

English Level 1

Chapter 3 — Literature: stories, poems and retellings

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Characters, settings and events: how language and images create them

English 1 · Part 3 · 3A

Owens: VC2E1LE01 (the story part of English) **Draws on:** VC2E1LE01.E01 · VC2E1LE01.E03
(VC2E1LE01.E02 is not here — TOC §2A)

VC2E1LE01, word for word: “*discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators*”

The two model texts on these pages are new stories made for this book. They use the ways of fables from around the world (VC2E1LE01.E01) and the ways of Australian animal picture books (VC2E1LE01.E03). They are our texts for the wide range of Australian and world authors and illustrators named in VC2E1LE01 (TOC §2A, note 1).

Teacher note. Read every line on these pages to the children. They listen, talk, point, draw and act. No child needs to read the words here on their own. The fable and the picture book are read many times — each read can look at one part: the characters, the setting, the events, then the pictures. You may like to use other picture books from a wide range of Australian and world authors and illustrators with this part too. The questions at the end show what to look for.

What we are learning

Stories have three big parts. We love stories. We read them, and we tell them. Every story has three big parts.

- A **character** is who the story is about. A character can be a person. A character can be an animal too.
- The **setting** is where the story happens — and when.
- An **event** is something that happens in the story. A story has many events!

The three parts of a story



CHARACTER

Who the story is about

For example:

Fox · Joey · Owl



SETTING

Where and when the story happens

For example:

the woods at night
a tall gum tree



EVENT

Something that happens in the story

For example:

the light goes out
friends sing a song

Every story has all three parts!

Chart of the three parts of a story — character, setting and event — with a short meaning and an example for each

Two people make a story book. The **author** writes the words. The **illustrator** makes the pictures. The words and the pictures work together. The author and the illustrator both help to make the story. On these pages, the author and the illustrator made two new stories just for this book.

What are literary texts? Stories and poems are **literary texts**. They are made for us to enjoy. A fable is a literary text. A picture book is a literary text too.

Words make the story. The words of a story are its **language**. Look at all the jobs words do:

- Words name the characters: *Fox. Joey. Owl.*
- Words tell us what happens: *walks. shines. sings.*
- Words tell us what things are like: *cold. dark. warm. big.*

You know these word jobs from Part 2. Words that name, words that tell what happens, and words that tell what things are like — they all work here. With these words, the author makes the characters, the setting and the events.

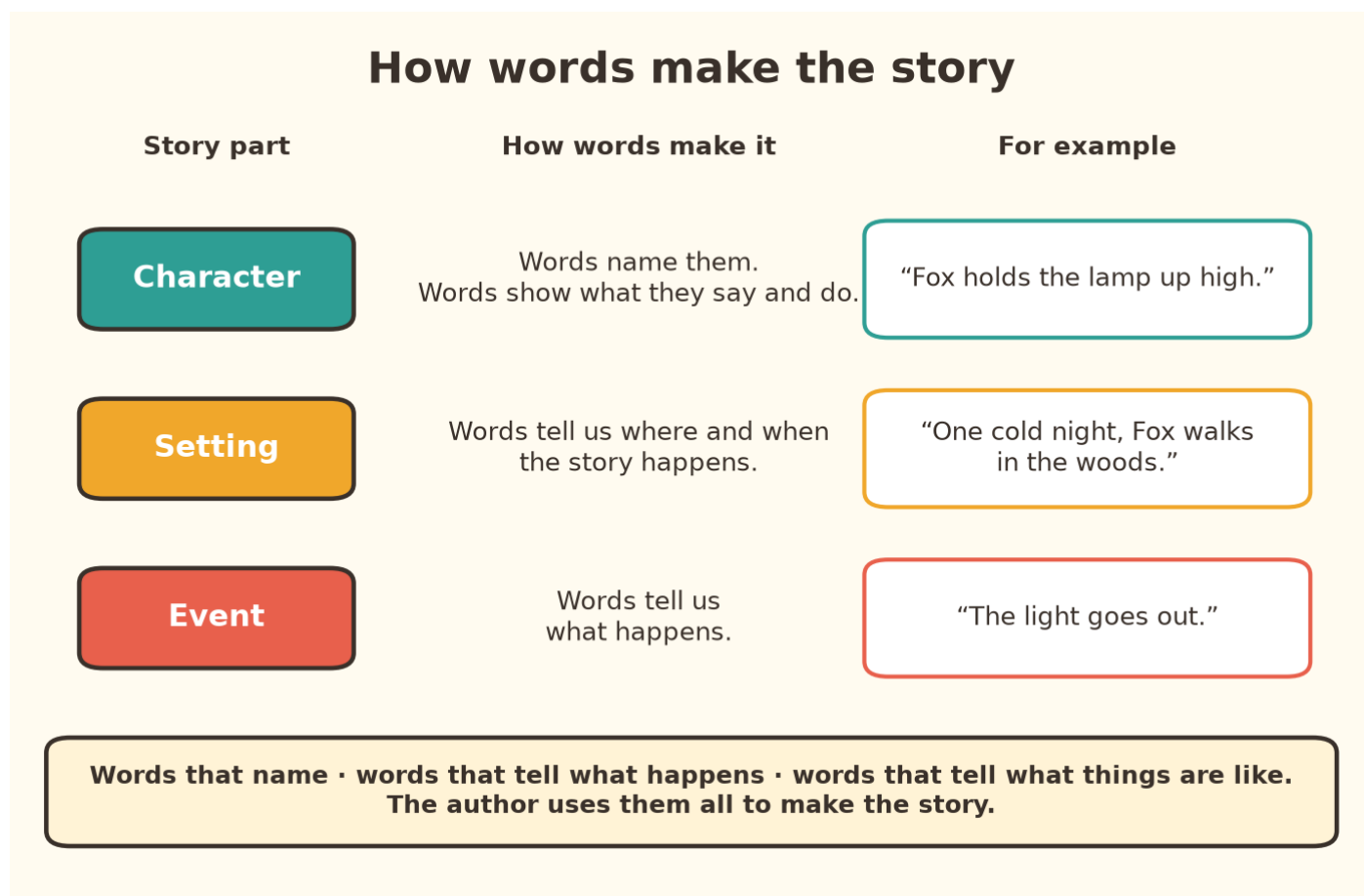
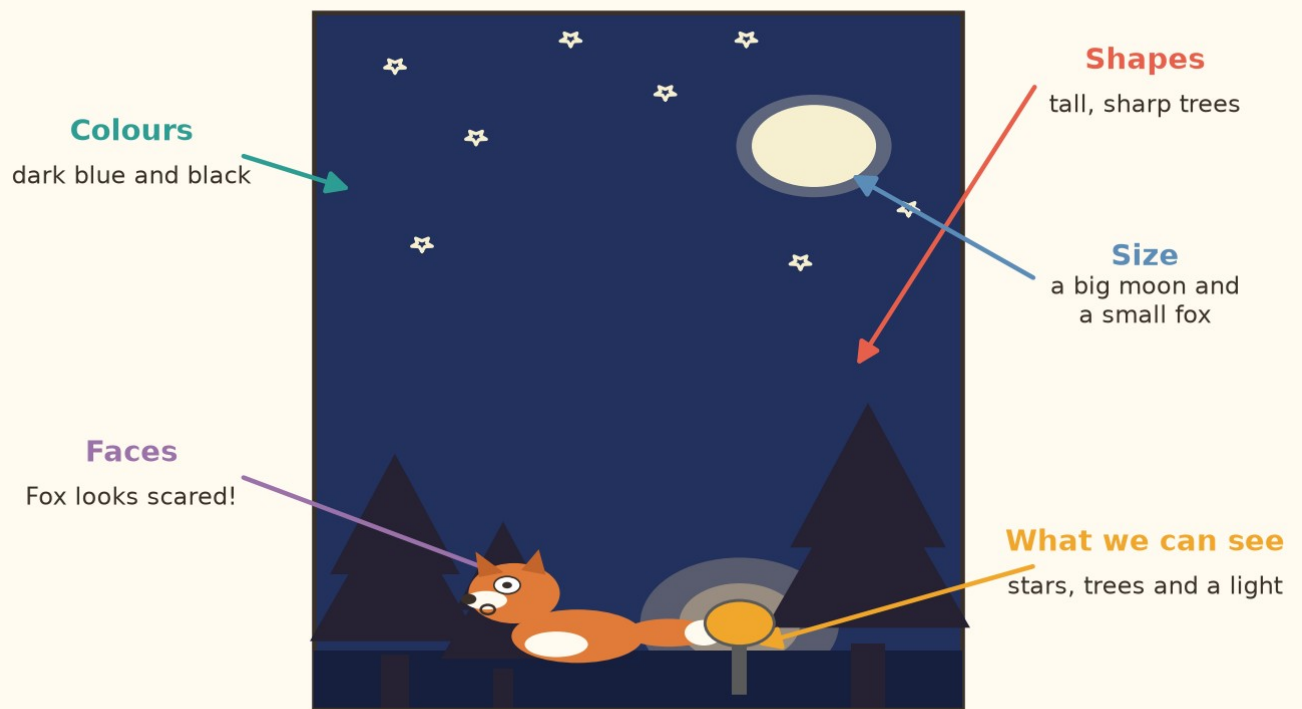


Chart showing how words make the three parts of a story, with an example sentence from each model text for character, setting and event

Pictures make the story too. The illustrator uses pictures. Pictures tell us things that the words do not say:

- **Colours** — dark blue and black can feel scary. Yellow and green can feel warm and happy.
- **Shapes** — round trees feel soft. Tall, sharp trees can feel scary.
- **Faces** — a smile says glad. A frown says sad.
- **Size** — a big moon and a small fox. Fox looks scared!
- **What we can see** — the picture can show stars, trees and a candle, even when the words do not name them.

What the pictures tell us



One picture tells us all of this — with no words at all!

The fox in the dark woods with his lamp, with labels pointing to the colours, shapes, faces, size and things the picture shows

Our fable. A **fable** is a short story. In a fable, animals talk and act like people. Fables often teach us something. (Books use this word in different ways. This is what we mean here.) Listen to our fable. It is called **The Fox and the Lamp**.

The Fox and the Lamp

a fable — a new story made for this book

One cold night, Fox walks in the woods. He sees a lamp on the path. The lamp has a warm, yellow light.

“Oh! A light!” says Fox. “Now the dark cannot get me. This light is my light!”

Fox holds the lamp up high. He walks with his nose in the air. He feels very big.

Along comes Rabbit. “Fox, it is so dark,” says Rabbit. “Can I walk in your light?”

“No,” says Fox. “This light is my light.”

Along comes Owl. “Fox, my wings are tired,” says Owl. “Can I rest in your light?”

“No,” says Fox. “This light is my light.”

Then a big wind blows. The light goes out. Fox sits in the dark. His nose comes down. His eyes go wide. “Oh no,” says Fox in a small voice. “My light has gone.”

Then Fox sees a little glow. Rabbit comes back with a candle. Owl comes back with one too.

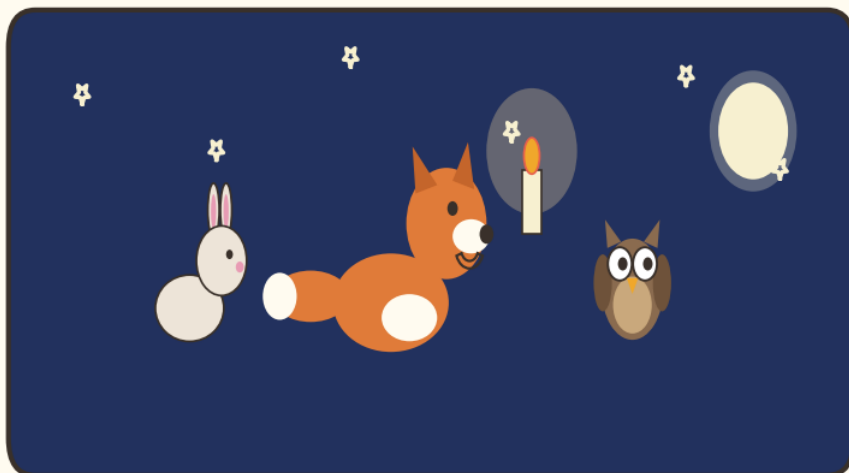
“Here, Fox,” says Rabbit. “A light for you.”

Fox’s eyes go wet. “I said no to you,” he says. “Why do you help me?”

“Because friends help,” says Owl.

Now the three friends walk through the woods. Fox holds the candle up high — for Rabbit and Owl to see.

**What does this story teach us?
Light is best when we share it.**



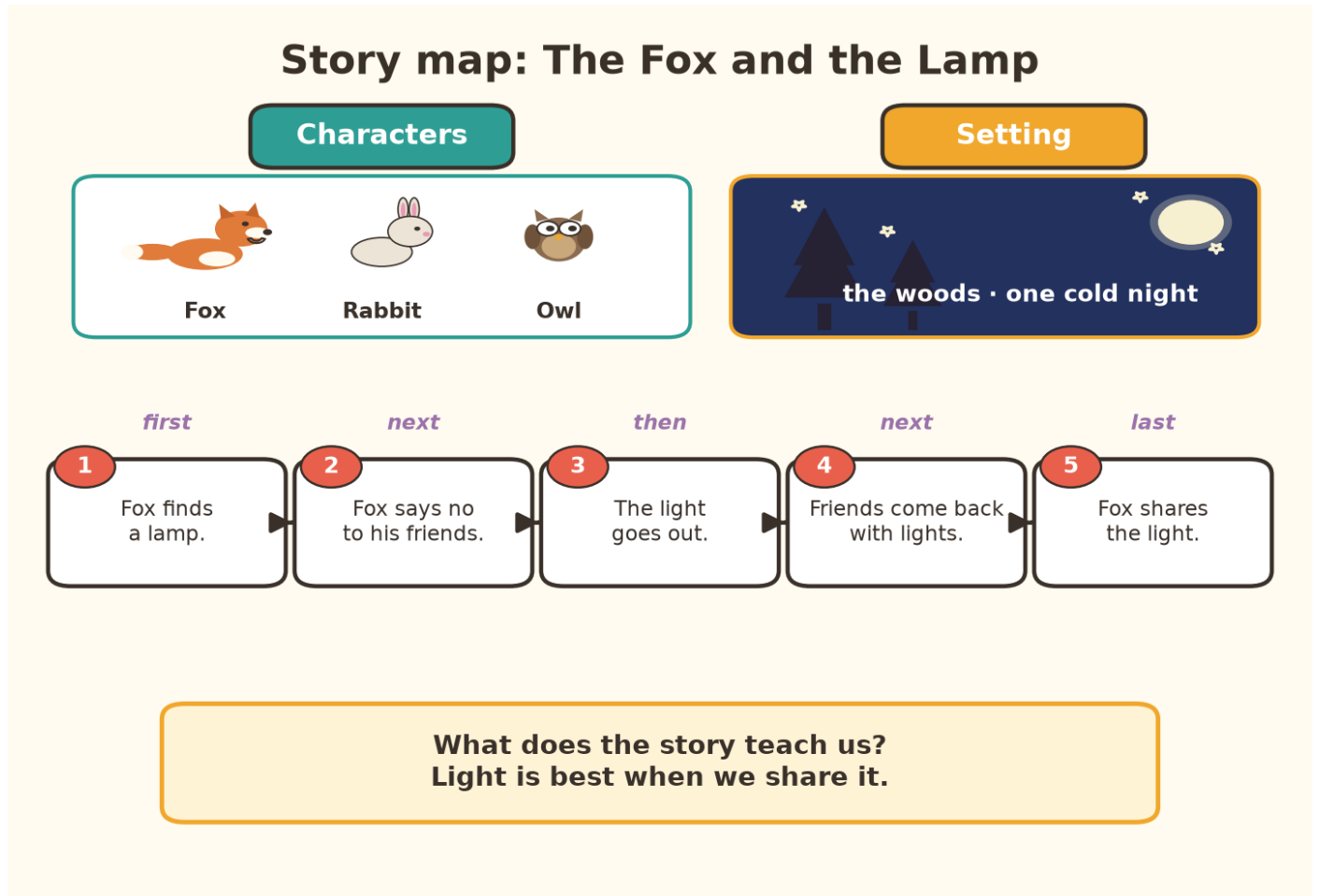
The fable The Fox and the Lamp as a model text, with a small picture of the fox and his lamp

Animal characters, human qualities. In this fable, the animals do people things:

- They talk and ask questions. People talk and ask questions.
- Fox says no. People can say no too.
- Rabbit and Owl help. People help too.
- Fox learns to share. People learn to share.

These are **human qualities** — the things people do and feel. A **quality** is what someone is like. Kind is a quality. Brave is a quality too. In a fable, animals show human qualities. That is what makes fables fun!

The story map. Let us put the fable on a map! Who is in it? Where and when does it happen? What happens first, next, then and last?

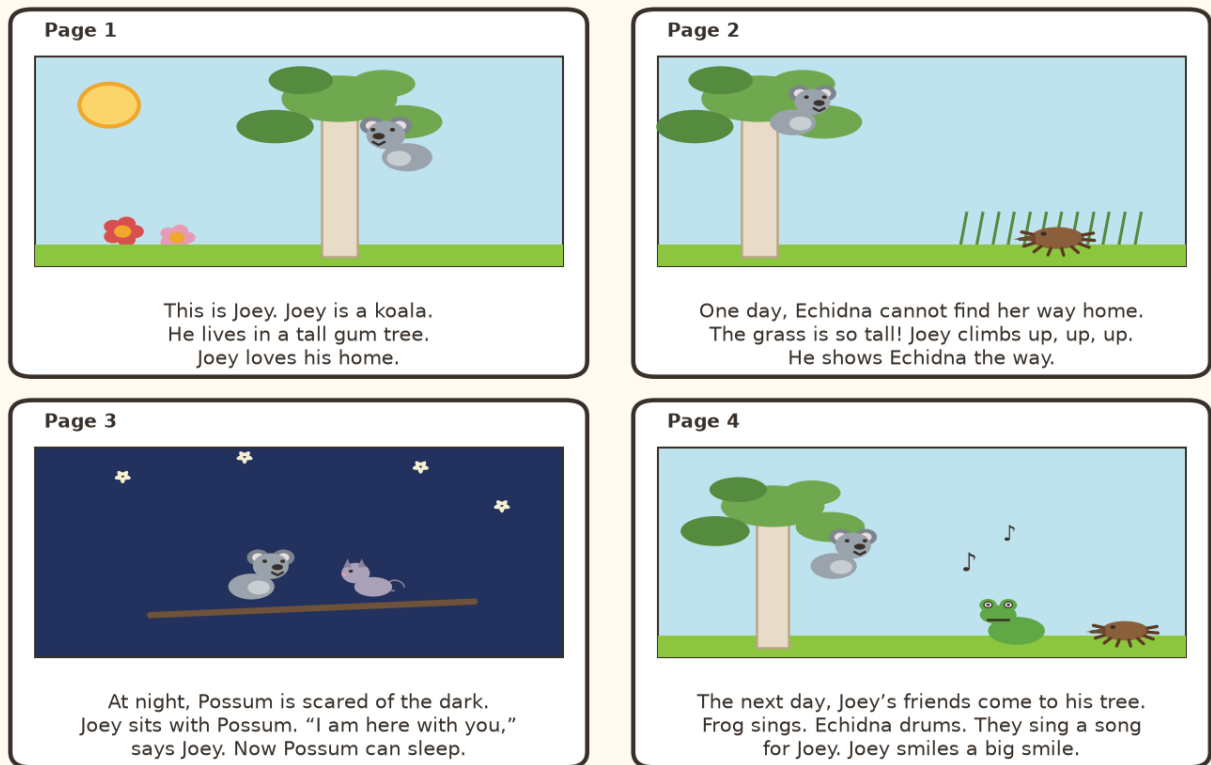


Story map for The Fox and the Lamp: the characters, the setting, the events in order, and what the story teaches

Our picture book. Now a story from Australia. It is called **Joey the Koala**. Koalas are animals that live in tall gum trees. Listen and look. Each page has words and a picture.

Joey the Koala — our picture book

Each page has words and a picture.



The picture book Joey the Koala in four pages, each with a picture and its words

What do the events tell us about Joey? We can learn what Joey is like from the events:

What happens

What we learn about Joey

Joey climbs up, up, up. He shows Echidna the way home.

Joey helps his friends. Joey is kind.

Joey sits with Possum in the dark.

Joey is a good friend. He is there with Possum.

Joey's friends sing a song for him.

Joey's friends love him. Kind friends are loved.

Events tell us what a character is like!

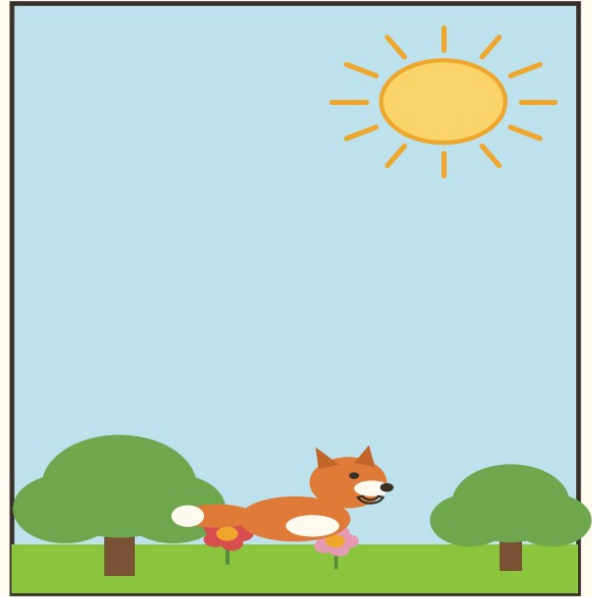
Same words, two pictures. The words are: "*The fox walks home.*" Look at the two pictures below. The words are the same in both. Do the pictures feel the same?

Same words — two pictures

"The fox walks home."



Picture 1



Picture 2

The same words, The fox walks home, two ways: one picture with a dark sky, tall black trees and a big moon, and one picture with a warm sun, round green trees and red flowers

- Picture 1 — dark blue sky. Tall, black trees. A big white moon. Fox looks small. It feels scary.
- Picture 2 — yellow sky. Round green trees. A warm sun. Red flowers. Fox has a smile. It feels happy.

The words did not move. The illustrator's pictures did the work! The colours, the shapes and the look on Fox's face all tell us how to feel.

Our class chart. What do the words tell us? What do the pictures tell us? Let us make a chart about our fable.

Our class chart — The Fox and the Lamp

What the words tell us

- Fox, Rabbit and Owl are in the story.
- It happens in the woods.
- It happens one cold night.
- Fox says no. The light goes out.
- Friends help. Fox learns to share.

What the pictures tell us

- The woods are dark blue and black.
- The trees are tall and sharp.
- Fox's face shows how he feels.
- The moon is big. Fox is small.
- We can see stars and a yellow light.

Words and pictures both tell the story — we made this chart together.

A class chart for The Fox and the Lamp in two parts: what the words tell us, and what the pictures tell us

Now you know the big idea. The author's words and the illustrator's pictures work together. They make the characters, the setting and the events.

Let's try together

Example 1 — we do it together

The teacher reads this sentence from the fable: *"One cold night, Fox walks in the woods."* Which part of the story is this — a character, the setting, or an event?

What we do	Why
Who is the sentence about?	Fox. Fox is a character.
Does it tell us where and when?	Yes — in the woods, one cold night. That is the setting.
Does something happen?	Yes — Fox walks. That is an event.
One sentence can do all three jobs!	Character, setting and event — all in one line.

Example 2 — we do it together

What do the WORDS tell us about Fox? Listen: *"Fox holds the lamp up high. He walks with his nose in the air. He feels very big."*

What we do	Why
Find the words that tell us how Fox acts.	"holds the lamp up high", "nose in the air".
Find the words that tell us how Fox feels.	"He feels very big."
Put it together.	Fox thinks he is the best. He will not share his light.
Who made this?	The author — we can hear it in the words.

Example 3 — we do it together

Look at the two pictures of “*The fox walks home.*” Which one feels scary? How do you know?

What we do	Why
Look at the colours.	Picture 1 has dark blue and black. Dark colours can feel scary.
Look at the shapes.	Picture 1 has tall, sharp trees. Picture 2 has round trees.
Look at the sky.	Picture 1 has a big white moon. Picture 2 has a warm sun.
Look at Fox.	In Picture 1, Fox is small and looks scared. In Picture 2, Fox has a smile.
Picture 1 feels scary. The illustrator made it that way with colours, shapes and faces.	✓

Example 4 — we do it together

Look at page 2 of *Joey the Koala*. What happens? What do we learn about Joey from this event?

What we do	Why
What happens?	Echidna cannot find her way home. The grass is so tall!
What does Joey do?	Joey climbs up, up, up. He shows Echidna the way.
What does this tell us about Joey?	Joey helps his friends. Joey is kind.
Events help us know what a character is like.	✓

Have a go

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

With help

Q1. Match each story part to a character, a setting or an event.

- (a) Joey the koala
- (b) a tall gum tree
- (c) Frog sings a song
- (d) the woods at night
- (e) Owl
- (f) the light goes out

Q2. The teacher reads the fable again. Name three people things that Fox, Rabbit or Owl do in the story.

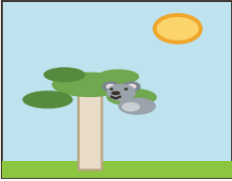
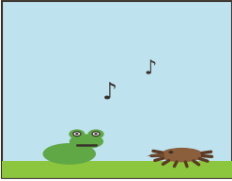
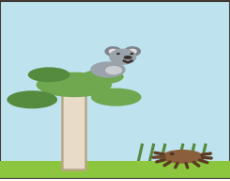
Q3. Words that make the setting. From the fable:

- (a) Say two words that tell us WHERE the story happens.
- (b) Say two words that tell us WHEN the story happens.
- (c) Say one word that tells us what the light is like.

Q4. Look at the two pictures of “*The fox walks home.*” Which one feels happy? Which one feels scary? Name one thing the illustrator used to make it feel that way.

Q5. The Joey event cards are all mixed up. Put them in order: first, next, then and last. Then tell the story to a partner.

Joey's events — all mixed up!

C  Joey sits with scared Possum.	A  Joey is at home in his gum tree.	D  Joey's friends sing a song for him.	B  Joey helps Echidna find the way home.
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Can you put them in order? First, next, then, last.

Four event cards for Joey the Koala in mixed order, each with a small picture and its words

Q6. What do we learn about Joey from event 2? What do we learn about Joey from event 3?

On your own

Q7. Same words, two pictures! The words are: “*The bird flies home.*” Draw it two ways — one happy picture and one scary picture. What colours and shapes will you use?

Q8. Make a new friend for the fable. What animal are they? What do they say to Fox? What does Fox do?

Q9. Make a fable animal of your own. Give them a name and one people thing they love to do. Then tell one thing that happens to them.

Q10. Who made it? Say *author* or *illustrator*.

- (a) the words “One cold night”
- (b) the look on Owl’s face
- (c) the word “share”
- (d) the dark sky in the picture

Q11. Draw the end of the fable. Fox, Rabbit and Owl walk through the woods. Show how Fox helps his friends now.

Q12. What does the fable teach us? Tell the thing we learn from *The Fox and the Lamp*. Then ask your partner: do you say the same thing?

Answers

Q1. (a) character; (b) setting; (c) event; (d) setting; (e) character; (f) event. **Q2.** You might say: they talk; they ask questions; they say yes and no; they hold a light; they help; they share; they feel glad and sad. Any three of these. **Q3.** (a) woods, path; (b) night, cold; (c) warm, yellow, little. **Q4.** Picture 2 feels happy. Picture 1 feels scary. You might name: the colours (yellow and green / dark blue and black), the shapes (round trees / tall sharp trees), the sun or the moon, or the look on Fox's face. **Q5.** First: Joey is at home in his gum tree. Next: Joey helps Echidna find the way home. Then: Joey sits with scared Possum. Last: Joey's friends sing a song for him. **Q6.** Event 2: Joey is kind. He helps his friends. Event 3: Joey is a good friend. He is there with Possum in the dark. **Q7.** Answers will be different. Look for warm colours and round shapes for the happy picture, and dark colours and sharp shapes for the scary picture. **Q8.** Answers will be different. Look for an animal, something to say to Fox, and something Fox does. **Q9.** Answers will be different. Look for a name, one people thing, and one event. **Q10.** (a) author; (b) illustrator; (c) author; (d) illustrator. **Q11.** Answers will be different. Look for Fox holding the candle up high for his friends, or walking close with them. **Q12.** You might say: light is best when we share it. Or: friends help friends. Partners may say the same thing in their own words.

How we worked it out

Q1. We asked three questions for each part. Is it who the story is about? Then it is a character. Is it where or when? Then it is the setting. Is it something that happens? Then it is an event.

Q2. We listened for people things in the fable. The animals talk, ask, say no, help and share. These are human qualities — the things people do and feel. That is how fables work.

Q3. The setting is where and when. "Woods" and "path" tell us where. "Night" and "cold" tell us when and what it is like. "Warm" and "yellow" tell us what the light is like. One or two words can make a setting in our minds.

Q4. The words are the same in both pictures, so the feeling comes from the illustrator: the colours, the shapes, the sun or the moon, and the look on Fox's face. Happy pictures often use warm colours and round shapes. Scary pictures often use dark colours and sharp shapes.

Q5. We looked for what happens first (Joey at home), then the two helping events (Echidna, then Possum), and then the last event (the song for Joey). Putting events in order helps us tell the whole story.

Q6. We asked: what does Joey DO in each event? In event 2, Joey climbs up high and shows Echidna the way — that is helping. In event 3, Joey stays with scared Possum — that is being a good friend. What a character does tells us what they are like.

Q7. The words do not say how the picture feels. So the illustrator chooses: warm colours and round shapes make it happy; dark colours and sharp shapes make it scary. The same words can live in two very different pictures.

Q8. A new friend for Fox just needs to be an animal that can do people things — talk, ask, help. Then we give them words to say, and we think about what Fox does back.

Q9. A fable animal has a name and a human quality — something people do that the animal loves to do. Then we make one event: one thing that happens to them. Name, quality, event — that is the start of a fable.

Q10. The author makes the words. The illustrator makes the pictures. If we read it or hear it, it came from the author. If we see it, it came from the illustrator. Some things — like how Fox feels — can come from the two of them working together.

Q11. At the end of the fable, Fox is not the same as the start. He holds the candle up high so his friends can see — the same high hold, but now for his friends, not just for himself. That is how Fox shows he learned to share.

Q12. A fable teaches us something. We listened to the end of the story, where Fox shares the light with his friends. The thing we learn can be said in different words — light is best when we share it; friends help friends. Many right words can say the same big idea.

Everything in VC2E1LE01 is in this part. Children discuss how language and images are used to create characters, settings and events, in two texts made for this book: the fable “The Fox and the Lamp” — animal characters with human qualities, in the way of fables by a wide range of world authors (VC2E1LE01.E01) — and the picture book “Joey the Koala” — Australian animal characters and what we learn about them from the events (VC2E1LE01.E03). VC2E1LE01.E02 is not here. TOC §2A says why.

Sharing responses: connecting stories with our own lives

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

What we are learning

Owns	VC2E1LE02
We learn to	discuss a range of literary texts and share responses by making connections with their own experiences
Draws on	VC2E1LE02 .E01 generating questions about characters, settings and events from books and sharing responses VC2E1LE02 .E02 discussing a range of texts and offering opinions about how they reflect their own experiences VC2E1LE02 .E03 expressing responses to characters and events in stories using drawing and role-play VC2E1LE02 .E04 identifying who is telling the story in a range of texts
From last year	we listened to stories and said what we liked about them (VC2EFLE01, VC2EFLE02)
On to next year	we will look at two stories side by side and say what we like best (VC2E2LE02)

In our words: after a story, we talk about it! We say what we think and what we feel. We say, “This is like my own life!” That is how we share a **response**.

The big idea

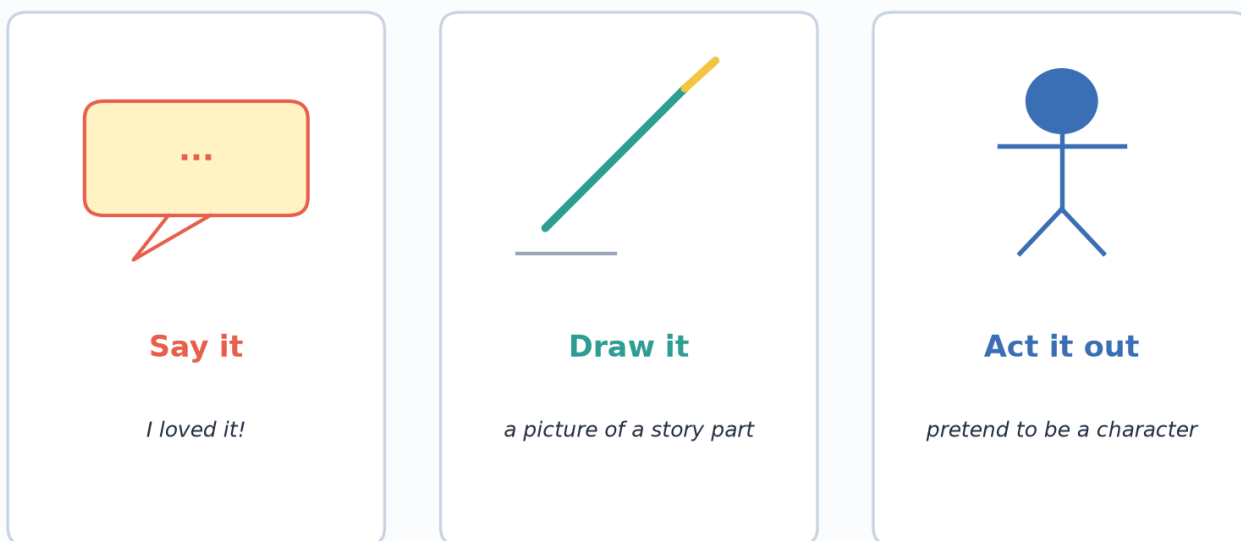
Part 1 — A story can feel like it is about you too

When we hear a story, it can make us think of our own life. A story about rain can make you think of your own wet day. A story about a crab can make you think of the beach.

When a story makes us think of our own life, we make a **connection**. Connection is a big word! It means the story and your life go together.

What we say, draw or act out about a story is our **response**. A response can be words, a picture, or a little act!

Everyone’s response can be different. You can love the part your friend did not love. That is all right. No one is wrong about what they feel.



These are all ways to share what we think and feel.

Three ways to share about a story: say it, draw it, act it out

Part 2 — We can ask questions about a story

When we hear a story, we can ask:

- **Who** is in the story? The people and animals in a story are the **characters**. Character is a big word for *who the story is about*.
- **Where** is the story? The place of the story is the **setting**. Setting is a big word for *where the story is*.
- **What** happens in the story? The things that happen are the **events**. Event is a big word for *a thing that happens*.

Question cards

Ask these out loud



Who is in the story?

The people and animals in a story are the characters.



Where does it happen?

The place of the story is the setting.



What happens in the story?

The things that happen are the events.



How do they feel?

Happy? Sad? Scared? Cross?

Four question cards: who, where, what, feel

Part 3 — Every story has a voice that tells it

Every story is told by a voice. There are two kinds of voice:

- Some stories are told by someone **in** the story. They say **I** and **my**. *My Day at the Beach* is like that.
- Some stories are told by someone **out** of the story. They use names, like Ruby and Mum. *Ruby's Big Wet Day* is like that.

To find out who is telling the story, look for **I** and **my**!

Who is telling the story?

Two story voices

The voice is IN the story

**I went to the beach
with my dad.**

Look for: I my

Someone in the story
is telling it.

The voice is OUT of the story

**Ruby woke up and
looked out the window.**

Look for: names

The voice uses names,
like Ruby and Mum.

Two story voices: one in the story says I and my, one out of the story uses names

Our stories for today

Story 1 — Ruby's Big Wet Day

Ruby woke up and looked out the window. The sun was up! "I will have a picnic in the garden," she said. Then the rain came. Tap, tap, tap on the roof. Ruby was sad. Her big red ball sat by the door. "We can still have fun," said Mum. "Let's make a camp!" Mum put a big blanket over two chairs. In went Ruby, with her ball and her book. "This is the best wet day ever!" said Ruby.

Ruby's Big Wet Day

Ruby woke up and looked out the window. The sun was up!

"I will have a picnic in the garden," she said.

Then the rain came. Tap, tap, tap on the roof.

Ruby was sad. Her big red ball sat by the door.

"We can still have fun," said Mum. "Let's make a camp!"

Mum put a big blanket over two chairs.

In went Ruby, with her ball and her book.

"This is the best wet day ever!" said Ruby.

Who is in this story? Ruby and Mum.

The story Ruby's Big Wet Day. Ruby and Mum make a camp at home

Story 2 — My Day at the Beach

I went to the beach with my dad. I saw a little crab on the sand. It ran to the water. A big wave came up. Splash! My boots got wet. I made a tall hill of sand. Dad put a shell on top. I love the beach!

My Day at the Beach

I went to the beach with my dad.

I saw a little crab on the sand.

It ran to the water.

A big wave came up. Splash! My boots got wet.

I made a tall hill of sand.

Dad put a shell on top.

I love the beach!

Can you find the words I and my?

The story My Day at the Beach. The words I and my are in yellow boxes

Story 3 — The Rain Song

Rain, rain on the roof, tap, tap, tap. Rain, rain on the path, drip, drip, drip. Rain, rain in the garden, splash, splash, splash. Puddles for the gumboots — jump, jump, jump!

The Rain Song

Rain, rain on the roof,

tap, tap, tap.

Rain, rain on the path,

drip, drip, drip.

Rain, rain in the garden,

splash, splash, splash.

Puddles for the gumboots —

jump, jump, jump!

Tap or clap along to the sound words!

The poem The Rain Song, with rain and sound words

We do it together

Try 1 — with help: ask about Ruby's story

What we ask

What we say

Who is in the story?

Ruby and Mum. They are the characters.

Where is the story?

At Ruby's home, in the garden. That is the setting.

What happens at the end?

Ruby and Mum make a camp. Ruby is happy!

Try 2 — with help: the story and my life

Ruby's story is about a wet day. Is your life like that too?

In the story

In my life

The rain came.

The rain came on my day at the park.

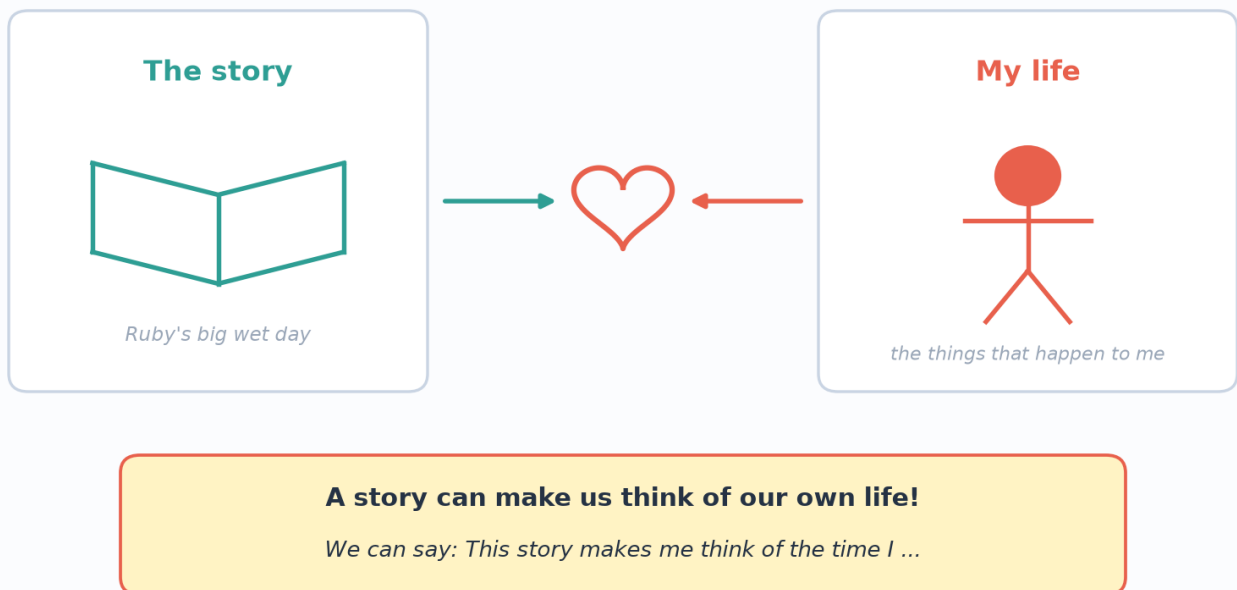
Ruby was sad.

I was sad when my picnic stopped.

Ruby made a camp.

I made a camp in my room!

Now say: "Ruby's Big Wet Day makes me think of _____."



A story and my life, side by side, joined by a heart

Try 3 — with help: act out the story

Your teacher reads Ruby's story again. Act out each part!

1. The sun is up — stand tall and smile!
2. Here comes the rain — tap, tap, tap your fingers.
3. Ruby is sad — show a sad face.
4. Camp time — sit down small and cheer!

Act it out — Ruby's Big Wet Day

Listen, then show it

1 The sun is up! Stand tall and smile.	2 Here comes the rain! Tap, tap, tap your fingers.	3 Ruby is sad. Show a sad face.	4 Camp time! Sit down small and cheer!
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Your teacher reads the story again. Show each part with your body!

Four cards to act out the story: sun, rain, sad face, camp cheer

Try 4 — with help: who is telling the story?

Look at Story 2, *My Day at the Beach*. Find the words **I** and **my**. There are lots of them! So the voice is someone in the story.

Look at Story 1, *Ruby's Big Wet Day*. It uses names: Ruby and Mum. It does not say I. So the voice is out of the story.

And *The Rain Song*? It does not say I or my. The voice is out of the story.

Try 5 — on your own: share your own response

Say two things about *The Rain Song*:

- One thing you like: "I like the part where the rain goes tap, tap, tap!"
- One thing it makes you think of: "It makes me think of my gumboots!"

Now you try

With help

Q1. Listen to *Ruby's Big Wet Day* again. Ask your friend two questions. Use the question cards.

Q2. Draw a line from the question to its answer.

What we ask

What we say

Who is in the story?

Ruby and Mum.

Where is the story?

At home and in the garden.

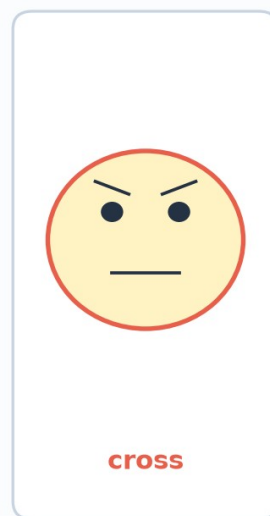
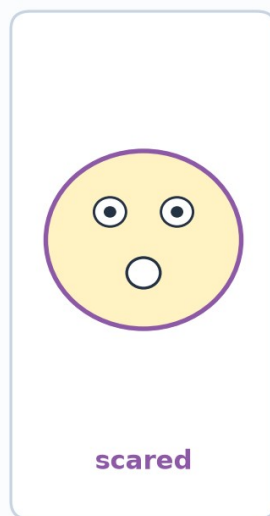
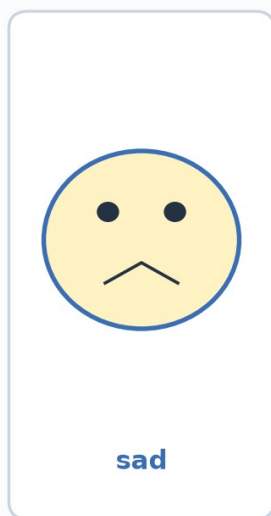
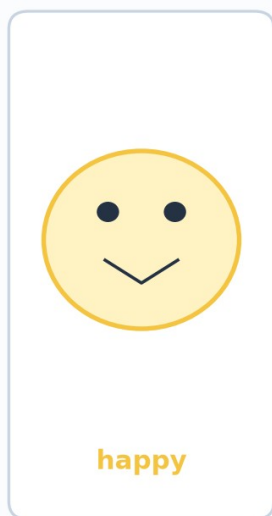
What did Ruby take to the camp?

Her ball and her book.

Q3. Look at the four faces. How did Ruby feel when the rain came? Circle one. How did Ruby feel in the camp? Circle one.

How did Ruby feel?

Circle a face



At the start of the story? At the end of the story?

Four faces: happy, sad, scared and cross

Q4. Finish the words, then say them out loud: “This story makes me think of _____.”

Q5. Look at the chart. Which stories say *I* and *my*? Tick them.

Which stories say I and my?		Listen, then tick
The story	Does it say I and my?	
My Day at the Beach	☐	
Ruby's Big Wet Day	☐	
The Rain Song	☐	

Tick the box if the story says I or my.

A chart with a box for each story. Tick the box if the story says I and my

Q6. Draw your favourite part of *My Day at the Beach*. Tell your teacher about it.

On your own

Q7. Make up a new question about *The Rain Song*. Start with who, where or what. Say it to the class.

Q8. What do you like to do on a wet day? Draw it. Then finish: "On a wet day, I like to _____."

Q9. Act out *My Day at the Beach* with a friend. One of you is the child. One of you is the little crab. Show the big wave — splash!

Q10. Make a story where you are the voice. Finish: "I went to the _____ and I saw a _____." Say it out loud.

Q11. My response page. Draw the part you liked best. Write one sentence. Then read it to your teacher.

My response page

Draw it, then write it

Draw the part you liked best:

draw here

Write one sentence:

I liked _____ **because** _____

My response page, with a box to draw in and lines to write on

Q12. Think of a story you love at home. Does it say *I*? Or does it use names? Tell a friend. Then ask your friend about their story.

Answers

Q2. Who → Ruby and Mum. Where → at home and in the garden. What did Ruby take → her ball and her book. **Q3.** When the rain came: sad. In the camp: happy. **Q5.** *My Day at the Beach* says *I* and *my*. Tick it. The other two stories do not say *I*. **Q1, Q4, Q6–Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. One way: “Who is in the story?” and “What happens at the end?”

Q2. The characters are Ruby and Mum. The setting is at home and in the garden. Ruby took her ball and her book to the camp.

Q3. When the rain came, Ruby was sad — circle the sad face. In the camp, Ruby was happy — circle the happy face.

Q4. One way: “This story makes me think of the day I jumped in the puddles.”

Q6. One way: draw the crab and the big wave. Say: “I like the crab because it is little and fast.”

Q7. One way: “Where does the rain tap?” Any question that starts with who, where or what is good.

Q8. One way: draw you in a camp. Say: “On a wet day, I like to make a camp.”

Q9. The child walks on the sand. The crab runs to the water. Then the big wave — splash! The child jumps.

Q10. One way: “I went to the park and I saw a dog.” Now the voice is you — the story says I!

Q11. One way: draw Ruby in her camp. Write: “I liked the camp because it was fun.”

Q12. One way: “My story says I — I say the I parts when my mum reads it!” Or: “My story uses names. It is about a bear and a fox.”

Plots, characters and settings across a range of literary texts

English 1 · Part 3 · 3C

Owens: VC2E1LE03 (the story part of English) **Draws on:** VC2E1LE03.E01 · VC2E1LE03.E02 · VC2E1LE03.E03 (there is no §2A note for this part)

VC2E1LE03, word for word: “*discuss plots, characters and settings through a range of literary texts*”

The three texts on these pages are new texts made for this book: a **traditional tale**, a **fable** and a **narrative poem** — three of the kinds of stories named in VC2E1LE03.E01. Their foxes are like the fox in Part 3A, so children can meet a similar character in new texts.

Teacher note. Read every line on these pages to the children. They listen, talk, point, draw and act. No child needs to read the words here on their own. The three texts are read many times — each read can look at one part: the characters, the setting, the plot, then the pictures. You may like to use other picture books with this part too, and ask the same questions: who is in it, where and when is it, and what happens first, then next, then last?

What we are learning

We know two story parts. In Part 3A and 3B we met two big story parts.

- A **character** is who the story is about. A character can be a person or an animal.
- The **setting** is where the story happens — and when.

Today we add one more big word: the **plot**.

What is a plot? The **plot** is the things that happen in a story, in order — first this, then that, then that. Every plot has three big stops:

1. The **beginning**. A big word for the beginning is **orientation**. The orientation tells us **who** is in the story, and **where** and **when** it happens.
2. The **problem**. A big word for the problem is **complication**. The complication is where something goes wrong, and we want to know what happens next!
3. The **end**. A big word for the end is **resolution**. The resolution is where the problem gets fixed, and the story is done.

The plot path

English 1 · 3C

A plot is what happens in a story, from start to finish. Every plot has three big stops.



Follow the path: first the beginning, then the problem, then the end. That is the plot!

The plot path with three stops: the beginning or orientation, the problem or complication, and the end or resolution

Stop	Big word	What it does
1 · The beginning	orientation	tells who, where and when
2 · The problem	complication	something goes wrong
3 · The end	resolution	the problem gets fixed

Three kinds of stories. Stories come in many kinds. Today we read three kinds.

- A **traditional tale** is an old story told again and again by many people. (Books use this word in different ways. This is what we mean here.)
- A **fable** is a short story where animals talk and act like people. Fables often teach us something. We met fables in Part 3A.
- A **narrative poem** is a poem that tells a story. It has characters, a setting and a plot, just like a story — but it is a poem!

Traditional tale

What is it?

an old story,
told again and again

Our story

The Fox and the Red Hat



Fable

What is it?

animals talk and act
like people; a fable
often teaches us
something

Our story

The Fox and the Apple



Narrative poem

What is it?

a poem that
tells a story

Our story

The Fox in the Snow



All three texts are made for this book. All three have a fox!

Three kinds of stories: a traditional tale, a fable and a narrative poem, with the story we read for each

Our three texts. All three texts have a fox! Read them and look for what is the same and what is different.

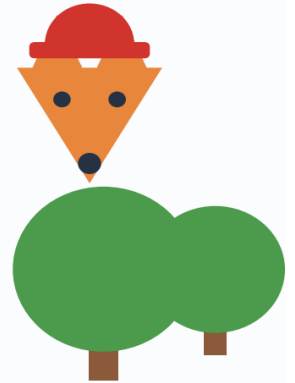
Story 1 — The Fox and the Red Hat (*a traditional tale*)

One cold day, a little fox walked in the woods. On the path, he saw a red hat. “Who is this hat for?” said the little fox. He asked the bird. “Is this your hat?” “No, no, no!” sang the bird. “My hat is blue.” He asked the frog. “Is this your hat?” “No, no, no!” said the frog. “My hat is green.” Then came the big bear. The bear looked at the hat. “That is my hat!” said the bear. “Thank you, little fox.” The bear put on the hat. It fit just right. And the little fox ran home through the woods.

The Fox and the Red Hat

a traditional tale

One cold day, a little fox walked in the woods.
On the path, he saw a red hat.
“Who is this hat for?” said the little fox.
He asked the bird. “Is this your hat?”
“No, no, no!” sang the bird. “My hat is blue.”
He asked the frog. “Is this your hat?”
“No, no, no!” said the frog. “My hat is green.”
Then came the big bear. The bear looked at the hat.
“That is my hat!” said the bear. “Thank you, little fox.”
The bear put on the hat. It fit just right.
And the little fox ran home through the woods.



The little fox finds a red hat.

The traditional tale The Fox and the Red Hat, with a little fox wearing the red hat by the trees

Story 2 — The Fox and the Apple (a fable)

One sunny day, Fox and Rabbit played by the big tree. Fox saw a big red apple on the ground. “My apple!” said Fox. “I saw it first!” said Rabbit. “No, I did!” said Fox. Fox and Rabbit pulled at the apple. They pulled and pulled. It did not move. The apple was too big and too heavy. Then Fox said, “Let us do it together.” Fox pushed. Rabbit pushed. Up came the apple! Fox and Rabbit shared the apple under the big tree. Two friends can do more than one.

The Fox and the Apple

a fable

One sunny day, Fox and Rabbit played by the big tree.

Fox saw a big red apple on the ground.

"My apple!" said Fox. "I saw it first!" said Rabbit.

"No, I did!" said Fox.

Fox and Rabbit pulled at the apple. They pulled and pulled.

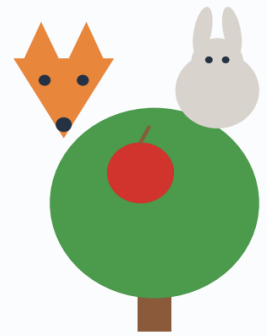
It did not move. The apple was too big and too heavy.

Then Fox said, "Let us do it together."

Fox pushed. Rabbit pushed. Up came the apple!

Fox and Rabbit shared the apple under the big tree.

Two friends can do more than one.



Together, the apple comes up!

The fable The Fox and the Apple, with the fox and the rabbit and the big apple under the tree

Story 3 — The Fox in the Snow (a narrative poem)

The snow came down on the woods so white. A little fox walked in the cold, cold night.

His home was there, but he could not see. The snow was deep on the ground and the tree.

Then Owl flew down with a lamp of light. "Come with me, Fox — your home is in sight!"

Fox ran in and shut the door. Safe and warm, and cold no more.

The Fox in the Snow

a narrative poem

The snow came down on the woods so white.
A little fox walked in the cold, cold night.

His home was there, but he could not see.
The snow was deep on the ground and the tree.

Then Owl flew down with a lamp of light.
“Come with me, Fox — your home is in sight!”

Fox ran in and shut the door.
Safe and warm, and cold no more.



*The narrative poem *The Fox in the Snow*, with a night picture of the fox, the owl with a lamp, and snowy trees*

Same and different. Look at the three texts together.

The Fox and the Red Hat

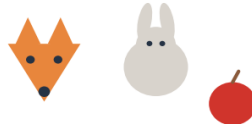
a traditional tale



a cold day in the woods

The Fox and the Apple

a fable



a sunny day by the big tree

The Fox in the Snow

a narrative poem



a snowy night in the woods

What is the same?

- All three texts have a fox. The fox is a similar character.
- All three texts have trees and woods. The places are similar too.

What is different?

- The friends are different: bird, frog and bear · rabbit · owl.
- The times are different: a cold day · a sunny day · a snowy night.

Three cards for the three texts, with what is the same (a fox, and trees and woods) and what is different (the friends, and the times)

- **What is the same?** All three texts have a fox. The fox is a **similar character** — the same kind of character in different texts. All three texts have trees and woods, so the places are similar too.
- **What is different?** The friends are different (bird, frog and bear · rabbit · owl). The times are different (a cold day · a sunny day · a snowy night).

Stories often use the same characters again and again. Foxes, bears, birds and frogs turn up in many traditional tales, fables and poems. When we read a new story, we can say: *“I know you! You are like the fox in our other story!”*

A setting has a place and a time. The **setting** is where and when.

- **Place** is where. Is it the country or the city? The woods? A farm? A school? A beach?
- **Time** is when. Is it winter or summer? Is it day or night? Is it now, or long ago?

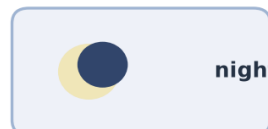
PLACE — where is the story?



A story can be in the country, the city,
the woods, a farm, a school, a beach ...

*Where is our fox? In the woods —
all three stories happen out in the trees.*

TIME — when is the story?



A story can be now or long ago,
in summer or winter, in the day or at night.

*Our fox stories: a cold day • a sunny day •
a snowy night in winter.*

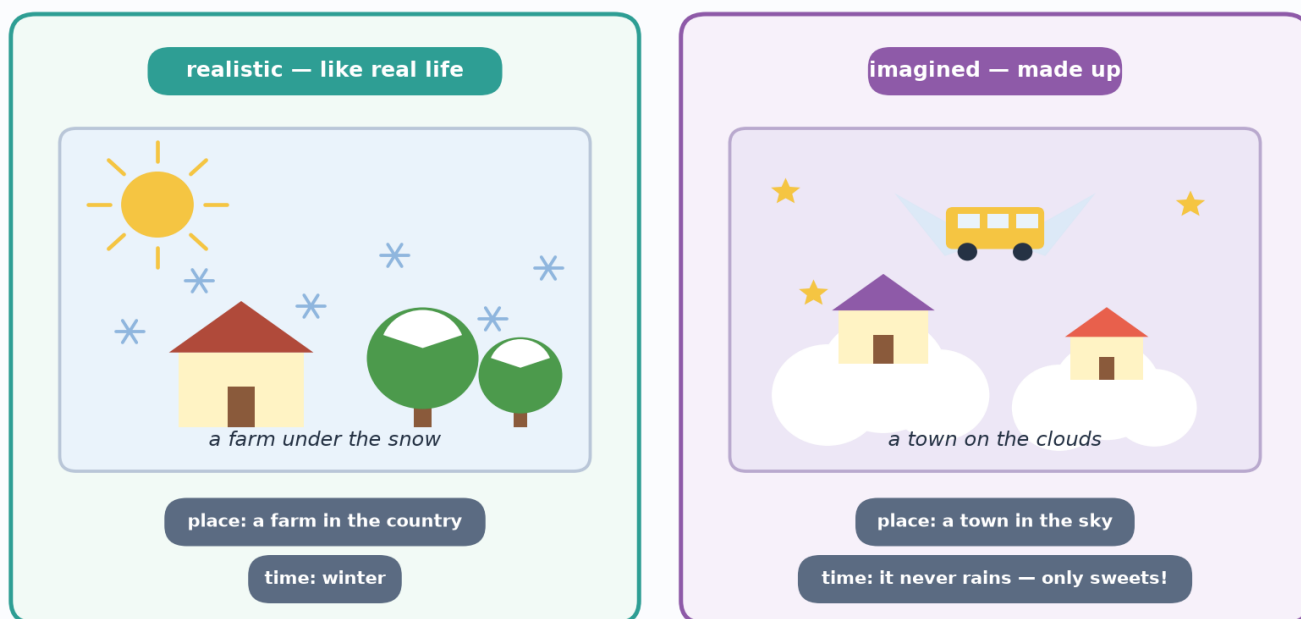
A setting has two parts: place, where the story is, and time, when the story is, with pictures of the country, the city, day, night, winter and summer

Text	Place (where)	Time (when)
The Fox and the Red Hat	the woods	a cold day
The Fox and the Apple	by the big tree	a sunny day
The Fox in the Snow	the woods	a snowy night, in winter

Realistic or imagined? Some settings are **realistic**. Realistic means *like real life* — it could really be there. A farm under the snow is realistic. A city with shops and buses is realistic.

Some settings are **imagined**. Imagined means *made up* — it is in someone's head. A town on the clouds is imagined. A tree that grows stars is imagined.

A story can mix the two! In *The Fox in the Snow*, the woods and the snow are realistic — real woods really get snow. But Owl flies down with a lamp — that part is imagined. Real owls do not carry lamps!



A realistic setting could really be there. An imagined setting is in someone's head.

Two setting cards side by side: a realistic farm under the snow, and an imagined town on the clouds with a bus that has wings

Let's try together

Example 1 — we do it together

The teacher reads *The Fox and the Red Hat*. Let us find the plot — the beginning, the problem and the end.

What we ask

What we find

Who is in the story? Where and when? (the **orientation**)

A little fox, in the woods, on a cold day.

What goes wrong? (the **complication**)

The fox finds a red hat, and it is not his. Who is the hat for?

How is it fixed? (the **resolution**)

The hat is the bear's. The bear says thank you, and the fox runs home.

Example 2 — we do it together

Which parts are **similar** across the three texts?

What we look at

What we find

The characters

All three have a fox. Similar characters!

The place

All three are by the trees (the woods · the big tree · the woods). Similar places!

The time

A cold day · a sunny day · a snowy night. Different times.

Example 3 — we do it together

Is each setting realistic or imagined? How do we know?

The setting	Realistic or imagined?	Why?
A farm under the snow	Realistic	Farms are real, and snow is real.
A town on the clouds	Imagined	Towns cannot sit on clouds.
A bus with wings	Imagined	Buses do not have wings.

Example 4 — we do it together

The plot cards for *The Fox and the Red Hat* are mixed up. Let us put them in order: 1, 2, 3, 4.

Put the story in order

English 1 · 3C

The cards are mixed up. Number them 1, 2, 3, 4. Which is the beginning? The problem? The end?

A



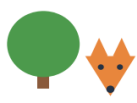
Then came the big bear.
“That is my hat!”

B



One cold day, a little fox
found a red hat on the path
in the woods.

C



The bear put on the hat.
The little fox ran home.

D



“Who is this hat for?”
The bird said no.
The frog said no.

Beginning → problem → end: that is the plot!

Four mixed-up plot cards to number in order: then came the big bear; one cold day a little fox found a red hat; the bear put on the hat and the fox ran home; who is this hat for, the bird and the frog said no

Order	Card	Part of the plot
1	B — One cold day, a little fox found a red hat on the path in the woods.	the beginning (orientation)
2	D — “Who is this hat for?” The bird said no. The frog said no.	the problem (complication)
3	A — Then came the big bear. “That is my hat!”	the problem gets fixed
4	C — The bear put on the hat. The little fox ran home.	the end (resolution)

Have a go

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

With help

Q1. Match each stop of the plot to its big word. Say the big word out loud.

- (a) the beginning
- (b) the problem
- (c) the end

Q2. Listen to *The Fox and the Red Hat*. Say the **orientation**: who is in the story, and where and when is it?

Q3. What is the **complication** in *The Fox and the Apple*? What is the **resolution**?

Q4. Look at the three texts. Name one thing that is the same in all three. Name one thing that is different.

Q5. Look at the picture cards. Which settings are realistic? Which are imagined? Put each card in its box.

Sort the settings

English 1 · 3C

 a beach in summer	 a snowy wood	 a bus in the city
 a house with legs	 a tree that grows stars	 a bus with wings
realistic — it could really be there		imagined — it is made up

Six setting cards to put into two boxes: a beach in summer, a snowy wood, a bus in the city, a house with legs, a tree that grows stars, and a bus with wings

Q6. In *The Fox in the Snow*, is the setting realistic or imagined? Give one realistic part and one imagined part.

On your own

Q7. Make up an **imagined** setting. Draw it. Tell a friend one thing about its place and one thing about its time.

Q8. Find the **orientation** in *The Fox in the Snow*. Say the who, the where and the when.

Q9. Which of the three texts do you like best? Why? Tell a friend.

Q10. Make a new friend for one of the foxes. What animal is it? What does it do in the story? Tell a friend.

Q11. Plan a story of your own on the plot page: a beginning, a problem and an end. Draw each part.

My plot

English 1 · 3C

Plan a story! Draw and write each part of your plot.

1 **The beginning — orientation**
Who is in your story? Where and when is it?

draw



2 **The problem — complication**
What goes wrong? Who needs help?

draw



3 **The end — resolution**
How is the problem fixed?

draw



My plot page, with three boxes to draw and write the beginning or orientation, the problem or complication, and the end or resolution of your own story

Q12. Ask someone at home for a story they know. Is it a traditional tale? Who is in it? Where does it happen? Tell the class.

Answers

Q1. (a) orientation; (b) complication; (c) resolution. **Q2.** A little fox, in the woods, on a cold day. **Q3.** The complication: Fox and Rabbit both want the apple, and it is too big and too heavy to move. The resolution: they do it together, and they share the apple. **Q4.** Same: all three have a fox (and trees). Different: the friends, or the times (a cold day · a sunny day · a snowy night). **Q5.** Realistic: a beach in summer, a snowy wood, a bus in the city. Imagined: a house with legs, a tree that grows stars, a bus with wings. **Q6.** Realistic part: the woods and the snow. Imagined part: Owl flies down with a lamp. **Q7–Q12.** Answers will be different — see *How we worked it out*.

How we worked it out

Q1. The beginning is the orientation, the problem is the complication, and the end is the resolution. We matched each stop to its big word.

Q2. The orientation tells us who, where and when. In this story: who = a little fox; where = the woods; when = a cold day.

Q3. The complication is where something goes wrong: both want the apple and it will not move. The resolution is where it is fixed: they push together and share it.

Q4. We looked at the characters, the places and the times. The fox and the trees are the same; the friends and the times are different.

Q5. We asked: could it really be there? A beach, a snowy wood and a city bus could. A house with legs, a star tree and a wing bus are made up.

Q6. We looked at the setting part by part. The woods and the snow are like real life (realistic). An owl with a lamp is made up (imagined).

Q7. One way: a beach on the moon! Place: the moon. Time: always night. Any made up setting is good.

Q8. Who = a little fox and Owl. Where = the woods. When = a snowy night, in winter.

Q9. Answers will be different. One way: “I like *The Fox in the Snow* because it is a poem and it rhymes!”

Q10. One way: a new friend is a frog. The frog and the fox hop and run to the big tree.

Q11. One way: beginning — a cat in a garden. Problem — the cat loses her ball. End — a dog finds the ball, and they play.

Q12. One way: “Nan told me a tale about a big fish. It is old, so it is a traditional tale. It happens at the river.”

Everything in VC2E1LE03 is in this part. Children discuss plots, characters and settings through a range of literary texts made for this book: a traditional tale, a fable and a narrative poem (VC2E1LE03.E01 — similar characters and settings across the texts). They discuss whether features of settings, including time (season, day or night) and place (country or city), are realistic or imagined (VC2E1LE03.E02). They discuss how plots develop — the beginning (orientation), the problem (complication) and the end (resolution) (VC2E1LE03.E03). There is no §2A note for this part.

Listening to, reciting and inventing poems, chants, rhymes and songs

English 1 · Part 3 · 3D

Owens: VC2E1LE04 **Draws on:** VC2E1LE04.E02 · VC2E1LE04.E03 (VC2E1LE04.E01 is not here — TOC §2A)

VC2E1LE04, word for word: “*listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme*”

Every poem, chant, rhyme and song on these pages is new. They were all made for this book.

Teacher note. Read everything on these pages out loud to the children. They listen, recite, discuss, clap, sing, draw and act out. No child needs to read the words here on their own. Read each text many times — each time can be a new way to say it: together, in a whisper, with actions, with the beat. In Part 1D the children found three things that hold a poem or song together — the words that come back, the rhyme and the beat. In this part they use all three when they recite and when they make sound patterns of their own. Songs and chants from Asian cultures are welcome in this part (VC2E1LE04.E02) — if families or teachers want to share one, this is the part for it.

What we are learning

Owens	VC2E1LE04
We learn to	listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme
Draws on	VC2E1LE04.E02 exploring poetry, chants and songs from Asian cultures VC2E1LE04.E03 listening to haiku poems about familiar topics such as nature and the seasons
From last year	we played with the beat and the sound patterns in poems, chants, rhymes and songs (VC2EFLE04)
On to next year	we will find new sound and word patterns in poems, chants, rhymes and songs and play with them (VC2E2LE04)

In our words: poems, chants, rhymes and songs are made to be said out loud! In this part we listen to them, we recite them, we talk about them — and we make new sound patterns of our own.

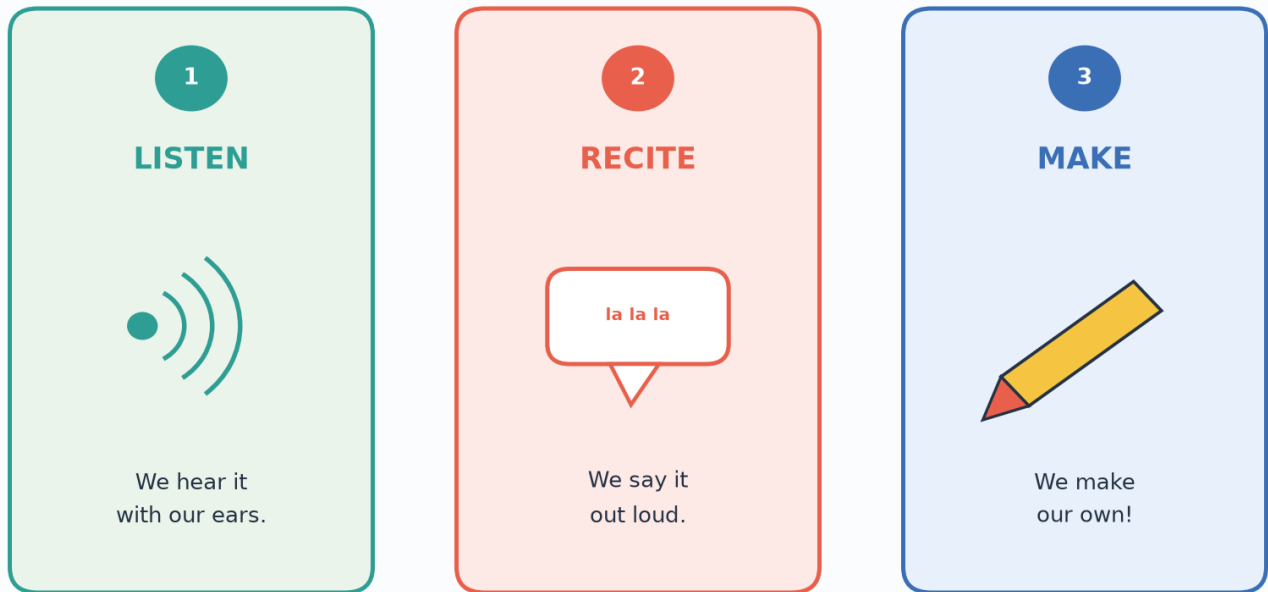
The big idea

Part 1 — Listen first, then recite, then make

We do three things with poems, chants, rhymes and songs:

1. **Listen** — we hear it with our ears.
2. **Recite** — we say it out loud.
3. **Make** — we make our own sound patterns!

Big word box — recite. To **recite** a poem, chant, rhyme or song is to say it out loud — from your head, not from the page.



Listen first. Then recite. Then make your own sound patterns!

Three cards for what we do with poems: listen with our ears, recite out loud, and make our own

Part 2 — Our four kinds of text

You know these from Part 1D:

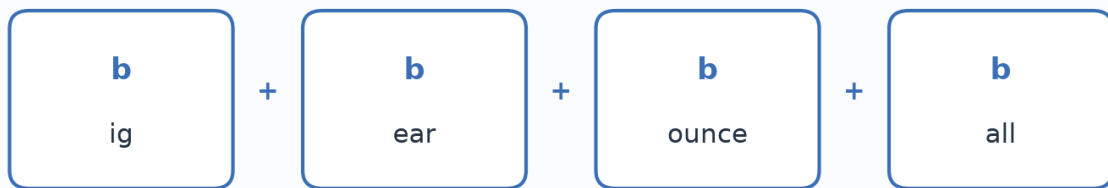
- A **poem** is words in lines, made to sound good.
- A **chant** is words we say together, with a beat.
- A **song** is words we sing.
- We also call some short poems **rhymes**. We say them for fun!

Part 3 — New big words for this part

- **discuss** — to talk about. We listen to a poem, then we discuss it.
- **alliteration** — words close together that start with the same sound: *big bear bounce ball!*
- **haiku** — a very short poem from Japan. It has 3 lines. It is often about nature.
- **nature** — the things we see outside: sun, rain, water, trees and animals.
- **cultures** — the ways people live: the songs they sing, the words they say, the food they eat. Asia is a big part of the world, with many countries and many cultures.
- **imitate** — to copy. When we imitate a sound pattern, we make it the same way.
- **invent** — to make up. When we invent a sound pattern, it is our own!

alliteration

words close together that start with the same sound



b-b-b-b — the same start sound! Say it and hear it.

A card that says alliteration means words close together that start with the same sound, with the words big, bear, bounce and ball

Our poems, chants, rhymes and songs

The teacher reads and says each text first. Then we say it together.

Text 1 — a chant: “The Hand Chant” (made for this book)

Hands up high and hands down low, Hands go fast and hands go slow. Clap, clap, clap your hands with me,
Wave, wave, wave them — one, two, three!

The Hand Chant

Hands up **high** and **hands** down **low**,

• • • •

Hands go **fast** and **hands** go **slow**.

• • • •

Clap, clap, clap your **hands** with **me**,

• • • •

Wave, wave, wave them — **one, two, three!**

• • • •

Say it together! Clap once on each red dot.

The Hand Chant in four lines with red clap dots under the beat words

Say it together! Clap once on each red dot.

Text 2 — a rhyme: “Little Fish” (made for this book)

Little fish, little fish, in the sea, Swim so fast and swim so free! Little fish, little fish, in the sea, Can you come and play with me?

Little Fish

Little fish, little fish, in the sea,

Swim so fast and swim so free!

Little fish, little fish, in the sea,

Can you come and play with me?

The end words rhyme: sea, free and me. Read it with actions!

Little Fish in four lines, with the end words sea, free and me in blue boxes joined by a line

Listen to the end words: sea, free, me. They rhyme! Do the actions when you say it.

Text 3 — a song: “Four Seasons” (made for this book)

Four seasons, four seasons in our year! Four seasons, four seasons in our year! Spring and summer,
autumn, winter — Four seasons, four seasons in our year!

Text 3 — Four Seasons

A song · made for this book

Four Seasons

Four seasons, four seasons in our year!

Four seasons, four seasons in our year!

Spring and summer, autumn, winter —

Four seasons, four seasons in our year!

 spring

 summer

 autumn

 winter

Sing it together and count the seasons on your fingers!

The Four Seasons song in four lines with beat dots, and pictures for spring, summer, autumn and winter

Sing it together and count the seasons on your fingers!

Text 4 — a poem from Japan: a haiku (made for this book)

A cold little wind shakes the red leaves off the branch. They dance to the ground.

A haiku

A cold little wind ●●●●● 5

shakes the red leaves off the branch. ●●●●●●● 7

They dance to the ground. ●●●●● 5

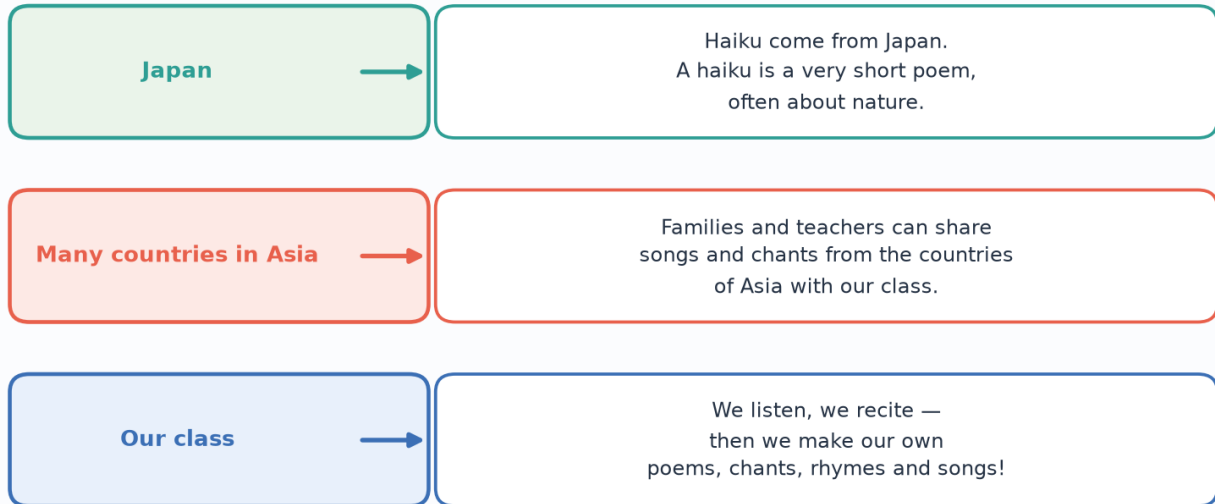
A haiku has 3 lines. It is often about nature. Clap the sound parts: 5, 7, 5!

A haiku in three lines with green clap dots by each line: five, seven, five

A **haiku** is a very short poem from Japan. It has 3 lines. It is often about **nature** — the things we see outside. This haiku is about a cold wind and red leaves. Which season could it be? Japan is in Asia. Haiku are one kind of poem from the cultures of Asia.

Poems and songs from many places

English 1 · 3D



Asia is a big part of the world. Japan is in Asia.

Poems and songs from many places: haiku from Japan, songs and chants from many countries in Asia, and our own from our class

Poems, chants, rhymes and songs live in many places. Haiku come from Japan. Many countries in Asia have songs and chants — if families or teachers want to share one with our class, we listen, we clap, and we say thank you! And our class makes its own too.

Text 5 — a sound-play poem: “Sam’s Snail” (made for this book)

Sam saw a snail, a snail in the sun. Sam saw a snail having lots of fun!

Sam's Snail

Sam saw a snail, a snail in the **sun.**

Sam saw a snail having lots of **fun!**

The green words all start with s — that is alliteration! The end words rhyme: sun and fun.

Sam's Snail in two lines, with the s words in green and the end words sun and fun in blue boxes joined by a line

Say the green words: Sam, saw, snail, sun. s-s-s-s — the same start sound! Words close together that start with the same sound — that is **alliteration**. And the end words rhyme: sun and fun.

We do it together

Try 1 — with the teacher: listen, then recite

The teacher says	We do
Say the chant with me, slow.	“Hands up high and hands down low...”
Now say it with the beat.	We clap on the red dots!
Now say it with no page.	The words are in our heads. We recite!

First we listen. Then we recite!

Try 2 — with the teacher: discuss Little Fish

To **discuss** a text is to talk about it. Listen to Little Fish again, then discuss:

What we listen for	What we say
Words that come back	“Little fish” comes back 4 times.
End words that rhyme	sea, free and me.
The beat	We clap along: swim so fast and swim so free!

Try 3 — with the teacher: hear the alliteration

Listen to Sam's Snail. Which sound comes back at the start of the words?

What we do

Say the green words: Sam, saw, snail, sun.
Words close together with the same start sound —
Which end words rhyme?

What we hear

s-s-s-s — the same start sound!
that is alliteration.
sun and fun!

Try 4 — with the teacher: clap the haiku

Clap the sound parts of our haiku — one clap for each sound part!

Line	Claps
A cold little wind	5
shakes the red leaves off the branch.	7
They dance to the ground.	5

What do we see outside in this haiku? Wind, red leaves, a branch, the ground. That is nature! The red leaves fall — so which season could it be? Autumn!

Try 5 — with the teacher: imitate, then invent

First we **imitate** — we copy the pattern of Sam's Snail with a new word:

Sam saw a snake in the sun!

Now we **invent** — we make up our very own line:

Ben saw a bee in the bus!

Funny lines are good lines!

Have a go

With help

Q1. Say The Hand Chant together with the actions. Then say it in a whisper. Then say it with a loud voice! What changed — the words, or the voice?

Q2. Listen to Little Fish. Which three words rhyme?

Q3. Sing Four Seasons together. Count the seasons on your fingers. How many are there? Say them in order.

Q4. Clap the sound parts of our haiku. Which line has 7 claps?

Q5. Look at Sam's Snail. Say all the green words. What sound do they all start with?

Q6. Say each word card out loud. Put it in the right box — starts with b, or starts with s?

Put the words in the right box

English 1 · 3D

starts with

b

starts with

s

big

sun

ball

sock

bear

sea

bee

snail

Say each word out loud. Where does it go?

Two boxes, one for words that start with b and one for words that start with s, with eight word cards to say and put in the right box

On your own

Q7. Invent a new line! Use the pattern: “___ saw a ___ in the ___.” Pick a sound. Pick your words. Say your line out loud.

Make a sound pattern!

English 1 · 3D

1

Pick a sound:

s

b

m

2

Pick words that start with it:

snake

sun

sock

star

bear

ball

bee

bus

3

Say your line:

___ saw a ___ in the ___ .

Copy the pattern, then make it your own! That is how we invent.

How to make a sound pattern: pick a sound, pick words that start with it, then say your own line in the pattern

Q8. Make a new line for The Hand Chant: “Hands go ___ and hands go ___.” Say it with the beat.

Q9. Say two words that rhyme. Draw them. Then say your words to a friend.

Q10. Make a haiku! Pick a nature card. Say 3 short lines about it. Write them on the lines. Draw it in the box.

My haiku page

Make your own

1. Pick a nature card.



sun



rain



leaves



frog

2. Say 3 short lines. Then write them.

1. _____

2. _____

3. _____

3. Draw it.

draw here

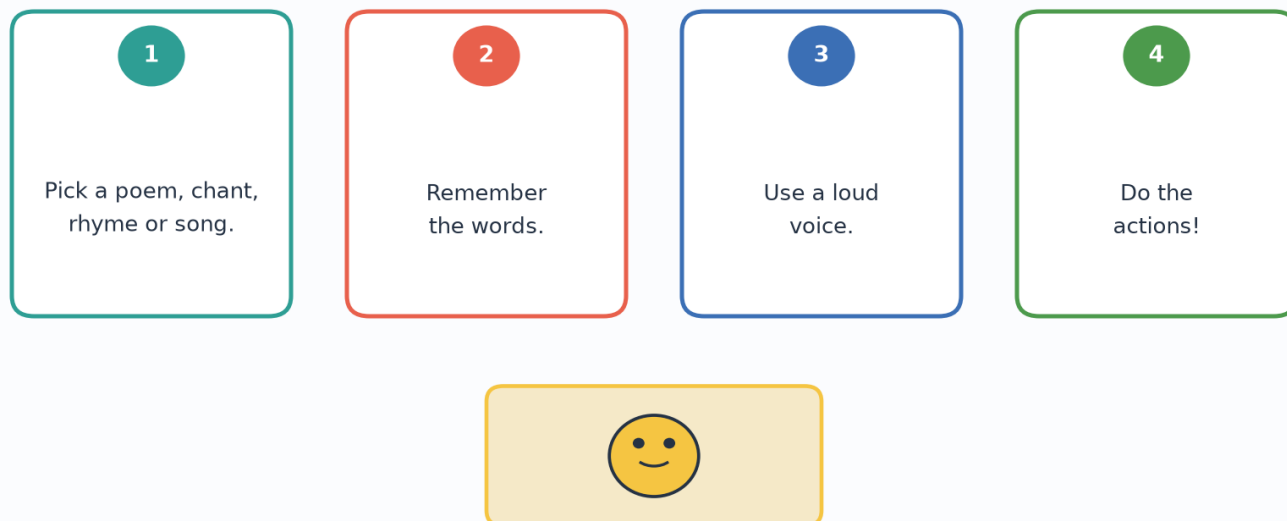
A haiku is a very short poem. It is often about nature.

My haiku page with four nature cards, three lines to write on and a box to draw in

Q11. Poem show! Pick a poem, chant, rhyme or song from this part. Recite it to the class. Use a loud voice and do the actions!

Poem show!

English 1 · 3D



Recite to the class. We clap for everyone!

Poem show in four steps: pick a poem, chant, rhyme or song, remember the words, use a loud voice, and do the actions

Q12. Make a chant with a friend. Make two lines. Clap the beat. Say your chant to the class!

Answers

Q1. The voice changed — first a whisper, then loud! The words stayed the same. **Q2.** sea, free and me. **Q3.** 4 — spring, summer, autumn, winter. **Q4.** Line 2: “shakes the red leaves off the branch.” **Q5.** They all start with s — Sam, saw, snail and sun. **Q6.** Starts with b: big, ball, bear, bee. Starts with s: sun, sock, sea, snail. **Q7–Q12.** Answers will be different — see *How we worked it out*.

How we worked it out

Q1. When we recite, the words stay the same — but our voice can play! Whisper, loud, fast, slow. The words are in our heads, so our voice is free to change.

Q2. We listen to the end words of the lines: sea, free, me. The same end sound — so they rhyme.

Q3. The song names the seasons in order: spring, summer, autumn, winter. We count them on our fingers — 4!

Q4. We clap each line, one clap for each sound part: A-cold-lit-tle-wind is 5, shakes-the-red-leaves-off-the-branch is 7, They-dance-to-the-ground is 5. The middle line has 7 claps. A haiku goes 5, 7, 5!

Q5. Alliteration is words close together with the same start sound. We say the green words and hear it: s-s-s-s — Sam, saw, snail, sun.

Q6. We say each word out loud and listen to its first sound. big, ball, bear and bee start with b. sun, sock, sea and snail start with s.

Q7. We imitate first — copy the pattern. Then we pick our own sound and our own words — that is inventing! One way: “Sam saw a snake in the sun.” One way with b: “Ben saw a bee in the bus!”

Q8. One way: “Hands go out and hands go in!” Say it with a clap on the beat words.

Q9. One way: bee and sea — the same end sound, so they rhyme. Draw a bee and the sea!

Q10. Pick a card, say 3 short lines, then write and draw. One way, with the sun card: “The sun is so big / it wakes up all the flowers. / Hello, big warm sun!” The three lines can go 5, 7, 5 — like our haiku.

Q11. Poem show has 4 steps: pick a text, remember the words, use a loud voice, do the actions. We clap for everyone — everyone who recites is brave!

Q12. A chant needs a beat and words we say together. Two lines are enough! One way: “Jump, jump, jump up high! Jump, jump, touch the sky!” Clap the beat as you say it.

Everything in VC2E1LE04 is in this part. Children listen to, recite and discuss five poems, chants, rhymes and songs made for this book — a chant, a rhyme, a song, a haiku and a sound-play poem — and they imitate and invent sound patterns, including alliteration (Sam’s Snail and the sound pattern work) and rhyme (Little Fish and the rhyming words). The haiku is about nature and the seasons, and it comes from Japan (VC2E1LE04.E03). Poetry, chants and songs from Asian cultures are in this part when families and teachers share them (VC2E1LE04.E02). VC2E1LE04.E01 is not here. TOC §2A says why.

Retelling and adapting stories: role-play, writing and drawing

Teacher, please read this page out loud. Every task here can be done by talking, acting, drawing or writing with help. No child has to read this page on their own. This part uses stories the class already knows from this book: *Ruby's Big Wet Day* and *My Day at the Beach* (Part 3B), and *The Fox and the Lamp* (Part 3A). You may also use any other story the class knows and loves.

What we are learning

Owens

VC2E1LE05

We learn to

retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing

Draws on

VC2E1LE05 . E01 writing or sharing character descriptions

VC2E1LE05 . E02 imitating a characteristic piece of speech or dialogue, or the attitudes or expressions of favourite characters in texts

VC2E1LE05 . E03 retelling key events in stories using oral language, visual arts, digital tools or performance we told stories again in our own words and joined in the telling (VC2EFLE05)

From last year

On to next year

we will make our own texts by adapting structures and language features (VC2E2LE05)

In our words: we know stories — now we can tell them again! We can act them out, write them or draw them. We can even change some parts and make the story our own.

The big idea

Part 1 — Two big jobs: retell and adapt

There are two big jobs we can do with a story we know.

- To **retell** is to tell the story again. The story stays the same. We keep the characters, the setting and the big events. We just use our own words. You know characters, setting and events from Part 3A.
- To **adapt** is to change some parts of the story. We can give the story a new place, a new friend or a new ending. The rest of the story stays.

Retell = the same story, in your words. Adapt = the same story shape, with new parts!

1

Retell

tell the story again

- ✓ the characters stay
- ✓ the setting stays
- ✓ the events stay
- ✓ the words are yours!

SAME story, in your words

2

Adapt

change some parts

- ↻ a new place?
- ↻ a new friend?
- ↻ a new ending?
- ↻ the story shape stays

SAME shape, with NEW parts

We can retell a story. We can adapt a story. Both are fun!

Two big story jobs side by side. Retell means tell the story again with the same parts. Adapt means change some parts and make it new

Part 2 — Three ways to show a story

We can show a story in three ways. This part uses all three:

- **Role-play** — act the story out! You are the character. You use your voice, your face and your body. When you role-play, you say the words the character says.
- **Writing** — write the story with words. You can write it on paper or on a computer.
- **Drawing** — draw the story with pictures. Pictures can show the characters, the place and the big events.

Role-play it!

You are the character.
Use voice, face and body.

Write it!

Words on paper,
or on a computer.

Draw it!

Pictures show
the story.

Act it, write it or draw it — three ways to show a story!

Three ways to show a story. Role-play it with your voice and body, write it with words, or draw it with pictures

Part 3 — The story kit: the parts we use again

When we retell or adapt, we use the parts of the old story. These parts are our **story kit**. The big words here are the parts of a story:

Story part	What it means	In <i>Ruby's Big Wet Day</i>
Plot	what happens in the story	The rain stops Ruby's picnic, so Ruby and Mum make a camp
Characters	who is in the story	Ruby and Mum
Setting	where and when the story happens	at home, on a wet day
Structure	how the story is made: a beginning, a middle and an end	Beginning: the sun is up. Middle: the rain comes. End: camp fun!
Language features	the words the author picks	sound words like <i>tap, tap, tap</i>
Vocabulary	the words we know and use	wet, picnic, camp, ball

When we retell, we keep all the story kit. When we adapt, we keep some of the kit and swap some of it!

Story part	What it means	In Ruby's Big Wet Day
Plot	what happens in the story	the rain stops the picnic; Ruby and Mum make a camp
Characters	who is in the story	Ruby and Mum
Setting	where and when it happens	at home, on a wet day
Structure	beginning, middle and end	sun up → rain comes → camp fun!
Language features	the words the author picks	sound words: tap, tap, tap
Vocabulary	the words we know and use	wet, picnic, camp, ball

Retell: keep all the kit! Adapt: keep some, swap some!

The story kit chart. Five story parts, plot, characters, setting, structure and language features, each with its meaning and its part in Ruby's Big Wet Day

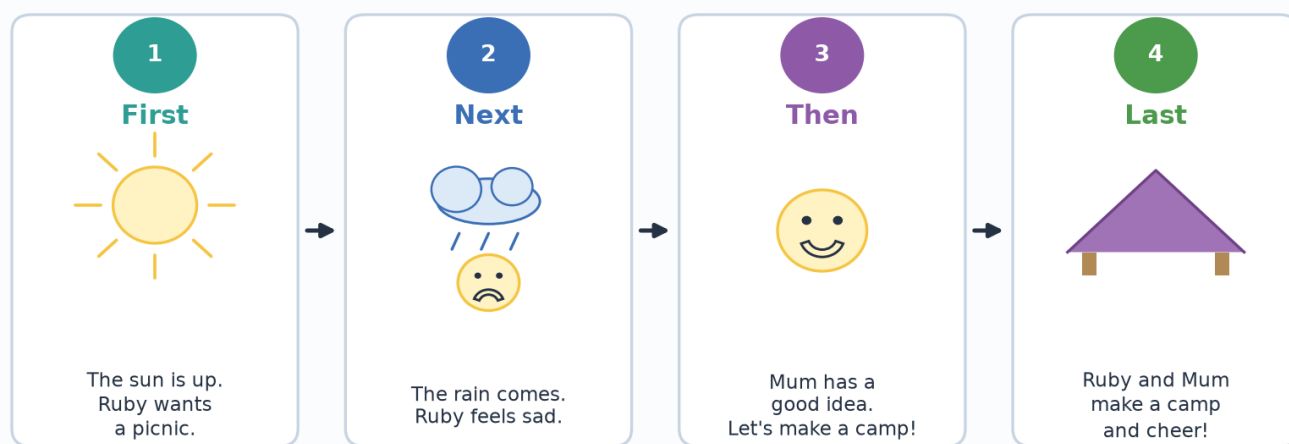
Our stories for today

Our story — Ruby's Big Wet Day (from Part 3B)

Ruby woke up and looked out the window. The sun was up! "I will have a picnic in the garden," she said. Then the rain came. Tap, tap, tap on the roof. Ruby was sad. Her big red ball sat by the door. "We can still have fun," said Mum. "Let's make a camp!" Mum put a big blanket over two chairs. In went Ruby, with her ball and her book. "This is the best wet day ever!" said Ruby.

We also know *My Day at the Beach* (Part 3B) and *The Fox and the Lamp* (Part 3A). Today we will retell and adapt these stories!

Let's put Ruby's story on a **retelling map**. A retelling map keeps the events in order: first, next, then and last.



Keep the events in order: first, next, then and last.

Now retell the story in your own words!

A retelling map for Ruby's Big Wet Day with four steps in order. First the sun is up and Ruby wants a picnic. Next the rain comes and Ruby feels sad. Then Mum has a good idea. Last Ruby and Mum make a camp and cheer

We do it together

Try 1 — with help: retell Ruby's story

Use the retelling map. Tell the story to a friend in four steps.

Step	What happens
First	Ruby wakes up. The sun is up. She wants a picnic.
Next	The rain comes. Tap, tap, tap. Ruby feels sad.
Then	Mum has a good idea. They can still have fun!
Last	They make a camp. Ruby is happy. It is the best wet day ever!

Now tell the story in your own words. You do not have to say the book's words. Just keep the four steps in order!

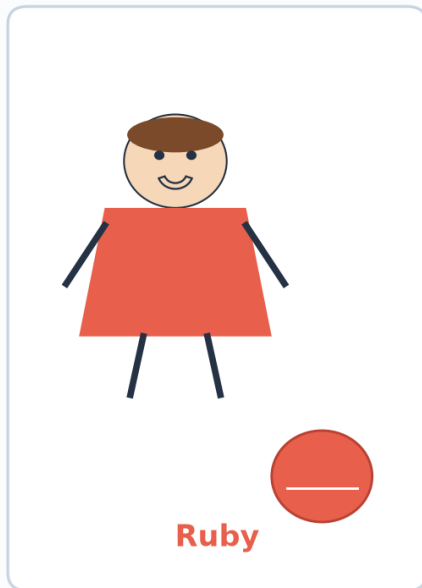
Try 2 — with help: tell about Ruby

Let's write a **character description** together. A character description tells us what a character is like.

Part of the card	What we say about Ruby
What Ruby looks like	Ruby is a little girl. She has a big red ball.
What Ruby says	"This is the best wet day ever!"
What Ruby likes	Ruby likes picnics and camps.

Character card — Ruby

English 1 · 3E



What Ruby looks like

a little girl with a big red ball

What Ruby says

"This is the best wet day ever!"

What Ruby likes

picnics and camps

What Ruby is like

fun and glad

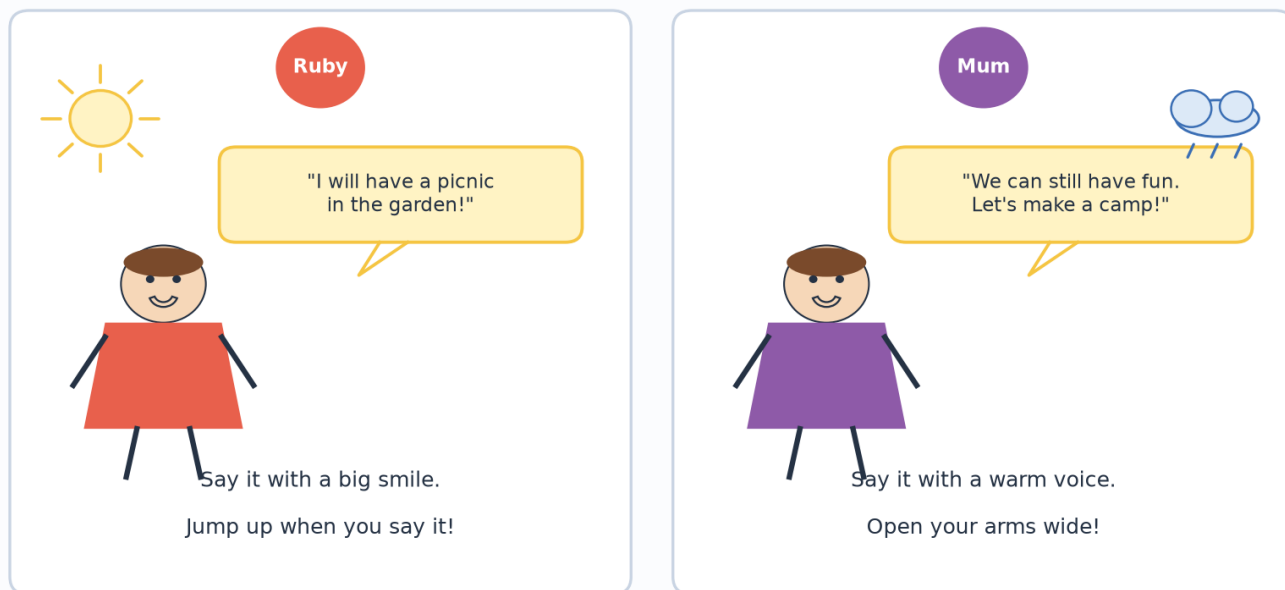
A character description tells us what a character is like.

A character card for Ruby with four parts. What she looks like, what she says, what she likes, and what she is like

Try 3 — with help: role-play Ruby and Mum

Be the characters! Say their words. Show how they feel with your face and your body.

Who you are	What you say	How you show it
Ruby	"I will have a picnic in the garden!"	Big smile. Jump up!
Ruby	"Oh no. The rain came."	Sad face. Look out the window.
Mum	"We can still have fun. Let's make a camp!"	Warm voice. Open your arms wide.
Ruby	"This is the best wet day ever!"	Cheer! Clap your hands.



Say the words of the character. Show the feelings too!

Two role-play cards. One child is Ruby and one child is Mum, each with words to say, and a face and body to show

Try 4 — with help: adapt the story as a class

Now let's change the story! As a class, pick one: what if the rain was **snow**?

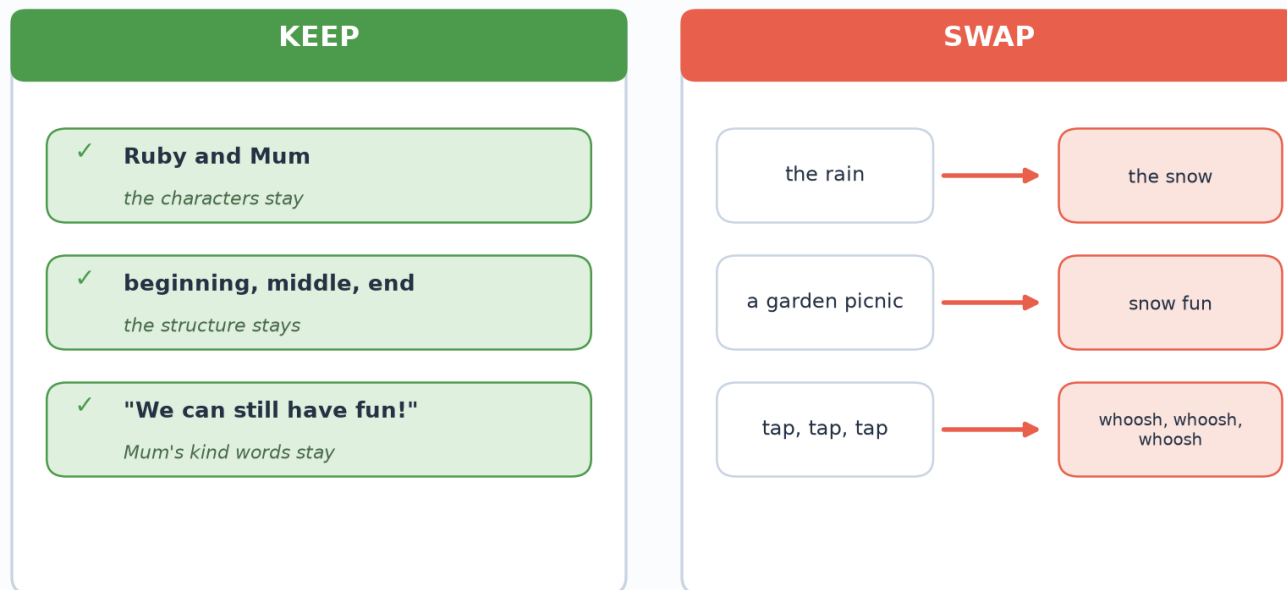
What do we keep? What do we swap?

Keep

Ruby and Mum (the characters)
the beginning, middle and end (the structure)
"We can still have fun," said Mum

Swap

rain → snow
a garden picnic → snow fun
tap, tap, tap → whoosh, whoosh, whoosh



Same Ruby. Same Mum. Same story shape — new weather, new fun!

A keep and swap chart for adapting Ruby's story. Keep the characters and the beginning, middle and end. Swap the weather, the fun thing and the sound words

Try 5 — with help: listen to our new story

Listen to the new story our class made together. What stayed the same? What changed?

Ruby's Big Snow Day

Ruby woke up and looked out the window.

The ground was white!

"I will make a big snow camp," she said.

Then the wind came. Whoosh, whoosh, whoosh.

Ruby was cold. Her big red ball sat by the door.

"We can still have fun," said Mum.

"Let's skate on the pond!"

Out went Ruby, with her ball and her book.

"This is the best snow day ever!" said Ruby.

Same characters, same structure — new setting, new sound words!

The new class story Ruby's Big Snow Day on a ruled page. It keeps the story parts of Ruby's Big Wet Day but swaps the rain for snow

The new story keeps Ruby and Mum. It keeps the beginning, middle and end. It swaps the rain for snow. We adapted the story!

Now you try

Teacher note. Read each task to the children. Children answer by talking, acting, drawing or writing.

With help

Q1. The event cards for *My Day at the Beach* are mixed up. Put them in order: first, next, then and last. Then retell the story to a friend.

Event cards — My Day at the Beach

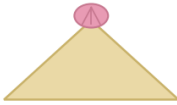
English 1 · 3E

A

A big wave came up.
Splash!

B

I saw a little crab
on the sand.

C

I made a tall hill
of sand.

D

It ran to the water.

Put the cards in order: first, next, then and last.

Then retell the story to a friend!

Four mixed-up event cards for *My Day at the Beach*. A crab on the sand, the crab running to the water, a big wave, and a tall sand hill with a shell on top

Q2. Who says it? Write Ruby or Mum.

The words	Who says them?
"I will have a picnic in the garden."	_____
"We can still have fun. Let's make a camp!"	_____
"This is the best wet day ever!"	_____

Q3. Finish the character card for Fox from *The Fox and the Lamp*. Say the words first, then write them if you can.

- Fox looks _____.
- Fox says _____.
- Fox is _____.

Q4. Use the role-play cards from Try 3. Pick a card. Be that character. Say the line and show the face!

Q5. Circle **keep** or **swap**. When we adapt Ruby’s story, do we keep or swap these parts?

Part	Keep	Swap
Ruby	keep	swap
the rain	keep	swap
the beginning, middle and end	keep	swap

Q6. Give Ruby’s story a new place! Draw Ruby at the beach, in the snow, or in a new place you pick. Tell a friend about your picture.

On your own

Q7. Retell *The Fox and the Lamp* in four steps. Say them or draw them: first, next, then and last.

Q8. Write a new ending for Ruby’s story. Start like this: “Then the sun came out. Ruby and Mum _____.”

Q9. Adapt *My Day at the Beach*. What if the little crab was a little fish? Tell the new story to a friend.

Q10. Be the lamp! Now the lamp can talk. What does the lamp say to Fox? Say it to the class in your lamp voice.

Q11. My retelling page. Retell a story you love. Draw the four steps in the boxes. Write about each step. Then read your page to your teacher.

My retelling page

English 1 · 3E

My story: _____ draw it, then write it!

F

First

N

Next

T

Then

L

Last

My retelling page with four boxes to draw in and lines to write on. First, next, then and last

Q12. Try a digital tool! With your teacher, draw your retelling on a computer, or take a photo of your retelling page. Then tell the class what you made.

Answers

Q1. First: I saw a little crab on the sand. Next: it ran to the water. Then: a big wave came up — splash! Last: I made a tall hill of sand, and Dad put a shell on top. **Q2.** Ruby; Mum; Ruby. **Q5.** Ruby — keep. The rain — swap. The beginning, middle and end — keep. **Q3, Q4, Q6–Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. We listened for what happens first (the crab on the sand), next (the crab runs to the water), then (the big wave — splash!) and last (the tall sand hill with the shell on top). Keeping the events in order helps us retell the whole story.

Q2. The words with *I will have a picnic* and *the best wet day ever* are Ruby's. The words *We can still have fun* are Mum's. In a role-play, we say the words of the character we are.

Q3. One way: "Fox looks orange." "Fox says, 'No! The light is for me!'" "Fox is proud at the start, and kind at the end." Any words that fit the story are good. A character description can tell what a character looks like, says, likes or is like.

Q4. One way: be Mum. Say "We can still have fun. Let's make a camp!" with a warm voice and open arms. The words and the face go together.

Q5. When we adapt, the characters and the structure stay — we keep them. The rain is the part we swap for something new, like snow.

Q6. One way: draw Ruby in the snow with a warm hat. Say: "Ruby's story is now a snow story. She makes a snow camp!"

Q7. One way: First, Fox walks in the woods with his lamp. Next, Rabbit and Owl ask for the light, and Fox says no. Then, the light goes out. Last, Fox shares the light, and they all walk home. Drawings can show the steps too.

Q8. One way: "Then the sun came out. Ruby and Mum went to the garden. They had their picnic at last!" A new ending keeps the characters but takes the story a new way.

Q9. One way: "I went to the beach with my dad. I saw a little fish in the water. It swam to the big wave..." The story shape stays. One character changes.

Q10. One way: "Fox, Fox! Share your light. The dark is big, but friends make it small!" When we make a new character talk, we adapt the story.

Q11. One way: box 1 — the sun is up; box 2 — the rain comes; box 3 — Ruby is sad; box 4 — camp fun! The writing can be one short line for each box.

Q12. One way: draw the four steps on a computer, then show the class and say, "First the sun came up. Then the rain came..." A camera or a computer is a digital tool we can use to show a retelling.

Everything in VC2E1LE05 is in this part. Children retell and adapt previously encountered stories — "Ruby's Big Wet Day" and "My Day at the Beach" (Part 3B) and "The Fox and the Lamp" (Part 3A) — using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing. They write and share character descriptions (VC2E1LE05.E01), take on the words, faces and feelings of favourite characters in role-play (VC2E1LE05.E02), and retell key events using oral language, visual arts, digital tools and performance (VC2E1LE05.E03).

English Level 1 — Chapter 3 check (C3)

Chapter check C3 · Chapter 3 — Literature: stories, poems and retellings (sections 3A–3E) · 15 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Chapter coverage: Chapter 3 — characters, settings and events; sharing responses and connecting stories with our own lives; plots (beginning, problem, resolution); listening to poems and sound play; retelling stories.

Content descriptions assessed:

- VC2E1LE01 — discuss how language and images are used to create characters, settings and events in literary texts by a wide range of Australian and world authors and illustrators (section 3A)
- VC2E1LE02 — discuss a range of literary texts and share responses by making connections with their own experiences (section 3B)
- VC2E1LE03 — discuss plots, characters and settings through a range of literary texts (section 3C)
- VC2E1LE04 — listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme (section 3D)
- VC2E1LE05 — retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing (section 3E)

Marks and structure: 15 marks over 10 items — **Sitting 1:** items 1–6 (9 marks) · **Sitting 2:** items 7–10 (6 marks).

Timing: untimed. No time pressure at all. Guidance: about 8–10 minutes per sitting, once the teacher has read the story or poem 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 the story (sitting 1) and the poem (sitting 2) aloud before the items, and reads every stem 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). At the start of sitting 2 the teacher re-tells the story in a few sentences.
- There is no time limit within a sitting.

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

- **character** — a person or animal in a story
- **rhyme** — words that end with the same sound, like *cat* and *hat*
- **alliteration** — words that start with the same sound, like *big black bear*
- **beginning** — the first part of a story, where we meet the characters
- **problem** — the part of a story where something goes wrong
- **resolution** — the end of the story, where the problem is fixed

The story — “Pip and the lost button”

An original story written for this book. The teacher reads it aloud before sitting 1.

Pip is a little echidna. Pip has a red coat. The coat has one blue button. The button is a gift from home. Pip loves the blue button.

One day, the button falls off in the grass. Pip looks and looks. Pip cannot find it. Pip feels sad.

“Can you help me?” Pip asks.

Kip the magpie flies down from a gum tree. “I can help,” says Kip. Kip flies up high. Kip looks with sharp eyes. Kip sees something blue under the gum tree.

Pip and Kip go to the gum tree. There is the blue button! Pip smiles a big smile.

“Thank you, Kip,” says Pip. “You are a kind friend.”

[Picture sequence: Pip the echidna in a red coat with one blue button; Pip looking at the grass; Kip the magpie in the air; the two friends at the gum tree with the blue button.]

Sitting 1 — items 1–6 (9 marks)

Item 1 — How does the character feel? [1 mark]

How does Pip feel when the button falls off?

- A. happy
- B. sad
- C. angry

Item 2 — What is the character like? [1 mark]

What kind of friend is Kip in the story?

- A. kind
- B. mean
- C. sleepy

Item 3 — Match the character to what they did. [2 marks]

One mark for each correct match, up to 2 marks.

Character	What they did
1. Pip	A. saw the blue button from up high
2. Kip	B. lost the blue button and looked for it

Item 4 — Join the story to your own life. [1 mark]

Pip loses the blue button. Which sentence joins the story to **your** life?

- A. I lost my hat one day. I was sad too.
- B. Pip is an echidna.
- C. The button is blue.

Item 5 — Join the story to your own life. [1 mark]

Kip helps Pip. Which sentence joins the story to **your** life?

- A. My friend helped me one day. I was glad.
- B. Kip is a magpie.

C. The grass is green.

Item 6 — Put the story in order. [3 marks]

*The teacher reads each card aloud. Put the three cards in order: first the **beginning**, next the **problem**, last how the story ends. One mark for each card in the right place.*

- Card A: The button falls off in the grass.
 - Card B: Kip helps Pip find the button.
 - Card C: Pip has a coat with a blue button.
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The poem — “The bear by the sea”

An original poem written for this book. The teacher reads it aloud before sitting 2.

Big black bear sits by the sea,
singing soft songs, one, two, three.
Crabs come clicking on the sand,
click, click, click, a little band.

[Picture: a big black bear sitting by the sea while crabs click along the sand.]

Sitting 2 — items 7–10 (6 marks)

First the teacher re-tells the story “Pip and the lost button” in a few sentences, then reads the poem aloud again.

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

Words that rhyme end with the same sound.

Look at the ends of line 1 and line 2 of the poem. Mark the two words that rhyme.

Item 8 — Mark the words that start with the same sound. [1 mark]

Alliteration is when words start with the same sound.

In line 1 of the poem, mark two words that start with the **b** sound.

Item 9 — Mark the words that rhyme. [1 mark]

Look at the ends of line 3 and line 4 of the poem. Mark the two words that rhyme.

Item 10 — Put the pictures in order to tell the story again. [3 marks]

Put the three picture cards in order to retell “Pip and the lost button”. One mark for each card in the right place.

- Card 1: [Picture: Pip and Kip at the gum tree with the blue button, both smiling]
- Card 2: [Picture: Pip in the red coat with the blue button, smiling]
- Card 3: [Picture: Pip looking in the grass, no button, looking sad]

End of Chapter 3 check (C3). The solutions and marking key start on the next page.

English Level 1 — Chapter 3 check (C3) — 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: VC2E1LE01 (3A), VC2E1LE02 (3B), VC2E1LE03 (3C), VC2E1LE04 (3D), VC2E1LE05 (3E) — Chapter 3.

Stimulus texts: “Pip and the lost button” (original short story) and “The bear by the sea” (original poem), both written for this book.

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. Sitting 1: read the story aloud once, then give items 1–6. Sitting 2 (another day): re-tell the story in a few sentences, read the poem aloud, then give items 7–10. Read every stem and every card 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 picture-based item.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F1 Multiple Choice	VC2E1LE01	B. sad — the story says “Pip feels sad” when the button falls off. Happy and angry are not shown.	1
2	F1 Multiple Choice	VC2E1LE01	A. kind — Kip helps Pip; Pip says “You are a kind friend.” Mean and sleepy are not shown.	1
3	F5 Matching	VC2E1LE01	1 Pip→B (lost the blue button and looked for it) · 2 Kip→A (saw the blue button from up high). 1 mark per correct match, up to 2 marks.	2
4	F1 Multiple Choice	VC2E1LE02	A. “I lost my hat one day. I was sad too.” — joins a story event (losing something) with the child’s own life. B and C tell about the story only, not about the child.	1
5	F1 Multiple Choice	VC2E1LE02	A. “My friend helped me one day. I was glad.” — joins a story event (a friend	1

Item	Family (H5P)	CD	Answer	Mark
			helping) with the child's own life. B and C tell about the story only, not about the child.	
6	F3 Drag Text	VC2E1LE03	Order: 1 Card C (beginning: Pip has a coat with a blue button) → 2 Card A (problem: the button falls off in the grass) → 3 Card B (resolution: Kip helps Pip find the button). 1 mark per card in the right place, up to 3 marks.	3
7	F4 Mark the Words	VC2E1LE04	Mark sea and three (ends of lines 1 and 2; nothing else).	1
8	F4 Mark the Words	VC2E1LE04	Mark any two of Big, black, bear, by (the four b-sound words in line 1). 1 mark if at least two are marked and no word outside the set is marked.	1
9	F4 Mark the Words	VC2E1LE04	Mark sand and band (ends of lines 3 and 4; nothing else).	1
10	F3 Drag Text	VC2E1LE05	Order: 1 Card 2 (Pip in the red coat with the blue button) → 2 Card 3 (Pip looking in the grass, no button, sad) → 3 Card 1 (Pip and Kip at the gum tree with the blue button). 1 mark per card in the right place, up to 3 marks.	3
Total				15

CD marks on this check: VC2E1LE01 4 · VC2E1LE02 2 · VC2E1LE03 3 · VC2E1LE04 3 · VC2E1LE05 3 — as scheduled in TOC §7.3 (15 marks).

Model answers — construction and sequence items (P2)

Item 6 (drag-text, plot order). The model order is C → A → B: the beginning introduces Pip and the coat with the blue button (orientation); the problem is the button falling off in the grass (complication); the resolution is Kip helping Pip find it. This is the exact plot shape named in VC2E1LE03.E03 — beginning (orientation), problem (complication), resolution — taught at the section 3C altitude. All three card sentences use vocabulary at or below the Yr1 ceiling; the teacher reads each card aloud as the child places it.

Item 10 (drag-text, picture retell). The model order is Card 2 → Card 3 → Card 1, following the story events: happy beginning with the button, the loss in the grass, the finding at the gum tree. Retelling through ordered pictures checks VC2E1LE05 without requiring writing: the child selects and sequences, and the same three events as item 6 are used so a child who struggled with item 6 can still show the story shape through pictures. Teachers may invite an oral retell alongside the item; the oral retell is not marked (DJB-1: qualitative records only, kept in teacher notes).

Per-item content-description mapping

Item	CD	Elaborations drawn on
1–3	VC2E1LE01	.E01 (animal characters with human qualities: Pip feels sad, Kip is kind), .E03 (events associated with Australian animal characters — echidna and magpie in a picture-book style story)
4–5	VC2E1LE02	.E02 (offering opinions about how a text reflects own experiences; modelled here through option choice)
6	VC2E1LE03	.E03 (how plots develop: beginning/orientation, problem/complication, resolution)
7–9	VC2E1LE04	the CD description itself (imitating sound patterns including rhyme and alliteration, listened to in an original poem)
10	VC2E1LE05	.E03 (retelling key events in stories, here through ordered picture cards)

Exclusions honoured: VC2E1LE01.E02 and VC2E1LE04.E01 are excluded per TOC §2A (no Aboriginal and Torres Strait Islander content) and are not drawn on; audits report them ACCEPTED. LE01 items draw the retained .E01/.E03 elaborations; LE04 items draw the CD’s own sound-pattern wording on an original poem rather than any excluded performance tradition.

Level discipline check (TOC §6): every sentence in both stimulus texts is a simple sentence; *and* joins words only (“Pip and Kip go to the gum tree” — one clause with a joined participant); no commas in lists; boundary punctuation only. Tone rule held: the conflict is mild (a lost button), resolves through friendship, and nothing frightening occurs.

Sourcing: both texts and all picture descriptions are original compositions written for this book (TOC D7, §6; P3 context-first; P5). No published text is reproduced.

End of C3 solutions. This block is removable as a whole page unit (L1).