

English Level 2

Chapter 3 — Literature: characters, settings, patterns and creating

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Characters and settings across a wide range of Australian and world authors

English 2 · Part 3 · 3A

Owens: VC2E2LE01 (characters and settings in stories) **Draws on:** VC2E2LE01 .E02 · VC2E2LE01 .E03 (VC2E2LE01 .E01 is not here — TOC §2A)

VC2E2LE01, word for word: “*discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators*”

This part teaches the CD through the Australian and world authors and illustrators named in it. The two model texts on these pages are new stories made for this book — one in the way of Australian outback picture books (VC2E2LE01 .E02), one in the way of world fairytales (VC2E2LE01 .E03). A few real books are named as things to listen to in class. No words or pictures are taken from them (TOC §2A, note on VC2E2LE01).

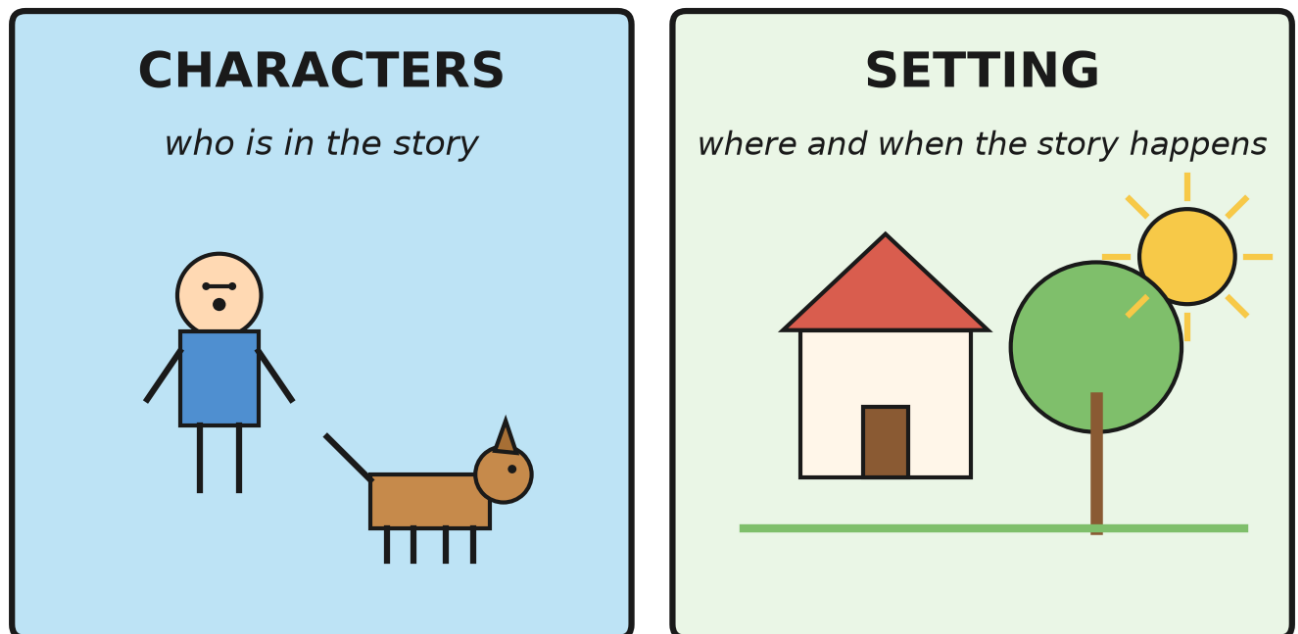
Teacher note. Read every line on these pages to the children. They listen, talk, point, draw and act. No child needs to read the words here on their own. Read the two model texts many times — each read can look at one part: the characters, then the setting, then how the two go together. The real books named here are for you to read aloud from your own copies; nothing is taken from them into this book. The questions at the end show what to look for.

What we are learning

Stories have two big parts we look at today. We love stories. We read them, and we tell them. Today we look at two big parts of every story.

- 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.

Every story has two big parts



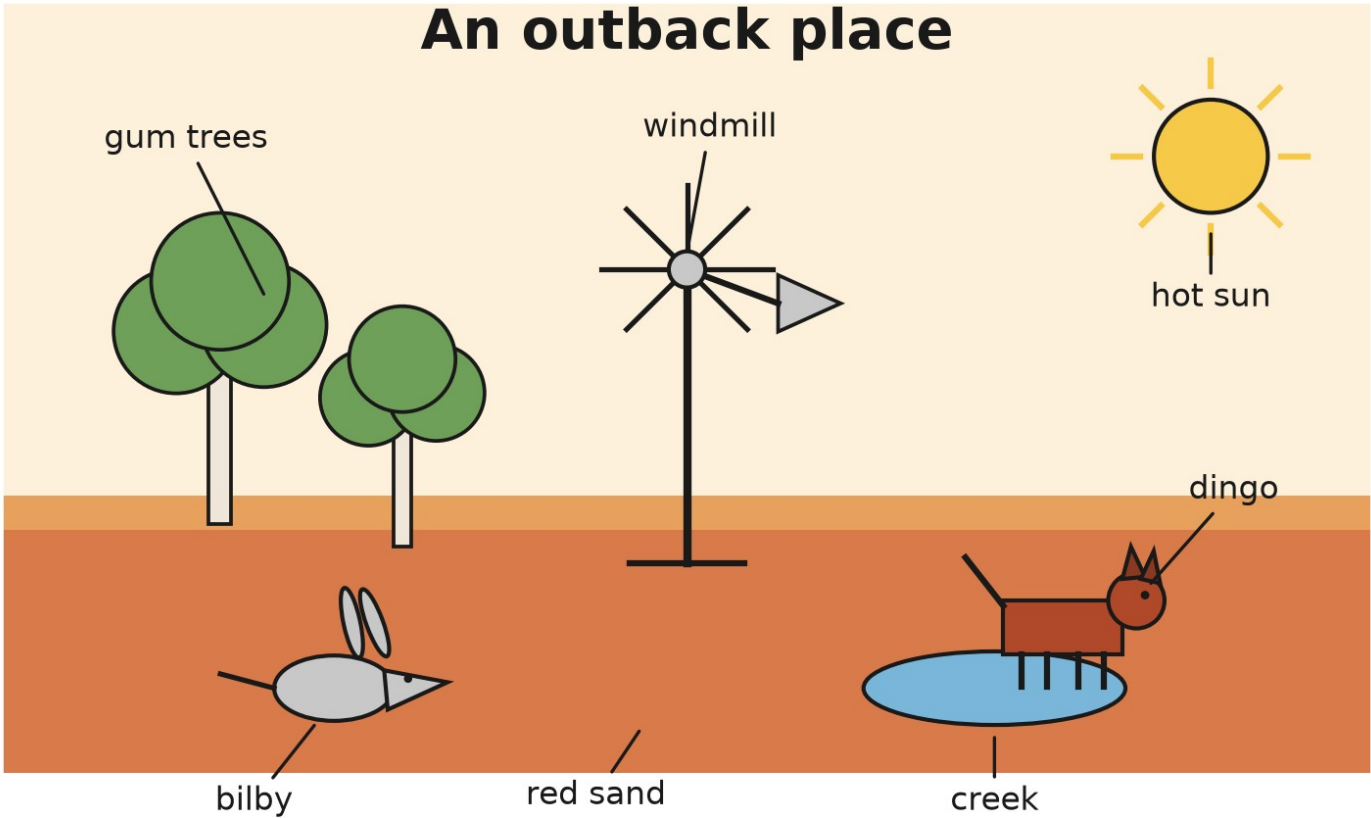
A character does things in a setting. The setting helps the story happen.

A chart of the two big parts of a story. The left card says characters, who is in the story, and shows a child and a dog. The right card says setting, where and when the story happens, and shows a house, a tree and the sun.

Two people make a story book. The **author** writes the words. The **illustrator** makes the pictures. The words and the pictures work together to make the characters and the setting.

What are literary texts? Stories and poems are **literary texts**. They are made for us to enjoy. The stories on these pages are literary texts.

An outback place. In this part, the **outback** is the big, hot, dry land far from the towns. Many Australian authors and illustrators put their stories there. Look at an outback setting.



A labelled picture of an outback place with a hot sun, gum trees, a windmill, red sand, a creek, a bilby and a dingo.

The red sand, the gum trees, the creek and the hot sun all help make the setting. And the setting gives us its characters — a bilby and a dingo live here, because this is the kind of place they live!

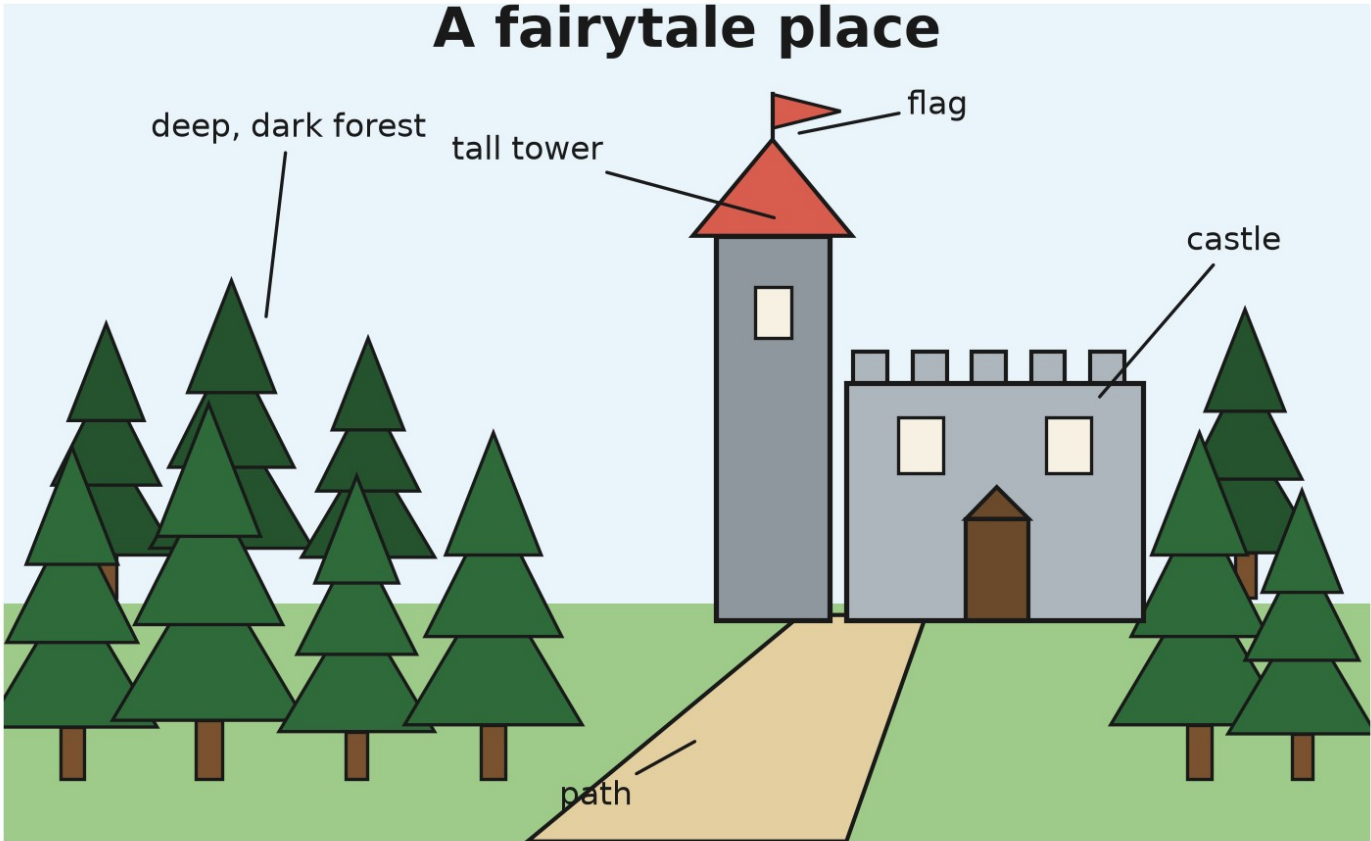
Books to listen to — Australia. Your teacher may read these real books to the class. They are by Australian authors and illustrators, and they show the outback and the bush.

Book	Who made it	Setting	Characters
<i>Blinky Bill</i>	Dorothy Wall, 1933	the Australian bush	a koala who gets up to things
<i>Possum Magic</i>	Mem Fox, pictures by Julie Vivas, 1983	places across Australia	Grandma Poss and little Hush
<i>The Magic Pudding</i>	Norman Lindsay, 1918	the Australian bush	a koala and his friends, and a magic pudding

The book names are given with their makers and first book year, as things to listen to. No words or pictures are taken from them (titles checked 2026-08-24).

In each of these books, the characters walk through the bush, and the bush is the setting. The setting and the characters go together.

A fairytale place. A **fairytale** is an old story, often with kings and queens, princes and princesses, and magic. (Books use this word in different ways. This is what we mean here.) Fairytale come from many countries. Many have the same kinds of settings. Look at a fairytale setting.



A labelled picture of a fairytale place with a deep, dark forest of pine trees, a path, a castle and a tall tower with a flag.

Children in a deep, dark forest. Kings and queens in a castle. A princess in a tall tower. In fairytales from all around the world, the same kinds of characters live in the same kinds of settings!

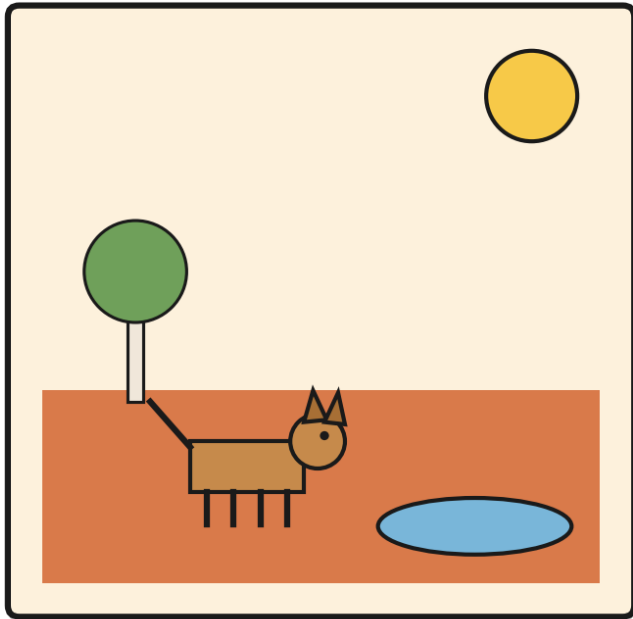
Stories to listen to — the world. Your teacher may read these old stories to the class. They are by world authors.

Story	Who told it long ago	Setting	Characters
<i>Cinderella</i>	Charles Perrault, 1697	a castle	a kind girl and a prince
the story of two children lost in a deep, dark forest	the Brothers Grimm, 1812	a forest	two children
the story of a girl who lives in a tall tower	the Brothers Grimm, 1812	a tall tower	a princess with long hair
the story of a sleeping princess in a castle	Charles Perrault, 1697	a castle	a princess, a king and a queen

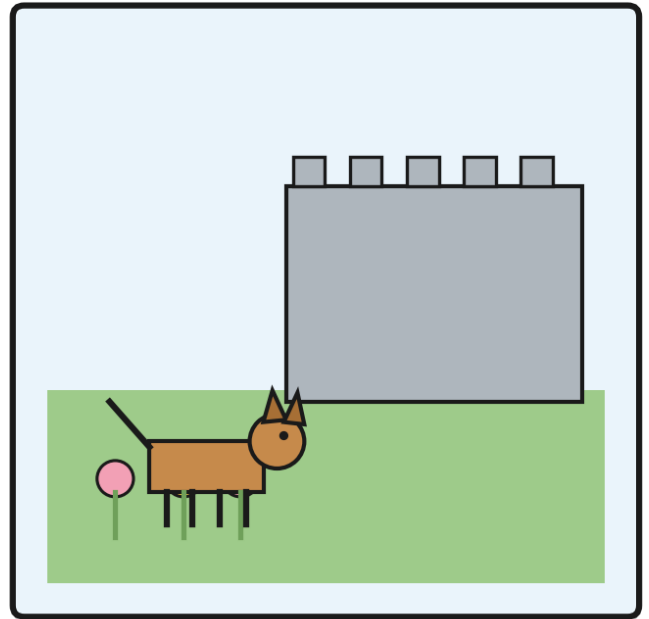
The story names are given with the people who wrote them down long ago, as things to listen to. No words or pictures are taken from them (titles checked 2026-08-24).

How do characters and settings go together? The setting helps the story happen. A bilby story happens in the outback because bilbies live there. A princess-in-a-tower story happens in a tower because that is where the princess is! And if we move a character to a new setting, we get a new story. Look.

Same character, different setting



Spot in the outback



Spot in a castle garden

A new setting makes a different story for the same character.

Two pictures side by side with the same little dog called Spot. The left picture shows Spot in the outback with red sand, a gum tree, a creek and a hot sun. The right picture shows Spot in a castle garden with a stone wall and flowers.

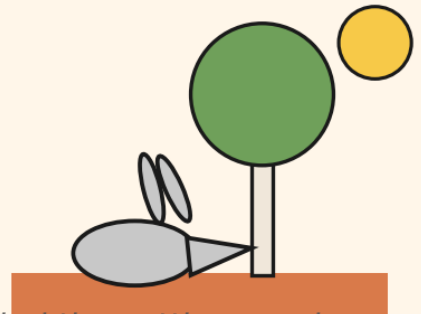
Same character, different setting — a different story. That is how characters and settings are connected.

Our two model texts. Now two new stories made for this book. Listen to the first one. It is in the way of Australian outback picture books. It is called **Benny the Bilby**.

Benny the Bilby

a model text made for this book

Deep in the outback, the sun is hot.
The sand is red and dry.
Benny the bilby has long ears and a long nose.
He hops to the creek to find food.
A dingo sits by the creek.
“Good day, Benny!” says the dingo.
Benny hides under a gum tree.
The outback is home to them both.



Where does Benny live? Who does he meet? Find the setting words.

The model text Benny the Bilby on a storybook page: eight short lines about a bilby and a dingo at a creek in the outback, with a small picture of the bilby under a gum tree.

Listen to the second story. It is in the way of world fairytales. It is called **Mia and the Tall Tower**.

Mia and the Tall Tower

a model text made for this book

Once upon a time, a girl called Mia lived by a forest.
The forest was deep and dark.
In the middle of the forest stood a tall, tall tower.
A princess lived at the top of the tower.
She had long, long hair.
Mia walked to the tower and called up to the princess.
Down came the hair, and up climbed Mia!
At the top, they had a royal tea party.



Who is in this story? Where does it happen? Find the setting words.

The model text Mia and the Tall Tower on a storybook page: eight short lines about a girl, a forest, a tall tower and a princess, with a small picture of the tower by the pines.

Let's try together

Example 1 — we do it together

Who is in *Benny the Bilby*, and where does it happen?

What we do	Why
Who is the story about?	Benny the bilby, and the dingo. They are the characters.
Where does it happen?	At the creek, in the outback. That is the setting.
Which words make the setting?	“outback”, “sun is hot”, “sand is red and dry”, “creek”, “gum tree”.
How do the characters and the setting go together?	Bilbies and dingoes live in the outback. The creek is where they meet.

Example 2 — we do it together

Who is in *Mia and the Tall Tower*, and where does it happen?

What we do	Why
Who is the story about?	Mia, and the princess. They are the characters.
Where does it happen?	By a forest, at a tall tower. That is the setting.

What we do	Why
Which words make the setting?	“once upon a time”, “forest”, “deep and dark”, “tall, tall tower”.
Is this in the way of fairytales?	Yes! A princess in a tall tower, long hair, once upon a time.

Example 3 — we do it together

Look at the two pictures of Spot. Same dog, two settings. How is the story different?

What we do	Why
What is the same?	The character — Spot the dog.
What is different?	The setting. Red sand and a creek, then a castle garden.
What could happen in the outback?	Spot could hop with bilbies, or rest in the shade.
What could happen in the castle garden?	Spot could play with the princess, or dig by the wall.
A new setting makes a new story for the same character.	✓

Have a go

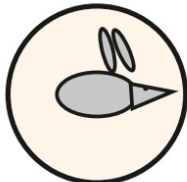
Teacher note. Read each question to the children. Children answer by talking, pointing, drawing or writing a word or two. Answers are at the end of this part.

With help

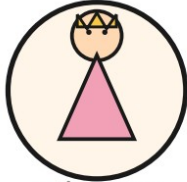
Q1. Look at the chart of the two big parts of a story. (a) Point to the characters. (b) Point to the setting.

Q2. Draw a line from each character to its setting.

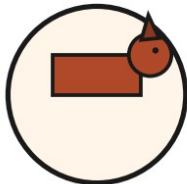
Draw a line from each character to its setting



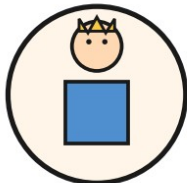
bilby



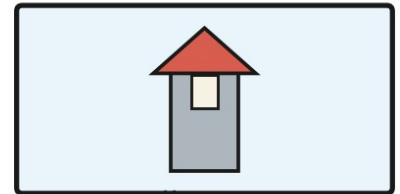
princess



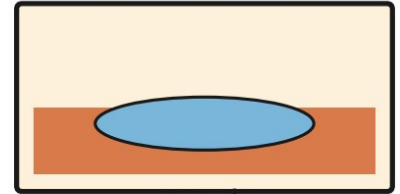
dingo



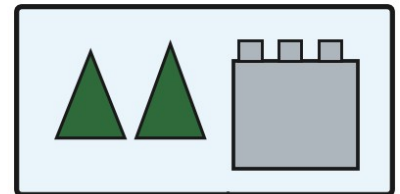
king



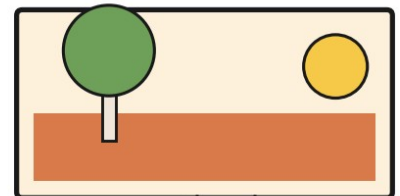
tall tower



creek



castle



outback

A matching page. On the left, four circles hold pictures of a bilby, a princess, a dingo and a king. On the right, four boxes hold pictures of a tall tower, a creek, a castle and the outback, in a mixed-up order.

Q3. Listen to *Benny the Bilby* again. (a) Name the two characters. (b) Say two words that make the setting.

Q4. Look at the two pictures of Spot. (a) Name the setting in the first picture. (b) Name the setting in the second picture. (c) Tell one thing that could happen in each place.

On your own

Q5. Fill in the story map for *Mia and the Tall Tower*. Who is in the story? Where does it happen? What happens? Draw the setting in the box.

My story map



Who is in the story? (characters)

Where does the story happen? (setting)



draw it here

What happens?

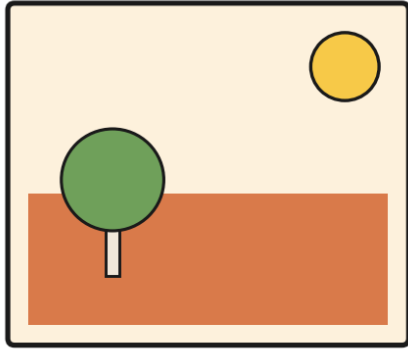
A blank story map with three coloured boxes: who is in the story (characters) with two writing lines; where does the story happen (setting) with two writing lines and a small box to draw in; and what happens with two writing lines.

Q6. Words that make the setting. Pick one word from *Benny the Bilby* that tells where the story happens. Pick one word from *Mia and the Tall Tower* that tells where that story happens.

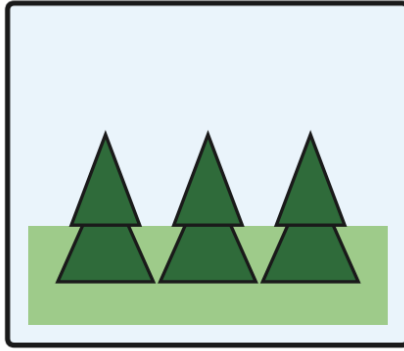
Q7. Draw Spot in a new setting of your own. Label two things in your setting. Then tell a partner one thing that could happen to Spot there.

Q8. Say why. Look at the three places. Circle the one you would like to visit. Then say or write: *I would visit _____ because _____.*

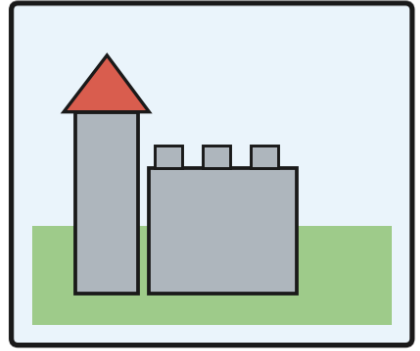
Which place would you like to visit?



the outback



the forest



the castle

I would visit _____

because _____

A response sheet with three setting cards to choose between — the outback, the forest and the castle — each with a bubble to circle, and two lines below: I would visit, and because.

Answers

Q1. (a) the child and the dog; (b) the house, the tree and the sun. **Q2.** Bilby — outback. Princess — tall tower. Dingo — creek. King — castle. **Q3.** (a) Benny the bilby and the dingo. (b) Any two of: outback, hot sun, red sand, dry, creek, gum tree. **Q4.** (a) the outback; (b) a castle garden. (c) Answers will be different. Look for one thing that fits each place, like resting in the shade, or playing by the flowers at the castle. **Q5.** Characters: Mia and the princess. Setting: a forest, a tall tower. What happens: Mia walks to the tower, climbs up, and they have a royal tea party. The drawing should show the forest or the tower. **Q6.** Any one word that tells where, from each text. For example: outback or creek; forest or tower. **Q7.** Answers will be different. Look for a setting with two labelled things, and one thing that could happen to Spot there. **Q8.** Answers will be different. Look for a circled place and a because-line that fits it, like: I would visit the forest because I could look for birds.

How we worked it out

Q1. We asked two questions. Is it who the story is about? Then it is a character. Is it where or when? Then it is the setting. The child and the dog are who the story is about. The house, the tree and the sun are where it happens.

Q2. We asked: where does this character live or belong? A bilby lives in the outback. A dingo drinks at the creek. A princess lives in a tall tower in fairytales. A king lives in a castle. The character and the setting go together.

Q3. The characters are who the story is about — Benny and the dingo. The setting words are the words that tell us where and what it is like — outback, hot sun, red sand, dry, creek, gum tree. A few words can make a whole place in our minds.

Q4. The same character can sit in two settings. We named each place, then thought of one thing that fits each place. The setting tells us what can happen in the story.

Q5. We asked the three story map questions. Who? Mia and the princess. Where? A forest and a tall tower. What happens? Mia walks, calls, climbs, and they have a tea party. Putting a story on a map helps us see its parts.

Q6. A setting word is a word that tells where or what the place is like. Each model text has many. We picked one from each.

Q7. A new setting needs things in it — two labelled things at least. Then we thought: what could happen to Spot here? The setting and the event go together, just like the character and the setting.

Q8. There is no right place to pick. What matters is the because-part: the reason fits the place. That is how we give reasons for what we like.

Everything in VC2E2LE01 is in this part. Children discuss how characters and settings are connected, in two texts made for this book — “Benny the Bilby”, in the way of Australian outback picture books (VC2E2LE01.E02), and “Mia and the Tall Tower”, in the way of world fairytales with children in forests and kings and queens in castles and towers (VC2E2LE01.E03) — and in real books by Australian and world authors and illustrators, named here to be read aloud and never taken from. VC2E2LE01.E01 is not here. TOC §2A says why.

Comparing stories: features, characters and personal 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. The two stories on this page — *The Big Sunflower* and *Pip's Night Snack* — are original; they were made for this book, and they are the texts the tasks talk about.

Steps for the teacher: 1 · read *What we are learning* · 2 · teach *The big idea*, Parts 1 to 6 · 3 · read the two stories out loud and show the story cards · 4 · work through *We do it together* · 5 · send the children to *Now you try* · Q12 is the one *My turn* task for this page.

What we are learning

Code	VC2E2LE02 — Literature
We learn to	compare features of a range of literary texts, such as characters and settings, and share personal preferences
Draws on	VC2E2LE02 .E01 discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own VC2E2LE02 .E02 discussing their feelings about the positive and negative behaviours of non-human characters, such as animals
From last year	we talked about the characters, settings and events in stories (VC2E1LE01–VC2E1LE03)
Earlier in this book	we said what we liked about a text and gave reasons with <i>because</i> in 1B; we met characters and settings in many books in 3A
On to next year	we link stories to our own lives and give reasons for our preferences (VC2E3LE02)

Last year we talked about the characters, settings and events in stories. In 1B we said what we liked about a text, and why. Now we put two stories side by side. We look at their features. We find what is the same and what is different. Then we say which story we prefer, and why. That is comparing stories!

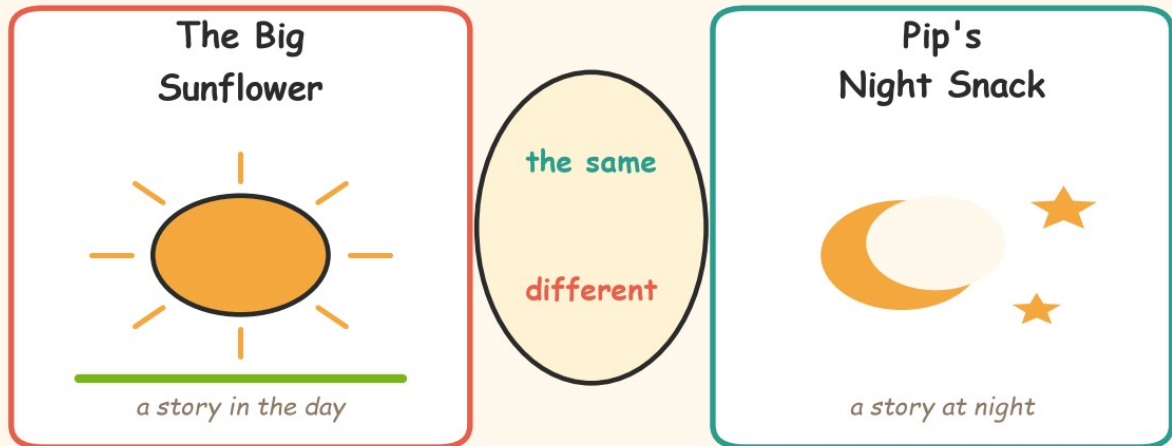
The big idea

Part 1 — What does it mean to compare?

To **compare** means to look at two or more things side by side, to see how they are the same and how they are different.

When we compare two stories, we look at their **features**. A feature is a part of a story. The characters and the setting are features. Two stories can have the same features in different ways.

What does compare mean?



To compare is to look at two things side by side.

What is the same? What is different?

Two story cards side by side, The Big Sunflower and Pip's Night Snack, with the words the same and different between them

Part 2 — The features we compare

A feature of the story

the characters

the setting

the problem

your favourite part

What it means

who is in the story. A character can be a person or an animal

where and when the story happens

what goes wrong, or what is hard, in the story

the part you like best

The features of a story

characters

who is in the story



setting

where and when
the story happens



problem

what goes wrong,
or what is hard



favourite part

the part you
like best



We can compare the features of two stories.

Four feature cards: characters, setting, problem and favourite part

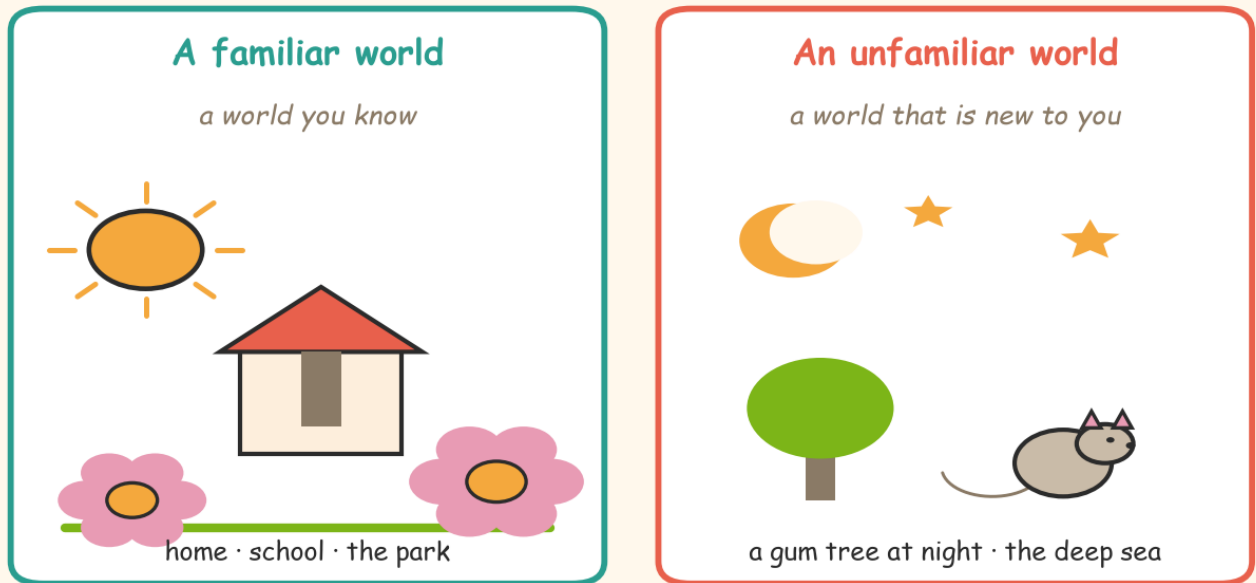
We will compare two stories, *The Big Sunflower* and *Pip's Night Snack*, using these four features.

Part 3 — Familiar worlds and unfamiliar worlds

A **familiar** world is a world you know. Your home is familiar. Your school is familiar. You have been there.

An **unfamiliar** world is new to you. You have not been there. A story can take you to an unfamiliar world — a gum tree at night, or the deep sea! Stories about both kinds of worlds are fun.

Familiar worlds and unfamiliar worlds



Stories can take you to both worlds!

Two pictures: a familiar world with a house, a sun and flowers; an unfamiliar world with a gum tree, a moon and stars

Part 4 — Lives like yours and unlike yours

Some characters live in ways that are **like** your life. A child who goes to school is like you. Some characters live in ways that are **unlike** your life. Pip the possum sleeps all day and wakes up at night. Do you? No! A story about a life unlike yours can show you something new.

Pip and me



Pip



me

LIKE

We both eat. We both sleep. We both have friends.

UNLIKE

Pip sleeps in the day. I sleep at night.

Pip climbs trees. I do not!

Pip has fur and a long tail.

A story can show you a life unlike yours.

A chart of the ways Pip the possum and a child are like and unlike

Part 5 — How characters behave, and how we feel about it

Behaviour means what someone does. Story characters can do kind things and unkind things, just like people. In *Pip's Night Snack*, Kiki helps Pip and shares the berries. That is kind behaviour. The crow takes all the berries. That is unkind behaviour.

You can say how a character's behaviour makes you feel. A kind behaviour can make you feel warm and glad. An unkind behaviour can make you feel sad or cross. Your feelings are yours — a friend can feel something different, and that is all right.

How do they behave? How do you feel?

Kiki helps Pip.
She shares the berries.

kind behaviour



It makes me feel
warm and glad.

A crow swoops in.
It takes all the berries.

unkind behaviour



It makes me feel
sad for Pip.

Your feelings can be different from a friend's.

There is no wrong feeling.

Two cards: Kiki sharing the berries is kind behaviour with a glad face; the crow taking the berries is unkind behaviour with a sad face

Part 6 — Your preference is yours

Your **preference** is what you pick, or what you like most — you met this word in 1B. Two friends can read the same two stories and prefer different ones. They can both be right! A preference tells about the person who says it. There is no wrong answer to *Which story do you prefer?* But when you say **why**, your friends can see what you saw. That is the fun of sharing.

Two stories to listen to

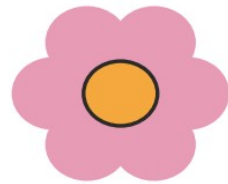
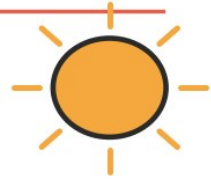
Your teacher will read both stories out loud. Listen for the features: the characters, the setting, the problem, and the part you like best.

The Big Sunflower

Mia has a little seed. She plants it in the school garden. “Grow, little seed!” says Mia. The sun shines. The rain comes down. Up comes a small green shoot. Mia waters it every day. The shoot grows and grows. Soon it is as tall as Mia! Then it is as tall as the fence! One day, a big yellow flower opens. “Come and look!” calls Mia. All her friends come to see the big sunflower.

The Big Sunflower

Mia has a little seed.
She plants it in the school garden.
"Grow, little seed!" says Mia.
The sun shines. The rain comes down.
Up comes a small green shoot.
Mia waters it every day.
The shoot grows and grows.
Soon it is as tall as Mia!
Then it is as tall as the fence!
One day, a big yellow flower opens.
"Come and look!" calls Mia.
All her friends come to see the big sunflower.



A story to listen to — read by your teacher

The story The Big Sunflower on a reading card

Pip's Night Snack

Pip is a little possum. Pip lives up high in a big gum tree. All day, Pip sleeps. At night, he wakes up. He is hungry! Pip sees some berries up high. "Yum!" says Pip. But Pip cannot reach them. Kiki the cockatoo flies down. "I can help!" says Kiki. Kiki knocks the berries down for Pip. Then a crow swoops in. The crow takes all the berries! Pip feels sad. Kiki gets more berries and shares them with Pip. "Thank you, Kiki! You are a kind friend," says Pip.

Pip's Night Snack

Pip is a little possum.

Pip lives up high in a big gum tree.

All day, Pip sleeps.

At night, he wakes up. He is hungry!

Pip sees some berries up high. "Yum!" says Pip.

But Pip cannot reach them.

Kiki the cockatoo flies down.

"I can help!" says Kiki.

Kiki knocks the berries down for Pip.

Then a crow swoops in. The crow takes all the berries!

Pip feels sad.

Kiki gets more berries and shares them with Pip.

"Thank you, Kiki! You are a kind friend," says Pip.



A story to listen to — read by your teacher

The story Pip's Night Snack on a reading card

How we compare — a model to copy

Listen to how we can compare the two stories. The liking words and the feature words are written big and dark, and *because* joins the reason.

I **liked** both stories. *The Big Sunflower* has a girl called Mia. *Pip's Night Snack* has a possum called Pip — the **characters** are different. The **settings** are different too. One story is in a school garden in the day, and one is in a gum tree at night. Both stories have a **problem**. Mia waits for her seed to grow. Pip cannot reach the berries, and the crow takes them. I **preferred** *Pip's Night Snack* **because** Kiki was kind and shared. Which one do **you** prefer?

Part of the talk

I liked ... · I preferred ...

characters · settings · problem

because Kiki was kind and shared

What it does

liking words tell what you liked

feature words name the parts you compared

because joins the reason

Let's compare the two stories

Feature	The Big Sunflower	Pip's Night Snack
characters	Mia and her friends	Pip the possum, Kiki the cockatoo, and the crow
setting	the school garden, in the day	a big gum tree, at night
problem	Mia waits and waits for the seed to grow	Pip cannot reach the berries, and the crow takes them
favourite part	you pick!	you pick!

Two friends can pick different favourite parts. Both picks can be right!

A table that compares the characters, the settings, the problems and the favourite parts of the two stories

We do it together

Example 1 — with help: name the feature

Here is a sentence about *The Big Sunflower*: *Mia plants her seed in the school garden.*

The words	What they tell	The feature
Mia	who is in the story	a character
the school garden	where it happens	the setting

One sentence can give us two features!

Example 2 — with help: same or different?

The two things	Same or different?
<i>The Big Sunflower</i> is in the day. <i>Pip's Night Snack</i> is at night.	different
Mia has friends who come to her. Pip has a friend who comes to him.	the same

To compare, we look for what is the same and what is different.

Example 3 — with help: familiar or unfamiliar?

Sort these worlds into two groups: *your classroom* · *a gum tree at night* · *your bed* · *the deep sea*.

A familiar world	An unfamiliar world
your classroom	a gum tree at night

your bed

the deep sea

You know your classroom and your bed. Most of us have not been up a gum tree at night, or down in the deep sea!

Example 4 — with help: how does it make you feel?

The crow takes all the berries. How do you feel about what the crow did?

One way to say it: *I feel sad for Pip. What the crow did was unkind.*

Now Kiki shares the berries with Pip. How do you feel now?

One way to say it: *That is kind. It makes me feel warm and glad.*

Example 5 — on your own: compare two stories you know

Think of two stories you know. Say one way they are the same, and one way they are different.

They are the same because _____. They are different because _____.

Now you try

With help

Q1. Draw a line from the feature to what it means.

Feature	What it means
the characters	where the story happens
the setting	who is in the story
the problem	the part you like best
your favourite part	what goes wrong, or what is hard

Q2. Listen to *The Big Sunflower* again. Tick what is in the story:

a seed · a boat · a garden · a possum · a big flower · a star

Q3. Fill the gaps with words from the box.

Word box: *school garden · gum tree · day · night*

(a) *The Big Sunflower* happens in the _____, in the _____.

(b) *Pip's Night Snack* happens in a big _____, at _____.

Q4. Same or different?

(a) Mia is a girl. Pip is a possum.

(b) Mia's friends come to her. Kiki comes to Pip.

(c) *The Big Sunflower* is in the day. *Pip's Night Snack* is in the day.

Q5. Sort these worlds into *familiar* and *unfamiliar*:

your kitchen · a snowy mountain · your classroom · the deep sea

Q6. Kind or unkind? Say how it makes you feel.

(a) Kiki shares the berries with Pip.

(b) The crow takes all the berries.

On your own

Q7. Finish the sentence, then say it out loud: *I prefer _____ because _____.*

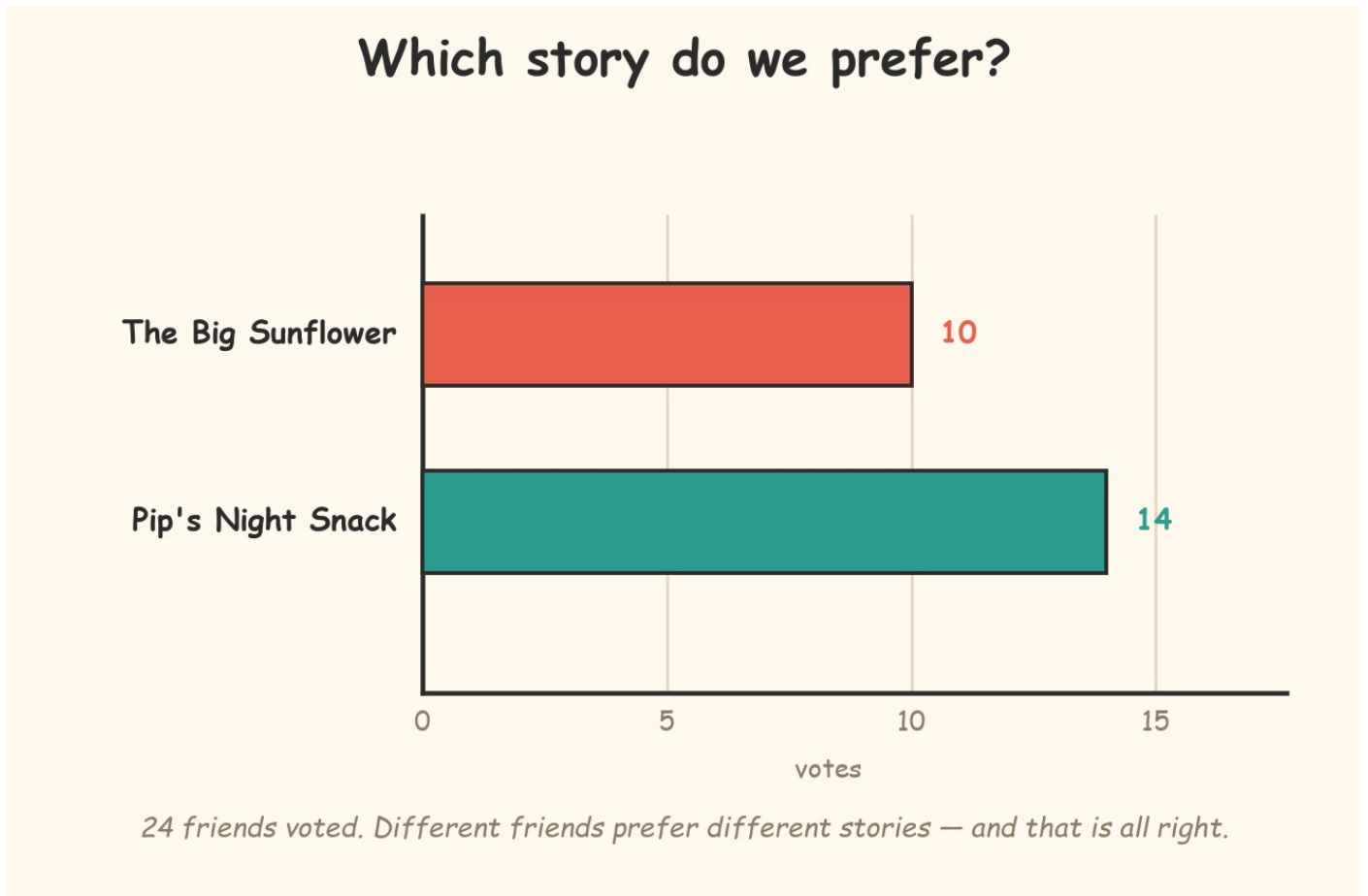
Q8. Pip's life and your life. Say one way they are like, and one way they are unlike.

Like me, Pip _____ . Unlike me, Pip _____ .

Q9. Which of the two stories has your favourite part? Which part is it? Why do you like it?

Q10. (a) Look at the class chart. Which story got the most votes? How many votes did it get?

(b) In a group of four, vote for the story you prefer. Make your own chart.

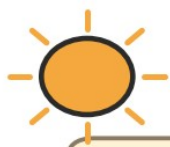


A class chart showing votes for The Big Sunflower and Pip's Night Snack. Pip's Night Snack has the most votes

Q11. Talk with a friend. Ask, “Which story do you prefer, and why?” Listen when your friend talks. Then your friend asks you.

Q12 · My turn — share what you prefer. Which story do you prefer — *The Big Sunflower* or *Pip's Night Snack*? Draw your favourite part in the box. Then write, or say to your teacher:

I prefer _____ because _____. My favourite part is _____ because _____.



My turn



Draw your favourite part here

I prefer _____ because _____

My favourite part is _____

I like it because _____

A page with a box to draw in and lines to write on, with the words My turn at the top

Answers

Q1. The characters → who is in the story. The setting → where the story happens. The problem → what goes wrong, or what is hard. Your favourite part → the part you like best. **Q2.** a seed · a garden · a big flower (a boat, a possum and a star are in other stories). **Q3.** (a) school garden, day. (b) gum tree, night. **Q4.** (a) different. (b) the same. (c) different — *Pip's Night Snack* is at night. **Q5.** Familiar: your kitchen, your classroom. Unfamiliar: a snowy mountain, the deep sea. **Q6.** (a) kind. (b) unkind. Feelings will be different from child to child — see *How the answers work*. **Q10a.** *Pip's Night Snack* — 14 votes; *The Big Sunflower* got 10. **Q7–Q9, Q10b, Q11, Q12.** Answers will be different — see *How the answers work* for what to look for.

How the answers work

There is no wrong answer to *Which story do you prefer?* A preference tells about the person who says it, so two children can prefer different stories and both be right. What to look for is the reason: when a child says *because*, their friends can see what they saw. If a child gives a pick but not a reason, ask, “And why do you like that part?”

Q1. The characters are who is in the story. The setting is where the story happens. The problem is what goes wrong, or what is hard. Your favourite part is the part you like best.

Q2. *The Big Sunflower* has a seed, a garden and a big flower. A boat is in *The Little Boat* from 1B, and a star is in *The Little Boat* too — not in this story. A possum is in *Pip's Night Snack*.

Q3. (a) the school garden, in the day. (b) a big gum tree, at night. These are the settings of the two stories.

Q4. (a) different — a girl and a possum are different characters. (b) the same — both characters have a friend who comes to them. (c) different — *Pip's Night Snack* is at night, not in the day.

Q5. Most children know a kitchen and a classroom, so those are familiar. Most children have not been up a snowy mountain or down in the deep sea, so those are unfamiliar. A child who has been to the snow may call it familiar — that is their own life, and it is a good answer too.

Q6. (a) Kiki helping and sharing is kind behaviour. (b) The crow taking the berries is unkind behaviour. Feelings will be different from child to child: a child may feel warm and glad about Kiki, and sad or cross about the crow. Any true feeling is right. Ask the child to say why: *It makes me feel sad because Pip was hungry*.

Q7. One way: *I prefer Pip's Night Snack because Kiki was kind*. Any story and any true reason works. Listen for the *because*.

Q8. One way: *Like me, Pip eats and sleeps. Unlike me, Pip climbs trees and sleeps in the day*. Any true like and unlike works.

Q9. One way: *My favourite part is when the big flower opens, because it is a happy part*. The child names a part and says why.

Q10. (a) *Pip's Night Snack* — 14 votes, and *The Big Sunflower* has 10. (b) One way: in a group of four, three children vote for *The Big Sunflower* and one votes for *Pip's Night Snack*. *The Big Sunflower* gets the most votes in that group. Different groups can pick different stories — and that is all right.

Q11. One way to talk: “I prefer Pip's Night Snack because Kiki shared. Which one do you prefer?” The listener looks at the talker, waits, and then says their own pick and reason.

Q12. One way: a child draws the sunflower and writes, *I prefer The Big Sunflower because the flower is big and yellow. My favourite part is the end because all the friends come to see it*. What counts: the child names a story, gives a reason, and names a part. Speaking the answers to the teacher counts the same as writing them.

Plots, characters and settings: how language presents them

Teacher box — what this part teaches

Code: VC2E2LE03 — Literature, Examining literature

Students learn to: “discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways”

Draws on: VC2E2LE03.E01 (how the same season is described in different texts) and VC2E2LE03.E02 (verb groups for actions, emotions and talk in stories). VC2E2LE03.E03† is part of the list for this code; this book does not use it (see §2A of the build plan). The CD is taught in full through .E01 and .E02.

The two model stories below were written for this book and are read aloud by the teacher. Every line a student reads on this page sits at or below the reading level of the book.

The three big parts of a story

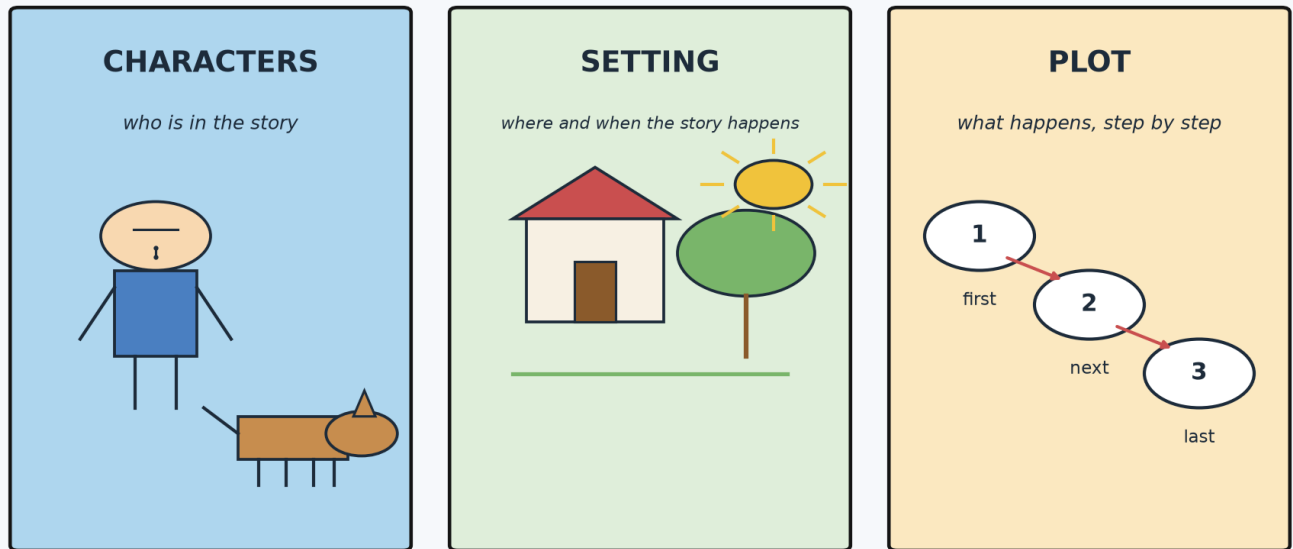
Every story has three big parts. When we read or listen, we look for all three.

Character — who the story is about. A character can be a child, a grandma, a dog, or even a talking cloud. In *Kite Hill*, the characters are Mia and Ben.

Setting — where and when the story happens. A setting can be a hill, a kitchen or a beach — and a time, like one windy afternoon.

Plot — what happens in the story, step by step: first this, next that, then this.

And here is the big idea of this part. Writers use **language** — the words someone writes or says — to put these three parts into your mind. The words a writer picks change how we see the characters, the setting and what happens. Two writers can tell about the same thing in very different ways.



A character does things in a setting. The plot is what happens, step by step.

Figure 3C.1 — Three boxes in a row. Box 1: *WHO? Character* — who the story is about. Box 2: *WHERE AND WHEN? Setting* — where and when the story happens. Box 3: *WHAT HAPPENS? What happens in the story, step by step.*

Our two autumn stories

We will meet the same season in two stories. Both stories are about autumn. But the two writers used very different words. Listen for the difference.

(Teacher: read Story 1 and Story 2 aloud, slowly. Students listen and look at the story cards.)

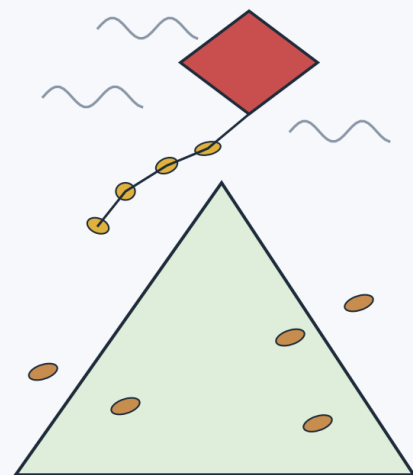
Story 1 — Kite Hill

read aloud by the teacher

Kite Hill

Mia ran up the big hill. The wind pushed her kite up, up, up! The red kite dipped and danced. Brown leaves swirled around her boots.

"Come and look!" Mia called to Ben. "My kite can fly so high!" Ben ran to the top and clapped his hands. Mia felt proud. The two friends watched the kite ride on the wind.



Both stories are about autumn. The words make two very different pictures.

Figure 3C.2 — Story card for Kite Hill. The story: Mia ran up the big hill. The wind pushed her kite up, up, up! The red kite dipped and danced. Brown leaves swirled around her boots. Come and look! Mia called to Ben. My kite can fly so high! Ben ran to the top and clapped his hands. Mia felt proud. The two friends watched the kite ride on the wind. A little picture shows a hill, a red kite and flying leaves.

Story 2 — A Quiet Autumn Morning

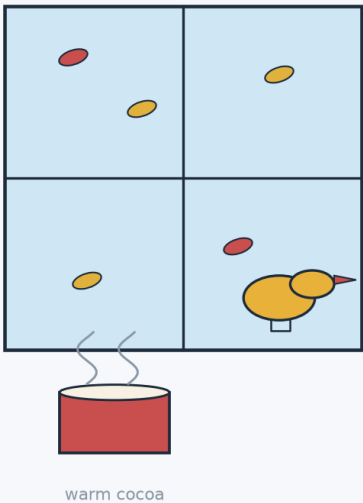
read aloud by the teacher

A Quiet Autumn Morning

Sam sat by the window with a warm mug of cocoa.

Outside, red and gold leaves floated down, one by one. The garden was still. A little bird hopped on the path. It looked for food.

Sam smiled. "I love quiet autumn mornings," he said. Then he whispered, "Hello, little bird."



A quiet story: soft words, slow words. Still the same autumn.

Figure 3C.3 — Story card for *A Quiet Autumn Morning*. The story: Sam sat by the window with a warm mug of cocoa. Outside, red and gold leaves floated down, one by one. The garden was still. A little bird hopped on the path. It looked for food. Sam smiled. I love quiet autumn mornings, he said. Then he whispered, Hello, little bird. A little picture shows a window, a mug and a small bird.

After the reading, ask the class: which story feels busy and loud? Which story feels calm and soft? Both stories are about autumn!

Let us look together

Example 1 — we do it together: find the setting of Kite Hill

What we want to find	Words from the story	How we know
Where?	the big hill, the top	Mia runs up the hill. Ben runs to the top.
When?	the story does not say!	Brown leaves swirl. We can work it out: it is autumn.

Writers do not always tell us the setting. Often the words show us. Brown and gold leaves = autumn.

Example 2 — we do it together: spot the verb groups

In 2B you met the **verb group**: a doing word, plus the words that go with it. In stories, verb groups come in three teams:

- **doing words** (actions) — what a character does
- **feeling words** (emotions) — how a character feels
- **saying words** (talk) — how a character speaks

First, a spotlight on one sentence from *Kite Hill*:



One short sentence can carry all three story parts.

A verb group is the doing word and the words that go with it.

Figure 3C.4 — One sentence taken apart, with a chip under each part. Mia is the character: the who. Ran up is the verb group: the doing word. The big hill is the setting: the where. One short sentence can carry all three story parts.

Now the whole of both stories, sorted into three buckets:

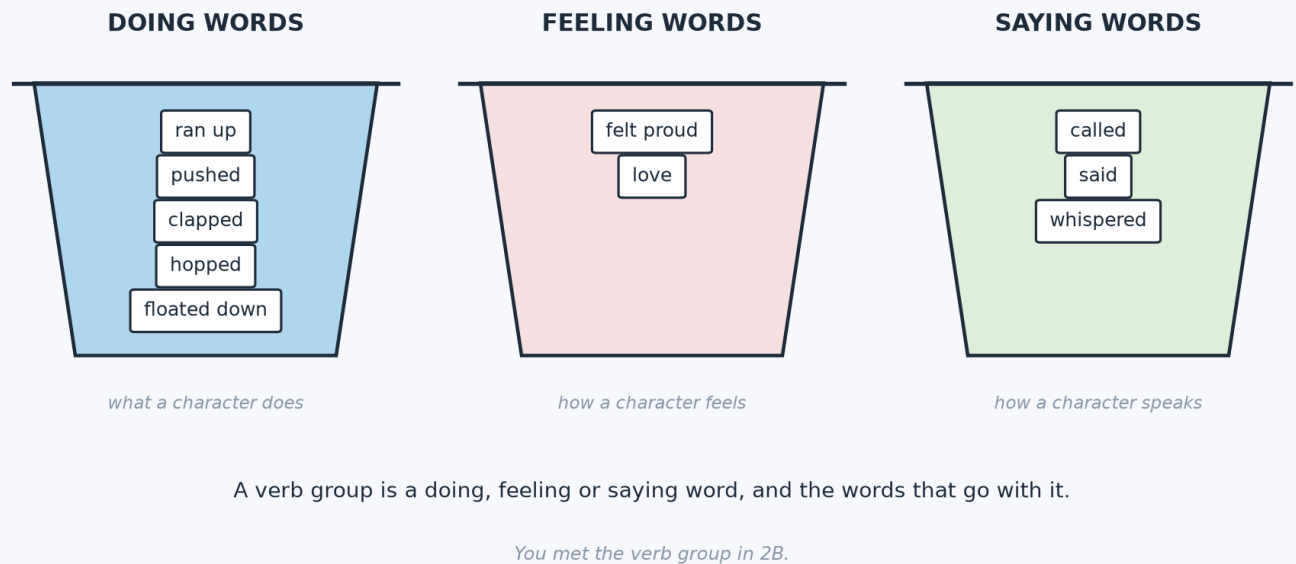
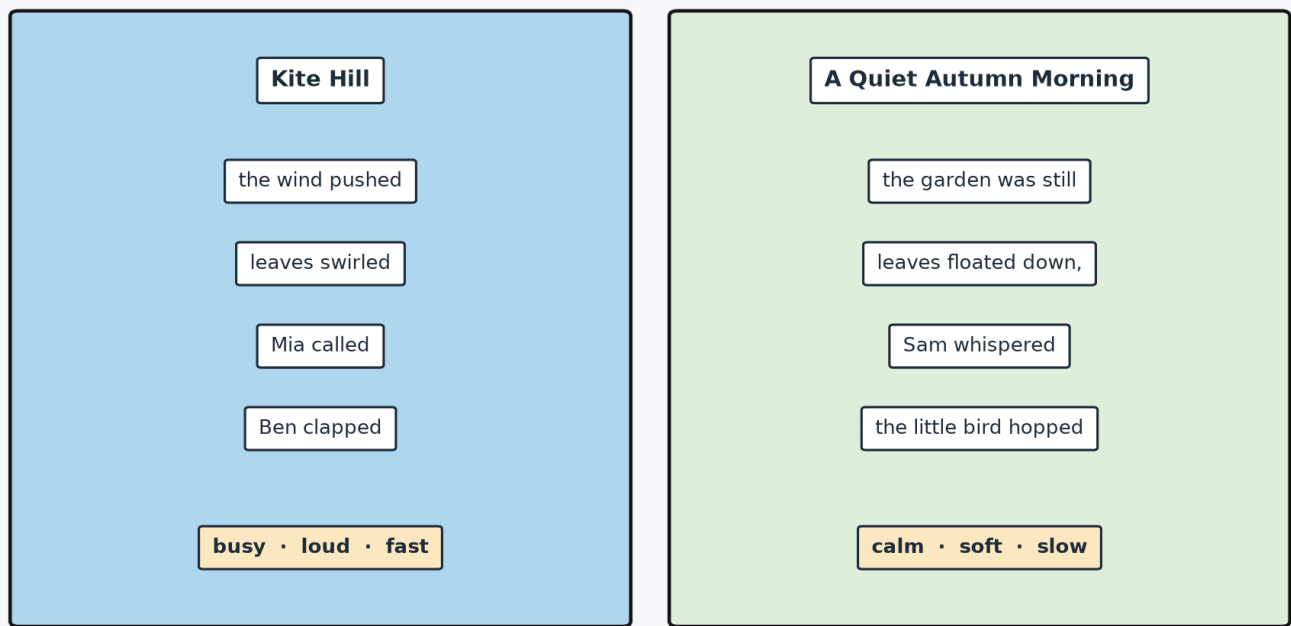


Figure 3C.5 — Three buckets. Doing words bucket: ran up, pushed, clapped, hopped, floated down. Feeling words bucket: felt proud, love. Saying words bucket: called, said, whispered. Every verb group from the two stories sits in one bucket.

Same season again — but now look at the word picks side by side:



Two autumns, made from two word picks. That is what writers do with words.

Figure 3C.6 — Two columns, one autumn. *Kite Hill side: the wind pushed; leaves swirled; Mia called; Ben clapped; busy, loud, fast. A Quiet Autumn Morning side: the garden was still; leaves floated down, one by one; Sam whispered; the little bird hopped; calm, soft, slow. Same season, different words, different picture in your mind.*

That is what writers do with words. Two autumns, made from two word picks.

Let us try

Q1 — story map warm-up. Read this little story with your teacher:

Pat the cat sat on the mat. She saw a little red bug. Pat jumped! The bug flew away. Pat was not sad. She had fun.

- (a) Who is the character? (b) Where does the story happen? (c) Tell what happens in three parts: first, next, last. A blank story map is waiting in Figure 3C.7.

My story map

English 2 · 3C

fill in the map for a story you know

PLOT — what happens?

first

next

last

CHARACTERS
who is in the story?

.....
.....
.....

SETTING
where? when?

.....
.....
.....

Draw and write. A story map shows the three parts at a look.

Figure 3C.7 — A story map with three parts to fill in. Top box: **PLOT** — what happens? with write lines for first, next, last. Left box: **CHARACTERS** — who is in the story? Right box: **SETTING** — where? when? Draw and write.

Q2 — pick the saying word. Match each bit of talk to the best saying word: *said* · *called* · *whispered*.

1. “Wait for me!” (shouted from far away at the park)
2. “Good night, little bird.” (soft, in a quiet room)
3. “The tea is hot.” (just talking)

Hint: the saying word tells how the talk comes out. Figure 3C.8 shows the saying words from our two stories.

Saying words change how we read the talk

English 2 · 3C

"Come and look!"

called

loud, from far away

"I love quiet autumn mornings."

said

a normal talk voice

"Hello, little bird."

whispered

soft and quiet

The saying word tells how the talk comes out.

Read the talk in the voice the saying word asks for.

Figure 3C.8 — Three talk bubbles, one for each saying word. First bubble: “Come and look!” goes with *called* — loud, from far away. Second bubble: “I love quiet autumn mornings.” goes with *said* — just talking. Third bubble: “Hello, little bird.” goes with *whispered* — soft and quiet. The saying word tells how the talk comes out.

Q3 — swap words, swap the story. Here is one sentence: *The dog went to the park.* Change three picks: a new character, a new setting and a new doing word. Write your new sentence, then tell a partner what changed.

Your turn

Q4 — be the writer. Write two sentences about winter. Sentence 1 uses a doing word. Sentence 2 uses a feeling word. Read them to a friend. Can your friend spot the doing word and the feeling word?

Q5 — one place, two ways. Think of a rainy day. Write about it two ways: one busy way, one calm way. Three sentences each is plenty. The word box (Figure 3C.9) can help.

Q6 — your story map. Take a story you know and love, from class or from home. Fill in a new story map like Figure 3C.7: the characters, the setting, and what happens in three parts. Draw and write.

Say why

Which autumn story do you like more — *Kite Hill* or *A Quiet Autumn Morning*?

There is no wrong pick. Your why is what counts. Talk with a partner, and use the stems in Figure 3C.10 if they help:

Say why — talk stems

English 2 · 3C

Which autumn story do you like more? Say why.

I picked

because

The words I liked were

because

Those words make me see

because

My favourite part is

because

There is no wrong pick. Your why is what counts.

Figure 3C.10 — Talk stems card: *I picked ... because ...; The words I liked were ...; Those words make me see ...; My favourite part is ... and I like it because ...*

Then share one idea with the class. Listen when others share. Did a friend see the story in a new way?

Word box

English 2 · 3C

pick words from the box when you write

DOING WORDS run jump clap hop float swirl	SAYING WORDS said called whispered asked
FEELING WORDS love like feel glad feel proud	SEASON WORDS autumn leaves wind warm cool crisp

New words? Ask a partner or your teacher, then add your own to the box.

Figure 3C.9 — A word box in four parts. Doing words: run, jump, clap, hop, float, swirl. Feeling words: love, like, feel glad, feel proud. Saying words: said, called, whispered, asked. Season words: autumn, leaves, wind, warm, cool, crisp.

For the teacher

Sample answers. Q1: (a) Pat the cat. (b) On the mat — the room is not named, and the mat is where the story happens. (c) First, Pat sits and sees a bug. Next, Pat jumps and the bug flies away. Last, Pat is not sad and has fun. Q2: 1 called; 2 whispered; 3 said. Q3–Q6: answers will vary. Look for the word picks each task asked for: a new character, setting and doing word in Q3; a doing word and a feeling word in Q4; a busy and a calm version in Q5; all three story parts in Q6.

Curriculum link. This part delivers VC2E2LE03: students talk about the plots, characters and settings of the stories here, and spot how the word picks of the writers present them in different ways. It also feeds the Level 2 standard for reading and viewing, which asks students to talk about and compare characters, settings and events, and to say what they like about a text and why (the Say why of this part).

§2A note. The build plan keeps this book away from VC2E2LE03.E03 — see §2A. That is a planned skip, not a gap: .E01 and .E02 carry the CD in full, and coverage checks record §2A items as agreed, not as missing.

Hand-off note. At Level 3, students will name these word picks and study them (the Level 3 codes VC2E3LE03 and VC2E3LE04 build straight on this part). At Level 2 we spot and compare them. The names can wait.

Cross-links. Noun groups and the verb-group idea come from 2B. Topic word picks link to 2D. Reasons for liking a text link to 1B and 3B. Making a new take on a known story is 3E. Working things out from clues links to 5C.

Read-aloud. Story 1 and Story 2 are teacher read-aloud by design. Every instruction a student reads on this page sits at or below the reading level of the book.

Rhythm and word patterns in poems, chants, rhymes and songs

Teacher, please read this page out loud. Every task here can be done by talking, clapping, singing, drawing, or writing with help. No child has to read this page on their own. Every chant, rhyme, song and poem on this page is original; it was made for this book, and it is the text the tasks talk about. Read each text many times — each time can be a new way to say it: together, in a whisper, with actions, with claps. Where a task needs a text, the teacher reads the text first and the children join in.

The order for the teacher: 1 · read *What we are learning* · 2 · teach *The big idea*, Parts 1 to 6 · 3 · read each text out loud and show the pictures · 4 · work through *We do it together* · 5 · send the children to *Now you try* · Q12 is the one *My turn* task, where each child says what they liked and why.

What we are learning

Code	VC2E2LE04
We learn to	identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs
Draws on	VC2E2LE04 . E01 exploring poems, chants, rhymes or songs from different home languages of class members
From last year	we listened to, said and talked about poems, chants, rhymes and songs, and we played with sound patterns like rhyme (VC2E1LE04)
Later in this book	we make our own texts from the texts we love, in 3E (VC2E2LE05)
On to next year	we learn the names of the patterns writers use in poems and stories, and we talk about how they work on us as readers (VC2E3LE04)

Last year we played with sound patterns. This year we spot patterns, copy them, and make them new — the beat, the rhythm, the rhymes, and the words that come back.

The big idea

Part 1 — What is a pattern?

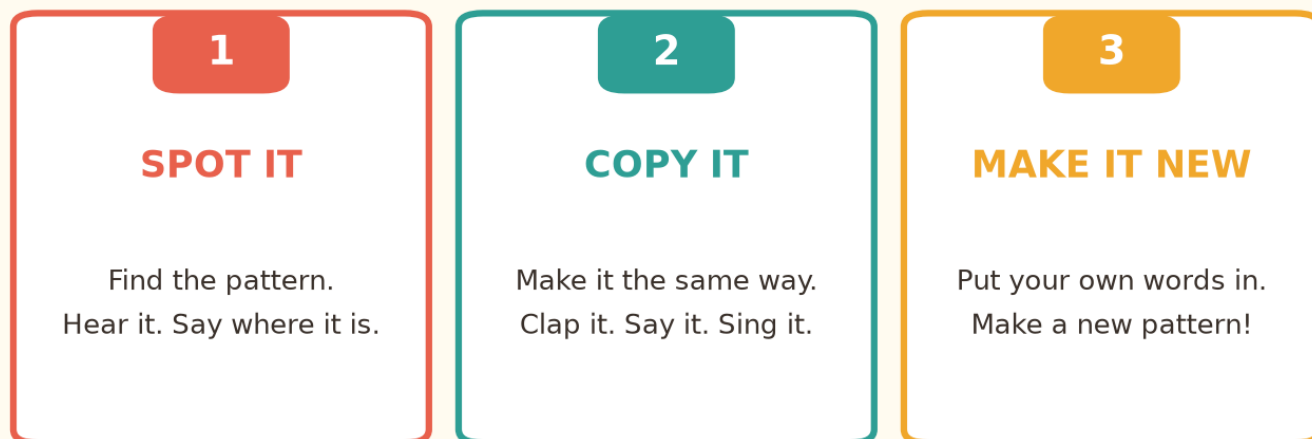
A **pattern** is something that comes back again and again, in the same way. The stripes on a sock are a pattern. The days of the week are a pattern. Poems, chants, rhymes and songs are full of patterns too!

A pattern you can hear is a **sound pattern**. The beat is a sound pattern. Rhyme is a sound pattern too. A pattern made with words is a **word pattern** — like the same words coming back, again and again.

In this part we do three things with patterns:

1. **Spot it** — we find the pattern. We hear it, and we can say where it is.
2. **Copy it** — we make the pattern the same way. We clap it, say it, sing it!
3. **Make it new** — we put our own words in the pattern, and we make new patterns too.

We do three things with patterns



Spot it. Copy it. Make it new.

Three numbered cards: one says spot it, find the pattern; two says copy it, clap it and say it; three says make it new, use your own words

Part 2 — The beat: a steady tap

A **beat** is a steady tap that keeps going — like your heart going tap, tap, tap. Clap a slow beat: clap ... clap ... clap. Now clap a fast beat! The beat can be **loud** or **soft**. Clap it loud! Now clap it soft, like a little mouse.

Part 3 — Rhythm: the strong and soft in the words

Say it with me: **rhythm**. The rhythm is the pattern of strong and soft parts when we say the words. Some parts we say **strong**. Some parts we say **soft**.

Say this: PAT-your-KNEES-and-TAP-your-TOES. Can you hear the strong parts? PAT ... KNEES ... TAP ... TOES. They make the rhythm! Say the strong parts loud, and the soft parts small.

Rhythm: strong and soft in the words

PAT your **KNEES** and **TAP** your **TOES**

big and red = say it **STRONG**

small and grey = say it soft

PAT ... KNEES ... TAP ... TOES make the rhythm!

The words pat your knees and tap your toes, with the strong words big and red and the soft words small

Part 4 — The claps in a word

Say a word slowly, and clap as you say it. Each clap is a part of the word. These claps are called **syllables**.

- *sun* — **1 clap**
- *wa-ter* — **2 claps**
- *um-brel-la* — **3 claps**

Long words have lots of claps. Short words have few claps. Clap your own name. How many claps is your name?

The claps in a word (syllables)

sun



1 clap

wa-ter



2 claps

um-brel-la



3 claps

Clap each part of the word as you say it.

Word cards with clap dots: sun has one clap, water has two claps, umbrella has three claps

Part 5 — The patterns to look for

Pattern	What to listen for
the beat	a steady tap that keeps going
the rhythm	the strong and soft parts of the words
rhyme	end words with the same sound, like <i>sun</i> and <i>fun</i>
words that come back	the same words, again and again
same-start sounds	words that start with the same sound, like <i>mum</i> , <i>moon</i> , <i>mat</i> and <i>me</i>

Every one of these is a pattern we can spot, copy, and make new!

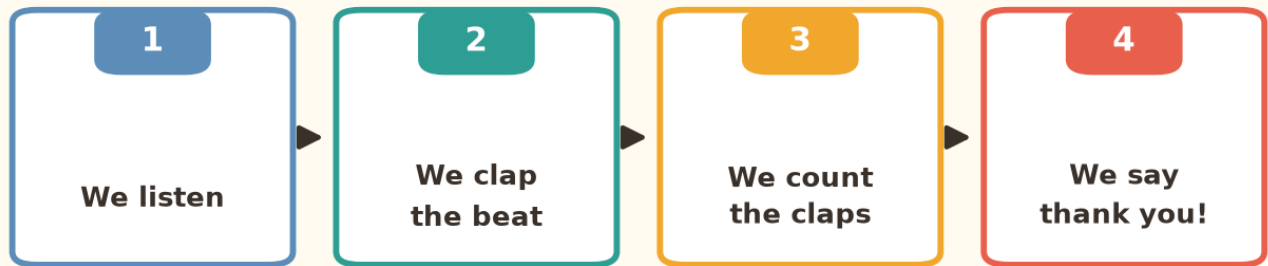
Part 6 — Patterns in our home languages

Some of us speak two or more languages at home with our families. These are our **home languages**. Poems, chants, rhymes and songs live in every language!

If you have a word, a rhyme or a song in one of your home languages, you can share it with the class. When someone shares, we:

1. listen.
2. clap the beat together.
3. count the claps in the words.
4. say thank you!

When someone shares from their home languages



Poems, chants, rhymes and songs live in every language!

Four step cards for sharing: we listen, we clap the beat, we count the claps, we say thank you

New words for this part

New words for this part

beat

a steady tap that
keeps going

rhythm

the strong and soft
parts of the words

syllable

one clap in a word

pattern

something that comes
back again and again

Word cards for the new words: beat is a steady tap that keeps going, rhythm is the strong and soft parts of the words, syllable is one clap in a word, pattern is something that comes back again and again

Our poems, chants, rhymes and songs

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

Text 1 — a chant: “*Boom, Boom, Beat!*” (made for this book)

Boom, boom, clap! Boom, boom, clap! Boom, boom, clap goes the drum. Boom, boom, clap! Boom, boom, clap! Clap the beat, and here I come!

Our chant: “Boom, Boom, Beat!”

Boom, boom, clap! Boom, boom, clap!



Boom, boom, clap goes the drum.



Boom, boom, clap! Boom, boom, clap!



Clap the beat, and here I come!



Clap once on each red dot. Pat knees on boom, clap hands on clap.

The chant Boom Boom Beat in four lines, with red clap dots under the strong words

Clap once on each red dot. Pat your knees on *boom*, and clap your hands on *clap*. Can you feel the beat keep going, even when the dots stop?

Text 2 — a rhyme: “*My Little Red Kite*” (made for this book)

My little red kite flies up so high, My little red kite flies in the sky. Up goes the string, and round goes the kite — My little red kite is a lovely sight!

Our rhyme: "My Little Red Kite"

My little red kite flies up so

high,

My little red kite flies in the

sky.

Up goes the string, and round goes the

kite —

My little red kite is a lovely

sight!

The end words rhyme: high and sky, kite and sight!

The rhyme My Little Red Kite in four lines, with the end words high, sky, kite and sight in boxes, and high joined to sky and kite joined to sight

Listen to the end words: *high* and *sky* ... *kite* and *sight*. They rhyme! Lines 1 and 2 start the same way too. Can you spot the word pattern?

Text 3 — a song: "Clap With Me" (made for this book)

One, two, three — clap your hands with me! Four, five, six — tap, tap, tap! Seven, eight, nine — stamp your feet in time! One, two, three — now clap with me!

Our song: "Clap With Me"

One, two, three — clap your hands with me!

Four, five, six — tap, tap, tap!

Seven, eight, nine — stamp your feet in time!

One, two, three — now clap with me!

Line 1 and line 4 are the same — the same words come back!

The song Clap With Me in four lines, with lines one and four in gold boxes to show they are the same

Sing it to any tune you like! Line 1 and line 4 are the same — the same words come back. That is a word pattern.

Text 4 — a poem: "My Red Boots" (made for this book)

My red boots go stomp, stomp, stomp. My red boots go splash, splash, splash. My red boots go jump, jump, jump. My red boots are my favourite boots!

Our poem: "My Red Boots"

My red boots go stomp, stomp, stomp.

My red boots go splash, splash, splash.

My red boots go jump, jump, jump.

My red boots are my favourite boots!

The words "My red boots" come back at the start of every line!

The poem My Red Boots in four lines, with the words My red boots in gold boxes to show they come back

Which words come back at the start of every line? *My red boots!* How many times do they come back?

Text 5 — a say-back chant: "Who Can Clap?" (made for this book)

Teacher: Who can clap a beat? Class: We can clap a beat! Teacher: Who can stamp their feet? Class: We can stamp their feet! Teacher: Who can pat their knees? Class: We can pat their knees! Teacher: Who can say thank you and please? Class: We can say thank you and please!

Our say-back chant: "Who Can Clap?"

Teacher

Class

Who can clap a beat?

We can clap a beat!

Who can stamp their feet?

We can stamp their feet!

Who can pat their knees?

We can pat their knees!

Who can say thank you and please?

We can say thank you and please!

The class says it back! Only "Who" turns into "We".

The say-back chant *Who Can Clap*, with teacher bubbles on the left and class bubbles on the right, and arrows going from left to right

The teacher says a line, and the class says it back! The words stay almost the same — only *Who* changes to *We*. Listen for the rhymes too: *beat* and *feet*, *knees* and *please*.

We do it together

Example 1 — with help: spot the beat

The teacher reads *Boom, Boom, Beat!* again. Watch how we spot the beat.

Step	What we do
1 · Say it	We say the chant, slow.
2 · Pat and clap	We pat our knees on <i>boom</i> . We clap our hands on <i>clap</i> .
3 · Feel it	The beat keeps going — steady, steady, steady!

The beat is the steady tap under the words.

Example 2 — with help: copy the rhythm

Say *PAT-your-KNEES-and-TAP-your-TOES* with me.

We say	We say it
PAT	loud and strong
your	soft and small
KNEES	loud and strong

We say	We say it
and	soft and small
TAP	loud and strong
your	soft and small
TOES	loud and strong

Now copy it! Say it the same way — strong parts loud, soft parts small.

Example 3 — with help: count the claps in a word

Let us clap the words in the picture. One clap for each part of the word!

Word	Claps
sun	1
wa-ter	2
um-brel-la	3

Say each part as you clap: *um-brel-la* goes um ... brel ... la — three claps! Now try a friend's name. How many claps?

Example 4 — with help: spot the word pattern in My Red Boots

Line	How does it start?
Line 1	My red boots go ...
Line 2	My red boots go ...
Line 3	My red boots go ...
Line 4	My red boots are ...

The same words come back at the start of every line. That is a word pattern! Lines 1, 2 and 3 start the same way. Line 4 changes a little — *go* turns into *are*.

Example 5 — with help: share the rhythm of a home language

In Italian, we count *uno, due, tre*. That is one, two, three! Say it with me: *uno, due, tre!* We clap one clap for each counting word:

We say	We clap
uno	clap!
due	clap!
tre	clap!

Count the claps: 3! In our class, there are other home languages too. What are the counting words in your home languages? Let us clap their beats too!

Example 6 — on your own: find the rhyme in My Little Red Kite

Say the end words out loud: *high, sky, kite, sight*. Which words rhyme?

High and *sky* rhyme — listen to the same end part! *Kite* and *sight* rhyme too.

Example 7 — on your own: make it new

My Red Boots goes: *My red boots go stomp, stomp, stomp*.

Make a new line! *My red boots go* ____, ____, _____. Pick a new word for what your boots do. Say your line with the beat. One way: *My red boots go hop, hop, hop!*

Now you try

With help

Q1. Say *Boom, Boom, Beat!* slow, then fast. Pat your knees on *boom*, and clap your hands on *clap*. Did the words change? Did the beat go fast or slow?

Q2. Clap each word. Put it in the right box: **1 clap, 2 claps** or **3 claps**.

Words: *drum · morn-ing · fam-i-ly · sun · wa-ter · um-brel-la*

Q3. Listen to *My Little Red Kite* again. Circle the two pairs of words that rhyme: *high · string · sky · round · kite · sight*.

Q4. Look at *My Red Boots*. How many times do the words *My red boots* come back? Count them!

Q5. Sing *Clap With Me* loud. Then sing it soft. What changed — the words, or your voice?

Q6. Say *Who Can Clap?* The teacher says the first part, and you say it back. Then swap! You say the first part, and the teacher says it back.

On your own

Q7. Make a new line for *Boom, Boom, Beat!* Finish it: *Boom, boom, clap goes the _____*. Pick a word that keeps the beat. Say your chant to the class!

Q8. Make a new line for *My Red Boots*: *My red boots go _____, _____, _____*. Pick a new word for what your boots do. Say it with the beat. Then write it.

Q9. Make a say-back chant with a friend. Use the pattern: *Who can _____? — We can _____!* Make two pairs of lines. Clap the beat. Say your chant to the class!

Q10. Make a class chant with words from our home languages. With your family’s help, pick a hello word or a counting word from one of your home languages. Put the words in the boxes. Then say the class chant together, with the beat!

Make a class chant!

Put hello words or counting words from your home languages in the boxes.

— clap with me!

uno

one in Italian

due

two in Italian

tre

three in Italian

hello

in English

bonjour

hello in French

hola

hello in Spanish

A chant card with three blank boxes, then the words clap with me, and word cards to pick from

Q11. Pattern hunt! Say each text from this part one more time. Which text has the best beat? Which text has the best word pattern? Tell a friend, then listen to your friend’s answer.

Q12 · My turn. Which poem, chant, rhyme or song from this part do you like best? Draw it in the box. Then say or write:

I like _____ best. I like the _____ pattern. It is fun because _____.

My turn

Which poem, chant, rhyme or song do you like best?

Draw it here



I like _____ best.

I like the _____ pattern.

It is fun because _____.

**Say your answers to your teacher, or write them.
Pick a text. Name a pattern. Give a reason.**

A My turn page with a big box to draw in and lines to write on

Answers

Q1. The words stayed the same; the beat went fast! **Q2.** 1 clap: *drum, sun*. 2 claps: *morn-ing, wa-ter*. 3 claps: *fam-i-ly, um-brel-la*. **Q3.** *high* and *sky*; *kite* and *sight*. **Q4.** 4 times. **Q5.** Your voice changed — loud, then soft. The words stayed the same. **Q6.** The class says back the *We can ...* lines, then the parts are swapped. **Q7–Q12.** Answers will be different — see *How the answers work*.

How the answers work

There is no wrong answer to *Which pattern do you like?* A good answer says **what** you liked, and **why**.

Q1. When we copy a chant, the words stay the same — but the beat can go fast or slow. The beat is the steady tap under the words.

Q2. We say each word slowly and clap for each part: *drum* and *sun* are one clap each; *morn-ing* and *wa-ter* are two claps each; *fam-i-ly* and *um-brel-la* are three claps each. Each clap is a syllable.

Q3. Rhyming words end with the same sound. *High* and *sky* end the same way; *kite* and *sight* end the same way. *String* and *round* do not rhyme with them.

Q4. *My red boots* starts every line — lines 1, 2, 3 and 4. That is 4 times. The same words coming back is a word pattern.

Q5. Loud and soft are ways we use our voice. The words of the song never changed — only our voice changed.

Q6. In a say-back chant, one person says a line and the others say it back. In *Who Can Clap?*, the class changes *Who* to *We* — the rest of the line stays the same. Swapping parts means good listening!

Q7. One way: *Boom, boom, clap goes the band!* A short word keeps the beat. Other ways: *bell, horn* — any word that fits.

Q8. One way: *My red boots go hop, hop, hop!* Any doing word works if it keeps the beat: *tap, tap, tap* or *march, march, march*.

Q9. A say-back chant needs pairs of lines: a *Who can ...?* line and a *We can ...!* line. One way: *Who can jump up high?* — *We can jump up high!* Two pairs are plenty. Clap the beat as you say it.

Q10. Every way is right, because the words come from the children's own home languages. One way, with Italian: *Uno, due, tre — clap with me!* The class claps one clap for each counting word, counts the claps, and says thank you. Family members can come in and teach the class a word or a song.

Q11. Listen for the child naming a text and a pattern: *I think Boom, Boom, Beat! has the best beat, because we clap lots!* Any text and any true pattern works.

Q12. One way: a child draws the little red kite in the sky and writes, *I like My Little Red Kite best. I like the rhyme pattern. It is fun because high and sky rhyme.* What counts: the child picks a text, names a pattern, and gives a reason. Saying the answers to the teacher counts the same as writing them.

Everything in VC2E2LE04 is in this part. The children spot, copy and make sound and word patterns — the beat, the rhythm, the claps in words (syllables), rhyme, and words that come back — in five texts made for this book: a chant, a rhyme, a song, a poem and a say-back chant. They also explore poems, chants, rhymes and songs from the different home languages of class members (VC2E2LE04.E01), through the sharing steps in Part 6, the worked share in Example 5, and the class chant in Q10. That draws-on line is not one of the §2A “not here” lines — TOC §2A says it stays. The big names for these patterns, and talk about how they work on the reader, belong to Level 3 (VC2E3LE04) and are not in this part.

Creating by adapting: writing, drawing and performing from a known text

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. The story *The Big Picnic* and the model pieces on this page are original; they were made for this book.

Sequence for the teacher: 1 · read *What we are learning* · 2 · teach *The big idea*, Parts 1 to 4 · 3 · read *The Big Picnic* out loud and show the reading card · 4 · work through *We do it together* · 5 · send the children to *Now you try* · Q12 is the one response prompt for this section.

What we are learning

Code	VC2E2LE05 — Literature
We learn to	create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance
Draws on	VC2E2LE05 .E01 inventing some speech, dialogue or behaviour for a favourite character, which may include the use of video and audio tools, for an alternative event or outcome to the one in the original text
From last year	we talked about the characters, the setting and what happens in stories (VC2E1LE01, VC2E1LE02, VC2E1LE03)
First in this book	we met characters and settings in 3A, and we saw how words show what characters do and say in 3C
Later in this book	we make our own short stories to share in 5D
On to next year	we use new characters, settings and story ideas in our own texts (VC2E3LE05)

You know lots of stories! Now you can use a story you know to make something new of your own.

The big idea

Part 1 — You can make a new story from a story you know

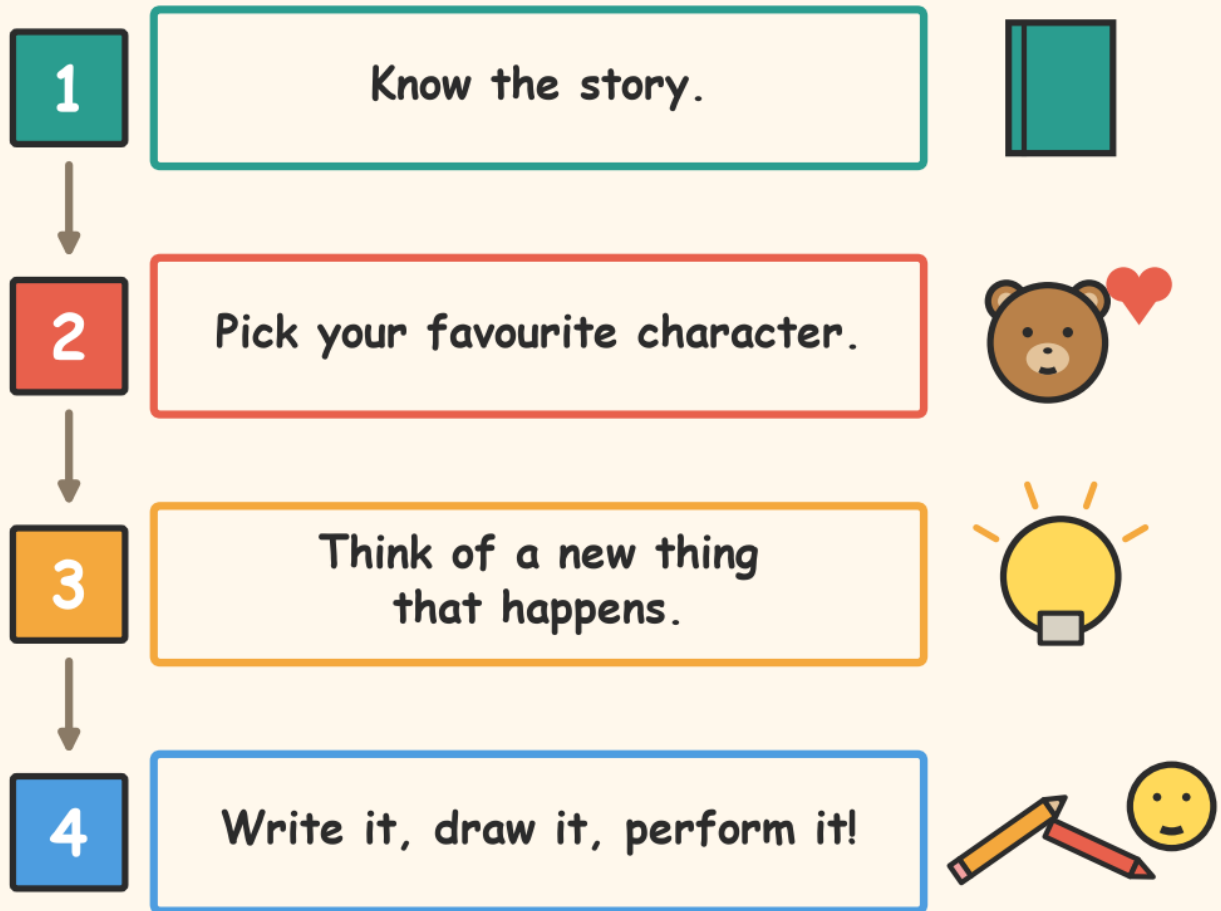
A **text** is anything with words or pictures that you can read, listen to, or look at. A story in a book is a text. This page lives in the **Literature** part of our book — the part about stories, poems and songs.

To **adapt** a story means to take the story and change some of it to make something new. When we adapt a story, we keep the best parts and add our own new parts. The new thing you make is called an **adaptation** — it is the old story and your new idea.

To **perform** means to say or act your story out loud so others can watch and listen.

There are three ways to make your new bit: **writing, drawing and performing.**

Make something new from a story you know



You can make a new story from a story you already know!

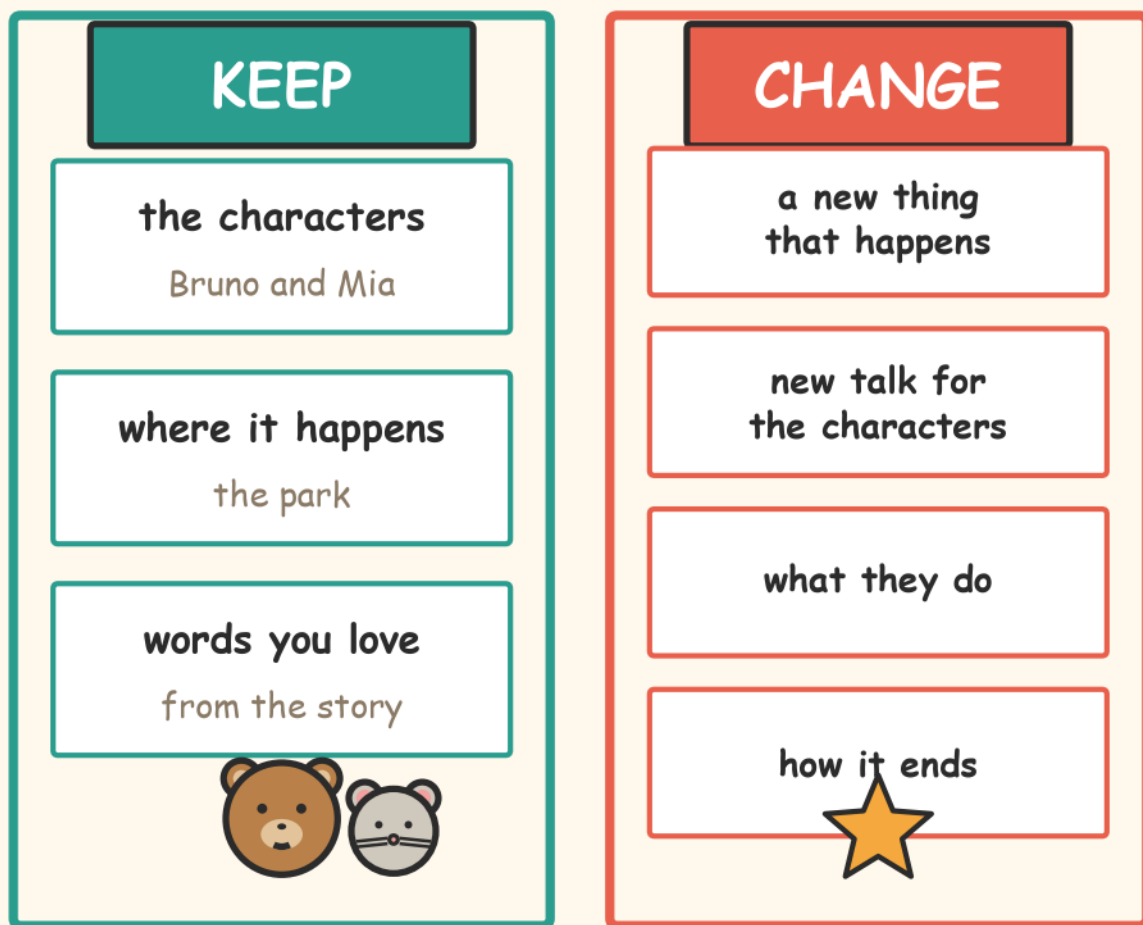
Four steps: know the story, pick your favourite character, think of a new thing that happens, then write it, draw it and perform it

Part 2 — What do we keep? What do we change?

A story has **characters** (the people and animals in it), a **setting** (where it happens) and **events** (the things that happen). When you adapt a story, you keep some of these and change some of these.

We keep the character we love. We keep the setting. We change one big thing: a new event, new talk, new things they do, or a new ending.

What do we keep? What do we change?



A new bit keeps the best parts and changes some of them.

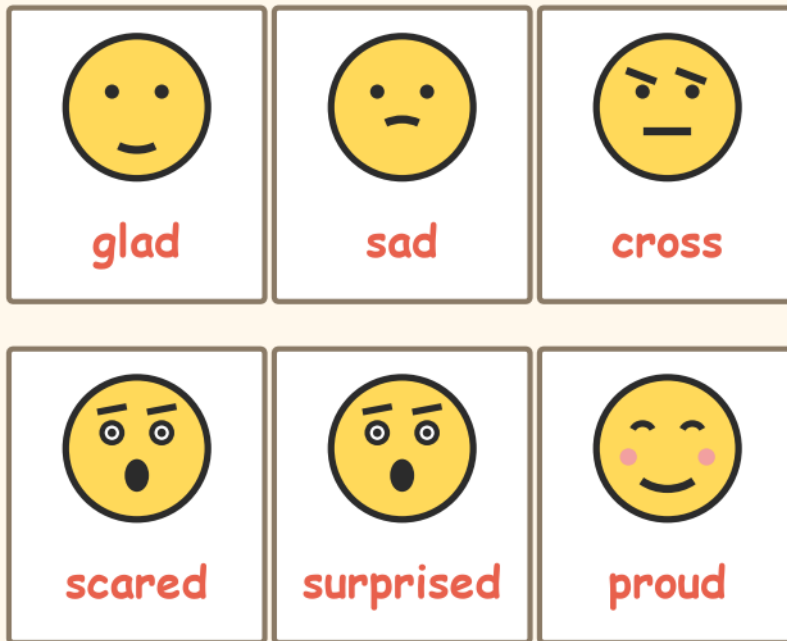
A chart with two lists. Keep: the characters, where it happens, and words you love. Change: a new thing that happens, new talk, what they do, and how it ends

Part 3 — New talk for the characters

The talk characters say to each other is called **dialogue**. When you adapt a story, you can give the characters new dialogue — new words to say.

First, pick how the character feels. A feeling word helps you pick the talk.

Feeling words for new talk



How does your character feel? Pick a feeling word.

Six feeling faces: glad, sad, cross, scared, surprised and proud

Next, pick a saying word. You do not have to use *said* every time!

Saying words

You do not have to use said every time!

said

"This is still fun!" said Bruno.

asked

"Can I come too?" asked the duck.

shouted

"Come back, hat!" shouted Bruno.

whispered

"Look at the duck," whispered Mia.

Pick a saying word that fits how the character says it.

Four saying words — said, asked, shouted, whispered — each with a line of talk

A talk bubble shows what a character says. When you write your new talk, you can start with *Bruno said ...* or *Mia asked ...*

How do we show talk?



★ A talk bubble shows what a character says.

When you write, you can start like this:

Bruno said ____ . Mia asked ____ . ★

Put your new talk in the bubble, then write it on the lines.

Bruno and Mia with talk bubbles, and two sentence starts: Bruno said, and Mia asked

Part 4 — Show your new bit

You can show your new bit in three ways. You can **write** it on the lines. You can **draw** it in a story box. You can **perform** it — say it and act it out loud for your class!

You can also make it with tools. **Video** means moving pictures, like a camera or a tablet. **Audio** means sound. Your teacher will help you.

Make it with tools

Audio means sound. Video means moving pictures.



a video camera



a tablet



sound tools

Your teacher will help you.

You can record your show and watch it back!

Three cards: a video camera, a tablet and sound tools, with the words Your teacher will help you

When you perform, here are four things to remember.

When you perform ...



Use a big voice.

la la la



Say every word.



Look at your friends.



Use your body and face.

Your friends are watching and listening. Have fun!

Four tips with stars: use a big voice, say every word, look at your friends, and use your body and face

A story to listen to

Your teacher will read this story out loud. Listen for the characters, the setting, and the things that happen.

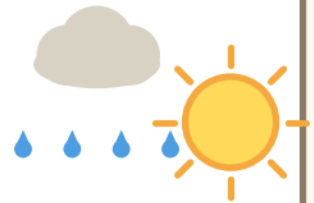
The Big Picnic

This is Bruno. Bruno is a little brown bear. One sunny day, Bruno got his basket ready for a picnic. He put in apples and jam. "Come with me!" he said to his friend Mia. Mia is a little mouse. They walked to the park. They sat down on the grass. Then the wind blew. Whoosh! The wind took his hat! "Come back, hat!" said Bruno. The hat flew and flew. It came down on a duck, right on its head! The duck said, "Quack! Look at me!" Bruno laughed. "You keep the hat," he said. "It looks good on you!" Then the rain came down. Drip, drop, drip. Bruno and Mia ran to the big tree. They had their picnic under the tree. "This is still fun!" said Bruno.

The Big Picnic

A story to listen to

This is Bruno. Bruno is a little brown bear.
One sunny day, Bruno got his basket ready for a picnic.
He put in apples and jam.
"Come with me!" he said to his friend Mia.
Mia is a little mouse.
They walked to the park. They sat down on the grass.
Then the wind blew. Whoosh!
The wind took his hat!
"Come back, hat!" said Bruno.
The hat flew and flew. It came down on a duck, right on its head!
The duck said, "Quack! Look at me!"
Bruno laughed. "You keep the hat," he said.
"It looks good on you!"
Then the rain came down. Drip, drop, drip.
Bruno and Mia ran to the big tree.
They had their picnic under the tree.
"This is still fun!" said Bruno.



The story *The Big Picnic* on a reading card, with Bruno, Mia, a duck, a tree, rain and sun

A model: a new bit for Bruno

Listen to a new bit made from *The Big Picnic*. It keeps Bruno and Mia and the park. It changes the ending with a new event, new talk, and new things they do.

The rain stopped. The sun came out. Bruno and Mia saw a big rainbow in the sky. "Wow!" said Bruno.
"The sky is painting!" Bruno clapped his hands. Mia jumped up and down. "We can wave to the rainbow!" said Mia. They waved and said, "Thank you, sky!"

The model keeps

Bruno and Mia
the park and the big tree
story words we love, like *still* and *fun*

The model changes

a new event: a rainbow comes
new talk: "Wow! The sky is painting!"
new things to do: clap, jump and wave

We do it together

Example 1 — with help: keep or change?

Here are word cards from *The Big Picnic*. We sort them into two groups.

Cards: Bruno · a new ending · the park · new talk · Mia · a new thing that happens

Keep	Change
Bruno	a new ending
Mia	new talk
the park	a new thing that happens

Bruno, Mia and the park are in the story now, so we keep them. A new ending, new talk and a new event are things we make, so they go in change.

Example 2 — with help: which is a new event?

A new event is a thing that did not happen in the story. Look at these cards.

- (a) The wind took the hat from Bruno. — in the story
- (b) A frog came to the picnic. — new!
- (c) The hat came down on a duck. — in the story
- (d) It rained all night. — new!

Cards (b) and (d) are new events. Frogs and night rain are not in the story, so we can use them in our new bit.

Example 3 — with help: write new talk for a new event

The new event is: *a frog comes to the picnic*. We write new talk for Bruno.

Step	What we do	What we get
1 · Pick a feeling	Bruno is glad to see the frog.	glad
2 · Pick a saying word	Bruno says it in a kind way.	said
3 · Say the words	We put the talk in the bubble.	“Come and eat with us!”

All together: “Come and eat with us!” said Bruno. That is new dialogue for a favourite character!

Example 4 — on your own: pick the saying word

Pick the saying word that fits.

- (a) “Come back, hat!” Bruno says it as loud as he can. → **shouted**
- (b) “Shh. The duck is sleeping,” says Mia very quietly. → **whispered**
- (c) “Can I come too?” says the duck. → **asked**

Example 5 — on your own: plan three boxes

The new event is: *the wind blows the hat back to Bruno*. We plan it in three boxes.

Box	The plan
1 · How it starts	The picnic under the big tree.
2 · The new thing that happens	The wind blows the hat back to Bruno!
3 · How it ends now	Bruno puts the hat on. The duck gets a little hat too. They both look funny!

Now you try

With help

Q1. Sort the word cards into *keep* and *change*.

Cards: *Mia · new talk · the park · a new thing that happens · Bruno · a new ending*

Q2. Listen to *The Big Picnic* again. Put the events in order. Write 1, 2, 3, 4.

___ The wind took the hat from Bruno. ___ Bruno and Mia sat down on the grass. ___ The hat came down on a duck.
___ The rain came down.

Q3. Draw a line from the talk to the saying word that fits.

Talk	Saying word
“Come back, hat!”	whispered
“Shh. The duck is sleeping.”	asked
“Can I come too?”	shouted
“This is still fun!”	said

Q4. Pick a feeling word from the feeling picture and finish each line: *glad · sad · cross · scared · surprised · proud*.

- (a) Bruno felt _____ when the wind took his hat.
- (b) The duck felt _____ with the hat on its head.
- (c) Mia felt _____ when the rain came down.

Q5. Make up new talk for the duck. Finish the bubble: *The duck said, “ _____ !”*

Q6. Circle the things that help when you perform.

a big voice · talking to the floor · looking at your friends · hiding your face · using your body · saying every word

On your own

Q7. A new event! *A little frog comes to the picnic*. Write two lines of new talk — one for Bruno and one for the frog. Use a saying word for each.

Q8. Draw and write your new bit of story in three boxes. Use the story box picture. Box 1: how it starts. Box 2: the new thing that happens. Box 3: how it ends now.

My new bit of story
Draw and write your new bit here.

1. How it starts	2. The new thing that happens	3. How it ends now

by _____



Three boxes to draw and write in: how it starts, the new thing that happens, and how it ends now

Q9. Perform your new bit for a friend or the class. Use a big voice, say every word, and use your body. Then ask your friend, “What did you like?” Your friend says one thing they liked, with *because*.

Q10. With help from your teacher, make a video of your new bit with a camera or a tablet. Watch it back with your group. Say one thing you did well, and one thing to make better.

Q11. Tell a friend about your new bit. Say: *I kept _____ . I changed _____ .*

Q12 · My turn. Pick your favourite character from *The Big Picnic*, or from a story your class knows. Draw your character in a new event. Then write, or say to your teacher:

My favourite character is _____ . The new thing that happens is _____ . I picked this because _____ .

Answers

Q1. Keep: *Mia, the park, Bruno*. Change: *new talk, a new thing that happens, a new ending*. **Q2.** 2, 1, 3, 4. **Q3.** “Come back, hat!” → shouted. “Shh. The duck is sleeping.” → whispered. “Can I come too?” → asked. “This is still fun!” → said. **Q4.** (a) cross or sad; (b) proud or glad; (c) scared. **Q5.** Any new talk works. **Q6.** a big voice · looking at your friends · using your body · saying every word. **Q7–Q12.** Answers will be different — see *How the answers work* for what to look for.

How the answers work

This section covers VC2E2LE05 through its one elaboration: the child takes a previously encountered literary text and creates an adaptation — new speech, dialogue or behaviour for a favourite character, for an alternative event or outcome — through writing, drawing and performance. There is no single right answer to a creation task; a good adaptation shows two things at once: something **kept** from the known text (a character, the setting, loved language) and something **changed** (a new event or outcome, new talk, new behaviour). If a child changes everything, they have written a new story, not an adaptation; if they change nothing, they have retold the original. Prompt for both halves: “What did you keep? What did you change?”

Q2. The story order is: sit on the grass (1), the wind takes the hat (2), the hat lands on the duck (3), the rain comes (4).

Q4. Accept any feeling the child can justify from the event; the given answers are the most natural reads. **Q7–Q9.**

Look for one line of talk per character, a saying word, and a performance with voice and body. The “What did you like?” exchange in Q9 recycles the appreciation language of 1B — the friend’s *because* is the listening half. **Q10.**

Recording with video or audio tools is the elaboration’s optional tool use; the reflection (one thing done well, one to improve) is the point of watching back. **Q12.** A response has three parts: a named character, a named new event, and a reason. Speaking the answers to the teacher counts the same as writing them. Speech marks in the model texts are exposure only: punctuation for dialogue is not an assessed Level 2 convention here (list commas and title capitals in 2E; apostrophes are Level 3).

English Level 2

Check C3 — Stories: characters, settings and patterns

This is a school-designed check made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this check.

Check C3 · Chapter 3 · Stories: characters, settings and patterns

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 3 — Literature: characters, settings, comparing stories, how language tells stories, and rhythm and word patterns · Sections 3A, 3B, 3C and 3D.

Content description codes assessed: VC2E2LE01 · VC2E2LE02 (comparison facet) · VC2E2LE03 · VC2E2LE04

Name: _____ Date: _____

Total marks	12
Section structure	Sitting 1 — Questions 1–6 (6 marks) · Sitting 2 — Questions 7–12 (6 marks)
Timing	Untimed. Your teacher will pace this check and let you finish. Each sitting takes about 12 minutes or less.
Sittings	Do this check in two sittings on different days or at different times. Sitting 1 = Questions 1–6. Sitting 2 = Questions 7–12.
Reading support	Your teacher may read any story, rhyme, question or answer to you. The stories and the rhyme in this check were written just for it. You do not need to know any other story.
Equipment	One device for you or your pair. Nothing else is needed.

This check looks at what you learned in Chapter 3: characters and settings, comparing two stories, the doing words and feeling words writers pick, and rhyme and word patterns. Every question is worth 1 mark. Have a go at every question.

Words you will see: you met these words in Chapter 3 — *character, setting, rhyme, pattern*. They are the same words your teacher taught you.

Sitting 1 — Questions 1–6 (6 marks)

Figure C3-A — A story for this check (*original, written for this check*)

Teacher: you may read this story out loud. The children may read it too.

The Creek in the Sun

The sun is hot over the red sand. A little bilby hops by the creek. Her name is Ruby. Ruby digs in the soft sand. A dingo comes to drink at the creek. “Hello,” says Ruby. “Do you want to dig with me?” “Yes!” says the dingo. They dig and dig. Then the wind blows cool. Ruby and the dingo sit by the creek and watch the sun go down. They feel glad.

Question 1 — Where does the story happen? (1 mark)

Read *The Creek in the Sun* again. Where does the story happen?

- A. By the creek, in the hot red land.
 - B. In a tall tower.
 - C. In a deep, dark forest.
 - D. At a school.
-

Question 2 — The character and the setting go together (1 mark)

Ruby digs in the soft sand. The land is hot and dry. Why is the hot red land a good setting for Ruby?

- A. Ruby can dig in the soft sand there.
 - B. Ruby cannot dig there.
 - C. Ruby lives in the deep sea.
 - D. Ruby likes cold snow.
-

Figure C3-B — A story for this check (original, written for this check)

Teacher: you may read this story out loud. The children may read it too.

The Girl and the Tall Tower

Once upon a time, a girl named Rosa walked into a deep, dark forest. She walked and walked. She saw a tall, tall tower. A princess lived at the top. The princess had long, long hair. “Can you come down?” called Rosa. “I cannot find the door,” said the princess. Rosa looked and looked. At last, she found a little door behind the green leaves. Up and up they climbed. They sat by the window and watched the stars come out. Rosa felt brave. The princess felt glad.

Question 3 — Words that build the setting (1 mark)

Read *The Girl and the Tall Tower* again. Which words build the setting?

- A. deep, dark forest; tall tower; stars
 - B. red sand; creek; hot sun
 - C. dig, drink, hop
 - D. glad, brave, hello
-

Question 4 — The doing word (1 mark)

Read this line from *The Creek in the Sun*:

Ruby digs in the soft sand.

Which word shows what Ruby does?

- A. digs
- B. soft
- C. sand

Question 5 — The feeling word (1 mark)

Read this line from *The Girl and the Tall Tower*:

Rosa felt brave.

Which word shows how Rosa feels?

- A. brave
 - B. tall
 - C. door
 - D. walked
-

Question 6 — Mark the doing words (1 mark)

Read these lines from *The Girl and the Tall Tower*.

Rosa walked and walked. She looked and looked. At last, she found a little door.

Mark all the doing words. On your device, tap the words. (On paper, circle the words.)

	walk		walk		look		look			foun				
Rosa	ed	and	ed	She	ed	and	ed	At	last	she	d	a	little	door

Sitting 2 — Questions 7–12 (6 marks)

Read the two stories again. They are the same stories from Sitting 1, printed here again for you.

The Creek in the Sun

The sun is hot over the red sand. A little bilby hops by the creek. Her name is Ruby. Ruby digs in the soft sand. A dingo comes to drink at the creek. “Hello,” says Ruby. “Do you want to dig with me?” “Yes!” says the dingo. They dig and dig. Then the wind blows cool. Ruby and the dingo sit by the creek and watch the sun go down. They feel glad.

The Girl and the Tall Tower

Once upon a time, a girl named Rosa walked into a deep, dark forest. She walked and walked. She saw a tall, tall tower. A princess lived at the top. The princess had long, long hair. “Can you come down?” called Rosa. “I cannot find the door,” said the princess. Rosa looked and looked. At last, she found a little door behind the green leaves. Up and up they climbed. They sat by the window and watched the stars come out. Rosa felt brave. The princess felt glad.

Question 7 — Two stories, two places (1 mark)

The two stories happen in different places. What is different?

- A. *The Creek in the Sun* is in the hot red land by the creek. *The Girl and the Tall Tower* is in a deep, dark forest.
 - B. Both stories happen in one castle.
 - C. Both stories happen at school.
 - D. The two places are the same.
-

Question 8 — Match the story parts (1 mark)

Match each story part to its card. On your device, put each card in its place.

Story part	Card
The characters in <i>The Creek in the Sun</i>	Ruby the bilby and the dingo
The characters in <i>The Girl and the Tall Tower</i>	Rosa and the princess
The setting in <i>The Creek in the Sun</i>	The hot red land by the creek
The setting in <i>The Girl and the Tall Tower</i>	The deep, dark forest and the tall tower

Figure C3-C — A rhyme for this check (original, written for this check)

Teacher: you may read this rhyme out loud. The children may say it too.

The Little Green Frog

The little green frog goes hop, hop, hop. The little green frog goes plop, plop, plop. The little green frog sits on the log. The little green frog is a happy green frog!

Question 9 — Pick the rhyme (1 mark)

Listen to the rhyme *The Little Green Frog*. Which word rhymes with *hop*?

- A. plop
 - B. frog
 - C. sits
 - D. the
-

Question 10 — Finish the pattern (1 mark)

Line 4 of the rhyme has a gap. Pick the word that fits the pattern and rhymes with *log*.

The little green frog is a happy green _____!

Pick one: **frog · cat · pond · sun**

Answer: _____

Question 11 — Words that come back (1 mark)

Which words come back at the start of every line in the rhyme?

- A. The little green frog
 - B. goes hop hop
 - C. sits on the log
 - D. is a happy
-

Question 12 — Put the rhyme in order (1 mark)

Put the four lines of the rhyme in the right order. On your device, put each line card in its place.

Line cards:

- The little green frog sits on the log.
 - The little green frog goes hop, hop, hop.
 - The little green frog is a happy green frog!
 - The little green frog goes plop, plop, plop.
-

End of Check C3. Well done! Your teacher will show you the answers when everyone has finished.

Check C3 — Solutions and marking key

For the teacher. Remove this page before issuing the check to children. Every item is worth 1 mark. Total: 12 marks. The two passages (figures C3-A and C3-B) and the rhyme (figure C3-C) are original to this check; no item depends on any other text.

Objective key

Q	Answer	Mark
1	A — By the creek, in the hot red land.	1
2	A — Ruby can dig in the soft sand there.	1
3	A — deep, dark forest; tall tower; stars	1
4	A — digs	1
5	A — brave	1
6	walked · walked · looked · looked · found — all five, no others	1
7	A — <i>The Creek in the Sun</i> is in the hot red land by the creek; <i>The Girl and the Tall Tower</i> is in a deep, dark forest.	1
8	Characters of <i>The Creek in the Sun</i> → Ruby the bilby and the dingo · Characters of <i>The Girl and the Tall Tower</i> → Rosa and the princess · Setting of <i>The Creek in the Sun</i> → The hot red land by the creek · Setting of <i>The Girl and the Tall Tower</i> → The deep, dark forest and the tall tower	1
9	A — plop	1
10	frog	1
11	A — The little green frog	1
12	Line 1: The little green frog goes hop, hop, hop. · Line 2: The little green frog goes plop, plop, plop. · Line 3: The little green frog sits on the log. · Line 4: The little green frog is a happy green frog!	1

Per-item CD and family map (coverage audit)

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
1	VC2E2LE01	3A	Characters and	Multiple Choice	Locating the

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
			settings in the passage		setting of the outback-style passage (literal)
2	VC2E2LE01	3A	Characters and settings in the passage	Multiple Choice	The character-and-setting connection inferred: a bilby digs in soft sand, so the hot red land fits her
3	VC2E2LE01	3A	Characters and settings in the passage	Multiple Choice	The words that build the fairytale-style setting, against the outback passage words
4	VC2E2LE03	3C	How language presents action and feeling	Multiple Choice	The doing word (<i>digs</i>) that presents the action
5	VC2E2LE03	3C	How language presents action and feeling	Multiple Choice	The feeling word (<i>brave</i>) that presents how the character feels
6	VC2E2LE03	3C	How language presents action and feeling	Mark the Words	Marking all the action verb groups (<i>walked, walked, looked, looked, found</i>) in the passage lines
7	VC2E2LE02	3B	Comparing features of the two passages	Multiple Choice	Comparing the settings of the two passages (comparison facet)
8	VC2E2LE02	3B	Comparing features of the two passages	Drag and Drop (matching)	Matching each feature (characters, setting) to the right passage (comparison facet)
9	VC2E2LE04	3D	Rhythm, rhyme and word patterns	Multiple Choice	Choosing the word that rhymes with <i>hop</i> from the original rhyme
10	VC2E2LE04	3D	Rhythm, rhyme and word	Fill in the Blanks (drop-	Completing the rhyme with the

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
			patterns	down)	word that keeps the pattern and rhymes with <i>log</i>
11	VC2E2LE04	3D	Rhythm, rhyme and word patterns	Multiple Choice	The words that come back at the start of every line (word pattern)
12	VC2E2LE04	3D	Rhythm, rhyme and word patterns	Drag the Words (chunks as whole lines)	Ordering the four lines of the rhyme

Notes for marking

- **Q6** is a Mark-the-Words item: the mark goes to the exact set of marked words — *walked, walked, looked, looked, found*. Marking any other word, or missing one of the five, loses the mark. On paper, accept circled words.
- **Q8** requires all four pairs correct for the mark, matching the 1-mark-per-item rule (TOC §7).
- **Q10** is entered on the device; the drop-down interaction marks itself. If a child answers on paper instead, accept the written word *frog*.
- **Q12** is implemented as Drag the Words with each draggable chunk being a whole rhyme line, per the §7 type assignment; the correct order is the key above. A paper fallback is to number the four printed lines 1 to 4.
- All items carry 1 mark each (TOC §7); there is no part-marking.

Coverage statement

All four assessed Chapter 3 CDs are present in C3 in their stated §7 family counts: Characters and settings in the passage 3 · Comparing features of the two passages 2 · How language presents action and feeling 3 · Rhythm, rhyme and word patterns 4. VC2E2LE01.E01 and VC2E2LE03.E03 (excluded, TOC §2A) are touched by no item; the passages are wholly original with neutral outback-style and fairytale-style contexts, and there is no Aboriginal or Torres Strait Islander content. VC2E2LE02 is assessed on its comparison facet only; the preference facet is personal response and is evidenced by checklist O7 (DJB-1), not by this objective check. Figures C3-A, C3-B and C3-C are original to this instrument and printed with the items (P3).