class. For example, a [Yulunga Traditional Indigenous Game](https://www.sportaus.gov.au/yulunga). Yulunga means ‘playing’ in the language of the Kamilaroi (Gamori) people of northern-western New South Wales.

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

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

* use known vocabulary to work out or refine the meaning of unknown words.

**Stage 1 Assessment task 5 –** Observations 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

* draw on sources to seek clarification for unknown words.

### Lesson 8: Innovating on a text

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

#### Whole

1. Explain that students will create a class book. They will innovate on the text, This Is How We Do It, to write a real narrative about themselves.
2. Revisit the different categories of information (headings) in the text. For example, ‘This is me’, ‘This is where I live’, ‘This is who I live with’, ‘This is what I wear to school’.
3. As a class, decide on 4 categories for the class book. Early Stage 1 students will write sentence(s) for each category and Stage 1 students will organise these into a paragraph.

**Note:** Provide opportunities for students to share their cultural context. For example, students may write in their home language.

1. Model writing a ‘This is me’ category in the same style as the text.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (independent) | Stage 1 (teacher guided) |
| 1. Provide students with a piece of A3 paper divided into 4 and model writing the heading for each category (as chosen in activity 3). 2. Students complete the ‘This is me’ category and draw a picture to match.   **Too hard? Provide students with sentence starters.** | 1. Explain that students will write a paragraph using the categories chosen in activity 3. Explain that paragraphs are made up of a topic sentence to introduce the main idea, followed by sentences that are related to the same idea. 2. Model writing a paragraph using the ‘This is me’ category as the topic sentence. 3. Remind students to include the sentence level grammar focused on throughout the unit (refer to activity 12, [Lesson 4](#_Lesson_4:_Using)) 4. Students draft a paragraph that includes compound sentences.   **Too hard?** Provide students with sentence starters that relate to the categories. For example, ‘I live\_ \_ ‘, ‘I like to play \_ \_’ Assist students with organising the sentences to form a paragraph. |

### Lesson 9: Creating and editing a text

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

#### Whole

1. In pairs, students review and read their draft writing from [Lesson 8](#_Lesson_8:_Drafting), adding any further ideas as required.
2. Explain that students will be editing their work to include more precise vocabulary and creating a supporting artwork or illustration.
3. Revise compound sentences and coordinating conjunctions.
4. Revise nouns, verbs and adjectives. Create an anchor chart with the headings ‘nouns’, ‘verbs’ and ‘adjectives’. Flick through several pages of This Is How We Do It to identify nouns, verbs and adjectives that could be used to enhance student editing and add the words to the anchor chart. For example, This Is How We Do It:

* nouns – apartment, city, siblings
* verbs – roam, study, sweep, relax
* adjectives – fancy, striped, busy, wooden.

#### Part

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

|  |  |
| --- | --- |
| Early Stage 1 (teacher guided) | Stage 1 (independent) |
| 1. Select a student’s work from [Lesson 8](#_Lesson_8:_Drafting). 2. Model writing a compound sentence for one of the categories. For example, ‘I like to play at the park and I enjoy reading books.’ Explain how each clause makes sense by itself. 3. Ask students to identify the punctuation used and explain the purpose. Discuss how the use of punctation can impact on meaning. 4. Students write a compound sentence for each category. Remind students to include necessary punctation. 5. Ask students to identify each clause in the compound sentences. 6. Provide feedback for students to make any necessary edits to their writing. | 1. In pairs, students read their writing from [Lesson 8](#_Lesson_8:_Drafting) and discuss what words could be changed or added to make the text more precise. For example, ‘I live in the city’ could be re-written as ‘I live in an apartment in the city’. 2. Students identify where simple sentences could be changed to a compound sentence using a co-ordinating conjunction. 3. Students edit their writing based on peer feedback. 4. Using art supplies or digital resources, students create an artwork or detailed illustration to accompany their writing. |

#### Whole

1. Using art supplies or digital resources, students create an artwork or detailed illustration to accompany their writing.

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

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

* experiment with writing compound sentences and recognise that each clause makes meaning by itself
* understand that punctuation is a feature of written language and how it impacts meaning
* edit their texts after receiving feedback.

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

* create imaginative and/or informative texts relating to their own experience, the world and/or other texts.

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

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

* group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas
* write compound sentences using coordinating conjunctions
* make intentional word choices to enhance precision of meaning and ideas in a text
* re-read and edit their own texts after receiving feedback.

### Lesson 10: Publishing and presenting

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

#### Whole

1. Students finalise and publish their writing, attaching their artwork or illustration from [Lesson 9](#_Lesson_9:_Creating_1).
2. Allow students time to practise reading their published work. Students’ published work could be presented to an audience, such as an assembly, a presentation to a buddy class or as a video recording that is uploaded and shared.
3. Provide each student with a copy of [Resource 2: Exit ticket](#_Resource__2:). Students complete the resource, reflecting on the concepts learned throughout the unit.

**Too hard?** Complete [Resource 2: Exit ticket](#_Resource__2:) as a class.

1. Collate student writing and artworks to create a class book with the title, ‘This Is How (class name) Do It’.

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

**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.

## Resource 1: Grandparents

|  |  |
| --- | --- |
| Grandparents can | Grandparents cannot |
|  |  |

## Resource 2: Exit ticket

Students complete the exit ticket titled: 3-2-1 Things I learned today, reflecting on the concepts learned throughout the unit. 

Text reads: List three things you learned in this unit, list two questions you have about these things and give one reason why it's important to learn about these things.

## References

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

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[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) 2010 to present, unless otherwise indicated. This material was downloaded from the [Australian Curriculum](http://www.australiancurriculum.edu.au/) website (National Literacy Learning Progression) (accessed 15 February 2023) and was not modified. The material is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). Version updates are tracked in the ‘Curriculum version history’ section on the ['About the Australian Curriculum'](http://australiancurriculum.edu.au/about-the-australian-curriculum/) page of the Australian Curriculum website.

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ABC (Australian Broadcasting Corporation) (2020) ['Grandparents’ [video]](https://www.abc.net.au/abckids/early-education/family-community-and-culture/play-school-where-i-belong-grandparents/13275292), ABC Kids, ABC website, accessed 17 February 2023.

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