

REDUCE

REFUSE

Sustainability

3

On and Off

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SAMPLE

KNOWLEDGE
BOOKS AND SOFTWARE



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 1

Word Count: 66

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 turning the lights off when they leave a room. Ensure students know the different types of lights they will see in the text, particularly party lights, street lights and garden lights. *UnT4, UnT5
- Demonstrate one to one correspondence including tapping twice for the multisyllabic word garden. *FIY1, FIY2
- Ensure students read left to right, pointing crisply to each word. *FIY1

Vocabulary: garden, lamp, light, party, street, torch

High Frequency Words: are, is, off, on, the

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the words light and lights. Have students notice the s on the end of lights to denote plural. Add s to other words from the text such as lamp, street and garden, read the words and listen to how they change. *PKW5
- Make a word string using lamp such as camp, damp and stamp. Hear the rhyme and notice the pattern. *PhA2

*National Literacy Learning Progressions

On and Off



SAMPLE

Saving Resources and Money

The light is **on**.



The light is **off**.



The lamp is on.



The lamp is off.



The street lights are on.



The street lights are off.



The car lights are on.



Knowledge Books and Software

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First Published 2020

ISBN 9781922370020

Text and editing: Carole Crimeen
Design and layout: Suzanne Fletcher
Publisher: Robert Watts

Series Information: **Sustainability**

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On and Off

On and Off is a simple informational text that contrasts the concept of on and off using lights as an example. The text carries the message that we need to turn off the lights when not in use.

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.

