

English Foundation

Chapter 3 — the literature line

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
Experiences like and unlike our own in stories from a wide range of Australian and world authors	2
Responding to stories: feelings and thoughts about events and characters	12
Recognising literary texts and their features: events, characters, beginnings and endings	24
Rhythms and sound patterns in poems, chants, rhymes and songs	35
Retelling and adapting stories through play, performance, images, drawing and writing	45
Chapter check C3 — Literature	57
Chapter check C3 — Solutions and marking key	68

Experiences like and unlike our own in stories from a wide range of Australian and world authors

English Foundation · Literature · 3A

For the teacher. All the words the kids need, you read to them. Kids do not have to read words here. The work is in the pictures, the stories you read, and what the kids say, draw, and put in place.

What 3A is about

Code	VC2EFLE01 — Literature and contexts, Foundation
What it says	<i>discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators</i>
What is not in 3A	The First Nations bit of this code is not in this book. 3A is about the other words of the code: a wide range of Australian and world authors and illustrators . See TOC D3 and the front of the book.
Elaborations used	VC2EFLE01.E01 · VC2EFLE01.E02 · VC2EFLE01.E04 · VC2EFLE01.E05
An id here but not used	VC2EFLE01.E03 — not in this book (TOC D3)
How you will see it	Kids put pictures in place, draw, and talk. They do not have to put words on paper.

The big thing for today — you read this

Stories are fun. Stories are about people.

The people in a story are called the **characters**. The place where a story goes is called the **setting**. The one who made the words of a book is the **author**. The one who made the pictures of a book is the **illustrator**.

Some stories are about a life like your life. Some stories are about a life not like your life. Both are good to know.

The way a family lives is **culture**: the food they eat, the hats and dresses they put on, the songs they sing, the way the day goes. In this book, *culture* is the things a family does and makes — food, dress, and the way the day goes.

Today we will listen to three stories about three families. Next, we will look and see: *What is like my life? What is not like my life?*

Our three stories

We made the three stories for this book.

Story	Where it goes	Who it is about
Mia's Day	a big place in Australia with lots of homes and shops	Mia and her family
Nico's Farm	a farm a long way from the shops, in Australia	Nico and his family
Kofi's Shop Day	a big hot place a long way from here	Kofi and his grandma

Steps for the teacher

You will need: the story pictures for all three stories, the two big LIKE ME papers, the home pictures, the culture pictures, the faces, pens and paper.

Step 1 — sit down to listen. Sit the kids where they can all see. Say: *Eyes on the pictures, ears on the words. We will listen to a story.* If a kid can not see, get them to the front. This is how we listen to stories in our room.

Step 2 — read “Mia’s Day”. Read Story 1, one bit at a time. Put up the pictures one by one. Ask: *What can you see? Who is this?* Talk about Mia’s family.

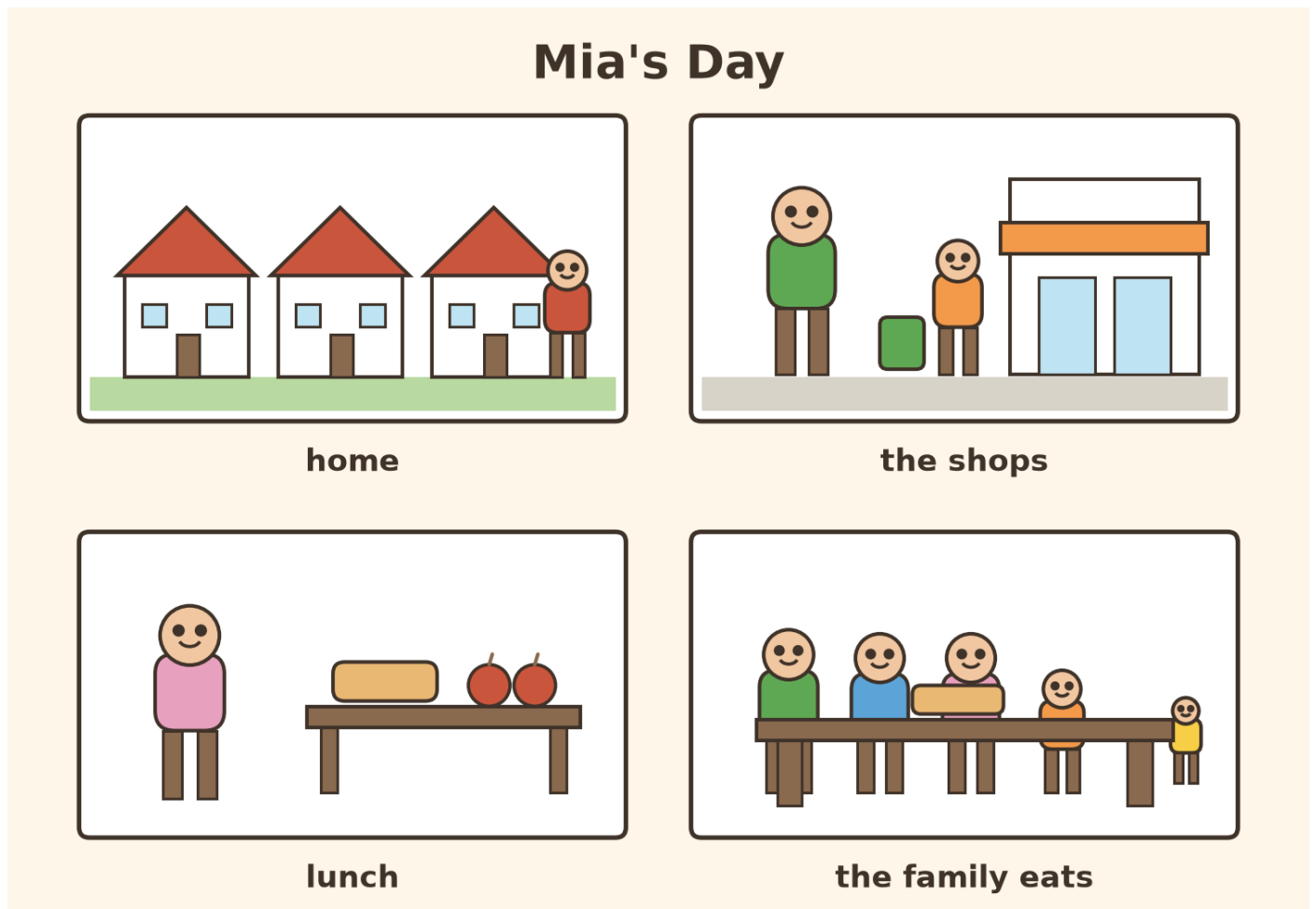
Step 3 — read “Nico’s Farm” and “Kofi’s Shop Day”. Read them the same way. Next ask: *What was the same as your day? What was not the same?*

Step 4 — the LIKE ME papers. Put up the two big papers. Say: *This paper is LIKE ME. This paper is NOT LIKE ME.* Put two or three story pictures on the papers. Say why. This is Example 2.

Step 5 — the kids try it. Help the first ones. Step back for the last ones. End with *How do you know?*

Example 1 — reading “Mia’s Day” with the kids

Story 1 — Mia’s Day (*made for this book; the teacher reads it*)



Four story pictures. One: Mia is by lots of homes. Two: Mia and Mum walk to the shops with a big green bag. Three: Nonna makes lunch at home. Four: Mia’s family sits down to eat.

Mia lives in a flat. Lots of homes are by her flat.

It is Monday. Mum and Mia walk to the shops. They take the big green bag.

“Look!” says Mia. “Red apples! And bread!”

At home, Nonna makes lunch. “Come in!” says Nonna. “The food is here!”

Mia, Mum, Dad, Nonna and baby Leo sit down to eat.

“I love Mondays,” says Mia.

How to read it. Stop at every one of the pictures. Talk.

You ask

Who is in this story?

Where does Mia live?

What does Mia do on Monday?

What food can you see?

What does Mia’s family do at lunch?

Is your Monday like Mia’s Monday?

You look for

Mia, Mum, Dad, Nonna and baby Leo — the **characters**.

In a flat, with lots of homes by it. This is the **setting**.

She walks to the shops with Mum.

Apples and bread.

They sit down to eat.

All that a kid says is good. Ask: *What is the same? What is not the same?*

Example 2 — putting pictures on the LIKE ME papers

Read one thing from a story. Ask: *Is this like my life, or not like my life?* Put it on a paper and say why. Think and talk at the same time, so the kids can listen to how you do it.

 LIKE ME	 NOT LIKE ME
 the shops	 red sand
	

Two big papers. One paper says *LIKE ME* and has a happy face. The other paper says *NOT LIKE ME* and has a thinking face. Two story pictures are on the papers, and there is room for more.

Say it like this:

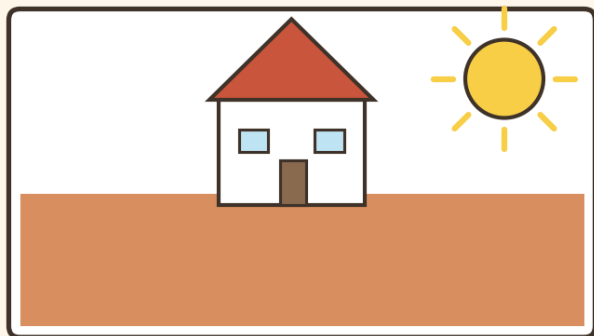
“Mia walks to the shops with her mum. Hmm. I go to the shops with my dad on Monday. So that is a little bit like me. It goes on the *LIKE ME* paper.”

“Nico lives on a big farm a long way from the shops. I live by the school. That is not like me. It goes on the *NOT LIKE ME* paper.”

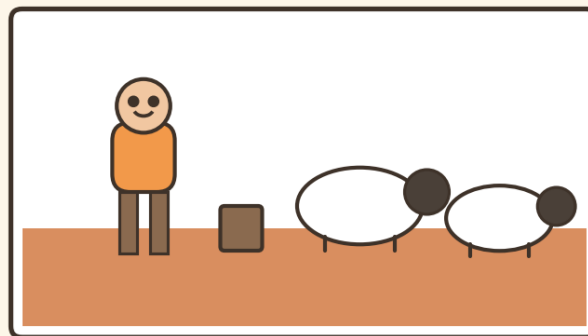
There is no bad way to do this. A kid who has been to the shops can put the shop one on LIKE ME. A kid who has not been can put it on NOT LIKE ME. Both are right for that kid. What is big: the kid can say *why* — the thing in their own life that made them say it.

Story 2 — Nico's Farm (*the teacher reads it*)

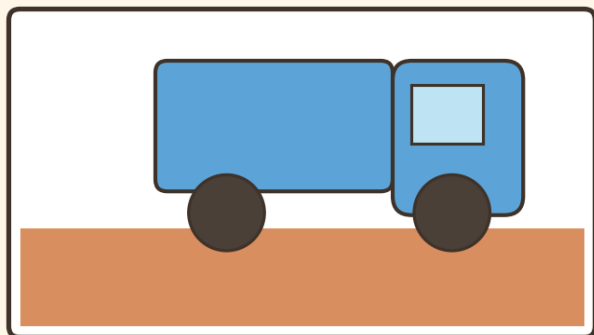
Nico's Farm



red sand



the sheep



the truck



the stars

Four story pictures. One: Nico's home on a big farm, with red sand and a big blue sky. Two: Nico gives food to the sheep. Three: Dad goes in the big truck. Four: Nico's home under lots of stars.

Nico lives a long way from the shops. His home is on a very big farm.

The sand is red. The sky is big and blue.

When Nico gets up, he helps Dad. They give food to the sheep.

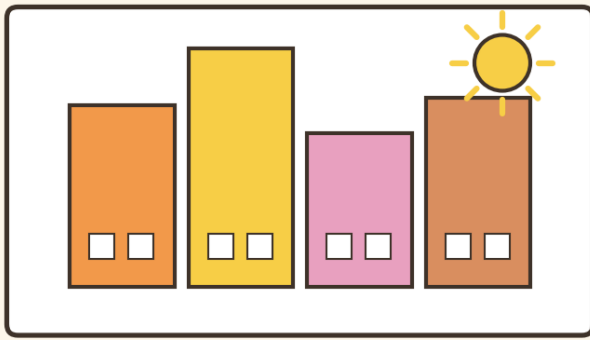
The farm is so big! Dad goes in the truck, and the truck goes a long, long way.

When the sun goes down, the farm is very still. Nico can see lots and lots of stars.

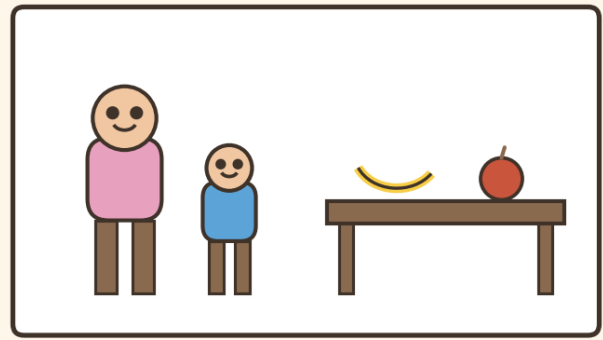
"Sleep well, farm," says Nico.

Talk about it. *What is the same as your home? What is not the same? Do you know sheep? Have you been in a truck? Put one thing from Nico's story on a LIKE ME paper and say why.*

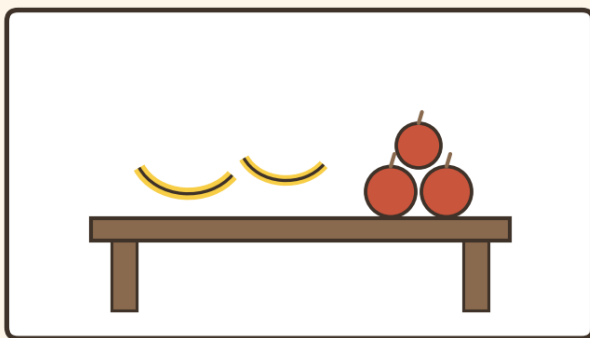
Kofi's Shop Day



Kofi's home



the table



bananas and apples



time for bed

Four story pictures. One: Kofi's home in a big hot place a long way away. Two: Kofi and his grandma put fruit on a big table. Three: yellow bananas and red apples on the table. Four: Kofi in bed with a happy face.

Kofi lives in a big hot place, a long, long way from here.

Today is shop day. Kofi helps his grandma.

They put the fruit on the big table. "Look at the bananas!" says Kofi. "They are yellow!"

Lots of people come. Kofi says hello to them all.

At the end of the day, Grandma gives Kofi a banana. "You helped so much!" she says.

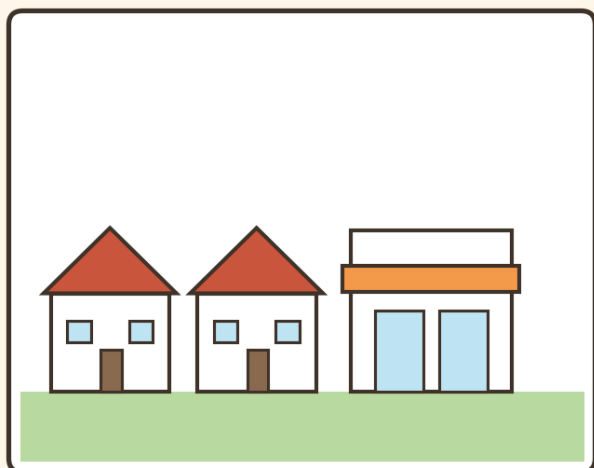
It is time for bed. "I love shop day!" says Kofi.

Talk about it. Kofi's home is a long way from ours. His life goes in a different place. *What does Kofi do that you do too?* (He helps. He says hello. He loves a good day with his family.) *What does Kofi do that you do not do?* A story from a long way away can still be about things we know.

Try it with help

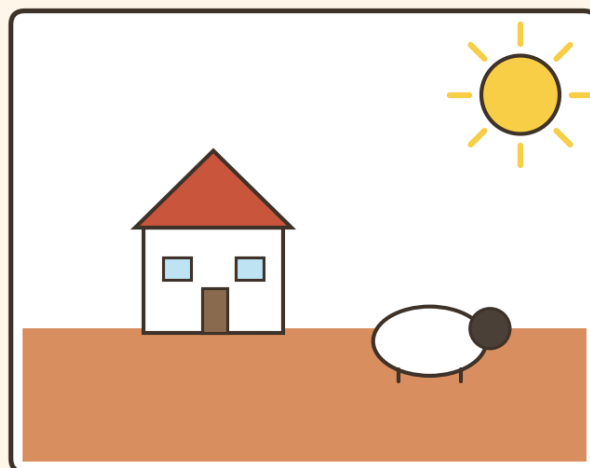
Q1. Put the kids with their homes. (*the home pictures*) Look at the two home pictures. One has lots of homes and shops. One has a farm with red sand. You read: *Mia lives in a flat with lots of homes by it. Nico lives on the big farm. Kofi lives in a big place with lots of people.* The kids put Mia, Nico and Kofi with the right home. Kofi's home is a big place with lots of homes too — but a long, long way from here!

LOTS OF HOMES AND SHOPS



MIA

A BIG FARM



NICO



KOFI

Two home pictures. One has lots of homes and shops. The other has a farm home with red sand and a big sky. Three little pictures of Mia, Nico and Kofi are at the end. The kids put them on a home.

Q2. Like me or not like me? (the *LIKE ME* papers) Read every one. The kids say “like me” or “not like me”. One kid puts the pictures on a *LIKE ME* paper.

- Mia walks to the shops.
- Nico gives food to the sheep.
- Kofi helps his grandma.
- Mia eats lunch with her family.
- Nico sees lots of stars when the sun goes down.

Q3. Put the culture pictures where they go. (the *culture pictures*) The pictures are things from our three stories: things to put on, things to eat, things we do every day. You read: *Things to put on go with the hat. Things to eat go with the cup. Things we do go with the bed.* The kids put the pictures where they go. Next ask: *What does your family eat? What do you put on when it is cold? Food and dress are culture.*

WE PUT ON

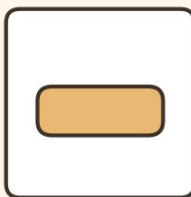


hat

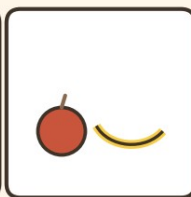


dress

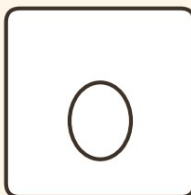
WE EAT



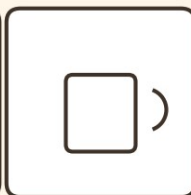
bread



fruit

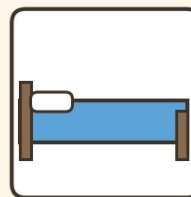


egg

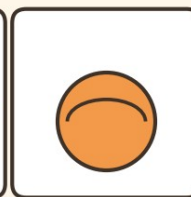


milk

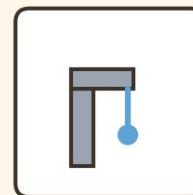
WE DO



bed



ball



tap

Lots of culture pictures, with three big names: *WE PUT ON*, *WE EAT* and *WE DO*. The pictures are a hat, a dress, bread, fruit, an egg, a cup of milk, a bed, a ball and a tap with water.

Q4. What feelings can you see? (*the faces*) You read: *Mia loves Mondays. Nico says sleep well to the farm. Kofi loves shop day.* Ask: *What feelings can you see? What makes you happy like that?*



happy



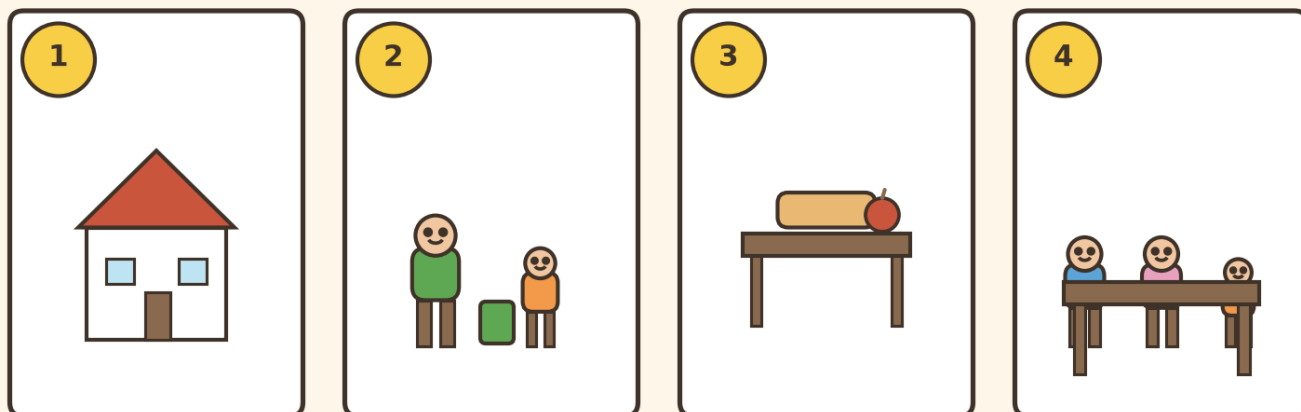
hmm



wow!

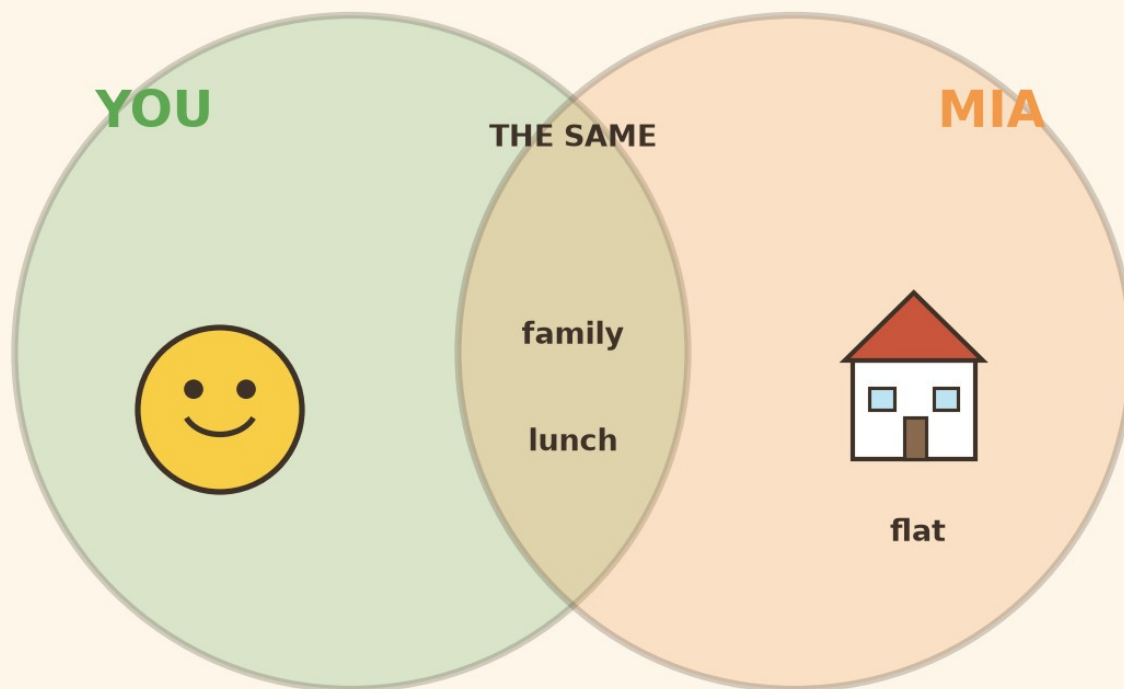
Three big faces. One face is happy. One face is thinking: *hmm*. One face says: *wow!*

Q5. Put the story back. (*the story boxes*) Read “Mia’s Day” one more time. The four pictures are all mixed up. The kids put them back: what is first? What is next? What is last? All say the story as one, and look at all the pictures.



Four boxes to put a story back in place. Box one: Mia by lots of homes. Box two: the walk to the shops. Box three: Nonna's lunch. Box four: the family eats.

Q6. You and Mia. (the two circles) Look at the two big circles. One circle is YOU. One circle is MIA. The bit where the circles go over one another is for things that are the same. You read: *Mia lives in a flat. Mia goes to the shops. Mia loves her family.* Ask: *What about you? What is the same? Put a drawing in the THE SAME bit. What is not the same? Put it in the YOU circle.*



Two big circles that go over one another. One circle says *YOU* and one says *MIA*. The bit where they go over one another says *THE SAME*. Some words and pictures are in the circles.

Try it on your own

Q7. Draw and say. Draw you and Mia doing the same thing. Say it to the teacher: *We both ...*

Q8. One thing you do not do. Draw one thing Nico does on the farm that you do not do. Say it to the teacher.

Q9. Your family story. Draw your family at home. Say one thing your family eats, and one thing your family does. The teacher will put your words under your drawing.

Q10. Take the one you like. Look at the culture pictures. Take the one you like. Say one thing about it to the teacher: *I like the ... It is ...*

How do you know?

Sit with every kid at the LIKE ME papers. You read: *Say one thing from a story that is like your life. I want to see it. How do you know it is the same?* Next: *Say one thing that is not like your life. How do you know?* A good one names a thing in the story and a thing in the kid's life: *Mia eats lunch with her family. I eat lunch with my family. That is the same.*

For the teacher — what to look for

The teacher watches and listens. Kids talk, draw, and put things in place. Listen for:

- The kid can say what is the same and what is not the same between a story and their life. This is the big one for VC2EFLE01.
- The kid can say who is in a story (the **characters**) and where it goes (the **setting**).
- The kid puts a story with their own feelings: *I like Mondays too*.
- The kid can see culture in the stories — food, dress, the way the day goes (VC2EFLE01.E05).

Where this sits in the Foundation standard. For Reading and Viewing, the standard says students “identify and make connections between characters, settings and events and their own feelings and thoughts”. For Speaking and Listening, it says students “share thoughts and preferences”. This is one place to see both.

The three stories. One family in a big Australian place with lots of homes and shops. One family on a farm a long way from the shops. One family in a hot place a long way from here. Every kid gets a *like me* and a *not like me*. The stories come from Australian and world authors, as TOC D3 says for this book. If you have books in your room about the families and cultures of your kids, read them too. The best book for a kid is a story about people like them. That is the work of VC2EFLE01.E01.

MCQ ids. VC2EFLE01.E01, VC2EFLE01.E02, VC2EFLE01.E04, VC2EFLE01.E05. The id VC2EFLE01.E03 is here but not used — it is not in this book (TOC D3).

Responding to stories: feelings and thoughts about events and characters

Section 3B · Chapter 3 — Literature: stories, responses, rhythms and retellings · English Foundation

Owens (one CD — D5)

VC2EFLE02 — *respond to stories and share feelings and thoughts about the events and characters depicted*

Strand / sub-strand

Literature / Engaging with and responding to literature

Draws on

VC2EFLE02.E01, VC2EFLE02.E02, VC2EFLE02.E03 — all three elaboration ids, carried as join keys for the question bank and coverage audit, not as a teaching order (D7)

Achievement standard — the sentence this section is scored against

Reading and Viewing: *When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.*

D3 (First Nations exclusion)

VC2EFLE02 has no First Nations elaboration and no affected CD text; nothing in this section is Aboriginal or Torres Strait Islander content (CONTENT_POLICY Rule 1). The exclusion is recorded against 3A and 3D, not here.

D13 read-aloud load rule

Every word a child meets in this section is read aloud by the teacher. No task depends on a child reading anything unaided; all work is carried in pictures, materials and the teacher's voice. Beginning writing appears only where the child chooses it (VC2EFLE02.E01).

Question bank join

Six MCQs per elaboration id are keyed to VC2EFLE02.E01/.E02/.E03 (F_English_English.csv, read-aloud administration per WORD_LEVEL_POLICY Rule 4). This section's assessment is teacher-observed and oral (D8), scored against the achievement-standard sentence above.

Words for this section — metalanguage, defined at first use

The curriculum's own terms for this CD are used below exactly as VCAA words them. VCAA does not define them, so each is given the operational definition used in this section, and every task is answerable on that definition alone (CONTESTED_TERMS.md Rule 1). The child-facing definitions are spoken aloud in Session 1; the table is the teacher's copy.

Term	As used in this section
story	Words and pictures, read or told, that say what people or animals do.
character	A person or animal in a story. The characters of <i>Ben and the Lost Dog</i> (this section's read-aloud text) are Ben, Mia and Pip the dog.
event	A thing that goes on in a story — what the characters do or see. "The dog is lost" and "Mia hugs Pip" are events.
feeling	How someone is: happy, sad, scared, surprised, shy or sorry. Feelings can go up and down inside one story.
thought	What someone thinks about in a story.
response	VCAA's content description says <i>respond</i> and does not define it. In this section, a response is what a child says,

Term	As used in this section
	draws or does to show what they think about a story. This is the operational definition every task below is answered on.
poem / film	Named in VC2EFLE02 .E01 (“stories, poems or films”). In this section a poem is a short text with words that sound good as a group, and a film is a story you watch. Both are treated exactly like the story texts: same questions, same ways to respond.

Teaching sequence

One short sequence in five sessions, written for the teacher to deliver (per the §3 volume calibration: this is the section’s single teaching sequence). Sessions are 15–20 minutes, at the carpet or in small groups. The child-facing words are fenced below; read them aloud as written. Nothing in this section is Aboriginal or Torres Strait Islander content (Rule 1).

Materials for the sequence: the read-aloud text *Ben and the Lost Dog* (original text for this book, printed large or on the board — Figure 2 shows it as a story map), the six feeling-face cards (Figure 1), the feelings map (Figure 3), the response paper (Figure 4), the model response (Figure 5), the actions song chart (Figure 6), the cut-out faces and events (Figure 7), paper, pencils, glue, a mat per pair, and one short film of the teacher’s choosing (any short film the class can watch — no film is named here, so nothing in this book is tied to one).

Session 1 — first listen, first responses (draws on .E02). Establish the listening routine in one instruction — do not assume it (D10). Say:

Now we will listen to a story. Sit so you can see the book. Look and listen.

Introduce the section’s words (child-facing definitions — this is the first use of each term):

Our new words for this story time. The characters in a story are the people and animals in it. The events are the things that go on in a story. A feeling is how you are: happy, sad, scared, surprised, or shy. Your thoughts are what you think. A response is what you say or draw about a story.

Read *Ben and the Lost Dog* aloud (the text is below, in Modelled example 1). After reading, ask:

What is the name of the dog? Who is lost? What does Ben do? What feelings does the dog have at the start? What feelings does the dog have at the end? How do you know the dog is sad at the start?

Take three or four oral responses. Accept one-word answers (“sad”) and build on them (“yes — the dog is lost, so the dog is sad”). Note for the teacher: the last question is the section’s reasoning question — it asks for the evidence a five-year-old can see or hear in a story, nothing more.

Session 2 — feeling faces and the actions song (draws on .E01). Use the feeling-face cards (Figure 1). For each face, name the feeling, make the face, and ask the children to make it too. Say:

Look at the faces. This face is happy. Make a happy face. This face is sad. Make a sad face. This face is scared. Make a scared face. This face is surprised. Make a surprised face. This face is shy. Make a shy face. This face is sorry. Make a sorry face. Now say it with me: I am happy when I hug my teddy. I am sad when my toy is lost. I am scared when I can’t find my teddy.

Then teach the actions song (Figure 6) — the song is this section’s poem-like text (VC2EFLE02 .E01 names poems; at Foundation the song carries the same job, and its words sit at the children’s own level):

Happy, happy — tap, tap, tap! Sad, sad — pat, pat, pat. Scared, scared — hug, hug, hug. Surprised — oh! oh! oh! Shy, shy — down, down, down. Happy, happy — tap, tap, tap!

Sing it two or three times with the actions. The song gives every child a body-way into the feeling words before they are asked to talk about a character’s feelings.

Session 3 — events and feelings in the story (draws on .E02). Put up the story map (Figure 2). Go through the three events in order; at each one, ask what is going on and how the characters are. Then use the feelings map (Figure 3):

Look at the story map. What do you see at 1? What do you see at 2? What do you see at 3? Now look at the feelings map. What feelings does Ben have at the start? Put the face on the map. What feelings does Mia have at the start? Put the face on the map. What feelings does Pip have at the start? Put the face on the map. Now the end. What feelings does Ben have at the end? What feelings does Mia have at the end? What feelings does Pip have at the end?

Children take turns putting the paper faces on the map (one face per child per turn — establish the turn rule in the instruction: “one at a time, hands down while your friend is up”).

Session 4 — our responses: draw and write (draws on .E01). Give each child the response paper (Figure 4). Model it first on the board using Modelled example 2 (Figure 5). Say:

Draw what you like in the story. Do some writing if you can. You can say: I like Pip. You can say: I think Ben is good. There is no one right way. Your drawing and your words are your response.

“Writing” here means the child’s own beginning forms — letters, copied words from the board, or a single word. The teacher writes the sentence starters on the board for children who want to copy them; no child has to read anything alone (D13).

Session 5 — a new text, a film, and sharing (draws on .E03). Watch the short film (or read a book from the class book box at the end of this file). Say:

We will watch a film. A film is a story you can see. Look at the characters. Look at what goes on.

After the film, ask the standing questions:

What do you like in the film? What do you think about it? What feelings do the characters have at the end? How do you know?

Close the sequence by having three or four children share their responses (their response papers from Session 4, or a new one about the film) with the group. Sharing a personal response aloud is VC2EFLE02 .E03 in its simplest form.

Modelled examples

Modelled example 1 — talking through a story: events, characters and feelings

The text (original, written for this book — D4). Read it aloud.

Ben and the Lost Dog

Ben goes to the park with Mum. Ben sees a little dog. The dog is wet. The dog is sad. The dog is lost. “I will help you,” says Ben. Ben looks and looks. He looks by the big tree. He looks by the door. A girl runs to Ben. “My dog is lost!” she says. Her name is Mia. “Is this Pip?” says Ben. “Yes! Pip!” says Mia. Mia hugs Pip. Pip is happy. Mia is happy. Ben is happy too. “Thank you, Ben,” says Mia.

The modelled talk. The teacher thinks aloud so the children can hear what a response sounds like. Every line below is read to the class.

I will say what I think about the story. The characters are Ben, Mia, and Pip the dog. One thing that goes on: the dog is lost. That is a sad thing. At the start, Pip is sad. How do I know? The story says the dog is wet and lost. A lost dog has sad feelings. At the end, Mia hugs Pip. Now Pip is happy. I know a hug says happy. This story makes me think of my dog at home. When my dog is lost, I am sad. When my dog comes home, I am happy. Mia has the same feelings too. That is why I like this story.

What the model shows, for the teacher: naming the characters; picking out an event; saying a feeling at the start and at the end; saying *how you know* (the wet, lost dog; the hug); and connecting the character’s feelings to the teacher’s own

life. That last move — “Mia has those feelings too” — is the connection the achievement standard names, done aloud at Foundation scale.

Modelled example 2 — a response by drawing and beginning writing

Sam (a child in the class) responds to *Ben and the Lost Dog* on the response paper. The teacher puts Sam’s work under the document camera — or holds it up — and reads Sam’s words aloud (Figure 5 is the same response, made as a model for the book).

This is the response of Sam. In the drawing you can see Mia and Pip. You can see the sun too. Sam did some writing and said more to me. Sam said: “I like Pip. Pip is happy at the end.” Sam, why do you like Pip? “Pip got home. I am happy when I get home.”

Note for the teacher: Sam’s writing is two words plus a dictated sentence — that is a full response at Foundation (VC2EFLE02.E01 says *beginning forms of writing* for exactly this). The model shows children that a drawing, a word, and a said-sentence all count. Figure 4 is the blank paper the children use; Figure 5 is what a finished one can look like.

Practice tasks — scaffolded

The teacher reads every task aloud. Faces, maps and papers are the scaffold; the child’s work is oral, by pointing, by drawing, or with beginning writing.

Q1. Feeling faces — make it, say it. Use Figure 1. Hold up one face at a time.

Look at the faces. Make this face. Say the feeling. Now say one thing: I am happy when ... I am sad when ... I am scared when ...

Q2. The story map — what goes on. Use Figure 2. The three events of *Ben and the Lost Dog* are drawn at 1, 2 and 3.

Look at the story map. At 1, what do you see? At 2, what do you see? At 3, what do you see? Put the sad face on the map where Pip is sad. Put the happy face where Pip is happy.

Q3. The feelings map — who is happy, who is sad. Use Figure 3. The faces are paper cards; the map is on the board.

What feelings does Ben have at the start? Put the face on the map. What feelings does Mia have at the end? Put the face on the map. What feelings does Pip have at the start? What feelings does Pip have at the end?

Q4. Faces on the mat. Cut out the faces and the events from Figure 7 (glue them on card first). Pairs get one mat each.

Put the faces on the mat. I will say a thing from the story. Put the right face by it. The dog is lost and wet. ... Yes — the sad face. Mia sees Pip. ... Yes — the happy face.

Q5. Draw and say. Use the response paper (Figure 4).

Draw what you like in the story. Say it to me: I like ... I think ... Do some writing if you can.

Q6. Our feelings song. Use Figure 6. Sing the song with the actions, and stop on a feeling.

Happy, happy — tap, tap, tap! Sad, sad — pat, pat, pat. ... Stop! What face is this? Make it. What gives you this feeling? Say one thing.

Practice tasks — unscaffolded

The texts are new to the children (a new read-aloud from the class book box, or the film from Session 5). The guide papers are away; the children respond with talk, drawing or their own words.

Q7. A new story — say your thoughts. Read a new story from the class book box (titles at the end of this file). Say:

What do you like in this story? What do you think about it? What feelings do the characters have at the end? Say one thing to your friend.

Q8. Draw your response. This time: just paper and pencil.

Draw your response to the story. Do some writing if you can. When you stop, say it to me.

Q9. Play the story. In a small group, the children play out *Ben and the Lost Dog*.

Play the story with your friends. You can be Ben. You can be Mia. You can be Pip. The dog is lost! What do you do? At the end — Mia and Pip are home. What face do you make now?

Q10. A new end. Say a new end for the story, and draw it.

What if Pip was not lost? What if Ben got a dog of his own? Say a new end for the story. Draw it. Say: at the end, ...

Oral reasoning prompt

Every task in this section can be followed by the one question that makes a response into reasoning:

How do you know? How do you know Pip is sad at the start? How do you know Mia is happy at the end? What do you see? What words do you know from the story?

At Foundation, a right “how do you know” is any evidence a child can name from the text as heard: “the dog is lost”, “Mia hugs Pip”, “the story says the dog is wet”. It is not an inference grade — it is the first habit of the habit of asking a text for its reasons.

What to listen for (teacher’s answers)

The book’s assessment for this section is teacher-observed and oral (D8). Score against the achievement-standard sentence: does the child identify characters, events and feelings, and connect them to their own feelings and thoughts?

Task	What a full response sounds like	What also counts
Q1	The child names the feeling on the face and says a time from their own life: “I am happy when I play at the park.”	Naming the feeling only; making the face without words (say it back to the child: “yes, that is the scared face”).
Q2	The child says the events in order (“the dog is lost ... Mia comes ... they hug”) and puts sad at the start, happy at the end.	Saying one event; putting one face right.
Q3	The child places sad/happy faces for all three characters and says why for one: “Pip is sad at the start. Pip is lost.”	Placing one or two faces; echoing another child’s word.
Q4	The child puts the sad face by the lost-dog event and the happy face by the hug, without help.	Doing it after the event is said one more time.
Q5	A drawing of a story part plus a said or written sentence: “I like Pip.” “I think Ben is good.”	Drawing only; one copied word; a dictated sentence.
Q6	The child stops, makes the face, names the feeling, and says one thing about it.	Making the face and naming the feeling.
Q7	One thought and one feeling about	One idea, said in one or two words.

Task	What a full response sounds like	What also counts
	the new story, said to a friend: “I like the baby birds. They are scared. I am scared of big dogs.”	
Q8	A drawing with any beginning writing, and a said sentence about it.	Drawing only, with a said sentence when asked.
Q9	The child plays a part and makes the right face at the end (happy), or says what their part does.	Joining in with one line or one action.
Q10	A new end, said and drawn, with a feeling at the end: “At the end, Ben has a dog. Ben is happy.”	A said end with no drawing, or a drawn end with the feeling said when asked.
Oral prompt	“How do you know?” gets a text reason: “the story says the dog is lost”; “Mia hugs Pip”.	Any reason from the story as heard, in any words.

Watch across the sequence for the connection the achievement standard asks for — the child who says “I am sad when my toy is lost too” or “my dog does that” is making it. Record those moments; they are the evidence for this CD.

Texts in this section, and where they come from (D4)

Original texts, written for this book: *Ben and the Lost Dog* (read-aloud story, Modelled example 1); the feelings actions song (Session 2, Figure 6); the model response “I like Pip. Pip is happy at the end.” (Modelled example 2, Figure 5). All figures in this section are original and are generated by scripts in `src/`. No published text is reproduced anywhere in this section.

Class book box — real, named, attributable books for read-aloud use (no text from them is printed here):

Australian authors:

- *Possum Magic* — Mem Fox, illustrated by Julie Vivas (1983)
- *Koala Lou* — Mem Fox, illustrated by Karen Argent (1988)
- *Time for Bed* — Mem Fox, illustrated by Jane Tanner (1993)
- *Diary of a Wombat* — Jackie French, illustrated by Bruce Whatmore (2002)

World authors:

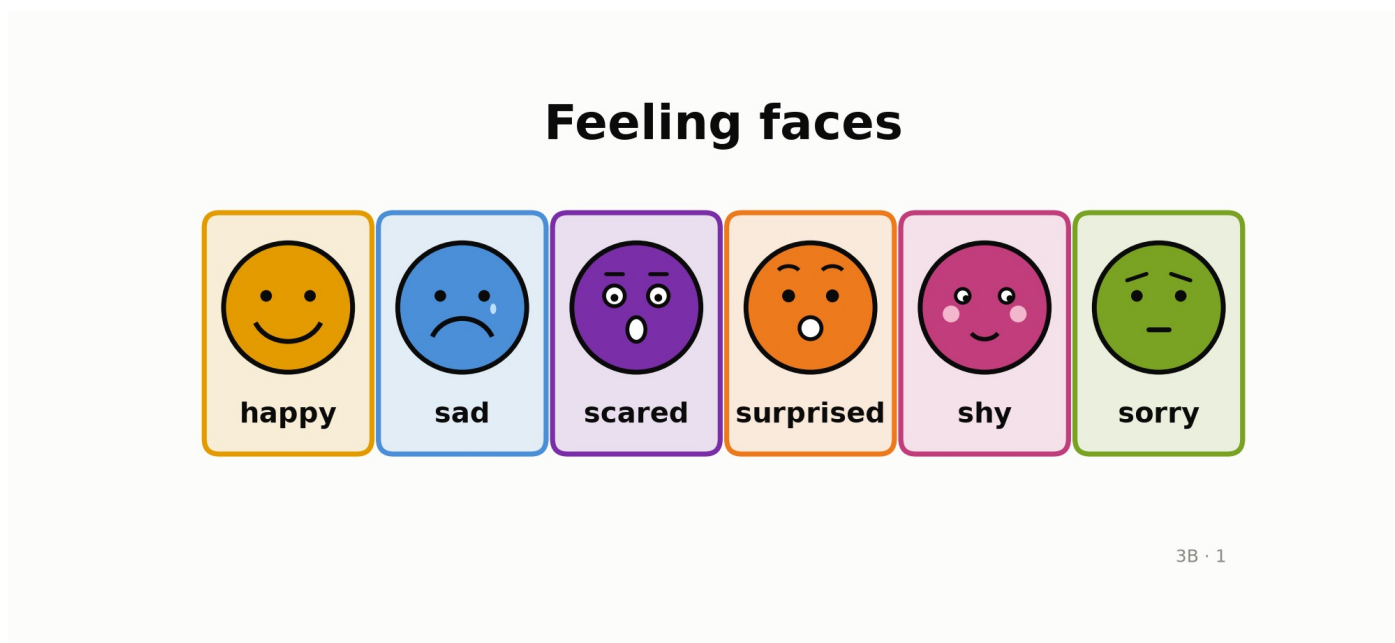
- *Guess How Much I Love You* — Sam McBratney, illustrated by Anita Jeram (1994)
- *The Very Hungry Caterpillar* — Eric Carle (1969)
- *Where the Wild Things Are* — Maurice Sendak (1963)
- *Owl Babies* — Martin Waddell, illustrated by Patrick Benson (1992)
- *The Rainbow Fish* — Marcus Pfister (1992)
- *The Color Monster* — Anna Llenas (2012)

The range is Australian and world authors per the D3 disposition; none of the listed titles is Aboriginal or Torres Strait Islander content, and no First Nations author or story appears in this section. When the class responds to one of these books, use this section’s standing questions (What do you like? What do you think? What feelings do the characters have? How do you know?) — the characters’ names will come up in talk, and that is expected and unassessed oral language.

Vocabulary gate. The student-facing text of this section (everything between the STUDENT-START/STUDENT-END markers — every word the teacher reads aloud to the children, including the figure captions) is screened at ceiling rank 0 (F, the ladder floor) by `src/vocab_gate_3b.py`, which imports `load_ladder`, `check_text` and `tokenize` from `S:\Files\projects\mcq-system\reports\vocab_level_check.py`. The three

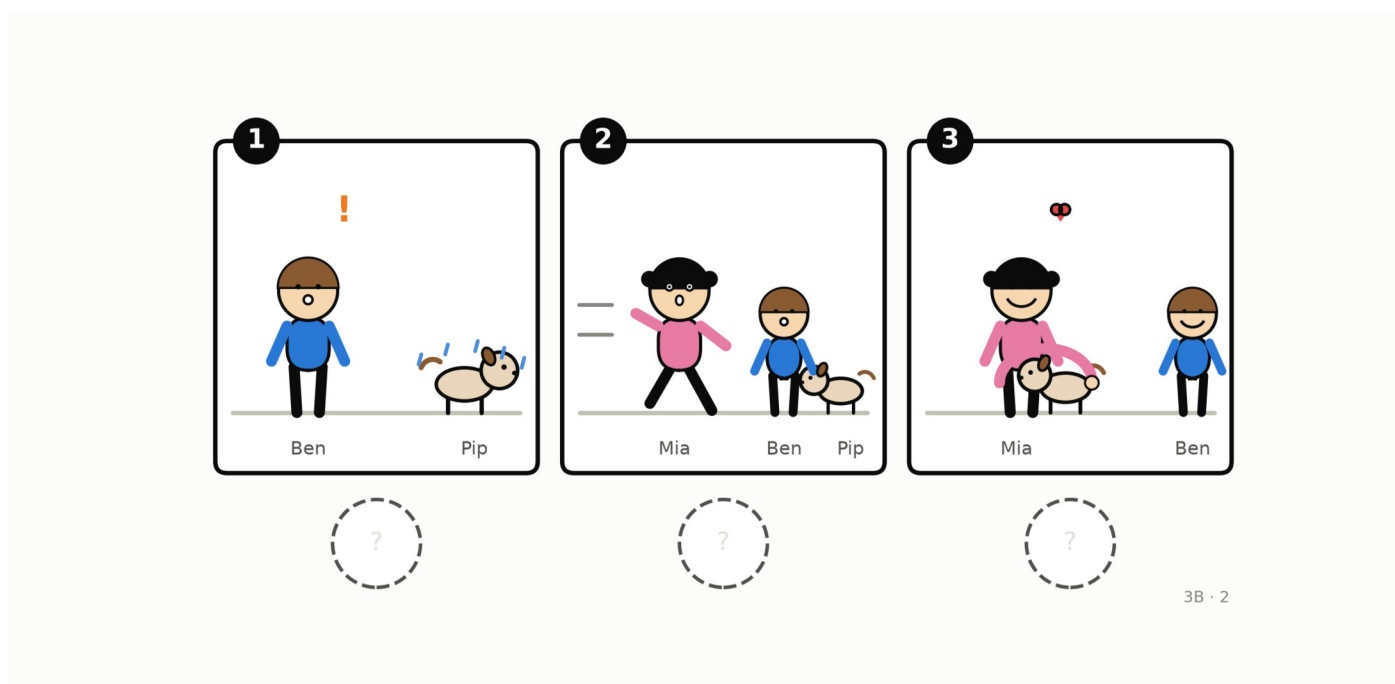
house exemptions are applied, as in WORD_LEVEL_POLICY Rule 2: (1) the curriculum’s own words — the CD text and the three elaborations above, so words like *feelings, thoughts, characters, events, poems, films, responses, drawing, writing* are allowed in the exact forms VCAA uses them; (2) subject terminology defined at first use above — *character, event, feeling, thought, response, poem, film*, each defined in the metalanguage table and the Session 1 hook before any task uses it; (3) proper nouns (Ben, Mia, Pip, Sam) and numerals. Every other general word in the student blocks sits at or below F on the ladder; the gate reports CLEAN.

Figures



Six feeling faces in a row — happy, sad, scared, surprised, shy and sorry — each a simple round face with the feeling word under it

The feeling faces — for Q1, Q3 and Q4.



A story map with three drawings: one, Ben sees a wet little dog; two, a girl runs to Ben; three, the girl hugs the dog. Under each drawing is a blank spot for a face.

The story map for Ben and the Lost Dog — for Q2.

		at the start	at the end
	Ben		
	Mia		
	Pip		

3B · 3

A feelings map: a grid with the names Ben, Mia and Pip down one way and 'at the start' and 'at the end' across the other, with blank spots for faces

The feelings map — for Q3.

My response



I like _____

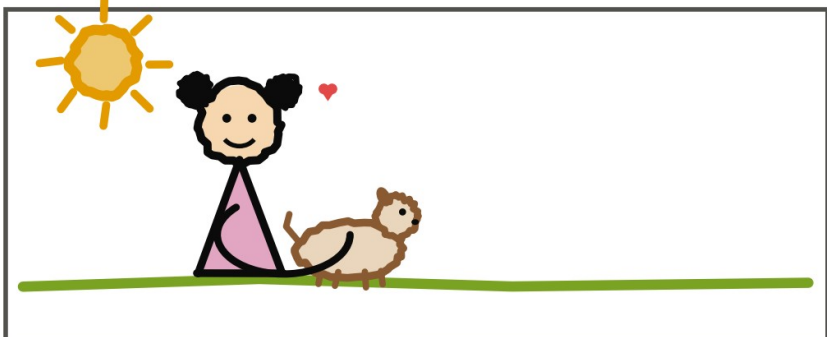
I think _____

3B · 4

A response paper: a big blank box for a drawing and three writing lines under it, with the words 'I like' and 'I think' at the start of two lines

The response paper — for Q5 and Q8.

My response



I like Pip.

Pip is happy at the end.

Sam

3B · 5

A model response on the response paper: a child-style drawing of a girl hugging a little dog under a yellow sun, with the words 'I like Pip. Pip is happy at the end.'

The response of Sam — look at it with your teacher.



Happy, happy — tap, tap, tap!



Sad, sad — pat, pat, pat.



Scared, scared — hug, hug, hug.



Surprised — oh! oh! oh!



Shy, shy — down, down, down.



Happy, happy — tap, tap, tap!



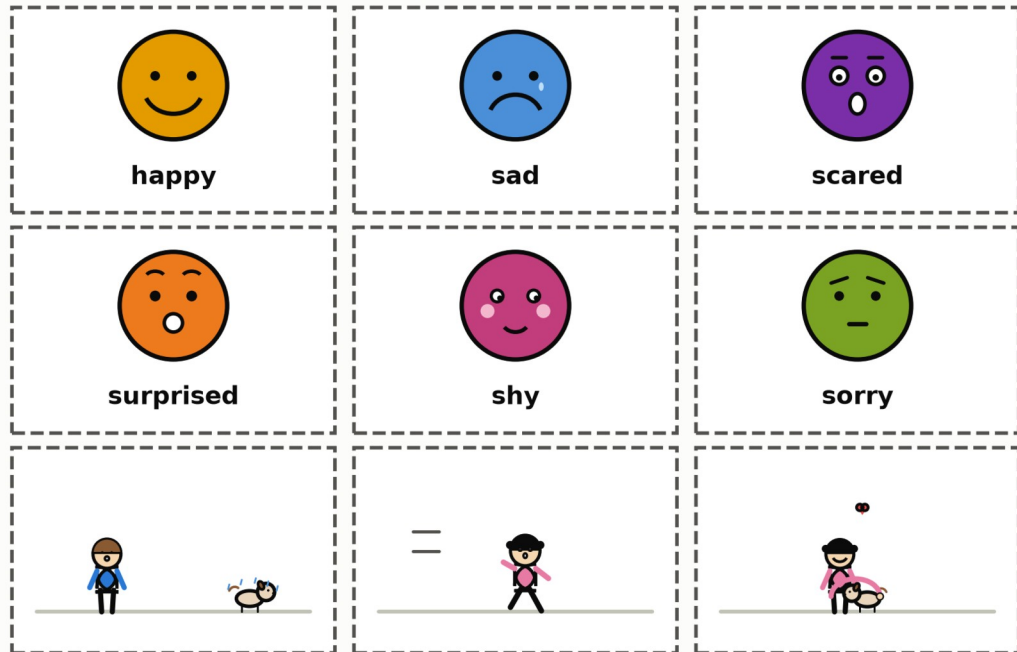
3B · 6

The feelings song in six lines with small pictures of the actions: tapping hands, patting knees, a hug, a surprised face, a child crouching down, and tapping hands again

Our feelings song — for Q6.



Cut out the faces and the pictures



3B · 7

A sheet of cut-outs: six round feeling faces and three small drawings of story events, each in a box with a dashed cut line around it

Faces and story pictures to cut out — for Q4.

Recognising literary texts and their features: events, characters, beginnings and endings

English Foundation · Chapter 3 — Literature · Section 3C

For the teacher. Every line the children need is read aloud by you. Nothing on these pages asks a child to read a word they have not been taught. The work lives in the stories you read, the pictures, the cards on the floor, and the things the children say, draw and put in order.

What this section owns

Code	VC2EFLE03 (Literature — Examining literature, Foundation)
Content description	<i>recognise a range of literary texts and identify features including events, characters, and beginnings and endings</i>
Elaborations drawn on	VC2EFLE03.E01 · VC2EFLE03.E02 · VC2EFLE03.E03 (all three taught; no exclusion applies to this CD)
How it is seen in this book	Teacher-observed and oral: listening, pointing, sorting cards, saying, drawing. No written answers.

Words we use in this section — for the teacher

The curriculum names these features in VC2EFLE03 and its elaborations (VCAA, Victorian Curriculum F–10 Version 2.0) but does not define every one of them. This section uses each word in the sense below, and every task is answerable on these senses alone.

Word	How this book uses it
literary text	A text made to be enjoyed as a story — here, stories, poems and songs, the range named by VC2EFLE03 and its elaborations.
character	A person or an animal in a story — the sense of VC2EFLE03.E01 (“... to introduce a character”). This section does not ask how a character is built up; that belongs to Level 1 (VC2E1LE01).
event	Something that happens in a story. Children say and order events here. The word <i>plot</i> is Level 1 (VC2E1LE03) and is not used with the children.
beginning / ending	The first part of a story / the last part of a story — the sense of VC2EFLE03.E01 (“stories often have similar beginnings”).
fairytale	The Victorian Curriculum uses the term <i>fairytale</i> in VC2EFLE03.E01 and .E03 but does not define it. This book therefore treats it as: an old kind of story where things go wrong and then come right, often with a king, a prince or a princess, and often ending happy. Every task here is answerable on the features .E03 itself names — princes and princesses, and the moral of the story.
poem / poetry	Words that say a story or a feeling in short lines that play with sound — the sense of VC2EFLE03.E02 (“how stories are told in poetry”). The sound play itself

moral

(rhythm, rhyme) belongs to Section 3D (VC2EFLE04); here the children only notice that a poem tells a story in a different way.

What a story wants its listeners to do or to know — the sense of VC2EFLE03 .E03 (“the moral of the story”).

Each of these words is defined again, in child terms, inside “The big idea” read-aloud below, at first use with the children.

The big idea — read aloud

Sit the children where they can all see you and the pictures. Say: *Eyes on the pictures, ears on the words*. Read this aloud, slowly:

Stories, poems and songs are texts we read for fun.

A story has a beginning, events and an ending. The **beginning** is the start of the story. The **events** are the things in the story. The **ending** is the end of the story.

The people and animals in a story are the **characters**.

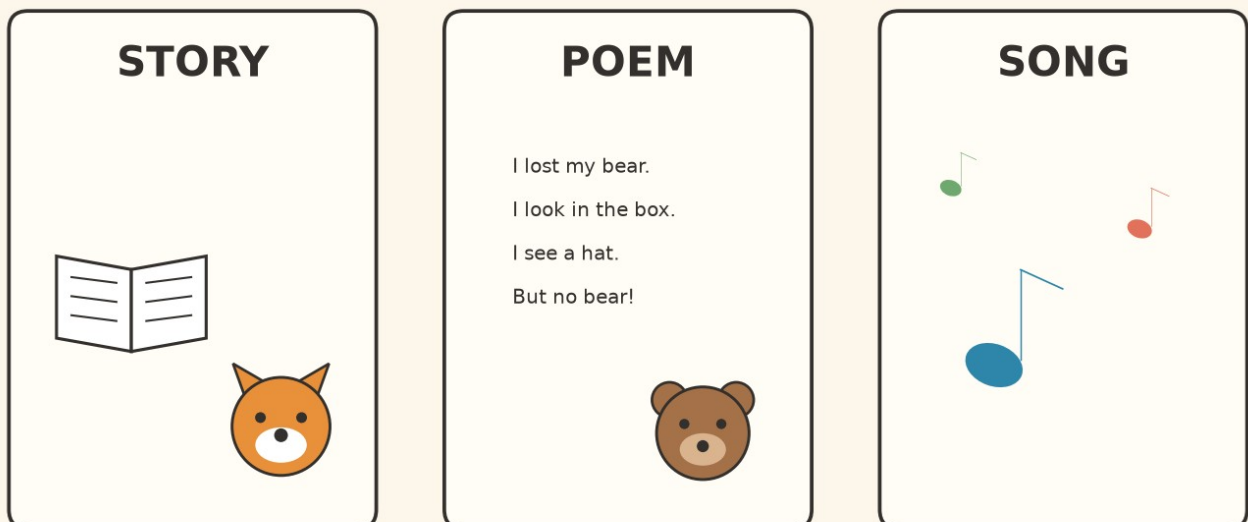
Some stories are **fairytale**s. A fairytale has a king or a princess, and it has a happy end.

Some stories are **poems**. A poem says a story with words that are fun to say.

The **moral** of a story is what the story wants us to do.

Today we will listen to two stories. One is a fairytale. One is a poem.

Texts we read for fun



Three big cards side by side. The first card says *STORY* and shows an open book with a fox. The second card says *POEM* and shows short lines of words with a little bear. The third card says *SONG* and shows a music note. The title says *Texts we read for fun*.

Our two model texts

Both texts were written and drawn for this book.

Text	What it is	What it shows
The King and the Fox	a fairytale	a fairytale beginning, characters, events, a happy ending, and a moral (VC2EFLE03.E01, .E03)
My Bear	a story told as a poem	how a story can be told in poetry (VC2EFLE03.E02)

Teaching sequence — for the teacher

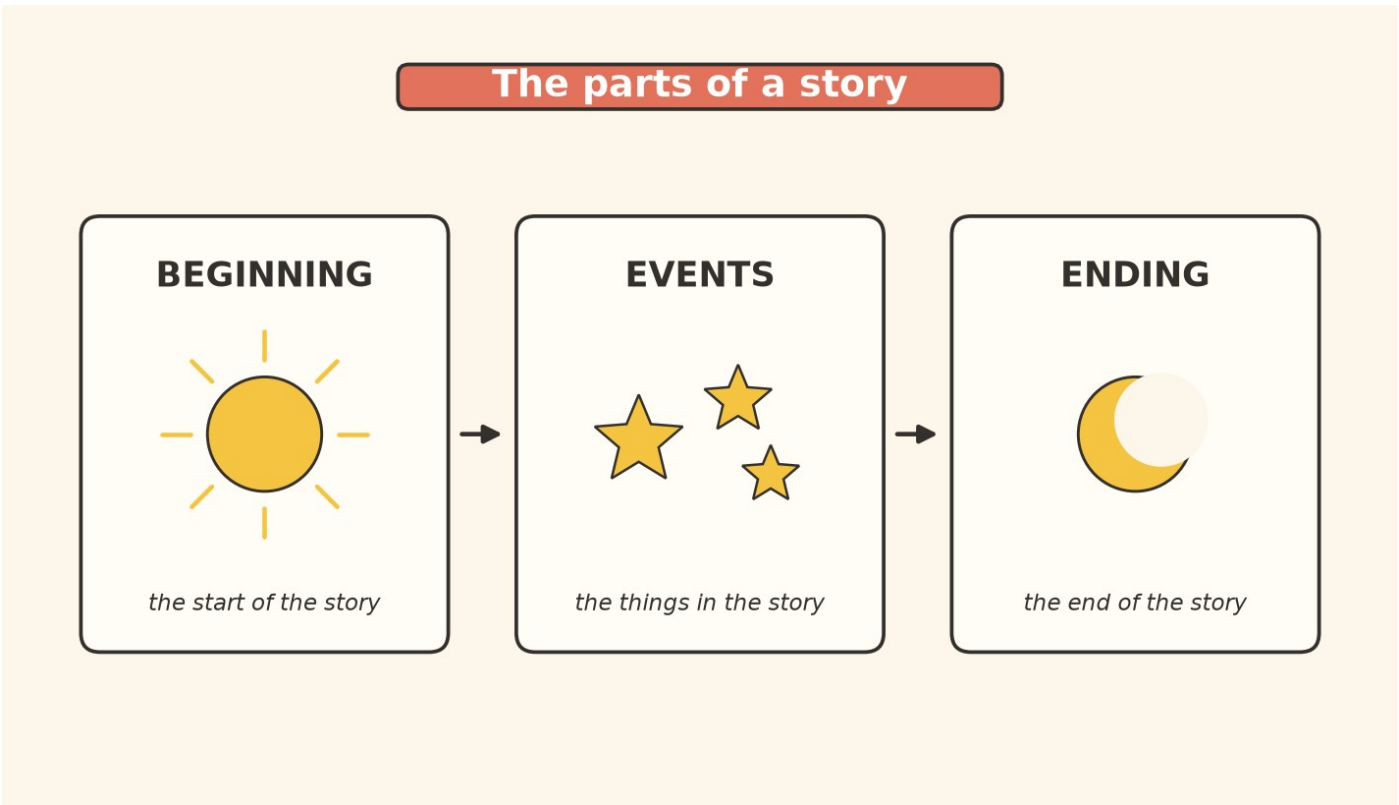
You will need: the nine figures (printed large or on a screen), the three story-start cards from Figure 5 copied onto cards, two blank cards, two boxes, the event cards from Figure 7 cut apart, paper, and pencils or crayons.

Step 1 — sit together. Sit the children where they can all see the pictures. Read aloud:

Eyes on the pictures, ears on the words. We are going to listen to stories.

If a child cannot see, move them up close. This is how we listen to stories in this class.

Step 2 — the parts of a story. Put the story map (Figure 2) where all can see it. Read “The big idea” again. Point to each part as you say its name: the beginning, the events, the ending.



A story map with three parts in a row, joined by arrows. The first part says BEGINNING and shows a sun. Under it, the words say ‘the start of the story’. The middle part says EVENTS and shows action stars. Under it, the words say ‘the things in the story’. The last part says ENDING and shows a moon. Under it, the words say ‘the end of the story’. The title says ‘The parts of a story’.

Step 3 — story starts. Put the story-starts poster (Figure 5) up. Read each start aloud. Then read aloud:

Many stories start in the same way. “Once upon a time ...” and “A long, long time ago ...” are fairytale starts. “A girl called Amira ...” is a start that says who is in the story.

Read one more start that says who is in the story:

A girl called Amira had a big dog. The dog's name was Pip.

Step 4 — Modelled Example 1. Read “The King and the Fox” aloud. Think out loud about its features with the children, using the marked-up story (Figure 3).

Step 5 — Modelled Example 2. Read the bear story as sentences, then read it as the poem “My Bear” (Figure 4). Ask the children what they can hear that is not the same.

Step 6 — practice. Move to the practice tasks. Stay close for Q1–Q6. Step back for Q7–Q10. Finish with “Show me how you know”.

Modelled Example 1 — reading “The King and the Fox” together

Story 1 — The King and the Fox (*a fairytale, written for this book; read aloud by the teacher*)

Once upon a time, there was a king and a princess. They had a big house, and they had a big cake.

One day, a hungry fox saw the cake. The fox got the cake and ran away!

“Stop, fox, stop!” said the king. The king and the princess ran too.

The fox got in the mud. It could not get out! The king and the princess helped the fox out of the mud.

“Sorry!” said the fox. “Here is your cake.” “Thank you,” said the king. “Now we can all eat!”

Now the king, the princess and the fox are friends. They all eat cake. The End.

The moral of this story: it is good to say sorry, and it is good to help.

The King and the Fox

a fairytale

Once upon a time, there was a king and a princess. They had a big house, and they had a big cake.

One day, a hungry fox saw the cake. The fox got the cake and ran away!

“Stop, fox, stop!” said the king. The king and the princess ran too.

The fox got in the mud. It could not get out! The king and the princess helped the fox out of the mud.

“Sorry!” said the fox. “Here is your cake.” “Thank you,” said the king. “Now we can all eat!”

Now the king, the princess and the fox are friends. They all eat cake. The End.

The moral of this story: it is good to say sorry, and it is good to help.

a fairytale start

characters

events

a happy ending

the moral

The fairytale ‘The King and the Fox’ written out as a poster, with marks on it. An arrow to the first line says ‘a fairytale start’. An arrow to the words ‘a king and a princess’ says ‘characters’. An arrow to the middle of the story says ‘events’. An arrow to the last line of the story says ‘a happy ending’. An arrow to the very last line says ‘the moral’.

How to read it together. After the story, think out loud. Point to the marked-up story as you talk.

You ask

How does this story start?

Who is in this story?

What does the fox do?

How does the story end?

What does this story want us to do?

Is this story a fairytale? How do you know?

You are looking for

“Once upon a time ...” — a fairytale start.

The king, the princess and the fox — the **characters**.

The fox gets the cake. The fox runs away. The fox gets in the mud. We call them the **events**.

They are all friends, and they all eat cake — a happy **ending**.

Say sorry, and help. That is the **moral**.

Yes — it has a princess, a happy end and a moral.

Modelled Example 2 — “My Bear”, a story told in a poem

Story 2 — My Bear (*a poem, written for this book; read aloud by the teacher*)

I lost my bear. I lost my Ted. I look in the box. I look in the bed.

I see a hat. I see a ball. But no bear. No bear at all.

Now mum comes in. She sees my Ted! He is on the chair, by my big bed.

The same story, not as a poem. Read this too, so the children can hear how the poem is a different way to say a story:

I lost my bear, Ted. I look in the box and the bed. I see a hat and a ball, but no bear. Now mum comes in. She sees Ted on the chair by my bed.

My Bear

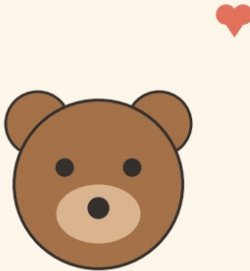
I lost my bear. I lost my Ted.
I look in the box. I look in the bed.

I see a hat. I see a ball.
But no bear. No bear at all.

Now mum comes in. She sees my Ted!
He is on the chair, by my big bed.



This story is a poem



A poster of the poem ‘My Bear’ in six short lines, with a little brown bear drawn at the side. A tag at the top says ‘This story is a poem’.

How to read it together. Think out loud:

You say

Is “My Bear” a story?

You are looking for

Yes. It has a beginning (the bear is lost), events (the looking) and an ending (mum sees Ted).

You say

How is this story not the same as the fairytale?

Listen: Ted and bed. Ball and all. What can you say about the sound?

You are looking for

It is a **poem**. Poems say a story in a fun way.

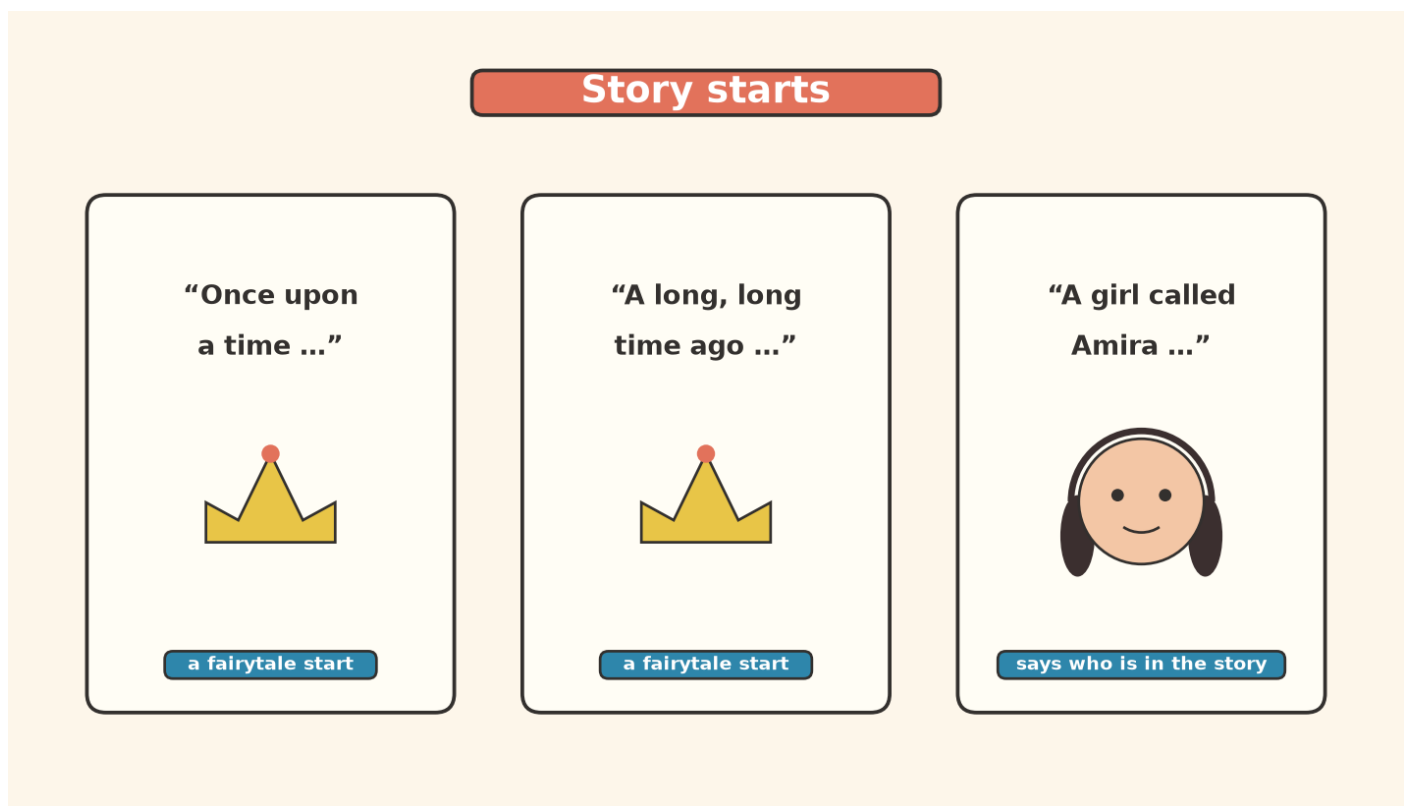
The words sound the same. The words play with sound.

The sound play has a name — rhyme — and it belongs to Section 3D (VC2EFLE04). Here the children only need to hear that a poem tells a story in a different way (VC2EFLE03.E02).

Practice with help

Q1. Sort the story starts (Figure 5 — the story-starts poster) Copy the three starts from Figure 5 onto cards. Put two more starts on blank cards: “One day at the park ...” and “This is my dog, Pip.” Put out two boxes: one with a picture of a king, one with a picture of a dog. Read each card aloud:

Listen to the starts. “Once upon a time ...” — is that a fairytale start? “One day at the park ...” — is that a fairytale start? Put it in a box. The king box is for fairytale starts. The dog box is for starts that are not.

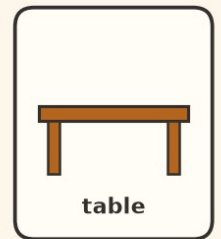
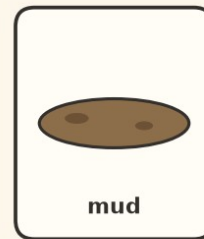
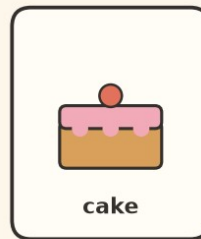
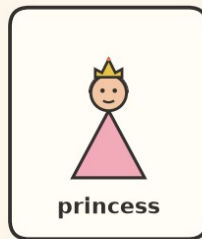
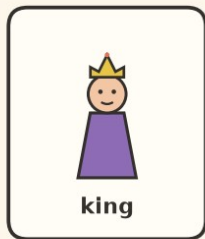
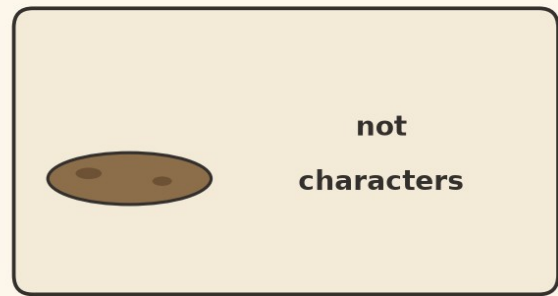
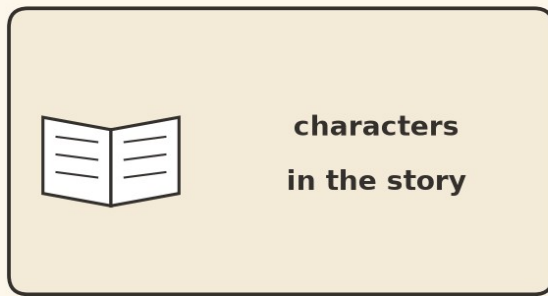


Three big cards with story starts on them. The first card says ‘Once upon a time ...’ with a little crown. The second card says ‘A long, long time ago ...’ with a little crown. The third card says ‘A girl called Amira ...’ with a little girl’s face. The title says ‘Story starts’.

Q2. Who is in the story? (Figure 6 — the character sort) The cards show things from “The King and the Fox”: the king, the princess, the fox — and the cake, the mud and the table. Read aloud:

Who is in the story? The king? Yes — the king is a character. The cake? No — the cake is a thing! Put the characters in the book box. Put the things in the mud box.

Characters or things?

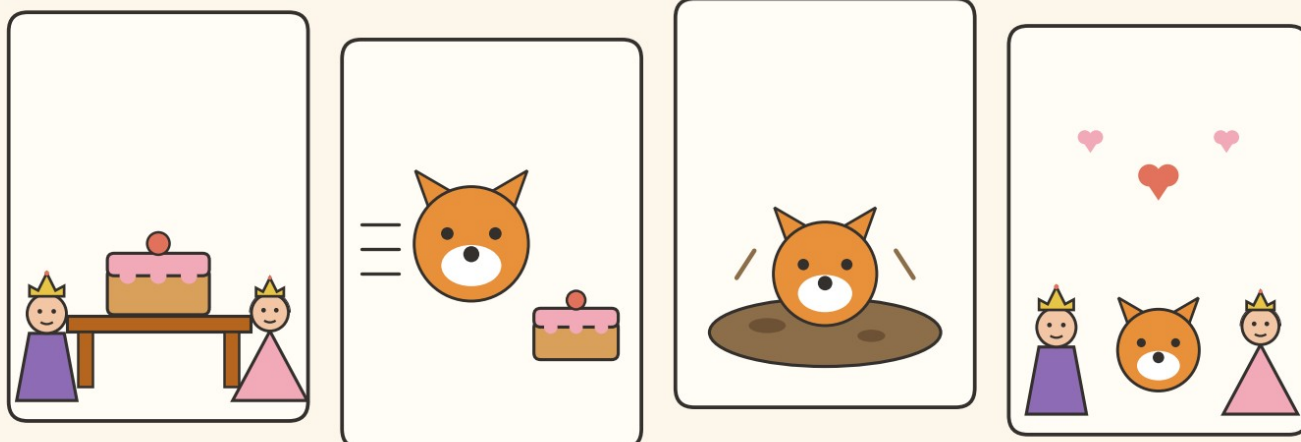


Two big boxes to sort cards into. The left box has an open book on it and says 'characters in the story'. The right box has a mud puddle on it and says 'not characters'. Six cards wait at the bottom: a king, a princess, a fox, a cake, a mud puddle and a table.

Q3. Put the story in the way it goes (Figure 7 — the event cards) Cut apart the four event cards from Figure 7 and mix them up. Read aloud:

Look at the pictures. Put them in the way the story goes. What is first? What is next? What is last? Now say the story with me!

Put the story in the way it goes



Four picture cards to put a story in order, shown mixed up. One card shows a big cake on a table with a king and a princess. One card shows a fox running away with the cake. One card shows the fox in a mud puddle. One card shows the king, the princess and the fox eating cake as friends. The title says 'Put the story in the way it goes'.

Q4. Which one is the poem? (Figure 4 — the poem poster) Read the bear story as sentences, then read "My Bear" as the poem. Read aloud:

Listen to the two. One is a poem. One is not. Which one is the poem? How do you know? Listen to the ends: Ted and bed. Ball and all. The words sound the same!

Q5. Is it a fairytale? (Figure 8 — the fairytale checklist) Put the big checklist up. Use yes and no cards, or thumbs. Read aloud:

Look at this. Does "The King and the Fox" have a king or a princess? Say yes or no. Does it have a happy end? Say yes or no. Does it have a moral? Say yes or no. Yes, yes and yes — it is a fairytale!

Is it a fairytale?

<input style="width: 40px; height: 40px;" type="checkbox"/>	a king or a princess	
<input style="width: 40px; height: 40px;" type="checkbox"/>	a happy end	
<input style="width: 40px; height: 40px;" type="checkbox"/>	a moral	



A big checklist card titled 'Is it a fairytale?' with three rows and a big empty tick box on each row. Row one says 'a king or a princess' with a little crown. Row two says 'a happy end' with a happy face. Row three says 'a moral' with a little heart. A small fox watches from the corner.

Q6. Match the ending (*Figure 9 — the ending match*) Two stories, two endings. The children draw from a story to its ending with a finger first, then with a crayon. Read aloud:

Two stories. Two endings. Which ending goes with “The King and the Fox”? Which ending goes with “My Bear”? Draw from the story to the ending.

Match the ending



**The King
and the Fox**



My Bear

They all eat cake.
They are friends. The End.

Ted is on the chair.
I am so happy!

Two stories on the left and two endings on the right, to be matched. On the left, one card shows a little fox and says 'The King and the Fox', and one card shows a little bear and says 'My Bear'. On the right, one strip says 'They all eat cake. They are friends. The End.' and one strip says 'Ted is on the chair. I am so happy!'.

Practice on your own

Q7. Draw the characters. Draw the characters of a story you love — a story from this class or from home. The teacher can put the child's words under the drawing.

Draw the characters of a story you love. Say: who are they?

Q8. Say a story start. Say a start for a new story. The teacher can put your words on a card for the class story-start wall.

Say a start for a new story. Is it a fairytale start, or does it say who is in the story?

Q9. Say the events and the ending. Use the event cards from Figure 7.

Look at the pictures of "The King and the Fox". Say one event. Now say the ending.

Q10. Say the moral.

What does "The King and the Fox" want us to do? That is the moral. Say the moral. Draw it if you can.

Show me how you know

Sit with each child at the poem poster. Read aloud:

Listen to "My Bear". Is it a story? How do you know? Say: what is the start? What are the events? What is the end?

A good answer says the start (the bear is lost), the events (the looking) and the end (mum sees Ted) — in the child's own words. A child who can also say *it is a poem* is showing VC2EFLE03.E02 as well.

For the teacher — what to look for

This section is assessed by watching and listening, not by marks. Listen for the children as they sort, say and draw:

- The child can say the **beginning**, the **events** and the **ending** of a story they have heard (the heart of VC2EFLE03).
- The child can name the **characters** in a story — people and animals, not things.
- The child knows a fairytale beginning (“Once upon a time ...”) and fairytale features — a king or a princess, a happy end, a moral (VC2EFLE03.E01, .E03).
- The child can say that a poem tells a story, and that it does so in a different way (VC2EFLE03.E02).

Where this sits in the achievement standard. The Reading and Viewing part of the Foundation standard says children “identify and make connections between characters, settings and events and their own feelings and thoughts”. The Speaking and Listening part says children “share thoughts and preferences”. This section is one place to see both happen. Setting is not a named feature of VC2EFLE03; it is not taught here as a term, though the children meet it in the stories.

The two texts as a set. Both texts are original to this book (TOC decision D4). The fairytale carries every feature VC2EFLE03.E03 names — a princess, a moral, a happy end — plus the classic fairytale beginning of .E01. The poem carries .E02 — the same small story told in poetry. When you choose more read-aloud texts for this work, keep the range with Australian and world authors, as the Chapter 3 scope decision (TOC D3) says.

Handoff. Level 1 picks this up in VC2E1LE03 — discussing plots, characters and settings. This section hands forward the ideas of beginning, event, ending and character; the word *plot* is deliberately not taught here.

Linkage keys. VC2EFLE03.E01, VC2EFLE03.E02 and VC2EFLE03.E03 join to the question bank on these ids.

Rhythms and sound patterns in poems, chants, rhymes and songs

Section	3D · Chapter 3 (Literature)
Content description	VC2EFLE04 — explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs
Elaborations taught	.E01 using music and actions to enhance appreciation of rhymes, poems, chants and songs · .E02 reciting rhymes with actions
Elaboration excluded (D3)	.E03 exploring rhythms used in poems by Aboriginal and Torres Strait Islander Peoples — excluded per CONTENT_POLICY Rule 1. The code is retained as a linkage key only; its exclusion is recorded here as ACCEPTED and it is never taught. The front-of-book exclusion note is injected by the assembler, not in this section.
Achievement-standard join	Foundation (verbatim): “When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.” Joined with: “they engage with a range of different types of texts” (Reading and Viewing).
Ceiling	Foundation — vocabulary ladder rank 0; every student-facing line gated (see <code>vocab_gate_3d.py</code>)
Register	Read-aloud / teacher-mediated (D13). Concrete, playful, performance-first. No task depends on a child reading untaught text.
Assessment modes (D8)	teacher_observation · oral_response · practical_demonstration. Book assessment is teacher-observed/oral; MCQ-bank linkage only (keys below).
Boundary with 4C	4C (VC2EFLY03) owns isolated word-level play (clapping syllables, rhyme and alliteration in single words). 3D keeps rhythms and sound patterns inside whole texts , for enjoyment and performance. Cross-referenced below, not duplicated.

About this section (*teacher-facing*)

3D is the Literature strand’s first encounter with texts as *sound objects*: children hear, say, tap, act and sing their way through four short **original** texts written for this book (SOURCE_USE.md — no publisher text is reproduced): **The Pat-Tap Chant**, **The Rain Rhyme**, **The Big Red Bus** and **The Sing-Back Song**. Every text is an original artifact of this workbook; each is labelled as such at first appearance.

The section teaches the CD’s neutral remainder in full: rhythms (the beat pattern of a line) and sound patterns (rhyme, and sounds/words that come back) across poems, chants, rhymes and songs — the four forms named in VC2EFLE04. The two taught elaborations shape the pedagogy: **.E01** adds music and actions (our “sounds for the beat” — bells, sticks, hands, legs — and the action cues in The Rain Rhyme), and **.E02** culminates in children reciting a rhyme with actions unaided. Per D7, the elaborations illustrate the CD; they are not a separate syllabus, and every task here assesses the CD itself.

Per D3 and CONTENT_POLICY Rule 1, **.E03** content is excluded; nothing in this section stands in for it or alludes to it. The CD is taught through its neutral remainder only.

Per D10 there are no prior-knowledge or revision boxes: the metalanguage below is defined at first use, in child terms, inside the teaching sequence. Per D13, everything in the student-facing blocks is read aloud by the teacher; children respond by saying, tapping, acting and singing.

The words we use

Defined at first use, in child terms (CONTESTED_TERMS / WORD_LEVEL_POLICY). The teacher reads these aloud; the class says them together. These are the section's subject terms — every other word in the student-facing text sits at or below Foundation on the vocabulary ladder.

beat — one tap in a line. *Pat* is one beat!

rhythm — the way the beats go in a line.

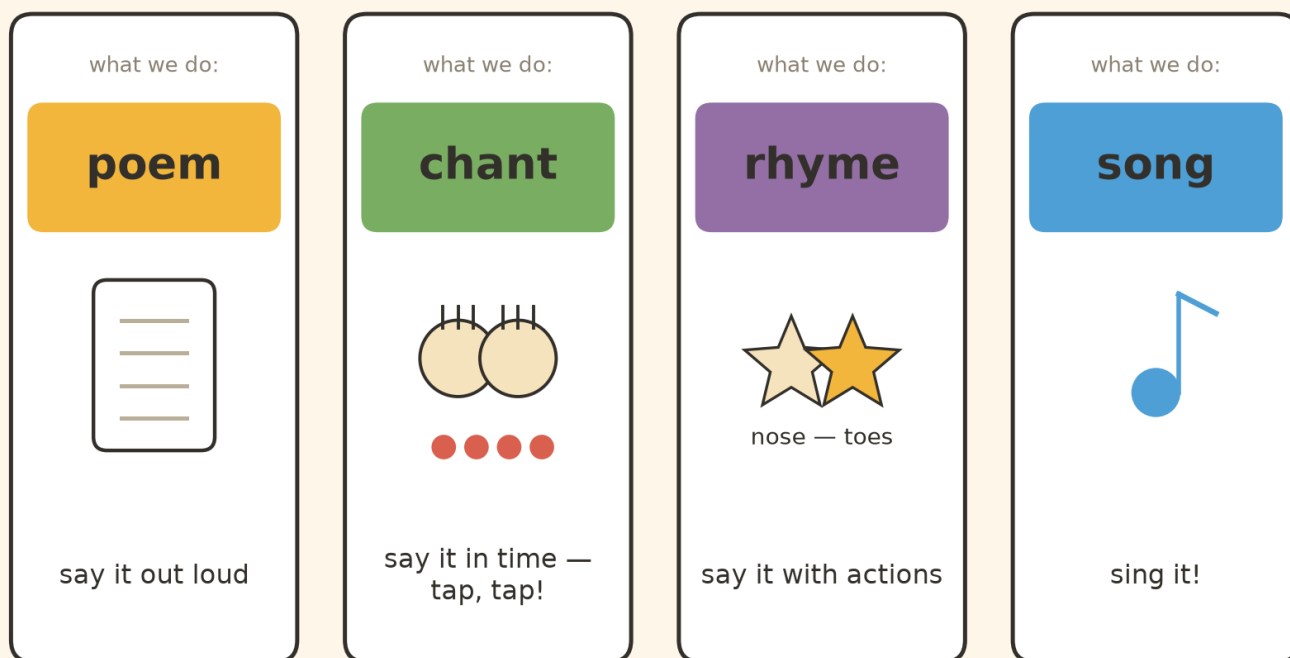
line — the words in one go of a poem or a chant. Our chant has four lines: 1, 2, 3 and 4.

rhyme — two words that sound the same at the end. *nose* and *toes* rhyme!

sound pattern — a sound that comes back in a text. *brmm, brmm* comes back!

poem, chant, rhyme, song — our four word friends! Look!

Our four word friends



English Foundation · 3D · Rhythms and sound patterns

Four cards named poem, chant, rhyme and song, each with a small picture and a what-we-do line

loud / soft — a loud sound is a big sound. A soft sound is a little sound.

fast / slow — fast like a car! Slow like a sheep ... walk ... walk ...

recite — to say a rhyme out loud and do the actions.

Teacher note: “chant” and “poem” are kept distinct only by what we do with them (say it in time / say it out loud) — the four-forms figure carries the distinction; do not add dictionary definitions. “Fast/slow” and “loud/soft” are the section’s tempo and dynamics pairs; they are taught with the fast/slow and big/little sound pictures, never assumed.

Materials (teacher-facing)

- The four text posters as figured in this section (one per original text; the beat map and pattern chart are the working posters).
- Red counters or small red blocks (one per child-pair) for the beat map and pattern chart.
- Class “sounds for the beat”: soft hand bells, tap sticks, plus hands and legs (no purchase needed).
- One set of twelve rhyme picture cards per pair (artwork as in the rhyme-pairs figure).
- Two sorting boxes per pair, one red, one blue (fast/slow sort).

Teaching sequence

One arc, six short sessions. Say-lines are verbatim student-facing text (read aloud); the surrounding prose is teacher guidance.

Session 1 — Hearing the beat. Say the chant slowly, line by line, tapping your legs so the class sees the tap. Children tap with you.

Say it with me: *Pat your legs and tap your toes!* Tap the beat: Pat! legs! tap! toes! That is the beat!

Session 2 — The Pat-Tap Chant and the beat map. Put up the beat map. Say the whole chant together, tapping where the dots are. Name the rhythm: four beats in a line.

The Pat-Tap Chant: original text, written for this book.

The Pat-Tap Chant

Pat your legs and tap your toes, Pat your legs and tap your toes, Pat your hands and tap your nose, Now be still, still, still, like a cat!

Look at the beat map! A dot on every beat. Say it and tap!

The beat map — The Pat-Tap Chant

1	Pat	your	legs	and	tap	your	toes,	
	●		●		●		●	
2	Pat	your	legs	and	tap	your	toes,	
	●		●		●		●	
3	Pat	your	hands	and	tap	your	nose,	
	●		●		●		●	
4	Now	be	still,	still,	still,	like	a	cat!
	●		●	●	●			●

Tap where you see a dot: ● = one tap

Session 3 — The Rain Rhyme with actions (.E02). Say the rhyme and do the actions together; the class copies. At the end, linger on *nose / toes*: the ends sound the same — that is a rhyme.

The Rain Rhyme: original text, written for this book.

The Rain Rhyme — say it and do it!

Rain, rain, on my nose, — *touch your nose* Rain, rain, on my toes, — *tap your toes* Rain, rain, on my head, — *put your hands on your head* Rain, rain, all round my bed! — *make a big circle with your arms* Sun is up! The sky is blue! — *put your arms up high* Sun is up! I can play with you! — *jump with a friend*

The Rain Rhyme — say it and do it!

Rain, rain, on my nose,		touch your nose	
Rain, rain, on my toes,		tap your toes	
Rain, rain, on my head,		put your hands on your head	
Rain, rain, all round my bed!		make a big circle with your arms	
Sun is up! The sky is blue!		put your arms up high	
Sun is up! I can play with you!		jump with a friend	

English Foundation · 3D · Rhythms and sound patterns

Session 4 — The Big Red Bus: sound patterns. Read the poem; the class makes the *brmm* sound with you. Put a red block on every word that comes back (pattern chart). Name the sound pattern.

The Big Red Bus: original text, written for this book.

The Big Red Bus

Brmm, brmm, brmm goes the big red bus, Brmm, brmm, brmm for all of us! Round and round, round, round and round, Listen to the brmm-brmm sound!

Listen to The Big Red Bus. Which words come back many times? Put a red block here when the word comes back!

Find the pattern in The Big Red Bus

1	 Brrm,	 brrm,	 brrm,	goes	the	big	red	bus,
2	 Brrm,	 brrm,	 brrm,	for	all	of	us!	
3	 Round	and	 round,	 round,	 round	and	 round,	
4	Listen	to	the	 brrm-brrm	sound!			

■ = put a red block here when the word comes back

Which words come back many times?

English Foundation · 3D · Rhythms and sound patterns

Session 5 — The Sing-Back Song with sounds for the beat (.E01). Sing a line; the class sings it back. Add the sounds for the beat: some children tap bells or sticks, some pat hands or tap legs. Play with loud/soft and fast/slow.

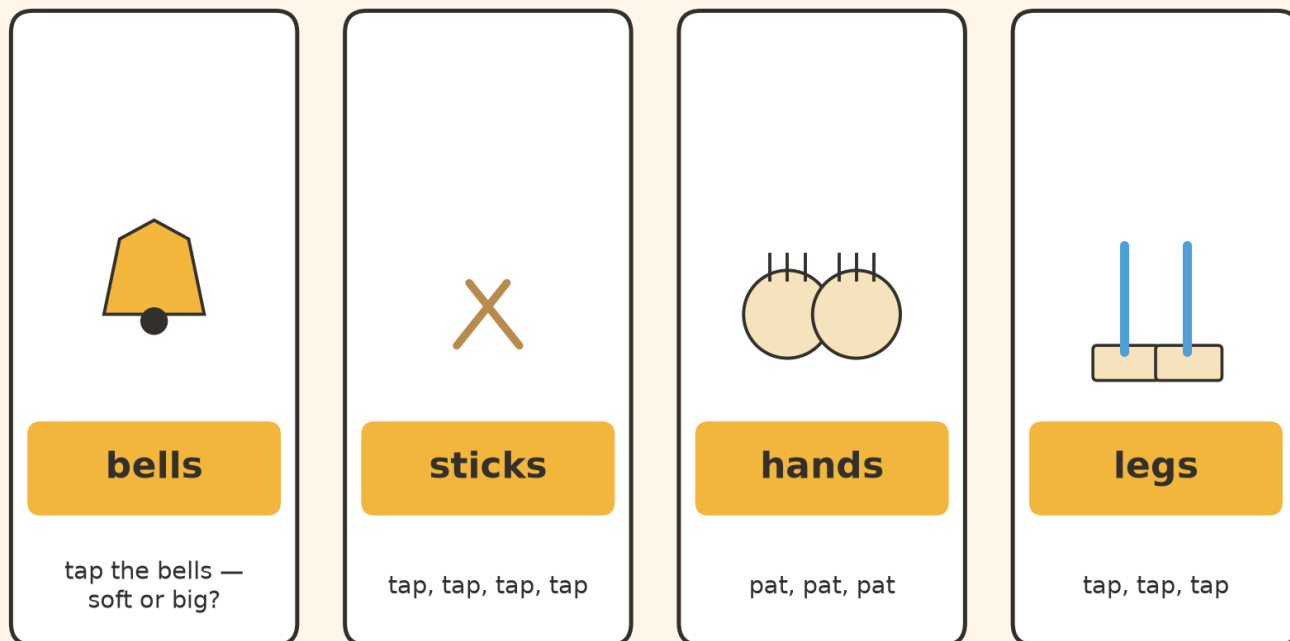
The Sing-Back Song: original text, written for this book.

The Sing-Back Song

Sun is up, come and play! Sun is up, come and play! Sing the song and sing with me, One, two, three — la, la, lee!

I sing — you sing back! La, la, lee!

Our sounds for the beat



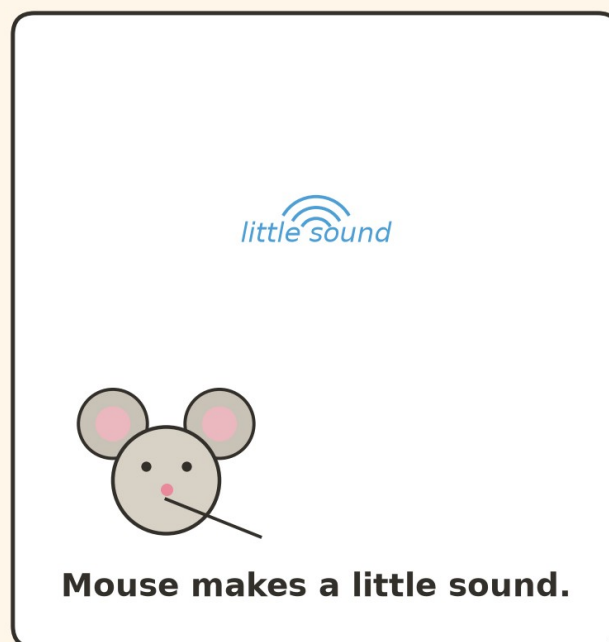
What sound can you make? Play the beat with us!

English Foundation · 3D · Rhythms and sound patterns

Four cards — bells, sticks, hands and legs — showing the class sounds for the beat

Bear makes a loud sound! Mouse makes a soft sound!

Big sound and little sound

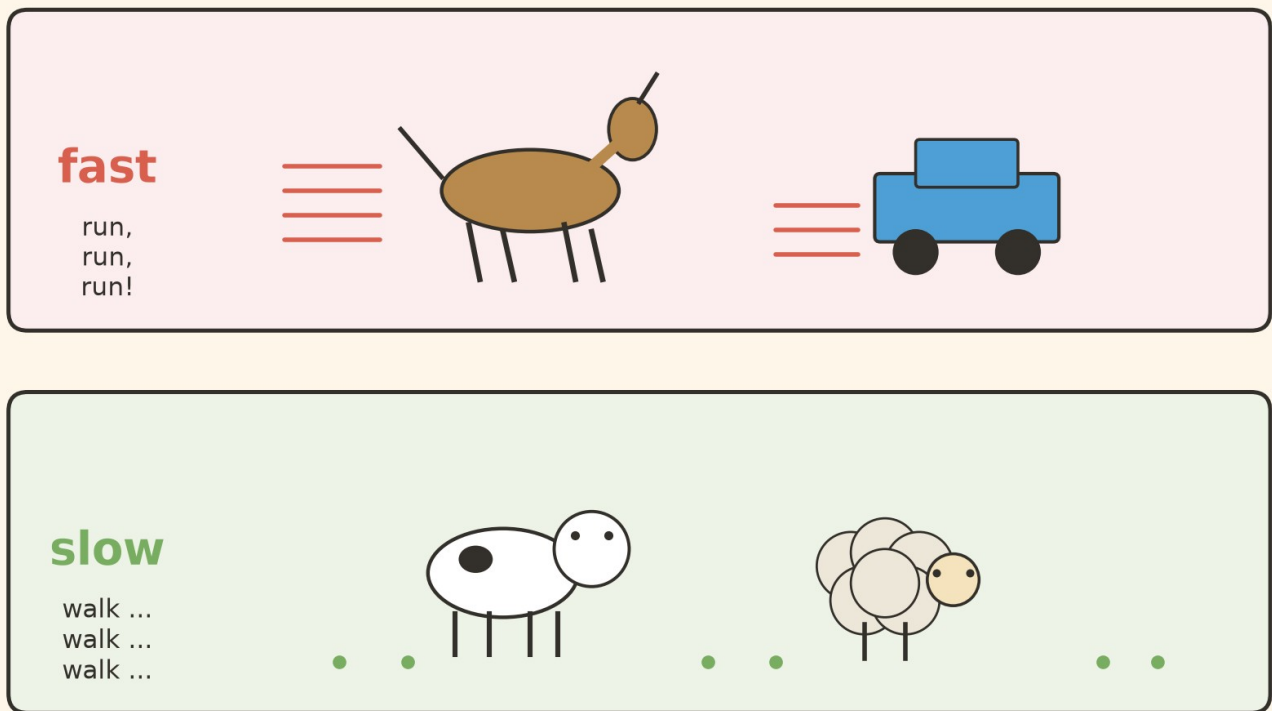


English Foundation · 3D · Rhythms and sound patterns

Bear beside a big red star for a big loud sound, and Mouse beside small arcs for a little soft sound

Fast, fast, fast! Now slow ... slow ... slow.

Fast and slow



English Foundation · 3D · Rhythms and sound patterns

Session 6 — Performance day. Pairs recite and perform for each other; the teacher observes against the checklist in *Assessment notes*. This session supplies the section's unscaffolded evidence (U1–U4).

Modelled examples

ME1 — The teacher finds the beat (think-aloud). *Model with the beat map visible; children watch the dot land on each beat.*

I say the line slow: *Pat your legs and tap your toes*. My hands want to tap! Pat — tap! legs — tap! tap — tap! toes — tap! Four taps. I put a dot on Pat, legs, tap, toes. Four beats in the line! That is the rhythm!

What to look for: children tap in time on the four beat words, not on every word.

ME2 — The teacher recites with actions and notices the rhyme (.E02). *Model The Rain Rhyme's first two lines, then pause on the end sounds.*

Rain, rain, on my nose — I touch my nose! Rain, rain, on my toes — I tap my toes! Nose ... toes ... the end sounds the same! That is a rhyme! And my hands do the actions. That is how I recite a rhyme!

What to look for: children can say which two words sounded the same at the end (oral response).

Scaffolded tasks

S1 · Beat Buddies (*pairs; practical demonstration*)

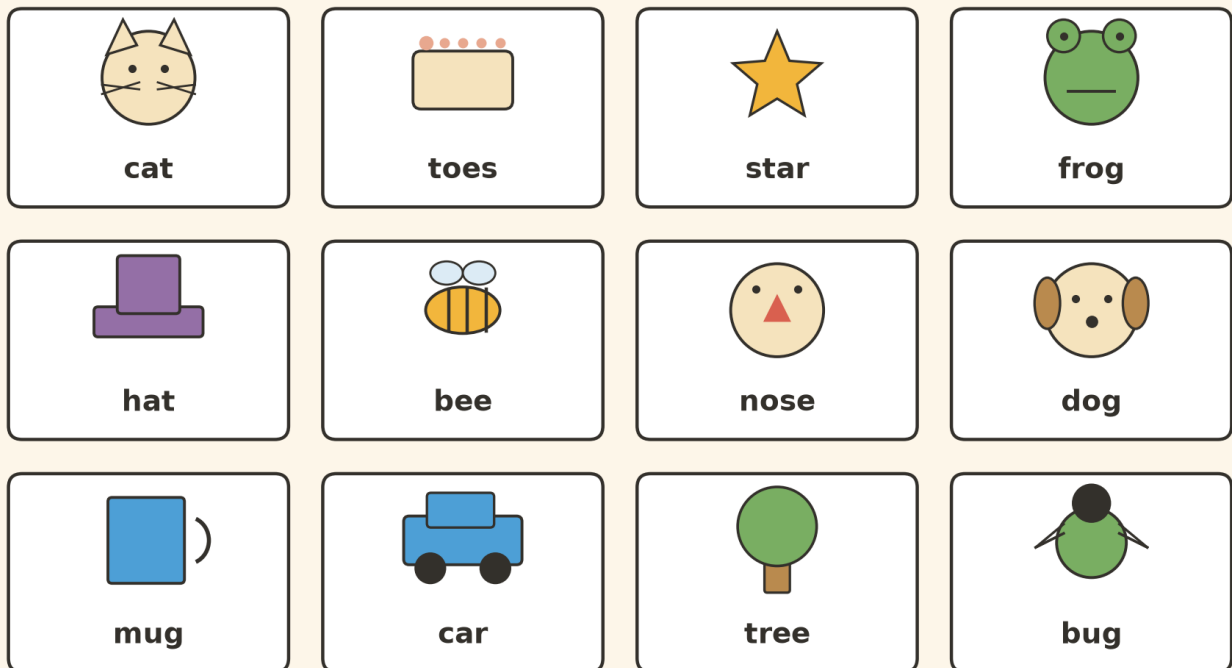
With your friend: say The Pat-Tap Chant and tap the beat. You tap first — your friend taps next. Now your friend taps first — you tap next.

What to look for: taps land on the beat words; partners wait and swap without teacher help.

S2 · Find the Rhyme (*pairs; oral response*) — uses the twelve picture cards.

Look! Find two that sound the same at the end! Say the two words to your friend: *nose* and *toes* — they rhyme!

Find two that sound the same at the end!



Say every word with your teacher. Listen to the end!

English Foundation · 3D · Rhythms and sound patterns

Twelve picture cards — *cat*, *toes*, *star*, *frog*, *hat*, *bee*, *nose*, *dog*, *mug*, *car*, *tree*, *bug* — for finding two words that sound the same at the end

What to look for: the pair matches by end sound (not by picture kind) and says both words aloud.

S3 · Fast and Slow (pairs; practical demonstration)

Say The Pat-Tap Chant fast! Now say it slow. Look! Put the fast ones in the red box. Put the slow ones in the blue box.

What to look for: children hear the tempo change in their own saying and sort horse/car to red, cow/sheep to blue.

S4 · Big Sound, Little Sound (pairs; oral response / practical demonstration)

Bear says the chant with a loud sound! Mouse says the chant with a soft sound. You be Bear — you be Mouse!

What to look for: children vary loud/soft deliberately and can say which was which (oral response).

S5 · Find the Pattern (pairs; practical demonstration)

Say The Big Red Bus with me. Put a red block here when the word comes back!

What to look for: blocks land on *brmm* and *round* each time they come back; children can point to the words that come back many times.

S6 · The Sound Band (groups; practical demonstration, .E01)

Sing The Sing-Back Song with us! Play the beat: bells, sticks, hands or legs. What sound can you make?

What to look for: children keep a steady beat under the song with their chosen sound maker; the beat, not the volume, leads.

Un scaffolded tasks

Performance-day evidence. No modelling in the session; the teacher reads the prompt, the child performs.

U1 · Recite The Rain Rhyme (*individual; practical_demonstration, .E02*)

Say The Rain Rhyme and do the actions — all by you!

Evidence: the child recites the rhyme with matching actions unaided (teacher observation).

U2 · Lead the Sing-Back Song (*individual; oral_response*)

You be the teacher! Sing a bit of The Sing-Back Song — we sing it back!

Evidence: the child delivers a short spoken/sung text to an audience (achievement-standard join).

U3 · The beat, alone (*individual; practical_demonstration*)

Say The Pat-Tap Chant and tap the beat with your sticks — all by you!

Evidence: saying and tapping stay together without a partner or teacher lead.

U4 · Two that rhyme (*individual; oral_response*)

Get two that rhyme. Say the two words to your friend!

Evidence: the child finds a rhyming pair unaided and says the end-sound match aloud.

Show me

One oral reasoning prompt, answered out loud or by demonstration (D8).

Say The Pat-Tap Chant with us and tap the beat. How do you know where to tap?

Listen for: “the beat”, taps on the beat words, or pointing at the dots — any account of the pattern counts; there is no written answer.

Assessment notes (*teacher-facing*)

Book assessment is teacher-observed and oral (D8). Record per child against the CD, not the elaborations:

- **Replicates a rhythm:** keeps the four-beat pattern of the chant while saying and tapping (S1, U3).
- **Replicates sound patterns:** performs repeated sounds/words of the bus poem with blocks or voice (S5); matches rhyming end sounds (S2, U4).
- **Across the four forms:** says a poem/chant, recites a rhyme with actions (U1), sings a song back (U2, S6).
- **Uses the section’s words:** beat, rhythm, rhyme, sound pattern, loud/soft, fast/slow in oral responses (ME1–2, S4, Show me).

Modes used: teacher_observation (U1, U3, S1, S6), oral_response (S2, S4, U2, U4, Show me), practical_demonstration (S1, S3, S5, U1, U3).

MCQ-bank linkage keys: VC2EFLE04 .E01 .E02. .E03 is retained as a linkage key only (excluded per D3 — never assess, never teach).

Linkage, not duplication: children who enjoy the end-sound play here meet the same ear again in 4C’s word-level work (VC2EFLY03); 4C’s isolated syllable and alliteration games are not repeated in this section.

Retelling and adapting stories through play, performance, images, drawing and writing

Book	English Foundation (single-level book, first year of schooling)
Chapter	3 — Literature: stories, responses, rhythms and retellings
Section	3E
Strand / Sub-strand	Literature / Creating literature
Content description owned	VC2EFLE05 (one CD per section — D5)
Elaboration ids drawn on	.E01, .E02 (linkage keys for MCQ and coverage, not a teaching order — D7)
Register	F–2 read-aloud: every word a child meets is read aloud by the teacher; no child has to read anything unaided (D13)

The content description (verbatim from the VCAA export)

VC2EFLE05 — Students learn to:

retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing

This may involve students (elaborations .E01–.E02, verbatim):

- .E01 drawing and role-playing characters or events
- .E02 sequencing pictures, which may involve using digital tools, to retell a story

Achievement-standard sentences this section evidences (VCAA Foundation achievement standard, verbatim excerpts): Speaking and Listening — “When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.” Writing — “When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate.”

Bank linkage: six MCQ items in the question bank are keyed to VC2EFLE05 (read-aloud administration per WORD_LEVEL_POLICY Rule 4). The ids above join on one key with no mapping table (D8).

What this section teaches (teacher-facing)

Children have been listening to stories all chapter (3A–3D). This section turns them from listeners into makers: they take a story they already know and bring it back out — through drawing, through their bodies, through ordered pictures, and through their own spoken words. That is the CD’s two moves in child terms:

- **Retelling** — saying a known story again so the events come back in the right order.
- **Adapting** — making a known story new: a new ending, a new character, a new place.

Both moves are worked through the five channels the CD names — play, performance, images, drawing and writing — at Foundation scale: drawing and emergent writing carry as much of the story as the words do, and everything spoken is oral.

Previously encountered texts. The CD says the texts are *previously encountered*. In this section that is arranged in two ways. First, the teaching sequence below reads a story aloud in Phase 1, so every later phase works on a story the class has already met. Second, any story your class already knows — from earlier in the chapter, from the book corner, from home — can be used in exactly the same tasks. The two stories written for this section guarantee a shared

text even where no other story is yet familiar. When you reach for other texts, keep the chapter's diet: Australian and world authors and illustrators (the D3 disposition for Chapter 3).

Original texts. The two read-aloud stories below were written for this book; no copyrighted text is reproduced anywhere in this section (SOURCE_USE.md Rule 3; D4). Real, named picture books are welcome in the room as read-alouds for retelling — for example *Possum Magic* by Mem Fox (Australian author) or *The Very Hungry Caterpillar* by Eric Carle (world author) — but this book quotes and reproduces nothing from them.

Reading load rule (D13). Every instruction in this section is read aloud by the teacher. Picture cards, faces, boxes and numbers carry the tasks — never prose the child must lift unaided. Where a figure carries words, they are words the class has met orally (first, next, last, numbers 1–5, the four feeling words) or single letters.

Inclusive start (D10). Nothing before this page is assumed. Any child can start here, whatever their language background or prior book experience. Where a task leans on a behaviour such as sitting with a friend or listening while others play, the teaching sequence sets the behaviour in one spoken instruction before asking for it.

Metalanguage — defined at first use

Subject terms are introduced one at a time inside the teaching sequence, each defined the first time the class hears it. The child-facing script lines are below (read aloud); the definitions in the right column are for you.

Term	Teacher-facing definition	First use
retell	to say a known story again, keeping its events in order	Phase 2
character	a person or animal in a story	Phase 2
event	something that happens in a story	Phase 2
role-play	playing a story with your body and voice — being a character	Phase 3
sequence / sequencing	putting the events or pictures of a story in order: first, next, next, last	Phase 4
adapt	changing a known story to make a new version	Phase 5
performance	playing a story for an audience to watch	Phase 6

Listen: new words. Today we play with stories! We say a story one more time — that is a **retell**. We make a story new — that is to **adapt**. The people and animals in a story are the **characters**. We put the pictures one, two, three, four, five — that is to **sequence**. We play the story — you can be Dot! That is a **role-play**. And when we play the story for people to watch, that is a **performance**.

Each term above is the curriculum's own word (CD VC2EFLE05 and its elaborations) or the subject term for the activity the CD names; each is defined at first use, per house rules.

The read-aloud texts for this section

Both stories are original — written for this book (D4). They are deliberately tiny, with strong pictures in the words, so five-year-olds can draw them, play them, order them and say them back. Story 1 carries the whole teaching sequence; Story 2 gives the children a second, shorter text for the unscaffolded tasks, so the section works on *a range* of texts as the CD requires.

Story 1 — Dot and the Mud (*a story made for this book*)

Dot is a little dog. Dot is black and white. Dot likes the mud.

Dot can see a big spot of mud. Dot jumps in the mud! Oh no, Dot. Now Dot is all mud.

Mum washes Dot. Rub, rub, rub. Now look at Dot! Dot is black and white.

Dot can see the mud. Dot jumps in the mud one more time! Oh, Dot!

The five events for drawing, sequencing and retelling:

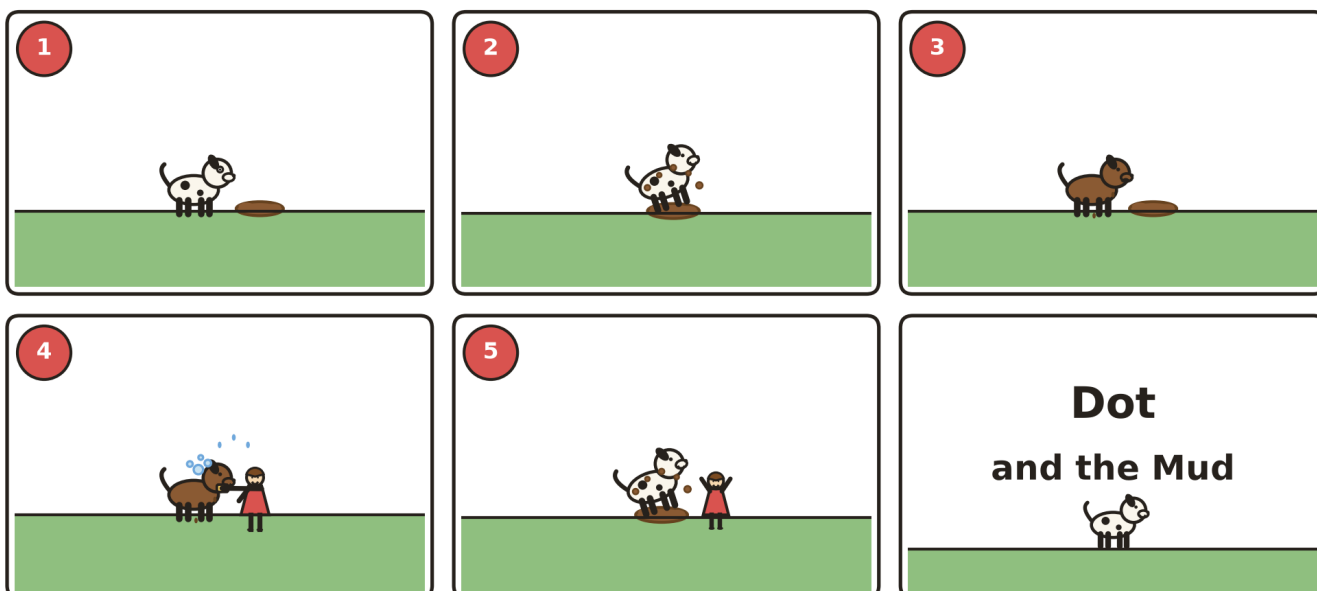
Event	What the class will picture
1	Dot can see the mud.
2	Dot jumps in the mud.
3	Dot is all mud.
4	Mum washes Dot.
5	Dot jumps in the mud one more time.

Story 2 — The Little Bird *(a story made for this book)*

A little bird sits in the tree. The bird sings a song.

A cat comes. The cat looks up. The bird flies up, up, up!

The cat is sad. The bird sings in the sky.



The five story pictures for Dot and the Mud. One: Dot can see the mud. Two: Dot jumps in the mud. Three: Dot is all mud. Four: Mum washes Dot. Five: Dot jumps in the mud one more time.

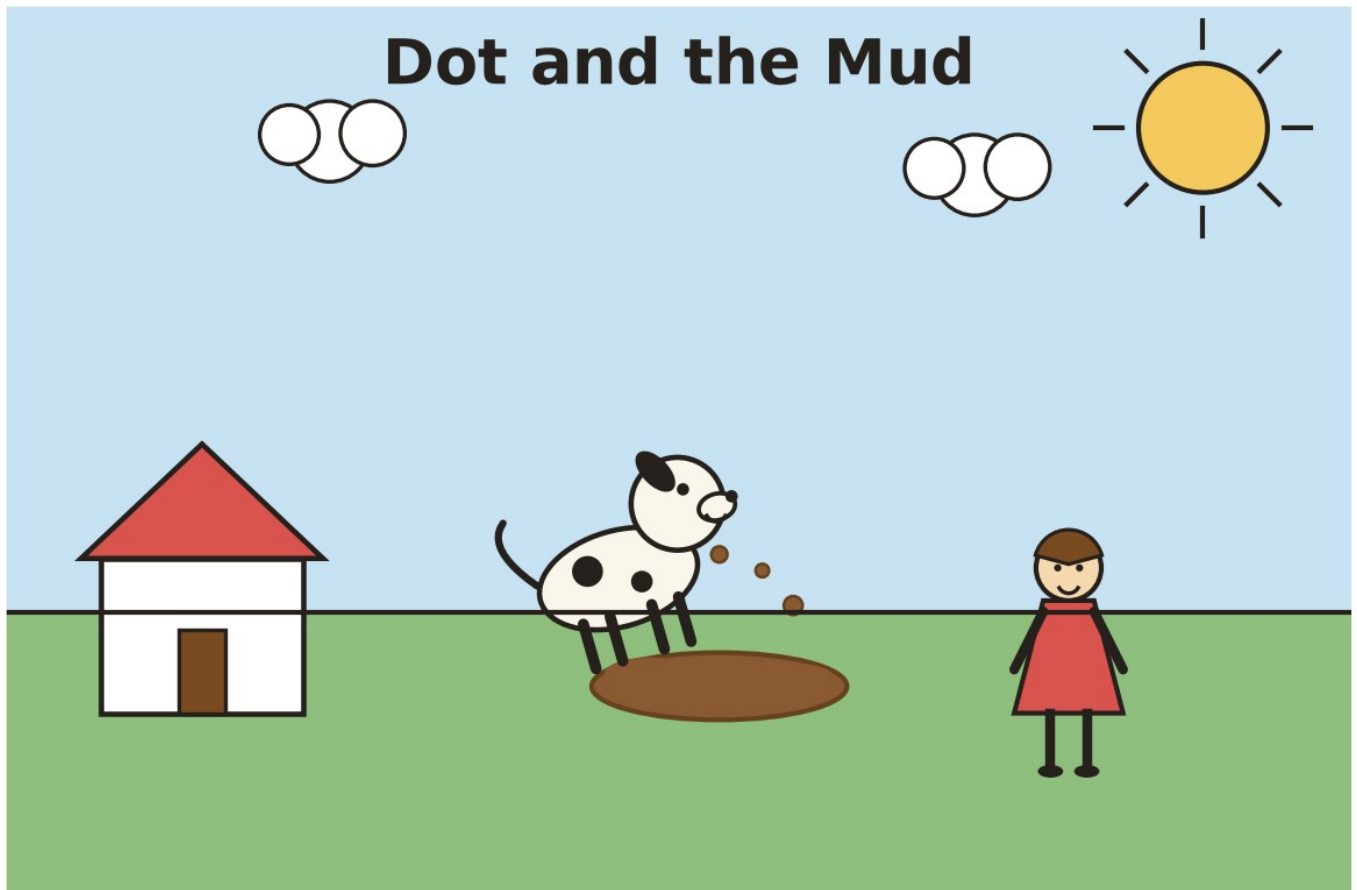
The five story pictures for **Dot and the Mud**. One, two, three, four, five.

Teaching sequence (teacher-facing)

One sequence, six phases, about a week of short sessions. You will need: the two stories above (you read them; nothing is read by the children), a copy of the story pictures (figure 3e_dot_story_pictures.png, cut into five cards if you can print them), paper, pencils, glue, scissors, sticks for puppets, the faces figure, and — optionally — a tablet or camera for Phase 4 (the CD's digital tools, .E02).

Phase 1 — Listen to the story. Gather the class. Set the listening behaviour in one instruction, then read Story 1 aloud with big voice and slow pace. Pause at “Oh no, Dot.” Let the children react. Read it again — twice through is right at this age. Put the story poster where the class can see it all week.

Now we listen to a story. The story is **Dot and the Mud**. Listen with your ears. Look with your eyes.



Dot and the Mud. Dot jumps in the mud. Mum can see. The sun is up.

Dot and the Mud — our story!

Phase 2 — Say it with me (first retell). Hold up the five story pictures in order. Retell the story with the children in echo style — you say a line, they say a line. This is the first **retell**, and it is where the term is defined aloud (metalinguage box above). Ask the who/what questions below; accept any response, and say the story words back in your reply.

Who is in the story? Yes — Dot, and Mum. Dot and Mum are the **characters**. What does Dot like? Yes — Dot likes the mud! What does Dot do? Dot jumps in the mud! That is a big **event** in the story. Now we say the story one more time. I say it, you say it. That is a **retell**!

Phase 3 — Draw it and play it (.E01). Children draw Dot and the mud, then say their drawing to a friend. Then the room becomes the story: one child is Dot, one is Mum, and the class watches. Define **role-play** aloud before the play starts. The faces figure helps children find Dot's face and Mum's face. Keep turns short and re-run the play so several children get the mat.

Now draw Dot. Draw a big spot of mud. Who can you see in your drawing? Say it to your friend. Now we play the story! You can be Dot. You can be Mum. That is a **role-play**. Your friends will sit and watch. Dot, jump in the mud! Mum, wash Dot! Rub, rub, rub. Look at the faces. Is Dot happy? Is Dot sad? Is Dot scared? Is Dot surprised? Make the face!

Phase 4 — Put the pictures in order (.E02). Give pairs of children the five story pictures mixed up (figure 3e_dot_mixed_up.png). They put them one to five, then say the story over the ordered pictures. Define **sequence** aloud first. Optional digital move per .E02: children use a tablet or camera to take a photo of their ordered pictures, then say the story to the photo. Walk around and listen; where an order is wrong, retell that event with the child — do not just move the card.

Look at the five story pictures. They are all mixed up! We put them one, two, three, four, five — that is to **sequence**. Which one is first? Yes — Dot can see the mud. Which one is last? Now say the story with the pictures. You say one, your friend says one.

Phase 5 — Make it new (adapt). Define **adapt** aloud. Offer the class three doors into adapting, all from the practice tasks below: a new last picture for Dot’s story (T7), the story on a wet day (T5), or a new character in the bird story (T9). Children draw the new part, then say the new story. Celebrate the newness — the point is that a story can be changed by the person who tells it.

Now we **adapt** the story. Adapt: we make the story new! What new thing can we make? A new end? A new friend for Dot? It is a wet day! Dot is in the rain! Draw the new story. Say it to your friend.

Phase 6 — Perform it. Define **performance** aloud. Small groups play the story (or their new version of it) for the class, using their drawings, their stick Dot, the mat and the faces. Set the watching behaviour in one instruction before each performance. After each one, the audience says one thing they liked. This phase joins 4B (short spoken texts to an audience): voice, face and body all carry the story.

Now it is a **performance**! We play the story for people to watch. Your friends will sit and watch. They will listen with their ears. You can say it big. You can say it small. Watch! What do you like? Say one thing you like.

Modelled examples

Modelled example 1 — scaffolded — drawing and role-playing a character and an event (.E01)

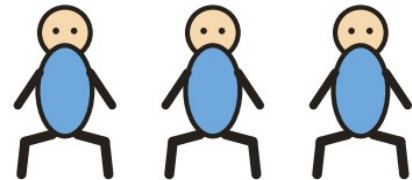
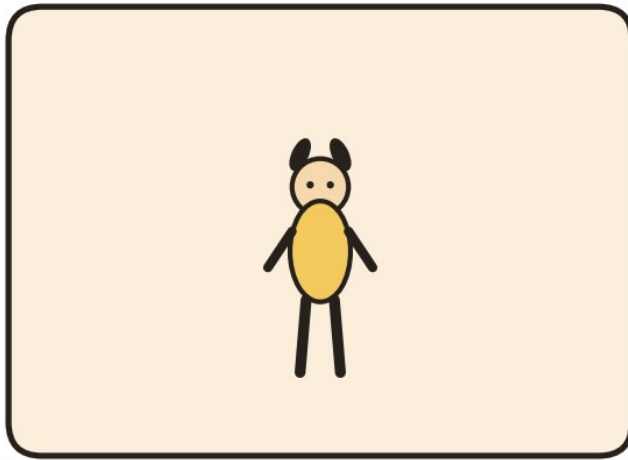
What is modelled: how one child’s drawing becomes one acted event. Materials: paper, pencils, the faces figure, the play mat (figure 3e_play_spot.png).

Step	What you do and say	What the children do
1	Read the event aloud.	Listen.
2	Say the draw instruction (below).	Draw Dot and the mud.
3	Ask one child about their drawing; say the story words back: “Dot jumps in the mud!”	Say their picture.
4	Define role-play aloud; point to the mat figure.	Sit in their spots.
5	Cast two children: “You are Dot. You are Mum.” Read the story slowly while they play it.	Play Dot and Mum; the class watches.
6	Ask the watchers one question (below).	Say one thing they saw.

Draw Dot. Draw a big spot of mud. Dot jumps in the mud! You are Dot. You are Mum. I say the story, you play the story. Dot can see the mud ... Dot jumps in the mud! Oh no, Dot. Now Dot is all mud. Mum washes Dot. Rub, rub, rub. Now look at Dot! What did you see? What did Dot do? Yes — Dot jumped in the mud!

play

watch



The play spot. One friend plays on the mat. Three friends sit and watch.

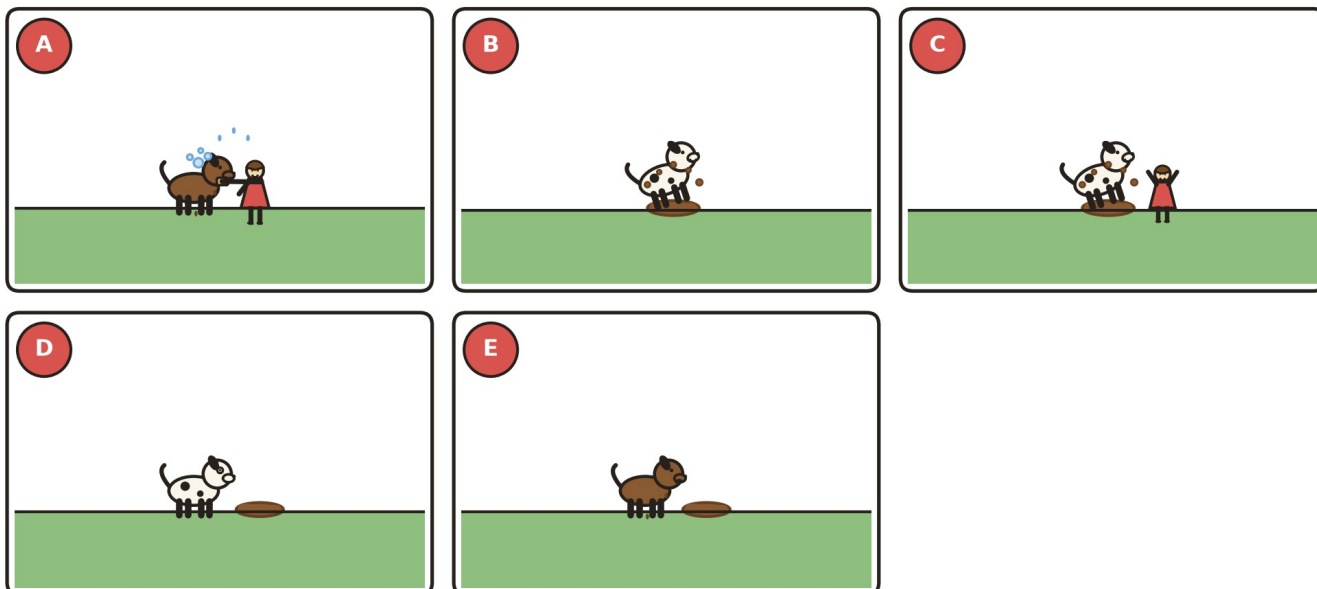
The play spot. One friend plays on the mat. Three friends sit and watch.

Modelled example 2 — scaffolded — sequencing pictures to retell a story (.E02)

What is modelled: how five mixed-up pictures become an ordered retelling. Materials: the mixed-up cards (figure 3e_dot_mixed_up.png), the ordered set as your answer key (figure 3e_dot_storyPictures.png), optionally a tablet or camera.

Step	What you do and say	What the children do
1	Show the mixed-up cards.	Look.
2	Think aloud: which one is first? Find Dot seeing the mud. Put it down.	Watch and help.
3	Keep going, saying each event as you place it.	Say the events with you.
4	Read the ordered story once, pointing along the cards.	Listen and look.
5	Hand the retell to the children.	Say the story over the cards.
6	Optional: photograph the ordered cards.	Say the story to the photo.

The pictures are all mixed up! Which one is first? Look — Dot can see the mud. That is first. One. Next, Dot jumps in the mud. Two. Next, Dot is all mud. Three. Next, Mum washes Dot. Four. Last, Dot jumps in the mud one more time! Five. Now look — one, two, three, four, five. We say the story! Now you say it. You say one, your friend says one.



The five story pictures all mixed up. They have the letters A, B, C, D and E.

The five story pictures, all mixed up! Put them one, two, three, four, five.

Practice tasks

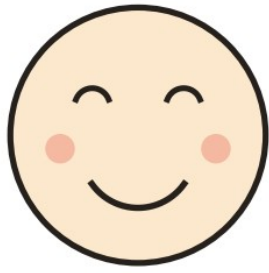
All tasks are read aloud by the teacher. Each gives you a one-line setup (teacher-facing) and the exact words to say (student-facing). The scaffolded tasks (T1–T6) support the children with pictures, a friend or your voice. The unscaffolded tasks (T7–T10) hand the story to the children: they order, draw, change and say with no step-by-step help.

Scaffolded

T1 — Draw Dot (drawing, .E01). Paper and pencils; children draw, then say.

Draw Dot. Draw a big spot of mud. Now say it to your friend: “Dot jumps in the mud!”

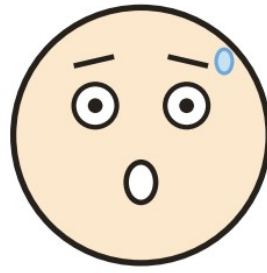
T2 — Make the face (role-play, .E01). Use the faces figure; one child makes the face, the others say it.



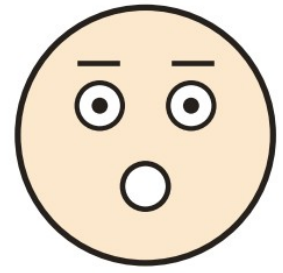
happy



sad



scared

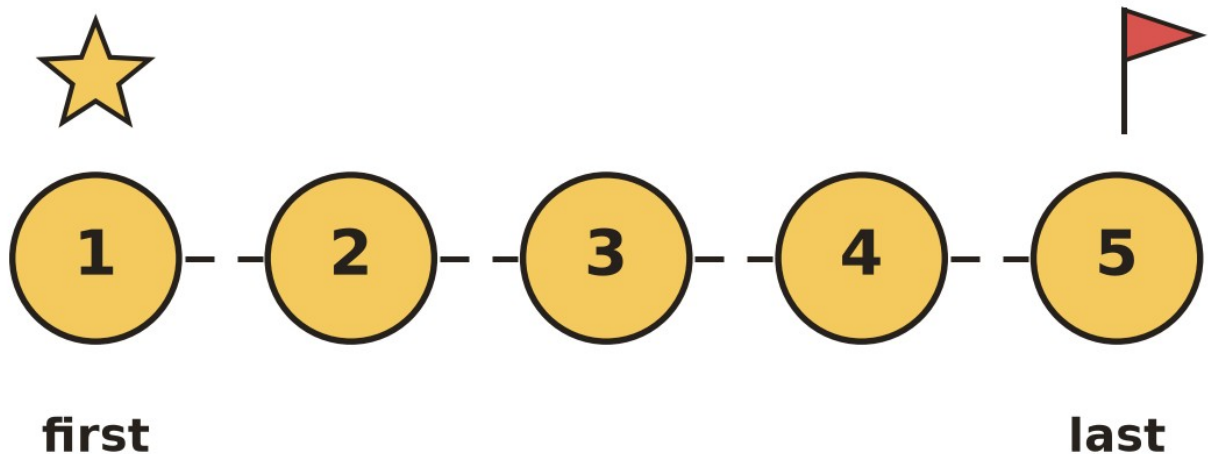


surprised

Four faces for the story. Happy, sad, scared and surprised.

Look at the faces: happy, sad, scared, surprised. Make the face! Is Dot happy? Is Dot sad? Is Dot scared? Is Dot surprised? Your friends will say it: “Happy!”

T3 — Put the pictures one to five (sequencing, .E02). Pairs of children use the mixed-up cards; the retell path figure gives them a spot for each picture.



Five big spots, one to five, to help you say the story.

The five story pictures are all mixed up. Put them one, two, three, four, five. Which one is first? Which one is last?

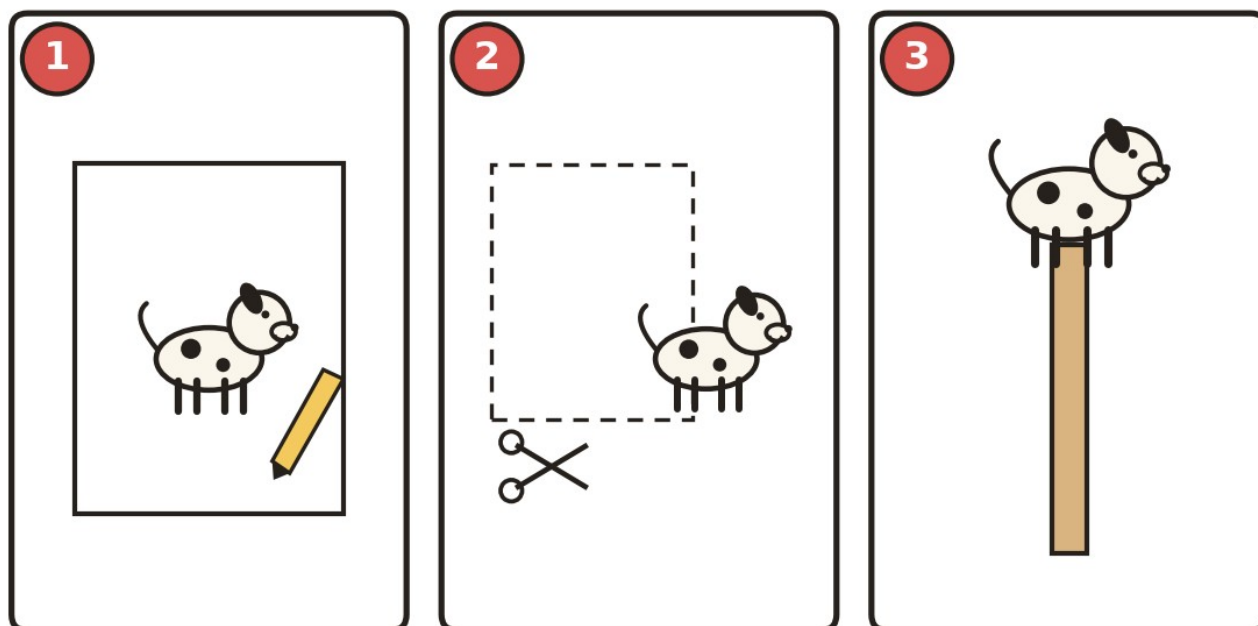
T4 — Say the story with a friend (retelling, .E02). The cards are now in order; pairs retell one picture each, along the path.

Say the story with your friend. You say the first one. Your friend says the next one. Go on, go on, to the last one! Now say it one more time. That is a retell!

T5 — A wet day for Dot (adapting, .E01/.E02). The setting changes; the story stays. Paper and pencils for the new drawing.

Now the story is new! It is a wet day. Dot is in the rain. Draw Dot in the rain. Say the new story to your friend. Oh no, Dot! Now Dot is all wet!

T6 — Dot on a stick (performance, .E01). Children make a stick Dot and play one event for a friend. Glue, scissors and sticks are yours to hand out; the making steps are on the figure.

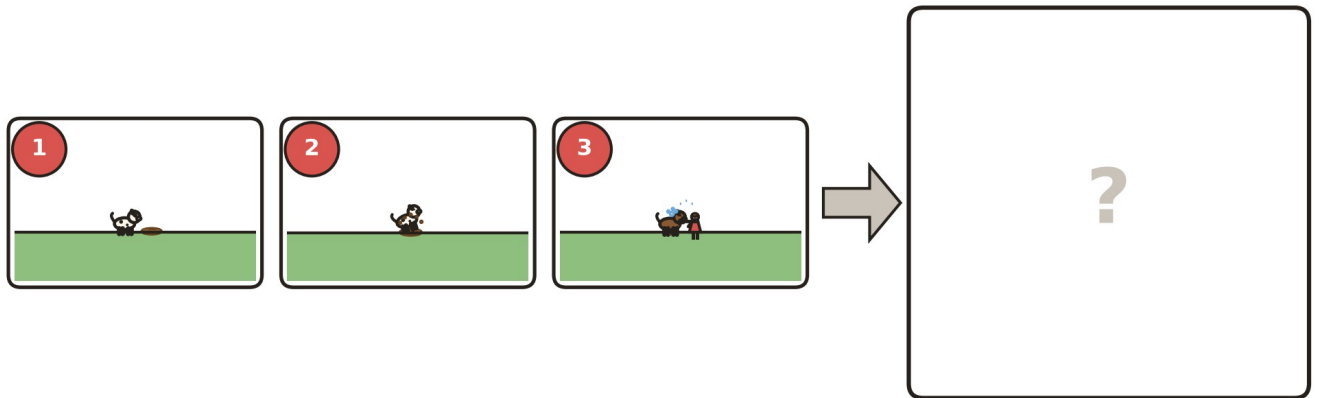


How to make Dot on a stick. One, draw Dot on paper. Two, cut Dot. Three, put Dot on a stick.

Make Dot on a stick! One, draw Dot on paper. Two, cut Dot. Three, put Dot on a stick. Now play the story! You can be Dot. Your friend can watch. Dot jumps in the mud! Oh, Dot!

Unscaffolded

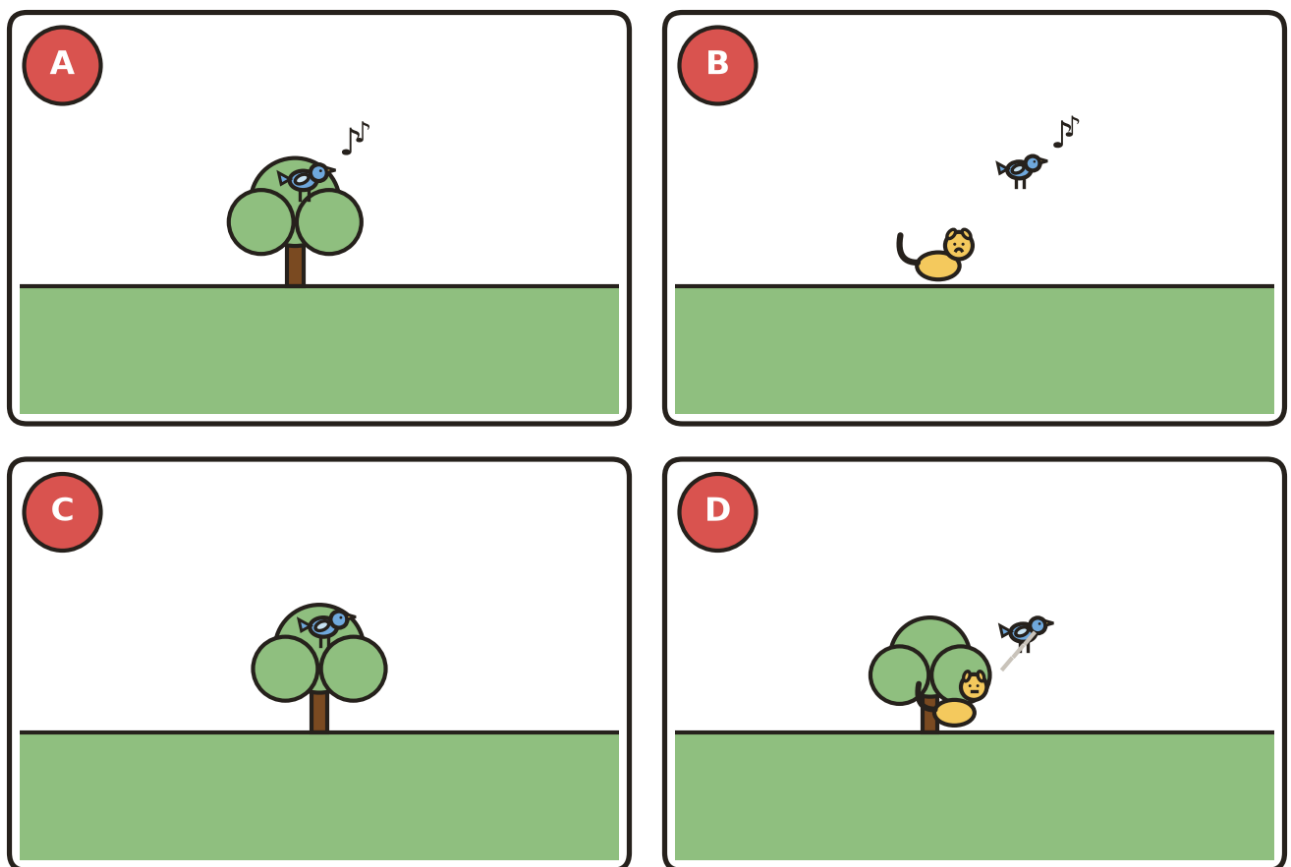
T7 — A new last picture (adapting, .E01). Children invent and draw a new ending, then retell the whole story with their new last picture. Say the task and stop — no steps, no suggestions first; offer help only where a child is stuck.



Three little pictures from the story, and one big empty box for your new drawing.

A new end for the story! Draw the last one. What does Dot do now? Now say the story one more time with your new drawing.

T8 — Put The Little Bird in order (sequencing and retelling, .E02). Four mixed-up pictures; children order them and say the story with no help. Answer order for you: the bird in the tree, the bird singing, the cat coming while the bird flies up, the sad cat and the bird in the sky.



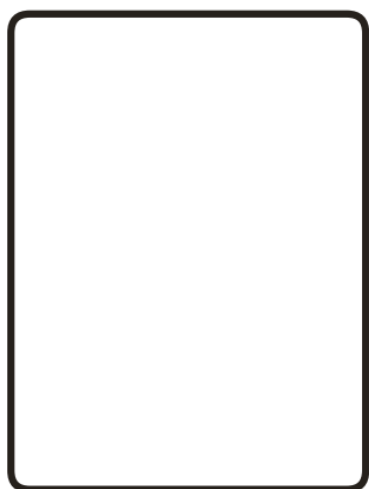
The four pictures of *The Little Bird* all mixed up, with the letters A, B, C and D.

Put the four pictures of The Little Bird one, two, three, four. Now say the story.

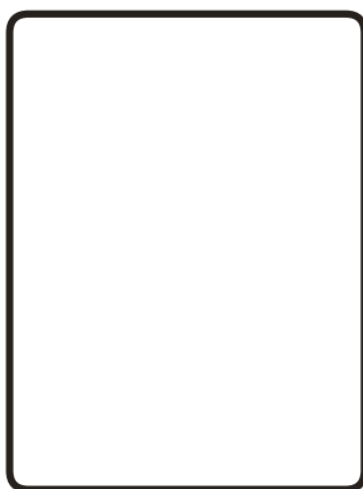
T9 — A new friend in the tree (adapting, .E02). The children retell the bird story with a new character. Say the task, then listen; do not retell it for them.

Say The Little Bird one more time. But now it is not a bird. It is a frog! The frog sits in the tree. The frog sings a song. What does the frog say? Now you say the new story to your friend.

T10 — A new story, first, next, last (creating, .E01/.E02). Children draw three pictures and say their own story. This task also joins 7A (creating short texts): where a child wants to write, familiar words and a capital letter and full stop are welcome, but drawing carries the story.



First



Next



Last

Three big empty boxes for drawing. First, next and last.

Make a new story! Draw three pictures: first, next, last. Now say your story to your friends.

Show me! — oral reasoning and demonstration

One prompt per child, with the materials on the desk. You are listening for the child's reasoning about story order and events — the “how do you know” — not for a performance. Any of the prompts below works; pick one per child across the week.

What is first in the story? How do you know? Look at your pictures. Which one is next? Which one is last?
You are Dot! You can see the mud. What do you do? The cat is sad. Why? I like your drawing! What do you like in it?

What a strong response sounds like: the child puts a card down and says “Dot can see the mud — that is first”, or acts Dot jumping and says “because Dot likes the mud”. The reason can be a story fact (“Dot is all mud”) or a feeling (“the cat wants the bird”). Both show the child inside the story.

What to look for (teacher-facing assessment)

Observe and note against the achievement standard's own sentences — this book's assessment is teacher-observed and oral (D8):

- **Speaking and Listening** — “deliver short spoken texts, including retelling stories ... using features of voice.” Listen for: the child retells events in order over the pictures (T3, T4, T8); voice and face play the character (T2, T6, Phase 6).
- **Writing** — “retell stories and report information, using familiar words and images where appropriate.” Look for: drawings that carry the story's events (T1, T5, T7, T10); emergent words, a capital letter or a full stop where the child offers them (T10 joins 7A and 2E).
- **The CD itself** — the child retells **and** adapts a previously encountered story, across play, performance, images, drawing and writing. A child who orders and retells (T8) has retold; a child who draws a new last picture and says it (T7) has adapted. Both are the CD working.

Coverage note: this section owns VC2EFLE05 in full. Elaboration ids .E01 and .E02 are covered through the drawing/role-play and sequencing/retelling work above; the ids are linkage keys for the bank's six items, not a checklist (D7). No §2/§2A exclusion touches this CD (D3 affects 3A and 3D only).

Where this section joins the rest of the book (teacher-facing)

- **3A** supplies the read-aloud diet this section retells; any story from 3A works in T3–T9 unchanged.
- **3B** (responding to stories) — T2's feeling faces and the “say one thing you like” audience move are 3B's work in a new costume.
- **3C** (events, characters, beginnings and endings) — the who/what questions in Phase 2 and the first/next/last scaffold here are 3C's terms at work.
- **4B** (short spoken texts to an audience) — Phase 6 performances are the same act; 4B names the voice features.
- **7A** (creating short texts) — T10 is a direct bridge: drawing and beginning writing to make a text.
- **2E** (capital letters and full stops) — welcome in any writing a child offers, never required.

Forward: Level 1 (VC2E1LE05) takes this same act further — retelling or adapting *using plot and characters, structure, language features and vocabulary* (TOC §4). This section builds the habit; nothing here is framed as preparation for anything beyond it.

Chapter check C3 — Literature

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Chapter check C3 — Literature

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

Chapter check C3 — Literature · Chapter 3 (sections 3A–3E) · End-of-Chapter-3 check

English Foundation · Victorian Curriculum 2.0 · single-level book, no band

Codes assessed: VC2EFLE01 · VC2EFLE02 · VC2EFLE03 · VC2EFLE04 · VC2EFLE05

Name: _____ Date: _____

Total marks	20 (1 mark per item; every item objectively markable)
Section structure	Sitting 1 — the story <i>Milo's Hat</i> : Questions 1–10 (10 marks) · Sitting 2 — the rhyme <i>The Hop Rhyme</i> : Questions 11–20 (10 marks)
Timing	Untimed. About 10 minutes per sitting is enough. This is a classroom check, not an exam.
Sittings	2 sittings × 10 items, run on separate days or at separate times.
Conditions	The teacher reads every line of this check aloud. Before Sitting 1, the teacher reads the story <i>Milo's Hat</i> aloud from the page. Before Sitting 2, the teacher reads the rhyme <i>The Hop Rhyme</i> aloud from the page, and reads the story again if the class wants it. Children listen, look, tap, point and put pictures in place. No child needs to read anything.
Reading support	Every question, option and card is read aloud by the teacher, as many times as needed.
Permitted materials	None. All pictures are on the page or the screen. No writing is needed — children answer by tapping, pointing or circling.

Listen! Our new words.

The people and animals in a story are the **characters**.

The things that go on in a story are the **events**.

How you are — happy or sad — is a **feeling**.

The start of a story is the **beginning**. The end of a story is the **ending**.

The one who made the words of a book is the **author**. The one who made the pictures of a book is the **illustrator**.

Two words that sound the same at the end **rhyme**. Frog and dog rhyme!

To **retell** a story is to say it one more time, in the way it goes.

Sitting 1 — the story *Milo's Hat* (Questions 1–10)

Teacher: read the story aloud from the page, one page at a time. Show the pictures. Then go to Question 1.

Milo's Hat — a story made for this book. Listen and look.

[Picture: Milo is in a new blue hat. Milo is with Mum. They walk to the park. The sun is up.]

Milo has a new blue hat. Milo and Mum go to the park.

[Picture: The wind takes the blue hat up, up, up! Milo looks up. Milo is sad.]

Oh no! The wind takes the hat. Up, up, up! “My hat!” says Milo. Milo is sad.

[Picture: A little bird has the blue hat. The bird flies down. Milo looks up at the bird.]

Look! A little bird gets the hat. Down, down, down.

[Picture: The bird gives the hat to Milo. Milo is happy. Mum is happy too.]

The bird gives the hat to Milo. “Thank you, little bird!” says Milo. Milo is happy. Mum is happy too.

Question 1 (1 mark)

Listen. Who made the words of this story?

- A. Milo [Picture: Milo in the blue hat]
- B. Mum [Picture: Mum]
- C. the author [Picture: a big pen making words]
- D. the illustrator [Picture: a big pencil making pictures]

Circle or tap one.

Question 2 (1 mark)

Listen. Where does the story go?

- A. home [Picture: a home with a door]
- B. the farm [Picture: a farm with sheep and red sand]
- C. the shop [Picture: a shop with fruit on a big table]
- D. the park [Picture: a park with trees]

Circle or tap one.

Question 3 (1 mark)

Listen. What feelings does Milo have when the wind takes the hat?

- A. [Picture: a happy face]
- B. [Picture: a sad face]
- C. [Picture: a scared face]
- D. [Picture: a surprised face]

Circle or tap one.

Question 4 (1 mark)

Listen. Why is Milo happy at the end?

- A. The rain stops. [Picture: rain, going away]
- B. Milo sees a big dog. [Picture: a big dog]
- C. The bird sings a song. [Picture: a bird singing a song]
- D. The bird gives the hat back. [Picture: the bird gives the blue hat to Milo]

Circle or tap one.

Question 5 (1 mark)

Listen. Who are the characters in the story?

- A. Milo, Mum and the little bird [Picture: Milo, Mum and the little bird]
- B. the hat, the wind and the park [Picture: the blue hat, wind lines, and a park tree]
- C. the sun and the tree [Picture: the sun and a tree]
- D. a king and a fox [Picture: a king, and a fox]

Circle or tap one.

Question 6 (1 mark)

Put them where they go.

Look: Milo · Mum · the little bird · the hat · the tree · the sun. [Pictures: six small ones]

The boxes: **characters in the story** [Picture: an open book] — **not characters** [Picture: a box with a lid].

Put each one in a box, or say where it goes.

Question 7 (1 mark)

Three things go on in the story. Put the faces where they go.

One: the wind takes the hat, up, up, up! [Picture: the hat flies up; Milo looks up]

Two: Milo sees the bird with the hat. "Look!" [Picture: Milo looks up at the bird with the hat]

Three: the bird gives the hat to Milo. [Picture: the bird gives the hat to Milo]

The faces: [Picture: a sad face] · [Picture: a surprised face] · [Picture: a happy face]

Put one face with one, two and three.

Question 8 (1 mark)

Look at the four pictures. Some are things you do too. Tap the pictures of things you do too.

One: Milo and Mum go to the park. [Picture: Milo and Mum walk to the park]

Two: Milo has a new hat. [Picture: Milo in the blue hat]

Three: the bird flies up in the sky with the hat. [Picture: the bird flies high with the blue hat]

Four: the bird sits in a nest. [Picture: the bird sits in a nest in a tree]

Tap all the pictures that are right.

Question 9 (1 mark)

Look at the story. Tap the one who is sad.

[Picture: the wind takes the hat up; Milo looks up; a tree; the sun]

Tap one.

Question 10 (1 mark)

The four story pictures are all mixed up! Put them in the way the story goes.

A: [Picture: the bird gives the hat to Milo; Milo is happy]

B: [Picture: Milo has a new blue hat; Milo and Mum go to the park]

C: [Picture: the little bird gets the hat; down, down, down]

D: [Picture: the wind takes the hat; Milo is sad]

Which one is first? Which one is last? Put them one, two, three, four.

Sitting 2 — the rhyme *The Hop Rhyme* (Questions 11–20)

Teacher: read the rhyme aloud from the page. Do the actions with the class. Then go to Question 11. For Question 16, the story pictures of *Milo's Hat* from Sitting 1 are on the page — read the story one more time if the class wants it.

The Hop Rhyme — a rhyme made for this book. Say it and do it!

I see a little frog. Hop, hop, hop! — *hop like a frog*

I see a little dog. Stop, stop, stop! — *be still like a dog*

I see a little bee. Fly, fly, fly! — *fly like a bee*

The little bee is in the big blue sky. — *put your arms up high*

Frog and dog, come sing with me! — *say hello to your friends*

La, la, la, la, la, lee! — *sing with me!*

[Pictures: a little frog hopping; a little dog, still; a little bee flying up to the big blue sky; the frog, the dog and the bee singing with me]

Question 11 (1 mark)

Listen to the rhyme one more time. Listen: *bee*. Which word rhymes with *bee*?

A. dog [Picture: a dog]

B. hat [Picture: a hat]

C. tree [Picture: a tree]

D. hop [Picture: a frog hopping]

Circle or tap one.

Question 12 (1 mark)

Find the two that sound the same at the end.

Look: [Picture: a frog] · [Picture: a dog] · [Picture: a cat] · [Picture: a hat] · [Picture: a bee] · [Picture: a tree]

Make three pairs.

Question 13 (1 mark)

Who does what in the rhyme? Put the doing words with the friends.

The doing words: **hop** [Picture: hop lines, up and down] · **stop** [Picture: a hand up, saying stop] · **fly** [Picture: wings in the sky]

The friends: [Picture: the frog] · [Picture: the dog] · [Picture: the bee]

Put one doing word with each friend.

Question 14 (1 mark)

Look at the six pictures. Tap the things in the rhyme.

[Pictures, six: a frog · a dog · a bee · a cat · a fish · a cow]

Tap all the pictures that are right.

Question 15 (1 mark)

Put the rhyme pictures in the way they go.

A: [Picture: the little bee flies in the big blue sky]

B: [Picture: the little frog hops. Hop, hop, hop!]

C: [Picture: the frog, the dog and the bee sing. La, la, lee!]

D: [Picture: the little dog stops. Stop, stop, stop!]

Which one is first? Put them one, two, three, four.

Question 16 (1 mark)

Now the story *Milo's Hat* one more time. Put the three pictures in the way the story goes.

A: [Picture: the bird gets the hat]

B: [Picture: the bird gives the hat back; Milo is happy]

C: [Picture: the wind takes the hat, up, up, up!]

Which one is first? Put them one, two, three.

Question 17 (1 mark)

A story has a beginning, events and an ending. Put them in the way they go.

A — the ending. How the story ends. [Picture: a moon]

B — the beginning. How the story starts. [Picture: a sun]

C — the events. The things that go on. [Picture: stars]

Which one is first? Put them one, two, three.

Question 18 (1 mark)

Put the stories with the endings.

The stories: **Milo's Hat** [Picture: the blue hat] · **The Hop Rhyme** [Picture: the little frog]

The endings:

Ending one: "The bird gives the hat to Milo. Milo is happy."

Ending two: "La, la, la, la, la, la, lee!"

Put them where they go.

Question 19 (1 mark)

Put them where they go.

Look: [Picture: a hat] · [Picture: an apple] · [Picture: a ball] · [Picture: a cup of milk]

The boxes: **we put on** [Picture: a hat on a head] · **we eat** [Picture: a boy eating] · **we do** [Picture: hands at play]

Put them in a box, or say where they go.

Question 20 (1 mark)

Look at the four story pictures of *Milo's Hat*. Tap the one that is last in the story.

One: [Picture: the wind takes the hat; Milo is sad]

Two: [Picture: the bird gives the hat to Milo; Milo is happy]

Three: [Picture: Milo has a new blue hat; Milo and Mum go to the park]

Four: [Picture: the little bird gets the hat; down, down, down]

Tap one.

Chapter check C3 — Solutions and marking key

Instrument C3 · Chapter 3 check — Literature · Solutions

Book	English Foundation (BK_EnglishF)
Instrument	C3 — Chapter check — Literature, Chapter 3 · Sections 3A–3E · VC2EFLE01–VC2EFLE05
Marks	20 marks = 20 items · 1 mark per item · 4 marks per CD
Sittings	Sitting 1 = Q1–Q10 (the story <i>Milo's Hat</i>) · Sitting 2 = Q11–Q20 (the rhyme <i>The Hop Rhyme</i>) · untimed, ~10 min guidance each
Marking	Objective key (P1): one keyed answer per item, no partial credit. Machine-markable on screen; on paper, one right placement, tap or point per item. Multi-tap items (Q8, Q14) are marked on the exact set.
Item ids	English_F.C3.01 ... English_F.C3.20 — QN in this file is English_F.C3.NN in _h5p_items_C3.json

P2 note. C3's §7.1 format contains four construction items in the §7.3 Drag-order family (Q10, Q15, Q16, Q17); each carries an EXEMPLAR/MODEL arrangement plus the model retell to accept alongside it (§3 below). The six Matching items carry the complete correct arrangement per §7.7. The ordering exemplars span the instrument's two original contexts — the narrative picture story *Milo's Hat* (Q10, Q16, Q17) and the rhyme *The Hop Rhyme* (Q15, a literary/poem form per 3D); the informative-context construction exemplars live in C6 and C7, whose formats carry informative and recount contexts (narrative and informative are the two permitted text types, D13).

1. Objective key (compact)

Q	Item id	Section	CD	Family (H5P type)	Answer	Mark
1	English_F.C3.01	3A	VC2EFLE01	Picture/audio MC (Multiple Choice)	C	1
2	English_F.C3.02	3A	VC2EFLE01	Picture/audio MC (Multiple Choice)	D	1
3	English_F.C3.03	3B	VC2EFLE02	Picture/audio MC (Multiple Choice)	B	1
4	English_F.C3.04	3B	VC2EFLE02	Picture/audio MC (Multiple Choice)	D	1
5	English_F.C3.05	3C	VC2EFLE03	Picture/audio MC (Multiple Choice)	A	1
6	English_F.C3.06	3C	VC2EFLE03	Matching (Drag and	all 6 cards: Milo, Mum,	1

Q	Item id	Section	CD	Family (H5P type)	Answer	Mark
				Drop pairs)	the little bird → characters · the hat, the tree, the sun → not characters	
7	English_F .C3.07	3B	VC2EFLE02	Matching (Drag and Drop pairs)	all 3 pairs: wind takes the hat → sad face · bird with the hat (“Look!”) → surprised face · hat back → happy face	1
8	English_F .C3.08	3A	VC2EFLE01	Picture hot- spot (Find the Hotspot)	tap One and Two (go to the park; a new hat)	1
9	English_F .C3.09	3B	VC2EFLE02	Picture hot- spot (Find the Hotspot)	Milo	1
10	English_F .C3.10	3E	VC2EFLE05	Drag-order (Drag and Drop order)	B → D → C → A	1
11	English_F .C3.11	3D	VC2EFLE04	Picture/audio MC (Multiple Choice)	C	1
12	English_F .C3.12	3D	VC2EFLE04	Matching (Drag and Drop pairs)	all 3 pairs: frog → dog · cat → hat · bee → tree	1
13	English_F .C3.13	3D	VC2EFLE04	Matching (Drag and Drop pairs)	all 3 pairs: hop → the frog · stop → the dog · fly → the bee	1
14	English_F .C3.14	3D	VC2EFLE04	Picture hot- spot (Find the Hotspot)	tap the frog , the dog and the bee	1
15	English_F .C3.15	3E	VC2EFLE05	Drag-order (Drag and Drop order)	B → D → A → C	1
16	English_F .C3.16	3E	VC2EFLE05	Drag-order (Drag and Drop order)	C → A → B	1
17	English_F	3C	VC2EFLE03	Drag-order	B → C → A	1

Q	Item id	Section	CD	Family (H5P type)	Answer	Mark
	.C3.17			(Drag and Drop order)		
18	English_F .C3.18	3C	VC2EFLE03	Matching (Drag and Drop pairs)	both pairs: <i>Milo's Hat</i> → “The bird gives the hat to Milo. Milo is happy.” · <i>The Hop Rhyme</i> → “La, la, la, la, la, la, lee!”	1
19	English_F .C3.19	3A	VC2EFLE01	Matching (Drag and Drop pairs)	all 4 cards: hat → we put on · apple → we eat · cup of milk → we eat · ball → we do	1
20	English_F .C3.20	3E	VC2EFLE05	Picture hot-spot (Find the Hotspot)	Two (the bird gives the hat to Milo; Milo is happy)	1
Total						20

Family totals: Picture/audio MC ×6 (Q1, 2, 3, 4, 5, 11) · Drag-order ×4 (Q10, 15, 16, 17) · Matching ×6 (Q6, 7, 12, 13, 18, 19) · Picture hot-spot ×4 (Q8, 9, 14, 20) — exactly the §7.1 format row for C3.

2. Per-item CD code mapping (coverage audit, §7.7 / §7.8)

CD	Section	Items	Marks	Elaboration linkage (D7 — linkage only, not a tally the CD must meet)
VC2EFLE01	3A	Q1, Q2, Q8, Q19	4	CD text Q1, Q2 (authors and illustrators; the settings of literary texts) · .E02 Q8 (comparing experiences depicted in stories with their own — the “like me” sort) · .E05 Q19 (features of culture: dress, food and daily routines)
VC2EFLE02	3B	Q3, Q4, Q7, Q9	4	CD text Q3, Q7, Q9 (share feelings

CD	Section	Items	Marks	Elaboration linkage (D7 — linkage only, not a tally the CD must meet)
				about the events and characters depicted) · .E02 Q3, Q4, Q7 (discussing events and characters, connecting them to own experiences)
VC2EFLE03	3C	Q5, Q6, Q17, Q18	4	CD text Q5, Q6, Q17, Q18 (identify features including events, characters, and beginnings and endings) · .E01 Q18 (story beginnings and endings)
VC2EFLE04	3D	Q11, Q12, Q13, Q14	4	CD text Q11, Q12 (the sound patterns of rhymes) · .E01 Q13, Q14 (responding to rhymes with actions and appreciation) · .E02 Q15-style reciting carried in Sitting 2's delivery
VC2EFLE05	3E	Q10, Q15, Q16, Q20	4	CD text Q10, Q15, Q16 (retell previously encountered literary texts) · .E02 Q10, Q16, Q20 (sequencing pictures to retell a story)
Total		20 items	20	all five CDs of the row, 4 marks each (DJB-4 full coverage, §7)

Every item maps to exactly one CD; no item draws on a CD outside VC2EFLE01–E05.

3. Fully-worked solutions and audio scripts

*Audio script = what the teacher says aloud. C3 is not an audio-assessed family, so per the ratified DJB-3 default the delivery is **live teacher read-aloud**; the scripts ship here per §7.7(3) and become recorded tracks only if standalone H5P delivery is later required. Options are read with their letters. Child-facing lines below keep to the F vocabulary*

ceiling; teacher commentary is exempt (TOC D2). In the on-screen form the child taps or drags; in the paper form the child points to or places the printed card — same key either way.

Sitting 1 context — the story *Milo's Hat* (read aloud from the page before Q1)

Read-aloud script (the story). “Milo’s Hat — a story made for this book. Listen and look. [Page 1] Milo has a new blue hat. Milo and Mum go to the park. [Page 2] Oh no! The wind takes the hat. Up, up, up! ‘My hat!’ says Milo. Milo is sad. [Page 3] Look! A little bird gets the hat. Down, down, down. [Page 4] The bird gives the hat to Milo. ‘Thank you, little bird!’ says Milo. Milo is happy. Mum is happy too.”

Q1 · English_F.C3.01 · VC2EFLE01 (3A) · Picture/audio MC

Audio script. “Listen. Who made the words of this story? A: Milo. B: Mum. C: the author. D: the illustrator.”

Answer: C — the author. 3A teaches that the author is the one who made the words of a book, and the illustrator is the one who made the pictures. A and B are characters in the story, not the makers of the book; D made the pictures, not the words.

Figure: diagrams/c3_q1_options.png (four option tiles, lettered A–D).

Q2 · English_F.C3.02 · VC2EFLE01 (3A) · Picture/audio MC

Audio script. “Listen. Where does the story go? A: home. B: the farm. C: the shop. D: the park.”

Answer: D — the park. Page 1 says it: “Milo and Mum go to the park.” The setting is the 3A word made concrete — where a story goes. B and C are the other Chapter 3 settings the class has met (Nico’s Farm, Kofi’s Shop Day), so every distractor is a real place from the chapter in the wrong story.

Figure: diagrams/c3_q2_options.png.

Q3 · English_F.C3.03 · VC2EFLE02 (3B) · Picture/audio MC

Audio script. “Listen. What feelings does Milo have when the wind takes the hat? Look at the four faces. A. B. C. D.”

Answer: B — the sad face. Page 2: the wind takes the hat and “Milo is sad.” The four faces are the 3B feeling faces in the section’s own teaching order (A happy, B sad, C scared, D surprised), so the child matches the heard feeling to the taught face.

Figure: diagrams/c3_q3_faces.png (four feeling faces drawn in the style of the taught 3b_feeling_faces.png).

Q4 · English_F.C3.04 · VC2EFLE02 (3B) · Picture/audio MC

Audio script. “Listen. Why is Milo happy at the end? A: The rain stops. B: Milo sees a big dog. C: The bird sings a song. D: The bird gives the hat back.”

Answer: D. Page 4: the bird gives the hat to Milo, and that is why Milo is happy. There is no rain in this story (A), no big dog (B), and the bird does not sing (C) — every distractor is a plausible story happening built from chapter words.

Figure: diagrams/c3_q4_options.png.

Q5 · English_F.C3.05 · VC2EFLE03 (3C) · Picture/audio MC

Audio script. “Listen. Who are the characters in the story? A: Milo, Mum and the little bird. B: the hat, the wind and the park. C: the sun and the tree. D: a king and a fox.”

Answer: A. Characters are the people and animals in a story (the 3C definition): Milo, Mum and the little bird. B and C are things and places — not characters, as 3C’s character sort teaches. D names the characters of the other Chapter 3 story, *The King and the Fox* — a real chapter pairing in the wrong story.

Figure: diagrams/c3_q5_options.png.

Q6 · English_F.C3.06 · VC2EFLE03 (3C) · Matching (Drag and Drop pairs)

Audio script. “Put them where they go.” As the child picks up each card, name it aloud: “Milo.” · “Mum.” · “The little bird.” · “The hat.” · “The tree.” · “The sun.”

Complete correct arrangement (1 mark, all six cards correct):

Card	→	Box
Milo	→	characters in the story
Mum	→	characters in the story
the little bird	→	characters in the story
the hat	→	not characters
the tree	→	not characters
the sun	→	not characters

Why: characters are the people and animals in the story; things and places are not characters. This is 3C’s character sort (the king, the princess and the fox go in the book box; the cake, the mud puddle and the table do not) applied to the check’s own story.

Figures: diagrams/c3_q6_cards.png (six small cards plus the two boxes — the open book and the box with a lid, drawn as in the taught 3c_character_sort.png).

Q7 · English_F.C3.07 · VC2EFLE02 (3B) · Matching (Drag and Drop pairs)

Audio script. “Three things go on in the story. Put the faces where they go. One: the wind takes the hat, up, up, up! Two: Milo sees the bird with the hat. ‘Look!’ Three: the bird gives the hat to Milo.”

Complete correct arrangement (1 mark, all three pairs correct):

Story bit	→	Face
One — the wind takes the hat, up, up, up!	→	the sad face
Two — Milo sees the bird with the hat. “Look!”	→	the surprised face
Three — the bird gives the hat to Milo.	→	the happy face

Why: feelings move with the events — this is 3B’s feelings map (a feeling at each thing that goes on). The hat goes up and Milo is sad; the bird appears and “Look!” is a surprised something; the hat comes back and Milo is happy.

Figure: diagrams/c3_q7_cards.png (three event cards and the three feeling faces).

Q8 · English_F.C3.08 · VC2EFLE01 (3A) · Picture hot-spot (Find the Hotspot)

Audio script. “Look at the four pictures. Some are things you do too. Tap the pictures of things you do too. One: Milo and Mum go to the park. Two: Milo has a new hat. Three: the bird flies up in the sky with the hat. Four: the bird sits in a nest.”

Answer: tap One and Two (1 mark for the exact set — both tapped, neither Three nor Four tapped).

Why: this is the 3A “like me” move (VC2EFLE01: experiences in stories that are similar to the child’s own). Children go to the park and have new hats; children do not fly up in the sky with hats or sit in nests — those are bird things. The item is objective because the two “like me” pictures are the only ones a child can do.

Figure: diagrams/c3_q8_page.png (four panels, labelled One–Four).

Q9 · English_F.C3.09 · VC2EFLE02 (3B) · Picture hot-spot (Find the Hotspot)

Audio script. “Look at the story. Tap the one who is sad.”

Answer: Milo (the hot spot is Milo in the page-2 scene).

Why: page 2 says “Milo is sad,” and the picture shows it — Milo looks up at the hat flying away. This is 3B’s face-reading applied to the check’s own story: the child finds the sad someone in the picture.

Figure: diagrams/c3_q9_page.png (the page-2 scene as one big tappable picture). Paper form: the child points to Milo.

Q10 · English_F.C3.10 · VC2EFLE05 (3E) · Drag-order (Drag and Drop order)

Audio script. “The four story pictures are all mixed up! Put them in the way the story goes. Which one is first? Which one is last? Put them one, two, three, four.”

EXEMPLAR/MODEL answer (construction, Drag-order; narrative context). Put the four story pictures in the order of *Milo’s Hat*:

1. **first:** B — Milo has a new blue hat; Milo and Mum go to the park
2. **next:** D — the wind takes the hat; Milo is sad
3. **next:** C — the little bird gets the hat; down, down, down
4. **last:** A — the bird gives the hat to Milo; Milo is happy

Key: B → D → C → A. Model retell to accept when the child says the story back with the cards: “Milo has a new blue hat. Milo and Mum go to the park. Oh no! The wind takes the hat. Look! A little bird gets the hat. The bird gives the hat to Milo. Milo is happy.” 1 mark for the exact order; the retell is the oral evidence of VC2EFLE05 and is praised but not separately marked. This is 3E’s “Put them one, two, three, four” sequencing applied to the check’s own story.

Figure: diagrams/c3_q10_cards.png (four mixed-up story pictures, lettered A–D).

Sitting 2 context — the rhyme *The Hop Rhyme* (read aloud from the page before Q11)

Read-aloud script (the rhyme, with actions). “The Hop Rhyme — a rhyme made for this book. Say it and do it! I see a little frog. Hop, hop, hop! — hop like a frog. I see a little dog. Stop, stop, stop! — be still like a dog. I see a little bee. Fly, fly, fly! — fly like a bee. The little bee is in the big blue sky. — put your arms up high. Frog and dog, come sing with me! — say hello to your friends. La, la, la, la, la, la, lee! — sing with me!”

Q11 · English_F.C3.11 · VC2EFLE04 (3D) · Picture/audio MC

Audio script. “Listen to the rhyme one more time. Listen: bee. Which word rhymes with bee? A: dog. B: hat. C: tree. D: hop.”

Answer: C — tree. Bee and tree sound the same at the end — they are one of the 3D rhyme-pair picture cards the class has already matched. A goes with frog and B with cat (both real 3D pairs, wrong partner here); D is a doing word from the rhyme that does not rhyme with bee.

Figure: diagrams/c3_q11_options.png.

Q12 · English_F.C3.12 · VC2EFLE04 (3D) · Matching (Drag and Drop pairs)

Audio script. “Find the two that sound the same at the end.” As the child picks up each card, name it aloud: “The frog.” · “The dog.” · “The cat.” · “The hat.” · “The bee.” · “The tree.”

Complete correct arrangement (1 mark, all three pairs correct):

Card	↔	Card
the frog	↔	the dog
the cat	↔	the hat

the bee

↔

the tree

Why: each pair sounds the same at the end — frog/dog, cat/hat, bee/tree are the 3D rhyme pairs. The child matches the heard end-sound, picture to picture; no reading is involved.

Figure: diagrams/c3_q12_cards.png (six picture cards drawn in the style of the taught 3D rhyme-pair cards).

Q13 · English_F.C3.13 · VC2EFLE04 (3D) · Matching (Drag and Drop pairs)

Audio script. “Who does what in the rhyme? Put the doing words with the friends.” As the child picks up each doing card, read it aloud: “Hop.” · “Stop.” · “Fly.”

Complete correct arrangement (1 mark, all three pairs correct):

Doing word	→	Friend
hop	→	the frog
stop	→	the dog
fly	→	the bee

Why: the rhyme says it: the frog hops, the dog stops, the bee flies. This is 3D’s “reciting rhymes with actions” (.E02) turned into a match — the action word to the doer.

Figure: diagrams/c3_q13_cards.png (three doing-word icon cards and three friend picture cards).

Q14 · English_F.C3.14 · VC2EFLE04 (3D) · Picture hot-spot (Find the Hotspot)

Audio script. “Look at the six pictures. Tap the things in the rhyme.”

Answer: tap the frog, the dog and the bee (1 mark for the exact set — all three tapped, none of the cat, the fish or the cow tapped).

Why: *The Hop Rhyme* names three animals: the little frog, the little dog and the little bee. The cat was in the matching game (Q12) but is not in this rhyme — a fair near miss; the fish and the cow are new animals. The child sorts what the rhyme says from what it does not say.

Figure: diagrams/c3_q14_page.png (six animal pictures in two rows of three).

Q15 · English_F.C3.15 · VC2EFLE05 (3E) · Drag-order (Drag and Drop order)

Audio script. “Put the rhyme pictures in the way they go. Which one is first? Put them one, two, three, four.”

EXEMPLAR/MODEL answer (construction, Drag-order; rhyme/literary context). Put the four rhyme pictures in the order of *The Hop Rhyme*:

1. **first:** B — the little frog hops. Hop, hop, hop!
2. **next:** D — the little dog stops. Stop, stop, stop!
3. **next:** A — the little bee flies in the big blue sky
4. **last:** C — the frog, the dog and the bee sing. La, la, lee!

Key: B → D → A → C. Model saying to accept when the child says the rhyme back with the cards: “I see a little frog. Hop, hop, hop! I see a little dog. Stop, stop, stop! I see a little bee. Fly, fly, fly! The little bee is in the big blue sky. Frog and dog, come sing with me! La, la, la, la, la, la, lee!” 1 mark for the exact order; the saying is praised, not separately marked. The ordering exemplars of this check span its two contexts: this item is the rhyme half; Q10 and Q16 are the story half.

Figure: diagrams/c3_q15_cards.png (four mixed-up rhyme pictures, lettered A–D).

Q16 · English_F.C3.16 · VC2EFLE05 (3E) · Drag-order (Drag and Drop order)

Audio script. “Now the story *Milo’s Hat* one more time. Put the three pictures in the way the story goes. Which one is first? Put them one, two, three.” (If the class wants it, read the story aloud one more time first.)

EXEMPLAR/MODEL answer (construction, Drag-order; narrative context — retell). Put the three story pictures in the order of *Milo’s Hat*:

1. **first:** C — the wind takes the hat, up, up, up!
2. **next:** A — the bird gets the hat
3. **last:** B — the bird gives the hat back; Milo is happy

Key: C → A → B. Model retell to accept: “The wind takes the hat. A little bird gets the hat. The bird gives the hat to Milo. Milo is happy.” 1 mark for the exact order; the retell is praised, not separately marked. This is the retell leg of VC2EFLE05: say the story one more time, in the way it goes.

Figure: diagrams/c3_q16_cards.png (three mixed-up story pictures, lettered A–C).

Q17 · English_F.C3.17 · VC2EFLE03 (3C) · Drag-order (Drag and Drop order)

Audio script. “A story has a beginning, events and an ending. Put them in the way they go. A — the ending: how the story ends. B — the beginning: how the story starts. C — the events: the things that go on. Which one is first? Put them one, two, three.”

EXEMPLAR/MODEL answer (construction, Drag-order; story-map context). Put the three story-map cards the way every story goes:

1. **first:** B — the beginning (the sun card)
2. **next:** C — the events (the stars card)
3. **last:** A — the ending (the moon card)

Key: B → C → A. Model saying to accept: “First the beginning — how the story starts. Then the events — the things that go on. Then the ending — how the story ends.” 1 mark for the exact order. This is the 3C story map (sun → stars → moon) ordered, not named: the child puts the parts of a story in the way they go.

Figure: diagrams/c3_q17_cards.png (three cards drawn in the style of the taught 3c_story_parts.png: the moon, the sun and the stars, mixed up).

Q18 · English_F.C3.18 · VC2EFLE03 (3C) · Matching (Drag and Drop pairs)

Audio script. “Put the stories with the endings.” Read each ending aloud: “Ending one: The bird gives the hat to Milo. Milo is happy. Ending two: La, la, la, la, la, la, lee!”

Complete correct arrangement (1 mark, both pairs correct):

Story	→	Ending
<i>Milo’s Hat</i>	→	“The bird gives the hat to Milo. Milo is happy.”
<i>The Hop Rhyme</i>	→	“La, la, la, la, la, la, lee!”

Why: endings are a taught feature of stories (3C: the end of a story is the ending). The child hears each ending and matches it to its text — the story ends with the hat back and a happy Milo; the rhyme ends with the singing line.

Figure: diagrams/c3_q18_cards.png (two story cards — the blue hat, the little frog — and two ending strips with small picture cues).

Q19 · English_F.C3.19 · VC2EFLE01 (3A) · Matching (Drag and Drop pairs)

Audio script. “Put them where they go.” As the child picks up each card, name it aloud: “The hat.” · “The apple.” · “The ball.” · “A cup of milk.”

Complete correct arrangement (1 mark, all four cards correct):

Card	→	Box
the hat	→	we put on
the apple	→	we eat
the cup of milk	→	we eat
the ball	→	we do

Why: this is the 3A culture sort (VC2EFLE01.E05: features of culture — dress, food and daily routines). A hat is something we put on; an apple and milk are things we eat; a ball is something we do things with, at play.

Figure: diagrams/c3_q19_cards.png (four cards and the three boxes — a hat on a head, a boy eating, hands at play).

Q20 · English_F.C3.20 · VC2EFLE05 (3E) · Picture hot-spot (Find the Hotspot)

Audio script. “Look at the four story pictures of Milo’s Hat. Tap the one that is last in the story. One: the wind takes the hat; Milo is sad. Two: the bird gives the hat to Milo; Milo is happy. Three: Milo has a new blue hat; Milo and Mum go to the park. Four: the little bird gets the hat; down, down, down.”

Answer: Two (the bird gives the hat to Milo; Milo is happy).

Why: the last thing that goes on in *Milo’s Hat* is the bird giving the hat back — page 4. The child finds the ending among four mixed-up pictures: sequencing read off the pictures (.E02), with the end spot tapped.

Figure: diagrams/c3_q20_page.png (four mixed-up story pictures, labelled One–Four, each a tap zone). Paper form: the child points to Two.

4. Administration notes

- **Sittings.** Sitting 1 (Q1–Q10) sits on the story *Milo’s Hat*; Sitting 2 (Q11–Q20) sits on the rhyme *The Hop Rhyme*. Untimed, teacher-paced, about 10 minutes each as guidance only. Run the sittings on separate days or at separate times. A child who needs another attempt at a sitting gets one; record the best sitting.
- **Context first.** Before Sitting 1, read *Milo’s Hat* aloud from the page, one page at a time, showing the pictures. Before Sitting 2, read *The Hop Rhyme* aloud from the page and do the actions; for Q16, read the story again if the class wants it.
- **Read-aloud (DJB-3 ratified default).** C3 is not an audio-assessed family: the teacher reads every stem, option and card aloud live, as many times as needed. The audio scripts above ship per §7.7(3); studio recording is only required if standalone H5P delivery is later called for. The child never has to read anything (reading-load rule, TOC D13; §6.4).
- **Paper form.** Without a device: print the figures large, read the same scripts, and take a point or a placed card as the response. The key is identical.
- **Response capture.** On screen: tap (MC, hot spot) and drag (matching, ordering) are recorded by the platform; the mark is the keyed answer above. Multi-tap items (Q8, Q14) score on the exact set — no partial credit (P1).

Appendix A — Art specs for new C3 figures

All figures are original art for this book (§6.8, TOC D4), drawn in the style of the Chapter 3 figure generators (*src/fig_3b_common.py*, the 3D and 3E art). Where a spec says “from taught art”, reuse the named taught figure’s rendering. The story and rhyme posters are original artifacts made for this check (P3). Child-facing print inside figures stays at the F ceiling or is taught figure text.

Figure	Panels and content
diagrams/c3_hat_title.png	Title-page spot: Milo in the new blue hat, the little bird

Figure	Panels and content
diagrams/c3_hat_p1.png	flying above with a hat, the sun up, a park tree. Story page 1: Milo in the new blue hat, with Mum, walking to the park; the sun up. Art sits with the page-1 line.
diagrams/c3_hat_p2.png	Story page 2: the wind takes the blue hat up, up, up; Milo looks up; Milo's face is sad.
diagrams/c3_hat_p3.png	Story page 3: a little bird has the blue hat; the bird flies down; Milo looks up at the bird.
diagrams/c3_hat_p4.png	Story page 4: the bird gives the hat to Milo; Milo happy; Mum happy too.
diagrams/c3_q1_options.png	Four option tiles, lettered A–D: A Milo (in the blue hat); B Mum; C a big pen making words; D a big pencil making pictures.
diagrams/c3_q2_options.png	Four option tiles, lettered A–D: A a home with a door; B a farm with sheep and red sand (Nico's Farm style); C a shop with fruit on a big table (Kofi's Shop Day style); D a park with trees.
diagrams/c3_q3_faces.png	Four feeling faces, lettered A–D, in the 3B face style: A happy, B sad, C scared, D surprised.
diagrams/c3_q4_options.png	Four option tiles, lettered A–D: A rain going away; B a big dog; C a bird singing a song; D the bird gives the blue hat to Milo.
diagrams/c3_q5_options.png	Four option tiles, lettered A–D: A Milo, Mum and the little bird; B the blue hat, wind lines and a park tree; C the sun and a tree; D a king and a fox (3C fairytale art style).
diagrams/c3_q6_cards.png	Six small cards — Milo, Mum, the little bird, the hat, the tree, the sun — and two boxes: an open book labelled “characters in the story” and a box with a lid labelled “not characters” (taught 3c_character_sort.png style).
diagrams/c3_q7_cards.png	Three event cards (the hat flies up; Milo sees the bird with the hat; the bird gives the hat to Milo) and three feeling faces (sad, surprised, happy) to place with them.
diagrams/c3_q8_page.png	Four panels, labelled One–Four: One Milo and Mum walk to the park; Two Milo in the blue hat; Three the bird flies high with the blue hat; Four the bird sits in a nest in a tree. Each panel a tap zone.
diagrams/c3_q9_page.png	One big picture of the page-2 scene — the wind takes the hat up; Milo looks up; a tree; the sun — with Milo as the tap zone.
diagrams/c3_q10_cards.png	Four mixed-up story pictures, lettered A–D, drawn from the four story-page art: A the bird gives the hat to Milo; B Milo has a new blue hat, with Mum, going to the park; C the little bird gets the hat; D the wind takes the hat.
diagrams/c3_rhyme_poster.png	Poster of <i>The Hop Rhyme</i> : the six lines with small pictures — a hopping frog, a still dog, a bee flying up to the big blue sky, and the frog, the dog and the bee singing.
diagrams/c3_q11_options.png	Four option tiles, lettered A–D: A a dog; B a hat; C a

Figure	Panels and content
diagrams/c3_q12_cards.png	tree; D a frog hopping. Six picture cards — the frog, the dog, the cat, the hat, the bee, the tree — drawn in the style of the taught 3D rhyme-pair picture cards.
diagrams/c3_q13_cards.png	Three doing-word cards (hop: hop lines up and down; stop: a hand up; fly: wings in the sky) and three friend picture cards (the frog, the dog, the bee).
diagrams/c3_q14_page.png	Six animal pictures in two rows of three: the frog, the dog, the bee, the cat, a fish, a cow. Each a tap zone.
diagrams/c3_q15_cards.png	Four mixed-up rhyme pictures, lettered A–D: A the little bee flies in the big blue sky; B the little frog hops; C the frog, the dog and the bee sing; D the little dog stops.
diagrams/c3_q16_cards.png	Three mixed-up story pictures, lettered A–C: A the bird gets the hat; B the bird gives the hat back, Milo happy; C the wind takes the hat, up, up, up.
diagrams/c3_q17_cards.png	Three story-map cards mixed up, lettered A–C: A the moon (the ending); B the sun (the beginning); C the stars (the events) — drawn in the style of the taught 3c_story_parts.png.
diagrams/c3_q18_cards.png	Two story cards — a blue hat icon for <i>Milo's Hat</i> and a little frog icon for <i>The Hop Rhyme</i> — and two ending strips with small picture cues (the bird giving the hat back; the frog, the dog and the bee singing).
diagrams/c3_q19_cards.png	Four cards — the hat, the apple, the ball, a cup of milk — and three boxes: “we put on” (a hat on a head), “we eat” (a boy eating), “we do” (hands at play).
diagrams/c3_q20_page.png	Four mixed-up story pictures, labelled One–Four, each a tap zone: One the wind takes the hat, Milo sad; Two the bird gives the hat to Milo, Milo happy; Three Milo has a new blue hat, going to the park; Four the little bird gets the hat.

Appendix B — compliance record

- **P1:** all 20 items objectively markable, one keyed answer each; multi-tap items keyed on the exact set; no partial credit.
- **P2:** the four Drag-order construction items (Q10, Q15, Q16, Q17) carry EXEMPLAR/MODEL arrangements and model retells (§3); the six Matching items carry complete correct arrangements. Informative-context construction exemplars live in C6 and C7 (D13: narrative and informative across the book's instruments).
- **P3 / P5:** both context texts are self-contained originals made for this book — the picture story *Milo's Hat* and the rhyme *The Hop Rhyme*; no NAPLAN or VCAA material reproduced; formats only were drawn from the framework (§6.1). No bank item appears in this instrument (§7.6).
- **D3:** no Aboriginal or Torres Strait Islander content anywhere in this instrument (the exclusion note ships in the instrument's front matter; VC2EFLE01.E03 remains recorded as an accepted exclusion in TOC §2/§3).
- **D13 / §6.4:** no item requires the child to read or write; every line is read aloud; children answer by tapping, pointing, circling or placing cards.
- **§6.5:** every student-facing block of the instrument is gated CLEAN at the F ceiling (house vocab_level_check.py ladder, ceiling rank 0; the only above-F words are Rule-2 exemptions — the curriculum's own words and subject terms defined at first use).
- **§6.6:** no decoding demand, no punctuation items, narrative/literary texts only, no word-class labels, no typing.

- **DJB-1..DJB-4:** no observation-checklist score in this instrument (DJB-1); no portfolio task in C3 (DJB-2); live teacher read-aloud delivery with shipped audio scripts per the ratified DJB-3 default; full 4-per-CD coverage delivered — 5 CDs × 4 items = 20 marks (DJB-4).