

'My Culture, My Country' lesson plan

Literature:

- Dunbi the owl – Pamela Lofts
- Ernie Dances to the Didgeridoo – Alison Lester
- How the birds got their colours – Pamela Lofts
- How the kangaroos got their tales – Pamela Lofts
- Tidalik the frog who wouldn't laugh – Cecilia Egan and Elizabeth Alger
- Why I Love Australia - Bronwyn Bancroft

Music:

- Advance Australia Fair
- Aunty Wendy's Mob CD

Language/Word Wall (Focus Tricky Words in bold, words that have already been introduced and are revision are in italics, new words in red). Vocabulary chosen to connect with the unifying theme and to respect key people in children's lives.

me **I** **my**
map live home
dad *brother* *mum* *sister* *nan*
pop *cousin* *aunty* *uncle* *family*

Outcomes in focus:

CUES1 Communicates some common characteristics that all people share, as well as some of the differences.
Australian curriculum: History – (ACHHK001) (ACHHK003)

English

V2 enjoys experiencing and responding to a range of spoken and written texts

V3 experiments with different aspects of spoken and written language

RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

Australian Curriculum: English

Language: (ACELA1428) (ACELA1430)

Literacy: (ACELA1646/1784) (ACELA1650) (ACELA1651)

Teacher reflection

"Under the unifying theme of 'My Culture, My Country', students are introduced to Aboriginal Dreaming stories. The lessons of the stories are connected to the school and class ethos of friendship and cooperation. Activities at different work stations connect to the theme and build students' capacity in speaking and listening, reading and writing"

4.2 – Manage a variety of activities, arranging transitions smoothly

Work Stations:

Drawing and writing Corner:

Have a range of maps provided as stimulus (map of Orange, NSW, Australia and world plus some old maps). Encourage children to create their own maps or draw and label places they have visited on the maps they are looking at (e.g. Nanna's house in Molong). Make a treasure map and go on a treasure hunt around the school. Take photos to use as stimulus for children to write about this experience the following day. Provide "old looking" paper for children to create their own treasure maps and label. Provide envelopes and have a list of student addresses to encourage children to practice writing their address or for them to write letters to their parents. All focus words should be displayed

Adult support needed: Liz

Painting:

Provide some Aboriginal artworks as stimulus and talk to children about the style and meaning of the artworks. Use and encourage lots of descriptive language. Encourage children to create their own paintings in a similar style. Tjanara will show children how she learnt to do dot paintings. Aboriginal flag will also be displayed in this area so children can paint their own flags if they wish.

Adult support needed: Tjanara

Reading:

Each morning the whole group will read a book from the literature list. The teaching focus will be on basic book conventions (front cover, title page, back cover, spine, left to right sweep). Australian Curriculum: English (ACELA1433)

Throughout the morning each child will read one on one with an adult and have their home reader set up/swapped over. Focus is reading together, not the child reading to an adult. Australian Curriculum: English (ACELA1649)

Constant Adult support required: Nadine

Dramatic Play:

Home corner set up for dramatic play with kitchen and babies.

No adult support required

Puzzles:

Puzzles of Australian and Aboriginal flag, maps of Australia, New South Wales and Orange.

Adult Support: Mel (no adult support during Crunch N Sip)

Sand and Water play:

Talk about sand and water being natural resources opposed to man-made. Allow children to play and explore, encouraging lots of descriptive language. A range of natural resources will be collected from Kate's farm for collage and model making.

Outside so adult supervision needed: Kate