

STARTING SCHOOL LITTLE NIC'S BIG DAY FAMILIES

SCROLL

to take a look inside!

REVISED 2024 VERSION

NSW Units

 **EARLY STAGE 1
UNIT 1 TERM**

EARLY STAGE 1

UNIT 1

STARTING SCHOOL

FAMILIES

**REVISED 2024
EDITION &
ORIGINAL
2022 VERSION**

STARTING SCHOOL, LITTLE Nic & FAMILIES

EARLY STAGE 1 TERM 1A - UNIT 1 CONTEXT

LESSON 1 **LESSON 2** **LESSON 3** **LESSON 4** **LESSON 5**

LESSON 6 **LESSON 7** **LESSON 8** **LESSON 9** **LESSON 10**

Little Nic's BIG DAY
NIC NAITANUI
Illustrated by Fatima Anya

Families
Jane Godwin
Yael Frankel

STARTING SCHOOL
Jane Godwin
Anna Walker

Starting Time

Little Nic's BIG DAY
NIC NAITANUI

NSW ALIGNED UNITS

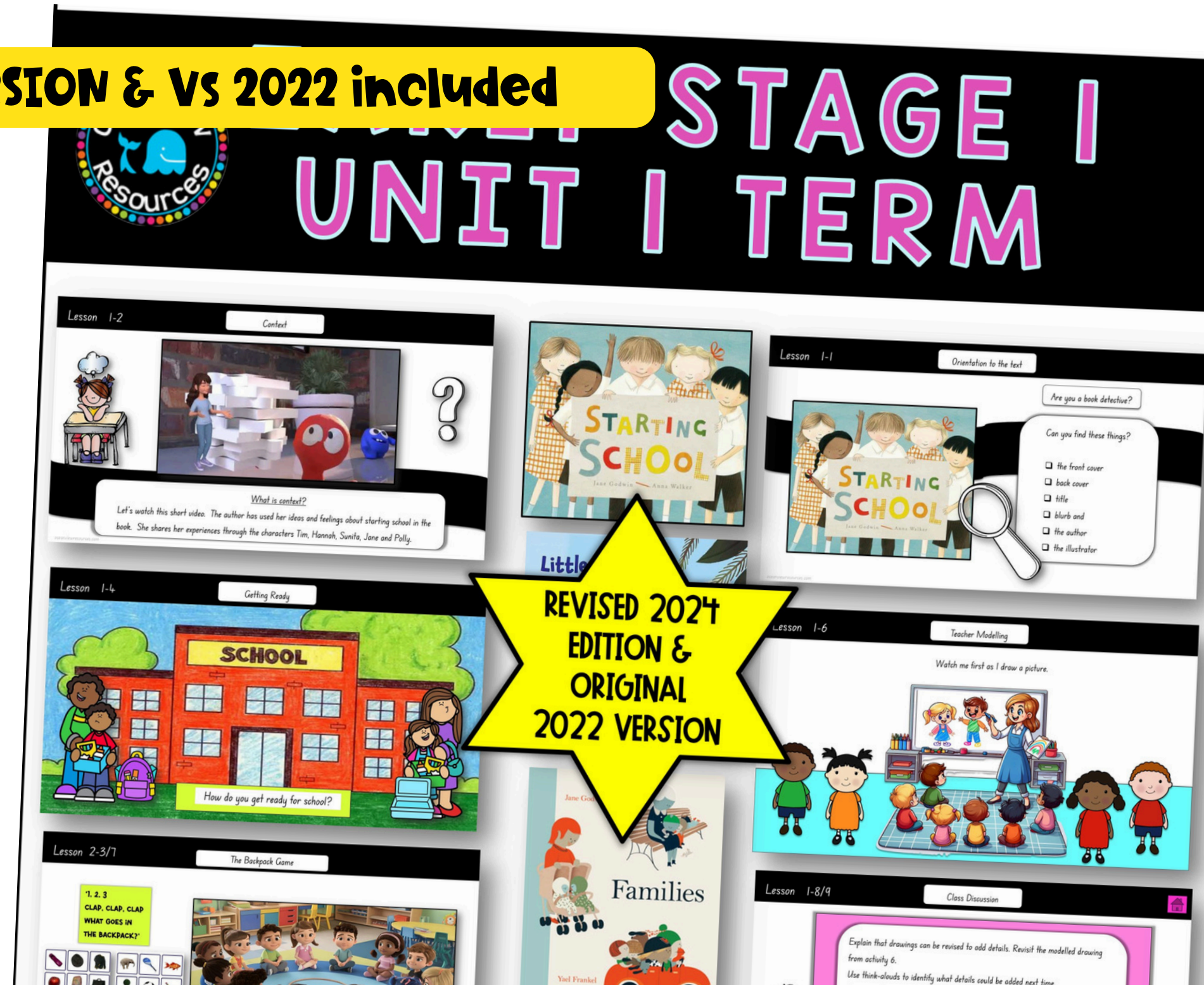
TERM 1 ES1-COMPONENT B

YEAR K UNIT 1

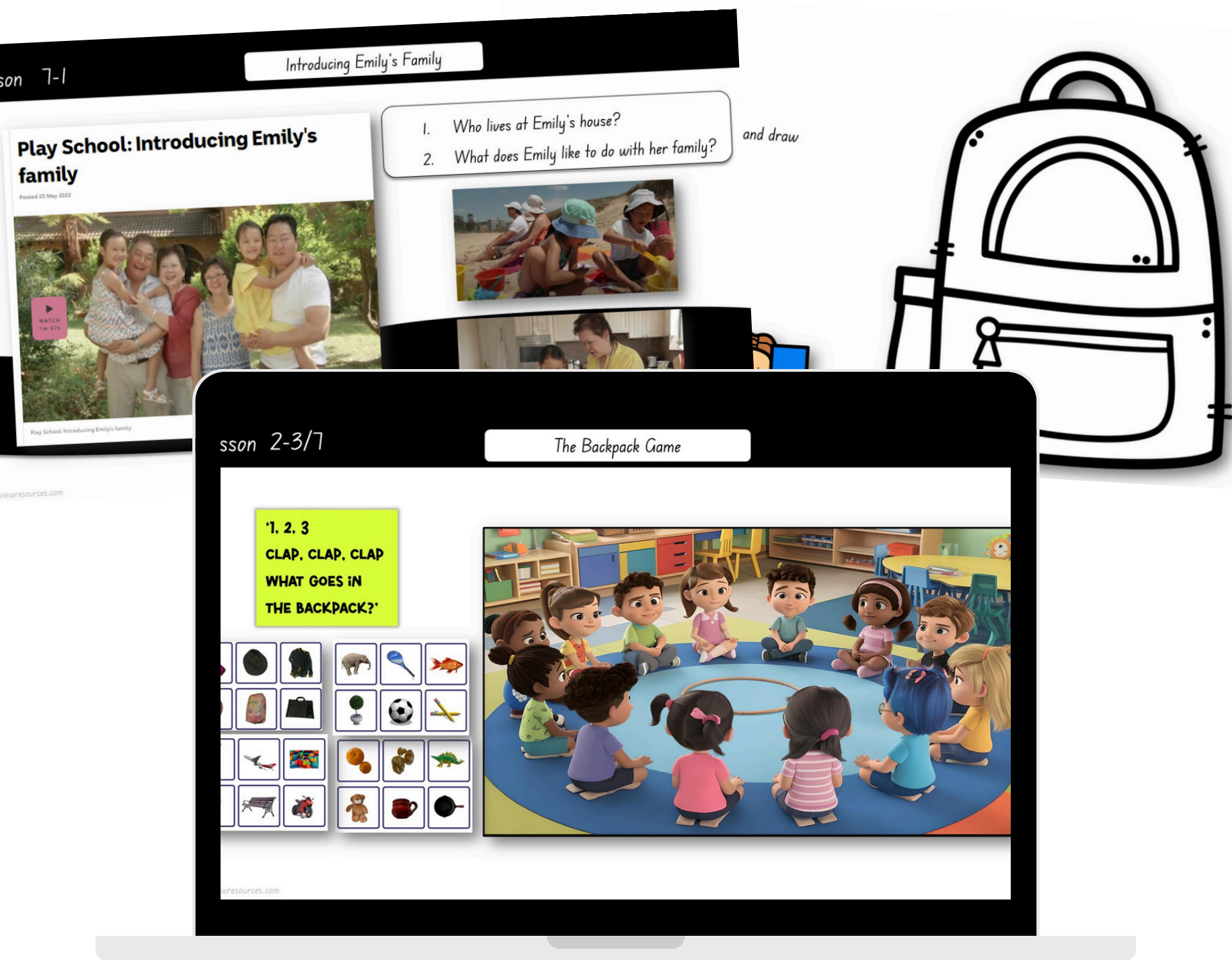
REVISED 2024 VERSION & Vs 2022 included

STAGE 1
UNIT 1 TERM

- ★ Huge powerpoint to support the teaching of this unit.
- ★ Term 1, Component B
- ★ kindergarten (ES1)



Aligned to NSW curriculum



✓ 120+ Page PPT

✓ embedded videos

✓ teaching notes

✓ interactive contents

✓ pdf version included

- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ engaging

time saving for
easy planning



What's inside?

Lesson 6-6/9

Modelled Drawing

Model drawing a family using think alouds.

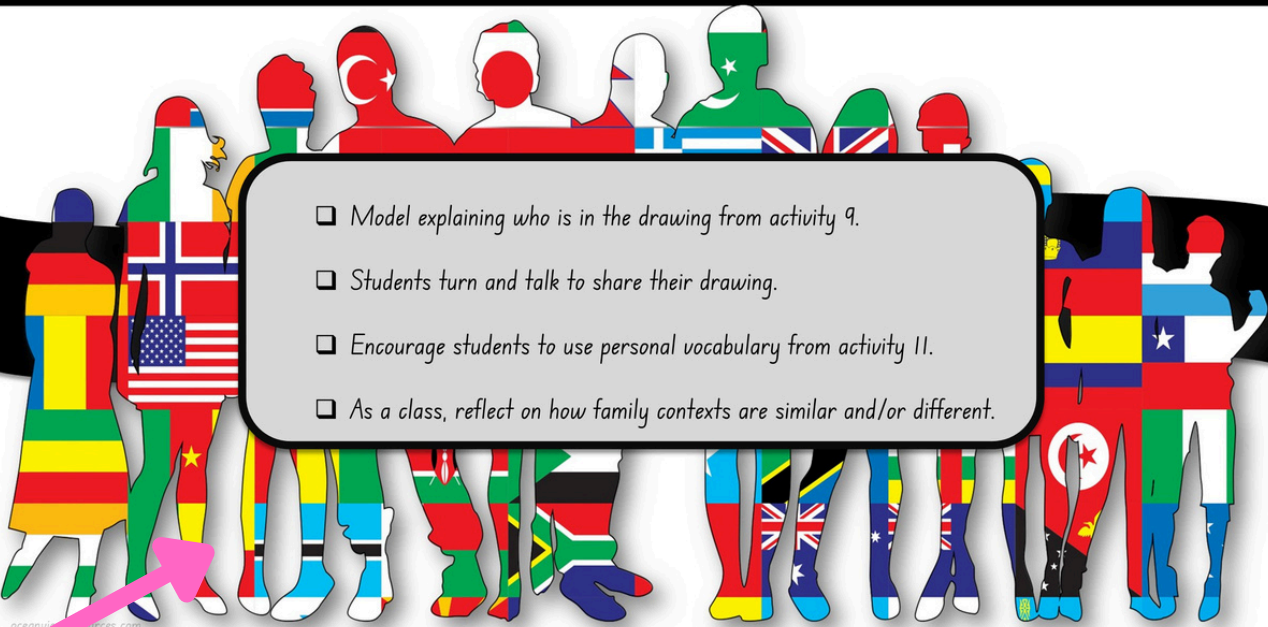


'I am drawing my grandma with grey hair.'

student
worksheets
landscape

Lesson 6-12/4

Teaching Notes



- Model explaining who is in the drawing from activity 9.
- Students turn and talk to share their drawing.
- Encourage students to use personal vocabulary from activity 11.
- As a class, reflect on how family contexts are similar and/or different.

Lesson 6-4/5

Prior Knowledge



- In pairs, **turn and talk** – Who are the people in your family
- Look at your partner and actively listen.

Display the page with the question 'Who's in your family?'

Colourful images
support the NSW
DET units

pop	cousin
oma	opa
yaya	papou
nonna	nonno

Lesson 4-10/12

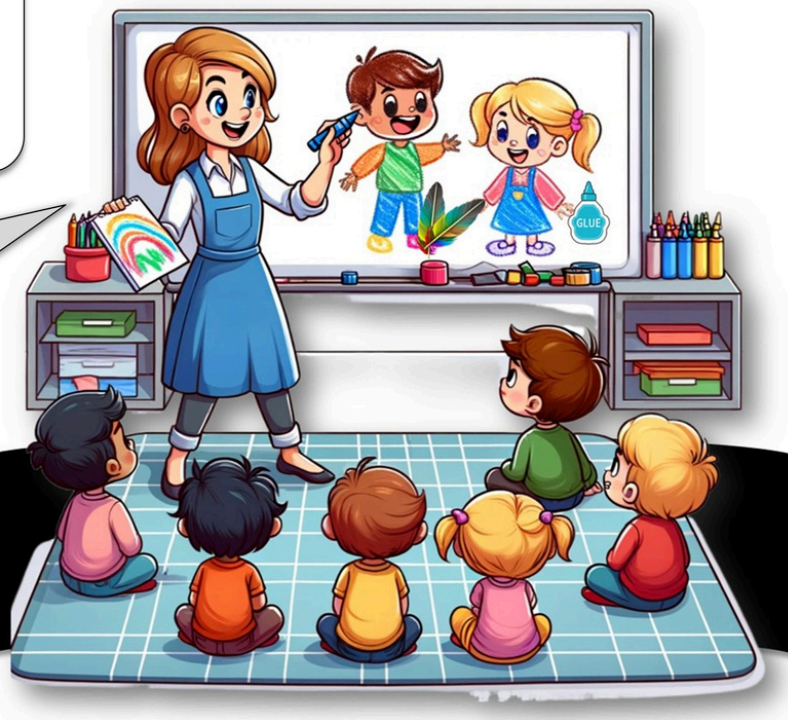
What we do at school

Discuss students who share similar interests.

For example: Molly and Thomas have placed their sticky note on the craft activity.

'I am drawing Molly and Thomas doing a craft activity.
They are using feathers and glue.'

You will draw a picture of yourself playing with a friend in the playground or the classroom.
Watch me first as I draw a picture.



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Lesson 4-7/9

What we do at school

Place labelled pictures around the classroom of playground and classroom activities.

For example:
craft, skipping, dress ups, drawing, building.



☐ Write your name on 3 sticky notes.

Remember that **capital letters** are a form of punctuation **used at the beginning of a name**.

☐ Walk around the classroom and put your sticky notes on your 3 favourite activities.

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Y Chart

Happy and safe classrooms

Looks like...

Responses here

Sounds like...

Responses here

Feels like...

Responses here



Lesson 10-3/4

Let's talk about families

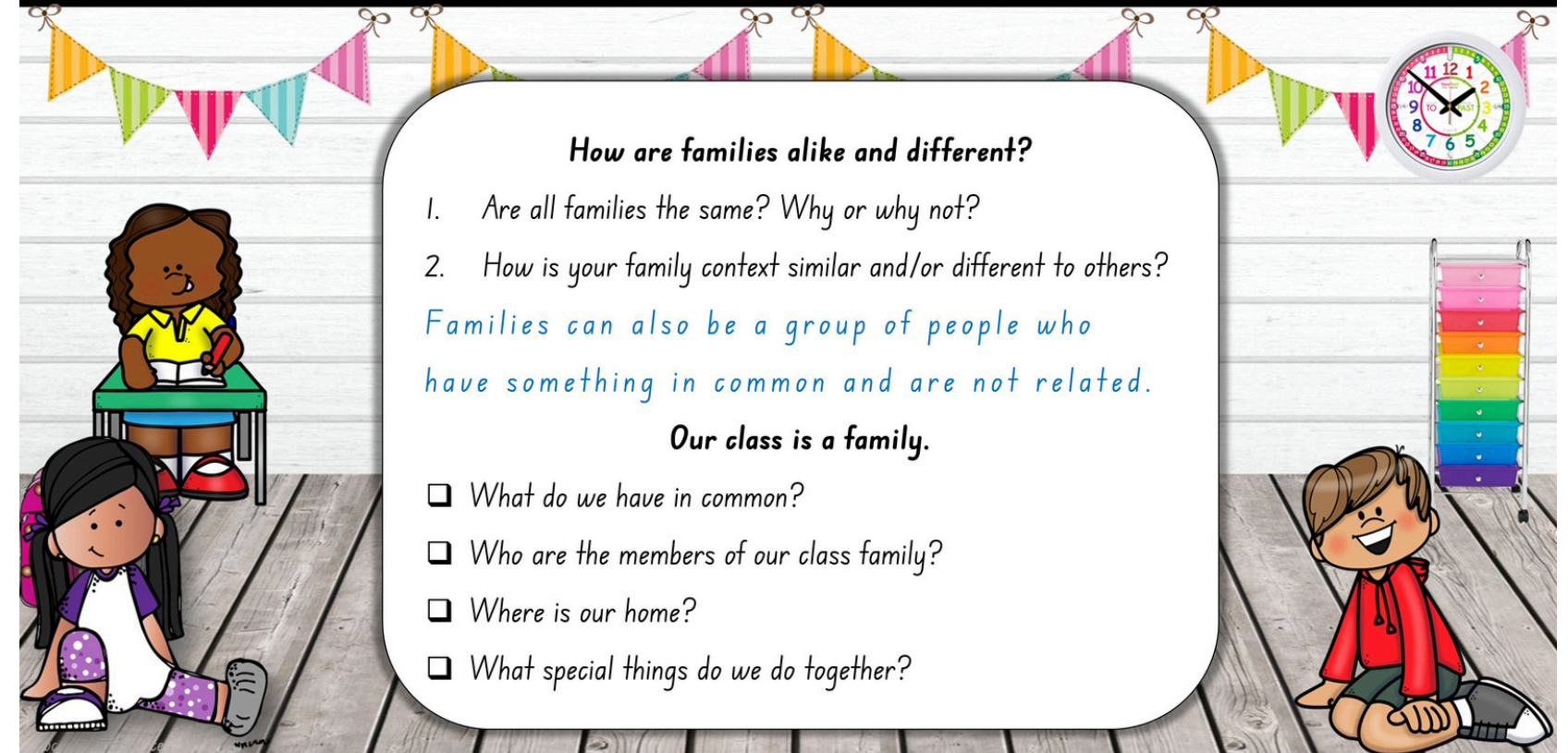
How are families alike and different?

1. Are all families the same? Why or why not?
2. How is your family context similar and/or different to others?

Families can also be a group of people who have something in common and are not related.

Our class is a family.

- ☐ What do we have in common?
- ☐ Who are the members of our class family?
- ☐ Where is our home?
- ☐ What special things do we do together?



Interactive Slides

linked to units



print and go



embedded videos

over 125
pages of
slides

REVISED 2022 VERSION

pdf and
PowerPoint
versions



- ❑ Display images of pets on large pieces of paper around the classroom.
- ❑ Students move around the classroom and write their name on the paper of the pet they have.



This was a great resource. My students loved doing the activities and I found it very helpful!

Fantastic resource! I absolutely love it. Easy to use and very engaging for the students.

Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!

Family Tree- Teacher Directions

- ❑ Explain that students will co-construct a class family tree artwork using fingerprints to represent leaves.
- ❑ On butcher's paper, draw the trunk of a tree. Students use green paint to place a fingerprint around the trunk.
- ❑ Students write their name using a capital letter on the outside of the class family tree.



Students turn and talk to discuss their class family tree. For example, 'This is me ...', 'This is my friend...'

