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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* |  |
|  |  |  |  |  |  |
| *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* |
|  |  |  |  |  |  |
| *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* |
|  |  |  |  |  |  |
| *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* |
|  |  |  |  |  |  |
| *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* |
|  |  |  |  |  |  |
| *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)* |
|  |  |  |  |  |  |
| *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.
 |