

Super-Nature Stars (Family)				
Lesson	Lesson Focus	Learning Intention	Australian Curriculum English Links	Other Australian Curriculum Links
1 (22 min) Lesson Plan Background information	Respect, characters and storytelling (yarning)	Students will explore how helping elders is a form of respect and identify how storytelling (yarning) connects generations.	AC9E3LE02 discuss connections between personal experiences and character experiences in literary texts and share personal preferences	HASS AC9HS4K01 the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place
			AC9E3LY02 use interaction skills to contribute to conversations and discussions to share information and ideas	
			AC9E3LY05 use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	
			AC9E3LE01 discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators	
2 (22 min) Lesson Plan Background information	Colloquial language	Students will identify and interpret colloquial expressions and hyphenated compound words to understand how language choices affect the mood and realism of a narrative.	AC9E3LA03 describe how texts across the curriculum use different language features and structures relevant to their purpose	
			AC9E4LA08 understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	
			AC9E3LE03 discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative	
			AC9E3LY05 use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	
3 (22 min) Lesson Plan Background information	Characters and expressive language	Students will analyse how Denny’s expressive language builds his character and creates mood, then adapt these features to create their own humorous recounts and visual interpretations.	AC9E3LA03 describe how texts across the curriculum use different language features and structures relevant to their purpose	
			AC9E3LY01 recognise how texts can be created for similar purposes but different audiences	
			AC9E3LE03 discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative	
			AC9E3LY06 plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words	
4 (22 min) Lesson Plan Background information	Similes, comparing historical timepieces and creative language	Students will analyse how authors use similes to create vivid imagery and research historical timepieces to create a comparative fact sheet. They will then apply creative language features to draft their own spooky tale.	AC9E4LY06 plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	HASS AC9HS3S01 develop questions to guide investigations about people, events, places and issues Digital Technologies AC9TDI4P06 use the core features of common digital tools to create, locate and communicate content, following agreed conventions
			AC9E3LE04 discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction	
			AC9E3LY05 use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	
			AC9E3LY06 plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple	

Scope and Sequence Australian Curriculum v9.0

5 (30 min) Lesson Plan Background information			paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words	
	Further Activity – Health and Physical Education	Students use knowledge and skills to create a dance that communicates ideas, perspectives and/or meaning.		HPE AC9ADA4D01 (Y3) experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance AC9ADA4C01 (Y4) use the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaning

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Lesson	Lesson Focus	Learning Intention	Victorian Curriculum English Links	Other Curriculum Links
1 (22 min) Lesson Plan Background information	Respect, characters and storytelling (yarning)	Students will explore how helping elders is a form of respect and identify how storytelling (yarning) connects generations.	VC2E3LE02 discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences VC2E3LY01 use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas VC2E3LY10 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings VC2E3LE01 discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators	Humanities - History VC2HH4K06 the diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and Place Intercultural Capability VC2CI4C01 similarities and differences among diverse cultures, including their own, and how cultural communities foster a sense of belonging and inclusion
2 (22 min) Lesson Plan Background information	Colloquial language	Students will identify and interpret colloquial expressions and hyphenated compound words to understand how language choices affect the mood and realism of a narrative.	VC2E3LA03 describe how different types of texts across the curriculum have different language features and structures depending on purposes VC2E4LA07 (Y4) understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activity VC2E3LE03 discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and events VC2E3LY10 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings	
3 (22 min) Lesson Plan Background information	Characters and expressive language	Students will analyse how Denny's expressive language builds his character and creates mood, then adapt these features to create their own humorous recounts and visual interpretations.	VC2E3LA03 describe how different types of texts across the curriculum have different language features and structures depending on purposes VC2E3LY08 discuss how texts with similar purposes can be created for different audiences VC2E3LE03 discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and events VC2E3LY11 create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate VC2E3LY12 re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation VC2E4LY10 (Y4) create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate	

Scope and Sequence Victorian Curriculum v2.0

4 (22 min) Lesson Plan Background information	Similes, comparing historical timepieces and creative language	Students will analyse how authors use similes to create vivid imagery and research historical timepieces to create a comparative fact sheet. They will then apply creative language features to draft their own spooky tale.	VC2E3LE04 identify and discuss some literary devices, including rhythm and onomatopoeia in poetry and prose, and discuss the ways that they shape the reader’s reaction VC2E3LY10 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings VC2E3LY11 create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate VC2E3LY12 re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Humanities VC2HG4S02 locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs Digital Technologies VC2TDI4D03 use the core features of common digital tools to create, locate and communicate content, following agreed conventions for a diverse audience
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Super-Nature Stars (Family)				
Lesson	Lesson Focus	Learning Intention	NSW English Links	Other NSW Curriculum Links
1 (22 min) Lesson Plan Background information	Respect, characters and storytelling (yarning)	Students will explore how helping elders is a form of respect and identify how storytelling (yarning) connects generations.	Reading Comprehension EN2-RECOM-01 Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension Oral language and communication EN2-OLC-01 Communications with familiar audiences for social and learning purposes, by interacting, understanding and presenting Understanding and responding to literature EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating written texts.	HSIE HS2-ACH-01 Describes Aboriginal Peoples' obligations to Country, Culture and Community
2 (22 min) Lesson Plan Background information	Colloquial language	Students will identify and interpret colloquial expressions and hyphenated compound words to understand how language choices affect the mood and realism of a narrative.	Vocabulary EN2-VOCAB-01 Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words Understanding and responding to literature EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating written texts. Reading Comprehension EN2-RECOM-01 Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension	
3 (22 min) Lesson Plan Background information	Characters and expressive language	Students will analyse how Denny's expressive language builds his character and creates mood, then adapt these features to create their own humorous recounts and visual interpretations.	Vocabulary EN2-VOCAB-01 Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words Reading Comprehension EN2-RECOM-01 Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension Understanding and responding to literature EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating written texts. Creating written texts EN2-CWT-01 Plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience. Oral language and communication EN2-OLC-01 Communications with familiar audiences for social and learning purposes, by interacting, understanding and presenting	

Scope and Sequence New South Wales Curriculum

4 (22 min) Lesson Plan Background information	Similes, comparing historical timepieces and creative language	Students will analyse how authors use similes to create vivid imagery and research historical timepieces to create a comparative fact sheet. They will then apply creative language features to draft their own spooky tale.	Vocabulary EN2-VOCAB-01 Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words Reading Comprehension EN2-RECOM-01 Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension Understanding and responding to literature EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating written texts. Creating written texts EN2-CWT-01 Plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience.	HSIE HS2-ACH-01 Describes Aboriginal People's obligations to Country, Culture and Community
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Please note: The outcomes for the new WA Arts curriculum have not yet been released

Super-Nature Stars (Family)				
Lesson	Lesson Focus	Learning Intention	Western Australian Curriculum English Links	Other Australian Curriculum Links
1 (22 min) Lesson Plan Background information	Respect, characters and storytelling (yarning)	Students will explore how helping elders is a form of respect and identify how storytelling (yarning) connects generations.	WA3ELIEN1 Discuss connections between personal experiences and character experiences in literary texts and share personal preference WA3ELYI1 Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information WA3ELYA3 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features WA3ELICO1 Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	HASS WA4HAKUH1 (Y4) The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life
2 (22 min) Lesson Plan Background information	Colloquial language	Students will identify and interpret colloquial expressions and hyphenated compound words to understand how language choices affect the mood and realism of a narrative.	WA3ELAT1 Describe how texts across learning areas are organised into stages and use language features relevant to their purpose WA4ELALA3 (Y4) Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details WA3ELIEX1 Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative WA3ELYA3 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	
3 (22 min) Lesson Plan Background information	Characters and expressive language	Students will analyse how Denny's expressive language builds his character and creates mood, then adapt these features to create their own humorous recounts and visual interpretations.	WA3ELAT1 Describe how texts across learning areas are organised into stages and use language features relevant to their purpose WA3ELYT1 Recognise how texts can be created for similar purposes but different audiences WA3ELIEX1 Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative WA3ELYC1 Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words WA4ELYC1 (Y4) Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	
4 (22 min)	Similes, comparing historical timepieces and creative language	Students will analyse how authors use similes to create vivid imagery and research historical timepieces to create a comparative fact sheet. They	WA3ELIEX2 Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose	HASS WA3HASKQ2 Develop a range of focus questions to investigate

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Lesson Plan Background information		will then apply creative language features to draft their own spooky tale. WA3ELYA3 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features WA3ELYC1 Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words	Digital Technologies WA4DIGDTP11 (Y4) Use appropriate technologies, components and/or equipment and follow agreed protocols to produce a designed solution
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