

Suggested Teaching and Learning

Text Type: Non-Fiction Genre: Recount
Suggested Reading Recovery Level: 5 Word Count: 84

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

- Build background knowledge with a rich book introduction. Ensure students understand what floats and lanterns are. Locate both words and have them say each. Locate and repeat the language structures Matsuri parade and '...bigger and bigger and bigger'. *UnT4, UnT5
- After reading, discuss why the men have to be strong to pull the floats along. *UnT4, UnT5
- Discuss the traditional clothing the women wear. Discuss other times the women would wear traditional clothing such as weddings and other religious ceremonies. *UnT4, UnT5

Vocabulary: beautiful, bright, clothes, floats, lanterns, strong, woman

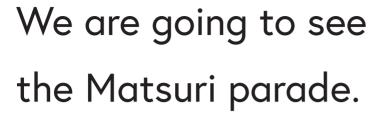
High Frequency Words: are, going, in, look, men, on, people, play, see, the, they, very, we, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the word floats. Notice the initial fl blend, make a list of other words that start with fl.
- Locate the words going and making. Notice the ing ending. Find other words in the text that ing can be added to, such as see, pull and wear.
 *PKW5

^{*}National Literacy Learning Progressions









We will see people making the **floats**.





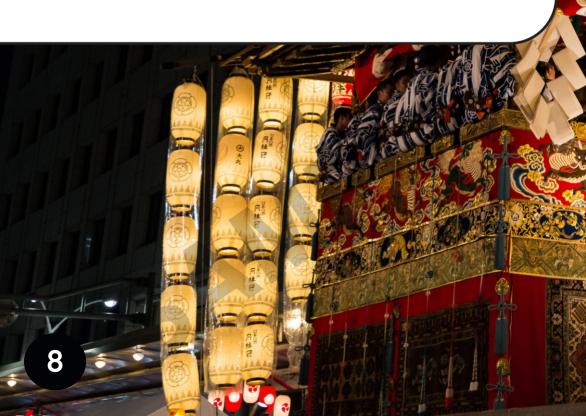
The floats will get bigger and bigger and bigger.





We will see **lanterns** on the floats.

The lanterns are bright.



Knowledge Books and Software

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Celebrations and Events

Matsuri

Matsuri is an informational text that describes one of the most popular/famous events in the Japanese festival - the Gion Matsuri parade. Matsuri illustrates the floats being made in the streets, the colourful lanterns and women in traditional costumes.

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.

