



Content-based Learning																				
Lesson Plan  When the second plan is the second pla	Big Animals	Flowers	Plants in My Garden	What Lives Here?	Going Fast	Stripes	Can We Play Today?	Feeding Time at the Zoo	Food for All	In the River	Making Things Move	Cleaning Up	The Weather Changes	Using Rocks	Food for My Pets	What Can They Make?	In the Hot Sun	What's Inside the Eggs?	Look at Us Go!	A Storm Is Coming
LANGUAGE Reading Levels	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
Language variation and change																				
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)																				
Language for interaction																				
Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)																				
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Text structure and organisation																				
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)																				
Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•





Lesson Plan  Lesso	Big Animals	Flowers	Plants in My Garden	What Lives Here?	Going Fast	Stripes	Can We Play Today?	Feeding Time at the Zoo	Food for All	In the River	Making Things Move	Cleaning Up	The Weather Changes	Using Rocks	Food for My Pets	What Can They Make?	In the Hot Sun	What's Inside the Eggs?	Look at Us Go!	A Storm Is Coming
LANGUAGE Reading Levels	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
Expressing and developing ideas																				
Recognise that sentences are key units for expressing ideas (ACELA1435)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Phonics and word knowledge																				
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)																				
Know how to read and write some high-frequency words and other familiar words (ACELA1817)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•





systematic and exact-implement infractional consults (Accell 1787)  Reading Levels  Write consorant North-Work-Consorant (CVC) was the consorant (CVC)	Content-basea Learning																				
White cansonal-waved-consonal (CVC) words by representing some sounds with the appropriate when reading CVC words (ACELA1820)  **Literature and context**  **Recognite for feet or exceeded by authors who is already and the appropriate and the appropriate when reading CVC words (ACELA1820)  **Literature and context**  **Recognite for feet or exceeded by authors who is already and the appropriate and the appropriate when reading CVC words (ACELA1820)  **Literature and context**  **Recognite for feet or exceeded by authors who is already and the appropriate and the appropriate when reading CVC words (ACELA1820)  **Literature and context**  **Recognite for feet or exceeded by authors who is already and the appropriate appropriate and the appropriate appropriate and the appropriate appropriate and the appropriate appropriate and the appropriate appropriate appropriate appropriate appropriate and the appropriate	Lesson Plan    Plan   P	Big Animals	Flowers	Σ	Lives	Going Fast	Stripes	Play Today	Time at the Zo	for	the		Cleaning Up	Chang	sing	for My	Can They	the Hot	Inside the	at Us G	Storm Is C
by representing some sounds with the oppropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)  Literature  Lit		1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
Cherebre of costs   Cherebre of least including events from 1 best   Cherebre of least including events from 1 best   Cherebre of least including events and cherebre of least including events and events and cherebre of least including events and events including events and cherebre events including events and events and events including events and events and events including events and events	by representing some sounds with the appropriate letters, and blend sounds associated with letters	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Recognise that texts are created by outhors who fell stories and share experiences that may be respectively as the fell stories and share experiences that may be respectively as the stories of the stor	LITERATURE																				
Tell stories and share experiences that may be similar or different to students' own experiences (ACELITISTS)  Respond to texts, identifying forwards stories, and instruction (ACELITISTS)  Respond to texts, identifying forwards stories, and instruction (ACELITISTS)  Respond to texts, identifying forwards stories, and instructions (ACELITISTS)  Respond to texts, identifying forwards stories, and instruction (ACELITISTS)  Respond to texts, identifying forwards stories, and instruction (ACELITISTS)  Respond to texts, identifying forwards stories, and instruction (ACELITISTS)  Respond to texts, identifying forwards stories, and instruction (ACELITISTS)  Respond to texts, identifying and thoughts about the events and choracters and results are also as a second of the events and choracters and results are also as a second in local to the events and choracters and results are also as a second in local to the events and and choracters and results events from a text (ACELITISTS)  Respond to texts including events and thoughts about the events and choracters and results events from a text (ACELITISTS)  Respond to the events and a second interval to texts including events and results events from a text (ACELITISTS)  Respond to texts and results are always and a second interval to texts including events and results are always and a second interval to texts including events and results are always and a second interval to texts and rhyme in poetry (ACELITISTS)  Respond to the right and a second events and results are always and a second interval to texts and rhyme in poetry (ACELITISTS)  Replicate the rightman and sound potterns in establishment of the rightman and a second event and a sec	Literature and context																				
Respond to texts, identifying fevourite stories, authors and illustrators (ACELT1577)    Committee   C	tell stories and share experiences that may be similar or different to students' own experiences																				
authors and illustrators (ACELT1577)  Shore feelings and thoughts about the events and characters in text (ACELT1783)  Examining literature  Identify some features of texts including events and retail events from a text (ACELT1787)  Recognise some different types of literary texts and identify some characteristic features of literary texts. For example beginnings and endinges of traditional texts and rhyme in poetry (ACELT1785)  Creating literature  Creating literature  Creating literature  Recognises on different types of literary texts through performance, use of illustrations and images (ACELY1580)  Creating literature  Creating literature  Recognise some different types of literary texts through performance, use of illustrations and images (ACELY1580)	Responding to literature																				
Examing literature    Committee   Committe																					
Identify some features of texts including events and characters and reteil events from a text (ACELT1578)  Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)  Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)  Creating literature  Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	Share feelings and thoughts about the events and characters in texts (ACELT1783)																				
and characters and retell events from a text (ACELT1578)  Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)  Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)  Ceating literature  Retell familiar literary texts through performance, use of illustrations and images (ACELY1580)	Examining literature																				
texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)  Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)  Creating literature  Retell familiar literary texts through performance, use of illustrations and images (ACELY1580)	and characters and retell events from a text																				
stories, rhymes, songs and poems from a range of cultures (ACELT1579)  Creating literature  Retell familiar literary texts through performance, use of illustrations and images (ACELY1580)	texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry																				
Retell familiar literary texts through performance, use of illustrations and images (ACELY1580)	stories, rhymes, songs and poems from a range of																				
use of illustrations and images (ACELY1580)	Creating literature																				
Innovate on familiar texts through play (ACELT1831)																					
	Innovate on familiar texts through play (ACELT1831)																				





Lesson Plan  Lesso	Big Animals	Flowers	Plants in My Garden	What Lives Here?	Going Fast	Stripes	Can We Play Today?	Feeding Time at the Zoo	Food for All	In the River	Making Things Move	Cleaning Up	The Weather Changes	Using Rocks	Food for My Pets	What Can They Make?	In the Hot Sun	What's Inside the Eggs?	Look at Us Go!	A Storm Is Coming
LITERACY Reading Levels	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
Texts in context																				
Identify some familiar texts and the contexts in which they are used (ACELY1645)																				
Interacting with others																				
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Deliver short oral presentations to peers (ACELY1647)																				
Interpreting, analysing, evaluating																				
Identify some differences between imaginative and informative texts (ACELY1648)																				
Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•







**LANGUAGE** 

Creating texts

(ACELY1651)

(ACELY1653)

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

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge

Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Produce some lower case and upper case letters using learned letter formations

Construct texts using software including word processing programs (ACELY1654)

onal writing.	Big Animals	Flowers	Plants in My Garden	What Lives Here?	Going Fast	Stripes	Can We Play Today?	Feeding Time at the Zoo	Food for All	In the River	Making Things Move	Cleaning Up	The Weather Changes	Using Rocks	Food for My Pets	What Can They Make?	In the Hot Sun	What's Inside the Eggs?	Look at Us Go!	A Storm Is Coming	
Reading Levels	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6	
nd e	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
3'																					
se	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
g 4)																					