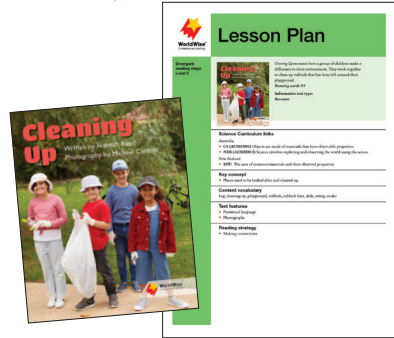


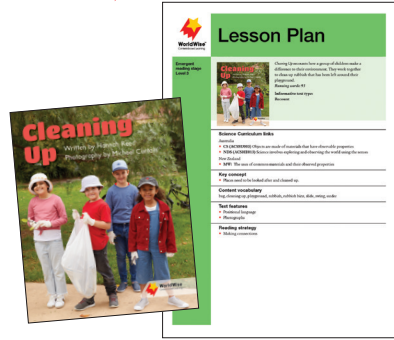
The lesson plan for each book provides a systematic and easy-to-implement instructional reading plan, integrating oral language, comprehension, language development and writing.

	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
<b>LANGUAGE</b>	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
<b>Language variation and change</b>																				
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)																				
<b>Language for interaction</b>																				
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)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Text structure and organisation</b>																				
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)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



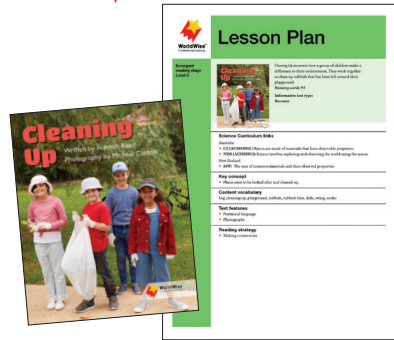
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<b>LANGUAGE</b>	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
<b>Reading Levels</b>	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
<b>Expressing and developing ideas</b>																				
Recognise that sentences are key units for expressing ideas (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)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Phonics and word knowledge</b>																				
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)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



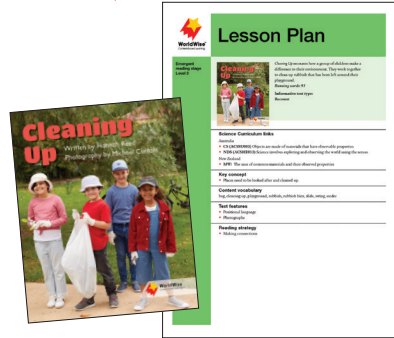
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<b>LANGUAGE</b>	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6
Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>LITERATURE</b>																				
<b>Literature and context</b>																				
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)																				
<b>Responding to literature</b>																				
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)																				
Share feelings and thoughts about the events and characters in texts (ACELT1783)																				
<b>Examining literature</b>																				
Identify some features of texts including events 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)																				
<b>Creating literature</b>																				
Retell familiar literary texts through performance, use of illustrations and images (ACELY1580)																				
Innovate on familiar texts through play (ACELT1831)																				



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<b>LITERACY</b>	<b>Reading Levels</b>	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5-6	5-6	5-6	5-6	
<b>Texts in context</b>																						
Identify some familiar texts and the contexts in which they are used (ACELY1645)																						
<b>Interacting with others</b>																						
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)																						
<b>Interpreting, analysing, evaluating</b>																						
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)		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



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<b>LANGUAGE</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5-6</b>	<b>5-6</b>	<b>5-6</b>	<b>5-6</b>
<b>Reading Levels</b>																				
<b>Creating texts</b>																				
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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 (ACELY1653)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Construct texts using software including word processing programs (ACELY1654)																				