

# LIBRARY COMPONENT FOR EARLY STAGE 1 COGS UNIT - ME

*Connection focus:* developing an understanding of who we are by exploring what we have in common with others, and what is unique. How we express ourselves and communicate with others is part of our identity.

Objectives	Learning Activities	Assessment
<p><b>HSIE CUES1</b> Communicates some common characteristics that all people share, as well as some of the differences</p> <ul style="list-style-type: none"> <li>explores some languages used in the community</li> <li>shares own experiences of the effect of different languages in the community</li> <li>describes some practices and rituals that reflect beliefs</li> <li>associates Dreaming stories with Aboriginal beliefs.</li> </ul> <p><b>English RES1.5</b> Demonstrates developing reading skills to read short, predictable written texts on familiar topics.</p> <p><b>RES1.7</b> Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.</p> <p><b>TES1.1</b> Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p> <p><b>PDHPE IRES1.11</b> Identifies how individuals care for each other</p> <ul style="list-style-type: none"> <li>identifies their family members and friends</li> <li>talks about their role within the family.</li> </ul>	<p>Read the story, "I am Absolutely Too Small for School" by Lauren Child. Ask students to recall events from the story and compare their own feelings to the characters in the story.</p>	<p>Students identify an activity that they enjoy at school. They represent this as a drawing and describe the activity to the teacher-librarian, who scribes it for them onto the worksheet.</p>
	<p>Read the Dreaming story, "How the birds got their colours", edited by Pamela Lofts and written by various Aboriginal storytellers.</p> <ul style="list-style-type: none"> <li>Explain how story telling retains cultural traditions in different communities.</li> </ul>	<p>Students use art skills to decorate a bird to accompany the story, using the elements of the story to decide colour scheme. Students focus on presenting work neatly and effectively.</p>
	<p>Read the Dreaming story, "How the Kangaroos got their tails", edited by Pamela Lofts and written by various Aboriginal storytellers.</p> <ul style="list-style-type: none"> <li>Explain how story telling retains cultural traditions in different communities.</li> </ul>	<p>Students use traditional art techniques and colours to decorate a paddlepop stick to represent the spear from the story. Students attach this to the incomplete kangaroo illustration to represent the tail. Students focus on presenting work neatly and effectively.</p>
	<p>Read the story, "My Mob Going to the Beach." Discuss:</p> <ul style="list-style-type: none"> <li>how many people are in your family?</li> <li>do you have an extended family? (explain 'extended')</li> <li>where did your family originally come from?</li> <li>what does your family do together?</li> </ul>	<p>Students draw their mob. Teacher assists students to describe an activity that their family does together.</p>
	<p>Read the story, "Rosie Sips Spiders." Rosie sips spiders In this story, the characters muse upon their possible lives as adults, revealing some fascinating ambitions and dreams. Discuss with students their own likes, dislikes and ambitions.</p>	<p>Students identify something that they like to do and represent that with both an illustration and assisted writing.</p>

**NB.** All worksheets will be collated into a booklet and marked by the teacher-librarian, focusing on each student's effort to complete activities to the best of their ability. Anecdotal evidence will also be collected, related to each student's ability to work cooperatively with their peers.