

Pre Primary
English
Two week program

Outcomes:

COLOUR KEY:

Term 1

Term 2

Term 3

Term 4

<i>OUTCOME 1: Children have a strong sense of identity</i>	<i>OUTCOME 2: Children are connected with and contribute to their world</i>	<i>OUTCOME 3: Children have a strong sense of well being</i>	<i>OUTCOME 4: Children are confident and involved learners</i>	<i>OUTCOME 5: Children are effective communicators</i>
<i>Children feel safe, secure, and supported</i>	<i>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</i>	<i>Children become strong in their social and emotional wellbeing</i>	<i>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</i>	<i>Children interact verbally and non-verbally with others for a range of purposes</i>
<i>Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</i>	<i>Children respond to diversity with respect</i>	<i>Children take increasing responsibility for their own health and physical wellbeing</i>	<i>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</i>	<i>Children engage with a range of texts and gain meaning from these texts</i>
<i>Children develop knowledgeable and confident self identities</i>	<i>Children become aware of fairness</i>		<i>Children transfer and adapt what they have learned from one context to another</i>	<i>Children express ideas and make meaning using a range of media</i>
<i>Children learn to interact in relation to others with care, empathy and respect</i>	<i>Children become socially responsible and show respect for the environment</i>		<i>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</i>	<i>Children begin to understand how symbols and pattern systems work</i>
				<i>Children use information and communication technologies to access information, investigate ideas and represent their thinking</i>

Principles:

<i>1. Secure, respectful & reciprocal relationships</i>	<i>2. Partnerships</i>	<i>3. High expectations & equity</i>	<i>4. Respect for diversity</i>	<i>5. Ongoing learning & reflective practice</i>
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Practices:

<i>1. Holistic approaches</i>	<i>2. Responsiveness to children</i>	<i>3. Learning through play</i>	<i>4. Intentional teaching</i>
<i>5. Continuity of learning & transitions</i>	<i>6. Cultural competence</i>	<i>7. Assessment for learning</i>	<i>8. Learning environments</i>

English

- Character profile
- Rhyme
- Letter hunt: there will be a jungle setting on the whiteboard that depicts Giraffes Can't Dance. Students put their hand in a mystery bag and pull out a letter. They have to say the sound the letter makes and find something on the whiteboard that starts with that letter. They take it back to the circle and sit down. We will go around the circle and each child can say the letter they found and the picture they matched it to.
- CVC word hunt. In a certain section of the classroom will be laminated animals hiding. Students will go on a jungle hunt to find as many of the animals that they can. Students will bring the animals back to the table. We will go around the group and each student will have a turn at saying what animal they found and blend the cvc word on the back of the animal.

Maths

- Tall and short.
- The animals in the jungle dance in pairs. Explain that a pair means two. Line up in pairs. Dance to music and when the music stops you have to get in a pair. Pair hunt around the classroom finding two things that are identical/the same.
- Shopping for the Jungle Dance. What items may we need? Add up how many items.
- Class graph of student's favourite animal.
- Counting the animals in "The Lion Who Wanted to Love".
- Sequencing which animal Leo helped from first to last.

Concept Map

Religious Education / Spiritual Education
 PP unit of work: Remember Gods Love.
 God loves all of us, we should all love one another and be nice to each other.
C 2.1 Names ways followers of Jesus can care for others.
 - Students create a caring badge; children wear it in class to remind them of how to care for each other.
 This is related to the text, as Gerald is happy when the other animals in the jungle accept him and are caring.

Concept: English/Jungle theme
 Term: 3 Weeks: 2

Science / Technology & Enterprise
 - Students work in box construction to create their favourite jungle animal.

Health & Physical Education
 - Jungle obstacle course.
 - Dancing the dances from the “Giraffes Can’t Dance”.
 - Bring in drums and other musical instruments and have students dance to rhythm (jungle dance).

Society and Environment
 - African animals/Jungle
 - Giraffes: what do they look like? Where do they live in the wild? What do they eat?
 - Study on Lions -> where they live, what they eat.

LOTE
 - Italian lesson on the names of different animals.

The Arts
 - Hand Print Giraffe’s
 - Dancing giraffes: Students paint the dancing giraffe template. Students pain an A3 piece of paper to represent the evening setting or jungle setting from the text.
 - Gerald looked at the moon and said how beautiful it was. Encourage students to paint their own beautiful night scenes?
 - Students create Giraffe masks as well as other animals and act out the story.

Colour Key

- Physical (Fine Motor) ○
- Physical (Gross Motor) ○
- Social ○
- Emotional ○
- Cognitive/ Language ○
- Creative/Aesthetic ○
- Spiritual / Moral ○

CONSTRUCTIVE PLAY (BLOCKS)
 Students will be encouraged to create a

LEARNING CENTRE PLAN

MANIPULATIVES
 Playdough to create giraffes

Week 1 to Week 2

INVESTIGATION TABLE

- Books where students can examine real life images of the animals in “Giraffes Can’t Dance” and “The Lion Who Wanted to Love”

PAINTING

- Students paint their favourite character in the story and describe in one sentence why the character is their favourite.
- Students create a painting of all of the animals that Leo the lion helped and write a sentence below about Leo the Lion.

BOOK CORNER

- Giraffes Can’t Dance and The lion Who Wanted to Love by Giles Andreae.
- That’s Not My Lion by Fiona Watt
- Library Lion by Michelle Knudsen
- Tawny Scrawny Lion by Gustaf Tenggren
 - The Lion and the Mouse by Mairi Mackinnon
 - A Giraffe and a Half by Shel Silverstein
 - Pardon? Said the Giraffe by Colin West
 - Laughing Giraffe by Mwenye Hadithi
 - Why Giraffe Has a Long Neck
 - The Little Giraffe by Lesley Sims

COLLAGE

- Students create a Gerald collage and complete the sentence ‘Gerald is a ___giraffe’.
- Students use the collage material to create either a jungle setting or African setting.
- Students create a collage of Leo the lion.

DRAMATIC PLAY

- Role-play: students take on the roles of Gerald and other animals.
- Plan a dance that Gerald might be able to do. Could you rehearse and perform it to an audience?
- Students create animal masks and act out the story.

ICT

Letter and sounds
<http://www.letters-and-sounds.com/phase-1-games.html>

<http://pbskids.org/lions/games/>

DRAWING / WRITING CENTRE

- Writing CVC and sight words in sand, using playdough and on mini whiteboards.
- Students write their name on a laminated card.
- Students write a short letter to Gerald

Program

TERM/WEEKS: 3/ week 1-2

YEAR LEVEL: PP

LEARNING AREA/TOPIC: English/Animals

EYLF PRACTICES	Responsiveness to children	Learning through play	Intentional teaching	Learning environments	Assessment for learning	Cultural competence	Continuity of learning & transitions	Holistic approaches	
PRINCIPLES	1. Secure, respectful & reciprocal relationships		2. Partnerships		3. High expectations & equity		4. Respect for diversity		5. Ongoing learning & reflective practice
OUTCOMES	1.Children have a strong sense of identity		2.Children are connected with and contribute to their world		3.Children have a strong sense of wellbeing		4.Children are confident and involved learners		5.Children are effective communicators

AUSTRALIAN CURRICULUM

General Capabilities:

Literacy	Numeracy	ICT	Critical and creative thinking	Ethical Behaviour	Personal and social Competence	Intercultural Understanding
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Cross-curriculum priorities:

Aboriginal and Torres Strait Islander histories and Cultures	Asia and Australia's engagement with Asia	Sustainability
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WEEK/ LESSON	EYLF			AUSTRALIAN CURRICULUM LINKS	SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES
	Prin	Prac	O/C						
Week 1 Lesson 1	1,2,3,4	2,3,4,7	1,4,5	<p>Expressing and developing ideas</p> <p>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words.</p> <p>Text structure and organisation</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.</p>	<p>Students will create a short sequenced text to retell a story using beginning, middle and end story structure.</p> <p>Students will write words using knowledge of letters and sounds.</p> <p>Students will identify words that rhyme.</p> <p>Students will use an adjective to describe Gerald.</p>	<p>In this lesson I will be assessing students ability to retell the story "Giraffes Can't Dance".</p> <p>After the lesson I will collect students work and assess using an observational checklist if they were able to:</p> <p>Retell the story using the beginning, middle and end story structure.</p> <p>Attempt words using knowledge</p>	<p>8:45-9:00 - Writing table</p> <p>On the table I will have upper and lower case laminated letter cards, student will use a whiteboard marker to write over the letters. I will have three trays of sand on the table in which students can practice writing sight words (sight word cards placed around the table to act as a visual cue.) Students will also be encouraged to write their names on paper or in the sand using their name cards as a prompt.</p> <p>On the writing table I will have paper and pencils for students to write a letter or draw a picture to Gerald. Students can then put their letter in our class post box.</p> <p>9:00- 9:15 – Morning mat session</p> <p>Students come and sit on the mat.</p> <p>"Good morning everyone"</p> <p>- Firstly we will complete the weather chart, change the day of the week, month and date. <i>I will ask for different volunteers to help me with this each day.</i></p> <p>- Roll call. I will ask another volunteer to count the number of children in our class today.</p> <p>- I will ask for one more volunteer to come up to the whiteboard and write the number of students present.</p>	<p>First key questions.</p> <p>What do you think this book is about?</p> <p>Does anyone know why the word Gerald has a capital letter? (Pointing to a full stop) Who can tell me what this is?</p> <p>Second key question:</p> <p>Point to the different animals on the pages and invite children to name those they know.</p> <p>Point to Gerald and ask children how they think he is feeling when the other animals</p>	<p>Laminated sight words</p> <p>Sand box</p> <p>Weather chart</p> <p>Whiteboard marker</p> <p>Giraffes Can't Dance by Giles Andreae</p> <p>Story picture cards</p> <p>Whiteboard marker</p>

				<p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p> <p>Examining literature</p> <p>Identify some features of texts including events and characters and retell events from a text</p> <p>Creating texts</p> <p>Using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts</p>	<p>of letters and sounds.</p> <p>Write some letters using correct letter formation.</p> <p>Use illustrations to add further information to written message.</p> <p>This assessment will enable me to see if students are able to identify events and characters from the text.</p>	<p>9:15 - 9:40</p> <p>Show students the book 'Giraffes Can't Dance'. Discuss first key questions.</p> <p>Explain to the class that they are going to listen to a story about a giraffe named Gerald, who gets teased because he is clumsy and unable to dance like the other animals. However, Gerald meets a special friend who helps him. Ask the children if someone has ever helped them learn how to do something new. How did they feel when they could not do what everyone else was doing? How did they feel once they learned how to do it?</p> <p>- Read the text 'Giraffes Can't Dance'. Discuss the use of full stops, capital letter and rhyming words whilst reading the book. Discuss second key questions whilst reading the story.</p> <p>- Use picture cards to retell the story with students. Discuss the third key questions.</p> <p><i>Swatting rhyming words on the whiteboard.</i></p> <p>I will have laminated cards with the rhyming words from the text written on one side and on the other side a picture that represents the word to act as a prompt. I will place three on the whiteboard, two that rhyme and one that does not. I will ask for two volunteers who will each be given a fly swat, when I say go they will have to gently swat the word/picture that does not rhyme. I will say the three words, pointing to each as I say them, and then say go. Ask the class if the student swatted the correct words. I will point to the two rhyming words and ask students to tell me what they are. Ask for two more volunteers. Continue this activity until all the rhyming words have been swatted.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into three groups –lions, giraffes and zebras. I will tell them where to start.</i></p> <p>9:40 - 10:40 (English morning rotations) Each group rotates after 20 minutes.</p>	<p>tease him.</p> <p>How do you think Gerald felt when the other animals called him clumsy and weird? Who/What helped Gerald learn to dance? How do you think Gerald felt at the end when the animals said, "Gerald's the best dancer that we've ever seen'?"</p> <p>Why is there a full stop here? Did two words on this page rhyme/sound the same?</p> <p>Third key questions</p> <p>Where the animals in the Jungle nice to Gerald, when at the beginning of the story he went to dance? How did this make Gerald feel? What did Gerald have to do in order to become a dancer? Is it important that everyone is able to do the same thing well? Is it okay to be different like Gerald?</p>	<p>Fly swat</p> <p>Giraffe rhyming laminated cards.</p> <p>Assessment checklist.</p> <p>Rhyming cards. Two fly swats.</p>
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							<p>1) Stomping rhyming giraffes – students stomp on rhyming words. Image cards, or word cards for those who are able to sound out words, are placed on the floor. Students take turns in stomping on the two words that rhyme. Students are then encouraged to say the words out loud. *Extension: ask students to put the two rhyming words that they stomped on, into a sentence.</p> <p>2) Retell the story <i>Giraffes Can't Dance</i>. After listening to the story <i>Giraffes Can't Dance</i>, and undertaking in a class retell of the story students work independently to retell the story using pictures and words. Students will be given an A4 piece of paper that is divided into three parts and retell what happened in the beginning, middle and end of the story. Students will be encouraged to sound out words that they are struggling to write, and write down the sounds that they can hear. Assessment – observational checklist.</p> <p>3) Giraffes Can't Dance collage. Students use collage materials to collage the template of Gerald dancing. The EA will be going around the group working with students to complete the sentence "Gerald is a ___ giraffe" Students will be encourage students to create a setting for the Giraffe. I will prompt students by asking questions that relate back to the book if they find it difficult to create a setting.</p> <p>10:40-10:45 – Conclusion</p> <p>Students will come and sit on the mat in a circle. To dismiss students to recess, we will go around the circle and I will ask each student to tell me two rhyming words that they stomped on in the stomping activity. I will use the picture/word cards as a prompt if students are struggling.</p>		<p>Laminated rhyming cards.</p> <p>A4 paper with divided into beginning, middle and end for retell activity.</p> <p>Glue Giraffe template Collage materials Pencils</p> <p>Was it morning or night when Gerald was dancing? Where was Gerald when he was dancing? These questions will prompt students to think of a setting to draw behind their collage.</p>
Week 1	1,2, 3,4	2,4, 7	1,4, 5	Responding to literature	Students will blend individual sounds in a CVC word.	After concluding the lesson I will collect students character profiles.	<p>8:45-9:00 - Writing table</p> <p>9:00- 9:15 – Morning mat session</p> <p>9:15 - 9:45 Re read the text 'Giraffes Can't Dance'.</p>		<p>Laminated sight words</p> <p>Sand box</p>
Lesson 2				Share feelings and thoughts about the events and characters in texts.					

				<p>Creating texts Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.</p> <p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p> <p>Creating texts</p> <p>Using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts.</p> <p>Text structure and organisation</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.</p>	<p>Students are able to identify a character from the text and describe why that character is their favourite.</p> <p>Students will use a full stop to signal the end of their sentence.</p>	<p>Students character profiles will be used as a portfolio piece.</p> <p>I will use a checklist to assess if students are able to :</p> <ul style="list-style-type: none"> - Recall a character from the text. - Use concepts about print, sound/letter knowledge, to create short texts. - Use a full stop to signal the end of their sentence. <p>Dancing giraffes: - I will ask the EA to taking anecdotal notes whilst students are completing the activity. Under each students name the EA will write down any cvc words that they were unable to blend, specifically noting what sounds they were struggling with. I will then collate this information into a table, noting down any letters that they struggled with.</p>	<p>Before reading the text, tell students to put up their hands when they hear rhyming words. I will write these words on the board. After reading the book I will read aloud the rhyming words that students identified. I will ask a student to come up and count how many rhyming words we found in the book.</p> <p>Discuss the different characters and what we may like about them. For example, I may like the cricket because the cricket was nice to Gerald and told him that it is okay to be different. Draw on the whiteboard the different characters and write their names down below (this will be left on the whiteboard to act as a visual prompt for the character profile activity). I will demonstrate how to complete the sentence on the whiteboard, “My favourite character is the cricket because he was kind to Gerald.” Whilst I am writing my sentence I will be sounding out to model to students how to write through using letter sounds. I will also ask students what type of letter Gerald should start with and why.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into two big groups today. The lions and giraffes will work together and the zebras and monkeys will work together. I will tell them where to start.</i></p> <p>9:45 - 10:35 (English morning rotations) Each group rotates after 25 minutes.</p> <p>1) Dancing giraffe CVC’s</p> <p>CVC words will be placed on the mat in a large circle. Students will roll the giraffe dice that will have the numbers 1, 2 or 3 on it. Students read the number, or count the dots that represent the number and have to dance like Gerald to the number that they rolled. Students have to say the word that they land on by blending each of the letter sounds in the CVC word. Each student will have a turn, then the student who started will roll the dice again and we will continue the activity until all students have danced to the last word.</p> <p>2) Character profile Students will work be seated at a table with their character profile activity sheets. I will tell students that</p>	<p>Do these words rhyme?</p> <p>What do we put at the end of our sentence?</p>	<p>Weather chart Whiteboard marker</p> <p>Giraffes Can’t Dance by Giles Andreae</p> <p>Whiteboard marker</p> <p>CVC words Dice</p> <p>Character</p>
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						<p>This will assist my future planning, as I will know what sounds individual students need to focus on.</p>	<p>they will firstly complete the sentence "My favourite character is ___ because ___" and then draw their favourite character. I will encourage students to use the technique of sounding out when writing. Once students have completed their sentences I will ask each child to read their sentence to me. I will collect students character profile sheets before they move onto the second task.</p> <p>10:35-10:45 - Conclusion Students will come and sit on the mat in a circle. I will give students their character profile worksheet. We will go around the circle and I will ask each student to share their favourite character from the text and why.</p> <p>I will collect student's character profiles worksheets to assess at the end of the day.</p>		<p>profile sheet "My favourite character is: ___ because ___"</p>
<p>Week 1 Lesson 3</p>	<p>1,3, 4,5</p>	<p>2,3, 4,7, 8</p>	<p>1,4, 5</p>	<p>Interpreting, analysing, evaluating</p> <p>Read predictable texts, practising phrasing and</p>	<p>Students will blend individual sounds in a CVC word.</p>	<p>Assessment - running records</p> <p>I will assess through Marie Clay to assess students fluency</p>	<p>8:45-9:00 - Writing table</p> <p>9:00- 9:15 – Morning mat session</p> <p>9:15 - 9:35</p> <p>On the interactive whiteboard I will play the interactive</p>		<p>Interactive version of Giraffes Can't Dance</p>

			<p>fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge</p> <p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p>	<p>Students will use sound-letter knowledge to read a book.</p> <p>Students will be given a picture and will have to draw something that rhymes with the provided illustration.</p>	<p>in reading. This will also allow me to see the sounds that they are struggling with and if they have gained a sound understanding of sight words. I am using running records as it will allow me to see in detail the words that student read correctly, those they struggled with, those they self correct and the way in which they read.</p>	<p>version of <i>Giraffes Can't Dance</i>. http://vimeo.com/33829782</p> <p>I will tell students that in this story are lots of small words with only three sounds. I will open the book to a page with a CVC word and ask a student to come up and point to one of these words.</p> <p>Each student will be given a cvc egg. Students have to open up their egg to reveal the word inside. Students then sound out their CVC word that is from the text and throw their egg gently into the bucket in the middle of the circle. I will tell students that today for one of the activities they are going to go on a <i>jungle hunt</i> outside and that they are going to have to look for lots of these words.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into three groups today –lions, giraffe and zebras and I will tell them where to start.</i></p> <p>9:35 - 10:45 (English morning rotations) Each group rotates after 25 minutes.</p> <p>1) CVC jungle hunt Prior to this lesson I would have hidden CVC word cards in the play open play area of our classroom. As well as the CVC word cards; I would have hidden some sight word cards. Students will go on a jungle hunt in the play area, looking to find all of the cards that are hidden. Each child will have a brown paper bag to put the cards that they find in. Once student have found all of the cards we will go back inside. The EA will ask students to put all of their cards onto the table. The EA will divide the cards equally among all students and they will put them back into their brown bags. One at a time, students will choose a card from their bag and place it on the table. They will be asked to sound out each sound in the word, and then blend the word together. If students are struggling, the EA will provide them with three pom poms for each sound. The EA will encourage them to point to each pom pom as they say each letter sound, gradually saying the sounds faster to form the word. Once students have blended their CVC word they will be asked to put the word into a sentence, using one of the characters from “Giraffes Can’t</p>	<p>http://vimeo.com/33829782</p> <p>Can you tell me the sounds that</p>	<p>CVC jungle cards. Brown paper bag</p>
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							<p>Dance”.</p> <p>If students have found a sight word I will encourage them to read the word. If they are unable to do so I will ask them to show the word to their peers and choose someone who knows the word.</p> <p>2) Draw a rhyme - Students will sit around a table. One student will be holding the mini whiteboard. They will pick a picture card from the middle of the table and draw the picture on the whiteboard (i.e dance -> a giraffe dancing) -The student will show the group the picture. If a student in the group knows what they picture is they will put up their hand and say guess the picture. If they are correct they will then say a word that rhymes with the picture. The next person in the circle will choose a card and draw the picture. The activity will continue until all cards are gone.</p> <p>3) Reading table On my table I will have a reading circuit and work one on one with each child for 5 minutes. I will have the class readers and ask the student to choose a book. I will ask the child to show me the cover of the book, I will ask them to point to the title and the author. Whilst the child is reading I will be taking running records so I am able to reflect on them at the end of the day in regards to what the child did or said whilst reading the text. Whilst I am reading with each individual child I will tell the other students in my group to go and read in the book corner. I will encourage those students to look at the pictures in the books to make meaning of the texts.</p> <p>Conclusion Students will come back to the mat. Before recess I will choose three words from the book Giraffes Can’t Dance and draw them on the board. Students will put up their hand if they can tell the class a word that rhymes with my drawings.</p>	<p>each of these three letters make? Can you put this word into a sentence for me?</p> <p>What do you think this story is about?</p>	<p>Whiteboard Whiteboard marker Eraser</p> <p>Picture cards.</p> <p>Paper to complete running records.</p> <p>Pen. Class readers.</p>
Week 1 Lesson 4	1,3, 4,5	2,3, 4,7, 8	1,4, 5	Responding to literature: Share feelings and thoughts about the events and characters in texts	Students are able to write a sentence to Gerald to demonstrate	<i>Postcard assessment will be a portfolio piece to go with the character profile.</i>	8:45-9:00 - Writing table 9:00- 9:15 – Morning mat session		

			<p>Creating texts: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <p>Using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts.</p> <p>Produce some lower case and upper case letters using learned letter formation.</p> <p>Interacting with others: Deliver short oral presentations to peers</p> <p>Sound and letter knowledge: Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p>	<p>comprehension of the book “Giraffes Can’t Dance”.</p> <p>Students blend individual sounds in CVC words.</p> <p>Students independently think of a word that rhymes with a picture provided.</p>	<p>I will collect students postcards after the lesson and using a rubric assess what stage they are at: -Established -Consolidating -Beginning -Not apparent.</p> <p>I will tick where the children are currently at against the criteria that they are able to:</p> <p>- Write some sight words in their post card.</p> <p>- Finish their sentence with a full stop.</p> <p>- Use knowledge of letters and sounds (for example jumped - > Jaupud or washy -> waiey), to create a short text.</p>	<p>9:15 - 9:35 Re read the text 'Giraffes Can't Dance'. Tell students that today and tomorrow they will be writing a post card to Gerald. On one side of the postcard students will draw a picture of Gerald or their favourite part of the book and on one side of the postcard students will write a short note to Gerald.</p> <ul style="list-style-type: none"> - Discuss with students the difference between a letter and a postcard. <p>On the whiteboard we will brainstorm ideas as to what we can write in our postcard to Gerald:</p> <ul style="list-style-type: none"> - Thank Gerald for showing us that it's okay to be different. - Write something that we like about Gerald <p>Using a postcard I will model to students how to do the activity. Firstly I will draw my picture and then I will write my special note to Gerald on the back.</p> <p><i>Explain the different activities on each table and direct students to groups. Activity descriptions below.</i></p> <p>9:35 – 10:35 rotate every 25 minutes. Two rotations in today's block</p> <p>1) Postcard to Gerald Students will work independently to create an illustration on the front of their postcard. Whilst students are drawing, I will go around the group to work with students to create a sentence on the back of their postcard to Gerald.</p> <p>2) Digging for CVC words in the jungle CVC words and some sight words will be hidden in a sand bucket that has different jungle animals on top. Students will dig, one at a time, in the sand to find a CVC or sight word. Student will sound out each letter in the word and blend the individual sounds to say the word.</p> <p>3) Mystery rhyming box. Inside a box will be lots of objects. One at a time students will pull out</p>	<p>Giraffes Can't Dance by Giles Andreae</p> <p>Whiteboard marker</p> <p>Postcard paper Pencils</p> <p>Sand pit with cvc words inside</p> <p>Questions when modelling how to write a postcard: What is the first thing we need to write? Who is the letter to? – To Gerald. What do we put at the end of our note so Gerald knows whom the postcard is from?</p>
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							<p>an object and say what it is. Using our mini whiteboard they will then draw a picture of something that rhymes with the object. The other students in the group will then have to guess the rhyming word.</p> <p>As an extension for students who find the activity too easy, the EA will encourage them to use the two rhyming words to make a sentence. Students will be encouraged to include characters from the book “Giraffes Can’t Dance” when creating sentences. If students find this extension difficult, the EA will say the first part of the sentence and encourage them to finish it. The activity will continue until the box of items is empty.</p> <p>4) Lower case and upper case G. Students will work independently in writing an upper case <i>G</i> and lowercase <i>g</i> on a giraffe template. Students will be asked to write the upper case <i>G</i> in red and the lowercase <i>g</i> in blue. Once students have written the two letters, they will colour in the giraffe using colouring pencils provided.</p> <p>10:35-10:45 Conclusion Students will come back to the mat. I will ask those who created their postcards today to put their hand up if they want to share with the rest of the class what it was they wrote to Gerald. I will tell students that tomorrow they will do the activities that they did not complete today.</p> <p>To dismiss students to recess I will say their names and a word and they will have to respond with a rhyming word, for example b/ox, f/ox.</p>	<p>Rhyming box. Mini whiteboard.</p> <p>What are you going to write to Gerald about? What should we start with? Capital letter. What should Gerald’s name start with? What do we finish our sentence with?</p> <p>Pencils Giraffe template</p>
Week 1 Lesson	1,3, 4,5	2,3, 4,7, 8	1,4, 5	Responding to literature: Share feelings and thoughts about the events and	Students are able to write a sentence to Gerald to	Postcard assessment criteria as seen in	8:45-9:00 - Writing table 9:00- 9:15 – Morning mat session 9:15 - 9:35	Focus questions.

5			<p>characters in texts</p> <p>Creating texts: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <p>Creating texts: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts</p> <p>Interacting with others: Deliver short oral presentations to peers</p> <p>Sound and letter knowledge: Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p>	<p>demonstrate comprehension of the book “Giraffes Can’t Dance”.</p> <p>Students blend individual sounds in CVC words.</p> <p>Students independently think of a word that rhymes with a picture provided.</p>	<p>yesterdays lesson.</p> <p>CVC checklist assessment as seen in yesterdays lesson.</p>	<p>I will draw an upper case G on the white board. I will then draw a lower case g on the whiteboard. Ask focus questions.</p> <p>I will read the text 'Giraffes Can’t Dance'. Ask students to raise their hand if they can see an upper case G or lowercase g whilst I am reading the book. Encourage students to come up and point to the letters.</p> <p>We will sit in a circle and in my hand I will have 10 letter cards, some lower case and some upper case. I will ask for a volunteer to close their eyes. Another student will come up and choose a letter; they will then hide the letter somewhere on the mat. I will tell students that we are going to roar loudly like lions, if the student is close to the letter, and softly if the student is far away from the letter. The student will walk around the mat and look for the letter. When the student finds the letter they will hold it up to the class and tell us the letter, the sound it makes and if it is an upper or lowercase letter. We will repeat the activity until we have used all of the letter cards. I will tell students that today one group is going to practice writing the upper case and lower case G.</p> <p><i>Explain the students that they will be doing to the two activates that they did not do yesterday. Those who did the postcards and jungle digging will be completing the mystery rhyme box and upper case and lower case G activities. Each group will be directed to the appropriate tables.</i></p> <p>9:35 – 10:35 Rotate every 25 minutes. Two rotations in today’s English block.</p> <p>1) Postcard to Gerald Students will work independently to create an illustration on the front of their postcard. Whilst students are drawing, I will go around the group to work with students to create a sentence on the back of their postcard to Gerald.</p> <p>2) Digging for CVC words in the jungle CVC words and some sight words will be hidden in a sand bucket that has different jungle animals on top. Students will dig, one at</p>	<p>Who can tell me what the special name for this letter G? Who can tell me the special name we have for this g? Why does Gerald have a capital letter through out the book? Do your names start with a capital letter?</p>	<p>Giraffes Can’t Dance by Giles Andreae</p> <p>Upper case and lower case animal letter cards.</p> <p>-Postcards -Colouring pencils</p> <p>- Sand bucket with plastic animals - CVC laminated</p>
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							<p>a time, in the sand to find a CVC or sight word. Student will sound out each letter in the word and blend the individual sounds to say the word.</p> <p>3) Mystery rhyming box. Inside a box will be lots of objects. One at a time students will pull out an object and say what it is. Using our mini whiteboard they will then draw a picture of something that rhymes with the object. The other students in the group will then have to guess the rhyming word.</p> <p>As an extension for students who find the activity too easy, the EA will encourage them to use the two rhyming words to make a sentence. Students will be encouraged to include characters from the book “Giraffes Can’t Dance” when creating sentences. If students find this extension difficult, the EA will say the first part of the sentence and encourage them to finish it. The activity will continue until the box of items is empty.</p> <p>4) Lower case and upper case G. Students will work independently in writing an upper case <i>G</i> and lowercase <i>g</i> on a giraffe template. Students will be asked to write the upper case <i>G</i> in red and the lowercase <i>g</i> in blue. Once students have written the two letters, they will colour in the giraffe using colouring pencils provided.</p> <p>10:35-10:45 Conclusion. Students will come back to the mat. I will ask those who created their postcards today to put their hand up if they want to share with the rest of the class what it was they wrote to Gerald. I will tell students that tomorrow they will do the activities that they did not complete today. To dismiss students to recess I will say their name and a word and they will have to respond with a rhyming word, for example b/ox, f/ox.</p>	<p>word cards</p> <ul style="list-style-type: none"> - Mystery box filled with objects -Mini whiteboard -Whiteboard marker Eraser <ul style="list-style-type: none"> - Giraffe template - Colouring pencils - Red and blue pencils
Week 2	1,3 4, 5	2,3, 4,7	1,4, 5	Expressing and developing ideas	Students will create an illustration to	<i>After the lesson I will collect students worksheets. I will mark students work</i>	8:45-9:00 - Writing table	“The Lion Who Wanted to

Lesson 6		8		<p>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words</p> <p>Interacting with others</p> <p>Deliver short oral presentations to peers</p> <p>Sound and letter knowledge</p> <p>Recognise the letters of the alphabet and know there are lower and upper case letters</p>	<p>represent a prediction about what the story “The Lion Who Wanted to Love” is about.</p> <p>Students attempt to spell words using sound and letter knowledge in writing a sentence to describe what the text “The Lion Who Wanted to Love” is about.</p> <p>Students will orally present their prediction to the class.</p>	<p><i>against the criteria below in a rubric. This will be a portfolio item.</i></p> <ul style="list-style-type: none"> - Creates a detailed illustration to represent a prediction about what might happen in a text. - Demonstrates control over directionality, uses spaces between words and takes a new line when required. - Forms most lower case letters correctly. - Writes frequently used words correctly, for example ‘because’. - Attempts to spell words using sound and letter knowledge. - Uses a full stop to complete a sentence. - Students can read their created text (I will assess this one on one with students during the lesson). 	<p>9:00- 9:15 – Morning mat session</p> <p>9:15 - 9:35 Students will be shown the cover of the text <i>The Lion Who Wanted to Love</i> by Giles Andreae. I will tell students that just by looking at the cover of the book and reading the title we are going to guess what the story is about. I will hold the book up and ask students to put their hand up if they would like to guess what this story, <i>The Lion Who Wanted to Love</i>, is about. As students are predicting what the story is about, I will brainstorm these ideas on the whiteboard. As I am brainstorming I will model the technique of sounding out the sounds within words when writing.</p> <p>I will tell students “this morning you are going to write what you think the story is about. Remember what we have just talked about, and all the wonderful ideas that we put in our brainstorm when you are writing. After you have written your sentence, I want you to draw a beautiful picture that explains your sentence.”</p> <p>9:35 – 10:15 Students will go back to their desks in their groups (lions, giraffes, zebras and monkeys).</p> <p>Students will work in their groups to complete the prediction activity. First students will write their sentence predicating what the book is about. Once students have written their sentence they will draw a picture representing their sentence. I will be waking around the groups as students are working and ask students to read their prediction to me.</p> <p>10:15-10:45 Students will be asked to come back to the mat with their prediction worksheet. I will ask one student at a time to come up next to me and tell the class what they think the story “The Lion Who Wanted to Love” is about. All students will present their drawings and ideas to the class. Once students have all presented I will read the book to the class. We will discuss if anyone’s predictions were correct.</p>	<p>What do you think this story is about? Does the lion look happy or sad? What could the lions name be? Where do you think the lion lives?</p> <p>What do you think the story is about? What did you think the lions name was? Do you think it is a happy story? Where do you think the lion lives?</p>	<p>Love” By Giles Andreae.</p> <p>Whiteboard maker.</p> <p>Prediction worksheets. Colouring pencils.</p>
Week 2 Lesson	1,3, 4,5	2,3, 4,7, 8	1,4, 5	Creating texts	Students will use beginning concepts	I will assess	8:45-9:00 - Writing table 9:00- 9:15 – Morning mat session	Questions prior to reading the book.	“The Lion Who Wanted to

7			<p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts</p> <p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p> <p>Text structure and organisation:</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.</p> <p>Interacting with others</p> <p>Deliver short oral presentations to peers.</p> <p>Examining literature: Identify some features of texts including events and characters and retell events from a text</p>	<p>about print, sound–letter and word knowledge and a full stop to write a sentence describing an animal.</p> <p>Students will read the short text that they created in describing an animal from the book “The Lion Who Wanted to Love.”</p> <p>Students will blend the individual sounds in a CVC word.</p>	<p>students missing animal poster at the end of the day using a checklist. I will assess if students were able to:</p> <ul style="list-style-type: none"> - Write a sentence describing an animal. - Demonstrate an understanding of the letter sounds in words when writing. - Use a full stop to complete their sentence. - Read the text that they wrote to the class. 	<p>9:15 - 9:35</p> <p>Who can tell me what an author is? Someone who writes books. “Today we are going to be reading the book that we read yesterday and it was written by the same person who wrote <i>Giraffes Can’t Dance</i>. Read the book “The Lion Who Wanted to Love” to students, whilst reading asks students about the different animals. “What animal do you think this is? What does it look like?”</p> <p>Discuss focus questions.</p> <p>Ask students who their favourite character was. I will have A4 laminated cards, each having a picture of the different animals from the text. One at a time, I will hold up each different card and ask students the name of the animal. Next I will ask students to describe the animal to me. I will write the describing words around the animal on the A4 paper. We will describe all of the animals then I will leave them on the whiteboard to act as a visual prompt for the ‘missing poster’ activity.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into their groups –lions, giraffes, zebras and monkeys and I will tell them where to start.</i></p> <p>9:35 – 10:35 Rotate every 20 minutes. Two rotations in today’s English block.</p> <ol style="list-style-type: none"> 1) Missing animal poster Students will illustrate the animal they chose to create a missing poster for. Once they have illustrated the animal, they will write below a sentence to describe the animal. I will work with students and have the cards that we brainstormed on as a class, next to the table to act as a visual prompt. I will encourage students to write words as they sound, to foster the phonological knowledge that they have. 2) Fishing for CVC words On the table will be a bucket containing CVC 	<p>Who can remember the name of the book that we read last week? Can anyone see the author’s name? Who would like to try and read the title of the book? What do you think this book is about?</p> <p>Focus questions: What animal was Leo? Did he wasn’t to hunt like the other lions? Was Leo mean or nice to all of the other animals? Was it good that Leo was different? What happened to Leo when he told his mum and dad that he didn’t want to hunt? What are some of the animals that Leo helped? What happened when Leo tried to save the cheetah? Did anyone help Leo? Why do you think they helped Leo? What happened when Leo’s mum found out that he was</p>	<p>Love” By Giles Andreae.</p> <p>Laminated picture cards. Whiteboard marker.</p> <p>Missing poster template. Colouring pencils. Laminated animal brainstorm cards from the mat session.</p> <p>Bucket. CVC fish</p>
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						<p>words. Students will use a magnetic rod to fish out of the 'river'. Each fish has a CVC word from the text written on it, such as day, ran, run or cry. Students will blend each sound in the word to say the word. For those students who find the activity too easy I will have sight words in the bucket for them to fish out and read.</p> <p>3) Leaping lions Spread out in a circle, on the mat, will be cards with pictures on them. Students will roll a dice with the numbers 1 and 2 on it. Students will leap forward the number that they rolled. When they land on the number, students will tell the rest of the group what the picture is and say a word that rhymes with the picture.</p> <p>4) Students create mask of the different characters in the text and go into the play corner to act out the different roles. Students take over the roles of each character and through dramatic play retell events in the story.</p> <p>10:35-10:45 Conclusion Students will come back to the mat and sit in a circle. I will hand back the missing posters to the two groups who completed the activity today. I will tell students that they are going to, one at a time, come and stand next to me and <i>read</i> what it was they wrote about the animal that they chose. I will tell students that the class will guess the animal so do not say the name of the animal. Once a student has correctly guessed the animal, the child presenting will show the class their picture.</p>	<p>brave and strong? Is it good to be different like Leo the lion?</p>	<p>with magnets attached. Magnetic fishing rods.</p> <p>Rhyme picture cards.</p> <p>Mask templates. Textas. Scissors.</p>
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<p>Week 2 Lesson 8</p>	<p>1,3,4,5</p>	<p>2,3,4,7,8</p>	<p>1,4,5</p>	<p>Creating texts</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts</p> <p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p> <p>Text structure and organisation:</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.</p> <p>Interacting with others</p> <p>Deliver short oral presentations to peers.</p> <p>Examining literature: Identify some features of texts including events and characters and retell events from a text</p>	<p>Students will use beginning concepts about print, sound–letter and word knowledge and a full stop to write a sentence describing an animal.</p> <p>Students will read the short text that they created in describing an animal from the book “The Lion Who Wanted to Love.”</p> <p>Students will blend the individual sounds in a CVC word.</p>	<p>I will assess students missing animal poster at the end of the day using a checklist. I will assess if students were able to:</p> <ul style="list-style-type: none"> - Write a sentence describing an animal. - Demonstrate an understanding of the letter sounds in words when writing. - Use a full stop to complete their sentence. - Read the text that they wrote to the class. 	<p>8:45-9:00 - Writing table</p> <p>9:00- 9:15 – Morning mat session</p> <p>9:15 - 9:35</p> <p>Read the book “The Lion Who Wanted to Love” to students. I will tell students that whilst I am reading the book, if they hear two words that rhyme, I would like them to roar like a lion. Only roar if you know the two words because after you roar I want you to tell the class the two rhyming words. Whilst reading the books I will emphasise the rhyme for example c/ry and f/ly.</p> <p>Class brainstorm of some of the rhyming words from the book.</p> <p>I will take out the laminated animal cards from yesterday. I will read out aloud the words on the cards and ask students if they have thought of any more words to describe these animals. I will tell students that those who didn’t get to create their missing poster yesterday, will have the opportunity to do so today.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into their group and complete the activities that they did not do yesterday.</i></p> <p>9:35 – 10:35 Rotate every 25 minutes. Two rotations in today’s English block.</p> <ol style="list-style-type: none"> 1) Missing animal poster Students will illustrate the animal they chose to create a missing poster for. Once they have illustrated the animal, they will write below a sentence to describe the animal. I will work with students and have the cards that we brainstormed on as a class, next to the table to act as a visual prompt. I will encourage students to write words as they sound, to foster the phonological knowledge that they have. 2) Fishing for CVC words On the table will be a bucket containing CVC 	<p>Who remembers why we wrote all of these words around the animals? What are these words called? – Describing words.</p>	<p>“The Lion Who Wanted to Love” By Giles Andreae.</p> <p>Brainstorm animal cards from yesterday.</p> <p>Missing poster template. Colouring pencils. Laminated animal brainstorm cards from the mat session.</p> <p>Bucket. CVC fish with magnets</p>
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						<p>words. Students will use a magnetic rod to fish out of the 'river'. Each fish has a CVC word from the text written on it, such as day, ran, run or cry. Students will blend each sound in the word to say the word. For those students who find the activity too easy I will have sight words in the bucket for them to fish out and read.</p> <p>3) Leaping Lions Spread out in a circle, on the mat, will be cards with pictures on them. Students will roll a dice with the numbers 1 and 2 on it. Students will leap forward the number that they rolled. When they land on the number, students will tell the rest of the group what the picture is and say a word that rhymes with the picture.</p> <p>4) Students create mask of the different characters in the text and go into the play corner to act out the different roles. Students take over the roles of each character and through dramatic play retell events in the story.</p> <p>10:35-10:45 Conclusion</p> <p>Students will come back to the mat and sit in a circle. I will hand back the missing posters to the two groups who completed the activity today. I will tell students that we are going to guess the animals that have been drawn, like we did yesterday. One at a time a student will come and stand next to me and <i>read</i> what it was they wrote about the animal that they chose. I will tell students that the class will guess the animal so do not say the animal's name. Once a student has correctly guessed the animal, the child presenting will show the class their picture.</p>	<p>attached. Magnetic fishing rods.</p> <p>Rhyme picture cards.</p> <p>Mask templates. Texas. Scissors.</p>
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<p>Week 2 Lesson 9</p>	<p>1,3 4,5</p>	<p>2,3, 4,7 8</p>	<p>1,4, 5</p>	<p>Examining literature</p> <p>Identify some features of texts including events and characters and retell events from a text</p> <p>Creating texts</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <p>Produce some lower case and upper case letters using learned letter formation.</p> <p>Using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts</p>	<p>Students will create a short sequence text to retell the story, “The Lion Who Wanted to Love”, using beginning, middle and end structure.</p> <p>Students will use knowledge of letters and sounds to write simple sentences and produce an upper case and lowercase ‘l’.</p> <p>Students will blend individual sounds in CVC words to read CVC words.</p>	<p>Assessment – observational checklist</p> <p>In this lesson I will be assessing students ability to retell the story “The Lion Who Wanted to Love”.</p> <p>After the lesson I will collect student’s work and assess using an observational checklist if they were able to:</p> <p>Retell the story using the beginning, middle, and end story structure.</p> <p>Attempts words using knowledge of letters and sounds.</p> <p>Writes some letters using correct letter formation.</p> <p>Uses illustrations to add further information to message.</p>	<p>8:45-9:00 - Writing table</p> <p>9:00- 9:15 – Morning mat session</p> <p>9:15 - 9:35</p> <ul style="list-style-type: none"> - Re read the book “The Lion Who Wanted to Love” to students. <p>As a class we will retell the story focusing on what happened at the beginning, middle and end of the text.</p> <ul style="list-style-type: none"> - Beginning: Leo was told to leave his family because he did not want to hunt. - Middle: Leo helped lots of different animals and made lots of friends. - End – All of Leos new friends saved Leo when he was in trouble. Leos mum saw that he was brave and strong. <p>I will ask students to put their hands up if they can tell me what happened at the beginning and write it on the whiteboard. I will sound out the sounds in each word to model to children to write through using known letter sounds. I will do the same for the middle and end. I will ask three students, one at a time, to come up and draw a picture for our class recount of the story.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into their groups –lions, giraffes, zebras and monkeys and I will tell them where to start.</i></p> <p>9:35 – 10:35 Rotate every 20 minutes.</p> <p>1) Retell of story The Lion Who Wanted to Love. After listening to the story during the mat session and undertaking in a class retell of the text students individually retell the story in pictures and words. Students will be given an A4 piece of paper that is dividend into three parts. Students will write what happened in the beginning, middle and end of the story. As students are writing I will encourage them to sound out words that they are struggling with. Once students have written the three sentences, they will draw a</p>	<p>“Please put your hand up if you can tell me what happened right at the beginning of the story, with Leo and his family?</p> <p>What happened in the middle of the story, with Leo and all of the other animals?</p> <p>Was Leos mum still upset with him in the end</p>	<p>“The Lion Who Wanted to Love” by Giles Andreae.</p> <p>Whiteboard marker.</p> <p>Retell of The Lion Who Wanted to Love activity sheet. Colouring pencils.</p>

						<p>picture that represents each part of the book. If students struggle, I will reflect back on the activity that we did during the mat session to prompt thought and ideas.</p> <p>2) Lower case and upper case L. Students will work independently in writing an upper case <i>L</i> and lowercase <i>l</i> on a Lion template. Students will be asked to write the upper case <i>L</i> in red and the lowercase <i>l</i> in blue. Once students have written the letters, they will colour in the lion using colouring pencils provided.</p> <p>3) CVC bingo. Each student in the group will receive a mat with 9 words and 9 lion cards. The EA will sound out the each letter in the CVC words (that are from the text) and students will have to blend the words. If they can see that they have the word on their mat, students put their lion card on top of the word. The aim of the game is for students to sound out all of the CVC words, blend them and say <i>BINGO</i>. When a student has covered up all of their words with lions, they will remove their cards and read aloud all CVC words. We will start another game, and the student whom covered all of their CVC words first will have a turn at calling out the words.</p> <p>10:35-10:45 Conclusion Students will come back to the mat and sit in a circle. I will ask students to recall some of the (CVC) words that they read whilst playing bingo.</p>	<p>of the story for being different?</p> <p>Lion template. Red and blue pencils. Colouring pencils.</p> <p>Bingo cards. Lion cards.</p>
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Week 2 Lesson 10	1,3, 4,5	2,3, 4,7, 8	1,4, 5	<p>Creating texts</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</p> <p>Responding to literature</p> <p>Share feelings and thoughts about the events and characters in texts talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted.</p> <p>Interpreting, analysing, evaluating</p> <p>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge</p>	<p>Students will use sound-letter knowledge to read a book and write a sentence.</p> <p>Students will draw a picture of a character from the text and compare this characters qualities of strength and compassion to a family member.</p> <p>Students will think of a rhyming word.</p>	<p>Assessment - running records</p> <p>I will assess through Marie Clay to assess students fluency in reading. This will also allow me to see the sounds that they are struggling with and if they have gained a sound understanding of sight words. I am using running records as it will allow me to see in detail the words that student read correctly, those they struggled with, those they self correct and the way in which they read. This will be the second lot of running records that I do with each child in the two-week unit and will provide me with assessment to</p>	<p>8:45-9:00 - Writing table</p> <p>9:00- 9:15 – Morning mat session</p> <p>9:15 - 9:30</p> <p>- Re read the book “The Lion Who Wanted to Love” to students.</p> <p>As a class discuss what Leo the lion is like. He is brave, strong, caring, friendly and loving. Discuss that all of these attributes make a good person. Students will move into a circle. I will hold a ball of wool in my hand and tell student that this morning we are going to share with the class someone that is like Leo the lion to us. Someone that we know who is caring, loving and kind. I will hold the wool in my hand and start by providing an example, “My mum is like Leo the lion because she is caring, loving and is always there for me.” I will hold onto the end of the wool and gently thrown the ball of wool to a student, saying their name before I throw it. They will then say who they have in their life who is like Leo the lion and why, throwing the wool along. I will tell students to remember the people that they have said and why because they will be writing about these special people this morning.</p> <p>What have we created? A web.</p> <p>9:30 – 10:30 Rotate every 20 minutes.</p> <p>Three rotations in today’s English block.</p> <p><i>Explain the different activities on each table (as described below). Students will be put into their groups –lions, giraffes, zebras and monkeys and I will tell them where to start.</i></p>	<p>Who in your life is like Leo the lion?</p> <p>What have we made? A web.</p> <p>Is it good to be caring like Leo the lion?</p>	Wool.

				<p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words.</p>	<p>compare to last weeks notes. This will give me a solid understanding when planning future units of work in regards to what sounds and words to work on with individual students.</p>	<p>1) Leo the lion card – run with the EA.</p> <p>On the front of the card students will draw a picture of Leo the lion as well as themselves and the person that they are writing about. On the inside of the card students will complete the sentence “_____ is like Leo the lion because_____”. I will tell students to remember all of the special ideas that we had on the mat whilst making our web of wool. Students will be encouraged to think of the sounds when writing their describing words.</p> <p>2) Reading table.</p> <p>On my table I will have a reading circuit. In the 25 minutes I will work for 5 minutes with each child. I will have the class readers and ask the student to choose a book. I will ask the child to show me the cover of the book, ask them to point to the title and the author. Whilst the child is reading I will be taking running records so I am able to reflect on them at the end of the day in regards to what the child did or said whilst reading the text. Whilst I am reading with each individual child I will tell the other students in my group to go and read in the book corner. I will encourage those students to look at the pictures in the books to make meaning of the texts.</p> <p>3) Students will work with the EA to play the game “What’s the rhyme Mr lion?”</p> <p>One student will be chosen to be the lion. The lion will hold a stack of picture cards. The other students will line up on the class mat against the wall. The students in the line will say, “What’s the rhyme Mr. lion?” The lion will be facing the students and say a word. The students the line will have to think of a word that rhymes with the one provided. The first student to roar will have the opportunity to say the rhyme. If they have said a correct rhyming word they will be able to move a step forward. The game will continue. The first person to touch the lion gets to be the lion and the lion would go and join the line.</p> <p>10:35-10:45 - Conclusion</p>	<p>“What’s the rhyme Mr. Lion?”</p>	<p>Cards. Colouring pencils.</p> <p>Class readers Pen Paper for running records.</p>
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