



LESSON PLANS: YEAR K – 2

- Lesson Title:** In the deep dark woods!
- Year Group:** K - 2
- Resources:** The Gruffalo by Julia Donaldson (audio or hard copy)
Setting and Character work sheet.

Lesson Overview

In this lesson, students will listen to audio book of 'The Gruffalo' or be read the hard copy and engage in discussion and activities around the setting and the characters.

In response to the story students will complete activities that relate to the setting and characters.

Aims and Objectives

Students will:

- Listen to the story 'The Gruffalo' by Julia Donaldson.
- Develop prediction skills.
- Identify the characters and setting of the story.
- Demonstrate their understanding of beginning, middle and end through role play.



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Australian Curriculum Links

K-PP	1	2
Literature		
Share feelings and thoughts about the events and characters in texts (ACELT1783)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
Identify some features of texts including events and characters and retell events from a text (ACELT1578)	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	Compare opinions about characters, events and settings in and between texts (ACELT1589)
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

Cross-Curricula links:

Drama

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
- Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))



General Capabilities

Literacy

Critical and creative thinking

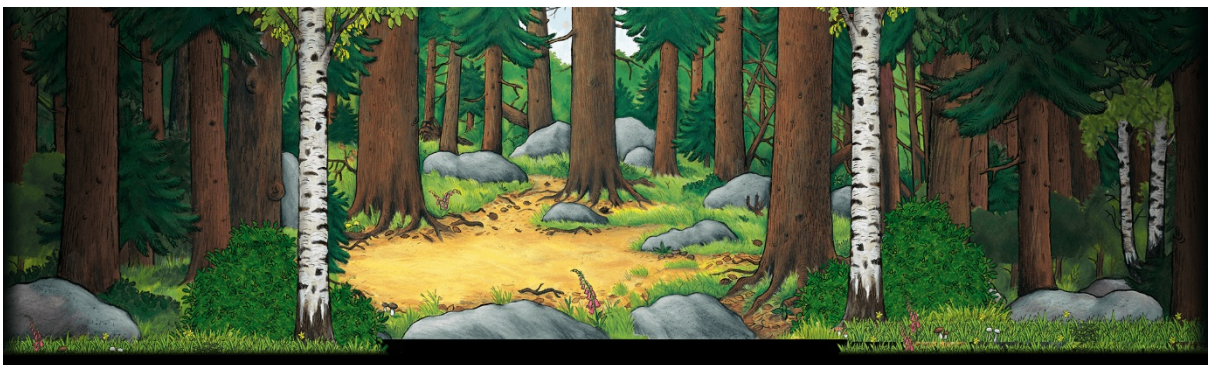
Personal and social Capability

Scot Catalogue Terms

Listening, speaking, characters, settings (narratives), illustrations, Plots (Stories).

Lesson Introduction

1. Show students the cover of 'The Gruffalo' or the first page.



Have a class discussion of where the story will take place. Emphasise that we call this the setting of the story. (If no-one suggests the woods, say this is the deep, dark woods where the story is set).

2. You could also discuss what animals might live in the woods.



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(K-PP might need the story to begin!)

3. Share with students the aim of the lesson. (To identify the setting and characters of the story)

Main Teaching

4. Read the story to the students, stop before each new character is introduced and have students predict what animal will come next. If a hard copy version is not available, use the audio version.
5. After the story has been read, have students work in small groups to sequence events in the story. Focus on beginning, middle and end. *Provide each group with pictures of the characters from the story (mouse, Gruffalo, owl, snake, and fox)*

Plenary

6. Have students complete a worksheet to consolidate student learning of characters, setting and beginning, middle and end. See resources.
7. After reading the story a few times with the students, have students in groups of 5 role play the story and perform to class. *A great addition is to have students create character masks to help their performance.*



Further Learning

Visit the Gruffalo website to integrate ICT into the classroom. Here you will be able to explore the deep, dark woods and listen to the Gruffalo song. On-line interactive games for students to play.

<https://www.gruffalo.com/>

Watch 'The Gruffalo' on ABC iView with your class. After viewing, as a class you can do a comparison with the video to the book.

<https://iview.abc.net.au/show/gruffalo>

Encourage students to read for the MS Readathon. Ask students about their favourite stories and to re-read them. Read a friend's favourite story. Record all reading for the MS Readathon fundraiser on August 1st. Play this great video available from Stephen that you can share with your students to explain the MS Readathon.

<https://youtu.be/vy9fhW6JCHA>



LESSON PLANS: YEAR K – 2

- Lesson Title:** Cooking in the Garden
- Year Group:** K - 2
- Resources:** Wombat Stew by Marcia Vaughan
Large pale or bucket, wooden stick.
What went into the stew? Booklet

Lesson Overview

In this lesson students will listen to Wombat Stew by Marcia Vaughan. This lesson is designed to help develop student's awareness of different text structures. This text is fantastic to assist students in understanding a procedure.

In response to this story students will make their own wombat stew and create a procedure.

Aims and Objectives

Students will:

- Listen to the story 'Wombat Stew' by Marcia Vaughan.



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- Develop procedure writing skills.
- Identify ingredients of Wombat Stew.
- Demonstrate their understanding of following a procedure through role play.

Australian Curriculum Links

K-PP	1	2
Literature		
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Identify some features of texts including events and characters and retell events from a text (ACELT1578)	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	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 (ACELY1661)	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)



Cross-curricula

- A study on Australian animals (HASS)
- Dance/Drama/Art

General Capabilities

Literacy

Critical and creative thinking

Personal and social Capability

Scot Catalogue Terms

Listening, speaking, informative texts, procedures, recipes, characters, illustrations.

Lesson Introduction

1. Before reading the story have students predict what they think will happen in the story focusing on the illustrations on the cover. Use open-ended questioning to expand student answers and identify what made them respond that way.



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2. Read Wombat Stew to the class. Engage students to read-along with you through the story. By the end, the students will be chanting the rhyme with enthusiasm.
3. Share with students the aim of the lesson (to write your own procedure. For K-PP to orally say a procedure). Students will need to be told what a procedure is.
 - i. A procedure is a series of steps to help you create something. For example, a recipe or how to build a toy car.
 - ii. Show examples of some recipes to students on an interactive whiteboard. Highlight how each recipe has a title, list of ingredients and the method/steps.

Main Teaching

4. Explain to students that we are going outside to make our own Wombat Stew. Before going outside assign each student to a character.
5. Once outside (bring the book) read the story again with the students acting out their parts. Use a pale or bucket for the cauldron, a stick to help stir and natural things for the ingredients (e.g. honkey nuts for bugs, grass and leaves for worms)
6. If time swap characters and have students lead the reading.

Plenary



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7. As a class write the procedure on how to make Wombat Stew.
8. Have students (year 1-2) write their own procedures (could use a template to help them). For K-PP they could orally recite the procedure for you or draw pictures of all the ingredients in a cauldron or complete what went into the stew? booklet.
9. Wombat Stew is a great way to engage students in Australian animals. You could extend their learning into HASS by having students do a project on a chosen Australian animal focusing on their habitats and needs.

Further Learning

Some teaching notes on Wombat Stew from Scholastic:

https://resource.scholastic.com.au/resourceFiles/8359739_51650.pdf

Audio book on YouTube

<https://www.youtube.com/watch?v=FiOCmgRQuw8>

Remind students to keep recording their reading and to add Wombat Stew to their reading tally.