

Gamelan

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 1

Word Count: 28

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

- Before reading, talk about the instruments that students know and introduce those they may not know such as xylophone and chimes. If possible have examples to show them. *UnT3, UnT4, UnT5
- Have students rehearse the language structure 'Here are the...' *UnT3, UnT4
- Ensure students read left to right, pointing crisply to each word. *FIY1, FIY2
- Demonstrate tapping twice and three times for multisyllabic words. *FIY1, FIY2

Vocabulary: chimes, cymbals, gongs, musicians, xylophones

High Frequency Words: are, here, the

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words cymbals, xylophones and musicians. Clap each to hear the syllables. *PhA2
- Locate the word show. Write other words that start with the sh digraph. *PKW5

*National Literacy Learning Progressions

Gamelan

An elderly man with white hair and a serious expression is the central focus. He is wearing a traditional orange Gamelan uniform with gold buttons and a matching headband. He holds a mallet with a red handle and a black head. The background is filled with various Gamelan instruments, including large brass gongs and smaller metal pieces, all set against a stone wall.

Indonesian Music

Here are the **gongs**.

SAMPLE



Here are the **chimes**.



SAMPLE



Here are the **drums**.

SAMPLE

Wayang

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 1

Word Count: 31

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

- Before reading, talk about what type of puppetry shadow puppetry is. *UnT4, UnT5
- Ensure students read left to right, pointing crisply to each word. *FIY1, FIY2
- Demonstrate tapping twice and three times for multisyllabic words. *FIY1, FIY2
- After reading, turn to the last page and try some of the hand shadow puppets with students.

Vocabulary: light, puppet, puppets, stage

High Frequency Words: at, look, the

Phonic Knowledge and Word Recognition + Phonological Awareness

- Make a word string with the word look, for example look - book - took - shook. *PhA2
- Locate the words puppet and puppets. Notice the s on the end of puppets. Take the words man, light and show, out of the text and add s. Read and notice how the word changes. *PKW5

*National Literacy Learning Progressions

Wayang



Indonesian Shadow Puppets

Look at the puppet.

SAMPLE



Look at the light.

SAMPLE



Look at the puppet now.

SAMPLE

Carole Crimeen
Suzanne Fletcher

Chinese New Year



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 1

Word Count: 29

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

- Before reading, talk with students about New Year and the Chinese New Year. Ensure they know the words lantern, red knots and dumplings. *UnT4, UnT5
- Demonstrate one to one correspondence including tapping multiple times for multisyllabic words such as lantern, dumplings and family. *FIY1, FIY2
- Ensure students read left to right, pointing crisply to each word. *FIY1, FIY2

Vocabulary: dumplings, knots, lantern

High Frequency Words: are, here, is, my, the

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words gifts, knots and dumplings. Say each and notice the s on the end. Record the words with and without the s and notice how the word changes. *PKW5
- Locate the words lantern, dumplings and family. Clap the syllables. Ensure students can hear the syllables. Clap other familiar multisyllabic words such as children's names. *PhA2

*National Literacy Learning Progressions

Chinese New Year



Spring Festival

Here is my **hat**.

SAMPLE



Here are my **gifts**.

SAMPLE



SAMPLE

Here are the lanterns.

SAMPLE

Show Day

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 1

Word Count: 39

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

- Before reading, talk with students about the things they see at a show. Ensure they know the word fairyfloss. *UnT4, UnT5
- Demonstrate one to one correspondence including tapping multiple times for multisyllabic words such as showbag and fairyfloss. *FIY1, FIY2
- Ensure students read left to right, pointing crisply to each word. *FIY1, FIY2

Vocabulary: clowns, fairyfloss

High Frequency Words: and, come, see, the

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words chicks, cows, clowns and fireworks. Write out on small whiteboard. Notice the s on the end. Write without the s and notice how the word changes. *PKW5
- Locate the words show and sheep. Notice the beginning sh digraph. Find other words that start the same way and write them. *PKW5

*National Literacy Learning Progressions

Show Day



A Fun Day

It is Show Day.

SAMPLE

BIG PRIZES

THE BIG BANG THE BIG BANG THE BIG BANG THE BIG BANG

THE BIG

BANG

THE BIG

BANG

8

9

10

11

12

13

14

15

16

17

18

Come and see
the cows.

SAMPLE



Come and see
the sheep.

SAMPLE

Easter

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 2

Word Count: 53

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

- Before reading, talk about some of the things students do with their families at Easter. Be sensitive to the fact that there may be some students who do not celebrate Easter. *UnT4, UnT5
- Talk about the symbolic meaning of the cross (goodness and God's love) and eggs (new life). Use developmentally appropriate language. *UnT4, UnT5
- Question to recount some of the things we see at Easter. *UnT4, UnT5

Vocabulary: church, cross, special

High Frequency Words: at, go, see, the, to, we, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the word church. Notice the ch digraph. Record other familiar words that start or end with the ch digraph (ch-ip, ch-ance, wit-ch, pat-ch). *PKW5
- Locate the word paint. Notice the medial vowel digraph ai, record. Word build to make more words that sound the same, such as saint and faint. *PKW5, PhA2

*National Literacy Learning Progressions

Easter



The Resurrection of Jesus

We will see the cross
at Easter.

SAMPLE



SAMPLE

We will go to the church
at Easter.

SAMPLE

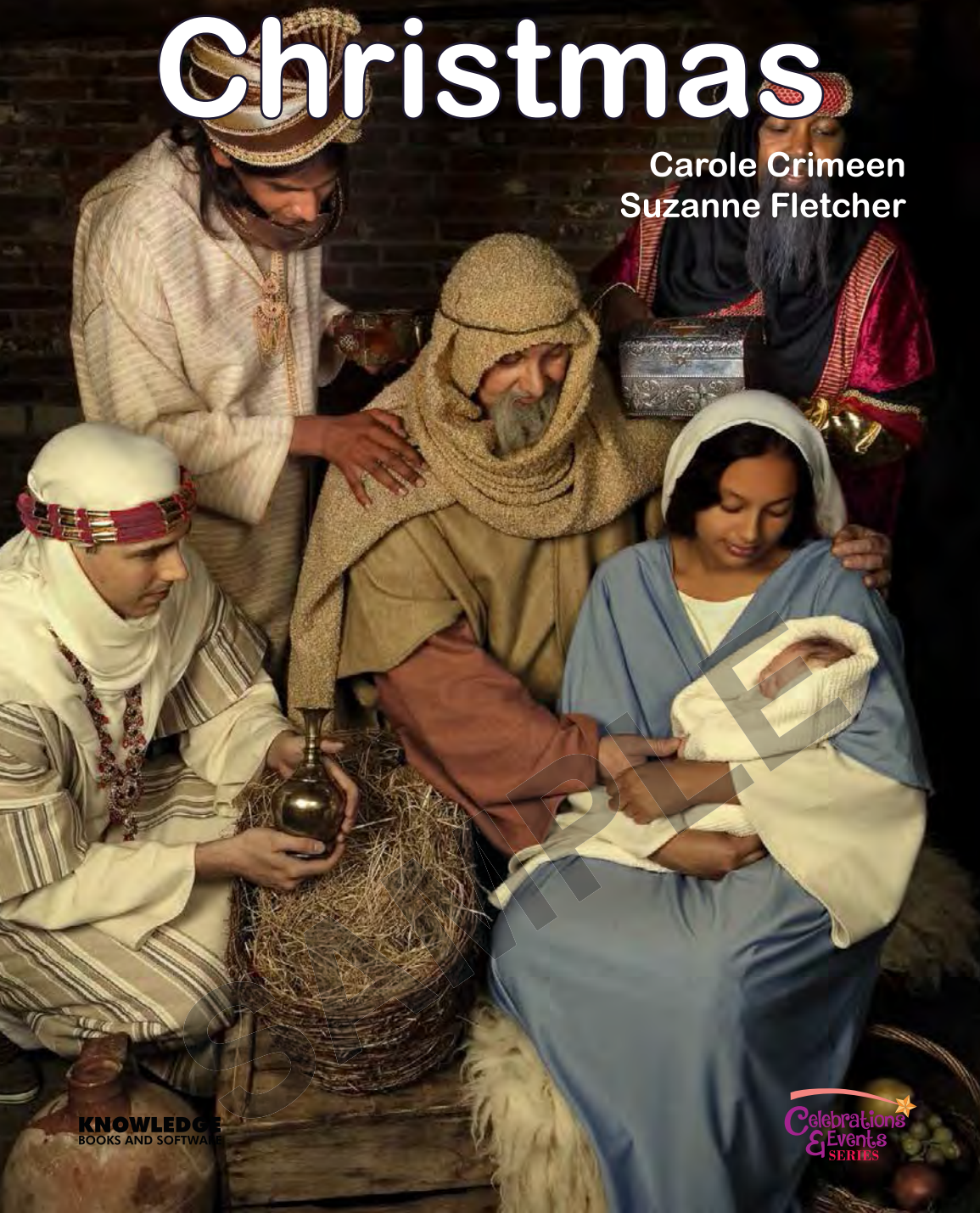


We will see the eggs
at Easter.

SAMPLE

Christmas

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 2

Word Count: 58

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

- Before reading, ensure students are introduced to vocabulary that could be unfamiliar such as Jesus, nativity and carols. *UnT4, UnT5
- Demonstrate one to one correspondence including tapping multiple times for multisyllabic words such as Christmas and pudding. *FIY1, FIY2
- After reading, recount some of the activities that typically happen at Christmas. Have students share their own family Christmas traditions. *UnT4, UnT5

Vocabulary: carols, Jesus, nativity

High Frequency Words: go, have, is, it, we, when

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words this and the. Draw student's attention to the beginning and the end of each word, notice the difference. *PKW5
- Locate the words decorations, family and fireworks. Clap the syllables. Ensure students can hear the syllables. Clap other multisyllabic, familiar words such as children's names. *PhA2

*National Literacy Learning Progressions

Christmas



The Birth of Jesus

We learn about Jesus
when it is Christmas.

SAMPLE



SAMPLE

We go to church
when it is Christmas.

SAMPLE



We have a nativity
when it is Christmas.

SAMPLE

Celebrations and Events

7

Australia Day

Carole Crimeen
Suzanne Fletcher

KNOWLEDGE
BOOKS AND SOFTWARE

Celebrations
& Events
SERIES

Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 2

Word 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

Australia Day



A Day To Be Together

We will be together
on Australia Day.

SAMPLE



We will go to the park
on Australia Day.

SAMPLE



We will have a barbeque
on Australia Day.

SAMPLE

My Show Day

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 3

Word Count: 85

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

- Tell students that the text is a letter written from a child to their Mum and Dad after a day at the show. Show them the structure of the text and tell them how to read it - as a letter that accumulates sentence by sentence. *UnT4, UnT5
- Before reading, ensure students know some of the things we see at an agricultural show. *UnT4, UnT5
- After reading, discuss some of the other things that Sam may have seen at the show that weren't mentioned in the letter. *UnT4, UnT5

Vocabulary: chicks, fairyfloss, fireworks, show

High Frequency Words: at, from, going, had, looked, me, some, the, to, we

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the word looked, record. Notice the -ed ending - the way it looks contrasted with the sound it makes (t). Record other words with ed ending and notice the sound at the end. *PKW5
- Make word strings with ball such as tall, fall and call. Hear the rhyme and notice the pattern. *PhA2

*National Literacy Learning Progressions

My Show Day

A row of colorful clown figurines is displayed in a shop. Each figurine has a white face with exaggerated features like large eyes, a red nose, and a wide, open mouth. They are wearing various colored hats and collared shirts. The background shows shelves with other toys and a sign that says 'RECEIVES PRIZE WIN' with a star and the number '5'.

My Favourite Day

Dear Mum and Dad,



Dear Mum and Dad,

SAMPLE

We went to the show.



Dear Mum and Dad,
We went to the show.

SAMPLE

We looked at the sheep.



New Year's Eve

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 3

Word Count: 53

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

- Ensure students know that New Year's Eve is the day before the new year and is celebrated widely. *UnT4, UnT5
- Discuss what other things students like to do at parties. *UnT4, UnT5
- After reading, return to the countdown that leads up to midnight. Support students, as they read it with a building sense of excitement.*UnT4, UnT5
- Discuss playing with sparklers from a safety point of view.

Vocabulary: o'clock, party, sparklers

High Frequency Words: are, at, look, the, we, with

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words playing, having and dancing. Notice the ing ending. *PKW5
- Make word strings with fun such as bun, run, sun and stun. Hear the rhyme and notice the pattern. *PhA2

*National Literacy Learning Progressions

New Year's Eve

A photograph of four children celebrating New Year's Eve. They are standing in a row, smiling and shouting with their mouths open. The background is white with falling yellow and silver confetti. The children are dressed in colorful, festive clothing. A large, semi-transparent watermark reading 'SAMPLE' is overlaid diagonally across the center of the image.

Happy New Year

It is New Year's Eve.

We are having a party.

SAMPLE



My friends are
at the party.

SAMPLE



We are having fun
at the party.

SAMPLE

Melbourne Cup Day

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 3

Word Count: 110

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

- Tell students that the text is a letter written from a child to their Mum and Dad after a day at the Melbourne Cup. Show students the structure of the text and tell them how to read it - as a letter that accumulates sentence by sentence. *UnT4, UnT5
- Before reading, tell students that at the races there are usually other things happening such as face painting and pony rides.
- Have students hear and rehearse the irregular past tense verbs saw and ran before they read. *UnT4, UnT5
- After reading, discuss why the day was special for Sally. *UnT4, UnT5

Vocabulary: pony, special

High Frequency Words: at, had, my, on, the, we, went

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate looked, painted and liked. Notice the ed ending. Give students magnetic letters to assemble each word. Break the ed ending off and read. Notice how the word changes. *PKW5
- Make a word string using hat such as mat, fat, sat. Hear the rhyme and notice the pattern. *PhA2

*National Literacy Learning Progressions

Melbourne Cup Day

A photograph of a horse race in progress. In the foreground, a jockey wearing a blue helmet and pink and blue striped silks is riding a brown horse with a white blaze on its face. The horse is galloping on a grassy track. In the background, another horse and jockey are visible, wearing pink silks. The sky is a clear, pale blue.

Our Favourite Race Day

Dear Mum and Dad,



Dear Mum and Dad,

SAMPLE

We went to the races.



4

Dear Mum and Dad,
We went to the races.

SAMPLE

We looked at the horses.



Welcome to Country

Carole Crimeen
Suzanne Fletcher

SAMPLE

Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 4

Word Count: 96

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. Tell students that the Welcome to Country ceremony is how, in Australia, we acknowledge the traditional owners of the land. Ensure they know that a smoking ceremony, dance and music accompanies a Welcome to Country as well as the events in the text where a Welcome to Country happens. *UnT4, UnT5
- After reading have students recall some things they would see at a Welcome to Country ceremony. Write these into a list.*UnT4, UnT5
- Talk with students about how the school and class community welcomes new students or visitors to the school - buddies, greetings, inviting into games in the playground etc.*UnT4

Vocabulary: country, school, smoke, special, welcome

High Frequency Words: are, come, for, have, here, this, way, we, when, will, you

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words country, music, special and welcome. Clap to hear the syllables. Record each word highlighting each syllable. *PhA2
- Locate the words have and here. Use these two words to prompt students to look all the way through words. Repeat with other visually similar high frequency words such as will and when, the and they and like and look. *PKW4, PKE5

*National Literacy Learning Progressions

Welcome to Country

We Welcome You

Welcome to Country
is **special**.

Welcome to Country
is a way to say come in,
we welcome you.



Here is the music at
Welcome to Country.

SAMPLE



This is the dance at
Welcome to Country.

SAMPLE

Our Holi

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 3

Word Count: 75

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 know Holi is a time to say thank you and to be grateful; that people have a lot of fun throwing colourful paint at their friends and family and that families will have big meals or feasts. *UnT4, UnT5
- Use the illustrations and text to brainstorm a list of feeling words that are expressed in the text such as excited, happy, thankful, bubbly etc. *UnT4, UnT5
- Discuss saying thank you and the concept of being grateful. Discuss things students may be grateful for such as family and friends. *UnT4

Vocabulary: bonfire, paint

High Frequency Words: and, at, good, is, it, look, my, the, we, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words food and good. Notice the different sound the vowel digraph makes. Record each word as a header and list other words that follow the same pattern and sound such as food - mood and brood, good - hood - stood and wood. *PhA2, PKW6
- Locate the word throwing. Notice the ing ending. Find other verbs in the text and add ing such as say/saying, paint/painting and eat/eating. *PKW5

*National Literacy Learning Progressions

Our Holi

A young boy is the central focus, his face and hair completely covered in a vibrant mix of Holi colors including red, yellow, green, and blue. He has his eyes closed and a gentle smile, appearing to be in a state of joy or bliss. The background is a soft, out-of-focus mix of yellow and green, with small specks of color floating in the air, suggesting a festive atmosphere. A large, semi-transparent watermark reading 'SAMPLE' is oriented diagonally across the middle of the image.

The Hindu Festival of Colours

It is Holi.

Holi is a time we say
thank you.

SAMPLE



This is a **bonfire**.

We will make a bonfire
at Holi.

SAMPLE

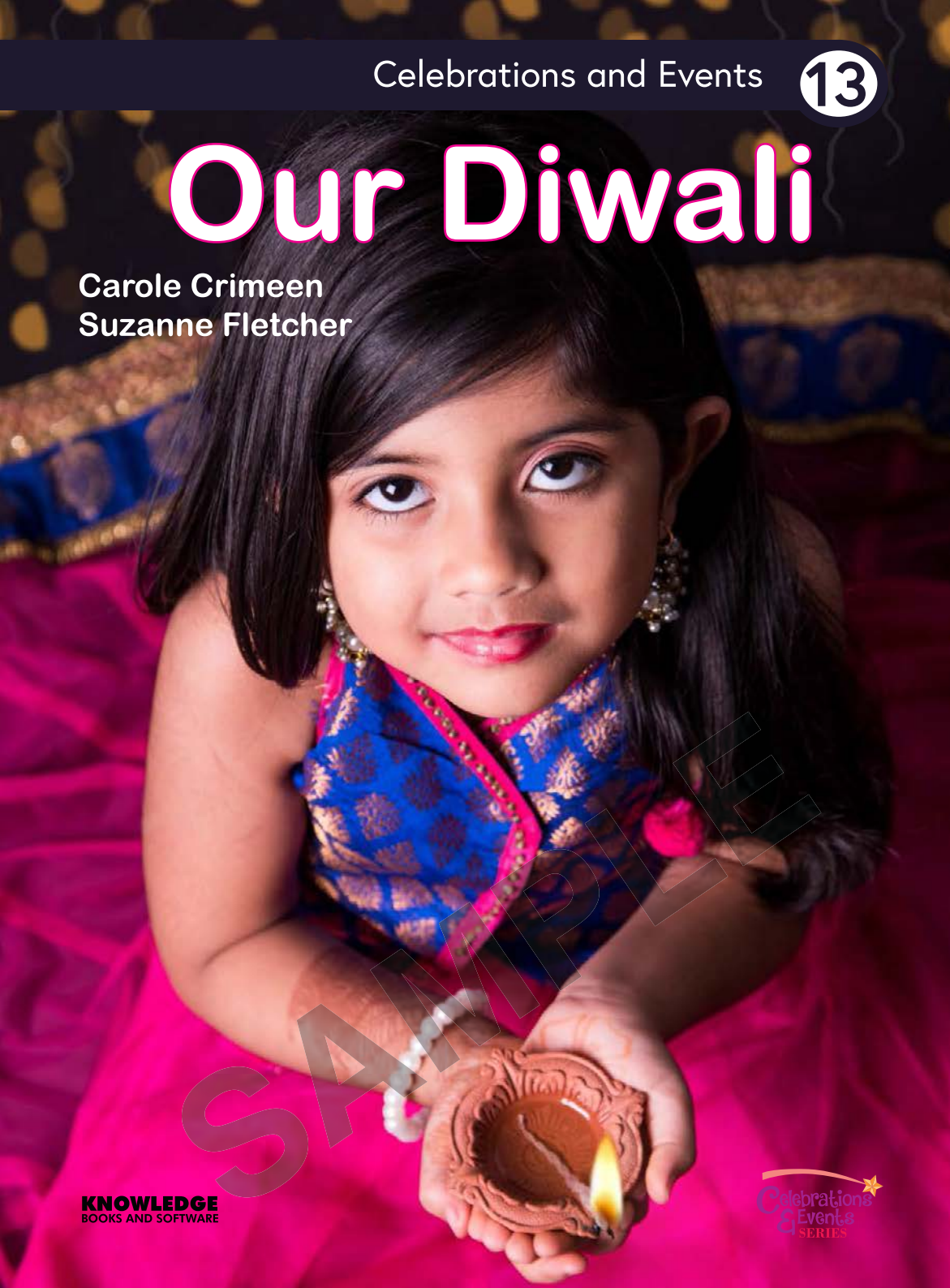


We will sing
and we will dance
at Holi.

SAMPLE

Our Diwali

Carole Crimeen
Suzanne Fletcher



SAMPLE

Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 4

Word Count: 85

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 know Diwali is the Festival of Lights, that it is a time to be with family, friends and a time to be good. Have them hear, locate and say the words Diwali and beginnings. Introduce them to some of the things that are done at Diwali such as buying new clothes, making snacks and sweet and gift giving. *UnT4, UnT5
- Show students the words in bold and locate them in the picture glossary. Tell them the purpose of the glossary. *UnT5
- After reading, make a list of the things that the children in the book do at Diwali. Talk about some of the things that students do with their family that are similar and when they do them e.g. new clothes at Easter; special snacks and sweets at their birthday. *UnT4

Vocabulary: beginnings, Diwali, festival, lights, sister, snacks

High Frequency Words: for, good, is, it, like, look, my, play, put, we, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words eating and playing. Notice the ing ending. Use magnetic letters to make the words then break the ing ending off. Add ing to other words from the book such as put, look and buy. *PKW5
- Locate the words time, make and game. Have students hear the long vowel sound and see the e on the end. Explain the rule. Find other CVCe words and read. *PKW5

*National Literacy Learning Progressions

Our Diwali



The Hindu Festival of Lights

It is Diwali.

Diwali is

the **Festival** of Lights.

SAMPLE



Diwali is a time to be good
and think about
new beginnings.

SAMPLE



Look at the lights.

We will put up the lights
for Diwali.



ANZAC Day

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 4

Word Count: 70

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

- Before reading, build background knowledge with developmentally appropriate concepts such as love for family and friends, being thankful, caring for others, being proud of own and others' efforts etc. *UnT4, UnT5
- Before reading, locate the words memorial and medals. Ensure students see, hear and say these words several times. *UnT4, UnT5
- Have students draw a picture or write a story about their family including siblings, parents, grandparents and other extended family. *UnT4
- Return to the text for several days to discuss and deepen understandings of the reason behind ANZAC Day. *UnT4, UnT5

Vocabulary: memorial, medals, poppies, remember, rosemary

High Frequency Words: at, day, here, is, it, look, my, see, the, this, we, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Make word strings with the word will. For example hill, sill, mill and pill etc. Hear the rhyme and notice the pattern. *PhA2
- Clap the words rosemary, memorial and remember. Hear the syllables. Clap other familiar multisyllabic words students may know such as names. *PhA2

ANZAC Day



A Day For Remembering

It is ANZAC Day.

SAMPLE



ANZAC Day is a day
to think about
the people we love.

SAMPLE



This is rosemary.

We will wear rosemary
on ANZAC Day.

SAMPLE

Dragon Boat Festival

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 5

Word Count: 80

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 know that the boats are very long and dragon like, drummers in each boat help the paddlers keep pace and that the race ends when the flag catcher takes the flag. Have students rehearse the phrases '...faster and faster and faster' and 'Splash...splash...splash'. *UnT4, UnT5
- After reading, return to the phrase faster and faster and repetition of the word splash. Discuss how this language along with the illustrations conveys a sense of excitement. *UnT4, UnT5

Vocabulary: catcher, dragon, drummer, dumplings, festival, splash

High Frequency Words: and, got, had, he, is, played, saw, see, the, this, very, was, we, went, when

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words dumplings, dragon, drummer and very. Clap each word to hear the syllables. *PhA2
- Locate the words drummer, faster and catcher. Make each word with magnetic letters then break the er off and read the word. Note that the word drummer works differently. *PKW5

*National Literacy Learning Progressions

Dragon Boat Festival



Traditional Chinese Festival

It is the

Dragon Boat Festival.

We went to see the

Dragon Boat races.

SAMPLE



We made **rice dumplings**
to take to the races.

SAMPLE



We saw the boats.

The boats were very,
very long.

SAMPLE

Eid al Fitr

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 5

Word Count: 96

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 know that Eid al Fitr is a time to be with family, go to the mosque and have a feast at home where gifts are exchanged. Discuss the ritual of washing before entering the mosque. *UnT4, UnT5
- Discuss special times that students have with their family. Talk about how they spend these times, the places they go and the things they do. Discuss similarities and differences with the families represented in the text. *UnT4

Vocabulary: family, feast, gifts, happy, money, mosque, pray, wash

High Frequency Words: go, have, here, make, our, this, to, we, will, with

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words time and make. Hear the long medial vowel sound and notice the CVCe pattern in each. Word build from make, by changing the first letter to make lake, fake and bake. *PKW5
- Locate the words feast and eat. Notice the ea pattern and the long e sound it makes in each. *PKW6
- Make word strings with the word will such as pill, fill, Bill and still. Hear the rhyme and notice the pattern. *PhA2

*National Literacy Learning Progressions

A group of children, mostly girls in hijabs and boys in kufis, are sitting together, likely in a school or community setting, celebrating Eid al-Fitr. They are dressed in traditional Islamic attire. The children are smiling and looking towards the camera. The background is slightly blurred, showing more children in similar attire.

Eid al Fitr

Time To Rejoice

It is Eid al Fitr.

It is a time to be
with our family.

We will be happy
with our family.

SAMPLE



This is a **mosque**.

We will go

to the mosque to pray.

SAMPLE



We will wash before we go
into the mosque.

We will wash our faces.

We will wash our hands
and our feet.

SAMPLE

Vesak

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 5

Word Count: 77

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. Tell students that Vesak is a celebration of Buddha's birthday; lotus flowers are special and that people give gifts to the monks. Look through the text and find images of monks, lotus flowers and Buddha. *UnT4, UnT5
- After reading, talk about some of the things that people do during the Vesak celebration. Make a list to display. *UnT4, UnT5
- Explain to students how the lotus flowers provided stepping stones for Buddha to walk on. *UnT4, UnT5
- Vesak celebrates Buddha's birthday. Talk with students about how they celebrate their birthday. *UnT4

Vocabulary: birthday, flower, flowers, lotus, monks, special, temple, wash

High Frequency Words: are, for, is, on, put, some, think, this, to, we, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Make a word string using the word will for example till, fill, mill and still. Hear the rhyme and notice the pattern. *PhA2
- Locate flowers. Notice the initial fl blend in flower and flowers. Write other words that start with the fl blend such as flow, fly, flip and fling.

*National Literacy Learning Progressions

Vesak



Buddha's Birthday

It is Buddha's Birthday.

Some people

call this Vesak.

SAMPLE



Vesak is a time to
think about Buddha.

SAMPLE



SAMPLE

This is a **temple**.

We are praying
at the temple.

SAMPLE

Songkran

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 5

Word Count: 78

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. Tell students that Songkran is known as the Water Festival and people have fun spraying water on their friends and family. Explain that children make sand pagodas and give gifts to the monks. Have students locate, hear and repeat the words monks, temple and pagoda. *UnT4, UnT5
- After reading, make a list of the things that the children in the text do to celebrate Songkran. *UnT4, UnT5
- Use developmentally appropriate language to talk with students about why water might signal new beginnings (cleaning, washing). *UnT4, UnT5

Vocabulary: beginnings, festival, monks, pagoda, special, spray, temple, water

High Frequency Words: into, make, some, the, their, they, will

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words take and make. Hear the long medial vowel sound and notice the CVCe pattern. Change the first letter to make new words such as lake, fake and bake. *PKW4
- Locate the words think, their and they. Write out and notice the way each word ends. Add more high frequency words that start the same way (th) but end differently, such as the, them and then. *PKW4, PKW5

*National Literacy Learning Progressions

Songkran

A young girl with wet hair and a colorful dress, smiling and holding a silver bowl, celebrating Songkran. The background is a blurred outdoor setting with greenery and a path.

The Water Festival

It is Songkran.

Some people call this
the Water Festival.

SAMPLE



Songkran is a time to
think about
new beginnings.

SAMPLE



The children spray water
on their friends.

They spray water
in the street.

SAMPLE

Matsuri

Carole Crimeen
Suzanne Fletcher

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

Matsuri

A photograph of two young girls participating in a Shinto festival. They are wearing bright green kimonos with pink accents and large, light green hats decorated with colorful flowers. They are holding and playing traditional Japanese drums (taiko) with wooden mallets. The background is slightly blurred, showing other people and a yellow barrier.

Shinto Festival

We are going to see
the Matsuri parade.





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



4



The floats will get bigger
and bigger and bigger.



Lantern Festival

Carole Crimeen
Suzanne Fletcher



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Recount

Suggested Reading Recovery Level: 5

Word Count: 94

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. Tell students that the Lantern Festival is a time they will see lots of different lanterns; lanterns can be the shape of lions and dragons; people will dance on stilts and play drums and people will play cymbals. *UnT4, UnT5
- After reading, talk with students about the things they do with their family at special times such as birthdays, Christmas and Easter. *UnT4
- Contrast the simple lanterns and stilts that students may be familiar with, to the elaborate ones seen in the text.

Vocabulary: cymbals, dancers, dragon, festival, lantern, special, stilts

High Frequency Words: are, for, here, like, look, our, play, some, the, them, they, will, with

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate lantern and lanterns. Notice the s at the end of the word to denote plural. Find other words in the text that work the same way - stilts, cymbals, drums. Make two lists of words - one with each word in singular form and the other in plural form. *PKW5
- Make the word big with magnetic letters. Change the medial vowel to make bag, bug, bog. Repeat with other words from the text such as men (man, min), like (lake, luke) and will (wall, well). *PhA3, PKW4

*National Literacy Learning Progressions

Lantern Festival



Time To Spend With Your Family

It is the Lantern Festival.
Lantern Festival is a time
to be with our family.



We will see lots of lanterns.

Some lanterns are big.

Some lanterns are little.

SAMPLE





Look at this lantern.
It is like a dragon.