

# The World Around Us Prep to Grade 3

## Sustainability Focus

Education for sustainability develops the knowledge, skills and values necessary for students to act in ways that contribute to more sustainable patterns of living.

Reading previously shortlisted [Environment Award for Children's Literature books and the short stories by award winning authors](#) on the website will provide opportunities for teachers to incorporate aspects of the Australian Curriculum: English F-Year 6 into their classrooms.

These activities explore the lives and habitats of native Australian animals and the impact that human activities is having on them.

## Relevant Links to the Australian English Curriculum

Foundation/Prep	Year 1	Year 2	Year 3
Language			
<p>Expressing and developing ideas Explore the different contribution of words and images to meaning in stories and informative texts.</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school.</p>	<p>Language for interaction Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.</p> <p>Expressing and developing Ideas 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).</p>	<p>Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things.</p> <p>Expressing and developing Ideas Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives.</p>	<p>Expressing and developing ideas Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense.</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs.</p>

## Relevant Links to the Australian English Curriculum (cont.)

Foundation/Prep	Year 1	Year 2	Year 3
Literature			
<p>Literature and context Recognise that texts are created by authors who tell stories and share experiences that may be similar or different from students' own experiences.</p> <p>Responding to literature Respond to texts, identifying favourite stories, authors and illustrators.</p> <p>Share feelings and thoughts about the events and characters in texts.</p> <p>Creating literature Retell familiar literary texts through performance, use of illustrations and images.</p>	<p>Responding to literature Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.</p> <p>Express preferences for specific texts and authors and listen to the opinions of others.</p> <p>Examining literature Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts.</p> <p>Creating literature Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.</p>	<p>Responding to literature Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences.</p> <p>Creating literature Create events and characters using different media that develop key events and characters from literary texts.</p>	<p>Responding to literature Draw connections between personal experiences and the worlds of texts, and share responses with others.</p> <p>Examining literature Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative.</p> <p>Creating literature Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle.</p>

## Relevant Links to the Australian English Curriculum (cont.)

Foundation/Prep	Year 1	Year 2	Year 3
Literacy			
<p>Interpreting, analysing, and evaluating Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.</p>	<p>Interpreting, analysing, and evaluating Describe some differences between imaginative informative and persuasive texts.</p> <p>Creating texts 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.</p>	<p>Texts in context Discuss different texts on a similar topic, identifying similarities and differences between the texts.</p>	<p>Interacting with others Plan and deliver short presentations, providing some key details in logical sequence.</p> <p>Interpreting, analysing, and evaluating Identify the audience and purpose of imaginative, informative and persuasive texts.</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.</p> <p>Creating texts Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose.</p>

## View the full list of F-Year 6 English descriptors

### Other classroom activities

Selecting a book from the [Environment Award for Children's Literature shortlist](#) or using the short stories above, students could:

- draw a picture of the animal from the description in the book
- discuss how they feel about what happens in the story
- relate one or two key facts from the story
- create a simple, correctly-sequenced retelling of the story
- develop a storyboard (without words) that tells the story of the book and communicates the feelings of the characters via facial expressions
- make a Word Wall or glossary for new vocabulary learnt
- identify effective use of nouns, verbs, adjectives and adverbs in the story
- view stories by Aboriginal and TSI Peoples from online sources that communicate their relationship with the land and care of animals, and appreciate the oral tradition of Australian and Torres Strait Islander Peoples
- engage in role-play to express their response to the characters and events in the story
- summarise the content (facts) and the message (theme) of the story
- select a favourite text and explain why they like it
- discuss how plots develop including beginnings (orientation), how the problem (complication) is introduced and solved (resolution)
- identify how the author makes us think of the animal in human terms (the anthropomorphic viewpoint)
- tell the story from a different point of view
- construct a sequel to the story
- learn about the use of language to give facts and state opinion; communicate what is fair/unfair; and discuss the consequences of actions
- connect the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships
- discuss the similarities and differences between two books on the shortlist
- explore words that express judgements about characters or events
- explore and discuss any moral dilemmas presented in the stories
- research a conservation topic to prepare an oral or multimodal presentation, using storyboards to plan the sequence of ideas
- identify the author's point of view and the key words intended to persuade readers to agree with this view

### Share your story/illustration

Using what you've learned from this lesson plan or one of the [three short stories](#) by authors Narelle Oliver, Michael Gerard Bauer and Samantha Wheeler ([eacl.org.au/learn](http://eacl.org.au/learn)) write or illustrate a nature scene. We'd love to see them! Email us at [eacl@wilderness.org.au](mailto:eacl@wilderness.org.au) and let us know your name, age, and where you're from!

