

Suggested Teaching and Learning

Text Type: Non-FictionGenre: RecountSuggested Reading Recovery Level: 2Word Count: 62

ACARA F-1 References

Learning Areas: English; Humanities and Social Sciences **General Capabilities:** Literacy; Intercultural Understanding

Cross Curriculum Priorities: Asia and Australia's Engagement with Asia

Understanding Texts

- Introduce Australia Day as being a day of celebration across the country each year. *UnT4, UnT5
- After reading, jointly construct some sentences that describe how people spend their time on Australia Day. *UnT5
- Innovate on the text to write new sentences that use student's ideas for Australia Day activities e.g. We will visit our friends on Australia Day; We will have a party on Australia Day. *UnT5

Vocabulary: barbeque, cricket, fireworks, special

High Frequency Words: be, day, go, have, is, on, the, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words together, special, barbeque and cricket. Clap each word and listen for the parts. Identify other familiar words that have more than one syllable. *PhA2
- Locate the words day and play. Have students hear the rhyme. Use magnetic letters to break onset and rime (d/ay, pl/ay). Play with the rime by adding letters to the start to make different words such as s/ay, tr/ay and m/ay. *PKW6

^{*}National Literacy Learning Progressions



We will be together on Australia Day.





We will go to the park on Australia Day.





We will have a barbeque on Australia Day.





We will go to the beach on Australia Day.



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Australia Day

Australia Day is an informational text that introduces students to this national day. Beginning with the theme of togetherness, the text highlights the typical ways Australians celebrate the day, from going to the beach or park, to having a barbeque and watching the fireworks.

The Authors

Carole and Suzanne are sisters and educators.

Carole has over 30 years teaching experience. The last 15 years have been spent specialising in early literacy acquisition, training teachers and designing and delivering early reading and writing interventions. Carole has a Master of Education and a Master of Teaching English to Speakers of Other Languages.

Suzanne has 15 years teaching experience 13 of which have been spent teaching ESL students. She has a Master of Education (IT in Education) and a Bachelor of Vocational Education and Training.



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