

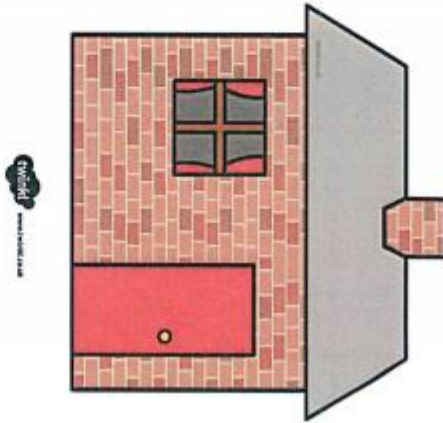
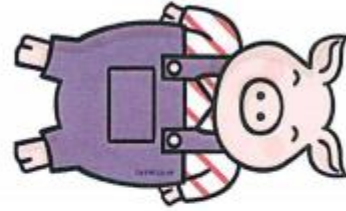
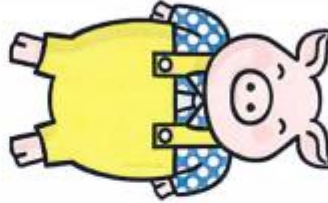
| Monday 7th September   |  |  |
|--|--|--|
| Reading  | Spelling/Writing   | Numeracy   |
| <p><b>Learning Intention:</b> We are learning how to retell events and stories.</p> <p><b>Equipment:</b> Three little pigs<br/> <a href="https://www.youtube.com/watch?v=CtP83CWO">https://www.youtube.com/watch?v=CtP83CWO</a><br/> <a href="#">Mwc</a>, small world characters (three little pigs), scissors, something (like straws) to make the small world characters into puppets (optional)</p> <p><b>Mini Lesson (adult):</b> “This week we are going to be looking at how to retell stories and events. What do we need to remember when we are doing a retell?”<br/>           Characters (who)<br/>           Setting/where: park, woods, lake, school and<br/>           When (one morning, one evening)<br/>           Beginning<br/>           Middle<br/>           End</p> <p><b>Watch:</b> Three little pigs</p> <p><b>Independent:</b> use the small word characters to use as a visual retell</p> | <p><b>Learning Intention:</b> We are learning how to write on the lines, use correct letter formation and find sounds in words.</p> <p><b>Adult watch:</b> An example of how to teach spelling:<br/> <a href="https://www.youtube.com/watch?v=pHiFeuv4AfY">https://www.youtube.com/watch?v=pHiFeuv4AfY</a><br/>           Say the word, put it in a sentence verbally, break it up into the sounds, focus on the sound/digraph of the week.</p> <p><b>Equipment:</b> handwriting book (sky - blue, grass - green, dirt - brown - see remote learning on school website for letter formation), pencil and spelling sheet</p> <p><b>Mini lesson (adult):</b> go through spelling words breaking them into graphs (one sound) and digraphs (two letters that make one sound)</p> <p><b>Independent write:</b> write sounds into sound boxes using the spelling sheet provided.<br/>           Write spelling words into handwriting books.<br/> <u>Prep</u> - copy the sentences from spelling sheet into handwriting book<br/> <u>Grade 1</u> - choose a few words from spelling list and write into own sentence<br/> <u>Challenge:</u> can you write a sentence/story with ALL of your spelling words.</p> | <p><b>Learning Intention:</b> We are learning the characteristics of an analog clock.</p> <p><b>Equipment:</b> scissors, glue, making an analog clock sheet, Jack Hartman: lets learn about the clock<br/> <a href="https://www.youtube.com/watch?v=tEmg914-9xY&amp;t=1s">https://www.youtube.com/watch?v=tEmg914-9xY&amp;t=1s</a></p> <p><b>Mini Lesson (adult):</b> Explain analog clock characteristics:<br/>           Face - the surface of the clock<br/>           Second hand - long and skinny, ticks frequently, every second<br/>           Minute hand - long and moves every minute<br/>           Hour hand - short and takes 1 hour to go all the way around the clock<br/>           The numbers - 1 -12, 12 always up the top and 6 always down the bottom<br/>           Dashes between the number - these help identify the minutes , every dash represents one</p> <p><b>Watch:</b> Lets learn about the clock</p> <p><b>Independent task:</b> make clock</p> <p>*keep the clock for rest of weeks lessons</p> |

T3W9

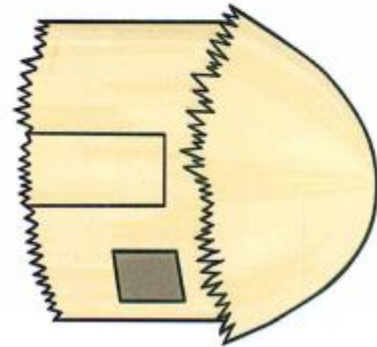
Monday - Reading- small world characters - the three little pigs



twinkl  
www.twinkl.co.uk

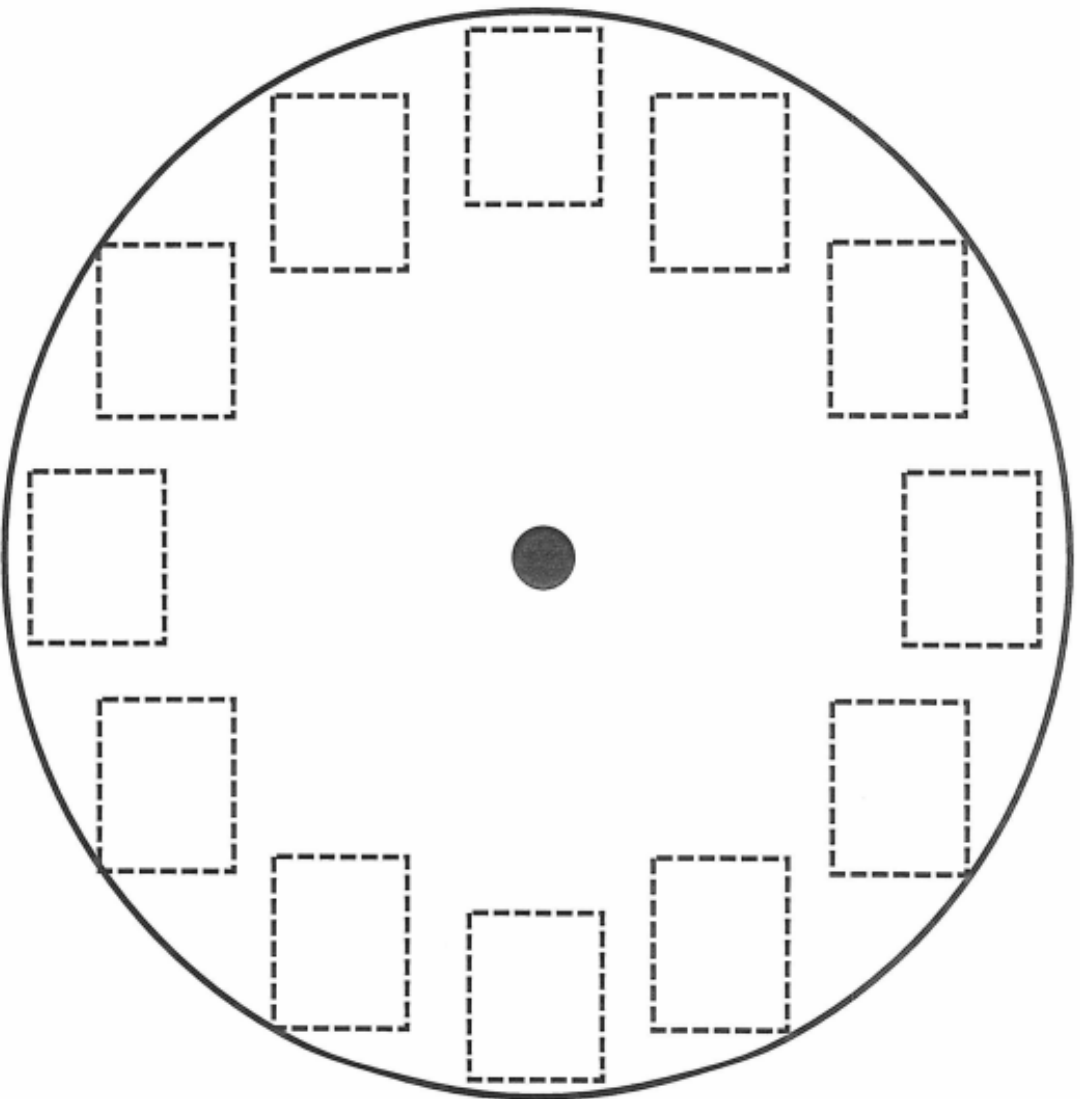


twinkl  
www.twinkl.co.uk



Name \_\_\_\_\_

# Make a clock

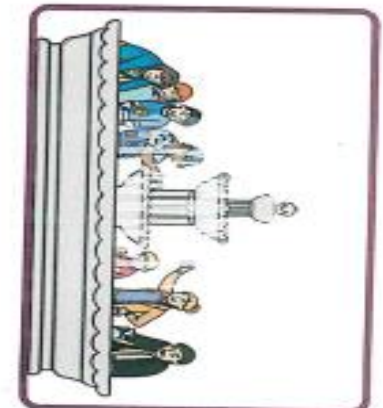
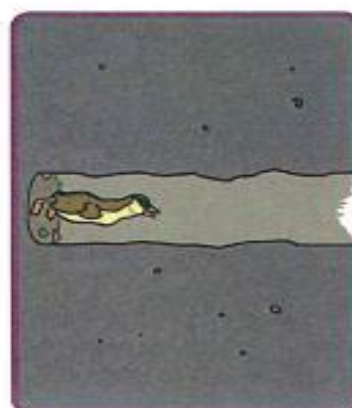
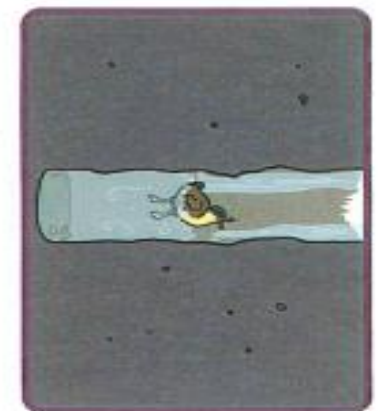
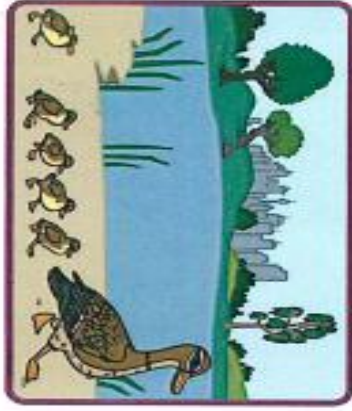


|   |   |    |    |    |   |   |
|---|---|----|----|----|---|---|
| 1 | 2 | 3  | 4  | 5  | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 |   |   |

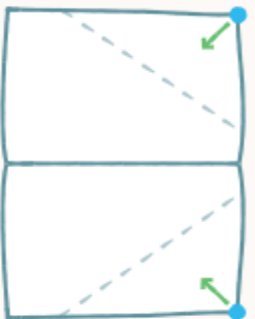
| Tuesday 8th September   |  |  |
|---|--|--|
| Reading   | Writing  | Numeracy   |
| <p><b>Learning Intention:</b> We are learning how to put a story in sequence to create a retell.</p> <p><b>Equipment:</b> Alexander's Outing<br/> <a href="https://www.youtube.com/watch?v=h3ZQVy8BcZ4">https://www.youtube.com/watch?v=h3ZQVy8BcZ4</a>, Alexander's Outing sequencing sheet, scissors, glue</p> <p><b>Mini Lesson (adult):</b> Together look through the sequencing sheet.<br/> Student is to cut out the picture sequence sheet and try to put it into retell order (do not glue) before reading the story.<br/> Do not correct mistakes</p> <p><b>Watch:</b> Alexander's Outing</p> <p><b>Independent task:</b> Check to see if the pictures are in order of the story, as a retell.<br/> If not, self correct<br/> Stick into book in retell order<br/> Use the pictures to retell the story to someone</p> | <p><b>Learning Intention:</b> We are learning how to follow procedures; verbally and/or written.</p> <p><b>Equipment:</b> how to make a paper plane instructions, piece of paper</p> <p><b>Mini lesson (adult):</b> refresh the student on what a procedure is; tells the reader how to do something, has a title (to know what the end result will be), equipment (the things you need) and steps to follow to achieve the goal.</p> <p><b>Beginner reader:</b> adult to read the procedure and student to follow the verbal and picture instructions</p> <p><b>Developing reader:</b> using the picture to independently make a paper plane</p> <p><b>Independent reader:</b> student to read the how to make a paper plane procedure and follow the directions, using pictures for clues</p> <p><b>Extension:</b> read the procedure to someone else and teach them how to make the plane</p> | <p><b>Learning Intention:</b> We are learning to tell time to the hour; o'clock using an analog clock.</p> <p><b>Equipment:</b> clock from yesterday's lesson, Jack Hartman hip hop around the clock,<br/> <a href="https://www.youtube.com/watch?v=g6tJAY_7AL4">https://www.youtube.com/watch?v=g6tJAY_7AL4</a>, I can tell the time cut and paste</p> <p><b>Mini Lesson (adult):</b> demonstrate how to make the o'clock, long hand (minute) to the 12 and little (hour) hand to the number.<br/> "If the long hand is at the 12 it is always going to be o'clock, then where the little hand points to it the hour (make time) so this would be, 3 o'clock"<br/> Give students a few o'clock times to make.</p> <p><b>Watch:</b> hip hop around the clock, student to make the time as jack calls it out</p> <p><b>Independent task:</b> cut and paste time sheet, use the clock to work out where the hands need to be</p> |

T3W9

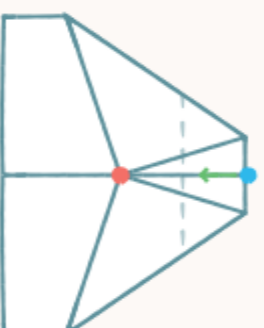
Tuesday - Reading - Alexander's Outing sequencing







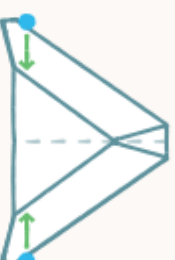
- 2** Take the top two corners and bring them in to the middle of the paper. Make two folds, leaving a four-finger gap at the top.



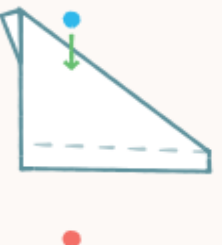
- 3** Bring the top edge of the aeroplane down to the middle of the paper to make a horizontal fold.



- 4** Bend the two new top corners carefully into the middle of the paper. Make two diagonal folds.



- 5** Fold the aeroplane along the first vertical crease you made. You should see the wings line up if you have been working carefully.













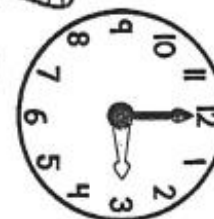

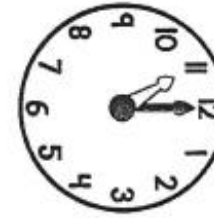



- 6** Form two wings by holding the middle crease and folding each of the aeroplane's wings down.



- 7** Your aeroplane is ready to fly. Pinch the base between your finger and thumb. Slowly push the aeroplane forward and let go. *The Sparrow* will glide gracefully to the ground.

*Last Step!*

| I can Tell Time   |   |  |   |
|---|---|--|---|
| Name _____  |   |  |   |
|  |  |  |  |
|  |  |  |  |
|    |    |    |    |
|    |    |    |    |

|       |       |      |       |
|-------|-------|------|-------|
| 10:00 | 3:00  | 7:00 | 2:00  |
| 5:00  | 12:00 | 4:00 | 11:00 |

| Wednesday 9th September   |   |  |
|---|---|--|
| Reading   | Writing   | Numeracy   |
| <p><b>Learning Intention:</b> We are learning how to retell a story or event.</p> <p><b>Equipment:</b> the little red hen:<br/> <a href="https://www.youtube.com/watch?v=ZzCBY5bL7vo">https://www.youtube.com/watch?v=ZzCBY5bL7vo</a>, little red hen story board sheet</p> <p><b>Mini Lesson (adult):</b> “We are continuing on with retell. Can you tell me what it means by retell?”</p> <ul style="list-style-type: none"> <li>- Telling a story or event in your own words beginning, middle and end.</li> </ul> <p>“We are going to be looking at the important parts of the story”</p> <p><b>Watch:</b> the little red hen</p> <p><b>Adult:</b> “What were the important parts of the story?”</p> <p>Eg: The little red hen wanted help getting the wheat ready but no one would help her. When the bread was cooked all the animals wanted to eat the bread, but she said no because she did all the hard work and they didn’t help.</p> <p><b>Independent task:</b><br/>         Draw the pictures on storyboard sheet matching the story dot points.</p> <p><b>Option:</b> cut out the story board, mix up, place pack in order, then draw the pictures</p> | <p><b>Learning Intention:</b> We are learning how to follow and draw/write a procedure.</p> <p><b>Equipment:</b> how to draw a ninja, piece of paper, pencil, something to cover each step with (post it note/ piece of cut paper)</p> <p><b>Adult:</b> “Today you are going to follow a procedure that has only got pictures, sometimes a procedure doesn’t have words, like when making flat pack furniture and we have to use our comprehension skills and logic to try and work out what the pictures are telling us”</p> <p>Look at the ninja how to draw sheet and take notice that the red lines are the next step.</p> <p><b>Independent:</b> cover step 2 and complete step 1, cover step 3 and complete step 2, etc.</p> <p><b>Reflection:</b> what was the easiest step?<br/>         What was the hardest step?<br/>         What would you change or do differently?</p> | <p><b>Learning Intention:</b> We are learning to tell the time to the half hour; half past with an analog clock.</p> <p><b>Equipment:</b> Clock made during Monday lessons, Telling time to half hour<br/> <a href="https://www.youtube.com/watch?v=n_daAYx6krg&amp;t=36s">https://www.youtube.com/watch?v=n_daAYx6krg&amp;t=36s</a>, telling the time to half past (drawing the hands)</p> <p><b>Mini Lesson (adult):</b> demonstrate what a clock looks like when it is half past<br/>         “When the long hand is on the 6 and the little hand is between two numbers, it is half past. Which mean it’s been half an hour past o’clock”<br/>         Make a few half past and explain your thinking of how you told the time.<br/>         Get students to have a turn.</p> <p>*if the student/yourself has the little hand point at the number instead of in between (which makes it easier to explain) that is ok.</p> <p><b>Independent task:</b> draw the hands to represent the correct time</p> <p><b>Extension:</b> Jack Hartman, :15, :30 and :45<br/> <a href="https://www.youtube.com/watch?v=Xwazo-ePoA">https://www.youtube.com/watch?v=Xwazo-ePoA</a> making the times on the analog clock.</p> |



T3W9

Wednesday - reading - the little red hen story board

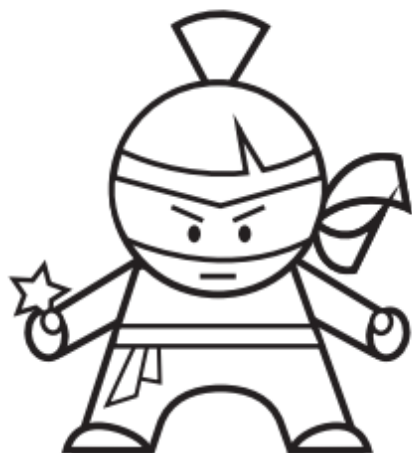
The hen needed help planting the  
seed. The animals said "No."

The hen needed help cutting the  
wheat. The animals said "No."

The hen needed help taking the  
wheat to the mill. The animals said  
"No."

The hen needed help making the  
bread. The animals said "No."

When the bread was ready the  
animals wanted some.  
The hen said "No!"



## HOW TO DRAW ACTIVITY

Follow the steps to  
draw your own ...

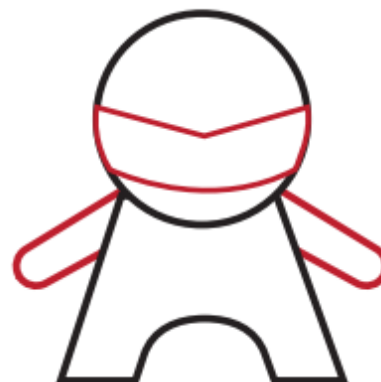
### Ninja

Girl

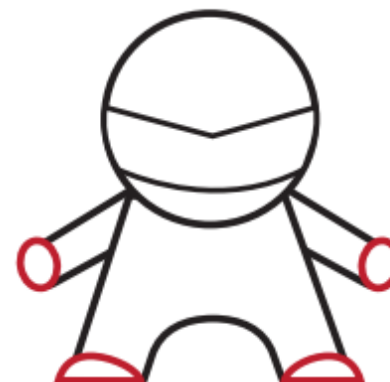
1



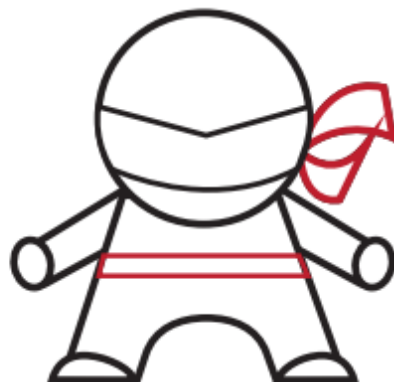
2



3



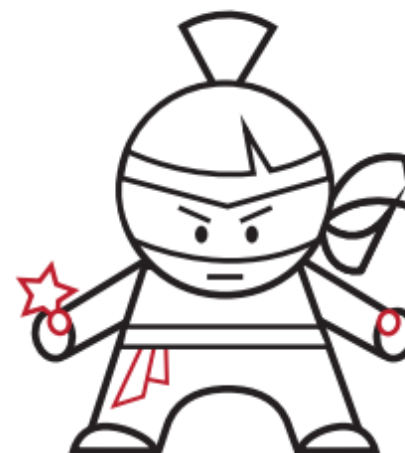
4



5



6



# telling time

Draw hands on each clock to show the time.



6:30



2:30



10:30



3:30



8:30



12:30



5:30



1:30



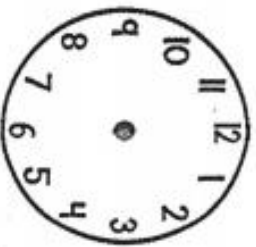
9:30



4:30



7:30



11:30

This was:  
(Circle one)

Easy

Just Right

Hard

| Thursday 10th September  |  |   |
|--|--|---|
| Reading  | Writing  | Numeracy  |
| <p><b>Learning Intention:</b> We are learning how to write a retell.</p> <p><b>Equipment:</b> a book or an episode of your child's favourite story eg: bluey,</p> <p><b>Mini Lesson (adult):</b><br/>         * You will be surprised how many students will start at the end of an unfamiliar story when retelling and jump around a bit. If this occurs use comments like “That didn’t happen at the start. We need to start at the start of a story” “That happened later, what happened after....?” should get the student back on track.</p> <p>“We are going to watch/listen to/watch ____ and then you are going to tell me what happened in the story”</p> <p><b>Adult Read/Watch:</b> listen, watch or read book/cartoon of your choice</p> <p><b>Independent task:</b> ring a friend, tell them about what you have just watched/listened to/read<br/> <b>OR</b> draw your favorite part of the story and verbally explain why it is your favorite, then what happened after this event.</p> | <p><b>Learning Intention:</b> We are learning how to write a procedure.</p> <p><b>Equipment:</b> procedure boxes template, an easy task that you can complete in front of your child eg: making a sandwich</p> <p><b>Mini lesson (adult):</b> “Today I am going to complete (task) and you are going to write/draw the procedure by watching me”</p> <p><b>Task:</b><br/>         Adult to complete a task verbalising what they are doing<br/>         Students are to draw pictures of the steps that are taken</p> <p><b>Extension:</b> write the procedure, cut out pictures and stick next to the correct step.</p> | <p><b>Learning Intention:</b> We are learning the characteristics of a digital clock.</p> <p><b>Equipment:</b> digital timesheet (colour the hours and minutes), analog clock from start of the week, digital clock template, pieces of paper numbers 1-12 and 00 and 30 for demonstration of digital clock</p> <p><b>Mini Lesson (adult):</b> Digital clocks are much easier to read as you just need to look at the numbers, rather than where the hands are. The first number is the hour (little hand) and the second number after the semi colon : are the minutes (little hand)</p> <p><b>Demonstrate:</b> If we were to have 12 o’clock (make an analog clock) we would write it as 12:00 (write on digital clock). If we had half past 12 (make on analog clock) it would look like 12:30 (make on digital clock)</p> <p><b>Independent task:</b> look for digital clocks around the house; alarm clocks, phone, oven, car, tv, microwave.<br/>         Digital timesheet, colour the hour one colour and the minutes the other colour</p> <p><b>Extension:</b> cut and paste time in order</p> |

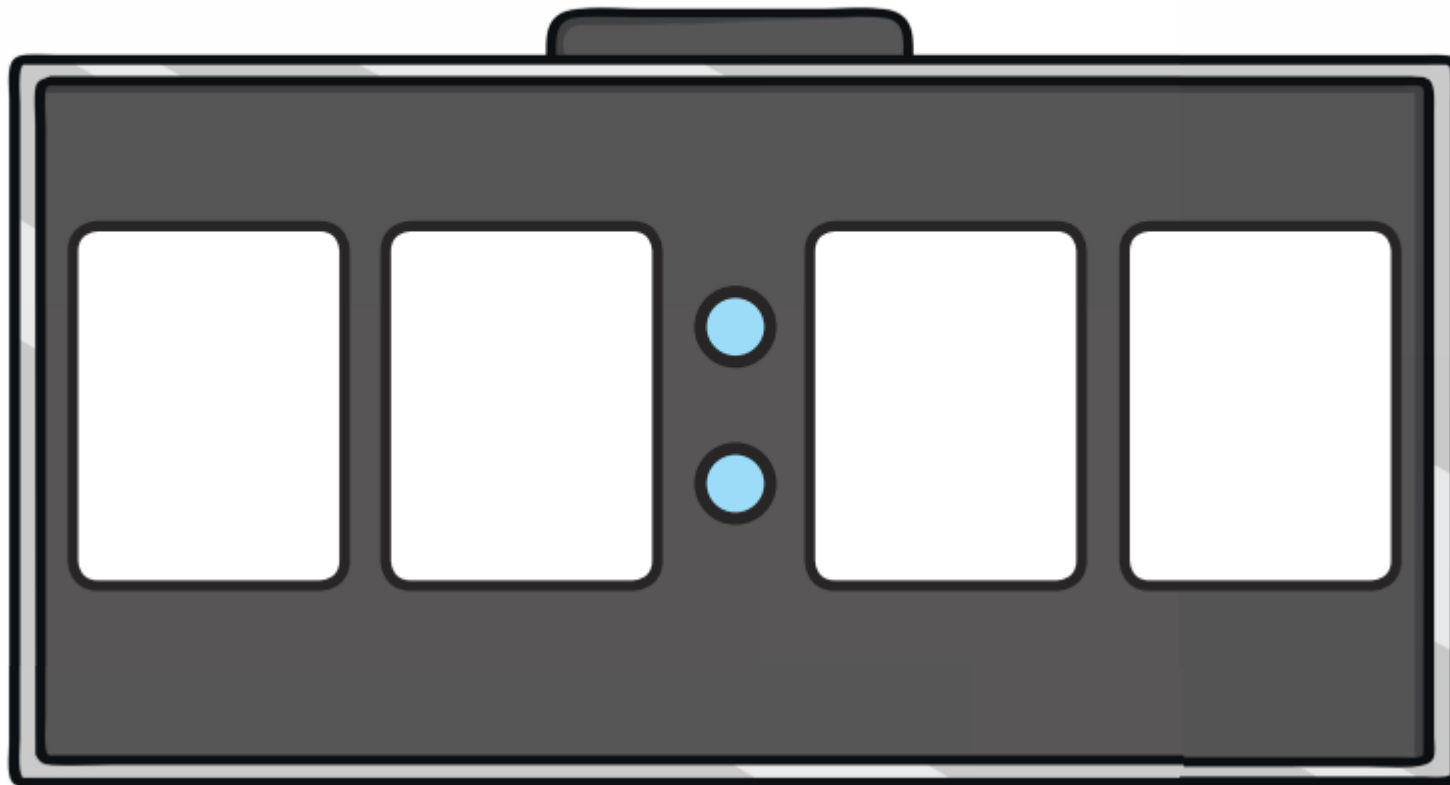
T3W9

Thursday - writing - procedure picture boxes

|   |    |    |    |
|---|----|----|----|
| 1 | 2  | 3  | 4  |
| 5 | 6  | 7  | 8  |
| 9 | 10 | 11 | 12 |



## Digital Clock Display



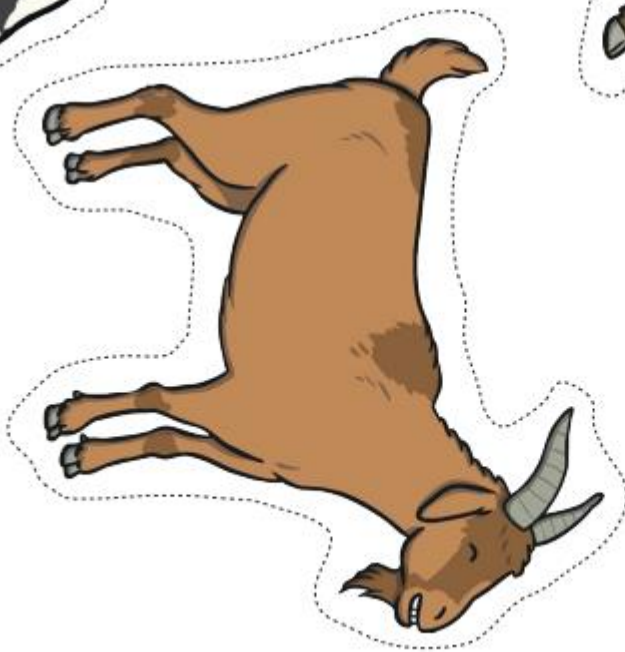
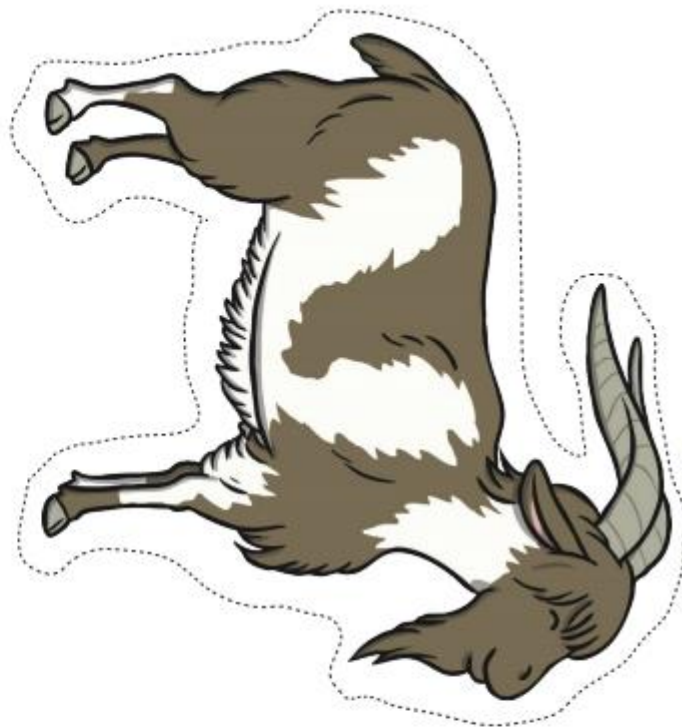
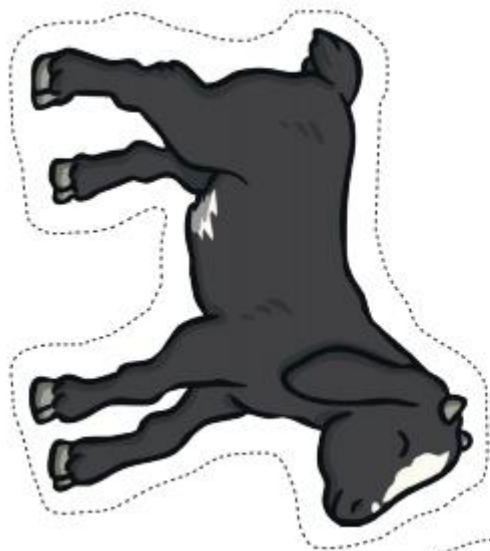
Thursday - numeracy - colour the hour and minutes

|       |      |       |       |       |
|-------|------|-------|-------|-------|
| 12:30 | 2:45 | 11:55 | 7:45  | 5:05  |
| 12:15 | 8:10 | 3:30  | 6:30  | 8:00  |
| 5:30  | 7:15 | 5:45  | 11:35 | 10:20 |
| 7:30  | 1:00 | 4:15  | 9:10  | 9:50  |

| Friday 11th September   |  |   |
|---|--|---|
| Reading   | Writing  | Numeracy  |
| <p><b>Learning Intention:</b> We are learning how to retell events and stories.</p> <p><b>Equipment:</b> small world characters (Billy goats gruff), scissors, something (like straws) to make the small world characters into puppets (optional), billy goats gruff story <a href="https://www.youtube.com/watch?v=aiy3a1v9Q2E">https://www.youtube.com/watch?v=aiy3a1v9Q2E</a></p> <p><b>Mini Lesson (adult):</b> “What do we need to remember when we do a retell?”<br/>           Characters (who)<br/>           Setting/where: park, woods, lake, school<br/>           When (one morning, one evening)<br/>           Beginning<br/>           Middle<br/>           End<br/>           In order</p> <p><b>Watch:</b> Billy goats gruff</p> <p><b>Independent:</b> use the small word characters to use as a visual retell</p> | <p><b>Learning Intention:</b> We are learning how to write a procedure for someone else to try.</p> <p><b>Equipment:</b> simple procedure template (use back of page if needing more step space), a task that the student can complete by themselves, equipment needed to complete the students procedure</p> <p><b>Mini lesson (adult):</b> “Today you are going to write me a procedure of how to ____ (eg: make sandwich, pour a glass of water, feed the dog) and I am going to follow it like I have never done this task before”</p> <p><b>Beginner writer:</b> use pictures and adult to write the instructions/student to read out the instructions from pictures as you follow their verbal instruction</p> <p><b>Independent writer:</b> write the procedure step by step; title, equipment, step 1, step 2 etc.</p> | <p><b>Learning Intention:</b> We are learning how to tell time in both digital and analog.</p> <p><b>Equipment:</b> digital time from Thursday, analog clock from Monday, match digital and analog time sheet</p> <p><b>Mini Lesson (adult):</b> demonstrate how digital and analog clocks are the same but also different</p> <p>Face: the surface (both analog and digital)<br/>           Minute: long hand/second number<br/>           Hour: shorthand/first number</p> <p><b>Independent task:</b> cut out the analog and digital times, match together</p> <p>Can make the time on analog and digital clock before completing the answer</p> <p><b>Extension:</b> <math>\frac{1}{4}</math> to and <math>\frac{1}{4}</math> past, make a time on the analog clock, student to make the time on the digital.</p> |

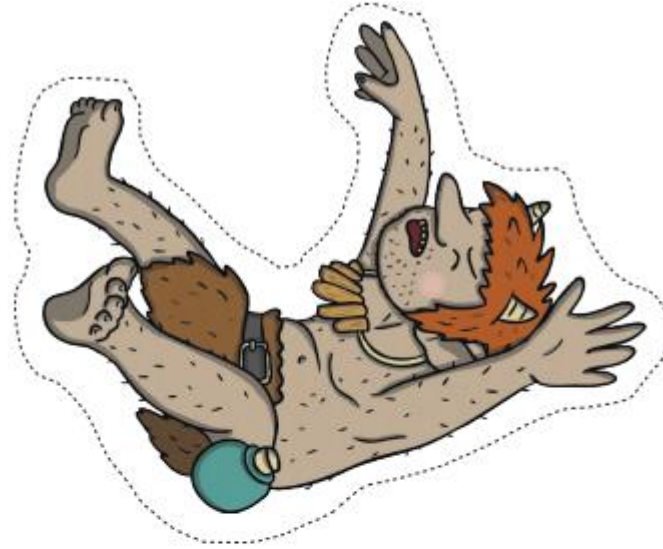
T3W9

Friday - reading - small word characters



T3W9

Friday - reading - small word characters





# Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.



WRITING



