

Wombat Stew – Integrated program

Wombat Stew is a program of work about the environment intended for use by teachers of pre-primary children. The program draws inspiration from the picture book *Wombat Stew* by Marcia K. Vaughn and Pamela Lofts and aims to teach literacy and numeracy through developing concepts in English, Mathematics, Society and Environment, Science, Health and Physical Education, and Technology and Enterprise. It provides teaching strategies linked to the *Early Childhood (K-3) Syllabus* scope and sequence. Teachers should use their professional judgement to decide how much of the content to address with any particular class according to the needs and abilities of the children.

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The use of the word 'Aboriginal' throughout this document respectfully refers to Aboriginal and Torres Strait Islander people of Western Australia.

Theme

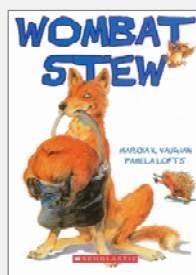
The environment

Year

Pre-primary

Featured text

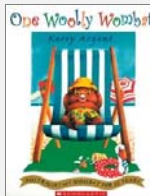
Wombat Stew



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Supporting texts

One Woolly Wombat



One Woolly Wombat by Kerry Argent Copyright © Kerry Argent, 1982. First published by Omnibus Books, a division of Scholastic Australia Pty Limited, 1982. Reproduced by permission of Scholastic Australia Pty Limited













Possum and Wattle

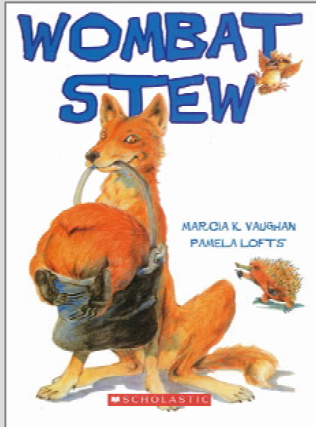
Possum and Wattle: My Big Book of Australian Words by Bronwyn Bancroft.

What Can You Do?



What Can You Do? by Tanya Dique and Christine Massara. Reproduced with the permission of Emu Publications Pty Ltd

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**Overview**

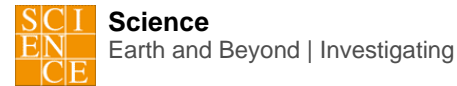
Wombat Stew by Marcia Vaughan and Pamela Lofts. Text copyright © Marcia Vaughan, 1989. Illustrations copyright © Pamela Lofts, 1989. First published by Scholastic Press, a division of Scholastic Australia Pty Limited 1989. Reproduced by permission of Scholastic Australia Pty Limited

The environment: Wombat Stew**Society and Environment**

Place and Space

Wombat walk

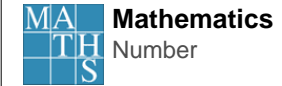
- Rubbish collection
- Pictographs
- Collage posters

**Science**

Earth and Beyond | Investigating

Places animals live

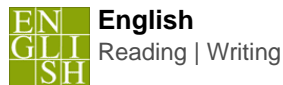
- *Places Wombat Stew* animals live
- Places animals live in the playground
- Going on a field trip

**Mathematics**

Number

Counting and ordering animals

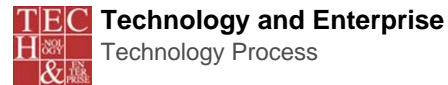
- Ordering animals
- Counting and subitising animals
- Animal number stories

**English**

Reading | Writing

Word work

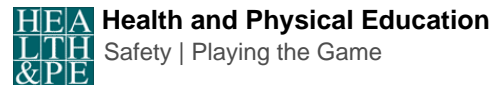
- Describing animals
- Focus letter/sound
- Blending/segmenting
- Word families
- Vocabulary
- Tongue twisters
- Who am I?

**Technology and Enterprise**

Technology Process

Making wombat soup

- Describing vegetables
- Pictograph
- Making and evaluating soup
- Recipes

**Health and Physical Education**

Safety | Playing the Game

Keeping safe and fit

- Safe/unsafe
- Fundamental movement skills

**Aboriginal perspectives**

English

Questions and answers

- Aboriginal names for animals
- Using question cards
- News plans and retelling
- *Go Fishing* game



About this resource

Wombat Stew is a program of work about the environment intended for by teachers of pre-primary children. The program draws inspiration from the picture book *Wombat Stew* by Marcia K. Vaughn and Pamela Lofts and aims to teach literacy and numeracy through developing concepts in English, Mathematics, Society and Environment, Science, Health and Physical Education, and Technology and Enterprise.

Teacher resource: Integrated program of work

Phase of Learning							
Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence				
PP							
Learning Areas							
The Arts	English	H&PE	Languages (LOTE)	Mathematics	Science	S&E	T&E
	x	x		x	x	x	x
Values							
Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility			
x	x	x	x	x	x		

This resource includes:

- advice to teachers about the resource
- the focus of teaching showing links to the *Early Childhood (K-3) Syllabus*
- an overview of the integrated program
- learning and teaching activities, monitoring suggestions and supporting resources.

Teachers should use their professional judgement to decide how much of the content to address with any particular class.



What do I need to know?

Children

Children enter the pre-primary classroom bringing with them experiences gained from their family, community, culture and place. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning. It is important that teachers ascertain children's prior knowledge and abilities before beginning a program of work to determine ways of supporting all children to learn.

Speaking and listening underpin learning in all areas of the curriculum. Children speak to interact socially, explore ideas and reflect on their experiences. Opportunities to work in pairs and in large and small groups provide contexts for children to engage in speaking and listening and build new relationships as they learn to co-operate with others. They learn to communicate their needs and emotions while recognising and being aware of the needs and emotions of others. Many of the behaviours and skills taught in the early childhood phase need to be taught repeatedly over a range of different contexts and situations before children understand and master them.

Supporting Aboriginal children

Aboriginal children generally enter the school learning environment with a rich cultural background and as proficient communicators in their home language. While some children may have little or no understanding of English, others may understand and use an English dialect (Aboriginal English). Aboriginal children are more likely to thrive in a classroom in which their cultural background and home language is acknowledged and respected.

Immersion in oral language in intended teaching and play contexts enhances the ability of Aboriginal children to learn in Standard Australian English (SAE). Continually rephrasing and restating and providing visual cues in the form of photographs, illustrations and demonstrations increase the likelihood of children understanding and participating in explanations, discussions and conversations in SAE.

Aboriginal children may need support in asking and responding to direct questions because they are more familiar with indirect ways of sharing information. Providing explanations using vocabulary that may be unfamiliar to the children before asking direct questions is one strategy that can be used to ensure that every child has the opportunity to respond and experience success (*eg This is the title. The title tells us the name of the story. What is this?*) Aboriginal children are more likely to respond to questions if they understand why they are being asked them (*eg I want to know what you know, I do not know a lot about 'home talk' so I need you to tell me*).

For further information about Aboriginal English and implications for the teaching of Aboriginal children, teachers are advised to refer to:

Two-way English: Towards more user-friendly education for speakers of Aboriginal English available through the Department of Education, Western Australia.

Teacher

The learning, teaching, assessment cycle

The learning, teaching, assessment cycle begins with what the children know and can do. Therefore it is recommended that teachers gather quality information about the abilities of their children before beginning any program of work. This information will guide teachers in

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using their professional judgement to decide on when to introduce content based on children's prior learning and achievement.

The following resources are recommended to assist teachers in providing a differentiated curriculum for children in their classes and can be found via the Department portal:

- *Early Childhood (K-3) Syllabus* scope and sequence documents provide advice on what to teach children at each year level in all eight learning areas. Some pre-primary children may be ready to learn and be taught content for Year 1.
- *Literacy and Numeracy Resources* are practical resources that have been developed to support teachers to improve the literacy and numeracy skills of children.
- *Literacy Net and Numeracy Net* can be used to track the development of children and assist teachers in making judgements about what to teach.
- *First Steps Literacy* and *First Steps Numeracy* materials help teachers to be more strategic about what to teach, how to teach it, when to teach it and, more importantly, why
- *ESL/ESD Progress Map* describes progress made in Standard Australian English by children for whom English is a second language or second dialect and enables teachers to monitor the development of children's knowledge, skills and understandings in acquiring Standard Australian English.

Words, sounds and letters

While oral language is the foundation for early literacy development, talking about words, sounds and letters within the context of a rich oral language and literacy environment is the foundation of early literacy teaching.

Children need to know about the sound system of English (phonological awareness) the alphabet letters and the systematic relationships between sounds and letters (graphophonics) in order to be able to read and spell fluently. This knowledge needs to be taught in a systematic sequence, beginning in kindergarten with listening to sounds in the environment and progressing to awareness of words, sounds and letters and then to knowledge about the relationships between sounds and letters or letter groupings within words.

Many children in kindergarten will learn to recognise written words that are personally significant, including their names. Some children, who have developed phonemic awareness (the ability to recognise and manipulate individual phonemes), and have begun blending and segmenting consonant, vowel, consonant (cvc) words, will be ready to learn and be taught the sight words they encounter frequently in reading and writing experiences.

Children from different language backgrounds need to be able to discriminate and pronounce sounds that are not part of their home language's sound repertoire. These children may require extra assistance to develop knowledge about words, sounds and letters.

For further information on suggested teaching sequences for phonological awareness, graphophonics and high frequency words in kindergarten, pre-primary and Year 1, teachers are encouraged to access *Literacy and numeracy resources* (Resource ID: DETK103602) via the Department portal. View:

- *Literacy online resources*
 - *Words, sounds and letters: kindergarten*
 - *Phonics and phonological awareness for reading and spelling: pre-primary and year 1*

Pre primary**Otitis media**

The ability to hear the sounds of the English language is critical for literacy learning. Otitis media (middle ear infection) may result in conductive hearing loss and can have a severe impact on learning. One of the strategies for decreasing the occurrence of otitis media is *Breathe, Blow, Cough* (BBC). Information on otitis media and BBC can be found on the Aboriginal Education Directorate web page on the Department of Education website - det.wa.edu.au/aboriginaleducation/detcms/portal.

Where this resource fits

Wombat Stew can be used as an independent learning and teaching program about the environment. Alternatively, it can be used as the first in a series of integrated programs about environmental concepts. The second program is *Mr McGee's adventure*, inspired by the picture book *Mr McGee Goes to Sea* by Pamela Allen. The third program is *Big Rain Coming*, inspired by the picture book by Katrina Germein and Bronwyn Bancroft.

The *Wombat Stew* learning and teaching program provides opportunities for children to develop understandings, knowledge and skills in:

- English in the Reading, Writing, Viewing and Listening and Speaking outcomes through activities that teach phonological awareness, graphophonic knowledge and vocabulary
- Mathematics in the Number outcome through activities that teach ordinal numbers, subitising and number stories using Australian animal characters from *Wombat Stew*
- Society and Environment in the Place and Space outcome through taking action to clean up the environment
- Science in the Earth and Beyond and Investigating outcomes through exploring places where animals from *Wombat Stew* and animals in the local environment might live
- Health and Physical Education in the contexts of Safety, Playing the Game and Movement Skills through teaching about protective behaviours in unsafe situations
- Technology and Enterprise in the Materials outcome through exploring ingredients and making soup
- Aboriginal perspectives through learning the Aboriginal names of the region for animals and practicing strategies for asking and answering questions about animals and what they can do.

Time allocation

Teachers may choose to select activities that develop a particular teaching focus rather than follow the whole program. Teachers should use their professional judgement to decide the amount of time required to complete activities based on the learning needs and interests of their children (*eg one activity may be expanded over several days*).

Classroom

The classroom environment should reflect the learning and teaching taking place. This can be achieved by creating learning centres and displays within the classroom.

Learning centres provide rich opportunities to model language, initiate and respond to conversations and build on the children's language as they engage in a variety of multi-sensory learning experiences.

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Learning centres encourage active and independent learning as children explore, investigate and pose questions relating to the items on display. Learning centres used for the consolidation of a teaching focus act as a springboard for discussions that reinforce the meaning and use of new subject specific vocabulary and develop children’s knowledge of the world and their ability to express what they know.

Learning centres

Maths table:	Sorting activities, games, puzzles, Unifix® cubes, attribute blocks, animal self inking stamps, gumnuts and other environmental objects that can be used for counting
Literacy table:	A range of writing implements (<i>eg pencils, textas, chalk, crayons</i>), papers of different colours and sizes, forms, mini whiteboards, blackboard, magnetic boards, magnetic letters, alphabet puzzles, Victorian Modern Cursive letter formations chart, patterns to trace and copy
Art table:	Construction/collage materials, finger paints, easels, paper crafts, scissors, glue, stamps, masking tape, sticky tape, crayons, pencils, paint brushes, scissors
Modelling table:	Play dough, plasticine®, plastic knives/forks, toothpicks, shape cutters, letter and number templates
Block corner:	Building blocks
Home corner:	Dress up clothes, Australian animal puppets, table and chairs, a tea set
Science table:	Magnifying glasses and objects from the environment such as leaves, flowers, a bird’s nest, a snake’s skin, an ant farm, an earthworm farm, a fish tank containing tadpoles etc
Reading corner:	Fiction and non-fiction books related to weather and Australian animals
Listening corner:	Listening post for recorded stories including <i>Wombat Stew</i> and other books about Australian animals
Theme table:	Objects children collect or bring to school
Computers:	Bookmarked websites and learning objects

Displays

- Children’s work including the end product from modelled and shared writing sessions
- Vocabulary on word walls and labels, including traditional Aboriginal words from the region
- Posters of animals in the environment and built and natural environmental features
- Charts including calendar, weather, numbers, Victorian Modern Cursive letter formations, alphabet

Resources used in the program**Books**

Dique, T & Massara, C 2007, *What can you do?* Animal Series, Coolamon Level, Emu Publications, Bayswater, WA.

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Dique, T & Grantham, P & Massara, C 2007, *Learning Experience Guide*, Animal Series, Coolamon Level, Emu Publications, Bayswater, WA.

Vaughan, MK & Lofts, P 2008, *Wombat Stew*, Scholastic Australia, Gosford, NSW.

Department of Education and Training of Western Australia 2004, *First Steps Reading Map of Development*, Rigby Heinemann, Port Melbourne, Victoria.

Department of Education and Training of Western Australia 2004, *First Steps in Mathematics: Number, Book 1*. Rigby Heinemann, Port Melbourne, Victoria.

Western Australian Minister for Education 2004, *Fundamental Movement Skills Teacher Resource*, Steps Professional Development, Perth.

Websites

Music and songs

www.preschooleducation.com/searth.shtml

ABC TV's *Our Animals*

www.abc.net.au/schoolstv/animals/default.htm

Drawings and images

Drawings by Philip Belfrage, Aboriginal Languages Resource File, Department of Education and Training WA.

Images from Jupiter Images Unlimited, a division of Getty Images, 2009.

Other useful resources**Books**

Argent, K 2007, *One Woolly Wombat*, Scholastic Australia, Malvern, SA.

Bancroft, B 2008, *Possum and Wattle: My Big Book of Australian Words*, Little Hare, Surry Hills, NSW.

Bancroft, B 2004, *An Australian ABC of Animals*, Little Hare, Surry Hills, NSW.

Bancroft, B 2007, *An Australian 1,2,3 of Animals*, Little Hare, Surry Hills, NSW.

French, J & Whatley, B 2002, *Diary of a Wombat*, Angus & Robertson, Pymble, NSW.

Mollard, M 2008, *An A-Z of Australian Bush Creatures*, Alto Books, North Melbourne, Victoria.

Laws, C & Moore, A 2009, *Protective behaviours: early learning*, Protective Behaviours Consultancy Group of NSW, Sydney.

Booklets available through the Department of Education

For copies of the following booklets contact the Department on 08 9264 4111.

Department of Education 2003, *Ways of Being, Ways of Talk*, East Perth.

Department of Education 2010, *ESL/ESD Progress Map*, East Perth.

Deadly Ways to Learn Consortium 2000, *Deadly Ideas*, Education Department of Western Australia, Catholic Education Office of Western Australia and Association of Independent Schools of Western Australia, East Perth.

Education Department of Western Australia 1999, *Solid English*, East Perth.

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Malcolm, I G, Haig, Y, Königsberg, P, Rochecouste, J, Collard, G, Hill, A and Cahill, R 1999, *Two-Way English*, Centre for Applied Language and Literacy Research, Edith Cowan University and Education Department of WA, Mount Lawley.

Sharifian, F, Rochecouste, J, Malcolm, I, Königsberg, P and Collard, G 2004, *Improving understanding of Aboriginal literacy: Factors in text comprehension*. Department of Education and Training, East Perth.

Ways to Learn Consortium 2000, *Deadly Yarns*, Education Department of Western Australia, Catholic Education Office of Western Australia and Association of Independent Schools of Western Australia, East Perth.

Links to resources via the Department website:

Aboriginal languages resource file (Resource ID: DETK102110) contains an online gallery of images suitable for printing and photocopying

Aboriginal perspectives across the curriculum (APAC) provides information on how to broaden and deepen children's and teachers' understandings of Aboriginal cultures and ways of being. It can be accessed at det.wa.edu.au/education/apac

Belonging, Being & Becoming, The Early Years Learning Framework for Australia is a framework for early childhood educators to use for children from birth to five years: det.wa.edu.au/education/ece/resources.html

Embedding Indigenous perspectives across the curriculum is a national project that supports teachers in exploring and better understanding the diversity of Aboriginal peoples' distinct values, histories, languages, cultural beliefs and practices: embeddingindigenousperspectives.edu.au



Teaching focus

The teaching focus for *Wombat Stew* consists of scope and sequence statements from the pre-primary year level of the *Early Childhood (K-3) Syllabus* scope and sequence. Teachers will continue to make professional judgements about when to introduce content based on children’s prior learning and achievement.

Society and Environment

PLACE AND SPACE

Features of Place

That the natural and built environment varies according to its location

- about the features of places that are important to them (*eg plants, people, colours, home, school, forests, farm*)

People and Places

That natural features and human activities influence each other, are interrelated and can cause changes to the landscape

- the use of personal actions and environmentally friendly strategies in familiar places (*eg conservation, recycling, sustainability*)

Care of Places

That people’s views on the care of places differ, change over time and that environments can be managed sustainably

- how personal action relates to the conservation of the environment (*eg recycling paper/cans, turning taps/lights off when not needed*)

Science

LIFE AND LIVING

Plants and animals need special care

- ways to care for plants and animals (*eg watering plants, caring for pets*)

INVESTIGATING

Planning: Preparing for an investigation

- to develop investigation skills through instructive play and experiential learning
- to utilise the senses to ask question when exploring the world around them

Conducting: Collect and record information relevant to the investigation

- use the senses to gain information
- follow simple instructions

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	<ul style="list-style-type: none"> participate in collection of class results <p>Processing Data: Processing and translating information to find patterns and draw conclusions</p> <ul style="list-style-type: none"> to share observations using first-hand experiences how to share information with others <p>Evaluating: Reflecting on an investigation, evaluating the process and generating further ideas</p> <ul style="list-style-type: none"> share thoughts and feelings about discoveries
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Mathematics

NUMBER

Understand numbers

Understand whole numbers and decimals

Numbers are used for quantities, labels and order

- quantities (*eg six eggs, five fingers*)
- order (*eg first, second, third*)

Numbers to 100 with a focus on collections to 10

- recognise and write some numbers to at least 10

Make and count small collections

- the order in which objects are counted does not affect how many there are

Understand operations

Represent self-generated or orally presented number stories involving addition and subtraction of very small numbers using materials, drawing a picture or acting out

- number stories can be represented using materials, by drawing a picture, by acting out and/or in literature (*eg rhyme 'One, two, three, four, five, once I caught a fish alive ...'*)

Calculate

Solve simple number stories by mentally counting and subitising

- solve simple number stories by subitising, acting out, using concrete materials or by drawing a picture (*eg 'Kate has two cows and Jordan has three cows, how many cows are there altogether?' can be acted out*)

The Arts	
DRAMA	VISUAL ARTS
<p>Arts Understanding: Arts Responses, Arts in Society</p> <p>Drama responses: Reflecting on own drama processes and products</p> <ul style="list-style-type: none"> to respond through creation by making their own drama or using another art form (<i>eg spontaneously play characters and themes that they have seen</i>) 	<p>Arts Practice: Arts Ideas, Arts Skills and Processes</p> <p>Creating visual arts: Visual arts forms: Collage</p> <ul style="list-style-type: none"> to experiment with a wide range of natural and processed materials using water-based glues to create a collage (<i>eg use paper, fabric, PVA glue in a self portrait collage</i>)

English	
READING	WRITING
<p>Contextual Understandings</p> <ul style="list-style-type: none"> stories have characters and events readers share their opinions about stories and characters and consider how characters are similar to or different from people in their own lives <p>Conventions</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> word awareness including distinguishing between long and short words, joining words together to make sentences, identifying the number of words in a sentence, rhyming words and words beginning with the same sound (<i>eg as in alliteration</i>) syllable awareness including identifying syllables in words (<i>eg children's names</i>) onset-rime awareness including onset (any phoneme[s] before the vowel) and rime (any phoneme from the vowel to the end of the word) of single syllable words with the same rime (<i>eg r-ot, l-ot</i>) to develop cvc word families phonemic awareness including blending phonemes to make words (<i>eg d-o-g is 'dog'</i>) and segmenting words into phonemes (<i>eg 'dog' is d-o-g</i>) using vc and cvc words 	<p>Contextual Understandings</p> <ul style="list-style-type: none"> writers create texts for different purposes including: <ul style="list-style-type: none"> to persuade through posters and catalogues <p>Conventions</p> <p>Spelling</p> <ul style="list-style-type: none"> letter names and letter sounds and the alphabet sequence a small number of consonant and short vowel sounds (<i>eg s, a, t, p, i, n</i>) increasing to all single letter phonemes to develop fluent segmenting of consonant, vowel, consonant (cvc) words when writing <p>Presentation</p> <ul style="list-style-type: none"> role play correct posture and pencil grip <p>Text Conventions</p> <ul style="list-style-type: none"> generic structures and language features of information texts including shopping lists and invitations <p>Processes and Strategies</p> <ul style="list-style-type: none"> strategies used in the writing process including copying scribed text and environmental print strategies to spell words that include using known phoneme/grapheme relationships (<i>eg sat – s-a-t</i>)

Pre-primary

<p>Graphophonic Knowledge</p> <ul style="list-style-type: none"> letter names and letter sounds and the alphabet sequence <p>Word Conventions</p> <ul style="list-style-type: none"> vocabulary, including environmental print (<i>eg labels, names, rhyme charts, happy birthday</i>), personally significant words and very common sight words including ‘a’, ‘I’, ‘the’ ‘and’, ‘is’, ‘to’ <p>Processes and Strategies</p> <p>Learning to Read</p> <ul style="list-style-type: none"> word identification strategies including using picture cues and decoding simple vc and cvc words reading strategies including using illustration as well as print to predict and construct meaning <p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> strategies for locating information in a resource including suggesting key words when extracting information from pictures strategies for recording information for a specific purpose including drawing and telling a scribe what to write strategies for processing and organising information for a specific purpose including sequencing pictures and labels ways of sharing information including talking about it and showing pictures ways to ask and respond to questions about texts 	<p>LISTENING AND SPEAKING</p> <p>Contextual Understandings</p> <ul style="list-style-type: none"> speakers and listeners interact in different ways depending on the purpose and context including: <ul style="list-style-type: none"> to describe through telling about an item during ‘show and tell’ discussions, conversations and presentations provide opportunities to listen to others, follow instructions and respond appropriately to statements and questions some speakers speak and understand different languages <p>Conventions</p> <ul style="list-style-type: none"> vocabulary appropriate to classroom activities including the use of ‘and’ to link ideas language features of different spoken texts including using and responding to greetings and participating in ‘show and tell’ <p>Processes and Strategies</p> <ul style="list-style-type: none"> strategies to use before speaking including selecting an object and deciding what to say about it to interest others ways to ask and respond to questions including who, where, what, when and why questions
<p>VIEWING</p>	
<p>Contextual Understandings</p> <p>Information and Argument Visual Texts</p> <ul style="list-style-type: none"> typical features of visual texts including labels on diagrams <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions to make meaning of visual texts 	

Technology and Enterprise	
TECHNOLOGY PROCESS	MATERIALS
<p>Investigating</p> <ul style="list-style-type: none"> how products meet human needs and assist in daily living (<i>eg traffic lights are used to make roads safer</i>) <p>Devising</p> <ul style="list-style-type: none"> simple words and terms associated with products <p>Producing</p> <ul style="list-style-type: none"> simple steps involved in making technology products (<i>eg following a recipe to make fairy bread for a Mother's Day morning tea</i>) <p>Evaluating</p> <ul style="list-style-type: none"> simple ways to compare products they create with their original intentions (<i>eg compare drawing to final product, oral discussions</i>) ways to classify and sort information products (<i>eg sort pictures by subject matter</i>) 	<p>The Nature of Materials</p> <ul style="list-style-type: none"> materials can be found in the school/home environment materials have different characteristics (<i>eg colour, smell, size</i>) <p>The Selection and Use of Materials</p> <ul style="list-style-type: none"> the steps involved with making particular products (<i>eg making a mask</i>) safe use of tools and materials (<i>eg how to hold scissors</i>)
	INFORMATION
	<p>The Creation of Information</p> <ul style="list-style-type: none"> ways to classify and sort information products (<i>eg sort pictures by subject matter</i>)

Health and Physical Education	
PLAYING THE GAME	SAFETY
<ul style="list-style-type: none"> Playing fairly Sharing <p>Knowledge and Understandings</p> <p>Describing and understanding movement</p> <ul style="list-style-type: none"> movement skills can be performed in a variety of ways <p>Social-emotional well-being</p> <ul style="list-style-type: none"> appropriate ways to treat people and interact <p>Interpersonal skills</p> <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none"> what to consider when deciding if something is fair 	<ul style="list-style-type: none"> Safety <ul style="list-style-type: none"> identifying unsafe situations people who can help <p>Knowledge and Understandings</p> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> personal behaviours that promote health and their own well-being <p>Social and emotional well-being</p> <ul style="list-style-type: none"> basic self-management skills to enhance health <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> actions to promote personal safety

Pre-primary

<p>Deciding and acting</p> <ul style="list-style-type: none"> • how to show perseverance <p>Self-management Skills</p> <p>Managing emotion</p> <ul style="list-style-type: none"> • how to show appropriate ways of self-restraint <p>Skills for Physical Activity</p> <p>Locomotor skills</p> <ul style="list-style-type: none"> • safe performance of skills <p>Object control skills</p> <ul style="list-style-type: none"> • using objects in a small group situation 	<ul style="list-style-type: none"> • who keeps them safe <p>Interpersonal Skills</p> <p>Communicating</p> <ul style="list-style-type: none"> • ways to express needs <p>Building and nurturing relationships</p> <ul style="list-style-type: none"> • ways to show concern <p>Self-management Skills</p> <p>Understand emotions</p> <ul style="list-style-type: none"> • describing feelings <p>Managing emotions</p> <ul style="list-style-type: none"> • how to identify emotions in different situations <p>Reviewing the situation</p> <ul style="list-style-type: none"> • ways to seek help
<p>MOVEMENT SKILLS</p>	
<ul style="list-style-type: none"> • Fundamental Movement Skills <ul style="list-style-type: none"> ○ object control skills <p>Skills for Physical Activity</p> <p>Locomotor skills</p> <ul style="list-style-type: none"> • travel over a short distance to respond to stimuli <p>Object control skills</p> <ul style="list-style-type: none"> • roll, throw, stop, catch and strike small objects <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> • describing and understanding movement • movement skills can be performed in a variety of ways <p>Interpersonal skills</p> <ul style="list-style-type: none"> • cooperating and collaborating in groups • the strategies to use in following instructions <p>Self-management Skills</p> <ul style="list-style-type: none"> • reviewing the situation • how to learn from mistakes 	




What will I do in my classroom?

This section contains a series of detailed learning and teaching activities and supporting resources with a Society and Environment focus.


Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
Society and Environment: Place and Space English: Reading		
Features of Places That the natural and built environment varies according to its location <ul style="list-style-type: none"> about the features of places that are important to them (eg plants, people, colours, home, school, forests, farm) Contextual Understandings <ul style="list-style-type: none"> stories have characters and events 	<p style="text-align: center;">Shared reading <i>Wombat Stew</i></p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> Before reading: Discuss the illustration and title on the front cover. Ask the children what they think will go into the pot to make the wombat stew. During reading: Read <i>Wombat Stew</i> asking children to make predictions about the ingredients for the stew. After reading: Look at the illustration of Dingo after he has tasted the stew and ask the children to pretend to be Dingo. Ask, 'Why didn't Dingo like the stew?' Read the Characters and ingredients chart. Ask the children whether they think the ingredients are natural or man-made. Display labelled objects on posters with headings 'Natural things' and 'Man-made things' and discuss reasons why the objects were sorted into the two groups. Take the children outside and ask them to pretend they are characters from <i>Wombat Stew</i> collecting ingredients for the stew. Invite them to move like the animal they are pretending to be and find one natural object from the playground environment to bring back to the pot. Pretend to be Dingo and ask the children to name the natural objects they bring to the pot. Direct children to collect another natural object. Stir the ingredients in the pot and ask the children if they would like to taste the wombat stew. Role-play tasting and reacting to the stew. Ask the children if they noticed other objects in the playground that were man- 	<p><i>Wombat Stew</i></p> <p>A large pot</p> <p>Characters and ingredients chart</p> <p>Examples of rubbish that represent different types of materials (eg plastic, paper, metal, glass, rubber)</p>

Pre-primary

	<p>made or not natural. Ask children to name them. Explain that things made of plastic, paper, metal, glass and rubber that are dropped in the playground environment should not be there and should be put into the rubbish bin.</p> <ul style="list-style-type: none"> • Follow up activity: Compare the ingredients used in <i>Wombat Stew</i> and the class stew in a Venn diagram. <p>Monitoring: Note the children who can identify an object that is not natural or man-made.</p>	
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Society and Environment: Place and Space

<p>People and Places That natural features and human activities influence each other, are interrelated and can cause changes to the landscape</p> <ul style="list-style-type: none"> • the use of personal actions and environmentally friendly strategies in familiar places (eg <i>conservation, recycling, sustainability</i>) 	<p style="text-align: center;">Caring for the environment Whole class</p> <ul style="list-style-type: none"> • Remind children that our environment is everything around us and distinguish between our inside (classroom) and outside (playground) environments. • Ask children how they would feel if people dropped rubbish in their playground (eg <i>'What would it look like? What would it smell like? How would it make you feel?'</i>) • Ask what they can do to keep their environment beautiful. • Suggest the children go on a 'wombat walk'. Read the 'Wombat facts' sheet and discuss the pouches wombats have for carrying their young. Suggest to the children that they could pretend they have pouches like wombats and instead of carrying babies, they could collect rubbish in their pouches. • Discuss and list steps for going on a wombat walk (eg <i>Make wombat pouches. Put wombat pouches on. Put on hats and plastic gloves. Go outside and pick up rubbish. Put rubbish in pouches.</i>) Explain that it is a good idea to wear gloves in case you touch a sharp object accidentally and to protect the skin from harmful substances. Note: Instead of gloves the children could use plastic tongs to pick up items of rubbish. • Ask children why they need to wear hats outside and remind them of sun safety issues. • Allocate a particular outside area to each group of children and instruct children to only pick up one of each item of rubbish (eg <i>one popstick, one wrapper, one bottle top</i>). The children will be going on the wombat walks in small groups. Note: Some items of rubbish might need to be distributed around the playground to provide a variety of materials. • Teach the children the <i>Wombat walk</i> chant and other songs about caring for the environment (see Music and Songs website). 	<p><i>Wombat walk</i> chant Examples of rubbish that represent different types of materials (eg <i>plastic, paper, metal, glass, rubber</i>) Wombat facts Music and songs website at preschooleducation.com/search.shtml</p>
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Society and Environment: Place and Space		
<p>Care of Places That people’s views on the care of places differ, change over time and that environments can be managed sustainably</p> <ul style="list-style-type: none"> • how personal action relates to the conservation of the environment (eg recycling paper/cans, turning taps/lights off when not needed) 	<p>Wombat walks Small group</p> <ul style="list-style-type: none"> • Provide brown paper bags (wombat pouches) with lengths of string attached. Children could wear the string around their necks so that the pouches fall about stomach level. • Ask children to print their names on the wombat pouches. Take the children on a wombat walk, asking them to collect only one of each item of rubbish (eg one bottle top, one piece of paper etc). • Say the <i>Wombat walk</i> chant in which the children repeat each line the teacher says as they walk around looking for rubbish. • On returning to the class, ask children to examine the rubbish they collected and draw and label the items on their wombat pouches. • Replace collected rubbish in wombat pouches for use in other activities. 	<p>Brown paper bags with lengths of string attached</p>
Society and Environment: Place and Space Mathematics: Chance and Data		
<p>Care of Places That people’s views on the care of places differ, change over time and that environments can be managed sustainably</p> <ul style="list-style-type: none"> • how personal action relates to the conservation of the environment (eg recycling paper/cans, turning taps/lights off when not needed) <p>Collect and Process Data – Summarise and Represent Data Physical grouping of objects to represent data</p> <ul style="list-style-type: none"> • represent data using concrete objects, pictures, drawings and symbols (eg ‘Place a sticker [symbol] on a classroom graph to show which of the five books is your favourite’) 	<p>Graphing types of rubbish Whole class</p> <ul style="list-style-type: none"> • Tell the children that they will be making a class graph to show the types of rubbish they collected on the wombat walk. • Read the labels and explain how they will record their information using sticky dots (eg for a bottle top, the child will place a sticky dot in the next available space in the metal or plastic column). • Invite the children to consider other ways of displaying the information and suggest why making a graph is a good idea. • Explain that when the graph is completed they will be able to see what types of rubbish people throw away. • Follow up activity: Take the children to see the school’s recycling bins. Examine and discuss the materials that can be recycled (eg glass, paper, some plastics, metal). Ask the children to classify magazine pictures of objects according to whether they are rubbish or able to be recycled. 	<p>Types of rubbish graph</p> 

Society and Environment: Place and Space

Mathematics: Chance and Data

Care of Places

That people’s views on the care of places differ, change over time and that environments can be managed sustainably

- how personal action relates to the conservation of the environment (eg recycling paper/cans, turning taps/lights off when not needed)

**Collect and Process Data – Summarise and Represent Data
Physical grouping of objects to represent data**

- represent data using concrete objects, pictures, drawings and symbols (eg ‘Place a sticker [symbol] on a classroom graph to show which of the five books is your favourite’)

Graphing rubbish

Small group

- Ask children to display the rubbish in their wombat pouches. Ask those who have a particular item (eg a plastic bottle top) to line up and place a sticky dot on the graph. Children then place the item back in their wombat pouches. Repeat for the rest of the items.
- The children may use the drawings on their wombat pouches to transfer data to the class graph. They will need to show the drawings before placing the dots on the graph.
- Ask questions about the graph (eg How many paper items are there? What type of rubbish is there more of? What type of rubbish is there less of?)

Monitoring: Note the children who place the sticky dots in the correct place on the graph without assistance.

Prepared graph

Sticky dots

Wombat pouches with drawings of items of rubbish



Society and Environment: Place and Space

English: Writing | Viewing

Care of Places

That people’s views on the care of places differ, change over time and that environments can be managed sustainably

- how personal action relates to the conservation of the environment (eg recycling paper/cans, turning taps/lights off when not needed)

Designing posters


Whole class

- Invite children to suggest how we can persuade other children to reduce the amount of rubbish in the school.
- Explain that writers create posters to persuade people to change how they think and behave. View the posters around the room and discuss the purpose and features of each one.
- Tell children they will be making posters to display around the school to persuade people to change their behaviour and put rubbish in the bin.

A3 cartridge paper

Putting rubbish in the bin image
PLEASE PUT RUBBISH IN THE BIN cut and paste

Pre-primary

<p>Contextual Understandings</p> <ul style="list-style-type: none"> writers create texts for different purposes including to: <ul style="list-style-type: none"> persuade through posters and catalogues <p>Contextual Understandings Information and Argument Visual Texts</p> <ul style="list-style-type: none"> typical features of visual texts including labels on diagrams 	<ul style="list-style-type: none"> Teach children about the features of a poster. Display an example of a poster and list the features (<i>eg a brief message in large print, a large picture</i>). Display several posters where the children are working. Show the children the image of someone putting rubbish in the bin and tell them they can make a poster that shows themselves putting rubbish in the bin. Explain the criteria for designing their posters. Posters must include: <ol style="list-style-type: none"> Some, or all, of the words in the message, 'PLEASE PUT RUBBISH IN THE BIN' A rubbish bin A drawing of themselves or part of themselves The rubbish collected in their wombat pouches. Explain that the children need to think about the best way to design their posters so other people will be persuaded to put rubbish in the bin. They need to think of which words to use (<i>eg 'Put rubbish in bin. Rubbish in bin please. Please put rubbish in the bin.'</i> or <i>label the rubbish and the bin.</i>) 	
<p>Society and Environment: Place and Space The Arts: Visual Arts – Arts Practice: Arts Ideas, Arts Skills and Processes</p>		
<p>Care of Places</p> <p>That people’s views on the care of places differ, change over time and that environments can be managed sustainably</p> <ul style="list-style-type: none"> how personal action relates to the conservation of the environment (<i>eg recycling paper/cans, turning taps/lights off when not needed</i>) <p>Creating visual arts: Visual arts forms: Collage</p> <ul style="list-style-type: none"> to experiment with a wide range of natural and processed materials using water-based glues to create a collage (<i>eg use paper, fabric, PVA glue in a self portrait collage</i>) 	<p style="text-align: center;">Creating posters</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> Show the children the materials for the poster and remind them what they need to do to create a poster: <ol style="list-style-type: none"> Cut out and glue the rubbish bin on the A3 cartridge paper Draw yourself putting some rubbish in the bin Glue some rubbish in the bin and glue an item of rubbish under their hands Cut out the words on the worksheet and paste them in order to create a message on the poster. Encourage children to discuss their posters with friends. Ask each child why they made a poster and what their poster could be used for. <p>Note: Children will need assistance to use PVA glue to attach rubbish to posters. Monitoring: Note the children who can give a reason why they made posters linked to persuading others.</p>	<p>Glue stick A3 cartridge paper Scissors Glue PLEASE PUT RUBBISH IN THE BIN cut and paste Putting rubbish in the bin image Textas and pencils</p>

Society and Environment: Place and Space

People and Places

That natural features and human activities influence each other, are interrelated and can cause changes to the landscape

- the use of personal actions and environmentally friendly strategies in familiar places (*eg conservation, recycling, sustainability*)

Sharing posters

Whole class

- Display children’s posters in the classroom for a week and ask them to read the messages on a print walk.
- Remind the children that they made the posters to convince other children to pick up rubbish around the school. Invite children to suggest what they can do with their posters. Suggest that children visit other classes to show their posters or show them at an assembly. They could also display posters around the school in high risk areas such as on rubbish bins. Ask children to suggest other places that could be considered high risk areas for rubbish.
- Ask the children if they think their posters will encourage other children to pick up rubbish around the school. How will they be able to tell if their posters have made a difference? Suggest that they go for a walk around the school two or three weeks after their posters have been on display to see if there is less rubbish.
- Ask children what they can do every day to make their environment beautiful. Praise children when you see them putting rubbish in the bin and reward them with a wombat stamp on the hand.

Monitoring: Note the children who put rubbish in the bin without being asked.

Wombat stamp

Posters





What will I do in my classroom?

This section contains a series of detailed learning and teaching activities and supporting resources with a Science focus.

Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
Science: Earth and Beyond English: Listening and Speaking		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (eg oceans, farms, rainforests and deserts) <p>Contextual Understandings</p> <ul style="list-style-type: none"> discussions, conversations and presentations provide opportunities to listen to others, follow instructions and respond appropriately to statements and questions 	<p>Places animals from <i>Wombat Stew</i> might live</p> <p>Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, photocopy, cut out and laminate an illustration of each animal in <i>Wombat Stew</i>. Before reading: Display the illustrations of the animals from <i>Wombat Stew</i> on a whiteboard and label them. Ask the children to look at the illustrations and think about the places where the animals might live as they listen to you read <i>Wombat Stew</i>. During reading: Read <i>Wombat Stew</i>. After reading: Ask the children to share where they think the animals might live and reasons why the animals might like to live there. Write the places they suggest next to the labelled illustrations of animals on the whiteboard. Read and discuss the parts of the text that suggest where the animals might live (eg <i>When Platypus is ambling up the bank of the river or when Emu is waltzing out from the shade of the ironbark trees or when the Koala climbs down the scribbly gumtree</i>). Add any additional information the children suggest. Ask the children if they think any of the animals in <i>Wombat Stew</i> live in the local environment. Invite them to talk about where they have seen any of the animals from <i>Wombat Stew</i>. Take the children outside and ask them to look for animals from <i>Wombat Stew</i> in the playground. 	<p>Illustrations of animals from <i>Wombat Stew</i></p> <p><i>Wombat Stew</i></p>

Pre-primary

<p>Science: Earth and Beyond English: Reading Viewing</p>		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (eg oceans, farms, rainforests and deserts) <p>Processes and Strategies – Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> strategies for locating information in a resource including suggesting key words when extracting information from pictures <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions to make meaning of visual texts 	<p>Finding out where <i>Wombat Stew</i> animals live</p> <p>Small group</p> <ul style="list-style-type: none"> Use a computer or an interactive whiteboard to show the children how to view the learning objects <i>The Place That’s Right for Me</i> and <i>Our Animals</i> to find out where the animals from <i>Wombat Stew</i> live in the environment. Note: The wombat and platypus are featured in <i>The Place That’s Right for Me</i>. The koala, kangaroo, dingo, echidna, emu, wombat and lizard are featured in <i>Our Animals</i>. Direct the children’s attention to different environmental features in the learning objects. Ask them whether or not those features are in the local environment (eg ‘Is there a swamp or a water hole in our environment? Is the ocean close to where we live? Are there trees in our environment?’) Allocate an animal to each child in the group and allow time for the children to explore the learning objects to find out where the animals in <i>Wombat Stew</i> live. When the children have found the information, ask them to draw the animal in its environment. Discuss the features of the environment. Take the children outside and ask them to draw places in the local environment where animals might live (eg trees, bushes, rocks, grass). Label and display the drawings on a chart with the heading ‘Our environment’. Ask the children to suggest the animals that might live in different places in the local environment (eg in trees, on the ground, in water, in the air). 	<p>Learning object <i>The Place That’s Right For Me</i> (Resource ID: L1471) via the Department portal</p> <p>ABC TV’s <i>Our Animals</i></p> <p>abc.net.au/schoolstv/animals/default.htm</p> <p>Our environment</p> <p>Paper</p> <p>Clip boards</p> <p>Pencils</p>
<p>Science: Earth and Beyond English: Reading Viewing</p>		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (eg oceans, farms, rainforests and deserts) <p>Processes and Strategies – Information Processes – Reading to Learn</p>	<p>Matching animals to habitats</p> <p>Small group</p> <ul style="list-style-type: none"> In preparation for this lesson, make two copies of the Animal habitats chart. Ask the children to choose an illustration of an animal from <i>Wombat Stew</i>. Show the children the Animal habitats chart. Ask them to match their animal illustrations with the photos of the real animals on the chart. Invite the children to suggest where their animal might live and why they think the animal likes to live there. Encourage the children to share what they have learnt from viewing the learning objects <i>The Place That’s Right for Me</i> and <i>Our Animals</i>. Ask, ‘Do any of these animals live in our school environment? Why?’ 	<p>Illustrations of animals from <i>Wombat Stew</i></p> <p>Animal habitats</p> <p>Learning object <i>The Place That’s Right For Me</i> (Resource ID: L1471) via the Department portal</p> <p>ABC TV’s <i>Our Animals</i> found at abc.net.au/schoolstv/animals/default.htm</p>

Pre-primary

<ul style="list-style-type: none"> strategies for processing and organising information for a specific purpose including sequencing pictures and labels <p>Processes and Strategies ways to ask and respond to questions to make meaning of visual texts</p>	<p>Why not?'</p> <ul style="list-style-type: none"> Complete two copies of the Animal habitats chart for the group. Refer to the chart and ask questions such as, 'What animal would you find in a tree? What other animals have you seen in the trees in our environment? Where does the platypus like to live? What other animals have you seen in water?' Include two animals from the local environment on the Animal habitats chart. Make quick drawings of the animals. Cut up one of the Animal habitats charts and allow time for the children to match the name and image of the animal with the animal's habitat. Encourage the children to refer to the second chart to help them match the information correctly. 	
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Science: Earth and Beyond
English: Listening and Speaking


<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (eg oceans, farms, rainforests and deserts) <p>Contextual Understandings</p> <ul style="list-style-type: none"> discussions, conversations and presentations provide opportunities to listen to others, follow instructions and respond appropriately to statements and questions 	<p style="text-align: center;">Sorting animals Small group</p> <ul style="list-style-type: none"> In preparation for this lesson, print, laminate and cut out two sets of the Pictures of animals cards. Allow the children time to play with the cards and sort them in different ways. Ask the children to name the animals they know and to say whether or not they have seen any of the animals in the local environment. Record the animals on the 'Our environment' chart created in a previous lesson. Show the children the two hoops labelled Animals in <i>Wombat Stew</i> and Animals in our environment. Allow time for the children to sort the animals into the two hoops. Ask questions such as, 'What is this animal called? Is this animal in <i>Wombat Stew</i>? Have you seen this animal in our environment? Where do you usually find this animal?' If there are animals common to both the local environment and <i>Wombat Stew</i>, overlap the two hoops to form a Venn diagram and show the children that the animals are in the <i>Wombat Stew</i> hoop and in the local environment hoop. Ask the children where they think they should put any left over pictures. Ask the children to identify other animals they have seen in the local environment and make additional cards for the children to use when playing the sorting game during independent activity time. Add these animals to the 'Our environment' chart. 	<p>Pictures of animals Two hoops</p>
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Science: Earth and Beyond Investigating English: Listening and Speaking		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (eg oceans, farms, rainforests and deserts) <p>Planning: Preparing for an investigation</p> <ul style="list-style-type: none"> to utilise the senses to ask questions when exploring the world around them <p>Contextual Understandings</p> <ul style="list-style-type: none"> discussions, conversations and presentations provide opportunities to listen to others, follow instructions and respond appropriately to statements and questions 	<p style="text-align: center;">Shared reading: <i>Possum and Wattle</i> Whole class</p> <ul style="list-style-type: none"> Before reading: Show the children the front cover of <i>Possum and Wattle: My big book of Australian words</i> and explain that the book contains animals, plants and objects that can be found in Australia, the country in which they live. Invite the children to look at the pictures on the front and back covers of the book and identify the animals and plants they know. Ask them if they have seen any of the plants and animals in the local environment. Tell the children you need their help to find out what plants and animals from <i>Possum and Wattle</i> they have seen in the local environment. Ask them to say, 'Yes' or 'No' as you point to the illustrations and read the labels. During reading: Point to each illustration of a plant or animals on every page of the book. Say, 'Have you seen this plant/animal in the local environment?' Whenever the children say, 'Yes', record the name in a list. After reading: Read the list of plants and animals together. 	<p><i>Possum and Wattle</i></p>
Science: Earth and Beyond Investigating		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (eg oceans, farms, rainforests and deserts) <p>Planning: Preparing for an investigation</p> <ul style="list-style-type: none"> to utilise the senses to ask questions when exploring the world around them 	<p style="text-align: center;">Planning a field trip Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, photocopy illustrations of plants and animals from <i>Possum and Wattle</i> that the children indicated they had seen in the local environment. Show the children the photocopied illustrations and say, 'I wonder how many of these plants and animals we can find in our playground environment.' Take the children outside to explore the playground. Whenever one of the plants or animals is found, ask the children to select the matching illustration and place it next to the real example. Take photos to display on the 'Our environment' chart. Ask, 'How can we find out what other plants and animals are in our local environment?' Suggest to the children that they can do what scientists do and 	<p><i>Possum and Wattle</i> Photocopied illustrations from <i>Possum and Wattle</i> Camera</p>

Pre-primary

	<p>go on a field trip to take photos of the plants and animals they see.</p> <ul style="list-style-type: none"> Ask, 'How can we find out the names of the plants and animals we find?' Suggest that they could invite an expert to go on the field trip with them. 	
<p>Science: Earth and Beyond Investigating</p>		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (<i>eg oceans, farms, rainforests and deserts</i>) <p>Conducting: Collect and record information relevant to the investigation</p> <ul style="list-style-type: none"> use the senses to gain information 	<p style="text-align: center;">Going on a field trip Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, ask the AIEO to organise a local community member who has knowledge of the local flora and fauna to accompany the children on a 'field trip' around the school grounds and into any bush areas next to the school. Introduce the visitor to the children and explain that they need his/her help to find and name the plants and animals in the local environment. If possible ask the visitor to provide Aboriginal language names of the region for the plants and animals as well as Standard Australian English names. Remind the children that they will be observing and not touching the plants and animals unless they are given permission to do so by an adult. During the field trip encourage the children to look up in the air and in trees as well as on the ground. Provide magnifying glasses when children find plants and animals they want to observe more closely. Encourage the children to listen for animal sounds. Ask them if they can smell any animals or plants. Provide opportunities for the children to touch and feel animals and plants when it is safe to do so. Take photos of different plants and animals to display with Standard Australian English names and Aboriginal language names of the region. Add the names and photos to the Our environment chart. 	<p>Camera Magnifying glasses</p>
<p>Science: Earth and Beyond Investigating English: Listening and Speaking</p>		
<p>Sustainability of life and wise resource use – Places where animals and plants live</p> <ul style="list-style-type: none"> animals/plants live in different environments (<i>eg oceans, farms, rainforests and deserts</i>) <p>Processing data: Processing and translating information to find patterns and draw conclusions</p>	<p style="text-align: center;">Places we saw animals in our environment Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, print the names of animals from the Our environment chart onto cards and make labels for different parts of the environment and where possible match them with photos taken on the field trip. Ask the children to look at the Our environment chart and recall places where they saw animals in the local environment (<i>eg in trees and bushes, on the ground, in the air, in water</i>). 	<p>Cards for labels Hoops Paper Coloured pencils</p>

Pre-primary

<ul style="list-style-type: none"> • how to share information with others <p>Evaluating: Reflecting on an investigation, evaluating the process and generating further ideas</p> <ul style="list-style-type: none"> • share thoughts and feeling about discoveries <p>Contextual Understandings</p> <ul style="list-style-type: none"> • speakers provide some information in discussions and presentations on a familiar topic 	<ul style="list-style-type: none"> • Sit the children in a circle around the labelled hoops of each environment. • Give the children a card with an animal's name on it. Select a child to go first. Read the animal's name and ask, 'Where did you see this animal? Was it in the trees or bushes, on the ground, in the air or in water?' Ask the child to place the card in the correct hoop. Repeat this process until all the animals are classified according to the part of the environment in which they were seen. • Discuss the display of data by asking children to respond to questions such as, 'Where were most of the animals found? What kind of animals were they? Why were different animals found in different parts of the environment?' • Distribute the animal labels from each hoop among the children. Ask them to draw a picture of the animal in its environment and copy the label. • Collate the children's pages according to the parts of the environment in which the animals were found to create a class book, 'Animals in our Environment'. • Read the book and invite the children to share one fact they learned from exploring the local environment. 	
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What will I do in my classroom?


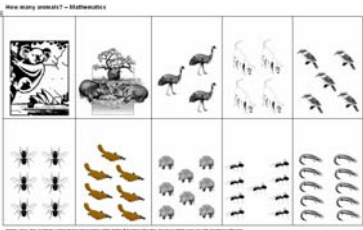
This section contains a series of detailed learning and teaching activities and supporting resources with a Mathematics focus.


Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
Mathematics: Number English: Reading		
<p>Understand numbers – Understand whole numbers and decimals</p> <p>Numbers are used for quantities, labels and order</p> <ul style="list-style-type: none"> order (eg first, second, third) <p>Contextual Understandings</p> <p>Imaginative Texts</p> <ul style="list-style-type: none"> stories have characters and events 	<p>Ordering animals in <i>Wombat Stew</i></p> <p>Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, photocopy, cut out and laminate illustrations of each animal from the book. Before reading: Show the children the front cover of <i>Wombat Stew</i>. Ask questions such as, ‘What can you see? What is the first thing you saw? What is the second thing you saw? How many animals do you see? How do you know? What do you think the story will be about?’ Ask the children to predict which animal might come first in the story. Tell them to listen carefully to the story and look closely at the illustrations to find out the order in which the animals appear in the story. Say, ‘I wonder which animal comes first in the story.’ During reading: Stop after reading each section of the story and invite the children to name the animal. Say, ‘This animal was first or second or third etc..... in the story.’ Place the Animal name cards and Ordinal number cards in order next to the illustrations of the animals. After reading: Ask the children which animal was fifth, second etc in the book and ask them how they know. Invite four children to stand in a line in front of the class. Ask the class, ‘Who is first, second, third and fourth?’ Give the four children a photocopied illustration of Dingo, Wombat, Platypus and Emu from <i>Wombat Stew</i>. Ask them to close their eyes while the line is 	<p><i>Wombat Stew</i></p> <p>Illustrations of animals from <i>Wombat Stew</i></p> <p>Animal name cards</p> <p>Ordinal number cards</p> <p>See Ordinal number activity, p34 Chapter 3, <i>First Steps Mathematics, Number Book 1</i></p> <p>Available via the Department portal</p>

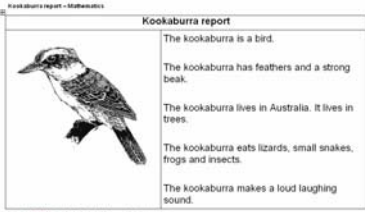
Pre-primary

	<p>reshuffled in order of the animals' appearance in the story. Ask, 'Who is first now? Who is in the fourth place? Is this place always third?'</p> <ul style="list-style-type: none"> • Extend this activity by handing out the rest of the animal illustrations and asking the children to stand in the line in order of the animals' appearance in the story. • Confirm the order by referring to the illustrations in the book or in the chart. <p>Monitoring: Note the children who can describe the position of a particular person using an ordinal number word.</p>	
Mathematics: Number		
<p>Understand numbers – Understand whole numbers and decimals</p> <p>Numbers are used for quantities, labels and order</p> <ul style="list-style-type: none"> • order (<i>eg first, second, third</i>) 	<p style="text-align: center;">Counting and ordering animals</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> • Read the list of animal names and discuss the position of the animals as they appeared in the story. Invite children to place an ordinal number card next to the illustration of each animal: Dingo, Wombat, Platypus, Emu, Lizard, Echidna and Koala. • Show the children the words for the ordinal numbers. Read each word and invite a child to place it next to the corresponding animal illustration. Read the words together. • Show the children the Ordinal number cards. Practise reading the ordinal numbers and invite children to place each one next to the corresponding ordinal number word. • Explain to the children that they can look at the chart to find out how to write the ordinal numbers in words and in numbers. • Invite children to point to an animal in response to instructions (<i>eg 'Point to the fifth animal. What is it?' or 'In what position is the echidna?'</i>). • Ask ten children to stand in a line. Ask other children to place ordinal numbers on the floor to show the position of each child in the line. Ask them to decide whether the number is correct or not. Give all the children a turn at labelling and being labelled. <p>Note: The children could participate in painting or decorating large drawings of the animals for a <i>Wombat Stew</i> display. Ordinal numbers could be attached to each animal to indicate the order in which they appeared in the story.</p> <p>Monitoring: Note the children who identify animals correctly when given an ordinal number.</p>	<p><i>Wombat Stew</i></p> <p>Ordinal number cards</p> <p>Ordinal word cards</p>


Pre-primary

Mathematics: Number		
<p>Understand numbers – Understand whole numbers and decimals</p> <p>Numbers are used for quantities, labels and order</p> <ul style="list-style-type: none"> • order (eg first, second, third) 	<p style="text-align: center;">Counting and ordering animals</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Ask the children to stand. Distribute the ordinal numbers and ask the children to put themselves in order. Do this several times. • Invite children to assist you in placing the ordinal numbers from 1st to 10th in order in a list on the whiteboard. Read the ordinal numbers together. • Invite children to match the ordinal number words to the ordinal numbers. • Ask the children to place the illustrations of the animals from <i>Wombat Stew</i> in order of appearance in the story. • Invite children to use the book or the chart as a reference. • Provide children with copies of the ordinal number cards and the Animal pictures. Ask them to cut out the Ordinal number cards and glue them in order along the bottom of a large sheet of paper. Then ask them to cut out the Animal pictures and glue them in the order in which they appeared in the story. <p>Monitoring: Note the children who can match an animal to the correct ordinal number.</p>	<p><i>Wombat Stew</i></p> <p>Ordinal number cards</p> <p>Ordinal word cards</p> <p>Animal pictures</p> <p>Illustrations of animals from <i>Wombat Stew</i></p> 
Mathematics: Number		
<p>Understand numbers – Understand whole numbers and decimals</p> <p>Numbers are used for quantities, labels and order</p> <ul style="list-style-type: none"> • quantities (eg six eggs, five fingers) <p>Numbers to 100 with a focus on collections to 10</p> <ul style="list-style-type: none"> • recognise and write some numbers to at least 10 	<p style="text-align: center;">How many animals?</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • In preparation for this lesson copy enough A3 copies of How many animals? for each child. • Show children the How many animals? worksheet and ask them to name the animals in each section. • Ask questions such as, 'How many emus do you see? How do you know? How many echidnas are there?' • Ask the children to write the numerals in the air as you demonstrate where they should write each one in the sections on the How many animals? worksheet. <p>Monitoring: Note the children who write the correct numeral for each small collection of animals.</p>	<p>How many animals?</p> 

Mathematics: Number		
<p>Understand numbers – Understand whole numbers and decimals</p> <p>Numbers are used for quantities, labels and order</p> <ul style="list-style-type: none"> quantities (eg six eggs, five fingers) <p>Numbers to 100 with a focus on collections to 10</p> <ul style="list-style-type: none"> recognise and write some numbers to at least 10 <p>Make and count small collections</p> <ul style="list-style-type: none"> the order in which objects are counted does not affect how many there are 	<p style="text-align: center;">Counting animals Small group</p> <ul style="list-style-type: none"> In preparation for this lesson print enough A3 copies of Counting animals for each child. Show the children some stamps of Australian animals and ask them to select the animals that appeared in <i>Wombat Stew</i>. Show the children the ‘Counting animals’ sheet and ask them to identify the numbers 1 – 10. Demonstrate writing over the first numeral as you say it and making the correct number of animal stamps. Repeat with the other numerals. Give each child a copy of ‘Counting animals’ and ask them to write over each numeral before they make stamps in the sections. Invite children to select a different animal stamp for each number and count as they make each stamp. As children are working and at the end of the activity ask questions such as, ‘Will there be the same number of animals if I start counting from the other end? Why? Why not? If I start counting in the middle, how many would there be? How do you know?’ <p>Monitoring: Note the children who make enough stamps to match the numeral in each section. Note the children who understand that the amount of objects remains the same when they are counted in a different order.</p>	<p>Counting animals Australian animal stamps</p>  <p>The image shows a worksheet titled 'Counting animals - Mathematics'. It features a 2x5 grid of boxes. The top row contains numerals 1, 2, 3, 4, and 5. The bottom row contains numerals 6, 7, 8, 9, and 10. The boxes are empty, intended for students to place animal stamps.</p>
Mathematics: Number		
<p>Calculate –Solve simple number stories by mentally counting and subitising</p> <ul style="list-style-type: none"> solve simple number stories by subitising, acting out, using concrete materials or by drawing a picture (eg ‘Kate has two cows and Jordan has three cows, how many cows are there altogether?’ can be acted out) 	<p style="text-align: center;">Kookaburra number stories Whole class</p> <ul style="list-style-type: none"> Show children the illustration of the kookaburra in <i>Wombat Stew</i> and ask them what they think the kookaburra eats. List suggestions. Read the ‘Kookaburra report’ and add new foods to the list, including examples of insects. Share some number stories about the kookaburra (eg <i>Kookaburra ate 3 flies and 4 ants. How many creepy crawlies did he eat altogether?</i>) Invite the children to show fingers as they say the numbers. Record pictorially and with numbers on the board using the Flies cards and the Ants cards. Ask questions such as, ‘How many creepy crawlies did he eat altogether? How do you know?’ Invite children to tell number stories about the creepy crawlies the kookaburra ate using the Flies cards and the Ants cards. <p>Monitoring: Note the children who are able to solve simple number stories using</p>	<p>Kookaburra report Flies cards Ants cards See <i>Numeracy Online Resource, Year P/1 Number: Understand Whole and Decimal Numbers</i> for subitising diagnostic tasks in <i>Literacy and numeracy resources</i> (Resource ID: DETK103602) via the Department portal</p>

	<p>subitising.</p>	
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Mathematics: Number

<p>Calculate – Solve simple number stories by mentally counting and subitising</p> <ul style="list-style-type: none"> • solve simple number stories by subitising, acting out, using concrete materials or by drawing a picture (eg 'Kate has two cows and Jordan has three cows, how many cows are there altogether?' can be acted out) 	<p style="text-align: center;">Lizard and flies number stories</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> • Ask the children if they can remember how many flies Lizard flicked into the stew (one hundred). Use laminated pictures of flies to show the children what one hundred flies look like. Display the flies in rows of ten and count them together. • Ask the children to listen carefully as you tell them another story about Lizard flicking flies into the stew (eg 'Lizard flicked two flies into the stew. Then he flicked four flies into the stew. How many flies did he flick into the stew altogether?') • Provide children with cut out pictures of flies with Blu Tack® on the back and ask for volunteers to place the correct number of flies on the whiteboard as you repeat the story. • Show the children three boxes on the whiteboard. Place a number at the top of the first two boxes, attach pictures of flies to match each number underneath, count the flies and write how many flies altogether in the third box. • Provide opportunities for children to make their own number stories during independent activity time. <p>Monitoring: Note the children who can accurately represent number stories with concrete objects.</p>	<p>Blu Tack® Images of flies</p> 
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Mathematics: Number

<p>Understand numbers – Understand whole numbers and decimals</p> <p>Make and count small collections</p> <ul style="list-style-type: none"> • the order in which objects are counted does not affect how many 	<p style="text-align: center;">Gumnut number stories</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Ask the children which animal from <i>Wombat Stew</i> collected gumnuts to put into the pot. • Tell the children they will need to collect a gumnut for each finger to make some gumnut finger puppets. 	<p>Gumnuts</p>
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Pre-primary

<p>there are</p> <p>Calculate – Solve simple number stories by mentally counting and subitising</p> <ul style="list-style-type: none"> • solve simple number stories by subitising, acting out, using concrete materials or by drawing a picture (eg <i>'Kate has two cows and Jordan has three cows, how many cows are there altogether?'</i> can be acted out) 	<ul style="list-style-type: none"> • Invite the children to collect gumnuts and sort them according to whether or not they fit on their fingers. • Ask children to make and count collections of gumnuts up to ten. • Using small collections of gumnuts ask children if they can say how many there are (without counting) when you hold up some gumnut puppets. Ask, 'How do you know?' • Invite the children to draw faces on the gumnuts and role-play some number stories. • Encourage the children to make their own number stories using the gumnut puppets. Ask, 'If you don't take away or add any puppets, do you always get the same amount? Does it matter what the arrangement looks like?' <p>Monitoring: Note the children who solve simple number stories using subitising and concrete materials.</p>	
<p>Mathematics: Number</p>		
<p>Understand operations – Represent self-generated or orally presented number stories involving addition and subtraction of very small numbers using materials, drawing a picture or acting out</p> <ul style="list-style-type: none"> • number stories can be represented using materials, by drawing a picture, by acting out and/or in literature (eg rhyme <i>'One, two, three, four, five, once I caught a fish alive...'</i>) 	<p style="text-align: center;">Acting number stories</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Ask children to make up some different number stories using the characters from <i>Wombat Stew</i> (eg <i>'Emu dropped three of her feathers into the stew. Then she dropped in two more. How many went in altogether?'</i>). • Ask the children to act out each number story using models of ingredients and a pot. <p>Monitoring: Note the children who can represent a number story by acting it out.</p>	<p>Models of ingredients (eg <i>plasticine® models of bugs, tissue paper flies, paper cut-out feathers</i>)</p>




























What will I do in my classroom?


This section contains a series of detailed learning and teaching activities and supporting resources with an English focus.

Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
English: Speaking and Listening Reading		
<p>Processes and strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions <p>Processes and strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions about texts 	<p>Wombat Stew – Shared reading Whole class</p> <ul style="list-style-type: none"> Before reading: Hide a toy wombat in a feely box. Tell the children you have a special friend inside the box and they have to guess what it is by feeling it. Invite children to feel what is inside the box and encourage them to describe what they feel in sentences (<i>eg It is soft</i>). Prompt the children with questions such as, ‘What can you feel? Does it feel hard or soft? Is it big or small? What do you think it is?’ Display the Description cards and read the questions on the cards. Place your hand inside the feely box and respond to questions posed by the children. Support them to ask the questions on the Description cards (What size is it? What body covering does it have? What special features does it have? What is it?) List the children’s suggestions and then show them the wombat puppet. Ask the children to describe the wombat by answering the questions on the Description cards. Show the children the book <i>Wombat Stew</i> and tell them you will be reading a story about a wombat called <i>Wombat Stew</i>. Ask the children to listen to the story to find out whether or not the wombat is cooked in the stew. During reading: Read the story occasionally stopping to ask, ‘Do you think the wombat will be cooked in the stew?’ After reading: Ask, ‘Was the wombat cooked in the stew? Why/Why not? Would you like to eat a wombat stew? Why/Why not? Would you like to eat the 	<p>Toy wombat Feely box Description cards <i>Wombat Stew</i></p>

Pre-primary

	wombat stew the animals made in the story? Why/Why not?																	
English: Speaking and Listening																		
<p>Processes and strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p style="text-align: center;">Describing animals from <i>Wombat Stew</i></p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> In preparation for this lesson, photocopy and laminate the Animal reports and the Description cards. Allow time for the children to look at the photos of animals on the Animal reports and identify them. Ask, 'Where have you seen these animals before?' Invite children to match the picture of the real animal to the illustration of the animal in <i>Wombat Stew</i>. Select one of the Animal reports and ask the children to look at the photo of the animal and think about how they would describe it. Display the Description cards and support the children to read and respond to each question about the animal (What size is it? What body covering does it have? What special features does it have? What is it?) Refer the children to parts of the text in the Animal report that support their descriptions. Read the Animal report to find out about any special features the animal has. Provide opportunities for the children to describe the animal by responding to the questions on the Description cards. Repeat the process with other Animal reports. <p>Monitoring: Note the children who can ask and respond to questions to describe an animal.</p>	<p><i>Wombat Stew</i> Description cards Animal reports: Wombat report Echidna report Blue-tongue lizard report Dingo report Emu report Koala report Platypus report</p> <div data-bbox="1688 660 2063 874"> <p><small>Echidna report - English</small></p> <p>Echidna report</p> <p>The echidna is a special mammal that lays eggs.</p> <p>The echidna has hair and spines and a long, sticky tongue.</p> <p>The echidna eats ants and termites.</p> <p>The echidna lives in Australia. It lives in the bush.</p> <p>The echidna keeps its eggs and babies in a pouch.</p>  </div>																
English: Reading																		
<p>Conventions – Word Conventions</p> <ul style="list-style-type: none"> vocabulary, including environmental print (eg labels, names, rhyme charts, happy birthday), personally significant words and very common sight words including 'a', 'I', 'the' 'and', 'is', 'to' <p>Processes and Strategies – Learning to Read</p> <ul style="list-style-type: none"> word identification strategies 	<p style="text-align: center;">Wombat Stew – Word identification strategies</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> Before reading: Ask the children to recall the animals in the order in which they appear in <i>Wombat Stew</i>. During reading: Read <i>Wombat Stew</i> pointing to each word and pausing occasionally to find out whether children can predict which animal has spoken. Ask children what clues they used to read the words. After reading: Make a chart titled 'How to read words'. Discuss strategies and include the following on the chart: Sound the first letter and 'have a go'; Sound the first three letters and 'have a go'; Look at the pictures; and Leave the word 	<p><i>Wombat Stew</i> Card for making a chart Vocabulary word cards</p> <div data-bbox="1688 1203 2063 1426"> <p><small>Vocabulary word cards - English (continued)</small></p> <table border="1"> <tr> <td>mud</td> <td></td> <td>feathers</td> <td></td> </tr> <tr> <td>flies</td> <td></td> <td>billycan</td> <td></td> </tr> <tr> <td>stew</td> <td></td> <td>gumnuts</td> <td></td> </tr> <tr> <td>billabong</td> <td></td> <td>water</td> <td></td> </tr> </table> </div>	mud		feathers		flies		billycan		stew		gumnuts		billabong		water	
mud		feathers																
flies		billycan																
stew		gumnuts																
billabong		water																

Pre-primary

<p>including using picture cues and decoding simple vc and cvc words</p>	<p>out until you have more clues. Ask children to justify their predictions.</p> <ul style="list-style-type: none"> Ask children to identify words as you display Vocabulary word cards including mud, feathers, flies, gumnuts and the names of the animals from <i>Wombat Stew</i>. <p>Monitoring: Note the children who use a word identification strategy to read a word on the cards.</p>	
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English: Reading

<p>Conventions – Word Conventions</p> <ul style="list-style-type: none"> vocabulary, including environmental print (eg labels, names, rhyme charts, happy birthday), personally significant words and very common sight words including ‘a’, ‘I’, ‘the’ ‘and’, ‘is’, ‘to’ <p>Processes and Strategies – Learning to Read</p> <ul style="list-style-type: none"> word identification strategies including using picture cues and decoding simple vc and cvc words 	<p>Wombat Stew – Word identification strategies</p> <p>Small group</p> <ul style="list-style-type: none"> In preparation for this lesson, cover the pictures on the Vocabulary word cards with sticky notes. Show the children the Vocabulary word cards. Demonstrate using some of the strategies on the ‘Reading words’ chart to identify a word. Remove the sticky note to reveal the picture and invite the children to read the word. Give the children a Vocabulary word card each and support them to identify the words. Allow them to find the matching word in the book. Encourage the children to copy words by writing or putting magnetic letters together. Give children opportunities during independent activity time to read the Vocabulary word cards as they place them in a clear plastic pocket attached to a black pot shape. <p>Monitoring: Note the children who use a word identification strategy to read a Vocabulary word card.</p>	<p>Vocabulary word cards</p> <p>A large black pot shape cut out of black card with a clear plastic pocket</p> <p>Sticky notes</p>
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English: Reading

<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> word awareness including distinguishing between long and short words, joining words together to make sentences, identifying the number of words in a sentence, rhyming words and words beginning with the same sound (eg as in alliteration) syllable awareness including 	<p>Listening for long and short words in Wombat Stew</p> <p>Whole class</p> <ul style="list-style-type: none"> Before reading: Show the children the front cover of <i>Wombat Stew</i> and read the title. Ask the children which word is longer: ‘wombat’ or ‘stew?’ Ask them to justify their answer. Explain that ‘wombat’ looks longer than ‘stew’ when it is written because it has more letters in it. However when words are spoken they can be long or short depending on the number of syllables they have. Explain that we can tell whether a word is long or short by clapping the number of syllables in the word. Demonstrate clapping the syllables in the words ‘wombat’ and ‘stew’. Ask the 	<p><i>Wombat Stew</i></p>
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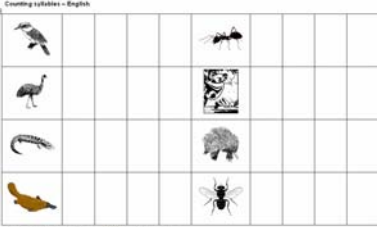
Pre-primary

<p>identifying syllables within words (eg children’s names)</p>	<p>children to clap the syllables with you, say how many there are in each word and then say which word is longer.</p> <ul style="list-style-type: none"> • Tell the children there are some words in <i>Wombat Stew</i> that have two and three syllables. They are long words. Ask them to put their hands up when they hear a long word as you read the story. • During reading: Point to each word as you read. Accentuate the syllables in words such as ‘billabong’, ‘platypus’, ‘billycan’, ‘echidna’, ‘koala’, ‘emu’, ‘wombat’, ‘feathers’, ‘lizard’, ‘dingo’, ‘gumnuts’. Ask the children to clap the syllables in these words. • After reading: Point to the following images in the book: ‘hat’, ‘tongue’, ‘tree’, ‘stone’, ‘flies’, ‘kookaburra’, ‘tail’, ‘leaf’, ‘teeth’. Ask the children to name the objects in the pictures and say whether they are short or long words. Ask the children to identify the long word (kookaburra). <p>Monitoring: Note the children who correctly distinguish between short and long words.</p>	
<p>English: Reading</p>		
<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> • word awareness including distinguishing between long and short words, joining words together to make sentences, identifying the number of words in a sentence, rhyming words and words beginning with the same sound (eg as in alliteration) 	<p style="text-align: center;">Classifying short and long words</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Show the children the Short word/Long word pictures of objects from <i>Wombat Stew</i> and ask them to name them as you point to each one. • Show the children the Short words/Long words chart. Explain that they need to cut out one picture at a time, decide whether it is a short or long word and paste it into the correct column. They need to continue until all the pictures are pasted in the columns. <p>Monitoring: Note the children who correctly classify words according to whether they are short or long.</p>	<p>Short word/Long word pictures Short words/Long words chart</p>
<p>English: Reading</p>		
<p>Conventions – Phonological Awareness –</p> <ul style="list-style-type: none"> • syllable awareness including identifying syllables in words (eg children’s names) 	<p style="text-align: center;">Syllable sort</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> • Clap the syllables as you sing the <i>Wombat Stew</i> song together. • Teach the children that when we listen to a word we can hear syllables that we can clap. • Show the children the drawings of two large pots, one with two dots on it, and a picture of a wombat; the other with three dots, and a picture of an echidna. 	<p>Vocabulary word cards Drawings of two large pots: one with two dots on it and a picture of a wombat; the other with three dots and a picture of an echidna</p>

Pre-primary

	<ul style="list-style-type: none"> Point to the wombat pot and ask the name of the animal. Model that ‘wombat’ has two syllables by clapping as you say the word syllable by syllable. Have the children clap and say the syllables. Say the syllables in ‘wombat’ slowly, with a slight pause, and ask the children to blend the word by saying it quickly. Repeat for the word ‘echidna’. Tell the children that the aim is to fill the pots with words that have the same number of syllables. Words with two claps go into the wombat pot; words with three claps go into the echidna pot. Present vocabulary word cards one at a time. Ask the children to read the word, clap the syllables and count the beats. Select a child to place the word card in the correct pot. Children could draw pictures of objects that have two or three syllables during independent activity time to add to the pot. <p>Monitoring: Note the children who place a word card in the correct pot according to the number of syllables in the word.</p>	
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English: Reading

<p>Conventions – Phonological Awareness –</p> <ul style="list-style-type: none"> syllable awareness including identifying syllables in words (eg children’s names) 	<p style="text-align: center;">Syllable sort activity</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> In preparation for this lesson, photocopy enough A3 Counting syllable worksheets for every child. Show children a syllable pot with one dot and a picture of an ant on it. Ask the children to stand if their name is one syllable. Ask them to clap the syllable as they say their name. Ask them to find their name card and place it in the pot. Ask children to stand if they have names with four syllables. Ask them to say their names as they clap the syllables. Ask them to find their name cards and place them in a new syllable pot with four dots and a picture of kookaburra on it. Repeat with names of two and three syllables. Ask the children to place their name cards in the correct syllable pots. Demonstrate how to complete the ‘Counting syllables’ worksheet by looking at a picture, saying the word and placing a sticky dot in each box next to the picture for each syllable in the word. Encourage the children to complete this task independently to show what they know about identifying syllables. <p>Monitoring: Note the children who correctly identify the number of syllables in words.</p>	<p>Syllable pots Name cards Counting syllables worksheet Sticky dots</p> 
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Pre-primary

English: Reading																							
<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> • syllable awareness including identifying syllables in words (eg <i>children’s names</i>) 	<p style="text-align: center;">Identifying the number of syllables in words</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Play <i>A Walk in the Bush</i> based on the game, <i>A Trip to the Moon</i>. Sit children in a circle. Begin by saying ‘We are going on a walk in the bush. You can come if you bring an animal word with two syllables.’ Children take turns to say a word (eg ‘I will bring a dingo’). • Provide feedback by saying, ‘You can/cannot walk in the bush.’ • Change criteria to one or three syllables. <p>Monitoring: Note the children who suggest words with one/two/three syllables.</p>	<p>A Trip to the Moon activity p 89 <i>First Steps Reading Map of Development</i> available via the Department portal</p>																					
English: Reading																							
<p>Conventions – Word Conventions</p> <ul style="list-style-type: none"> • vocabulary, including environmental print (eg <i>labels, names, rhyme charts, happy birthday</i>), personally significant words and very common sight words including ‘a’, ‘I’, ‘the’ ‘and’, ‘is’, ‘to’ 	<p style="text-align: center;">Wombat Stew – Sight words</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Provide children with a set of <i>Wombat Stew</i> sight words to use in word sorting activities. Direct them to sort the words according to the number of letters in the words and then the initial letter. Remind the children to look at the initial letter to help them read the word. Practise reading the words together. • Read selected pages from <i>Wombat Stew</i> and ask the children to find sight word cards to match words on the page. • Select sentences from <i>Wombat Stew</i>, print them on card strips and cut a second sentence strip into word chunks for the children to reconstruct by matching the words. Read the sentence together and then point to a sight word and ask the children to identify it. <p>Monitoring: Note the children who read sight words from <i>Wombat Stew</i>.</p>	<p><i>Wombat Stew</i> <i>Wombat Stew</i> sight words</p> <p style="font-size: small; text-align: center;">Wombat Stew sight words - English</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>a</td> <td>into</td> <td>them</td> </tr> <tr> <td>of</td> <td>to</td> <td>that</td> </tr> <tr> <td>off</td> <td>he</td> <td>they</td> </tr> <tr> <td>said</td> <td>me</td> <td>the</td> </tr> <tr> <td>his</td> <td>she</td> <td>this</td> </tr> <tr> <td>very</td> <td>over</td> <td>what</td> </tr> <tr> <td>you</td> <td>so</td> <td>wish</td> </tr> </tbody> </table>	a	into	them	of	to	that	off	he	they	said	me	the	his	she	this	very	over	what	you	so	wish
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Pre-primary

English: Reading																																																														
<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> phonemic awareness including blending phonemes to make words (eg <i>d-o-g</i> is 'dog') and segmenting words into phonemes ('dog' is <i>d-o-g</i>) using vc and cvc words 	<p style="text-align: center;">Listening for /w/ – blending Whole class</p> <ul style="list-style-type: none"> Talk to the children about the wombat in <i>Wombat Stew</i>. Ask them what sound they hear at the beginning of the word 'wombat'. Praise the children who say the /w/ sound. Show children the Ww page in <i>Possum and Wattle</i> and make up words to the <i>Skip to my Lou</i> song to remind them of the /w/ sound (eg <i>Wombat in the willy-willy w, w, w</i>). Introduce the children to a puppet or toy called Sam. Explain that Sam says words v-e-r-y s-l-o-w-l-y in 'sound talk'. Tell the children that they need to be able to say the word that Sam is stretching in his sound talk (eg /w/-/e/-/t/, <i>wet</i>). Segment some words (eg /w/-/a/-/g/, /w/-/e/-/t/, /w/-/e/-/b/, /w/-/i/-/g/) and ask the children to blend them (eg <i>wag, wet, web, wig</i>). Model how to use fingers to indicate the sounds as you blend cvc words (eg <i>wag, /w/-/a/-/g/, wag</i>). Encourage the children to join in using the actions below with given words. <ul style="list-style-type: none"> Closed fist = the whole word Thumb raised and fist closed = first sound Index finger = second sound or middle sound Middle finger = final sound Closed fist = whole word again <p>Monitoring: Note the children who can blend three sounds together.</p>	<p><i>Wombat Stew</i> <i>Possum and Wattle</i></p>																																																												
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Pre-primary

	<p>and tell them to pass the hat. Tell the children you will be saying some words and they have to stop passing the hat when they hear the /w/ sound. The person who has the hat has to say the word with the /w/ sound in it and segment it (eg <i>wag</i> /w/-/a/-/g/, <i>wag</i>). Children on either side can help if a child gets stuck. The whole group can help if partners cannot assist.</p> <p>Monitoring: Note the children who are able to identify the /w/ sound in cvc words and segment the words.</p>	
<p>English: Reading</p>		
<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> phonemic awareness including blending phonemes to make words (eg <i>d-o-g</i> is 'dog') and segmenting words into phonemes ('dog' is <i>d-o-g</i>) using vc and cvc words 	<p style="text-align: center;">Listening for /w/ – Segmenting</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> Sing the <i>Wombat in the willy-willy</i> song. Show the children the /w/ cvc picture cards for 'wag', 'wet', 'web' and 'wig' and discuss the meaning of each word. Remind the children of the way in which Sam stretches the sounds in words in his sound talk (eg /w/-/a/-/g/). Ask the children to segment the words (eg <i>wag</i>, /w/-/a/-/g/). Remind the children of the hand signals for first, middle and final letters and the whole word and ask them to use the hand signals as they segment the given words using Sam's sound talk. <p>Monitoring: Note the children who are able to segment cvc words.</p>	<p>/w/ cvc picture cards</p> 
<p>English: Reading Writing</p>		
<p>Conventions – Graphophonic Knowledge</p> <ul style="list-style-type: none"> letter names and letter sounds and the alphabet sequence <p>Conventions – Spelling</p> <ul style="list-style-type: none"> letter names and letter sounds and the alphabet sequence <p>Presentation</p> <ul style="list-style-type: none"> role play correct posture and pencil grip 	<p style="text-align: center;">Writing the /w/ sound</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> Show children the Ww page in <i>Possum and Wattle</i> and invite a child to identify the letter that represents the /w/ sound. Explain that the /w/ sound is found at the beginning of words like 'wombat' and 'windy' and is written using the letter Ww. Explain that the upper case letter is used for names and at the beginning of sentences. Identify any children in the class with a name beginning with W. Say the alphabet and identify the letter Ww in the alphabet sequence. Chant the alphabet using different rhythms. Chant the alphabet and stop at Ww. Say the alphabet starting at Ww. Ask, 'Is Ww near the beginning or the end of the alphabet?' Demonstrate the Victorian Modern Cursive letter formations for W and w on the whiteboard and by tracing around the letter outlines with your finger. Invite 	<p>Lower case letter w template Upper case letter W template <i>Possum and Wattle</i></p>


Pre-primary

	<p>children to look at the letter, close their eyes, imagine the letter and then write the letter in the air with their fingers.</p> <ul style="list-style-type: none"> Remind children of correct posture and pencil grip when writing and ask them to practise writing the letter W and w at the writing table during morning activity time. The children could also make the W and w shapes using play dough and the laminated letter outlines or colour/collage their own copies of the W and w letter outlines. <p>Monitoring: Note the children who can identify and write the letter W and w.</p>																	
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Pre-primary

	<p><i>kookaburras k, k, k).</i></p> <ul style="list-style-type: none"> Using the Sam puppet or toy, segment some words (eg /k/-/a/-/t/, /k/-/a/-/p/, /k/-/o/-/t/, /k/-/u/-/p/, /k/-/u/-/t/, /k/-/i/-/d/, /k/-/i/-/n/, /k/-/i/-/t/) and ask the children to blend them (eg <i>cat, cap, cot, cup, cut, kid, kin, kit</i>). Model how to use fingers to indicate the sounds as you blend cvc words (eg <i>cat, /k/-/a/-/t/, cat</i>). Encourage the children to join in using the actions below with given words. <ul style="list-style-type: none"> Closed fist = the whole word Thumb raised and fist closed = first sound Index finger = second sound or middle sound Middle finger = final sound Closed fist = whole word again <p>Monitoring: Note the children who can blend three sounds together.</p>	
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English: Reading

<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> phonemic awareness including blending phonemes to make words (eg <i>d-o-g is ‘dog’</i>) and segmenting words into phonemes (<i>‘dog’ is d-o-g</i>) using vc and cvc words 	<p style="text-align: center;">Sam’s sound talk Whole class</p> <ul style="list-style-type: none"> Sing the <i>Kangaroos and kookaburras k, k, k</i> song. Show the children the /k/ cvc picture cards for ‘kick’, ‘kit’, ‘kid’ and ‘kiss’ and discuss the meaning of each one. Remind the children of the way in which Sam stretches the sounds in words in his ‘sound talk’ (eg /k/-/i/-/k/) Ask the children to segment the words (eg /k/-/i/-/k/, <i>kick</i>). Remind children of the hand signals for the first, middle and final sounds and the whole word and ask them to use the hand signals as they segment the given words. <p>Monitoring: Note the children who can segment cvc words.</p>	<p>/k/ cvc picture cards</p> 
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English: Writing

<p>Conventions – Spelling</p> <ul style="list-style-type: none"> letter names and letter sounds and the alphabet sequence <p>Presentation</p> <ul style="list-style-type: none"> role play correct posture and pencil grip 	<p style="text-align: center;">Writing the /k/ sound Whole class</p> <ul style="list-style-type: none"> Sing the <i>Kangaroos and kookaburras k, k, k</i> song. Explain that the /k/ sound is found at the beginning of some words like ‘kookaburra’ and can be written using the letter Kk. Tell the children that the /k/ sound can also be written using the letter Cc. Say the alphabet and identify the letter Kk in the alphabet sequence. Chant 	<p>Lower case letter k template Upper case letter K template</p>
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Pre-primary

	<p>the alphabet using different rhythms. Chant the alphabet and stop at Kk. Say the alphabet starting at Kk. Ask, 'Is Kk near the beginning or the end of the alphabet?'</p> <ul style="list-style-type: none"> • Demonstrate the Victorian Modern Cursive letter formations for K and k on the whiteboard and by tracing around the letter outlines with your finger. Invite children to look at the letter, close their eyes and imagine the letter and then write the letter in the air with their fingers. Explain that the upper case letter is used for names and at the beginning of sentences. • Remind children of correct posture and pencil grip when writing and ask them to practise writing the letter K and k at the writing table during morning activity time. • The children could also make the K and k shapes using play dough and the laminated letter outlines or colour/collage their own copies of the K and k letter outlines. <p>Note: During small group activity time children could make kookaburras and kangaroos to display with the letter Kk.</p> <p>Monitoring: Note the children who can identify and write the letter K and k.</p>	 
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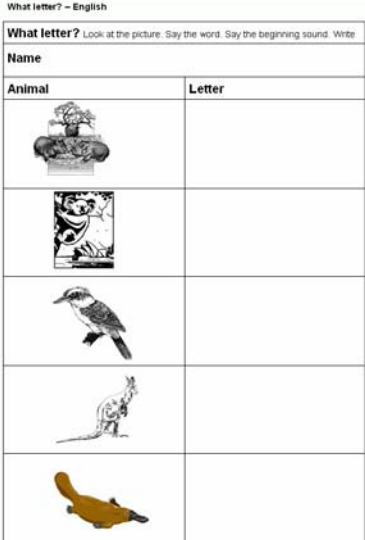















English: Reading | Writing

<p>Conventions – Word Conventions</p> <ul style="list-style-type: none"> • vocabulary, including environmental print (eg labels, names, rhyme charts, happy birthday), personally significant words and very common sight words including 'a', 'I', 'the' 'and', 'is', 'to' <p>Conventions – Spelling</p> <ul style="list-style-type: none"> • a small number of consonant and short vowel sounds (eg s, a, t, p, i, 	<p>Words beginning with the /k/ sound</p> <p>Whole class</p> <ul style="list-style-type: none"> • Sing the <i>Kangaroos and kookaburras k, k, k</i> song. • Invite children to suggest words beginning with the /k/ phoneme. List the words and categorise according to whether they begin with the letter Cc or the letter Kk. Read them together and display the lists to practise during print walks. • Demonstrate blending and segmenting of cvc words beginning with the /k/ sound using magnetic letters and words on the whiteboard. Invite individual children to try. • Make the distinction between real words and nonsense words. 	<p>Blending and segmenting cards for /k/</p> <p>Magnetic letters</p> <p><small>Blending and segmenting cards for /k/ - English</small></p> <table border="1"> <tr> <td>k</td> <td>i</td> <td>ck</td> <td>kick</td> </tr> <tr> <td>k</td> <td>i</td> <td>t</td> <td>kit</td> </tr> <tr> <td>k</td> <td>i</td> <td>d</td> <td>kid</td> </tr> <tr> <td>k</td> <td>i</td> <td>ss</td> <td>kiss</td> </tr> </table>	k	i	ck	kick	k	i	t	kit	k	i	d	kid	k	i	ss	kiss
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Pre-primary

<p>n) increasing to all single letter phonemes to develop fluent segmenting of consonant, vowel, consonant (cvc) words when writing</p>	<ul style="list-style-type: none"> Encourage children to blend and segment these words during morning activity time using the blending and segmenting cards and magnetic letters. <p>Monitoring: Note the children who can blend and segment cvc words</p>	
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English: Reading | Writing

<p>Conventions – Word Conventions</p> <ul style="list-style-type: none"> vocabulary, including environmental print (eg labels, names, rhyme charts, happy birthday), personally significant words and very common sight words including ‘a’, ‘I’, ‘the’ ‘and’, ‘is’, ‘to’ <p>Processes and Strategies</p> <ul style="list-style-type: none"> strategies to spell words that include using known phoneme-grapheme relationships (eg sat – s-a-t) 	<p>What letter? Small group</p> <ul style="list-style-type: none"> Show the children a vocabulary word card and ask them to look at the picture and the first letter and say what the word is. Ask, ‘What is the first sound in the word? What letter is used to write the sound?’ Shuffle the vocabulary word cards and deal them out. Ask each child in turn the following questions: ‘What is this word? What is the first sound in the word? What letter is used to write the sound?’ Show the children pictures of Australian animals and ask, ‘What is this animal? What sound do you hear at the beginning of its name? What is the name of the letter we use to write the sound?’ Show the children the ‘What letter?’ worksheet and tell them to look at the picture, say the name of the animal and write the letter we use to write the sound. This activity can be used to assess children’s knowledge of initial letter sounds and names. <p>Monitoring: Note the children who identify the initial sound and write the initial letter at the beginning of the names of Australian animals.</p>	<p>Vocabulary word cards What letter?</p>  <table border="1" data-bbox="1688 475 2051 1018"> <thead> <tr> <th colspan="2">What letter? – English</th> </tr> <tr> <th colspan="2">What letter? Look at the picture. Say the word. Say the beginning sound. Write</th> </tr> <tr> <th colspan="2">Name</th> </tr> <tr> <th>Animal</th> <th>Letter</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	What letter? – English		What letter? Look at the picture. Say the word. Say the beginning sound. Write		Name		Animal	Letter										
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Animal	Letter																			
																				
																				
																				
																				
																				

English: Reading

<p>Processes and Strategies – Learning to Read</p> <ul style="list-style-type: none"> word identification strategies including using picture cues and decoding simple cv and cvc words <p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> onset-rime awareness including onset (any phoneme(s) before the 	<p>Identifying cvc words in Wombat Stew Whole class</p> <ul style="list-style-type: none"> Revise the cvc words beginning with /w/ and /k/ using the picture cards. Tell children their challenge is to identify words with three sounds as they read <i>Wombat Stew</i> together. Read the story, stopping to discuss and list words as children identify them (see Magic words activity p126 <i>First Steps Reading Map of Development</i> for instructions on how to lift words from a text projected onto a wall). Select a word (eg fat) and demonstrate how to use the alphabet to develop word family lists (eg b-at, c-at, d-at, f-at, g-at, h-at, j-at, k-at, l-at, m-at, n-at, p- 	<p><i>Wombat Stew</i> Magic words activity p126 <i>First Steps Reading Map of Development</i> available via the Department portal /k/ cvc picture cards /w/ cvc picture cards Alphabet</p>
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Pre-primary

<p>vowel) and rime (any phonemes from the vowel to the end of the word) of single syllable words with the same rime (eg r-ot, l-ot) to develop cvc word families</p>	<p>at, r-at, s-at, t-at, v-at, w-at, y-at, z-at).</p> <ul style="list-style-type: none"> Explain that the list is in alphabetical order. Distinguish between real words and nonsense words. <p>Monitoring: Note the children who contribute to identifying and blending onsets and rimes.</p>	
<p>English: Reading Writing</p>		
<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> onset-rime awareness including onset (any phoneme(s) before the vowel) and rime (any phonemes from the vowel to the end of the word) of single syllable words with the same rime (eg r-ot, l-ot) to develop cvc word families <p>Processes and Strategies</p> <ul style="list-style-type: none"> strategies to spell words that include using known phoneme-grapheme relationships (eg sat – s-a-t) 	<p style="text-align: center;">Developing word families</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> Select a different cvc word from <i>Wombat Stew</i> for each group of children (eg mud, big, hot, red, bit). Draw an onset wheel containing up to eight consonants and attach a spinner in the middle of the wheel. Support the children as they spin the spinner, say the onsets and blend them with the rime to make words in a word family. List the words. Ask the children to decide whether or not each word is a real word that has a meaning or a nonsense word and write the words on a T-chart headed 'Real words' and 'Nonsense words'. <p>Monitoring: Identify children who need support to say single letter sounds and blend them with rimes.</p>	
<p>English: Reading Writing</p>		
<p>Conventions – Phonological Awareness</p> <ul style="list-style-type: none"> word awareness including distinguishing between long and short words, joining words together to make sentences, identifying the number of words in a sentence, rhyming words and words beginning with the same sound (eg as in alliteration) <p>Conventions – Spelling</p> <ul style="list-style-type: none"> letter names and letter sounds and the alphabet sequence 	<p style="text-align: center;">Tongue twisters</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> Sing <i>Wombat in the willy-willy</i> together and tell children the song is a tongue twister because most of the words begin with the same sound. Read some phrases from <i>Wombat Stew</i> to demonstrate alliteration (eg 'When Platypus puts big blops of billabong mud into the stew' and 'When Snake is sliding off his sun-soaked stone'). Ask the children to suggest what the author has done to make the words sound interesting. Tell the children they are going to use the same trick as the author of <i>Wombat Stew</i> and make up some interesting sentences about themselves using words that start with the first sound in their names. Make up nonsense tongue twisters together using words that begin with the same sound as each child's name. Write them on paper strips for children to 	<p><i>Wombat Stew</i></p>

Pre-primary

	<p>copy and illustrate (eg <i>Karen can cook kangaroo</i>).</p> <ul style="list-style-type: none"> Children who finish early can cut the sentence strip into words and reconstruct the sentence. These words can be taken home for the children to read to their families. <p>Monitoring: Note the children who suggest words that begin with the same sound as their name.</p>	
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English: Reading | Listening and Speaking

<p>Processes and Strategies – Reading to Learn</p> <ul style="list-style-type: none"> strategies for locating information in a resources including suggesting key words when extracting information from pictures <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p style="text-align: center;">Who am I? – Characters Small group</p> <ul style="list-style-type: none"> Show the children the Description cards and demonstrate how to use them to create clues for <i>Who am I?</i> puzzles. Give the children some <i>Who am I?</i> puzzles about characters from <i>Wombat Stew</i>, using movement and body language to add meaning to the words (eg 'Who am I? I have big eyes and a graceful neck. I dropped feathers into the stew. Who am I?') Invite children to make up <i>Who am I?</i> puzzles about other characters in the story by referring to the words and pictures in <i>Wombat Stew</i>. Encourage the children to think of at least two clues for each animal. Support them to express their clues in sentences beginning with 'I' and follow the structure used in the example above when asking the group to respond to their <i>Who am I?</i> puzzle. <p>Monitoring: Note the children who can make up appropriate clues about a character from the story. Note the children who can respond to the <i>Who am I?</i> question.</p>	<p>Description cards</p>  <p>What body covering does it have?</p>  <p>What special features does it have?</p>
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English: Reading | Writing | Listening and Speaking

<p>Processes and Strategies – Reading to Learn</p> <ul style="list-style-type: none"> strategies for locating information in a resources including suggesting key words when extracting information from pictures <p>Processes and Strategies</p> <ul style="list-style-type: none"> strategies used in the writing process including copying scribed 	<p style="text-align: center;">Who am I? – Animals Small group</p> <ul style="list-style-type: none"> In preparation for this activity, print copies of the Animal reports. Print a copy of the <i>Who am I?</i> Wombat example. Fold the <i>Who am I?</i> Wombat example in half to hide the photo and the written answer. Demonstrate reading the clues, asking '<i>Who am I?</i>' and unfolding the page to reveal the name and photo or drawing of the animal. Read the Wombat report to the children to demonstrate how to create a <i>Who am I?</i> puzzle using facts from an Animal report. Ask the children to suggest 	<p>Animal reports:</p> <ul style="list-style-type: none"> Wombat report Kookaburra report Echidna report Blue-tongue lizard report Dingo report Emu report Koala report Platypus report
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Pre-primary

<p>text and environmental print</p> <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p>other facts that could have been given.</p> <ul style="list-style-type: none"> Tell the children they will be writing a <i>Who am I?</i> puzzle about another animal from <i>Wombat Stew</i>. Show them the Animal reports and invite them to choose an Animal report for the group. Read the Animal report and ask the children to suggest clues that could be used. Tell them to look carefully at the photo as well as listening to the words. Record the clues in a list. Show the children the Description cards and ask questions about the animal to generate extra clues to record in the list. Invite the children to write and illustrate their <i>Who am I?</i> puzzle. Encourage them to refer to the list of clues. For those children who require a lot of support to do this activity, scribe the sentences for them, read them together and ask the children to draw a picture. Provide opportunities for the children to ask each other their <i>Who am I?</i> puzzles. <p>Follow up activities:</p> <ul style="list-style-type: none"> The <i>Who am I?</i> pages from all the groups could be made into a book for children to read during independent activity time. Children could draw and paint their animals and attach them to a class bush mural. Clues could be typed onto cards and attached to the mural, covering the paintings of the animals. Clues could be read during print walks and cards lifted to reveal the painted animals. <p>Monitoring: Note the children who make up clues using information from print and illustrations.</p>	<p><i>Who am I?</i> Wombat <i>Who am I?</i> Description cards</p>
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What will I do in my classroom?

This section contains a series of detailed learning and teaching activities and supporting resources with a Technology and Enterprise focus.

Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
Technology and Enterprise: Technology Process Materials English: Reading		
<p>Context: Home Economics</p> <p>Investigating</p> <ul style="list-style-type: none"> how products meet human needs and assist in daily living (eg traffic lights are used to make roads safer) <p>The Nature of Materials</p> <ul style="list-style-type: none"> materials can be found in the school/home environment <p>Contextual Understandings</p> <ul style="list-style-type: none"> stories have characters and events 	<p>Ingredients in <i>Wombat Stew</i></p> <p>Whole class</p> <ul style="list-style-type: none"> Before reading: Discuss the illustration and title on the front cover. Ask the children if they know what a stew is. Explain that healthy ingredients like meat and vegetables usually go into a stew. Show children pictures from the last pages of <i>Wombat Stew</i>, and ask, ‘How does Dingo feel? What happened to make him feel this way?’ During reading: Read <i>Wombat Stew</i>. Ask the children, ‘Who do the animals want to help? Dingo or Wombat?’ and ask them to justify their answers. After reading: Show the children the illustration of Dingo tasting the stew and ask, ‘Why didn’t Dingo like the stew? Were the ingredients healthy to eat? Would you like to eat the stew?’ Ask them to show how they would react if they tasted the wombat stew. Show children the ‘What the characters put into the stew’ chart and ask them to recall what each character added to the stew. Draw the ingredients on the chart under the heading ‘Ingredients’ to assist children in reading the words. Ask the children where the animals found the ingredients for the stew. Suggest the children find some of the ingredients during outdoor play time. Tell the children they will be making books about the ingredients the characters put into the stew. Show the children the ‘What went into the stew?’ booklet and read each page. Indicate where they should write the missing words and explain that there is a line for each missing letter in the word. 	<p><i>Wombat Stew</i></p> <p>What the characters put into the stew</p> <p>What went into the stew? booklet</p> 

Pre-primary

	<p>Encourage children to refer to the ‘What the characters put into the stew’ chart for the spelling of words. Tell them that their drawings must match the meaning of the sentences.</p> <ul style="list-style-type: none"> • Provide opportunities for the children to complete their booklets during small group activity time. <p>Monitoring: Note the children who draw the ingredients to match the text in their booklets.</p>	
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Technology and Enterprise: Technology Process | Materials
English: Writing

<p>Investigating</p> <ul style="list-style-type: none"> • how products meet human needs and assist in daily living (<i>eg traffic lights are used to make roads safer</i>) <p>The Nature of Materials</p> <ul style="list-style-type: none"> • materials can be found in the school/home environment <p>Conventions Text Conventions</p> <ul style="list-style-type: none"> • generic structures and language features of information texts including shopping lists and invitations 	<p style="text-align: center;">Recipes Whole class</p> <ul style="list-style-type: none"> • Allow time for the children to look at some recipe books. Tell them they are special books that explain how to make food to eat. Share some photos of completed products and explain that people follow recipes to make the snacks or meals. • Show the children the ‘Wombat Stew recipe’ and read it to them. Tell them that recipes usually have an aim, a list of ingredients, a list of instructions to explain what to do and an evaluation to explain how the recipe turned out. • Show the children some vegetables (<i>eg onion, carrot, celery, potato</i>) and suggest that these are healthy ingredients for a stew. Ask children to name the vegetables. Tell them we need to eat fresh vegetables to keep us healthy. • Tell the children they will be making a healthy wombat soup (without the wombat) to share with their families. Ask them where they could find some vegetables to go into the soup (<i>eg the school vegetable garden, the shop, from home</i>). Ask them to bring a vegetable from home to go into the soup. • Show the children the ‘Healthy wombat soup recipe’ and explain that they will not know what to write for the ingredients until all the vegetables have been collected. NOTE: The teacher may need to bring vegetables to school for the soup. • Explain that people need healthy food to help them grow healthy and strong. • Discuss the food that would be good in a healthy wombat soup (<i>eg carrots, onions, celery, potatoes, pumpkin, beans, peas, corn, alphabet noodles, parsley etc</i>). • Encourage children to look at recipe books and complete their own recipes on blank recipe templates during independent activity time. 	<p>Wombat Stew recipe Healthy wombat soup recipe</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Wombats Stew recipe</i></p> <p><i>Aim: To make a gooey, brassy, yummy, chewy, crunchy, munchy, hot and spicy Wombat Stew.</i></p> <p><i>Ingredients: Water</i> <i>Big blips of billabong mud</i> <i>A few feathers</i> <i>100 flies</i> <i>Slugs and bugs</i> <i>Creepy crawlies</i> <i>Lots and lots of gumnuts</i> <i>1 wombat</i></p> <p><i>Method:</i></p> <ol style="list-style-type: none"> <i>1. Mix ingredients in a pot (except for the wombat).</i> <i>2. Bring to the boil.</i> <i>3. Simmer for 30 minutes.</i> <i>4. Taste before adding the wombat.</i> <p><i>Evaluation: Awargruffood!!! It's poisonous!</i></p> </div>
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Technology and Enterprise: Technology Process | Materials

English: Listening and Speaking

Devising

- simple words and terms associated with products

The Nature of Materials

- materials have different characteristics (eg colour, smell, size)

Contextual Understandings

- speakers and listeners interact in different ways depending on the purpose and context including:
 - to describe through telling about an item during ‘show and tell’

Describing foods

Small group

- Sing the *Wombat Stew* song. Ask the children what words the animals used to describe the stew (eg *gooey, brewy, yummy, chewy, crunchy, munchy, hot and spicy*).
- Show the children some foods that will go into the wombat soup. Let them examine each one by touching, smelling and looking. Discuss and ask questions to develop descriptions of each food item (eg ‘*What shape is it? What colour is it? Is it big or small?*’) Record on the ‘Food descriptions’ chart.
- Provide children with a small piece of each type of food to taste. Discuss and ask questions to generate a description of each food (eg ‘*Is it sweet, salty, crunchy, mushy, stringy?*’)
- Read the descriptions on the chart together.
- Invite children to show a food item and describe it.

Monitoring: Note the children who describe a food item.

Wombat Stew song

Food descriptions

Food descriptions – Technology and Enterprise

		Food descriptions			
CHARACTERISTIC		colour	Shape	Size	Taste
FOOD					
	Carrot				
	Potato				
	Celery				
	Corn				

Technology and Enterprise: Technology Process

Mathematics: Chance and Data

Devising

- simple words and terms associated with products

Collect and process data

Summarise and represent data

Physical grouping of objects to represent data

- represent the collected data with one-to-one correspondence of objects and pictures (eg using pictures of eyes coloured to represent students’ eye colour)

Creating a pictograph

Whole class

- Show the children the ‘Wombat soup vegetables’ table enlarged to A3 and explain how to make a pictograph of all the vegetables that are going into the wombat soup.
- Ask ‘How many’ questions about each vegetable (eg ‘*How many carrots will go into the soup?*’) Draw the corresponding number of carrots in the ‘carrots’ column. Count the carrots together to make sure you have drawn the correct number. Continue for the rest of the vegetables.
- Ask children to refer to the pictograph to answer questions such as, ‘How many onions are going into the soup? Which vegetable is used the most? Are there more carrots than onions?’
- Use the information on the pictograph to complete the ingredients section on the wombat soup recipe.
- Support children as they complete their own pictographs of the vegetables for

Wombat soup vegetables

Wombat soup recipe

Wombat soup vegetables – Technology and Enterprise

		Vegetables in our wombat soup		
Number of vegetables				
	Onions	Carrots	Potatoes	

Types of vegetables

Pre-primary

	<p>the wombat soup. They will need to refer to the class wombat soup pictograph. Instead of drawing the vegetables the children may prefer to colour in a space for each vegetable.</p> <p>Monitoring: Note the children who are able to represent the number of vegetables accurately.</p>	
<p>Technology and Enterprise: Technology Process Materials</p>		
<p>Producing</p> <ul style="list-style-type: none"> • simple steps involved in making technology products (<i>eg following a recipe to make fairy bread for a Mother's Day morning tea</i>) <p>The Selection and Use of Materials</p> <ul style="list-style-type: none"> • the steps involved with making particular products (<i>eg making a mask</i>) • safe use of tools and materials (<i>eg how to hold scissors</i>) 	<p style="text-align: center;">Making wombat soup</p> <p style="text-align: center;">Small groups</p> <ul style="list-style-type: none"> • Make sure the children wash their hands and tell them to keep their hands away from their faces. • Show the children all the ingredients for the wombat soup and read the method on the wombat soup recipe (<i>eg mix all the ingredients in a pot</i>). Tell the children that before the ingredients go into the pot, they have to do something with them. Invite them to suggest what should be done. • Tell the children their jobs are to wash the vegetables in a bowl of water, peel the skin off the carrots and potatoes with vegetable peelers and cut vegetable strips into pieces with plastic knives (an adult will need to cut vegetables into strips with a sharp knife). • Demonstrate how to use the vegetable peelers and plastic knives safely and how to place the vegetable pieces in the pot in the middle of the table. • Make sure each child has a vegetable to peel and provide assistance where necessary. Encourage children to talk about what they are doing. • Show children the alphabet noodles and discuss how small and hard they are. Ask the children what they think will happen to the noodles when the soup is cooked. • Take photos of the whole process to display in sequence with captions. 	<p>Digital camera Ingredients, vegetable peelers, bowls, knives Cooking pot</p>
<p>Technology and Enterprise: Technology Process</p>		
<p>Evaluating</p> <ul style="list-style-type: none"> • simple ways to compare products they create with their original intentions (<i>eg compare drawing to final product, oral discussions</i>) 	<p style="text-align: center;">Evaluating the wombat soup</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> • Provide each child with a cup of wombat soup and a spoon. While it is cooling ask the children to find some alphabet noodles and discuss what has happened to them. • Ask the children to identify pieces of vegetables in the soup and discuss any changes they notice. • Ask the children to taste the soup and describe it. Add these words to the 	<p>Digital camera Wombat soup Cups, spoons Small containers Alphabet noodles</p>

Pre-primary

	<p>evaluation section of the wombat soup recipe. Ask, 'Is the wombat soup as good as you thought it would be? What would make it better?'</p> <ul style="list-style-type: none"> • Take photos of the whole process to use in language experience and sequencing activities. • Note: Left over soup can be placed in small containers for children to take home to their families. 	
<p>Technology and Enterprise: Information Mathematics: Chance and Data</p>		
<p>The Creation of Information</p> <ul style="list-style-type: none"> • ways to classify and sort information products (<i>eg sort pictures by subject matter</i>) <p>Collect and process data Summarise and represent data Physical grouping of objects to represent data</p> <ul style="list-style-type: none"> • represent the collected data with one-to-one correspondence of objects and pictures (<i>eg using pictures of eyes coloured to represent students' eye colour</i>) 	<p style="text-align: center;">Completing the wombat soup recipes</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Give each child a copy of the Healthy wombat soup recipe. Show them where the ingredients should be and tell them to write and draw the ingredients they used in the healthy wombat soup they made. • Ask the children to use the pictograph as a reference to find out how many of each vegetable was used in the soup. Invite children to choose whether they draw individual vegetables (<i>eg draw three carrots</i>) or write the numeral and draw one of the vegetables (<i>eg the numeral '3' and a drawing of one carrot</i>). • Tell the children they need to write what they thought about the wombat soup in the evaluation section. Refer to the class wombat soup recipe for the descriptions the children gave when they tasted the soup. • Suggest the children take their recipes home with the small containers of wombat soup to talk about it with their families. <p>Monitoring: Note the children who are able to represent the number of vegetables accurately using pictures, or numbers and pictures.</p>	<p>Healthy wombat soup recipe</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>Healthy wombat soup recipe</i></p> <p><i>Aim: To make a yummy, chewy, crunchy, <u>manchly</u> for our <u>lunchy</u> Wombat Soup.</i></p> <p><i>Ingredients: Water</i></p> <p><i>Method:</i></p> <ol style="list-style-type: none"> <i>1. Mix ingredients in a pot.</i> <i>2. Bring to the boil.</i> <i>3. Simmer for 30 minutes.</i> <p><i>Evaluation:</i></p> <p><i>Name: _____</i></p> </div>



What will I do in my classroom?

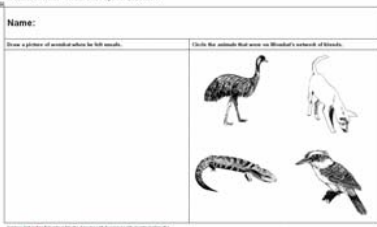
This section contains a series of detailed learning and teaching activities and supporting resources with a Health and Physical Education focus.

Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
Health and Physical Education: Safety English: Reading		
<ul style="list-style-type: none"> • Safety <ul style="list-style-type: none"> ○ identifying unsafe situations ○ people who can help • Knowledge and Understandings – Ways to keep healthier and safer • actions to promote personal safety • Interpersonal Skills – Building and nurturing relationships • ways to show concern • Self-management Skills – Understand emotions • describing feelings • Managing emotions • how to identify emotions in different situations • Contextual Understandings 	<p style="text-align: center;">Shared reading – <i>Wombat Stew</i> Whole class</p> <ul style="list-style-type: none"> • Before reading: Direct the children’s attention to the illustration and title on the front cover and ask, ‘What do you think Dingo wants to put in the Wombat Stew? What will happen to the wombat? How do you think the wombat feels? – Happy? Scared? Hungry? Sleepy? Safe? Unsafe?’ • During reading: After each animal contributes something to the stew ask, ‘Who is the character helping – Dingo or Wombat? Is Wombat feeling safe or unsafe? What early warning sign is Wombat feeling? (eg <i>shaking, high heart rate, tense muscles?</i>)’ • After reading: Show the children the second last double-page spread in which Dingo is salivating over Wombat. Ask the children, ‘How is Wombat feeling – safe or unsafe? What early warning sign is Wombat feeling? (eg <i>shaking, high heart rate, tense muscles</i>). How can you tell that Wombat is scared and feeling unsafe?’ • Ask the children to show how they feel when they feel unsafe. Ask them what happens to their bodies. Ask, ‘Do you get a scared look on your face? Does your heart start beating fast?’ Show them where to put their hands to feel their hearts. Ask them, ‘Do your muscles go stiff? Do you start to shake?’ Tell the children these changes are early warning signs that tell you when you feel unsafe. • Ask the children if they can remember whether Wombat asked for help when 	<p><i>Wombat Stew</i></p>

Pre-primary

<ul style="list-style-type: none"> • readers share their opinions about stories and characters and consider how characters are similar to or different from people in their own lives 	<p>Dingo started making the soup. Did Wombat show any early warning signs? Show the children the pages in which Wombat appears and invite them to identify any early warning signs from the illustrations.</p> <ul style="list-style-type: none"> • Ask the children, ‘Did the story have a happy ending?’ Show them the last double-page spread and invite children to say how they know it was a happy ending and to show how Wombat felt at the end of the story. Ask the children whether they think it was a happy ending for Dingo and to justify their answers. <p>Monitoring: Note the children who are able to identify emotions in different situations.</p>	
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Health and Physical Education: Safety

<ul style="list-style-type: none"> • Safety <ul style="list-style-type: none"> ○ identifying unsafe situations <p>Knowledge and Understandings – Ways to keep healthier and safer</p> <ul style="list-style-type: none"> • actions to promote personal safety <p>Interpersonal Skills – Building and nurturing relationships</p> <ul style="list-style-type: none"> • ways to show concern <p>Self-management Skills – Understand emotions</p> <ul style="list-style-type: none"> • describing feelings <p>Managing emotions</p> <ul style="list-style-type: none"> • how to identify emotions in different situations 	<p style="text-align: center;">Wombat’s friends Small group</p> <ul style="list-style-type: none"> • Ask the children to tell you when Wombat felt unsafe and why he felt unsafe. • Ask them to pretend they are Wombat and to show some early warning signs. • Ask some children to describe the early warning signs. • Invite the children to draw Wombat when he felt unsafe and include the early warning signs he felt. • Explain that Wombat was very lucky because he had a network of friends to protect him when they saw he was unsafe. Ask, ‘Who was on Wombat’s network?’ Draw a hand on the board and print the names of the animals on each finger. Tell the children this is Wombat’s helping hand. Read the names together. • Ask the children to role play being the animals on Wombat’s network of friends and show what they would do to make Wombat feel safe. • Show the children the ‘Wombat’s friends’ worksheet showing illustrations of some of the animals in the story. Ask the children to draw a circle around the animals that were on Wombat’s network of friends because they helped him. <p>Monitoring: Note the children who draw some early warning signs to show that Wombat feels unsafe.</p>	<p><i>Wombat Stew</i> Wombat’s friends</p> 
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Health and Physical Education: Safety

<ul style="list-style-type: none"> • Safety <ul style="list-style-type: none"> ○ identifying unsafe situations <p>Knowledge and Understandings –</p>	<p style="text-align: center;">Safe/Unsafe Small group</p> <ul style="list-style-type: none"> • Talk to the children about when you feel safe and how it makes you feel. Talk about the people you feel safe with and explain that they are your support 	<p>Safe/Unsafe</p>
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Pre-primary

<p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> personal behaviours that promote health and their own well-being <p>Interpersonal Skills – Communicating</p> <ul style="list-style-type: none"> ways to express needs <p>Self-management Skills – Managing emotions</p> <ul style="list-style-type: none"> how to identify emotions in different situations 	<p>network.</p> <ul style="list-style-type: none"> Invite the children to say when they feel safe Show children the ‘Safe/Unsafe’ worksheet folded in half and ask them to draw a time when they felt safe. Encourage the children to talk about the situation and suggest a caption. Ask children to think about a time when they felt unsafe and draw it on the other side of the worksheet. Talk to each child about the situation and encourage them to suggest a caption for their drawings. <p>Monitoring: Note the children who identify a safe/unsafe situation and demonstrate it in drawings.</p>	<p><small>Safe/Unsafe - Health and Physical Education</small></p> <table border="1"> <thead> <tr> <th>Safe</th> <th>Unsafe</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>	Safe	Unsafe		
Safe	Unsafe					
<p>Health and Physical Education: Safety Movement Skills</p>						
<ul style="list-style-type: none"> Safety <ul style="list-style-type: none"> identifying unsafe situations <p>Knowledge and Understandings – Social and emotional well-being</p> <ul style="list-style-type: none"> basic self-management skills to enhance health <p>Interpersonal Skills – Communicating</p> <ul style="list-style-type: none"> ways to express needs <p>Self-management Skills – Managing emotions</p> <ul style="list-style-type: none"> how to identify emotions in different situations <p>Skills for Physical Activity – Locomotor skills</p> <ul style="list-style-type: none"> travel over a short distance to respond to stimuli 	<p style="text-align: center;">Koala, Koala, Dingo game</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> Teach the children the rules for the chasing game <i>Duck, Duck, Goose</i>. Children sit in a circle. One child is chosen to walk around the circle gently touching each child on the head and saying, ‘Duck’. When the child touches someone on the head and says, ‘Goose’, the child who was touched gets up and chases the other child around the circle. The aim is to get to the empty space first. The child who is left out of the circle, plays the game again. Play the game a couple of times and then teach the children a <i>Wombat Stew</i> variation. Tell them one child is chosen to be Wombat and that child walks around the circle saying, ‘Koala’ as they touch each child gently on the head. When the child says, ‘Dingo’, Dingo chases Wombat around the circle and tries to get to the empty spot before Wombat. Tell the children that Wombat can change the name of the game by choosing another friendly animal (eg ‘Platypus, Platypus, Dingo’). After playing the game a couple of times, ask the children if they felt any early warning signs when they were sitting in the circle. What were the signs? Ask the children who were chased to identify the early warning signs they felt when they were being chased. Ask the children what they would do if they felt unsafe in the playground. Discuss the difference between playing a chasing game with friends and feeling the early warning signs in another situation. Suggest what the children might say. 					

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	<p>Monitoring: Note the children who identify emotions by verbalising early warning signs.</p>	
<p>Health and Physical Education: Safety</p>		
<p>• Safety</p> <ul style="list-style-type: none"> ○ people who can help <p>Knowledge and Understandings – Ways to keep healthier and safer</p> <ul style="list-style-type: none"> • who keeps them safe <p>Interpersonal Skills – Communicating</p> <ul style="list-style-type: none"> • ways to express needs <p>Self-management Skills – Reviewing the situation</p> <ul style="list-style-type: none"> • ways to seek help 	<p style="text-align: center;">Safety networks</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> • Explain to the children that Wombat had a good ‘safety network’ of friends who he could ask for help if he felt unsafe. State the name of each character and ask, ‘Would this character be in Wombat’s safety network? Would Dingo be part of Wombat’s safety network?’ • Tell the children about the people in your safety network at home and at school and explain that we do not all have the same people in our safety networks, only the people we feel safe with. • Invite the children to suggest people who are part of their safety network because they make them feel safe. Write the names on cards for children to copy on their safety network sheets. • Ask children to think of a person at home and a person at school who they would like to be part of their safety network. Provide an opportunity for the children to write the names of these people on an outline of their hands during activity time. • Discuss what the children could say to these people if they feel unsafe. Invite children to role play a situation. <p>Monitoring: Note the children who identify someone at home and at school to be part of their safety network.</p>	<p><i>Wombat Stew</i></p>
<p>Health and Physical Education: Playing the Game</p>		
<ul style="list-style-type: none"> • playing fairly • sharing <p>Knowledge and Understandings – Describing and understanding movement</p> <ul style="list-style-type: none"> • movement skills can be performed in a variety of ways <p>Interpersonal Skills –</p>	<p style="text-align: center;">Wombat Dingo Chasey</p> <p style="text-align: center;">Whole class</p> <ul style="list-style-type: none"> • Explain the rules of <i>Wombat Dingo Chasey</i> to the children. • Place along rope in an outdoor space. Organise children into pairs and ask them to face each other on either side of the rope, ensuring there are spaces between each pair of children. The children on one side of the rope are the Wombats and the children on the other side of the rope are the Dingoes. When you shout, ‘Dingo’, the Dingoes chase the Wombats in one direction. When you shout, ‘Wombat’, the Wombats chase the Dingoes in the opposite 	<p>A large outdoor space Long rope</p>

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<p>Deciding and acting</p> <ul style="list-style-type: none"> • how to show perseverance <p>Self-management Skills – Managing emotion</p> <ul style="list-style-type: none"> • how to show appropriate ways of self-restraint <p>Skills for Physical Activity – Locomotor skills</p> <ul style="list-style-type: none"> • safe performance of skills 	<p>direction. When the children catch someone, they freeze until they hear the you shout another instruction.</p> <ul style="list-style-type: none"> • Ask the children if they can think of ways that they could get hurt playing this game. Devise some rules so the game can be played safely and fairly. • Change partners if you think children are mismatched. Alternatively, ask those children who are very good at catching their partner and dodging being caught to skip or side-step rather than run. • Encourage children to keep trying and show perseverance. <p>Monitoring: Note the children who are playing fairly by following the rules of the game.</p>	
<p>Health and Physical Education: Playing the Game</p>		
<ul style="list-style-type: none"> • playing fairly • sharing <p>Skills for Physical Activity – Object control skills</p> <ul style="list-style-type: none"> • using objects in a small group situation <p>Knowledge and Understandings – Social-emotional well-being</p> <ul style="list-style-type: none"> • appropriate ways to treat people and interact <p>Interpersonal Skills – Cooperating and collaborating in groups</p> <ul style="list-style-type: none"> • what to consider when deciding if something is fair <p>Self-management Skills – Managing emotion</p> <ul style="list-style-type: none"> • how to show appropriate ways of self-restraint 	<p style="text-align: center;">Into the Pot game</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • Teach the children the skills of underhand throw (see ‘Underhand throw checklist’). Remember to use consistent verbal cues: ‘Step, swing, follow through; opposite foot forward’. • Tell the children they are going to play a game called <i>Into the Pot</i> to practise their underhand throw skills. Tell them to pretend they are characters from <i>Wombat Stew</i> throwing the ingredients into the cooking pot. • Tell the children to stand in a line behind the marker facing the ‘pot’. Demonstrate throwing a ball into the pot (bucket). After the children have had a turn they need to collect any balls that miss the pot and return them to the throw line before going to the back of the line. • Tell the children you will be watching them to see if they are playing fairly by following the rules of the game and picking up the balls that miss the pot. • Ask the children if they think it would be fair if someone did not pick up the balls and return them. Ask, ‘What would happen if everyone did this? Would it be fair to go to the front of the line after you have just had a throw? Why?’ Explain that games have rules to be fair to everyone. • Observe children’s underhand throw skills as they play the game. <p>Monitoring: Note the children who play the game fairly by following the rules and pick up the balls that miss the pot.</p>	<p>Buckets Balls Markers Underhand throw checklist</p>

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Health and Physical Education: Movement Skills		
<ul style="list-style-type: none"> • Fundamental Movement Skills <ul style="list-style-type: none"> ○ object control skills Skills for Physical Activity – Object control skills • roll, throw, stop, catch and strike small objects Knowledge and Understandings – Describing and understanding movement • movement skills can be performed in a variety of ways Interpersonal Skills – Cooperating and collaborating in groups • the strategies to use in following instructions Self-management Skills – Reviewing the situation • how to learn from mistakes 	<p>Fundamental movement skills – Underhand throw</p> <p>Small group</p> <ul style="list-style-type: none"> • Teach the children the skills of underhand throw (see ‘Underhand throw checklist’). Remember to use consistent verbal cues: ‘Step, swing, follow through; opposite foot forward’. • Tell the children they are going to play another underhand throw game. This time they have three beanbags to throw into a hoop. Verbalise the steps as you demonstrate underhand throw. • Ask children to choose a partner. Tell them one child will throw three beanbags, one at a time, aiming at the hoop. Once all three beanbags have been thrown, the other child will rescue the beanbags and take them back to the throw line. The children then swap roles. • Tell the children their challenge is to try to get all the beanbags into the hoop. • Observe children’s underhand throw skills as they play the game and provide assistance to children if they are not experiencing success. • Praise children when they are successful in getting a beanbag into the hoop. • Provide opportunities for those children who achieve three out of three to demonstrate to the class. <p>Monitoring: Note the children who recite or mirror the verbal cues for underhand throw.</p>	<p>Beanbags Hoops Underhand throw checklist</p>



What will I do in my classroom?

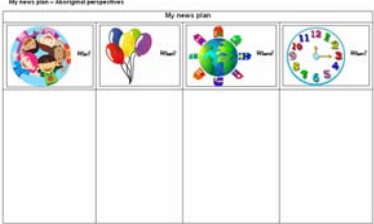
This section contains a series of detailed learning and teaching activities and supporting resources with an English focus.

Integrated		
Teaching focus Links to Scope and Sequence	Activities and Monitoring	Resources
English: Listening and Speaking		
<p>Contextual Understandings</p> <ul style="list-style-type: none"> some speakers speak and understand different languages <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p>Aboriginal names for animals in <i>Wombat Stew</i> Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, ask the Aboriginal Islander Education Officer (AIEO) or a local Aboriginal community member to provide the spelling and pronunciation of the local Aboriginal words for the animals in <i>Wombat Stew</i> (dingo, wombat, platypus, emu, lizard, echidna, koala, and kookaburra). Some of the names will be the same as the Standard Australian English (SAE) names. Write the SAE and Aboriginal names onto cards. Meet with the AIEO to discuss names the children might use for the animals and ways to facilitate discussion during the lesson. Before reading: Show the children the front and back covers of <i>Wombat Stew</i> and discuss the animals with the children. Attach the SAE name cards in a list on the word wall. Invite the AIEO to talk to the children about names they might use for the animals. Attach the Aboriginal words of the region for the animals next to the SAE names on the word wall. Look at and discuss the illustrations in the book and ask the children to identify any animals not on the list (koala and platypus). Add the names to the word wall. During reading: Read <i>Wombat Stew</i>. After reading: Invite the AIEO to read the names on the word wall to the children and assist them to pronounce the words correctly. Read the story again substituting Aboriginal names for SAE names. 	<p><i>Wombat Stew</i> Cards for labels</p>


English: Listening and Speaking						
<p>Contextual Understandings</p> <ul style="list-style-type: none"> • some speakers speak and understand different languages <p>Processes and Strategies</p> <ul style="list-style-type: none"> • ways to ask and respond to questions including who, where, what, when and why questions 	<p>Different languages</p> <p>Whole class</p> <ul style="list-style-type: none"> • In preparation for this lesson, ask the AIEO or a local community member to provide the spelling and pronunciation of the local Aboriginal words for the animals in <i>What Can You Do?</i> • Show the children the illustrations in <i>What Can You Do?</i> and ask them to name the animals by responding to the question, 'What animal is this?' Make labels for any new animals (kangaroo, bird, and fish) in SAE and the Aboriginal language of the region to add to the word wall. Practice saying the words together. • Invite children to talk about a time when they heard people talking in a language that they did not understand. • Ask the children whether they or any of their family members speak and understand a language other than English. Record the different languages, including English, under the heading, 'Languages our Families Speak'. • Follow up activities: Play matching games with the SAE and Aboriginal language cards. • Invite family members who speak a language other than English to visit the class. Ask them to tell the children the names of the animals from <i>Wombat Stew</i> and <i>What Can You Do?</i> in the language they speak. 	<p><i>What Can You Do?</i> by Tanya Dique & Christine Massara Animal Series Coolamon Level (big book) Cards for labels</p>				
English: Listening and Speaking						
<p>Contextual Understandings</p> <ul style="list-style-type: none"> • some speakers speak and understand different languages <p>Processes and Strategies</p> <ul style="list-style-type: none"> • ways to ask and respond to questions including who, where, what, when and why questions 	<p><i>What Can You Do?</i> – Questions and answers</p> <p>Whole class</p> <ul style="list-style-type: none"> • Before reading: Look at the front cover of <i>What can you do?</i> and ask the children what the kangaroos are doing. Ask them what the boy is doing. Praise the children who respond to the question. Tell them that whenever someone asks them a question, they should try to answer it. • Show the children the Question cards and explain that questions often start with what, when, where or who, and end with a question mark. Point to each word as you read it. To make it clear that two people are involved when questions are asked and an answer is given, ask the Education Assistant or AIEO to assist in reading the big book <i>What can you do?</i> • During reading: Read the big book <i>What can you do?</i> straight through with the Education Assistant or AIEO asking the questions and you reading the 	<p><i>What Can You Do?</i> Question cards Question/answer checklist Photos of moving animals</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: small; margin: 0;">Question cards – Aboriginal perspectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"> Where?</td> <td style="text-align: center; padding: 5px;"> When?</td> </tr> <tr> <td style="text-align: center; padding: 5px;"> Who?</td> <td style="text-align: center; padding: 5px;"> What?</td> </tr> </table> </div>	 Where?	 When?	 Who?	 What?
 Where?	 When?					
 Who?	 What?					

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	<p>answers. Ask the children, ‘Who was asking the questions? Who was answering the questions?’ Read the book again, this time inviting the children to ask the questions. Show them the picture cues on each page so they can read the name of each animal.</p> <ul style="list-style-type: none"> • After reading: Ask the children to recall the animals in the book. Read the animals’ names on the word wall. • Show the children the Photos of moving animals and discuss each one. Invite children to display the photos next to the animals’ names on the word wall. • Ask children questions using the pattern, ‘What can ado?’ and encourage them to look at the chart to find the answer. Ask the children to answer using the pattern, ‘A.....can.....’ • Follow up activity: Include animals from <i>Wombat Stew</i> in the chart. <p>Monitoring: Note the children who answer questions appropriately and record on the ‘Question/answer checklist’.</p>											
<p>English: Listening and Speaking Writing</p>												
<p>Processes and Strategies</p> <ul style="list-style-type: none"> • ways to ask and respond to questions including who, where, what, when and why questions <p>Processes and Strategies</p> <ul style="list-style-type: none"> • strategies used in the writing process including copying scribed text and environmental print 	<p style="text-align: center;">Practising questions and answers</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> • In preparation for this lesson, photocopy, laminate and cut out the Animals from <i>What Can You Do?</i> and attach them to pop sticks to make puppets. • Model the following question/answer pattern using puppets of an animal and a child from the book: ‘What can you do kangaroo? I can jump and so can you.’ • Ask children to suggest other verses for the question/answer pattern. Encourage them to refer to the Photos of moving animals to link animals with actions. • Ask children to select two animal puppets and practice the question/answer pattern with partners (eg ‘<i>What can you do emu? I can walk and so can you.</i>’). • Show the children the ‘What can you do?’ worksheet and ask them to write the name of an animal and the matching action word in the spaces (eg ‘<i>Goanna, goanna what can you do? I can run and so can you.</i>’) Remind the children to look at the Photos of moving animals to find what each animal does. • Ask the children to draw the animal in the space provided and display their work to read during print walks. <p>Monitoring: Note the children who work with a partner to ask and answer questions.</p>	<p>Animals from <i>What Can You Do?</i></p> <p>Pop sticks</p> <p>What can you do?</p> <p>Photos of moving animals</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: small;">What can you do? – Aboriginal perspectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">What can you do?</td> <td style="width: 30%; padding: 2px;">Name:</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="padding: 2px;">What can you do?</td> <td></td> </tr> <tr> <td style="padding: 2px;">I can _____</td> <td></td> </tr> <tr> <td style="padding: 2px;">and so can you.</td> <td></td> </tr> </table> </div>	What can you do?	Name:			What can you do?		I can _____		and so can you.	
What can you do?	Name:											
What can you do?												
I can _____												
and so can you.												

English: Listening and Speaking		
<p>Conventions</p> <ul style="list-style-type: none"> language features of different spoken texts including using and responding to greetings and participating in ‘show and tell’ <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p style="text-align: center;">Modelling news telling Whole class</p> <ul style="list-style-type: none"> In preparation for this lesson, photocopy My news plan enlarged to A3. Label four hoops with Questions cards. Model how to tell news using the hoops labelled with the Question cards. Say, ‘I want to tell you some news. I am going to write it so you can see how I answer questions when I tell news.’ Point to the word Who? and say, ‘Who do I want to tell news about?’ Step into the Who? hoop (eg ‘I want to tell you about me so I’ll write “I”.’ Write “I” in the <i>Who?</i> column of My news plan.’) Point to the word What? and say, ‘What do I want to tell you?’ Step into the What? hoop (eg ‘I want to tell you about seeing a kangaroo so I’ll write, “saw a kangaroo” in the <i>What?</i> column of My news plan’). Point to the word Where? and say, ‘Where did it happen?’ Step into the Where? hoop (eg ‘I want to tell you it was in the bush so I’ll write “in the bush” in the <i>Where?</i> column of My news plan’). Point to the word When? and say, ‘When did it happen?’ Step into the When? hoop (eg ‘I want to tell you it happened this morning so I’ll write “this morning” in the <i>When?</i> column of My news plan’). Write the sentence, ‘I saw a kangaroo in the bush this morning.’ On the whiteboard. Read the sentence to the children. Say, ‘That is a good news item because it gives answers to questions beginning with Who? What? Where? and When?’ Ask children to identify the Who? What? Where? and When? parts of the sentence by asking questions such as, Who is this news about? What happened? Where did it happen? and When did it happen? Support children to circle or underline different parts of the sentence. <p>Monitoring: Note the children who are able to respond to the questions about the modelled news item.</p>	<p>Question cards Hoops My news plan</p> 
English: Listening and Speaking		
<p>Processes and Strategies</p> <ul style="list-style-type: none"> strategies to use before speaking including selecting an object and deciding what to say about it to 	<p style="text-align: center;">News telling Small group</p> <ul style="list-style-type: none"> Ask the children to think of a time when they saw an animal from <i>Wombat Stew</i> or <i>What Can You Do?</i> and encourage them to share the information with 	<p>Question cards Hoops My news plan</p>

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<p>interest others</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p>the group.</p> <ul style="list-style-type: none"> Encourage and support the children as they use the Question cards and hoops to create a whole sentence. Note: Some children will only use the Who? and What? hoops, while others will extend their sentences to include When? and Where? Invite the children to complete a news plan, using either illustrations and/or words. Invite the children to tell their news while referring to their news plans. <p>Monitoring: Note the children who respond appropriately to ‘who’, ‘what’, ‘when’ and ‘where’ questions to create a sentence.</p>	<p>Question/answer checklist</p> 
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English: Listening and Speaking

<p>Contextual Understandings</p> <ul style="list-style-type: none"> some speakers speak and understand different languages <p>Conventions</p> <ul style="list-style-type: none"> vocabulary appropriate to classroom activities including the use of ‘and’ to link ideas <p>Processes and Strategies</p> <ul style="list-style-type: none"> ways to ask and respond to questions including who, where, what, when and why questions 	<p style="text-align: center;">Animal Fishing</p> <p style="text-align: center;">Small group</p> <ul style="list-style-type: none"> Invite the children to assist you in preparing a pack of cards for a game of <i>Animal Fishing</i> using the animal stamps. Explain the rules of playing <i>Animal Fishing</i>. The rules are similar to the game <i>Fish</i>. The children use the names of animals in their questions and answers (eg ‘Do you have three kangaroos?’ and ‘Yes, I have three kangaroos’ or ‘No, I don’t have three kangaroos. Go fishing’). The goal is to run out of cards or collect the most pairs of cards if all the cards in the pile are taken. Model how to play the game with the Education Assistant, AIEO or another child emphasising the need to follow the question/answer pattern. Deal seven cards to each player and place the remaining cards in a pile. If a player is successful in getting a pair, he/she has another turn at asking for a card. If the player is unsuccessful, the partner says, ‘Go fishing’ and the player takes a card from the pile of cards. Allow the children to play in pairs. Encourage them to use the Aboriginal names for animals if appropriate. <p>Monitoring: Note the children who are able to ask and answer questions using the given question/answer pattern.</p>	<p>Cards</p> <p>Animal stamps</p>
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Characters and ingredients – Society and Environment

Character	Wombat Stew ingredients
Platypus	big blops of billabong mud
Emu	emu feathers
Lizard	one hundred flies
Echidna	slugs, bugs and creepy crawlies
Koala	lots and lots of gumnuts

Wombat walk chant – Society and Environment

WOMBAT WALK CHANT

We're going on a Wombat Walk

(We're going on a Wombat Walk)

We're going to pick up rubbish

(We're going to pick up rubbish)

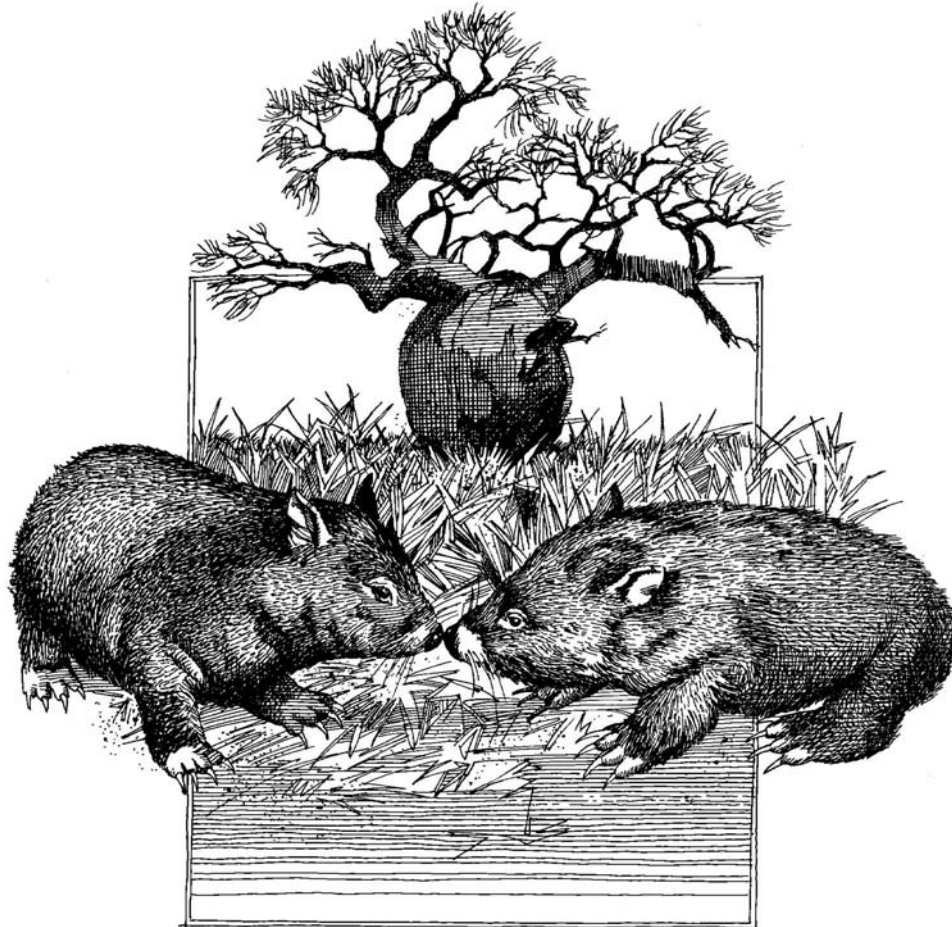
We all care

(We all care)

What a wonderful world

(What a wonderful world)

Wombat facts



The wombat is a special mammal called a marsupial.

The wombat has fur and a pouch to carry its babies.

The wombat eats mainly grasses and roots.

The wombat is an Australian animal. It lives in large burrows.

The wombat is very strong and a very good digger.

Types of rubbish graph – Society and Environment

Types of rubbish collected on our Wombat walk							
Number of types of rubbish							
		Glass	Paper	Plastic	Metal	Rubber	Other
	Types of rubbish						

'Putting rubbish in the bin' image – Society and Environment



'PLEASE PUT RUBBISH IN THE BIN' cut and paste – Society and Environment

PUT

IN






BIN

RUBBISH




THE

PLEASE



Animal		Habitat
koala		
emu		
lizard		
echidna		
platypus		

Animal habitats – Science (continued)

Animal		Habitat
kookaburra		
wombat		
dingo		

Pictures of animals – Science



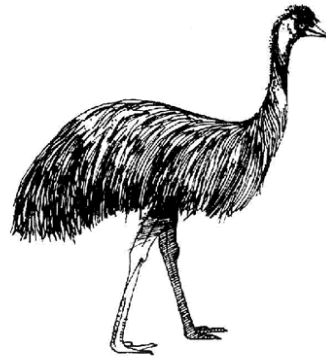
fly



crow



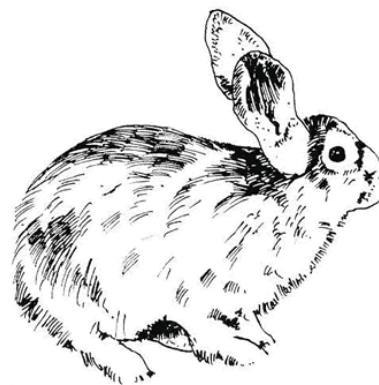
kangaroo



emu



ant



rabbit

Drawings of crow, emu, kangaroo and rabbit by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education.

Pictures of animals – Science (continued)



kookaburra



magpie



dingo



echidna



butterfly



lizard

Drawings of kookaburra, magpie, dingo, echidna, butterfly, and lizard by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education

Dingo

Kookaburra

Echidna

Wombat

Platypus

Lizard

Koala

Emu

Ordinal number cards – Mathematics

1st

2nd

3rd

4th

5th

6th

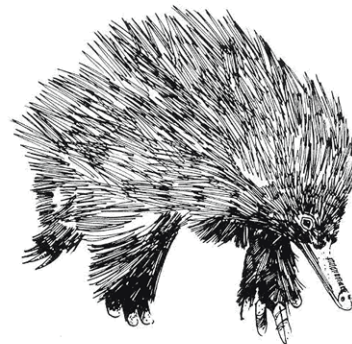
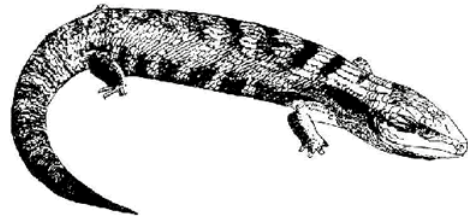
7th

8th

9th

10th

Animal pictures – Mathematics



Drawings of dingo, kangaroo, kookaburra, lizard, emu and echidna by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education

first

sixth

second

seventh

third

eighth

fourth

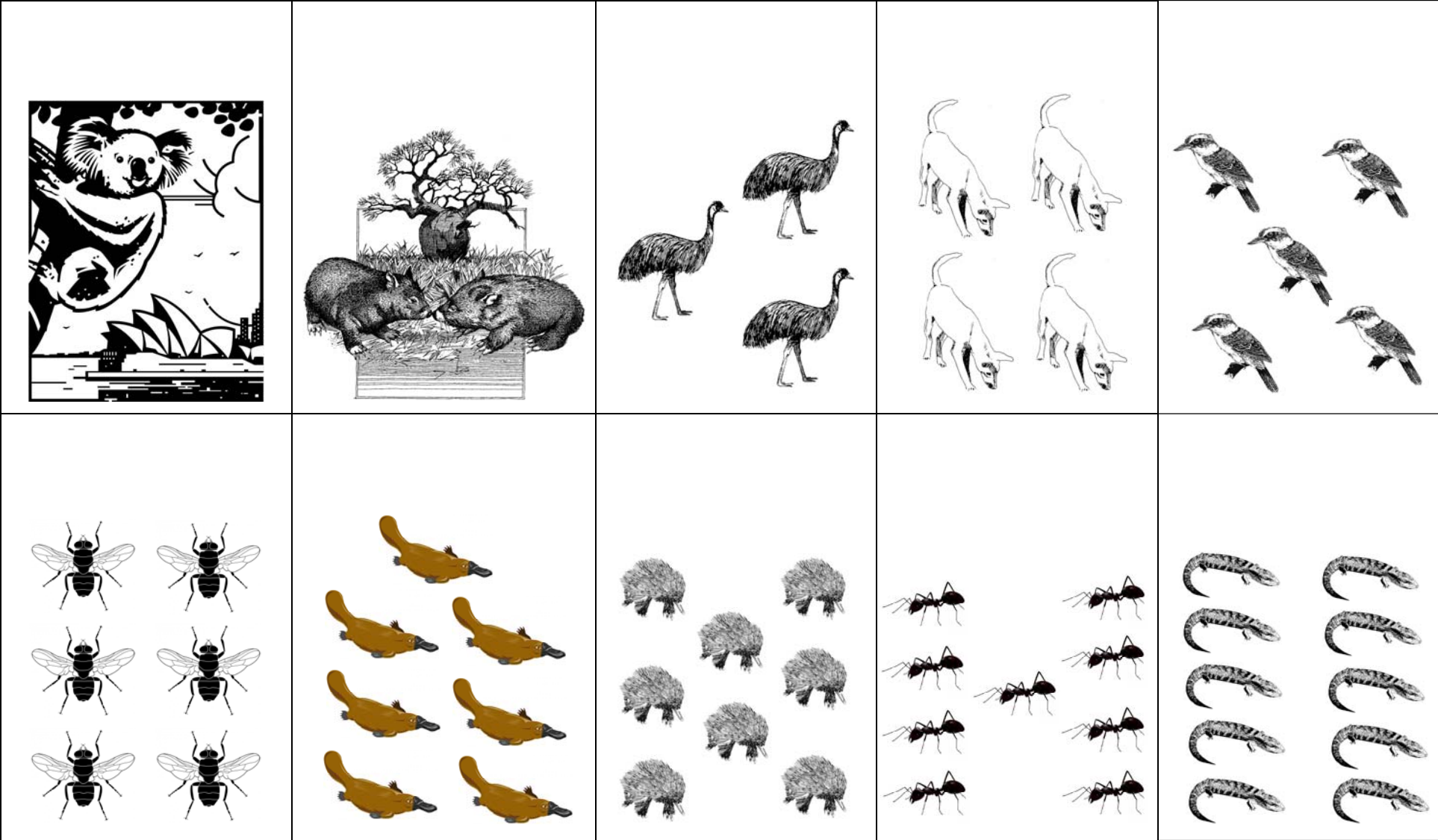
ninth

fifth

tenth

Pre-primary

How many animals? – Mathematics



Drawings of emu, dingo, kookaburra, echidna and blue-tongued lizard by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education.

Counting animals – Mathematics

1	2	3	4	5
6	7	8	9	10

Kookaburra report



The kookaburra is a bird.

The kookaburra has feathers and a strong beak.

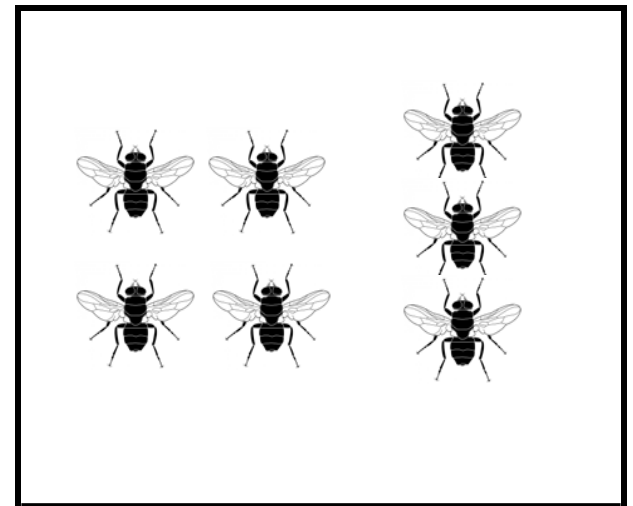
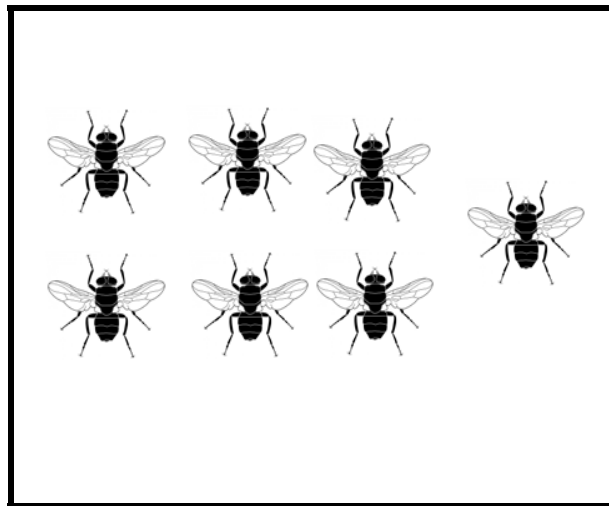
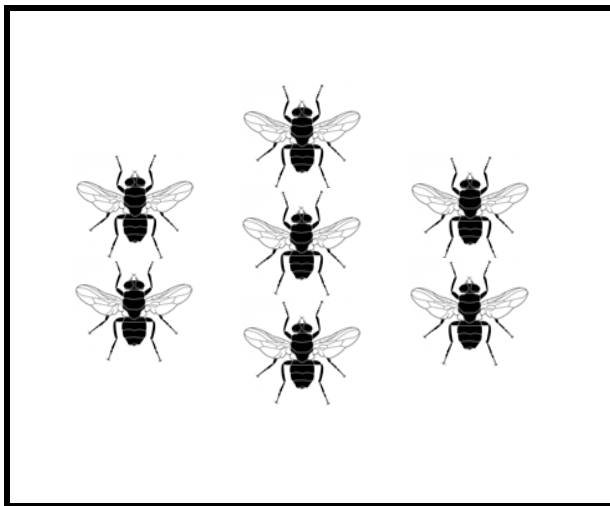
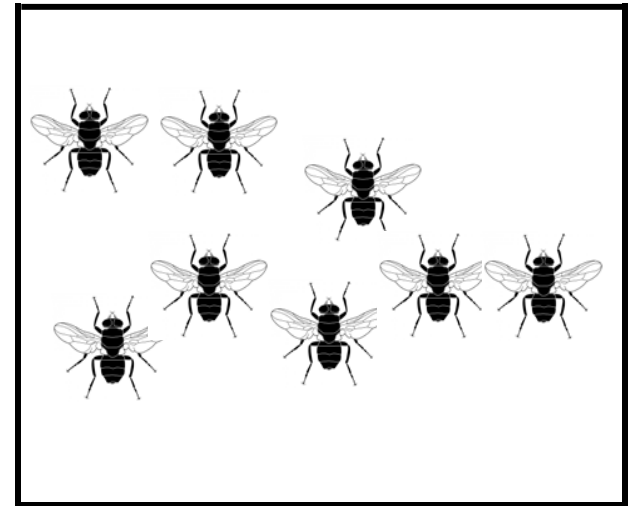
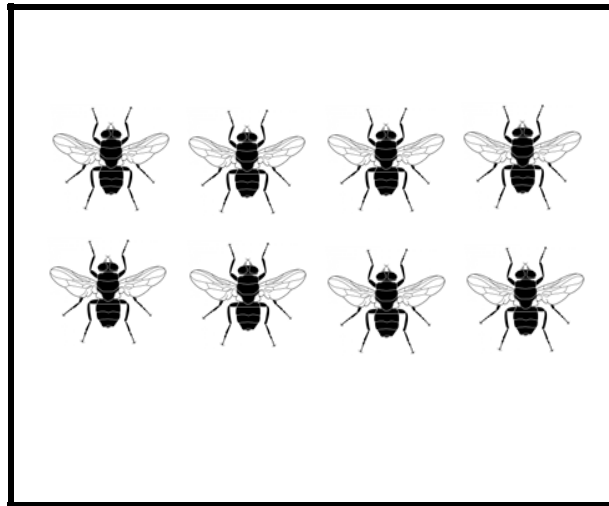
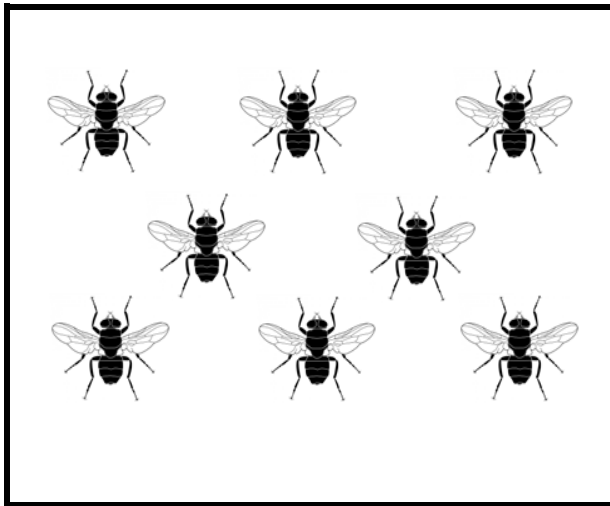
The kookaburra lives in Australia. It lives in trees.

The kookaburra eats lizards, small snakes, frogs and insects.

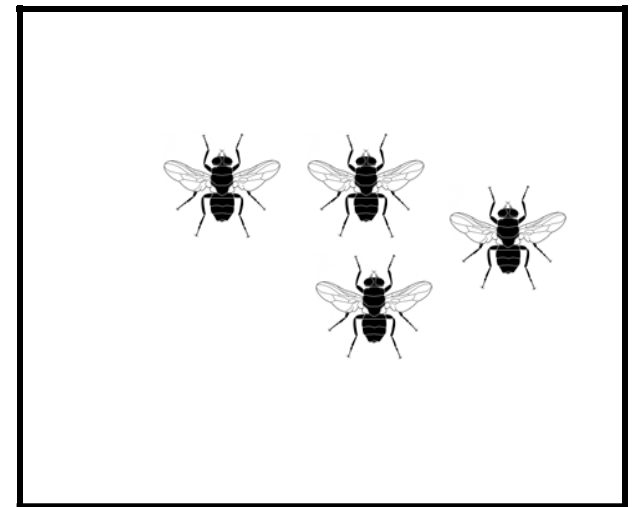
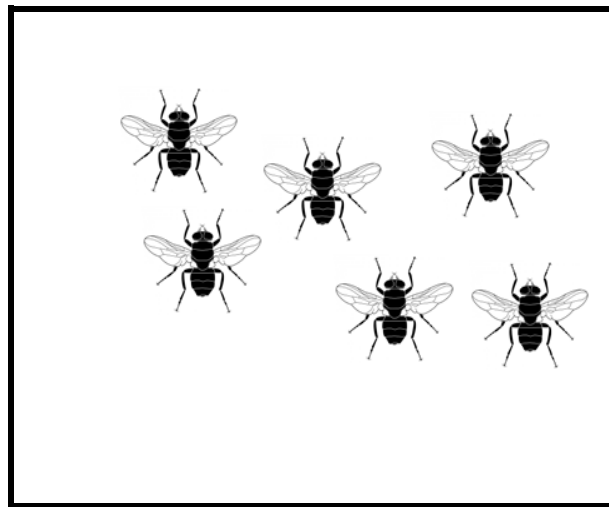
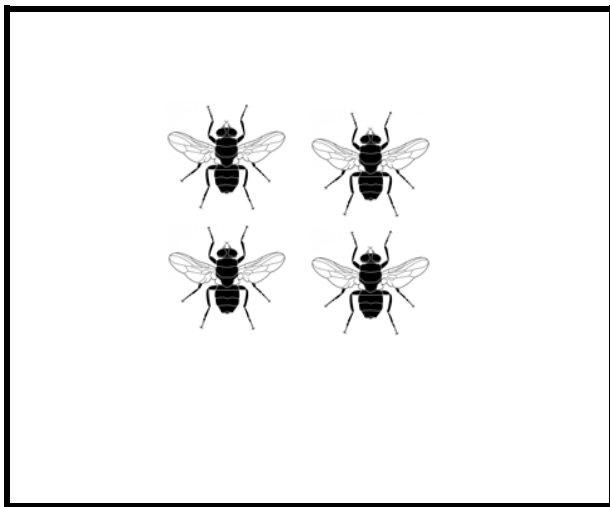
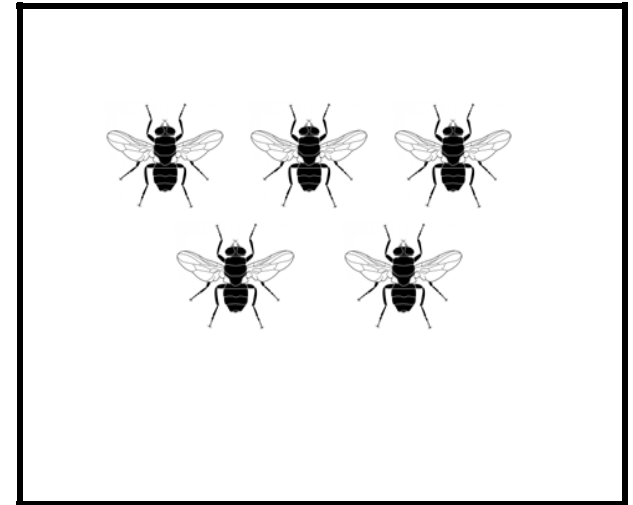
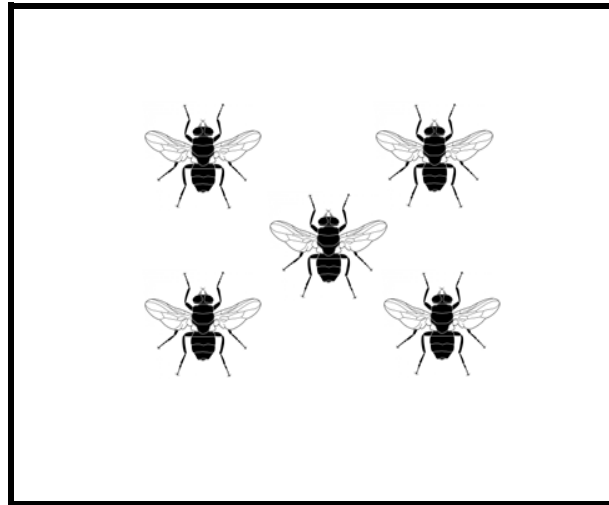
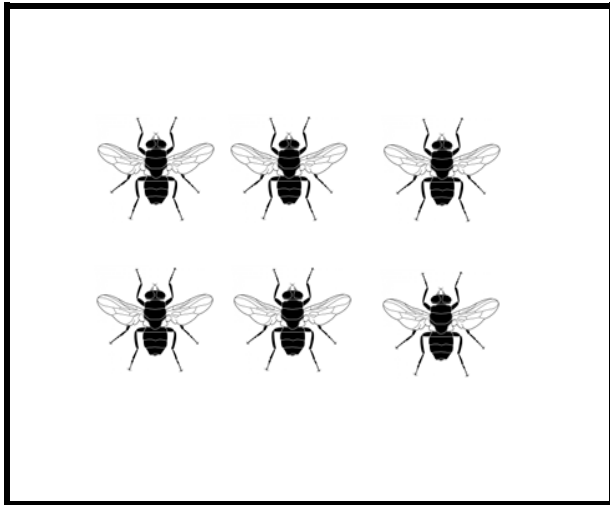
The kookaburra makes a loud laughing sound.

Drawings by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education.

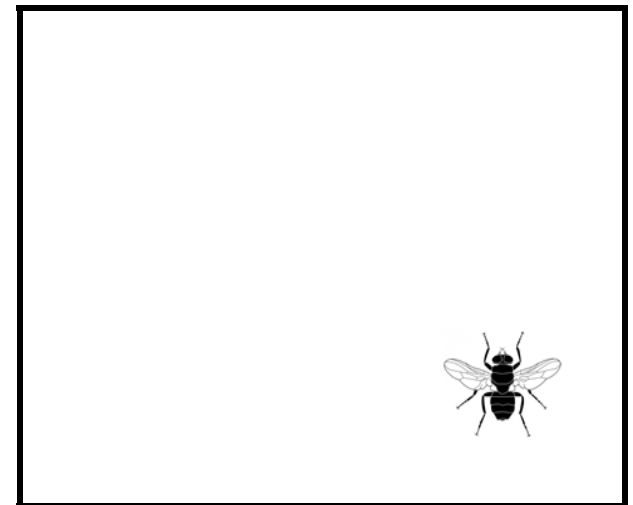
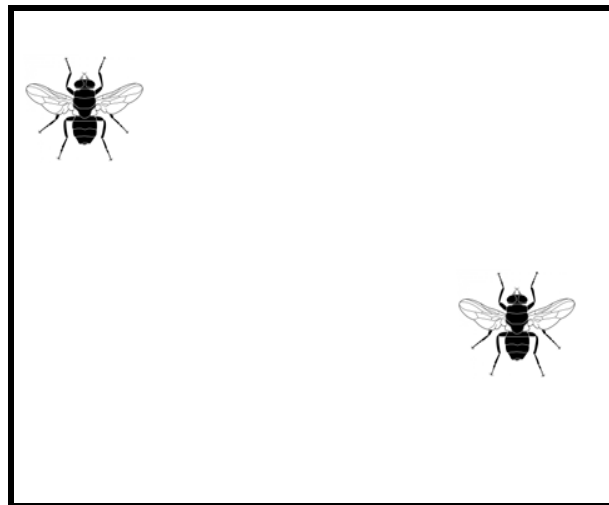
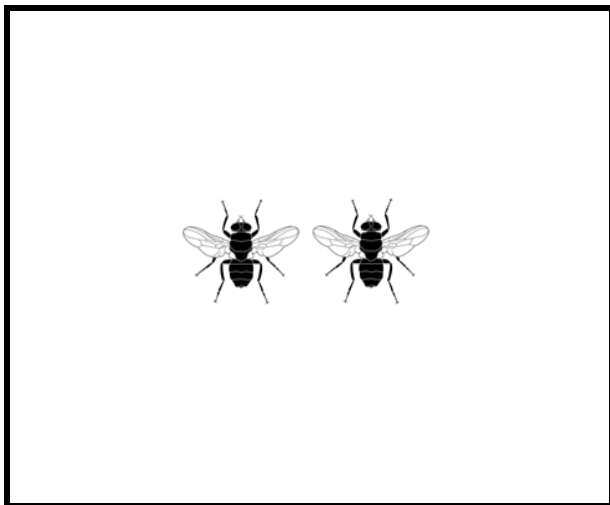
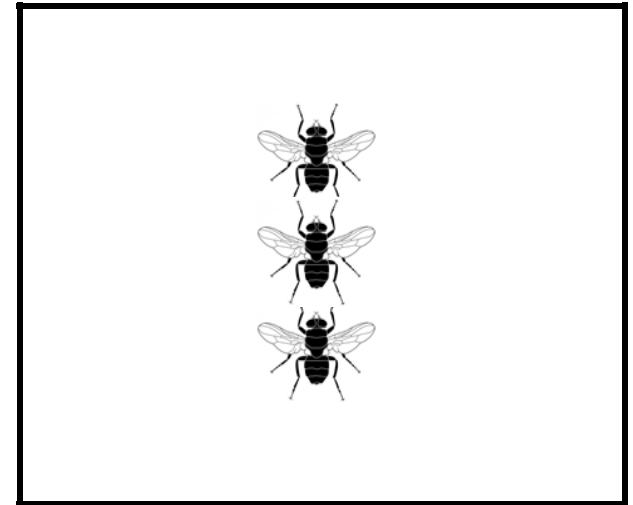
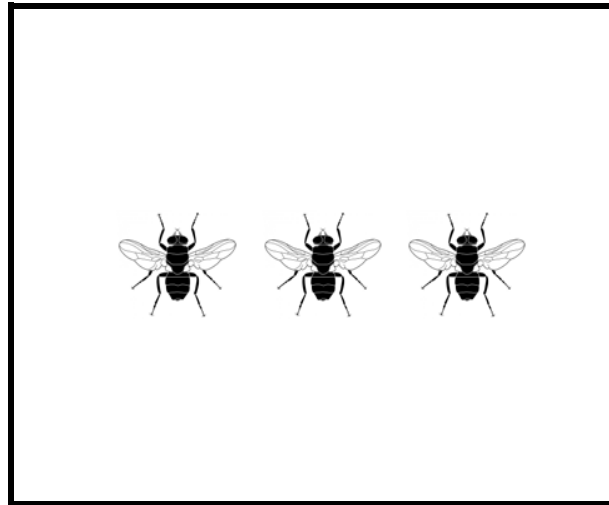
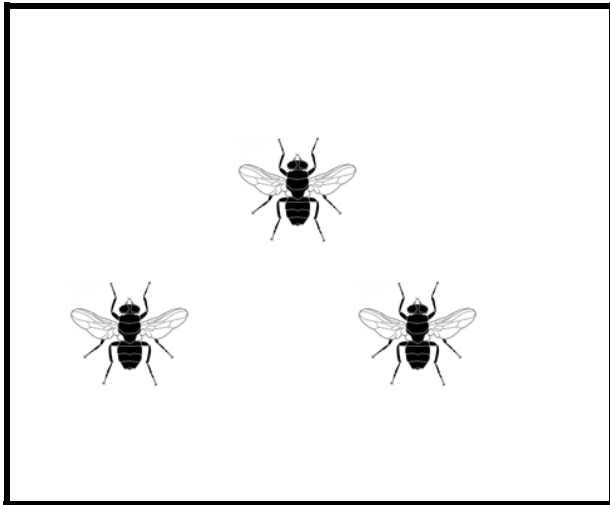
Flies cards – Mathematics



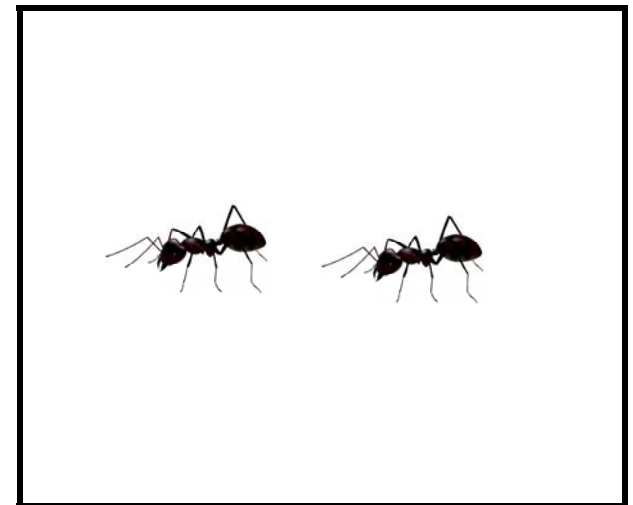
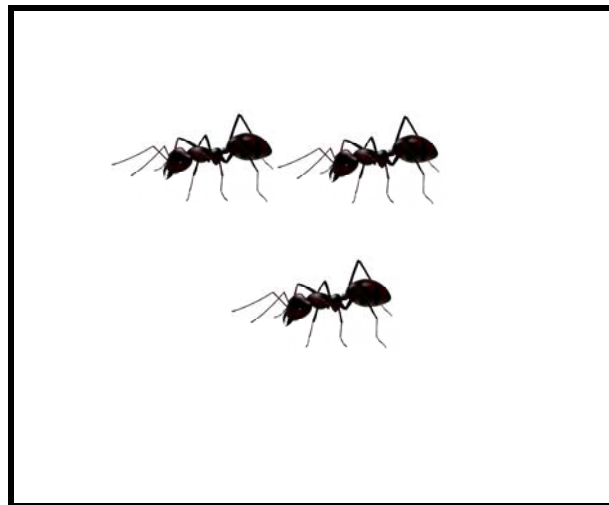
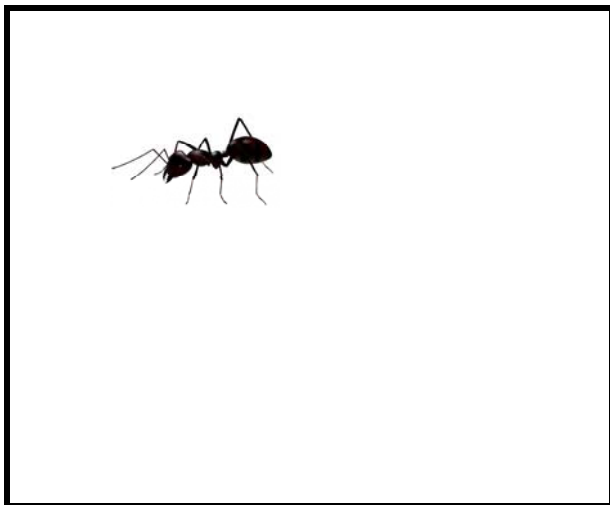
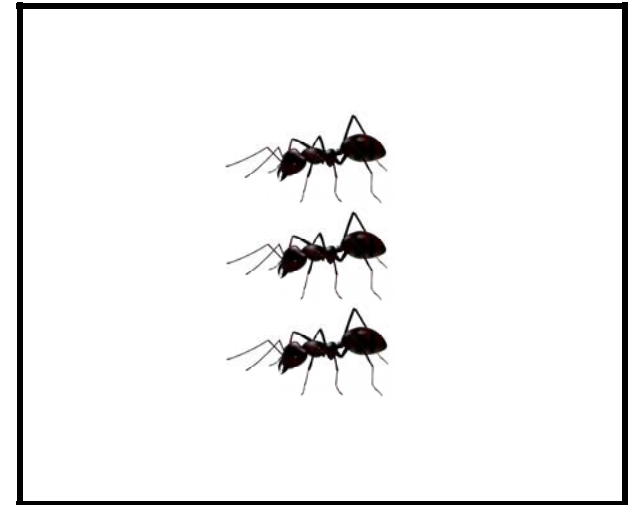
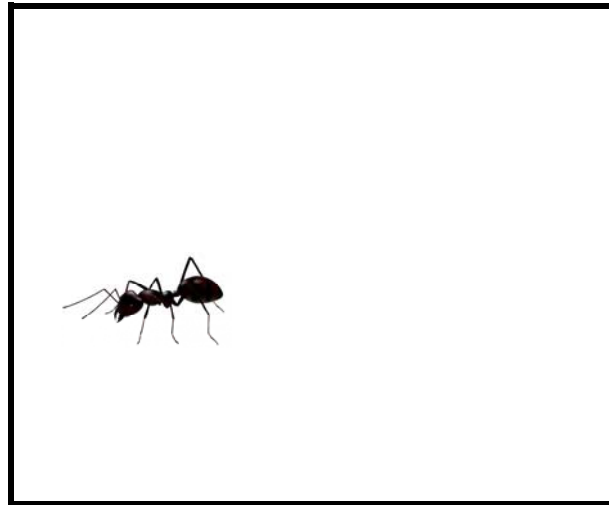
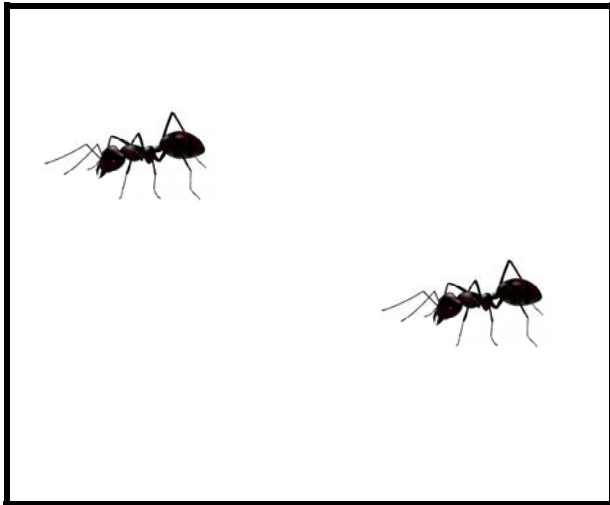
Flies cards – Mathematics (continued)



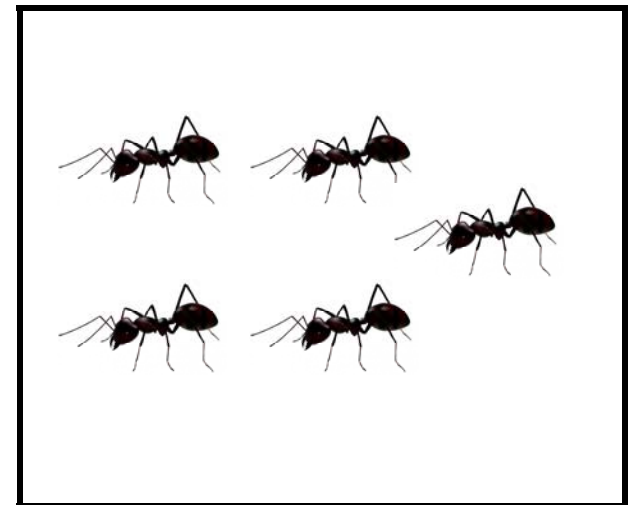
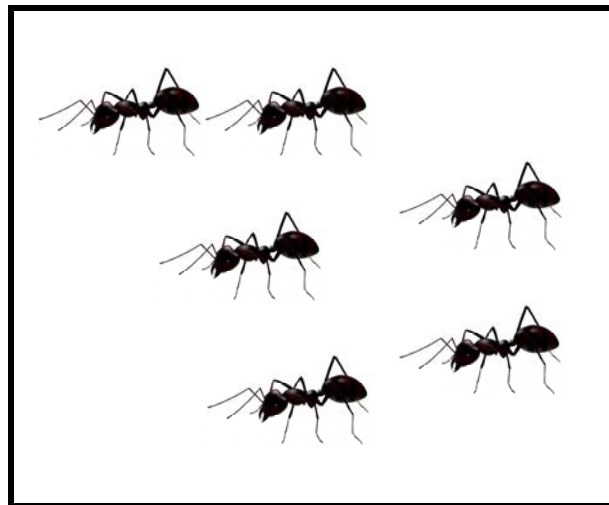
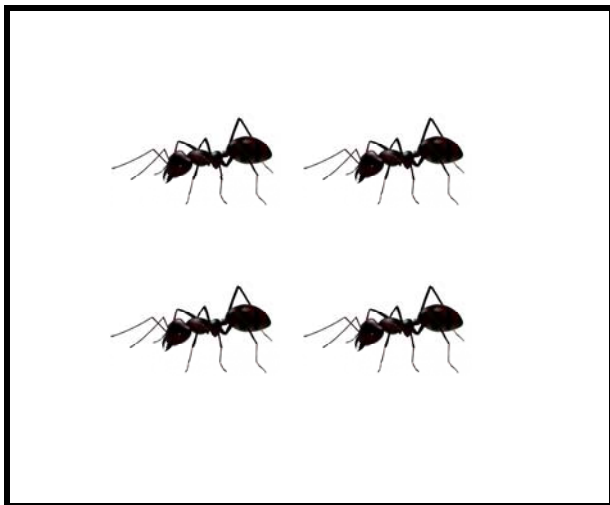
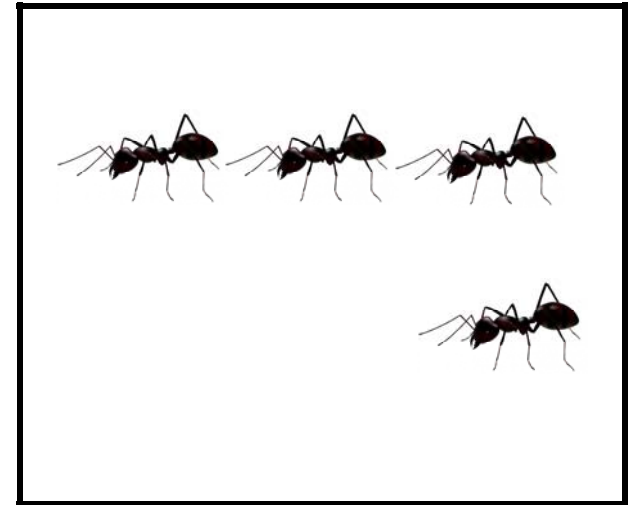
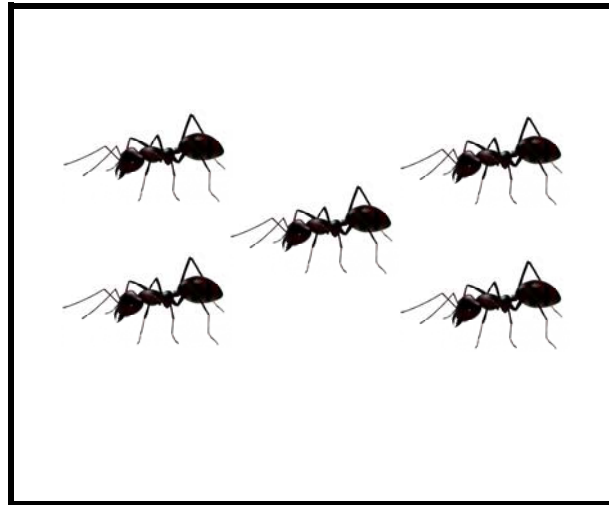
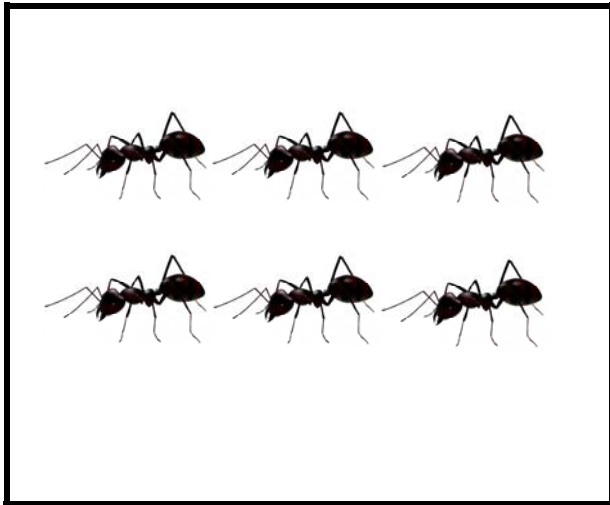
Flies cards – Mathematics (continued)



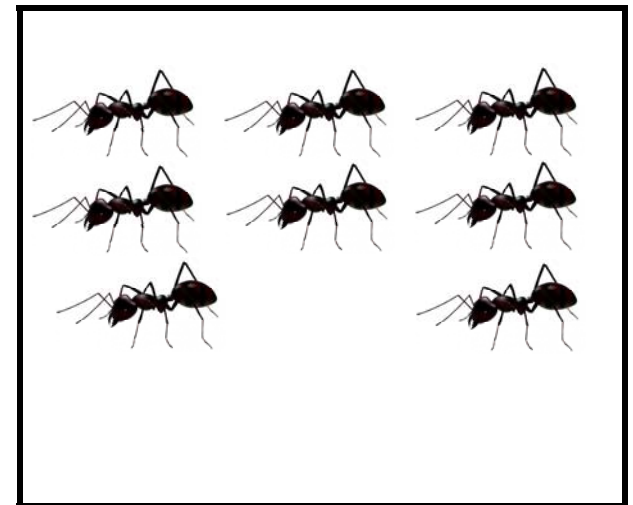
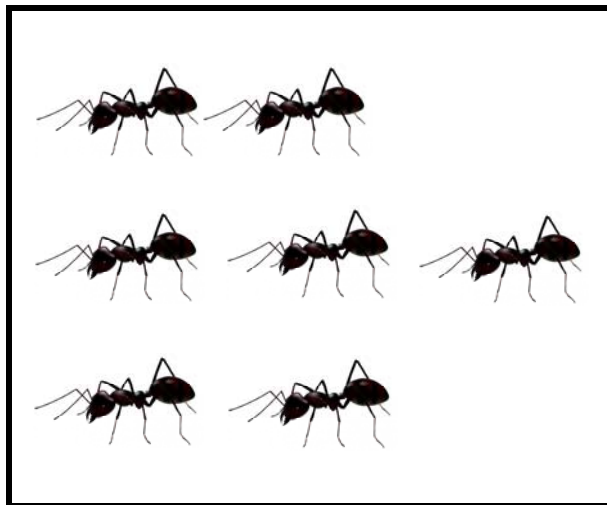
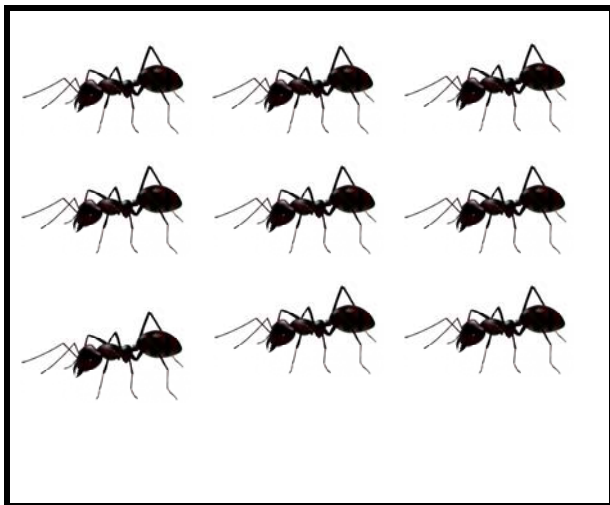
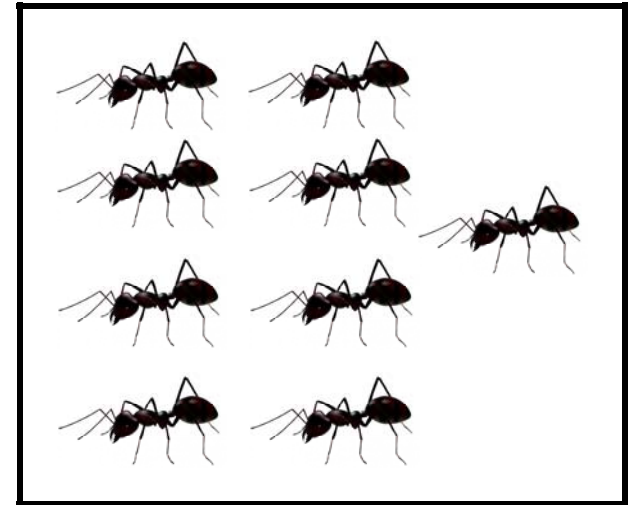
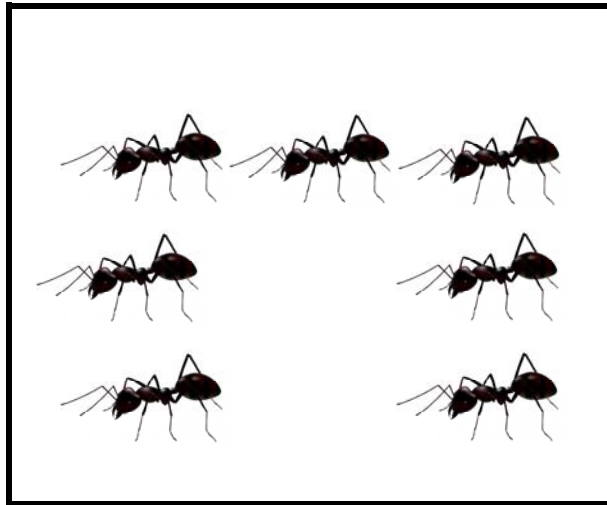
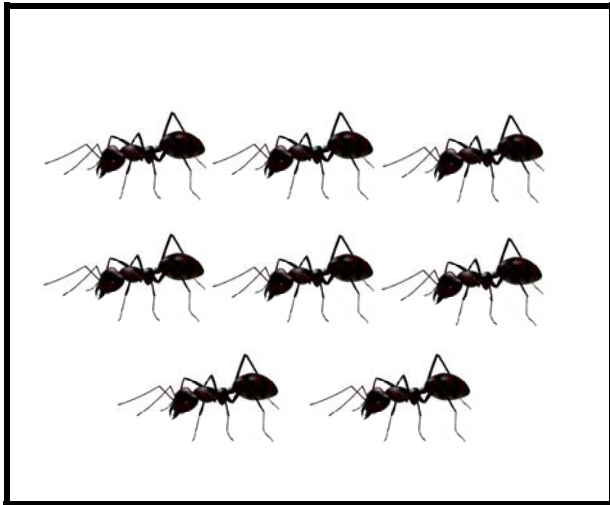
Ants cards – Mathematics



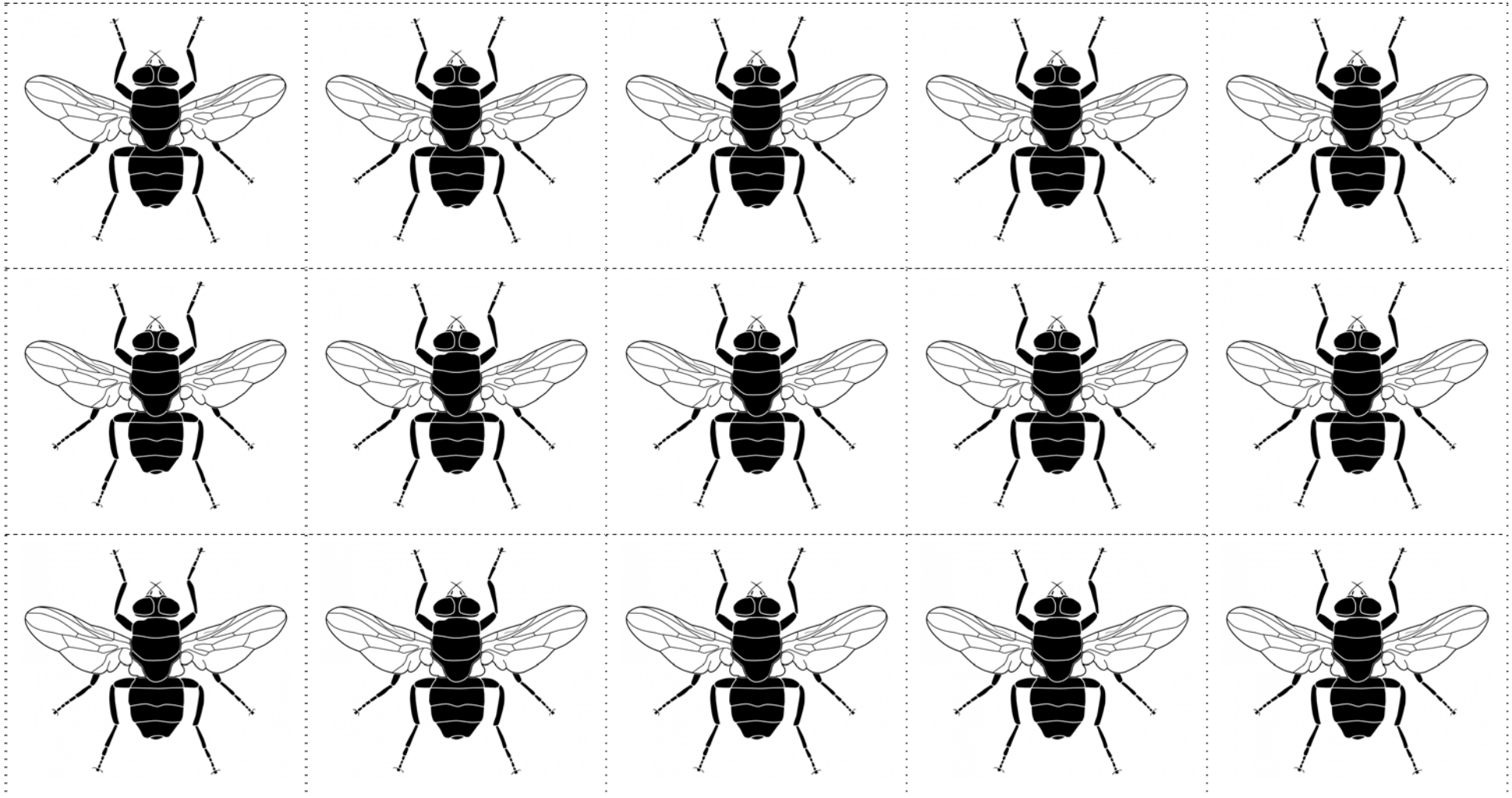
Ants cards – Mathematics (continued)



Ants cards – Mathematics (continued)



Images of flies – Mathematics



Description cards – English



What is it?

Description cards – English (continued)



What size is it?



What body covering does it have?

Description cards – English (continued)



What special features does it have?

Wombat report



The wombat is a special mammal called a marsupial.

The wombat has fur and a pouch to carry its babies.

The wombat eats mainly grasses and roots.

The wombat is an Australian animal. It lives in a large burrow.

The wombat is very strong and a very good digger.

Echidna report



The echidna is a special mammal that lays eggs.

The echidna has hair and spines and a long, sticky tongue.

The echidna eats ants and termites.

The echidna lives in Australia. It lives in the bush.

The echidna keeps its eggs and babies in a pouch.

Blue-tongue lizard report



The blue-tongue lizard is a reptile.

The blue-tongue lizard has scaly skin and a fat, blue tongue.

The blue-tongue lizard eats snails, slugs, flowers and fruit.

The blue-tongue lizard lives in Australia. It lives in the bush.

The blue-tongue lizard can live for 30 years.

Dingo report



The dingo is a mammal. It is a wild dog.

The dingo has a bushy tail and its coat is red or yellow.

The dingo eats meat from other animals.

The dingo lives in Australia. It lives in the bush near water. It lives in a pack with other dingoes.

The dingo does not bark. It howls.

Emu report



The emu is a bird that cannot fly.

The emu has long, strong legs and fluffy feathers.

The emu eats grass, fruits, flowers, seeds and insects.

The emu lives all over Australia. It lives in the bush.

The emu makes grunting noises.

Koala report – English

Koala report



The koala is a special mammal that has a pouch to carry its baby.

The koala has grey and cream fur.

The koala eats leaves from Eucalyptus trees. It doesn't drink water.

The koala lives in Australia. It lives in Eucalyptus trees.

Koala is an Aboriginal word that means 'no water'.

Platypus report



The platypus is a special mammal that lays eggs.

The platypus has brown fur, a bill, webbed feet and a long, wide tail.

The platypus eats insects, shellfish and worms.

The platypus is an Australian animal. It lives in a burrow on the banks of a river.

The platypus does not have teeth.

Vocabulary word cards – English

dingo



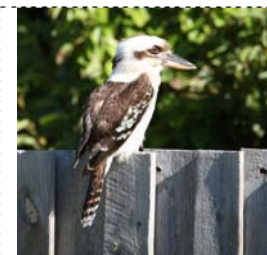
platypus



wombat



kookaburra



emu



echidna



lizard



koala



Vocabulary word cards – English (continued)

mud



feathers



flies



billycan



stew



gumnuts




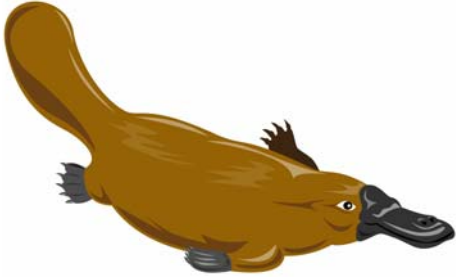
billabong



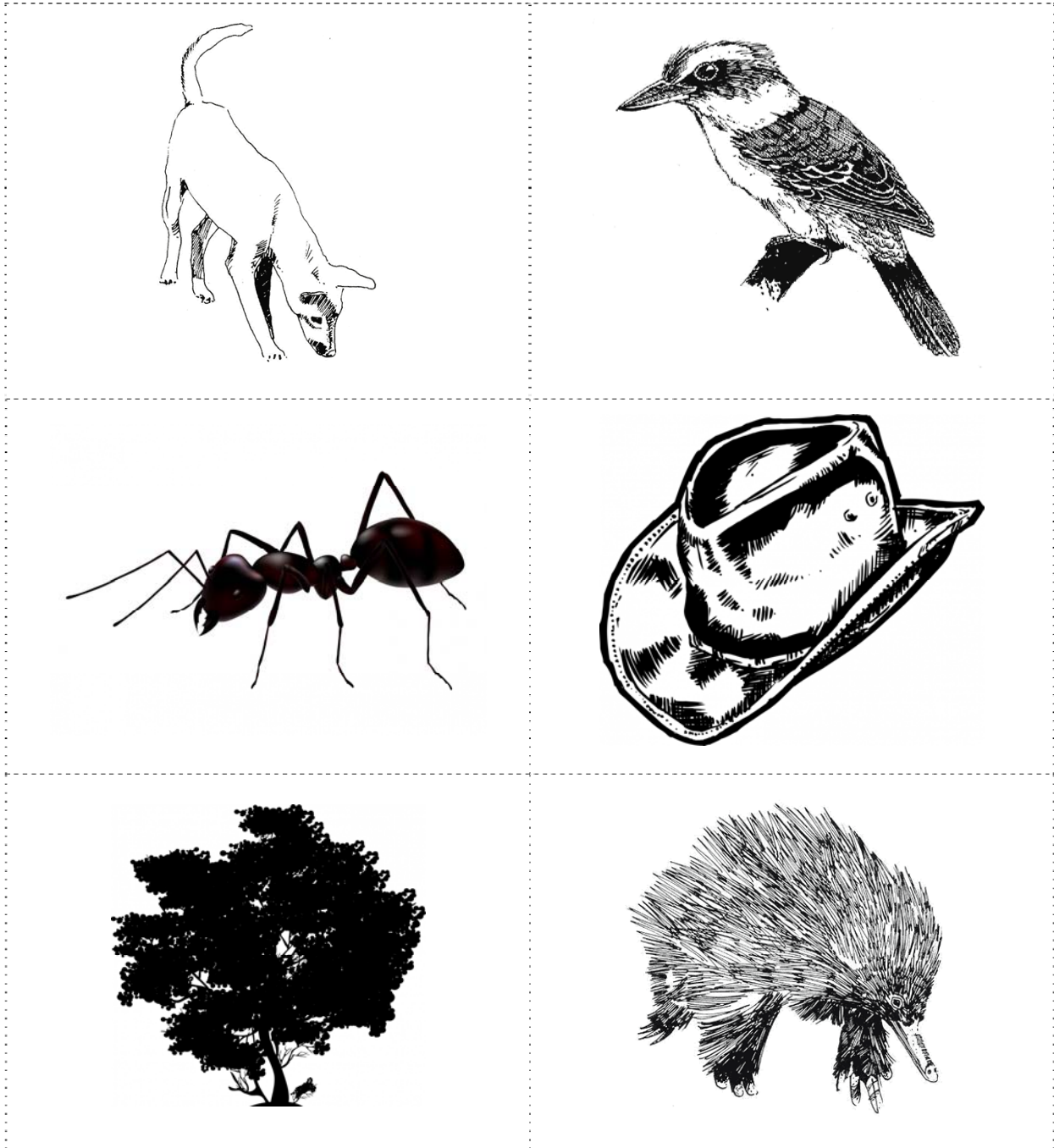
water



Short words/Long words chart – English









Short words	Long words
	

Short word/Long word pictures – English



Illustrations of dingo, kookaburra and echidna by Philip Belfrage © Department Education and Training WA

Counting syllables – English

Illustrations of kookaburra, emu, blue-tongued lizard and echidna by Philip Belfrage © Department Education and Training WA

Wombat Stew sight words – English

<i>a</i>	<i>into</i>	<i>them</i>
<i>of</i>	<i>to</i>	<i>that</i>
<i>off</i>	<i>he</i>	<i>they</i>
<i>said</i>	<i>me</i>	<i>the</i>
<i>his</i>	<i>she</i>	<i>this</i>
<i>very</i>	<i>over</i>	<i>what</i>
<i>you</i>	<i>so</i>	<i>with</i>

Word lists for *Pass the hat* game – English

Word lists for <i>Pass the hat</i> game				
Listen for words beginning with the /w/ sound				
bet	bag	bin	big	possum
get	dag	din	dig	koala
let	gag	fin	fig	snake
met	hag	kin	jig	echidna
net	lag	pin	pig	kookaburra
pet	nag	tin	wig	wombat
set	tag	win	zig	platypus
vet	wag			kangaroo
wet	zag			
yet				

/w/ cvc picture cards – English



wag



wet

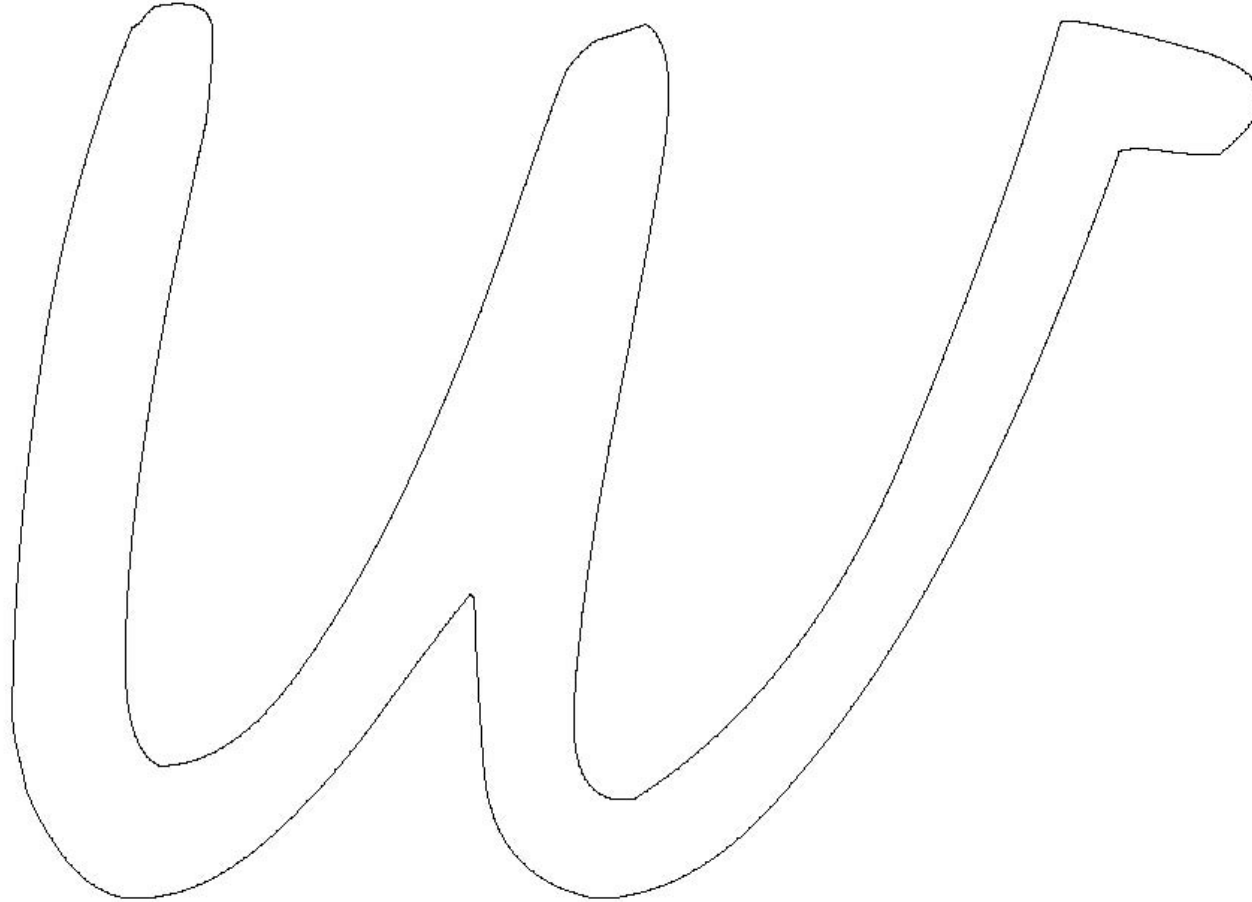


web

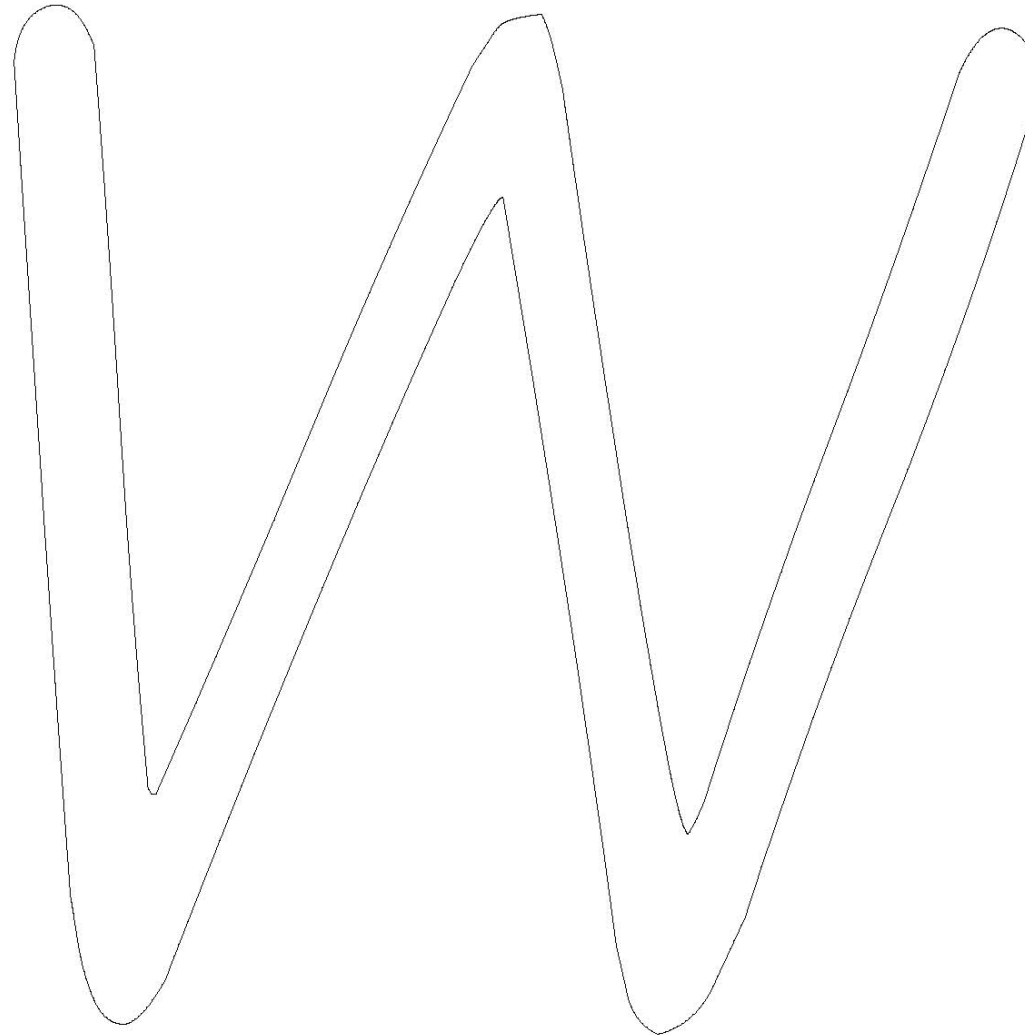


wig

Lower case letter w template – English



Upper case letter W template – English



w	a	g	wag
w	e	t	wet
w	e	b	web
w	i	g	wig

/k/ cvc picture cards – English



kick



kit

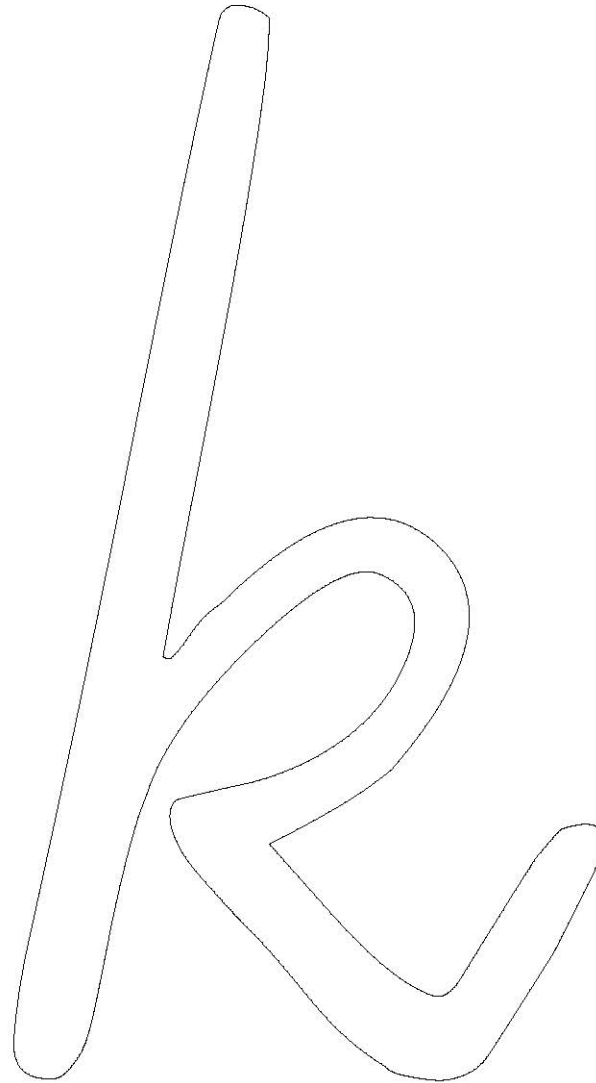


kid

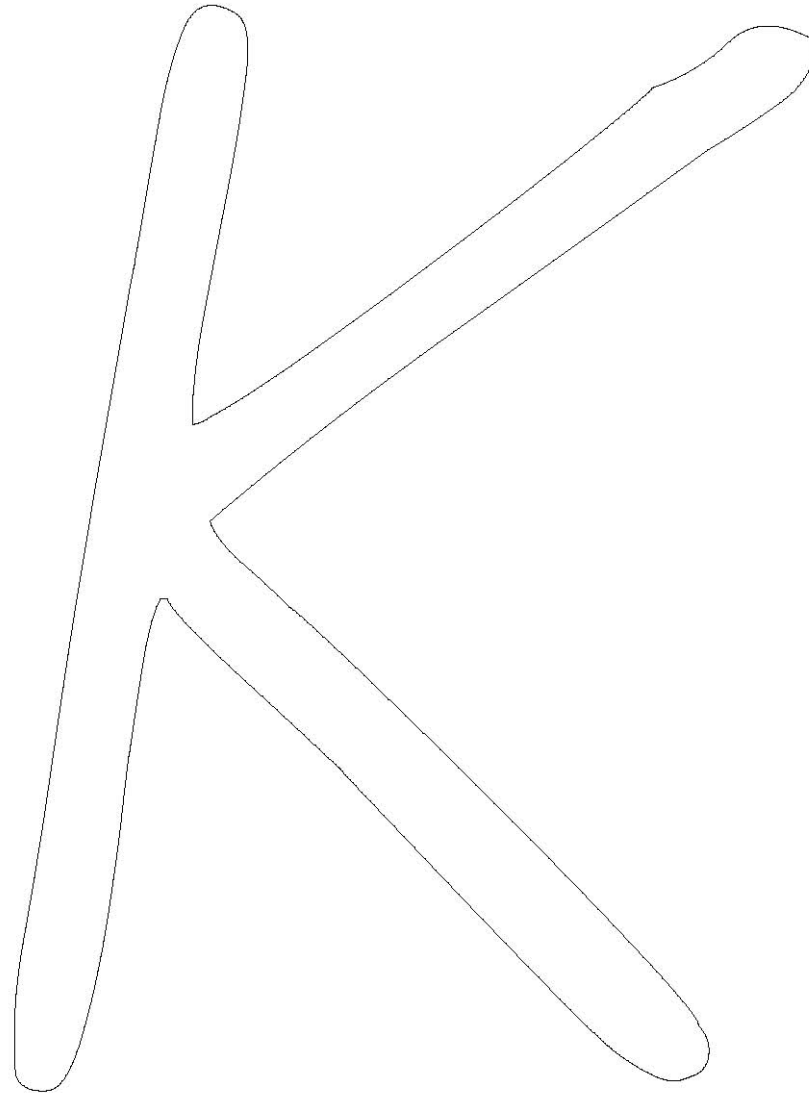


kiss

Lower case letter k template – English



Upper case letter K outline – English



Blending and segmenting cards for /k/ – English

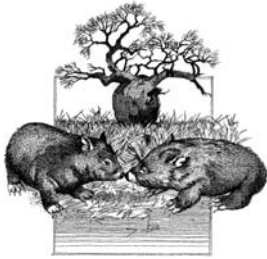
k	i	ck	kick
k	i	t	kit
k	i	d	kid
k	i	ss	kiss

What letter? Look at the picture. Say the word. Say the beginning sound. Write

Name

Animal

Letter



Drawings of kookaburra and kangaroo by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education

Who am I?

Clue 1:

I live in a burrow.

Clue 2:

I am a very good digger.

Who am I?

I am a *wombat*.

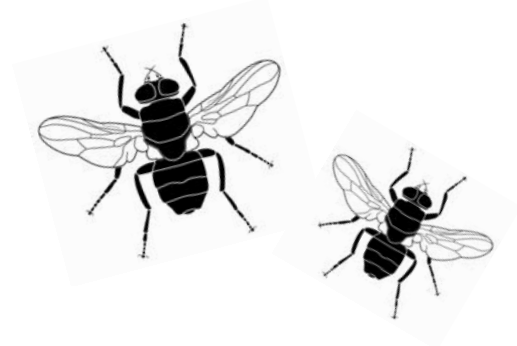


Who am I? – English

Who am I?	I am a
Clue 1:	
Clue 2:	
Who am I?	

What the characters put into the stew – Technology and Enterprise

<i>What the characters put into the stew</i>		
<i>Character</i>	<i>Ingredients</i>	
<i>Platypus</i>	<i>mud</i>	
<i>Emu</i>	<i>feathers</i>	
<i>Lizard</i>	<i>flies</i>	
<i>Echidna</i>	<i>creepy crawlies</i>	
<i>Koala</i>	<i>gumnuts</i>	



What went into the stew?

by _____

What went into the stew? booklet – Technology and Enterprise (continued)

Platypus put — — —
into the stew.
I.

What went into the stew? booklet – Technology and Enterprise (continued)

Emu put _____
into the stew.

2.

What went into the stew? booklet – Technology and Enterprise (continued)

Echidna put _____
_____ into the stew.

3.

What went into the stew? booklet – Technology and Enterprise (continued)

Lizard put _ _ _ _ _
into the stew.

4.

What went into the stew? booklet – Technology and Enterprise (continued)

Koala put _____
into the stew.

5.

What went into the stew? booklet – Technology and Enterprise (continued)

Dingo tried to put _ _ _ _ _
into the stew,

6.

What went into the stew? booklet – Technology and Enterprise (continued)

but the animals tricked him.

7.

Wombat Stew recipe

Aim: To make a gooey, brewy, yummy, chewy, crunchy, munchy, hot and spicy Wombat Stew.

Ingredients: Water
Big blops of billabong mud
A few feathers
100 flies
Slugs and bugs
Creepy crawlies
Lots and lots of gumnuts
1 wombat

Method:

1. Mix ingredients in a pot (except for the wombat).
2. Bring to the boil.
3. Simmer for 30 minutes.
4. Taste before adding the wombat.

Evaluation: Aargrufffoee!!! It's poisonous!

Healthy wombat soup recipe

Aim: To make a yummy, chewy, crunchy, munchy, for our lunchy Wombat Soup.

Ingredients: Water

Method:

1. Mix ingredients in a pot.
2. Bring to the boil.
3. Simmer for 30 minutes.

Evaluation:

Name: _____

Wombat Stew song – Technology and Enterprise

Wombat Stew song

*Yummy, chewy,
Wombat Stew.*

*Wombat Stew,
Wombat Stew,
Goosey, brewy,
Yummy, chewy,
Wombat Stew!*

*Wombat Stew,
Wombat Stew,
Crunchy, munchy,
For my lunchy,
Wombat Stew!*

*Wombat Stew,
Wombat Stew,
Hot and spicy,
Oh so nicey,
Wombat Stew!*

*Wombat Stew,
Wombat Stew,
Goosey, brewy,
Yummy, chewy,
Wombat Stew!*

Wombat Stew by Marcia
Vaughan and Pamela Lofts

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Food descriptions – Technology and Enterprise

Food descriptions				
CHARACTERISTIC FOOD	Colour	Shape	Size	Taste
Carrot				
Potato				
Celery				
Corn				

Pre-primary

Wombat soup vegetables – Technology and Enterprise

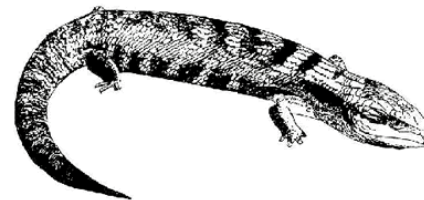
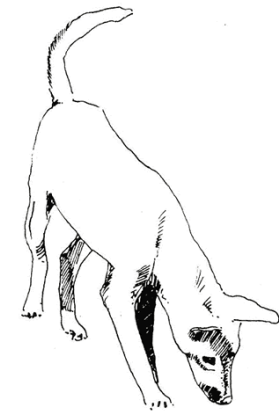
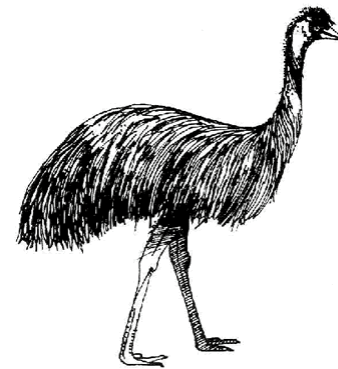
Vegetables in our wombat soup						
Number of vegetables	Onions	Carrots	Potatoes			
Types of vegetables						

Wombat's friends – Health and Physical Education

Name:

Draw a picture of wombat when he felt unsafe.

Circle the animals that were on Wombat's network of friends.



Drawing by Philip Belfrage © Department Education. Reproduced with the permission of the Department of Education.

Pre-primary

Safe/Unsafe – Health and Physical Education

Safe	Unsafe

Pre-primary

Underhand throw checklist – Health and Physical Education

UNDERHAND THROW



	Global Check	Preparation			Propulsion		Follow through	Formal or informal observational setting			Level
		Legs	Head and trunk	Arms	Legs	Arms	Arms				
Names	✓ or •	1. Stands face on to direction of throw	2. Stable head and trunk, eyes focused on target area	3. Ball held in front of body	4. Steps forward with opposite foot to throwing arm	5. Well timed release	6. Follows through with straight arm				

Observation position To the throwing arm side
Instruction Throw the ball underhand as far as you can

Teaching Notes

- The underhand roll is a similar skill except the performer needs to bend their knees more. If the ball bounces along the ground, then they need to bend their knees even lower.
- Consider using different size balls to vary the difficulty of the activity.
- This skill doesn't need to be taught before the overhand throw. They are different ball skills with different skill criteria.

Skill Criteria	Why Are They Important?
1 Stands face on to direction of throw	The body needs to be oriented toward the target.
2 Stable head and trunk, eyes focused on target area	This action ensures all movement occurs in the forward and backward plane.
3 Ball held in front of body	This starting position allows for the back swing of the throwing arm.
4 Steps forward with opposite foot to throwing arm	This action enables a greater distance over which the throwing arm can develop force.
5 Well timed release	The angle of release will determine the distance the ball will travel.
6 Follows through with straight arm	The back swing and follow through ensures a greater distance and time over which to develop force for the throw. A straight arm creates a longer lever and therefore a greater range of motion.

Intervene if you see..



- The ball goes too high (late release) or too low (early release) indicating a mistimed release.
- Failure to step forward with the opposite foot to the throwing arm.
- An inadequate follow through.

Successful Teaching Strategies

Beginning

- Use an appropriately sized ball for the child and the activity. Large playground balls are difficult for children to control with one hand.

Developing

- Discuss and/or demonstrate the effect of different angles of ball release. Discovery learning is an excellent strategy. "What happens when you let the ball go when your hand is up high? Now what happens when you let the ball go down low?"


Consolidating

- Introduce an accuracy challenge by providing targets or passing the ball to partners.
- Play minor games such as Beat the Ball, French Cricket, or Captain Ball.

Question cards – Aboriginal perspectives



Where?



When?



Who?



What?

Pre-primary

Question/answer checklist – Aboriginal perspectives

Question/answer checklist

Date:

Responds (appropriately) to questions beginning with:	Asks questions beginning with:
---	--------------------------------

Student name	What?	When?	Where?	Who?	What?	When?	Where?	Who?	Comment

Pre-primary

What can you do? – Aboriginal perspectives

What can you do?		Name:
<hr/> <hr/> <hr/>		
<p>What can you do?</p> <p>I can _____</p> <p>and so can you.</p>		

Photos of moving animals – Aboriginal perspectives



walk



fly

Photos of moving animals – Aboriginal perspectives (continued)



jump



swim

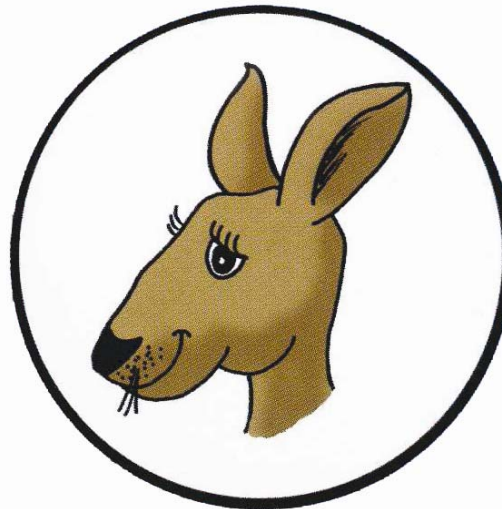
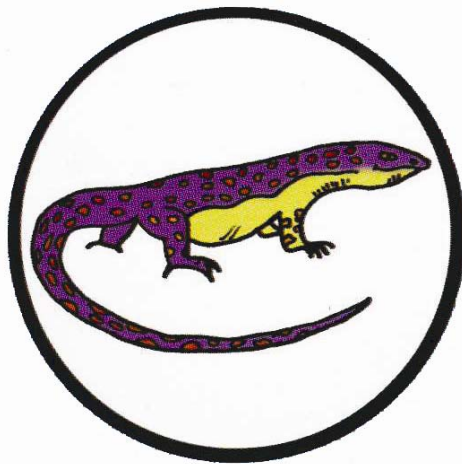
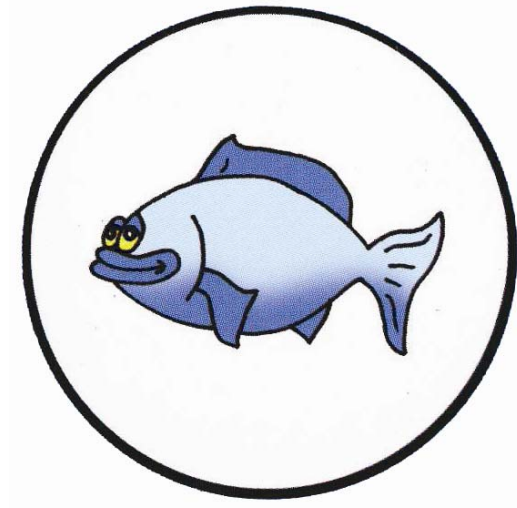
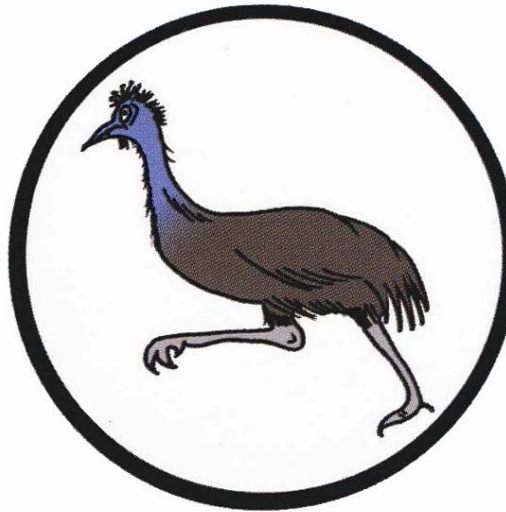
Photos of moving animals – Aboriginal perspectives (continued)



run



dance



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My news plan – Aboriginal perspectives

My news plan

