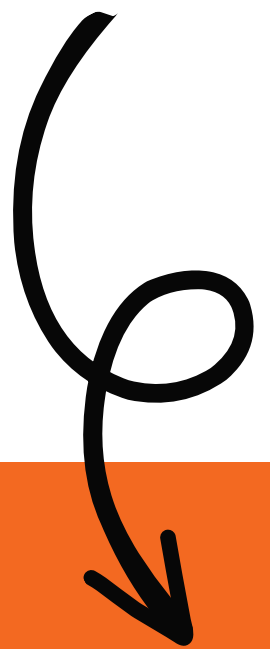


WOMBAT STEW



SCROLL

to take a look inside!

NSW Units

WOMBAT STEW

ESI TERM 3

ESI UNIT II

COMPONENT B

WOMBAT STEW

WEEKS WORK

WOMBAT STEW

by Marcia Vaughan

Illustrated by Pamela Lofts

UNIT II

CONTEXT REPRESENTATION

Early Stage 1-Unit II

WEEK 1

WOMBAT STEW

by Marcia Vaughan

Illustrated by Pamela Lofts

CONTEXT: REPRESENTATION

NSW ALIGNED UNITS

TERM 3

EARLY STAGE 1 TERM 3

KINDER UNIT 1

★ Huge powerpoint to support the teaching of this unit.

★ Year B KINDERGARTEN

★ Years ES1

WOMBAT STEW

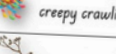
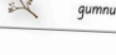
ESI TERM 3



Lesson 1-1

Look at the illustrations on the front cover and read the title.

Lesson 1-2

	dingo		wombat
	platypus		mud
	emu		feathers
	blue tongued lizard		flies
	echidna		creepy crawlies
	koala		gumnuts

Lesson 1-3 Turn and Talk

What do you think the title 'Wombat Stew' means?

What ingredients do you think Dingo will use to make a stew?

Lesson 1-4 Read the Story

Lesson 1-5

What does dingo do after he eats the stew?

What expression does he have on his face?

What noise is he making?

Can you spot any punctuation marks on this page?

Lesson 1-6

PARTNER TALK

TERM 3

Aligned to NSW curriculum



✓ 175+ Page PPT

✓ embedded videos

✓ teaching notes

✓ interactive contents

✓ differentiated

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

time saving for
easy planning

Lesson 1-7

Revisit the text and identify other parts of the story that show the reactions of different characters through the illustrations and text.

How are the characters feeling in each of these scenes?

Platypus

Old blue tongue

Wombat

PARTNER TALK

- ☐ Why didn't Dingo like the stew?
- ☐ Would you like to eat the wombat stew?
- ☐ Show how you would react if you tasted the wombat stew.
- ☐ What would you do or say?

dingo

platypus

emu

feathers

flies

creepy crawlies

koala

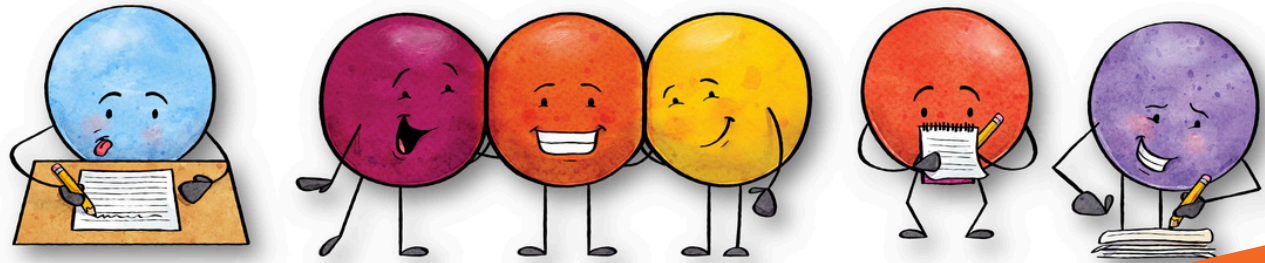
What's inside?

Lesson 5-3/4

Work in small groups and together draw the sequence of events in your story.

The order the animal appears in the story and the ingredients that they put into the stew.

Each member of your group will use a sentence strip to write a compound sentence, with a prepositional phrase, to match your animal character and illustration.



Use your known words and words from our word display to help you.

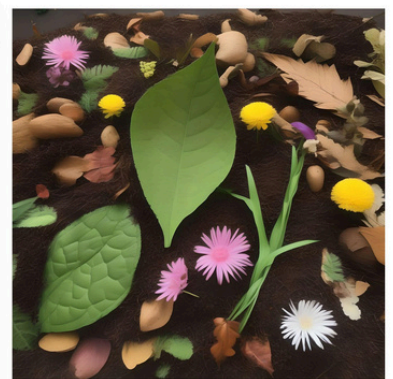
We can add more words to our word wall if you need them.

oceanviewresources.com

student
worksheets
landscape

Lesson 7-2

- ✓ We are going to go outside and collect our 'ingredients' for our 'playground stew'.
- ✓ In small groups, collect 4-5 natural materials from the playground environment to take back to our classroom for the stew.



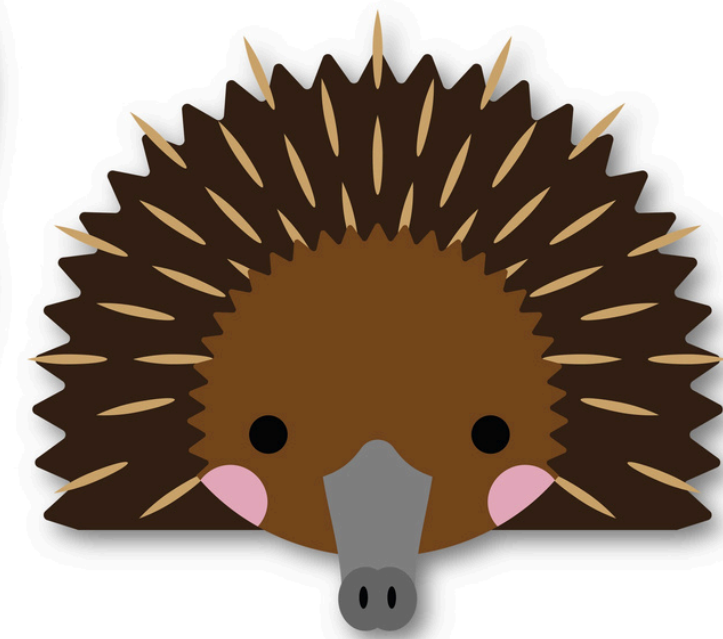
oceanviewresources.com

Colourful images

support the NSW
DET units



oceanviewresources.com



Lesson 6-3

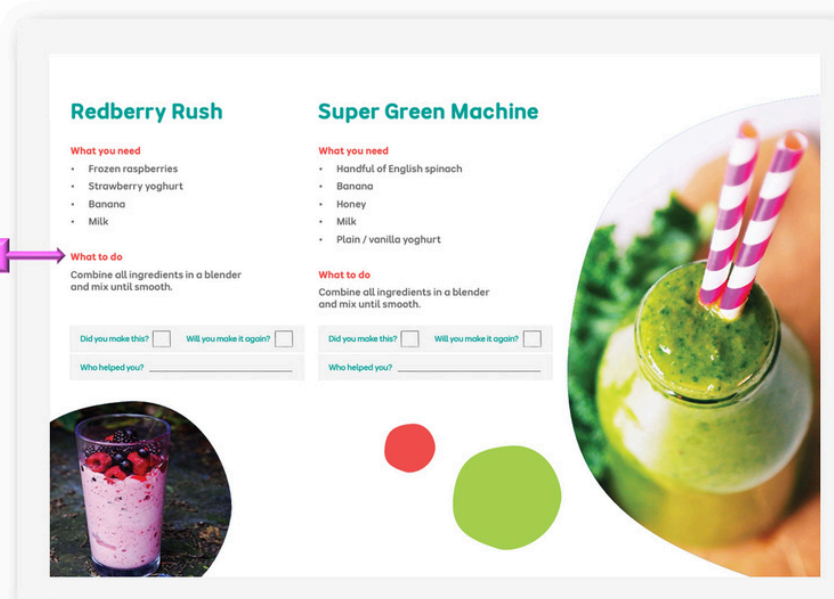
The instructions in a recipe are in the correct order of what you need to do.

Why is that important?

What would happen if the steps in a recipe were not in order?

Did you notice that the events in an imaginative text, like 'Wombat Stew' are also in a sequence?

Instructions



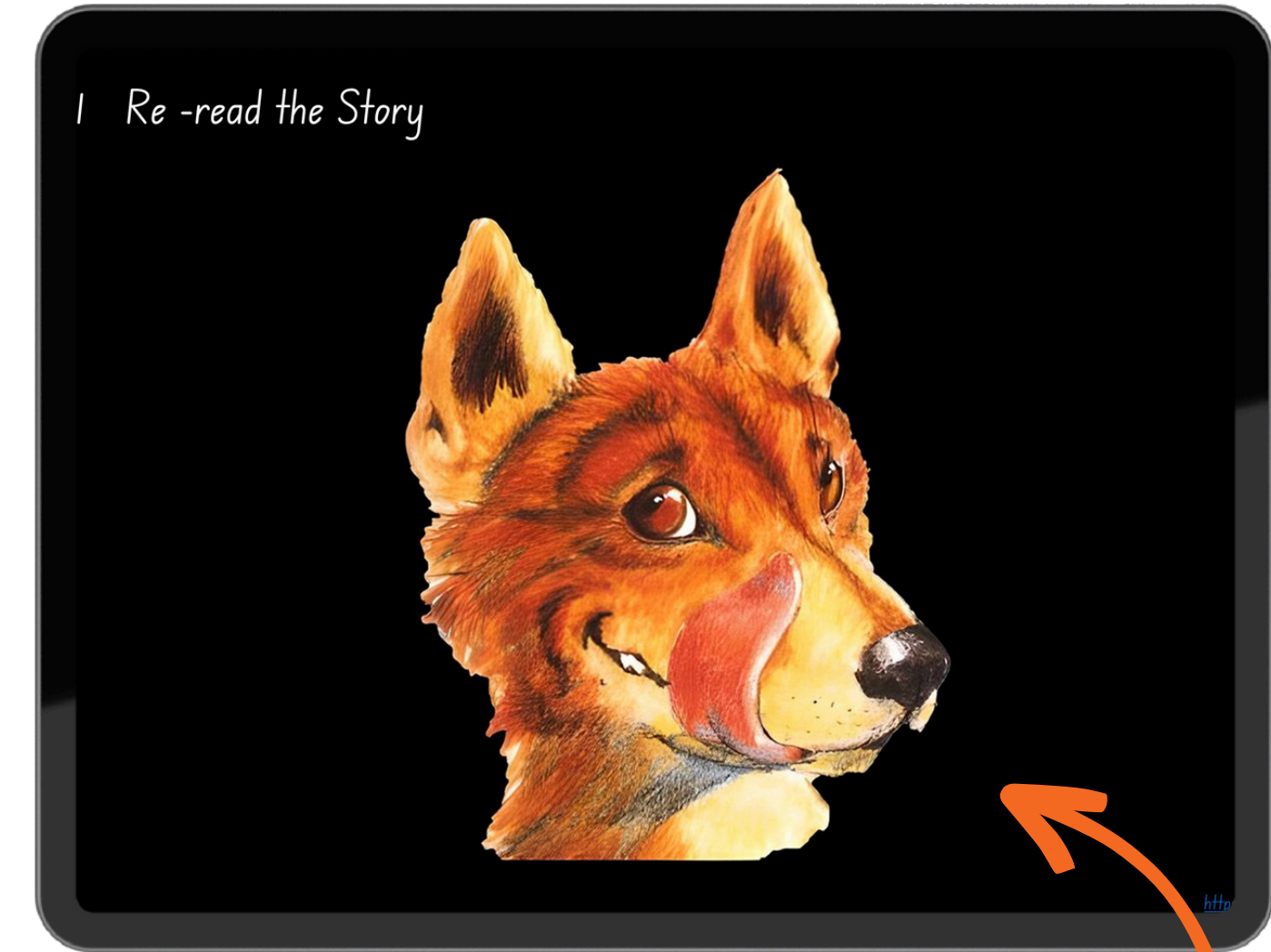
oceanviewresources.com

Interactive Slides

linked to units



print and go



embedded videos

pdf and
PowerPoint
versions



WOMBAT STEW

ESI TERM 3



Lesson 1-7

We will cut out the text again and identify other parts of the story that show the reactions of different characters through the illustrations and text.

How are the characters are feeling in the different scenes?



Lesson 1-7

Read the text and identify other parts of the story that show the reactions of different characters through the illustrations and text.

How are the characters feeling in each of these scenes?



Lesson 1-8/10

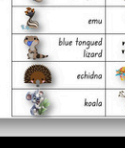
How are Diego and Wombat feeling in this scene frame?

Diego is proud. Wombat is scared.

Task

Draw a picture of the scene that you acted out in the freeze frame activity and write a sentence to describe it.

TERM 3



Lesson 2-5

A simple sentence contains a subject, verb and an object to convey an idea.

Character (subject)	Action (verb)	Ingredient (Object)
Diego	caught	a wombat.
Platypus	scooped up	mud.
Emu	picked	feathers.

Lesson 2-6

Use words that you already know and our word wall cards, write 3 simple sentences using subject-verb-object. Use the chart to help you.

Character (subject)	Action (verb)	Ingredient (Object)


NSW Units


Oceanview Resources

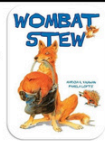
WOMBAT STEW

ESI TERM 3

Lesson 1.1



Look at the illustrations on the front cover and read the title.



Lesson 1.2



	apple		wombat
	dog		milk
	emu		feathers
	blue kangaroo		flax
	strawberry		sunny sunglasses
	kale		gumballs

Lesson 1.3 Terms and Title



What do you think the title 'Wombat Stew' (Steak menu) means?





What ingredients do you think Stew will use to make it hot?

Lesson 1.4 Read the Story



Lesson 1.5



- ☐ What does Stew do after he 'wets the stew'?
- ☐ What happens when he has on his face?
- ☐ What water is he making?
- ☐ Can you spot any puns/haikus made in this page?

Lesson 1.6

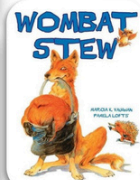


PARTNER TALK

- ☐ Why did I Stew like the stew?
- ☐ Would you like to eat the wombat stew?
- ☐ How does you would eat if you had the wombat stew?
- ☐ What would you do or say?



TERM 3





NSW Units

WOMBAT STEW

ESI TERM 3



Oceanview
Resources

ESI UNIT II

COMPONENT B

WOMBAT STEW

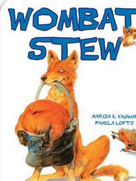
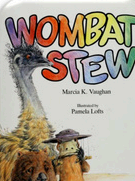
2 WEEKS WORK












TERM 3

'CONTEXT: REPRESENTATION
NSW ALIGNED UNITS

NSW Units

WOMBAT STEW ESI TERM 3

Lesson 6-1

"Wombat Stew" is a narrative designed to entertain and instruct.

We will be exploring different information texts this week.

There are several texts that have information or real facts about things, and there are facts that tell us how to do or make things like instructions or recipes.

Lesson 6-2

What do we use recipe books for?

Lesson 6-3

Recipe Checklist

Circle or tick if the ingredients you need:
apples, milk, vanilla,
strawberry, flour.

What items do you need to make the stew?
A big pot A stick to stir with

List some words you cannot see.
Please write here!

Title:

Main ingredients used:

Equipment:

Instructions:

All of the ingredients are in my book yet
all the words I know are missing from my book and I can't find them.
I can't find the words for the
I like the word(s) of the author and of the story.

TERM 3

Lesson 7-2

✓ We are going to go outside and collect our "ingredients" for our "playground stew".

✓ In small groups, collect up to 5 natural materials from the playground environment to take back to our classroom for the show.

Lesson 7-2

✓ What did you collect?

✓ Let's make a hot of words and put them into a word bank.

Lesson 7-2

✓ What objects could you use?



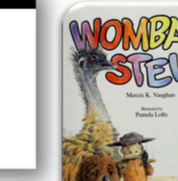
WOMBAT STEW

ESI TERM 3



Lesson 3-5

COOKING VERBS



Lesson 3-6



✓ Imagine how you will add your ingredients to a pot to make your playground stew.

✓ Breakdown verbs to describe these actions and add them to the word bank.

Lesson 3-7

✓ In small groups, use the collected ingredients to orally compose a set of steps for the recipe.

✓ Encourage each student to use a different verb.

For example:

1. Fry the grounds into the stew.
2. Sprinkle the sand into the stew.
3. Stir the leaves into the stew.



Lesson 4-7

HOW TO MAKE A FROZEN FRUIT CUP

I put fruit and orange juice in the cup and mixed it.



Lesson 4-2

We are going to write a sandwich recipe and make our own lunch book. Let's brainstorm some ingredients that could be used in a sandwich.



Lesson 4-4

Put the bread in a bowl.
Sprinkle lettuce on the bread.
Put cheese on the bread.
Cut the sandwich in the middle.



TERM 3

WOMBAT STEW



WOMBAT STEW



What other Australian animals can you think of?
Let's brainstorm some- what do you know about them?
What do they eat?
Where do they live?



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!

- ✓ In small groups, use the collection of ingredients to orally compose a set of steps for the recipe.
- ✓ Encourage each student to use a different verb.

For example:

1. Flip the gumnuts into the stew.
2. Sprinkle the sand into the stew.
3. Stir the leaves into the stew.



