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

Keep me safe

Set 5 Activity Book
<table>
<thead>
<tr>
<th></th>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
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<tbody>
<tr>
<td>Hh</td>
<td>Ii</td>
<td>Jj</td>
<td>Kk</td>
<td>Ll</td>
<td>Mm</td>
<td>Nn</td>
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<tr>
<td>Oo</td>
<td>Pp</td>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td>Uu</td>
<td></td>
</tr>
<tr>
<td>Vv</td>
<td>Ww</td>
<td>Xx</td>
<td>Yy</td>
<td>Zz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lots of Pps

P P P P

p p p p

Pop popping popcorn.
Phonics cards Pp Yy
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.
We grow and change

Keep me safe
Let's share – Day 1
Open shut them

Open shut them, 
open shut them,
give a little clap!

Open shut them, 
open shut them,
lay them in your lap!

Creep them, creep them, 
creep them, creep them, 
right up to your chin!

Open wide your little mouth 
but do not let them in!
<table>
<thead>
<tr>
<th>Words I know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>is</td>
</tr>
<tr>
<td>here</td>
</tr>
<tr>
<td>put</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>can</td>
</tr>
<tr>
<td>we</td>
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<tr>
<td>said</td>
</tr>
<tr>
<td>said</td>
</tr>
<tr>
<td>come</td>
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</table>
## Pam and Pat’s picnic

<table>
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<th>p</th>
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<th>A</th>
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<td>p</td>
<td>p</td>
<td>P</td>
<td>g</td>
<td>p</td>
<td></td>
</tr>
</tbody>
</table>
This is my 1

This is my

This is my
This is my 2

This is my

This is my
This is my 3

This is my

This is my
Head and shoulders

Head and shoulders, knees and toes, knees and toes, knees and toes.
Head and shoulders, knees and toes, we all clap hands together!

Eyε  and ears  and mouth  and nose, mouth and nose, mouth and nose.
Eyes and ears and mouth and nose, We all clap hands together!
My body belongs to me, me, me,
My body belongs to me.
From my head down to my feet, feet, feet,
My body belongs to me!

I don’t like that!
I’m not allowed!

I’m going away!
I’m leaving!

I need to tell you!
Please listen to me.
Funny feelings
Rainbow colours 1

Red makes me feel

Blue makes me feel

colours
### Rainbow colours 2

<table>
<thead>
<tr>
<th>Colour</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>makes me feel</td>
</tr>
<tr>
<td>Yellow</td>
<td>makes me feel</td>
</tr>
<tr>
<td>Violet</td>
<td>makes me feel</td>
</tr>
</tbody>
</table>
Rainbow colours 3

Green makes me feel

Indigo makes me feel

Rainbows make me feel
Rhyming with Yy

fly
why

cr
sk

sp
fr

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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.

<table>
<thead>
<tr>
<th>The student can</th>
<th>No help</th>
<th>Some help</th>
<th>Lots of help</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss a given topic, sharing personal experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>record personal knowledge as words and pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognise learnt letter names, sounds and shapes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognise upper and lower case letters Pp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>print upper and lower case letters Pp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify words with the initial, medial or final /p/ sound</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate early reading strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a contents list and index</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>answer questions to display understanding of text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use picture clues and beginning sounds to predict text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sequence pictures to tell a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a camera</td>
<td></td>
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</tr>
<tr>
<td>identify rhyme in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>label a diagram</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student can</td>
<td>No help</td>
<td>Some help</td>
<td>Lots of help</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>recognise and read ‘This’ and ‘this’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognise and read ‘My’ and ‘my’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpret labelled diagrams</td>
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<tr>
<td>use a picture as a reference to make a model</td>
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<tr>
<td>copy and create silly sentences using the letter /p/</td>
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<tr>
<td>recognise upper and lower case letters Yy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>print upper and lower case letters Yy</td>
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</tr>
<tr>
<td>identify words with the initial /y/ sound</td>
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</tr>
<tr>
<td>discuss and record personal care information</td>
<td></td>
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<tr>
<td>discuss and practise a personal protection plan</td>
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<tr>
<td>make a recording using props, to explain learning</td>
<td></td>
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</tr>
<tr>
<td>recognise /y/ saying ‘eye’, eg fly</td>
<td></td>
<td></td>
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<tr>
<td>record information as a diagram</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other comments</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Keep me safe

Fffamily

F F F F

f f f f

___________   ___________     ___________

Families are _unny!
In my family

[Blank spaces for drawing and writing]
Phonics card Ff

1. * 
2.  
3.  
1. * 
2.  

<table>
<thead>
<tr>
<th>Letter</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pp</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Yy</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Ff</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Feeling safe

Keep me safe

Let's share – Day 8
Say, sound, print – 1

Cut out on the dotted lines to make into cards

[Images of various objects with blanks for words]
Say, sound, print – 2

Cut out on the dotted lines to make into cards

<table>
<thead>
<tr>
<th>Image</th>
<th>Image</th>
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<tbody>
<tr>
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<td><img src="image3.png" alt="Image 3" /></td>
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<td><img src="image5.png" alt="Image 5" /></td>
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<tr>
<td><img src="image7.png" alt="Image 7" /></td>
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<tr>
<td><img src="image9.png" alt="Image 9" /></td>
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<tr>
<td><img src="image11.png" alt="Image 11" /></td>
<td><img src="image12.png" alt="Image 12" /></td>
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</tbody>
</table>
My friends

friend

Keep me safe
Let's explore phonics – Day 9

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Making words

a  h  h
i  m  s
s  t  y
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.

<table>
<thead>
<tr>
<th>The student can</th>
<th>No help</th>
<th>Some help</th>
<th>Lots of help</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>create a verse for a known poem</td>
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<tr>
<td>recognise upper and lower case letters Ff</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>print upper and lower case letters Ff</td>
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<td></td>
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</tr>
<tr>
<td>identify words with the initial /f/ sound</td>
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</tr>
<tr>
<td>sound and print simple words using known letter sounds</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>demonstrate early reading strategies</td>
<td></td>
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<tr>
<td>use picture clues and beginning sounds to predict text</td>
<td></td>
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<tr>
<td>sound and read simple words using known letter sounds</td>
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<tr>
<td>discuss a given topic, sharing personal experiences</td>
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<tr>
<td>record personal knowledge as words and pictures</td>
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<tr>
<td>roleplay real life situations</td>
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<tr>
<td>recognise learnt letter names, sounds and shapes</td>
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<tr>
<td>identify rhyming word families</td>
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<tr>
<td>The student can</td>
<td>No help</td>
<td>Some help</td>
<td>Lots of help</td>
<td>Comments</td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>recognise /y/ saying ‘eye’, eg fly</td>
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<tr>
<td>identify the letter groups that make a rhyme, eg at, in.</td>
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<tr>
<td>make and explain decisions based on personal experience</td>
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<tr>
<td>understand that different words have the same meaning, eg friend and pal</td>
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<tr>
<td>speak clearly</td>
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<tr>
<td>make a recording using props, to explain learning</td>
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<tr>
<td>identify items suitable for a particular purpose</td>
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<tr>
<td>identify and count syllables</td>
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</tr>
<tr>
<td>recognise and read ‘this’, ‘My’ and ‘my’</td>
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<td></td>
<td></td>
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<tr>
<td>recognise and read ‘has’</td>
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<tr>
<td>answer questions to display understanding of text</td>
<td></td>
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<tr>
<td>use a camera.</td>
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<tr>
<td>Other comments</td>
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</tbody>
</table>
## Returning work to your teacher

Use this checklist to ensure the required activity sheets, recordings and photographs are returned to your teacher.

### Set return checklist

<table>
<thead>
<tr>
<th>Day</th>
<th>Item</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>People – poster photograph or scan</td>
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<tr>
<td></td>
<td>Lots of Pps</td>
<td></td>
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<tr>
<td></td>
<td>We grow and change – photographs or scan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Letter Pp hunt – photographs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My hands can – student work</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mirror mirror – scan or photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pam and Pat’s picnic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purple playdough person – photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clothes – photographs</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Telling others – video recording</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rhyming with Yy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feelings face – photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When do I feel …? – photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funny feelings</td>
<td></td>
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<tr>
<td></td>
<td>Reflection – Day 5</td>
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</tr>
<tr>
<td>6</td>
<td>Fffamily</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My family – scan or photograph</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Purple play dough – photographs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letter hunt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helping hand – student work, scan or photograph</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Item</td>
<td>Check</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>8</td>
<td>Rhyming families – student work, scan or photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greeting people – student work, scan or photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feeling safe – photograph</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My friends – photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My plan – video recording</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Build a cubby – photograph</td>
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</tr>
<tr>
<td></td>
<td>A safe place – video recording</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection – Day 10</td>
<td></td>
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<tr>
<td></td>
<td>Set return checklist</td>
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</table>
Lesson Notes and Home Tutor Guide for this set can be viewed electronically.

Keep me safe

Set 5 Lesson Notes
**Overview**

Pre-primary Set 5: Keep me safe

**Western Australian Curriculum**

**Early Childhood English**

<table>
<thead>
<tr>
<th>Content strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
</tbody>
</table>

**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)
<table>
<thead>
<tr>
<th>Literature</th>
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<tbody>
<tr>
<td><strong>Literature and context</strong></td>
</tr>
<tr>
<td>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (ACELT1575)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding to literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</td>
</tr>
<tr>
<td>Share feelings and thoughts about the events and characters in texts (ACELT1783)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examining literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify some features of texts including events and characters and retell events from a text (ACELT1578)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creating literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</td>
</tr>
<tr>
<td>Innovate on familiar texts through play (ACELT1831)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td><strong>Texts in context</strong></td>
</tr>
<tr>
<td>Identify some familiar texts and the contexts in which they are used (ACELY1645)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interacting with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</td>
</tr>
<tr>
<td>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</td>
</tr>
<tr>
<td>Deliver short oral presentations to peers (ACELY1647)</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Interpreting, analysing, evaluating</strong></td>
</tr>
<tr>
<td>Identify some differences between imaginative and informative texts (ACELY1648)</td>
</tr>
<tr>
<td>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</td>
</tr>
<tr>
<td>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</td>
</tr>
<tr>
<td><strong>Creating texts</strong></td>
</tr>
<tr>
<td>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</td>
</tr>
<tr>
<td>Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652)</td>
</tr>
<tr>
<td>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</td>
</tr>
<tr>
<td>Construct texts using software including word processing programs (ACELY1654)</td>
</tr>
</tbody>
</table>
## Early Childhood Science

### Content strands

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

### Content Descriptions

#### Science Understanding

**Biological Sciences**

Living things have basic needs, including food and water (ACSSU002)

**Chemical Sciences**

Objects are made of materials that have observable properties (ACSSU003)

**Earth and Space Sciences**

Daily and seasonal changes in our environment, affect everyday life (ACSSU004)

**Physical Sciences**

The way objects move depends on a variety of factors, including their size and shape (ACSSU005)

#### Science as a Human Endeavour

**Nature and development of science**

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)

#### Science Inquiry Skills

**Questioning and Predicting**

Pose and respond to questions about familiar objects and events (ACSIS014)

**Planning and Conducting**

Participate in guided investigations and make observations using the senses (ACSIS011)
<table>
<thead>
<tr>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Processing and Analysing Data and Information</strong></td>
</tr>
<tr>
<td>Engage in discussions about observations and represent ideas (ACSIS233)</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
</tr>
<tr>
<td>Share observations and ideas (ACSIS012)</td>
</tr>
</tbody>
</table>
# Early Childhood: Humanities and Social Sciences

## Content strands

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Humanities and Social Sciences skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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

### Content strands

| Personal, social and community health | Movement and physical activity |

### Content Descriptions

#### Personal, social and community health

**Being healthy, safe and active**

- Personal strengths of individuals (ACPPS001)
- The different parts of the body and where they are located (ACPPS002)
- Protective behaviours to keep safe and healthy:
  - saying 'no'
  - moving away
  - telling an adult
  - asking for help (ACPPS003)
- Trusted people in the community who can help individuals feel safe (ACPPS003)

**Communicating and interacting for health and well being**

- Personal and social skills to interact with others:
  - expressing needs, wants and feelings
  - active listening
  - self-discipline (ACPPS004)
- Emotional responses individuals may experience in different situations, such as feeling:
  - happy
  - sad
  - excited
  - tired
  - angry
  - scared
  - confused (ACPPS005)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)
### Contributing to healthy and active communities

Actions that promote health, safety and wellbeing, such as:
- eating healthy food
- practising appropriate personal hygiene routines
- identifying household substances that can be dangerous
- following safety symbols and procedures (ACPPS006)

Safe active play in outdoor settings and the natural environment (ACPPS007)

### Movement and physical activity

#### Moving our body

**Body management skills:**
- static balance (one foot)
- line walk (ACPMP008)

**Locomotor skills:**
- run
- jump (one foot)
- hop
- gallop (ACPMP008)

**Object control skills:**
- kick off the ground
- catch (ACPMP008)

Fundamental movement skills in simple games with or without equipment (ACPMP009)

#### Understanding movement

The ways in which regular physical activity keeps individuals healthy and well (ACPMP010)

Ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP029)

#### Learning through movement

Cooperation with others when participating in physical activities, including partners, small groups and whole class (ACPMP012)

Rules when participating in physical activities:
- use of boundaries
- safe use of appropriate equipment
- responding to a whistle and commands/instructions (ACPMP014)

Alternative ways in which tasks can be performed when solving movement challenges (ACPMP031)

Simple rules and fair play in partner, group activities and minor games (ACPMP032)
# Early Childhood The Arts: Drama

## Content strands

<table>
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<th>Responding</th>
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## 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:
- 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)
Early Childhood The Arts: Music

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<th>Content strands</th>
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<tbody>
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<td>Making</td>
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<td>Responding</td>
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</table>

### Content Descriptions

#### Making Ideas
Improvisation with voice, movement and play to explore and create music ideas (ACAMUM080)

Use of symbols, pictures and movement and relevant technology to explore and share music ideas (ACAMUM082)

#### Skills
Development of aural skills by exploring the elements of music, including:
- rhythm (sound, silence; long, short; steady beat)
- tempo (fast, slow)
- pitch (high, low; pitch direction; distinguish between speaking and singing voice)
- dynamics (loud, soft)
- form (same, different; echo patterns)
- timbre (exploration of sounds produced on percussion instruments) to create music (ACAMUM080; ACAMUM082)

#### Performance
Improvisation and practice of music (singing, playing, moving) for a specific purpose and a familiar audience (ACAMUM081)

Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time) (ACAMUM082)

#### Responding
Audience behaviour (being an attentive listener) during performances (ACAMUR083)

Different places and occasions where music is experienced (ACAMUR083)

Personal responses to music they listen to and make (ACAMUR083)
### General Capabilities and Cross Curriculum Priorities

#### General capabilities

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<tr>
<th>General capabilities</th>
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<tbody>
<tr>
<td>Literacy</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>Information and communication technology (ICT) capability</td>
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<tr>
<td>Critical and creative thinking</td>
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<td>Personal and social capability</td>
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<tr>
<td>Ethical understanding</td>
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<td>Intercultural understanding</td>
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</table>

#### Cross-curriculum priorities

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<tr>
<th>Cross-curriculum priorities</th>
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<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander histories and cultures</td>
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<td>Asia and Australia’s engagement with Asia</td>
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<td>Sustainability</td>
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</tbody>
</table>

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Day 1

Collect and prepare the items listed on the Materials checklist.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alphabet chart</td>
<td></td>
</tr>
<tr>
<td>• Phonics cards: Pp and Yy (cut out)</td>
<td></td>
</tr>
<tr>
<td>• Ready to print</td>
<td></td>
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<tr>
<td>• Lots of Pps</td>
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<tr>
<td>• We grow and change</td>
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</tbody>
</table>

Resources

| Lesson notes – Day 1 | |

Reading books

| People are living things | |

Other resources

| 2 x blank sheets of A3 or larger paper | |
| magazines or other items with pictures of people | |
| scissors | |
| glue | |
| mirror | |

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

People

Materials:

- blank sheet of A3 paper
- magazines or other materials showing people
- scissors
- glue.

Help the student fold the paper into four rectangles.

Say - Think about people. Who are they? Answers will vary, eg boys, girls, nana.
Let’s print our ideas on our paper. We’ll print them into one rectangle.

Continue to share ideas, printing or helping the student print the words into one rectangle on the paper. Answers will vary, eg grownups, nana, friends.

Continue until there are at least eight ideas listed.

Say - Think about people. Where do you see them? Answers will vary, eg home, street, park, shops, movies.
Let’s add our ideas to our paper. We’ll print them into another rectangle.

Continue to share ideas, printing or helping the student print the words into another rectangle on the paper. Answers will vary, eg fast food shop, beach, pool.

Continue until there are at least eight ideas listed.

Say - Think about people. What do they do? Answers will vary, eg eat, play, talk, teach, help me, be a policeman.
Let’s add our ideas to our paper. We’ll print them into another rectangle.

Continue to share ideas, printing or helping the student print the words into another rectangle on the paper. Answers will vary, eg fast food shop, beach, pool.
Cut out some pictures of people from the magazines and glue them into the last rectangle.

Ask the student to tell you about the pictures he/she has chosen.

Scan or photograph and save the poster into the Set folder.

Display the poster. The student can ask others for ideas and add them to the poster.

Let’s explore phonics

Alphabet

Materials:
• activity sheet – Alphabet chart.

Place the Alphabet chart on the table.

What can you tell me about this chart? Answers will vary, eg letters, pictures, alphabet.

A chart gives us information. This alphabet chart tells us about the letters of the alphabet. (Point to the ant picture.) What is this? **ant**

What sound do you hear at the beginning of ‘a a a ant’? **a**

(Point to the letters.) These letters both say /a/, the sound you hear at the beginning of ant.

(Point to the bear picture.) What is this? **bear**

What sound do you hear at the beginning of ‘b b b bear’? **b**

(Point to the letters.) These letters both say /b/, the sound you hear at the beginning of bear. A bear with a ball.

(Point to the cat picture.) What is this? **cat**

What sound do you hear at the beginning of ‘c c c at’? **c**

(Point to the letters.) These letters both say /c/, the sound you hear at the beginning of cat. Curled up cat.

Continue along the chart, finishing on the letter /p/ for penguin. Continue onto the other letters if the student wishes to.

The chart will be used in the next activity.
Learning Pp

Materials:

- Phonics card: Pp
- mirror
- activity sheet – Ready to print.

What did we think and talk about in the last activity? people
People. What sound do you hear at the beginning of ‘people’? p
What sound do you hear again near the end of ‘people’? p
What words do we know that use /p/? I can think of pineapple. What can you think of? Answers will vary.

Take turns to say five more /p/ words each.

Place the Phonics card Pp on the table with the mirror.

Letters can be upper case (point to the /P/) or lowercase (point to the /p/).
Point to the uppercase or capital /P/ (pee). Its name is pee and its sound is /P/.
Look at the lips and teeth in the picture.

Look into the mirror and say the letter sound /p/ three times. p p p
Did your lips and teeth look like those in the picture? Answers will vary.
Hold your hand in front of your face and say p p p again. p p p
Did you feel your breath on your hand? yes
Watch while I draw the uppercase /P/ in the air.

Use large arm movements and a pointed finger to draw a capital /P/, saying ‘Start at the top and go straight down, pencil off, back to the top and make a bump’ as you make the letter.

Now draw the uppercase /P/ with me and say the words.

Draw the letter and say the words four times in the air together.

When do we use an uppercase or capital letter? Answers will vary, eg a name, the beginning of a sentence.
Use your finger to draw some uppercase /P/s on the table top.

Place the Ready to print activity sheet on the table.

This chart gives us some pointers so we feel relaxed and can print clearly. Let’s read it together.
Read each instruction with the student and ask him/her to follow the instruction.
Ask the student to pick up his/her pencil and check his/her fingers are in the correct position.

**Say**

Are you a right or left handed printer? **Answers will vary.**
Let’s say a little rhyme that helps us check we are holding our pencil correctly.

Pick up a pencil and hold as shown on the chart.
Show the student how to tap his/her first or ‘pointer’ finger on top of the pencil without dropping the pencil.
Ask the student to copy your tapping.
Tap the ‘pointer’ or first finger as you say:
I can lift my pointer
I can tap it too
Thumb and tall man hold the pencil firm
So I can print for you.
Say the rhyme again as you both tap the pointer finger on the pencil.

**(Point to the uppercase /P/).** Place your pencil tip on the spot at the top of the letter. Draw slowly and carefully down between the lines until you get to the bottom.
Pencil off and go back to the spot at the top and trace the curved bump.
You have drawn a capital or uppercase /P/. Uppercase /P/ has two parts; the stick and the bump.

Ask the student to choose different coloured pencils to draw the /P/ three more times, saying ‘Start at the top and go straight down, back to the top and make a bump’ as he/she makes the letter.

**(Point to the lowercase /p/).** Do you know what this letter is? **Answers will vary, eg lowercase p.**
What is different about these letters? **One is taller, one has round bump.**
The lowercase /p/ has a hill instead of a bump on the side. When do we use a lowercase letter? **in words**
Watch while I draw the lowercase /p/ in the air.

Use large arm movements and a pointed finger to draw a lowercase /p/, saying ‘Start at the top, go down and back up, curve to make a hill and a tail’ as you make the letter.

**Say**

Now draw the lowercase /p/ with me and say the words.

Draw the letter and say the words four times in the air together. ‘Start at the top, go down and back up, curve to make a hill and a tail’.
Use your finger to draw some lowercase /p/s on the table top.

Now it’s time to print. Check the *Ready to print* chart to make sure you are sitting and holding your pencil correctly.

Place your pencil tip on the spot at the top of the lowercase /p/.

Draw slowly and carefully down between the lines, back up and make the hill and the tail.

You have drawn a lowercase /p/. Lowercase /p/ has a stick and a hill. You keep your pencil on the page until you have finished the whole letter.

Ask the student to choose different coloured pencils to draw the /p/ three more times, saying ‘Start at the top, go down and back up, curve to make a hill and a tail’ as each letter is printed.

Ask the student to draw a picture of something that begins with /p/ on the card, eg pig, plum.

The *Phonics card* Pp and *Ready to print* chart will be used in the next activity.

**Let’s read and write**

**Lots of Pps**

**Materials:**
- *Phonics card:* Pp
- activity sheet – *Ready to print*
- activity sheet – *Lots of Pps.*

Place the materials on the table.

Ask the student to check the *Ready to print* chart and make sure he/she is sitting correctly.

Now you are ready to trace and print some letters. Look at the uppercase /P/ on the *Phonics card*.

Trace the uppercase /P/ using your pointer finger. Start at the top on the dot, trace down slowly and carefully between the lines. Now go back to the top and trace the bump.

Now use your finger to trace the four uppercase /P/’s on the activity sheet.

Show me how you hold your pencil. (Check the chart with the student.)

Start at the top on the dot, trace down slowly and carefully between the lines. Pencil off and back to the top, trace the bump.
Now print the next uppercase /P/.

Choose a different pencil.

Look at the dotted uppercase /P/s. Start at the top on the dot, trace down slowly. Pencil off and back to the top, trace the bump.

Trace the last /P/ and say the words with me. **Start at the top on the dot, trace down slowly. Pencil off and back to the top, trace the bump.**

Choose a different pencil.

Have a go at printing an uppercase /P/ on the line. Start at the top on the dot, trace down slowly. Pencil off and back to the top, trace the bump.

Print two more uppercase /P/s on the lines.

Guide the student to complete the uppercase /P/s in the correct formation.

Check the pencil grip is firm (not tight) and produces a medium weight and thickness printing line.

Look at the lowercase /p/ on the Phonics card. Lowercase /p/ is half as tall as the uppercase /P/ and its stick hangs below the line.

Trace the lowercase /p/ using your pointer finger. Start at the top, go down and back up, curve to make a hill and a tail.

Now use your finger to trace the four lowercase /p/s on the activity sheet.

Show me how you hold your pencil. (Check the chart with the student.)

You are ready to print. Start at the top, go down and back up, curve to make a hill and a tail.

Now print the next lowercase /p/. Say the words with me as you print. **Start at the top, go down and back up, curve to make a hill and a tail.**

Choose a different pencil.

Look at the dotted lowercase /p/s. Trace one as I say the words. Start at the top, go down and back up, curve to make a hill and a tail.

Trace the last /p/ and say the words. **Start at the top, go down and back up, curve to make a hill and a tail.**

Choose a different pencil.

Have a go at printing a lowercase /p/ on the line. I’ll say the words. Start at the top, go down below the line and back up, curve to make a hill and a tail.

Now try another one. Start at the top, go down below the line and back up, curve to make a hill and a tail.

Now try to print one more.

Let’s trace the missing letters in the next line, then we can read the words. Start by tracing the capital /P/.

Now trace the lowercase /p/s. (Check formations.)
Look along the line. Find a letter to trace that is not a /p/.
Tell me its sound and name. i and ‘eye’
Trace the letter.
Find another letter to trace and tell me its sound and name. n and ‘en’
Trace the letter.
Can see another /n/. Find it and trace it.
Find the last letter that needs to be traced and tell me its sound and name. c and ‘see’
Trace the letter.
Now we can read the sentence. Let’s sound the words together. p o p pop
p o pp ing popping p o p c or n popcorn
Read the sentence to me. Pop popping popcorn.
Count the /p/s. 7 ps

Ask the student to say the name of each picture in the last row. plum, pig, penguin,
cake/cupcake, pillow, pear, balloon, people, pineapple, frog
Point to the pictures and say names with emphasis on the first letter sound; ppplum,
pppig, pppenguin.
Ask the student to loop the pictures that do not begin with the /p/ sound.
cupcake/cake, balloon, frog

Store or scan and save the activity sheet Lots of Pps
Store the Phonics card and Ready to print chart for future use.

People are living things
Materials:
• reading book – People are living things.

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

What did we make a chart about this morning? people
That is the first word in the title. Can you work out the rest of the title?
Answers will vary.

Encourage the student to try to work out the title.

People are living things. Tell me what you know about living things. Answers
will vary, eg they walk, they eat and drink.
Look at the pictures on the cover.
Tell me what is happening in each picture. people having a picnic, children roller skating with a dog and a person hanging upside down, children ice skating and two grandpa’s with a baby.
Look closely at the pictures. They are inside the book as well. I wonder if you will be able to spot them.
Point to the author’s name. Her name is Jan Pritchett.
Turn the cover over and you will see the title page. Here is the title again. Let’s read it together. People are living things
Here is the author’s name again too. (Point to it.)
What is happening in the picture? Answers will vary, eg people are having a picnic.
Have you seen this picture before? Answers will vary, eg yes on the cover.
Turn the page. What is the name of the page on the left? You might remember it from our last book. contents page
The contents of the book are in this list. What are the numbers for? They are page numbers to tell us where to find the information.
I’ll read the contents list and you tell me which page the information is on.
Point to each heading in the list and read it to the student. Ask the student to tell you the page number that matches each heading.

The first heading in the Contents list was ‘Introduction’. Can you find that heading on page 3? Point to it.
The introduction is the beginning of the book. What pictures can you see on the introduction page? A girl blowing bubbles and some people having a picnic in a park.
I’ll read the words and them you can read them.

Point to the words in the first sentence as you read them.
Ask the student to read the words as you point to them.
Repeat for the second and third sentences.
Ask the student to turn to the next page.

Look at the pictures down the side of the page. The pictures show the same person. What is happening to him? He has grown from a baby to a man.
The numbers underneath the photographs tell us how old the man is in each picture. Let’s read them together.
How is he different in the pictures? Answers will vary, eg has glasses on, looks different/older, wearing different clothes.
Let’s read the two sentences on the page together.
Ask the student to find the word ‘we’ on the page.

Ask the student to tell you which picture is also on the cover. girl on the climbing frame

Ask the student to turn to page 8. Read the title to the student.

What are this man and little girl doing? marking how tall she is, measuring her growth with a ruler
Have you had your height measured? Answers will vary.
Why do we measure you? to see how much I have grown/to find out how tall I am
Let’s read page 8 together.

Point to the words as you read together.

Ask the student to describe what is happening in the top picture on page 9. Children are playing ice hockey.
Read the sentence below the picture together. The student can join in where he/she is able.

Look at the next picture. Who is sitting on someone’s shoulders? baby/small child
Who do you think is looking at the small child? grandfather, pop
Whose shoulders is the small child sitting on? Dad’s, uncle’s
Have you seen this picture before? Answers will vary, eg yes on the cover.
Can you remember sitting on your parent’s shoulders? Answers will vary.
Do you still sit on their shoulders? Answers will vary.

Ask the student to turn back to page 5.

Discuss the pictures and labels, and read the text together.

Let’s find out where we can learn more about our five senses. Turn to the contents page.
I’ll read the list and you tell me when we reach the right heading. Introduction, Breathing, Drinking, growing and Changing, Moving, The Senses. Stop now.
Look at the page number for The Senses. What is it? page 12
Turn to page 12. Let’s read the heading. The Senses
This section goes across pages 12 and 13. Let’s count the pictures together. 1, 2, 3, 4, 5
Tell me which of the 5 senses the children are using in each picture. Answers will vary.
Let’s look closely at each picture to see if you are correct.
Keep me safe

Lesson notes – Day 1

**Say**

What is happening in the picture at the top of page 12? They are sitting on the grass and looking at the ocean and rocks.

What sense are they using? sight/seeing

Let’s read the matching sentence together. We can see things with our eyes.

What is happening in the picture at the bottom of page 12? The children are singing and listening

What sense are they using? listening/hearing

Let’s read the matching sentence together. We can hear things with our ears.

Discuss what is happening in each picture on page 13 and ask the student to decide on the sense being used each time. Read the matching sentence together after each picture has been discussed.

Read and discuss pages 6, 7, 10, 11, 14, 15 and 16 with the student.

Ask the student to find the other cover pictures in the book.

Store the reading book.

**Let’s share**

**We grow and change**

**Materials:**
- activity sheet – *We grow and change*
- large sheet of paper (A3)
- scissors
- glue.

Place the *We grow and change* activity sheet on the table.

**Say**

Who is in this picture? a girl

What would you like to name her? Answers will vary.

Point to X as a baby.

Point to X as a teenager.

Point to X as a child.

Point to X as a grown up.

How do you know that this picture is X as a baby? Answers will vary, eg she has a dummy, she is wearing a bib.
How can you tell that this is Sophie as a teenager? **Answers will vary, eg her face looks older, she is listening to music, she is wearing headphones, she is wearing sunglasses.**

Help the student to identify the changes in Sophie as a child and grown up.

Ask the student to cut out the *We grow and change* pictures on the dashed lines.

Place the other materials on the table.

<table>
<thead>
<tr>
<th>Ask the student to fold the sheet of paper to make four rectangles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to cut along the longest fold to make two strips.</td>
</tr>
</tbody>
</table>

Ask the student to glue the two pieces together, end to end to make a long strip of four boxes.

We are making a ‘grow and change’ strip. You will glue the pictures of X into the boxes, from youngest to oldest.

Show me the picture of the baby X. This is the youngest picture so it goes into the first box on the left. Place the picture into the box.

Now X has grown a bit and is a little bit older. What does she look like now? **a little girl**

Find the picture and put it into the second box.

Now X has grown a bit more and is older. What does she look like now? **a teenager**

Find the picture and put it into the third box.

Now X is much older. What does she look like now? **an old lady, nana**

Put the older lady picture into the fourth box.

Help the student glue each picture into the left side of its box.

Let’s think of some things that people do at different ages. What do babies do? **Answers will vary, eg cry, crawl, sleep, smile, play.**

Let’s print three of your ideas next to the baby picture on the strip.

Help the student print three ideas next to the baby picture.

What is the next picture? **a child**
What are three things that a child can do? **Answers will vary, eg learn to read and write, ride a bike, talk, play on the swings.**

Let’s print three of your ideas next to the baby picture on the strip.

Help the student print three ideas next to the child picture.

Repeat the steps for the teenager and old lady pictures.

The student can colour the pictures if he/she wishes.

Scan or photograph and save the completed strip into the Set folder.

Display the strip. Ask the student to tell others about it.

### 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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open shut them</td>
<td></td>
</tr>
<tr>
<td>Words I know</td>
<td></td>
</tr>
</tbody>
</table>

Resources

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson notes – Day 2</td>
<td></td>
</tr>
<tr>
<td>Phonics card: Pp (from Day 1)</td>
<td></td>
</tr>
</tbody>
</table>

Reading books

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands</td>
<td></td>
</tr>
</tbody>
</table>

Other resources

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>camera (or tablet)</td>
<td></td>
</tr>
<tr>
<td>computer</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>crayons</td>
<td></td>
</tr>
<tr>
<td>felt tip pens</td>
<td></td>
</tr>
<tr>
<td>large sheet of paper (A3)</td>
<td></td>
</tr>
<tr>
<td>20 wooden skewers OR pack of cards OR rods from Maths Kit OR dominoes</td>
<td></td>
</tr>
</tbody>
</table>

Let’s begin

Open shut them

Materials:

• activity sheet – Open shut them.

Place the activity sheet on the table.
This is an action poem about things your hands can do. Look at the hands in the first picture. Show me this action with your hands. (Help if required.)

Look at the hands in the second picture. Show me this action with your hands.

Help the student to make the hand action if required. Shut hands to make a fist.

Look at the hands in the third picture. Show me this action with your hands.

Help the student to make the clapping hand action if required.

I’ll read the first verse and we will make the actions to match the words.

Read the first verse and do the actions with the student. Ask the student to join in with the words this time as you repeat verse and actions.

Look at the first hands picture next to the second verse. What can you tell me about it? **It is the same as the first hands picture in the first verse.**

Look at the second hands picture. What can you tell me about it? **It is the same as the second hands picture in the first verse.**

Look at the third hands picture. What can you tell me about it? **Answers will vary, eg it’s different from the clapping picture, it shows hands on knees/lap**

The clap is replaced with putting hands on knees. Show me how to do this action with your hands.

Read the verse and do the actions with the student. Ask the student to join in with the words this time as you repeat verse and actions. Say both verses and do the actions together.

Look at the next picture. What is the boy doing? **Answers will vary, eg moving his hands up to his face.**

This boy has crept or crawled his hands up to his chin. Watch what I do.

Place your hands on your lap, say the words and creep your hands with a finger crawl action up to your chin. Ask the student to do the actions as you say the words. Ask the student to join in with the words this time as you repeat verse and actions.

Look at the next picture. What is the boy doing? **Answers will vary, eg arms folded and open mouth.**

Listen to the lines and watch what I do.
Place your hands on your chin and open your mouth (first line).
Quickly fold your arms as you say the second line.
Ask the student to do the actions as you say the words.
Ask the student to join in with the words this time as you repeat verse and actions.
Read the complete poem and do the actions together.
Ask the student to join in with the words this time as you repeat poem and actions.

Store the activity sheet for use on Day 6.

Let’s explore phonics

Letter Pp hunt

Materials:
• Phonics card: Pp
• camera (or tablet)
• computer.

Place the Phonics card: Pp on the table.

<table>
<thead>
<tr>
<th>Say</th>
<th>What is this letter’s name? <strong>pee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What sound does it make? <strong>/p/</strong></td>
</tr>
<tr>
<td></td>
<td>Point to the capital <strong>/P/</strong>.</td>
</tr>
<tr>
<td></td>
<td>Point to the lowercase <strong>/p/</strong>.</td>
</tr>
<tr>
<td></td>
<td>Tell me three words that have <strong>/p/</strong> in them. <strong>Answers will vary,</strong> <strong>eg pup,</strong> <strong>purple,</strong> <strong>lip.</strong></td>
</tr>
<tr>
<td></td>
<td>We are going for a walk around our home looking for things that have <strong>/p/</strong> at the start, end or in the middle of their names. Can you see anything on this table that has a <strong>/p/</strong> somewhere in its name? <strong>Answers will vary,</strong> <strong>eg pencil,</strong> <strong>paper.</strong></td>
</tr>
<tr>
<td></td>
<td>I’ll help you take a photograph of it.</td>
</tr>
</tbody>
</table>

Help the student take a photograph of the object.
Continue to walk around the home with the camera. Discuss the student’s **/p/** suggestions and help him/her take the **/p/** photographs.
Take 10 to 12 photographs.
Help the student download the photographs into a computer folder.
Help the student label the folder, eg ‘Set 5 Day 2 p photographs’.

Help the student move the folder into the Set folder.
Words I know

Materials:
- activity sheet – *Words I know*
- scissors.

Place the materials on the table.
Ask the student to point to each word and read those he/she recognises. Tick correct words. Tell the student unknown words.
Ask the student to read and trace the letters of the words that require tracing.
Ask the student to cut out the word cards.

<table>
<thead>
<tr>
<th>Say</th>
<th>Make this sentence using the word cards. We can see.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make this sentence. I said come here.</td>
</tr>
<tr>
<td></td>
<td>Now you make two sentences using the word cards.</td>
</tr>
<tr>
<td></td>
<td><em>Answers will vary, eg I can see; we said come here; can we/I come.</em></td>
</tr>
</tbody>
</table>

Ask the student to spread one of each word card face up on the table.
Ask the student to turn over the words as you say them.
Say each word until they have all been turned over.
Ask the student to turn the words back over.
Say the words and ask the student to point to each one as you say it.
Spread and mix all the cards (2 of each word) face down on the table.
Choose five cards each. If any cards chosen make a pair, players match them and place them on the table in front of themselves.
Take turns to choose a card off the table and try to make a pair. If a pair cannot be made, the card is put back on the table.
If all the cards in a player’s hand are matched, he/she chooses 5 more cards from the table and plays on.
The player with the most pairs is the winner.

Store the cards and play other pairing games with the student and other players.

Let’s read and write

Hands

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

The pictures on the front cover of a book are a clue to what a book is about. Tell me what you can see. **Answers will vary.**

Why do you think there are hands inside the letters? **Answers will vary.**

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

Let’s sound the title together. **hands**

(Point to and read author’s name.) The author is the person who writes the story.

(Point to and read illustrator’s name.) The illustrator draws the pictures.

Turn the book over. On the back cover you can see a picture and some writing. This writing (point to ‘About the author’) tells us about the author. I’ll read it to you.

This writing (point to ‘About the illustrator’) tells us about the illustrator. I’ll read it to you.

Turn back to the front of the book and open the cover.

There is a lot of information on the inside cover. One interesting thing is the blurb. (Point to blurb as very top of the cover). It tells us a bit more about the book. Listen as I read it.

The facing page is the title page. It often gives us a bit more information about the story. Point to the title.

Tell me about the chicken’s feathers. **They are made from handprints.**

Turn to page 2 and 3.

The pictures help us work out what the words say. They are clues. Tell me about the pictures on page 2. **Answers will vary, eg a boy is opening and closing a door.**

Point to the words. The first word is ‘Hands’. What is the second word? **can**

The next word is ‘open’. Read the sentence with me. **Hands can open.**

Let’s read the next sentence together. You already know the first two words. **Hands can close.**

Point to the words and read the two sentences to me. **Hands can open. Hands can close.**

What is happening in the picture on page 3? **The adult is tickling/touching the baby’s toes/foot and the baby is reaching for his/her foot.**

What are the adult’s hands doing? **tickling/touching**

What is the baby’s hand doing? **reaching**

Let’s read the next sentence together. You already know the first two words. **Hands can tickle tiny toes.**

There is a rhyme in there. Listen while I read and tell me the rhyming words.
Read the text, emphasising ‘close’ and ‘toes’.

**Say**

What are the rhyming words? **close, toes**

Rhyming words sound alike.

Ask the student to turn to page 4.
Ask the student to describe what is happening in the picture.

**Say**

Let’s read the sentence together. You already know the first two words. **Hands can plant, hands can pick.**

Tell me what the hands are doing in the picture on page 5. **making shadows, making a dog shadow.**

Let’s read the sentence together. You already know the first two words. **Hands can sometimes do a trick.**

There is a rhyme in there. Listen while I read and tell me the rhyming words.

Read the text, emphasising ‘pick’ and ‘trick’.

**Say**

What are the rhyming words? **pick, trick**

Ask the student to turn to page 6.

What is the little girl doing with her hands? **doing up her buttons**

What is the little boy doing with his hands? **doing up his zip**

Let’s read the sentence together. You already know the four of the words. **Hands can button, hands can zip.**

Look at this word ‘Hands’ (point to the word) and look at this word ‘hands’ (point to it). Why does this one (point to the word) have a capital or uppercase /H/? **that word starts the sentence**

Why doesn’t this word (point to the word) have a capital? **Answers will vary, eg it is in the middle of the sentence, it doesn’t start the sentence.**

What is the mother doing in the picture on page 7? **Answers will vary, eg sewing, looking at the boy’s jeans.**

Let’s read the sentence together. You know the first two words. **Hands can help mend a rip.**

Let’s read both pages together and you see if you can hear the rhyming words.

Let’s read the next sentence together. You already know the first two words. **Hands can close.**

Point to the words and read the two sentences to me. **Hands can open. Hands can close.**

What is happening in the picture on page 3? The adult is tickling/touching the baby’s toes/foot and the baby is reaching for his/her foot.
What are the adult’s hands doing? **tickling/touching**
What is the baby’s hand doing? **reaching**
Let’s read the next sentence together. You already know the first two words. **Hands can tickle tiny toes.**
There is a rhyme in there. Listen while I read and tell me the rhyming words.
Point to the text and read, emphasising ‘zip’ and ‘rip’.

**Say**

What are the rhyming words? **zip, rip**
Let’s turn to page 8.
(Point to the picture of the girl.) What can this girl do with her hands? **tug**
What can this mum and boy do with their hands? **hug**
‘Hug’ and ‘tug’ are rhyming words. Turn to page 9.
(Point to the picture on page 9). Can you see anything in this picture that rhymes with tug and hug? **bug**
(Point to the pictures and say the words) tug, bug, hug.
Now you say the words. **tug, bug, hug**
How many words rhyme? **3**
Let’s read these sentences together.

Read the sentences on both pages together, emphasising the rhyming words.
Ask the student to turn the page.
Ask the student to describe what the hands are doing in the pictures on page 10.
Read the sentences together, emphasising ‘feel’ and ‘peel’.

**Say**

Which two words rhyme? **feel and peel**
Look at the picture on page 11. What is this boy doing? **Answers will vary.**
It looks like he is holding a snake. If you saw a snake, would you try and pick it up? **no**
This boy is near some water. What else can you see in the picture? **Answers will vary, eg bucket, fishing rod, plants, reeds.**
He is picking up a slippery eel. An eel is not a snake, it is a sea creature. People catch, cook and eat eels just as they catch, cook and eat fish.
Let’s read the sentence together.
Now let’s read both sentences and you can tell me the three rhyming words. **feel, peel and eel**
Turn to page 12 and 13. What are the hands doing in the pictures on these pages? **Answers will vary, eg catching, throwing, fixing, working, holding.**
Let’s read the sentences and find out how much the pictures helped us.
Read the sentences on both pages together, emphasising the rhyming words ‘play’ and ‘day’.

Which two words rhyme? **play and day**
Did the pictures help you with your reading? **Answers will vary.**
Turn to page 14 and 15. What are the hands doing in the pictures on these pages? **Answers will vary, eg tying shoelaces, holding a pie.**
Let’s read the sentences and see if the words rhyme.

Read pages 14 and 15, emphasising ‘tie’ and ‘pie’.

Which two words rhyme? **tie and pie**
What other words rhyme with ‘tie’ and ‘pie’? **Answers will vary, eg fly, sky, high.**
Turn to page 16. What is the boy doing? **waving**
He could be waving hello or goodbye. What word rhymes with pie and tie, hello or goodbye? **goodbye**
Let’s read the last page together.
You read ‘can’ with a lowercase /c/ on almost every page. Go back to page 2 and we will count the ‘cans’. You point and I’ll count.
How many times did you find the word ‘can’? **20**

Store the book.

**My hands can**

**Materials:**
- crayons
- felt tip pens
- large sheet of paper (A3).

Place the materials on the table.
Help the student fold the paper into four rectangles and then open it.

Look at your hand.
Tell me what you see. **Answers will vary, eg a thumb, four fingers, lines, joints, knuckles, skin.**
Look at the back of your hand. Tell me what you see. **Answers will vary, eg joints, knuckles, skin, finger nails.**
Look at the front or palm of your hand. Tell me what you see. **Answers will vary, eg lines, joints, knuckles, skin.**

Look at the back of your hand. Tell me what you see. **Answers will vary, eg joints, knuckles, skin, finger nails.**

Look at the front or palm of your hand. Tell me what you see. **Answers will vary, eg lines, joints, knuckles, skin.**

Make a shape with your hand.

Tell me about your shape. **Answers will vary, eg straight fingers, crooked fingers, fist, curved fingers.**

Ask the student to make three other hand shapes and describe them.

Ask the student to hold out his/her hand, palm side up, against your palm.

Ask the student to describe the size difference.

Ask the student to choose four different coloured crayons.

Help the student trace around his/her hands, one hand in each rectangle, four in all.

Trace two right hands and two left hands.

Help the student to print ‘right hand’ inside one right hand and ‘left hand’ inside one left hand.

Ask the student to print a capital /R/ inside the other right hand and a capital /L/ inside the other left hand. Help if required.

Let’s label the parts of one of the hand shapes. Which shape will you use? **Answers will vary.**

Discuss the main parts of the hand and help the student print 5 or 6 labels.

Ask the student to join them to the shape. The student can draw on finger nails and other parts if he/she wishes.

We are going to ask our brains to remember information about our hands. Think about caring for your hands. How do you care for them? **Answers will vary.**

Let’s print that information around another hand shape.

Help the student print 2 or 3 ideas around another hand shape, eg wash them, clean my nails, wear gloves in cold weather.

Close your eyes and think about all of the wonderful things that you can do with your hands.

What information did your brain tell you? What can you do with your hands? **Answers will vary, eg close a door, scratch, point, draw, pinch, touch, lift, dig, hold things, shake.**

Let’s print those ideas around your other two hand shapes.

Help the student print at least six ideas around the hand shapes.
Ask the student to point to the words and read them to you. Help if required.

Store, scan or photograph and save the handprint sheet.

Let’s share!

Careful hands

Materials:

- 20 wooden skewers, thick if possible OR
- pack of cards OR
- black, brown, blue and orange wooden rods from Maths Kit OR
- dominoes
- two or more players.

Place the materials on the table.

Option 1: wooden skewers

- hold the bundle of skewers together, point sides up
- let go of the bundle and let the skewers fall
- take turns to remove the skewers from the pile without disturbing any other skewers
- count the number of skewers collected before the pile moved.
- if the skewers move, rebundle, drop and try again.

Option 2: pack of cards

- balance two cards to make an a shape on the table
- build a house of cards by taking turns to add one card to the a shape
- keep adding cards until the ‘house’ falls
- count the number of cards used
- when the house falls, have another go and try to beat your first number of cards.

Option 3: coloured rods or dominoes

- build a tower using the rods/dominoes by taking turns to add one at a time
- keep adding rods/dominoes until the tower falls
- count the number of rods/dominoes used
- have another go and try to beat your first number of rods/dominoes.
Store the materials

**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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pam and Pat’s picnic</td>
<td></td>
</tr>
<tr>
<td>• This is my … 1, 2 and 3</td>
<td></td>
</tr>
</tbody>
</table>

Resources

| • Lesson notes – Day 3          |       |
| • Phonics card: Pp (from Day 1) |       |
| • Ready to print chart (from Day 1) |   |

Reading books

| • My body                      |       |

Other resources

| • large mirror (full length for the student if possible) |       |
| • 2 large sheets of paper (A3)                         |       |
| • sheet of blank A4 paper                              |       |
| • 1 sheet of A4 blank card                            |       |
| • scissors                                           |       |
| • drawing materials, eg crayons, pencils              |       |
| • stapler                                            |       |
| • purple play dough (make using blue and red food colouring) | |
| • pasta pieces, eg penne, spiral or the student can break up spaghetti or fettucine | |
| • camera                                             |       |
| • student’s clothing – 1 piece each of underwear, pyjamas/nightie, top, shorts/skirt, bathers | |
**Let’s begin**

**Mirror mirror**

**Materials:**
- large mirror (full length for the student if possible)
- large sheet of paper (A3).

Ask the student take off his/her shoes and stand in front of the mirror.

<table>
<thead>
<tr>
<th>Say -</th>
<th>Tell me what you see when you look in the mirror. Answers will vary, eg me, my head, face, legs, freckles, neck, mouth. You can see your whole body. Let’s start from the bottom of your body and say what we can see. (Point to the toes.) I can see your toes. Point to something near your toes and tell me what you can see. Answers will vary, eg feet. (Point to the ankle/heel.) I can see your (ankle/heel). Point to something and tell me what you can see. Answers will vary, eg shin, leg, knee.</th>
</tr>
</thead>
</table>

Continue to move up the student’s body, pointing to and naming body parts.

<table>
<thead>
<tr>
<th>Say -</th>
<th>Look closely at yourself in the mirror. Look at all your body parts. Which is your favourite part? Answers will vary. Why? Answers will vary.</th>
</tr>
</thead>
</table>

Move back to the table.

Ask the student to draw a large picture of him/herself on the paper. Do not prompt the student with ideas.

The student can choose his/her own drawing materials.

The student can go back to the mirror to check his/her body parts if he/she wishes.

<table>
<thead>
<tr>
<th>Say -</th>
<th>Point to the body parts you have drawn and tell me their names. Answers will vary. Do you wish to add anything else to your picture? Answers will vary.</th>
</tr>
</thead>
</table>

Encourage the student to have one extra look in the mirror and add any last details. Do not prompt the student with ideas.
Let's label the body parts. You tell me the name and print it next to the body part.  
Now draw a line to join the word with the body part.

If the student word cannot be deciphered, print the word clearly above his/her word.  
Continue until the student has labelled all the parts he/she wishes to label.  
Ask the student to read the labels to you.

Scan or photograph the student work and save into the Set holder.  
Display the work.

Let’s explore phonics

Pam and Pat’s picnic

Materials:  
- Phonics card Pp  
- activity sheet – Pam and Pat’s picnic.

Place the phonics card in front of the student.

What is the name of this letter? pee  
What sound does it make? p p p  
Trace the uppercase /P/ with your finger.  
Trace the lowercase /p/ with your finger.

Place the activity sheet in front of the student.

Let’s read the name of the activity sheet. You sound the first word. P a m Pam  
Read or sound out the next word. a n d and  
Pam and. Read or sound out the next word. P a t s Pats  
Pam and Pat’s. Read or sound out the next word. p i c n i c picnic  
Read the title with me. Pam and Pat’s picnic  
What sound it at the beginning of Pam and Pat’s names? p  
Would you use a capital or lowercase /p/ to print the names? capital  
What sound it at the beginning of picnic? p
Pam and Pat went on a picnic on the edge of the letter forest. They went for a walk into the forest to look for possums and potoroos. Now they are ready to eat their picnic but they are not sure which track to follow.

Look at the picnic food. What will they be eating? **pear and peach**

What sound it at the beginning of pear and peach? **p**

Would you use a capital or lowercase /p/ to print the fruit names? **lowercase**

Listen to these words; Pam, Pat, picnic, possum, potoroo, pear and peach. What sound do they all begin with? **p**

Pam and Pat need to follow the track of /p/s through the letter forest.

Look at the box next to the picture of Pam and Pat. What letter do you see? **capital/uppercase P**

Draw a circle around the uppercase /P/.

You have started Pam and Pat on the track to their picnic. Point to the /p/ that is closest to the /P/ you circled.

Where is it? **next to the capital P**

Is it upper or lower case? **lowercase**

Circle the /p/.

The track is made from upper and lower case /p/s. You will follow it across, down and up the grid. Find the next /p/.

Where is it? **next to the lowercase p**

Is it upper or lower case? **lowercase**

Circle the /p/.

Find the next /p/.

Where is it? **below the lowercase p**

Is it upper or lower case? **uppercase**

Circle the /P/.

Now you can see how the track puzzle works, you can follow it yourself.

The student should work independently to complete the puzzle.

When the student says the track is finished, ask him/her to check to make sure all the /p/s and /P/s have been found. He/she can circle any missed /p/s.

Ask the student to point to and read all the letters that make up the letter forest. Tick those that are read (name and/or sound) correctly.

Ask the student to draw pictures of six other /p/ foods Pam and Pat might eat at their picnic. The food must all begin with /p/. **Answers will vary, eg plum, pineapple, pizza, pasta, peppermint lollies, passionfruit, pecans, peanuts, potatoes, pumpkin, peas, pear juice, prawns, pork chop.**

Help the student label the foods.

Store or scan and save the activity sheet.
This is my ....

Materials:
- sheet of blank A4 paper
- activity sheets – This is my 1, 2 and 3
- mirror (full length for the student if possible).
- activity sheet – *Ready to print*.
- 1 sheet of A4 blank card
- scissors
- drawing materials, eg crayons, pencils
- stapler.

Place the A4 sheet of paper on the table.
Help the student fold it into four rectangles.
Ask the student to close his/her eyes.

<table>
<thead>
<tr>
<th>my</th>
<th>My</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>This</td>
</tr>
</tbody>
</table>

Print the words into each rectangle as shown.
Fold the paper up so the words cannot be seen.

I have printed four words onto the paper. What do you think they are?
*Answers will vary.*
Unfold the paper and we will see if you were right.
Can you read any of these words? *Answers will vary.*

Ask the student to read the words he/she knows.
Fold the paper to show the two ‘my’ words.

Look at these words. What can you tell me about them? *Answers will vary, eg same word, same letters m and y, one with capital, both have two letters.*
Both words say ‘my’. Point to them and read them. *My, my*
Listen to this sentence. My name is (your name). Point to the word you would use at the start of that sentence. *My*
Why did you choose that one? *Answers will vary, eg it has a capital; the first word in a sentence needs a capital.*
Tell me a sentence that starts with ‘My’. *Answers will vary.*
I like to eat my lunch in the garden. Point to the word you would use in that sentence. *my*
Why did you choose that one? **Answers will vary, eg it does not have a capital.**
Tell me a sentence that uses ‘my’. **Answers will vary.**
Let’s get ready to print. Use the *Ready to print* poster to check you are sitting properly.
Choose a pencil and use the chart to check you are holding it correctly.
Trace the letters in the two ‘my’ words. (Help with formations.)
Choose another pencil and print ‘my’ (point to it) in its rectangle two more times.
Choose another pencil and print ‘My’ (point to it) in its rectangle two more times.

Fold the paper to show the two ‘this’ words.

Look at these words. What can you tell me about them? **Answers will vary, eg same word; same letters t, h, i and s; one with capital; both have four letters.**
Both words say ‘this’. Point to them and read them. **This, this**
Point to the word you would use at the start of a sentence. **This**
Why did you choose that one? **Answers will vary, eg it has a capital; the first word in a sentence needs a capital.**
Tell me a sentence that starts with ‘This’. **Answers will vary.**
Point to the word you would use in the middle of a sentence. **this**
Why did you choose that one? **Answers will vary, eg it does not have a capital.**
Tell me a sentence that uses ‘this’. **Answers will vary.**
Let’s get ready to print. Use the *Ready to print* poster to check you are sitting properly.
Choose a pencil and use the chart to check you are holding it correctly.
Trace the letters in the two ‘this’ words. (Help with formations.)
Choose another pencil and print ‘this’ (point to it) in its rectangle two more times.
Choose another pencil and print ‘This’ (point to it) in its rectangle two more times.

Place the *This is my* 1 activity sheet in front of the student.

Let’s use those two words to make a book. Look at the activity sheet. Can you read the words in the top row? **This is my**
Let’s get ready to print.
Use the Ready to print poster to check you are sitting properly.
Choose a pencil and use the chart to check you are holding it correctly.
Trace the letters in the two words. (Help with formations.)
This is a book about your body. What body part could you print to finish the sentence? **Answers will vary, eg hair, leg, heart.**
Print the word on the line after the word 'my'. (Help if required.)
That is page one of your book. Read the sentence. **This is my (student choice).**

Check on the student’s pencil grip each time he/she prints.

Let’s make page two. Read the beginning of the sentence. **This is my**
Choose a pencil and trace the letters in the two words. (Help with formations.)
What body part could you print to finish the sentence? **Answers will vary, eg hair, leg, heart.**
Print the word on the line after the word 'my'. (Help if required.)
Read the sentence. **This is my (student choice).**

Help the student cut out the pages on the dashed lines. Place them at the top of the table.
Place the **This is my 2** activity sheet in front of the student.
Ask the student to read and then trace the letters in the sentence beginnings.
Help the student print and spell the words to complete the sentences.
Ask the student to read the sentence.
Help the student cut out the pages on the dashed lines. Place them at the top of the table.
Complete the **This is my 3** activity sheet in the same way.
Ask the student to read each sentence and draw a picture in the box to match. Help with reading if required.
Help the student fold the A4 card in half lengthways to make two long strips.
Help the student cut along the fold.
Place one piece of card in front of the student.

This is your front cover. The book is called ‘This is my’. Copy the words ‘This is my’ from one of your pages, onto the cover.
Print your name on the cover too.

Help the student stack the pages on top of the back cover and place the front cover on top.
Staple the pages together on the left side. Take care not to staple on top of the words.
Ask the student to read the book to you.
Ask the student to read the book to someone else.
Store the book for future use.

Let’s read and write

My body

Materials:
• reading book – My Body.

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

Say -
When I read a new book I try to think what I already know about the pictures and words. This sometimes helps me work out what the book might be about. (Point to the pictures in the circles). Do you know what these pictures are? x-rays
X-rays are pictures of your bones. What else is on the cover of this book? a girl, the beach, sand, water
What do you think this book is about? Answers will vary.
Look at the title. Can you read any of the words? my
The title is My body. Now you know the title, what do you think the book is about? Answers will vary.
The author (point to the author’s name) is Rhonda Jenkins.
Open the cover to the first page. This is a contents page. It tells us what is in the book. What is the girl on the page doing? pointing to her toes/foot
What other picture can you see? a hand/arm
Point to the number. These numbers tell us what page number we find the information on.
(Point to the word ‘Head’. ) This says ‘head’. (Point to the number 2.) This tells us we can find information about our head on page 2.
The next title in the list is ‘Chest’. What page will we find this information? 4

Continue to read through the contents list, asking the student to tell you the page number that matches each heading.

Say -
Turn to page 2.
What is the girl pointing at? her head
I think you will be able to read the words because I can see our new words in the sentence. Have a go. **This is my head.** (Help if required.)

Point to the word ‘This’. It’s our new sight word.

Point to the word ‘my’. It’s our other new sight word.

Look at page three. There are some words in boxes. These labels show us parts of the girl’s face.

(Point to the word ‘eye’). Where is this label pointing? **the girl’s eye**

What do you think it says? **eye**

(Point to the word ‘ear’). Where is this label pointing? **the girl’s ear**

What do you think it says? **ear**

Continue in the same way for the nose and mouth labels.

(Point to the x-ray picture.) Here is an x-ray of the bones inside your head. Do you know what these bones are called? **a skull**

Turn to page 4. What is the boy pointing to? **chest**

I think you will be able to read the words because I can see our new words in the sentence. Have a go. **This is my chest.** (Help if required.)

What can you see on page 5? **Answers will vary, eg boy, labels, x-ray picture of the boy’s chest.**

This x-ray shows us the bones inside his chest. (Point to the bones shown on the x-ray.) We call these bones ribs and because they join together, the whole thing is a ribcage.

Ask the student to point to each label and follow the line to show where it is pointing.

Ask the student to tell you what the label might say. (Help if required.)

Ask the student to turn to page 6.

What is the girl doing? **holding up her hand/arm**

Point to each word and read it. **This is my arm and hand.** (Help if required.)

Look at page 7. Let’s follow the lines attached to the labels to find out what they say.

Ask the student to point to each label and follow the line to show where it is pointing.

Ask the student to tell you what the label might say. (Help if required.)

Ask the student to look at the x-ray of the hand and arm. Explain that the x-ray shows the bones in the hand and arm.

Read each label and ask the student to point to the matching part on the x-ray picture.
Feel the bones in your hand. They are very hard.

Turn to page 8 and 9.

What is the girl doing? **pointing to her foot/toes**

Point to each word and read it. **This is my leg and foot.** (Help if required.)

What is the x-ray on page 9 showing us? **the bones in the girl’s leg**

Ask the student to point to each label and follow the line to show where it is pointing.

Ask the student to tell you what the label might say. (Help if required.)

Ask the student to look at the x-ray of the leg and foot. Read each label and ask the student to point to the matching part on the x-ray picture.

Ask the student to turn to pages 10 and 11.

What is the girl doing? **standing**

Point to each word as you read it. **This is my whole body.** (Help if required.)

What is the x-ray on page 9 showing us? **the bones in the body/ skeleton**

Let’s work out what these labels say.

Ask the student to point to each label and follow the line to show where it is pointing.

Ask the student to tell you what the label might say. Encourage the student to sound words where possible, eg h – ead, l e g.

Continue for all the labels. (Help if required.)

Ask the student to turn to page 12.

Ask the student to point to the title.

This says ‘index’. What pictures are on the index page? **Answers will vary, eg pictures of body parts.**

The index is a quick way to find information. You can look for the word or picture you want and find out which page it’s on in the book. What page has the information about the thumb? **7**

Turn to page 7 to see if that’s correct. Is it? **yes**

Go back to the index page. What page has the information about the neck? **5**

Turn to page 5 to see if that’s correct. Is it? **yes**

Turn to back cover. This is the back cover and who can you see? **the boy from the book**

(Point to the dot point section.) This is like a blurb. It tells us what information is in the book. Let’s read it together. (Point to each word and read with the student.)

What did we learn from this book? **Answers will vary, eg about our body, x-rays, body parts, what x-rays look like.**
The reading book will be used in the next activity.

**Purple play dough person**

**Materials:**
- reading book – *My body*
- purple play dough (make using blue and red food colouring)
- pasta pieces, eg penne, spiral or the student can break up spaghetti or fettucine
- large sheet of paper (A3)
- camera.

Ask the student to look at you and tell you the body parts he/she can see. **Answers will vary, eg head, neck, body, legs, hands, fingers.**

Ask the student to make a flat body shape (about 25 cm tall) from the play dough, and place it on the sheet of paper. The student can use the pictures in the book as a guide if he/she wishes.

Place the pasta pieces on the table.

Say - The pasta pieces are going to be the bones inside this purple play dough person. Find the page in the book that shows the whole body skeleton.

Encourage the student to use the Contents page to find the correct page.

Say - Look at the leg bones in the x-ray picture.

How many long bones do you see in one leg? 2

Push some pasta pieces into the play dough legs to show these long bones.

Look at the feet.

Push some pasta pieces into the play dough feet to show some bones.

Encourage the student to push the pasta pieces into the play dough to give the play dough person a skeleton.

Say - Our purple play dough person needs some labels. What can you label first? **Answers will vary, eg head.**

Print the word ‘head’ near the purple play dough person’s head. Copy the spelling from the reading book.

What can you label next? **Answers will vary.**

Print the word near the purple play dough person’s X. Copy the spelling from the reading book.
Continue to support the student as he/she labels the play dough person. Encourage the student to add extra labels that are not in the book, eg neck, spine.

Ask the student to join the labels to the correct body parts using lines like those in the reading book.

Ask the student to describe the x-ray purple play dough person. Encourage him/her to point to body parts and bones.

Take a photograph of the labelled purple play dough person.

Save the photograph into the Set folder.

The purple play dough person will be used in the next activity.

Let’s share

Clothes

Materials

- clothing – 1 piece each of underwear, pyjamas/nightie, top, shorts/skirt, bathers
- purple play dough person
- coloured paper
- scissors
- camera.

Place the clothing in a pile on the floor or chair.

Ask the student to pick up each piece of clothing and tell you what it is and when it is worn.

Why do you wear these clothes? *Answers will vary, eg I’m cold, hot, going out, going to bed, I don’t want people to see my body or private parts.*

Place the purple play dough person on the table.

The purple play dough person is showing us his/her skeleton. Can you see your skeleton when you look in the mirror? *no*

Can you see my skeleton? *no*

Take away the purple play dough person’s skeleton.

Smooth his/her body so you cannot see any marks.

The purple play dough person looks like you do when you are going to have a shower or bath because he is not wearing any clothes.
After you have your bath, what do you put on? **Answers will vary, eg nightie, pyjamas, underwear.**

Why do you put on clothes? **Answers will vary, eg I'm cold, I don't want people to see my body or private parts.**

We all have body parts that we like to keep private when we aren’t in the bath. Do you know their names? **Answers will vary.**

Discuss the appropriate names used by your family for these body parts. Students are encouraged to use the correct names.

Which clothes do you wear during the night to cover these body parts? **Answers will vary, eg nightie, pyjamas, underwear.**

The purple play dough person needs some clothing too. Let’s draw and cut some out of the coloured paper.

Help the student draw and cut out the appropriate clothing and place it on the play dough person’s body.

Help the student take a photograph of the play dough person.

Now the purple play dough person is ready for bed.

It’s morning and the purple play dough person is awake. He gets out of bed and takes off his/her clothes. Take off his/her night clothes.

The purple play dough person wants to go for breakfast. Is he/she ready? **no**

Why not? **He/she’s not wearing clothes.**

Why does he/she need to wear clothes? **Answers will vary, eg he/she won’t want people to see his/her body or private parts, to be polite.**

What could the purple play dough person wear? **Answers will vary.**

Let’s cut out those clothes and dress him/her.

Help the student draw and cut out the appropriate clothing and place it on the play dough person’s body.

Help the student take a photograph of the play dough person.

Now the purple play dough person has had breakfast and done his/her schoolwork. He/she wants to go swimming at the pool. He/she goes back to the bedroom to get ready for swimming. Can the purple play dough person go swimming in his/her clothes? **no**

Take off his/her clothes.

Is he/she ready to go to the pool with his/her friends? **no**

Why not? **He/she’s not wearing clothes.**
Why does he/she need to wear clothes to the pool? *Answers will vary, eg he/she won’t want people to see his/her body or private parts, to be polite.*

What could the purple play dough person wear? *Answers will vary, eg bathers, board shorts, rashie.*

Let’s cut out those clothes and dress him/her.

Help the student draw and cut out the appropriate clothing and place it on the play dough person’s body.

Help the student take a photograph of the play dough person.

The purple play dough person is just like us. He/she likes to cover private body parts when he/she is with other people and when he/she goes outside his/her bedroom and bathroom.

Save the photographs into the Set folder.

Ask the student to explain the purple play dough person and clothing to others.

**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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Head and shoulders</td>
<td></td>
</tr>
<tr>
<td>• No! Go! Tell!</td>
<td></td>
</tr>
</tbody>
</table>

Resources

• Lesson notes – Day 4

• Phonics card: Yy (from Day 1)

Other resources

• mirror

• large dinner plate

• large sheet of blank paper (A3)

• scissors

• black felt tip pen

• video camera

Let’s begin

Heads and shoulders

Materials:

• activity sheet – Head and shoulders.

Place the activity sheet on the table.

What is the girl touching in each picture? head, shoulders, knees and toes

Copy her actions to show me you can touch those body parts.

Now touch my head, shoulders, knees and toes.

May I touch your head, shoulders, knees and toes? Answers will vary.
If the student says yes, then touch the relevant body parts.

**Say**

We can touch some body parts that belong to others but we should always ask first. If you don’t want someone to touch your body parts, you are allowed to say no.

I’ll read the first verse of the poem and we’ll both touch our body parts when the names are said.

Read to the verse and complete the actions.

**Say**

Let’s do that again. This time would you like to clap palms with me when we say ‘clap hands’? *Answers will vary.*

Point to the verse and complete the actions, clapping hands together if the student said yes.

**Say**

Look at the next verse. What body parts will we be touching? *eyes, mouth, nose, ears*

Show me you can touch those body parts.

Now touch my eyes, mouth, nose, ears.

May I touch your eyes, mouth, nose, ears? *Answers will vary.*

If the student says yes, then touch the relevant body parts.

**Say**

We can touch some body parts that belong to others but we should always ask first. If you don’t want someone to touch your body parts, you are allowed to say no.

I’ll read the first verse of the poem and we’ll both touch our body parts when the names are said.

Read to the verse and complete the actions.

**Say**

Let’s do that again. This time would you like to clap palms with me when we say ‘clap hands’? *Answers will vary.*

Point to the verse and complete the actions, clapping hands with each other if the student said yes.

Repeat poem very slowly. Guide the student to move in time with the slow pace.

Repeat poem very quickly. Guide the student to move in time with the faster pace.

**Say**

It’s fun to do action poems, dances and play games. Remember we can touch some body parts that belong to others but we should always ask first. If you don’t want someone to touch your body parts, you are allowed to say no.

Store the poem for use on Day 6.
Let’s explore phonics

Silly sayings

Materials:
• nil.

You made a purple play dough person yesterday. What did you do with him/her in the activities? Answers will vary, eg made a skeleton, made some clothes.

Why do we wear clothes? Answers will vary, eg I’m cold, hot, going out, going to bed, I don’t want people to see my body or private parts.

Listen to this silly sentence. Pat the purple play dough person put on pyjamas. You say it with me. Pat the purple play dough person put on pyjamas.
Now you try to say it yourself. Answers will vary.

Try this one. Pat the purple play dough person put on pants. You say it with me. Pat the purple play dough person put on pants.
Now you try to say it yourself. Answers will vary.

What else could Pat the purple play dough person put on? Answers will vary, eg party dress, poncho, polo shirt, parka.

Let’s say our new sentence together. Pat the purple play dough person put on X.
Now you say it. Pat the purple play dough person put on X.

Try this sentence about Peggy the pink playdough person. Peggy the pink play dough person patted a penguin.
You say it with me. Peggy the pink play dough person patted a penguin.
Now you try to say it yourself. Answers will vary.

What else could Peggy the pink play dough person pat? Answers will vary, eg pelican, puppy, possum.
Let’s say our new sentence together.
Now you say it. Answers will vary.

Say the sentence again, very slowly and ask the student to copy you.
Say the sentence again, very quickly and ask the student to copy you.
Ask the student to make up his/her own /p/ sentence for you to copy.
Why Yy?

Materials:
- Phonics card: Yy (from Day 1)
- mirror.

I’ll say some words and you tell me the sound the words begin with, yummy, yellow, yam. Y
Tell me some words you know that begin with the /y/ sound. **Answers will vary, eg yacht.**

Place the phonics card on the table.

Do you know the letter name? **Answers will vary.**
The letter name is /why/ and it makes the /y/ sound. Watch my mouth when I say the letter sound. /yl /yl /yl/
What happens to my lips? **Answers will vary.**
You have a go. /yl /yl /yl/
Let’s look in the mirror together and watch our lips move as we say the sound. /yl /yl /yl /yl /yl /yl/
Do our lips move in the same way? **Answers will vary.**
The letter name is easy to make. It sounds like I’m asking a question, ‘why’.
Say the letter name. /why/
Copy this pattern. /why/ /why/ /yl /yl /yl /why/ /why/ /yl /yl /yl /yl /yl /why/
You make a pattern using /y/ and /why/ and I’ll copy it. **Answers will vary.**
Watch me print uppercase /Y/ in the air. Uppercase or capital /Y/ is printed using two moves.

Point your finger in the air and slowly make uppercase /Y/, saying ‘down, up, pencil off, then draw a tail’ as you make each stroke.
Repeat with the student, saying the words.

Use your finger to trace the uppercase /Y/ on the phonics card. I’ll say the words as you trace. Down, up, pencil off, then draw a tail.

Ask the student to choose three coloured pencils and trace the uppercase /Y/ on the card using each colour. Say the words together as he/she traces.
Print lowercase /y/ in the air, saying ‘make the cup and add a tail’ as you make the letter.
Repeat with the student, saying the words.
Lowercase /y/ is made using one movement. You take your pencil off when you have finished making the letter.

Use your finger to trace the lowercase /y/ on the phonics card. I'll say the words as you trace. Make the cup and add a tail.

Ask the student to choose three coloured pencils and trace the lowercase /y/ on the card using each colour. Say the words together as he/she traces.

Store the phonics card.

Let's read and write

Looking after me

Materials:
- large dinner plate
- large sheet of blank paper (A3)
- scissors
- felt tip pen.

This activity is called Looking after me. There are many different ways you can look after yourself. You can eat healthy food. Do you know another way? **Answers will vary, eg wash hands after going to the toilet, have a shower every day, exercise, play with friends, wear clothes.**

It is important to eat healthy food. Tell me some healthy food you eat. **Answers will vary.**

Who makes or gives you this healthy food? **Answers will vary.**

It is important to keep our bodies clean. How do we do this? **Answers will vary, eg wash hands, shower, wash hair, bath.**

Where do we go to wash ourselves? **bathroom**

What do you use to wash yourself? **Answers will vary, eg soap, shampoo.**

Who helps you wash or shower? **Answers will vary, eg mum, dad, nana, sister.**

It is important to wash our hands after we go to the toilet. Why? **Answers will vary, eg get rid of any germs.**

Where do we go to wash our hands? **bathroom**

What do you use to wash your hands? **Answers will vary, eg soap and water.**
Who helps you wash your hands? *Answers will vary.*

It is important to wear clothes.

Tell me why. *Answers will vary, eg keep warm, stop sunburn, protection from bugs, stop our feet from getting cut, so no one can see out private parts.*

Who helps you choose your clothes? *Answers will vary.*

Who helps you get dressed? *Answers will vary.*

It is important to exercise while you play. Tell me about the exercise you do when you play. *Answers will vary, eg ride a bike, run and play chasey, throw and kick balls.*

Who plays these games with you? *Answers will vary, eg dad, sister, friend.*

It is important to play with friends. Tell me about the games you play. *Answers will vary, eg ride bikes, chasey, football, make things.*

Who are your friends? *Answers will vary.*

Help the student place the dinner plate face down on the paper.

Hold the plate while the student draws around it to me a circle shape.

Remove the plate.

Ask the student to cut out the circle.

Help the student fold the circle in half.

Help the student fold the half circle shape into 3 equal sections.

Ask the student to open the circle.

Ask the student to count the sections. *six sections*

Ask the student to draw along each fold line using a felt tip pen.

*You can draw something in each section to show the different ways you can look after yourself.*

What is one way you can look after yourself? *Answers will vary, eg wash my hands after going to the toilet.*

Choose a section and draw a picture to show that.

Continue to use questions to guide the student to represent:

- healthy eating
- washing/showering body
- exercise
- playing with friends
- wearing clothes.

*The circle will be used in another activity.*
No! Go! Tell!

Materials:
- activity sheet – No! Go! Tell!
- black felt tip pen.

We talked about the ways you can look after yourself. You are the boss of your body. You can look after yourself by making sure people know that your body belongs to you. No one is allowed to touch you or kiss you without your permission.

Let's read a poem about this.

Place the activity sheet on the table.

Discuss the pictures of the two children in the top section.

These children are looking after themselves. How are they doing that? **Answers will vary, eg wearing clothes, exercising, playing.**

Close your eyes and I'll read the poem to you.

Read the poem, emphasising the lines ‘My body belongs to me’.

The first line says ‘My body belongs to me, me, me’. Say that with me. **My body belongs to me, me, me.**

We'll say it again and say the words ‘my body’ and ‘me’ loudly. **My body belongs to me, me, me.**

What actions could we do when we say that line? **Answers will vary, eg run hand down front for ‘my body’; point to self on each ‘me’.**

Let's say the line and do the actions.

The next line is the same. ‘My body belongs to me’. We can say it and do the same actions.

Say the line and do the actions together.

The next line says ‘From my head down to me feet, feet, feet’. Say that with me. **From my head down to me feet, feet, feet.**

What actions could we do when we say that line? **Answers will vary, eg point to head and stamp feet.**

Let's say the line and do the actions.

The last line is the same as the first and second lines. ‘My body belongs to me’. We can say it and do the same actions.

Say the line and do the actions together.

Ask the student to do all the actions as you say the poem.

Say the poem and do the actions together.
Yesterday we talked about the private parts that are covered by our underwear or bathers and today we talked about washing ourselves in the bathroom.

The bathroom is a private place because we take off our clothes to wash our bodies. We don't want everyone to see our bodies without clothes. Do you know another place that is private for you? **Answers will vary, eg bedroom, toilet.**

When we are washing, getting dressed or going to the toilet we might want some help. Who would you ask to help you in these private places? **Answers will vary, eg mum, dad, nana, sister.**

These are the people you are comfortable with and you don't mind them seeing your body if you ask them to help you.

If you hurt one of your private parts, who would you ask to look at the sore spot? **Answers will vary.**

These are the people you are comfortable with and you don't mind them touching your body if you ask them to help you.

If someone else tries to kiss you, touch you under your clothes or on your private parts, say 'no' in a loud voice then go and tell someone you trust. You are the boss of your body and no one can touch it unless you say yes.

Let's find out more about this. Look at the three circles on the activity sheet.

When someone is doing something you don't like, you must say no. The first circle is the 'no' circle. What colour means 'no' or 'stop'? **red**

Colour the circle red.

Now you can print 'no' into the circle. Use capital letters because it's a sign.

Help the student to print 'NO' inside the circle, using the felt tip pen and large letters.

If the person keeps doing it, you must get away from them and go to find someone you trust. The second circle is the 'go' circle. It is coloured orange.

Colour the circle orange.

Now you can print 'go' into the circle. Use capital letters because it's a sign.

Help the student to print 'GO' inside the circle, using the felt tip pen and large letters.

Now you have found someone you trust, you can tell them what happened. The third circle is the 'tell' circle. Colour the circle green.

Now you can print 'tell' into the circle. Use capital letters because it's a sign.

Help the student print 'TELL' inside the circle, using the felt tip pen and large letters.

Look at the sentences printed next to the 'no' circle. These are things you can say after you have said 'no'. Let's read them.

Read the sentences together.

Ask the student to trace the 'i' using a red pencil.
**Say**

Look at the sentences printed next to the ‘go’ circle. These are things you can say if you want the person to know you are leaving. Let’s read them.

Read the sentences together.
Ask the student to trace the ‘I’ using an orange pencil.

**Say**

Look at the sentences printed next to the ‘tell’ circle. These are things you can say to let your trusted person know you need to talk to them right now. Let’s read them.

Read the sentences together.
Ask the student to trace the ‘I’ and ‘me’ using a green pencil.
Ask the student to point to each circle and say the words no, go and tell.
Repeat, the student whispers the words.
Repeat, the student shouts the words.

This is your No! Go! Tell! plan. If you don’t want someone to do something to you or they are touching your private parts, use the No! Go! Tell! plan. You are the boss of your body and your body belongs to you.

The activity sheet will be used in the next activity.

**Let’s share**

**Telling others**

**Materials:**
- *Looking after me* circle from earlier activity
- activity sheet – *No! Go! Tell!* from previous activity
- video camera.

You can tell others how to look after themselves and about the No! Go! Tell! plan. Let’s make a video. You’ll have to introduce yourself to begin. What will you say? **Answers will vary, eg Hi This is Sam.**

Record the student introducing him/herself.

Hold up your circle and tell me what you could say about ways to look after yourself. **Answers will vary.**
Record the student showing the circle and talking about what each picture represents. Prompt with questions if required.
Place the activity sheet on a table so the student can see the poem.
Read the poem and do the actions together.

Record the student saying the poem and doing the actions. Say the poem with the student if required.

Hold up your No! Go! Tell! activity sheet.
Tell me what you could say about the No! Go! Tell! plan. **Answers will vary.**

Record the student showing the sheet and talking about the plan. Prompt with questions if required.
Watch the video with the student. Comment positively about his/her performance.

Save the recording in the Set folder.
Display the activity sheet and circle. Read the poem and discuss the plan with the student and other family members.

**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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rhyming with Yy</td>
<td></td>
</tr>
<tr>
<td>• Rainbow colours 1, 2 and 3</td>
<td></td>
</tr>
<tr>
<td>• Funny feelings</td>
<td></td>
</tr>
</tbody>
</table>

Resources

| • Lesson notes – Day 5         |       |
| • Phonics card: Yy (from Day 1)|       |
| • Ready to print chart (from Day 1)|   |

Other resources

| • mirror (full length if possible) |       |
| • large dinner plate               |       |
| • 2 x large sheets of paper (A3)  |       |
| • scissors                         |       |
| • felt tip pens                    |       |
| • scrap paper                      |       |
| • sheet of A4 paper                |       |
| • glue                             |       |
| • stapler                          |       |

Let’s begin

Look at my face!

Materials:

- mirror (full length if possible).
How can you tell how I am feeling? **Answers will vary, eg face, voice, what you are doing.**

(Make a sad face.) How do you think I am feeling now? **Answers will vary.**

I am sad. Show me your sad face.

(Make a surprised face.) How do you think I am feeling now? **Answers will vary.**

I am surprised. Show me your surprised face.

Repeat for angry, happy, puzzled faces.

Move to the mirror. Position yourselves so the student can see both faces in the mirror. You may need to sit while the student stands.)

Let’s make some faces in the mirror. Make a happy face.

Do our happy faces look the same? **Answers will vary.**

How are they the same? **Answers will vary.**

How are they different? **Answers will vary.**

Make an angry face.

Do our angry faces look the same? **Answers will vary.**

How are they the same? **Answers will vary.**

How are they different? **Answers will vary.**

Repeat for surprised and puzzled faces.

Ask the student to suggest a feeling for you both to show on your faces.

We also show our feelings in our bodies. Show me what you would do if you were excited about going somewhere.

Do it again and watch yourself in the mirror.

Show me what you would do if you were upset because you lost something.

Do it again and watch yourself in the mirror.

Show me what you would do if you were scared because you saw a scary animal.

Do it again and watch yourself in the mirror.

Move back to the work area.

We also show our feelings with our voices. This is my happy voice. (Say something using a happy voice.)

Say something using your happy voice.

This is my annoyed voice. (Say something using an annoyed voice.)
Say something using your annoyed voice.

What does this voice tell you? (Say something using an amazed voice.)

**Answers will vary.**

I was amazed. Say something using a voice and I'll see if I can guess how you are feeling. **Answers will vary.**

Using different voices helps us get people's attention. (Shout student’s name and ‘stop.’)

What would you do if you heard that? **Answers will vary.**

I would use that voice if you were in danger. I would be feeling scared.

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**Let’s explore phonics**

**Rhyming with Yy**

**Materials:**
- activity sheet – *Rhyming with Yy*
- Phonics card: Yy (from Day 1)
- Ready to print chart (from Day 1).

Place the phonics card on the table.

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

Ask the student to point to the lowercase /y/ and tell you when he/she would use it.

Ask the student to point to the uppercase /Y/ and tell you when he/she would use it.

Ask the student to use a finger to trace both letters.

/y/ is a clever letter. It can say its sound /y/, its name /why/. It can also say another sound, ‘eye’. I'll sound some /y/ saying ‘eye’ words and you tell me what they are.

M eye my
Fl eye fly
Dr eye dry
Cr eye cry
B eye by

My, by, fly, fly. What can you tell me about those words? **Answers will vary,** eg they all have /y/ saying ‘eye; they rhyme.

What can you tell me about rhyming words? **They sound the same.**

Tell me another word that rhymes with ‘my. **Answers will vary,** eg cry, sty, why, dry, goodbye.
Place the activity sheet on the table.

Ask the student to use the *Ready to print* chart to check his/her seating position.

**Say**

Use your pointer finger to trace each uppercase /Y/ on the top line. (Check formations are correct.)

Choose a pencil to trace the letters.

Ask the student to use the *Ready to print* chart to check his/her pencil hold.

**Say**

Trace the capital /Y/s with the pencil. (Check formations are correct.)

On the next line you can print some capital /Y/s yourself. Place your pencil tip on the spot and go down and up to make the first shape.

Now put your pencil tip on the point of the shape and draw the stick down to the line.

Support the student in the same way as he/she prints three more /Y/s.

**Say**

Look at the lowercase /y/s. You can see that the cup sits on the line and the tail hangs below the line. Use your pointer finger to trace each lowercase /y/. (Check formations are correct.)

Choose a pencil to trace the letters.

Ask the student to use the *Ready to print* chart to check his/her pencil hold.

**Say**

Trace the lowercase /y/s with the pencil. (Check formations are correct.)

On the next line you can print some lowercase /y/s yourself. Place your pencil tip on the spot and draw the cup, then draw back down and make the tail below the line.

Support the student in the same way as he/she prints three more /y/s.

**Say**

In the rows below you can see some /y/ saying ‘eye’ words. what is the first word? *fly*

Trace the /y/.

Trace the /y/ in the word after the fly picture and trace the question mark too.

Wh eye. What is the word? *why*

‘why’ is a question word so the picture is a question mark.

Look at the picture on the next row. Draw some tears near the corner of the eye so the picture matches the word ‘cry’.

Print a /y/ on the line, starting the cup on the spot.

Sound the word with me. *cry cry*

Look at the next picture. What so you think the ‘eye’ word is? *Answers will vary.*
Print a /y/ on the line, starting the cup on the spot.

Sk eye. What is the word? **sky**

Look at the next picture. What do you think the ‘eye’ word is? **Answers will vary.**

Print a /y/ on the line, starting the cup on the spot.

Sp eye. What is the word? **spy**

Look at the next picture. What do you think the ‘eye’ word is? **Answers will vary.**

Print a /y/ on the line, starting the cup on the spot.

fr eye. What is the word? **fry**

Read all the ‘eye’ rhyming words. **fly, why, cry, sky, spy, fry**

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**Feelings face**

**Materials:**
- large dinner plate
- large sheet of paper (A3)
- scissors
- felt tip pens
- scrap paper.

Place the materials on the table.

Help the student place the dinner plate face down on the paper.

Hold the plate while the student draws around it to me a circle shape.

Remove the plate.

Ask the student to cut out the circle.

Look at my face. What can you see? **Answers will vary**, eg eyes, nose, eyebrows, mouth.

This circle represents a face. We are going to draw, cut out and glue some features onto the face.

Let’s begin with the eyes. How many do we need? **two**

Draw two eyes on the scrap paper.

Guide the student to draw eyes that are a reasonable size for the ‘face’.

Ask the student to cut out the eyes and place them in position on the ‘face’.
What do we need to add between the eyes? **nose**
Draw a nose on the scrap paper.

Guide the student to draw a nose that is a reasonable size for the ‘face’.
Ask the student to cut out the nose and place it in position on the ‘face’.

What do we need to add below the nose? **mouth**
Draw a mouth on the scrap paper.

Guide the student to draw a mouth that is a reasonable size for the ‘face’.
Ask the student to cut out the mouth and place it in position on the ‘face’.
Ask the student to glue the features into place.

Our faces show many feelings. You tell me some different feelings and I will print them onto the face.

Use a felt tip pen to print the feelings the student suggests. If required, ask questions to get more ideas or give some suggestions of your own. Discuss any ideas with the student to ensure he/she understands the feelings.
If possible, include ten feelings. **Answers will vary, eg** happy, sad, angry, scared, surprised, amazed, puzzled, confused, excited, tired, lonely, embarrassed, ashamed, thrilled, pleased, glad, sorry, hurt, shy, safe.

The face will be used in the next activity.

**Let’s read and write**

**When do I feel … ?**

**Materials:**
- *Feelings face* from previous activity
- large sheet of blank paper (A3)
- sheet of A4 paper
- scissors
- glue.

Help the student fold the A4 paper into eight rectangles and then open it out.
Ask the student to trace the folds using a coloured pencil or felt tip pen.
Help the student fold the A3 paper into eight rectangles and then open it out.
Ask the student to trace the folds using a coloured pencil or felt tip pen.
Place the large sheet of paper to one side.
Say—Look at all the feelings you asked me to print on your *Feelings face*. Let’s read them together.

Place the A4 sheet in front of the student.

Say—Choose one feeling from the *Feelings face*. *Answers will vary.*
Inside one of the rectangles, draw a face that shows that feeling.
Choose another feeling from the *Feelings face*. *Answers will vary.*
Inside one of the rectangles, draw a face that shows that feeling.

Continue until all the rectangles have a different facial expression drawn inside them.
Ask the student to cut out the faces.
Place the A3 sheet in front of the student.
Ask the student to glue one face inside each rectangle on the sheet. The face should be glued on the left side of each rectangle.
Point to one face.

Say—What is this face telling us? *Answers will vary.*

Help the student print the feeling above or below the face picture.

Say—When might you feel like this? *Answers will vary.*

Print the student’s idea inside the rectangle with the face, eg when I’m going to the beach.
Repeat until all faces have been labelled and a phrase has been printed into each rectangle.

Say—Look at your amazing feelings chart and face. I’m very proud of your work. ‘Proud’ is a good feeling. I feel that way when you do fabulous work. Do you feel good about your face and chart? *Answers will vary.*

You should feel proud. When you are proud, you want to tell others about your work. You can show your face and chart to (your choice).

Scan or photograph the *Feelings face* and chart and save into the Set folder.
Display them and encourage the student to show them to others.
Rainbow colours

Materials:
- activity sheets – *Rainbow colours 1, 2 and 3*
- *Ready to print* chart
- coloured pencils
- scissors
- stapler.

Place the materials on the table.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last activity you told me about different feelings and when you might feel them. In this activity we will talk about how colours make us feel. My favourite colour is X. What is your favourite colour? <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>I like X because (your reason). Why do you like (student colour) the best? <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>My favourite colour makes me feel (your choice) when I see it or wear it. How does your favourite colour make you feel? <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>I don’t really like (your colour choice). Is there a colour you don’t really like? <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>How does that colour make you feel? <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>Close your eyes and picture a rainbow.</td>
</tr>
<tr>
<td>Tell me the colours you see in the rainbow. <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>How do you feel when you see a rainbow? <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>I feel (your choice) when I see a rainbow.</td>
</tr>
<tr>
<td>Different colours can make us feel different feelings. Let’s make a book about rainbows, colours and feelings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>This book will be called (point to the rainbow picture). <strong>rainbow</strong> (Point to the word ‘colours’.) colours. Read it for me. <strong>rainbow colours</strong></td>
</tr>
<tr>
<td>You can begin by colouring the different rainbow colours. Do you know the first colour in a rainbow arch? (Point to the top arch.) <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>It is red. Colour this arch red.</td>
</tr>
<tr>
<td>Do you know the colour next to red? (Point to the second arch.) <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>It is orange. Colour this arch orange.</td>
</tr>
</tbody>
</table>

Guide the student to colour the yellow, green and blue arches.
The next arch is an interesting colour called indigo. It is a mix of blue and purple.

Help the student find a coloured pencil that will match indigo (not purple) or ask the student to lightly colour the arch blue and then lightly colour over the top in purple.

The last arch is called violet. Violet means purple. Colour the last arch purple.

Ask the student to put the pencils he/she used to colour the rainbow at the top of the table. Place all the other pencils to one side.

You will use the rainbow coloured pencils to do all the writing in the book.

Point to the Let’s get ready to write chart.

Ask the student to check he/she has the correct pencil grip and sitting posture.

You can use the rainbow pencils to trace the letters in the word ‘colours’ in the title.

Now the book cover is finished. Look at the strip page below the cover. Sound the first colour word. (Help if required.) red

Point to the words and read with me. Red makes me feel

Close your eyes and picture the colour red. How does it make you feel? Answers will vary.

Use your rainbow pencils to draw a face after the last word, to show how red makes you feel.

Use a red pencil to trace the letters in the words ‘red’ and ‘me’

Look at the next strip page. This rainbow colour word begins with /b/. What do you think it is? blue

Point to the words and read with me. Blue makes me feel

Close your eyes and picture the colour blue. How does it make you feel? Answers will vary.

Use your rainbow pencils to draw a face after the last word, to show how blue makes you feel.

Use a blue pencil to trace the letters in the words ‘blue’ and ‘me’

Place the activity sheet Rainbow colours 2 in front of the student.

Use the same steps to help the student complete this activity sheet.

Place the activity sheet Rainbow colours 3 in front of the student.

Look at the first strip page. This rainbow colour word begins with /gr/. What do you think it is? green
Point to the words and read with me. **Green makes me feel**
Close your eyes and picture the colour green. How does it make you feel? **Answers will vary.**
Use your rainbow pencils to draw a face after the last word, to show how green makes you feel.
Use a green pencil to trace the letters in the words ‘green’ and ‘me’.
What is the name of the colour that is a mix of blue and purple? **indigo**
Point to the words and read with me. **Indigo makes me feel**
Close your eyes and picture the colour indigo. How does it make you feel? **Answers will vary.**
Use your rainbow pencils to draw a face after the last word, to show how indigo makes you feel.

The student can use an indigo pencil or both purple and blue pencils to trace the letters in the words ‘indigo’ and ‘me’.

The last strip page is not about a colour. Do you know what the word says? **Answers will vary.**
It says ‘Rainbows’. Point to the words and read with me. **Rainbows make me feel**
You told me how rainbows make you feel. Do you remember what you said? **Answers will vary.**
Use your rainbow pencils to draw a face after the last word, to show how rainbows make you feel.
Use your rainbow coloured pencils to trace the letters in the words ‘Rainbows’ and ‘me’.

Help the student cut out the pages.
Ask the student to order the colour pages across the table so they match the rainbow colour order. The student can use the cover picture to help.
Check the order and help the student make any changes.
Ask the student to stack the pages in order and place them on top of the ‘Rainbows make me feel’ strip.
Place the cover strip on top.
Make sure the pages are aligned and then staple them together in the ‘staple here’ section.
Read the booklet with the student.

Store the booklet. Ask the student to read it to others.
Let’s share

Funny feelings

Materials:
- activity sheet – *Funny feelings*
- felt tip pens
- scissors
- glue.

Place the materials on the table.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our bodies can show us how we feel. You said a rainbow made you feel X. What does your body do when you think about rainbows? <em>Answers will vary,</em> eg I smile.</td>
</tr>
</tbody>
</table>

Place the activity sheet on the table.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
</table>
| This is a person shape that we can use to show the different feelings we have when we feel different emotions. When you are happy, do you smile? *yes*  
Draw a smile on the shape to show how happiness makes you smile.  
When you are sad, what might your eyes do? *cry*  
Draw some eyes and some tears to show you might cry when you are sad.  
What does your body do inside when you feel excited? *Answers will vary,* eg *butterflies/funny feeling in tummy.*  
Draw some butterflies or wiggly lines in the tummy to show how you feel when you are excited.  
Do you get butterflies or a funny tummy feeling at other times? *Answers will vary,* eg *scared, worried.*  
What happens to your body when you are scared? *Answers will vary,* eg *shake, fast heartbeat, red face, dry mouth/throat, can’t breathe, jelly legs.*  
Draw some lines on the body shape to show what happens. |

Discuss other feelings and ask the student to add lines to the body shape to show how his/her body reacts.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
</table>
| Your body makes these things happen to help you know how you are feeling. Sometimes they are good signs, like butterflies in the tummy because you are trying something new, waiting for a surprise or excited. Sometimes they are signs that you are afraid or worried. Your body is warning you to be careful and to tell someone how you feel.  
Your body is very clever. It is helping you look after yourself by giving you warning signs so you know if something good or bad is happening. |
Store or scan and save the activity sheet.

**Tutor**

**Reflection**

Record your observations and comments about how capably the student worked on the Day 1 to 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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Phonics card: Ff</td>
<td></td>
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<td>• Fffamily</td>
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<td>• In my family</td>
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Resources

| • Lesson notes – Day 6        |       |
| • Open shut them (from Day 2) |       |
| • Head and shoulders (from Day 4) |   |
| • Ready to print chart       |       |

Reading books

| • My family                  |       |

Other resources

| • mirror                     |       |
| • large sheet of paper (A3)  |       |
| • photographs of family members |     |
| • scissors                   |       |
| • glue                       |       |

Let’s begin

Action fun

Materials:

• activity sheet – *Head and shoulders*
• activity sheet – *Open shut them.*
Place the activity sheets on the table.
Stand with the student, so the sheets can be seen.
Read one poem together.
Read the poem again and add the actions.
Ask the student to say/read the poem and do the actions.
Read the second poem.
Read the poem again and add the actions.
Ask the student to say/read the poem and do the actions.

Say - Let's make a verse about our feet for the *Open shut them* poem. Instead of saying ‘open shut them’ for our fingers, what could we say for our toes? **Answers will vary, eg bend them, stretch them; curl them, wriggle them.**

Say the first two new lines with the student, eg

wriggle them, curl them,
wriggle them, curl them

Say the lines again and ask the student to do matching actions.

Say - Instead of saying ‘give a little clap’ for our hands, what could we say for our feet? **Answers will vary, eg give a little stamp, jump, stomp, kick.**

Say the first two new lines with the student and add the new last line, eg

wriggle them, curl them,
wriggle them, curl them
give a little stamp.

Say the lines again and ask the student to do matching actions.

Say - Let’s say the new lines for the next part of the poem. They are the same as the first two lines. Do the actions too.

Say the two new lines and do the actions with the student, eg

wriggle them, curl them,
wriggle them, curl them

Say the lines again and ask the student to do matching actions.

Say - Instead of saying ‘lay them in your lap’ for our hands, what could we say for our feet? We need the line to rhyme with (stamp/jump). **Answers will vary, eg my feet go clomp clomp/bump bump/clump clump; run up a ramp: are very quick.**

Say the first two new lines with the student and add the new last line, eg

wriggle them, curl them, wriggle them, curl them, my feet go clomp clomp clomp.
Say the lines again and ask the student to do matching actions.
Say the Open shut them poem again and include the new verse at the end.

Store the activity sheets.

Let’s explore phonics

Ff for family

Materials:
- Phonics card: Ff
- mirror
- activity sheet – Ready to print.

We live with our family. Who are the people in our family? **Answers will vary.**
People in families are related to each other. Are we a friendly family? **Answers will vary.**
Are we a fabulous family? **Answers will vary.**
Are we a farming family? **Answers will vary.**
Are we a flying family? **Answers will vary.**
Are we a fruit eating family? **Answers will vary.**
Are we a frozen family? **Answers will vary.**
Are we a frightened family? **Answers will vary.**
Are we a fierce family? **Answers will vary.**
Are we a frog loving family? **Answers will vary.**
Are we a funny family? **Answers will vary.**
People. What sound do you hear at the beginning of ‘family’? f
What sound do you hear at the beginning of the words I used to describe our family? f
What words do we know that use /f/? I can think of freckle. What can you think of? **Answers will vary.**

Take turns to say five more /f/ words each.
Place the Phonics card Ff on the table with the mirror.

Point to the /f/ you would use in friend, fluffy and furry. F
Is it uppercase or lowercase? **lowercase**
When would you use the uppercase or capital /F/? **Answers will vary**, eg name, start of a sentence.

Tell me a name that begins with /F/. **Answers will vary**.

Point to the uppercase or capital /F/. Its name is ‘ef’ and its sound is /P/. Point to the lowercase /f/. Its name is ‘ef’ and its sound is /f/.

Look at the lips and teeth in the picture.

Look into the mirror and say the letter sound /f/ three times.  

Did your lips and teeth look like those in the picture? **Answers will vary**.

Hold your hand in front of your face and say f f f again.  

Did you feel your breath on your hand? **yes**

The uppercase /F/ is like uppercase /E/ but it does not have the bottom line.

Watch while I draw the uppercase /F/ in the air.

Use large arm movements and a pointed finger to draw a capital /F/, saying ‘Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line’ as you make the letter.

**Say**  

Now draw the uppercase /F/ with me and say the words.

Draw the letter and say the words four times in the air together.

**Say**  

Use your finger to draw some uppercase /F/s on the table top as we say the words. **Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line**.

Place the *Ready to print* activity sheet on the table.

Read the seating instruction with the student and ask him/her to check his/her seating.

Ask the student to use his/her pointer finger to trace the /F/ on the phonics card.

Ask the student to copy your tapping.

**Say**  

Are you a right or left handed printer? **Answers will vary**.

Let’s say a little rhyme that helps us check we are holding our pencil correctly.

Pick up a pencil and hold as shown on the chart.

Show the student how to tap his/her first or ‘pointer’ finger on top of the pencil without dropping the pencil.

Ask the student to copy your tapping.
Tap the ‘pointer’ or first finger as you say:
I can lift my pointer
I can tap it too
Thumb and tall man hold the pencil firm
So I can print for you.
Say the rhyme again as you both tap the pointer finger on the pencil.

(Point to the uppercase /F/). Place your pencil tip on the spot at the top of the letter. Draw slowly and carefully down between the lines until you get to the bottom.
Pencil off and go back to the spot at the top and trace the straight line.
Pencil off and go to the middle of the stick and trace the straight line.
You have drawn a capital or uppercase /F/. Uppercase /F/ has three parts; the stick and the two across lines.

Ask the student to choose different coloured pencils to draw the /F/ three more times, saying ‘Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line’ as he/she makes the letter.

What is different about the capital and lowercase /f/ s? /f/ goes under the line, /F/ has two cross lines.
Watch while I draw the lowercase /f/ in the air.

Use large arm movements and a pointed finger to draw a lowercase /f/, saying ‘Start at the top, curve around then down. Pencil off, go to the middle and cross it off’ as you make the letter.

Now draw the lowercase /f/ with me and say the words.

Draw the letter and say the words four times in the air together. ‘Start at the top, curve around then down. Pencil off, go to the middle and cross it off’.

Use your finger to draw some lowercase /f/ s on the table top and say the words with me.
Use your pointer finger to trace the /f/ on the phonics card.
Now it’s time to print. Check the Ready to print chart to make sure you are sitting and holding your pencil correctly.
Place your pencil tip on the spot at the top of the lowercase /f/.
Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.
You have drawn a lowercase /f/. Lowercase /f/ has a stick that hangs below the line. It has two parts, the candy cane stick and the line across.
Ask the student to choose different coloured pencils to draw the /f/ three more times, saying ‘Start on the spot, curve around then down. Pencil off, go to the middle and cross it off’ as each letter is printed.

Ask the student to draw a picture of something that begins with /f/ on the card.

The *Ready to print* chart will be used in the next activity.

**Fffamily**

**Materials:**
- *Ready to print* chart (from Day 1)
- activity sheet – *Fffamily*.

Place the materials on the table.

Ask the student to check the *Ready to print* chart and make sure he/she is sitting correctly.

You are ready to trace and print some letters. Use your finger to trace the four uppercase /F/s on the activity sheet.

Show me how you hold your pencil. (Check the chart with the student.)

Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line.

Now print the next uppercase /F/.

Choose a different pencil.

Look at the dotted uppercase /F/s. Print while I say the words. Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line.

Trace the last /F/ and say the words with me. **Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line.**

Choose a different pencil.

Have a go at printing an uppercase /F/ on the line. Start at the top and go straight down, pencil off, back to the top and draw a line, pencil off, go to the middle and draw a short line.

Print two more uppercase /F/s on the lines.

Guide the student to complete the uppercase /F/s in the correct formation.

Look at the lowercase /f/s on the next line. You can see how the stick goes under the line.

Use your finger to trace the four lowercase /f/s.
Show me how you hold your pencil. (Check the chart with the student.)
You are ready to print. Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.

Now print the next lowercase /f/. Say the words with me as you print. **Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.**

Choose a different pencil.
Look at the dotted lowercase /f/s. Trace one as I say the words. Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.
Trace the last /f/ and say the words. **Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.**
Choose a different pencil.

Have a go at printing a lowercase /f/. Start on the spot and remember the stick goes below the line. I’ll say the words. Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.
Now try another one. Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.

Now try to print one more and say the words with me. **Start on the spot, curve around then down. Pencil off, go to the middle and cross it off.**
The sentence on the next line has two missing /f/s. Which /f/ will you print to start the sentence? **capital/uppercase**
Print the capital /F/. (Check formation.)
Look at the rest of the letters in the word. Trace them and say each letter name as you trace. **a, m, i, l, i, e, s**
Fam i lies. What is the word? **families**
Can you read the next word? **Answers will vary.**
Families are. Which /f/ will you print to start the last word? **lowercase**
Print the lowercase /f/. (Check formation.)
Look at the rest of the letters in the word. Trace them and say each letter name as you trace. **u, n, n, y**
F un ny. What is the word? **funny**
Can you read the sentence? **Families are funny**
What is the punctuation mark at the end of the sentence? **exclamation mark**
Trace the exclamation mark.

Ask the student to say the name of each picture in the last row. **fox, feather, penguin, fairy, fly, foot, dragon, pineapple, frog**
Point to the pictures and say names with emphasis on the first letter sound; fffox, ffffeather, ppenguin.
Ask the student to loop the pictures that do not begin with the /f/ sound. **penguin, dragon, pineapple**
Store or scan and save the activity sheet. Store the Ready to print chart for future use.

Let’s read and write

My family

Materials:
- large sheet of paper (A3).

Say:

People in families are related to each other. Who is related to you in our family? **Answers will vary, eg mum, dad, sister, nana.**

Your close family members are (use as appropriate) mum, dad, sister/s and brother/s. What are the names of these people in your family? **Answers will vary.**

Let’s record their names.

Place the sheet of blank paper on the table.

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<th>Help the student fold the sheet into 3 lines.</th>
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Ask the student to draw a picture of his/her face in the centre of the bottom line and print his/her name below or beside the face.

Ask the student to draw the faces of his/her mum and dad on the line above his/her face.

Help the student print ‘mum’ and ‘dad’ and their first names next to each face.

<table>
<thead>
<tr>
<th>Dad</th>
<th>Jack</th>
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<table>
<thead>
<tr>
<th>Mum</th>
<th>Sally</th>
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Help the student divide the line above in half.

Ask the student to draw the faces of his/her grandparents, one set on either side of the ‘half way’ line, on the top line of the page.

Help the student print the names she/he calls them, eg nan, pop, gran and their first names next to each face. See below:

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</table>
This is called a family tree. It shows you, your parents and your grandparents.

If the student has siblings, ask him/her to draw their faces and print their names in the spaces on either side of the student’s face.

If you wanted help, who would you ask? Answers will vary.

If you had a problem, who would you tell? Answers will vary.

If you hurt yourself, who would you ask for help? Answers will vary.

If you had to use the No! Go! Tell! plan, who would you tell? Answers will vary.

The people you named are the people you trust. You can always ask for help and tell them if you have a problem or something had happened that you do not like.

Scan or photograph the family tree and save it into the Set folder.

Display the family tree.

Reading about families

Materials:
- reading book – *My family*
- family photographs of family or family members, eg mum, dad, siblings, grandparents, uncles, cousins.

Sit in a comfortable place with the student, reading book and photographs.

When I read a new book I like to look at the cover and read the title so I can understand what the book is about. This helps me work out any new words.
Look at the cover and tell me about the picture. *Answers will vary.*

Have a go at reading the title. *Answers will vary.*

The book is called *My family.* What do you think it will be about? *Answers will vary, eg different families, a family.*

Who do you think the family members are on the cover? *Answers will vary, eg mum, dad, brother, sister and baby.*

Do you think the pets are family members? *Answers will vary.*

If the student has pets, discuss whether they are part of the family and why.

Look through the book and tell me which family member is on each page. *dad, mum, baby/sister, boy/brother, dog, cat, girl/sister*

We have a good understanding of what this book is about so we should be able to read it easily. You have a go at reading each page and I will tell you any words you do not know.

Read the book together.

How is this family like our family? *Answers will vary, eg we have mum and dad and two children, I have an older brother.*

How is this family different to our family? *Answers will vary, eg I don’t have an older brother or a baby.*

Place the family photographs where the student can see them.

People in families have features that our parents, grandparents and great grandparents passed down to us. You have (colour) eyes. Who else in our family has the same coloured eyes? *Answers will vary, eg dad and nana.*

You have (colour) hair. Who else in your family has the same coloured hair? *Answers will vary.*

You have (curly/straight/wavy) hair. Who else in your family has the same hair? *Answers will vary.*

You have (fair/dark) skin. Who else in your family has the same colour skin? *Answers will vary.*

People from the same family usually look alike in some way.

Store the reading book.

The photos will be used in the next activity.
Let’s share

In my family

Materials:

- activity sheet – *In my family*
- family photographs of family or family members, eg mum, dad, siblings, grandparents, uncles, cousins.
- scissors
- glue.

Place the materials on the table.

**Say**

People in families help each other. Look at the photographs and tell me how each person helps you.

Now tell me how you help each person.

Look at the photographs again. Tell me one person you trust. You would always ask this person to help you and you would tell this person anything including a secret.

If possible, help the student cut out the person from the photograph and glue it into one of the photo frames on the activity sheet. Alternatively the student can draw a picture of this person in one of the frames.

Repeat using the other photographs, until the student has chosen four people he/she trusts and drawn or glued their photograph on the page. If the student wishes to choose a family member who is not in a photograph, he/she can draw that person.

(Point to one picture.) Why did you choose this person? *Answers will vary,* eg *I had a sore throat and she took me to the doctor; he helps me wash my hair; she hugs me and I feel good.*

Help the student print the reason onto the lines next to the picture.

Continue the discussion so the student can print a reason beside each picture.

Ask the student to show the work to the people he/she chose and talk about why they were chosen.

Store the sheet for use on Day 7.
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**.

**Materials checklist**

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
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<tbody>
<tr>
<td>Letter hunt</td>
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**Resources**

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<tr>
<td>Lesson notes – Day 7</td>
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<tr>
<td>Phonics cards: Pp, Yy and Ff</td>
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<tr>
<td>In my family (from Day 6)</td>
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**Reading books**

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<tr>
<td>My family</td>
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<td>Hands</td>
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**Other resources**

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<td>medium sized ball</td>
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<td>2 or more players</td>
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<tr>
<td>open outdoor space</td>
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<tr>
<td>purple and yellow play dough or plasticine</td>
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<tr>
<td>camera</td>
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<tr>
<td>sheet of A4 paper</td>
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<tr>
<td>felt tip pens</td>
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<tr>
<td>different telephones, eg landline, mobile, satellite, toy</td>
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<tr>
<td>sheet of A4 card</td>
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<td>scissors</td>
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Let’s begin

Roll the ball

Materials:
- medium sized ball
- 2 or more players
- outdoor open space.

Move to the open space with the players and the ball.

Ask the players to find a space.

Stand behind Player 1 and (using the hands) roll the ball between his/her legs.

Player 1 runs after the ball, catches it and rolls it to a position behind another player (player 2).

Player 2 runs after the ball, catches it and rolls it to a position behind another player.

Continue playing until all players have had several turns.

Play again. In this version, Player 1 with the ball stands facing Player 2. Player 1 rolls the ball through Player 2’s legs. Player 2 turns and runs after the ball, catches it and rolls it to a position in front of another player.

Continue playing until all players have had several turns.

Store the ball.

Let’s explore phonics

Purple play dough

Materials:
- Phonics cards: Pp, Yy and Ff
- purple play dough
- yellow play dough
- camera.

Say: I know something fun that begins with the /p/ sound. You make things with it. Can you guess what it is? **Answers will vary.**

It’s ppplay dough. Let’s pppinch pppurple ppplay dough to make ppplay dough /p/s!

Place the purple play dough on the table.

Ask the student to think about the shape of a capital /P/.
Ask the student to use some of the play dough to make a capital /P/. Do not help.
Ask the student to think about the shape of a lowercase /p/.
Ask the student to use some of the play dough to make a lowercase /p/. Do not help.
Place the yellow play dough on the table.
Ask the student to think about the shape of a capital /Y/.
Ask the student to use some of the play dough to make a capital /Y/. Do not help.
Ask the student to think about the shape of a lowercase /y/.
Ask the student to use some of the play dough to make a lowercase /y/. Do not help.
Ask the student to think about the shape of a capital /F/.
Ask the student to use some of the remaining play dough to make a capital /F/. Do not help.
Ask the student to think about the shape of a lowercase /f/.
Ask the student to use some of the play dough to make a lowercase /f/. Do not help.

Take a photograph of the play dough letters.
Place the Phonics cards on the table.
Ask the student to check the /P/ and /p/ formations with his/her play dough letters..
Are your letters the same as those on the phonics card? **Answers will vary.**
How are they the same? **Answers will vary.**
How are they different? **Answers will vary.**

If the letter formations are not the same, ask the student to remake them to match the phonics card formations.
Ask the student to check the /Y/ and /y/ formations with his/her play dough letters..
Are your letters the same as those on the phonics card? **Answers will vary.**
How are they the same? **Answers will vary.**
How are they different? **Answers will vary.**

If the letter formations are not the same, ask the student to remake them to match the phonics card formations.
Repeat for the Ff formations.

Take a photograph of the play dough letters.
Save the photographs into the Set folder.
Store the play dough and phonics cards.
Letter hunt

Materials:
- reading books – *My family* and *Hands*

Ask the student to read both reading books to you. Help with unknown words.

In this activity you are looking for words that have these letters in them. What letters are you looking for? **uppercase and lowercase p, y and f**

Look at the story title on the *My Family* book. Can you see any words with these letters? **lowercase y in my and in family uppercase F in family**

Copy the two /y/ words onto the line next to the Yys.

Copy the /f/ word onto the line next to the Ffs.

Sometimes a word will have more than one of our letters in it, like family. Open the cover.

What words are on the title page? **My Family**

Those words have /y/ in them. You have printed them on the activity sheet and you don’t need to print them again.

Turn the page.

Can you see any new words with /p/, /y/ or /f/? **father**

Copy ‘father’ onto the /f/ line.

Look at page 3. Can you see any new words with /p/, /y/ or /f/? **no**

Turn the page.

Continue the hunt through the book, so the student can copy any words he/she finds.

Ask the student to hunt for more words in the *Hands* book. Encourage the student to work independently. The student should print 6 or 7 words for /p/ and /y/ and 3 words for /f/. The student may find any of the following words:

Pp: open, plant, pick, zip, help, rip, peel, slippery, play, pie
Yy: my, family, tiny, wriggly, play, every, day, goodbye
Ff: family, father, feel

Count your words and tell me how many you printed for each letter. **Answers will vary.**

Store or scan and save the activity sheet.

Store the reading books.
Let’s read and write

Helping hand

Materials:
- sheet of A4 paper
- felt tip pens
- activity sheet – *In my family* (from Day 6).

Place the materials on the table.

**Say**

Yesterday we talked about people in the family that you trusted. You can ask these people for help and tell them if you are worried. Tell me two family members you trust. **Answers will vary.**

There are other people you can trust who are not family members. Do you know any? **Answers will vary, eg teacher, policeman, uncle.**

We can record these people on a helping hand. A helping hand is another group of people who will help you if you are hurt or have a problem.

Place your hand (with fingers spread) on the sheet of paper and ask the student to trace around it.

If your family members were not around and you had a problem, who might you talk to? **Answers will vary, eg teacher, Mr Nash, Aunty Jo.**

Let’s print that person’s name into one of the fingers on the helping hand.

If your family members were not around and you were lost, who might you go to for help? **Answers will vary, eg policeman, person working in a shop**

Let’s print that person into one of the fingers on the helping hand.

If your family members were not around and you were hurt, who might you ask for help? **Answers will vary, eg doctor, nurse, chemist.**

Let’s print that person into one of the fingers on the helping hand.

Who is one other person you would trust to help you? **Answers will vary.**

Let’s print that person’s name into the last finger on the helping hand.

Help the student cut out the hand.

Ask the student to glue the hand onto the back of the *In my family* activity sheet.

**Say**

You have some special ways to keep yourself safe. You have the plan called No! ? Go! Tell!

You have people you trust in your ? **family**

And you have these people listed on your helping ? **hand**

Store or scan (both sides) of the activity sheet.
I know

Materials:
- different telephones, eg landline, mobile, satellite, toy
- sheet of A4 card
- felt tip pens
- scissors.

Place the telephones on the table.

Discuss the features of each telephone eg screen, volume buttons, on/off buttons, camera lens, handpiece, cords, antenna, speaker, number buttons.

Unlock the mobile or satellite phone and discuss the features, eg phone button, phone keypad, icons, eg photos, camera, video.

**Why do we have telephones?** *Answers will vary, eg to talk to our friends.*

Telephones help us keep safe. How can they do this? *Answers will vary.*

We often visit places where we can get separated. If you know my phone number, you can ask an adult to call me. Let’s make a phone and print some helpful phone numbers on it.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Help the student fold the card into thirds.</strong></td>
</tr>
<tr>
<td><strong>Ask the student to cut along one fold to cut off one section.</strong></td>
</tr>
</tbody>
</table>

Help the student curve cut the corners of the card shape so it looks like a mobile phone.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask the student to draw a screen on the phone.</strong></td>
</tr>
<tr>
<td><strong>Ask the student to tell you any phone numbers he/she knows, eg family members, emergency 000.</strong></td>
</tr>
</tbody>
</table>

Discuss each number, eg your number, siblings, grandparents, friends, emergency; and decide on three numbers that it is useful for the student to know.

Help the student print each person’s name and number on the phone screen. Please include the 000 emergency number.

<table>
<thead>
<tr>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If you are at home or somewhere you can find a phone, you can ring these numbers if you are in trouble or you need to help someone. You can also tell these numbers to an adult who is trying to help you, like a policeman.</strong></td>
</tr>
</tbody>
</table>
Print your name on the back of the ‘phone’. (first and surname)
Do you know your address? **Answers will vary.**

Ask the student to recite the address if known, or teach it to him/her if unknown.

The card phone and one other telephone will be needed in the next activity.

**Let’s share**

**Roleplay**

**Materials:**
- telephone, eg landline, mobile, satellite, toy
- ‘card’ phone.

Place the materials on the table.

Let’s use the phones to practise what you would do in an emergency. The first emergency is inside our home. You have been outside playing and you come inside to get a drink. Go outside the door of this room.

Lay on the floor as if you have collapsed.

Walk through the door.
What do you see? **You are on the floor.**
What will you do? **Answers will vary, eg run over and talk to you.**
Try to talk to me. **Answers will vary.**
I need help. What will you do? **Answers will vary, eg find dad, mum.**
There is no one else here. You will have to ring for help. Who can you ring? **Answers will vary, eg nana, emergency.**

Ask the student to pretend to dial one of the people listed on the card phone, using the real phone.

Get up from the floor and pretend to answer a phone. Have a conversation with the student as you would in an emergency, eg:

Tutor: Hello this is X. Who is that? **student says name**
Tutor: How are you? **student says what is wrong**
Ask the student for details of the problem.
Advise the student to stay with fallen person while you ring for an ambulance.
Imagine X is not home. You need to ring the emergency number. What is it?

000

Pretend to ring the number.

Pretend to answer a phone. Roleplay being the emergency operator using this script:

Operator: Hello, emergency service operator. Which service do you require? Fire, police, or ambulance?

Student: Ambulance

Operator: I'll connect you now.

Student: OK

Operator: Hello, what is your name?

Student: says full name

Operator: What number are you calling from?

Student: gives phone number

Operator: Where are you?

Student: gives address

Operator: What has happened?

Student: Answers will vary, eg X has fallen on the ground and won't talk to me

Operator: Can you see any bleeding?

Student: no

Operator: Can you see any dangers around?

Student: no

Operator: Please stay with X. The ambulance is on its way. Please don’t put the phone down until I say.

When appropriate, role play similar phone calls to ensure the student knows what to do and his/her number and address.

Store or display the card phone.

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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say, sound, print 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Feeling safe</td>
<td></td>
</tr>
</tbody>
</table>

Resources

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson notes – Day 8</td>
<td></td>
</tr>
<tr>
<td>Alphabet chart (from Day 1)</td>
<td></td>
</tr>
</tbody>
</table>

Reading books

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give me a hug</td>
<td></td>
</tr>
</tbody>
</table>

Other resources

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>medium sized ball</td>
<td></td>
</tr>
<tr>
<td>2 or more players</td>
<td></td>
</tr>
<tr>
<td>outdoor open space</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>glue</td>
<td></td>
</tr>
<tr>
<td>2 large sheets of blank paper (A3)</td>
<td></td>
</tr>
<tr>
<td>ribbon, wool or string</td>
<td></td>
</tr>
<tr>
<td>stapler</td>
<td></td>
</tr>
<tr>
<td>camera</td>
<td></td>
</tr>
</tbody>
</table>
Let’s begin

Dribble the ball

Materials:
- medium sized ball
- 2 or more players
- outdoor open space.

Move to the open space with the players and the ball.

Ask the players to find a space.

Stand behind Player 1 and (using the feet) roll the ball between his/her legs.

Player 1 runs after the ball, catches it and uses the feet to roll it to a position behind another player (Player 2).

Player 2 runs after the ball, catches it and uses the feet to roll it to a position behind another player.

Continue playing until all players have had several turns.

Play again. In this version, Player 1 with the ball stands facing Player 2. Player 1 rolls the ball through Player 2’s legs. Player 2 turns and runs after the ball, catches it and uses the feet to roll it to a position in front of another player.

Continue playing until all players have had several turns.

Store the ball.

Let’s explore phonics

Say, sound, print

Materials:
- activity sheets – Say, sound, print 1 and 2
- Alphabet chart (from Day 1).

Place the materials on the table.

Ask the student to say each picture name on the Say, sound, print 1 activity sheet.

hug, hat, log, fly, bin, fog, mat, bug, tin, bat

Listen as I say and sound each picture name. You print the name on the line next to the picture. You can check the letter shapes on the Alphabet chart.

Bin b i n bin. Sound the word and print it on the line. b i n bin

Help the student find the correct letter formations if required.
Bug b u g bug. Sound the word and print it on the line. b u g

Continue for the other pictures, except ‘fly’.

Fly f l eye fly. Print the first two sounds. f l
Do you remember the letter that says ‘eye’? Answers will vary, eg l, y.
‘fly’ has /y/ on the end. Print the /y/.

Ask the student to say each picture name on the Say, sound, print 2 activity sheet.
cat, jug, sky, pin, mug, cry, frog, fin, spy, dog

Listen as I say and sound each picture name. You print the name on the line next to the picture. You can check the letter shapes on the Alphabet chart.
Jug j u g jug. Sound the word and print it on the line. j u g jug

Help the student find the correct letter formations if required.
Continue for the other pictures.

The activity sheets will be used in the next activity.

Rhyming families
Materials:
- activity sheets – Say, sound, print 1 and 2
- scissors
- glue
- large sheet of paper (A3).

The people in families have things about them that are the same as each other. What do you have that is the same as someone in our family? Answers will vary, eg blue eyes like nana.
The words in rhyming families have something the same. What is it? Answers will vary, eg they rhyme, same end sound or letters.
The pictures on the activity sheet belong in rhyming families.

Place the activity sheets side by side.

Choose one picture and say its name. Answers will vary, eg dog.
Find a picture that has a name that rhymes with (chosen picture).
Say the two words. Answers will vary.
Now it’s my turn. I choose ‘pin’. The rhyming word is ‘bin’. Pin, bin
Choose another picture and say its name. **Answers will vary, eg cat.**
Find a picture that has a name that rhymes with (chosen picture).
Say the two words. **Answers will vary.**

Continue to find 3 more rhyming pairs each.
Help the student cut out the cards.
Ask the student to turn the cards face down on the table.
Ask the student to choose and turn over one card, saying the name.
You turn over a card and say the name.
If the cards rhyme, you pick up the pair.
If they do not rhyme, leave them face up.
The student chooses another card. If it rhymes with one of those already turned up, he/she can make a pair.
If there is no rhyme, leave the cards face up.
Continue until all the cards are matched.
Ask the student to lay out the pairs on the table and read each pair.

The pairs belong to five different rhyming families. What is one family? **Answers will vary, eg at**
Place all the ‘at’ pictures together. (Do not help.)
What is another family? **Answers will vary, eg og**
Place all the ‘og’ pictures together. (Do not help.)
Make the other three rhyming families. (Do not help.)
Tell me the name of the families. **Answers will vary.**

Place the sheet of blank paper on the table.

<table>
<thead>
<tr>
<th>at</th>
<th>og</th>
<th>ug</th>
<th>y</th>
<th>in</th>
</tr>
</thead>
</table>

Help the student fold it into 5 columns.
Ask the student to print one family name at the top of each column.

Ask the student to place the pictures into the correct family column. Do not help.
Ask the student to glue the pictures into the columns.
Ask the student to read the rhyming families.

Store, scan or photograph and save the student work.
### Let’s read and write

**Give me a hug**

**Materials:**
- reading book – *Give me a hug.*

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

Help the student to read the title.

| Do you like to hug people? **Answers will vary.** |
| Who do you like to hug? **Answers will vary.** |
| How do you feel when you hug (person the student said he/she likes to hug)? **Answers will vary, eg happy, warm, friendly.** |
| How do you know someone wants to hug you? **They open their arms** |
| Is there anyone you would not hug? **Answers will vary, eg people I don’t know, the postman.** |
| Why do we hug people? **Answers will vary, eg to say hello or goodbye.** |
| We don’t hug everyone we know and we do not hug strangers. You only have to hug the people you want to hug. If you don’t want to hug someone, you can say ‘no thanks’. |
| Let’s read about the girl in the book to find out who she hugs. Look at the picture on the cover. Who is she hugging? **Herself** |
| Do you sometimes hug yourself? **Answers will vary.** |
| When might you hug yourself? **Answers will vary, eg when I’m cold, excited, happy.** |
| Open to the title page. What is the little girl doing? **She has her arms open, read for a hug.** |
| Turn over the page. |
| What does she try to hug first? **An elephant** |
| Do you think she can hug the elephant? **Answers will vary.** |
| Why? **Answers will vary.** |
| Let’s read the words. **You are too big!** |
| Why did the girl decide she wouldn’t hug the elephant? **It was too big.** |
| What does she try to hug next? **A ladybird** |
| Do you think she can hug the ladybird? **Answers will vary.** |
| Why? **Answers will vary.** |
| Let’s read the words. **You are too little!** |
| Why did the girl decide she wouldn’t hug the ladybird? **It was too little.** |
What does she try to hug next? a **hippopotamus**
Do you think she can hug the hippopotamus? **Answers will vary.**
Why? **Answers will vary.**
Let’s read the words. **You are too fat!**
Why did the girl decide she wouldn’t hug the hippopotamus? **It was too fat.**
What do you think the little girl thinks about the hedgehog? **Answers will vary,**
**eg it’s prickly, it’s cute, it’s too small.**
Let’s read to find out. **You are too prickly.**

**Say:**
Turn the page. The little girl has her arms out towards a ? **bear**
Do you think she will hug the bear? **Answers will vary.**
What do you think she will say about the bear? **Answers will vary, eg too big, too scary.**
Let’s read to find out. **You are too growly.**
She is trying to hug the giraffe but he is too ? **tall**
Let’s read to see if you are right. **You are too tall.**
Turn over the page.
Tell me what is happening. **The little girl is hugging her mum.**
What do you think the words say? **Answers will vary.**
Let’s read to see if you are right. **You are just right.**
The little girl didn’t hug anyone that she didn’t want to hug. **We don’t have to**
**hug or kiss people if we don’t want to do it. What could we do if we don’t want**
**to hug or kiss someone? Answers will vary, eg say no thank you.**

Discuss other options for hugging and kissing with the student, eg waving, saying
hello, shaking hands.

Store the reading book.

**Greeting people**

**Materials:**
- large sheet of paper (A3)
- drawing materials.

**Say:**
When we meet someone we might kiss or hug them. If we don’t want to do
this, how can we say hello? **Answers will vary, eg waving, saying hello,**
**shaking hands.**
If someone tries to kiss or hug us and we don’t want them to, what can we say? **no thank you**

Place the sheet of blank paper on the table.

<table>
<thead>
<tr>
<th>kiss</th>
<th>hug</th>
<th>shake hands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Help the student fold it into 3 columns.
Help the student to print headings in the columns as shown.

We can make a chart to show who we like to kiss, hug and shake hands with. You can draw pictures and we will print their names. Who do you like to kiss? You might kiss them hello, goodbye or goodnight. **Answers will vary.**

The student draws pictures of these people in the ‘kiss’ column. Help him/her label the pictures.

Who do you like to hug? You might kiss them too. **Answers will vary.**

The student draws pictures of these people in the ‘hug’ column. Some of these people may already be drawn in the ‘kiss’ column. Help him/her label the pictures.

Who do you like to shake hands, wave or say hello to? **Answers will vary.**

The student draws pictures of these people in the ‘shake hands’ column. Help him/her label the pictures.

Everyone is allowed to say no thank you to something they do not want to happen to them. You do not have to tell anyone why you don’t want to hug or kiss someone.

**Store, scan or photograph and save the chart.**

**Let’s share**

**Feeling safe**

**Materials:**
- activity sheet – *Feeling safe*
- scissors
- ribbon, wool or string
- stapler
- camera.
Help the student cut out the face cards from the activity sheet. They can be cut along the lines or around the actual face shape.

When we feel safe, then we feel happy. Who make you feel safe? **Answers will vary, eg mum, dad, big brother.**

On the back of one of the smiley shapes, draw two people who make you feel safe.

I feel safe when I’m with my friends. What make you feel safe? **Answers will vary, eg being tucked up in bed; holding pop’s hand, wearing a bike helmet.**

On the back of one of the smiley shapes, draw a picture of what you just told me about.

Continue discussing things and people that make the student feel safe. The student should draw one item on the back of each smiley face.

Ask the student to draw smiley faces on the three blank face shapes.

Help the student staple the smiley faces to a length of ribbon.

Take a photograph of the student holding the smiley face banner.

Save the photograph into the Set folder.

Help the student hang the banner.

**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*.

**Materials checklist**

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friends</td>
<td></td>
</tr>
</tbody>
</table>

**Resources**

- Lesson notes - Day 9
- Alphabet (from Day 1)

**Other resources**

- Music player with a selection of 4 pieces of music, eg slow, fast, instrumental, with singer
- Open area
- Sheets of A4 white and/or coloured card or paper
- Scissors
- Felt tip pens
- Ribbon, string or wool
- Stapler or craft glue
- Camera
- Mirror (large enough to see two faces)
- Large sheet of blank paper (A3)
- Video camera
Let’s begin

Music and moving

Materials:

• music player with a selection of 4 pieces of music, eg slow, fast, instrumental, with singer
• open area.

Move to the open area with the student and music player.

Sit in a comfortable place.

We have talked about how colours make us feel. Let’s listen to some music and talk about how it makes us feel.

Close your eyes and listen,

Play one piece of music for about 30 seconds.

What did that music make you think about? **Answers will vary, eg a marching band.**

Did you enjoy that music? **Answers will vary.**

Why? **Answers will vary.**

I (enjoyed/didn’t enjoy) the music. Which emotions or feelings did it make you feel? **Answers will vary.**

The music made me feel (own choice).

Play another piece of music for about 30 seconds.

Repeat the discussion.

Repeat for the other two pieces of music.

Let’s move to the music.

Play each piece of music and move to it.

Discuss how you both felt after moving to the music.

Store the materials.
Let’s explore phonics

My friends

Materials:
• activity sheet – *My friends*
• sheets of A4 white and/or coloured card or paper
• scissors
• felt tip pens
• ribbon, string or wool
• stapler or craft glue
• camera.

Place the materials on the table.

**Let’s think about friends. Look at the word ‘friend’ on the activity sheet.**
Trace each letter and say its name as you trace. *f r i e n d*

There are other words we might use instead of ‘friend’. Do you know one? **Answers will vary,** eg *pal, chum, mate, buddy,* ‘friend’ in another language.

You can print that word on the line below ‘friend’. (Help with spelling.)

*I know another word for ‘friend’. It’s (your choice). Print (your choice) on the same line as (student’s word).*

Do you know another word for ‘friend’? **Answers will vary.**

Continue to discuss ‘friend’ words and help the student print them on the lines.

**Who are your friends? Answers will vary.**

Why are they your friends? **Answers will vary.**

What do they do that makes them good friends? **Answers will vary.**

Are you a good friend? **Answers will vary.**

What do you do that makes you a good friend? **Answers will vary.**

Do you have a friend who is older than you? **Answers will vary.**

Do you have a friend who is younger than you? **Answers will vary.**

Do you have a friend who is a relative? **Answers will vary.**

Good friends support us and help make us happy and safe. Let’s make a friendship chain showing your friends.

Help the student cut out the heart on the activity sheet.
Use the heart shape as a template.
Help the student trace around the template (on the card or paper) to make some hearts. He/she will need one for him/herself and one for each friend.

Ask the student to print his/her name in the centre of one heart. Remind the student to use a capital letter to start.

Ask the student to print one friend’s name into each heart shape. Help with spelling. Remind the student to use a capital letter to start.

<table>
<thead>
<tr>
<th>Say</th>
<th>What do you do that makes you a good friend? <strong>Answers will vary.</strong> Draw a picture of you doing this in the heart with your name. What does (friend name) do that makes him/her a good friend? <strong>Answers will vary.</strong> Draw a picture of (friend) doing this in the heart with his/her name.</th>
</tr>
</thead>
</table>

Continue the discussion and drawing until all the hearts have been completed.
Ask the student to place the completed hearts in a row. The student can choose the order.
Ask the student to turn over each heart, leaving approximately 10 cm between the hearts.

<table>
<thead>
<tr>
<th>Place a length of ribbon across the hearts. Help the student attach the ribbon to each heart using craft glue or two staples, one each side of each heart.</th>
</tr>
</thead>
</table>

If required, leave the banner to dry.

- Take a photograph of the student holding the friends banner.
- Save the photograph into the Set folder.

Help the student hang the banner.

**I speak clearly**

**Materials:**
- *Alphabet chart* (from Day 1)
- mirror (large enough to see two faces).

Place the materials on the table (or move to where the mirror is positioned).
We like to talk with our friends so we must speak clearly so they can understand what we are saying. If someone does not hear us properly, we often need to speak more clearly, not more loudly. Let’s practise speaking clearly. Look in the mirror while we do these exercises.

Open your mouth as large as you can.

Make a very wide mouth.

Let’s swap between those mouth shapes; large mouth, wide mouth, large mouth, wide mouth, large mouth, wide mouth.

Pull your lips together to make a small circle.

Let’s swap between those mouth shapes; large mouth, circle mouth, large mouth, circle mouth, circle mouth.

Let’s try this pattern; circle mouth, wide mouth, circle mouth, wide mouth, circle mouth, wide mouth.

Let’s try all three mouth shapes in a pattern; large mouth, circle mouth, wide mouth, large mouth, circle mouth, wide mouth, large mouth, circle mouth, wide mouth.

This time I’ll make a mouth pattern and you copy me.

Make the following pattern and then the student can copy:

- large mouth, circle mouth, large mouth, wide mouth
- tongue out, tongue in, smile; tongue out, tongue in, smile;

Ask the student to make a mouth pattern for you to copy.

Let’s say the names and sounds of the alphabet and watch what our mouths do. You point to each letter and we’ll say the name then the sound. Make sure you open your mouth and say each letter clearly.

Let’s begin. ay a; bee b; see c; dee d; ee e

Tell the student any unknown letter names and sounds.

Ask the student to repeat any names or sounds he/she does not say clearly.

Let’s say a word that begins with each letter of the alphabet. Make sure you open your mouth and say each letter clearly. What is the first letter? a

I say /a/ for apple. You say /a/ for apple too and watch your mouth in the mirror. a for apple

What is the next letter? b

You say a /b/ word while you look in the mirror. Answers will vary, eg b for Bob.

I’ll copy you.

Continue taking turns for all the alphabet letters.

Tell the student any unknown letter sounds.
Ask the student to repeat any words he/she does not say clearly.

Store the materials.

**Let's read and write**

**Not nice**

**Materials:**
- large sheet of paper (A3).

**Say**

We have talked about our friends and how to be a good friend. Sometimes we meet people who are not good friends. They might say or do things we don’t like. Do you know anybody like that? **Answers will vary.**

You might want to be friends with these people but it’s very hard because they aren’t nice. They might shout at you. What else might they do? **Answers will vary, eg take my toys, push me, not let me have a turn.**

Continue to discuss the actions of these people. Encourage the student to share as many ideas and experiences as he/she wishes.

**Say**

We can’t let these people upset us so we need to put on our thinking caps and think of ways we can deal with them. Think about your ideas while I fold the paper for the activity.

Follow instructions to make the paper hat. Let the student help where possible.

<table>
<thead>
<tr>
<th>fold lines</th>
<th>Fold the paper to make four rectangles. Open it out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>fold line</td>
<td>Refold the paper along the shorter fold line to make 2 A4 sized halves.</td>
</tr>
<tr>
<td>folded edge fold line</td>
<td>Fold down both top corners (of the <strong>folded edge</strong>) until they meet each other at the fold line in the middle, making two triangles. Make sharp creases on the triangle edges so they lay flat.</td>
</tr>
</tbody>
</table>
On each side of the hat, fold the bottom rectangles (below your folded triangles) up and over the bottom of the triangles.

Insert your hand in the centre of the wide part of the triangle and gently open to make the hat.

Lay the hat flat on the table.

Here is your thinking cap. We can print your ideas on it. What ideas do you have? Answers will vary, eg walk away, tell someone, ask if they feel alright, use the No Go Tell plan, offer to be their friend, be very nice to them.

Let’s print your idea on the hat.

Help the student print his/her idea on the hat.

Discuss other ideas and print them on the hat too.

Ask the student if he/she has ever used any of these ideas and what happened.

Ask the student to wear the hat.

The hat will be used in the next activity.

My plan

Materials:

- hat (from previous activity)
- video camera.

You can make a video to tell others your tips about dealing with not nice people. You can use the hat to help you remember your ideas. I’ll introduce you. Put on your hat.

Set up the video camera and stand or sit with the student.

Video yourself and the student while you introduce him/her, eg here is Max to give you some tips on what to do if you meet a not nice person.

Ask the student to take off his/her hat and read the ideas to you. Give help if needed.

Video the student as he/she talks about the ideas and shows the hat.
Save the video into the Set folder.

Let’s share

Cubby collection

Materials:
• to be collected
• camera.

Say
Tomorrow we will build a cubby. What is a cubby? Answers will vary.
Have you built one before? Answers will vary.

If yes, ask the student where and what he/she used to make it.

Say
We need to collect some items to build the cubby. Do you have any ideas of what we could use? Answers will vary, eg blankets, large box, cushions, towels.
Let’s collect those things and place them (your choice).

Help the student collect the items and place them in the selected area.
Help the student take a photograph of the pile of items.

Save the photograph into the Set folder.

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.

Materials checklist

<table>
<thead>
<tr>
<th>Activity sheets (please print)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making words</td>
<td></td>
</tr>
</tbody>
</table>

Resources

| • Lesson notes – Day 10       |       |
| • collected materials to build the cubby |       |

Reading books

| • My Cubby                     |       |
| • My Family                   |       |
| • Give me a hug               |       |

Other resources

| • medium sized ball (that will bounce) |       |
| • music player with a variety of music |       |
| • open area                       |       |
| • other players (optional)        |       |
| • scissors                        |       |
| • glue                           |       |
| • sheet of blank A4 paper        |       |
| • camera                         |       |
Let’s begin

Musical games

Materials:
- medium sized ball (that will bounce)
- music player with a variety of music
- open area
- other players (optional).

Move to the open area with the materials.

Let’s make some movements using the ball. What could you do? **Answers will vary, eg kick the ball, bounce the ball.**

Play with the ball together, using it in the way the student suggests, kick to each other 4 times, bounce to each other 4 times.

Think of other ideas and play together, eg roll with hands, dribble with feet, pass over head, pass between legs.

Let’s add some music. Listen and think of how you could move the ball in a way that matches the music.

I’ll play the music again and you can try your idea.

Other players can move their bodies in time to the music.

Replay the music so others can have a turn using the ball.

Repeat using three other pieces of music.

Store the materials.

Let’s explore phonics

Clap and count

Materials:
- none required.

We are going to clap out the sounds in our friends’ names. First we will begin with your name. Watch me first then it’s your turn.

Clap the sounds in the student’s name with slow and firm claps, eg Sam – 1, Sophie – 2, Matilda – 3.
How many claps can you hear in your name? **Answers will vary.**
How many sounds? **Answers will vary.**
Your clap the sounds in your name. **Answers will vary.** (Help if required.)
Tell me the name of one of your friends. **Answers will vary.**
Let’s clap the name together.

Help the student to clap the sound/sounds in the name.

How many claps can you hear in X’s name? **Answers will vary.**
How many sounds? **Answers will vary.**
Tell me the name of another of your friends. **Answers will vary.**
Let’s clap the name together.

Help the student to clap the sound/sounds in the name.

Continue in the same way, using the names of friends, siblings or pets.
Ask the student to clap some of the one and two syllable names independently.

**Making words**

**Materials:**
- activity sheet – *Making words*
- scissors
- glue
- sheet of blank A4 paper.

Place the activity sheet on the table.
Ask the student to tell you the names and sounds of each different letter on the sheet.
Ask the student to cut along the dotted lines to make letter cards.
Ask the student to place the letter cards face up on the table.

There are three words hidden in these letters. Two words you know and one you may not know. Think about the word ‘my’.
Say the two sounds for me. **mm eye**
What is the first letter? **m**
Find the /m/ and place it on the sheet of paper.
**M y.** What is the second sound? **eye**
Look at the letters. Which one makes the ‘eye’ sound? **Answers will vary, eg /i/ or /y/.

The letter is /y/. Find the /y/ and place it next to the /m/.

Glue the word on the page.

Think about the word ‘this’.

Say the sounds for me. **th i s**

What is the first sound? **th**

This sound is made using two letters. Do you know what they are? **Answers will vary.**

It’s /t/ and /h/. Find the /t/ and /h/ and place them together on the paper.

Th i s. What is the second sound? **i**

Look at the letters. Find the one that makes the /i/ sound.

Place it after the /h/.

Th i s. What is the last sound? **s**

Look at the letters. Find the one that makes the /s/ sound.

Place it after the /i/.

Glue the word on the page.

Read the words you have made.

What letters are left? **a s h**

See if you can make a word using the three letters.

The student experiments with the letters, sounding the words he/she makes. **Answers will vary, eg ash, has.**

The word we are looking for today is ‘has’. Listen to the sounds; h a s. how many did you hear? **three**

Put the letters in order so they say ‘has’; h a s.

Say the letters to me. **h a s has**

Do you know this word or is it new? **Answers will vary.**

Glue the word on the page.

Read the words you have made.

Point to ‘my’.

Point to ‘has’.

What is the longest word? **this**

What is the shortest word? **my**

You will read ‘my’ and ‘has’ in your reading book today.

The sheet of words will be used in the next activity.
Let’s read and write

My cubby

Materials:
- reading book – *My Cubby*
- sheet of words from previous activity.

Sit in a comfortable place with the student and materials.

| Say | Look at the title of this book. What is the first word? **my**
Check the word in the cover with the word ‘my’ on your paper. Do they match? **Answers will vary, eg yes; the title has a capital.**
They are the same but the title word has a capital because it’s a title.
Look at the picture. There are some friends in a…? **cubby**
How many friends do you see? 4
What materials did they use to build their cubby? **sheet/tablecloth, chairs**
(Point to the word ‘Cubby’) What could this word say? **cubby**
Read the title. **My Cubby**
Turn to page 1. Let’s read the first three words together. **My cubby has**
What has this boy used for the floor of his cubby? **a rug or mat**
(Point to each word.) Read with me. **My cubby has a floor.**
Read them for me as you point to the words.
Turn the page. What has the boy used to make the walls? **a couch/lounge chair and a box**
(Point to each word.) Read with me. **My cubby has walls.**
Read them for me as you point to the words.
What has the boy used as a window? **a chair gap**
You point to the words as we read the sentence. **My cubby has a window.**
What else does his cubby need? **a roof**
Turn the page. Were you right? **Answers will vary.**
Point to each word and have a go at reading this page yourself. **My cubby has a roof.**
Look at page 5. What is the boy doing? **Answers will vary, eg crawling out of the cubby.**
He is using the space between two chairs as a door. Point to each word and have a go at reading this page yourself. **My cubby has a door.**
He has made an awesome cubby but it is missing something. What could it be missing? **Answers will vary.**

Turn the page and see if you can work out what was missing. **friends**

How many friends are there? **5 friends, 6 altogether including the boy**

Let’s read the sentence together. **My cubby has room for more.**

(Point to the picture on page 7 and point to the question mark). Here is a question mark. I’ll read what the friends are asking you.

(Point to the words as you read.) Do you have a cubby? **Answers will vary.**

Let’s read the book again. You can keep a tally of the number of ‘my’ and ‘has’ words in the story.

Encourage the student to read independently. Help with unknown words. Page 8 can be read but do not ask the student to draw a picture.

When the student reads ‘my’ or ‘has’, ask him/her to draw a tally mark or tick next to the word on the sheet of words.

Ask the student to count the number of times he/she read ‘my’ and ‘has’ in the book.

\[
\text{my – 6 or 7 including the title} \quad \text{has – 6}
\]

Store the reading book and discard the word page.

**Build a cubby**

**Materials:**
- collected materials to make a cubby
- camera.

We have all of these different materials we collected to make a cubby. Where will we build the cubby? **Answers will vary.**

Help the student decide on a suitable place to build the cubby. Where space is very limited it could be under a table, or chairs draped with a sheet and pillows placed inside.

The student builds the cubby independently. Help with holding and moving objects where required.

What do you think about your finished cubby? **Answers will vary, eg it’s good, I like it.**

Why is it a good cubby? **Answers will vary.**

Who could you share your cubby with? **Answers will vary, eg siblings, friends, pets or stuffed toys/teddies.**
Ask the student to collect his/her friends, toys etc and take them to the cubby.

Please take some photographs of the cubby.

Store the photographs in the Set folder.

Let’s share

A safe place

Materials:
- cubby
- reading books – My Cubby, My family and Give me a hug
- video camera.

Sit in the cubby with the student and the books.

| Say | I like your cubby. I like (your choice). What do you like about your cubby? Answers will vary.  
I feel safe in your cubby with you. Do you feel safe too? Answers will vary.  
Part of keeping safe is to have safe places to go. I think our house is a safe place. We have all the things we need in our house. What is a place that you think is safe? Answers will vary, eg bedroom, friend’s home, garden.  
Why do you feel safe there? Answers will vary, eg I trust my friend and her family, I feel cosy in my bed. |

Discuss other safe places and why they are safe.

| Say | What feelings do you have when you are in a safe place? Answers will vary, eg comfortable, happy, nothing can hurt me.  
If you do not think you are in a safe place you must tell someone you trust. Safe places are great places to live, learn and play. |

Read the reading books with the student. Encourage independent reading where possible.

Ask the student to choose one of the reading books to read on video in the cubby.

Please make a video of the student reading in the cubby. Help with unknown words.

Store the video recording in the Set folder.

Store the reading books. Encourage the student to play in the cubby with friends.
Tutor

Reflection
Write your observations and comments about how capably the student worked on the Days 6 to 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.

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