***WEEK 1***

 \*\*Two lesson will occur every **Wednesday** due double period: Some lessons can be skipped to fit your own schedule\*\*

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| Learning Outcomes | Tasks and outcomes | Resources and texts used | Recording and assessment techniques |
| **R 2.1**Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations**R 2.3**Recognises and interprets some language structures and conventions of texts | ***LESSON ONE*****OUTCOMES:*** Being able to identify the main idea of spoken texts develops and demonstrates students listening ability.
* Being able to identify a main point in spoken language is an important pre-cursor to developing good reading comprehension.
* Students are guided in their observations by asking the key questions:

Who – the charactersWhat – the main features of the storyWhere – the settingWhen – the time frameWhy – the reasons for the events / behaviours.**TASK:*** Whole group – Read “Possum magic” on interactive whiteboard (includes sound effects) by Mem Fox
	+ Pause to induce the children to chime in on repetitive sections
	+ Invite predictions and discussions about what just occurred in text
	+ Students to highlight what they consider are the 'who' 'what' 'when' 'where' 'why' using interactive whiteboard marker: students collaborate as whole group peers to reach conclusions
 | “Possum Magic” by Mem Fox- on interactive whiteboard- Interactive e-book.Specialty whiteboard markers compatible with Interactive whiteboard. | Have a checklist of which students ask appropriate questions and show an understandingMonitor student contribution through whole class discussion, and ability to identify correct 'who' 'what' 'when' 'where' 'why' throughout story progression |
| **I 2.3** Makes comparisons between objects or events observed**I 2.1** Identifies , given a focus question in a familiar context, some of the variables to be considered.**LS 2.1**Identifies the main ideas and locates and obtains simple discrete information from, clearly articulated informational and expressive texts**LS 2.2**Shows awareness of how speaking is adjusted in different situations, observes conventions of taking turns interrupting; and makes some use of nonverbal cues and differences in tone and pace of text delivery | **LESSON TWO****OUTCOMES:*** Correctly identify the differences between plants and animals throughout the story

**TASK:*** Distinguish between plants and animals using interactive whiteboard to circle items
* Discuss the differences identified between plants and animals: breathing, fur, tree, shrub etc. based on characteristics
* Using snap card pictures students cut and colour pre outline animals and plants (5 of each) and glue onto pre outlined leaf or cow

***CONTINUATION*****OUTCOMES:*** Students will compare experience and knowledge with information and ideas in texts.
* Vary Speaking and listening for familiar situations.
* Vary speaking and listening for a small range of contexts, purposes and audiences.

**TASKS:*** Sit the class in a sharing circle and ask them to think quietly what parts of the story made them feel happy, sad or angry?
* Then Turn to their partner and collaborate
* Three faces (happy, sad, angry) are put into an ice-cream container. Student picks the face relevant to them and share their point of view on their turn. Continues around circle.
* Students have 10 silent seconds to think of something today that made them happy, sad or angry. Repeat process with faces around circle.
 | Interactive flash card activity:*Animals* **http://www.crickweb.co.uk/ks1literacy.html***Plants* **http://www.crickweb.co.uk/ks1science.html#**Ice-cream container with three faces: Happy, Sad and Angry. | Checklist of student class list: who can successfully contribute, stay on task with topic/classificationChecklist of students successfully identifying 5 animals/5plants and placing on correct cow/leaf. Collect and place in student portfoliosMake anecdotal notes regarding each students collaboration and contribution levels.Note students ability to connect with story; happy experience was happy in story. Sad experience was actual sad part in story etc. |
| **R 2.1**Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations | **LESSON THREE****TASK:*** Students placed into small groups on mat, given one Possum Magic book to share. Ask students particular sections of the book: students locate and describe what happened at that given time
* Using the interactive board create a story Map: Have pre designed sections labelled Beginning, Middle, End. Have whole class collaboration about what is believed to occur in sections: what does a beginning of the book have? Introduction of characters etc.
* Students to return to desks and copy story map onto provided A3 paper. Under each section they are to draw what occurred.

Learner Diversity: For students who struggle, place into group with higher level of literacy and comprehension skills. This promotes collaboration whilst still being encouraged to contribute their own point of view/understanding. | “Possum Magic” books by Mem Fox. Enough for ideally 7-8 small groupsInteractive whiteboard program with pre labelled sections Beginning, Middle and End.A3 paper with pre tabled sections for students to copy whiteboard activity. Empty boxes for student illustrations | Anecdotal notes of student peer contribution and collaboration skillsMonitor student attentiveness and ability to differentiate between beginning, middle and end story progressions.Collect student A3 paper work to be marked using rubric and placed into portfolio |
| **ASP 1**Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings**W 2.2**Recognises some of the purposes and advantages of writing**W 2.4**Demonstrated and awareness of processes and strategies for planning and reviewing own writing | **LESSON FOUR****OUTCOMES:**Cut out of Australian map and use paint to provided more textured and detailed presentation**TASK:*** Using fine motor skills, students to cut out map of Australia along provided outline.
* Students to be placed into groups and allocated a table. Using straws and sponges, students paint background of Australian Outback. Only provide colours brown, black, yellow, blue and orange for more accurate imagery.

**LESSON FIVE****OUTCOMES:*** Students will identify the purpose of own and others writing.
* Identify and use some basic linguistic structures and features of written language so that writing can be readily understood by others.
* Write texts that convey intended ideas and information, using a small range of texts.

**TASK:*** Provide two easy to follow children recipes. Using interactive whiteboard, have the recipes 'blown-up' and easy to read. Ask following questions:

- Who has seen a recipe before? What was it to create?- Where did they see or use their recipe before?- If you were unsure of how to make jelly, what would you need for step-by-step instructions?-Who do they know that uses recipes outside of the classroom?* Discuss with students the provided recipes and their characteristics: How is it presented? Is it easy to follow? How/why? For it to be classed as a recipe, what MUST you have?
* Using Possum magic on interactive whiteboard. Re-read story and look at the foods presented. Using one as example, create a mock recipe as whole class.
* Place students in groups of no more than 4. Hand out one piece of A3 coloured cardboard and 1 copy of Possum Magic. Students are to select food other than one done as whole class and create mock recipe.
* Final result to be presented to class and group collaboration regarding overall success.

Leaner Diversity: For students who struggle, place them into a group with higher level literacy and comprehension skills. This will allow for adequate collaboration, encouragement and understanding of what is to be achieved and how. | A3 pre outlined map of AustraliaScissorsBrown, black, yellow, blue and orange paintStraws and spongesCleaning clothes to wipe down desksPaper drying racksTwo different easy to read children's recipes blown up and on interactive whiteboard“Possum Magic” by Mem Fox on interactive whiteboard as well as enough books for student groupsA3 cardboard pieces for groupsMarkers for students to write with | *Continual*Monitor students progression and production levels: how well they can self manage with cutting and straw blowing/sponging onto pictureCollect students paintwork and allow to dry on drying racks. To be used at later date*Continual*Anecdotal notes of student ability to identify characteristics of a recipeMonitor group collaboration and ability to work as team to produce accurate recipe presentationCollect recipes to place in classroom |
| **ASP 1**Use several strategies for selecting resources andlocating and recording key information found intexts. | **LESSON SIX****OUTCOMES:**Identify Australian animals, research and construct a fact sheet about that animal**TASK:*** Using interactive whiteboard have a picture display of Australian mammals: Possum, Kangaroo, Platypus, Koala, Emu, Wombat
* Ask students where they think animals are mainly found, what they eat, how many babies do they have in one time, average life span etc.
* Place students into pairs and assign them one animal. Move onto computers in Library. Students are given pre designed questionnaire each to fill in about animal.
* Students draw given animal at bottom
 | Pre-Book library web zone areaPre designed questionnaire for studentsList of animals in Australia and imagery on interactive whiteboard for visual | Collect questionnaires which is to be marked with rubric and have prepared for next week lesson to hand back |
| **ASP 1**Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings | **LESSON SEVEN****OUTCOMES:**Successfully complete painted map of Australia, placing their animal cut outs into relevant sections**TASK:*** YouTube videos to present kids with comical connection to Australian Animals
* Student question & answer video about what they predict animals eat
* Students to receive previously painted maps of Australia back
* Students to draw one their maps where they believe previous list of animals are mainly found
 | *Australian Kangaroo Video:* **http://www.youtube.com/watch?v=EIlokXDuMWo***Animal food question & answer video:***http://www.youtube.com/watch?v=HJO\_Z3usPww**List of animals as previous lessonPreviously painted maps of Australia | Notes about student engagement and ability to identity foods that animal will eatStudent capability to identify where animals are most commonly or likely to be found (not placed in ocean etc)Collect student maps and place into portfolio |
| ***WEEK 2***

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| Learning Outcomes | Tasks and outcomes | Resources and texts used | Recording and assessment techniques |
| **LL 2**understands that needs, features and functions of living things are related and change over time | **LESSON EIGHT****OUTCOMES:*** Students will be able to describe environmental factors that affect the survival of living things.
* Identify the main structural features that work together to form systems in plants and animals.

**TASK:*** Students to pair up with same partner from last week and receive questionnaire back on their Australian animals previously researched last week and create brief PowerPoint presentations of 2-3 slides showing:
* Areas in which they live
* Habitat
* Diet
* Endangered Status
* Predators(if any)
* any other relevant information they think
* Demonstrate own short PowerPoint slide on a crocodile.
* Whole class discussion on how to add text to slide (Slides will already be outlined for student easy use). Show students on interactive whiteboard
* Students to then return to library web zone and in pairs create their PowerPoint on already outlined 3 slides; students do not need to create new slide option, only have to add text. Assist when needed.
 | Interactive whiteboard PowerPoint presentation of Crocodile: demonstrate to studentsPre answered questionnaires by studentsPre-book web zone in libraryHave pre prepared slides on each relevant computer for student easy access | Print students PowerPoint's, mark using a rubric and to be put in portfolios. |
| **R 2.1**Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations**R 2.3**Recognises and interprets some language structures and conventions of texts | **LESSON NINE****OUTCOMES:*** Being able to identify the main idea of spoken texts develops and demonstrates students listening ability.
* Being able to identify a main point in spoken language is an important pre-cursor to developing good reading comprehension.
* Students are guided in their observations by asking the key questions:

Who – the charactersWhat – the main features of the storyWhere – the settingWhen – the time frameWhy – the reasons for the events / behaviours.* Ability to interrelate information – sequence
* Recognises that words are used in specific ways to give structure and meaning.

**TASK:*** Whole group – Read “Wombat Stew” Big Book by Marcia K. Vaughn
	+ Pause to allow students to identify repetitive sections/patterns
	+ Invite predictions
* On the interactive whiteboard have Wombat Stew up. Go through with students as whole class key questions; with students coming up to underline or circle response
* On the standard white board
	+ With students create a title page – fill in the labels for Title, Author, Illustrator
	+ List the things that went into the billy
	+ Story map – beginning; middle and end of story ( children should be relatively familiar with this by now)

Using this information, students to draw a new cover page of what they feel illustrates what the book is about | “Wombat Stew” Big Book by Marcia K. VaughnInteractive whiteboard for story analysing after read as whole classA4 paper for students re-creation of story front cover | Anecdotal notes on student responses and contribution to questionsHow successful students are at comprehension and identify beginning, middle and endCollect student A4 cover designs and place into portfolios |
| **ASP 1**Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings | **LESSON TEN****OUTCOMES**:* Students will be able to communicate ideas when making and presenting visual arts works.
* Communicate personal responses to own and others visual arts ideas and works.

**TASK:**YouTube video of Australian coins* Demonstrate to students how to correctly place a coin under paper and using a pencil rub to get image
* Students placed into groups of 4: share coins amongst group ensuring they have each one rubbed
* Students to rejoin on mat with their rubbings. Discuss unique features of each coin (Shape, Picture, Size, Animal)
* Re-watch video again
* Hand student pre printed coins: larger than standard size. Students to return to groups and cut out one of each of their choice, decorate and bring to teacher to have string attached
* These will be displayed in classroom as ceiling mobiles
 | Coins from resource sectionYouTube video Australian Money - coins:http://www.youtube.com/watch?v=7\_5\_rX\_1s-8&feature=relatedPre printed larger coin templates for students to cut and decorateScissors and colouring stationaryString for creating ceiling mobiles | Students to glue their coin rubbing work into English scrapbooks for own referenceDisplay student coins on ceiling as mobiles |
| **V 2.1**Identifies, categories and makes inferences about visual texts based on familiar structures**V 2.2**Understands that visual texts are constructed by people to represent real and imaginary experience and identifies simple symbolic meanings | **LESSON ELEVEN****OUTCOMES:*** Ability to obtain information by viewing
* An awareness of viewing and thinking processes.
* Picture talks encourage the development of comprehension skills and promote social skills in both speaking and listening.

**TASK:*** Read The Rainbow Serpent – discuss dreamtime stories with students
* Watch YouTube video of rainbow serpent
* Identify the dot painting artwork present in YouTube video: Who paints these? etc. discussion
* Students to create their own dot painting into their English Scrapbooks
* Students then present their work to whole class, detailing what they have drawn, colours and why
 | The Rainbow serpent storyThe Rainbow Serpent Videohttp://www.youtube.com/watch?v=RFxGHPvWcu4&feature=relatedJinta Art for student reference/resourcehttp://www.jintaart.com.au/iconography/iconhmpg.htm (website that has dot painting)Student English scrapbooks | Monitor student discussion and remain on taskCollect student English scrapbooks and mark student ability to create dot paintings which illustrate their intended meaning |
| **I 2.1** Identifies , given a focus question in a familiar context, some of the variables to be considered.**I 2.3** Makes comparisons between objects or events observed | **LESSON TWELVE****OUTCOMES:**Explore Australian Endangered animals, characteristics and ways to prevent extinction**TASK:**Watch YouTube video of Endangered Australian Animals* Discuss with students how many of those animals they had heard of before: what ones?
* Show list of animals on board pre prepared using Microsoft word: for student reference and visual aid
* Have list of animals in ice-cream container also
* Select one student to come to front of room, silently select an animal out of container
* Other students to ask questions "does it live in water?" "does it have four legs?" etc. with selected student only answering with Yes or No. Repeat a few times
* Interactive student song/game to encourage motor sensors

Have a discussion on the mat about what is their favourite Australian Animal and why. Brief discussion of what they can do to help save the environment their animal lives in. | Australian Endangered Animals video: http://www.youtube.com/watch?v=BfVkt08YGzMPre prepared list of animal names on Microsoft wordPre cut animals in ice cream containerAnimal song/game for motor skills:http://www.youtube.com/watch?v=m2Iym1A3RDw | *ONGOING*Anecdotal notes of students relevant questions to peers; ability to differentiate between animal characteristics to ask suitable questions/responses |

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***WEEK 3***

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| Learning Outcomes | Tasks and outcomes | Resources and texts used | Recording and assessment techniques |
| **R 2.1**Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations | **LESSON THIRTEEN****OUTCOMES:*** Being able to identify the main idea of spoken texts develops and demonstrates students listening ability.
* Being able to identify a main point in spoken language is an important pre-cursor to developing good reading comprehension
* Recognises that words are used in specific ways to give structure and meaning.

**TASK:*** Examine the front cover of the book: open discussion of what the book may be about. Who knows what a Frangipani is, where have you seen one, what does it smell like? etc
* Have frangipani flowers for the children to smell. Discuss if the smell reminds them of anything.
* Prior to reading, write following words on whiteboard for students to listen for throughout the story. Students to clap once when they hear a word; sweet fragrance, beautiful, enormous, shiny black waves, excited, old, freshly pickled, squashed and red and jewelled sandals. Read through words 3 times before reading book
* Read the story
* Identify the beginning, middle and end on white board as whole class: students to contribute through writing on board
 | Book 'The Old Frangipani Tree at Flying Fish Point'4x Frangipani flowers for students to smell and feelWord list to write on board | Monitor student contribution and collaborationAbility to connect real life objects with memoriesNo formal assessment |
| **W 2.1**Writes simple imaginative and informative texts that include some related ideas about familiar topics | **LESSON FOURTEEN****TASK:*** Re-read the story 'The old Frangipani Tree at Flying Fish Point'
* Discuss the main characters of the story: how do we know they are the main characters? What are their characteristics? How are they presented? What do they wear?
* Explore the type of language used: how does the young girl talk? is it friendly or aggressive? How do the parents talk? are they nice or they mean? How do we know? What are some example words or situations to support the theory?
* Create a list of the main characters throughout the story; Dorothy, Cathy, Faithy-girl, Uncle Bill, Granny, Aunt Trina & Noelie Boy
* Students to be placed into a group of 4 and given 1 character each to portray. Students given 10 minutes to act out of a scene using all of there characters: either their own unique or a re-creation from book. Students must be mindful of language and how its used to convey message and conversation.

Present to class and record using video camera to create montage to present at parent/teacher open night.---------------------------------------------------------------------------------* Students return to mat.
* Explore the type of environment used; is it similar to possum magic? How so or not so?
* Discuss possible animals found in this town. How would they survive? What would they eat?
 | Book 'The Old Frangipani Tree at Flying Fish Point' & Book 'Possum Magic' for brief comparisonWhiteboard to start to write characteristicsList of main charactersVideo camera | Record student presentations for later use.Re-watch student performances and mark on rubric; ability to used language as a tool; ability to adapt and create scenario with relevance |
| **LS 2.3**Understands and experiments with grammatical connectives and language features for interpreting and expressing spoken ideas and information**R 2.1**Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations | **LESSON FIFTEEN****OUTCOMES:*** A blend is a spelling unit of two or three consonants that retain their identity when pronounced
* Two or three letters blended together and said quickly, but each one is pronounced.

**TASK:**Have story 'The Old Frangipani Tree at Flying Fish Point' as a resource* Discuss the phonemes of TR, FR, PR, BR, WR, GR and DR
* Whole class brainstorm of items in the classroom or school beginning with this sound
* Students to be placed into pairs and given book to share. Students to locate words throughout story starting with these phonemes
* Have pre designed template on Microsoft word of columns for students to copy into English books
* Students collaborate in pairs or individually and place the words into correct phoneme categories –
	+ TR - tree Trina; FR - frangipani fresh fragrant fragrance front Freddie; PR -princess prize pretty; BR -branches braid brush breathe brave braver; WR - wrapped wrists wrong; GR - granny; DR – dress

***Learner Diversity:*** *Children who complete early will be given extra set of phonemes to search for: ST, CR & AL* | Enough textbooks of 'The Old Frangipani Tree at Flying Fish Point' for students to share in pairsPre designed template of columns for phonemesEnglish scrapbooksList of specified phonemes for students to locate; including extension list | Collect students English books for marking of correct allocation and spelling of phonemes |
| **AR 1**Engages with and responds to own art activities and the arts works of others and understands that there may be a range of different responses.**ASP 1**Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings | **LESSON SIXTEEN****OUTCOMES**:Explore background imagery of the Book 'The Old Frangipani Tree at Flying Fish Point' compared to that of 'Possum Magic'**TASK:*** Compare background of books to each other: what are the similarities and differences? Are they situated in the same place? how can we tell/not tell?
* Discuss how a background influences feelings toward a story. What kind of emotions do these books create through there colours?
* Ask students if they could alter the front cover with colours to create a scary or sad feeling; student to turn to partner and discuss how
* Students share as whole class what they would do to create such feeling
* Discuss with students was colours are associated with sad or angry: red, blue, black, grey, orange, yellow
* Watch YouTube video about colours and emotions

Students to receive print out of white template of either The Old Frangipani Tree at Flying Fish Point or Possum Magic (half and half to class to allow comparison)* Using colouring stationary students to create either a sad or angry front cover page for their allocated book.

Students to photograph their own work on classroom communal camera for teacher | Colouring stationaryWhite template of book covers for students to reinterpret into sad or angry emotionColour and Emotions video:http://www.youtube.com/watch?v=W\_Z4Y5Ay\_o8Camera to make collage of student workBook 'The Old Frangipani Tree at Flying Fish Point' | Students to take photo of own work on communal camera for teacherCreate PowerPoint slide of photographs for students to present next lesson |
| **I 2.1** Identifies , given a focus question in a familiar context, some of the variables to be considered**I 2.3** Makes comparisons between objects or events observed | **LESSON SEVENTEEN****OUTCOMES:**Students to present their re-creation of front cover**TASK:*** Students to present their re created front covers to the class; detailing what colours they have chosen to use, intended emotion they aim to achieve and why they chose that
* Allow for student-student discussion and questions
* Re explore the beginning, middle and end of The Old Frangipani Tree at Flying Fish Point on pre designed template from previous lesson
* Using their edited front covers, the students are to create an alternative beginning, middle or end for their story in line with their cover: sad or angry story
* Students to present their altered section of story. Invite for student collaboration and discussion about level achieved and relevancy
 | PowerPoint slide of students individual workPre designed template of beginning, middle and end of The Old Frangipani Tree at Flying Fish Point for student re exploration and reference | Collect student alternate sections of story for marking using rubric.Place in portfolio |
| **R 2.1**Constructs and responds to meanings from written texts with familiar vocabulary, predictable structures and frequent illustrations**W 2.1**Writes simple imaginative and informative texts that include some related ideas about familiar topics**V 2.1**Identifies, categories and makes inferences about visual texts based on familiar structures | **LESSON EIGHTEEN****OUTCOMES:*** Students are guided in their observations by asking the key questions:

Who – the charactersWhat – the main features of the storyWhere – the settingWhen – the time frameWhy – the reasons for the events / behaviours.* Ability to obtain information by viewing
* An awareness of viewing and thinking processes.
* Drama encourages imagination to portray or dramatize something.
* Acting out is an important way of building personal responses.

**TASK:*** Read text Tiddalick to class using text book
* Re-watch text on YouTube link; allowing for visual engagement with text
* Discuss with students main point of text: was it enjoyable? what made it enjoyable? What do you think of Tiddalick? Why do you like him/unlike him?
* Explore main characters and key questions as whole class
* Ask students what makes them laugh when they're sad or upset? Who commonly makes you laugh?
* Students to turn to partner and discuss ways to make Tiddalick laugh? What if it didn't work, then what would you do?
* Group collaboration. Students to be given a frog picture with an empty stomach. Students to draw what they would do to make Tiddalick laugh: stand on head, slip on banana peel, clumsily fall over etc.
 | Dreamtime Stories: Tiddalick the Greedy Frog video:http://www.youtube.com/watch? v=0y3Ta5 xcKV4&feature=relatedTextbook 'Tiddalick the Greedy Frog'Frog outline with empty stomach for students to draw into and decorate | Drawings will be marked off against a checklist and placed in the classroom for displayAnecdotal notes regarding student collaboration and contribution to discussions |

**Later in the semester students to partake in excursion to Zoo to further enhance their understanding and awareness of Australian Animals**

**Students to be given a questionnaire to complete whilst at the zoo and later compare it to their previously completed questionaries early in the year; allowing for comparison and critiquing of knowledge gained**

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