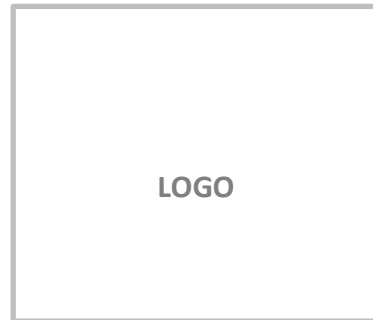


GLENMORE PARK LEARNING ALLIANCE

EARLY STAGE ONE

This Is Me



PERSONAL AND FAMILY HISTORIES

HISTORY UNIT














STAGE STATEMENT

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

The following Cross-Curricular Priorities and General Capabilities are evident in the following unit:

CROSS-CURRICULUM PRIORITIES AND GENERAL CAPABILITIES

	Aboriginal and Torres Strait Islander histories and cultures	✓
	Asia and Australia's engagement with Asia	✓
	Sustainability	✓
	Critical and creative thinking	✓
	Ethical understanding	✓
	Information and communication technology capability	✓
	Intercultural understanding	✓
	Literacy	✓
	Numeracy	✓
	Personal and social capability	✓
	Civics and citizenship	✓
	Difference and diversity	✓
	Work and enterprise	✓

QUALITY TEACHING ELEMENTS

Intellectual Quality		Quality Learning Environment		Significance	
Deep Knowledge	✓	Explicit Quality Criteria	✓	Background Knowledge	✓
Deep Understanding	✓	Engagement	✓	Cultural Knowledge	✓
Problematic Knowledge	✓	High expectations	✓	Knowledge Integration	✓
Higher-Order Thinking	✓	Social Support	✓	Inclusivity	✓
Metalanguage	✓	Students' self-regulation	✓	Connectedness	✓
Substantive Communication	✓	Student direction	✓	Narrative	✓

NOTE

The differentiated activities in this unit are a set of possible learning opportunities to be taught at teacher discretion. This program is NOT designed to be taught in its entirety. It is anticipated that educators will select and teach only those activities pertaining to their students' needs, interests and rate of learning with changes to school routine in consideration.

This Is Me

UNIT FOCUS

*The unit “**This is Me**” provides students with the opportunity to learn about their own history and that of their family; this includes stories from a range of cultures and other parts of the world.*

DURATION

The students will engage in one hour of History a week for the duration of 5/6 weeks in completing this unit.

BACKGROUND KNOWLEDGE

This unit provides opportunities to explore students’ lives and special characteristics.
The unit focuses on students’ backgrounds, past experiences and memories, and on important people in their lives. It provides them with opportunities to compare themselves with others in their class and with people from different places and times.

VOCABULARY

- family, brother, sister, extended family, family tree, difference/similar, Dreamtime, language, culture, celebration, origin, icon, symbols, common, community, roles.

OUTCOMES

Personal and Family Histories	HTe-1	A student communicates stories of their own family heritage and the heritage of others.
	HTe-2	A student demonstrates developing skills of historical inquiry and communication

CONTENT OVERVIEW

HISTORICAL CONCEPTS	HISTORICAL SKILLS
<p>Who the people in their family are, where they were born and raised and how they are related to each other</p> <ul style="list-style-type: none">➤ Identify people in their immediate families and show relationships between family members.➤ Discuss where members of their families were born and locate countries of origin of students' families in the class.➤ Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'➤ Discuss the significance of the chosen treasured object or photograph (it may be important or significant to themselves but not to others).➤ Pose questions about another's object or photograph.	<p>Comprehension: chronology, terms and concepts</p> <p>Students:</p> <ul style="list-style-type: none">➤ Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.➤ Sequence familiar objects and events.➤ Distinguish between the past, present and future. <p>Use of sources</p> <p>Students:</p> <ul style="list-style-type: none">➤ Explore and use a range of sources about the past.➤ Identify and compare features of objects from the past and present. <p>Perspectives</p> <p>Students:</p> <ul style="list-style-type: none">➤ Explore a point of view. <p>Empathetic understanding</p> <p>Students:</p> <ul style="list-style-type: none">➤ Recognise differences and similarities between individuals and families in the past and present.

This Is Me

FOCUS:

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTe-1 A student communicates stories of their own family heritage and the heritage of others.</p>	<p>Explore a point of view.</p> <p>Recognise differences and similarities between individuals and families in the past and present.</p> <p>Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.</p>	<p>Ignition Activity: Exploring me through music and movement</p> <ul style="list-style-type: none"> □ Students develop an awareness of their own body through movement, focusing on body parts through songs and games e.g. <i>Head, shoulders, knees and toes, Body talk</i> and <i>Simon says</i>. □ Use a chant, e.g. ‘When I get mad I beat my drum’ from <i>Vocal-Ease modules 1 & 2</i> to: <ul style="list-style-type: none"> ▪ experiment with making drumming sounds and echoing drum patterns ▪ tap the beat while listening to the chant ▪ teach the chant by imitation ▪ experiment with chanting in different ways (softly, loudly, in a squeaky voice and so on) <p>Each student creates their own version of the chant by varying the text and inventing actions.</p> <p>2. Activity: Our names: getting to know all class members</p> <ul style="list-style-type: none"> □ Students sit in a circle and take turns to say their name (first name, family name and the name they may be known as). Ask students to think about what their preferred name is and why they prefer it. Take turns to say their name and something about themselves, e.g. I have 3 brothers and sisters; I like playing ... ; I am proud of ... □ Continue with questions to encourage students to share some of their cultural background, their special abilities and desires. □ Model a memory game with 5–6 students at a time. Taking turns around the circle, add each student’s name and something special about them e.g. Monica has a lovely smile, Jack helps people. Provide assistance where necessary. □ Divide students into small groups to continue the game by themselves. <ul style="list-style-type: none"> ▪ Can be undertaken a number of times with different criteria. 	<p>Vocal - Ease Modules 1 & 2</p>

		<p>3. Activity: Read a story based on activities at school</p> <ul style="list-style-type: none"> □ e.g. <i>The first day at school</i> – Yvonne Jagtenberg, <i>Our school fete</i> – Louise Pfanner, <i>I am too absolutely small for school</i> – Lauren Child. <ul style="list-style-type: none"> ○ Students mime activities inspired by the story while classmates try to guess what they are doing. ○ Each student creates a movement sequence based on their mime. Develop the mime further by varying the tempo and size of the movement. <p>5. Worksheet: Specifically</p> <ul style="list-style-type: none"> □ All About Me (attached worksheet PDF) <p>EXTENSION</p> <p>Activity: Modelling me</p> <ul style="list-style-type: none"> □ ‘Students model themselves using modelling clay. These models will provide an initial assessment of students’ current understanding of themselves. □ Teachers can keep the models or take a photo for future reference. They will be used to compare with a model the students make at the end of the unit. <p><i>(Numeracy link: uses everyday language such as ‘round’ and curved’ when describing models)</i></p>	<p><i>The first day at school</i> – Yvonne Jagtenberg</p> <p><i>Our school fete</i> – Louise Pfanner,</p> <p><i>I am too absolutely small for school</i> – Lauren Child.</p> <p>Modelling Clay (extension activity)</p>

This Is Me

FOCUS:

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTe-1 A student communicates stories of their own family heritage and the heritage of others.</p> <p>HTe-2 A student demonstrates developing skills of historical inquiry & communication.</p>	<p>Identify people in their immediate families and show relationships between family members.</p> <p>Discuss where members of their families were born and locate countries of origin of students' families in the class.</p> <p>Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.</p> <p>Recognise differences and similarities between individuals and families in the past and present.</p>	<p>Ignition Activity: Ongoing sensory games (may be used as lesson break activities)</p> <ul style="list-style-type: none"> • Sound games: <ul style="list-style-type: none"> - Chinese whispers - kangaroo skippyroo - guess who's speaking - clapping games. • Action games: <ul style="list-style-type: none"> - in a circle pass around a smile, a sad face, an angry face, etc - wink murder. • Touch games: <ul style="list-style-type: none"> - the train game - passing a squeeze - Mexican wave. • Identification games: <ul style="list-style-type: none"> - feely bag, smells, tastes. <p>Awareness of food allergies is important. <i>(Literacy link: gives simple spoken descriptions of familiar objects focusing on appropriate naming and describing words)</i></p> <p>2. Activity: Our birthdays</p> <p>Prepare an outline of a birthday graph. Give each student a card with their name.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display a poster or read a story about a birthday or name day. Discuss: <ul style="list-style-type: none"> ▪ what is a birthday? What is a name day? ▪ why, how and when is it acknowledged? <input type="checkbox"/> Identify students' birthdays and list on a calendar. Students sit in birthday month lines to model a graph. <ul style="list-style-type: none"> • The teacher: asks students born in each month to stand up the students are counted • The students: <ul style="list-style-type: none"> - place their name card on the graph to represent their birthday month - count to find the total for each month - discuss the month with the most birthdays, how many more for one month than another month etc. If there is a month without any birthdays, introduce the concept of zero. <i>(Numeracy link)</i> 	<p>Students birthdays.</p> <p>Outline of birthday graph.</p>

- Students use the calendar to identify the day of the week on which their birthday occurs this year. (*Numeracy link*)



Learning Maps: Images or visuals are used to map out processes for learners to follow.

3. Activity: Celebrations

- Students draw a picture of themselves to show how they celebrate a birthday in their family. Ask:
 - do you go out to a restaurant to celebrate?
 - do you celebrate with grandparents, aunts and uncles?
 - do you have a cake?
 - do you get presents?
 - do you have a party?
 - do you go out somewhere special?
 - Discuss special customs or traditions associated with a birthday.
 - Students present and briefly explain their drawing to the class. Note any particular cultural differences brought up during the students' presentations. Include birthday cards, gifts/presents, special meals, traditional foods, cake, candles, clothing, games and other culturally specific examples. Share information, drawing attention to similarities and differences.
 - Share some oral stories of special birthdays that you, or your students, have attended e.g. a great grandparent turning 80/90/100. What was special about this celebration?
- Ask: what other special events do you celebrate? Discuss other celebrations inclusive of Christmas, Easter and other events with specific cultural or religious significance to students.

Assorted images of celebrations throughout the world.

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTE-1 A student communicates stories of their own family heritage and the heritage of others.</p>	<p>Recognise differences and similarities between individuals and families in the past and present.</p> <p>Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'</p> <p>Explore a point of view.</p>	<p>4. Activity: Personal characteristics</p> <p>May be covered in several lessons throughout a day or week.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students look at themselves in the mirror to identify hair colour, length, style (straight, curly, spiked) and eye colour. Ask questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> does everyone have the same type of hair? <input type="checkbox"/> how is each person's hair different? <input type="checkbox"/> Discuss similarities and differences between students. Students sit in rows according to a) hair colour b) eye colour. Discuss how the class might show this information e.g. have students stand in a line and represent this as a picture on the blackboard. <input type="checkbox"/> As a class, construct graphs of a) hair colour and b) eye colour. Students can cut out coloured squares and glue onto a chart to make a data display. <input type="checkbox"/> Discuss the results. Students interpret the results by identifying the most common and least common hair and eye colours and answer questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> how many students have green eyes? <input type="checkbox"/> how many students have black hair? (<i>Numeracy link</i>) <input type="checkbox"/> Play a game with the class about common characteristics e.g. <ul style="list-style-type: none"> <input type="checkbox"/> stand up if you have brown hair <input type="checkbox"/> clap your hands if you have spiky hair <input type="checkbox"/> come out to the front if you have blue eyes. <p>Use word cards to substitute names and characteristics, adding colours and pictures to the cards to assist students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss what the class has learnt so far: <ul style="list-style-type: none"> - does everyone in our class look the same? - why do you think we all look different? - are some people more alike than others? - what do you think our class would be like if we were all the same? - measure differences in students by having them compare height e.g. by standing back to back and length e.g. by comparing shoe size. <p>Refer to <i>Teaching measurement, Early Stage 1</i> (DET) for lesson ideas.</p>	

5. Worksheet: Specifically

- All About Me (attached worksheet PDF)


EXTENSION Activity: Self-portrait drawing


- Students draw a self-portrait. A variety of media can be used e.g. pencil, coloured pencil, crayon, pen. The teacher notes how much detail the students include and what prior knowledge they have.
- Students compare and discuss their self-portraits and talk about features of their work (colour, shape, line, texture).
- Talking about portraits
- Investigate various portraits by artists e.g. image 13 Portrait in the mirror by Margaret Olley (http://www.artgallery.nsw.gov.au/collection/simple_search) from Enter Art image kit (DET), image 9, Woman at window by Ian Fairweather; image 13, Self-portrait by Kieran Hall from Beyond the Frame image kit (DET)
- Discuss:
 - who is an artist?
 - what is a portrait? What is a self-portrait?
 - the colours, shapes, lines, textures in each work
 - what's the same or similar about each portrait? What's different?

Beyond the Frame image kit (DET)

This Is Me



FOCUS:


OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTE-1 A student communicates stories of their own family heritage and the heritage of others.</p> <p>HTE-2 A student demonstrates developing skills of historical inquiry & communication.</p>	<p>Identify people in their immediate families and show relationships between family members.</p> <p>Discuss where members of their families were born and locate countries of origin of students' families in the class.</p> <p>Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'</p> <p>Discuss the significance of the chosen treasured object or photograph (it may be important or significant to themselves but not to others).</p> <p>Pose questions about another's object or photograph.</p> <p>Explore a point of view.</p>	<p>1. Ignition Activity: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play a game with the class about common characteristics e.g. <ul style="list-style-type: none"> - stand up if you have brown hair , - clap your hands if you have spiky hair - come out to the front if you have blue eyes. <p>Model statements that compare students e.g. Julie and Jack are similar because they both have brown eyes. Julie and Jack are different because Julie has black hair and Jack has red hair.</p> <p>2. Activity: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify places in the community where a language other than English is used e.g. food outlets, restaurants, markets, travel agency. <input type="checkbox"/> Identify some of the languages spoken in the families of class members. If no other languages are spoken then explain that languages other than English are sometimes spoken in peoples' homes. <p>3. Activity: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share a story that can be told in both English and another language e.g. the recording of <i>My mob</i> from the <i>Big mob books for little fullas</i> (BOS) is told in both English and Gumbaynggirr. If possible, ask a parent from a non English speaking background to tell the story <i>My mob</i> or a similar story in their own language and explain some of the family relationships common to their culture. Alternatively listen to some video recordings of Aboriginal and other cultural stories sourced from an internet video site. <input type="checkbox"/> Collaborate with the local Indigenous community; consider telling stories through dance, movement and drama. <p> Story Sharing: Approaching learning through narrative. Personal narratives (stories) are central</p>	<p>The recording of <i>My mob</i> from the <i>Big mob books for little fullas</i> (BOS) is told in both English and Gumbaynggirr</p>

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTe-1 A student communicates stories of their own family heritage and the heritage of others.</p> <p>HTe-2 A student demonstrates developing skills of historical inquiry & communication.</p>	<p>Discuss where members of their families were born and locate countries of origin of students' families in the class.</p> <p>Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.</p> <p>Sequence familiar objects and events.</p> <p>Explore a point of view.</p> <p>Recognise differences and similarities between individuals and families in the past and present.</p>	<p>4. Activity: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dreaming stories <ul style="list-style-type: none"> • Read some Dreaming stories written for young students, such as the Ashton Scholastic series edited by Pamela Lofts and written by various Aboriginal storytellers that are different to those that have not already been used. (These books, from Ashton Scholastic, are part of an Aboriginal and Torres Strait Islander resource pack for teachers) <ul style="list-style-type: none"> • Explain how story telling retains cultural traditions in different communities. <p> Story Sharing: Approaching learning through narrative. Personal narratives (stories) are central</p> <p>5. Worksheet: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> All About Me (attached worksheet PDF) <p>EXTENSION</p> <p>Activity: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share and discuss stories from the local community. These could be simple recounts of a particular event or a well known incident. Stories of particular people and their contribution to community and events could also be used. 	<p>Dreaming stories such as the Ashton Scholastic series edited by Pamela Lofts.</p>

This Is Me

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<p>HTe-1 A student communicates stories of their own family heritage and the heritage of others.</p> <p>HTe-2 A student demonstrates developing skills of historical inquiry & communication.</p>	<p>Identify people in their immediate families and show relationships between family members.</p> <p>Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'</p> <p>Pose questions about another's object or photograph.</p> <p>Sequence familiar objects and events.</p> <p>Explore a point of view.</p>	<p>1. Ignition Activity: Individual differences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask: how are we different to each other? What would our world be like if we were all the same? What is special about being different? <p>2. Activity: Read 'Clive eats alligators' by Alison Lester</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss how we all have likes and dislikes. Brainstorm a list of likes and dislikes. <input type="checkbox"/> Ask question such as: do all people like the same thing? Why or why not? Are some of the things you like similar to others? <p>3. Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give students a variety of images of different activities. As a class, discuss each picture. Students sort activities into ones they like and ones they don't like. <p> Learning Maps: Images or visuals are used to map out processes for learners to follow.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students draw a picture and explain orally or through writing what they like and what they don't like. <p> Symbols and Images: Using images, symbols and metaphors to understand concepts and content.</p> <p><i>(Literacy link: describes a drawing or writes a short description, with teacher support.)</i></p>	<p>Book: Clive eats alligators by Alison Lester</p> <p>A variety of images of different activities</p>

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTe-1 A student communicates stories of their own family heritage and the heritage of others.</p> <p>HTe-2 A student demonstrates developing skills of historical inquiry & communication.</p>	<p>Identify people in their immediate families and show relationships between family members.</p> <p>Discuss where members of their families were born and locate countries of origin of students' families in the class.</p> <p>Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'</p> <p>Explore a point of view.</p> <p>Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.</p>	<p>4. Activity: Me as part of my family</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread My mob, from the <i>Big mob books for little fullas</i> (BOS). Discuss: what is a family? <input type="checkbox"/> Students bring photos of their family e.g. a recent family portrait that may include some extended family members, such as grandparents, aunts, uncles, cousins. Show them to the class in a discussion circle. Students talk about the family members in the photo. <input type="checkbox"/> Display photos on a family wall. Who is important to students? Why? Ask students to find a family that is similar to their family and one that is different to their family. Discuss: <ul style="list-style-type: none"> - how many people are in your family? - do you have an extended family? (explain 'extended') - where did your family originally come from? - what does your family do together? <p> Story Sharing: Approaching learning through narrative. Personal narratives (stories) are central</p> <p>EXTENSION</p> <p>Activity: Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw a family activity and write a sentence. 	<p>My mob, from the <i>Big mob books for little fullas</i> (BOS).</p> <p>Assorted photographs of extended family members</p>

This Is Me

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<p>HTe-1 A student communicates stories of their own family heritage and the heritage of others.</p> <p>HTe-2 A student demonstrates developing skills of historical inquiry & communication.</p>	<p>Identify people in their immediate families and show relationships between family members.</p> <p>Discuss where members of their families were born and locate countries of origin of students' families in the class.</p> <p>Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'</p> <p>Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.</p> <p>Pose questions about another's object or photograph.</p>	<p>1. Ignition Activity: Family Roles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to talk about some things that they do together as a family e.g. we eat our meals together as a family. Talk about the roles each person plays in getting the meal ready. <input type="checkbox"/> Students role play or mime jobs or home duties that are carried out in their home. The class try to guess what the jobs are. <p>2. Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Over a week as part of class news, students bring to school an item (clothes, artworks, food) related to their family background. Each student explains why the item is important in the family, who uses or wears it and how the person feels about it. Allow time for student to respond to questions and comments. <p>3. Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to brainstorm the activities that their family likes to participate in. Ask students to identify the feelings that are associated with these activities e.g. I feel happy when we go on a picnic. <input type="checkbox"/> Students complete the sentence 'My family makes me feel ... when ...' and include a drawing or painting of that activity. 	

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HTE-1 A student communicates stories of their own family heritage and the heritage of others.</p>		<p>4. Activity: Me as part of Australia</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss: where do we live? What country do we live in? <input type="checkbox"/> Ask: what (symbols) do people recognise as Australian? e.g. kangaroo, koala, wattle, didgeridoo, Harbour Bridge, Opera House, Australian flag. <input type="checkbox"/> Display a large outline map of Australia. Give students a strip of paper to write their name and decorate it with their own symbols of Australia. Students paste these onto the large outline map of Australia to show that we all live in Australia. <p>Refer to the Discovering Democracy materials for images of Australian icons</p> <p>5. Worksheet: Specifically</p> <ul style="list-style-type: none"> <input type="checkbox"/> <p>EXTENSION</p> <p>Activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach students the words to ‘Advance Australia Fair’. 	<p>Large outline of Australia</p> <p>Assorted symbols of Australia</p>

This is Me

PROGRAM EVALUATION

STUDENT ACHIEVEMENT

Students at risk of failing:

Students in need of further extension:

The students in

RESOURCES



All About Me
Worksheets.pdf

- Literary texts referred to in the unit including:
- *Ernie dances to the didgeridoo*, *Tessa snaps snakes* and *Rosie sips spiders* by Alison Lester
- *Vocal-Ease modules 1 and 2* (DET) (currently out of print; teachers' book is available as a pdf on *arts action CD-ROM* [DET][#])
- *Enter Art* image kit (DET) (currently out of print: information on images is available as a pdf on *arts action*[#] CD-ROM)
- *Beyond the Frame* image kit (DET)[#]
- *Big mob books for little fullas* (BOS) (currently out of print)
- *Teaching measurement Early Stage 1 and Stage 1* (DET)[#]
- Collaborate with your teacher-librarian for teaching and resource support.
- [#] Additional copies of these DET resources are available from DET sales at: https://www.det.nsw.edu.au/doingbusiness/product_service/schcurresource/index.htm

TIME ALLOCATION

NOTES

FOLLOW UP