

THE KINDNESS PROJECT

SCROLL
to take a look inside!



NSW Units

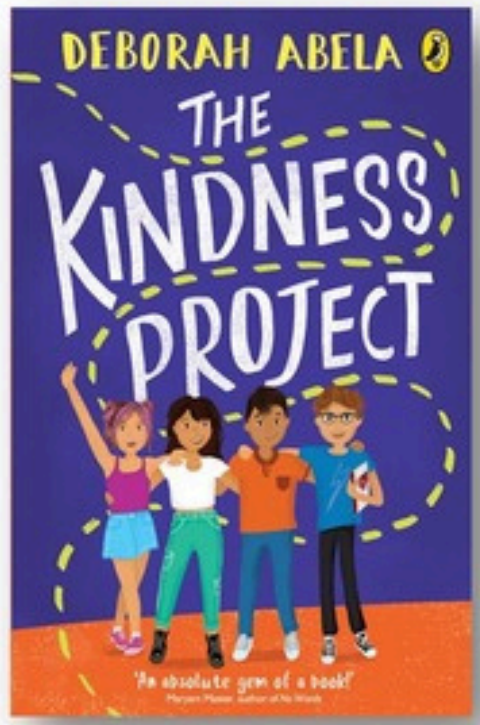
STAGE 2 UNIT 9 TERM 2B(2025)

STAGE 2

UNIT 9

THE KINDNESS PROJECT

2025 NEW UNIT



THE KINDNESS PROJECT by Deborah Abela

DEBORAH ABELA'S
THE
KINDNESS
PROJECT

TERM 4A - Unit 9 N/ 19 ACTIVE

GOOGLE Slides Link

GOOGLE slides presentation link
Click on the image below to access the GOOGLE slides link.
It will say TEMPLATE PREVIEW. Click on that link to make your copy.

THE KINDNESS PROJECT by Deborah Abela

Quick Links and Icons

Copy and paste these symbols onto pages where you deem them useful for your students.
I do, we do, you do

I DO	WE DO	YOU DO	YOU DO
Direct Instruction Model Think Aloud	Interactive Checks, Prompts, Cues	Provide Feedback	Student Assumes Full Responsibility

Deborah Abela

<https://oceanviewresources.com.au/>

COMPONENT B

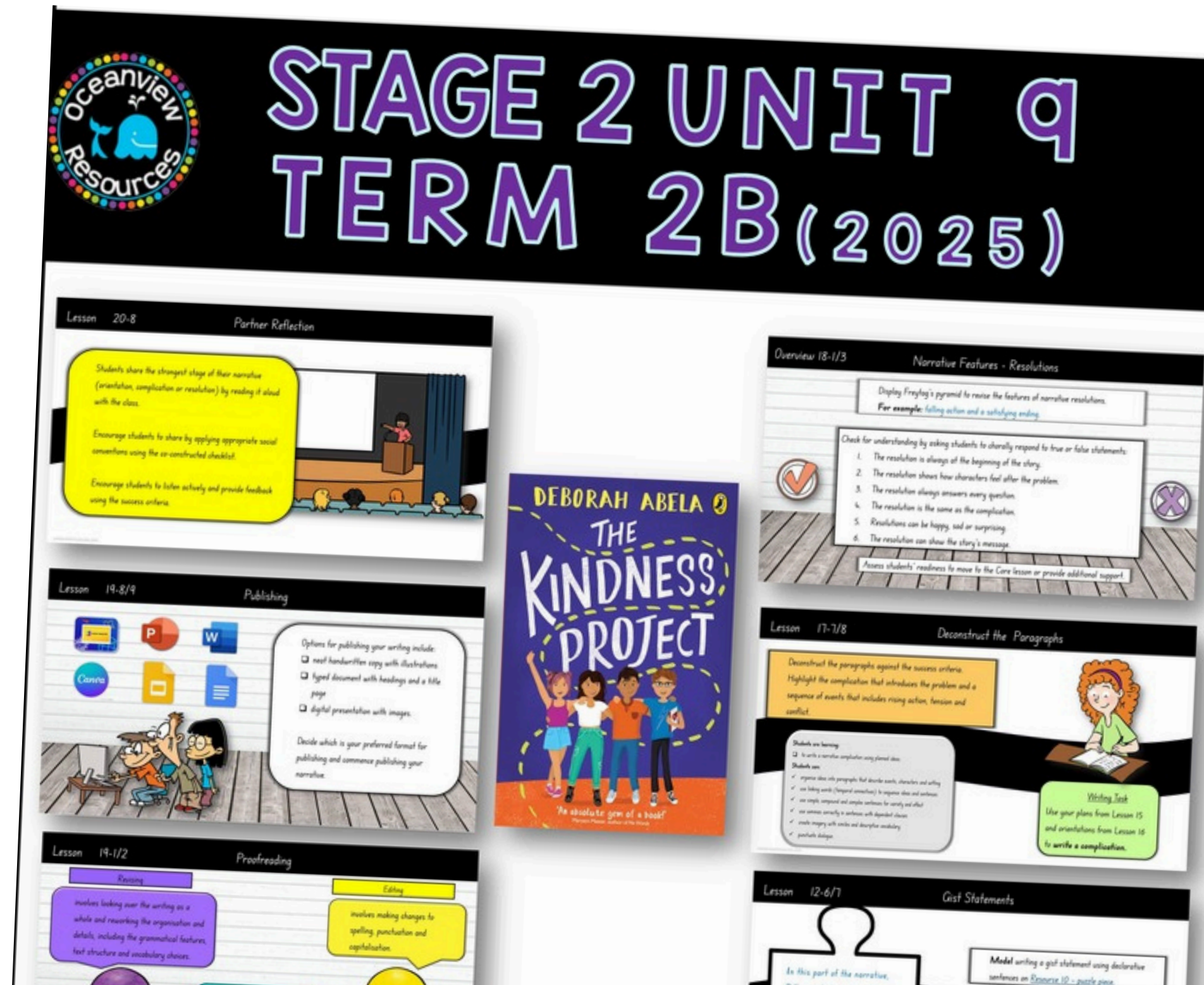
STAGE 2 TERM 2B YEAR 3-4 UNIT 9

★ Huge PowerPoint to support the teaching of this unit.

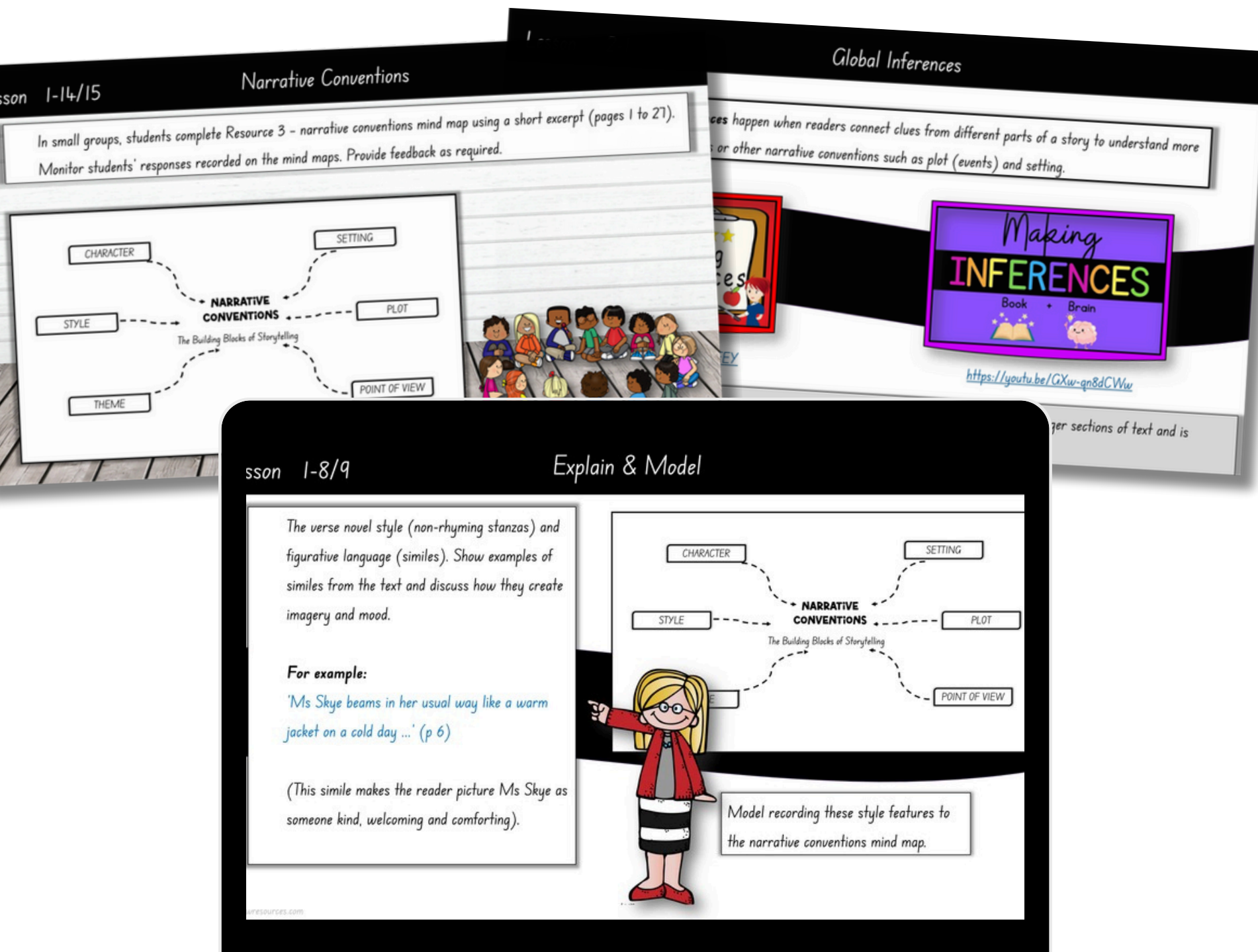
★ No preparation needed

★ Stage 2 YEAR B (2025)

★ Years 3-4



Aligned to NSW curriculum



420+ Page PPT



embedded videos



teaching notes



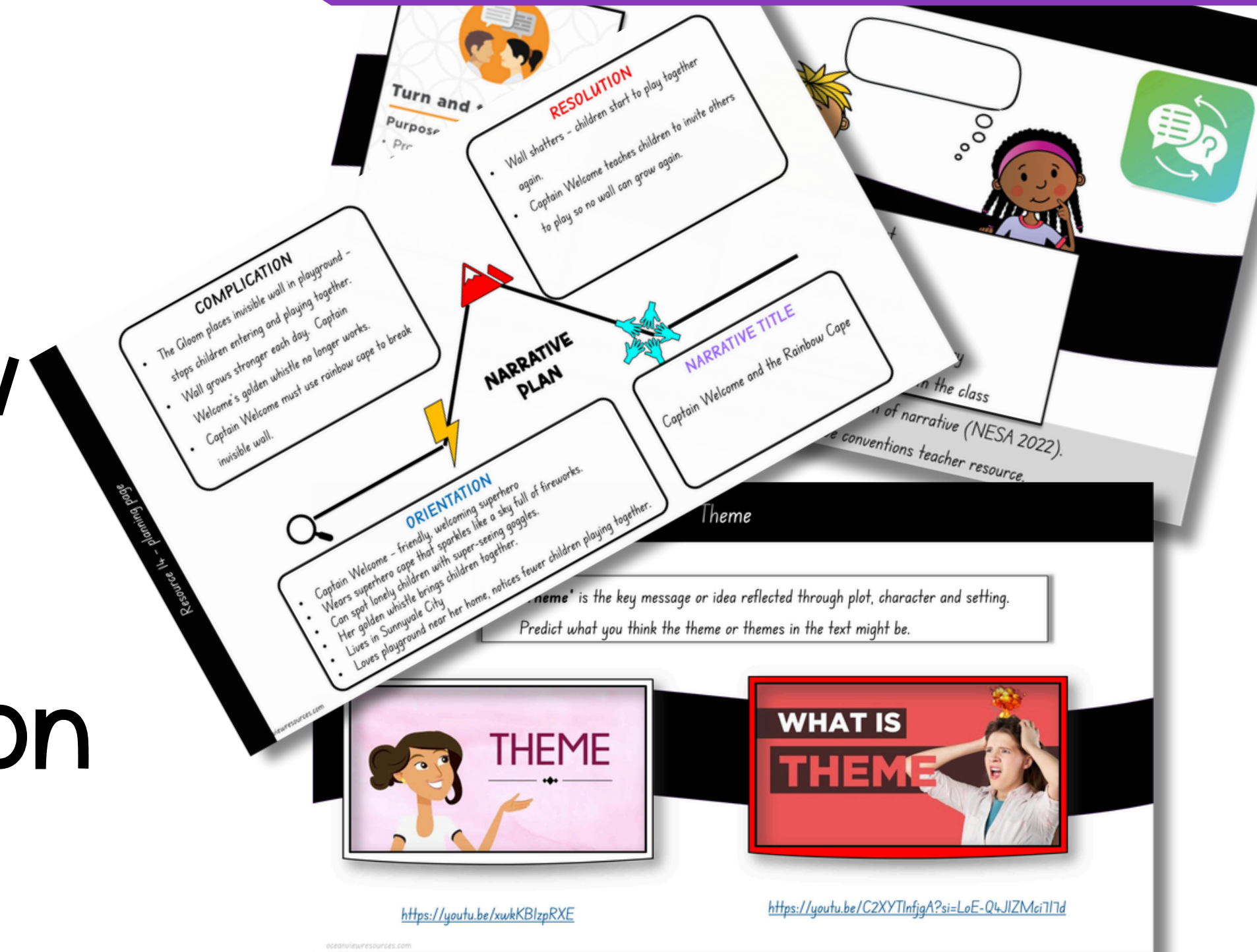
interactive contents



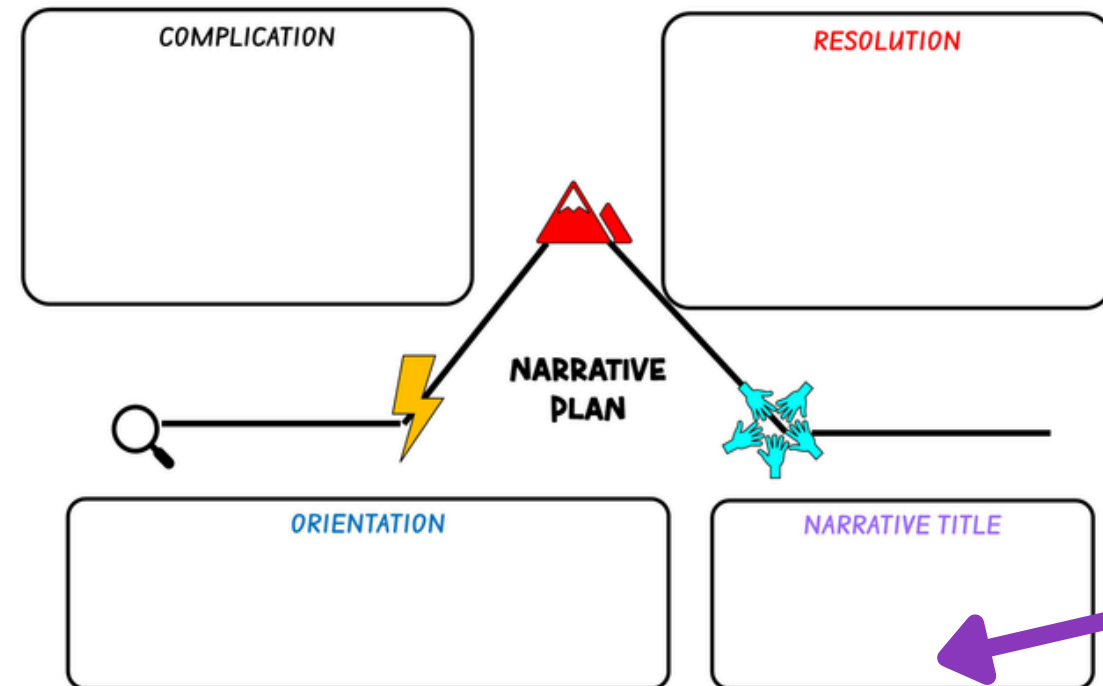
differentiated

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

time saving for
easy planning



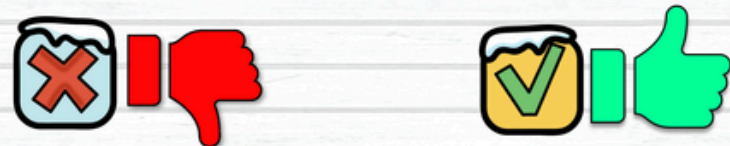
What's inside?



student
worksheets
landscape



Overview 2-2/3 Check for Understanding



Use thumbs up or down to indicate whether the meaning of the sentence is literal or non-literal.

'I visit Nanna every day on the way home from school' (p 2)

'We sit frozen like an iceberg' (p 18)

'When I was seven, I went to the Easter Show' (p 16)

'He shoots me a death stare' (p 20)

Assess students' readiness to move to the Core lesson or continue teaching students how to make local inferences using short excerpts from the text.

Colourful images

support the NSW
DET units

Lesson 2-2/4

Revise, Read and Model

Revise

Nicolette tells the story and is the main character.

We learn about her thoughts and feelings through what she says.

Read and model making inferences using examples from the text.

For example:

'I visit Nanna every day ... It's my favourite part of the day' (p 2) shows Nicolette loves visiting Nanna

'I don't really fit in with anyone else - but Nanna and me, we're the most perfect match of all' (p 5) shows she feels left out but comfortable with Nanna.

Model putting these clues together to make a bigger idea about Nicolette.

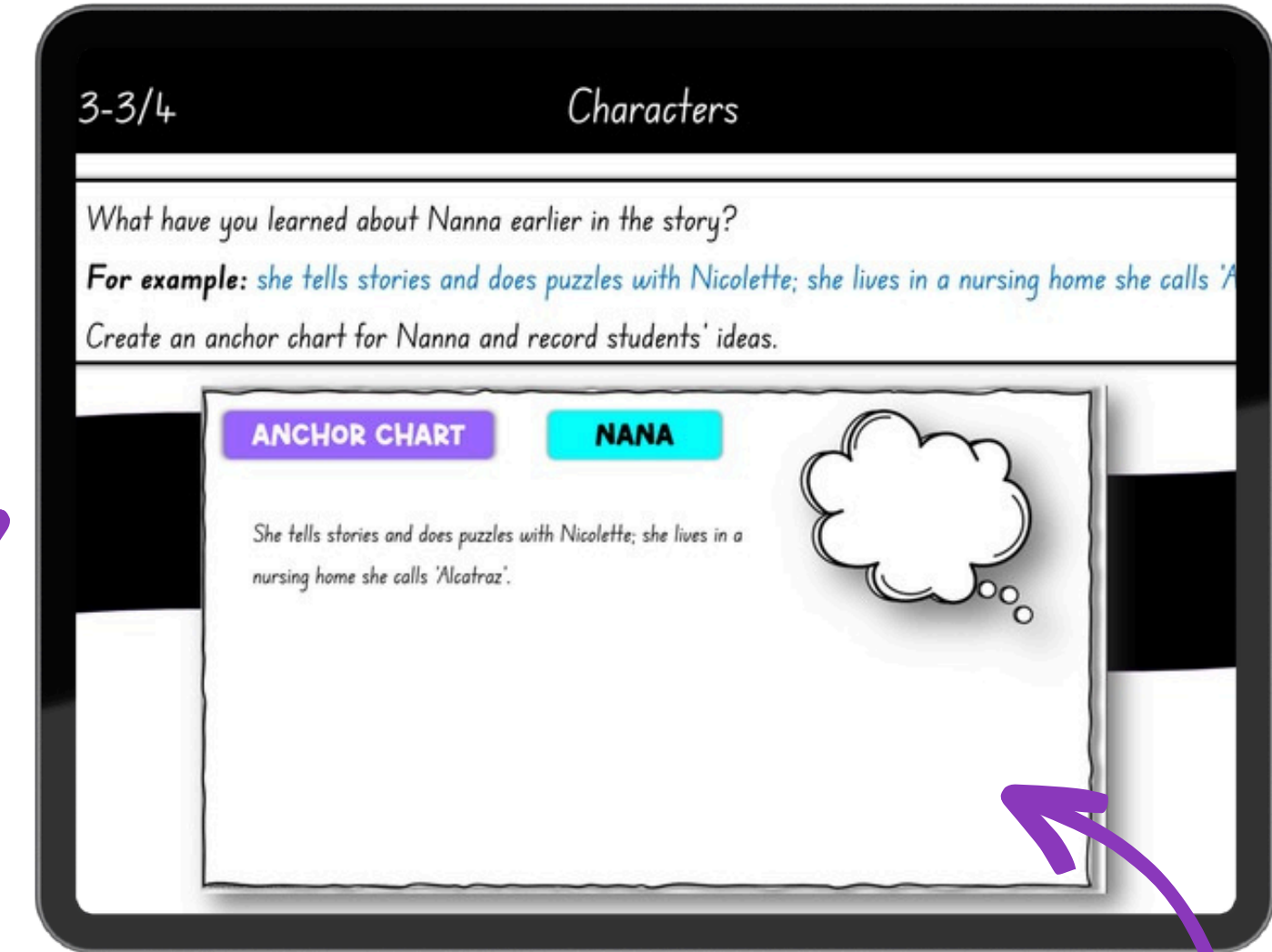
For example: she feels happy and safe with Nanna but lonely at school.



Interactive Slides

linked to units

use for display



print and go

engaging activities

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[illegible][illegible][illegible]



Read pages 9-17... then
pages 18-27

Read pages 9 to 17 and discuss how...
plot, characters and setting interact.
Add examples to the mind map.

For example:

- plot or event: new student starts at school
- characters: Leaf, Nicolette, Ms Skye
- setting: school.

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

Thank you so much. This made my job really easy. My students were so engaged and they did well in their writing.

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

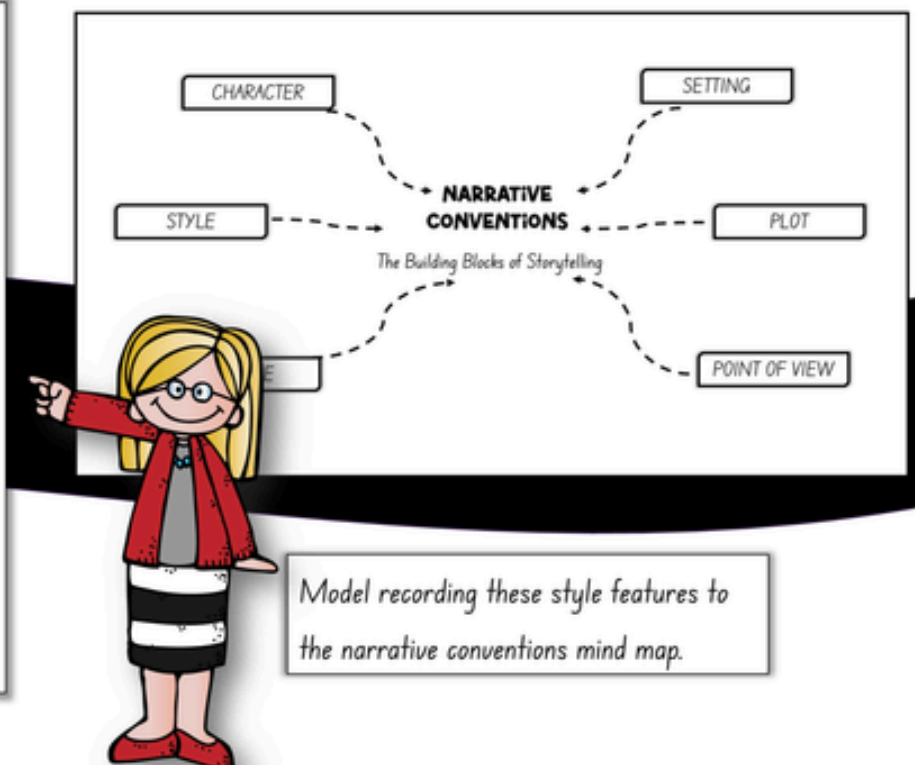
and
figurative language (similes). Show examples of
similes from the text and discuss how they create
imagery and mood.

For example:

'Ms Skye beams in her usual way like a warm
jacket on a cold day ...' (p 6)

(This simile makes the reader picture Ms Skye as
someone kind, welcoming and comforting).

Explain & Model



Model recording these style features to
the narrative conventions mind map.



