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| Lesson Sequence | Time | *Outcome* | *Activity* | *Evaluation* | *Preparation* |
| *1. Borrowing & Lunchtime recreation in the library* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m* | * *Borrowing if names are in the computer* * *Show places in the library* * *Read ‘Forest Friends’ and discuss book care – Tchart* | *Observe and reinforce correct behaviour in the library* |  |
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| *2 Borrowing & Lunchtime recreation in the library* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m* | * *Borrowing if names are in the computer* * *Show places in the library* * *Show drawing and colouring that can be used in the library at lunchtimes* |  |  |
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| *3 Nursery Rhyme 1 Picture Sequencing Hickory Dickory Dock* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Borrowing* * *Hickory Dickory Dock Learn/say the rhyme with actions* * *Class sequence 6 pictures to retell the rhyme* * *Make a retell wheel for Hickory Dickory Dock Which picture is first?* | *Check accuracy of Mark retell wheel* | *Print worksheet*  *Hickory Dickory Dock 6 pictures class sequence*  *Print retell wheels*  *Put names on Folders ready to use* |
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| *4. Nursery Rhyme 4 Picture Sequencing Nursery Rhymes – Jack and Jill* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **7 ENE-HANDW-01**  **Digital technologies**  *7a*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Borrowing* * *Matching game of lowercase letters to a lowercase letter keyboard.* * *Nursery Rhymes – Jack and Jill Learn/say the rhyme with actions* * *6 picture sequence nursery rhyme by modelled by class* * *6 picture sequence nursery rhyme on A3 paper aided by class sequence* | *Check accuracy of sequencing* | *Make matching letters keyboard*  *Print worksheet*  *Humpty Dumpty 4 picture sequence*  *Put names on the sheets* |
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| *5. Nursery Rhyme 4 Picture Sequencing Nursery Rhymes – Humpty Dumpty* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **7 ENE-HANDW-01**  **Digital technologies**  *7a*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Stress where to return*   *books and borrow books*   * *Matching game of lowercase letters to a lowercase letter keyboard.* * *Nursery Rhymes – Humpty Dumpty 6 picture sequence nursery rhyme modelled by class* * *Make a retell wheel for Humpty Dumpty - Which picture is first?* | *Check which picture is first* | *Print the worksheets* |
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| *6. Nursery Rhymes –Incy Wincy spider* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **7 ENE-HANDW-01**  **Digital technologies**  *7a*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Stress where to return books and borrow books* * *Nursery rhyme match 5 very similar pictures in Incy Wincy Spider ‘iPhone’ workbook.* * *Matching game of lowercase letters to a lowercase letter keyboard.* | *Mark matching of 5 pictures* | *Print the worksheet* |
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| *7. Nursery Rhyme 5 Picture Sequencing Nursery Rhymes – Baa Baa Black Sheep* | *1hr* | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **7 ENE-HANDW-01**  **Digital technologies**  *7a*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Borrow and return books* * *Matching game of lowercase letters to a lowercase letter keyboard.* * *Nursery Rhymes – Baa Baa Black Sheep colour the worksheet with particular attention to black wool.* | *Check for black wool* | *Print*  *Baa Baa Black Sheep worksheet* |
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| *8. Fairy Tale 6 Picture Retell with puppets –* [*Jack and the Beanstalk*](https://safeshare.tv/x/ss5bf47ced191bf)  (2 lessons minimum) |  | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **7 ENE-HANDW-01**  **Digital technologies**  *7a*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Borrow and return books* * *Matching game of lowercase letters to a lowercase letter keyboard.* * *Read Fairy Tale - Jack and the Beanstalk* * *4 picture sequence format first, next, then, finally.* * *Put on a few finger puppet plays showing the sequence of events.* * *Watch Miss Bootsy version of Jack and the Beanstalk.* | *Mark first, next, then, finally sequence.*  *Check the sequence of the book* | *Print*  *Jack and the Beanstalk worksheets (2)* |
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| *9. Fairy Tale 6 Picture Sequencing –*[*Three Billy Goats Gruff*](https://www.youtube.com/watch?v=kTOkbABj3RU)  (2 lessons minimum) |  | **3 ENE-PRINT-01**  **Directionality of print**  *3j, 3k*  **7 ENE-HANDW-01**  **Digital technologies**  *7a*  **8 ENE-UARL-01 Perspective**  *8k, 8l, 8m*  **1 ENE-OLC-01**  **Oral narrative**  *1b*  **4 ENE-RECOM-01**  *4e, 4f, 4g* | * *Borrow and return books* * *Matching game of lowercase letters to a lowercase letter keyboard.* * *Read Fairy Tale - Three Billy Goats Gruff* * *4 picture sequence format first, next, then, finally.* * *Put on a few finger puppet plays showing the sequence of events.* * *Sequence 6 pictures into a book of Three Billy Goats Gruff.* * *Watch Three Billy Goats Gruff.* | *Mark first, next, then, finally sequence.*  *Check the sequence of the book* | *Print Three Billy Goats Gruff*  *worksheets (2)* |

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| **ENGLISH OUTCOMES AND INDICATORS MATCHING THE INFORMATION PROCESS** | | | |
| **1 Oral language and communication ENE-OLC-01**  **Oral narrative**   * **1a** tell a story or information to peers or adults using oral language * **1b** retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words * **1c** recall details of events or stories using who, what, when, where, why and how. | **2 Vocabulary ENE-VOCAB-01**  **Learning and using words**   * **2a** recognise and understand taught Tier 1 and Tier 2 words * **2b** use vocabulary that is specific to Key Learning Areas * **2c** use vocabulary to select, match and provide categories for groups of images or words * **2d**use and understand Tier 3 words that are of personal interest. | **3 Print conventions ENE-PRINT-01**  **Features of print**   * **3a** understand that written Standard Australian English uses letters to represent sounds * **3b** understand that print contains a message * **3c** identify pictures in texts * **3d** distinguish between punctuation, letters, words, and numerals in texts * **3e** identify spaces between words * **3f** identify numerals in texts * **3g** identify and name lower- and upper-case letters * **3h** recognise symbols, icons, and personally significant words in everyday situations and in texts.   **Directionality of print**   * **3i** show awareness of appropriate orientation of the text being read * **3j** locate the front and back of a book and top and bottom of page * **3k** turn pages one at a time * **3l** begin reading at the top of the page and conclude reading at the bottom of the page * **3m** track text left to right and use return sweep * **3n** consistently read left page before right page. | **4 Reading comprehension ENE-RECOM-01**  **Understanding whole text**  **Monitoring comprehension**   * **4a** ask a question or make a statement to clarify meaning * **4b** predict purpose, type of text or topic from title, illustration, image and/or form * **4c** use background knowledge when identifying connections between a text, own life, other texts and/or the world * **4d** use visual cues in multimodal texts to interpret meaning.   **Recalling details**   * **4e** recall key characters, events and/or information in text * **4f** recall the sequence of events/information in texts * **4g** recount the relevant ideas from the text * **4h** use information or events from different parts of the text to form an opinion. |
| **5 Creating written texts ENE-CWT-01**  **Text features**   * **5a** sequence ideas in a text * **5b** include recognisable structural features for text purpose   **Punctuation**   * **5c** use a capital letter to start a sentence and a full stop to end a sentence * **5d** use capital letters when writing proper nouns   **Planning and revising**   * **5e** use drawing, images or mind maps to support planning and writing * **5f** understand they can improve their writing based on feedback from teachers * **5g** edit their texts after receiving feedback. | **6 Spelling ENE-SPELL-01**  **Orthographic component**   * **6a** spell their own name | **7 Handwriting ENE-HANDW-01**  **Digital technologies**   * **7a** locate letters on a keyboard * **7b** locate function keys to produce lower-case and upper-case letters * **7c** use a touch screen or stylus to select lower-case and upper-case letters * **7d** use a touch screen, stylus, or keyboard to produce lower-case and upper-case letters * **7e** use speech-to-text applications to produce letters. | **8 Understanding and responding to literature ENE-UARL-01**  **Context**   * **8a** identify aspects of their own world represented in texts * **8b** identify texts that are composed for specific audiences and purposes * **8c** create imaginative and/or informative texts relating to their own experience, the world and/or other texts.   **Narrative**   * **8d** understand that narrative can be real or imagined * **8e** identify narratives told through a range of modes and media * **8f** identify, discuss, and compare the beginning, middle and end in a range of narratives   **Character**   * **8g** use background knowledge to support understanding of characters’ actions in a text * **8h** reason using background knowledge as to why a character has acted in a certain way * **8i** identify and discuss character features and actions   **Imagery, symbol, and connotation**   * **8j** identify how visual cues contribute to the meaning of a text   **Perspective**   * **8k** express likes and dislikes about a text * **8l** identify favourite stories and/or characters in texts using verbal and/or nonverbal modes * **8m** compare opinions of a text or characters with peers. |
| **BORROWING** | | | |
| **8 Understanding and responding to literature ENE-UARL-01**  **Perspective** | * **8k** express likes and dislikes about a text | * **8l** identify favourite stories and/or characters in texts using verbal and/or nonverbal modes | * **8m** compare opinions of a text or characters with peers. |