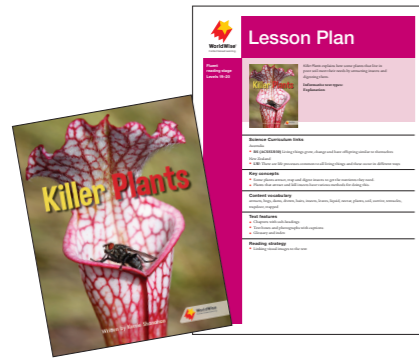


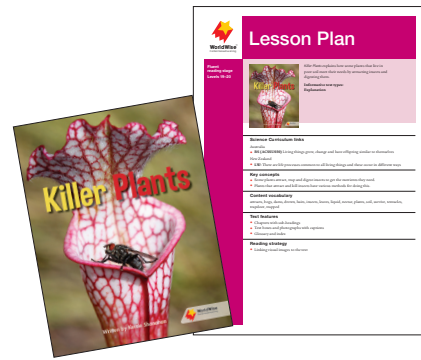
The lesson plan for each book provides a systematic and easy-to-implement instructional plan, integrating oral language, comprehension, language development and writing.

	A River's Journey	Heating and Cooling: How do These Things Change?	How Do Plants Grow Here?	Killer Plants	Making Work Easy	Saving the Oceans	Why We Need Rainforests	Amazing Lifetimes	Deserts of the World	Monster Machines	Robots	Sharing Our World	Side by Side	Summer in Antarctica	Weather	Animals of the African Grasslands	Cracking, Sinking and Bubbling Over	Bridges	Champions of the Animal World	Disappearing Ice	Majestic Mountains	Silkworms	The Changing Shape of the Land	What Is It?
LANGUAGE	19-20	19-20	19-20	19-20	19-20	19-20	19-20	21-22	21-22	21-22	21-22	21-22	21-22	21-22	21-22	23-24	23-24	23-24	23-24	23-24	23-24	23-24	23-24	23-24
Language variation and change																								
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)																								
Language for interaction																								
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)																								
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)																								
Text structure and organisation																								
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)																								
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)																								
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Expressing and developing ideas																								
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)																								
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	●								●			●	●	●										
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)																								
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



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LANGUAGE	19-20	19-20	19-20	19-20	19-20	19-20	19-20	21-22	21-22	21-22	21-22	21-22	21-22	21-22	21-22	23-24	23-24	23-24	23-24	23-24	23-24	23-24	23-24	23-24
Phonics and word knowledge																								
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)																								
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)																								
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)		●				●																		
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand that a sound can be represented by various letter combinations (ACELA1825)																								
LITERATURE																								
Literature and context																								
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)																								
Responding to literature																								
Compare opinions about characters, events and settings in and between texts (ACELT1589)																								
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)																								
Examining literature																								
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)																								
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)																								
Creating literature																								
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)																								
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)																								



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LITERACY	19-20	19-20	19-20	19-20	19-20	19-20	19-20	21-22	21-22	21-22	21-22	21-22	21-22	21-22	21-22	23-24	23-24	23-24	23-24	23-24	23-24	23-24	23-24	23-24
Text in context																								
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)																								
Interacting with others																								
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)																								
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)																								
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)																								
Interpreting, analysing, evaluating																								
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Creating texts																								
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)																								
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)																								