

Week 2 - Monday

Reading	Writing	Math
<p><b>Learning Intention and Success Criteria -</b> We are learning how to make a predictions; Predicting Penguin I can make a prediction about what will happen in the story based on what I hear and see</p> <p><b>Equipment</b> – Just right books (dot book readers), library/home books, letter and sound sheet, phonics song - <a href="https://www.youtube.com/watch?v=ffeZXPtTGC4">https://www.youtube.com/watch?v=ffeZXPtTGC4</a>, alphabet puzzle sheet W2 Monday</p> <p><b>Mini lesson (10min)</b> – Adult: Explain reading comprehension strategy “predicting penguin.” Predicting Penguin listens to the words and looks at the pictures and thinks about what might happen next in the story. For example if there’s a dog on the front cover do you think the story will be about a bird? No! We look at clues on the front cover that tells us ideas of what might happen in the book. But if you use the clues you see and read, there are no right or wrong answers. Sometimes we are right, and sometimes we are wrong and that’s ok.</p> <p><b>Independent reading (11 min)</b>– students read their just right readers (dot books) for 6min then onto library books/home books for 5min if your child is capable of</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning how to draw and write our prediction about a text. I can draw a prediction and write words that are related to my prediction.</p> <p><b>Equipment</b> – paper, pencil, The worst day of my life - <a href="https://www.youtube.com/watch?v=nPCNiUJv3EY">https://www.youtube.com/watch?v=nPCNiUJv3EY</a></p> <p><b>Mini lesson (10min)</b> – Together: look at the cover of the book online, talk about the character and how he might be feeling Adult: read the title of the book Student: predicts what the story might be about Adult: take the students' lead and ask them questions; how does the boy feel? Why do you think he feels this way? What things can you see? Why might he have gum in his hair?</p> <p><b>Independent drawing (10min)</b> – draw a picture (encourage detail) of what might happen to make it the worst day of his life</p> <p><b>Independent writing</b>– all students write ideas that relates to their picture, whether this is mark making, sentences or paragraphs</p> <p><b>Adult write</b> – student reads back to adult, adult helps with proofreading and scribe</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning about 3D shapes. I can name 3D shapes</p> <p><b>Equipment</b> – sheet 3D shape word mat W2 Monday, objects from around the house, pencil, paper, scissors and sticky tape.</p> <p><b>Mini lesson (10min)</b> – Adult: Draw a rectangle on a piece of paper. Then get something the shape of a rectangular prism (cereal box, laptop, thick book e.t.c). Ask the student are they both shapes? What’s the difference? Ask the student to touch the shapes. The drawn rectangle is flat (2d), you can't feel anything but paper. Where as the the cereal box has corners, edges, surfaces/faces, it pops out and is a 3D shape</p> <p><b>**If the student knows all this, get them to name as many 3D shapes as they can and find them round the house</b></p> <p><b>Independent task</b> –</p> <ul style="list-style-type: none"> <li>- Show student 3D shape word mat W2 Monday. Go through each one and see if you can spot/brainstorm things that are that shape in real life.</li> <li>- The student is to find 1 of each shape around the house or outside.</li> </ul>

<p>reading independently for longer adjust time (no longer that 20 minutes).</p> <p><b>Adult read (10 min)</b> – read minimum of two just right books together focusing on points that were spoken about during mini lesson and adult teacher interviews:</p> <ul style="list-style-type: none"> <li>- What do you see/read/hear on the cover? What does that tell you about what will happen in the story?</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>- What do you think will happen? What makes you think that?</li> </ul> <p><b>Reading task -</b> phonics song - <a href="https://www.youtube.com/watch?v=ffeZXPtTGC4">https://www.youtube.com/watch?v=ffeZXPtTGC4</a> Alphabet puzzle - W2 Monday - cut the strips out and place into order lowercase and uppercase</p>	<p><b>Watch</b> - The worst day of my life ever - <a href="https://www.youtube.com/watch?v=nPCNiUJv3EY">https://www.youtube.com/watch?v=nPCNiUJv3EY</a></p> <p><b>Conversation (adult and student)</b> - what happened in the story? (retell) who were the characters? Why wasn't he happy when..." "Were your predictions right? How so or why not?" "Why was he happier at the end of the story?"</p>	<ul style="list-style-type: none"> <li>- Ask them to make a label for each one showing the name of the 3D shape by copying the words from the 3D shape word mat.</li> </ul> <p><b>Catch (visual learning)</b> – 3D Shapes Song   Shapes for kids   The Singing Walrus <a href="https://www.youtube.com/watch?v=guNdJ5MtX1A">https://www.youtube.com/watch?v=guNdJ5MtX1A</a> 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) <a href="https://www.youtube.com/watch?v=2cg-Uc556-Q">https://www.youtube.com/watch?v=2cg-Uc556-Q</a></p> <p><b>Game (optional)–</b></p> <ul style="list-style-type: none"> <li>- Start by asking student to repeat the names out loud so they have the names of the shapes in their mind. Then pick a shape at random and get them to say the name of the shape.</li> </ul>
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Week 2 - Tuesday

Reading	Writing	Math
<p><b>Learning Intention and Success Criteria -</b> We are learning how to make a predictions; Predicting Penguin I can make a prediction about what will happen in the story based on what I hear and see</p> <p><b>Equipment –</b> Just right books (dot book readers), library/home books, letter and sound sheet, phonics song - <a href="https://www.youtube.com/watch?v=ffeZXPtTGC4">https://www.youtube.com/watch?v=ffeZXPtTGC4</a>, lined paper, pencil, letter sheet W2 Tuesday sheet</p> <p><b>Mini lesson (10min) –</b> Explain reading comprehension strategy “predicting penguin.” Predicting Penguin listens to the words and looks at the pictures and thinks about what might happen next in the story. Making a guess. For example if there’s a dog on the front cover do you think the story will be about a bird? No! We look at clues on the front cover that tells us ideas of what might happen in the book.</p> <p><b>Independent reading (11 min)–</b> 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><b>Adult read (10 min) –</b> Read a library/home book together, ask questions as you read</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning how to draw and write our prediction about a text. I can draw a prediction and write words that are related to my prediction.</p> <p><b>Equipment –</b> paper, pencil, I Need My Monster - Amanda Noll <a href="https://www.youtube.com/watch?v=QwCxW7Nx4Ec">https://www.youtube.com/watch?v=QwCxW7Nx4Ec</a></p> <p><b>Mini lesson (10min) –</b> Together: look at the cover of the book online, talk about the character and how she might be feeling Adult: read the title of the book Student: predict what the story might be about Adult: take the students' lead and ask them questions; is she scared? Why is she looking under her bed? What’s she looking for?</p> <p><b>Independent drawing (10min) –</b> draw a picture (encourage detail) of what might happen in the book.</p> <p><b>Independent writing–</b> all students write ideas that relates to their picture, whether this is mark making, sentences or paragraphs</p> <p><b>Adult write –</b> student reads back to adult, adult helps with proofreading and scribe</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning about 3D shapes. I can name the 3D shapes</p> <p><b>Equipment –</b> Sheet picture of 3D shapes W2 Tuesday, paper, coloured pencils, glue and scissors</p> <p><b>Mini lesson (10min) –</b> Refresh on names of 3D shapes. Ask, “What names do you remember?” and remind them of the names they don't remember.</p> <p><b>Independent task –</b></p> <ol style="list-style-type: none"> <li>1. Get 5 pieces of paper and title each with the shape names; cylinder, sphere, cone, cube and rectangular prism. You can use either writing, drawing or just place the physical object from yesterday on the page.</li> <li>2. Student cuts out W2 Tuesday sheet and sorts them according to shape.</li> <li>3. Ask student to add to the collection by drawing anything else they can think of that is the same shape on each sheet.</li> </ol> <p><b>Catch (visual learning) –</b> 3D Shapes Song For Kids   Spheres, Cylinders, Pyramids, Cubes, &amp; Cones <a href="https://www.youtube.com/watch?v=ZnZYK83utu0">https://www.youtube.com/watch?v=ZnZYK83utu0</a> 3D Shapes Song for Kids   Learn about 3D shapes   Jack Hartmann</p>

<p>- What do you see/read/hear on the cover? What does that tell you about what will happen in the story?</p> <p>Or</p> <ul style="list-style-type: none"> <li>- What do you think will happen? What makes you think that?</li> </ul> <p><b>Reading task -</b> phonics song - <a href="https://www.youtube.com/watch?v=ffeZXPtTGC4">https://www.youtube.com/watch?v=ffeZXPtTGC4</a></p> <p>Handwriting - <b>Prep</b> - trace over dotted line, then copy onto blank piece of paper <b>Grade 1</b> - on lined paper write letters in correction positions, then brainstorm all the words you know from the brain, readers, around the house. Make sure students letter formation once written is still correct as letters seem to slip once placed into words</p>	<p><b>Watch the rest-</b> I Need My Monster - Amanda Noll <a href="https://www.youtube.com/watch?v=QwCxW7Nx4Ec">https://www.youtube.com/watch?v=QwCxW7Nx4Ec</a></p> <p><b>Conversation (adult and student)</b> - what happened in the story? Were your predictions right? How so or why not?</p>	<p><a href="https://www.youtube.com/watch?v=zPZegz690Mg">https://www.youtube.com/watch?v=zPZegz690Mg</a></p> <p><b>Game</b> – Play a guessing game. Think of a shape. List some things that are that shape and see if student can guess its name. E.g. “candle, can, tyre” will be cylinder.</p>
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Week 2 - Wednesday

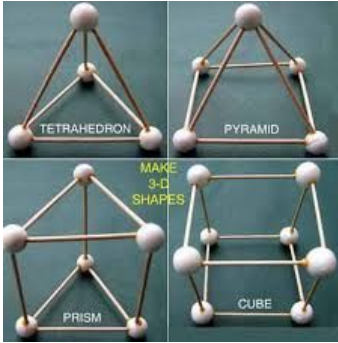
Reading	Writing	Math
<p><b>Learning Intention and Success Criteria -</b> We are learning how to make a predictions; Predicting Penguin I can make a prediction about what will happen in the story based on what I hear and see</p> <p><b>Equipment</b> – Just right books (dot book readers), library/home books, letter and sound sheet, phonics song - <a href="https://www.youtube.com/watch?v=ffeZXPtTGC4">https://www.youtube.com/watch?v=ffeZXPtTGC4</a>, letter maze W2 Wednesday sheet #1&amp;2 (prep), word find W2 Wednesday (gr1)</p> <p><b>Mini lesson (10min)</b> – Adult: ask the student what predicting penguin does and ask student to provide an example</p> <p><b>Independent reading (11 min)</b>– 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><b>Adult read (10 min)</b> – Read a library/home book together, ask questions as you read Cover: what do you think this book might be about? Why do you think this? Middle: do you think there will be a problem in the story? What problem might happen in this story? How do you think this character feels, why do you think that?</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning how to draw and write our prediction about a text. I can draw a prediction and write words that are related to my prediction.</p> <p><b>Equipment</b> – paper, pencil, The Boy Who Wouldn't Share - Mike Reiss <a href="https://www.youtube.com/watch?v=Z0nApJJC4bY">https://www.youtube.com/watch?v=Z0nApJJC4bY</a></p> <p><b>Mini lesson (10min)</b> – Together: look at the cover of the book online (pause at 0:06), talk about the character and how he might be feeling Adult: read the title of the book Student: predict what the story might be about Adult: take the students' lead and ask them questions; can you tell me more? What can you tell from the title? What can you tell from the picture?</p> <p><b>Independent drawing (10min)</b> – draw a picture (encourage detail) of what might happen in the book.</p> <p><b>Independent writing</b>– all students write ideas that relates to their picture, whether this is mark making, sentences or paragraphs</p> <p><b>Adult write</b> – student reads back to adult, adult helps with proofreading and scribe</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning about 3D shapes. I can name the shapes</p> <p><b>Equipment</b> – Sheet 3D shape colouring W2 Wednesday #1&amp;2, sheet W2 Monday and coloured pencils</p> <p><b>Mini lesson (10min)</b> – Refresh on names of 3D shapes. Ask, "What names do you remember?" and remind them of the names they don't remember.</p> <p><b>Independent task</b> – Student completes the colour by shape sheet (W2 Wednesday) using W2 Monday sheet to assist (Shape word mat).</p> <p><b>Catch (visual learning)</b> – 3D Shapes Song For Kids   Spheres, Cylinders, Pyramids, Cubes, &amp; Cones <a href="https://www.youtube.com/watch?v=ZnZYK83utu0">https://www.youtube.com/watch?v=ZnZYK83utu0</a></p> <p>3D Shapes Song for Kids   Learn about 3D shapes   Jack Hartmann <a href="https://www.youtube.com/watch?v=zPZegz690Mg">https://www.youtube.com/watch?v=zPZegz690Mg</a></p> <p><b>Game</b> – Put a shape in a bag. See if the student can guess the shape without looking at it.</p>

End: the problem was....how do you think they will solve this problem? How do you think the story is going to end?

**Reading task -**

**Prep** - letter maze W2 - #1&2

**Grade 1** - word find - W2 (grade 1)

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<p>Middle: do you think there will be a problem in the story? What problem might happen in this story? How do you think this character feels, why do you think that? End: the problem was....how do you think they will solve this problem? How do you think the story is going to end?</p> <p><b>Reading task -</b> Reading eggs</p>		<p><b>Preps:</b> See if student can name the shape. See if student can identify a face, corner and edge on each shape.</p> <p><b>Grade 1:</b> Use W2 Thursday sheet. Make shapes one at a time and complete the sheet counting how many of each corner, edge and face.</p> <p><b>Catch (visual learning) –</b> 3D Shapes Song for Kids <a href="https://www.youtube.com/watch?v=uZ8Jy1xgqPU">https://www.youtube.com/watch?v=uZ8Jy1xgqPU</a></p> <p><b>Game –</b> Which shapes roll better? The ones with edges or the ones without?</p>
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Week 2 - Friday

Reading	Writing	Math
<p><b>Learning Intention and Success Criteria -</b> We are learning how to make a predictions; Predicting Penguin I can make a prediction about what will happen in the story based on what I hear and see</p> <p><b>Equipment</b> – Just right books (dot book readers), library/home books, letter and sound sheet, phonics song - <a href="https://www.youtube.com/watch?v=ffeZXPtTGC4">https://www.youtube.com/watch?v=ffeZXPtTGC4</a>, bingo game (booklet), counters (rocks, lego, cereal), letter sheet (week 1)</p> <p><b>Mini lesson (10min)</b> – Ask what the reading comprehension strategy “predicting penguin” means Eg: Predicting Penguin listens to the words and looks at the pictures and thinks about what might happen next in the story. For example if there’s a dog on the front cover do you think the story will be about a bird? No! We look at clues on the front cover that tells us ideas of what might happen in the book. But if you use the clues you see and read, there are no right or wrong answers. Sometimes we are right, and sometimes we are wrong and that’s ok.</p> <p><b>Independent reading (11 min)</b>– students read their just right readers (dot books) for 6min then onto library books/home books for 5min if your child is capable of</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning how to draw and write our prediction about a text. I can predict what the solution to the problem in the text might be</p> <p><b>Equipment</b> – paper, pencil, The Boy Who Wouldn’t Share - Mike Reiss <a href="https://www.youtube.com/watch?v=Z0nApJJC4bY">https://www.youtube.com/watch?v=Z0nApJJC4bY</a></p> <p><b>Mini lesson (10min)</b> – Together: Listen to the story <b>up to 01:41 and pause.</b> Adult: What was the problem? Student: Edward was stuck and hidden and didn’t get any fudge. Adult: Were you right with your predictions? Or wrong? It is ok to be wrong because a prediction is just a guess. Student: Is to predict what the solution to the problem will be. Adult: take the students' lead and ask them questions; what will Claire do with the fudge? How is Edward feeling right now?</p> <p><b>Independent drawing (10min)</b> – draw a picture (encourage detail) of what the solution to the solution in the story might be.</p> <p><b>Independent writing</b>– all students write ideas that relates to their picture, whether this is mark making, sentences or paragraphs</p>	<p><b>Learning Intention and Success Criteria -</b> We are learning about 3D shapes. I can label parts of a 3D shape including edge, corner and face</p> <p><b>Equipment</b> – sheet popstick 3D shapes W2 Friday, playdough, sticks/matchsticks/paddle pop sticks and lead pencil, a range of 3D shapes from around the house; cans, tissue box, dice etc.</p> <p><b>Mini lesson (10min)</b> – Refresher: Use the around the house 3D shapes to look/count:  <ul style="list-style-type: none"> <li>- Flat surface is a face.</li> <li>- Pointy corners are called corners or vertices.</li> <li>- Where two faces meet is an edge.</li> </ul> Point to random parts and together say the name, “corner, face, edge” and see if they can do it too.</p> <p><b>Independent task</b> – Use sheet - Popstick 3D shapes W2 Friday. Using the playdough or blue tack to make the shapes and fill in the faces, edges and corners/vertices.</p> <p><b>Catch (visual learning)</b> – 3D shapes properties song - <a href="https://www.youtube.com/watch?v=uZ8Jy1xgqPU">https://www.youtube.com/watch?v=uZ8Jy1xgqPU</a></p> <p><b>Game</b> – Play a guessing games using faces, edge and corners. E.g. “I have 3 faces, 2 edges and no corners, what am I?” - Cylinder.</p>

<p>reading independently for longer adjust time (no longer that 20 minutes).</p> <p><b>Adult read (10 min)</b> – Read a library/home book together, ask questions as you read  Cover: what do you think this book might be about?  Why do you think this?  Middle: do you think there will be a problem in the story? What problem might happen in this story? How do you think this character feels, why do you think that?  End: the problem was....how do you think they will solve this problem? How do you think the story is going to end?</p> <p><b>Reading task -</b>  Letter bingo - use the letter sheet from week 1  Solo - pick letter out of the hat/flip over letter, if you have that letter cover, if not get another letter  Paired - take it in turns to flip over letter, if you have the letter cover, if not next player flips over a letter  Player to cover all letters is the winner</p>	<p><b>Adult write</b> – student reads back to adult, adult helps with proofreading and scribe.</p> <p><b>Watch the rest</b> - The Boy Who Wouldn't Share - Mike Reiss  <a href="https://www.youtube.com/watch?v=Z0nApJJC4bY">https://www.youtube.com/watch?v=Z0nApJJC4bY</a></p> <p><b>Conversation (adult and student)</b> - Were your predictions right? How so or why not?</p>	
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