

The English Series

Year

English:

1

Aligned with the NEW  
v8.1 Curriculum.

How The Kangaroo  
Got Her Pouch

Long ago, kangaroos did not have pouches. This made it hard for one mother kangaroo. Her joey was always jumping away. She was scared he would get lost. "If only I could keep him safe," she sighed.

One day, the mother and her joey saw an old wombat. "Please help me," the wombat said. "I am very weak and I need water." "I will help you," said the mother kangaroo. "I'll hold onto my tail and I will take you to a waterhole. Joey, try to keep up."

It was a long way to the waterhole. When they reached it, the wombat drank for some time. Then he said shyly, "I'm very hungry. I haven't had any food for days."

"Then hold onto my tail again," said the mother kangaroo. "And I will take you to some nice juicy grass."

"I'm tired," said the joey. "Please carry me."

"I can't," said the mother kangaroo. Like all kangaroos, her arms were too short to carry the joey.

After another hard journey, they found the grass. The wombat ate for a long time. Suddenly, a hunter with a boomerang came towards them.

"Oh no!" cried the mother kangaroo. "He will kill the poor old wombat!" She jumped up and down in front of the hunter to make him notice her.

"A kangaroo!" said the hunter. "What luck! I will catch her to eat instead of that old wombat."

The hunter began to chase the mother



Thinking About Characters 1

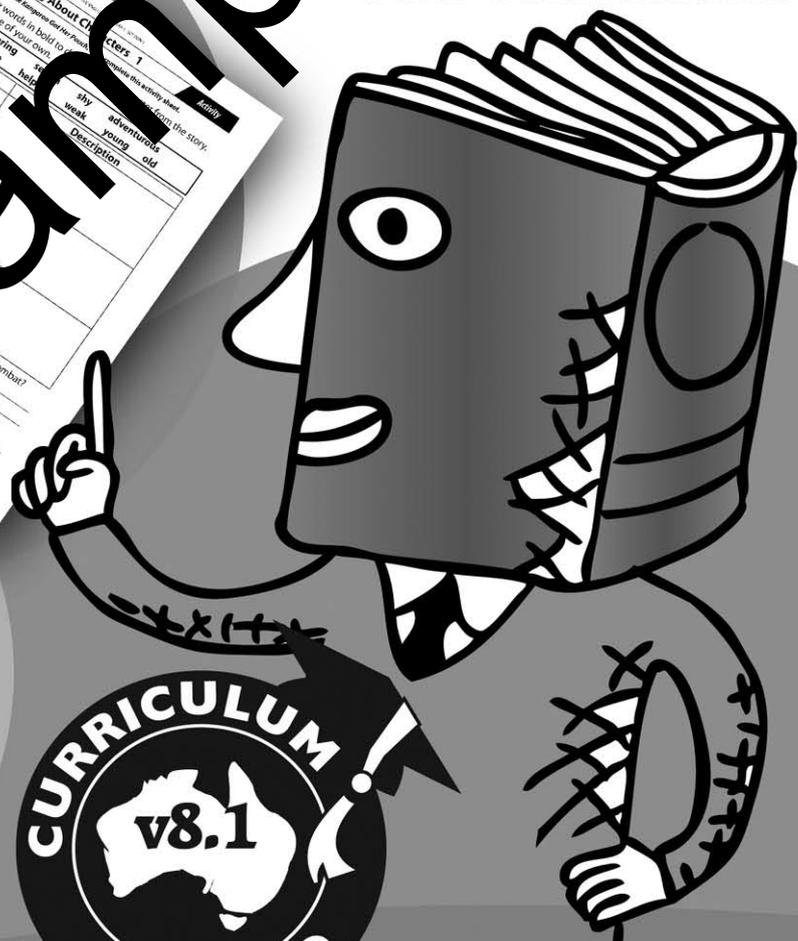
1. Use the words in bold to describe the characters in the story. Add some of your own.

Character	love	help	care	shy	adventurous
Mother kangaroo					
Joey					
Wombat					
Hunter					

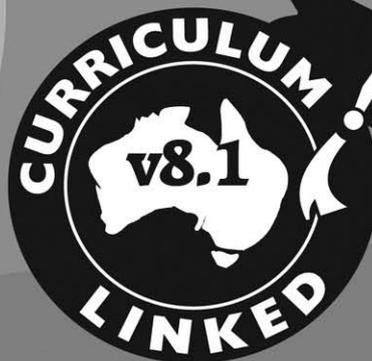
Activity

2. Read from the passage and write down the words you use to describe the characters.

Sample



By Brenda Gurr



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# Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. It is linked to the new v8.1 Australian national curriculum and each page in the book references the content descriptor/s and elaboration/s which it specifically addresses. Activities are linked to original texts and enable the students to demonstrate much of the new English curriculum for Year 1 students.

The activities assess a range of skills, allowing students to think carefully about the structure, language features and content of each accompanying text. Individual, partner and group activities are included and cater for different learning abilities and styles. Many activities are open-ended and enable the development of early years' thinking skills. Answers are provided at the back of the book.

*English: Year 1* is divided into four sections, which are detailed below.

## **Section One: Dreaming Stories**

The activities in this section relate to two Dreaming stories. The students will investigate characterisation, spiritual elements and story events. They will also complete creative writing and oral language activities.

## **Section Two: Folktales**

The activities in this section relate to two folktales from Japan and Sweden. The students will study cultural elements and compare the two texts, as well as complete an oral language activity.

## **Section Three: Poetry**

Two types of poems are provided in this section – one is made up of Haiku and the other is a structured rhyming poem. The students will investigate various poetic language features and elements, as well as focusing on descriptive language, punctuation, creative writing and group performance.

## **Section Four: A Procedure And A Recount**

In this section, two texts concerning spy activities are provided. The students will explore text stages, structure, characterisation, point of view and spelling. They will also perform a short presentation based on the theme of the texts.

## **Section Five: An Informative Text And A Persuasive Text**

In this section, students will examine two texts related to the topic of reading. Activities include: listening for details, group discussion of an issue, writing a structured text and text comparison.

# v8.1 Curriculum Links

## **Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)**

Elaboration

- becoming familiar with the typical stages of types of text including recount and procedure

## **Understand patterns of repetition and contrast in simple texts (ACELA1448)**

Elaboration

- discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry

## **Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)**

Elaborations

- using intonation and pauses in response to punctuation when reading
- reading texts and identifying different sentence-level punctuation
- writing different types of sentences, for example statements and questions and discussing appropriate punctuation

## **Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)**

Elaboration

- talking about effective words that describe a place, person or event

## **Discuss how authors create characters using language and images (ACELT1581)**

Elaborations

- identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts

- identifying how spiritual beings are represented in Aboriginal and Torres Strait Islander stories
- identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous

## **Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)**

Elaborations

- discussing characters from books and films and whether these are life-like or imaginary (for example talking animals)
- comparing characters and events in texts to students' own experiences

## **Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)**

Elaboration

- using arts methods and role play to express personal responses to characters and events in stories

## **Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)**

Elaborations

- examining different types of literature including traditional tales, humorous stories and poetry
- discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)

## **Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)**

Elaboration

- listening to and performing simple haiku poems about familiar topics such as nature and the seasons

**Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)**

Elaboration

- writing character descriptions drawn from illustrations in stories

**Use visual memory to read and write high-frequency words (ACELA1821)**

Elaboration

- learning an increasing number of high-frequency words recognised in shared texts and texts being read independently, for example 'one', 'have', 'them' and 'about'

**Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)**

Elaboration

- imitating a characteristic piece of speech or dialogue, the attitude or expression of favourite or humorous characters in texts

**Respond to texts drawn from a range of cultures and experiences (ACELY1655)**

Elaboration

- using drawing and writing to depict and comment on people and places beyond their immediate experience

**Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)**

Elaboration

- listening for details in spoken informative texts

**Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)**

Elaborations

- participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others
- taking turns, asking and answering questions and attempting to involve others in discussions
- experimenting with voice volume and pace for particular purposes including making presentations, retelling stories and reciting

rhymes and poems

**Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)**

Elaboration

- providing simple explanations about how to do or make something

**Describe some differences between imaginative informative and persuasive texts (ACELY1658)**

Elaboration

- comparing and discussing texts identifying some features that distinguish those that "tell stories" from those that "give opinions"

**Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction monitoring meaning and re-reading (ACELY1659)**

Elaborations

- using contextual and semantic knowledge to make predictions about a text's purpose and content
- combining knowledge of context, meaning, grammar and phonics to decode text
- recognising most high frequency sight words when reading text
- self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge
- reading aloud with developing fluency and intonation

**Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)**

Elaborations

- referring to learned knowledge of text structure and grammar when creating a new text
- applying new vocabulary appropriately in creating text
- learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events

- Read the Dreaming story below, then complete the activity sheets which follow.

## The Frill-Necked Lizard And The Flood

*(A Dreaming story from the Yorta-Yorta people, retold by Brenda Gurr.)*

Long ago, there was a time when the rains stopped. The animals couldn't find enough to drink. They met up to decide what to do. "I have a great idea," said the frill-necked lizard. "Please listen to me."

But nobody took any notice of the lizard. Why should they? Frill-necked lizards were small, shy and quiet. Instead, the animals argued among themselves.

"You birds can fly," said the mammals. "You should fly away somewhere else. Then the rest of us would have enough water."

"It's not up to us," said the birds. "It is the insects who should leave. There are so many of them and they are using up too much water."

"What about the fish?" said an insect. "Imagine how much water they must drink! They spend all day in it. It is they who should leave."

"I tell you, I have a very good idea," said the frill-necked lizard softly.

"You must listen!" He tried and tried to be heard. But the other animals just kept on arguing. They paid no attention to him.

Eventually, the lizard stopped trying to talk. What he was trying to tell them was that Baime, the creator of life, had given him the power to make rain. He felt very angry that no-one would listen. So he left the meeting and climbed to the top of the nearest hill. He opened up his frill, showing many beautiful colours inside – red, yellow, orange and green. Then the lizard began to sing, making a strange hissing sound.

The clouds heard the lizard's hissing and gathered to listen. As the hissing grew louder, the clouds became frightened. They shook with fear. This made it start to rain.

The frill-necked lizard's power was so strong that the rain went on for many months. The billabongs became rivers. The desert turned into a lake and many animals drowned.

Since that day, Aboriginal people do not hunt the frill-necked lizard. For if these lizards become angry, they may once again create rain and flood the land.





## Thinking About Characters 2

### Activity

- Read *The Frill-Necked Lizard And The Flood*, then complete this activity sheet.
- In the story *The Frill-Necked Lizard And The Flood*, the author describes the frill-necked lizard as “shy” and “quiet”. Tick two things that the lizard does that supports this description.
    - He stands at the back at the meeting.
    - He speaks in a soft voice.
    - He tells the animals that they aren't being nice.
    - He speaks loudly.
  - This story contains talking animals. Are they real or imaginary characters? Please tick:  real  imaginary
  - Why do you think that the author uses talking animals in the story?

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- The frill-necked lizard cannot get any of the animals to listen to him. How does he feel? What does he do about it?

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● Colour in the frill-necked lizard.



## WRITE

On the back of this sheet write about a time when you found it hard to get someone to listen to you. How did you feel? What did you do about it?

○ Read the poem *Leaves*, then complete the activity sheets which follow.

## Leaves

by N.R. Palmer

Look the leaves are red  
I sense the nights are longer  
Time to store my food



Look the leaves have gone  
The nights are getting colder  
Time to hide inside



Look the leaves grow fast  
Now the days are fresh and bright  
Time to feel the Sun



Look the leaves are green  
The days are warm and shady  
Time to eat my fill





## Investigating Haiku

## Activity

- Read *Leaves*, then complete the activity sheet.

Haiku poetry comes from Japan. Haiku poems are made up of three lines. The first and last lines have five syllables. The middle line has seven syllables. Haiku are often about things in nature, like animals and plants.



1. Colour in the leaves to show how many Haiku make up the poem *Leaves*.



2. Do all the Haiku follow the same syllable pattern? Circle: Yes / No
3. Look at the first line of each Haiku. How are they similar? What do these first lines focus on?

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4. Look at the second line of each Haiku. How are they similar? What do these lines focus on?

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5. Look at the final line of each Haiku. How are they similar? What do these lines describe?

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6. We have looked at how the poem uses repetition. Now let's look at how the poem uses contrasts. What contrasts are in each Haiku?

Circle: **weather**   **animal**   **leaves**   **plants**   **animal behaviour**

7. Over what period of time does the poem take place?

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