

## LIBRARY COMPONENT OF STAGE 1 COGS UNIT - LOCAL PLACES

**Connection focus:** exploring our relationship with the natural, built and heritage environments in our local area and beyond and considering how we interact with, modify, and find our way around our local environment.

Within the library, students will complete literacy activities based on the books suggested in the COGs outline, along with other related texts. These worksheets will be collated into a booklet in their library folders and marked by the teacher-librarian.

Outcome	Learning Activity	Assessment
<p><b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>compares and contrasts natural and built features in their local area and the ways in which people interact with these features</li> </ul>	<p><b>Where the Forest Meets the Sea</b> Students listen to the story, "Where the Forest meets the sea" by Jeannie Baker. Discuss the pictures: why are some of the images transparent? What sorts of changes would be harmful to the rainforest? Listen to a recording of rainforest sounds. What do they hear? What do they imagine while they are listening to the music?</p>	<p>Students complete an activity based on the line, "I follow a creek into the rainforest". They draw and describe what they see there.</p>
	<p><b>Lester and Clyde</b> Students listen to the story, "Lester and Clyde" by James H Reece. Discuss the messages contained in the story.</p>	<p>Students complete a literacy activity, focusing on selecting the correct word to fit into the cloze passage. They illustrate their favourite part of the story.</p>
<p><b>HSIE</b> <b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li><i>participates in discussion on the connections between Aboriginal people and the land</i></li> <li><i>identifies some of the strategies Aboriginal people used to manage the environment.</i></li> </ul>	<p><b>The Little Flying Fox</b></p> <p><a href="#">view The little flying fox</a> and read the story available in the Big mob books for little fullas kit (BOS). The story is told by Pauline McLeod, an Aboriginal storyteller. Discuss the art of storytelling - how did Pauline make the characters come alive in the story? Discuss how the story gives a reason for why things happen. What is the reason given in this story?</p> <p>Use some words to describe the flying fox.</p>	<p>Students complete an activity based on story, creating voice balloon for Little Flying Fox and answering a question about the text.</p>
	<p>From the Big mob books for little fullas (BOS) literacy teaching kit, choose <b>Paddy's Island</b>.</p> <p>Use the discussion points to develop an understanding of Aboriginal peoples' connection to the land.</p> <p>Look at the map on the front cover of the book. Discuss the fact that this story is from our local area. Ask who has been to Port Kembla beach. Discuss that Paddy's Island is nearby. Listen to the story from the tape provided in the Big Mob kit. Practise saying the numbers in the Wadi Wadi language.</p>	<p>Students complete a matching activity, where they match the numbers 1-5 with the corresponding Wadi Wadi word and picture. Students then draw their own version of the island.</p>

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<p><b>HSIE</b> <b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p>	<p>Read the poem “My Land” by Aunty Beryl Carmichael which describes how she feels about her country.</p> <ul style="list-style-type: none"> <li>• Identify the nouns or parts of the land that Aunty Beryl has described e.g. gumtrees, and the words she used to describe them e.g. tall, swaying in the breeze</li> <li>• Discuss the meaning of the poem. Ask:               <ul style="list-style-type: none"> <li>- what does Aunty Beryl’s Land look like?</li> <li>- how does Aunty Beryl feel about her Land?</li> <li>- why does she feel this way?</li> </ul> </li> </ul>	<p>Students provide appropriate illustrations to match lines from the poem, “My Land”.</p>
<p><b>HSIE</b> <b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>• <i>participates in discussion on the connections between Aboriginal people and the land</i></li> <li>• <i>identifies some of the strategies Aboriginal people used to manage the environment.</i></li> </ul>	<p><b>Living with the land</b>  <b>Connection link: raising student’s awareness of Aboriginal people’s connection with the land</b></p> <p>From the Big mob books for little fullas (BOS) read Gami’s place included in the <a href="#">Caring for Place – caring for Country (DET)</a> teaching kit.</p> <p>Discuss: What are the differences between Gami’s and Gawa’s places?</p>	<p>Students complete a table that organises words into belonging to either Gami’s place or Gawa’s place.</p> <p>Students then draw a picture of their own favourite place.</p>
<p><b>HSIE</b> <b>ENS1.6</b> Demonstrates an understanding of the relationship between environments and people</p> <ul style="list-style-type: none"> <li>• <i>participates in discussion on the connections between Aboriginal people and the land</i></li> <li>• <i>identifies some of the strategies Aboriginal people used to manage the environment.</i></li> </ul>	<p><b>Living with the land</b>  <b>Connection link: raising student’s awareness of Aboriginal people’s connection with the land</b></p> <p>From the Big mob books for little fullas (BOS) read Ten Little Jarjum.</p> <p><i>(Literacy link: shared reading to relate the relationship between the subject matter (the environment) and the characters, to their own experiences)</i></p>	<p>Students choose the correct verb to complete the sentences from the story.</p> <p>Students then complete a symmetrical drawing of the turtle from the story.</p>