Case study: Level 1 English teaching and learning unit

Adapting a current teaching and learning unit to Victorian Curriculum F–10 Version 2.0
English

**Acknowledgements**

The writer of the original teaching and learning unit was Emma Pengelly, for the Primary English Teaching Association Australian (PETAA).

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Melbourne VIC 3000

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Case study: Adapted teaching and learning unit

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| The following teaching and learning unit is designed for Level 1 of the Victorian Curriculum F–10 English Version 2.0 (English Version 2.0). It has been adapted from a unit developed for the Victorian Curriculum F–10 English. The adaptation highlights key features of English Version 2.0 and shows how current units of work can be easily adapted to the revised curriculum. As a case study, it represents one teacher’s approach to updating a unit of work and its inclusion does not imply a recommendation by the VCAA. The original teaching and learning unit can be found in the Appendix (page 12).**Revisions to the curriculum*** The content descriptions in English Version 2.0 are organised by strand only (Language; Literature; and Literacy).
* The achievement standards are still organised by language mode (Speaking and Listening (S&L); Reading and Viewing (R&V); and Writing (W)).

The adapted teaching and learning unit in this case study showcases the ways in which content and skills can be explored across the language modes to offer depth and breadth, and opportunities for multiple exposures, in student learning. Schools and teachers should design teaching and learning units so that content and skills identified in the content descriptions are explored through multiple language modes. Assessment should be designed to highlight students’ knowledge and skills in a specific language mode. **Please note:** The structure and content of this teaching and learning unit are largely unchanged in the adapted version. Instead, the connections within the curriculum as a whole are explored and a cohesive set of content and skills are interwoven rather than prescribed and segmented, offering flexibility. Annotations in grey boxes highlight how this integrated approach has been used throughout the unit.  |

1. Overview

Focus text

Title: *Bev and Kev*

Author:  [[Katrina Germein](https://katrinagermein.com/)](https://katrinagermein.com/)

Illustrator: [[Mandy Foot](https://www.mandyfoot.com/)](https://www.mandyfoot.com/)

Publisher: [[[Little Book Press](https://littlebookpress.com.au/)](https://littlebookpress.com.au/)](https://littlebookpress.com.au/products/bev-and-kev?_pos=1&_sid=f574c164c&_ss=r)

Synopsis

Friendships come in all shapes and sizes. When Bev wearies of her friends’ constant reminders about her size, she sets off to find peace. Along the way, she meets an unexpected friend who helps her to see what true friendship is all about. *Bev and Kev* is a heart-warming story about standing out, fitting in and finding your tribe. With a range of rich vocabulary, engaging illustrations and a beautiful message about friendship, this book is sure to delight and entertain young readers.

Themes

Friendship, acceptance, kindness, self-love, belonging

Level and duration of unit

Level 1, Victorian Curriculum F–10 English Version 2.0

2 weeks

Why use this book?

*Bev and Kev* features detailed illustrations which, together with dialogue and familiar text, provide opportunities for students to recognise the thoughts and emotions of the animal characters. As Bev seeks out a place where she feels she belongs, students can examine and discuss character interactions through the lens of ‘what makes a good friend?’ and ‘is it ok to be different?’. During these discussions, students can relate their own experiences to the text, strengthening their visual literacy skills and personal and social capabilities.

Throughout the text, the characters describe Bev, the giraffe, as ‘big’ in many ways. Students can broaden their vocabulary and deepen their understanding of adjectives, synonyms and rhyming words when reading, and then directly apply this knowledge in their writing.

The endpapers and the illustrations of animal characters can prompt comparisons with other text types, including non-fiction information texts about animals and Aboriginal and Torres Strait Islander stories that include animal characters.

1. Curriculum links

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| The curriculum should be considered holistically, and its components seen as interconnected. It is no longer conceptualised as segmented, bringing greater breadth and depth to classroom teaching and learning. The achievement standards and the content descriptions are sequenced across levels to highlight a progression of learning, enabling teachers to provide differentiation, support and extension. Content descriptions are no longer specifically selected to connect to one teaching and learning activity and are no longer linked with only one language mode.In the adapted teaching and learning unit, the selected achievement standards provide an explicit focus for the unit. They map directly to the summative assessment, and the selected content descriptions are specific to the achievement standards, to highlight the content and skills that a student would need to develop in order to demonstrate their understanding. As indicated above, teaching and learning can be drawn from other parts of the curriculum – indeed, from the whole curriculum – as teachers and students explore classroom learning. Learning and formative assessment can move beyond the content descriptions and the achievement standards listed here.All curriculum links provided in the unit map to the suggested assessment tasks in Section 5. Examples of assessment for learning or formative assessment tasks have been noted after several of the activities. |

Achievement standards

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| **Foundation (level prior to focus level)** | **Level 1 (focus level)** | **Level 2 (level after focus level)** |
| **Speaking and Listening**When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.**Reading and Viewing**When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts. **Writing**When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes.  They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning. They form letters and spell most consonant-vowel-consonant (CVC) words.  | **Speaking and Listening**When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills.When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.**Reading and Viewing**When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences.**Writing**When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They select learning area or topic-specific vocabulary.  They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation.  | **Speaking and Listening**When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice.**Reading and Viewing**When demonstrating understanding of texts, they discuss connections between the experiences of characters in texts and their own personal experiences to build literal and inferred meanings.**Writing**When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They use narrative and informative text structures to organise their own texts, and they use grammar and punctuation to create links.  They begin to make deliberate choices when applying learnt vocabulary.  They write words using consistently legible unjoined lower-case and upper-case letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns.  |

Content descriptions

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| **Foundation (level prior to focus level)** | **Level 1 (focus level)** | **Level 2 (level after focus level)** |
| explore how language is used differently at home and school depending on the relationships between people VC2EFLA01 | explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands VC2E1LA01 | explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions VC2E2LA01 |
| understand that texts can take many forms, such as signs, books and digital texts VC2EFLA03 | explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain VC2E1LA03 | identify how different types of texts across the curriculum are organised differently and use language features depending on purposes VC2E2LA03 |
| recognise that sentences are key units for expressing ideas VC2EFLA05 | understand that a simple sentence consists of a single independent clause representing a single event or idea VC2E1LA06 | understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction VC2E2LA06 |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning VC2EFLA06 | understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs) VC2E1LA07 | understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups VC2E2LA07 |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school VC2EFLA08 | recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LA09 | apply learnt vocabulary and begin to make conscious choices to suit the topic VC2E2LA09 |
| identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end VC2EFLA09 | understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns VC2E1LA10 | recognise that capital letters are used in titles and commas are used to separate items in lists VC2E2LA10 |
| recognise a range of literary texts and identify features including events, characters, and beginnings and endings VC2EFLE03 | discuss plots, characters and settings through a range of literary texts VC2E1LE03 | discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways VC2E2LE03 |
| retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing VC2EFLE05 | retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing VC2E1LE05 | create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance VC2E2LE05 |
| interact in informal and structured situations, using appropriate voice levels and listening while others read or speak VC2EFLY01 | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions VC2E1LY01 | use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions VC2E2LY01 |
| deliver short spoken texts to an audience using features of voiceVC2EFLY02 | deliver short spoken texts to an audience using features of voice VC2E1LY02 | deliver short spoken texts to an audience using features of voice VC2E2LY02 |
| recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships) VC2EFLY06 | spell one- and 2-syllable words with common letter patterns VC2E1LY07 | use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words VC2E2LY05 |
| read and write some high-frequency words and other familiar words VC2EFLY07 | read and write an increasing number of high-frequency words VC2E1LY07 |  |
| create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge VC2EFLY13 | create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion VC2E1LY13 | create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriateVC2E2LY11 |
| form most lower-case and upper-case letters using learnt letter formations VC2EFLY15 | write words using unjoined lower-case and upper-case letters VC2E1LY15 | write words legibly and with growing fluency using unjoined lower-case and upper-case letters VC2E2LY13 |

1. Reading and appreciating

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| **How have these activities been adapted?** The activities in the ‘Reading and appreciating’ section have been adapted to reflect the removal of the language modes as an organising structure for the content descriptions. Content and skills are now taught and learned through all language modes. There are no longer content descriptions attached to the activities because the teaching and learning occur within the context of the content and skills in the whole English curriculum. An explicit focus has been identified by the selection of achievement standards and the design of assessment tasks. Examples of assessment tasks have also been added to some of the activities. |

Text predictions

Look at the front cover and discuss the title. Who are the characters? Can students think of other stories in which animals are the main characters? Discuss examples of fairy tales (*Goldilocks and the Three Bears*), and/or Aboriginal and Torres Strait Islander stories ([*How the Birds Got their Colours*](https://www.booktopia.com.au/how-the-birds-got-their-colours-pamela-lofts/book/9781865046242.html)). What does the illustration suggest about Bev and Kev’s relationship? Do they look happy or sad? Are they friends or foes? Read the blurb to students. Who is Bev and who is Kev? Why are they ‘an unlikely pair’?

**Possible assessment tasks:** Assessment for learning opportunities include engaging in classroom discussions (S&L) by expressing an opinion or an observation about the text (R&V).

Text connections

Tell students that the book is about a giraffe who feels different to the other animals. Ask students to make personal connections to the text by sharing their own experiences of feeling different and not belonging. What did they do? What advice would they give Bev?

**Possible assessment tasks:** Assessment for learning opportunities include engaging in classroom discussions (S&L) by expressing an opinion or an observation about the text (R&V).

Text purpose

Before reading the text, ask students to consider whether the text is real or imagined. Ask them to explain their reasoning. What is the likely purpose of the text? Will it provide information or tell a story? Ask students to turn and talk to a partner to share their initial thinking. Read the text together and ask students to indicate if their prediction was accurate and whether their thinking has changed or remained the same.

Text type

Compare Bev and Kev with a non-fiction text about animals. Create a Venn diagram and compare the differences and similarities between the texts’ features. Some examples may include photographs vs. illustrations, a contents page, headings, glossary, facts vs. characters, a setting, dialogue, and a story with a beginning, middle and end.

Visual literacy

Look at the front endpaper and discuss the giraffe drawings. What do your students notice? Compare with the back endpaper, which includes more detailed and scientifically accurate drawings of animals. Point out the animals’ names. The back endpaper includes the animals' country of origin, colours and body parts. Can your students think of an animal, such as a pet, that has multiple names (for example, Teddy, Cavoodle, dog, canine)?

**Possible assessment tasks:** Assessment for learning opportunities can include class constructed vocabulary lists for display (S&V and W).

Rhyming words

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| **How has this activity been adapted?** Reflecting the revisions to the Phonic and word knowledge sub-strand, sound–letter correspondences (aural then written) are highlighted in these rhyming pairs. The language modes of Speaking and Listening; Reading and Viewing; and Writing are all involved in this learning experience. Teachers are no longer asked to confine skill development to a single language mode. They can now make important connections between the content and skills, and the language modes in fluid and interconnected ways.  |

Look at the title page. Why did the author choose the names Bev and Kev? Ask students to consider if their name rhymes with another student’s name, e.g. Tom and Dom. Read the text with a focus on single-syllable rhyming words. Write down any examples, e.g. ‘It’s you and me,’ said Bev to Kev, and ‘It’s meant to be,’ said Kev to Bev. ‘Night’ and ‘right’, on the last page, also rhyme. Support students to notice the sound–letter correspondences in each of the rhyming pairs, first aurally and then in writing. As a class, make lists of rhyming words.

High-frequency words

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| **How has this activity been adapted?** Choral reading and displaying high-frequency words as written text have been added to this unit. As in the Rhyming words activity (above), this offers a learning experience across language modes and provides multiple entry points and exposure to the content and skills.  |

Engage the whole class in choral reading of the text. Display the written text so that all students can see the words clearly. Read the text to students first, modelling phrasing, intonation and rhythm. Then ask students to join in the reading, stopping to point out high-frequency and rhyming words.

1. Close reading and writing

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| **How has this section been adapted?** This section has been broadened to link Reading and Viewing with the other language modes and provide opportunities for multiple exposures to skills and content, and different entry points for student learning.  |

Text structure

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| **How has this activity been adapted? This activity has been extended to allow deeper engagement with text structures and to highlight the connection between structure and purpose. The activity deliberately links Reading and Viewing with Speaking and Listening. Understanding of text structure can also be applied when students create their own texts and connects with Writing (see Assessment, page 10)** |

Read the text with a focus on its narrative features. Discuss the opening, the setting and the main characters. What is the problem in the story? How do we know this? Look at the words ‘Bev wished she was somewhere else’ on page 8 and Bev’s facial expression on page 9. How do the illustrations and text on pages 1–8 give us clues as to how the characters are feeling? How did Bev resolve or fix the problem? See page 22 onwards, where Bev first meets Kev. Discuss the changes in Bev after she meets Kev and notice how the textual clues (visual and written) contribute to meaning by showing how she is feeling. How does the arrival of Kev resolve the problem in the story? How does the way this text is organised help to achieve the text purpose (to narrate)?

**Possible assessment tasks:** Assessment for learning opportunities include student contributions to class and/or small group discussion (S&L) in response to the questions posed in the activity (R&V).

Text connection and comprehension

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| **How has this activity been adapted? This activity explicitly combines content and skills from the Language strand to build grammar and language skills, and fosters the learning of these skills across all the language modes. Students engage with Speaking and Listening, with Reading and Viewing and with Writing to develop their understanding of grammar, including punctuation, and how grammar constructs meaning in a text.** |

What did Bev and Kev do to become good friends? How did they interact and speak with each other? Write down some of the things they said and did from page 22 onwards. Did they take turns to speak and listen? Did they have things in common? Did they express gratitude? Point out the full stops, italics, question marks and exclamation marks throughout their dialogue, and reinforce by reading aloud, incorporating the effects of the punctuation. Notice and highlight to students the way that most sentences in the text contain a single idea, making them simple sentences. Ask students to share what they like to do with their friends using simple sentences. What are some questions they could ask their friends? How do questions differ from statements?

Vocabulary

Read the text together, creating a list of all the different ways of representing Bev’s size (tall, humungous, gigantic, huge). Invite students to add any additional words of their own. Explain that these words are adjectives and that they function to describe a noun (Bev). They are also synonyms. Show students the dictionary entry for ‘big’, which includes information about the word, its definition, and other similar words. What are some synonyms for the adjective ‘small’ that could describe Kev? Create a class list (tiny, minute, microscopic). Show students the words ‘huge’ (page 12), ‘gigantic’ (page 14) and ‘humungous’ (page 16) and ask them what they notice about the font size. Discuss why the author may have chosen to enlarge the font for these words.

**Possible assessment tasks:** Assessment for and of learning can include students writing their own list of adjectives that represent size (or another attribute) (W), varying the font they use to match the meaning (R&V).

1. Assessment

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| **In addition to the assessment for learning or formative assessment indicated above, there are opportunities for assessment of learning (summative assessment). These suggestions connect directly to the achievement standards listed at the beginning of the unit. Each suggested assessment is linked to a language mode – in brackets – to map into the structure of the achievement standards.** |

**Summative assessment (Assessment of learning) 1**

Following relevant teaching and learning:

* students represent the plot of *Bev and Kev* by drawing what happened at the beginning, middle and end of the story (R&V and W)
* students summarise each section using pictures, including both the events in the text and the emotional responses of the key characters (R&V and W).

**Summative assessment (Assessment of learning) 2**

Following relevant teaching and learning:

* students create an interaction between 2 friends sharing thoughts and feelings that includes statements, questions and active listening (W and S&L)
* students should also include a series of actions to enhance the messages of the interaction (S&L)
* students rehearse and perform their interaction for the class (S&L).

1. Additional resources

Illustrator's comments: [[Mandy Foot](https://www.mandyfoot.com/-bevandkev)](https://www.mandyfoot.com/-bevandkev)

Books about unlikely friendships: [Pearl Barley and Charley Parsley](https://www.booktopia.com.au/pearl-barley-and-charlie-parsley-aaron-blabey/book/9780143503071.html) by Aaron Blabey

Books about emotions: The Little Bookroom has created a [list of children's books about emotions](https://shop.littlebookroom.com.au/auth/login?return_to=https%3A%2F%2Fshop.littlebookroom.com.au%2Fc%2Ffeelings-emotions__3)

Books about being different: [Giraffes Can’t Dance](https://www.booktopia.com.au/giraffes-can-t-dance-giles-andreae/book/9781408360873.html?gclid=EAIaIQobChMIwJWQxIDq_gIVgdOWCh1V_QDvEAAYASAAEgI5s_D_BwE) by Giles Andreae

The Children's Book Council of Australia comments: [Shortlisted book 2023](https://www.cbca.org.au/book/bev-and-kev)

**Other teaching and learning units with a focus on picture books:**

[readingaustralia.com.au/books/amy-and-louis/](https://readingaustralia.com.au/books/amy-and-louis/)

[readingaustralia.com.au/books/the-bunyip-of-berkeleys-creek/](https://readingaustralia.com.au/books/the-bunyip-of-berkeleys-creek/)

[readingaustralia.com.au/books/yirruwa-yirrilikenuma-iangwa-when-we-go-walkabout/](https://readingaustralia.com.au/books/yirruwa-yirrilikenuma-iangwa-when-we-go-walkabout/)

[readingaustralia.com.au/books/wilfrid-gordon-mcdonald-partridge/](https://readingaustralia.com.au/books/wilfrid-gordon-mcdonald-partridge/)

Appendix: Original teaching and learning unit (based on English Version 1.0)

Overview

Focus text

Title: *Bev and Kev*

Author: [[Katrina Germein](https://katrinagermein.com/)](https://katrinagermein.com/)

Illustrator: [[Mandy Foot](https://www.mandyfoot.com/)](https://www.mandyfoot.com/)

Publisher: [[[Little Book Press](https://littlebookpress.com.au/)](https://littlebookpress.com.au/)](https://littlebookpress.com.au/products/bev-and-kev?_pos=1&_sid=f574c164c&_ss=r)

Synopsis

Friendships come in all shapes and sizes. When Bev wearies of her friends’ constant reminders about her size she sets off to find peace. Along the way she meets an unexpected friend who helps her to see what true friendship is all about. *Bev and Kev* is a heart-warming story about standing out, fitting in and finding your tribe. With a range of rich vocabulary, engaging illustrations and a beautiful message about friendship this book is sure to delight and entertain young readers.

Themes

Friendship, acceptance, kindness, self-love, belonging

Year levels/Learning Areas/Duration of unit

Victorian Curriculum F–10: English, Level 1

2 weeks

Why use this book?

*Bev and Kev* features detailed illustrations which, together with dialogue and familiar text, provide opportunities for students to recognise the thoughts and emotions of the animal characters. As Bev seeks out a place where she feels she belongs, students can examine and discuss character interactions through the lens of ‘what makes a good friend?’ and ‘is it ok to be different?’. During these discussions, students can relate their own experiences to the text, strengthening their visual literacy skills and personal and social capabilities.

Throughout the text, the characters describe Bev, the giraffe, as ‘big’ in many ways. Students can broaden their vocabulary and deepen their understanding of adjectives, synonyms and rhyming words when reading, and then directly apply this knowledge in their writing.

The endpapers and the illustration of animal characters can prompt comparisons with other text types, including non-fiction information texts about animals and First Nations stories that include animal characters.

Curriculum links

**Achievement standards**

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| **Reading and Viewing**By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts | **Writing**When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately. | **Speaking and Listening**Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. |

Reading and appreciating the book

Text predictions

Look at the front cover and discuss the title. Who are the characters? Can students think of other stories in which animals are the main characters? Discuss examples of fairy tales (*Goldilocks and the Three Bears*), and/or Aboriginal and Torres Strait Islander stories ([*How the Birds Got their Colours*](https://www.booktopia.com.au/how-the-birds-got-their-colours-pamela-lofts/book/9781865046242.html)). What does the illustration suggest about Bev and Kev’s relationship? Do they look happy or sad? Are they friends or foes? Read the blurb to students. Who is Bev and who is Kev? Why are they ‘an unlikely pair’? (VCELY186, R&V)

Text connections

Tell students that the book is about a giraffe who feels different to the other animals. Ask students to make personal connections to the text by sharing their own experiences of feeling different and not belonging. What did they do? What advice would they give Bev? (VCELT207, S&L)

Text purpose

Before reading the text, ask students to consider whether the text is real or imagined. Ask them to explain their reasoning. What is the likely purpose of the text? Will it provide information or tell a story? Ask students to turn and talk to a partner to share their initial thinking. Read the text together and ask students to indicate if their prediction was accurate and whether their thinking has now changed or remained the same. (VCELY188, R&V)

Text type

Compare Bev and Kev with a non-fiction text about animals. Create a Venn diagram and compare the differences and similarities between the texts’ features. Some examples may include photographs vs. illustrations, a contents page, headings, glossary, facts vs. characters, a setting, dialogue, and a story with a beginning, middle and end. (VCELA177, R&V)

Visual literacy

Look at the front endpaper and discuss the giraffe drawings. What do your students notice? Compare with the back endpaper that includes more detailed and scientifically accurate drawings of animals. Point out the animals’ names. The back endpaper includes the animals' country of origin, colours and body parts. Can your students think of an animal, such as a pet, that has multiple names (Teddy, Cavoodle, dog, canine)? (VCELA180, R&V)

Close reading

For this unit, links between reading and viewing and writing have been made. For each teaching and learning idea in **Close reading**, you will find a corresponding assessment idea in **Using the book for listening, speaking and writing** (see below).

Text structure

Read the text with a focus on its narrative features. Discuss the opening, the setting and the main characters. What is the problem in the story? How do we know this? Look at the words on page 8 ‘Bev wished she was somewhere else’ and Bev’s facial expression on page 9. How do the illustrations and text on pages 1-8 give us clues as to how the characters are feeling? How did Bev resolve or fix the problem? See page 22 onwards where Bev first meets Kev. (VCELT205, S&L)

Text connection and comprehension

What did Bev and Kev do to become good friends? How did they interact and speak with each other? Write down some of the things they said and did from page 22 onwards. Did they express gratitude? Point out the full stops, italics, question and exclamation marks throughout their dialogue, and reinforce by reading aloud, incorporating the effects of the punctuation. Ask students to share what they like to do with their friends using simple sentences. What are some questions they could ask their friends? How do they differ from statements? (VCELA201, S&L))

Vocabulary

Read the text together, creating a list of all the different ways of representing Bev’s size (tall, humungous, gigantic, huge). Invite students to add any additional words of their own. Explain that these words are adjectives and that they function to describe a noun (Bev). They are also synonyms. Show students the dictionary entry for ‘big’ which includes information about the word, its definition, and other similar words. What are some synonyms for the adjective small that could describe Kev? Create a class list (tiny, minute, microscopic). Show students the words huge (p12), gigantic (p14) and humungous (p16) and ask them what they notice about the font size. Discuss why the author may have chosen to enlarge the font for the words. (VCELA202, S&L)

Word recognition, phonic knowledge and spelling

Rhyming words

Look at the title page. Why did the author choose the names Bev and Kev? Ask students to consider if their name rhymes with another student’s name e.g. Tom and Dom. Read the text with a focus on single-syllable rhyming words. Write down any examples e.g. ‘It’s you and me,’ said Bev to Kev. ‘It’s meant to be,’ said Kev to Bev. Night and right also rhyme on the last page. (VCELT209, S&L)

High-frequency words

Ask students to take turns reading the text to the class. Point out the high frequency words and encourage students to recognise them by sight rather than by sounding out individual letters. (VCELY187, R&V)

Using the book for listening, speaking and writing

For this unit, links between reading and viewing and writing have been made. For each assessment idea in **Using the book for listening, speaking and writing**, you will find a corresponding teaching and learning activity in **Close reading** (see above).

Text structure

Following a whole class discussion, ask students to draw and write what happened at the beginning, middle and end of the story. Encourage students to summarise each section in their own words and to include expressions on the characters’ faces that reflect how they are feeling during different parts of the story. How can the background reflect the changes in setting? (W)

Text connection and comprehension

Students write a short script between two friends that includes statements, questions and active listening. They should also include a series of actions. Students rehearse and perform their interaction for the class. Audience 5/6 members take turns to provide constructive feedback on what they did well and what could be improved. (S&L)

Vocabulary

Students write an alternative beginning to the story, where Kev is described by the other animals as being small. For example, ‘The Meerkats stared. ‘You’re tiny,’ they said.’ Ask them to consider font size as well as synonyms for small. Model writing dialogue on the board, highlighting the correct use of quotation marks and commas. Scaffold students with sentence starters and cloze sentences as required. Encourage students to convey the animals’ feelings by creating an accompanying illustration. (R&V)

Additional resources

Illustrator's comments: [[Mandy Foot](https://www.mandyfoot.com/-bevandkev)](https://www.mandyfoot.com/-bevandkev)

Books about emotions: The Little Bookroom has created a [list of children's books about emotions](https://shop.littlebookroom.com.au/auth/login?return_to=https%3A%2F%2Fshop.littlebookroom.com.au%2Fc%2Ffeelings-emotions__3)

Books about being different: [Giraffes Can’t Dance](https://www.booktopia.com.au/giraffes-can-t-dance-giles-andreae/book/9781408360873.html?gclid=EAIaIQobChMIwJWQxIDq_gIVgdOWCh1V_QDvEAAYASAAEgI5s_D_BwE) by Giles Andreae

The Children's Book Council of Australia comments: [Shortlisted book 2023](https://www.cbca.org.au/book/bev-and-kev)

**Other teaching and learning units with a focus on picture books:**

<https://readingaustralia.com.au/books/amy-and-louis/>

<https://readingaustralia.com.au/books/the-bunyip-of-berkeleys-creek/>

<https://readingaustralia.com.au/books/yirruwa-yirrilikenuma-iangwa-when-we-go-walkabout/>

<https://readingaustralia.com.au/books/wilfrid-gordon-mcdonald-partridge/>