

Changes Early Stage 1 Library Program

Connection focus: observing the way we and other living things can change in different ways over time.

HSIE STRAND

Students identify significant events in their lives and the lives of others. Students use images of the past as evidence of a former time and to relate to their own lives. Students identify how they and their family have changed.

SCIENCE STRAND

Students develop an understanding that environmental influences such as the weather and the seasons affect their activities.

They can discuss/draw various activities conducted at different times of the year/day.

PDHPE

Students explore and recognise a range of feelings and discuss likes and dislikes. They are able to identify people they can trust, are able to make friends and can recognise safe and unsafe situations.

Outcomes	Lesson Focus	Assessment
<p>English TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p> <p>RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.</p> <p>WES1.9 Engages in writing texts with the intention of conveying an idea or message.</p>	<p>Read <i>Alexander and the terrible, horrible, no good, very bad day</i> Discuss the feelings expressed in the story and have students talk about when they have had similar feelings and how they dealt with these.</p> <p>Read "Where the Wild Things Are". Discuss appropriate ways to deal with certain feelings and who we may ask for help when we feel this way</p>	<p>Students recall something from the terrible day, illustrate this event and add one sentence of text. Students are then asked to consider the opposite (a good day), illustrate this event and add one sentence of text.</p> <p>Students complete a collage of a Max face. (Teacher to prepare pieces). Students then complete the sentence: "When I feel wild, I....."</p>
<p>HSIE CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others</p> <ul style="list-style-type: none"> reflects on the changes described in <i>Aboriginal Dreaming stories</i> expresses some understanding of the significance of <i>Dreaming stories</i>. <p>English RES1.6 Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts.</p>	<p>Read "The Echidna and the Shade Tree." •Pause the story at various intervals, asking students to anticipate what will happen next. • Explain the significance of these stories to the heritage and culture of the Aboriginal people to which they belong.</p>	<p>Students complete a simple cloze passage completing sentences of text from the story.</p>

Changes Early Stage 1 Library Program

Outcomes	Learning Focus	Assessment
<p>HSIE CUES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others</p> <ul style="list-style-type: none"> engages with stories about other eras reflects on the lives of older people and the changes in people's lives talks about a family artefact sequences some images into chronological order communicates information about change. <p>PDHPE GDES1.9 Identifies how people grow and change</p> <ul style="list-style-type: none"> describes changes in their life. <p>English TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p>	<p>Read the story "Night Noises" Students share their own experiences with noises at night. Do they imagine similar sorts of things to the character in the story?</p> <p>Watch the YouTube dramatisation of the story Granpa. Stop the clip at various points to discuss what is happening. How are the seasons and characters changing? (NB. Consider the sensitivity of students before deciding to show the part of the story dealing with the death of the grandfather).</p>	<p>Students complete a worksheet, where they select a cartoon character head and a voice balloon. Inside the voice balloon, they write and/or draw the night noises that they imagine.</p> <p>Students create an aging Granpa, where they add white cotton wool hair and moustache to a cartoon face. Students suggest adjectives to describe Granpa and record their favourite adjective to complete the sentence.</p>
<p>PDHPE SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <ul style="list-style-type: none"> talks about feeling unsafe and safe. <p>PSES1.5 Seeks help as needed when faced with simple problems</p> <ul style="list-style-type: none"> identifies who to go to for help. <p>IRES1.11 Identifies how individuals care for each other</p> <ul style="list-style-type: none"> talks about feelings in different situations. identifies people they can trust. 	<p>Students listen to <i>Red Riding Hood</i> and discuss feelings in safe/unsafe situations the characters faced. Students:</p> <ul style="list-style-type: none"> discuss and identify bodily reactions to danger e.g. shaking, feeling sick, racing heartbeat discuss and list rules we have to keep ourselves safe e.g. at home and at school. <ul style="list-style-type: none"> Students complete a story map of one story to indicate when the character was in a safe situation, and when the character moved to an unsafe situation. 	<p>Students complete a worksheet where they analyse different pictures taken from the Red Riding Hood story and identify them as being either safe or unsafe situations.</p>
<p>SciTech INVES1.7 Investigates their surroundings by observing, questioning, exploring and reporting</p> <p>ESES1.6 Explores and identifies ways in which the environment influences their daily lives</p> <ul style="list-style-type: none"> there are seasons (and they have particular characteristics) 	<p>Students listen to "A Year on our Farm" and discuss the differences between the seasons.</p> <ul style="list-style-type: none"> What happens in each season on the farm? What different jobs do the characters have to do in the different seasons? What changes have occurred by the end of the year? 	<p>Students complete a worksheet where they match illustrations of trees with the correct season. They then relate their personal experiences of the different seasons and select their favourite. Students illustrate their favourite season with a picture depicting something that they do at that time of year.</p>