

Adult writers:

Beginner Writers	Intermediate Writers	Advanced Writers
<p>Get student to reread their work back to you</p> <p>Adult scribe the sentence that the student has independently attempted to write and verbally read back to adult</p> <p>Once scribed student can copy independently* and read back once completed</p> <p>*encourage finger spaces, capital letters and fullstops in the scribe copying</p>	<p>Get student to reread their work back to you</p> <p>Help sound out words that have been misspelt, can make lines on page to represent the sounds the word makes (like spelling sound boxes)</p> <p>Students write down the letters as adult helps verbally sounding out</p> <p>Ask questions such as 'Does it makes sense?' 'What's missing here (full stops, capital letters, finger spaces)</p> <p>*try hard not to fix the errors back ask open questions to independently solve spelling and punctuation mistakes</p>	<p>Get student to reread their work back to you</p> <p>Underline words that have been misspelt</p> <p>Get child to try on another piece of paper three times trying different spelling ideas</p> <p>Sound out together if 3 times hasn't worked or use dictionary to find word (will need assistance)</p> <p>Self-correct work, writing correct spelling above the misspelt word, ensuring capitals, words are being sounded out, finger spaces and full stops.</p>

Week 1 - Wednesday

Reading	Writing	Math
<p>Learning Intention and Success Criteria - We are learning how to connect text to self; Spinner the Spider I can talk about small moments in the text that have happened in my own life</p> <p>Equipment – Just right books (dot book readers), library/home books, letter and sound sheet, letter name and sound song - https://www.youtube.com/watch?v=5PmB3SljNdQ</p> <p>Mini lesson (10min) – Adult: Explain reading comprehension strategy “Spinner the Spider” Spinner the Spider reads the book and then relates events that occurred in the story to own life experiences for example events, feelings, memories, family, anything!</p> <p>Independent reading (11 min)– students read their just right readers (dot books) for 6min then onto library books/home books for 5min if your child is capable of reading independently for longer adjust time (no longer than 20 minutes)</p> <p>Adult read (10 min) – read minimum of two just right books together focusing on points that were spoken about during mini lesson and adult teacher interviews: Is there a time that you have? Tell me what happened. When have you felt like this character?</p>	<p>Learning Intention and Success Criteria - We are learning how to retell personal events I can connect my writing to a small moment in a text</p> <p>Equipment – paper (blank is fine), coloured pencils, greylead pencil, storyline online story: The Rainbow fish: https://www.storylineonline.net/books/the-rainbow-fish/</p> <p>Mini lesson (10min) – Watch/Read The Rainbow Fish Have a conversation about the story, pulling out the characters, setting (where the story took place) beginning, middle and end (retell) Brainstorm times when you shared (text to self)</p> <p>Independent drawing (10min) – Draw a time where you shared something/a time where you didn't want to have to share but when you did it felt pretty good</p> <p>Independent writing – all students write ideas that relates to their picture, whether this is mark making, sentences or paragraphs</p> <p>Adult write – get child to reread work (see adult writers sheet for how to assist the student)</p>	<p>Learning Intention and Success Criteria - We are learning about 2D shapes. I can group 2D shapes.</p> <p>Equipment – scissors, glue, paper, worksheet Week 1 Wednesday #1&2, we’re going on a shape hunt game (booklet)</p> <p>Mini lesson (10min) – Adult: explain that 2D shapes are shapes that are flat Student: draw as many 2D shapes that you can Write/verbally label the shapes that you have drawn, go on a shape hunt around the house to find these 2D shapes</p> <p>Independent task – 2D shape cut and stick, matching activity - W1 - Wednesday #1 Shape Sorting Activity - W1 - Wednesday #2</p> <p>Catch (visual learning) – Jack Harman - Name the shape game https://www.youtube.com/watch?v=svrkthG2950&t=1s A.J Jenkins - 2D shape song https://www.youtube.com/watch?v=WTeqUeif3D0</p> <p>Game – We’re going on a shape hunt</p>

Reading task -


Listen to letter name and sound song:

<https://www.youtube.com/watch?v=5PmB3SljNdQ>

Prep - Using letter ID sheet with upper and lower case letters, go through each one. Student needs to say the letter name and the sound it makes. Cut up and make into a capital and lower case matching game

Grade 1 - blend and digraph sheet in booklet, go through sounds thinking of words that have these sounds (please note that student may not know all of the sound as they have not be taught yet)
verbalise/write these words

Week 1 - Thursday

Reading	Writing	Math
<p>Learning Intention and Success Criteria - We are learning how to connect text to self; Spinner the Spider I can talk about small moments in the text that have happened in my own life</p> <p>Equipment – Just right books (dot book readers), library/home books, M100W (words on coloured pieces of paper given at parent teacher, alternatively use word sheet in booklet)</p> <p>Mini lesson (10min) – Adult: Explain reading comprehension strategy “Spinner the Spider.” Use examples such as “the girl in the story made a sandwich, you sometimes have sandwiches too.”</p> <p>Independent reading (11 min)– students read their just right readers (dot books) for 6min then onto library books/home books for 5min if your child is capable of reading independently for longer adjust time (no longer that 20 minutes)</p> <p>Adult read (10 min) – read minimum of two just right books together focusing on points that were spoken about during mini lesson and adult teacher interviews: Is there a time that you have? Tell me what happened. When have you felt like this character?</p>	<p>Learning Intention and Success Criteria - We are learning how to retell personal events I can connect my writing to a small moment in a text</p> <p>Equipment – paper (blank is fine), coloured pencils, greylead pencil, storyline online story: Brave Irene - https://www.storylineonline.net/books/brave-irene/</p> <p>Mini lesson (10min) – Discuss times that you have had to be brave, a time that you were not too sure but took the risk and it worked out ok. eg: swimming in the big pool, coming to school on the bus, first day of school, going on a show ride...</p> <p>Watch - Brave Irene https://www.storylineonline.net/books/brave-irene/</p> <p>Independent drawing (10min) – Refresh a time that you had to be brave, eg: “I had to be brave when I was jumping off the big swing” <u>Adult:</u> encourage conversations; ask why they had to be brave, how did they feel before and after <u>Clarify</u> what student should be drawing eg: “I should see a picture of you jumping off the big swing” Encourage detail in pictures such as clothing, all facial features, background (trees, grass sky)</p>	<p>Learning Intention and Success Criteria - We are learning about 2D shapes. I can use shapes to create a picture.</p> <p>Equipment – paper, pencil, colouring pencils, Shapes to cut out sheet - W1 - Thursday</p> <p>Mini lesson (10min) – point to shapes that are on the shapes to cut out sheet, get student to name the shapes, draw attention to even though the rectangles are different sizes they are still rectangles. If student doesn't know the shape name verbally label the shape for them and get them to repeat back</p> <p>Independent task – Use the shapes to cut out sheet - W1 - Tuesday Student to cut out the shapes Group the shapes (classify) Use the shapes to create a picture, can glue onto piece of paper or leave loose for further use</p> <p>Example:</p> 

<p>Reading task – activity (10min)-</p> <p>Listen to letter name and sound song: https://www.youtube.com/watch?v=5PmB3SljNdQ</p> <ul style="list-style-type: none"> - Write the M100 words on a piece of paper. - Practice them as flash cards - Put them face down on the table and turn them over one by one to see if your child can read them. - make an extra set and play memory 	<p>Independent writing – all students write sentence that relates to their picture, whether this is mark making, sentences or paragraphs</p> <p>Adult write – get child to reread work, proofread, scribe, sounding out, good copy of sentences see adult writer info</p>	<p>Catch (visual learning) – 2D shapes I know - https://www.youtube.com/watch?v=UDQDyx59QY4 2D shapes are everywhere - Jack Hartman https://www.youtube.com/watch?v=aRCt9Ch7oR</p>
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Week 1 - Friday

Reading	Writing	Math
<p>Learning Intention and Success Criteria - We are learning how to connect text to self; Spinner the Spider I can talk about small moments in the text that have happened in my own life</p> <p>Equipment – Just right books (dot book readers), library/home books, writing materials, scissors</p> <p>Mini lesson (10min) – Adult: after what spinner the spider does and how it to use it whilst reading Student: explains that</p> <p>Independent reading (11 min)– students read their just right readers (dot books) for 6min then onto library books/home books for 5min if your child is capable of reading independently for longer adjust time (no longer that 20 minutes)</p> <p>Adult read (10 min) – read minimum of two just right books together focusing on points that were spoken about during mini lesson and adult teacher interviews: Is there a time that you have? Tell me what happened. When have you felt like this character?</p> <p>Reading task – activity (10min)- Week 1 - Wednesday</p> <p>Listen to letter name and sound song: https://www.youtube.com/watch?v=5PmB3SljNdQ</p>	<p>Learning Intention and Success Criteria - We are learning how to retell personal events I can connect my writing to a small moment in a text</p> <p>Equipment – paper (blank is fine), coloured pencils, greylead pencil, Youtube online story: My No, No, No Day https://www.youtube.com/watch?v=x-Bpoj5fZr0</p> <p>Mini lesson (10min) – Watch My No, No, No Day. Ask child to think of a time they had a ‘no, no, no’ day. What happened? For example maybe they kicked their toe and forgot their lunch and was late for the bus. How does that make them feel? Were they big problems or small problems?</p> <p>Independent drawing (10min) – Students are to draw one or a few things that happened that day. <u>Adult: encourage conversations</u>; What exactly happened? why was it a bad day? <u>Clarify</u> what student should be drawing. Encourage detail in pictures such as clothing, all facial features, background (trees, grass sky)</p> <p>Independent writing – all students write sentence that relates to their picture, whether this is mark making, sentences or paragraphs</p> <p>Adult write – get child to reread work, proofread, scribe, sounding out, good copy of sentences see adult writer info</p>	<p>Learning Intention and Success Criteria - We are learning about 2D shapes I can count the number of edges, corners and faces of the shape</p> <p>Equipment – play dough (corners), toothpicks/sticks (edges), paper and pencil</p> <p>Mini lesson (10min) – Adult: draw a range of shapes onto a piece of paper, explain where the sides of the shape are, where the corners are and what a face is Student uses a different colour to draw along the edges, circle corners and colour the faces</p> <div data-bbox="1608 802 1975 1141"> <p>The image shows two hand-drawn shapes on a piece of paper. The top shape is a triangle with its corners marked by small circles and its edges by lines. The bottom shape is a rectangle, also with corners marked by small circles and edges by lines. To the right of the rectangle, there is a legend: a brown oval is labeled 'faces', a purple circle is labeled 'corners', and a green line is labeled 'edges'.</p> </div> <p>example:</p> <p>Independent task – roll the playdough into small balls, use the playdough as the corners of the shape and the sticks/toothpicks as the edges of the shapes. make a range of 2D shapes in a variety of sizes. example:</p>

- Use the letter sheet from the booklet, cut out, students make M100 words out of the letters.
- students read back the words they make

**If students know all of the M100 words you can use words from their spelling lists

