

English Level 1

Chapter 1 — Language: talking with others, and how texts are organised

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Talking with others: words, faces and gestures

English 1 · Part 1 · 1A

Owens: VC2E1LA01 (Language — Language for interacting with others) **Draws on:** VC2E1LA01.E01 · VC2E1LA01.E03 · VC2E1LA01.E04 (VC2E1LA01.E02 is not here — TOC §2A)

VC2E1LA01, word for word: “*explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands*”

Closed and open questions start here and come back in 6A (VC2E1LY01).

Teacher note. Read every line out loud to the children. They listen, talk, act, point and draw. No child needs to read the words here. You can do the five talk jobs, the faces and gestures work, and the closed and open question work one by one, in the way you like best. The questions at the end show what to look for.

What we are learning

We talk with more than words. Every day, you talk with other people. You use words. And that is not all. Your face talks too. Your hands talk too. Your voice talks too. When we talk and listen and do things with other people, we **interact** with them. To interact just means to talk and be with someone.

This part is about how we do that — with our words, our faces and our gestures.

Our five talk jobs. Words do jobs for us. Here are five big talk jobs we use every day.

Our five talk jobs

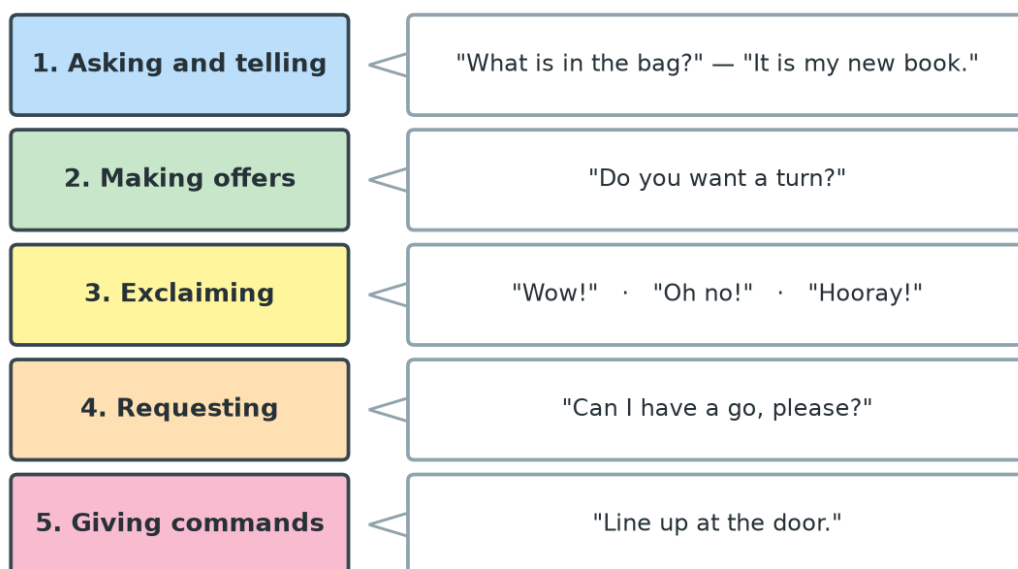


Chart of the five talk jobs with a model sentence for each: asking and telling, making offers, exclaiming, requesting and giving commands

Talk job	What it does	We might say
1. Asking and telling	We ask to find something out. We tell to give news.	“What is in the bag?” — “It is my new book.”
2. Making offers	We say we will help or give something.	“Do you want a turn?”
3. Exclaiming	We show a big feeling with a short, big word.	“Wow!” · “Oh no!” · “Hooray!”
4. Requesting	We ask someone to do something, in a polite way.	“Can I have a go, please?”
5. Giving commands	We tell someone to do something.	“Line up at the door.”

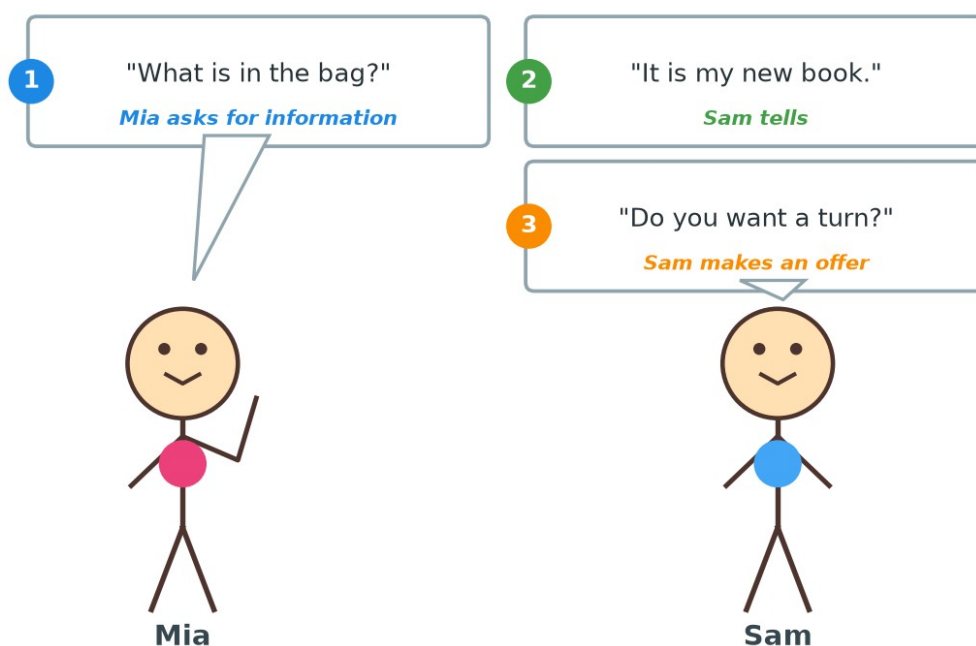
Four new word friends live in that table. Here they are:

- An **offer** is when you say you will help or give something. “I can help you” is an offer.
- **Requesting** is asking someone to do something, in a polite way. It is a polite ask. “Can I have a go, please?” is requesting.
- **Commands** tell someone to do something. “Sit down, please.” and “Line up at the door.” are commands.
- **Exclaiming** is saying a short, big word that shows a big feeling. “Wow!” is exclaiming. “Hooray!” is exclaiming too.

Ask and tell are one job — but asking has a friend. When we **ask for information**, we want to know something: “What time is lunch?” When we ask someone to **DO** something, that is **requesting**: “Can you help me, please?” One asks for words. One asks for help.

Information is what we find out or tell. “The bus is here” is information. “My bag is red” is information too.

A talk track: ask, tell, offer

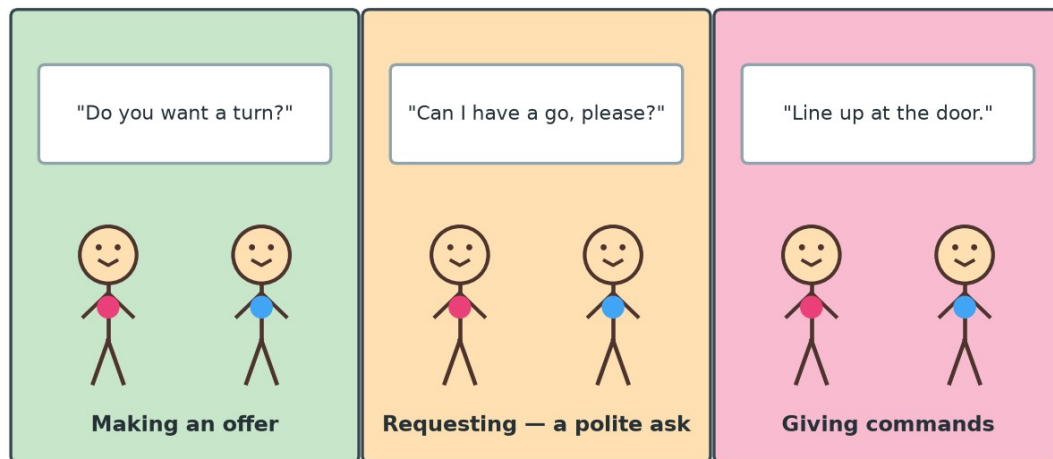


A short talk track between two children: one asks a question, one answers, and one makes an offer

The talk track above does three jobs: Mia **asks** for information, Sam **tells**, and then Sam offers to help. Words, faces and hands all help.

Side by side. Here is how the three talk jobs look when we say them to a friend.

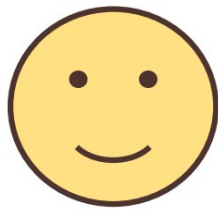
Three talk jobs — side by side



Three pictures showing the talk jobs side by side: making an offer, a polite ask, and giving commands, each with a face and the words said

Your face talks. Your face can say how you feel — with no words at all. The looks on your face are called **facial expressions**. A smile is one. A frown is one too.

Our faces show feelings



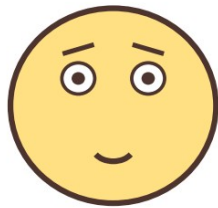
happy



sad



surprised



scared



angry

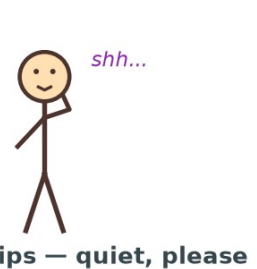
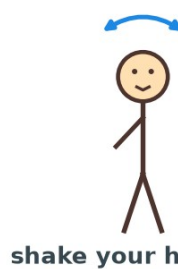
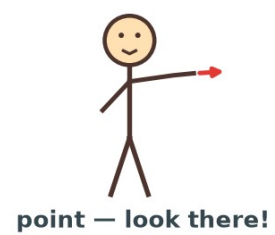


excited

Six faces showing six feelings: happy, sad, surprised, scared, angry and excited, each with its feeling word

Your body talks. Gestures are things you do with your hands or your head to say something — with no words. A wave is one. A nod is one too. The way you stand, sit and move has a name too. It is called **body language**. Your body language talks even when your mouth is still.

Gestures talk with no words



Six gestures with their meanings: waving, thumbs up, pointing, nodding, shaking the head, and a finger to the lips

Some people talk with their hands. Some people use hand shapes and hand moves to make words. This is called **signing**. For people who sign, the hands do the job that the voice does. Signing, gestures, faces and words all work together.

How you say it helps your words do their job. The same words can say two different things! It is your face, your voice and your hands that help.

The same words — said two ways



The same words, You did it, said two ways: with a glad face and kind voice, and with a cross face and cross voice

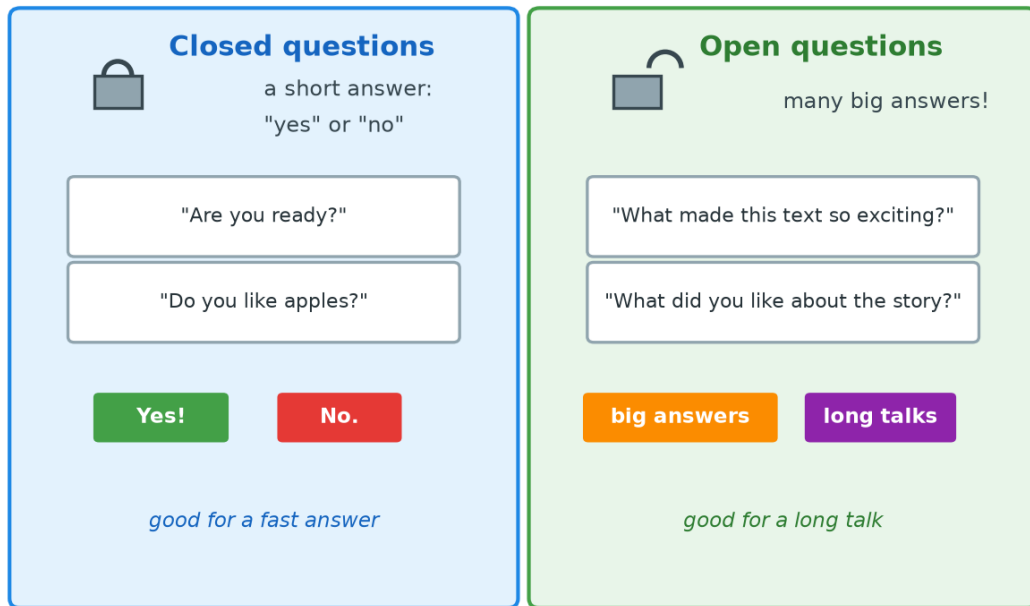
- A glad face and a kind voice say: *I am happy for you!*
- A cross face and a cross voice say: *I am cross.*

The words did not move. The face and the voice did the work. So when we talk with others, we get to use kind words AND a kind face AND a kind voice. That is how our words land well with our friends. Listen to these two:

- “Give me the ball!” — loud voice, cross face, hand out. How does that land with your friend? Not so good.
- “Can I have the ball, please?” — soft voice, kind face. That one lands well.

Closed questions and open questions. Questions come in two kinds. In this book, we call them closed questions and open questions. (Other books may use these words in a different way. These are our meanings here.)

Two kinds of questions



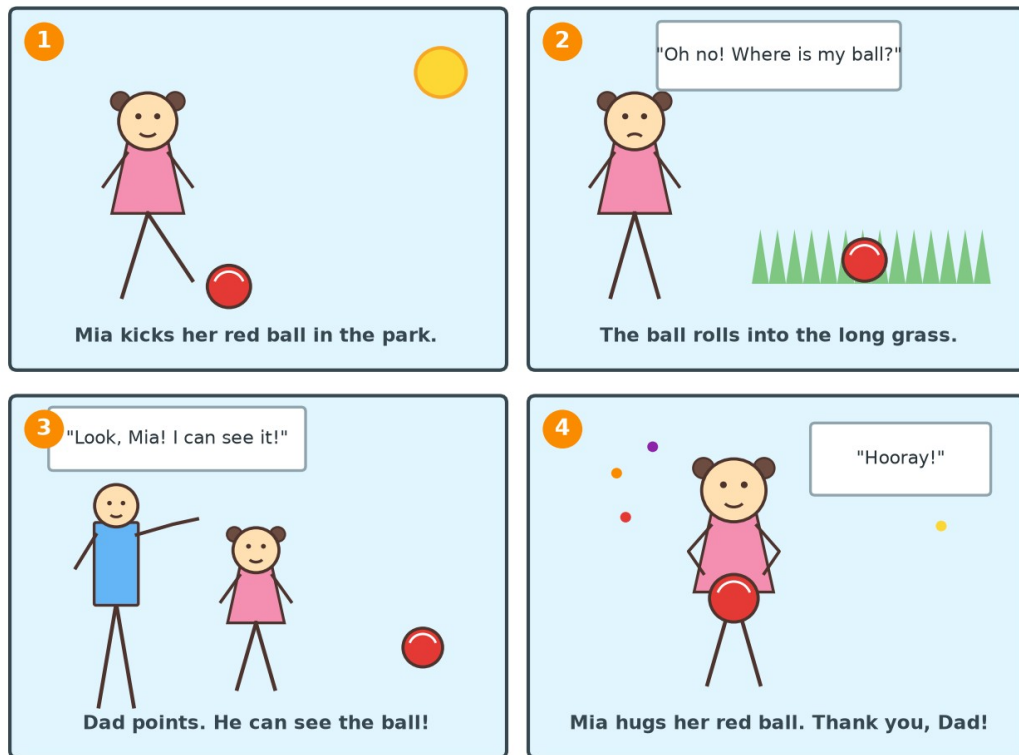
A chart that puts closed questions and open questions side by side: closed questions have short yes-or-no answers, open questions have many big answers

- A **closed question** has a short answer: "yes", "no" or one small word. "Are you ready?" is a closed question. "Do you like apples?" is closed too. Closed questions are good when you need a fast answer.
- An **open question** can have many answers — big answers! "What made this text so exciting?" is an open question. "What did you like about the story?" is open too. Open questions are good for long talks.

Closed questions are not bad. Open questions are not always best. We use both! You need a fast, short answer? Use a closed question: "Are you hurt?" You want a big talk? Use an open question: "What happened next?"

Our film: Mia and the red ball. Now we will watch a short film. It is the story of Mia and her red ball. The people in a film are called **characters**. Mia and Dad are the characters. Watch each picture. Then we will stop and talk. Look at the faces. Look at the hands. Listen to the words. What is Mia feeling?

Our film: Mia and the red ball



Four film pictures of Mia and the red ball: kicking the ball, losing it in the long grass, Dad finding it, and Mia hugging the ball

- **Picture 1.** Mia kicks her red ball in the park. She has a big smile. How does Mia feel?
- **Picture 2.** The ball rolls into the long grass. Mia cannot see it. Her mouth goes down. "Oh no! Where is my ball?" How does Mia feel now?
- **Picture 3.** Dad points. "Look, Mia! I can see it!" He has a big smile. How does Dad feel? How does Mia feel?
- **Picture 4.** Mia hugs her red ball. "Hooray! Thank you, Dad!" How does Mia feel now?

How did you know? You read her face. You read her hands. You listened to her words. Words, faces and gestures all told the story. That is what characters in films do too.

Let's try together

Example 1 — we do it together

The teacher reads this sentence: "Can you help me, please?" What talk job is it doing?

What we do

Think: what does the person want?

Are they asking to know something?

Is it a polite ask? We can hear "Can" and "please".

The talk job is **requesting**.

Why

They want someone to do something — to help.

No. So it is not asking for information.

Yes. A polite ask for help — that is requesting.

✓

Example 2 — we do it together

Look at this: a child has a big smile, wide eyes and a waving hand. No words are said. What is the child saying without words?

What we do	Why
Look at the mouth.	The mouth is a big smile. Smiles go with glad feelings.
Look at the eyes and the hand.	The eyes are wide. The hand is waving hello.
Put it together.	The face and the hand say: "Hello! I am glad to see you!"
No words were used. The face and the hands said it.	Faces and gestures are talk too.

Example 3 — we do it together

Is this question closed or open? "*What will we play at lunch?*"

What we do	Why
Can we answer it with just "yes" or "no"?	No. "Yes" does not fit the question.
Could it have many answers?	Yes — "With the ball!", "On the swings!", "Tag with Mia!"
Many answers means the question is open .	✓

Now this one: "*Is it your turn?*" We can answer "Yes" or "No". Short answer — **closed**.

Example 4 — you have a go

Sam wants the ball. He says, "*Give me that!*" His face is cross. His voice is loud. His hand is out.

1. How do Sam's words land with his friend? How might his friend feel?
2. Can you say Sam's words in a kind way? Think about the words AND the face AND the voice.

A good fix: "*Can I have the ball, please?*" — with a kind face and a soft voice. The words are polite. The face is kind. The voice is soft. Now the talk job is a polite ask, and it lands well.

Have a go

Teacher note. Read each question out loud. Children answer by talking, pointing, acting or drawing. Answers are at the end of this part.

With help

Q1. The teacher reads each sentence. Name the talk job: asking, telling, making offers, exclaiming, requesting, or giving commands.

- (a) "The library is over there."
- (b) "Do you want some help with your bag?"
- (c) "Please wait for me."
- (d) "Oh no! My hat dropped in the puddle!"
- (e) "Can I have a turn, please?"
- (f) "What is for lunch?"

Q2. Look at the six faces in the faces picture. Point to each face and say its feeling word: happy, sad, surprised, scared, angry, excited. Which face do you make when you see a big dog you love? Which face do you make when you hear a loud bang in the night?

Q3. The gestures game. The teacher says a meaning. Show it with gestures — no words! Then swap: the teacher shows it with gestures, and you say what it means.

- (a) Say hello — with no words.
- (b) Say “good job” — with no words.
- (c) Say “look over there” — with no words.
- (d) Say yes — with no words.
- (e) Say no — with no words.
- (f) Say “quiet, please” — with no words.

Q4. Closed or open? Say your answer out loud. For closed questions, give the short answer. For open questions, give a big answer.

- (a) “Are you ready?”
- (b) “Do you like our class pet?”
- (c) “What do you like about our class pet?”
- (d) “Can a rabbit jump high?”

Q5. Look at the four film pictures of Mia and the red ball. For each picture: How does Mia feel? How do you know? Look at her face, her hands and her words.

Q6. Say it kindly. Sam’s words are cross: “*Give me the ball!*” Say them again as a polite ask. Use kind words, a kind face and a soft voice.

On your own

Q7. Do some exclaiming! Make a big feeling word and a matching face for each one.

- (a) You see a huge dinosaur in the playground.
- (b) Your new bike is red and shiny.
- (c) It is time to go home — but you want to keep playing.

Q8. Question sorting. The teacher reads each question card. Put it in the closed group or the open group.

- (a) “Is your shoe blue?”
- (b) “How did you build that tall tower?”
- (c) “Do you like songs?”
- (d) “What made the story funny?”
- (e) “Can you swim?”
- (f) “Who did you play with at lunch?”

Q9. Make an offer. Your friend is carrying a big stack of books. It is heavy! Say an offer to help. Then act it out with your face and hands.

Q10. Same words, new face. The words are: “*You did it.*” Say them with a glad face and a kind voice. Now say them with a cross face and a cross voice. What is different? What does your friend think you mean each time?

Q11. The ask-and-tell game. Work with a partner. One partner hides a small toy. The other asks closed questions to find it: “Is it red?” “Is it in the bag?” “Can I see it?” When you find it, tell your partner where it was: “It was under the mat!” Then swap.

Q12. Say the words to tell the class to stop in our game. That is one of the commands. Now say the same thing as a polite ask. Which one feels better to hear? Why?

Answers

Q1. (a) telling — it gives news; (b) making offers — it says “I will help”; (c) giving commands — it tells someone to do something; (d) exclaiming — “Oh no!” shows a big feeling; (e) requesting — a polite ask; (f) asking — it wants to know something. **Q2.** Answers point to the matching faces in the faces picture. You might make these faces: a big dog you love — happy or excited; a loud bang in the night — scared or surprised. **Q3.** (a) wave; (b) thumbs up; (c) point; (d) nod; (e) shake your head; (f) a finger to your lips. **Q4.** (a) closed — “Yes!” or “No.”; (b) closed — “Yes” or “No”; (c) open — you might say: “I like that he is soft and he likes carrots.”; (d) closed — “Yes!” **Q5.** Picture 1 — glad/happy: big smile, kicking and playing. Picture 2 — sad/upset: mouth down, “Oh no!”, cannot find the ball. Picture 3 — excited/glad: Dad points and smiles; Mia’s eyes go wide. Picture 4 — happy/glad: Mia hugs the ball and says “Hooray!” **Q6.** You might say: “Can I have the ball, please?” — kind face, soft voice. **Q7.** You might say: (a) “Wow!” or “Oh my!”; (b) “Hooray!” or “Wow! I love it!”; (c) “Oh no!” or “I want to play more!” Answers will be different — and that is great. **Q8.** Closed: (a), (c), (e). Open: (b), (d), (f). **Q9.** You might say: “Can I help you carry them?” or “Do you want some help?” — with a kind face and hands out. **Q10.** Glad face and kind voice: your friend thinks you are happy for them. Cross face and cross voice: your friend thinks you are cross. The words are the same. The face and voice do the work. **Q11.** Answers will be different. Look for closed questions (“Is it...?” “Can it...?” “Do you...?”) and a telling sentence at the end. **Q12.** You might say: “Stop.” — one of the commands. Or: “Can we stop now, please?” — requesting. The polite ask feels better to hear, because it is kind.

How we worked it out

Q1. We asked: what does the speaker want? To give news (telling), to help or give (making offers), to tell someone to do something (giving commands), a big feeling out in a short word (exclaiming), to ask someone to do something in a polite way (requesting), or to know something (asking). Each sentence fits one job.

Q2. We read each face — the eyes, the mouth and the eyebrows — and matched it to the feeling word that fits. A smile and wide eyes go with happy and excited. A mouth that goes down goes with sad. Wide eyes and an “O” mouth go with surprised and scared.

Q3. Each meaning has gestures we all know: a wave for hello, thumbs up for good job, a point for look there, a nod for yes, a head shake for no, and a finger to the lips for quiet. The gestures do the talking — no words needed.

Q4. We used our rule: if “yes” or “no” can answer it, it is closed. If it needs a big answer with many words, it is open. (a), (b) and (d) can be answered with yes or no. (c) asks “what”, so it opens up many answers.

Q5. We looked at three things in each picture: the face (smile, mouth down, wide eyes), the hands (kicking and playing, pointing, hugging) and the words (“Oh no!”, “Hooray!”). Together they tell us the feeling.

Q6. Cross words feel bad to hear. We changed the job to a polite ask: we added “Can I” and “please”, and we used a kind face and a soft voice. The ask is the same — the way we say it is kind.

Q7. Exclaiming uses short, big words with big feelings: “Wow!”, “Hooray!”, “Oh no!” The face must match the word. Many answers work — exclaiming comes from your big feelings.

Q8. We tested each question: can you answer it with just “yes” or “no”? (a), (c) and (e) can — closed. (b), (d) and (f) need big answers — open.

Q9. An offer says “I will help or give”. So the words must offer help with the heavy books, and the face and hands should be kind — hands out, kind eyes.

Q10. Words are only one part of the talk. The face and the voice tell your friend what the words really say. Same words, glad face — happy for you. Same words, cross face — cross at you.

Q11. Closed questions are the best tool for a finding game: each one gets a fast yes or no, and you can find the toy fast. The last turn is a telling sentence — that is the “tell” job.

Q12. Commands tell. Requesting asks in a polite way. Both can get the job done, but requesting is kind to your friend's feelings. Kind words land well.

Everything in VC2E1LA01 is in this part. All five talk jobs are here — asking for and providing information, making offers, exclaiming, requesting and giving commands — plus the words, signing, gestures and body language work (VC2E1LA01.E01), the film talk “Mia and the red ball” (VC2E1LA01.E03), and closed and open questions (VC2E1LA01.E04). VC2E1LA01.E02 is not here. TOC §2A says why.

Giving reasons: likes, dislikes and preferences

Teacher, please read this page out loud. Every task here can be done by talking, drawing, or writing with help. No child has to read this page on their own.

What we are learning

Code	VC2E1LA02 — Language
We learn to	explore language to provide reasons for likes, dislikes and preferences
Draws on	VC2E1LA02 .E01 using words such as ‘because’ to introduce reasons for likes, dislikes and preferences VC2E1LA02 .E02 exploring comparative words (adjectives) to express the degree of preference, for example ‘better’ and ‘faster’
From last year	we said what we like at home and at school (VC2EFLA01, VC2EFLA02)
On to next year	we will say more about what we like, and why (VC2E2LA01, VC2E2LA02)

Two big tools in this part: the word **because**, and **-er** words like *faster* and *better*.

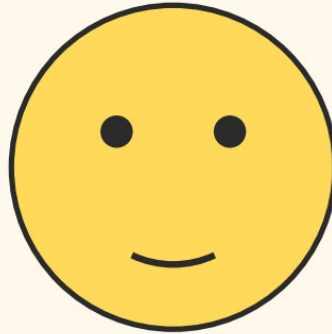
The big idea

Part 1 — We all like different things

You like some things. You do not like other things. That is about you! Your friend can like other things, and that is all right. No one is wrong about what they like. When we say *why*, we share what we feel.

Here are words we can use:

Words we can use



I love ...

I like ...

I do not like ...

I love my mum.

I like apples.

I do not like the rain.

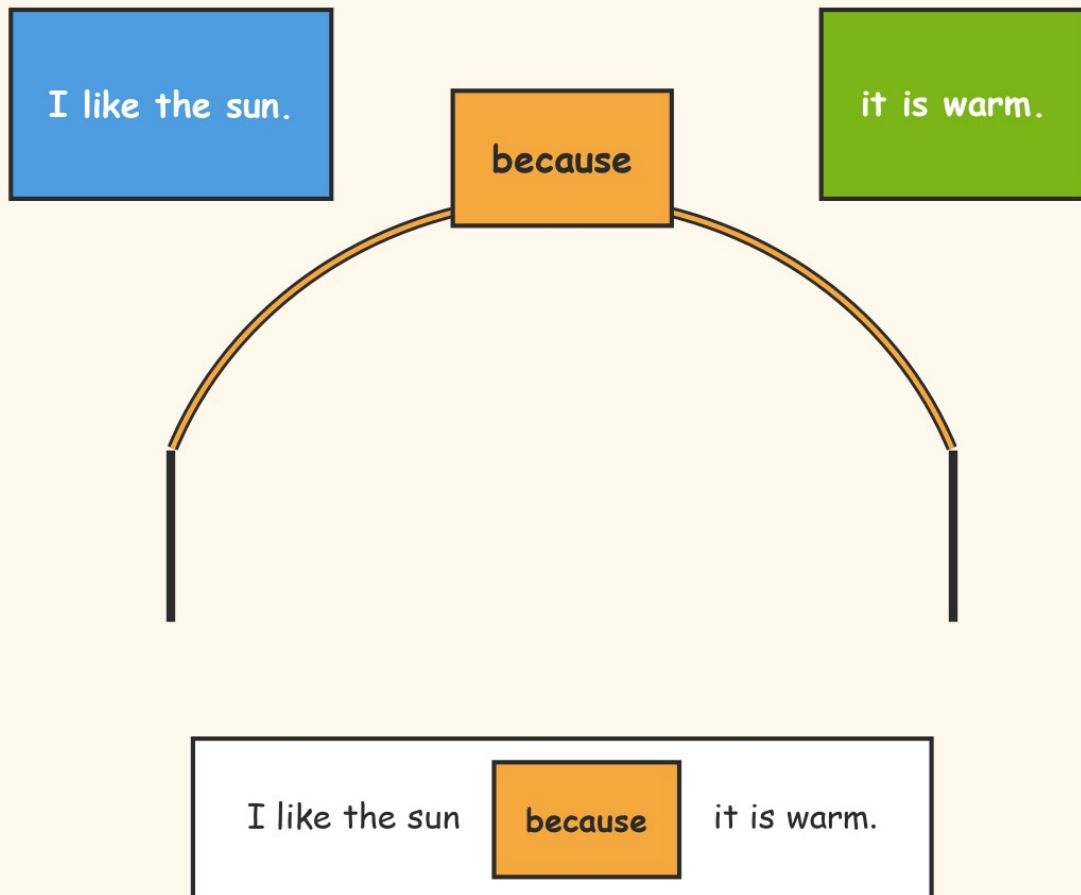
Say them out loud: love, like, do not like.

Three faces with the words love, like and do not like

Part 2 — because tells us why

We can say *why* we like a thing, or do not like a thing. The word **because** joins the two parts. The *why* part is called a **reason**. A reason tells us why.

because joins two parts



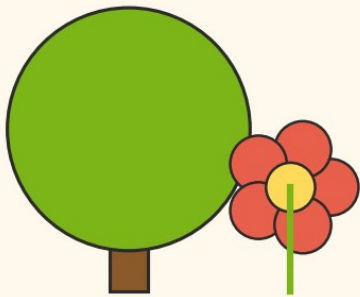
The word because joins what we like to our reason, like a bridge

Look: *I like the sun* + *it is warm* makes **I like the sun because it is warm.**

Part 3 — -er words put two things side by side

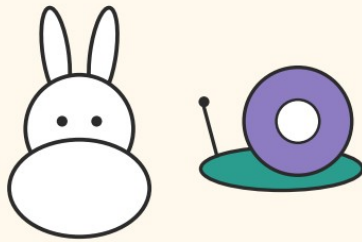
Which is faster, a snail or a rabbit? We can add **-er** to a word: fast → faster. Words like *faster* and *bigger* have a name. They are called **adjectives** — words that tell us about a thing. *big*, *fast*, *warm* and *soft* are all adjectives. The *-er* ones have a long name too: **comparative adjectives**. That is a big word! You do not have to say it. We just use the words.

Two things, side by side



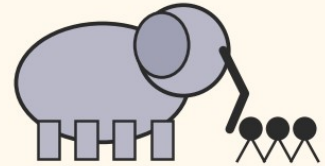
The tree is taller.

tall + er



The rabbit is faster.

fast + er



The elephant is bigger.

big + er

Pictures of a tree, a flower, a rabbit, a snail, an elephant and an ant, with the words taller, faster and bigger

How do we make -er words?

How to make -er words

word	make	new word	how
tall	+ er	taller	just add -er
fast	+ er	faster	just add -er
nice	+ r	nicer	it ends in e: just add -r
big	+ ger	bigger	write the last letter two times
good	changes	better	has its own way — gooder is not a word!

Say each one out loud: taller, faster, nicer, bigger, better.

A table that shows how to add er to make words like faster, bigger and nicer

A little story to read together

Listen to your teacher, then read with your teacher. The yellow parts say *why*.

At the Park

I love the park. I like the swings because they go high. I like the sand because it is soft. I do not like the ants because they bite!

A little story we can read together

At the Park

I love the park.

I like the swings because they go high.

I like the sand because it is soft.

I do not like the ants because they bite!

Can you find the word because? Circle it each time.

A short story about the park. The word because is in yellow

We do it together

Example 1 — with help: say why you like a thing

You like apples. Why? Let's put the sentence together.

What we say

Why it works

I like apples.

We say what we like.

because

The join word.

they are sweet.

Our reason — why we like them.

All together: **I like apples because they are sweet.**

Example 2 — with help: say why you do not like a thing

What we say	Why it works
I do not like the rain.	We say what we do not like.
because	The join word.
my feet get wet.	Our reason — why we do not like it.

All together: **I do not like the rain because my feet get wet.**

Example 3 — with help: use an -er word

Look at the picture. A bike or a car — which is faster?

What we do	Why it works
We look at the bike and the car.	Two things, side by side.
The car is fast. The bike is slow.	What we see.
The car is faster.	fast + er = faster.
I like cars because they are faster.	What we like + because + our reason.

Example 4 — on your own: fix the sentence

This sentence has no join word:

I like cake it is sweet.

Fix: **I like cake because it is sweet.**

Example 5 — on your own: which is faster?

A snail or a rabbit — which is faster?

A rabbit is faster than a snail.

Use these starts to make your own sentences:

Starts for sentences

I like

because

.

I do not like

because

.

is faster than

.

Pick from the box — or use your own words:

apples

dogs

bikes

the sun

rain

books

Three ways to start a sentence, with blank spots and a word box

Now you try

With help

Q1. Look at the picture with the three faces. Point to *love*. Point to *like*. Point to *do not like*. Say each word out loud.

Q2. Listen to your teacher read *At the Park*. Find the word *because*. Circle it each time. How many did you find?

Q3. Draw a line from what we say to why we say it.

What we say	Why we say it
I like the sun.	my feet get wet.
I like my bed.	it is warm.
I do not like the rain.	it is soft.

Q4. The elephant is big. The ant is small. The elephant is _____ .

Q5. Pick a word: *because* or *and*.

“I do not like cold wind _____ it hurts my face.”

Q6. Make an -er word.

(a) fast + er = _____ (b) nice → _____ (c) big → _____

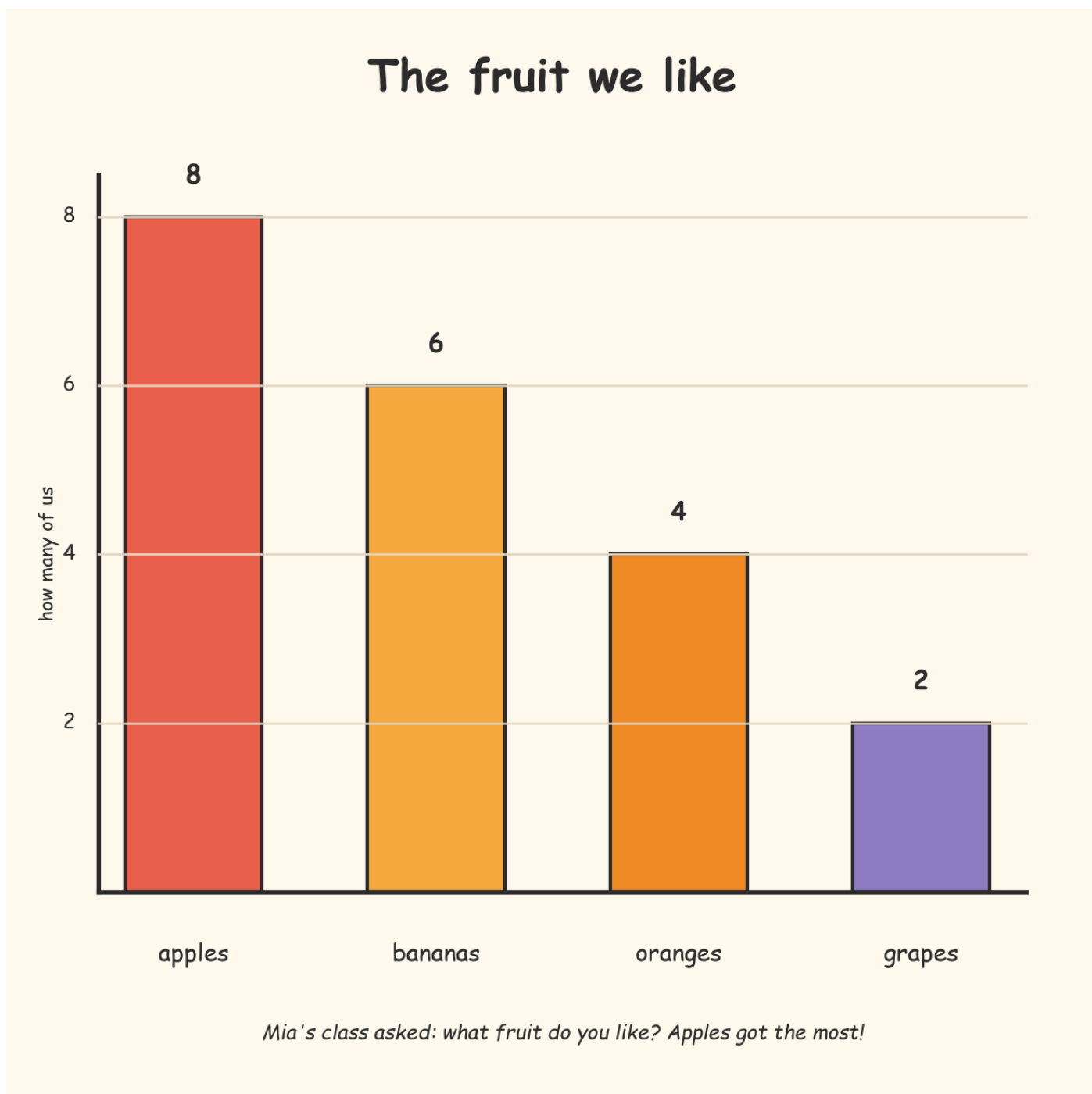
On your own

Q7. Finish, then say it out loud: *I like _____ because _____* .

Q8. Finish, then say it out loud: *I do not like _____ because _____* .

Q9. Think of two things. Make a sentence with an -er word. You can say: *The train is faster than the bike*. Now you make one.

Q10. (a) Look at the chart of Mia's class. Which fruit got the most ticks? (b) Ask five friends, "What fruit do you like?" Put a tick for each answer. Make your own chart.



A picture chart of the fruit we like. Apples have the most ticks

Q11. Talk with a friend. Ask, “What do you like?” Your friend answers with *because*. Then your friend asks you.

We ask, and we answer



Ask. Answer with because. Then your friend asks you.

Two friends talking. One asks a question, and one answers with because

Q12. My turn! Draw one thing you like and one thing you do not like. Write one sentence about each. Read them to your teacher.

My turn!

I like _____

because _____



draw it here

I do not like _____

because _____



draw it here

Write one sentence about each thing.

Read it to your teacher.

A page with lines to write on and a box to draw in. It starts with the words My turn

Answers

Q2. 3. **Q3.** I like the sun → it is warm. I like my bed → it is soft. I do not like the rain → my feet get wet. **Q4.** bigger. **Q5.** because. **Q6.** (a) faster, (b) nicer, (c) bigger. **Q10a.** apples. **Q1, Q7–Q9, Q10b, Q11, Q12.** Answers will be different — see *How the answers work* for ways to answer.

How the answers work

Q1. Point and say: *love, like, do not like*.

Q2. The word *because* is in these three lines: *I like the swings because they go high.* · *I like the sand because it is soft.* · *I do not like the ants because they bite!*

Q3. The sun is warm: I like the sun → it is warm. My bed is soft: I like my bed → it is soft. Wet feet: I do not like the rain → my feet get wet.

Q4. big → bigger (write the last letter two times): *The elephant is bigger.*

Q5. because — it joins what we do not like to our reason: *I do not like cold wind because it hurts my face.*

Q6. (a) faster (b) nicer — it ends in e, so add -r (c) bigger — write the last letter two times.

Q7. One way: *I like dogs because they are fun.* Your answer can be about any thing you like.

Q8. One way: *I do not like the rain because it is cold.* Your answer can be about any thing you do not like.

Q9. One way: *The train is faster than the bike.* Any -er word works: bigger, smaller, taller, nicer, better.

Q10. (a) Apples — 8 ticks, the most. (b) One way: five friends say apple, apple, banana, apple, grape. Ticks: apple 3, banana 1, grape 1. In this one, apple got the most.

Q11. One way to talk: “What do you like?” — “I like the park because the swings go high!”

Q12. One way: draw a ball and write *I like my ball because it is fun.* Draw a wet coat and write *I do not like wet coats because they are cold.*

How texts are organised for their purpose

For the teacher. This part teaches Victorian Curriculum 2.0 English, Level 1 — VC2E1LA03: *explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain.* It draws on VC2E1LA03 .E01 (*discussing and comparing the purposes and organisation of familiar texts*), VC2E1LA03 .E02 (*becoming familiar with the typical stages of types of texts, for example recount and procedure*) and VC2E1LA03 .E03 (*recognising that the structure of a text may include words and pictures; for example, an informative text may include words, illustrations and diagrams*).

How this part works. The teacher reads everything aloud. Children listen, look, talk, point, number and draw. Nothing here asks a child to read on their own.

About the words. The Victorian Curriculum uses the word *purpose* but does not tell us what it means. In this part, *purpose* means the job a text does. *Opinion* tells what someone thinks or feels — two people can think different things and both be right. We use the words this way all the way through.

Big ideas

Texts and their job. In this book, a **text** is anything made to tell us something. A story book is a text. A song is a text. A chart on the wall is a text. Every text has a job to do. The job of a text is called its **purpose**.

Structure. A text is put together to do its job. How a text is put together is called its **structure** — what comes first, what comes next, and what comes last. The big parts of a text are called its **stages**. Different purpose, different stages!

Here are the six jobs we explore.

Six jobs that texts do

English 1 · 1C

Every text is made for a job. The job of a text is called its purpose.

1 Recount

to tell about something that happened

2 Narrate

to tell a story

3 Express opinion

to say what you think or feel

4 Inform

to give us facts

5 Report

to tell the facts about something we looked at

6 Explain

to tell how or why something happens

Same topic, different job — a different text!

Six cards in two rows. Each card names one job that texts do: recount, narrate, express opinion, inform, report and explain.

- **recount** — tells about something that happened
- **narrate** — tells a story (a story is a **narrative**)

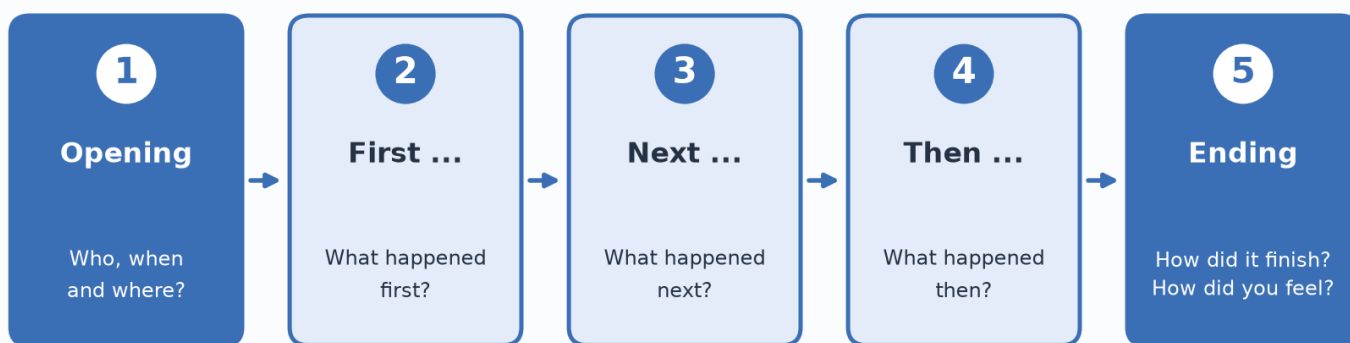
- **express opinion** — says what someone thinks or feels (an **opinion**)
- **inform** — gives facts (an **informative text**)
- **report** — tells the facts about something we looked at (a **report**)
- **explain** — tells how or why something happens

The stages of a recount. A recount has these typical stages:

The stages of a recount

English 1 · 1C

A recount tells about something that happened. Its parts go in the order it happened.



A recount uses time words: first, next, then, last.

Five boxes joined by arrows, left to right: opening, first, next, then, ending — the stages of a recount.

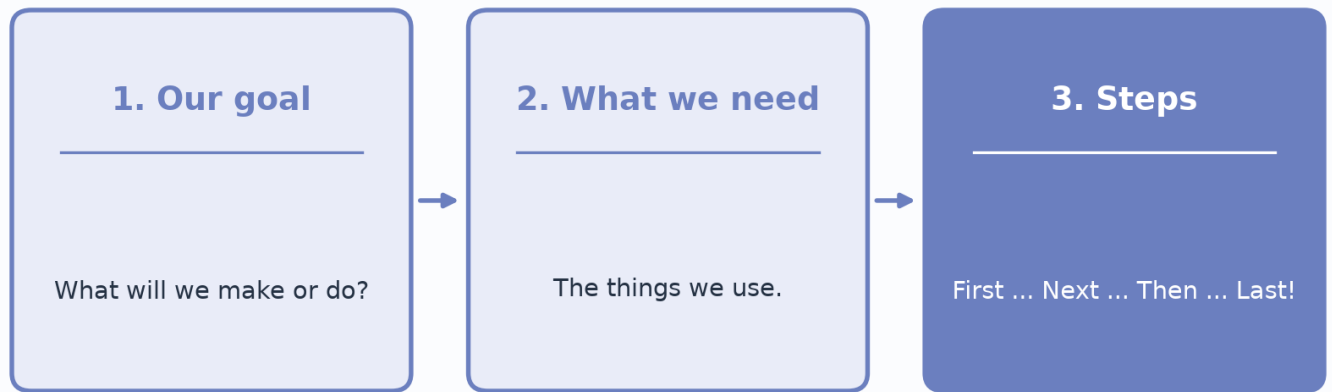
The **opening** tells who, when and where. Then come the things that happened, in order. The **ending** tells how it finished. Time words like **first**, **next** and **then** keep a recount together.

The stages of a procedure. A **procedure** tells how to make or do something. Its stages are: what we want to make, what we need, and the steps.

The stages of a procedure

English 1 · 1C

A procedure tells how to make or do something. The steps must go in the right order!



If the steps go in the wrong order, it will not work!

Three boxes joined by arrows: what we want to make, what we need, the steps — the stages of a procedure.

The steps must go in the right order!

Words and pictures. The structure of a text is not only words. An informative text can include words, illustrations and diagrams. **Illustrations** are the pictures that show us things. A **diagram** is a picture with **labels**, and a label names a part.

Listen and look

The teacher reads each page aloud. We listen and we look.

Model text — a recount

Teacher reads aloud



A page with the name *Our Trip to the Garden*. Three tags point to the opening, the things that happened and the ending.

The teacher reads:

On Friday, our class went to the school garden. First, we looked under a big rock. We saw two worms!
Next, we planted bean seeds in a cup. Then, we watered the seeds. It was so much fun. I want to go again.

Talk about it: the opening tells when and where. The things that happened come in order, kept together by the time words *first*, *next*, *then*. The ending says it was fun. Opening, then what happened, then the ending — the typical stages of a recount!

Model text — a procedure

Teacher reads aloud

Our goal

Make a paper hat!

What we need:



paper



glue



crayons

How to Make a Paper Hat



1. Fold the paper in half.



2. Fold the top corners down.



3. Fold the bottom edge up.



4. Put on your hat!

A page with the name How to Make a Paper Hat. It shows what we need and four steps, each with a small picture.

The teacher reads:

Make a paper hat! What we need: paper, glue, crayons. 1. Fold the paper in half. 2. Fold the top corners down. 3. Fold the bottom edge up. 4. Put on your hat!

Talk about it: first what we want to make, then what we need, then the steps. The steps go in the right order. What if step 4 came first? No hat! A procedure must have its steps in order.

Model text — an informative text

Teacher reads aloud

Earthworms

A worm is a small animal.

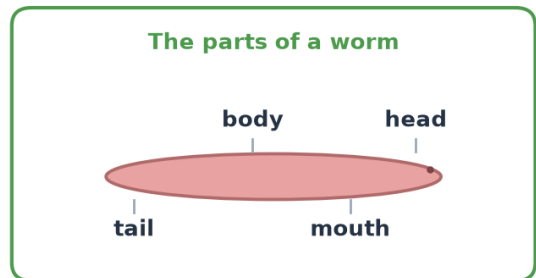
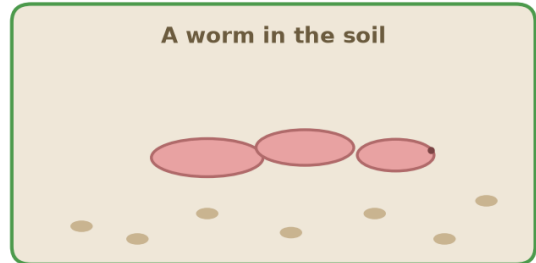
A worm has no legs.

A worm lives in wet soil.

Worms help our garden.

They dig holes in the dirt.

This text has words, a picture AND a diagram!



A page with the name Earthworms. It has words, a picture of a worm in the soil, and a diagram with labels for the head, mouth, body and tail.

The teacher reads:

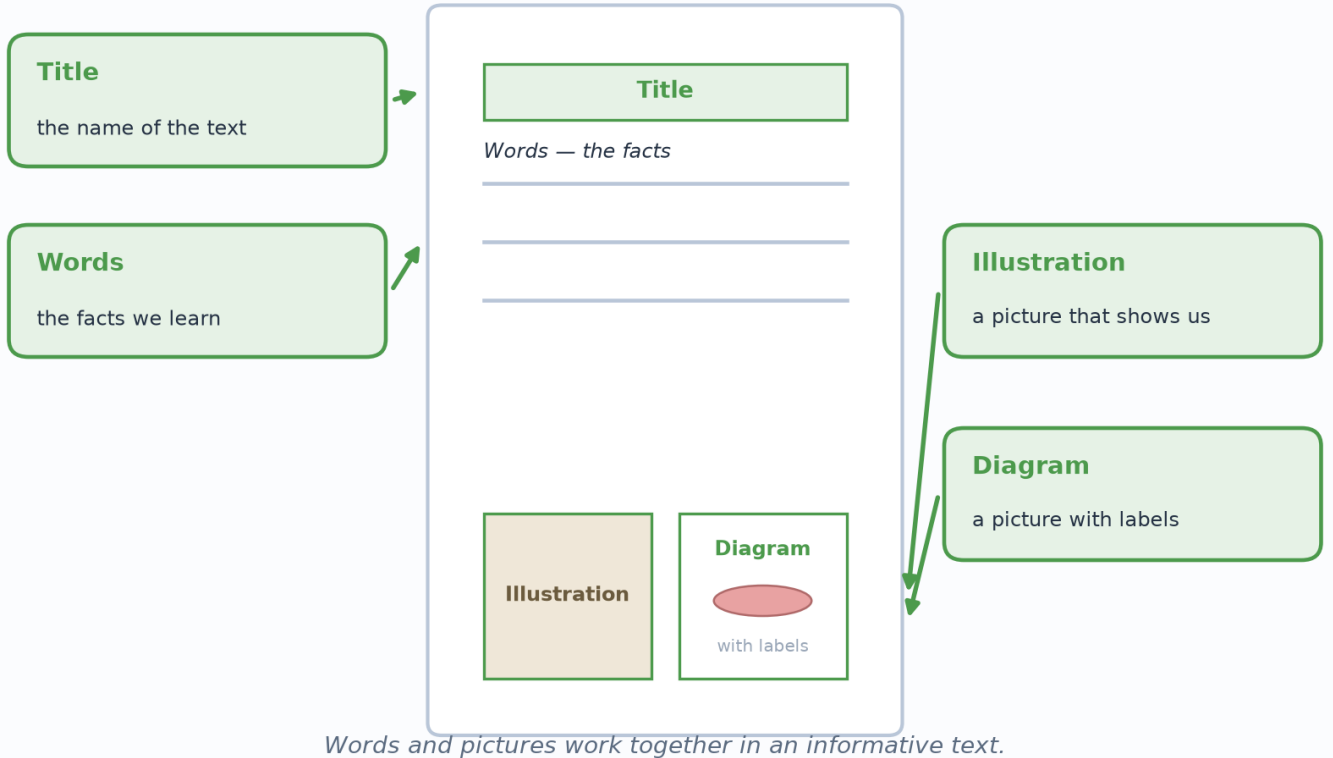
A worm is a small animal. A worm has no legs. A worm lives in wet soil. Worms help our garden. They dig holes in the dirt.

Talk about it: this text has words AND pictures. We point to the title (*Earthworms*), the words, the picture of a worm in the soil, and the diagram. The pictures in a text are called illustrations. The diagram has labels: head, mouth, body, tail. The words and the pictures work together to inform us.

What can be in an informative text?

English 1 · 1C

An informative text can have words AND pictures. Every part helps us learn.



Cards name the parts of an informative text: title, words, illustrations and diagrams. Arrows point from each card to the page.

So an informative text can have these parts: a title, words, illustrations and diagrams.

Model text — an opinion

Teacher reads aloud

The Best Place

I think the school garden is the best place.

I think this because it is fun to dig in the dirt.

I like to look for worms with my friends.

We can plant seeds and watch them grow.

The garden is the best place for me!

Opinion clue words: I think · I like · because · best

My friend Sam

Sam thinks the playground
is the best place.

Sam likes to run and jump.

We think different things.

That is OK!

An opinion tells what you think or feel.

Two pages. One is an opinion about the school garden with clue words marked. One shows a friend, Sam, who thinks the playground is the best place.

The teacher reads:

I think the school garden is the best place. I think this because it is fun to dig in the dirt. I like to look for worms with my friends. We can plant seeds and watch them grow. The garden is the best place for me!

Talk about it: an opinion says what someone thinks or feels. Clue words show us: *I think, I like, because, best*. Sam thinks the playground is the best place. We think different things — and that is OK!

Model text — a story

Teacher reads aloud

Ben's Box Boat

Start

Ben got a big box.

"I will make a boat!" he said.

Middle

Ben sat in his box boat.

He sailed on the big blue sea.

He saw a fish. "Hello, fish!" said Ben.

End

Tip! The boat fell over.

Ben went home wet but happy.

"What a fun day!" he said.

A story has a start, a middle and an end. It is made up!

A page with the name Ben's Box Boat. Tags show the start, the middle and the end of the story.

The teacher reads the story: Ben gets a big box and makes a boat. He sails on the big blue sea and says hello to a fish. Tip! The boat tips over. Ben goes home wet but happy. What a fun day!

Talk about it: a narrative tells a story. It is made up. It has a start, a middle and an end.

Two more jobs

Teacher reads aloud

Our Class Pet

Our class pet is a fish.

Her name is Dot.

Dot is small and red.

She lives in a big bowl.

We feed Dot every day.

We like Dot!

A report tells the facts about something.

How Our Bean Grows

A bean seed needs soil,

water and sun.

First, roots go down.

Next, a stem goes up.

The stem grows leaves.

The leaves use the sun

to make food.

That is how a bean grows!

This text tells how and why.

Two pages side by side. One is a report about a class pet fish. One tells how a bean grows.

The teacher reads:

Our class pet is a fish. She is small and red. She lives in a big bowl. We feed her every day. We like our fish!

That is a report: it tells the facts about something we looked at.

A bean seed needs soil, water and sun. First, roots go down. Next, a stem goes up. The stem grows leaves. The leaves use the sun to make food. That is how a bean grows!

That text tells how and why. Same garden things — beans, fish, worms — but different job, different structure!

One garden, three jobs. We take one thing — our school garden — and do three jobs with it:

Same topic, different jobs

English 1 · 1C

The topic is our school garden. Look how the text changes when its job changes!

Tell a story

Mia lost her hat in the garden.
She looked under a big plant.
A worm was sitting on it!

Job: tell a story

Give facts

Our garden has dirt and plants.
Worms live in the soil.
We grow beans there.

Job: give facts

Say what you think

I think our garden is the
best place at school.
It is so much fun!

Job: say what you think

Three pages about the same garden. One tells a story, one gives facts, one says what someone thinks.

Talk about it: the story has a start, a middle and an end. The facts tell us things about the garden. The opinion says what someone thinks. Same garden, different purpose — different structure!

Your turn

The teacher reads each one. You listen, look, talk, point, number or draw.

Q1. Look at the picture with three texts about our garden. The teacher reads them. Point to: (a) the text that tells a story, (b) the text that gives facts, (c) the text that says what someone thinks.

Q2. The stages of a recount are out of order. Say them in the right order: **Ending · First · Opening · Then · Next**

Q3. The teacher reads this recount with missing time words. Say the missing word each time. Word box: **first · next · last**

Today I went to the park with Dad. , **we went on the big swing.** , we gave the ducks some bread. ____, we went home. What a fun day!

Q4. The teacher reads these steps to wash your hands. They are out of order. Say them in the right order, then do them!

- Use the soap and rub your hands.
- Wet your hands with water.
- Dry your hands.
- Wash the soap off with water.

Q5. Look at *Earthworms* in Example 3. Point to: (a) the title, (b) the words, (c) the picture — pictures in a text are called illustrations, (d) the diagram. Then point to the four labels: head, mouth, body, tail.

Q6. The teacher reads *The Best Place* again (Example 4). Listen for the opinion clue words. Say them, then circle them on your page: **I think · I like · because · best**

Q7. Look at the picture with eight cards. The teacher reads each card. Say the job of each card. Jobs: **recount · tell a story · say what you think · give facts · report · tell the steps · tell how or why**

Match the text to its job

English 1 · 1C

Teacher reads each card. What job is the text doing?

My Trip to Nan's House Last week I went to Nan's ... Card 1	The Lost Duck One day, a duck was lost ... Card 2	Why I Love the Park I think the park is the best ... Card 3	All About Bees Bees are small. They make ... Card 4
Our Class Pet Our pet is a fish. Her name ... Card 5	How to Wash Your Hands First, wet your hands ... Card 6	Why It Rains The sun warms the water ... Card 7	Our Fun Day On Friday we had a fun day ... Card 8

Jobs: recount · tell a story · say what you think · give facts · report · tell the steps · tell how or why

Eight cards in two rows. Each card shows a name and the first line of a text. We say the job of each card.

Q8. Pick a job for a text of your own. Tell a friend what it is about. Draw it: what comes first? What comes next? Will it have pictures? Will it have a diagram?

Answers

A1. (a) the story, (b) the facts, (c) the opinion.

A2. Opening, First, Next, Then, Ending.

A3. first, next, last.

A4. Wet your hands → soap and rub → wash the soap off → dry.

A5. The title is on top. The words are on the left. The picture is on the right. The diagram with its labels is at the bottom right.

A6. I think, I like, because, best.

A7. Card 1 recount · Card 2 tell a story · Card 3 say what you think · Card 4 give facts · Card 5 report · Card 6 tell the steps · Card 7 tell how or why · Card 8 recount.

A8. Answers will be different! Every job is right if you can say what comes first and what comes next.

Why the answers are right

Teacher notes, read aloud as needed.

Q1. A story has a start, a middle and an end — that is the first page. A facts text tells us things about the garden — that is the middle page. An opinion has clue words like *I think* — that is the last page. Different job, different structure!

Q2. A recount starts with the opening (who, when and where). Then the things that happened come in order (first, next, then). The ending comes last (how it finished).

Q3. Time words keep a recount together. The first thing that happened gets *first*, the next thing gets *next*, and the last thing gets *last*.

Q4. A procedure must have its steps in the right order. Hands get wet before the soap goes on, and the soap gets washed off before hands get dry.

Q5. The title names the text (*Earthworms*). The words give the facts. The illustrations show us things — here, a worm in the soil. The diagram names the parts with labels: head, mouth, body, tail. Words and pictures work together — that is the structure of an informative text!

Q6. *I think* and *I like* say what someone thinks or feels. *Because* tells why. *Best* is a feeling word. Clue words like these show us an opinion.

Q7. Card 1 tells about something that happened, so it is a recount. Card 2 is made up and has a start, a middle and an end, so it tells a story. Card 3 says *I think*, so it says what someone thinks. Card 4 gives facts — its job is to inform. Card 5 tells the facts about our class pet, so it is a report. Card 6 has steps in order, so it tells the steps. Card 7 tells how rain happens, so it tells how or why. Card 8 tells about a fun day that happened, so it is a recount.

Q8. Any job is good. Listen for this: can the child say what comes first and what comes next? A procedure needs steps in order. A story needs a start, a middle and an end. An informative text can use illustrations and diagrams. The pictures should match the job!

Repetition, rhyme and rhythm: what holds a poem or song together

Part 1D. This part owns VC2E1LA04: *explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs.* It draws on VC2E1LA04 .E01 and VC2E1LA04 .E02. We do this part before part 3D. In 3D we will say poems and songs out loud and make our own. Here, we find what holds them together.

We will listen to, say and read poems, chants and songs together. We will find three things that hold the words together.

What we will find

Big word box — cohesion. This book uses the big word *cohesion*. **Cohesion means all the parts of a text stick together and feel like one whole piece.** In this book, that is the only thing it means.

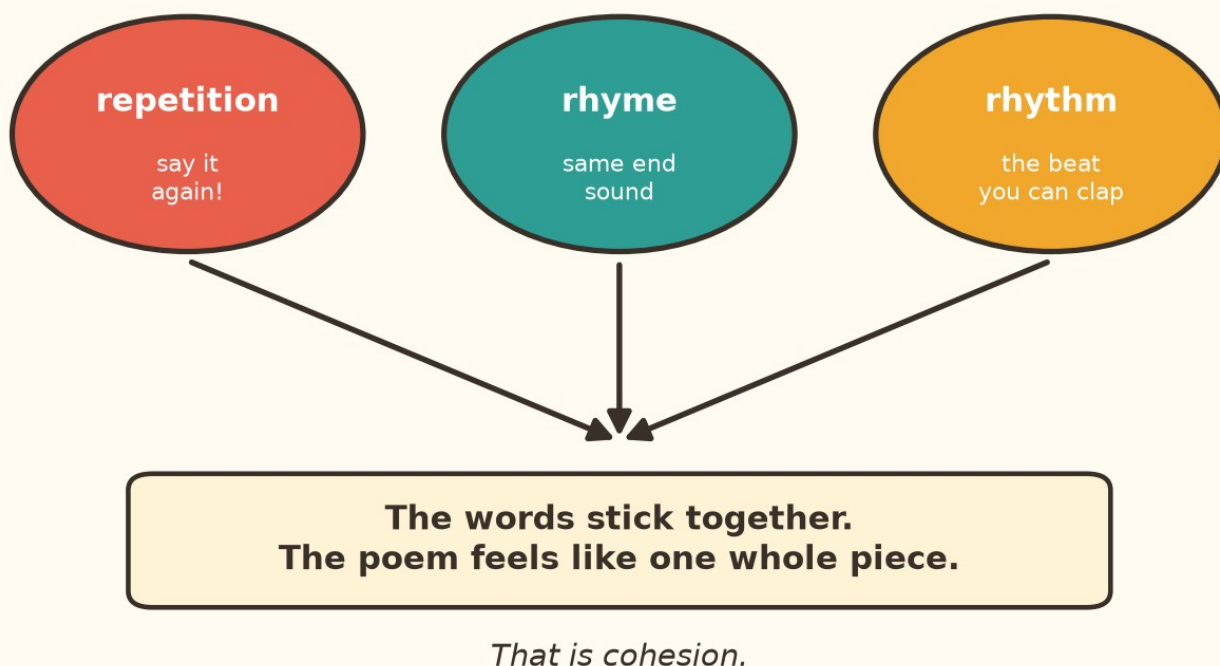
A poem, a chant and a song are three kinds of text we can say out loud.

- A **poem** is words in lines, made to sound good.
- A **chant** is words we say together, with a beat.
- A **song** is words we sing.

Three things give them cohesion.

Name	What is it?	How do we find it?
repetition	words or lines that come back again	count the words that come back
rhyme	words that end with the same sound	listen: <i>cat</i> and <i>hat</i> rhyme
rhythm	the beat in the words	clap along and feel the beat

What holds a poem together?



Three coloured circles, repetition in red, rhyme in green and rhythm in orange, with arrows pointing down to a box that says the words stick together and the poem feels like one whole piece. Under the box, the words: that is cohesion.

Our three texts

The teacher reads each text out loud first. Then we say it and read it together.

Text 1 — a chant: “Sun, Sun, Sunny Day!” (made for this book)

Sun, sun, sunny day! Sun, sun, come and play! Sun, sun, sunny day! We can sing and run and play!

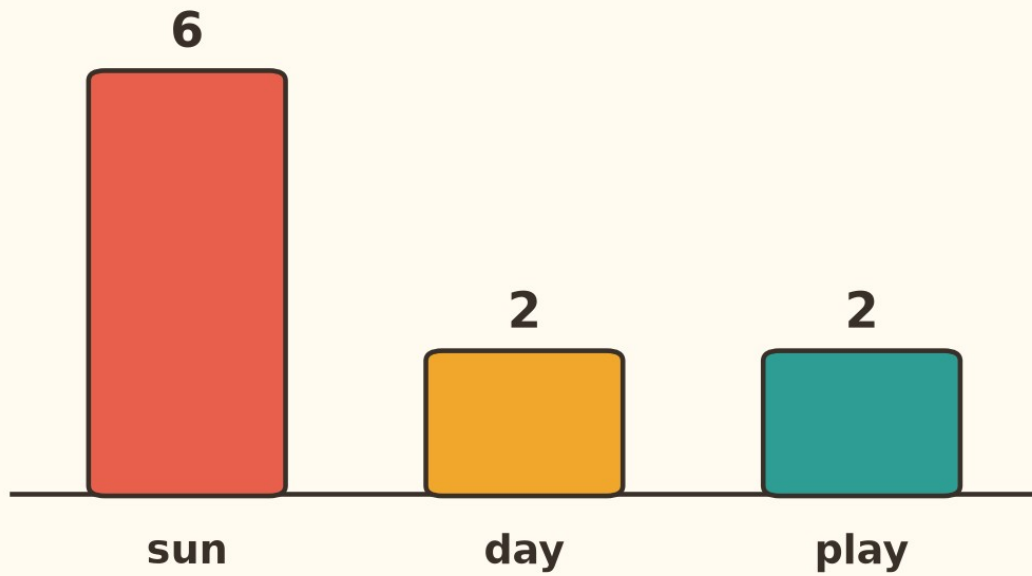
Our chant: "Sun, Sun, Sunny Day!"

- 1 **Sun, sun, sunny day!**
- 2 **Sun, sun, come and play!**
- 3 **Sun, sun, sunny day!**
- 4 **We can sing and run and play!**

Red, yellow and green words come back again and again.

The chant in four lines, with numbers 1 to 4. The word sun is red six times, the word day is yellow two times and the word play is green two times. A box under the chant says the red, yellow and green words come back again and again.

How many times do we say each word?



Counted in our chant, "Sun, Sun, Sunny Day!"

A chart with three boxes. The sun box is tall and shows the number 6. The day box shows 2 and the play box shows 2. Under the chart, the words: counted in our chant.

Text 2 — a song: "Have You Seen?" (made for this book)

Have you seen my red ball? Have you seen my blue doll? Have you seen my little cat? Have you seen my big flat hat?

The blue words come back in every line. That is a **pattern** — it comes back the same way every time.

Our song: "Have You Seen?"



Four lines of the song. Each line starts with the same blue box, "Have you seen my", and ends with a red box that changes: red ball, blue doll, little cat, big flat hat. Words on the left say the same words come every time, and words on the right say this word can change. A box under the song says the blue words come back in every line and that is a pattern.

Text 3 — a poem: "My Red Kite" (made for this book)

The wind is up, the sky is blue, My red kite flies for me and you. It goes up high, it comes down low, We watch it in the wind — watch it go!

The end words rhyme: blue and you, low and go. That is **end-of-line rhyme**.

Our poem: "My Red Kite"

The wind is up, the sky is

blue

My red kite flies for me and

you

It goes up high, it comes down

low

We watch it in the wind — watch it

go

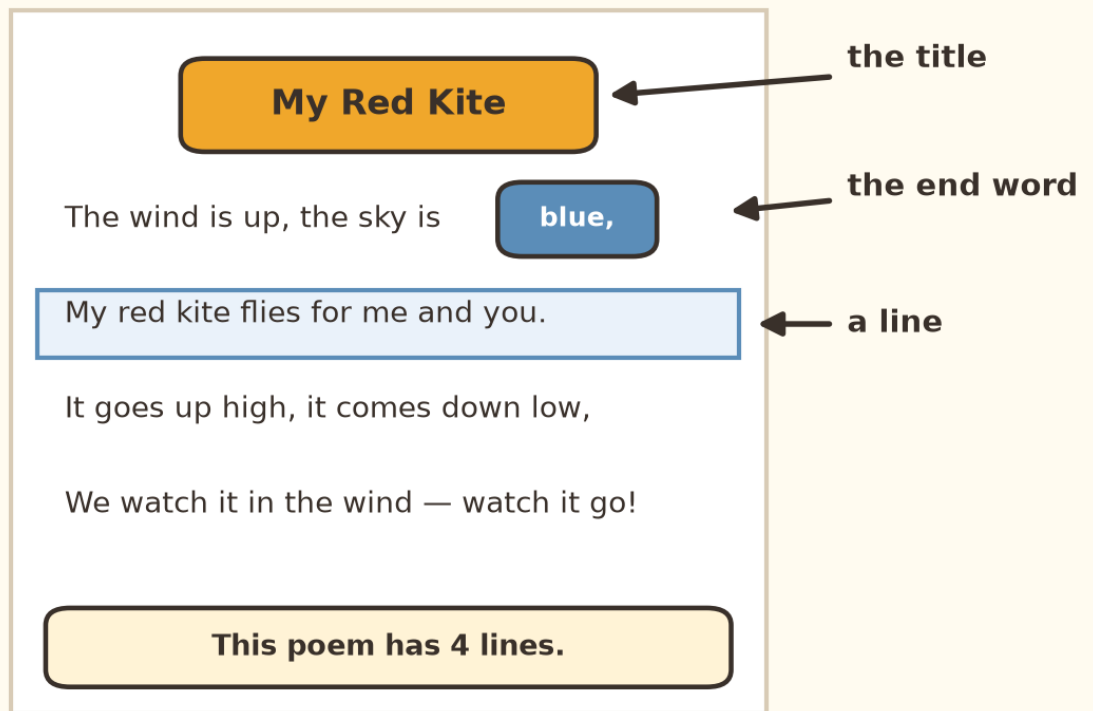
rhyme!

rhyme!

The end words rhyme: blue and you, low and go.

The poem in four lines. The end words sit in boxes: a line joins the blue boxes for blue and you, and a line joins the purple boxes for low and go. A box under the poem says the end words rhyme: blue and you, low and go.

The parts of a poem



A white page with the poem on it. Arrows point to the title in a yellow box, to one line in a blue box, and to the end word blue in a blue box. A box at the bottom says this poem has 4 lines.

A **line** is one row of words in a poem. The **end word** is the last word in a line.

Find it together

Example 1 — with the teacher: find the words that come back

The teacher says

We do

Say line 1 slow: Sun, sun ...

Put up a finger for each “sun”.

Say all four lines.

Count our fingers: 1, 2, 3, 4, 5, 6!

“Sun” comes back 6 times.

Say it with me: repetition!

Why do we say “sun” so much?

It holds the chant together.

Example 2 — with the teacher: find the rhymes at the ends of the lines

The teacher says

We listen for

blue ... you

the same end sound — they rhyme!

low ... go

the same end sound — they rhyme!

blue ... go

not the same. They do not rhyme.

End words that rhyme in pairs hold the poem together.

Example 3 — with the teacher: feel the rhythm

Say these two lines together and clap on the red dots in the picture.

Stomp your feet and clap your hands, Clap, clap, clap — clap to the beat!

The beat that comes back is the **rhythm**. It holds the words together.

Feel the rhythm — clap the beat!

Stomp your **feet** and **clap** your **hands**,



Clap, clap, clap — **clap** to the **beat**!



Red dots are the big beats. Clap when you say the red words!

Two lines of words. Red dots sit under the big beats, stomp, feet, clap, hands and clap, clap, clap, beat. Small light dots sit under the little words. A box under the lines says the red dots are the big beats and to clap when you say the red words.

Example 4 — you try: what holds our song together?

Look at the song and its picture. Talk with a friend:

1. Which words come back in every line?
2. Which end words rhyme?
3. Can you clap the beat?

All three glues are at work: the pattern “Have you seen my”, the rhymes ball and doll and cat and hat, and the beat we can clap.

Our class chart

What holds our poems, chants and songs together?

1

repetition

words that come back

"sun" comes back 6 times in our chant

2

rhyme

end words that match

blue and you, low and go

3

rhythm

the beat we can clap

stomp, clap, stomp, clap!

We can find all three when we listen and read together.

A class chart with three rows. Row 1 is repetition, words that come back, and the words: sun comes back 6 times in our chant. Row 2 is rhyme, end words that match, and the words: blue and you, low and go. Row 3 is rhythm, the beat we can clap, and the words: stomp, clap, stomp, clap.

Have a go

Together

Q1. Say the chant together. Clap on every “sun”. How many claps do we get?

Q2. In the chant, which two words rhyme?

Q3. The teacher says the word pairs on the match board. Say each pair out loud. Put it on the right side of the board.

Sort the word pairs

Same end sound ✓

Not the same ✗

Say each pair out loud. Where does it go?

cat - hat

pig - hat

bee - sea

cup - tree

sun - run

fox - sun

man - can

dog - bee

Two big boxes to put the pairs in: same end sound in green on the left, not the same in red on the right. Eight word cards wait under the boxes: cat and hat, pig and hat, bee and sea, cup and tree, sun and run, fox and sun, man and can, dog and bee. A line says: say each pair out loud, where does it go?

Q4. Look at our song. Which four words come back in every line?

You try

Q5. In the poem, how many times does the word “it” come back? Count on your fingers.

Q6. Clap the beat of line 1 of the poem: “The wind is up, the sky is blue”. How many big claps?

Q7. The teacher says two pairs: (a) sea and bee, (b) dog and cup. Which pair rhymes?

Q8. Talk with a friend. Which of the three glues do you like best in our chant? Say why.

Answers

Q1. 6 claps — “sun” comes back 6 times. **Q2.** day and play. **Q3.** Same end sound: cat and hat, bee and sea, sun and run, man and can. Not the same: pig and hat, cup and tree, fox and sun, dog and bee. **Q4.** Have, you, seen, my. **Q5.** 4 times. **Q6.** 4 big claps: wind, up, sky, blue. **Q7.** (a) sea and bee. **Q8.** Any answer with a because is right. For example: “I like rhythm best because we can clap it.”

Teacher notes — why the answers are right

- **Q1, Q4, Q5** look at repetition. VC2E1LA04 .E01 names patterns of repetition, like the pattern “Have you seen my” in our song — the same words coming back in every line.
- **Q2, Q3, Q7** look at end-of-line rhyme, the rhyme that VC2E1LA04 .E02 names. In Q3, children hear the end sound, not the letters.
- **Q6, Q8 and Example 3** look at rhythm — the beat that holds a chant or song together. All three, repetition, rhyme and rhythm, are in VC2E1LA04.
- **With 3D next:** in this part we find and hear the three things. In 3D we will say poems and songs out loud and make our own. We do not ask children to make new rhymes yet.
- **Reading:** the teacher reads every text and task out loud first. No child has to read alone.
- **All children can join:** children who still read little words can say, clap and count along — these texts are said out loud, not read alone.

Finding your way around printed and digital texts

English 1 · Section 1E · owns VC2E1LA05 · draws on VC2E1LA05 . E01

For the teacher: every text on these pages was made for this book. Read each page out loud with the class. Children listen, look, point, draw and talk. No child has to read anything alone.

What we are learning

A **text** is something we read or look at. Books are texts. Pages on screens are texts too.

Some texts are **printed texts**. A printed text is made of paper, like a book. Some texts are **digital texts**. We find digital texts on screens, like a tablet or a phone.

Texts have little helpers. A helper is a part of the text that helps us find things. Let us meet the helpers!

Helpers in printed books:

- **title** — the name of the text. The title of a book is on the front cover.
- **page number** — the number on a page. It tells us which page we are on.
- **table of contents** — a list at the start of a book. It tells us what is inside the book, and which page each part is on.
- **heading** — words at the top of a page. The heading tells us what the page is about.

Helpers on screens:

- **buttons** — little shapes on screens. We tap them to make things happen. **Navigation buttons** help us move around in a text. *Navigation* means finding our way.
- **swipe** — we swipe when we slide a finger across a tablet to see more.
- **links** — words or images we can tap. We tap links to go to a new place in the text.
- **images** — pictures in a text.
- **verbal commands** — words we say out loud. We use our voice to tell the tablet what to do. *Verbal* means using words.

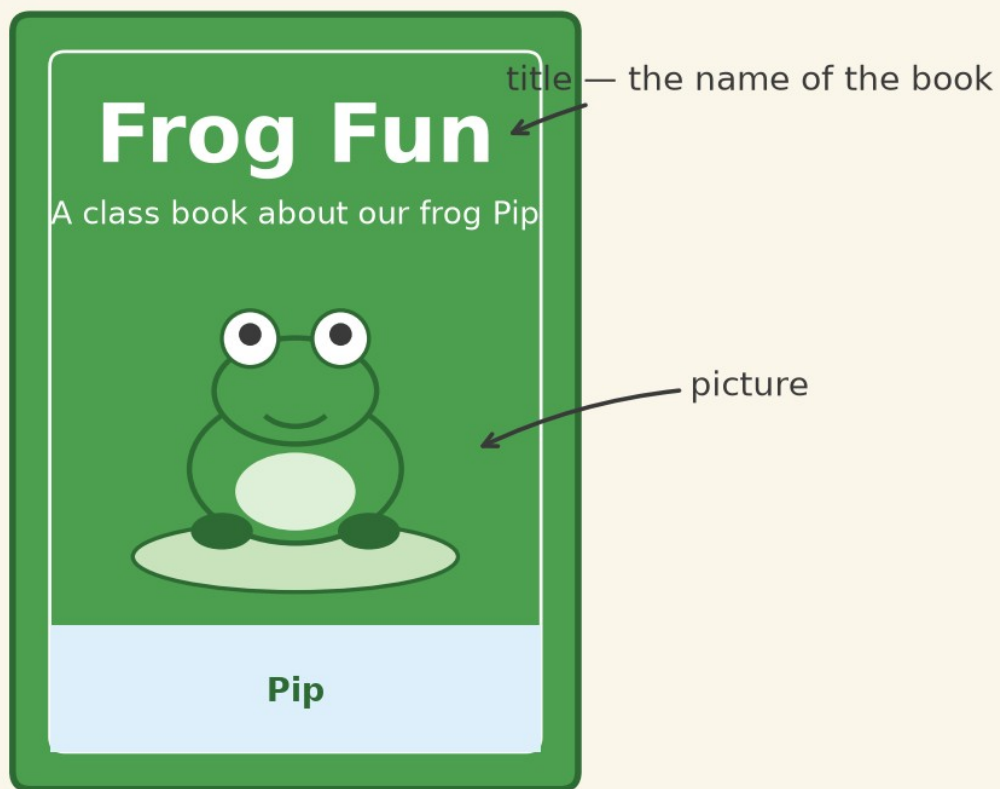
Books have titles, books have pages, numbers, lists and headings too. Screens have buttons, screens have links — helpers help me and you!

Let's look together

For the teacher: read each part out loud. Children look at the pictures and point.

1. A printed book: *Frog Fun*

This is our class book. Its name is **Frog Fun**. It is about Pip. Pip is our class frog!



the front cover

*Front cover of the class book *Frog Fun*, with the title and the picture of Pip the frog marked by arrows*

Picture 1: the front cover of Frog Fun

Look at Picture 1. The big words at the top say *Frog Fun*. That is the **title**. The title is the name of the book. There is a picture of Pip on the cover too. The picture gives us a clue about the book. It is about a frog!

Now we want to find out what Pip eats. How do we find the right page? We use the **table of contents**.

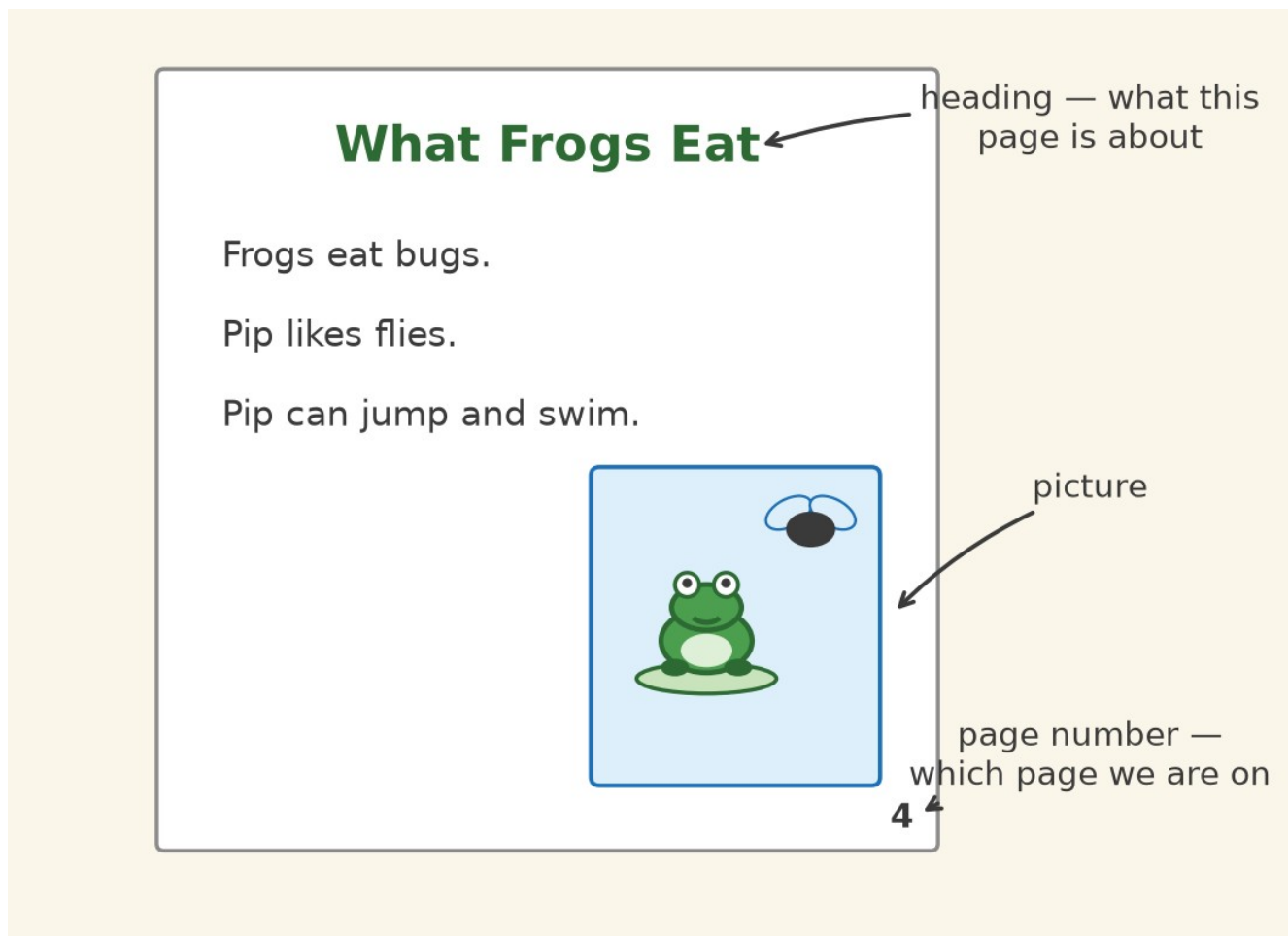
Contents		
Our Frog		2
What Frogs Eat		4
Frog Jumps		6
Pip's Home		8

Contents page of Frog Fun, a list of the parts of the book with a page number next to each part

Picture 2: the table of contents of Frog Fun

The table of contents is a list. It is at the start of the book. Each part of the book is on the list, and each part has a number. That number is its page.

Put your finger on “What Frogs Eat”. The number next to it is 4. So we turn to page 4.



Page four of Frog Fun, with the heading, the picture and the page number marked by arrows

Picture 3: page 4 of Frog Fun

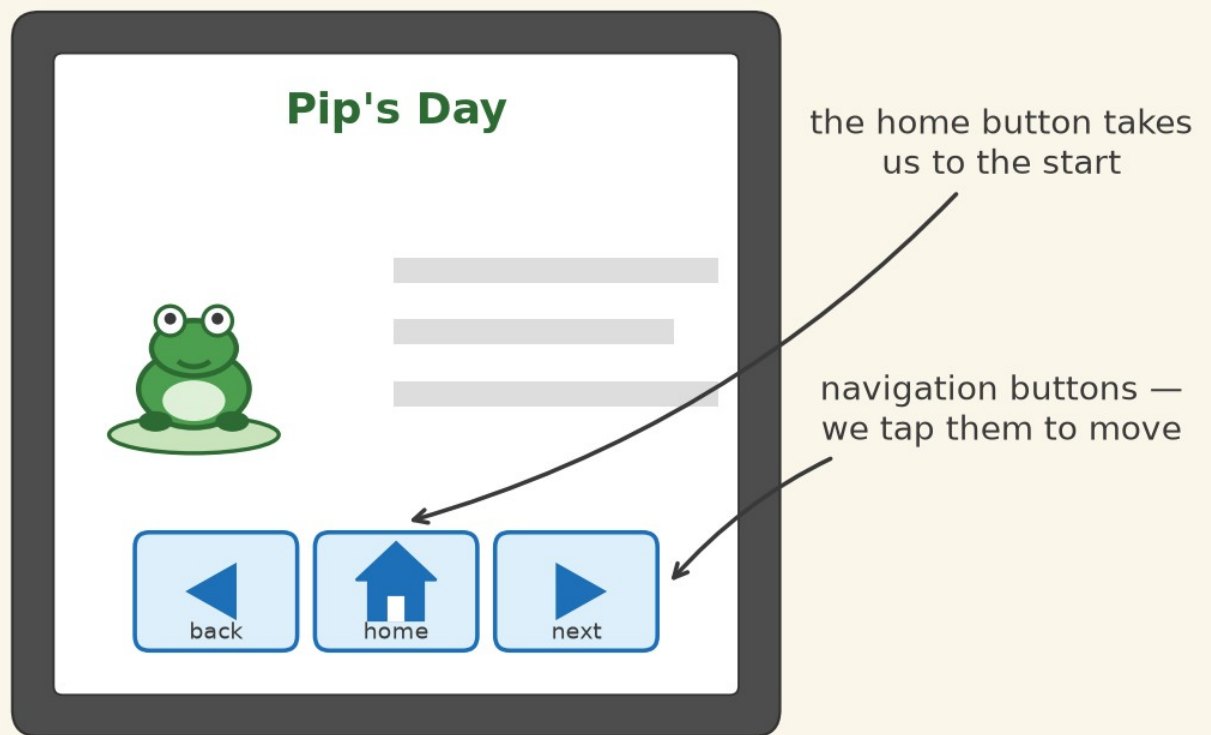
Here is page 4! See the little number in the corner? It says 4. That is the **page number**. It tells us we are on the right page.

Now look at the top of the page. The words there say *What Frogs Eat*. That is the **heading**. The heading tells us what this page is about.

The page has words and a picture. The picture shows a fly. Frogs eat flies!

2. Digital texts: buttons, swipe, links and voice

Now let us look at a digital text. It is on the class tablet.



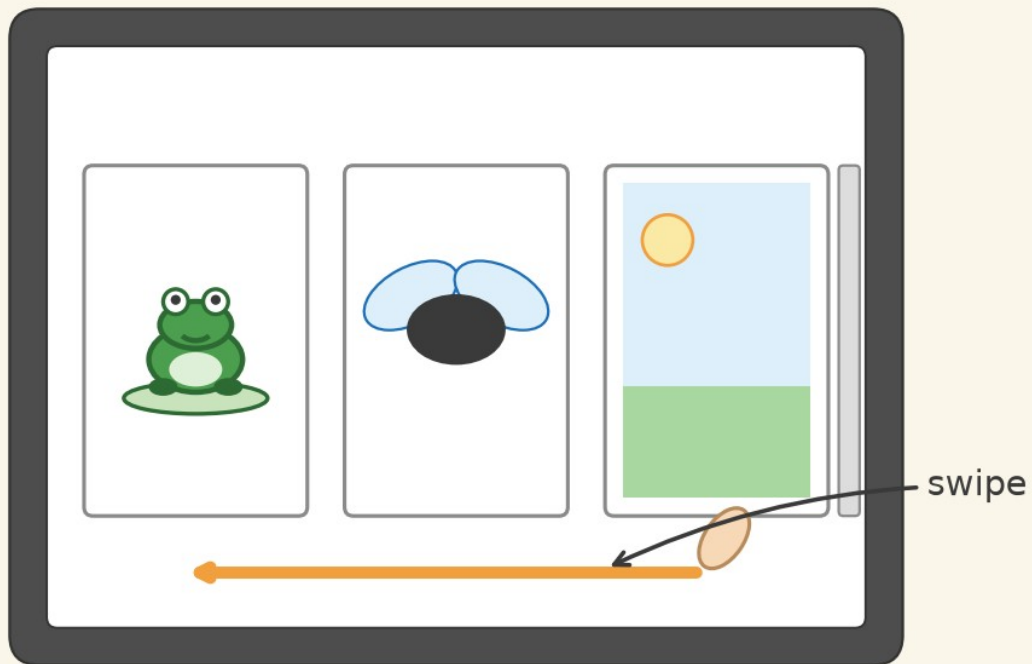
A story on a tablet with three navigation buttons at the bottom, back, home and next

Picture 4: buttons on a tablet

See the little shapes at the bottom? They are **buttons**. We tap buttons with a finger.

The arrow that points back takes us to the page before. The little house takes us to the start. That is the **home button**. The other arrow takes us to the next page. These buttons help us move around the text. They are navigation buttons.

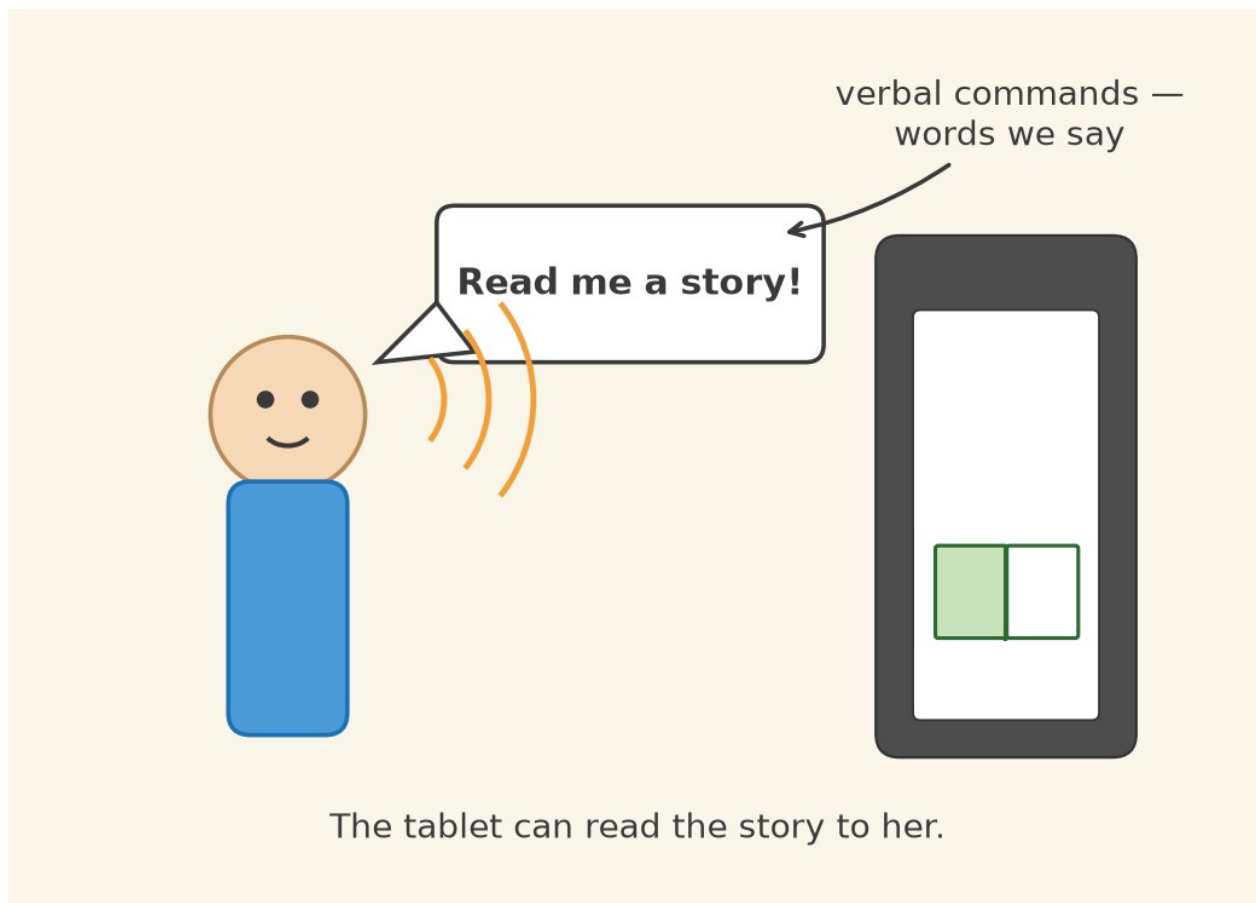
Swipe! Slide a finger to see more.



A finger sliding across a tablet to make a swipe, with an arrow showing the way

Picture 5: swipe to see more

We can **swipe** too. To swipe, we slide a finger across the tablet. Look at Picture 5. Swipe! Now we can see more pictures.



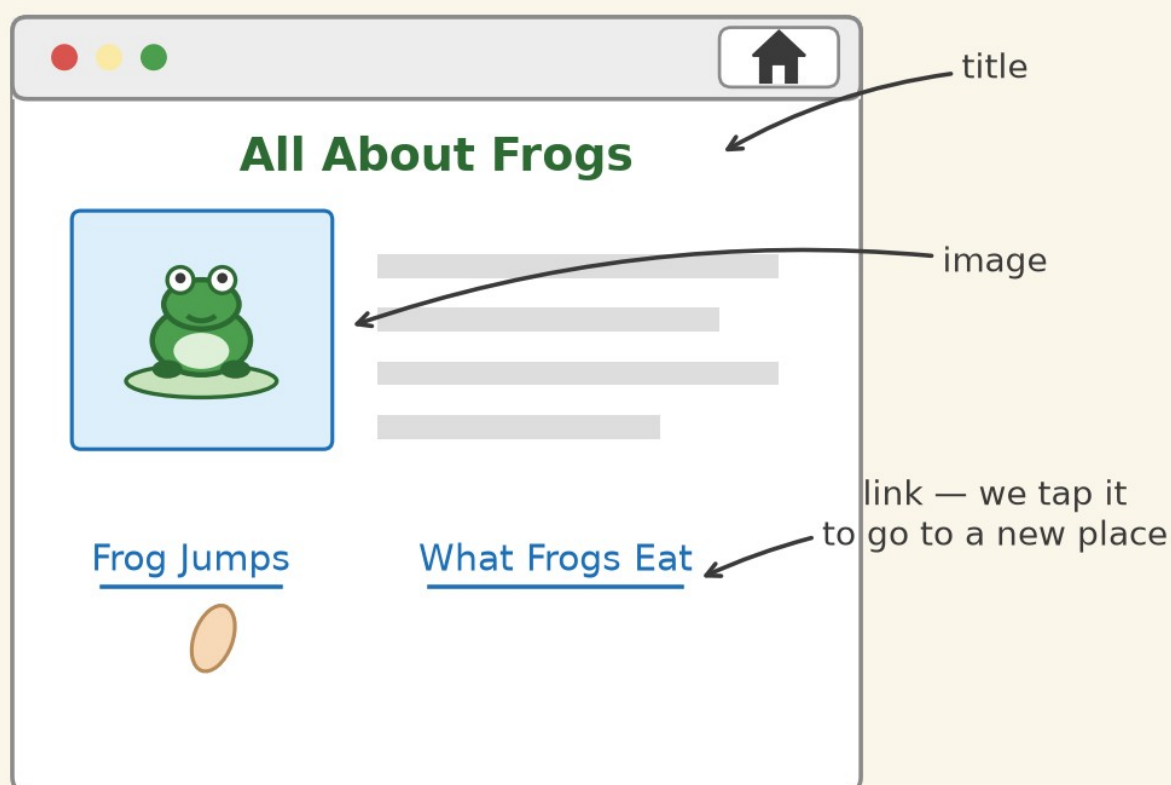
A girl saying Read me a story to a tablet, which reads the story back to her

Picture 6: we can use our voice

Some screens can listen. We can use verbal commands. That means we use our voice. The girl in Picture 6 says, “Read me a story!” She did not tap a button. She used words!

3. Same and different: a book and an online text

Both of these texts are about frogs. **Frog Fun** is a printed book. **All About Frogs** is an online text. We read it on a tablet or a computer.



We read this text on a screen.

The online text All About Frogs, with blue links and a picture marked by arrows

Picture 7: All About Frogs, an online text

The **layout** of a text is how it looks. It is where the words and pictures go. Let us look at Frog Fun and All About Frogs. Comparing means looking for what is the same and what is different.

- Both texts have a **title**. *Frog Fun* and *All About Frogs* are titles.
- Both texts have pictures. The images in the online text can move.
- All About Frogs has **links**. The blue words are links. We tap links to go to a new place. Books have no links. In a book, we turn pages with our fingers.
- The book has **page numbers** and a **table of contents**. The online text has **buttons**.
- We can swipe the online text to see more. We cannot swipe a book!
- With some screens, we can use our voice. We cannot talk to a book like that.

Same and different

✓ = yes
✗ = no



	A printed book	A text on a screen
title	✓	✓
picture	✓	✓
heading	✓	✓
page number	✓	✗
contents list	✓	✗
button	✗	✓
swipe	✗	✓
link	✗	✓
voice	✗	✓

Books and screens both help us find our way.

A chart that shows which helps we find in a printed book and which we find on screens

Picture 8: same and different

Books and screens both help us find our way. They do it in different ways!

Your turn

For the teacher: read each task out loud. Children point, draw and talk.

With help

- Q1.** Look at Picture 1. Point to the title. What is the name of the book?
- Q2.** Look at Picture 2, the table of contents. Which page is “Frog Jumps” on?
- Q3.** Look at Picture 3. Point to the heading. What is page 4 about?
- Q4.** Look at Picture 4. You are on page 5. You want the page before. Which button do you tap?
- Q5.** Look at Picture 7. Point to one of the links. What happens when we tap it?
- Q6.** Look at Picture 6. How does the girl ask for her story? What does she use?

Have a go

- Q7.** Draw a front cover for your own book. Give your book a title. Write the title on the cover.

Q8. With your teacher, make a table of contents for your book. Put two parts on the list. Give each part a page number.

Q9. Match each helper with what it does.

Helper	What it does
title	tells us which page we are on
page number	takes us to a new place when we tap it
table of contents	is the name of the text
heading	is a list of what is inside the book
button	tells us what the page is about
links	we tap it to move around in a text

Q10. Find a real information book in the classroom. An **information book** tells us facts. Find the title, the table of contents and one heading. Tell a friend what you found.

Q11. With your teacher, look at a digital text on the class tablet or computer. Find one button. Tap it. What did it do?

Q12. Talk with a friend. Which helpers can books and digital texts both have? Which helpers are only on screens?

Answers

Q1. Frog Fun. **Q2.** Page 6. **Q3.** What frogs eat. **Q4.** The back button — the arrow that points back. **Q5.** The blue words are links. When we tap one, we go to a new place in the text. **Q6.** She uses her voice. She says words out loud — verbal commands! **Q7.** Answers will be different. Each cover needs a title. **Q8.** Answers will be different. Each part needs a page number. **Q9.** title — is the name of the text; page number — tells us which page we are on; table of contents — is a list of what is inside the book; heading — tells us what the page is about; button — we tap it to move around in a text; links — take us to a new place when we tap them. **Q10.** Answers will be different. **Q11.** Answers will be different. **Q12.** Books and digital texts can both have titles, pictures and headings. Only screens have buttons, swipe, links and verbal commands. Page numbers and tables of contents are in books.

Talking about the answers

For the teacher: say how you know each answer. Point to the pictures as you talk.

- **Q1.** “I can see big words at the top of the cover. The name of a book is its title. So the title is *Frog Fun*.”
 - **Q2.** “I went to the table of contents. It is the list at the start of the book. I found ‘Frog Jumps’ on the list. The number next to it is 6. So ‘Frog Jumps’ is on page 6.”
 - **Q3.** “The heading is at the top of the page. It says *What Frogs Eat*. A heading tells us what a page is about. So page 4 is about what frogs eat.”
 - **Q4.** “I want the page before this one. The back button takes us back. It is the arrow that points back. Tap it!”
 - **Q5.** “Links are words we can tap. In this text, the links are blue. When we tap one, we go to a new place.”
 - **Q6.** “The girl did not tap the tablet. She said words out loud. She used her voice. Words out loud are verbal commands.”
 - **Q9.** “A title is the name of a text. A page number tells us which page we are on. A table of contents is a list of what is inside a book. A heading tells us what a page is about. We tap a button to move around in a text. Links take us to a new place when we tap them.”
-

Teacher notes

Owens: VC2E1LA05 (Language strand).

VCAA’s words, verbatim: “understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images”

Draws on VC2E1LA05.E01:

Elaboration, verbatim: “comparing the layout of printed and digital texts, for example the layout of print and images in an information book and the layout of information in an online text”

Notes:

- All model texts here — *Frog Fun*, *All About Frogs* and the rhyme — are new texts, made for this book. No text comes from any other book.
- All the features named in VC2E1LA05 above (page numbers, tables of contents, headings, titles, navigation buttons, swipe screens, verbal commands, links, images) are made clear when first used, and each is used in at least one task.
- Part 3 of “Let’s look together” (comparing a printed information book with an online text) teaches VC2E1LA05.E01.
- More ways to find things in long texts come in Level 2 (VC2E2LA05). They are not on these pages.

English Level 1 — Chapter 1 check (C1)

Chapter check C1 · Chapter 1 — Language: talking with others; how texts are organised (sections 1A–1E) · 15 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Chapter coverage: Chapter 1 — talking with others (words, faces and gestures; likes, dislikes and preferences), and how texts are organised (text purposes; repetition, rhyme and rhythm; finding your way around print and digital texts).

Content descriptions assessed:

- VC2E1LA01 — explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands (section 1A)
- VC2E1LA02 — explore language to provide reasons for likes, dislikes and preferences (section 1B)
- VC2E1LA03 — explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain (section 1C)
- VC2E1LA04 — explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs (section 1D)
- VC2E1LA05 — understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images (section 1E)

Marks and structure: 15 marks over 11 items — **Sitting 1:** items 1–5 (7 marks) · **Sitting 2:** items 6–11 (8 marks).

Timing: untimed. No time pressure at all. Guidance: about 8–10 minutes per sitting, once the teacher has read the stems and passages aloud (about 1 minute per mark).

Permitted materials: none needed. At Level 1 the aids are the teacher’s voice and the pictures. Answers are given on screen.

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 1 achievement standard, not against a mark on this check.

Conditions

- The teacher reads every stem, every message, every sample text and the chant aloud. Every item also works as a listening item: the child listens, then answers on screen. Reading is not what is being checked, and the teacher will not help with answers.
- No student sits for more than 15 minutes at once. This check is given in **two sittings** (sitting 1, then sitting 2 on another day).
- There is no time limit within a sitting.

Words you need (read these with the children before starting):

- **rhyme** — words that end with the same sound, like *cat* and *hat*
- **request** — asking for something
- **command** — telling someone to do something
- **exclamation** — showing a big feeling
- **offer** — saying you will help
- **informing** — giving information, telling something that is true

The class-day text set

The teacher reads these three texts aloud with the children before sitting 1. All three are original texts written for this book.

Text 1 — Class messages

Five things said in our class today:

1. “Can I have the red paint, please?”
2. “Please put the books back on the shelf.”
3. “Wow! Our class garden is so big!”
4. “I can help you find your hat.”
5. “It is time for lunch.”

[Picture: five small speech bubbles, one for each message, with a picture of a classroom: paint pots, a book shelf, a garden through the window, a hat on a hook.]

Text 2 — The class chant

Clap your hands, clap your hands,
clap along with me.

Clap your hands, clap your hands,
happy as can be.

[Picture: children clapping in a circle.]

Text 3 — “Our class fish” (a mini information page)

Our class fish is named Fin.

Fin is orange and small.

Fin lives in the water by the window.

Fin swims and swims all day.

[Picture: a labelled information page about a small orange fish in a fish bowl by a window; the picture shows the water, the water plants and Fin.]

Sitting 1 — items 1–5 (7 marks)

Item 1 — Match each class message to what it is for. [3 marks]

The teacher reads each message aloud. Match the message to its purpose. One mark for each correct match, up to 3 marks.

Message	Purpose
1. “Can I have the red paint, please?”	A. a request (asking for something)
2. “Please put the books back on the shelf.”	B. informing (giving information)
3. “Wow! Our class garden is so big!”	C. an offer (saying you will help)
4. “I can help you find your hat.”	D. an exclamation (showing a big feeling)
5. “It is time for lunch.”	E. a command (telling someone to do something)

Item 2 — Closed and open questions. [1 mark]

The teacher reads both questions aloud.

Listen to these two questions. Which one can you answer with just “yes” or “no”?

A. Is the door open?

B. What did you draw today?

Item 3 — Closed and open questions. [1 mark]

The teacher reads both questions aloud.

Which question can you **not** answer with just “yes” or “no”?

A. Did you like the story?

B. How did the duck get home?

Item 4 — Finish the sentence. Type the missing word. [1 mark]

I like the class chant _____ it is fun to clap.

Item 5 — Finish the sentence. Type the missing word. [1 mark]

I like the new game. It is _____ than the old game.

Sitting 2 — items 6–11 (8 marks)

Item 6 — Match each text to its purpose. [3 marks]

The teacher reads each text sample aloud. Match the text to what it is for. One mark for each correct match, up to 3 marks.

The teacher reads ...

Purpose

1. “Yesterday our class went to the garden. We looked under a big leaf. We saw a tiny frog.”

A. gives information (tells facts about something)

2. “I think rainy days are the best days. You can jump in the puddles.”

B. a procedure (tells how to do or make something)

3. “Our class fish is named Fin. Fin is orange and small. Fin lives in the water by the window.”

C. a recount (tells about something that happened)

4. “How to make a paper boat. First, fold the paper in half. Next, fold the corners down. Then, open the middle.”

D. an opinion (tells what someone thinks)

Item 7 — Mark the words that rhyme. [1 mark]

Words that rhyme end with the same sound. The teacher reads the class chant aloud again.

In the class chant, mark the two words that rhyme with each other.

Clap your hands, clap your hands, clap along with **me**. Clap your hands, clap your hands, happy as can **be**.

Item 8 — Mark the words that are said again and again. [1 mark]

One word in the class chant is said four times. Mark that word every time it appears.

Clap your hands, **clap** your hands, clap along with me. **Clap** your hands, **clap** your hands, happy as can be.

Item 9 — Find your way around a book. [1 mark]

[Picture: an open class book; the page number 12 is printed at the bottom of the page.]

Zac stopped reading at page 12 of the class book. He wants to start again at page 12. What does Zac look at to find page 12?

- A. the page number
- B. the cover picture
- C. the title

Item 10 — Find your way around a book. [1 mark]

[Picture: the front of a class book open at its list of contents: “The class chant ... 4 · Our class fish ... 8”.]

At the front of the class book there is a list. It shows all the parts of the book and the page they are on. What is this list called?

- A. a contents list
- B. a shopping list
- C. a name tag

Item 11 — Find your way around a screen. [1 mark]

[Picture: a child holding a tablet showing a story page, with an arrow showing a swipe to the next page.]

Ada is reading a story on the tablet. She wants to see the next page. What can Ada do?

- A. swipe the screen
- B. turn up the sound
- C. close the tablet

End of Chapter 1 check (C1). The solutions and marking key start on the next page.

English Level 1 — Chapter 1 check (C1) — Solutions and marking key

Teacher copy · 15 marks · Keep this block with the check. The check is auto-marked on screen; this key is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E1LA01 (1A), VC2E1LA02 (1B), VC2E1LA03 (1C), VC2E1LA04 (1D), VC2E1LA05 (1E) — Chapter 1.

This is the marking key for a school-designed check. It is not a VCAA instrument.

How to administer. Give the check in two sittings (items 1–5, then items 6–11 on another day). Read every stem, message, text sample and the chant aloud at a normal pace; repeat any item once if a child asks. The child answers on screen. No time limit. Picture support appears with every item.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F5 Matching	VC2E1LA01	1→A (request) · 2→E (command) · 3→D (exclamation) · 4→C (offer) · 5→B (informing). 1 mark per correct match, maximum 3 marks (the item carries all five speech acts named by the content description; the row is weighted at 3 marks).	3
2	F1 Multiple Choice	VC2E1LA01	A. Is the door open? — a closed question; it can be answered with “yes” or “no”.	1
3	F1 Multiple Choice	VC2E1LA01	B. How did the duck get home? — an open question; it cannot be answered with just “yes” or “no”.	1
4	F2 Fill in the Blanks	VC2E1LA02	because (accepted: “because” only)	1
5	F2 Fill in the Blanks	VC2E1LA02	better (accepted alternatives: “faster”)	1
6	F5 Matching	VC2E1LA03	1→C (recount) · 2→D (opinion) · 3→A (information) · 4→B (procedure). 1 mark per correct match, maximum 3 marks (the item carries all four	3

Item	Family (H5P)	CD	Answer	Mark
			purposes named by the row; the row is weighted at 3 marks).	
7	F4 Mark the Words	VC2E1LA04	Mark me and be — the two words that rhyme (both end with the same sound). Both must be marked; no other words.	1
8	F4 Mark the Words	VC2E1LA04	Mark every Clap — the word said four times. All four instances must be marked; no other words.	1
9	F1 Multiple Choice	VC2E1LA05	A. the page number	1
10	F1 Multiple Choice	VC2E1LA05	A. a contents list	1
11	F1 Multiple Choice	VC2E1LA05	A. swipe the screen	1
			Total	15

CD marks on this check: VC2E1LA01 5 · VC2E1LA02 2 · VC2E1LA03 3 · VC2E1LA04 2 · VC2E1LA05 3 — as scheduled in TOC §7.3 (15 marks).

Exemplar and model answers — construction items (P2)

Item 4 (cloze, “because”). Model sentence: *I like the class chant **because** it is fun to clap.* The missing word is always **because** — the word that introduces a reason for a like, dislike or preference (VC2E1LA02 .E01). Other correct reasons children may say aloud are welcomed in class discussion, but the typed key is fixed at *because*, because the blank is testing the reason word itself.

Item 5 (cloze, comparative). Model sentences: *I like the new game. It is **better** than the old game. · I like the new game. It is **faster** than the old game.* Accepted alternatives: **better, faster** (VC2E1LA02 .E02 — comparative adjectives expressing degree of preference). Any other comparative adjective a child types (for example *bigger*) shows the same learning and should be recorded by the teacher, but the platform key is fixed at *better / faster*.

Per-item content-description mapping

Item	CD	Elaborations drawn on
1	VC2E1LA01	.E01 (words and gestures; the five speech acts)
2–3	VC2E1LA01	.E04 (closed vs open questions)
4	VC2E1LA02	.E01 (“because” introduces a reason)
5	VC2E1LA02	.E02 (comparative adjectives: better, faster)
6	VC2E1LA03	.E01, .E02 (purposes and typical stages of familiar texts)
7	VC2E1LA04	.E02 (end-of-line rhyme)

Item	CD	Elaborations drawn on
8	VC2E1LA04	. E01 (patterns of repetition)
9	VC2E1LA05	. E01 (page numbers; layout of print texts)
10	VC2E1LA05	. E01 (tables of contents)
11	VC2E1LA05	. E01 (swipe screens in digital texts)

Exclusions honoured: VC2E1LA01.E02 and VC2E1LA09.E02 are excluded per TOC §2A (no Aboriginal and Torres Strait Islander content) and are not drawn on by any item here; audits report them ACCEPTED.

Sourcing: the class messages, the class chant and the “Our class fish” page are original compositions written for this book (TOC D7, §6; P3, P5). No published text is reproduced.

End of C1 solutions. This block is removable as a whole page unit (L1).