

Monday 27 <sup>th</sup> April		
Reading – Prediction (guessing) – est: 30min	Writing – Narrative – est: 30min	Numeracy – Position & Movement 30-45min
<p><b>We are learning to participate in conversations by listening to others ideas.</b></p> <p><b>Equipment:</b> text The Bravest Fish  <a href="https://tinyurl.com/ycqpgnov">https://tinyurl.com/ycqpgnov</a> sight words (M100W), paper and pencil.</p> <p><b>Mini Lesson (adult):</b> Use The Bravest Fish text. Look at the front cover and <u>make an adult predictions</u>, use as much detail as you can including character names, possible settings that might occur, problem and solution. After your prediction <u>ask the student</u> “<u>What is your prediction?</u>” if they comment that it is the same as yours, ask student “Why do you think this?”</p> <p><b>Read:</b> <u>Read text</u> – The Bravest Fish.  <u>Student retells</u> the story in their own words.  <u>Ask student if their/your prediction was similar to the story</u>, <u>how</u> was it same/different.</p> <p><b>Independent task:</b> <u>Sight word treasure hunt</u> - Use sight word sheet as a cheat sheet.  <u>Find selected sight words in a text;</u> magazines, books, epic, newspaper  Write the words down when found in text  Eg: sight word is ‘<b>the</b>’  book reads “<b>The</b> dinosaur was massive.”  Write down the word ‘<b>the</b>’ on paper.  Count how many sight words were found at the end.</p>	<p><b>We are learning to write a beginning, middle and end of a narrative story.</b></p> <p><b>Equipment:</b> paper and pencil</p> <p><b>Mini lesson (adult):</b> “A narrative story has characters, setting (place) a problem (oh no moment) and a solution (fixing the problem).”  <u>Brain storm a narrative story with your child.</u></p> <p><b>Independent draw:</b> <u>draw</u> the <u>characters</u> and <u>setting</u>, draw the <u>problem</u> that may arise, draw the <u>solution</u>.</p> <p><b>Independent write:</b> <u>label picture</u> (characters: mum, dad) setting (park) problem (fire) solution (fire fighters)  <u>Write sentence/paragraphs</u>  <u>Student read work to adult</u></p> <p><b>Adult write:</b> Scribe for <u>beginner writers</u>, student copies the text. (Basic sentences eg: Mum and Dad were at the park and there was a fire. The fire fighters came and put the fire out.)  Sound out words as you scribe them particularly CVC (constant, vowel, constant eg: D.O.G)</p> <p>Underline words and grammar that needs correction for <u>intermediate writers</u> and scaffold how to fix these errors.</p>	<p><b>We are learning to follow the position and movement direction.</b></p> <p><b>Equipment:</b> toy and two objects for toy position (eg cans/pillows) obstacle course equipment; chairs, tables, pillows, blankets...</p> <p><b>Mini Lesson (adult):</b> <u>explain that position</u> is where something is; (between, near, next too, in front of, behind) Use the toy to demonstrate the position as you verbalise  Eg: The toy is in front of the box (put toy in front)  <u>Watch</u> Where is the Monkey -  <a href="https://tinyurl.com/qadnudm">https://tinyurl.com/qadnudm</a> and <u>student moves the toy with the video</u>  And movement is the <u>direction</u> (over, under, high, low, clockwise, anti-clockwise, forwards, backwards)  <u>Watch and do</u> Here we go, Direction song, Jack Hartman <a href="https://tinyurl.com/y76lnbqv">https://tinyurl.com/y76lnbqv</a></p> <p><b>Independent task:</b> student <u>sets up an obstacle course</u> and <u>use language to direct</u> self or other <u>through the course</u>  Eg: “Go over the pillow. Go under the table. Crawl through the tunnel. Go between the chairs”</p> <p><b>Optional Extension:</b> use the same obstacle course but change the directions and increase movement  “Go under the pillow. Move forwards to the table. Go backwards under the table. Walk towards the tunnel. Jump over the tunnel. Turn clockwise/right. Walk forwards. Hop between the chairs”.</p>

Word	Sound Boxes /f/ /r/ as in frog									
frog	f	r	o	g						
fog	f	o	g							
flip	f	l	i	p						
rug	r	u	g							
rat	r	a	t							
red	r	e	d							
fed	f	e	d							

Tuesday	Wednesday	Thursday

Prep - Spelling

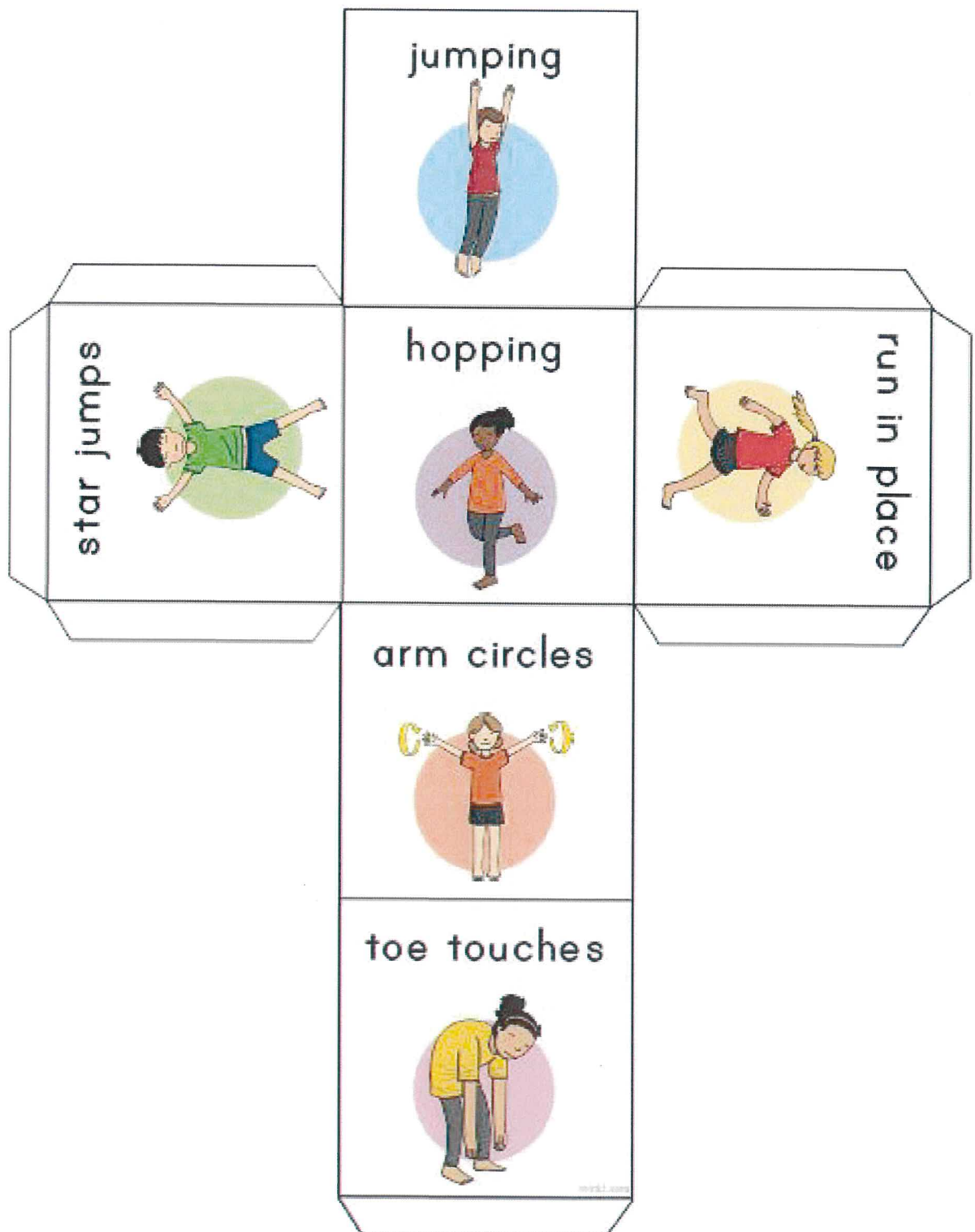
Word	Sound Boxes									
frog	f	r	o	g						
broth	b	o	th							
chop										
cloth										
belong										
bottom										
Extra word: blossom										

Tuesday	Wednesday	Thursday

Grade 1 - Spelling

Come here and see the old frog.

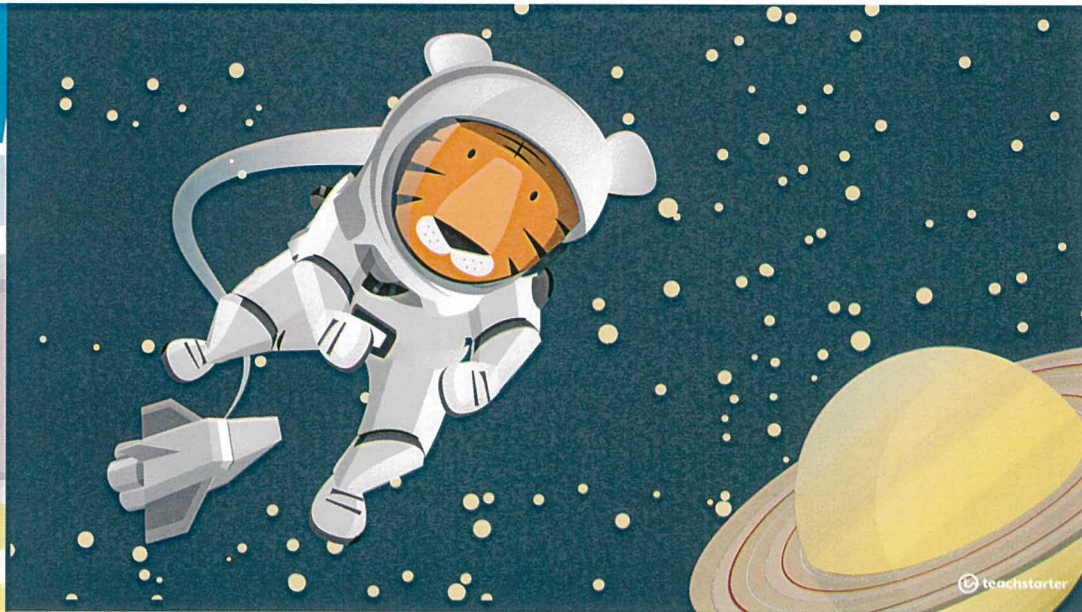
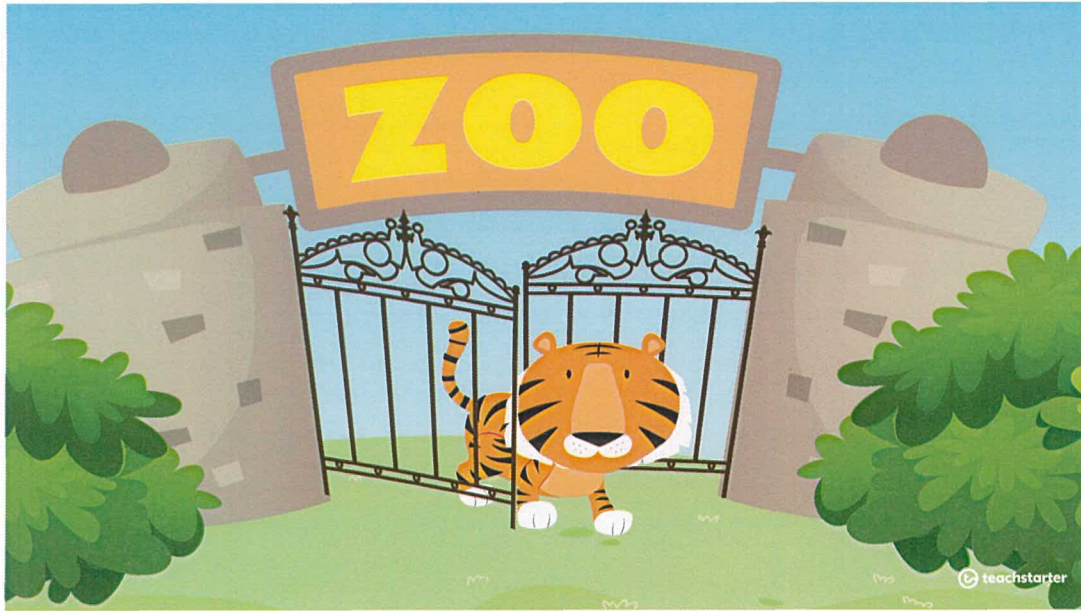
# Gross Motor Roll and Exercise



Term 2 - Week 4  
This can be used for PE or a brain break

Tuesday 28 <sup>th</sup> April		
Reading – Prediction (guessing) – est: 30min	Writing – Narrative – est: 30min	Numeracy – Position & Movement 30-45min
<p><b>We are learning to participate in conversations with others by answering questions.</b></p> <p><b>Equipment:</b> text How to Catch a Star – Oliver Jeffers - <a href="https://tinyurl.com/lglutce">https://tinyurl.com/lglutce</a>, letter/sound sheet or blend sheet (alternatively write letters onto a piece of paper and cut), paper, pencil</p> <p><b>Mini Lesson (adult):</b> make an adult prediction of the text by looking at the cover and reading the title.</p> <p><b>Adult Read:</b> <u>Ask questions</u> before reading the story such as:          “Why do you think the boy wants a star?”          “What might the boy do if he caught a star?”          “When do you think the best time of day would be to catch a star?”          “How might the boy catch a star?”          “How would you catch a star?”  <u>Watch story</u></p> <p><b>Independent task:</b> use the <u>letter/blend sheet</u>, <u>go on a treasure hunt</u> to find things around the house that have the initial sound          Eg: B – bed or BI - blanket          Write the letter and draw/write the object found  <b>Alternatively:</b> look through text finding the letters/blends and write down in book</p>	<p><b>We are learning to write a beginning, middle and end of a narrative story.</b></p> <p><b>Equipment:</b> narrative picture clues, paper and pencil, writing book</p> <p><b>Mini Lesson (adult):</b> reminder: narrative; <u>beginning</u> (character, setting), <u>middle</u> (problem) <u>end</u> (solution/fix the problem).  <u>Use the narrative card to make up a story.</u></p> <p><b>Independent draw:</b> by using the narrative card, draw the characters, setting, problem and solution.          Verbally talk through the story to adult.</p> <p><b>Independent write:</b> What students writing may look like:  <b>Beginner</b> – markings, letters, basic sounding out  <b>Intermediate</b> – legible letter formation, obvious sounding out even if misspelt, finger spaces, capital letters and full stops.  <b>Advanced</b> – full sentence structure and grammar, correct spelling of sight words and obvious sounding out.  <b>Adult write:</b>  <b>Beginner writer:</b> Write the story in very basic sentence, student copies/traces over the top.  <b>Intermediate/Advanced:</b> help with spelling and grammar, prompt with adding more descriptive language.</p>	<p><b>We are learning to use position and movement language to describe where something is.</b></p> <p><b>Equipment:</b> toy, a buddy, the house</p> <p><b>Mini Lesson (adult):</b> <u>Remind position words</u> that might be used; beside, on top, next to, between, behind, in front  <u>And movement words;</u> forwards, backwards, clockwise (right), anti-clock wise (left)</p> <p><u>Student can use the toy to show you these positions/movements</u> “put your toy between something” “put your toy under something” “move your toy forwards” etc.</p> <p><b>Independent task:</b> (demonstration might be needed before student tries) <u>hide the toy in the house, describe to someone by using direction/movement on where the toy is.</u>          Eg: “Walk through the kitchen, turn left to walk through the door to go in the lounge room. Walk past the coffee table, kneel on top of the couch, look behind the couch”</p> <p>If obstacle course from yesterday is still set up, put the toy onto the obstacle course and direct someone to the toy.</p>





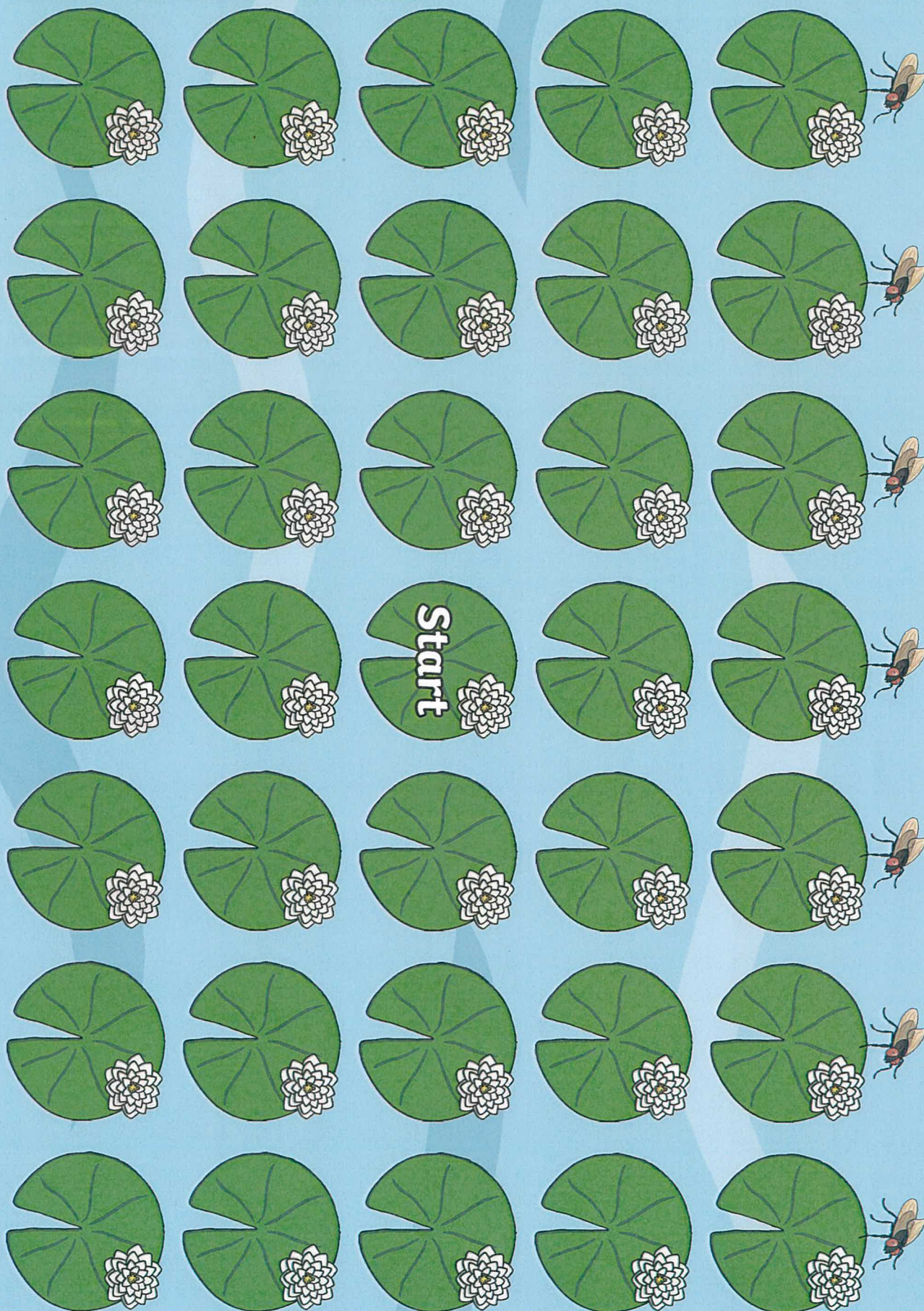
Wednesday 29 <sup>th</sup> April		
Reading – Prediction (guessing) – est: 30min	Writing – Narrative – est: 30min	Numeracy – Position & Movement 30-45min
<p><b>We are learning to participate in conversations by listening to others ideas.</b></p> <p><b>Equipment:</b> text The Grumpy Monkey <a href="https://tinyurl.com/rtejexar">https://tinyurl.com/rtejexar</a>, adult watch the story prior the class, M100W sight words printed from website or written on pieces of paper for snap/memory</p> <p><b>Mini Lesson (adult):</b> Use The Grumpy Monkey text.  <u>Adult</u> make a <u>verbal prediction</u> of what might happen in the story (pretty close to the storyline) Show cover and read title of the story to student  <u>Question:</u> “What might this book be about?”  “Why do you think the monkey is grumpy?”  “How is he going to solve the problem of being grumpy?”</p> <p><b>Adult Read:</b> <u>Watch text</u>  <u>Student retells</u> the story in their own words at the end of the story.  <u>Ask student if their prediction was similar to the story</u>, how was the prediction same/different than the story</p> <p><b>Independent task:</b> sight word memory/sight word snap.</p>	<p><b>We are learning to write a beginning, middle and end of a narrative story.</b></p> <p><b>Equipment:</b> narrative picture cards, paper and pencil</p> <p><b>Mini Lesson (adult):</b> reminder: <u>narrative</u>; <u>beginning</u> (character, setting), <u>middle</u> (problem) <u>end</u> (solution/fix the problem).  <u>Use the narrative card to make up a story.</u></p> <p><b>Independent draw:</b> by using the narrative card, draw the characters, setting, problem and solution.  <u>Verbally talk through the story to adult.</u></p> <p><b>Independent write:</b> <u>All students write</u> to the best of their ability before adult assistance.</p> <p><b>Adult write:</b> student <u>rereads the story</u>, <u>adult assist at your student’s needed</u>  eg: either scribe/sound out/underlining mistakes for student to try independently.</p> <p><u>Making note of finger spaces, capital letters and full stops.</u></p>	<p><b>We are learning to use picture clues to help follow directions.</b></p> <p><b>Equipment:</b> toy, an opponent, <u>Catch a Fly game</u> (direction dice to be prepared, alternatively cut out each direction/number and place upside down in two piles, flip over one number card and one direction card)</p> <p><b>Mini Lesson (adult):</b> use the two dice/cards from <u>Catch a Fly game</u> to direct the student around the house.  Eg: roll backwards (position) and five (dice)  “move backwards five steps” student moves backwards five steps.</p> <p><b>Independent task:</b> <u>use the cards to direct self</u>, toy or buddy by independently rolling the two dice / picking two cards and completing the direction.</p> <p><b>Game task:</b> <u>Catch a Fly</u></p>



Roll both dice to determine how many jumps the frog needs to take and which direction he should jump in.

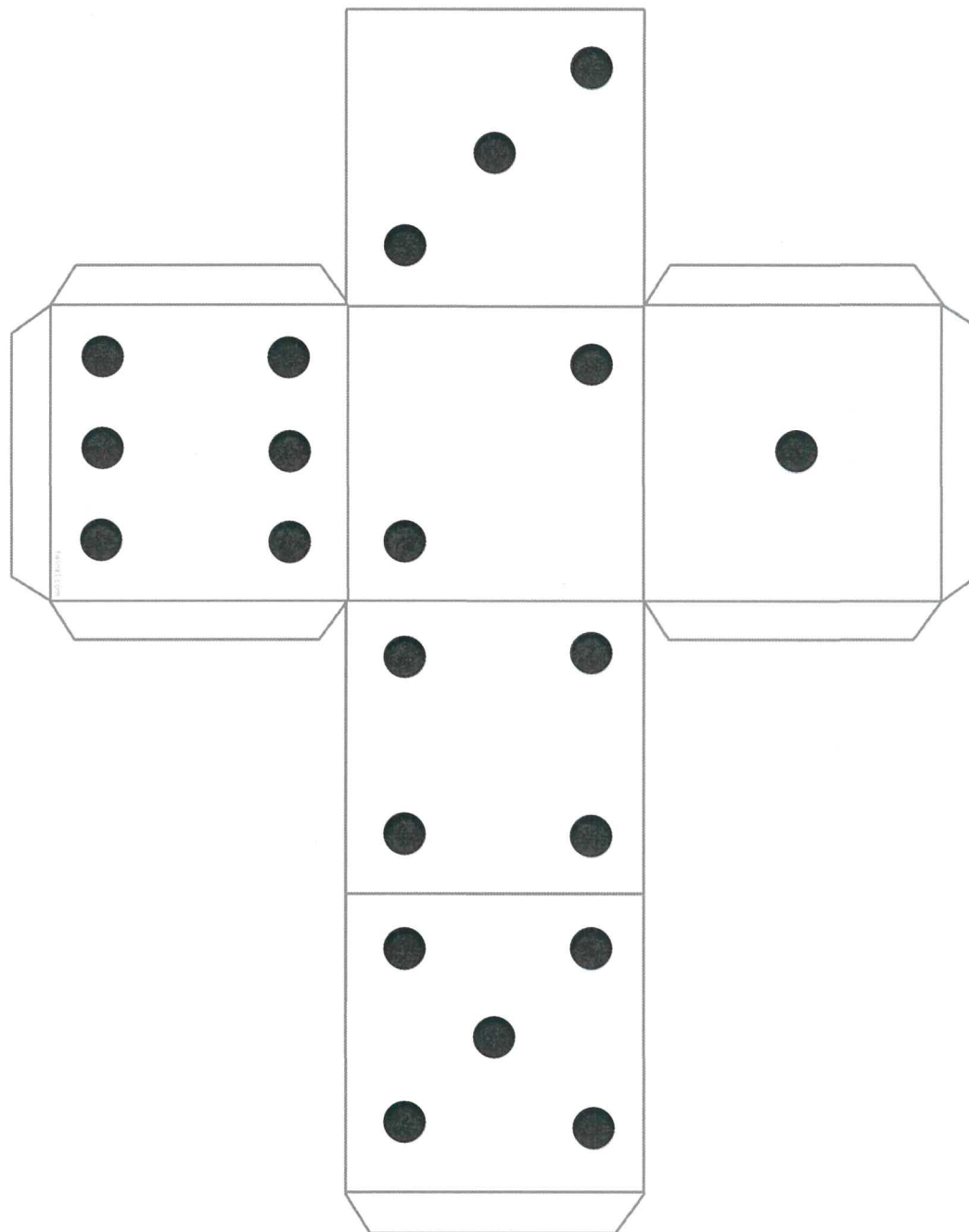
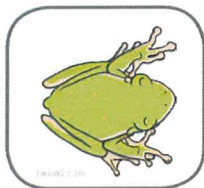
The first to catch a fly wins.

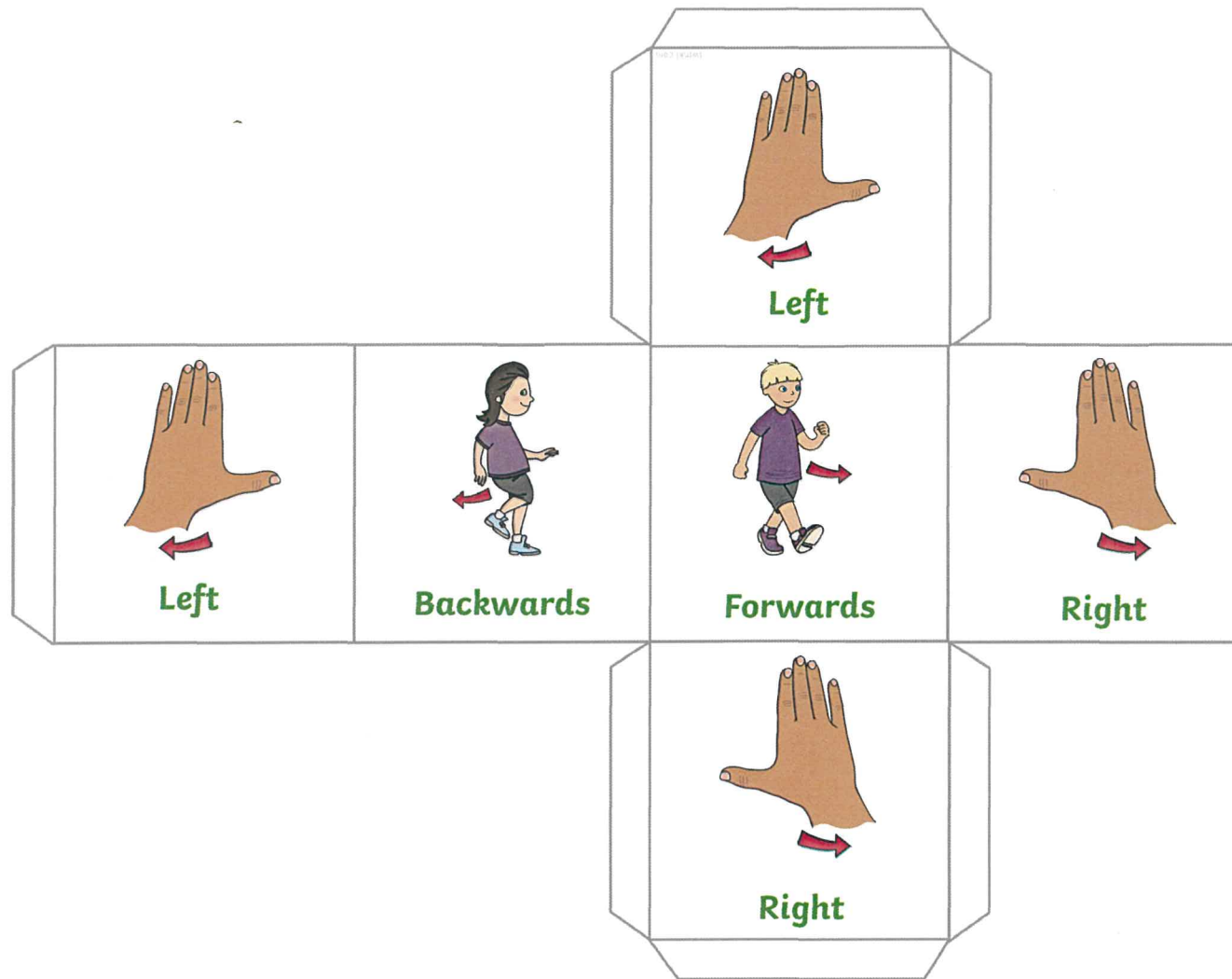
# Catch a Fly!





Cut around the frog game pieces.





Thursday 30 <sup>th</sup> April		
Reading – Prediction (guessing) – est: 30min	Writing – Narrative – est: 30min	Numeracy – Position & Movement 30-45min
<p><b>We are learning to participate in conversations by listening to others ideas.</b></p> <p><b>Equipment:</b> text Fred - <a href="https://tinyurl.com/yc87dvyl">https://tinyurl.com/yc87dvyl</a>, pencil, paper, letters A-Z formation card</p> <p><b>Mini Lesson (adult):</b> Let student look at the text pictures without you (if watching, watch with no sound), get student to tell you their prediction of the story.</p> <p><b>Adult Read:</b> Make comment that it is so much easier to make predictions when you get to look at the pictures, and these picture help us create ideas, meaning and understanding. <u>Watch</u> Fred with the words. Ask how the student's prediction was similar/different to the story.</p> <p><b>Independent task:</b> hand writing students are to use their writing books to write letters A-Z</p> <p><b>Optional Extention:</b> write out spelling words/sight words and place into sentences.</p>	<p><b>We are learning to write a problem in a story.</b></p> <p><b>Equipment:</b> narrative card, paper, pencil</p> <p><b>Mini Lesson (adult):</b> Use a narrative card and tell the student that today they are focusing on the problem of the story. Write down the characters and the setting of the story and they are to go straight onto the problem.</p> <p><b>Independent draw:</b> draw only the problem of the narrative story, making sure the characters and setting are included.</p> <p><b>Independent write:</b> marking/sentence/paragraphs</p> <p><b>Adult write: - do not scribe</b> <u>Beginner writer</u> – sit with adult to help scaffold the simple sentence, sound out, student write letters, use sight word sheet to copy off Can model how to write letters but do not write the whole sentence for student to copy <u>Intermediate writer</u> - underline errors for them to proof, encourage sounding out, you can model sounding out but student is to write letters <u>Advanced writer</u> - as above but bumping up a sentence by adding more description and suspense.</p>	<p><b>We are learning to determine something's position.</b></p> <p><b>Equipment:</b> Catch a Fly game, sheet Location and Transformation, pencil</p> <p><b>Mini Lesson (adult):</b> warm up by playing Catch a Fly game (this can be done independently like yesterday's moving around the house, or on board game) Explain the independent task</p> <p><b>Independent task:</b> complete Flowing Direction sheet Location and Transformation sheet (may need assistance)</p>



# Writing the Alphabet

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

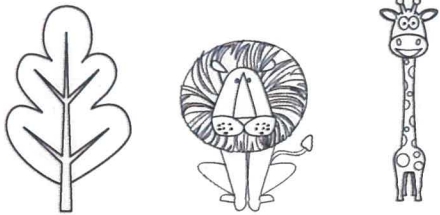
Name \_\_\_\_\_

Date \_\_\_\_\_

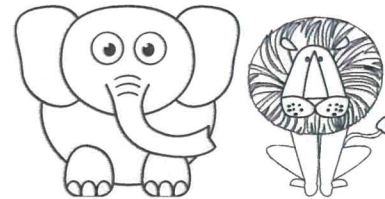
## Position (B)

- ① Use the word bank to describe the position of the lion.

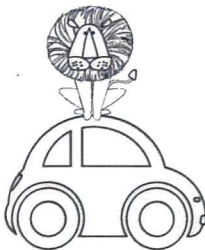
between, inside, beside, on top



The lion is \_\_\_\_\_  
the giraffe and the tree.



The lion is \_\_\_\_\_  
the elephant.



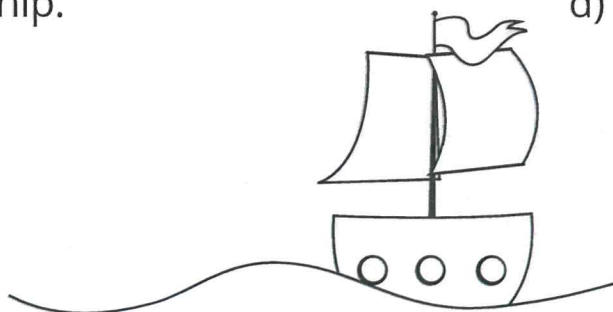
The lion is \_\_\_\_\_  
of the car.



The lion is \_\_\_\_\_  
the cage.

- ② Follow the instructions to complete the picture below.

- a) Draw a pirate **on** the ship.
- b) Draw a bird flying **above** the ship.
- c) Draw a treasure chest **under** the ship.
- d) Draw a whale **near** the ship.

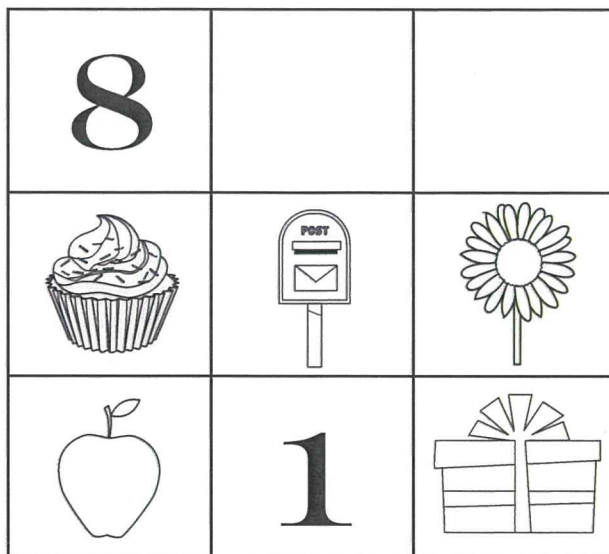





Name \_\_\_\_\_

Date \_\_\_\_\_

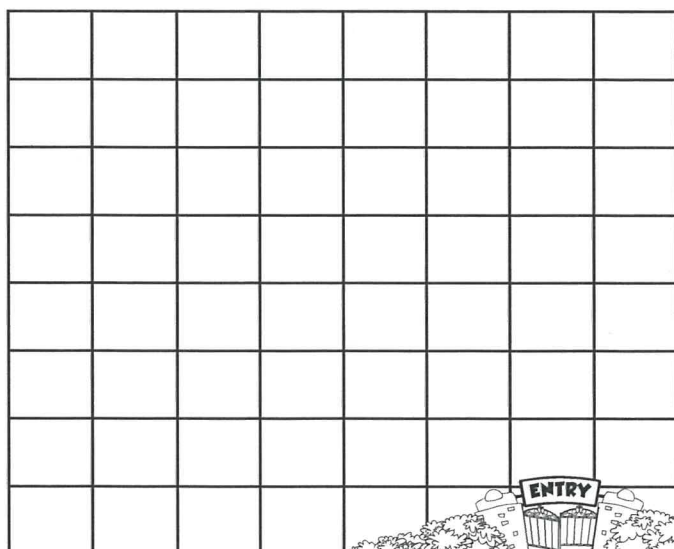
## Following Directions (B)

- ① Look at the grid and then answer the questions below.



- a) What is on the block under the  ? \_\_\_\_\_
- b) What is on the block next to the  ? \_\_\_\_\_
- c) What is on the block above the  ? \_\_\_\_\_
- d) Draw a star on the box that is in the middle on the top row.

- ② Colour the squares to find where the dog's bone is buried.



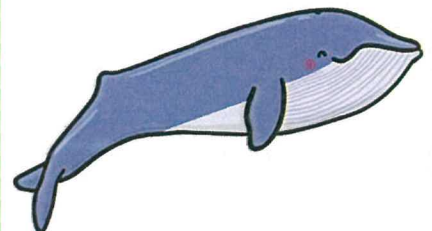
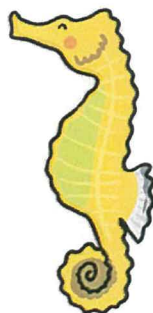
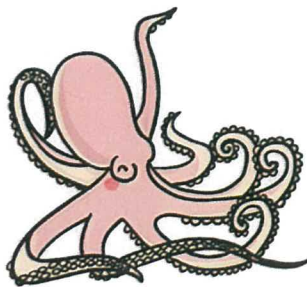
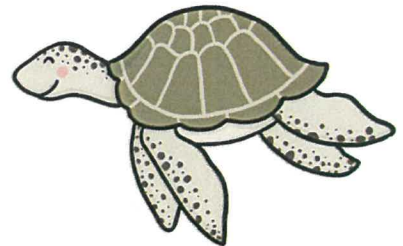
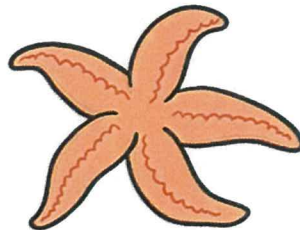
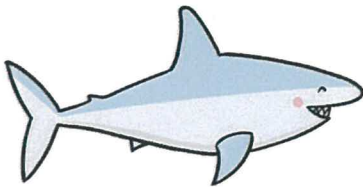
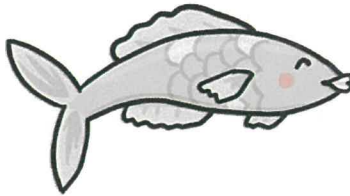
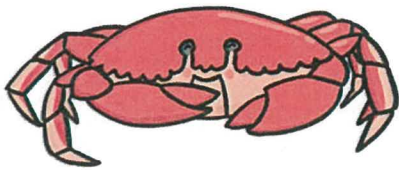
- a) Start at the entry.
- b) Go up 3 spaces.
- c) Move left 5 spaces.
- d) Go up 2 spaces.
- e) Move right 3 spaces.
- f) Move down 1 space.
- g) Draw a dog's bone in the box.



Friday 1 <sup>st</sup> May		
Reading – Prediction (guessing) – est: 30min	Writing – Narrative – est: 30min	Numeracy – Position & Movement 30-45min
<p><b>We are learning to use pictures to predict a story.</b></p> <p><b>Equipment:</b> text Rabbit ears, <a href="https://tinyurl.com/y9pvmpdw">https://tinyurl.com/y9pvmpdw</a>, M100 sight words</p> <p><b>Mini Lesson (adult):</b> together flip through the text looking at the pictures/ <u>watch with no sound</u>. Adult making comments on things that might be of importance to the story. The <u>student predicts</u> the story.</p> <p><b>Adult Read:</b> <u>read/watch</u> story</p> <p><u>Ask questions</u> at the end that are related to the students predictions</p> <p>“Where there any characters that came into the story that weren’t seen on the front cover? Who were they?”</p> <p>“What was the problem in the story? Was that the same as your prediction?”</p> <p>“How did the problem get solved? What was your prediction? Was that the same as the story?”</p> <p><b>Independent task:</b> <u>Sight word treasure hunt</u></p> <p>- Use sight word sheet as a cheat sheet.</p> <p><u>Find</u> selected <u>sight words in a text</u></p> <p>Write the words down when found in text</p> <p>Eg: sight word is ‘<b>the</b>’</p> <p>book reads “<b>The</b> dinosaur was massive.”</p> <p>Write down the word ‘<b>the</b>’ on paper.</p> <p>Count how many sight words were found at the end.</p>	<p><b>We are learning to write a solution.</b></p> <p><b>Equipment :</b> narrative card, pencil, paper</p> <p><b>Mini Lesson (adult):</b> reminder of narrative stories have, beginning (character and setting), middle (problem) and end (solution). Use the narrative card to tell a story, finishing at the end of the problem.</p> <p>Brain storm ideas of what a solution might be to this given problem.</p> <p><b>Independent draw:</b> draw only the solution of the narrative story</p> <p><b>Independent write:</b></p> <p>marking/sentence/paragraphs</p> <p><b>Adult write: - do not scribe</b></p> <p><u>Beginner writer</u> – sit with adult to help scaffold the simple sentence, sound out, student write letters, use sight word sheet to copy off</p> <p><u>Intermediate writer</u> - underline errors for them to proof, encourage sounding out, you can model sounding out but student are to write the letters</p> <p><u>Advanced writer</u> - as above but bumping up a sentence by adding more description and grammar: talking marks, questions marks, commas etc.</p>	<p><b>We are learning to follow a set of instructions.</b></p> <p><b>Equipment :</b> Listen and Do sheet, pencil</p> <p><b>Mini Lesson (adult):</b> adult provides student with a range of instructions to move their body</p> <p>Eg: “Touch our nose, touch your toes, and jump.”</p> <p>Student to listen to the whole set of instructions first before completing the sequence.</p> <p>Vary the complexity of the instruction in length and detail (touch nose four times)</p> <p><b>Independent task:</b> <u>complete Listen and Do sheet</u> (assistance may be required for reading of directions)</p> <p><b>Extra:</b> Catch a Fly/ use the game to direct a buddy around the house/outside.</p>



# Drawing sheet



# Instruction sheet

1. Draw a line under the penguin.
2. Draw a circle around the octopus.
3. Draw a line through the shark.
4. Draw a line above the crab.
5. Draw a square on the seahorse.
6. Draw a square around the fish.
7. Draw a line above the turtle.
8. Draw a square under the starfish.
9. Write your name on the whale.