

ENGLISH

Lesson Notes and Home Tutor Guide for this set can be viewed electronically.

Once Upon A Time



Set 14 Activity Book

First published 2015

© Department of Education WA Revised 2020



<https://creativecommons.org/licenses/by-nc/4.0/>

Whilst every effort has been made to ensure the accuracy of the information contained in this publication, no guarantee can be given that all errors and omissions have been excluded. No responsibility for loss occasioned to any person acting or refraining from action as a result of the material in this publication can be accepted by the Department.

Requests and enquiries concerning copyright should be addressed to:

Manager Intellectual Property and Copyright
Department of Education
51 Royal Street
EAST PERTH WA 6004
Email: copyright@education.wa.edu.au



Department of Education

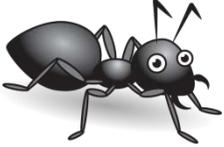
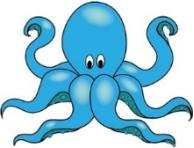
This resource contains information from the Western Australian Curriculum Version 8.1.
© School Curriculum and Standards Authority. The unaltered and most up to date version of this material is located at <http://wacurriculum.scsa.wa.edu.au>

This product contains various images © Thinkstock 2011, used under licence. These images are protected by copyright law and are not to be reproduced or re-used in other materials without permission from the owner of Thinkstock.



Alphabet chart



 Aa	 Bb	 Cc	 Dd	 Ee	 Ff	 Gg
 Hh	 Ii	 Jj	 Kk	 Ll	 Mm	 Nn
 Oo	 Pp	 Qq	 Rr	 Ss	 Tt	 Uu
 Vv	 Ww	 Xx	 Yy	 Zz		



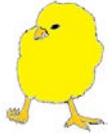
'ck' in duck



du_____



chi_____en



bla_____



ro_____



pe_____

flo_____

li_____s

tra_____

D_____ and ch_____

p_____ for worms on the

t_____ near a f_____

of b_____ sheep. Fox

hides behind a r_____

and l_____ his lips.



Missing letters



Trace all the letters. Print the letters that are missing from the alphabet.



Ready to print



Relax your shoulders and arms.



Place your non-writing arm on the desk and use the hand to hold the paper still.

Tilt the paper.

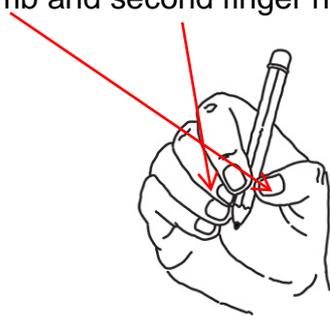
Place your feet comfortably on the floor.

Relax your fingers and pick up your pencil.

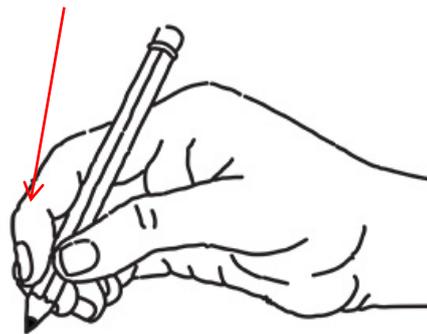
Hold your pencil (or crayon) correctly.

Right handed grip.

Thumb and second finger hold the pencil.

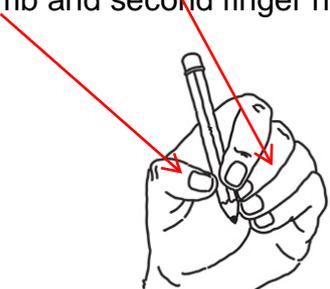


First (pointer) finger rests on top.

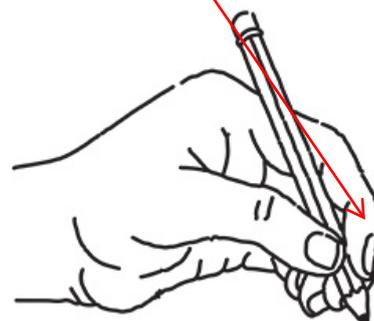


Left handed grip.

Thumb and second finger hold the pencil.



First (pointer) finger rests on top





Sequencing the story



The other ducklings teased him and the big ducks pecked him.

He hid in the reeds. He was cold, hungry and all alone over the winter.

Once upon a time, five yellow ducklings and one big, ugly duckling hatched in a nest.

The ugly duckling was very sad. He ran away.

A flock of swans found him and told him that he was a swan. He lived happily ever after with the swans.

When the warm weather came, the ugly duckling went swimming. He looked in the water and saw that he was a beautiful bird.

Beginning

Middle

Ending



Sing the alphabet



Sing the alphabet

A B

Twinkle

C D

twinkle

E F

little

G

star

H I

How I

J K

wonder

L M N O P

what you are

Q R S

Up above the

T U V

world so high

W

Like a

X

diamond

Y

in

and

the

Z

sky

Now you

Twinkle

know your

twinkle

A B C

little star

You can

How I

sing it

wonder

just like

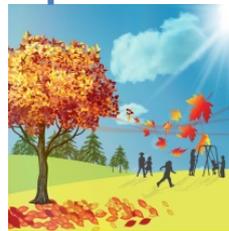
what you

me

are



The seasons



spring

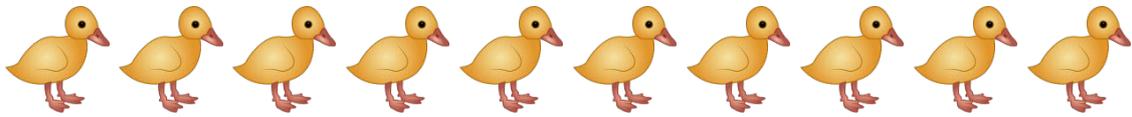
summer

autumn

winter



Ten little ducks



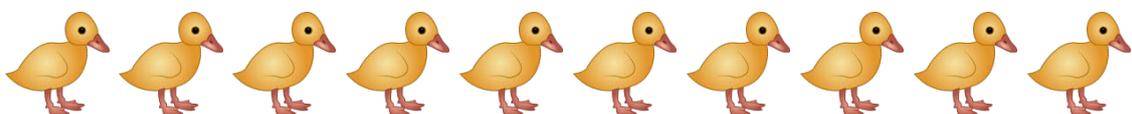
Ten little ducks went out one day
Over the hill and far away
Mother duck called 'Quack! Quack! Quack! Quack!'
But only nine little ducks came back.

Nine little ducks went out one day
Over the hill and far away
Mother duck called 'Quack! Quack! Quack! Quack!'
But only eight little ducks came back.

Eight little ducks went out one day
Over the hill and far away
Mother duck called 'Quack! Quack! Quack! Quack!'
But only seven little ducks came back.

Continue saying the poem and counting backwards in the same pattern.

One little duck went out one day
Over the hill and far away
Mother duck called 'Quack! Quack! Quack! Quack!'
And all of the ten little ducks came back.





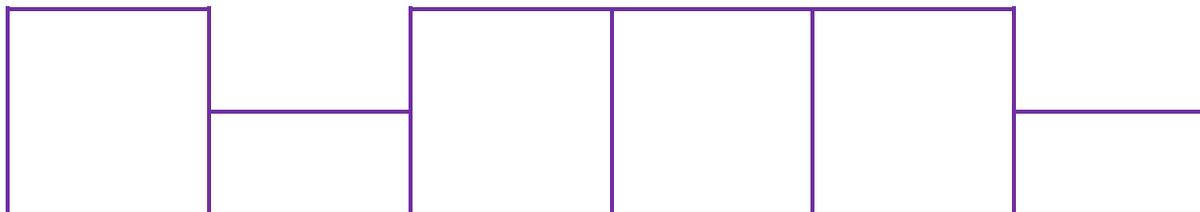
A little word



Little

little

little



little

little

lit

l

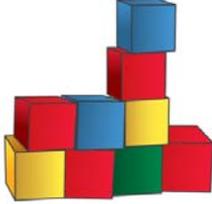
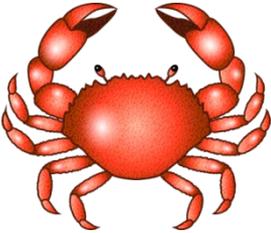
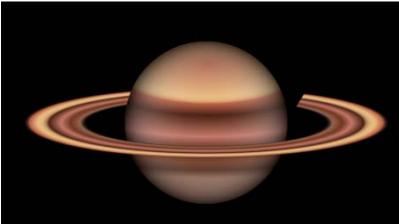
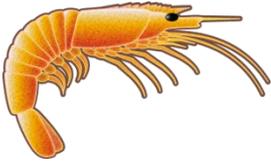
l



Helpful blends



Use a blend to finish the word to match the picture.

 ___own	 ___og	 ___ocks
 ___een	 ___oom	 ___ab
 ___asses	 ___agonfly	 ___ee
 ___ip	 ___anet	 ___awn



Henny Penny and Chicken Licken



eating corn	eaten by Foxy and his babies	
met 7 friends	hit by an acorn	going to tell the king
hit by an acorn	Foxy shows the way	
going to tell the king	eaten by Foxy	
Foxy shows a short cut	went to the woods	
went to Foxy's hole	met 4 friends	went to Foxy's cave



Fairy tale features



Story title	 magic				 talking animal	 bad character



'tw' in twirl



tw tw tw tw

twelve twenty

twirl twist

twinkle twice



The twelve birds tweeted in the twilight. One flew down from a twig and tweaked a worm. The worm twisted and twirled. It twitched in the bird's beak.



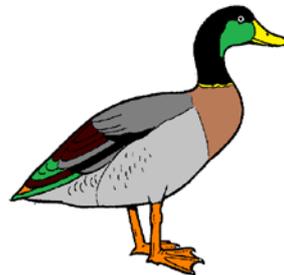


Verb explosions



Print verbs on the lines to show what each animal can do.









My fairy tale





Syllable breaks



fox



dragon



dragonfly



frog

Syllables

Breaks

robot



twins



rocket



coconut



banana



animal



Reflection

Please complete this reflection to assist with assessment of the student's skills and performance on Days 1 – 5.

The student is not expected to complete the majority of the activities independently. Ticking the 'Some help' or 'Lots of help' columns does not indicate that the student is working below expected levels. Please add additional comments if required.

Please return with the completed set.

The student can	No help	Some help	Lots of help	Comments
distinguish between upper and lower case letters				
say names and sounds of all alphabet letters				
identify words beginning with a given letter				
identify letters missing in the alphabet				
recognise and use the /ck/ digraph				
use illustrations in a text to tell the story				
use developing strategies to read a text, eg sounding, guessing from initial letter				
use expression when reading				
respond to questions about a text				
sequence events in a story using punctuation to assist				
identify seasons in a text using pictures and words				
identify single sounds in words				
recount a simple event based on an object				



The student can	No help	Some help	Lots of help	Comments
understand the /ck/ digraph is used after a short vowel sound				
identify and tell a secondary story in a picture book				
use adjectives to describe a character				
use 'have a go' spelling				
identify the two sounds which make a blend				
use blends to complete words				
recognise and print the sight word 'little'				
identify similarities between texts				
identify differences between texts				
understand that verbs are action words				
suggest and print verbs				
read and print words using the /tw/ blend				
identify fairy tale text features in video and print stories				
use adjectives to describe good and bad characters				
role play story characters and events				
identify the rhyme part of word families				
understand that a syllable must contain a vowel				



The student can	No help	Some help	Lots of help	Comments
identify syllables in a word				
plan and write a story using pictures as stimuli				
Other comments				





Sequence the fable



BEGINNING	MIDDLE	END

<p>The boy got bored. He called “Wolf, wolf” to trick the villagers. They came running but there wasn’t any wolf. The boy played the trick again and the villagers got angry.</p>	<p>One day a wolf came. The boy yelled for help but no-one came. The wolf ate all the sheep. The shepherd boy had to tell the people the wolf had eaten their sheep. They were very upset.</p>	<p>Once upon a time, a shepherd boy lived in a small village. His job was to look after the some sheep. Every day, he took the sheep up a hill to eat grass.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------



Swinging with /sw/



sw sw sw sw

swim



swing



sweet



swan



sweep



The swan swam in the swirling river. She was swept along by the swift current. She began to sway. A swarm of bees left the sweet honey and swooped down to help the swan. They helped her swim to the bank.





Word play



<i>saw</i>	<i>said</i>	<i>put</i>	<i>the</i>
<i>little</i>	<i>when</i>	<i>you</i>	<i>here</i>
<i>are</i>	<i>some</i>	<i>they</i>	<i>there</i>
<i>saw</i>	<i>said</i>	<i>put</i>	<i>the</i>
<i>little</i>	<i>when</i>	<i>you</i>	<i>here</i>
<i>are</i>	<i>some</i>	<i>they</i>	<i>there</i>



Alphabetical characters



Goldilocks	Wolf	Cinderella
Duck Luck	Foxy	Puss in Boots
Sleeping Beauty	Red Riding Hood	





Wanted poster



WANTED
Greedy Goat





Words from a book



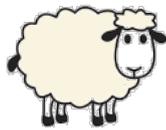
house



down



sheep



goat



mouse



donkey



knock

greedy



tw and sw



Trace the blend.

Read the words.

Match each word to its picture using different coloured lines.

twig



twelve



twins



twenty



swing



swan



sweep



swim





Play with words



<i>this</i>	<i>down</i>	<i>was</i>	<i>what</i>
<i>went</i>	<i>then</i>	<i>house</i>	<i>have</i>
<i>out</i>	<i>come</i>	<i>ask</i>	<i>were</i>
<i>this</i>	<i>down</i>	<i>was</i>	<i>what</i>
<i>went</i>	<i>then</i>	<i>house</i>	<i>have</i>
<i>out</i>	<i>come</i>	<i>ask</i>	<i>were</i>



The witch and the elf



the witch and the elf

once upon a time there was a good witch named anna
she lived in the woods with her black cat silky
one day ben the bad elf stole anna's cat she looked
and looked but did not find him anna went up into the
sky on her broomstick and she saw ben with her cat
anna made a spell and the elf turned into stone anna
took her cat and went home
they lived happily ever after





Who are we?



One jolly egg man
sat on a wall
Then he fell off
and was cracked by the fall.

Who was he?

Long golden hair
locked in a castle made of rocks
Rescued by a prince
who climbed up her locks

Who was she?

A tiny farm bird
hit on the head
She thought the sky was falling
but it was an acorn instead.

Who was it?

One silly boy
sat on a hill with his sheep
Cried out 'Wolf! Wolf!'
to the villagers in the street.

Who was he?

Ate a red apple
and fell into a deep sleep
Standing around her
seven dwarves they did weep.

Who was she?



Word families



<i>chip</i>	<i>shop</i>	<i>twin</i>	<i>swim</i>
sh _ _	ch _ _	gr _ _	br _ _
fl _ _	st _ _	sh _ _	tr _ _
cl _ _	dr _ _	ch _ _	sl _ _

Print the name of the animal on his back.

Print your own word family to rhyme with the animal in the picture.



--	--	--





Magic biscuits 1



Ingredients



100 g butter



100 g caster sugar



1 egg



250 g plain flour



1 teaspoon vanilla

Utensils



oven



baking tray



baking paper



bowl

Mixer (hand
or electric)

sifter



kitchen scales



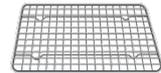
spoon



rolling pin



biscuit cutters



wire rack

Method

1. Preheat the oven to 190C/170C fan forced.
2. Line a baking tray with greaseproof paper.
3. Measure the butter and sugar and place them into a large mixing bowl.
4. Cream the butter and sugar together using the mixer.
5. Mix the egg and vanilla extract together.
6. Beat in the egg and vanilla mixture, a little at a time, until well combined.
7. Sift in the flour until the mixture comes together as a dough.
8. Tip the dough onto a lightly floured bench top.
9. Roll the dough out to a thickness of 1cm.
10. Use biscuit cutters to cut biscuits out of the dough and place onto the baking tray.
11. Bake for 8-10 minutes, or until pale golden-brown.
12. Set aside to harden for 5 minutes, then cool on a wire rack.



Magic biscuits 2



Ingredients



400 g icing sugar



3 – 4 tablespoons
water



2 or 3 food
colourings

toothpicks

decorations



Utensils



tray



bowls



kitchen scales



sifter



tablespoon



teaspoon

Method

1. Measure the icing sugar and sift into a mixing bowl.
2. Stir in enough water to create a smooth mixture.
3. Divide the icing sugar equally between smaller bowls, one for each food colouring.
4. Stir a few drops of food colouring into each bowl.
5. Place a small amount of two or more colours of icing sugar on a biscuit.
6. Swirl the icing sugar using a toothpick.
7. Add selected decorations.
8. Set aside until the icing hardens.



Sound sentences



Wendy Witch

Red Riding Hood

Furry Foxy



Reflection

Please complete this reflection to assist with assessment of the student's skills and performance on Days 6 – 10.

The student is not expected to complete the majority of the activities independently. Ticking the 'Some help' or 'Lots of help' columns does not indicate that the student is working below expected levels. Please add additional comments if required.

Please return with the completed set.

The student can	No help	Some help	Lots of help	Comments
Use body shape, movement and voice to portray a character				
recognise and use verbs				
recognise and use the /sw/ blend				
use illustrations in a text to tell the story				
understand that words and images match and both contribute to meaning in a text				
use developing strategies to read a text, eg sounding, guessing from initial letter				
use expression when reading				
engage with a text and respond to comprehension questions				
sequence events in a story				
identify the names and sounds of the alphabet				
identify words beginning with specific letter sounds				
identify vowels				
use initial letters to put names in alphabetical order				



The student can	No help	Some help	Lots of help	Comments
identify letters, blends and digraphs in new words				
identify learned words in a text				
print descriptive sentences				
draw a picture to match a written description				
identify and make compound words				
identify and discuss words that imitate sound (onomatopoeia)				
read and use clues to solve word puzzles				
identify rhyming words and use rhyme parts to spell				
understand capital letters and full stops mark sentences				
punctuate a simple text				
create a puzzle verse				
create sentences using words with the same initial sound (alliteration)				
read a recipe (procedure)				
identify ingredients and utensils				
follow a recipe (procedure)				
Other comments				



Set return checklist

Day	Item	Check
1	Missing letters	
	/ck/ in duck	
	/ck/ in duck – student words	
	Sequencing the story – student work	
	The seasons	
2	A hidden story – video recording	
	Similarities and differences	
	Favourite character – student writing and photograph	
3	Helpful blends	
	A little word	
	Henny Penny and Chicken Licken – student work	
4	Vern explosions	
	/tw/ in twirl	
	Good and bad characters – student work	
	Fairy tale features	
5	Syllable breaks	
	Making my book – video recording	
	Reflection Days 1 – 5	
6	Swinging with /sw/	
	Sequence the fable	
7	Alphabetical characters	
	Wanted poster	



Day	Item	Check
8	tw and sw	
	Words from a book	
9	Word families	
	The witch and the elf	
10	Puzzle poem – student writing	
	Sound sentences	
	Magic biscuits – photographs	
	Reflection Days 6 – 10	





Department of
Education

© Department of Education
WA Revised 2020

Dr Y!Df]a Ufm

Gfhi%4

5 Wfj j]miVcc_

ENGLISH

Lesson Notes and Home Tutor Guide for this set can be viewed electronically.

Once Upon A Time



Set 14 Lesson Notes

First published 2015

© Department of Education WA Revised 2020



<https://creativecommons.org/licenses/by-nc/4.0/>

Whilst every effort has been made to ensure the accuracy of the information contained in this publication, no guarantee can be given that all errors and omissions have been excluded. No responsibility for loss occasioned to any person acting or refraining from action as a result of the material in this publication can be accepted by the Department.

Requests and enquiries concerning copyright should be addressed to:

Manager Intellectual Property and Copyright
Department of Education
51 Royal Street
EAST PERTH WA 6004
Email: copyright@education.wa.edu.au



Department of Education

This resource contains information from the Western Australian Curriculum Version 8.1.
© School Curriculum and Standards Authority. The unaltered and most up to date version of this material is located at <http://wacurriculum.scsa.wa.edu.au>

This product contains various images © Thinkstock 2011, used under licence. These images are protected by copyright law and are not to be reproduced or re-used in other materials without permission from the owner of Thinkstock.



Overview

Pre-primary Set 14: Once upon a time

Western Australian Curriculum

Early Childhood English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
Language	
Language variation and change	
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	
Language for interaction	
Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	
Text structure and organisation	
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	
Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	
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 (ACELA1432)	
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	



Language	
Expressing and developing ideas	
Recognise that sentences are key units for expressing ideas (ACELA1435)	
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	
Phonics and word knowledge	
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)	
Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)	
Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)	
Know how to read and write some high-frequency words and other familiar words (ACELA1817)	
Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)	
Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)	
Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)	



Literature	
Literature and context	
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	
Responding to literature	
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	
Share feelings and thoughts about the events and characters in texts (ACELT1783)	
Examining literature	
Identify some features of texts including events and characters and retell events from a text (ACELT1578)	
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	
Creating literature	
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	
Innovate on familiar texts through play (ACELT1831)	
Literacy	
Texts in context	
Identify some familiar texts and the contexts in which they are used (ACELY1645)	
Interacting with others	
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	
Deliver short oral presentations to peers (ACELY1647)	



Literacy	
Interpreting, analysing, evaluating	
Identify some differences between imaginative and informative texts (ACELY1648)	
Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	
Creating texts	
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	
Produce some lower case and upper case letters using learned letter formations (ACELY1653)	
Construct texts using software including word processing programs (ACELY1654)	



Early Childhood: Humanities and Social Sciences

Content strands	
Knowledge and understanding	
Humanities and Social Sciences skills	

Content Descriptions	
Knowledge and understanding – Geography	
People live in places	
The globe as a representation of the Earth on which Australia and other familiar countries can be located (ACHASSK014)	
The representation of familiar places, such as schools, parks and lakes on a pictorial map (ACHASSK014)	
The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) (ACHASSK015)	
The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance (ACHASSK017)(ACHASSK016)	
Knowledge and understanding – History	
Personal and family histories	
Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees (ACHASSK011)	
The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011)	
How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) (ACHASSK012)	
How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHASSK013)	



Humanities and Social Sciences skills	
Questioning and researching	
Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)	
Pose and respond to questions about the familiar	
Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)	
Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings)	
Analysing	
Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)	
Explore points of view (e.g. understand that their point of view may differ from others)	
Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)	
Evaluating	
Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)	
Communicating and reflecting	
Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)	
Develop texts (e.g. retell, describe personal stories)	
Reflect on learning (e.g. drawings, discussions)	



Early Childhood The Arts: Drama

Content strands	
Making	
Responding	

Content Descriptions	
Making	
Ideas	
Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds (ACADRM027)	
Skills	
Exploration and experimentation of two (2) elements of drama: <ul style="list-style-type: none"> • voice (loud, soft) • movement (big, small) • to create drama (ACADRM028) 	
Simple stories based on stimuli and available technologies (ACADRM029)	
Development of improvisation skills (accepting offers) to develop dramatic action (ACADRM028)	
Performance	
Performance of improvised drama that communicate ideas to an audience (ACADRM029)	
Performance skills (facing the audience) when sharing drama with peers (ACADRM029)	
Responding	
Audience behaviour (being attentive, responding appropriately) when viewing drama (ACADRR030)	
Different places and occasions where drama is seen or heard in the community (ACADRR030)	
Personal responses to drama they view and make (ACADRR030)	



General Capabilities and Cross Curriculum Priorities

General capabilities	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Cross-curriculum priorities	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia's engagement with Asia	
Sustainability	

This resource contains extracts from The Western Australian Curriculum Version 8.1. © School Curriculum and Standards Authority.

The unaltered and most up to date version of this material is located at <http://wacurriculum.scsa.wa.edu.au/>



creativecommons.org/licenses/by-nc-sa/3.0/au/





Day 1

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

NOTE: On **Day 10** the student will be cooking. Please check the Lesson notes and recipes (on activity sheets) and ensure you have the required ingredients.

Materials checklist

Activity sheets (please print)	Check
• Sing the alphabet	
• Alphabet chart	
• Ready to print	
• Missing letters	
• 'ck' in duck	
• Sequencing the story	
• The seasons	
Resources	
• Lesson notes – Day 1	
Reading book	
• The Ugly Duckling	
Other resources	
• counter or coin	
• sheet of A4 paper	
• scissors	
• felt tip pens	
• large sheet of paper (A3)	
• glue	



Storage folders

A display book, sheet protector or envelope is required to store completed activity sheets for return to the teacher upon the completion of the set.

Alternatively, create a folder on the computer to digitally store the student's completed and scanned activity sheets.

A display book, envelope or box is required to store charts, games and other materials that will be used by the student across all sets.

Background information

As the student's ability to read and print will vary depending on the activity, assist by reading to, or with, the student and printing responses.

The student can refer to any of the charts when completing activities.

The tutor uses the *Lesson notes* to guide the paper based and manipulative activities during the lesson.

When requested, help the student make sound or video clips, take photographs and save activity sheets for return to the teacher.

Let's begin

Sing the alphabet

Materials:

- activity sheet – *Sing the alphabet*
- activity sheet – *Alphabet chart*
- counter or coin.

Say

Tell me what you know about the alphabet. **Answers will vary, eg it is letters, we use the letters to spell words.**

What do you know about alphabetical order? **Answers will vary, eg it is the alphabet letters in a special order.**

Let's remind ourselves of the alphabetical order of letters in the English language by singing an alphabet song.

Place the activity sheet *Sing the alphabet* on the table.

Say

What can you tell me about the bold letters on the sheet? **They are capitals/uppercase letters.**

Ask the student to point to the letters and say their names and sounds, eg /a/ and /ay/, /b/ and /bee/.

Ask the student to point to the letters as you both sing the song to the tune of *Twinkle Twinkle Little star*.



Take alternate turns to say a word that begins with each letter of the alphabet, eg /a/ for apple, /b/ for box, /c/ for caterpillar.

Place the activity sheet *Alphabet chart* on the table.

Say

What can you tell me about the letters on the sheet? **Answers will vary, eg they are capitals/uppercase letters and lowercase letters; they are in alphabetical order.**

Ask the student to cover her/his face. Cover a letter on the chart with a counter.

Ask the student to tell you the name and sound of the letter hidden beneath the counter.

Ask the student to cover a letter with the counter and you give the letter name and sound.

Take turns to play the game until all the letters have been hidden and revealed.



Store the activity sheets and counter.

Let's explore phonics

Missing letters

Materials:

- activity sheet – *Missing letters*
- activity sheet – *Alphabet chart*
- activity sheet – *Ready to print.*

Place the activity sheets on the table.

Ask the student to tell you what he/she sees. **lowercase letters of the alphabet**

Ask the student to point to and read the letters that he/she sees.

Say

What did you notice about this alphabet? **Some of the letters are missing.**

Use the *Ready to print* chart to make sure you are sitting properly and holding your pencil correctly.

Trace the letters that are on the page and print the missing letters into the spaces.

The student works independently to complete the task. The student can use the *Alphabet chart* from the previous activity as a reference if he/she wishes.

Say

There are 5 vowels in the alphabet. Say the 5 vowels. **a, e, i, o, u**

Why are vowels important? **There must be at least 1 vowel in every word.**

**Say**

There is another letter that can be a vowel sometimes. What is that letter? **y**
Circle each vowel on the activity sheet.



Mark then store or scan and save the activity sheet.

/ck/ in duck

Materials:

- sheet of A4 paper
- activity sheet – /ck/ in duck
- scissors
- felt tip pens.

Place the blank sheet of paper on the table.



Ask the student to fold the sheet of paper in half.

Ask the student to cut along the fold.

Ask the student to place one piece of paper to the side.



Ask the student to fold one of the pieces in half.

Ask the student to cut along the fold.

Say

Choose a felt tip pen and print curly /c/ in one of the pieces of paper.
Choose a felt tip pen and print straight /k/ on the other of the piece of paper.
(Point to /c/.) What is the name of this letter? **see**
What sound does it make? **c**
(Point to /k/.) What is the name of this letter? **kay**
What sound does it make? **k**
Do these letters have the same name? **no**
Do they have the same sound? **yes**
Place them side by side, with the 'cee' on the left and the 'kay' on the right.
Point to each letter and say its sound. **c k**
They have the same sound so when they sit together in a word, they say /ck/.
/ck/ is our new digraph.

**Say**

What can you tell me about digraphs? **Answers will vary, eg two letters joined to make one sound.**

What two letters make this digraph? **c and k**

I can think of a bird that lives on a farm and it has /ck/ in its name. Do you know it? **Answers will vary, eg duck, chicken.**

You can print that on the larger piece of paper. Sound it as you print.

I can think of another bird that lives on a farm and it has /ck/ in its name. Do you know it? **Answers will vary, eg duck, chicken.**

You can print that on the piece of paper too. Sound it as you print.

(Pat the student on the back.) What am I patting? **my back**

Print that on the piece of paper too. Sound it as you print.

'back' ends with /ck/. Do you know another body part that ends with /ck/? **neck**

Print that on the piece of paper too. Sound it as you print.

What /ck/ object do we use to tell the time? **clock**

Print that on the piece of paper too. Sound it as you print.

What is the bag you carry on your back called? **backpack**

'backpack' has two /ck/ digraphs in it. Print that on the piece of paper too. Sound it as you print. (Help if required.)

Look at the /ck/ words you printed. Where is the /ck/ digraph? **in the middle or at the end of the words**

/ck/ is always in the middle or at the end of words. It does not start the word.

Look at each word. Tell me the sound of the letter that comes before the /ck/ digraph. **i chicken, u duck, a back, e neck, a a backpack**

These vowels make their sounds in these words. They make short vowel sounds. When there is a short vowel in front of the /k/ sound, then you spell the word using the /ck/ duck digraph.

Can you think of a word with a short vowel sound and the 'ck' digraph? **Answers will vary, eg rock, rocket, stick.**

Ask the student to sound and print the word on the paper. Help if required.

Ask the student to think of two more /ck/ words and print them on the paper. Help if required. If the student suggests /k/ words with long vowel sounds, eg like, explain the short vowel sound rule.

Place the activity sheet on the table.

Say

The words in the table are all 'ck' duck words. Print the 'ck' digraph into each word.

Some words have picture clues and some you might need to sound. Read each word to me. **duck, chicken, black, rock, peck, flock, licks, track**

**Say**

Are the vowels in the words short or long? **short**

Tell me what each word means. **Answers will vary.**

There is a story printed below the words. It looks difficult to read. Why do you think that is? **Answers will vary.**

The story has missing words. Listen while I read the story.

Read the story, pausing when there is a missing word. **D** and **ch** **p** for worms on the **t** near a **f** of **b** sheep. Fox hides behind a **r** and **l** his lips.

Say

I'll read it again and you tell me the missing word.

Read the story to yourself and copy the missing words into their places.

Duck and **chicken peck** for worms on the **track** near a **flock** of **black** sheep. Fox hides behind a **rock** and **licks** his lips.

Ask the student to read the story to you.

Say

What do you think might happen? **Answers will vary.**



Store or scan and save the activity sheet and the paper with the /ck/ words printed on it.

The /c/ and /k/ papers will be used in the next activity.

Let's read and write

The ugly duckling

Materials:

- reading book – *The ugly duckling*
- /c/ and /k/ papers (from previous activity).

Place the materials on the table.

Ask the student to place the /c/ and /k/ letters side by side to make the /ck/ digraph.

Say

Look at the title of the book. Point to and say all the vowels in the title. **e, u, y, u, i**

Can you find the /ck/ digraph in the title? **yes**

Point to it and read it. **ck**

Let's work out the word by sounding together. **d u ck l ing ducking**

What vowel is in front of the digraph? **u**



Say Does the vowel say /u/ or 'you' in the word? **u**
It says its sound because it is a short vowel coming before the /ck/ digraph.
Let's read the full title. **The Ugly Duckling**

Sit with the student in a comfortable seating area.

Say (Point to the text 'retold by ...') This story was written more than one hundred years ago by a man called Hans Christian Anderson. He wrote many fairy tales for children. This story is retold by Brenda Parkes and Judith Smith. The book is illustrated by Myriam Kin-Yee.
What do you think the story is about? **baby ducks/ducklings**
Read the title again. **The Ugly Duckling**
The title tells us something about the story. Which duckling do you think is ugly? **Answers will vary.**
The grey duckling looks different. Do you think he is ugly? **Answers will vary.**
This is a very old tale. How do you think the tale will begin? **Once upon a time**
Open the book and let's read the first page to see if you are right.
Yes, the story does begin with 'Once upon a time'.

Ask the student to use the pictures to tell you the story.

Say Let's see if the picture story tells the same story as the words. Let's read it together.

Read the story together, encouraging the student to join in where possible.

Say Was the picture story almost the same as the word story? **Answers will vary.**
Let's read it again. We can add expression when we say the bold and capital letter words.

As you read, point out the capital letter words and bolded words. Model reading them with emphasis, then ask the student to copy.

Ask the student to turn to pages 2 and 3 of the story.

Say When the five little ducklings hatched, how did the mother duck feel? **Answers will vary, eg happy, she wanted the last egg to hatch.**
When the last egg hatched, how did the mother duck feel? **Answers will vary, eg surprised, upset**
What did she ask? **Who are you?**
How did the ducklings behave? **They were mean/nasty/bullies.**
What did the mother duck say to the ducklings? **be quiet**

**Say**

The mother duck was surprised but she didn't want the ugly duckling to be bullied. Turn to the next page.

As the ugly duckling grew, what did the other ducks and ducklings do? **teased, pecked, bullied**

Did you feel sad when the duckling was sad? **Answers will vary.**

Turn to the next page. What did the duckling do? **He swam away.**

Turn the page. How do you think the duckling felt when he was all alone over the winter? **scared, cold, hungry, very sad, lonely**

Turn the page. What had happened during the winter? **The duckling had turned into a swan.**

Turn the page. Then what happened? **The beautiful swans found him and he was very happy when he found his family.**

Who is the main character in the story? **The ugly duckling**

Where is the story set, where did the events happen? **at the river**

What was the problem in the story? **The duckling did not fit in/did not look like the other ducklings so he was ugly, sad and alone.**

How was the problem resolved or fixed? **The duckling had turned into a swan and he went away with the other swans.**

Did *The Ugly Duckling* book tell us a story or give us facts? **tell us a story**

The special name for a story is a narrative.



The reading book will be used in the next activity.
Discard the /c/ and /k/ papers.

Sequencing the story

Materials:

- reading book – *The ugly duckling*
- activity sheet – *Sequencing the story*
- large sheet of paper (A3)
- scissors
- glue.

Place the materials on the table.

Ask the student to look at the activity sheet.

Say

The text in the boxes tells us the key events from the ugly duckling story. Let's read them.



Help the student read the text in each box, moving down the table.

Say What did you notice about the key points? **Answers will vary, eg they were short, they are not in story order.**

The text boxes are not in order of the story. Let's cut them out so you can put them in order.

Ask the student to cut out the story strips and the three small boxes in the last strip.
 Place the three smaller boxes to one side.
 Place the blank page on the table in portrait orientation.



Help the student fold the page into 6 lines.
 Press on the folds to make sharp lines.
 Help the student fold a 10cm margin down the left of the page.
 Press on the fold to make a sharp line.
 Ask the student to open out the folded paper and lay it flat.
 Ask the student to trace the fold line using a colour pencil.

Say How will the story begin? **Once upon a time**

Find the text box which begins 'Once upon a time' and place it in the wide column in the top line of the sheet of paper.
 Glue it onto the page.

How will the story end? **They lived happily ever after.**

Find the text box for the end of the story and place it into the wide column in the bottom line on the piece of paper.
 Glue it onto the page.

The remaining text boxes make up the middle of the story. Read each text box and sort them into story order. Place them on the lines but do not glue them.

Now let's use the reading book to check you have the story strips in correct order.

Help the student check the order, using the reading book.
 The student can change the strip order if required.
 Ask the student to glue the ordered story strips into the wide column.
 Help the student read the text in the three small boxes.
 Ask the student to glue the 'Beginning' and 'Ending' boxes into the small column, next to the matching text.



**Say**

There is one label left. What does it say? **middle**

How many text boxes make up the middle of the story? **4**

What can you do to show that all these text boxes are the middle of the story? **Answers will vary. Possible responses include:**

- **glue the label beside a box and print 'middle' next to the other boxes**
- **glue the label in the middle of the text boxes and draw arrows from the label to the other boxes.**

Help the student choose an appropriate action and complete the labelling of the 'middle' text boxes.

The student can add story related pictures to the page if he/she wishes.

Help the student read the summarised story.

Ask the student to print the date, his/her name and 'Day 6 Sequencing' at the top of the page.



Store or scan/photograph and save the sequencing sheet.

Let's share

The seasons

Materials:

- activity sheet – *The seasons*
- book – *The Ugly Duckling*
- glue
- scissors.

Place the materials on the table.

Say

What can you tell me about the seasons of the year? **Answers will vary. Possible responses include:**

- **summer, autumn, spring, winter**
- **there are four seasons**
- **I go on holiday in summer**
- **It snows in winter.**

In most places in the world there are four seasons in a year. A season is a time in the year that has a particular type of weather and the plants and animals change.

**Say**

The story of the ugly duckling tells us that different events happened to the duckling during the different seasons. Let's look into the book to find out where the seasons are mentioned.

Help the student find the reference to 'winter' in the book.

Read the two sentences with the student. **Then the river turned to ice. It was winter.**

Say

The first season that is mentioned is winter. If the river turned to ice, what is the weather like? **very cold**

Look at the picture. What can you see that tells us it is winter? **snow on the ground, no leaves on the trees, the ugly duckling is huddled into a ball**

The picture and words give us quite a bit of information about what the winter weather was like where the ugly duckling lived.

Help the student cut the four labels from the bottom of the activity page.

Ask the student to find the 'winter' label.

Ask the student to find the winter picture in the table and glue the label into the space next to it (below the thick line inside the box).

Say

What happened to the ugly duckling in winter? **Answers will vary. Possible responses include:**

- **He swam alone.**
- **He hid in the reeds.**
- **He felt cold and hungry**
- **He grew into a beautiful swan.**

Winter is the only season that is named in the story however we can use the pictures and text to work out the other seasons.

Turn over the winter page and look at the pictures on the next two pages. What can you see that will help us decide which season it is? **Answers will vary.**

Possible responses include:

- **green leaves on trees**
- **bird, butterflies and a dragonfly**
- **green grass**
- **blue sky with a bit of cloud**
- **the river isn't frozen.**

Read the text on the first with the student. **After a long time ...**

**Say**

What did the text tell us? **Answers will vary. Possible responses include:**

- **the ice began to melt**
- **leaves grew on trees**
- **the sun shone**
- **the sky was blue**
- **birds began to sing.**

After winter, it is the season where the weather is warmer and everything begins to grow. Baby animals are born. Let's read the three labels. **summer, spring, autumn**

What is the name of the season we have just read about? **spring**

Spring is the growing season. Find the label for spring and glue it next to the spring picture.(below the thick line)

Ask the student to turn back to the beginning of the book and look at the pictures on the first three pages.

Say

What happened to the eggs on these pages? **they hatched**

What season did we say baby animals were born? **spring**

Most baby animals are born in spring. Trees get new leaves and the days start to get warmer and longer. The story begins in spring.

Look at the pictures on the next four pages. What is happening to the ducklings and the ugly duckling? **They are growing.**

All the birds are swimming too so the weather must be quite warm now. Which season has hotter weather? **summer**

Find the label for summer and glue it next to the summer picture.

The babies grow through the summer. There is green grass and lots of insects and worms for the ducklings to eat. The days are warm to hot and dry.

Turn the page. Look at the picture and tell me what you see. **Answers will vary. Possible responses include:**

- **the trees don't have many leaves**
- **the trees are blowing in the wind**
- **there is a lot of water in the river**
- **the sky is cloudy**
- **it's raining.**

Read the page with me.

What did the wind do? **got colder**

What did the leaves do? **fell off the trees**

**Say**

The leaves usually turn gold and brown then fall of the branches. The wild animals start to look for somewhere warm and safe to stay over the cold winter.

What label do we have left? **autumn**

The season we have read about on this page is autumn. Glue the label next to the autumn picture.

Ask the student to go back to the book and look through, telling you the seasons as they pass. **spring, summer, autumn, winter, spring**

Say

The seasons happen in order. Look at the table on the activity sheet. What is the first season? **spring**

What season is pictured next to spring? **summer**

(Point to the thick line that connects the spring picture to the summer picture.)

Draw an arrowhead on this line to show that the seasons move from spring to summer.

Which season comes after summer? **autumn**

(Point to the thick line that connects the summer picture to the autumn picture.)

Draw an arrowhead on this line to show that the seasons move from summer to autumn.

Which season comes after autumn? **winter**

(Point to the thick line that connects the autumn picture to the winter picture.)

Draw an arrowhead on this line to show that the seasons move from autumn to winter.

Which season comes after winter? **spring**

(Point to the thick line that connects the winter picture to the spring picture.)

Draw an arrowhead on this line to show that the seasons move from winter to spring.

What season comes after spring? **summer**

What season comes after autumn? **winter**

What season comes after summer? **autumn**

The seasons keep going in that cycle. The seasons across the world are not all the same. In Western Australia we do not have snow in winter, but in Victoria and other parts of the world there is snow.

In the north of Australia there are really only two seasons, the wet and the dry. In the wet it rains a lot and in the dry the weather is extremely hot.

What do you wear in summer? **Answers will vary, eg shorts, tee shirts, bathers, hat.**

What do you do in summer? **Answers will vary, eg swim, play in the shade.**

Draw a picture in the summer box to show what you wear and do in summer.

Now think about what you wear and do in winter. Draw a picture to show this.



Ask the student to think about what they wear and do in spring and summer and to draw pictures in the appropriate boxes to show this.



Store or scan and save the activity sheet.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 1 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 2

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Ten little ducks	
Resources	
<ul style="list-style-type: none">Lesson plans – Day 2	
<ul style="list-style-type: none">lined paper	
Reading books	
<ul style="list-style-type: none">The Story of Chicken Licken	
Other resources	
<ul style="list-style-type: none">counters or blocks	
<ul style="list-style-type: none">selection of six small items, eg toy car, soft toy, plastic sea animal, ball, shell	
<ul style="list-style-type: none">video camera	
<ul style="list-style-type: none">play dough	
<ul style="list-style-type: none">camera	

Let's begin

Ten little ducks

Materials:

- activity sheet – *Ten little ducks*.

Place the activity sheet on the table.

Say

Read the title of our poem. **Ten little ducks**

Which word is a number name? **ten**

**Say**

Which word is second in the title? **little**

Which word has our new digraph in it? **ducks**

What is the digraph? **ck**

Read the poem with the student.

Read the poem again, adding these actions:

'X little ducks went out one day': hold up the number of fingers and move the hands along in front of the body

'over the hill and far away': move the 'ducks' over the shoulders or behind the back so they disappear

'Mother duck said Quack! Quack! Quack! Quack!': hold fingers together and curl them around to touch the thumb (duck's head). Move the thumb and fingers apart to show the duck's beak opening and closing.

'But only X little ducks came back': hold up the number of fingers and bring the ducks back from over the shoulders or behind the back.

Say

Draw a circle around the word 'little' in the title.

Find all the 'little' words in the poem and circle them.

Choose a different colour and circle all the words with /ck/ in duck in them.



Store the activity sheet and sing the song at other times.

Let's explore phonics

Break it up!

Materials:

- counters or blocks.

Say

Listen to this word, 'tap'.

Listen as I break it into sounds. t a p

Put a counter on the table each time you hear a sound. T-a-p. How many counters did you use? **3**

Listen to the next word, sun.

You say the word. **sun**

Break the word into separate sounds and put a counter on the table for each sound you say. **s-u-n**

How many sounds did you say? **three**



Repeat for these words: mop, dog, lucky, soap, fish, chop, duck, ten, best, backpack.



Store the counters.

Sentence building

Materials:

- selection of six small items, eg toy car, soft toy, plastic sea animal, ball, shell.

Place the items on the table.

Say

These items have all done something very interesting in their lives but we haven't seen them do it. Let's think about what they might have done. What might the (toy car) have done? **Answers will vary, eg raced with all the other cars up and down our driveway.**

Make that idea into a sentence. **Answers will vary, eg One dark night the red racing car took all his car friends out to the driveway to have races.**

What might the (fierce plastic tiger) have done? **Answers will vary, eg escaped from his zoo area and gone to a café for dinner.**

Make that idea into a sentence. **Answers will vary, eg The zookeeper left the gate open so Tim Tiger escaped and had lunch in the zoo café.**

Repeat the activity with the remaining items. The student can use more than one sentence to explain what happened.



Store the toys.

Let's read and write

Chicken Licken

Materials:

- reading book – *The Story of Chicken Licken*.

Sit in a comfortable place with the student and the book.

Say

Look at the title of the book. Point to and say all the vowels in the title. **e, o, y, o, i, e, i, e**

Which two letters make the /ck/ in 'duck' digraph? **c and k**

Can you find the /ck/ digraph in the title? **yes**

Point to it and read it. **ck ck**

**Say**

How many are there? **2**

What vowel is in front of the digraphs? **i**

Does the vowel say /i/ or 'eye' in the words? **i**

It says its sound because it is a short vowel coming before the /ck/ digraph.

Read the title and author's name together.

Say

This is a very old story or narrative that the author is retelling. Tell me what you see on the cover. **children dressed up as a chicken, a hen and a rooster**

Ask the student to open the cover.

Say

This is not the title page. Why not? **It doesn't show the title.**

This is a page where the owner of the book can print his or her name. Turn to the next page.

Is this the title page? **no**

Why not? **It doesn't show the title.**

What does it show? **children dressed up as animals walking in a line with a baby at the end of the line**

What character is at the front of the line on the blue page? **a fox**

Which other animals can you identify? **Answers will vary.**

Turn over the page. This is the title page. Look at the yellow box on the left page. This has a dedication to a boy called Chris (point to the name). The author must know and like a child called Chris so she is retelling the story for him.

(Point to the title.) Here is the title. Read it to me. **The story of Chicken Licken**

The boy's sign says the author's name, Jan Ormerod.

Describe what you see. **Answers will vary. Possible responses include:**

- **people in chairs facing a stage**
- **children peeking out from behind the curtain**
- **a boy with a sign standing on the stage**
- **a baby in a basket.**

The children are telling the story through a play. Who is the audience? **the parents**

Turn the page. The boy wearing the top hat is the narrator or story teller. A narrator tells the story as the actors act it out. Point to the speech bubbles.

What are speech bubbles? **They tell us what a person is saying.**

This is a play so the story will be told in the speech bubbles.

**Say**

Point to the words the narrator is saying as we read them.

Who else is on the stage with the narrator? **Chicken Licken**

Point to her words and we'll see what she has to say.

Encourage the student to read the story independently. Tell the student any unknown words so the flow and understanding of the story is not lost.

Encourage and model expressive reading, especially when capitals are used, eg OH, HENNY PENNY, DON'T GO!

Ask the student to tell you what he/she noticed about the story and the book. **Answers will vary. Possible responses include:**

- **the animals have rhyming names**
- **the animal names are repeated as Chicken Licken meets them**
- **there are lots of repeating sentences**
- **there are capitals letters when the animals say OH XXX DON'T GO!**
- **the audience is coloured black.**

Say

What do you notice about the names of the animals? **They rhyme with the type of animal they are.**

If you were in the story, what would your name be? **(student name), rhyming word e.g. Riley Miley or Isabella Wisabella**

Think about the characters in the story. Who can you remember? **Answers will vary.**

Which characters had the /ck/ digraph in their names? **Chicken Licken, Cock Lock, Duck Luck.**

Chicken Licken. Is the /i/ a long or short sound? **short**

Duck Luck. Is the /u/ a long or short sound? **short**

Cock Lock. Is the /o/ a long or short sound? **short**

Drake Lake. Is the /a/ a long or short sound? **long**

Does Drake Lake have /ck/ duck in it? **no**

Let's check. Turn to the page with Drake Lake.

Look at his name. Does it have /ck/ duck in it? **no**

Why not? **Answers will vary, eg the /a/ is a long sound not a short sound.**

How do all the characters describe Chicken Licken's head? **poor, little**

Look through the book and find the word 'little' on each page.



The book will be used in the next activity.



A hidden story

Materials:

- reading book – *The Story of Chicken Licken*
- video camera.

Place the reading book on the table.

Say

You have read the story using the speech bubbles however there is another story happening while the children are acting on the stage. Turn back to the title page and see if you can find the story. It's not happening on the stage.

Answers will vary.

The hidden story is the story of the baby in the basket. Look through the book and follow the baby story. Tell me what is happening.

We can make a video recording of your story. We'll begin with you holding up the book and saying your name and the title.



Video the student making the introduction.

Say

What are you going to do? **Tell the hidden baby story.**

I'll video you saying that.



Video the student explaining the task.

Position the video camera so the pages of the book can be seen and the student can be heard.

Say

Now you can turn the pages of the book and tell the hidden story.



Video the student telling the story.

Ask the student to turn to the last page in the book.



Video this conversation.

Say

Jan Ormerod was a very clever writer as she gave us two stories in the one book.

Who did the baby belong to? **the lady with the brown hair and green dress.**

How do you know? **She is looking at the basket and looking worried.**

Look back through the story. Someone went to sleep during the play. Who was it? **A man with brown hair and a beard.**



Watch the video with the student. Comment on clear speech, pointing to the relevant pictures, clearly saying what happened and other positive points.



Save the video recording into the Set folder.

Store the book for use in the next activity.

Let's share

Favourite character

Materials:

- play dough
- reading book – *The Story of Chicken Licken*
- sheet of lined paper
- camera.

Place the play dough and book on the table.

Say

Who was your favourite character in the story? **Answers will vary.**

Why was he/she your favourite character? **Answers will vary.**

What did your favourite character do in the story? **Answers will vary.**

Who do you think was the main character in the story? **Chicken Licken**

Chicken Licken is the main character. She is on every page. The story begins and ends with her.

Use the play dough to make your favourite character. Tell me about him/her as you make it.

Encourage the student to describe features of the character as he/she makes the model. Prompt with questions if needed.

Ask the student to place the model at the top of the lined paper.

Ask the student to print the character's name at the top of the page.

Say

Tell me some words that describe your favourite character. **Answers will vary, eg yellow feathers, says cheep, small, worried, sore head, sharp beak.**

Let's print some of those words on the paper.

The student prints the words in a list, on the paper. Single words can be printed two on a line. The student uses 'have a go' spelling to print the words.

Encourage the student to print something on each line. Prompt with questions if required.



Help the student take a photograph of the model.



Store or scan and save the student writing. Save the photograph into the Set folder.

Display the model.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 2 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 3

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Helpful blends	
<ul style="list-style-type: none">A little word	
<ul style="list-style-type: none">Henny Penny and Chicken Licken	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 3	
<ul style="list-style-type: none">Ready to print chart (from Day 1)	
Reading books	
<ul style="list-style-type: none">Henny Penny	
<ul style="list-style-type: none">The Story of Chicken Licken	
Other resources	
<ul style="list-style-type: none">clothes – long pants, shirt, jacket, socks, shoes, hat, bow tie or tie (dress up or student's own)	
<ul style="list-style-type: none">four small objects, eg sharpener, counter, small toy, strawberry	
<ul style="list-style-type: none">larger sheet of paper (A3)	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">highlighter pen	



Let's begin

The narrator

Materials:

- clothes – long pants, shirt, jacket, socks, shoes, hat, bow tie or tie (dress up or student's own)

Say

Who told the story in the Chicken Licken book? **storyteller/narrator**

What was he wearing? **top hat, suit, bow tie, white shirt**

You can get dressed as the narrator. What would you put on first? **Answers will vary, eg black pants.**

Put on your (pants).

What would you put on next? **Answers will vary, eg white shirt.**

Tuck your shirt into your pants.

Continue until the student has put on all the clothes.

Say

The narrator was holding a sign. Show me you holding a sign.

What did the sign say? **the author's name**

Put down your sign.

How did the narrator stand? **straight and still**

Stand straight and still like the narrator.

Now the show is over and you can get undressed. As you take off each piece of clothing, what will you do with it? **Answers will vary, eg fold it, put it on the chair.**

Take off each piece of clothing. Tell me what you are doing as you take it off. **Answers will vary, eg I take off the hat and put it on the table.**

Continue until the student has removed the 'costume' and dressed in his/her own clothes.



Store the clothes.

Let's explore phonics

Helpful blends

Materials:

- activity sheet – *Helpful blends*.

**Say**

Listen carefully to the words I say. Tell me the beginning blend.

Clap. **cl**

Cranky. **cr**

Slug. **sl**

Greetings. **gr**

Drive. **dr**

Try. **tr**

Blink. **bl**

Please. **pl**

This time, I'll say the blend and you tell me a word that begins with the blend.

Say the blends cr, gr, tr, br, dr, fr, cl, bl, gl, pl, sl and the student says a word that starts with each blend.

Place the activity sheet on the table.

Ask the student to tell you the name of each picture. **clown, frog, blocks, green, broom, crab, glasses, dragonfly, tree, slip, planet, prawn**

Say

Each noun or picture name is missing its blend. Without its blend, the noun does not match the picture. You need to print the missing blend on the line at the beginning of each word. What is the first picture? **a clown**

What blend will you need to print? **cl**

Print the blend on the lines.

Encourage the student to work independently to complete the activity. Help if required.



Mark then store or scan and save the activity sheet.

A little word

Materials:

- four small objects, eg sharpener, counter, small toy, strawberry.
- activity sheet – *A little word*
- *Ready to print* chart.

Place the small objects on the table.

Say

Tell me the name of each object. **Answers will vary.**

**Say**

Tell me one thing about each item. **Answers will vary, eg I eat this, I sharpen a pencil with this.**

Tell me one thing that is the same about all these objects. **Answers will vary.**

Did you think that they were all little? **Answers will vary.**

Tell me two more things that are little. **Answers will vary.**

Tell me some other words that mean 'little'. **Answers will vary, eg small, tiny.**

What is the opposite of little? **Answers will vary, eg big, huge, large.**

Tell me the names of four large things. **Answers will vary.**

Place the activity sheet on the table.

Say

Point to the word 'little' with a capital letter. I know the name of a character in a fairy story that starts with 'Little'. Do you? **Answers will vary, eg Little Red Riding Hood**

Read the little words across the row. **Little, little, little**

How many letters in 'little'? **six**

How many /t/s? **two**

What do you notice about the /t/s? **next to each other, doubled**

What sound does double /t/ make? **t**

How many /l/s? **two**

Are they double? **no**

Listen as I say the word. | l | tt | l | little. Now you sound it out. **| l | tt | l | little**

What letter don't you hear, the silent letter? **the e at the end of the word**

Let's clap the syllables. Remember that when you have double letters, you split them. **lit/tle**

How many syllables? **2**

The word 'little' begins and ends with the same sound. What is that sound? **l**

Make a sentence using the word 'little'. **Answers will vary.**

Place the *Ready to print* chart on the table. Ask the student to check his/her posture and pencil grip using the chart.

Say

Is your pencil grip correct? **yes**

Start at the top with the star and trace the letters that make the words.

Draw a sloping line in the first word to show the 2 syllables. **Lit/tle**

Did you split the double letters? **yes**

What is the vowel in the first syllable? **i**

What is the vowel in the second syllable? **e**

**Say**

What is special about that 'e'? **It is silent.**

Print the letters that make 'little' into the boxes on the next line. Print one letter into each box.

Look at the next two rows. What do you see? **'little' with the letters missing**

What letter is missing in the first 'little'? **e**

Trace the letters then print the /e/.

What letters are missing in the second 'little'? **l and e**

Trace the letters then print the // and /e/.

What letters are missing in the third 'little'? **t, l and e**

Trace the letters then print the missing letters.

Continue until all the words have been traced and completed.

Ask the student to draw some little objects in the spaces in the second row, before and after 'little' in the boxes.



Store or scan and save the activity sheet.

Let's read and write

Henny Penny

Materials:

- book – *Henny Penny*
- comfortable place to sit and read.

Sit comfortably with the student.

Say

The name of this book is *Henny Penny*. It is another narrative. We have met Henny Penny before. When was that? **in the Chicken Licken story**

Henny Penny is Chicken Licken's friend. I wonder if Chicken Licken will be in this story. What do you think? **Answers will vary.**

Look at the cover picture. Why do you think the birds have something on their heads? **Answers will vary.**

Who are the birds looking at? **the fox**

Why do you think they're looking at the fox? **Answers will vary.**

What do you think the story will be about? **Answers will vary.**

Open to the title page and we'll read the author's name. **H Werner Zimmermann**



Turn the page.

This page has a dedication like the *Chicken Licken* book. Let's read it. **To Kathryn Cole, who keeps the sky from falling.**

Who thought the sky was falling in the *Chicken Licken* story? **Chicken Licken**

Turn the page to page 1 of the story. This picture is drawn from a bird's eye view. It is how birds or people in planes see things when they're flying over the earth. Find the two squirrels.

Say The illustrator has drawn the picture to show what the squirrels see when they are looking down from the top of a tree.

What part of the hen can you see in the birds eye view? **her back**

Point to the words and read the first page with me.

Whose back can we see in the picture? **Henny Penny's**

What do you think might be going to happen? **Answers will vary.**

Turn over the page to see if you're right. Look at the pictures and then we will read the words.

Read pages 2 and 3 with the student.

Henny Penny has been hit on the head with an acorn. Who was hit on the head with an acorn in the other story? **Chicken Licken**

What does Henny Penny think is happening? **the sky is falling**

Say Who is she going to tell? **the king**

I recognise this story. What is it similar to? **The Story of Chicken Licken**

Do you think Henny Penny will meet the same friends? **Answers will vary.**

Turn over and we will read the next two pages.

Read the pages together, encouraging the student to read the repetitive text.

Who did Henny Penny meet? **Cocky Locky**

Chicken Licken had a friend with a similar name. What was his name? **Cock Lock**

Say Do you think they are the same? **Answers will vary.**

This story is very similar to *Chicken Licken*. I think you will be able to read most of it yourself. I'll help you with any hard words. You can use the pictures to help you work out what is happening.

Encourage the student to use the pictures to help read the story independently. Read unknown words to retain the flow of the story and understanding.

Point out the bird's eye view picture on page 23.

**Say**What happened in the end? **They were all eaten by the fox.**

The reading book will be used in the next activity.

Henny Penny and Chicken Licken

Materials:

- reading book – *Henny Penny*
- reading book – *The story of Chicken Licken*
- activity sheet – *Henny Penny and Chicken Licken*
- large sheet of blank paper (A3)
- scissors
- glue
- highlighter pen.

Place the book *The story of Chicken Licken* on the table.**Say**What is the title of this book? **The Story of Chicken Licken**

Let's read the story together.

Encourage the student use the pictures to help read the story. Read unknown words to retain the flow of the story and understanding.

Place the *Henny Penny* book on the table.**Say**Is either of these books an information text? **no**What kind of texts are they? **fiction/story books**

The special name for a made up story is a narrative. Both narratives begin with 'One day.' Narratives often begin this way. Do these books tell the same story?

yesLook through both stories and tell me how else the stories are the same. **Answers will vary. Possible responses include:**

- **both birds got hit by an acorn**
- **both wanted to tell the king the sky was falling**
- **both met friends who joined in**
- **both followed a fox**
- **both birds and their friends got eaten**
- **Henny Penny is in both stories.**

**Say**

How are the books different? **Answers will vary. Possible responses include:**

- the authors are different
- **Chicken Licken is not in the Henny Penny story**
- **Henny Penny met less friends**
- **Chicken Licken was written as a play**
- **one was a chicken and one was a hen**
- **the fox in the Chicken Licken story had babies.**

Place the large sheet of paper on the table.

Chicken Licken	Henny Penny	Help the student fold it into two columns (landscape orientation). Ask the student to copy the book titles, one at the top of the left column and one at the top of the right column.
----------------	-------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Place the activity sheet on the table.

Say

The boxes tell us the main events for the *Henny Penny* and *Chicken Licken* narratives. Let's read them.

Cut out the text boxes on the dashed lines and place them on the table.

Sort the main events for each story into each column.

Encourage the student to complete the sorting task independently. The student can use the books to help. Help with reading when required.

Ask the student to sort the main events strips for *Chicken Licken* into story order. The student can use the book to help. Help with reading when required.

Ask the student to glue the strips into the column.

Ask the student to sort the main events strips for *Henny Penny* into story order. The student can use the book to help. Help with reading when required.

Ask the student to glue the strips into the column.

Say

Let's find the events that were the same in each story.

Help the student read the strips and locate the matching events.

The student can highlight the matching words or phrases using the highlighter pen.

Answers will vary, eg

- **hit by an acorn**
- **going to tell the king**
- **'met' and 'friends'**
- **'eaten by Foxy'.**

**Say**

Who were the main characters in both stories? **The hen/chicken and the fox**
Which story did you like better? **Answers will vary.**
Why did you prefer that story? **Answers will vary.**
What was your favourite part of the story? **Answers will vary.**



The student work will be used in the next activity.
Store the reading books.

Let's share

Check the words

Materials:

- *Henny Penny and Chicken Licken* – student work (from previous activity)
- highlighter pen.

Place the student work on the table.

Say

What does this sheet tell us? the main events of the two stories
You have made a summary of both stories. Look at the first event strip in the *Chicken Licken* story.
Point to and read the words you know.

Use the highlighter pen to highlight the words the student read correctly.

Say

Look at the second event strip in the *Chicken Licken* story.
Point to and read the words you know.

Use the highlighter pen to highlight the words the student read correctly.

Continue for the remaining strips.

Repeat for the *Henny Penny* strips.

Say

Let's do a special word hunt. Look at all the strips to see if you can find the words I want you to find. Can you see a character's name in any of the strips? If you can, circle them using a red pencil. **Foxy, Foxy's**
How many did you find? **Answers will vary, eg 6.**
How did you know those words were character names? **Answers will vary, eg I can read them; they have capital letters.**



Say

I want you to find words that are the names of things. These words are called nouns. Circle any names of things using a purple pencil. **Answers will vary, eg corn, fox x 2, babies, friends x 2, cave, acorn, king, woods, hole.**



Store or scan/photograph and save the student work sheet.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 3 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 4

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• Verb explosions	
• /tw/ in twirl	
• Fairy tale features	
Resources	
• Lesson notes – Day 4	
Other resources	
• 6 counters or blocks	
• computer with internet access or print copy of Sleeping Beauty	
• large sheet of paper (A3)	
• computer with internet access or print copies of five fairy tale stories	

Let's begin

Action words

Materials:

- an open space.

Say

What is a verb? **a doing word, an action word**

When you want to know if a word is a verb, you can ask yourself 'Can I do it?'.
If the answer is 'yes' then the word is a verb.

Can you run? **yes**

Run around the area.

Is 'run' a verb? **yes**



Say

Run around the area saying 'Run is a verb.' Keep running until you have said it three times.

Can you jump? **yes**

Is 'jump' a verb? **yes**

Jump around the area saying 'Jump is a verb.' Keep jumping until you have said it three times.

Can you cat? **no**

Is 'cat' a verb? **no**

Can you hop? **yes**

Is 'hop' a verb? **yes**

Hop around the area saying 'Hop is a verb.' Keep hopping until you have said it three times.

Can you laugh? **yes**

Is 'laugh' a verb? **yes**

Laugh very loudly and say 'Laugh is a verb.'

Repeat the steps using the words:

stamp, clap, it, dance, sit, stretch, the, crawl.

Let's explore phonics

Verb explosions

Materials:

- activity sheet – *Verb explosions*.

Place the activity sheet on the table.

Say

What is a verb? **a doing word, an action word**

What do you say if you want to know if a word is a verb? **Can I do it?**

Tell me some verbs that describe what you do in the schoolroom. **Answers will vary, eg print, think, play, draw, build, count, talk.**

Look at the activity sheet. There is a small explosion chart for each animal. An explosion chart gives important information with a few pictures and words.

These animals are from the *Chicken Licken* and *Henny Penny* stories. Who do you see? **Foxy Loxy/Foxy Woxy, Ducky Lucky/Duck Luck, Turkey Lurkey**

Look at the Foxy Loxy. What verbs describe what Foxy Loxy can do? **Answers will vary, eg play, run, sleep, scratch, climb, hunt, eat.**

You can print four of your verbs between the lines, around Foxy Loxy.

Encourage the student to use 'have a go' spelling.

**Say**

Look at the Duck Luck. What verbs describe what Duck Luck can do? Try to think of some verbs that you have not used. **Answers will vary, eg fly, swim, paddle, quack, waddle.**

You can print four of your verbs between the lines, around Duck Luck.

Encourage the student to use 'have a go' spelling.

Say

Look at the Turkey Lurkey. What verbs describe what Turkey Lurkey can do? Try to think of some verbs that you have not used. **Answers will vary, eg peck, gobble, walk, scratch, hatch.**

You can print four of your verbs between the lines, around Turkey Lurkey.

Encourage the student to use 'have a go' spelling.



Store or scan and save the activity sheet.

/tw/ in twirl

Materials:

- activity sheet – */tw/ in twirl*
- 6 counters or blocks.

Place the activity sheet on the table.

Say

Today we have a new blend. What is a blend? **two letters that work together and make two sounds**

Tell me two blends you know. **Answers will vary, eg st, cl, pr, dr.**

Look at the blend in the top row of the activity sheet. What letters make the blend? **t and w**

Put the letter sounds together and tell me the blend. **tw**

Can you think of any numbers that begin with 'tw'? **Answers will vary, eg twelve, twenty, twenty five.**

Let me give you some clues for other 'tw' words and see if you can guess them.

Find a clear space with the student.

Say

This is my first word clue. (Twirl on the spot.) **twirl**

Show me how you can twirl on the spot.

(Twist your hands and arms around each other.) **twist**

Show me how you can twist your body.



Say

(Make 'twinkle twinkle little star' movements in the air.) **twinkle**
Show me your 'twinkle' actions.
The noise a bird makes. **tweet**
What is the word for two people who have the same birthday and sometimes look the same? **twin/s**
What do you call a thin branch? **twig**
What do I use to pull out a splinter? **tweezers**
Do you know any other /tw/ words? **Answers will vary, eg twice, twisty, twitch.**

Place the activity sheet and counters on the table.

Say

Let's do some /tw/ tasks. Choose a pencil and hold it correctly.
Trace the /tw/ blend letters in the top row. Say the letter names as you trace them.
You can hear the 'tw' blend in number twelve and number twenty. These are the two words in the second row. Trace the /tw/ blend letters. Say the letter names as you trace them.
(Point to 'twelve'.) tw el v. Now you say it. **tw el v**
Which letter is silent? **e**
Draw twelve spots around the word 'twelve'.
(Point to 'twenty'.) tw en ty. Now you say it. **tw en ty**
Draw 20 spots around the word 'twenty'.
Let's work out the words in the third row. They match the actions we made when we were standing up. What were those actions? **twirl, twist, twinkle**
(Point to 'twirl'.) tw ir l. What does it say? **twirl**
Trace the /tw/ in 'twirl'.
You can sound and say the next word. **tw i st twist**
Trace the /tw/ in 'twist'.
Let's sing the *Twinkle twinkle* song and make the actions.

Sing the song together and make the actions.

Say

(Point to 'twinkle'.) What does this word say? **twinkle**
Trace the /tw/ in 'twinkle'.
Draw some little stars around the word.
The second word in the row is 'twice'. Do you know what it means? **Answers will vary.**

**Say**

Let me show you. Take one counter.
Give me two counters. I have twice as many counters as you.
Take two counters.
Give me four counters. I have twice as many counters as you.
Take three counters.
Give me twice as many counters as you. **six counters**
Trace the /tw/ in 'twice'.

Ask the student to count the birds below the table and tell you the total. **12**

Say

This story is about twelve birds. There are lots of /tw/ words hidden in the story. Let's read the story to find out what happens.

Read the story together.

Explain the meaning of any unknown words, eg twilight, tweaked and twitch.

Say

If we were telling our friend this story, is this how we would talk? **Answers will vary.**

The language used in texts, especially poetry, is often different to how we talk. The way the written words are chosen and used is to make sure the reader understands what is being said. You can't ask a book to repeat itself or to tell the reader what it means.

In this little story, the language has been chosen so you can practise the /tw/ blend and to learn some new words. Circle all the /tw/ blend words.

Read the words to me. (Help if required.) **twelve, tweeted, twilight, twig, tweaked, twisted, twirled, twitched.**

How many did you circle? **8**



Store or scan and save the activity sheet.

Let's read and write

Sleeping Beauty

Materials:

- computer with internet access

OR

- book – *Sleeping Beauty*.

This activity has been written with viewing a video as the focus. If you are reading the book, please modify the lesson accordingly.

**Say**

Henny Penny and *Chicken Licken* are tales from long ago. They have talking animals in them. Talking animals are one feature of a fairy tale.

Fairy tales have good characters and bad characters. Who are the good characters? **Chicken Licken, Henny Penny, Duck/y Luck/y, Goose/y Loose/y, Gander Lander, Turkey Lurkey, Drake Lake, Cock/y Lock/y**

Who is the bad character? **Foxy Loxy/Woxy**

Sometimes they have kings, queens, princes and princesses. Some fairy tales have fairies in them too. We are going to watch a video of a fairy tale that has a fairy in it, in fact lots of fairies. It is called *Sleeping Beauty*.

Help the student open the search engine on the computer and type 'Sleeping Beauty video' into the search bar, then press the 'enter' key

Help the student select a video to view.

View the video with the student.

Say

This fairy tale had many of the features of a fairy tale. Did it have a princess? **Yes, Sleeping Beauty**

There were lots of good characters in this story. Who were they? **king, queen, Sleeping Beauty, Prince, good fairies**

How many bad characters were there? **one**

Who was it? **the bad fairy**

Tell me about the bad fairy. **Answers will vary, eg she was annoyed because she didn't get invited to the party.**

Tell me about the good fairies. **Answers will vary.**

Tell me about the king and queen. **Answers will vary, eg they were Sleeping Beauty's parents; they tried to save her from the bad fairy's curse.**

Tell me about the prince. **Answers will vary, eg he woke up Sleeping Beauty and everyone in the castle.**

Who was the main character? **Sleeping Beauty**



Store the book if used or close the computer.

Good and bad characters

Materials:

- large sheet of paper (A3)
- drawing materials.

Place the large sheet of paper on the table.



good character	bad character	<p>Help the student fold it into two columns (landscape orientation).</p> <p>Help the student to print 'good character' and 'bad character', one at the top of the left column and one at the top of the right column.</p>
----------------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Say

Most fairy tales have a good and a bad character in the story. Can you think of some bad or mean characters from fairy tales? **Answers will vary, eg a fox, a wolf, a witch, a giant, a troll.**

Draw a bad character or villain in the 'bad character' column.

Can you think of some good characters from fairy tales? **Answers will vary, eg a boy/girl, a fairy Godmother, a fairy, a mermaid.**

Draw a good character in the 'good character' column.

Discuss the qualities of good characters, eg kind, caring, helpful, brave.

Help the student print some of these words in the space around the picture.

Discuss the qualities of bad characters, eg mean, nasty, scary, angry, tricky.

Help the student print some of these words in the space around the picture.



Store or scan/photograph and save the student work.

Let's share

Fairy tale features

Materials:

- five tale style stories in books
- or
- computer with internet access
- activity sheet – *Fairy tales features*.

NOTE: The student can use folk tales, local stories or fairy tales for this activity.

Say

What are some of the features of fairy tales? **Answers will vary, eg hero, heroine, witch, talking animals, kings, queens, princes, princesses, fairies, trolls, magic.**

Let's read (or view) some fairy tales and record the features they have.

Place the activity sheet on the table.



Discuss the column headings, asking the student to tell you what he/she thinks they are. **story title, magic, fairy, king and/or queen (or parents), prince and/or princess (or boy and/or girl), talking animals, bad character**

Help the student select a book (or video – type in ‘fairy tale videos’).

Ask the student to copy the story name into the first column.

Read (or view) the fairy tale with the student.

Discuss the story features and ask the student to tick the columns that have features that were in the story.

eg, Hansel and Gretel – parents, boy and girl and bad character

Snow White – magic, the Queen, prince/princess, talking animals, bad character

Repeat for four more stories.

Discuss the results, eg did all the stories have magic? a bad character?

Who was the bad character in each story?

Who was the main character in each story?

Who was the good character in each story?



Store or scan and save the activity sheet.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 4 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 5

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"> Syllable breaks 	
<ul style="list-style-type: none"> My fairy tale 	
Resources	
<ul style="list-style-type: none"> Lesson notes – Day 5 	
<ul style="list-style-type: none"> Reflection – Day 5 	
Other resources	
<ul style="list-style-type: none"> fairy tale dress up clothes, eg scarf, hat, shoes, long dress, sarong, crown 	
<ul style="list-style-type: none"> sheets of A4 paper 	
<ul style="list-style-type: none"> glue 	
<ul style="list-style-type: none"> scissors 	
<ul style="list-style-type: none"> 2 sheets of A4 card 	
<ul style="list-style-type: none"> stapler 	
<ul style="list-style-type: none"> video camera 	

Let's begin

In costume

Materials:

- fairy tale dress up clothes, eg scarf, hat, shoes, long dress, sarong, crown.

Move to an open area.

Say

We talked about good and bad characters in fairy tales. Tell me a good character. **Answers will vary, eg prince, Henny Penny, fairy, baby bear.**



Say

Use the dress ups to make yourself into X.

Speak to me using X's voice.

Where did X live? **Answers will vary.**

Walk around your home X. Show me how you move.

What did you do in the fairy story? **Answers will vary.**

Act that out for me.

Who was the bad character or villain in the story? **Answers will vary.**

I will be that bad character. What did I do in the story? **Answers will vary.**

Let's act that out.

Act out parts of the tale where the good character and bad character interact.

Say

Tell me a bad character. **Answers will vary, eg step mother, Foxy Loxy, witch, wolf, troll.**

Use the dress ups to make yourself into X.

Speak to me using X's voice.

Where did X live? **Answers will vary.**

Walk around your home X. Show me how you move.

What did you do in the fairy story? **Answers will vary.**

Act that out for me.

Who was the good character in your story? **Answers will vary.**

I will be that good character. What did I do in the story? **Answers will vary.**

Let's act that out.

Act out parts of the tale where the good character and bad character interact.



Store the dress up clothing.

Let's explore phonics

Pick the rhyme

Materials:

- nil.

Say

Listen to the rhyming pairs and tell me the end part or sounds that rhyme. For example, I say chip and whip. You say 'ip'.

**Say**Cat, bat. **at**Rip, pip. **ip**Shop, flop. **op**Crab, flab. **ab**Shore, door. **or**Shut, cut. **ut**Fret, set. **et**Dream, cream. **eam**Whale, male. **ale**Bloke, stoke. **oke**

Syllable breaks

Materials:

- activity sheet – *Syllable breaks*.

Place the activity sheet on the table.

Say

Breaking words into syllables or parts helps to spell them. When we break a word into syllables, each syllable or part must have a vowel in it. What are the vowels? **a, e, i, o, u (y)**

Sometimes /y/ is a vowel too. Let's look at the words on the activity sheet.

What is the first word? **fox**

Each syllable must have a vowel. How many vowels do you see? **1**

What is it? **o**

There should be one syllable for each vowel. Say the word and clap the syllables. **fox**

How many syllables? **1**

Do you need to draw any lines to divide the word into syllables? **no**

Read the next word. **dragon**

Each syllable must have a vowel. How many vowels do you see? **2**

What are they? **a and o**

There will be one syllable for each vowel. Say the word and clap the syllables with me. **dra gon**

How many syllables? **2**

Say the syllables again and draw a line between the letters of the word to show the two syllables. **dra/gon**

**Say**

What is the vowel in the first syllable? **a**

What is the vowel in the second syllable? **o**

The next word is very long. What does it say? **dragonfly**

Each syllable must have a vowel. How many vowels do you see? **3**

What are they? **a, o, y**

There should be one syllable for each vowel. Say the word and clap the syllables with me. **dra gon fly**

How many syllables? **3**

Say the syllables again and draw a line between the letters of the word to show the three syllables. **dra/gon/fly**

What is the vowel in the first syllable? **a**

What is the vowel in the second syllable? **o**

What is the vowel in the third syllable? **y**

Sound and read the next word. **fr o g frog**

Say and clap the syllables for me. **frog**

How many syllables? **1**

How many vowels? **1**

What is the vowel? **o**

Do you need to draw any lines to divide the word into syllables? **no**

Sound and read each word in the list. **r o b o t robot, tw i n s twins**

Trace the vowels in each word.

Read the first word. **robot**

How many vowels? **2**

Say it again and clap the syllables. Remember the rule. **ro bot**

Print the number of syllables into the first column. **2**

What is the vowel in each syllable? **o**

Say the syllables again and draw a line between the letters of the word to show the syllables. **ro/bot**

Look at the last word in the list. Sound and read it. **a n i m a l animal**

How many vowels do you see? **3**

There will be three syllables, one for each vowel. Try to clap them as you say the word. **an i mal** (Help if required.)

'Animal' has a syllable that is made from one vowel. Listen, an i mal. The middle syllable is the /i/.

Print the number of syllables into the first column. **3**

What is the vowel in the first syllable? **a**



Say

What is the vowel in the second syllable? **i**

What is the vowel in the third syllable? **a**

Say the syllables again and draw a line between the letters of the word to show the syllables. **an/i/mal**

Encourage the student to follow the steps to identify, count and record the syllables independently. Give help where required.

twins 1 syllable

rocket 2 syllables rock/et

coconut 3 syllables co/co/nut

banana 3 syllables ban/an/a

Say

Draw an animal in the space beside the word.



Mark then store or scan and save the activity sheet.

Let's read and write

My fairy tale

Materials:

- activity sheet – *My fairy tale*
- sheets of A4 paper
- glue
- scissors.

Place the materials on the table.



Help the student fold a 10cm margin down the left side edge of four of the sheets of A4 paper.

Say

Let's make up a fairy tale. Look at the pictures on the activity sheet and tell me what they are.

Help me cut out the pictures.

Place the pictures on the table.

Say

Which of these pictures could be characters in a story? **dragon, fairy, wolf, queen/princess, knight/king/prince.**

Put those pictures into a row.

**Say**

In your story you need a good and bad character. Which character will be your good character? **Answers will vary.**

Take the good character picture and place it in front of you.

Tell me about your good character. **Answers will vary, eg Princess Sophie, kind, clever, likes chocolate.**

Which character will be your bad character? **Answers will vary.**

Take the bad character picture and place it in next to the good character.

Tell me about your bad character. **Answers will vary, eg Drippy dragon, breathes fire, scares people.**

Look at the other pictures. Which could be settings, the place where the story happens? **tower, castle, beach**

Put those pictures into a row.

You can choose one of the pictures as your setting or you can make up a different one. What will your setting be? **Answers will vary.**

If the student chooses one of the pictured settings, ask him/her to place the picture beside the character pictures. If not, print the setting idea on a piece of blank paper, cut it out and the student can place that with the other pictures.

Say

Look at the other character and object pictures. Do you want to use any of them in your story? **Answers will vary.**

Extra pictures can be placed with the character and setting pictures.

Ask the student to place all unused pictures at the top of the table.

Say

You can use those pictures or swap the pictures, as you make up your story.

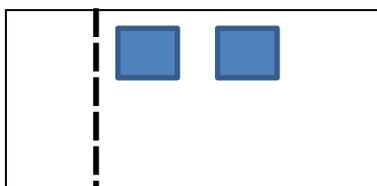
In a fairy tale, anything can happen! Sometimes things happen that would not happen in normal life, like animals talking. What else might happen? **Answers will vary, eg magic, spells, fairy/magician's wands, time travel.**

Think about what might happen in your story.

Tell me your ideas. **Answers will vary.**

What does the beginning of a story tell us? **character and setting**

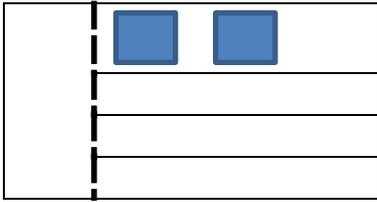
How will your story begin? **Answers will vary, eg a bad wolf was walking along the beach.**



Ask the student to choose any picture/s that match the story beginning and glue them at the top of the large space on one sheet of paper.



Fold the page to make some lines below the pictures.

**Say**

How does a fairy tale begin? **Once upon a time**

I'll print that below the pictures and you can finish the sentence.

Help the student print a sentence that tells the story beginning. Encourage the student to work as independently as possible.

Say

What happens next? Look at your chosen pictures to give you some ideas.

Answers will vary, eg the wolf found a magic wand.

Place another sheet of folded paper (fold on the left side) in front of the student.

Ask the student to choose any pictures that match this part of the story and glue them at the top of the large space on this sheet of paper.

Fold the page to make some lines below the pictures. If there are no pictures, leave a space at the top so the student can draw some in the next activity.

Help the student print a sentence that tells the next part of the story. Encourage the student to work as independently as possible.

Say

What happens next? **Answers will vary, eg The wolf had no friends so he was angry. He used the magic wand to turn happy people into statues.**

Place another sheet of folded paper (fold on the left side) in front of the student.

Ask the student to choose any pictures that match this part of the story and glue them at the top of the large space on the sheet of paper.

Fold the page to make some lines below the pictures. If there are no pictures, leave a space at the top so the student can draw some in the next activity.

Help the student print a sentence/s that tells the next part of the story. Encourage the student to work as independently as possible.

Say

What happens next? **Answers will vary, eg A tiny fairy pretends to be the wolf's friend and asks to use the wand.**

Place another sheet of folded paper (fold on the left side) in front of the student.

Ask the student to choose any pictures that match this part of the story and glue them at the top of the large space on this sheet of paper.

Fold the page to make some lines below the pictures. If there are no pictures, leave a space at the top so the student can draw some in the next activity.

Help the student print a sentence/s that tells the next part of the story. Encourage the student to work as independently as possible.

**Say**

What happens next? **Answers will vary, eg The fairy flies off with the wand. She turns the statues back into people.**

Place another sheet of folded paper (fold on the left side) in front of the student.

Ask the student to choose any pictures that match this part of the story and glue them at the top of the large space on this sheet of paper.

Fold the page to make some lines below the pictures. If there are no pictures, leave a space at the top so the student can draw some in the next activity.

Help the student print a sentence/s that tells the next part of the story. Encourage the student to work as independently as possible.

Continue to make new pages until the student has reached the end of the story.

Say

How does the story end? **Answers will vary, eg The fairy sprinkles magic on the wolf and turns him into a happy wolf. He gets some friends.**

Place another sheet of folded paper (fold on the left side) in front of the student.

Ask the student to choose any pictures that match this part of the story and glue them at the top of the large space on this sheet of paper.

Fold the page to make some lines below the pictures. If there are no pictures, leave a space at the top so the student can draw some in the next activity.

Help the student print a sentence/s that tells the next part of the story. Encourage the student to work as independently as possible.

Ask the student to place the story pages in order and number them at the bottom of each page.

Ask the student to read the story. Help him/her add any extra details to the text if desired.



The pages will be used in the next activity.

Illustrations

Materials:

- story pages (from previous activity)
- art materials.

Place the materials on the table.

Say

You have written your story but the pictures are not finished. Read each page and add to the pictures that are glued there or draw your own pictures.



The student works independently to complete the illustrations. The student can include any art materials he/she wishes, eg material or paper scraps, crayon, felt tip pens.



The pages will be used in the next activity.

Let's share

Making my book

Materials:

- story pages (from previous activity)
- art materials
- two sheets of A4 card
- stapler
- video camera.

Say

You have written and illustrated your story. Now we need to make it into a book. What do you need to make for the front and back of the book? **covers**

You can make these from card. Your story needs a title. Think about what happens in the story and tell me a title. **Answers will vary.**

Help the student print the title on the cover, leaving 10 cm margin down the left side. Encourage the student to use bright colours to print the title.

Say

What else is printed on a book cover? **author, illustrator and picture**

You are the author and illustrator so you can print 'by (student name) at the bottom of the cover.

Help the student print the words on the cover, leaving 10 cm margin down the left side.

Ask the student to draw a picture on the cover.

Say

The back cover often has a blurb, telling us a bit about the story. What could you print? **Answers will vary, eg a wolf finds a wand. What will happen?**

Help the student print the words on the back of the back cover, leaving 10 cm margin down the **right** side.

Ask the student to stack the pages and covers. Check the blurb is on the outside of the cover.

Help the student staple the book together.

Ask the student to read his/her story to you.



Position the video so it shows the book pages.



Video the student as he/she reads the story.



Save the video to the Set folder.

Ask the student to read the book to others.

Tutor

Reflection

Please complete the *Day Reflection*. Write your observations and comments about how capably the student worked on the Day 1 – 5 activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the *Reflection* for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 5 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 6

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

NOTE: On **Day 10** the student will be cooking. Please check the Lesson notes and recipes (on activity sheets) and ensure you have the required ingredients.

Materials checklist

Activity sheets (please print)	Check
• Swinging with /sw/	
• Sequence the fable	
• Word play	
Resources	
• Lesson notes – Day 6	
Reading books	
• The Boy Who Cried Wolf	
Other resources	
• highlighter pen	
• scissors	
• glue	

Let's begin

Walk like a giant

Materials:

- open area.

Move to the open area.

Say

There are many huge creatures in fairy stories. One is a giant. In Jack and the beanstalk, Jack climbed the beanstalk and went into the giant's castle.

**Say**

The giant was striding around. Stride a round like a giant. Take huge steps. Jack stole the giant's money and ran away. The giant ran after Jack. Use a giant's voice to call after Jack. **Answers will vary.**

Be a giant and run after Jack.

Jack climbed down the beanstalk as fast as he could. The giant chased Jack down the beanstalk. Be the giant climbing down the bean stalk.

In the story of Goldilocks and the three bears, Father Bear was huge and very tall. Sometimes he walked about on four feet. Be Father Bear walking around on four feet.

Sometimes he walked around on two feet. Be Father Bear walking around on two feet. Make yourself as huge as you can.

Use Father Bear's voice to talk to Mother Bear. **Answers will vary.**

Do you know of any other huge creatures in stories? **Answers will vary, eg the wolf in Red Riding Hood, the troll in Three Billy Goat's Gruff, the beast in Beauty and the Beast.**

Ask the student to move about and talk like the suggested creature, eg the beast can dance with Beauty, the Troll can crouch under the bridge and jump out, the wolf can run silently through the forest.

Let's explore phonics

What can they do?

Materials:

- nil.

Say

What is a verb? **an action or doing word**

What is a noun? **the name of things we can touch**

In this game, I say the noun and you say a verb.

The boy.. **Answers will vary, eg ran, jumped, climbed.**

The dog.. **Answers will vary, eg ran, jumped, barked.**

All the children.. **Answers will vary, eg play, jumped, climbed.**

Now you have a turn. You say the noun and I'll say the verb. **Answers will vary, eg**

The giant.. **Answers will vary, eg rode**

Have three more turns each.

**Say**

Let's make some silly sentences using nouns and verbs. You say a noun.
Answers will vary, eg the bear.

(The bear) played a trumpet. The unicorn **Answers will vary, eg did somersaults in the sky.**

Have three more turns each.

Swinging with /sw/

Materials:

- activity sheet – *Swinging with /sw/*
- highlighter pen.

Say

Today we have a new blend. What is a blend? **two letters that work together, you can hear both sounds**

Listen to these words and tell me our blend; swimming, swam, swimmer. **sw**

Let me give you some clues for some /sw/words and you guess them. You use a broom to do this. **sweep**

You use this to turn off a light. **switch**

You do this after you have chewed your food. **swallow**

You wear this in winter. **sweater, sweatshirt**

Branches do this when the wind blows. **sway**

You hit flies with this. **swatter**

Place the activity sheet on the table.

Say

You can see the blend printed in the top row. What letters make the blend? **s w**

Use different coloured pencils to trace the letters that make the /sw/ blends.

Choose a different coloured pencil and trace the /sw/ blend letters in the words in the list.

Read the words. (Help if required.) **swim, swing, sweet, swan, sweep**

Each word has a matching picture but they are in the wrong place. Let's match them. Choose a coloured pencil.

What is the first word in the list? **swim**

Point to the matching picture.

Draw a straight line from the word 'swim' to the picture.

Choose a different coloured pencil.

What is the second word in the list? **swing**

**Say**

Point to the matching picture.

Draw a straight line from the word 'swing' to the picture.

You can match the others yourself. Use a different colour for each match.

Look at the short story below the matching. What is it about? **a swan and bees**

How do you know? **There is a picture of a swan and some bees.**

You read the story. I will help you with unknown words.

Encourage the student to read the story independently, using sounding to solve unknown words where possible. Give help if required.

Say

Read the story again to yourself and highlight the /sw/ words.

How many /sw/ words did you find? **11**

Print the number next to the swan.



Store or scan and save the activity sheet.

Let's read and write

The Boy Who Cried Wolf

Materials:

- reading book – *The Boy Who Cried Wolf*
- comfortable place to sit and read.

Read the title with the student. **The Boy Who Cried Wolf**

Say

This story is a fable. A fable is a story that has a special message to teach people about being safe and good. In many fables the animals and plants can talk. Most fables are very, very old stories.

The author is Aesop. Aesop lived in Greece many years ago, when stories were told not written down. Everyone retold the stories. This story is retold by Mary O'Toole. The book is illustrated by Sandra Laroche.

Look at the cover. What can you see? **Answers will vary, eg a boy, sheep, a rabbit, a stick, clouds.**

What do you think the story is about? **Answers will vary**

Look through the book at the pictures. Tell me the story that the pictures tell you. **Answers will vary.**

Discuss the clothes the people are wearing and the style of homes.

**Say**

I'll read the story to you and you can see if the pictures told the correct story. While you listen, see if you can work out the special message the story is telling us.

Point to the words as you read the story. Explain any new vocabulary, eg shepherd means sheep herder.

Say

What do you think the special message might be? **Answers will vary, eg do not tell lies, do not trick people because something bad could happen.**

The message is do not do things, like playing tricks to get attention because you might end up in trouble.

Did the pictures tell you the main events of the story? **Answers will vary.**

Look at the picture on page 8. How do you think the wolf is feeling? **happy and full of food**

What about the people? **They're sad and angry at the shepherd/boy.**

The sheep were very important to the villagers. The wolf ate all the sheep so the villagers would need to buy more. The villagers were sad because the sheep were gone and they were very angry because the boy did not do his job properly. Also he wasted their time by crying 'Wolf' and tricking them.



The book will be used in the next activity.

Sequence the fable

Materials:

- reading book – *The Boy Who Cried Wolf*
- activity sheet – *Sequence the fable*
- scissors
- glue.

Place the book on the table, open to the first page.

Say

We read Chicken Licken, Henny Penny and The Boy Who Cried Wolf. Who were the bad characters in the stories? **a fox and a wolf**

Often fables and fairy tales begin with 'Once upon a time'. Do you know any stories that begin 'Once upon a time'? **Answers will vary.**

Look at the first page of *The Boy who cried Wolf*. Does the story begin with 'Once upon a time'? **yes**

Place the activity sheet on the table.

**Say**

Stories have three parts. Can you tell me what they are? **beginning, middle and end**

The beginning introduces the main character and the setting. Who was the main character in this story? **the shepherd boy**

The setting is the place and time the story happened. What was the setting? **on a hill and in a village a long time ago**

The middle has the problem and the events which lead to the problem.

What happened in the middle of this story? **The shepherd called 'wolf' and tricked the villagers. The last time he called out, they didn't come.**

The ending shows how the problem was solved and usually ends happily for the main character.

What happened in the end of this story? **The wolf ate the sheep and the shepherd was in trouble.**

This story did not have a happy ending for the shepherd, the sheep or the people. Who had a happy ending? **the wolf**

Why? **He ate all the sheep and was not hungry.**

On the activity sheet are 3 boxes. (Point to the titles.) These titles say 'beginning', 'middle' and 'end'.

Below the boxes are some words that tell us the three parts to our story; the beginning, the middle and the end.

Cut out the three boxes of text.

Help the student to read the text in each box.

Ask the student to choose the text about the beginning of the story.

Say

How will you know it is the beginning of the story? **Answers will vary, eg It begins with 'Once upon a time', it introduces the shepherd and where he lives.**

Glue the text into the box below the 'Beginning' heading.

Now sort the other two pieces of the story into 'middle' and 'end' and glue them in place. (Help with reading if required.)

Draw a picture to match each part of the story in the boxes below the text.



Store or scan and save the activity sheet.



Let's share

Word play

Materials:

- activity sheet – *Word play*
- scissors.

Place the activity sheet on the table.

Say

Let's play some games using reading words we should know. Point to each word and read it to me. (Tell the student unknown words.)

Ask the student to cut out the words to make cards.

Ask the student to place the cards face up on the table.

Say

Let's begin with a pairing game. I'll start by pairing 'saw' and 'saw'. I can keep them. Now it's your turn. Pair two words that are the same and tell me what they are. **Answers will vary, eg 'you' and you'.**

Continue until all the cards are paired.

Say

Place your pairs in a row in front of you. Now we are going to pair by number of letters. We can't pair the same words. Look at my cards. I can pair (eg you and are) because they both have three letters.

Look at your cards. What can you pair? **Answers will vary, eg when and here because they both have four letters.**

Continue until all the possible pairs are made. Count the number of pairs made by each player.

Say

Place your cards in a row in front of you. We are going to pair by number of letters again. We can't pair the same words. We have to pair using each other's cards. Look at my cards and your cards. I can pair X from my cards with Y from your cards because they both have three letters.

Look at your cards. What can you pair? **Answers will vary, eg when from your cards and here from my cards because they both have four letters.**

Continue until all the possible pairs are made. Count the number of pairs made by each player.

Place all the cards face down in the area between the players.

Take turns to turn over two cards and say the words. If they match, the pair can be kept by the player.

Continue until all the cards have been paired.



Store the cards for use on Day 9.



Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 6 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 7

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Alphabetical characters	
<ul style="list-style-type: none">Words from a book	
<ul style="list-style-type: none">Wanted poster	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 7	
<ul style="list-style-type: none">Alphabet chart (from Day 1)	
Reading books	
<ul style="list-style-type: none">The Greedy Goat	
Other resources	
<ul style="list-style-type: none">pencil or similar to use as a wand	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	

Let's begin

Fairies and witches

Materials:

- pencil or similar to use as a wand
- open area.

Move to the open area.

Say

There are many fairies in fairy stories. One is the fairy godmother in Cinderella. She visited Cinderella and helped her. Fly about like a fairy godmother.

**Say**

There are many fairies in fairy stories. One is the fairy godmother in Cinderella. She visited Cinderella and helped her. Fly about like a fairy godmother.

Land gently on the ground.

Wave your wand as you make some magic.

Fairy godmothers often use magic words. Wave your wand and say some magic words. **Answers will vary.**

Some fairies fly very fast. They dart in and out around flowers and trees. Fly about like a darting fairy.

In Sleeping Beauty one fairy was angry because she didn't get invited to the princess's party. Show me what the angry fairy would look like.

She made a bad spell on the princess. Use your wand and cast a bad spell.

Now disappear in a puff of smoke.

Another magical being in a fairy story has a wand. Do you know who it is? **Answers will vary, eg witch, wizard.**

Witches and wizards can be good and bad characters. Pretend to be a witch or a wizard. Put on your magic hat.

Put on your magic cloak.

Are you a witch or a wizard? **Answers will vary.**

You are a good witch(wizard). Use your wand to cast a good magic spell that will make someone happy. Make up some magic words to say. **Answers will vary.**

You are a witch(wizard) making a potion in a pot over the fire. Put some swamp water into your pot and stir it with your wand.

Put some toads into your pot and stir it with your wand.

Put some dry grass and dead flowers into your pot and stir while you say some magic words. **Answers will vary.**

Drink a cup of your potion.

What did you turn into? **Answers will vary.**

Show me.

Wizards can move from place to place by saying magic words and disappearing in a puff of smoke. Say your magic words as you wave your wand and disappear. **Answers will vary.**

Some witches fly around on brooms. Climb on your broom and fly about, looking at the ground below.

Oh no! A bad witch is chasing you. Off you go on your broom, darting around trees and buildings. Find a good hiding spot and turn yourself into a mouse.

Now you are safe.



Store the 'wand'.



Let's explore phonics

Where were you?

Materials:

- *Alphabet chart* (from Day 1).

Place the chart on the table.

Say

Point to and say the letter names and sounds on the chart.

We're going to play a game using the chart. I say, I visited you but you weren't home. Where were you?

(Point to the letter /a/.) You say you were somewhere beginning with the letter /a/. You could say you were at Aaron's place, in an ambulance or in Antarctica. You can make it up.

Then it's your turn to ask me. You would say I visited you but you weren't home. Where were you?

(Point to the letter /b/.) I would say I was somewhere beginning with /b/.

Let's begin the game. (Point to the /a/.) I visited you but you weren't home. Where were you? **Answers will vary, eg at the animal park.**

Now it's your turn. **I visited you but you weren't home. Where were you?**

I was (answers beginning with /b/). (Point to the letter /c/.) I visited you but you weren't home. Where were you? **Answers will vary, eg in a cave, in a café.**

Continue the game using the letters, finishing with letter /g/.



The chart will be used in the next activity.

Alphabetical characters

Materials:

- activity sheet – *Alphabetical characters*
- *Alphabet chart* (from Day 1)
- scissors
- glue.

Place the *Alphabet chart* on the table.

Say

Point to and say the vowels with me. **a, e, i, o, u and y when it has a vowel sound**

Place the activity sheet on the table.

**Say**

The words at the bottom of the page are the names of fairy tale characters. Point to and read any that you know.

Let's read the others together.

Shade the vowels in each name. (Do not help with this task.)

Does every word have at least one vowel? **yes**

Count the number of vowels in each name and print it at the end of the name. (Do not help with this task.)

Help the student to cut out the words along the dashed lines.

Ask the student to place the words into a column.

Ask the student to sort the names by the number of vowels in each. The word with the smallest number of vowels is on top and the word with the largest number of vowels is on the bottom. (Some names have the same number of vowels so the order does not matter.)

Say

We know the alphabet has letters in a special order so we can remember them. You can use the chart to help you sort the fairy tale names into the order of the letters in the alphabet.

Can you see any names that begin with (point to the letter on the Alphabet chart) /a/? **no**

(Point to the letter on the Alphabet chart) /b/? **no**

(Point to the letter on the Alphabet chart) /c/? **yes, Cinderella**

Place 'Cinderella' in the top line of the table.

(Point to the letter on the Alphabet chart) Can you see any names that begin with /d/? **yes, Duck Luck**

Place 'Duck Luck' in the second line of the table.

(Point to the letter on the Alphabet chart) /e/? **no**

(Point to the letter on the Alphabet chart) /f/? **yes, Foxy**

Place 'Foxy' in the third line of the table.

Encourage the student to work independently and use the *Alphabet chart* to finish the task. **Cinderella, Duck Luck, Foxy, Goldilocks, Puss in Boots, Red Riding Hood, Sleeping Beauty**

Ask the student to glue the names in the order, onto the activity sheet. One word is glued into each line in the table.

Reread the names together.

The student can draw a picture of the characters next to the name, if he/she wishes.



Store or scan and save the activity sheet.



Let's read and write

Words from a book

Materials:

- activity sheet – *Words from a book*.

Place the activity sheet on the table.

Say

We are reading a new book today. The words in the list are from the book. Point to and read any words you know or can guess. **Answers will vary.**

Read any unknown words to the student.

Say

Find the word 'greedy'.

The story is about a greedy animal. Trace the letters that make the word.

Which animal do you think is the greedy one in the story? **Answers will vary.**

Trace the letters that make the animal name.

We'll find out if you are correct when we read the book.

Trace the letters in the other animal's names.

Find the word 'down'.

What word is opposite to 'down'? **up**

How many letters in the word? **4**

Clap the syllables in the word 'down'.

How many? **1**

Say the sounds you hear. Hold a finger up for each sound. **d..ow..n**

How many sounds did you say? **3**

Trace the letters in the word.

One of the animals is a mouse. There is a word in the list that rhymes with 'mouse'. What is it? **house**

Trace the letters in the word.

Where do fairy tale characters often live? **Answers will vary, eg house, palace, castle, cave.**

Look at the last word to be traced. What letter does it begin with? **k**

The word says 'knock'. Can you hear a /k/ sound at the start? **No**

The /k/ is silent. It is a helper letter for the /n/. Trace the /k/ and /n/.

Do you see a digraph you know in the word? **ck in duck**

Trace the /c/ and /k/.

What vowel is left to trace? **o**

**Say**

Trace the vowel.

Tell me the vowels in the other words.

Read each word and then copy it into the space on the same line.



The activity sheet will be used in the next activity.

The Greedy Goat

Materials:

- reading book – *The Greedy Goat*
- activity sheet – *Words from a book* (from previous activity)
- a comfortable place to sit and read together.

Sit with the student, book and activity sheet in the seating area.

Say

Read the title with me. **The Greedy Goat**

Was your guess about the greedy animal correct? **Answers will vary.**

This is another old tale that is retold by Faye Bolton. The book is illustrated by Paul Borg.

The title tells us something about the goat. He is a *greedy* goat. What does that mean? **He likes to eat a lot of food.**

The story is a tale. Do you think this will be fiction, not true or non-fiction, a true story? **fiction**

Open to the beginning of the story. What is the page number? **3**

Ask the student to use the pictures to tell you the story. **Answers will vary.**

Say

Now we'll read the story to find out if the pictures told us everything.

Point to the words as we read page 3.

Did the tale begin with 'Once upon a time'? **no**

'One day' is another beginning used in lots of old tales.

Think about the words on our activity sheet. Which word is used on page 3? **house**

Let's read page 4.

The old lady has gone outside to fetch water. A long time ago, people didn't have taps with running water. They had to go to a well or river to collect water.

Let's read pages 5 and 7 together.

**Say**

Think about the words on our activity sheet. Which words are used on these pages? **goat, greedy**

Let's read page 8 together.

Think about the words on our activity sheet. Which words are used on these pages? **goat, greedy, down**

Read page 9 and 10, asking the student to spot the list words on each page.

Say

Something unusual is happening. What is it? **The donkey is talking.**

We know that sometimes happens in fairy tales. Let's read on to page 15. Keep looking and listening for our list words.

What sort of vehicle is the lady sitting in? **wagon, cart**

A long time ago, people didn't have cars or buses or trains. They used a horse and cart to travel. Look at the clothes the lady is wearing. This tells you the story is from a long time ago.

Let's finish the story.

Read the story to the end, with the student looking and listening for the list words.

Answer any questions the student may have as the story progresses.

Say

There was an animal in the story that is not in our list. Which one is it? **dog**

There was information in the story that did not show in the pictures. Can you think of any? (The student can use the book as a reference.) **Answers will vary. Possible responses include:**

- **the lady found a silver coin**
- **the lady bought some rice**
- **the lady made a pudding**
- **the lady went out to get water**
- **the goat would not let the lady back into the house**
- **the donkey said he would help and knocked on the door**
- **the dog said he would help and knocked on the door**
- **the sheep said it would help and knocked on the door**
- **the mouse said it would help and knocked on the door.**

The words gave us a lot of the story that the pictures did not tell us. You could only guess the story with the pictures.

What is a word to describe the goat? **Answers will vary, eg mean, nasty, bully.**

The goat was a bully. Who finally scared away the bully? **the mouse**

**Say**

This story has a message. What do you think it is? **Answers will vary, eg anyone can stand up to a bully; you should help friends who are in trouble.**

This story has a fairy tale ending. What is it? **they lived happily ever after**



Store the reading book and word list for use on Day 8.

Let's share

Wanted poster

Materials:

- book – *The Greedy Goat*
- activity sheet – *Wanted poster*

Place the materials on the table.

Say

Did you like the story of *The Greedy Goat*? **Answers will vary.**

What did you like about the story? **Answers will vary.**

What did you not like about the story? **Answers will vary.**

Look at the picture of the goat on the book cover. How would you describe him? **Answers will vary, eg sharp horns, white teeth, white hair, pointed horns.**

He wasn't a very kind goat. You're going to make a 'Wanted' poster so people can find the Greedy Goat.

Look at the activity sheet. The top space is for a picture of the Greedy Goat. You can do that last. First we need to tell everyone what he did. Can you remember what he did? **ate the rice pudding, stopped the old lady from going into her house, scared/bullied the donkey, sheep and dog**

Print some sentences to tell everyone what the goat did. You can use the book to help you. Start your first sentence with 'The Greedy goat'

Encourage the student to work independently, using 'have a go' spelling and/or copying from the reading book.

If there is a line left when the student has finished, ask him/her to print a closing sentence, eg This goat is dangerous! Help find this goat!

Ask the student to read the sentences to you, adding full stops and capitals if needed.

Ask the student to finish the poster by drawing the greedy goat's picture.



Store or scan and save the activity sheet.



Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 7 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 8

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"> tw and sw 	
Resources	
<ul style="list-style-type: none"> Lesson notes – Day 8 	
<ul style="list-style-type: none"> Words from a book (from Day 7) 	
<ul style="list-style-type: none"> Alphabet chart (from Day 1) 	
Reading books	
<ul style="list-style-type: none"> The Greedy Goat 	
Other resources	
<ul style="list-style-type: none"> counters or blocks 	

Let's begin

Animals in fairy tales

Materials:

- open area.

Say

We have talked about huge creatures, fairies and witches in fairy tales. Today let's think about animals in tales. Yesterday we read about the Greedy Goat. What other animals are in tales? **Answers will vary, eg Foxy Loxy, Puss in Boots, wolf, Chicken Licken, ugly duckling, mouse, dog.**

The animals in tales often speak. Let's make some of the noises they make in real life. What would Puss in Boots say? **meow, purr**

Move like a cat and make those noises.

What would the Greedy Goat say? **maa maa**

Move like a goat and make those noises.

What would the dog in the Greedy Goat say? **woof, howl**



Say

What would the donkey in the Greedy Goat say? **heehaw**

Move like a donkey and make those noises.

What would the mouse in the Greedy Goat say? **squeak**

Move like a mouse and make those noises.

What would the sheep in the Greedy Goat say? **baa**

Move like a sheep and make those noises.

What would Chicken Licken say? **cheep**

Move like a chicken and make those noises.

What would Ducky Lucky say? **quack**

Move like a duck and make those noises.

What would Henny Penny say? **book book**

Move like a hen and make those noises.

What would Turkey Lurkey say? **gobble**

Move like a turkey and make those noises.

Let's explore phonics

Compound words

Materials

- nil.

Say

In the tales there are some compound words. What is a compound word? **two words joined to make one long word**

Tell me a compound word. **Answers will vary, butterfly, dragonfly.**

I'll say a small word and you add another word so we make a compound word.

Answers will vary.

Bed. **bedroom/cover**

Out. **outside/doors**

Door. **doorstep/knob**

With. **without**

Sun. **sunshine/light**

Lady. **ladybird**

Farm. **farmyard**

Rain. **raincoat/bow**



tw and sw

Materials

- activity sheet – *tw and sw*.

Place the activity sheet on the table.

Say

Look at the list of words. Which blends do they begin with? **sw and tw**

Let's read the first instruction. **Trace the blends.**

Use different coloured pencils to trace the blends.

Look at the pictures and tell me what they are.

How many ants? **twelve**

How many spots on the ladybird? **twenty**

What is the monkey doing? **swinging**

Let's read second instruction. **Read the words.**

Read the words to me.

Let's read third instruction. **Match each word to its picture using different coloured lines.**

You can do that yourself.

Ask the student to complete the activity independently.



Mark then store or scan and save the activity sheet.

Let's read and write

Count the words

Materials:

- activity sheet – *Words from a book* (from Day 7)
- reading book – *The Greedy Goat*
- counters or blocks.

Place the materials on the table.

Say

Let's find all the words from our list in the reading book. You can count them and print the number on the line. What is the first word we are hunting for?
house

Look on page 3 in the book for the word 'house'.

Can you see it? **yes**



Say

How many times is it printed on the page? **once**

Put out one counter to show you found it once.

Look on page 4.

Can you see it? **no**

Look on pages 6 and 7.

Can you see it? **no**

Can you see it on page 9? **no**

Can you see it on page 10 or 11? **yes**

How many times is it printed on the page? **once**

Put out one counter to show you found it once.

Continue in the same way to the end of the book.

Ask the student to count the counters and print the number in the 'house' line. **5**

Repeat for 'down', encouraging the student to complete the task independently. **4**

Say

I will hunt for the word 'sheep'. You can put out the counters. I can find where the sheep came into the story by looking at the pictures.

Look at the pictures with the student, until you find the sheep page.

Point to the word 'sheep' on pages 16, 17 and 18 so the student can put out the counters, count and record the number. **4**

Say

What is the next word? **goat**

We know that 'goat' was used on most pages because he was one of the main characters. We will need to look at every page to find the word.

Guide the student to identify the word, put out the counters, count and record the number. **20**

Say

What is the next word? **mouse**

We can find where the mouse came into the story by looking at the pictures.

Look at the pictures with the student, until you find the mouse page.

Guide the student to identify the word, put out the counters, count and record the number. **6**

Repeat the same steps for 'donkey'. **4**

Say

What is the next word? **knock**

'Knock' should be easy to find because it is printed using capital letters.

I think I saw it on page 11. Turn to page 11 to see if I am right.

**Say**

Can you see it? **yes**

How many times can you see it? **two**

Put out two counters and keep looking.

Continue in the same way to the end of the book. **8**

Say

What is the last word? **greedy**

'Greedy' is part of the title so it might be used on lots of pages. We will need to look at every page to find the word.

Guide the student to identify the word, put out the counters, count and record the number. **2**



Store or scan and save the activity sheet.

The book will be used in the next activity.

The sound of words

Materials:

- reading book – *The Greedy Goat*.

Sit in a comfortable place and read the story together, encouraging independent reading where possible.

Say

Two of the animals speak a rhyme. Which animals? **Answers will vary.**

Turn to page 20 and find the rhyme.

Did you choose the right animal as one of the rhyming animals? **Answers will vary.**

Let's read what the rhyming greedy goat says. **Off with you, I'm a fighting goat. My two big horns will rip your coat!**

What are the rhyming words? **goat, coat**

The goat's words were very scary. I can see why the animals ran away. Which animal didn't run away? **the mouse**

The mouse also speaks in rhyme. Let's read page 21 to see what it says. **I'm much less than half your size but I've four sharp claws to scratch your eyes.**

What are the rhyming words? **size, eyes**

Let's read the rhyming lines from the goat and the mouse and clap the beat.

Read both sections together and clap the beat.

**Say**

One of the words you hunted for in the book was 'knock'. Find a page with that word on it.

What can you tell me about the word? **Answers will vary, eg it's in capitals, it's repeated, it has an exclamation mark after each word.**

Knock twice on the table and say 'knock knock'.

Say

The words sound like the sound we make when we knock. The author wanted the words to stand out and to get you to hear the sound through them. There are other words in the book like this. Look on page 10. Can you see some words that stand out? **yes**

Read them to me. **clop clop clop**

Who is making the noise? **The donkey**

How is the donkey making the noise? **by walking, with his hooves**

Can you hear how the words sound like the noise a donkey makes when it walks? Clop clop clop. **Answers will vary.**

Can you see any exclamation marks in clop clop clop? **no**

Why not? **Answers will vary, eg the donkey isn't running, it's not a very loud noise.**

Find the words that tell us the sound the dog made. **pad pad pad**

How is the dog making the noise? **by walking**

Do you think the words sound like a dog padding down the road? **Answers will vary.**

Can you see any exclamation marks in pad pad pad? **no**

Why not? **Answers will vary, eg dogs walk quietly.**

Find the page and tell me the noise the sheep makes when it walks down the road. **Patter patter patter**

Do you think the words sound like sheep trotting down the road? **Answers will vary.**

Can you see any exclamation marks in patter patter patter? **no**

Why not? **Answers will vary, eg the sheep is walking along and not in a hurry.**

What noise does the mouse make? **tippy tippy tip**

How do you think the mouse is walking? **Answers will vary, eg quietly, on tip toes.**

All these animal walking noises are described using words that sound like the noise they make as they walk. The author didn't tell us the noise the goat made. Look at page 22.

Let's read it.

**Say**

What noise do you think the goat made as it ran off down the road? **Answers will vary.**

Can you think of any words that sound like the noise they make? **Answers will vary, eg clap, stomp.**

Take turns to think of words, eg bang, smash, click, tick tock.



Store the reading book.

Let's share

What were you doing?

Materials:

- *Alphabet chart* (from Day 1).

Place the chart on the table.

Say

Point to and say the letter names and sounds on the chart.

We're going to play a game using the chart. I say, What were you doing yesterday?

(Point to the letter /h/.) You say you were doing something beginning with the letter /h/. You could say you were playing at Helen's place, flying in a helicopter or visiting a friend in hospital. You can make it up.

Then it's your turn to ask me. You would say What were you doing yesterday?

(Point to the letter /i/.) I would say I was doing something beginning with /i/.

Let's begin the game. (Point to the /h/.) What were you doing yesterday?

Answers will vary, eg helping mum.

Now it's your turn. **What were you doing yesterday?**

I was (answer beginning with /i/).

(Point to the letter /j/.) What were you doing yesterday? **Answers will vary, eg eating jellybeans, jumping over fences.**

Continue the game using the letters, finishing with letter /n/.



Store the chart.



Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 8 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 9

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
• Who are we?	
• Play with words	
• Word families	
• The witch and the elf	
Resources	
• Lesson notes – Day 9	
• Word play – word cards (from Day 6)	
• Alphabet chart (from Day 1)	
Reading books	
• The Three Billy-Goats Gruff	
Other resources	
• scissors	
• large hard cover book	

Let's begin

Who are we?

Materials:

- activity sheet – *Who are we?*

Place the activity sheet on the table.

Say

Today we have a poem full of puzzles. We will read each verse to find the clues and you can tell me the answer. The answers are all characters from rhymes or tales. Have a go at reading the first puzzle verse.



Encourage the student to use known reading skills (guessing, sounding out) to read the puzzle verse. Give help only if the student cannot work out the word.

Ask the student to read the puzzle verse again, on his/her own.

Ask the student to tell you the character described in the puzzle. **Humpty Dumpty**

Ask the student to read the second puzzle verse independently. Give help only if the student cannot work out the word.

Ask the student to read the puzzle verse again, on his/her own.

Ask the student to tell you the character described in the puzzle. **Rapunzel**

Repeat for the remaining puzzle verses.

Chicken Licken or Henny Penny, the shepherd/boy who cried Wolf, Snow White



Store the activity sheet for use on Day 10.

Let's explore phonics

Play with words

Materials:

- activity sheet – *Play with words*
- *Word play* – word cards (from Day 6)
- scissors
- large hard cover book, eg atlas.

Place the activity sheet on the table.

Ask the student to read all the words he/she knows. If the word is correct, the student can place a tick in the box.

Read any unknown words to the student.

Ask the student to cut out the words to make cards.

Ask the student to place the cards face up on the table.

Ask the student to place the *Word play* word cards in a row on the table.

Ask the student to read all the words he/she knows. If the word is correct, the student can place a tick in the box.

Sit so you are across the table from the student.

Move all the cards to your left.

Help the student turn the cards face down and mix them up.

Stand the book as a barrier between you.

Players take ten word cards each and place them in a row behind the book barrier.

Players pair up any matching word cards and place them to one side.



Players take turns to ask each other for the words they need to make pairs. If a word card cannot be handed over, the requesting player takes an extra card from the face down cards.

Continue playing until one player runs out of cards or all the cards are paired.

Count the pairs.



Store the cards and encourage the student to play games with others.

Word families

Materials:

- activity sheet – *Word families*.

Place the activity sheet on the table.

Listen to these words: can, ran, ban. What can you tell me about them? **they rhyme, have the same ending**

What is the ending or rhyme? **an**

These words belong to the 'an' family. Can you tell me another word that belongs to this family? **Answers will vary, fan, tan.**

Listen to these words: that, pat, cat. What can you tell me about them? **they rhyme, have the same ending**

What is the ending or rhyme? **at**

These words belong to the 'at' family. Can you tell me another word that belongs to this family? **Answers will vary, sat, mat.**

Look at the activity sheet and read the first word. **chip**

Say

'chip' starts with a digraph. What is a digraph? **two letters that work together to make one sound**

What is the digraph at the beginning of 'chip'? **ch**

Circle the digraph using a green pencil.

Ch ip. What is the sound at the end of the word that makes the rhyme? **ip**

Trace the rhyme letters using a blue pencil.

All the words in the column belong to the 'ip' word family. Print the rhyme letters into each word.

Read each word to me. **chip, ship, flip, clip**

Can you think of another word to add to the 'ip' family? **Answers will vary, eg slip, drip.**

Print the word into the space at the bottom of the column.

Ask the student to use a green pencil to circle any other digraphs in the 'ip' family. **sh**

**Say**

What are 'fl' and 'cl'? **blends**
Circle them using a red pencil.

Ask the student to read the word at the top of the second column. **sh**

Ask the student to trace the rhyme letters in blue. **op**

Say

What is the word? **shop**
'shop' starts with a digraph. What is the digraph? **sh**
Circle the digraph using a green pencil.
Sh op. What is the sound at the end of the word that makes the rhyme? **op**
Trace the rhyme letters using a blue pencil.
All the words in the column belong to the 'op' word family. Print the rhyme letters into each word.
Read each word to me. **shop, chop, stop, drop**
Can you think of another word to add to the 'op' family? **Answers will vary, eg hop, pop, flop, crop.**
Print the word into the space at the bottom of the column.

Ask the student to circle any other digraphs in the row in green. **ch**

Ask the student to circle any blends in red. **st, dr**

Repeat these steps for the remaining two columns.

Explain any words the student may not know, eg shin, slim.

Say

Read the 'in' family to me.
Read the 'ip' family to me.
Read the 'im' family to me.
Read the 'op' family to me.

Read the instructions on the activity sheet. **dog**

Ask the student to complete the task independently. **Answers will vary, eg log, clog, frog, fog, bog.**



Store or scan and save the activity sheet.

Let's read and write

The witch and the elf

Materials:

- activity sheet – *The witch and the elf*.



Place the activity sheet on the table.

Let's read the title of this story. **the witch and the elf**

What do you notice about the title? **Answers will vary, eg it has two fairy tale people in it, no capitals.**

Say

The title is missing at least one capital letter. Putting capitals into titles can be confusing. Sometimes we see titles where the first word has a capital and sometimes other words have capitals too. To make it easy, we will use the rule where only the first word has a capital. Use your red pencil to make the first letter into a capital.

I'll read the story to you.

Read the story without any pauses at the end of the sentences. Do not use expression.

Wow! That was hard. Look at the story and tell me why I found it hard to read. **Answers will vary, eg no capitals, no full stops.**

It's difficult to read because the author forgot to put in capital letters and full stops. I didn't know where the sentences began or ended so I just kept on reading. I didn't really understand the story because I was reading so fast.

You're going to help the author by putting in the capital letters and the full stops. Let's read it together and you can think about where the capitals and full stops need to go. We'll read it more slowly than I read it!

Point to the words and slowly read the story.

Now you read the story again and use your red pencil to add capitals and full stops. Where do you need to add capitals? **start of sentences and names**

What was the name of the good witch? **Anna**

Say

Read through the story again and using a red pencil make a capital 'A' every time you read the name Anna.

What was the name of the bad elf? **Ben**

Read through the story and change the 'b' in his name into a capital letter.

What was the cat called? **Silky**

Find the cat's name and add the capital letter.

Where else do we need capital letters? **at the beginning of the story**

Change the 'o' in 'once' into a capital letter.

I'll read the sentence and you tell me when it ends. Once upon a time there was a good witch named Anna she...**after Anna**

What do you need to put after Anna? **full stop**

Add the full stop.

What do you need to start the next sentence? **capital letter**

**Say**

Add the capital letter.

Let's read the sentence to find where the next full stop will go.

Where does it go? **after cat**

Add the full stop.

What do you need to start the next sentence? **capital letter**

Add the capital letter.

Let's read the sentence to find where the next full stop will go.

Where does it go? **after him**

Add the full stop.

Encourage the student to read independently and add the full stops and capital letters. Give help with reading if required.

Check the student's work, ticking each correctly placed capital letter and full stop. The student can add missed capitals and full stops using a different coloured pencil.

The witch and the elf

Once upon a time there was a good witch named **Anna**.

She lived in the woods with her black cat **Silky**.

One day **Ben** the bad elf stole **Anna's** cat. **She** looked and looked but did not find her. **Anna** went up into the sky on her broomstick and she saw **Ben** with her cat.

Anna made a spell and the elf turned into stone. **Anna** took her cat and went home.

They lived happily ever after.

Ask the student to read the story again.

Say

Was the story easier to read with capital letters and full stops? **yes**

Punctuation is an important part of writing. Without punctuation, it is hard to read a story.



Store or scan and save the activity sheet.

The Three Billy Goats Gruff

Materials:

- reading book – *The Three Billy Goats Gruff*.



Sit in a comfortable place with the student and the book.

Say

Read the title. **The Three Billy-Goats Gruff**

How many goats are in the story? **three**

A billy goat is a male goat. The goat's surname is 'Gruff'. They belong to the Gruff family. 'Gruff' means rough sounding, like when someone has a sore throat.

This story is a Norwegian folktale. Norway is a very cold country. Open the book to the beginning of the story.

Describe the goats. **Answers will vary, eg different sizes, have horns.**

Describe the bridge. **Answers will vary, eg made of stone, curved.**

What do you think the goats want to do? **cross the bridge**

Why? **Answers will vary.**

A troll lives under the bridge. Find a picture of the troll and tell me what he looks like. **Answers will vary.**

Do you think the troll will let the goats cross the bridge? **Answers will vary.**

Why? **Answers will vary.**

Let's read the story to find out what happens. There are words printed in capitals in the story. We need to read those words very loudly.

Point to the words and read.

Read the book using expressive language. Encourage the student to read independently where possible.

Say

What do you think happened to the Troll? **Answers will vary.**

Who are the main characters in the story? **The Troll and Big Billy-Goat Gruff**

Where was the story set, where did the events happen? **in Norway/on a hill**

Why do you think the goats were going up the hill to get fat? **Answers will vary.**



Store the reading book.

Let's share

What did you take?

Materials:

- *Alphabet chart* (from Day 1).

Place the chart on the table.

**Say**

Point to and say the letter names and sounds on the chart.

We're going to play a game using the chart. I say, What did you take on holiday?

(Point to the letter /o/.) You say something beginning with the letter /o/ that you may have taken on holiday.

You could say you took an orange, an octopus or an ostrich.

Then it's your turn to ask me. You would say 'What did you take on holiday'?

(Point to the letter /p/.) I would say I was doing something beginning with /p/.

Let's begin the game. (Point to the /o/.) What did you take on holiday?

Answers will vary, eg an otter.

Now it's your turn. **What did you take on holiday?**

I took (answer beginning with /p/).

(Point to the letter /q/.) What did you take on holiday? **Answers will vary, eg I took a queen, quokka, quilt.**

Continue the game using the letters up to the end of the alphabet.



Store the chart.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 9 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 10

Collect and prepare the items listed on the *Materials checklist*. If the student has charts and cards from previous sets, these can be reused.

NOTE: Today the student will be cooking. Please check the Lesson notes and recipes (on activity sheets) and ensure you have the required ingredients. You may use your own recipe if preferred.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">• Sound sentences	
<ul style="list-style-type: none">• Magic biscuits 1 and 2	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 10	
<ul style="list-style-type: none">• Who are we? (from Day 9)	
<ul style="list-style-type: none">• lined paper	
<ul style="list-style-type: none">• Reflection sheet Days 6 – 10	
Reading book	
<ul style="list-style-type: none">• student selected reading book	
Other resources	
<ul style="list-style-type: none">• ingredients as listed on <i>Magic biscuits activity sheets 1 and 2</i>	
<ul style="list-style-type: none">• utensils as listed on <i>Magic biscuits activity sheets 1 and 2</i>	
<ul style="list-style-type: none">• oven	
<ul style="list-style-type: none">• serving plate	
<ul style="list-style-type: none">• camera	



Let's begin

Puzzle poem

Materials:

- activity sheet – *Who are we?*
- sheet of lined paper.

Place the activity sheet on the table.

Ask the student to read the puzzle poem independently. Give help where required.

Place the lined paper on the table.

Say

Let's try making up a character puzzle. It will not have to rhyme.

Ask the student to print his/her name and 'Set 14 Day 10 Puzzle poem' into the top line of the page.

Ask the student to choose the fairy tale character he/she wishes to describe in the puzzle.

Read the first line of the Humpty Dumpty puzzle on the activity sheet.

Ask the student to tell you a short descriptive phrase similar to this, to start the verse, eg a very large animal, a sweet little princess.

Ask the student to print the phrase on the first line. Encourage 'have a go' spelling.

Ask the student to tell you a short phrase to describe what the character did, eg followed three pigs, looked after some sheep.

Ask the student to print the phrase on the next line. Encourage 'have a go' spelling.

Ask the student to tell you another short phrase to describe what the character did, eg huffed and puffed at three houses, she can't seem to find them.

Ask the student to print the phrase on the next line. Encourage 'have a go' spelling.

Ask the student to tell you a short phrase to finish the verse, eg ended up in the pot, woke up when the prince kissed her.

Ask the student to print the phrase on the next line. Encourage 'have a go' spelling.

Ask the student to copy 'Who was she/he?' from the puzzle page.

Ask the student to read the completed verse to you.

Ask the student to draw a picture to represent the answer to his/her puzzle.

Ask the student to draw a picture to represent each puzzle character on the activity page, in the space beside the matching verse.



Store or scan and save the lined paper.

Display the activity sheet.



Let's explore phonics

Sound sentences

Materials:

- activity sheet – *Sound sentences*.

Say

Listen to this sentence. Greedy goats ate green grass.

What letter sound do most of the words begin with? **g**

Now listen to this sentence. Silly shepherd boy sat on stones. What letter sound do most of the words begin with? **s**

When two or more words in a word group begin with the same sound it is called alliteration. Let's see if we can make up a sound sentence about the troll from *The Three Billy Goat's Gruff* story. What could his name be? It must start with /t/. **Answers will vary, eg Tom.**

What did Tom Troll do? Can you think of a /t/ word? **Answers will vary, eg took, tripped, tossed, trotted, talked.**

How can we finish the sound sentence? (Say the chosen words, eg Tom Troll took.) **Answers will vary, eg a tent, a train to town.**

Let's make some more sound sentences.

Place the activity sheet on the table.

Ask the student to read each sentence starter and print an ending using the same letters. Encourage the student to use 'have a go' spelling.

If required, prompt with questions, eg when did Wendy witch walk into the woods? **on Wednesday**

Take turns reading the sound sentences as fast as you can.



Store or scan and save the activity sheet.

Chop off!

Materials:

- nil.

Say

I'll say a word and tell you to chop off part of the word. You say the part of the word that is left. Let's have a go. 'Boat' chop off the 'b'. You say? **'oat'**

Luck, chop off the 'l'. **uck**

Chip, chop off the 'ch'. **ip**

**Say**

Shop, chop off the 'sh'. **op**
Crab, chop off the 'cr'. **ab**
Friend, chop off the 'fr'. **end**
Brown, chop off the 'br'. **own**
Gruff, chop off the 'gr'. **uff**
Black, chop off the 'bl'. **ack**
Clap, chop off the 'cl'. **ap**
Twist, chop off the 'tw'. **ist**
Swap, chop off the 'sw'. **op**
Twenty, chop off the 'tw'. **enty**

Let's read and write

Magic biscuits

Materials:

- activity sheets – *Magic biscuits 1* and *2*

OR

- own biscuit recipe or packet mix
- ingredients as listed on activity sheets
- utensils as listed on recipe sheets
- serving plate
- camera.

NOTE: If using own recipe or biscuit mix, please read the activity sheets and modify the steps to make the shape biscuits.

Please use activity sheet *Magic biscuits 2* to complete the activity.

Say

Let's make some magic biscuits. We have a recipe to read and then we can collect the things we need. Before we start we need to wash our hands.

Read *Magic biscuits 1* with the student.

Help the student collect the ingredients and utensils.



Please take some photographs of the student as he/she makes the biscuits.

Help the student follow the recipe to make the shape biscuits. Encourage the student to complete as many steps as possible.

Ask the student to help you tidy the area while the biscuits are cooking.



Read *Magic biscuits 2* with the student.

Help the student collect the ingredients and utensils.



Please take some photographs of the student as he/she makes the icing.

Help the student follow the recipe to make the icing.



Please take some photographs of the student as he/she ices and decorates the cooled biscuits.

Help the student ice and decorate the biscuits. Encourage the student to complete as many steps as possible.



Please take a photograph of the biscuits on a plate.

Ask the student to help you tidy the area..



Save the photographs into the Set folder.

Let's share

Sharing and talking

Materials:

- plate of biscuits
- friends or family members
- completed work the student may like to show others
- a reading book the student may like to read.

Ask the student to invite others to share the biscuits.

Encourage the student to talk about (and show) the things he/she has learnt and made in the Set.

Ask the student to read some of the chosen reading book.

Tutor

Reflection

Please complete the *Day Reflection*. Write your observations and comments about how capably the student worked on the Days 6 – 10 activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the *Reflection* for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



Store the checklist and complete it at the end of each lesson.



Department of
Education

© Department of Education
WA Revised 2020

DfY!Df]a Ufm

Gfñ%4

Lesson Notes