

REDUCE

REFUSE

Sustainability

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We Walk to School

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Suzanne Fletcher

KNOWLEDGE
BOOKS AND SOFTWARE



Suggested Teaching and Learning

Text Type: Non-Fiction

Genre: Description

Suggested Reading Recovery Level: 1

Word Count: 34

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 how they travel to school. Talk about the things they see on the way. Tell students they will read about all the things the children walk past on their way to school. Have students repeat the phrase, *we walk past*. *UnT4, UnT5
- Demonstrate one to one correspondence including tapping twice for the multisyllabic word statue. *FIY1
- Ensure students read left to right, pointing crisply to each word. *FIY1

Vocabulary: bridge, church, statue

High Frequency Words: the, we

Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the word statue. Clap the syllables. Ensure students can hear each syllable. Clap other familiar multisyllabic words such as students' names. *PhA2
- Make a word string using shops such as hops, tops and flops. Hear the rhyme and notice the pattern. *PhA2

*National Literacy Learning Progressions

We Walk to School



Staying Strong and Healthy

We walk to school.

SAMPLE



We walk past the park.

SAMPLE



We walk past the shops.

SAMPLE

cream & Sweet Grocery Store
our products are halal

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MOHAN & NATHAN
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PREMIUM OROMIAN COFFEE

we roast and grind our own Coffee Beans!

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AMASYA KEBABIS HOUSE
BRAIN GUY
Sold here



We walk past the clock.

SAMPLE

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We Walk to School

We Walk to School is a simple informational text that recounts all the things a child sees on their walk to school.

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.

