

## Suggested Teaching and Learning

Text Type: Non-Fiction Genre: Description
Suggested Reading Recovery Level: 3 Word Count: 58

#### **ACARA F-1 references**

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

Cross Curriculum Priorities: Sustainability

## **Understanding Texts**

- Before reading, talk with students about the importance of clean water.
   Ensure students know that plants, animals and people must have clean water in order to survive. \*UnT4. UnT5
- After reading, talk with students about what they have learned about clean water. \*UnT4, UnT5
- Discuss with students the importance of keeping waterways such as creeks, rivers and lakes clean and free from litter. Talk about the ways they can help to keep waterways clean. \*UnT4, UnT5

Vocabulary: flowers, kangaroo, water

High Frequency Words: all, can, help, in, is, likes, see, the, this, to, we, you

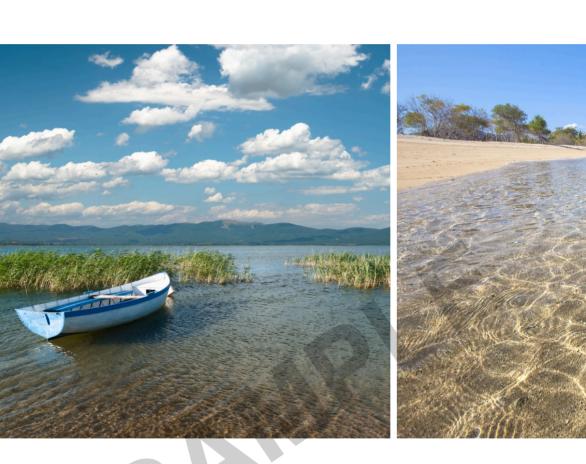
### Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the word clean. Notice the medial vowel team ea and the long vowel sound. Make a word string such as bean, lean and mean. \*PhA2, PKW6
- Locate the word clean. Notice the initial cl blend. Make a list of other words that start with cl such as clay, climb and clip.

<sup>\*</sup>National Literacy Learning Progressions



# This is **clean water.**







# We all need clean water.







Look at the bird.

The bird can find food in clean water.







## clean water



flowers

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## Clean Water

**Clean Water** is a simple informational text that outlines the importance of clean water in the environment. The text uses examples from the natural world to illustrate dependence on clean water.

#### 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.



