

KINDERGARTEN — YEAR 2
TEACHERS RESOURCE FOR “SPHENGIC”
ALIGNED WITH NSW SYLLABUS

Sphengic



SEALIFE
Sydney



Sphengic

Introduction

01

The NSW Teachers Federation and SEA LIFE Sydney Aquarium collaborated to produce this teaching resource to support teachers either visiting the aquarium or using *Sphengic* as a text study.

“Sphengic is the story of SEA LIFE Sydney Aquarium’s same sex penguin couple, Spheh and Magic, who began developing a strong bond in 2018 and became inseparable before breeding season. They were constantly seen waddling around and going for swims together in the Penguin Expedition.

As the breeding season fast approached, the couple started collecting pebbles to create a nest in their spot, and now have gathered more pebbles than any other couple! Gentoo parents keep their eggs warm on pebble nesting rings scattered throughout the Macquarie Island exhibit. Swapping duties daily, one of the parents does their best to incubate the egg, while the other is patrolling the perimeters of the nest, warding off any potential pebble thieves or over-inquisitive neighbours.

To ensure the couple were not excluded from the season, Magic and Spheh were given a dummy egg to allow them to practice incubating and develop their skills. They were absolute naturals and displayed great care for their egg. So much so, the team at SEA LIFE Sydney Aquarium fostered a real egg for them from another couple who had two.

In October of 2018, the two successfully hatched baby SPHENGIC! (now Lara). Today, the couple are still going strong and has paired up for a second breeding season!” – SEA LIFE Sydney Aquarium

Sphengic

Author

Kirsty Esson

Illustrator

Kirsty Esson

Publisher

SEA LIFE Sydney Aquarium

Format

Picture Book

Themes

Love in all shapes and sizes, diverse families, age, Gentoo Penguins

Year Levels

Foundations, Kindergarten, 1, 2

Unit of Work created by

NSW Teachers Federation

Sphengic

Overview of the unit of work

02

This unit of work can be used in its entirety or learning activities can be used as stand alone activities or part of your program. Although the unit of work includes activities and learning for schools taking part in a physical and/or virtual excursion to the SEA LIFE Sydney Aquarium, this is not necessary to use the activities. Below is a guide for learning experiences. Feel free to add or change based, on your school context or need.

Links and resources

What it's like having same-sex parents
ABC ME. 2010. Video
https://www.youtube.com/watch?v=4KGOobnZjvE&ab_channel=ABCME

Marriage survey results
Behind the News. 2017. Video
https://www.youtube.com/watch?v=e173CcTKkl0&ab_channel=BehindtheNews

Encyclopedia - Penguin
Britannica School, Encyclopædia Britannica. 2021.
school.eb.com.au/levels/primary/article/penguin/441351.

Syllabus - English K-10
NSW Education Standards Authority. 2012.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10>

Syllabus – History K-10

NSW Education Standards Authority. 2012.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

Syllabus - Science and Technology K-6

NSW Education Standards Authority. 2017.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus>

Sphengic, A True Love is Love Story about Family

SEA LIFE Sydney Aquarium. 2020. Book
<https://shop.sydneyaquarium.com.au/products/book-sphengic-a-true-love-is-love-story-about-family>

Penguin Expedition

SEA LIFE Sydney Aquarium. 2020. Website
<https://www.visitsealife.com/sydney/whats-inside/exhibits/penguin-expedition/>

Overview of the unit of work

Outcomes and content



2A

LESSON 01

English

Early Stage 1:

- ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults
- ENE-VOCAB-01 understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts
- ENE-UARL-01 understands and responds to literature read to them

Stage 1:

- EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
- EN1-VOCAB-01 understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas
- EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

LESSON 02

English

Early Stage 1:

- ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults
- ENE-CWT-01 creates written texts that include at least two related ideas and correct simple sentences
- ENE-UARL-01 understands and responds to literature read to them

Stage 1:

- EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
- EN1-CWT-01 plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure
- EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

LESSON 03

English

Early Stage 1:

- ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults
- ENE-UARL-01 understands and responds to literature read to them

Stage 1:

- EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
- EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

History

Kindergarten**A Student**

- HTe-1 communicates stories of their own family heritage and the heritage of others
- HTe-2 demonstrates developing skills of historical inquiry and communication

Content

- Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)
- The different structures of families and family groups today, and what they have in common (ACHHK002)

Stage 1**A student**

- HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms
- HT1-4 demonstrates skills of historical inquiry and communication
- HT1-2 identifies and describes significant people, events, places and sites in the local community over time

Content

- Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (ACHHK030)
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)

LESSON 04

English

Early Stage 1:

- ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults

Stage 1:

- EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

LESSON 05

English

Early Stage 1:

- ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults

Stage 1:

- EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

Science Connections

- STE-SCI-01 identifies & describes characteristics of living things, materials, and movement
- STE-PQU-01 poses questions based on observations to collect data/information about the world
- ST1-SCI-01 describes changes & characteristics of living things, materials, movement, Earth and the sky
- ST1-PQU-01 poses questions based on observations & information to investigate cause and effect
- ST1-DAT-01 collects, represents and uses data to identify patterns and relationships

LESSON 06

English

Early Stage 1:

- ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults
- ENE-CWT-01 creates written texts that include at least two related ideas and correct simple sentences
- ENE-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts

Stage 1:

- EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
- EN1-CWT-01 plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure
- EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts

Creative Arts Visual Arts Connections

Making**VAES1.1**

Makes simple pictures and other kinds of artworks about things and experiences.

- explores the characteristics of pets and other living things such as where they are kept or live, what they like doing, where they sleep, what they eat. eg guinea pigs, fish, birds, cats, dogs, horses, elephants, giraffes, kangaroos, koalas
- explores significant events in their life in artmaking such as birthdays, parades, celebrations, fetes, holidays, festivals
- talks about significant features and relationships within their artworks

LESSON 06 (CONT.)

Creative Arts Visual Arts Connections (cont.)

VAES1.2

Experiments with a range of media in selected forms.

- explores the qualities of different drawing media and tools such as graphite ('lead') and colour
- pencils, fibre tip pens, crayons, brushes, sticks and computer applications in drawing.
- recognises how qualities such as colour, thickness, length and density of lines can assist them to depict various things
- explores the qualities of paint, recognising qualities such as transparency and opacity and uses brushes and other tools, eg sponges, rollers, scrapers to apply paint to different surfaces to create
- textures, patterns, areas of colour
- uses scissors to cut regular and irregular shapes from papers and cardboards and assembles these in a variety of ways by overlapping, repeating, layering patterns, gluing, and sticking
- investigates paper techniques such as tearing, rolling, fringing, crumpling
- explores simple construction techniques with boxes and other sculptural materials and the malleable qualities of playdough, plasticine, and/or clay by pinching, rolling, joining, incising, modelling, forming
- begins to explore simple techniques in printmaking such as potato block printing and stamping and others used in computer-generated graphics programs such as cutting, pasting, layering colours and images

Appreciating

VAES1.3

- Recognises some of the qualities of different artworks and begins to realise that artists make artworks

VAES1.4

- Communicates their ideas about pictures and other kinds of artworks

Overview of the unit of work

Activities

The unit of work is segmented into three sections, pre-excursion, excursion or online excursion activities, post-excursion activities.

The image features the large, bold, blue numbers '2B' in a sans-serif font, positioned in the lower right quadrant of the page. The background is a light blue gradient with abstract, overlapping shapes in various shades of blue on the left side.

2B | Overview of the unit of work Activities

Lesson Sequence

Lesson Overview

Resources

Lesson 1

Whole Group

Introduce the text 'Sphengic' to the class as a text focus.

Pre-reading activity focus:

Making Predictions

Predict what the story may be about by considering:

- The title of the book
- The cover
- The blurb
- The illustrations

Does this remind you of anything?

Questions

- What do you know about penguins?
- What does your family look like?

Small Group & Independent

Small group discussions around families
Independent work

Sphengic Foundation to Year 2 Resource ppt

Class Library of different families

Check out the NSWTF Library LGBTQIA+ catalogue

https://library.nswtf.org.au/libero/WebopacOpenURL.cls?ACTION=SEARCH&searchby1=ANYW&TERM_1=LGBTIQA&LIMCOL=-LGBTIQA&sortby=1



PRE-EXCURSION ACTIVITY

Lesson 02 Nouns

Whole Group

Read the text 'Sphengic' to the class for the first time.

After listening to the story, some speaking and listening points to elicit rich discussion before responding are:

- With a partner, or with a friend, share and explain your favourite part of the story
- Discuss how the use of colour helps to tell the story.
- Use the Think, Pair, Share strategy to discuss: what things Sphen and Magic did to look after the egg

Focus on nouns and noun groups

- Engage with other animals and word play as a whole class

Small Group & Independent

- Sentence work from group construction
- Sequencing activities using the illustrations with no text



Lesson Sequence

Lesson 3 *Families come in different shapes and sizes*

PRE-EXCURSION ACTIVITY

Lesson Overview

Whole Group

Reread the text ‘Sphengic’ to the class.

- When reading highlight the family make-up of the penguin family in the story
- Discuss the similarities and differences between Sphengic’s family and yours

Questions

- Is this similar or different to what your family is like?

Small Group & Independent

Students label family pictures and put them into the class “Family Album”

History Curriculum Connections and activity ideas

Early Stage 1

Sphengic can be used as a springboard to talk about and learn about the different kinds of families in HSIE – how they are formed, who is in them and to prompt empathy around the many different kinds.

- Use the photo gallery [see pre-reading activity] as a prompt to discuss types of families (similarities, differences etc.)
- Use personal experience and information presented in Sphengic to create a mind map showing different members of families and the different roles they play within families
- Have a class discussion around where members of their families were born and locate countries of origin of students’ families in the class
- Draw attention to the nature of Aboriginal and Torres Strait Islander families/kinship systems and the different names for different members of a family

Stage 1

Sphengic can be used as a tool to critically engage with Stage 1 Content Strands “Present and past family life” as well as “the past in the present”. Using the progressive nature of Sphen and Magic’s relationship and its widespread popularity, students can explore “present and past family life within the context of the students’ own world. [They] can learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.”


Resources

Sphengic Foundation to Year 2 Resource ppt

*Students to bring photos of their family in to create a class Family Album



- A big event in Australia 9 December, 2017, helped families like this do what a lot of couples get to do – get married! Behind the News clip outlining details of the postal survey and the outcome of the vote https://www.youtube.com/watch?v=e173CcTKkl0&ab_channel=BehindtheNews
- Many kids have parents like Sphen and Magic – such as these Aussie kids on ABC ME episode. https://www.youtube.com/watch?v=4KGOobnZjvE&ab_channel=ABCME

Lesson Sequence	Lesson Overview	Resources
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRE-EXCURSION ACTIVITY</p> <p>Lesson 3 <i>Families come in different shapes and sizes (cont.)</i></p>	<p>Stage 1 (cont.)</p> <ul style="list-style-type: none"> • Use the photo gallery [see pre-reading activity] as a prompt to discuss types of families (similarities, differences etc.) • After reading Sphengic, have a rich discussion with students around the different ways a family can be made up i.e. different numbers of mums, dads, carers, grandparents etc. create a mind map with the responses • Ask students whether they think families have always been this way? How do they think families were in the past? Have they asked their grandparents? • Bring in photos of your own family and generations of your family – students can point out similarities and differences • As time passes, communities can have different ideas and beliefs – parents such as Sphen and Magic, a long time ago, could not marry in Australia • How are they different or similar to your families? 	
<p>Lesson 4 <i>Context</i></p>	<p>Whole Group</p> <ul style="list-style-type: none"> • Discussion around Australia and Antarctica. Location, landscape, local languages • Discuss differences and similarities between SEA LIFE Sydney Aquarium life and Antarctica life for Sphengic’s family. Relate to own life 	<p>Sphengic Foundation to Year 2 Resource ppt Explore the aquarium site around the penguin exhibit — discuss why the exhibit is there: https://www.visitsealife.com/sydney/whats-inside/exhibits/penguin-expedition/</p>  <p>SPHENGIC WRITTEN AND ILLUSTRATED BY KERRY BROWN</p>

Lesson Sequence		Lesson Overview	Resources
EXCURSION AND/OR ONLINE EXCURSION ACTIVITIES	Lesson 5 <i>Excursion</i>	SEA LIFE Sydney Aquarium Take an excursion to Sydney SEA LIFE Sydney Aquarium to discover more facts about Gentoo Penguins (or explore their website if unable to visit the aquarium in person), and add more facts with the students about Gentoo Penguins: https://www.visitsealife.com/sydney/whats-inside/exhibits/penguin-expedition/	Gentoo Penguin Investigation worksheet Differentiated for high, middle and low learners
	Lesson 6 <i>It's the Penguin Life</i>	Whole Group Recount the visit to the Aquarium <ul style="list-style-type: none"> • Explain the learning intention/purpose: “today we are going to write to explain how Sphen and Magic became the fathers of Sphengic” • Think, Pair, Share – turn to the person next to you and tell them what you remember from the story about how Sphen and Magic became Sphengic’s fathers • Have each pair tell the class and have a rich discussion about all the things they will include • Create a collaborative word wall with students of any hard-to-sound-out words they might want to use • Begin writing, assisting students throughout with sounding out all sounds, finding known sight words and pulling words from the word wall Small Group & Independent <ul style="list-style-type: none"> • Complete the Gentoo Penguin Investigation Sheet • Write a letter to a classmate that includes a respectful question you would like to ask them about their family • Write a letter to a significant person in your family and let them know how they have made you feel cared for • Design and create a medal for your parent or significant person to celebrate what makes them special 	Sphengic Foundation to Year 2 Resource ppt Gentoo Penguin Investigation worksheet <ul style="list-style-type: none"> • Differentiated for high, middle and low learners
POST-EXCURSION ACTIVITY			

Lesson Sequence	Lesson Overview	Resources
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">POST-EXCURSION ACTIVITY</p> <p>Lesson 6 <i>It's the Penguin Life (cont.)</i></p>	<p>Science and Technology K-6 Activity Ideas</p> <p>Early Stage 1 In Early Stage 1 Science and Technology students “recognise that living things have different features and basic needs which can be met”. They also explore their immediate surroundings and ask questions about their observations and experiences. Sphengic can critically explore these areas through the understanding of Gentoo Penguins as living things with features and basic needs. It can also springboard observations around Gentoo Penguins and where they live.</p> <ul style="list-style-type: none"> • After reading the book – gather the facts you already know from the book – create a collaborative list with your students • Ask students where they think we could find more information about the Gentoo Penguins • Penguins, just like people and other living things, have certain needs to survive. What (from the story and the aquarium) do you remember they need to survive? • Class can make a collaborative poster about the Gentoo Penguins from everything learnt <p>Stage 1 Students describe the external features, changes and growth of living things and how their environments provide for their needs, habitats and why they live in the climate/area that they do. They can identify observable changes that occur on the Earth and in the sky, and how humans care for the environment and Earth’s resources. Sphengic can be used:</p> <ul style="list-style-type: none"> • Begin by gathering the facts you already know from the book – create a collaborative list with your students and begin making a fact file • Based on the pictures and what the book tells us, discuss with students what kind of environment it looks like Sphe and Magic live in at the Aquarium. Discuss where you think Gentoo Penguins might live in the wild • Discuss the features – ask students to discuss what penguins need to survive • What characteristics about their body mean they can live in these areas? 	