

ENGLISH

Lesson notes and Home tutor guide for this set can be viewed electronically.

Eggsploring eggs



SET 3 Activity book

First published 2016

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All about /sk/



<i>ask</i>	<i>mask</i>	<i>task</i>
<i>tusk</i>	<i>dusk</i>	<i>flask</i>
<i>risk</i>	<i>whisk</i>	<i>desk</i>
<i>skip</i>	<i>skate</i>	<i>skirt</i>
<i>skim</i>	<i>ski</i>	<i>sky</i>
<i>skeleton</i>	<i>skin</i>	<i>skull</i>

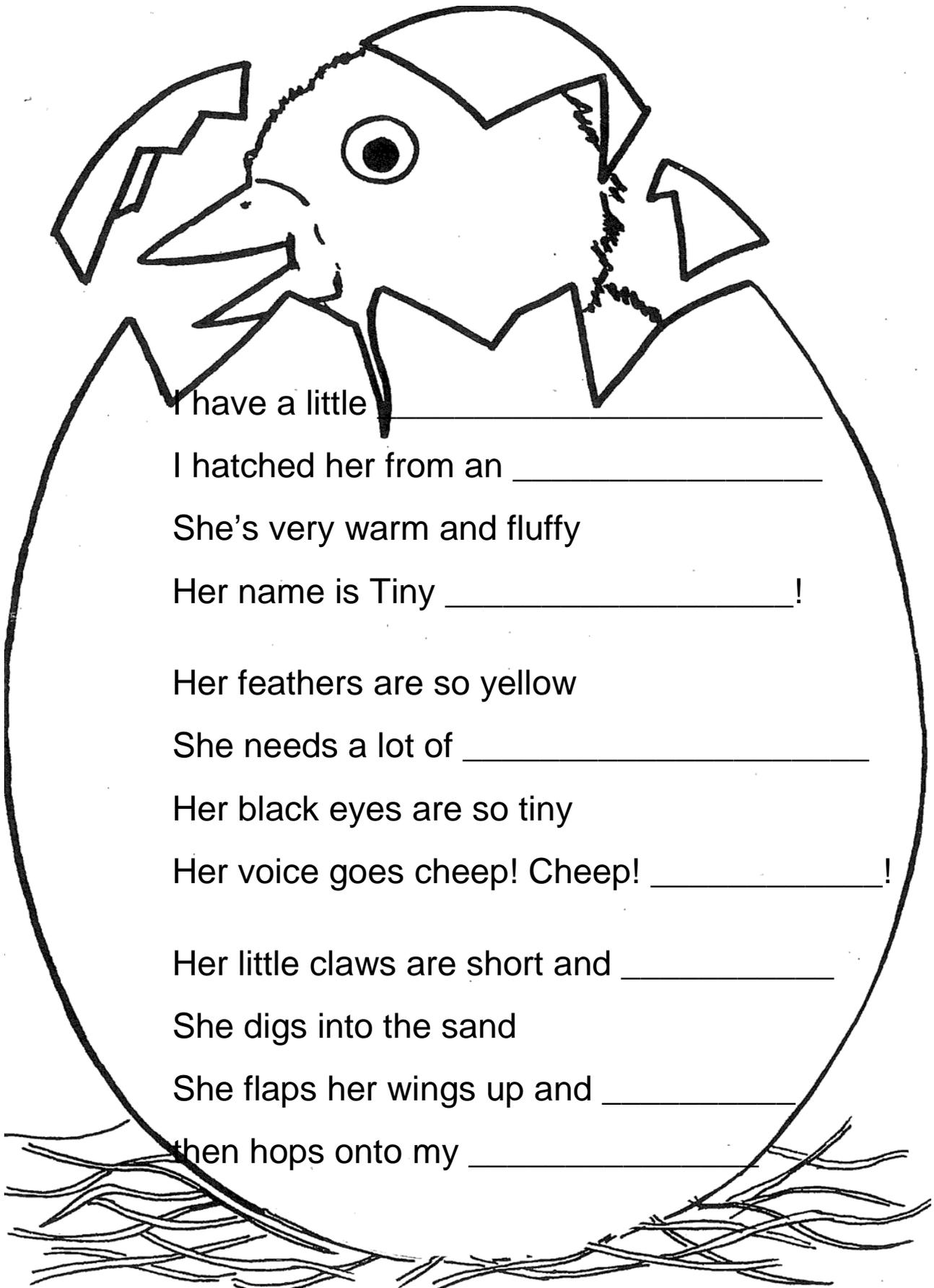
a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	e
a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	e
a	e	i	o	u	a	e	i	o

Listen for long /ee/



e		
ee		
ea		
ey		
ie		
e-e		
y		
i		



I have a little _____

I hatched her from an _____

She's very warm and fluffy

Her name is Tiny _____!

Her feathers are so yellow

She needs a lot of _____

Her black eyes are so tiny

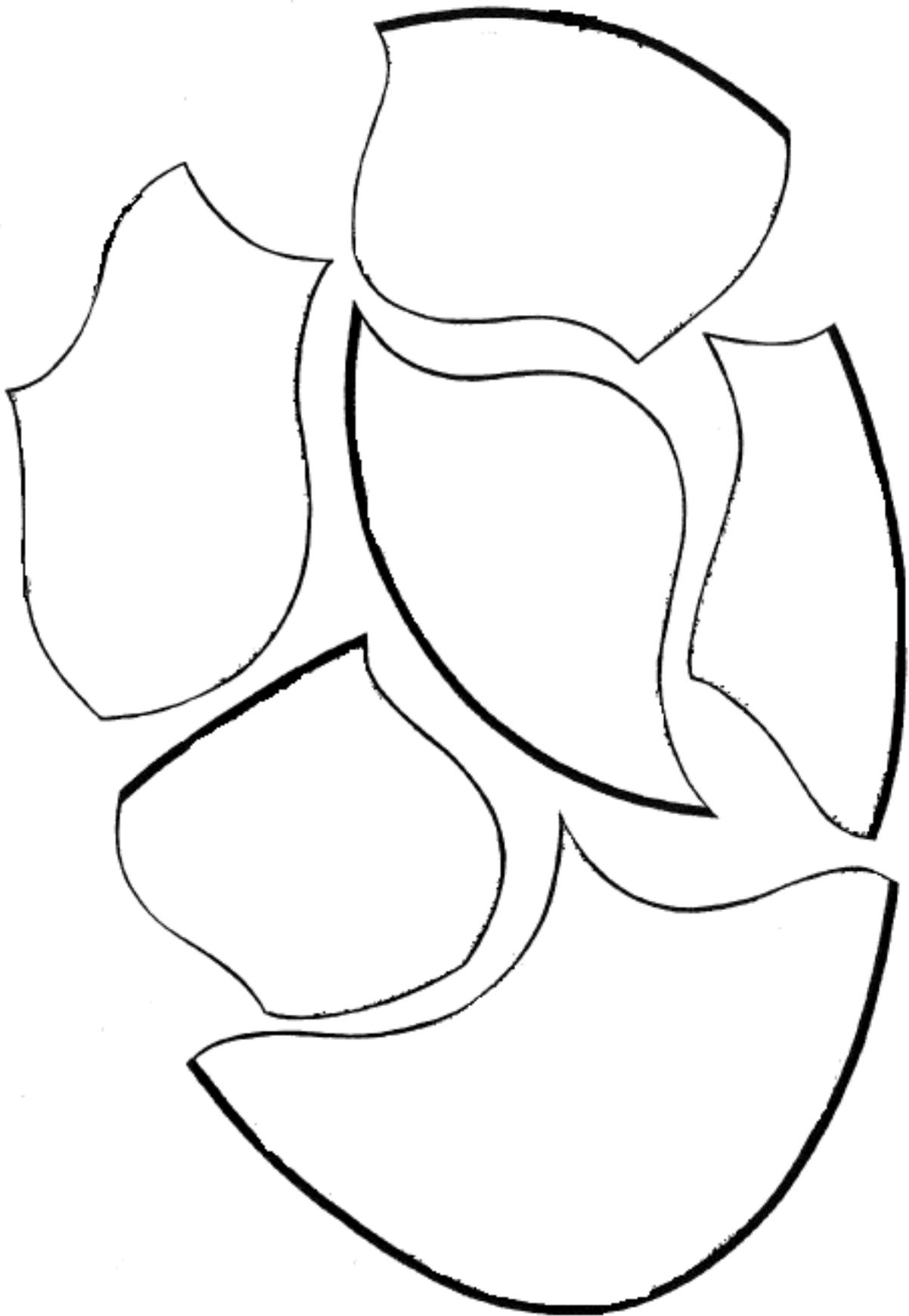
Her voice goes cheep! Cheep! _____!

Her little claws are short and _____

She digs into the sand

She flaps her wings up and _____

then hops onto my _____



Spelling words



Trace the words. Print the word on the line.

me

he

she

we

you

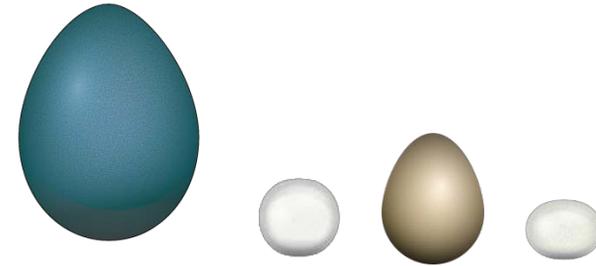
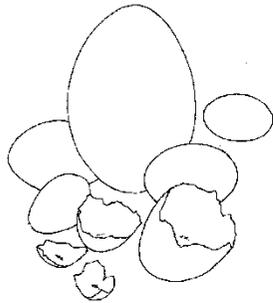
they

ask

said



What is an *egg*?



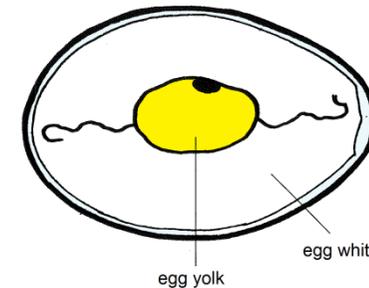
An *egg* is a safe place for an animal to begin its life.

1



Some *eggs* are fertilised and grow into baby animals.

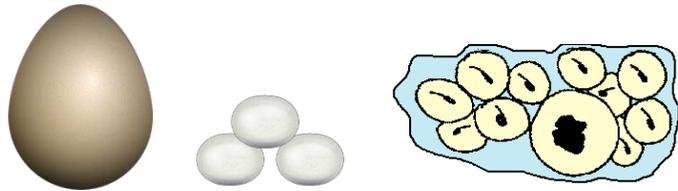
4



The yolk and white inside the egg are food for the baby animal.

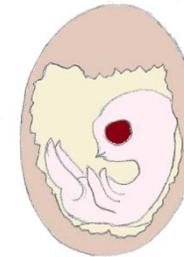
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What is an egg? 2



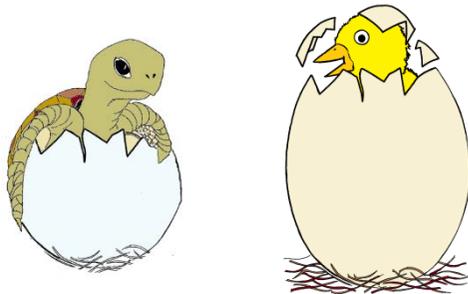
Some eggs are protected by shells and some have a sort of soft jelly around them.

3



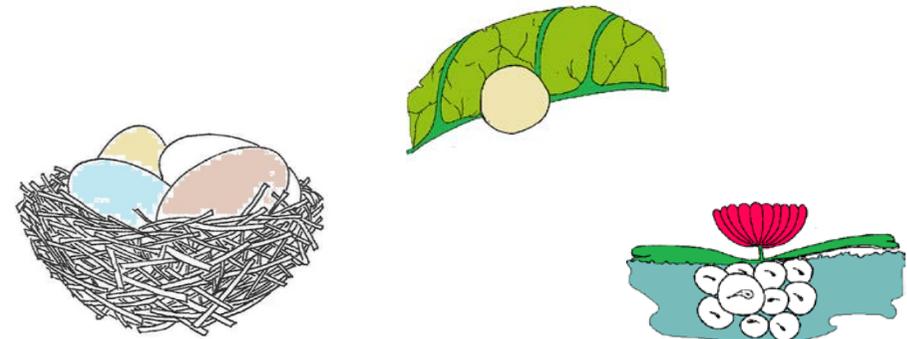
As each day passes, the animal grows.

6



When the animal is old enough, it hatches out of the egg.

7



Eggs are laid in many places. 2

About eggs

A large, vertically oriented egg shape with a thick brown outline. Inside the egg, there are 15 horizontal black lines spaced evenly, providing a writing area for text.

Egg news



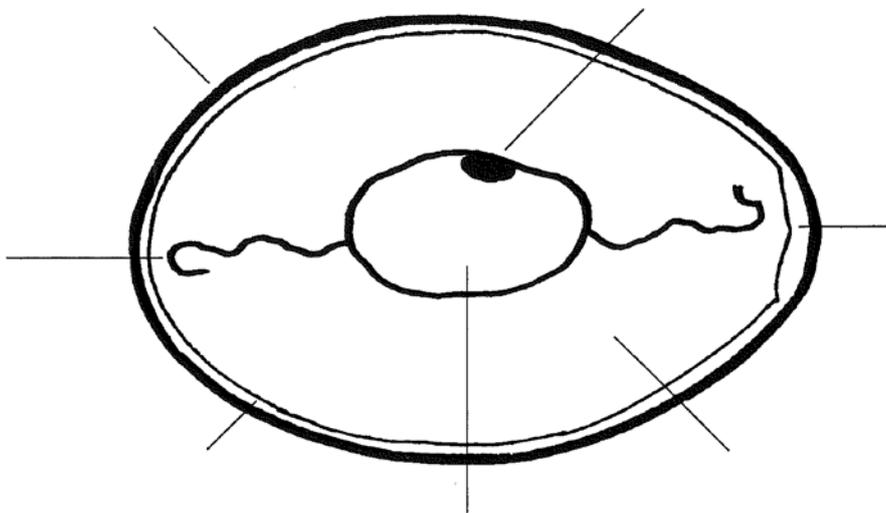
<i>Who?</i>	<i>When?</i>	<i>Where?</i>	<i>What?</i>	<i>Why?</i>

Egg parts



A female animal has many tiny eggs inside her body. One by one they grow and are laid into a nest or the sand. If the egg has been fertilised, an animal will grow inside it. Some parts of the egg become food for the animal.

This diagram shows the different parts of the egg.



The **shell** is a protective coating made of calcium, like our bones. The shell's surface is covered with tiny holes to let the air in and out.

The **shell membrane** is a very thin, stretchy skin on the inside of the shell. It protects the inside of the egg from water or germs.

The **albumen** is the egg white. It protects the growing animal and provides food for it.

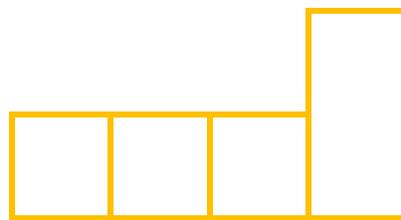
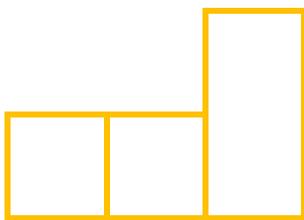
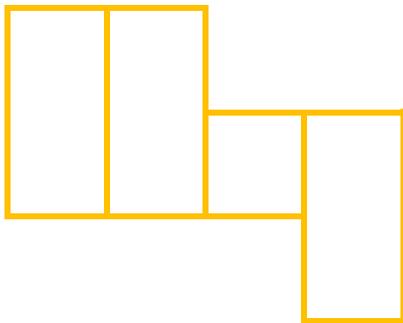
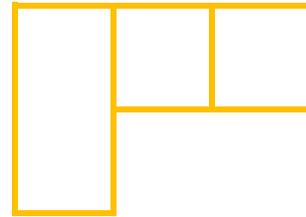
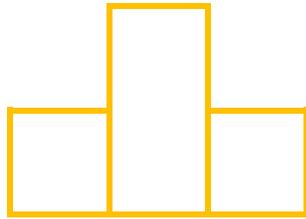
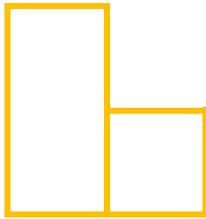
The **yolk** is also food for the growing animal.

The **ovum** is the spot on the yolk from which a new animal will grow if the egg is fertilised.

The **chalaza** is a cord made from thick egg white. It keeps the yolk in the middle of the egg.

The **air space** is formed when the egg is laid. It gets larger as the egg gets older.

Mystery shapes



Watch the egg



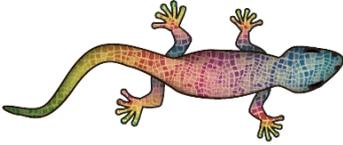
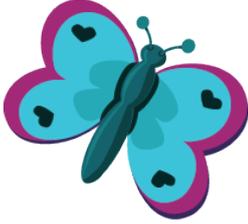
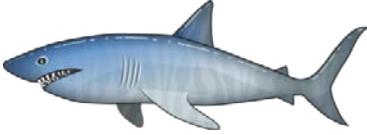
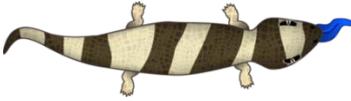
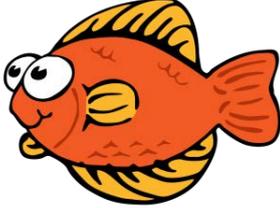
My experiment Day 1

I predict

My experiment Day 5

Let's classify 1



Let's classify 2



Animals that have wings and can fly.

Animals that have gills and use fins to swim.

Let's classify 3



Animals with scaly skin.

Other animals

Read with me!



Read with me!

We went down to the sea to see what we could see.

We saw a seal. He was on green rocks.

We saw seaweed floating near a leaf.

We peeped at a bee. She was buzzing.

We put our feet in the sea. So cool!

<i>e</i>	<i>ee</i>	<i>ea</i>

The amazing egg shell 1



Procedure

Materials

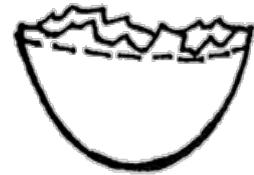
- 2 x half an egg shell
- ten books (one about the same height as one egg shell half)
- newspaper or similar
- scissors.



Steps

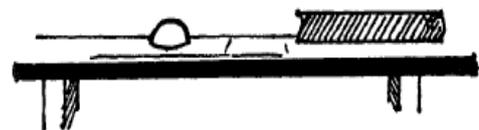
1. Spread several pieces of newspaper on the table.

2. Carefully cut away the uneven edges of the egg shell.

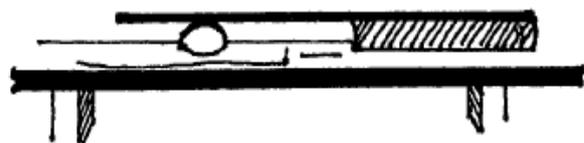


3. Place the egg shell upside down on the paper.

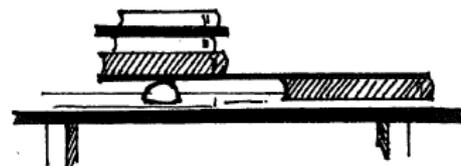
4. Place a book about the same height as the egg shell next to it.



5. Put the card across the egg shell and the book.



6. Place one book at a time on top of the card that is covering the egg shell.



7. Keep adding and counting books until something happens.

The amazing egg shell 2



What will happen after you have placed lots of books on top of the egg shell?

How many books do you think it will take to crack the egg shell? _____ books

How many books did it take to crack the egg shell? _____ books

My experiment after the egg shell cracked.

How many books were on top of the egg shell before it cracked? _____ books

The egg shell held the weight of _____ books.

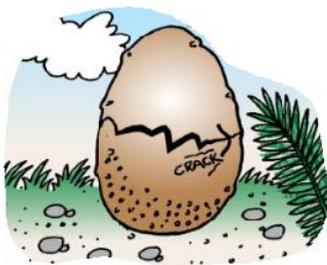


The egg!

Plop!

The egg fell into the nest
and on the twigs
the egg did rest,
Safe and warm from any pest.
A tiny life began to grow,
A secret hidden
where no one would know
Bigger and stronger every day,
and then the egg rocked
and rolled in the hay

Crack!



Out popped a _____

Is the egg fresh?



Materials



a raw egg



salt



water



teaspoon



glass or jar

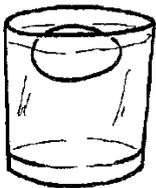
Method

1. Fill the glass approximately $\frac{3}{4}$ full of water.
2. Measure one teaspoon of salt and stir it into the water.
3. Carefully place the egg into the water.

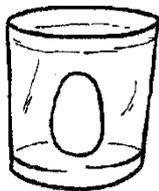
Interpreting the results



Fresh egg – the egg lies on the bottom of the glass



Stale egg – the egg floats to the surface.



Old egg – the egg points upwards.

My egg is

Millee and the eggs



Millee broken in a nest saw a tree.

She found some eggs on the green grass.

eggs took home. Millee the

some Millee leaves. eggs into the put

She turned on a light to keep the eggs warm.

CRACK! weeks later! Three

Six eggs hatched and the babies peeped out.

Cheep! Cheep! Cheep! squeaked the chicks.

very was happy. Millee

Say and spell



Say and trace



Look and print



Cover and print



me

he

we

she

you

they

ask

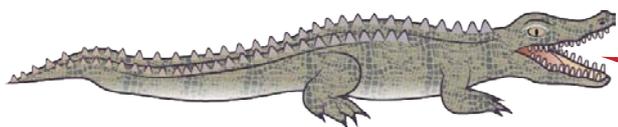
said

Alphabet chart



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

Crocodile eggs



Print long /ee/ words into my eggs.

--	--	--



Another long /ee/



y in funny



baby



party



tiny



sunny



The letter _____ makes the long _____
sound at the _____ of a
_____ syllable word.

Emu report



What is it?

Description (What does it look like?)



Habitat (Where does it live?)

Diet (What does it eat?)

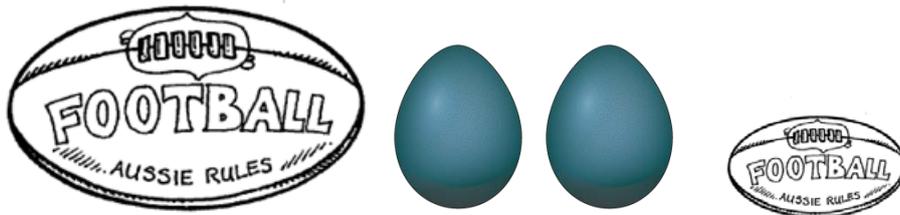
Predators (enemies)

Interesting facts about emus:

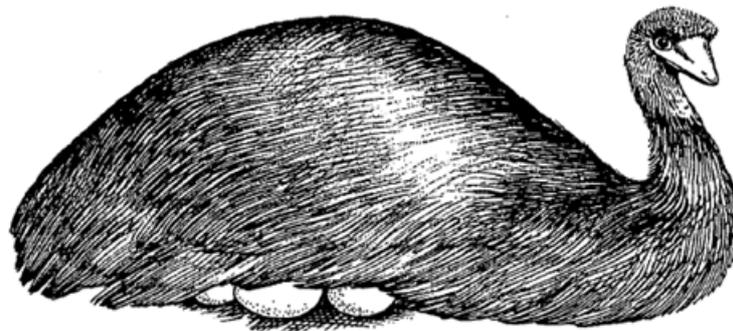
Emu facts



- Emus only live in Australia.
- Emus are the second largest bird on Earth and cannot fly.
- Emus need food and water to live.
- Emus live in flat country near waterholes.
- Female emus lay nine eggs. The eggs are as big as a miniature football and are a green-blue colour



- The male emu looks after the eggs. He sits on the eggs for about 50 days, until they hatch.



- The emu chicks stay close to the male emu and learn to eat grass and seeds.
- When the chicks are eight months old, they can look after themselves.



My surprise!



I went to ask Mum if I could hatch a chicken.

She said, "You need to make a nest for the hen.

I made the nest. We put a fertilized, fresh egg in the nest.

Three weeks later the egg began to crack. A chicken came out.

Every day the chicken grew bigger and bigger.

Cock-a-doodle-do!" Surprise! He wasn't a hen, he was a rooster.

Weekend news



<i>Who?</i>	<i>When?</i>	<i>Where?</i>	<i>What?</i>	<i>Why?</i>

Make a rhyme

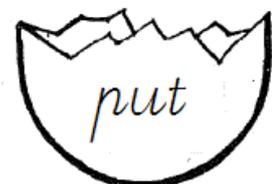
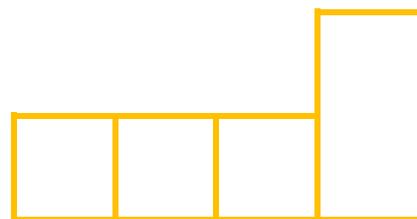
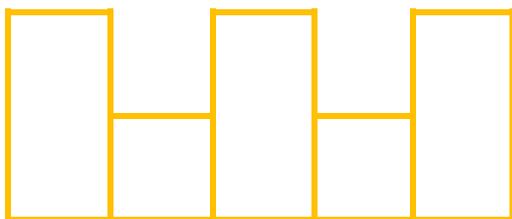
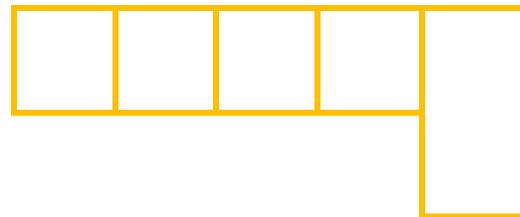
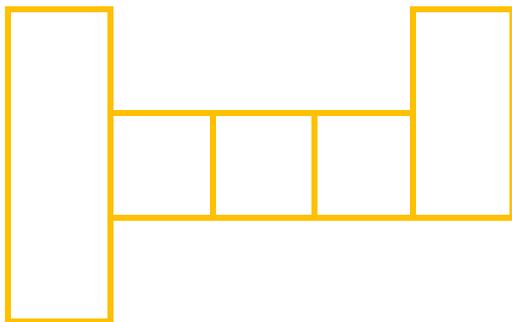
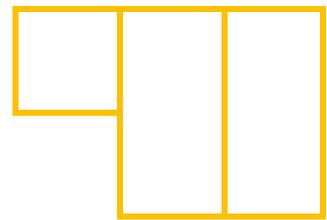
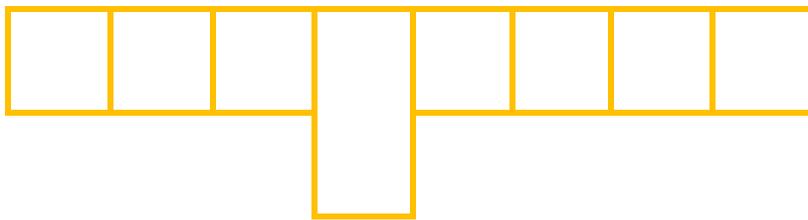
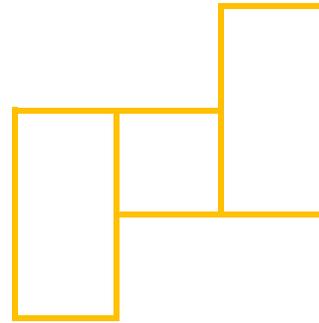
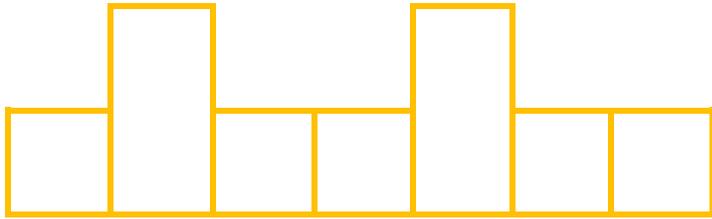


cherry	funny	tummy
Sunny	berry	scary

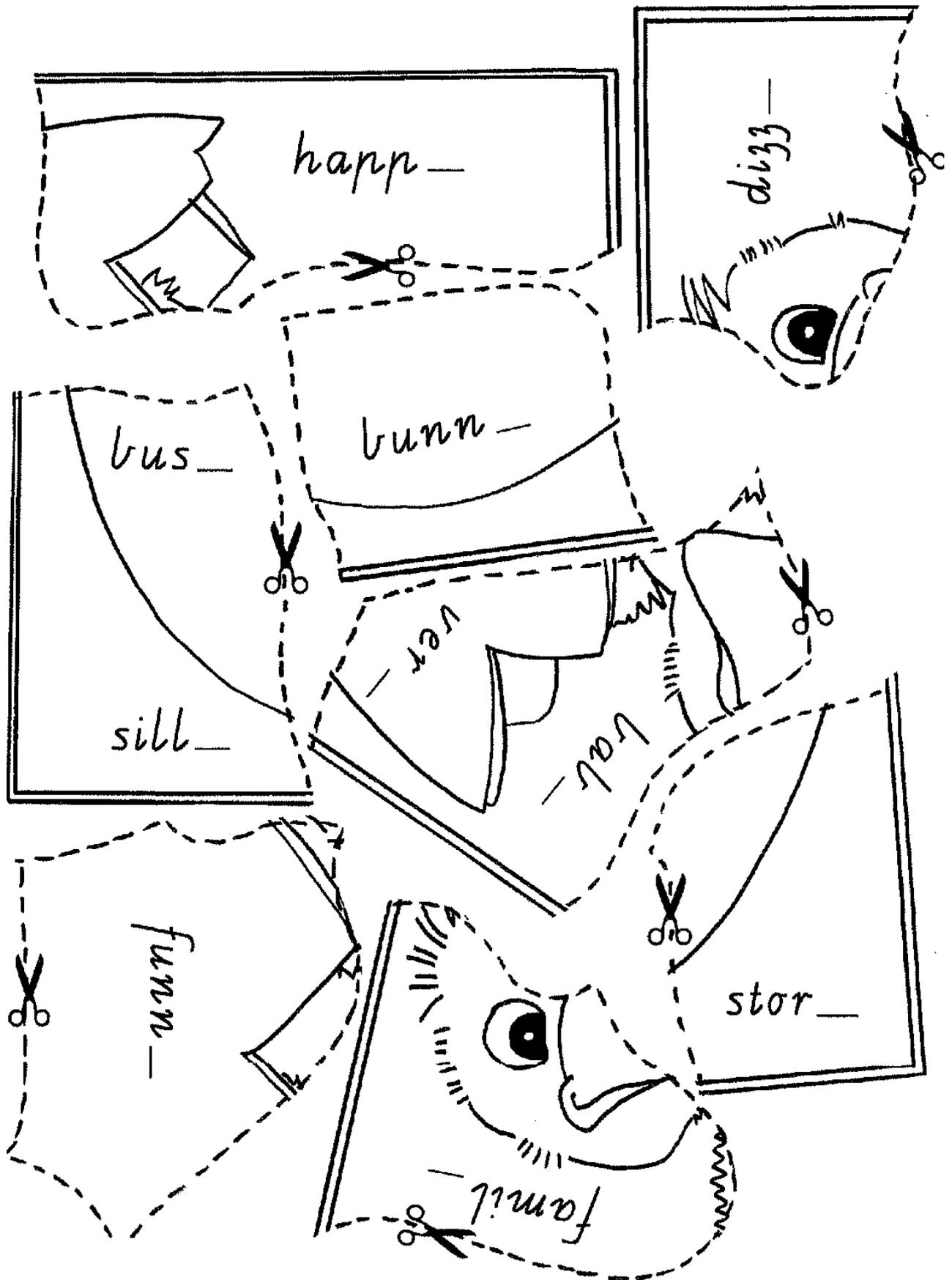
There was a bunny named _____
Who wanted to fill up her _____
She munched on green leaves
And chocolate and cheese
Her diet was incredibly _____.

A very big bright shiny _____
Was put in a bowl with a _____
He said, "You're so bright
I just can't bear the sight
I really do find you quite _____!"

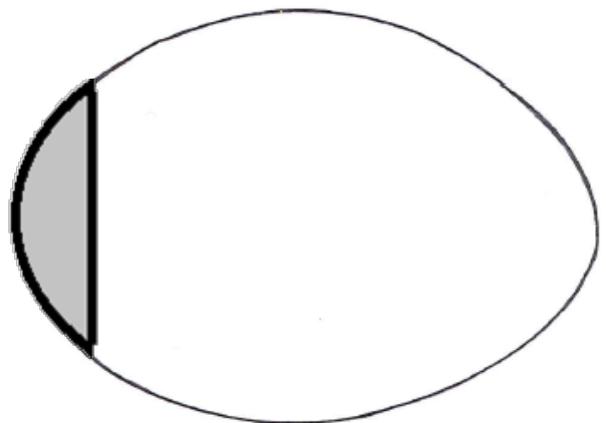
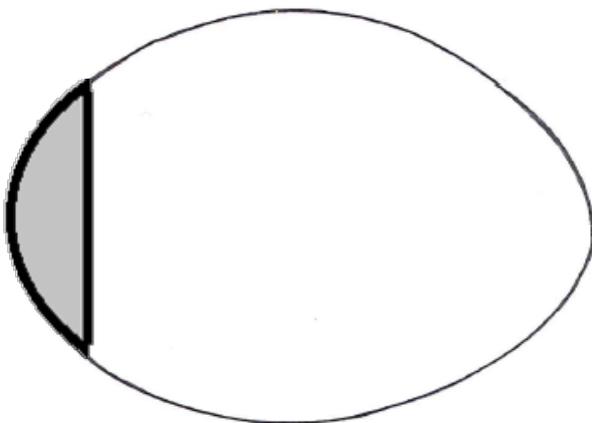
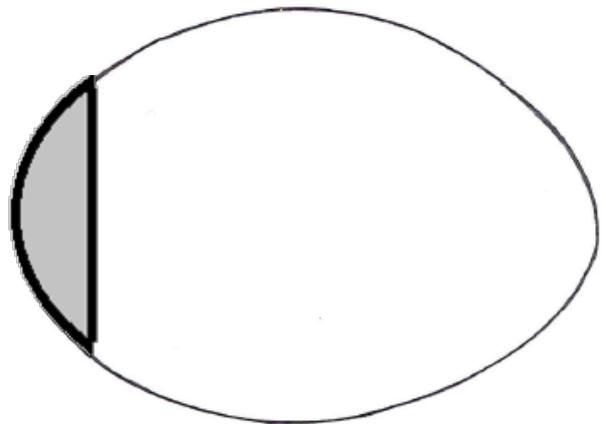
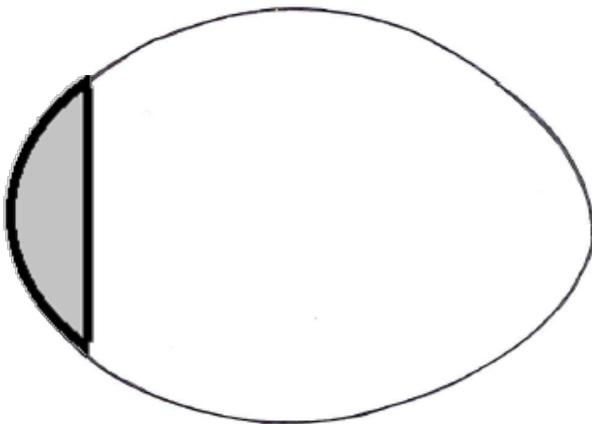
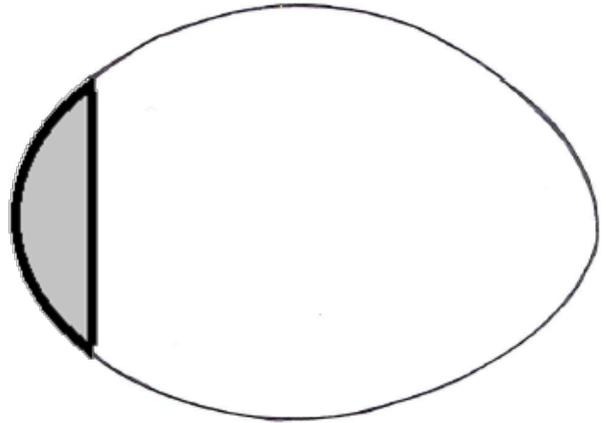
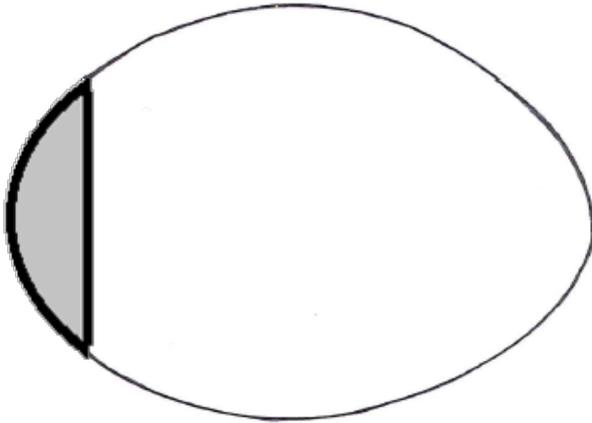
What's my word



What's the sound?



Who owns these eggs? 1



Who owns these eggs? 2



The shark egg is spiral shaped so it sticks into coral or between rocks.

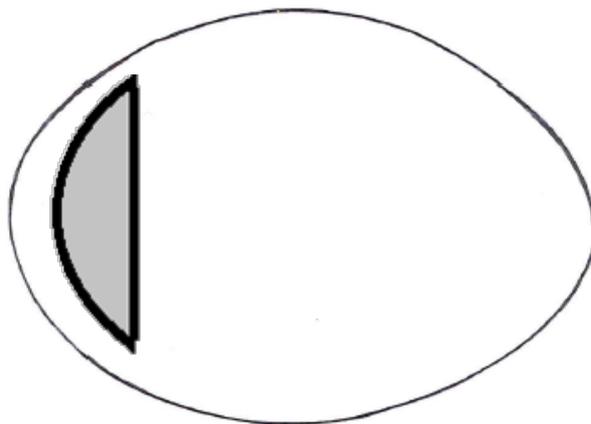
Spiders weave a web sac to keep the eggs safe.

Snake eggs are oblong shaped. The eggs are often hidden in long grass.

Fish eggs are surrounded by a jelly which keeps the eggs from floating away in the water.

Butterflies lay lots of very small eggs on plant leaves. Caterpillars hatch from the eggs.

Squid lay millions of finger shaped eggs that anchor to the sea bed. The squid only lays eggs once in her life.

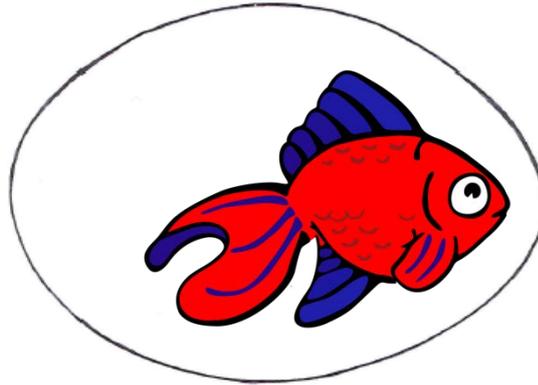


Who owns these eggs? 3



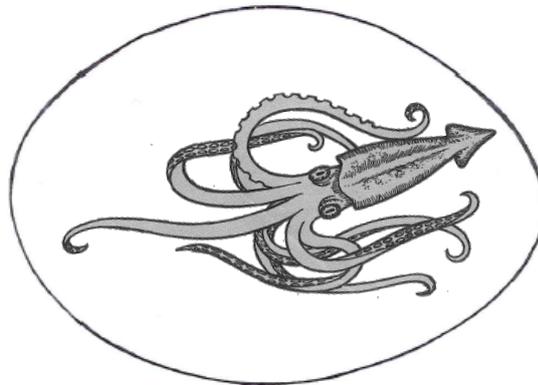
Staple here

Who owns these eggs?



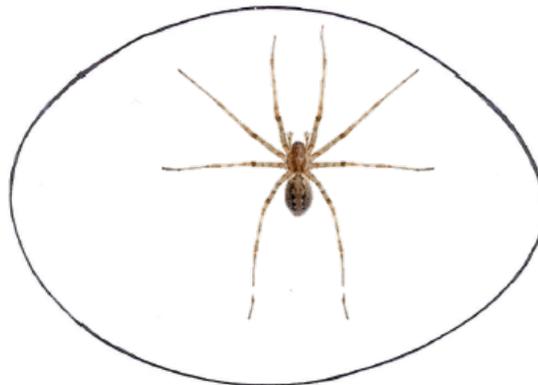
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Who owns these eggs?



Staple here

Who owns these eggs?

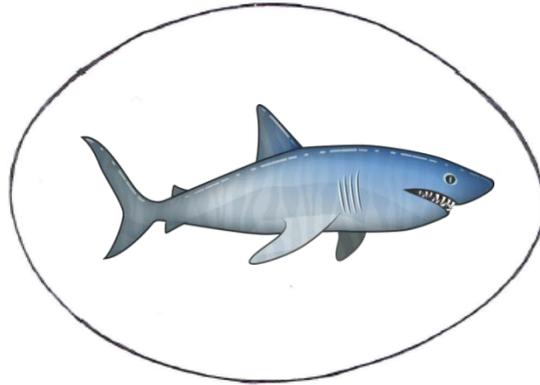


Who owns these eggs? 4



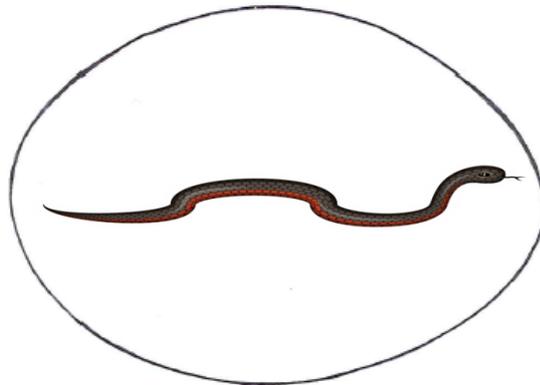
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Who owns these eggs?



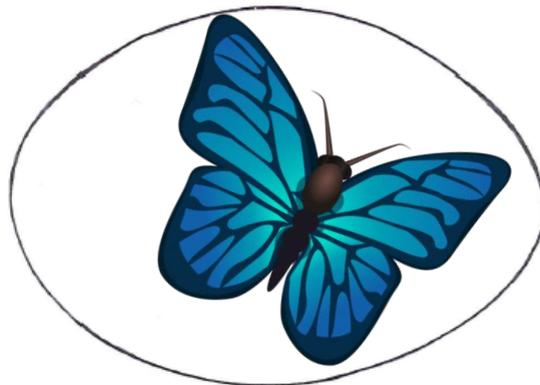
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Who owns these eggs?



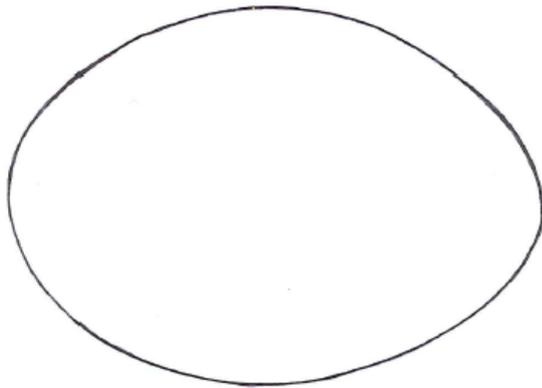
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Who owns these eggs?

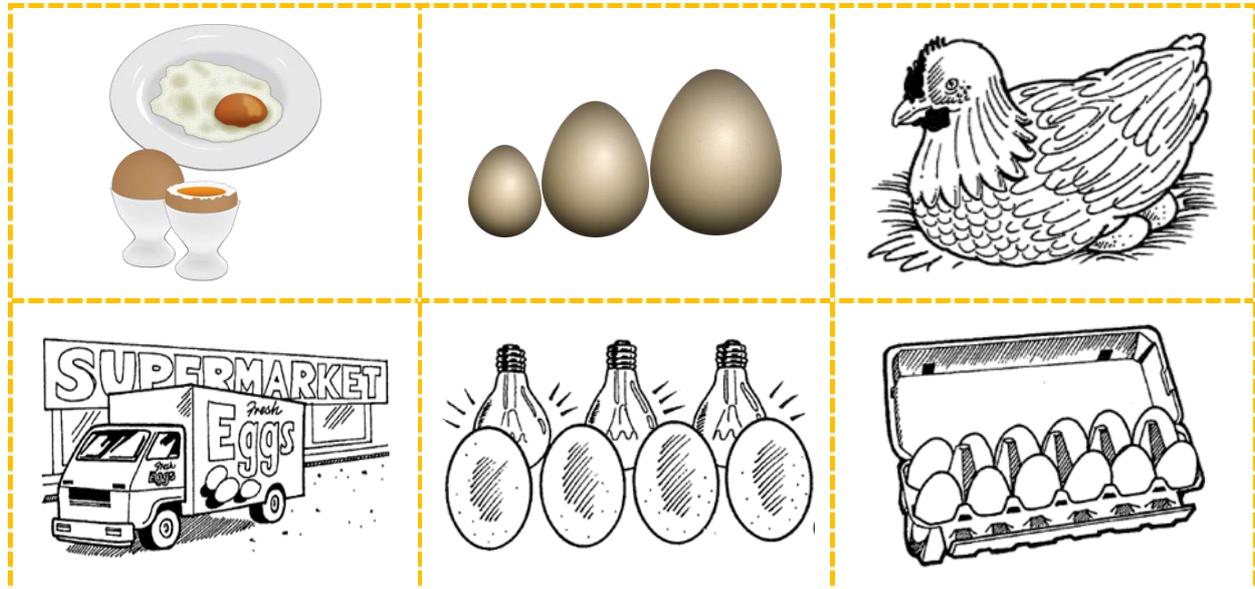


Who owns these eggs? 5



Staple here	<p>Who owns these eggs?</p> 
Staple here	
Staple here	

From farm to you



The hens lay the eggs and the farmer collects them.

The farmer sends the eggs to an egg factory where they are cleaned and put into cool rooms.

The eggs are taken to the candling room and put under special lights. These lights show any bad or cracked eggs. These eggs are removed and used in other ways.

Next the eggs are weighed and sorted into small, medium or large sizes.

The next step is stamping. A machine puts little stamp on each egg to show where it comes from.

Now the eggs are put into cartons.

The cartons are packed into boxes and delivered to the supermarket.

We buy the eggs and use them in cooking.

Let's spell



Read, trace and say the letters

Print



egg

put

nest

fresh

hatch

every

chicken

surprise

Poached eggs



Poached eggs

Ingredients

1 cup of water



a pinch of salt



1 egg



slice of toast



Utensils

small frypan



cup



slotted spoon



plate



timer



Method:

Pour the water into the frypan.

Add the pinch of salt to the water.

Bring the water to the boil.

Reduce the heat so the water is simmering.

Crack the egg into a cup.

Carefully slip the egg into the water.

Cook for about 3 minutes.

Lift out the egg using a slotted spoon.

Place the egg on the toast.

Eat with a knife and fork.

Draw your poached egg here.

What I think about poached eggs



How did the egg taste? Print some adjectives below.

How did the egg feel on your tongue? Print some adjectives below.

Did you like the taste?

Draw a face on this head to show what you thought.



Shade the bubbles to show what you did.

stir

boil

fry

measure

heat

beat

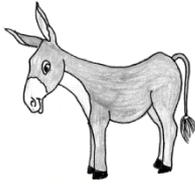
pour

eat

flip

What happened to the raw egg as it cooked?

/ey/ in key



chimney



key



turkey



donkey



monkey



money



jockey



honey



trolley

First and last with st!



The sky grew dark. The stars
stopped twinkling.



A big storm came.



Rain started to fall and a blast
from the east wind blew at the
sticks in the emu's nest. Dust
rolled across the ground.



Father emu did not stir. He had
made the best nest in the west. He
snuggled down to rest.



— — and — — ack — — eep

— — ill — — ory — — ep

lea — — che — — la — —

fa — — li — — fro — —

French toast



Ingredients

butter



1 egg



slice of bread



Utensils

small frypan



small bowl



egg slice



fork



2 plates



Method:

Crack the egg into the small bowl.

Beat the egg using the fork.

Pour the beaten egg onto a plate.

Lay one side of the slice of bread in the egg.

Turn the slice of bread over and lay the other side into the egg.

Heat the frypan over a moderate heat.

Place a teaspoon of butter into the frypan to melt.

Place the egggy bread into the frypan.

Cook until brown on one side.

Use the egg slice to flip the bread over.

Fry on the second side until brown.

Use the egg slice to remove it from the pan and put on a plate.

Cut into pieces and eat.

Draw your french toast here.

What I think about French toast



How did it taste? Print some adjectives below.

How did it feel on your tongue? Print some adjectives below.



Did you like the taste?

Draw a face on this head to show what you thought.

Shade the bubbles to show what you did.

stir

boil

fry

measure

heat

beat

pour

eat

flip

What happened to the egg mixture as it cooked?

Word hunt



Read the words. Trace the words. Spell the word aloud.

<i>egg</i>	<i>put</i>	<i>fresh</i>
<i>nest</i>	<i>every</i>	<i>hatch</i>
<i>surprise</i>	<i>chicken</i>	

Find the word in the grid. Circle or shade the letters.

Tick the word above to show you have found it.

<i>f</i>	<i>b</i>	<i>e</i>	<i>v</i>	<i>e</i>	<i>r</i>	<i>y</i>	<i>d</i>
<i>r</i>	<i>k</i>	<i>m</i>	<i>h</i>	<i>a</i>	<i>t</i>	<i>c</i>	<i>h</i>
<i>e</i>	<i>j</i>	<i>o</i>	<i>q</i>	<i>w</i>	<i>x</i>	<i>b</i>	<i>z</i>
<i>s</i>	<i>c</i>	<i>h</i>	<i>i</i>	<i>c</i>	<i>k</i>	<i>e</i>	<i>n</i>
<i>h</i>	<i>d</i>	<i>k</i>	<i>m</i>	<i>p</i>	<i>o</i>	<i>g</i>	<i>j</i>
<i>q</i>	<i>z</i>	<i>d</i>	<i>o</i>	<i>u</i>	<i>w</i>	<i>g</i>	<i>q</i>
<i>j</i>	<i>n</i>	<i>e</i>	<i>s</i>	<i>t</i>	<i>m</i>	<i>x</i>	<i>o</i>
<i>s</i>	<i>u</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>i</i>	<i>s</i>	<i>e</i>

Ben's story



Ben _____ his hand into the
_____.

What a _____!

His hen had laid a _____
_____. Ben knew the _____
might _____ into a
_____.

His mum _____ it would take
about 21 days. Ben gave his hen
food and water _____ day.

One day _____ heard 'Cheep!'

Draw a picture to show what Ben found when he looked into the nest.

Long /ee/



e	sh__	h__	w__	m__	b__
ee	b__	sh__p	st__l	fl__t	
ea	ch__p	f__st	l__ve	bl__t	
y	funn__	bab__	tin__	part__	
ey	monk__	troll__	jock__	turk__	

ENGLISH

Lesson notes and Home tutor guide for this set can be viewed electronically.

Eggsploring eggs



SET 3 *Reflection Sheets*

Reflection

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

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

Please return with the completed set.

The student can	No help	Some help	Lots of help	Comments
contribute to a discussion on the topic				
explore different spellings for the long /ee/ sound				
use knowledge of letter patterns and sounds to spell words				
recognise and read and write using the /sk/ blend				
demonstrate reading skills when reading unknown texts				
use descriptive language to express observations				
draw and label diagrams				
identify and use rhyming words				
use a news plan to plan and tell news				
identify words with /ea/ and /ee/ digraphs, explore homophones				
recognise words using letter shapes				
interpret text to label a diagram				
make and record observations and predictions				
reflect and write about learning				

The student can	No help	Some help	Lots of help	Comments
read a poem with expression				
understand the use of an exclamation mark				
respond to questions using comprehension strategies				
read using pictures and words to predict unknown words				
classify and group pictures				
identify and follow a procedure				
identify syllables in words				
order words to make sentences				
sequence sentences to make a story				
write a recount of an experiment				
order spelling words alphabetically				
identify, read and write long /ee/ words				
correctly spell learned words				
attempt to read with expression and fluency				
make observations about changes to the egg				
record observations and results				
Other comments				

Reflection

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

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

Please return with the completed set.

The student can	No help	Some help	Lots of help	Comments
use a news plan to plan and tell news				
use spelling strategies to learn new words				
recognise, read and write using /y/ as in funny				
demonstrate reading skills when reading unknown texts				
use a framework to write a report				
demonstrate comprehension strategies to interpret meaning				
identify and use rhyming words				
use letter shapes and patterns to identify words				
identify singular and plural words				
locate images using the internet				
recognise plurals and make plurals by adding /s/				
connect pictures and text to create a sequence				
read and follow a recipe				

The student can	No help	Some help	Lots of help	Comments
describe the cooking experience using pictures and words				
recognise the /st/ blend and use it to read and spell words				
recognise, read and write using /ey/ as in key				
reflect on learning and present ideas in a mind map				
spell learned words correctly within a piece of text				
sound and read words using the long /ee/ digraphs and sounds				
read a familiar text with developing fluency and expression				
engage in discussions, contribute ideas and ask related questions				
build a nest using recycled materials				
write a procedure describing the nest building.				
Other comments				

Set return checklist

Day	Items to return	Check
1	Listen for long /ee/	
	Looking at eggs, student labelled diagram	
	What I know about eggs - Brainstorm	
	About eggs – student writing	
2	Listen for long /ee/	
3	/ee/ in tree	
	Read with me!	
	The amazing eggshell 2	
4	Say and spell	
	Millee and the eggs	
	My experiment – student writing	
5	Poem recital – video recording	
	Crocodile eggs	
	Too clever!	
	Listen to me read – video recording	
	Watch the egg	
	Recording my observations – student writing and diagram	
	Reflection Days 1 – 5	
6	Weekend news	
	Emu report	
7	Make a rhyme	

8	Let's spell	
	Plurals – student writing	
	From farm to you	
	Poached eggs – photographs	
	What I think about poached eggs	
9	First and last with st	
	French toast – photographs	
	What I think about French toast	
10	Using eggs – mind map	
	Ben's story	
	Long /ee/ – video recording	
	I can read – video recording	
	My nest – photographs	
	How to build a nest – student writing	
	Reflection Days 6 – 10	
	Set Return Checklist	

ENGLISH

Lesson notes and Home tutor guide for this set can be viewed electronically.

Eggsploring eggs



SET 3 *Lesson notes*

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Overview

Year 1 Set 3: Eggsploring eggs

Western Australian Curriculum

Early Childhood English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
Language	
Language variation and change	
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	
Language for interaction	
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	
Text structure and organisation	
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	
Understand patterns of repetition and contrast in simple texts (ACELA1448)	
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	



Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	
Expressing and developing ideas	
Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)	
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)	
Phonics and word knowledge	
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)	
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words	
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)	
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)	
Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)	
Use visual memory to read and write high-frequency words (ACELA1821)	
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)	





Literature	
Literature and content	
Discuss how authors create characters using language and images (ACELT1581)	
Responding to literature	
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	
Examining literature	
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	
Creating literature	
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)	
Literacy	
Texts in context	
Respond to texts drawn from a range of cultures and experiences (ACELY1655)	
Interacting with others	
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	
Interpreting, analysing, evaluating	
Describe some differences between imaginative informative and persuasive texts (ACELY1658)	



Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)	
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	
Creating texts	
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	
Write using unjoined lower case and upper case letters (ACELY1663)	
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	



Early Childhood Science

Content strands	
Science Understanding	
Science Inquiry Skills	
Science as a Human Endeavour	

Content Descriptions	
Science Understanding	
Biological Sciences	
Living things have a variety of external features (ACSSU017)	
Living things live in different places where their needs are met (ACSSU211)	
Chemical Sciences	
Everyday materials can be physically changed in a variety of ways (ACSSU018)	
Earth and Space Sciences	
Observable changes occur in the sky and landscape (ACSSU019)	
Physical Sciences	
Light and sound are produced by a range of sources and can be sensed (ACSSU020)	
Science as a Human Endeavour	
Nature and development of science	
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)	
Use and influence of science	
People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	



Science Inquiry Skills	
Questioning and Predicting	
Pose and respond to questions, and make predictions about familiar objects and events (AC SIS024)	
Planning and Conducting	
Participate in guided investigations to explore and answer questions (AC SIS025)	
Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS026)	
Processing and Analysing Data and Information	
Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions (AC SIS027)	
Communicating	
Represent and communicate observations and ideas in a variety of ways (AC SIS029)	
Evaluating	
Compare observations with those of others (AC SIS213)	





Early Childhood: Humanities and Social Sciences

Content strands	
Knowledge and Understanding	
Humanities and Social Sciences skills	

Content Descriptions	
Knowledge and Understanding – Geography	
Places have distinctive features	
The location of the equator and the northern and southern hemispheres, including the poles (ACHGK009)	
The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for (ACHGK005)	
How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them (ACHGK006)	
The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features (ACHGK007)	
Knowledge and Understanding – History	
Present and past family life	
Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time (ACHHK028)	
How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons) (ACHHK029)	
The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHHK030)	



Humanities and Social Sciences skills	
Questioning and researching	
Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)	
Pose questions about the familiar and unfamiliar	
Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)	
Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)	
Analysing	
Identify relevant information	
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)	
Explore points of view (e.g. understand that stories can be told from different perspectives)	
Represent collected information and/or data in to different formats (e.g. tables, maps, plans)	
Evaluating	
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)	
Communicating and Reflecting	
Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)	
Develop texts, including narratives, that describes an event or place	
Reflect on learning and respond to findings (e.g. discussing what they have learned)	



Early Childhood: Design and Technologies

Content strands	
Knowledge and Understanding	
Processes and production skills	

Content Descriptions	
Knowledge and Understanding	
Technologies and Society	
People produce familiar products and services to meet personal and community needs (ACTDEK001)	
Technologies Contexts	
Engineering principles and systems	
Ways products can be moved using technology (ACTDEK002)	
Food and fibre production	
Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection (ACTDEK003)	
Materials and technologies specialisations	
Characteristics and behaviours of individual materials used in products (ACTDEK004)	
Processes and production skills	
Creating Solutions by:	
Investigating and Defining	
Explore opportunities for design	
Designing	
Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	
Producing and implementing	
Use given components and equipment to safely make simple solutions	



Evaluating	
Use personal preferences to evaluate the success of design processes	
Collaborating and managing	
Works with others, or independently, to safely create and share a sequence of steps for making a solution	



General Capabilities and Cross Curriculum Priorities

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

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

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Day 1

Collect and prepare the items listed on the *Materials checklist*.

Reading texts (at the student's reading level) for this set can be downloaded with the set materials or sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre
- your local library
- your personal library
- online book stores
- local book stores.

Materials checklist

Activity sheets (please print)	Check
• Puzzle time (pieces cut out)	
• Listen for long /ee/	
• Spelling words	
• Letter cards (cut out)	
• All about /sk/	
• What is an egg? 1 and 2	
• My chicken	
Resources	
• Lesson notes – Day 1	
Other resources	
• 2 sheets of blank paper	
• glue	
• scissors	
• large envelope or sheet protector to store game pieces	
• stapler	



• raw egg	
• saucer	
• toothpick or similar	

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.

In short

Puzzle time

Materials:

- activity sheet – *Puzzle time (pieces cut out)*
- sheet of blank paper
- glue.

Spread the puzzle pieces on the table.

Say

Here are the pieces to a small jigsaw puzzle. What do you think the pieces will make? **Answers will vary.**

The thick outlines are the edges of the puzzle. Make the puzzle on the blank paper.

**Say**

What have you made? **an egg**

Our new topic is called *Eggsploring eggs*. What animals lay eggs? **Answers will vary, eg birds, snakes, lizards, crocodiles, turtles.**

What can you tell me about eggs? **Answers will vary, eg you can cook them, baby animals hatch out of them, they have a yellow centre.**

You can print some words or draw some pictures into each puzzle piece to show what you know about eggs. Begin by listing some of the animals that lay eggs.

Encourage the student to draw or print two or more items into each puzzle piece.

Prompt with questions if required, eg what is on the outside of an egg? How can you cook eggs? Where do animal lay eggs?

Ask the student to glue the completed puzzle onto the blank sheet of paper.

Ask the student to print or draw other egg facts around the egg shape.



Store the sheet for use in another activity.

Exploring words

Listen for long /ee/

Materials:

- activity sheet – *Listen for long /ee/*.

Say

What can you tell me about a digraph? **It is two letters together that make one sound.**

Listen to these words and tell me the digraph sound you hear in the middle of them. tree, leaf, me, key, field, sunny, Chinese. **ee**

How do you think the digraph is spelled? **Answers will vary, eg, ee, ea, y, ey, e, ie, e_e**

These long /ee/ digraphs are all spelled differently. Let's take a look on the activity sheet.

In the first column you can see all the digraphs and single letters that make an /ee/ sound. What is the letter in the first row? **e**

That is /ee/ in me. Trace the letter and draw a picture of your face in the second column.

Print the key word 'me' into the third column.

Encourage the student to sound and print the word independently.

**Say**Which letters make the second /ee/ sound? **ee**That is a digraph. Look at its picture. What is the key word? **tree**

Trace the digraph and then sound and print the key word 'tree' into the row

Encourage the student to sound and print the word independently.

SayWhich letters make the third /ee/ sound? **ea**Is it a digraph? **yes**Look at its picture. What is the key word? **leaf**

Trace the digraph and then sound and print the key word 'leaf' into the row.

Continue to use the same steps to guide the student through the top table. The student should sound and print the word independently. Help if required.

ey – key ie field e-e Chinese y sunny i ski

Ask the student to read each /ee/ sound and its key word, eg e me, ee tree, ea leaf.

Ask the student to trace over the letters that make the /ee/ sound in each word.

SayLook at the pictures in the second table. Let's say their names. **bee, baby, chief, spaghetti, money, trapeze, peach, she**Sound 'bee'. **b ee**Which /ee/ digraph do you think you will use? **Answers will vary.**

If the student is correct, ask him/her to sound and print the word next to the picture. The student can tick the digraph /ee/ in the top table to show it has been used.

If the incorrect /ee/ is chosen, miss 'bee' and move onto 'baby'.

SaySound 'baby'. **b ay b y**Which /ee/ sound do you think you will use? Here is a clue. It is a single letter. **Answers will vary.**

If the student is correct, ask him/her to sound and print the word next to the picture. Help with the /ay/ sound if required. The student can tick the /y/digraph in the top table to show it has been used.

If the incorrect /ee/ is chosen, miss 'baby' and move onto 'chief'.

Continue until all the words have been printed. Help with difficult spelling, eg **spaghetti, money.**

Ask the student to trace over the letters that make the /ee/ sound in each word.

Ask the student to point to each /ee/ sound and give you a word that uses that sound. Draw a star beside the sound if the student has made a match. If not, show the student the matching sound and draw a tick next to it.

Continue until all the sounds have a star or second tick beside them. **see example on next page.**



e ✓✓		me
ee ✓ ★		tree
ea ✓ ★		leaf
ey ✓✓		key
ie ✓ ★		field
e-e ✓✓		Chinese
y ✓ ★		sunny
i ✓ ★		ski

bee	money
baby	trapeze
chief	peach
spaghetti	she



Store or scan and save the activity sheet.

Spelling words

Materials:

- activity sheet – *Spelling words*
- *Letter cards* (cut out).

Place the *letter cards* on the table.

**Say**

Four of our spelling words in this set have an /ee/ sound. The /ee/ sound is made by a single letter. What might the letter be? **e, i, y**

The first word is 'me'. It's a key word from the last activity. What letter makes the /ee/ sound in 'me'? **e**

Use the letters to make 'me'.

The next word is 'he'. 'Make 'he' below 'me'.

Make 'she' below 'he'.

Make 'we' below 'she'.

Read the four /ee/ spelling words. **me, he, she, we**

The other four words do not have an /ee/ sound. They are sight words because you learn to recognise them when you see them. If you read and print sight words many times, you will soon be able to spell them.

The first sight word is 'you'. Make 'you' using the letters. (Do not correct the student's attempt.)

Make 'they' using the letters. (Do not correct the student's attempt.)

Make 'ask' using the letters. (Do not correct the student's attempt.)

Make 'said' using the letters. (Do not correct the student's attempt.)

Tell the student which words are correctly spelled.

Help the student change any incorrect words by asking questions or giving clues, eg, ar sk – a single letter makes the 'ar' sound. What do you think it is?

Place the activity sheet on the table.

Say

You can see the 'e' saying /ee/ words in the first column. Trace the 'e' in each word using a colour pencil.

Now trace the other letters in these words using your printing pencil.

Read each /ee/ word and the copy it into the next column.

Underline the 'e' that says /ee/ in each word.

Read the fifth word. **you**

What is the difficult part to remember when you spell 'you'? **'ou' says /oo/**

Trace the 'ou' in 'you' using a colour pencil.

Now trace the 'y' using your printing pencil.

Print 'you' in the space and underline the tricky part.

Read the sixth word. **they**

What was the difficult part to remember when you spelled 'they'? **Answers will vary 'ey' says /ay/, 'th' say /th/**

Trace the tricky part using a colour pencil.

**Say**

Now trace the other letters using your printing pencil.

Print 'they' in the space and underline the tricky part.

Read the seventh word. **ask**

What was the difficult part to remember when you spelled 'ask'? 'a' says /a/

Trace the 'a' using a colour pencil.

Now trace the 'sk' using your printing pencil.

Print 'ask' in the space and underline the tricky part.

Read the eighth word. **said**

What was the difficult part to remember when you spelled 'said'? 'ai' says /e/

Trace the 'ai' using a colour pencil.

Now trace the other letters using your printing pencil.

Print 'said' in the space and underline the tricky part.



Store the activity sheet for Day 2. Store the letter cards.

All about /sk/

Materials:

- activity sheet – *All about /sk/*
- *Letter cards*
- scissors
- large envelope or sheet protector to store game pieces.

Ask the student to make the word 'ask'.

Say

Which two letters blend together to make the /sk/ in 'ask'? **sk**

/sk/ is a blend. What can you tell me about blends? **Answers will vary, eg they can be at the beginning, middle or end of a word, two or three letters work together and you can hear them all when you say a word.**

Let's see if we can make some other words that have the /sk/ blend. I'll make this word and you read it.

Make 'mask'. **mask**

Ask the student to make a word and you read it. If the word is spelled incorrectly, eg basket, help the student correct the spelling. If the word does not use /sk/, tell the student and ask him/her to have another go.

Continue until ten words have been made (including 'ask'), eg desk, skip, skate, skirt, skeleton, sky, ski, skin, tusk, risk, dusk, flask, task, whisk.

Discuss the meaning of unknown words.



Place the activity sheet on the table.

Say

Let's play a game of tic tac toe using /sk/ words. Look at all the /sk/ words in the grid. What can you tell me about them? **some have /sk/ at the beginning and some have it at the end**

Choose a coloured pencil. Read the /sk/ words in the top three rows and then trace the /sk/ blends using your chosen colour.

Choose a different coloured pencil. Read the /sk/ words in the next three rows and then trace the /sk/ blends using your chosen colour.

Now you can easily see the /sk/ blend in each word.

Discuss the meaning of any unknown words.

Ask the student to cut out the word cards along the dashed lines.

Ask the student to sort the words into two groups, beginning or initial /sk/ and ending or final /sk/.

Ask the student to choose one group and place the word card in a row in front of him/herself.

You do the same with the second group.

Place the game grid between you.

Say

In this game, we are both trying to make a row (place three of your cards across a row in the grid), a column ((place three of your cards down a column in the grid) or a diagonal (place three of your cards as a diagonal in the grid) to win the game.

We take turns to choose a word, read it and then place it in a space on the grid. The first person to make a row, column or diagonal is the winner.

While we are trying to make a line, we are also trying to stop the other person from making a line.

Play three or four games with the student.

Encourage the student to use different words in each game.



Store the game parts. Encourage the student to play with others.

Fun with print

What is an egg?

Materials:

- activity sheets – *What is an egg? 1 and 2*
- scissors
- stapler.



Say

What is an egg? **Answers will vary, eg an oval/round shell with yolk and white inside.**

What is an egg for? **Answers will vary, eg growing baby animals/birds, eating, cooking.**

Let's make and read this little book to find out more.

Ask the student to cut out the pages on the dashed lines.

Ask the student to sequence the numbered pages.

Help the student staple the booklet on the left side.

Ask the student to use the pictures to tell you what he/she thinks is happening on each page.

Say

Do you think this is an information book that is telling us facts or a story book? **Answers will vary.**

Why? **Answers will vary.**

Let's read the booklet to find out.

Discuss each picture and read the same page. Encourage the student to read along, pointing to the words as you read.

Ask the student to read the book again, circling the word 'eggs' with a blue pencil wherever he/she sees it. **7 including the title, and the words egg and eggs**

Ask the student to read the book again, circling the word 'animal' with a green pencil wherever he/she sees it. **5 including the words animal and animals**

Ask the student to hunt for and circle any words that have an /ee/ sound. **begin, baby (x 2), jelly, each, enough, many.**

Ask the student to turn to page 4.

Read this page together.

Say

This information says 'Some eggs are fertilised and grow into baby animals.' This means some eggs do not grow into baby animals. Do you know what happens to these eggs? **Answers will vary.**

What happens depends on what animal laid the eggs. Some eggs, from a hen, duck or quail for example, are used in cooking. There is no animal growing inside so we can do this.

Eggs laid by other animals such as pelicans and frogs are used as food for animals or they dry out and crumble into the sand or nest.

In the next activity we will take a closer look at an egg.

The student can colour and decorate the booklet cover if he/she wishes.



Store the booklet. Encourage the student to read it at other times.



Eggsploring eggs

Materials:

- blank sheet of paper
- raw egg (uncracked)
- toothpick or small skewer
- saucer.

Place the egg on the saucer.

Say What have I placed on the saucer? **Answers will vary, eg an egg, hen’s egg, duck egg.**

This is a (hen/duck etc) egg. It has not been fertilised so it will not have a chicken growing inside. Describe the egg. **Answers will vary, eg white, cream, small bumps, round at one end and pointed at the other.**

Pick up the egg. How does it feel? **Answers will vary, eg smooth, cool, hard, bumpy.**

If we tap the egg against something hard, what will happen? **Answers will vary, eg the shell will crack, break.**

What do you think is inside the shell? **Answers will vary.**

Help the student tap and open the shell and gently pour the egg onto the saucer.
Ask the student to look at the shell.

Say What can you see on the inside of the egg shell? **Answers will vary, eg a skin, white shell.**

Touch the inside of the egg shell. Describe what you feel. **Answers will vary, eg hard, slimy, stretchy skin.**

Look at what was inside the egg shell. Describe what you see. **Answers will vary, eg some clear liquid, water, a clear lump, a yellow lump/yolk, a little squiggly bit, a red fleck**

Do you know the name of the yellow lump? **Answers will vary, eg yolk.**

The clear part of the egg is called the ‘white’. Why do you think it’s called that? **Answers will vary, eg when you cook it, it goes white.**

Touch the watery part of the white. How does it feel? **Answers will vary.**

Touch the lumpy part of the white. How does it feel? **Answers will vary.**

Touch the yellow yolk. How does it feel? **Answers will vary.**

Place the blank sheet of paper on the table.

Fold the paper in half and open it out.



Ask the student to print his/her name and ‘Set 3 Eggsploring eggs’ in a line across the top of the top section.

**Say**

Let's record what we can see using some diagrams. In the top section, draw the pieces of the egg shell. Look carefully as you draw to make sure you include everything you can see.

In the bottom section, draw the inside of the egg. Look carefully as you draw to make sure you include everything you can see.

Your diagrams need some labels. What do you need to remember when you are labelling a diagram? **Answers will vary, eg print the labels clearly, draw a line from the label to the egg part.**

Label the parts of the egg shell. Remember to label all the different parts.

The student should work independently to label the egg shell. Help with spelling if required. Possible labels include shell, stretchy skin, cracked edge.

Ask the student to label the other diagram. Help with spelling if required. Possible labels include yolk, white, watery white, thick white, red fleck.

Ask the student to pierce the white with the toothpick.

Ask the student to describe what happened. **Answers will vary.**

Ask the student to pierce the yolk with the toothpick.

Ask the student to describe what happened. **Answers will vary.**

Ask the student to pierce and stir the yolk with the toothpick.

Ask the student to describe what happened. **Answers will vary.**

Say

Do you think the eggs of different animals would be the same inside? **Answers will vary.**

How could we find out? **Answers will vary.**



Store the diagram for future use.

My chicken

Materials:

- activity sheet – *My chicken*.

Place the activity page on the table.

Say

Look at the text inside the egg. Do you think it is a story, some facts or a poem? **Answers will vary.**

Why? **Answers will vary.**

This text is an unfinished poem. After we've read it, you can fill in the missing words.

Read the poem with the student, clapping your hands to represent each missing word.



Say

I'll give you some clues to help you solve the missing words. What animal is in the egg? **chicken**

What should the first line of the poem say? **I have a little chicken**

Sound and print 'chicken' on the line.

I'm sure you know the next missing word. Read the line and tell me. **I hatched her from an egg**

Sound and print 'egg' on the line.

She's very warm and fluffy. You read the next line. **Her name is Tiny**

The chicken's name needs to rhyme with 'egg'. What would you like to name her? **Answers will vary, eg Meg, Peg, Steg.**

Sound and print the name on the line.

Let's read the next two lines. **Her feathers are so yellow She needs a lot of**

What do babies need a lot of? **Answers will vary, eg sleep, food, care.**

The missing word rhymes with 'cheep'. What is it? **sleep**

Sound and print 'sleep' on the line.

Read the next two lines together and ask the student to tell you the missing word. **cheep**

Ask the student to sound and print the word on the line.

Read the next two lines together and ask the student to suggest a missing word. **Answers will vary, eg sharp, black.**

Ask the student to sound and print the chosen word on the line.

Read the next two lines together and ask the student to suggest a missing word. **Answers will vary, eg down, out.**

Ask the student to sound and print the chosen word on the line.

Read the next final together and ask the student to suggest a missing word that rhymes with 'sand'. **hand**

Ask the student to sound and print the chosen word on the line.

Ask the student to read the completed poem. tell him/her any unknown words.

Ask the student to search for words with the /ee/ sound and circle them. **fluffy, Tiny, needs, sleep, tiny, cheep, cheep, cheep**

Ask the student to colour the chicken.



Store the poem for future use.



Tutor

Set return checklist

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



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



Day 2

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Egg news	
<ul style="list-style-type: none">Mystery shapes	
<ul style="list-style-type: none">Egg parts	
<ul style="list-style-type: none">Watch the egg	
<ul style="list-style-type: none">About eggs	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 2	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">My Phonics book (set up as described in the Tutor guide)	
<ul style="list-style-type: none">Spelling words (from Day 1)	
<ul style="list-style-type: none">Puzzle time (from Day 1)	
Reading books	
<ul style="list-style-type: none">Fiction or information book about eggs	
Other resources	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">jar	
<ul style="list-style-type: none">raw egg	
<ul style="list-style-type: none">white vinegar	
<ul style="list-style-type: none">soup or dessert spoon	



In short

Egg news

Materials:

- activity sheet – *Egg news*.

Place the activity sheet on the table.

Ask the student to point to and read each heading.

Say

It's time to tell each other some egg news. (point to the 'when?' heading) One day I (point to the 'who?' heading) was walking under some trees (point to the 'where?' heading) in a park.

I was chased by a (point to the 'what?' heading) magpie.

(point to the 'why?' heading) The magpie was protecting its eggs in its nest.

Draw pictures in the top row to tell my news.

If needed, repeat your news so the student can draw the pictures.

Say

I'll use your pictures to tell my news and we'll see if it makes sense.

Point to each picture (not necessarily in order) and retell your news story.

Say

What's your experience with eggs? Point to the headings on the activity sheet to help tell it. **Answers will vary, eg who? me; when? yesterday; where? in the kitchen; what? I had a boiled egg for breakfast; why? I like them.**

Record your news by drawing pictures in the bottom half of the table.

Use the pictures and tell me your egg news.



Store the news plan for later use.

Exploring words

Same sound, different letters

Materials:

- *Letter cards*
- dotted thirds lined paper
- My phonics book
- scissors
- glue.



Place the letter cards on the table.

Say Listen to these words, sheep, creep, leaf, heap. What can you tell me about the middle sound? **All the words have the /ee/ sound.**

The words have the /ee/ sound but the sound is spelt differently. I'll give you some clues so you can work out how the sounds are spelled.

Both sounds are made by digraphs. What is a digraph? **two letters that work together to make one sound**

Think about the /ee/ digraphs we look at on Day 1. What digraphs do you remember? **Answers will vary, eg /ee/, /ea/ /ey/ /ie/ /e-e/**

Use the letter cards to make the /ee/ digraphs you can think of. (Do not help.)

Here is another clue. One of these /ee/ digraphs has two letters that are the same. Have you made a digraph like that? **Answers will vary.**

If the student has the digraph /ee/, ask him/her to move it to the top of the table. If not, ask him/her to make it.

Say Here are some clues for the second digraph. It does not have two of the same letter in it. (The student can remove /e-e/ if he/she has made it.)

The digraph has the first letter of the alphabet in it.

If the student has the digraph /ea/, ask him/her to move it to the top of the table. If not, ask him/her to make it.

Ask the student to put the remaining letter cards into one pile.

Say The digraphs we are exploring today are /ee/ tree and /ea/ leaf. Point to /ee/ tree.

Point to /ea/ leaf.

Let's say some words using /ee/ tree. I know 'bee'. What do you know?
Answers will vary.

Take turns to say three words each. If the student says a word that uses a different spelling, tell him/her the correct spelling, eg that's 'ey key'. Ask the student to have another turn.

Repeat using /ea/ leaf.

Say Add the letter 's' in front of both digraphs.

Read both words. **see and sea**

I can see with my eyes. Which see spelling is that? **see** (Tell the student if necessary.)

I saw a boat sailing on the sea. Which sea spelling is that? **sea**

Place the lined paper on the table.

Ask the student to fold the page to make two columns and then open it.



Ask the student to print /ee/ at the top of one column and /ea/ at the top of the other.

What is the key word for /ee/? **tree**

Print the word below the /ee/ digraph and draw a picture.

What is the key word for /ea/? **leaf**

Print the word below the /ea/ digraph and draw a picture.

Copy 'sea' and 'see' into the correct columns.

Beside each word, draw pictures to match.

There are other words that sound the same but use different /ee/ sounds.

Make 'been' using both /ee/ digraphs. **been, bean**

Which is the bean we eat? **Answers will vary.**

It's the /ea/ bean.

Put the other been into a sentence. **Answers will vary, eg I have been to a party.**

Copy 'bean' and 'been' into the correct columns. Draw a picture for the bean we eat.

Make 'tee' using both /ee/ digraphs. **tee, tea**

Which is the tea we drink? **Answers will vary.**

It's the /ea/ tea.

Say The other tee is a golf tee. It's a plastic spike that golfers put the ball on before they hit it.

Copy 'tee' and 'tea' into the correct columns. Draw a picture for each word.

Make 'heel' using both /ee/ digraphs. **heel, heal**

Which is the heel on our foot? **Answers will vary.**

It's the /ee/ heel. What is the other 'heal'? **Answers will vary, eg when something gets better.**

Copy 'heel' and 'heal' into the correct columns. Draw a picture for 'heel'.

Make 'read' using both /ee/ digraphs. **reed, read**

Which is the read with a book? **Answers will vary.**

It's the /ea/ read.

The other reed is a plant that grows in rivers.

Copy 'read' and 'reed' into the correct columns. Draw a picture for each word.

Make 'meet' using both /ee/ digraphs. **meet, meat**

Which is the meat we eat? **Answers will vary.**

It's the /ea/ meat.

What is the other 'meet'? **Answers will vary, eg when you meet someone, see someone.**



Say

Copy both words into the correct columns. Draw a picture for each word.

Make 'week' using both /ee/ digraphs. **meet, meat**

How many days in one week? **7**

Which spelling of week is that? **Answers will vary.**

It's the /ee/ week.

What is the other 'weak'? **Answers will vary, eg not strong.**

Copy both words into the correct columns. Draw a picture for 'week'.

These word pairs have a special name. They are homophones. They sound the same but have different spelling.

Let's add some other /ee/ words to the list. These are not homophones. All these words begin with a blend.

Use the letters to make 'sleep'. Sound it as you make it. **sl ee p**

Which /ee/ did you use? **Answers will vary.**

Ask the student to look at the word and decide if the word looks correct. Change the digraph if needed.

Ask the student to miss a line and print the word into the correct column.

Say

Use the letters to make 'dream'. Sound it as you make it. **dr ea m**

Which /ee/ did you use? **Answers will vary.**

Ask the student to look at the word and decide if the word looks correct. Change the digraph if needed.

Ask the student to miss a line and print the word into the correct column.

Ask the student to make, check and print the following words:

green clean cream cheep

Ask the student to read the words in each list.

Ask the student to cut along the fold to separate the two columns.

Place the phonics book on the table.

Ask the student to open to the next blanks double page in the book.

Ask the student to glue one list on each page.



Store the phonics book and cards.



Mystery shapes

Materials:

- activity sheet – *Spelling words (from Day 1)*
- activity sheet – *Mystery shapes*.

Place the *Spelling words* activity sheet on the table.

Say

Yesterday we looked at some new spelling words. Read the words on the activity sheet.

Place the *Mystery shapes* activity sheet on the table.

Say

Look at these mystery shapes. Each short square represents a short letter like e, a, s, v, w. Each tall rectangle represents a tall letter like h, k or l.

The squares and rectangles make one large shape. Each shape is a spelling word. Look at the first shape. How many letters does it have? **2**

Which spelling words have two letters? **he, we, me**

The shape pattern is tall, short. Which spelling word has that pattern? **he**

Print the correct letters into each shape to make the word.

Look at the second shape. How many letters does it have? **3**

Which spelling words have three letters? **she, you, ask**

What is the shape pattern? **short, tall, short**

Which spelling word has that pattern? **she**

Print the correct letters into each shape to make the word.

You solve the next two mystery words.

Encourage the student to work independently to solve 'you' and 'they'.

Say

Look at the next two word shapes. What can you tell me about them?

Answers will vary, eg they are the same, both have two short letters.

Which words will fit into these shapes? **me and we**

Do you know which word goes into each shape? **no**

Because they are the same shape, you can print either word into the shapes and you will be correct. Print the letters to make the words.

Solve and print the last two mystery words into their shapes.

Print each spelling word onto a line in the bottom table.



Store or scan and save the *Mystery words* activity sheet.

Store the *Spelling words* activity sheet.



Fun with print

Egg parts

Materials:

- activity sheet – *Egg parts*.

Place the activity sheet on the table.

Say

We learnt some egg facts from the booklet and looking at a raw egg on Day 1.

Let's see what else we can find out today. Point to the words and we'll read the first section together.

Encourage the student to read independently where possible.

Say

What new facts did you learn? **Answers will vary. Possible responses include:**

- **the female has many tiny eggs inside her**
- **the eggs are laid one by one.**

The text says that some parts of the egg become food for the animal. We learnt this on Day 1. Which parts of the egg are food? **yolk and white**

Look at the diagram. Tell me the name of the parts you know. **Answers will vary.**

What is missing from the diagram? **labels**

We can add them as we read the next part of the text.

Read the information about the shell together.

Say

The egg shell is made of calcium. Do you know anything else that is made of calcium? **Answers will vary, egg teeth, chalk, some rocks.**

Which line points to the shell? **The student indicates the line on the top left.**

Help the student rule a line across the page, above the indicated line.

Ask the student to sound and print 'shell' on the line.

Read the information about the shell membrane information together.

Say

When you boil an egg, just under the shell is a skin. That skin is the membrane. Have you ever seen the egg membrane? **Answers will vary.**

Which line points to the shell membrane? **The student indicates the short line on the bottom left.**

Help the student rule a line across the page, below the indicated line.

Ask the student to copy 'shell membrane' on the line.

Read the information about the albumen information together.



Ask the student to find the line which points to the albumen. **The student indicates the short line on the bottom right.**

Help the student rule a line across the page, below the indicated line.

Ask the student to copy 'albumen egg white' onto the line.

Continue these steps until the reading and labelling has been completed.



Store the activity sheet for use in other activities.

Watch the egg

Materials:

- jar
- raw egg
- white vinegar
- soup or dessert spoon
- activity sheet – *Watch the egg*.

Place all the materials on the table.

Say

We are going to do an experiment with this egg. Let's set up the experiment and then we can make some predictions about what might happen.

Help the student pour vinegar into the jar until it is about $\frac{3}{4}$ full.

Ask the student to describe what the vinegar looks like. **Answers will vary, eg clear, like water, brown.**

Gently waft your hand across the container so the student can smell the vinegar.

Ask the student to describe what the vinegar looks like. **Answers will vary, eg sour, sharp, strong.**

Ask the student to feel the egg shell and describe it. **Answers will vary eg, cold, hard, bumpy.**

Help the student place the egg on the spoon and carefully lower it into the vinegar.

Say

Now it's time to make a prediction. We will leave the egg in the vinegar for three days. What do you think will happen? **Answers will vary.**

Let's record what we have done and your prediction. In three days we'll see if you are right.

Place the activity sheet on the table.

Ask the student to read the heading in the top box.



Say

In the box with the heading, draw a labelled diagram of the experiment. You need to label what you can see. What will you label? **the egg shell, the vinegar and the jar**

Use detailed labels. Can you see the egg or the egg shell? **egg shell**

That will be your label.

What colour is the vinegar? **clear**

Include that in your label.

Help with spelling if required.

Say

What did you predict would happen? **Answers will vary.**

Finish the sentence 'I predict' by printing your prediction.

Now we will put the experiment in a safe place. We won't look at it until Day 5.



Store the activity sheet for use on Day 5.

Place the experiment in a safe place out of sight. You can put a lid on it if necessary.

About eggs

Materials:

- activity page – *About eggs*
- activity sheet – *Puzzle time*.

Place the activity sheets on the table.

Say

When we began this set you printed and drew things that showed what you knew about eggs. Read the information you printed and drew on the puzzle.

Answers will vary.

You have read, experimented and thought about eggs for two days so you know many more facts about them. Today you can print some of the new facts into the egg shape on the *About eggs* activity sheet.

Tell me three things you know about eggs now that you did not know when you began this Set. **Answers will vary.**

What is a sentence? **A group of words that make sense and tell us something.**

How does a sentence begin? **with a capital letter**

How do you show the end of a sentence? **with a full stop**



Say

When you print your sentences, use all the space on the line so your writing will be egg shaped when you finish.

Print your first sentence that tells me something new you have learnt about eggs.

Encourage the student to write independently until the shape is full. The student can sound any unknown words.

If required, prompt with questions relating to past egg activities, eg what did you find out when you looked at the raw egg?

Ask the student to read the sentences to you.



Store or scan and save the student writing.

Read and share

Materials:

- reading book about eggs.

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

Ask the student to look at the cover and pages.

Say

Do you think this book will tell us a story or give us some information?

Answers will vary.

Why? **Answers will vary.**

Let's find out.

Read the book together, encouraging the student to read wherever he/she is able.

Discuss pictures, diagrams and illustrations and read any labels.

Share favourite parts of the story or information.



Store the book.

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

Activity sheets (please print)	Check
<ul style="list-style-type: none">The egg!	
<ul style="list-style-type: none">/ee/ in tree	
<ul style="list-style-type: none">Read with me!	
<ul style="list-style-type: none">Let's classify 1, 2 and 3	
<ul style="list-style-type: none">The amazing egg shell 1 and 2	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 3	
<ul style="list-style-type: none">My chicken (from Day 1)	
<ul style="list-style-type: none">Spelling words (from Day 1)	
<ul style="list-style-type: none">Letter cards (from Day 1)	
Reading books	
<ul style="list-style-type: none">Eggs	
Home resources	
<ul style="list-style-type: none">highlighter	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">piece of A4 paper	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">stapler	
<ul style="list-style-type: none">piece of A4 paper	
<ul style="list-style-type: none">2 x half an egg shell	



• ten books	
• newspaper	
• rigid piece of card approximately 30 cm square eg poster board.	

In short

The egg!

Materials:

- activity sheet – *The egg!*
- activity sheet – *My chicken* (from Day 1)
- highlighter.

Say

We know from our reading that animals lay hard and soft shelled eggs. Animals that live on land usually lay hard shelled eggs and those that live in the water lay soft shelled eggs or eggs protected by jelly.

Tell me some animals that lay eggs with hard shells. **Answers will vary, eg hens, ducks, emus, crocodiles, turtles, snakes.**

Do you know any animals that lay soft eggs? **Answers will vary, eg tadpoles, spiders, insects, fish.**

Place the *My chicken* poem on the table.

Read the poem together, encouraging the student to read independently.

Read it again, taking turns to read one line each.

Place the *The egg* poem on the table.

Say

Let's read this poem together.

What is the title? **The egg!**

What is the punctuation mark after the word 'egg'? **Answers will vary.**

It is an exclamation mark. An exclamation mark is used to show a feeling, usually surprise. Sometimes it is used when the words do not make a full sentence. Because there is an exclamation mark after the title you would read it as (emphasise expression) *The egg!*

Can you think of something you might say that would be written with an exclamation mark after it? I can think of Look out!

What can you think of? **Answers will vary.**

Take turns to say some exclamations.

**Say**

There are more exclamation marks in the poem. Point to them and read the words they follow. **Plop! Crack!**

Remember to read them with expression when we meet them in the poem. Point to the words and read with me.

Encourage the student to read where possible.

Say

What story does the poem tell us? **Answers will vary. Possible responses include:**

- it's about an egg being laid and a baby animal growing inside
- an egg is laid, it grows and then hatches
- an egg is laid in a safe nest so it can grow and then hatch.

Crack! Out popped a... What do you think hatched out of the egg? **Answers will vary.**

Print your answer on the line.

Read the poem again and highlight the exclamation marks.

Ask the student to read the poem independently. Tell him/her any known words.



Store the poems.

Exploring words

/ee/ in tree

Materials:

- activity sheet – /ee/ in tree.

Place the sheet on the table.

Say

We have been learning about eggs and also the /ee/ sounds. This activity has a bit of both. How many /ee/ sounds can you tell me? **Answers will vary, eg ee tree; ea leaf; y sunny; ey key; ie field; e-e Chinese; e me; i ski.**

Look at the title on the activity sheet. Which /ee/ digraph are you working with today? **ee tree**

Ensure the student is sitting correctly and has the correct pencil grip.

Ask the student to read the instructions.



Say

Read the letters and digraph in the top row. **k, p, f, ch, n, s**

One letter starts each /ee/ word below. You need to test each letter and if it fits, print it in the line.

Let's test /s/ in the first word. Sound the word, beginning with the /s/. **s ee see**

Is that a word? **yes**

Print the /s/ into the space.

Tick the /s/ to show you have used it.

Now you test the /k/.

Encourage the student to test the /k/ and read you the completed word. **keep**

Ask the student to test the other letters and read you each word as it is made.

see, keep, need, cheep, feel, peep

Say

Point to and read the title of the short text. **Hatching eggs**

What does the word 'hatching' mean? **Answers will vary.**

Hatching means getting out of a shell or cocoon. What do eggs need so they can hatch into baby animals? **Answers will vary.**

The mother animal needs to find a safe place to lay the eggs, and then she needs to keep them warm until they hatch. Sometimes the father animal keeps the eggs warm.

Did you know you can hatch eggs by setting up a special hatching home called in incubator? **Answers will vary.**

You can buy an incubator or make one. It can be a box with soft material for the eggs to sit on and a light to give warmth. This text will tell us a bit about hatching eggs in an incubator.

Point to the words and read the text.

Encourage the student to read independently, sounding unknown words.

Ask the student:

- Where do you keep the eggs? **in straw**
- Why do you think the eggs need to be in straw? **Answers will vary, eg to stop them breaking, to keep them warm.**
- Why do the eggs need to be under a light? **to keep them warm**
- What noise does the egg make when the chick comes out of the shell? **crack**
- What noise do the chicks make? **cheep, cheep, cheep**

Ask the student to circle the words with the /ee/ digraph. **need, keep, feel, peep, see, cheep, cheep, cheep.**

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



Store or scan and save the activity sheet.

Read with me!

Materials:

- Letter cards (from Day 1)
- activity sheet – *Read with me!*

Ask the student to use the letter cards to make the three /ee/ sounds /ee/ tree, /ea/ leaf and /e/ me.

Say

(Point to the /ee/ digraph.) What sound do these two letters make? **/ee/ tree**

Make a word with this /ee/ digraph in it. **Answers will vary, eg meet, feel.**

(Point to the /ea/ digraph.) What sound do these two letters make? **/ea/ leaf**

Make a word with the /ea/ digraph in it. **Answers will vary, eg meat, bead.**

(Point to the letter /e/.) What sound does this letter make? **/e/ me**

Make a word using this /e/ sound. **Answers will vary, eg me, be, she.**

Place the activity sheet on the table.

Say

What is the punctuation mark at the end of the title? **an exclamation mark**

Can you find another exclamation mark in the story? **after the last word**

Point to the words in the title and story as you read the short story. (Help if required.)

Did you read any words that had the /e/ me sound? **yes**

This time when you read, circle those /e/ me words. Include the title.

Did you read any words that have the /ee/ tree sound? **yes**

Use a different coloured pencil to circle the /ee/ tree words.

Did you read any words that have the /ea/ leaf sound? **yes**

Use a different coloured pencil to circle the /ea/ leaf words.

Read the headings in the table. **e ee ea**

Copy the words you have circled into the correct column in the table.

'Seaweed' is an interesting word. I wonder where you will print it. I'll wait to find out.

The student completes the activity independently.

**Say**Where did you print 'seaweed'. **Answers will vary.**

You can print it in two columns!

Ask the student to read the words in each column.

ee	ea	e
see	read	me
green	sea	we
seaweed	seal	he
peeped	seaweed	she
bee	near	
feet	leaf	



Store or scan and save the activity sheet.

Spelling

Materials:

- Spelling words (from Day 1)
- scissors.

Ask the student to cut the spelling words into separate cards.

Ask the student to make a row using one of each word card, face up on the table and place the other cards to the side.

Ask the student to point to each word and spell it.

Ask the student to cover each word and spell it.

Say

Let's begin with a clue game. I'll give the clue and you spell the word that is the answer.

Clues:

This word has three letters and the last letter is /e/. **she**This word means to say something. **said**This word has /e/ me and means a group of people. **we**This word has four letters and begins with /th/. **they**This word has /a/ saying /ar/ **ask**This word is the opposite of 'she'. **he**



This word is the key word for /e/ saying /ee/ **me**

This word has three letters. **you**



Store the spelling word cards.

Fun with print

Eggs

Materials:

- reading book – *Eggs*.

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

Say

Look at the cover. What is the picture? **a nest with eggs in it**

What do you think the title might be? **Answers will vary, eg Eggs, Eggs in a nest.**

The picture gave you a clue about the title. Pictures are helpful when we are reading.

Read the title and **open** the book. See the picture and title on the title page.

Turn the page and point to the words as you read these pages. I'll help with any difficult words.

Look at the picture. What do you think is hatching out of the egg? **Answers will vary.**

Turn the page and use the picture and words to find out.

Did the picture of the animal's head help you guess the animal? **Answers will vary.**

Read page 5.

Look at the picture. What do you think is hatching out of the egg? **Answers will vary.**

Turn the page and use the picture and words to find out.

Did the picture help you guess the animal? **Answers will vary.**

Continue reading and discussing the content with the student.

Ask the student for ideas to answer the last question.

Ask the student to draw a picture on the last page.

Say

Did the pictures help you with your reading? **Answers will vary.**

How do you think the egg cracks? **Answers will vary.**



Say

The animal inside the egg has to crack the egg to get out. Birds use their beaks to crack the eggs and other animals use sharp claws.



Store the book.

Let's classify

Materials:

- activity sheets – *Let's classify 1, 2 and 3*
- piece of A4 paper
- glue
- scissors
- stapler.

Place the activity sheet *Let's classify 1* on the table.

Ask the student to look at the pictures and say name of each animal.

crocodile/alligator, echidna, frog, bluebird, gecko/lizard, butterfly, shark, blue tongue lizard, fish, turtle, kookaburra, platypus, owl, snake, seahorse

Say

What do you think all these animals have in common? **Answers will vary, eg they all lay eggs, they all have babies.**

They all lay eggs. Tell me some other animals that lay eggs. **Answers will vary eg, hen, emu, crab, tortoise, grasshopper, spider.**

There are three empty spaces on the activity sheet. Draw three different egg laying animals to fill the spaces.

Ask the student to cut out the pictures on the dashed lines.

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

Say

We know that all these animals lay eggs so you have made one group of egg laying animals. You have classified these animals as egg laying.

Move the pictures to group the animals into two groups.

Allow the student to experiment with the pictures to make two groups.



Say How did you sort or classify the animals? **Answers will vary. Possible responses include:**

- where they live – water or land
- hard or soft shelled eggs,
- with legs or without legs
- fly or cannot fly
- scales or no scales.

Why did you sort them like that? **Answers will vary.**
Move the pictures to group the animals into two different groups.

Allow the student to experiment with the pictures to make two groups.

Say How did you sort or classify the animals? **Answers will vary.**
Why did you sort them like that? **Answers will vary.**
How else could you sort or classify the animals? **Answers will vary.**
Try to sort or classify the animals into four groups.

Allow the student to experiment with the pictures to make four groups.

Say How did you sort or classify the animals? **Answers will vary.**

Place the *Let's classify 2* and *3* activity sheets on the table with the pictures.

Say On these two activity pages you can see there are four spaces to make four groups. Your groups might fit these descriptions. Let's read the first description. **Animals that have wings and can fly.**
Did you make a group that matches the description? **Answers will vary.**

If the student had this grouping, ask him/her to put the pictures into the space. If not, ask the student to find the pictures that match and put them into the space.

Say What animals will you put into this group? **the bird, the owl, the kookaburra and the butterfly (and possible student drawn animal/s)**
Glue the pictures into the large box below the line.
Let's read the second description. **Animals that have gills and can swim.**
Did you make a group that matches the description? **Answers will vary.**

If the student had this grouping, ask him/her to put the pictures into the space. If not, ask the student to find the pictures that match and put them into the space.



**Say**

What animals did you put into this group? **the shark, the fish, the sea horse (and possible student drawn animal/s)**

Glue the pictures into the large box below the line.

Let's read the third description. **Animals with scaly skin.**

Did you make a group that matches the description? **Answers will vary.**

If the student had this grouping, ask him/her to put the pictures into the space. If not, ask the student to find the pictures that match and put them into the space.

Say

What animals will you put into this group? **crocodile, gecko, bobtail and snake (and possible student drawn animal/s)**

Glue them into the large box below the line.

What animals are left? **echidna, frog, turtle and platypus (and possible student drawn animal/s)**

The description says 'other animals'. Do they match? **yes**

Glue them into the large box below the line.

Look at the pictures in the group 'Animals that have wings and can fly'. Can you think of a title for that group of animals? **Answers will vary, eg flying animals.**

Print the title on the line above the pictures.

Look at the pictures in the group 'Animals that have gills and use fins to swim'. Can you think of a title for that group of animals? **Answers will vary, eg water animals.**

Print the title on the line above the pictures.

Look at the pictures in the group 'Animals that have scaly skin'. Can you think of a title for that group of animals? **Answers will vary, eg reptiles, scaly animals.**

Print the title on the line above the pictures.

Look at the pictures in the group 'other animals. Can you think of a title for this group? **Answers will vary.**

Can you think of something that they all have that is the same? **Answers will vary.**

It is hard to think of a title for this group. What can you tell me about the eggs of the echidna, the turtle and the platypus? **Answers will vary, eg The eggs are hard shelled, the eggs are laid on land.**

What do you know about the frog's eggs? **Answers will vary, eg The eggs are soft, the eggs are laid in the water.**

Tell me about the body covering of the echidna. **quills (spikes).**

Tell me about the body covering of the frog. **soft, slimy skin.**

**Say**

Tell me about the body covering of the echidna. **quills (spikes).**

Tell me about the body covering of the frog. **soft, slimy skin.**

Do you know the body covering of a platypus? **fur**

What about the turtle? **A turtle has a hard shell.**

Did we find anything that is the same about them? **no**

What could say about this group? **Answers will vary, eg They are all different.**

What title could you give that group? **Answers will vary, eg Different animals.**

Print the title on the line above the pictures.

Ask the student to cut out each box on the dashed lines.

Ask the student to stack the pages to make a booklet.

Help the student cut a front cover from the blank page.

Say

The book needs a title. What will you call it? **Answers will vary.**

Print the title on the cover.

Who is the author of this book? **me**

Print your name in the bottom left hand corner of the cover.

Staple the cover and pages together.

Ask the student to read the book to you.

The student can add pictures to the cover if he/she wishes.



Store the booklet.

The amazing egg shell

Materials:

- activity sheets – *The amazing egg shell 1 and 2*
- 2 x half an egg shell
- ten books
- newspaper
- scissors
- rigid piece of card approximately 30 cm square eg poster board.



Say Why are eggs surrounded by a shell? **to protect them**

The shells have to be strong so that if the egg is bumped, rolled or dropped, it will not break easily. In this experiment we will find out how strong an egg shell is. Pick up and examine one piece of the egg shell. What can you tell me about it? **Answers will vary, eg it's curved, sharp edge, thin, hard, smooth on the inside.**

Try to snap the egg shell.

Could you snap it? **Answers will vary.**

Was it difficult to snap? **Answers will vary.**

Let's begin our experiment.

Place the materials and *The amazing egg shell 1* activity sheet on the table.
Point to the title 'Procedure'.

Say This is a procedure. What can you tell me about procedures? **Answers will vary, eg they tell us how to do something, they have steps.**

Read the list of materials so we can check we have everything.

As the student reads, hold up the matching item/s.

Say Let's read the steps together so we know what to do.

Encourage the student to read independently and use the pictures to help understand the instructions.

Say What will you count to find out how strong the shell is? **books**

What do you think will happen as we put more books on top of the shell?
Answers will vary, eg the shell will crack/break/smash.

Place *The amazing egg shell 2* activity sheet on the table.

Ask the student to read the first question and print his/her response using a full sentence answer.

Ask the student to read the second question and print his/her response in the space.

Place *The amazing egg shell 2* activity sheet to one side.

Help the student follow the procedure steps.

Ask the student to check each step against the matching picture to ensure it is correct.

Say Tell me what happened in our experiment. **Answers will vary.**

How many books did it take to crack the egg shell? **Answers will vary.**

Read the third question on the activity sheet and print your answer.



**Say**

Was your guess about the number of books correct? **Answers will vary.**
Read the next instruction.

Ask the student to draw the experiment and label the parts.

The student can decide on the labels he/she wishes to include.

Ask the student to read and answer the next question.

Ask the student to read and complete the last sentence.

Say

Would you like to test any other sort of egg shell? **Answers will vary.**

If you used a (previous choice) egg shell, do you think the same thing would happen? **Answers will vary.**

What's the largest egg you've ever seen? **Answers will vary.**

I'll give you some clues and tell me what the animal is.

I am the biggest bird in the world. I am a bird with very long legs. I can't fly but I can run very fast. I have lots of long feathers. I have a very long neck. What am I? **Answers will vary, eg and emu, a cassowary, an ostrich.**

I am an ostrich. An ostrich lays the largest eggs of all birds. Do you think the ostrich egg would have the strongest shell? **Answers will vary.**

Why? **Answers will vary.**

The curve and thickness of the shell help it stay strong and protect the egg inside.



Store or scan and save *The amazing egg shell 2* activity sheet.

Retain the procedure if the student wishes to test another egg shell at another time.

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

Activity sheets (please print)	Check
<ul style="list-style-type: none">Say and spell	
<ul style="list-style-type: none">Millee and the eggs	
<ul style="list-style-type: none">Is the egg fresh?	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 4	
<ul style="list-style-type: none">My chicken (from Day 1)	
<ul style="list-style-type: none">The egg! (from Day 3)	
<ul style="list-style-type: none">Spelling word cards (from Day 1)	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">What is an egg? – student made book (from Day 1)	
<ul style="list-style-type: none">Let's classify – student made book (from Day 3)	
<ul style="list-style-type: none">Egg parts (from Day 2)	
Reading books	
<ul style="list-style-type: none">Eggs	
Home resources	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">a raw egg	
<ul style="list-style-type: none">water	
<ul style="list-style-type: none">glass	



• teaspoon	
• salt	

In short

With expression!

Materials:

- activity sheet – *My chicken* (from Day 1)
- activity sheet – *The egg!* (from Day 3).

Ask the student to read the poem *My chicken* to you.

What are rhyming words? **Answers will vary, eg words that sound/end the same.**

Silently read the *My chicken* poem and circle the rhyming pairs of words using different colour pencils.

Which words did you circle? **egg, chicken name; sleep, cheep; sand, hand**

Tell me some other words that rhyme with 'egg'. **Answers will vary, eg leg, peg, beg, keg.**

Tell me some words that rhyme with nest. **Answers will vary, eg west, best, rest, pest, guest, test.**

Read *The egg!* poem and circle any rhyming words using different coloured pencils.

Which words did you circle? **nest, rest, pest; grow, know; day, hay**

Say What can you tell me about syllables? **Answers will vary, eg syllables are groups of letters, words have syllables.**

I'll say a word from *The egg!* poem. Tell me how many syllables in the word.

egg 1

tiny 2

warm 1

secret 2

stronger 2

Read the first verse of the *My chicken* poem and tell me two words with one syllable each. **Answers will vary, eg have, from, and, warm, name.**

Tell me two words with two syllables. **Answers will vary, eg little, fluffy, Tiny, very, chicken.**



Read the My *chicken* poem with emphasised expression.

Say

What did you like about the way I read the poem? **Answers will vary.**

When we change the loudness of our voice or add expression it makes the poem more interesting.

Let's read the poem together, with expression.

Think about *The egg!* poem. When the egg is resting in the nest what kind of voice should we use? **soft, quiet**

When the chick in the egg is getting bigger and stronger, what kind of voice should we use? **louder, deep**

The word 'crack' has an exclamation mark. How will you say that word? **like a surprised voice**

Let's read the poem together with expression.



Store the poems.

Exploring words

Say and spell

Materials:

- Spelling word cards (from Day 1)
- activity sheet – *Say and spell*.

Place the word cards (one of each word) face up in a row on the table.

Say

How do you spell a word? **Answers will vary, eg sound it out, remember it, think about what the word looks like.**

Look at the word 'me' and think about the letters.

Say the letters as you trace them with your finger. **m e**

Cover the word with your hand and spell it. **m e**

Print it in the air.

Look at the word 'he' and think about the letters.

Say the letters as you trace them with your finger. **h e**

Cover the word with your hand and spell it. **h e**

Print it in the air.

Look at the word 'she' and think about the letters.



Say

Say the letters as you trace them with your finger. **s h e**
Cover the word with your hand and spell it. **s h e**
Print it in the air.

Continue until the student has completed the steps for each word.
Place the activity sheet on the table.

Say

The steps you used to practise each spelling word are the same steps you use to complete this table.

Ask the student to read each column heading and tell you what he/she needs to do.

Say

Say the first word. **me**
Say the letters as you trace them with your pencil.
Look at the word again and print it into the second column.
Cover both words and print it from memory.
Check your spelling. Is the word in the third column correct? **Answers will vary.**
You can tick it if it is correct. If it's not correct, go back to the first column and trace it again.

Encourage the student to complete the steps independently. Give reminders if required.



Store or scan and save the activity sheet.

Millee and the eggs

Materials:

- activity sheet – *Millee and the eggs*
- dotted thirds lined paper.
- scissors
- glue.

Say

Tell me if you think this is a sentence; John home ran? **no**
Why isn't it a sentence? **It doesn't make sense.**
John home ran. What should it say? **John ran home.**
Is this a sentence; a rabbit hopped fence over the. **no**



Say

A rabbit hopped fence over the. What should it say? **A rabbit hopped over the fence.**

A sentence must make sense. What else can you tell me about a sentence? **Answers will vary, eg it begins with a capital letter and ends with a full stop.**

Place the activity sheet and lined paper on the table.

Ask the student to print his/her name on the top of the sheet.

Ask the student to print 'Set 3 Day 4 Millee and the eggs' on the next line.

Say

This is a story about Millee. Millee found some eggs that had fallen out of a nest. Read the first sentence to find out what Millee did.

What can you tell me about it? **It's jumbled, it doesn't make sense.**

How can you work out the first word in the sentence? **It has a capital letter.**

What is the word? **Millee**

What other word can you add to the sentence? **The last word because it has a full stop.**

What is the last word? **tree**

Cut the strip from the activity sheet.

Cut along the dashed lines and sort the pieces so they make a sensible sentence.

Read the sentence you made. **Millee saw a broken nest in a tree.**

Glue the sentence along the next line on the lined paper.

Read the next sentence on the activity sheet. Does it make sense? **yes**

Cut the sentence out and glue it below the first sentence.

Read the next sentence. Does it make sense? **no**

Cut out the strip and then separate the words by cutting on the dashed lines.

What will be the first word in the sentence? **Millee**

What will the last word be? **home**

Sort the words so they make a sensible sentence.

Read the sentence you made. **Millee took the eggs home.**

Glue the sentence onto the lined paper.

Tell me what has happened in the story so far. **Millee saw a broken nest and found some eggs that had fallen out. She has taken them home.**

Read the next sentence. Does it make sense? **no**

Cut out the strip and then separate the words by cutting on the dashed lines.



What will be the first word in the sentence? **Millee**

What will the last word be? **leaves**

Sort the words so they make a sensible sentence.

Read the sentence you made. **Millee put the eggs into some leaves.**

Glue the sentence onto the lined paper.

Read the next sentence on the activity sheet. Does it make sense? **yes**

Cut the sentence out and glue it on the page.

Say What has Millee made? **Answers will vary, eg an incubator, a sort of nest.**

Read the words that make the next line in the story. **CRACK! weeks later!**

Three

What is the word on its own? **Crack!**

What is the punctuation mark at the end of the word? **an exclamation mark**

What is the punctuation mark at the end of the word 'later'? **an exclamation mark**

Cut out the words and see what you can make. **Answers will vary, eg Crack! Three weeks later!; Three weeks later! Crack!**

If the student has placed 'Crack!' first, ask him/her to think about the order. Would the eggs crack and then something happen three weeks later, or would three weeks pass and then the eggs would crack?

Ask the student to reorder the words if required and glue them onto the lined paper.

Read the next sentence. Does it make sense? **yes**

Cut out the sentence and glue it under the last sentence.

Read the next sentence. Does it make sense? **yes**

Cut out the sentence and glue it under the last sentence.

Say Why are there exclamation marks after the words 'cheep!'? **Answers will vary, eg it is one word, not a sentence, it is the noise the chicks make.**

Read the last sentence. Does it make sense? **no**

Cut out the words and sort them into a sensible sentence.

Read the sentence. **Millee was very happy.**

Glue the last sentence onto the lined paper.

Ask the student to read the sentences.

Say Now we know the story of Millee and the eggs. In the story there are lots of words with the long /ee/ sound.

Use the highlighter to highlight all the long /ee/ words.



Say

Which words did you highlight? **Millee, tree, She, green, Millee, Millee, leaves, keep, three, weeks, babies, peeped, cheep, cheep, cheep, squeaked, Millee, very, happy.**

The student can draw a picture to illustrate part of the story if he/she wishes.



Store or scan and save the activity sheet.

Fun with print

Eggs

Materials:

- reading book – *Eggs*
- *What is an egg?* – student made book (from Day 1)
- *Let's classify* – student made book (from Day 3).

Sit in a comfortable place with the student.

Give the student the book *What is an egg?*

Ask the student to read the book to you.

Ask the student to tell you the most interesting fact in the book. **Answers will vary.**

Give the student the book *Eggs*.

Say

Can you remember what this book was about? **Answers will vary.**

What do you think is an interesting egg laying animal? **Answers will vary.**

What do you find interesting about that animal? **Answers will vary.**

Point to the words and read the book.

On page 18, a tadpole hatches from the eggs.

What does a tadpole grow to become? **a frog**

Give the student the *Let's classify* booklet.

Say

Read the title. **Answers will vary.**

Who is the author? **me**

Read the title on each page and the description.

When we go to the shops we buy eggs in a carton. We know these eggs don't have baby animals growing in them so we can buy them to eat. We like to eat fresh eggs but we don't know when the eggs were laid.

**Say**

How can we tell if an egg is fresh? **Answers will vary.**

Today, we're going to do an experiment to test the freshness of an egg.



Store the books.

Is the egg fresh?

Materials:

- activity sheet – *Is the egg fresh?*
- a raw egg
- water
- glass
- teaspoon
- salt
- activity sheet – *Egg parts* (from Day 2).

Place the activity sheet on the table with the materials.

Say

Look at the materials. Read read the list from the procedure on the activity sheet and check we have everything.

How do you think we can use these things to test the freshness of an egg? **Answers will vary.**

Point to the word 'Method'. What do you think it means? **the way of doing something**

Read through the Method before we test our egg.

Encourage the student to read each instruction independently.

Say

Do you think our egg will sit on the bottom, point upwards or float? **Answers will vary.**

Let's find out. What will you do first? **Fill the glass with water.**

What will you do next? **Measure the salt and stir it into the water.**

What will you do next? **Add the egg.**

Watch the egg carefully. What is the egg doing? **Answers will vary.**

The egg can be fresh, stale or old. A stale egg can be used in cooking cakes but you wouldn't want to scramble or fry it. An old egg should be thrown out as it might have gone bad.

Look at the pictures and find one that matches what your egg is doing.

**Say**

Read the matching text. **Answers will vary.**

Is your egg fresh, stale or old? **Answers will vary.**

Read the sentence beginning at the bottom of the page. Print the word to complete the sentence.

How do you know your egg is X? **Answers will vary, eg it is floating.**

Print a sentence that gives us that information. **Answers will vary, eg It is floating.**

Why does the way the egg floats change as it gets older? **Answers will vary.**

Place the activity sheet *Egg parts* on the table.

Say

Look at the parts of the egg in the diagram.

Find the air space.

Read the information about the egg space in the notes below the diagram.

The air space is formed around the inside of the shell when the egg is laid. It gets larger as the egg gets older, so the egg is holding more air. An old or stale egg means a bigger air space and more air. Air is lighter than water so the egg floats.



Keep the *Is the egg fresh?* activity sheet for the next exercise.

Store the other materials.

My experiment

Materials:

- dotted thirds lined paper
- activity sheet – *Is the egg fresh?* (from previous activity).

Place the materials on the table.

Help the student rule a ruler-width margin down the left side of the lined paper, using a coloured pencil.

Help the student locate the date and print it on the top line of the margin, eg 24/2/2017

Ask the student to print his/her name at the top of the page, in the large section.

Print the title 'Set 3 Day 4 My experiment' below his/her name.

Say

You used a procedure to help you complete your experiment. What are the different parts of the procedure? Point to and read the headings. **materials, method, interpreting the results**

**Say**

You are going to write the experiment as a recount. What can you tell me about a recount? **Answers will vary.**

A recount is when you retell something that happened. Your retell will tell what you did and what happened during the experiment. Close your eyes and think back to when you were doing the experiment. Think about what happened first. What was that? **Answers will vary, eg we read the procedure, put out/checked the materials.**

Think about each step and tell me what you did. **Answers will vary, eg I filled the glass with water. We measured one teaspoon of salt and I stirred it into the water until it was gone etc.**

Now you have reminded yourself what happened. You can print some sentences to recount the events. Remember capitals and full stops.

The student prints the sentences independently. The student can copy spelling from the activity sheet or use sounding.

The student should include the results of the experiment, eg **My egg sank. When I looked at the sheet I read it was fresh.**

Ask the student to read the recount to you.



Store or scan and save the student recount.

Store the procedure and encourage the student to repeat the experiment to show others how to test eggs.

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

Activity sheets (please print)	Check
<ul style="list-style-type: none">Alphabet chart	
<ul style="list-style-type: none">Crocodile eggs	
<ul style="list-style-type: none">Reflection Days 1 – 5	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 5	
<ul style="list-style-type: none">My chicken (from Day 1)	
<ul style="list-style-type: none">The Egg! (from Day 3)	
<ul style="list-style-type: none">Spelling journal	
<ul style="list-style-type: none">Spelling word cards (from Day 1)	
<ul style="list-style-type: none">What is an egg? – student made book (from Day 1)	
<ul style="list-style-type: none">Let's classify – student made book (from Day 3)	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">activity sheet – Watch the egg (from Day 2)	
<ul style="list-style-type: none">egg and vinegar experiment (from Day 2)	
Reading books	
<ul style="list-style-type: none">Eggs	
Home resources	
<ul style="list-style-type: none">video recorder	
<ul style="list-style-type: none">spoon	
<ul style="list-style-type: none">knife	



In short

Poem recital

Materials:

- activity sheet – *My chicken* (from Day 1)
- activity sheet – *The egg!* (from Day 3).
- video camera.

Say

Yesterday we talked about changing our voice to create expression in our reading.

I'll read *The egg!* poem. Listen to the expression as I read.

Let's read it together adding expression.

I'll read the *My chicken* poem. Listen to the expression as I read.

Let's read it together adding expression.

Read both poems yourself. Try to use expression and read to the end of each line without stopping.

This time when you read the poems, I'll make a recording..

How will you introduce yourself? **Answers will vary, eg My name is X and today I'm going to read the poem The egg!**



Record the student as he/she introduces him/herself.

Say

Now you can read *The egg!* poem. Remember to use expression. Look at the camera and smile. Begin when you're ready.



Record the student as he/she reads the poem.

Repeat for the *My chicken* poem.



Save the recording to the Set folder.

Store the poems.



Exploring words

All in order

Materials:

- activity sheet – *Alphabet chart*
- *Spelling word cards* – one of each word (from Day 1)
- Spelling journal.

Place the materials on the table.

Tell me what you know about the alphabet. **Answers will vary, eg it's the letters in order, it's the letters from /a/ to /z/ in order.**

Point to the letters on the alphabet chart as we say the alphabet.

Read the spelling words

Which word would be first if you put the spelling words into alphabetical order?

ask

Why did you choose that word? **because it begins with /a/ and /a/ is the first letter of the alphabet**

Which word would come next? Use the alphabet chart to help you find it. **he**

Place 'he' below 'ask' to start a list.

Which word would come next? Use the alphabet chart to help you find it. **me**

Place 'me' in the list.

Look at 'she' and 'said'. What letter do they begin with? **s**

How can you work out which of these words is next in the list? **Answers will vary.**

We need to look at the second letter in each word. What is the second letter in the word 'she'? **h**

What is the second letter in the word 'said'? **a**

Which letter comes first in the alphabet, /a/ or /h/? **a**

Which word will come next in the list? **said**

Place 'said' into the list and then place 'she' after it.

You can complete the list, using the alphabet chart to help.

Say

Encourage the student to do this independently.

Say

Read the alphabetical list of words to me. **ask, he, me, said, she, they, we, you**

Place the spelling journal on the table.



Ask the student to open the the /a/ page.

Say

Which word will you glue here? **ask**
Glue the word onto the page.
Where will you glue 'he'? **on the /h/ page**
Find the /h/ page and glue the word onto it.

Encourage the student to work independently to glue the remaining words into the spelling journal.



Store the alphabet chart and the spelling journal.

Crocodile eggs

Materials:

- activity sheet – *Crocodile eggs*.

Say

We have explored three long /ee/ sounds this week. Tell me what they are. **Ee tree, ea leaf and e me**
Tell me two words with the /ee/ tree digraph. **Answers will vary, eg feet, street, meet, queen.**
Tell me two words with the /ea/ leaf digraph. **Answers will vary, eg heat, meat, mean.**
Tell me two words with the /e/ me digraph. **Answers will vary, eg she, he, we.**
Let's play a game of eye spy using words with one of the long /ee/ sounds. I spy with my little eye something beginning with /f/.
What might it be? Remember the word must use a long /ee/ sound. **Answers will vary, eg feet, feel.**

Have four turns each using words with the long /ee/ sounds. Walk to different rooms if necessary, eg leaf, me, pea, bee, tea, seed, meal, meat, green, teeth.

Place the activity sheet on the table.

Say

Mrs Crocodile has laid some eggs. Read her speech bubble to find out what she has to say. **Print long /ee/ words into my eggs.**
In the boxes below Mrs Crocodile, print one of each of the /ee/ sounds from this week.
The three eggs below each box need a word that uses the /ee/ sound you printed into the box.
What is your first /ee/ sound? **Answers will vary, eg ee in tree/leaf/me.**



Say

Your first column will have three /ee/ in (tree/leaf/me) words.

Fill all the eggs by printing an /ee/ word into each one. Make sure the spelling matches the /ee/ in the box.

The student works independently. Have a go spelling can be used, eg masheen. Do not ask the student to make any corrections to his/her work.

Say

On the lines below the eggs print some sentences that use some of the egg words.

Read the sentences. **Answers will vary.**



Store or scan and save the activity sheet.

Too clever!

Materials:

- dotted thirds lined paper.

Place the paper on the table.

Help the student rule a margin down the left hand side and print the date into the margin.

Ask the student to print his/her name in the top line on the right side of the page.

Ask the student to print 'Day 5 Too clever!' below his/her name.

Say

During the set you have used your spelling words in different activities to help you learn to spell them.

Let's see if you can spell them by yourself. I'll say each word and put it in a sentence, then you print the word. Picture the word in your head before you print it.

Do not help the student as he/she spells the words.

Say

The first word is 'me'. I cooked a boiled egg for me.

Print the word 'me' on the line below your heading.

The second word is 'he'. I think he ate my egg.

Print the word 'he' on the line below your first word, so you make a list.

The third word is 'we'. We will collect the eggs.

Print the word 'we' on the line below.

The fourth word is 'she'. She fried some eggs.



Say

Print the word 'she' on the line below.
The fifth word is 'you'. Did you see the emu egg?
Print the word 'you' on the line below.
The sixth word is 'they'. They saw some frog eggs hatch into tadpoles.
Print the word 'they' on the line below.
The seventh word is 'said'. "Hello!" squawked the parrot.
Print the word 'said' on the line below.
The eighth word is 'ask'. Did you ask for a poached egg?
Print the word 'ask' on the line below.
Look at each word. Do you wish to change any of them?

The student can cross out the first attempt and print the word again on the same line if he/she wishes. Do not help.

Say

Watch as I mark each word. If a letter is correct and in the correct place, it gets a tick. If all the letters are correct, the word gets a star drawn at the end.

✓✓✓✓

they ★

✓✓✓

said



Mark each word as described.

Help the student print any incorrect words correctly on the lines below.



Store or scan and save the spelling page.

Fun with print

Listen to me read

Materials:

- book – *Eggs*
- *Let's classify* – student made book (from Day 3)
- *What is an egg?* – student made book (from Day 1)
- video camera.

Say

Earlier today you read two poems. You read with expression and some fluency. When you read fluently, it means your reading flows smoothly.



Place the book *Eggs* on the table.

Say Let's read this book together. We'll try to read fluently and with expression.

Read the book with emphasised expression.

Say Point to the words as you have a go by yourself.
Let's make a recording of your reading. How will you introduce yourself?
Answers will vary, eg Hi, this is Chloe. I'm learning about eggs. This book is about animals and eggs.



Record the student as he/she introduces him/herself.

Say Remember to look at the camera and smile. Remember to read with fluency and expression.
Point to the words and read.



Record the student as he/she reads the book.

Play the recording back to the student and make a positive comment about the reading.

Place the two student made books on the table.

Ask the student to read both books to you.

Ask the student to choose one of the books to read as a recording.



Record the student as he/she reads the chosen book.



Save the recording in the Set folder.

Store the books.

What happened?

Materials:

- activity sheet – *Watch the egg* (from Day 2)
- egg and vinegar experiment (from Day 2)
- spoon.

Place the activity sheet on the table.

**Say**

On Day 2 we set up our egg and vinegar experiment. Tell me what we did.

Answers will vary.

Read your prediction.

Do you think your prediction is correct or do you have another idea? **Answers will vary.**

Why do you think that? **Answers will vary.**

Place the egg and vinegar experiment on the table.

Ask the student to look closely at the experiment.

Say

Tell me what you smell. **Answers will vary.**

Has the vinegar changed? **Answers will vary.**

Has the egg changed? **Answers will vary.**

Encourage the student to note even the smallest changes such as the colour of the egg or vinegar.

Say

Carefully lift the egg out of the vinegar with a spoon.

Tell me what you see. **Answers will vary, eg the shell has gone.**

How do you think that happened? **Answers will vary.**

Is that what you expected would happen? **Answers will vary.**

The vinegar has a chemical in it that dissolves the shell. Now the shell has gone, the skin or membrane is left to protect the egg.

Read the label in the empty box. **My experiment Day 5**

Draw a diagram to show how your experiment looks now. Make sure you show any changes in colour of the egg or the vinegar.

How will you label the egg? **Answers will vary, eg Egg with no shell, egg with dissolved shell, egg with disappeared shell, yellow vinegar.**

Help the student sound words if needed.



The experiment and diagrams will be used in the next activity.

Recording my observations

Materials:

- activity sheet – *Watch the egg* (from Day 2)
- egg and vinegar experiment (from Day 2)
- dotted thirds lined paper
- knife.



Place the lined paper on the table.

Help the student rule a ruler-width margin down the left side of the lined paper, using a colour pencil.

Help the student locate the date and print it on the top line, in the margin, eg
24/4/2017

Ask the student to print his/her name at the top of the page, in the large section.

Print the title 'Set 3 Day 5 Recording my observations' below his/her name.

Say

Tell me what we did to set up the experiment. **Answers will vary, eg We put a raw egg into a glass of vinegar.**

On the first line print 'Day 2'.

Print a sentence to say what you did. Remember a capital letter and full stop. **Answers will vary.**

How long did we leave the egg? **3 days**

What sentence can you print to say we put the egg aside for three days? **We left the egg in the vinegar for 3 days.**

Begin with a capital and print your sentence.

Finish this sentence, After three days... **Answers will vary, eg After 3 days, the shell was gone.**

Print the sentence on the next line, starting with 'After three days'.

What shows the end of your sentence? **a full stop**

Why was the egg shell gone? Print a sentence to say why. **Answers will vary, eg the vinegar made the shell go/disappear.**

Let's cut the egg open and look inside.

Help the student cut the egg in half.

Discuss what can be seen.

Ask the student to draw a labelled diagram to show what half the egg looks like.



Store or scan and save the *Watch the egg* diagrams and the student writing and diagram.



Tutor

Reflection

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

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



Store the Reflection for return with the set.

Set return checklist

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



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



Day 6

Collect and prepare the items listed on the *Materials checklist*.

Reading texts (at the student's reading level) for this set can be downloaded with the set materials or sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre
- your local library
- your personal library
- online book stores
- local book stores.

Materials checklist

Activity sheets (please print)	Check
• Weekend news	
• My surprise!	
• Another long /ee/	
• Emu facts	
• Emu report	
Resources	
• Lesson notes – Day 6	
• Letter cards (from Day 1)	
• My Phonics book	
Reading books	
• information book about emus (optional)	
Home resources	
• scissors	
• glue	
• computer with internet access	



In short

Weekend news

Materials:

- activity sheet – *Weekend news*.

Say Tell me three things that happened on the weekend. **Answers will vary.**
Which one would you like to write about? **Answers will vary.**
Read the headings on the activity sheet and draw a picture in each column from your news.

If required, prompt the student using the headings.

Say Now you can use the pictures to help you print some sentences to explain your news. Remember to use capitals letters and full stops.

The student completes the writing task independently, using have a go spelling.



Store or scan and save the activity sheet.

Exploring words

My surprise!

Materials:

- activity sheet – *My surprise!*
- scissors.

Say Have you ever hatched a chicken or seen one hatch? **Answers will vary.**
We are going to read a story about hatching a chicken. Some of last week's spelling words and your new spelling words are hidden inside the story.

Place the activity sheet on the table.

Say Read the title. **My surprise!**
What is the punctuation mark after the word 'surprise'? **an exclamation mark**
Why is the exclamation mark used? **Answers will vary, eg It shows feeling, it's not a sentence.**
What do you think the surprise might be? **Answers will vary.**
Let's read and find out.



Ask the student to point to the words and read.

Say

What was the surprise? **The chicken was a rooster.**

Which hidden words are the spelling words from last week? **ask, she, said, you, we, he**

Trace them.

Can you see the words that are your new spelling words? **Answers will vary.**

They are the other words that need to be traced. Read the story again and trace over each new spelling word as you come to it.

Read the words you've traced. **hatch, chicken, nest, put, fresh, egg, every, surprise**

Cut along the dashed lines and we'll make a flip book.

Ask the student to order the strips to make the story.

Ask the student to number the story strips in the bottom right corner.

Ask the student to stack the strips in order and place the blank strip on top.

Staple the strip book on the left side.

Say

What is the story called? **My surprise!**

Print the title on the cover.

Open the book and read the story again.

On the back cover, draw the surprise.



Store the book, *My surprise* for other activities.

Another long /ee/

Materials:

- letter cards (from Day 1)
- activity sheet – *Another long /ee/*
- My phonics book
- scissors
- glue.

Place the letter cards on the table.

Say

Use the letter cards to make the /ee/ tree digraph.

Below that, make the /ea/ leaf digraph.



Now make the /e/ me sound.

Point to each /ee/ sound and tell me a word that uses it. **Answers will vary, eg green, meat, she.**

Say

Below the /e/ me sound, make a letter /y/.

Why do you think I asked you to add the letter /y/ to the list? **Answers will vary.**

The letter /y/ can also make the long /ee/ sound. When it is at the end of a word it can make the long /ee/ sound. I can think of a word where this happens, sunny. What word can you think of? **Answers will vary, eg baby.**

Take turns to say /y/ saying /ee/ words until four each have been said. If the student says a word that uses a different spelling, eg monkey, ask him/her to try again.

This /ee/ is /y/ in funny. I'm going to say words where the letter /y/ is used to make the long /ee/ sound. Clap the syllables and tell me how many syllables are in each word.

ba/by 2

sun/ny 2

fun/ny 2

hap/py 2

Say

read/y 2

lol/ly 2

dais/y 2

hap/py 2

How many syllables in all those words? 2

Can you think of a rule for when letter /y/ makes the long /ee/ sound? **Answers will vary, eg /y/ make the long /ee/ sound when it's at the end of a two syllable word.**

Place the activity sheet on the table.

Ask the student to read the heading and trace the 'y' saying long /ee/.

Ask the student to read the words in the four boxes and trace the letter that makes the /ee/ sound.

Let's finish the sentence so we know the rule. Read the sentence and clap for each missing word. **The letter (clap) makes the long (clap) sound at the (clap) of a (clap) syllable word.**

Say

What will you print in the first space? **y**

Print the letter and read on to the next space.

What will you print? **/ee/**

**Say**

Print that and read on to the next space.

What will you print? **end**

Print 'end' and read on to the next space.

What will you print? **two**

Print 'two'.

Read the full sentence. **The letter y makes the long /ee/ sound at the end of a two syllable word.**

Place the letter cards on the table.

Ask the student to make another word that uses 'y' saying /ee/.

The student experiments with the letters and asks you to check the word.

If they word is correct, ask the student to print it on the line.

Continue until the student has made and printed eight words. If he/she struggles with ideas, give clues for words, eg opposite of sad.

Possible words include: sorry, busy, lazy, crazy, silly, lily, pretty, jumpy.

Ask the student to read all the words.

Ask the student to cut out each section along the dashed lines.

Ask the student to open the phonics book to a blank page.

Ask the student to glue the title 'y in funny' on the page (in any position).

Ask the student to glue the rule below the title.

Ask the student to glue the words on the page (in any position).



Store the letter cards.

Fun with print

Emu facts

Materials:

- activity sheet – *Emu facts*.

Place the activity sheet *Emu facts* on the table.

Say

What is the title of the reading? **Emu facts**

What do you think the reading will be about? **emus**

Why do you think that? **Answers will vary, eg the title and the picture.**

What do you notice about the facts? **they all have a dot/bullet point**

**Say**

These points are all about emus but they are separate facts. They do not tie together like a story.

Point to the words and let's read the facts.

Encourage the student to read independently. Help with unknown words.

Say

What sort of text did we just read? **an information text**

How do you know that? **It's true facts, not a story.**

Tell me some things you found out about emus in the reading. **Answers will vary.**

The text will be used in the next activity.

Emu report

Materials:

- activity sheet – *Emu facts*
- activity sheet – *Emu report*
- computer with internet access or a book with emu information..

Place the activity sheets on the table.

Say

Look at the new activity sheet. Read the title with me. **Emu report**

We're going to research emus to answer the questions in the report. Research is when we search for information or facts. You can use information from the internet and our *Emu facts* activity sheet.

Point to and read the first part of the report. **What is it?**

What is an emu? **It's a bird.**

Print your answer after the question.

Read the second line. **Description (What does it look like?)**

Look at the picture and describe the emu. **Answers will vary.**

Let's look on the internet (or book) to see if we can get some more information.

Ask the student to look through the book to find more information OR

Help the student open a search engine on the computer.

Ask the student to type in 'emu facts for kids'.

Help the student choose a website and read a description.



Say How will you describe the emu? **Answers will vary, eg The emu has shaggy grey-brown feathers, a long neck, long legs and three toes on each foot.**

Print your answer after the question.

Read the next part of the report. **Habitat (Where does it live?)**

Where do emus live? **in Australia**

Check the fact on the *Emu facts* sheet and copy the country name onto the line after the question.

Read the next line. **Diet (What does it eat?)**

Let's find out what emus eat from the computer (book).

Help the student find the information.

Ask the student to list the foods after the question.

Say Read the next line. **Predators (enemies)**

A predator is any animal which may hurt or kill the emu. The emu is a big, strong bird which can run fast. What do you think could be its enemy?

Answers will vary.

Let's read and find out.

Help the student find the information.

Ask the student to list the predators after the heading.

Say Read the last part of the report. **Interesting facts about emus.**

Look through the internet information (or book) to find some interesting facts that are not already listed on the *Emu facts* sheet.

Copy some of these facts onto the lines.

Ask the student to close the computer (if needed).

Say You have written your report. What can you tell me about a report? **it is true, it gives information/facts**

A report is written in a certain way. It follows a plan like you did.



Store or scan and save the *Emu report*.

Reading Eggs

Materials:

- computer with internet access.

Ask the student to turn on the computer and log in to the Reading Eggs website. (Help if required.)



Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete ten to fifteen minutes of reading related activities.

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

Activity sheets (please print)	Check
<ul style="list-style-type: none">• What's the sound?	
<ul style="list-style-type: none">• Make a rhyme	
<ul style="list-style-type: none">• What's my word?	
<ul style="list-style-type: none">• Who owns these eggs 1, 2, 3, 4 and 5	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 7	
<ul style="list-style-type: none">• My Phonics book	
<ul style="list-style-type: none">• Letter cards (from Day 1)	
Reading books	
<ul style="list-style-type: none">• Eggs	
Other resources	
<ul style="list-style-type: none">• scissors	
<ul style="list-style-type: none">• glue	
<ul style="list-style-type: none">• computer with internet access OR book showing different eggs	
<ul style="list-style-type: none">• stapler	



In short

What's the sound?

Materials:

- activity sheet – *What's the sound?*
- scissors
- My phonics book
- glue.

Help the student cut out the puzzle pieces and place them on the table.

Say The pieces are part of a puzzle or jigsaw. Turn all the pieces so you can read the words.

All the words are missing one of the long /ee/ sounds. Which long /ee/ is missing? **the /y/**

Print the letter /y/ onto the end of all the words.

Read all the words. **happy, dizzy, family, busy, bunny, very, baby, story, funny.**

I wonder what picture the puzzle will make. What do you think? **Answers will vary.**

The student works independently to make the puzzle.

Say What is the picture on the puzzle? **A chicken hatching from an egg.**

Open your phonics book to a blank page.

Carefully glue the puzzle onto the page.

Let's play a word game. I'll cover a word and you see if you can tell me what is covered.

Take turns to cover different words and guess at what is covered.

Say Let's play another game. Point to a word. **Answers will vary, eg dizzy.**

I'll read the word and use it in a sentence. **Answers will vary, eg I get dizzy when I run in circles.**

Take turns to point to different words and use the word in a sentence.



Store the phonics book.



Exploring words

Make a rhyme

Materials:

- activity sheet – *Make a rhyme*.

Place the activity sheet on the table.

Say

What is the long /ee/ sound we explored yesterday? **/y/ in funny**

Look at the words in the table on the sheet. What sound do they have at the end? **'y' saying /ee/**

Trace the 'y' in each word and then read the word.

The /y/ words fit into the two limericks. What do you know about limericks?

Answers will vary, eg funny or nonsense poems, rhyme, tell a little story.

Read the first limerick and clap each time you come to a missing word.

Remember that the first, second and last lines rhyme. Do you think you know what the missing words are? **Answers will vary.**

Read the second limerick and clap each time you come to a missing word.

Do you think you know what the missing words are? **Answers will vary.**

Print the missing words into the spaces.

There was a bunny named **Sunny**
Who always seemed to be **hungry**
She munched on green leaves
And chocolate and cheese
Her diet was incredibly **funny**.

A very big bright shiny **cherry/berry**
Was put in a bowl with a **cherry/berry**
He said, "You're so bright
I just can't bear the sight
I really do find you quite **scary!**"

Ask the student to read the limericks aloud.

Ask the student to illustrate each limerick. The student can draw a picture or make a border around the limericks.



Store or scan and save the activity sheet.



What's my word?

Materials:

- activity sheet – *What's my word?*

Place the activity sheet on the table.

Say

Read the words in the egg shells. **egg, chicken, nest, every, fresh, hatch, surprise, put**

What words are these? **spelling, theme words**

Each word fits inside a mystery shape. One letter fits into each square or rectangle.

The squares hold the smallest letters. What letters do you think will fit inside them? **Answers will vary, eg a, c, e, i, m, n, o, r, s, u, v, w, x.**

The tall letters and letters with tails fit inside the rectangle. What letters do you think will fit inside them? **b, d, f, g, h, j, k, l, p, q, t, y, z**

What tricks can you use to match the words to their mystery shapes? **Answers will vary. Possible responses include:**

- **look at the shape of boxes in the mystery shapes and find to match a word shape**
- **count the boxes and find a word with the same number of letters, then check the letter shapes.**

Use your tricks and tell me which word will fit into the first mystery shape. **chicken**

Does the word have the same number of letters as the boxes? **yes**

Say the shape of the word. **square, rectangle, square, square, rectangle, square, square**

Print the word 'chicken' into the mystery shape.

The student should complete the activity independently.

Ask the student to point to and read each word once he/she has completed the task.



Store or display the sheet.

Plurals

Materials:

- Letter cards (from Day 1).

Say

What can you tell me about 'single' or 'singular'? **Answers will vary.**

**Say**

Single or singular means one item. (Hold up one finger.) This is a single or one finger. You hold up a single pencil.

Hold up a single thumb.

Hold up a single book.

What can you tell me about plurals? **Answers will vary.**

Plural means more than one. (Hold up one finger.) This is a single finger. (Hold up three fingers on the other hand.) Here are three fingers.

Hold up a single pencil.

In the other hand, hold up two pencils.

(Point) pencil, (point) pencils

Let's look around the room and point to and say single and plural names.

(Point to a light.) light. (Point to several lights.) lights. Your turn. **Answers will vary, eg book, books.**

Take four turns each to point out and name single and plural items.

Say

What sound did you hear on the end of each plural word? **/s/**

Cats, dogs, chairs, tables. Most of the time, to make a plural word we add the letter /s/.

I'm going to say the singular item and you say the plural for it.

For example, I say egg and you would say eggs.

Chicken **chickens**

nest **nest**s

rooster **roosters**

emu **emus**

Now let's make some singular and plural words using the letter cards. Make the word 'hat'.

Make it a plural. (The student adds an 's'.)

Read both words. **hat, hats**

Make the word 'pan'.

Make it a plural. (The student adds an 's'.)

Read both words. **pan, pans**

Make the word 'egg'.

Make it a plural. (The student adds an 's'.)

Read both words. **egg, eggs**

Continue in the same way, using six simple words the student can spell, add the 's' and read.



Continue in the same way, using more difficult words. Help the student to spell them if required, eg friend, letter, school, crocodile, turtle, bird, pelican, emu.

Say This time. I will say the plural word and you say the singular word.
monkeys **monkey**
turkeys **turkey**
rivers **river**
penguin **penguins**



Store the letter cards.

Fun with print

Eggs

Materials:

- reading book – *Eggs*

Place the book on the table.

Say Read the title. **Eggs**
Can you remember what this book is about? **Answers will vary, eg about different animals hatching from eggs.**
Point to the words and read with me.



Store the book.

Who owns these eggs?

Materials:

- computer with internet access OR book showing different eggs
- activity sheets – *Who owns these eggs? 1, 2, 3, 4, 5*
- scissors
- glue
- stapler.



Say In the book *Eggs* you saw different animals hatching from different shapes and sizes of eggs. Tell me some different places animals lay their eggs. **Answers will vary.**

Some lay eggs in nests, some lay eggs in grass or sand and the platypus lays her eggs in a burrow in the side of a river bank.

What kind of eggs do fish lay? **Answers will vary.**

Animals in the sea or water lay soft eggs usually in a jelly. We saw the frog eggs in a jelly in the book.

We're going to investigate some different sorts of eggs and use the information to make a book.

Place the activity sheet *Who owns these eggs? 1* next to the student.

Say You can draw a picture of each egg we find inside these egg shapes.

- Help the student open a search engine and type in 'shark eggs'
 - Ask the student to select the 'images' tab.
 - Look at and discuss the different shark eggs with the student.
 - Ask the student to draw a picture of a shark egg inside an egg shape.
 - Ask the student to type in 'snake eggs' into the search bar.
 - Look at and discuss the different snake eggs with the student.
 - Ask the student to draw some snake eggs inside an egg shape.
 - Ask the student to type in 'butterfly eggs' into the search bar.
 - Look at and discuss the different butterfly eggs with the student.
 - Ask the student to draw some butterfly eggs inside an egg shape..
 - Continue the computer search for fish, squid and spider, discussing the egg pictures and asking the student to draw a picture inside the remaining egg shapes.
- Place *Who owns these eggs? 2* next to the student.

Say You have finished six egg shapes and there is one more to go. Let's look at animal eggs that you would like to know about. You can choose one and draw its eggs or egg inside the egg shape on this page. Which egg laying animals would you like to investigate? **Answers will vary, eg platypus, scorpion.**

- Continue the computer search for the animals chosen by the student, discussing the egg pictures.
- Ask the student to choose one of the animals and draw the egg/s inside the egg shape on the page.
- Move back to the work area.
- Ask the student to cut out all the egg shapes on the two activity pages.
- Stack the pictures and place to one side.





Place *Who owns these eggs?* 3, 4 and 5 next to the student.

Say

These strips will become the pages in our book. Cut out the strip pages along the dashed lines.

Help the student cut out the 9 strip pages.

Lay the pages across the table.

Say

What do you think the blank pages are for? **front and back covers.**

Find the strip with the empty egg shape.

Which animal did you choose and draw eggs for? **Answers will vary, eg platypus, scorpion.**

Draw that animal inside this egg shape.

Ask the student to organise the strips in a row, with a blank cover strip in first and last places. The other strips can be in an order selected by the student.

Ask the student to spread the cut out egg shapes on the table.

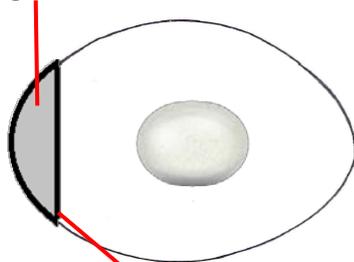
Ask the student to fold each egg on the line that separates the picture area from the grey area.

Ask the student to match the egg pictures with the owners, eg the shark egg picture is placed on top of the shark picture.

The cut out egg shape is slightly larger than the shape on the strip.

Help the student put a small amount of glue on the back of the folded back grey area on an egg shape.

glue on back of this section



folded here

Ask the student to match the egg shape over the egg shape on the strip (so it is covered) and press down the glued section.

This will make a lift up flap on the strip.

Help the student to glue the remaining egg shape flaps on top of each egg on the strips.

Say

While the glue is drying, look at the text on each strip. What do you notice? **Answers will vary, eg the text is the same, it is a question.**

Read the text on each strip. **Who owns these eggs?** (repeat for each strip)



Say Take the first blank strip and make a cover for the book. You need a title, an author and an illustration.

The student works independently to make the cover.

Place the remaining section of *Who owns these eggs? 2* on the table.

Say Let's read these strips to find out what they tell us.

Encourage the student to read independently. Give help where required.

Say What is the information about? **the eggs we glued on the strips for our book**

Place the text to one side.

Help the student stack the pages and covers to make a book.

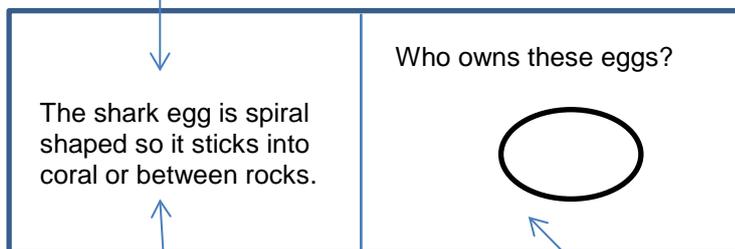
Use two or three staples to staple the book together in the 'staple here' area.

Ask the student to cut out the text strips from *Who owns these eggs? 2*

Ask the student to carefully turn the pages of the book, folding them flat as he/she does so. Do not open the flaps as they will not be dry yet.

Say The information in the text strips needs to be added to the book. Find the information strip about the shark eggs.
Turn to the shark egg page in the book.
Turn the page over.
Glue the strip to the back of the shark page.

back of shark egg page



glue shark egg information here

next page with another egg picture, egg snake

Say Find the snake egg information strip.
Turn to the snake egg page in the book.
Turn the page over.
Glue the strip to the back of the snake page.



Continue to guide the student to add the information strips to the pages.

Say One animal does not have any extra information. Which animal is that? **the animal I chose**
Turn to that page in the book.
What can you say about the eggs of your animal? **Answers will vary.**
Turn the page and print a sentence with your information.

Ask the student to read the book, carefully lifting the flaps to reveal who owns the eggs.

Say Who do you think owns the most interesting eggs? **Answers will vary.**
What makes those eggs interesting? **Answers will vary.**
Do you think this is an interesting way to learn facts? **Answers will vary.**

Ask the student to share the book with others.



Store the book for use in other activities.

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

Activity sheets (please print)	Check
<ul style="list-style-type: none">Let's spell	
<ul style="list-style-type: none">From farm to you	
<ul style="list-style-type: none">Poached eggs	
<ul style="list-style-type: none">What I think about poached eggs	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 8	
<ul style="list-style-type: none">My surprise! student made book (from Day 6)	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">Letter cards (from Day 1)	
Home resources	
<ul style="list-style-type: none">hard-boiled egg (1 per pair of players)	
<ul style="list-style-type: none">2 A4 sheets of blank paper	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">1 raw egg	
<ul style="list-style-type: none">water	
<ul style="list-style-type: none">pinch of salt	
<ul style="list-style-type: none">small frypan	
<ul style="list-style-type: none">cup	
<ul style="list-style-type: none">slotted spoon	





• slice of toast (can be made while egg is cooking)	
• plate	
• camera	

In short

Egg games

Materials:

- 1 hard-boiled egg per pair
- other players (if available)

Move to an open area.

Partners stand facing each other with toes touching. (if there are 3 people, make a triangle with toes touching.)

One person holds the egg.

Pass the egg to each person in the group until the egg returns to the original person.

Each person takes a small step backwards.

Pass the egg to each person in the group until the egg returns to the original person.

Each person takes another small step backwards.

Pass the egg to each person in the group until the egg returns to the original person.

Repeat the steps. As the players move further apart, they gently throw the egg between them, using an underarm throw. Teach the players to relax their arms and hands to support the egg as they catch it, to prevent it from breaking.

Continue until the egg has been broken and can no longer be thrown.

Challenge the players to collect as much of the broken egg as they can. The player with the most pieces is the winner.

Throw the egg into the bin.

Exploring words

Let's spell

Materials:

- activity sheet – *Let's spell*.

Place the materials on the table.

Ask the student to read the headings in the table and explain what he/she needs to do in each column.



Ask the student to complete the first column, saying each letter as he/she traces it.
Ask the student to fold the first column under the second, so the words cannot be seen.

Say

I'll say each word and you print it in the column. Picture the word 'egg'. Now print the word 'egg'.

Picture the word 'put'. Print the word 'put'.

Picture the word 'nest'. Print the word 'nest'.

Continue in the same way: fresh, hatch, every, chicken, surprise.

Ask the student to open out the folded page.

Ask the student to check the spelling of each word.

Ask the student to tick each letter that is in the correct position.

Words that are correct can have a star drawn after them.

Incorrect words: ask the student to read the word, trace (using a finger) each letter and then close his/her eyes and spell the word aloud.



Store or scan and save the activity sheet.

Plurals

Materials:

- *My surprise!* student made booklet (from Day 6)
- highlighter
- dotted thirds lined paper.

When saying the plural words, emphasise the /s/ sound slightly.

Say

What can you tell me about singles or singular words? **one thing**

What can you tell me about plurals? **Answers will vary, eg more than one thing, add an 's' to make a plural word.**

Plural means more than one.

Place the booklet, *My surprise!* on the table.

Ask the student to open and read the book.

Say

Read the first page again. What is the noun that is singular, means one thing?
chicken

Highlight the word.

**Say**

Read the second page. There are two singular nouns on this page. What are they? **nest, hen**

Highlight the words.

Read the third page. There are two singular nouns on this page. What are they? **nest, egg**

Highlight the words. You can highlight nest wherever you see it on this page.

Read the fourth page. There are two singular nouns on this page. What are they? **egg, chicken**

Highlight the words.

You can also highlight 'crack' because we can make that into a plural.

Read the fifth page. There are three singular nouns on this page. What are they? **day, chicken**

Highlight the words.

Read the sixth page. There are two singular nouns on this page. What are they? **hen, rooster**

Highlight the words.

Place the lined paper on the table.

Help the student write his/her name and date at the top of the page.

Help the student rule a line down the centre of the paper.

In the first column, ask the student to print the title 'singular'.

In the second column, ask the student to print the title 'plurals'.

Say

Look through the book and copy all the highlighted words into the 'singular' column, to make a list. Print each word once, even though you may have highlighted it more than once.

The student works independently to complete the task.

Say

What do you do to make each singular word into a plural? **add an 's' to the end**

Print each word as a plural in the 'plurals' column.

The student works independently to complete the task.

Ask the student to read the singular and plural of each word.

Ask the student to add three of his/her own singular words to the list.

Ask the student to print the plurals on the plurals list.



Store or scan and save the student work.

Store the reading book.



Fun with print

From farm to you

Materials:

- activity sheet – *From farm to you*
- 2 sheets of blank paper
- glue
- scissors.

Say

How do you think the eggs you eat get from the farm to you? **Answers will vary.**

Let's look at some pictures and read some information to find out.

Place the activity sheet on the table.

Say

What is the title? **From farm to you**

What do you think the reading and pictures might be about? **Answers will vary.**

Describe what you see in each picture. **Answers will vary.**

Let's read the text. What kind of text do you think it will be? **an information text**

Why do you think that? **Answers will vary.**

Point to the words and let's read together.

Encourage the student to read independently where possible.

Explain the meaning of any unknown words.

Ask the student to cut out the pictures and text boxes.

Ask the student to order the pictures (down the table) to show what happens in order, from farm to home.

Ask the student to explain each step, making changes if required.

Ask the student to read the text boxes and place them in order (next to the pictures and down the table) to show the steps.

Check the order is correct. Help the student make changes if required.

Ask the student to number the text boxes from 1 to 8, in the bottom right corner of each text box.

Place one piece of paper (landscape orientation) on the table.

Ask the student to print 'From farm to you' across the top.



Say

Now you will combine the pictures and the text boxes to tell the *From farm to you* story. you will need to draw two pictures.

What is the first picture? **the hen on the eggs**

Glue this picture below the story title.

Read the text that matches the picture. **The hens lay the eggs and the farmer collects them.**

Glue this next to the picture.

Read the second text box.

Is there a picture to match this box? **no**

Glue it below the first text box. You can draw a picture below the hen later.

Read the third text box.

Is there a picture to match this box? **yes**

Glue the picture and matching text box into place.

Read the fourth text box.

Is there a picture to match this box? **yes**

Glue the picture and matching text box into place.

Read the fifth text box.

Is there a picture to match this box? **no**

Glue it below the fourth text box. You can draw a picture later.

You can work by yourself to finish matching and gluing the remaining pictures and text boxes.

The student uses another piece of paper when the first is full.

The student works independently to complete the gluing and draw the missing pictures.



Store or scan and save the *From farm to you* pages.



Poached eggs

Materials:

- activity sheet – *Poached eggs*
- 1 egg
- water
- pinch of salt
- small frypan
- cup
- slotted spoon
- slice of toast (can be made while egg is cooking)
- plate
- camera.

Please work in the kitchen.

(If the student does not like/eat eggs, modify the discussion accordingly.)

Say	<p>We are going to cook an egg today. What do we do before we begin cooking? Wash our hands.</p> <p>Let's do that before we begin.</p> <p>Do you like to eat eggs? Answers will vary.</p> <p>How do you like your eggs cooked? Answers will vary.</p> <p>Do you think eggs are healthy food? Answers will vary.</p> <p>Eggs have lots of protein and are a healthy food.</p> <p>Let's look at the recipe and find out how we are going to cook this egg.</p>
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Ask the student to sound and read the title.

Say	<p>Look at the sheet. Is this a story? no</p> <p>What is it? a recipe, procedure</p> <p>It's a recipe and a recipe is a procedure. What do we use a procedure for? to tell us how to do something</p> <p>How are we cooking the egg? poaching</p> <p>This procedure is telling us how to poach an egg.</p> <p>Poaching eggs is a healthy way to cook them because it keeps its goodness. It is a gentle way to cook the egg but we must be careful because we are using hot water and a hot frypan.</p>
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Say

Look at the heading *Ingredients*. What are ingredients? **foods we use to make a recipe**

Read the ingredients we need and I'll get them from the fridge and pantry.

Place the ingredients on the bench as the student reads them out.

Say

Look at the heading *Utensils*. What are utensils? **equipment we use to mix/cook the ingredients**

Read the utensils list and I'll get them from the cupboard.

Place the utensils on the bench as the student reads them out.

Read the method together, encouraging the student to read independently where possible.

Explain any unknown words, eg simmering.

Help the student follow the method to make the poached egg.



Please take photos of the student as he/she completes the steps he/she can safely perform, eg pour water into the frypan, add the salt, crack the egg.

Ask the student to look at the cracked egg in the cup.

Ask the student to watch and describe what happens to the egg as you put it into the simmering water. **Answers will vary.**

Ask the student to watch and describe what happens to the egg as it cooks. **Answers will vary.**



Please take a photo of the finished poached egg.

Ask the student to cut across the egg and describe what happens. **Answers will vary.**

Ask the student to eat the egg (if appropriate) and describe the taste and texture. **Answers will vary.**

Say

Now we have finished cooking and eating, what do we need to do? **tidy up**

Work together to tidy the area.

Ask the student to return to the work table and read and follow the final instruction on the page.



Store the photos in the Set folder.

Store, display or discard the recipe sheet.



What I think about poached eggs

Materials:

- activity sheet – *What I think about poached eggs*.

Place the activity sheet on the table.

Say

When do we usually eat eggs? **for breakfast**

What else can we use eggs for? **to make cakes**

Think about the poached egg you just made and ate. This activity sheet is to record what you felt, tasted and did when you were cooking.

Read the title. **What I think about poached eggs.**

Read the first question and the instruction.

What is an adjective? **a word that describes something**

What are some words that describe how the poached egg tasted? **Answers will vary.**

Print your words on the line.

The student works independently to print the words, using have a go spelling.

Say

Read the second question and the instruction.

What are some words that describe how the poached egg felt, its texture? **Answers will vary.**

Print your words on the line.

The student works independently to print the words, using have a go spelling.

Say

Read the third question and follow the instruction.

Read the next instruction.

Read each list of words and shade the bubbles to show what you did when you were cooking. **Answers will vary.**

Read the last question and think about what you saw happening.

Print a sentence to describe what you saw.

The student works independently to print the sentence/s, using have a go spelling.



Store or scan and save the activity sheet.



Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 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

Activity sheets (please print)	Check
<ul style="list-style-type: none">• Word hunt	
<ul style="list-style-type: none">• First and last with st	
<ul style="list-style-type: none">• /ey/ in key	
<ul style="list-style-type: none">• French toast	
<ul style="list-style-type: none">• What I think about French toast	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 9	
<ul style="list-style-type: none">• Letter cards (from Day 1)	
<ul style="list-style-type: none">• My phonics book	
Home resources	
<ul style="list-style-type: none">• 1 hard-boiled egg	
<ul style="list-style-type: none">• 1 soup or dessert spoon	
<ul style="list-style-type: none">• glue	
<ul style="list-style-type: none">• scissors	
<ul style="list-style-type: none">• 1 raw egg	
<ul style="list-style-type: none">• butter	
<ul style="list-style-type: none">• slice of bread	
<ul style="list-style-type: none">• small frypan	
<ul style="list-style-type: none">• small bowl	
<ul style="list-style-type: none">• egg slice	
<ul style="list-style-type: none">• fork	



• 2 plates	
• camera.	

In short

Move with an egg

Materials:

- 1 hard-boiled egg
- 1 dessert or soup spoon.

Ask the student to place the egg on the spoon.

Ask the student to complete the following tasks twice.

The first time he/she may balance the egg on spoon using the free hand.

The second time, the student cannot use the free hand to balance the egg on spoon.

- walk slowly away from you while balancing the egg on the spoon
- walk slowly back to you while balancing the egg on the spoon

- walk at a normal speed away from you while balancing the egg on the spoon
- walk at a normal speed back to you while balancing the egg on the spoon

- walk quickly away from you while balancing the egg on the spoon
- walk quickly back to you while balancing the egg on the spoon

- take large strides away from you while balancing the egg on the spoon
- take large strides back to you while balancing the egg on the spoon

Ask the student to show you some actions he/she thinks /he/she can do while balancing the egg on the spoon.



Discard the egg and wash and store the spoon.

Exploring words

Word hunt

Materials:

- activity sheet – *Word hunt*.



Say

This is a word hunt using your spelling words. You can see your spelling words in the table. Read the instructions above the table.

Follow the instructions.

Can you remember how to find words in a word sleuth? **Answers will vary, eg look for the first two letters, look for unusual letters like x or z.**

Read the instructions above the puzzle grid.

Let's find 'egg'. Why do you think I chose 'egg'? **Answers will vary, eg it's the first word, it's short, it has two 'g's.**

Look across the rows and down the columns of the grid, hunting for the two 'g's.

Now check that there is an 'e' before the 'g's.

Does the word say 'egg'? **yes**

Circle or shade each letter.

Tick the word 'egg' in the table above the grid.

Use a different coloured pencil for each word. What do you do if two words share the same letter? **shade or circle the letter twice**

The student completes the task independently.

f	b	e	v	e	r	y	d
r	k	m	h	a	t	c	h
e	j	o	q	w	x	b	z
s	c	h	i	c	k	e	n
h	d	k	m	p	o	g	j
q	z	d	o	u	w	g	q
j	n	e	s	t	m	x	o
s	u	r	p	r	i	s	e



Store or display the activity sheet.



First and last with st!

Materials:

- activity sheet – *First and last with st!*
- Letters cards (from Day 1).

Say

Listen to these words and tell me the blend you hear. Stand, first, last, step, fist, stop. **st**

Where is the /st/? **at the beginning and end**

Use the letter card to make the blend.

Make a word with /st/ at the beginning. **Answers will vary.**

Your word says X.

(Make a word with /st/ at the end.) What is my word? **Answers will vary.**

Take turns to make and read words with /st/. Include some longer words that can be sounded when you are making them, eg coast, artist, yesterday, dusted, biggest, toast, contest, dentist, dustbin, festival, stopper, handstand, stamp.

Ask the student to collect and store the letters.

Place the activity sheet on the table.

Say

Point to the words and read the title.

Circle the /st/ blends in the title.

Read the story to me. (Give help if required.)

Reread the story and hunt for the /st/ blends. Circle them using a coloured pencil.

How many did you circle? **14**

Finish the words below the story by adding the /st/ blend.

The sky grew dark. The stars stopped twinkling.

A big storm came.

Rain started to fall and a blast from the east wind blew at the sticks in the emu's nest. Dust rolled across the ground.

Father emu did not stir. He had made the best nest in the west. He snuggled down to rest.

stand

stack

steep

still

story

step

least

chest

last

fast

list

frost



Ask the student to sound and read the words and tell you what they mean. Help with unknown meanings.



Store or scan and save the activity sheet.

/ey/ key

Materials:

- Letter cards (from Day 1)
- activity sheet – /ey/ key
- My phonics book
- glue
- scissors.

Place the letter cards on the table.

Use the letter cards to make the /ee/ tree digraph.

Below that, make the /ea/ leaf digraph.

Now make the /e/ me sound.

Now make the /y/ sunny sound.

Point to each /ee/ sound and tell me a word that uses it. **Answers will vary, eg green, meat, she, lolly.**

Below the /y/ funny sound, place the letters 'e' and 'y'.

Why do you think I asked you to add these letters to the list? **Answers will vary.**

Say

/ey/ is another long /ee/ digraph. This /ey/ digraph is usually found at the end of a word, like the /y/ funny sound. This is the /ey/ key digraph. Can you think of an animal with a name that finishes with 'key'? **Answers will vary, eg monkey, donkey, turkey.**

I can think of another animal, (monkey/donkey/turkey).

Can you think of one more? (Give a clue if required.)

I can think of some other words that end in 'key'. I'll give you a clue and you try to guess the word. A person who rides a horse in a race. **jockey**

A game played on a field with a ball and a stick to hit the ball. **hockey**

Let's think about words that use the /ey/ in key digraph. Something we spend is called? **money**

Bees make? **honey**

**Say**

Something to open a door. **key**

A narrow street. **alley**

Another word for trip. **journey**

I'll say some of these /ey/ words and you repeat the word and clap the syllables.

Key **key 1 syllable**

Valley **val/ley 2 syllables**

Donkey **don/key 2 syllables**

Chimney **chim/ney 2 syllable2**

Place the activity sheet on the table.

Say

Tell me the pictures you see in the first column. **Answers will vary.**

The names all end with our /ey/ digraph. Say the names again and make sure they all end in /ey/. **donkey, key, chimney, turkey, trolley, monkey, honey, jockey**

Read the words going down the column. **chimney, key, turkey ... trolley**

Trace the /ey/ digraphs using a purple pencil.

Trace the other letters using your printing pencil.

Cut out the pictures and words along the dashed lines.

Place the pictures and words face down on the table.

Take turns to turn over a picture and word card. Say the picture name and read the word. Keep matching pairs, turn over unmatched pairs.

Continue until all the pairs are matched.

Ask the student to lay the matched pairs on the table.

Ask the student to open the phonics book to a blank page.

Ask the student to glue the key picture and word side by side at the top of the page.

Ask the student to glue the other matching pairs in a list down the page.

Ask the student to read the words.



Store the phonics book.



Fun with print

French toast

Materials:

- activity sheet – *French toast*
- 1 egg
- butter
- slice of bread
- small frypan
- small bowl
- egg slice
- fork
- 2 plates
- camera.

Please work in the kitchen.

(If the student does not like/eat eggs, modify the discussion accordingly.)

Say

We are going to cook an egg a different way today. What do we do before we begin cooking? **Wash our hands.**

Let's do that before we begin.

Let's look at the recipe and find out how we are going to cook this egg.

Ask the student to sound and read the title.

Say

What blends and digraphs do you see in the title? **Answers will vary, eg fr, ch, oa, st.**

Look at the sheet. Is this a story? **no**

What is it? **a recipe, procedure**

What do we use a procedure for? **to tell us how to do something**

This procedure is telling us how to use an egg to make French toast.

Look at the heading *Ingredients*.

Read the ingredients we need and I'll get them from the fridge and pantry.

Place the ingredients on the bench as the student reads them out.

Say

Look at the heading *Utensils*.

Read the utensils list and I'll get them from the cupboard.

Place the utensils on the bench as the student reads them out.



Read the method together, encouraging the student to read independently where possible.

Explain any unknown words.

Help the student follow the method to make the French toast.



Please take photos of the student as he/she completes the steps he/she can safely perform, eg crack the egg, beat the egg, dip the bread into the egg.

Ask the student to look at the cracked egg in the bowl.

Ask the student to watch and describe what happens to the egg as he/she beats it.

Answers will vary.

Ask the student to watch and describe what happens to the egg as it cooks.

Answers will vary.



Please take a photo of the finished French toast.

Ask the student to cut across the toast and describe what it looks like. **Answers will vary.**

Ask the student to eat the toast (if appropriate) and describe the taste and texture.

Answers will vary.

Say

Now we have finished cooking and eating, what do we need to do? **tidy up**

Work together to tidy the area.

Ask the student to return to the work table and read and follow the final instruction on the page.



Store the photos in the Set folder.

Store, display or discard the recipe sheet.

What I think about French toast

Materials:

- activity sheet – What I think about French toast.

Place the activity sheet on the table.

Say

Think about the French toast you made and ate. This activity sheet is to record what you felt, tasted and did when you were cooking.

Read the title. **What I think about French toast.**

This sheet is very similar to the one you completed about the poached egg. I want you to read and complete it yourself. Ask me if you are not sure what to do.



The student works independently to complete the sheet., using have a go spelling.
Help when requested.

Say

Which did you prefer, the the poached egg or the French toast? **Answers will vary.**

Why? **Answers will vary.**



Store or scan and save the activity sheet.

Store the photos for another activity.

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

Activity sheets (please print)	Check
<ul style="list-style-type: none">Ben's story	
<ul style="list-style-type: none">Long /ee/	
<ul style="list-style-type: none">Reflection Days 6 – 10	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 10	
<ul style="list-style-type: none">Who owns these eggs? (student made book from Day 7)	
<ul style="list-style-type: none">dotted thirds lined paper	
Other resources	
<ul style="list-style-type: none">blank sheet of A4 paper	
<ul style="list-style-type: none">video camera	
<ul style="list-style-type: none">1 raw egg in a cup or similar	
<ul style="list-style-type: none">recycled materials, eg cotton wool, feathers, shredded paper, string, material, small twigs, leaves	
<ul style="list-style-type: none">strong tape	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">camera	



In short

Using eggs

Materials:

- blank sheet of A4 paper.

Ask the student to print the title 'Using eggs' in the centre of the page.

Ask the student to draw a circle around the title.

Say

Think about eggs. What can you tell me? **Answers will vary, eg cook, boil, fry, eat, decorate, Easter, chocolate, egg hunt, baby animals hatch from them, nests.**

How do we use eggs? **Answers will vary, eg cook, boil, fry, eat, decorate, Easter, chocolate, egg hunt.**

Tell me the ways we cook eggs. **Answers will vary, eg boil, scramble, fry, omelette.**

On the page, print a list of the ways we cook eggs.

The student works independently, using sounding to spell unknown words.

Say

We use eggs to cook other things. We use them in pancakes. What can you think of that we use eggs in? **Answers will vary, eg cakes, quiche, egg and bacon pie, biscuits, custard.**

Make another list on the page with these ideas.

The student works independently, using sounding to spell unknown words.

Say

What else do we do with eggs? **Answers will vary, eg egg hunt, chocolate eggs, Easter, decorate them.**

Make another list on the page with these ideas.



Store or scan and save the sheet.

Exploring words

Ben's story

Materials:

- activity sheet – *Ben's story*.

Place the activity sheet on the table.



Say

It's time to see how well you have learned your spelling words. You can do this by printing the missing words into Ben's story. Let's read the story first. Clap when you come to a missing word.

Encourage the student to read independently. Give help when required.

Say

Now I'll read the story and say the missing word. You print the word when I say it.

Ben put. Print 'put' on the line.

Ben put his hand into the nest. Print 'nest' on the line.

What a surprise! Print 'surprise' on the line.

His hen had laid a fresh egg. Print 'fresh and egg' on the two lines.

Ben knew the egg. Print 'egg' on the line.

Ben knew the egg might hatch. Print 'hatch' on the line.

Read the sentence with me. **Ben knew the egg might hatch into a**
Chicken. Print 'chicken' on the line.

His mum said. print 'said' on the line.

Read the sentence with me. **His mum said it would take about 21 days.**

Ben gave his hen food and water every. Print 'every' on the line.

Read the sentence with me. **Ben gave his hen food and water every day.**

One day he. Print 'he' on the line.

Read the sentence with me. **One day he heard 'Cheep!'**

Read and follow the instruction below the story.



Mark the words with the student, placing a small tick above each correct letter.



Store or scan and save the activity sheet.

Long /ee/

Materials:

- activity sheet – *Long /ee/*
- video camera.

Place the activity sheet on the table.



Say

We have learnt five different ways to spell the long /ee/ sound. All the words on the activity sheet have a long /ee/ sound.

Complete each row by tracing the /ee/ sound and then printing it into each word.

I'm going to record you as you sound and say each word.



Please record the student as he/she introduces his/herself with a name, Set 3, Day 10.

Record the student as he/she sounds and says each word, eg she e she, h ee he.



Save the recording in the Set folder.

Display or discard the sheet.

Fun with print

I can read

Materials:

- student made book – *Who owns these eggs?* (from Day 7)
- video camera.

Place the book on the table.

Say

We'll begin by reading together. We want to read fluently and with expression. Reading fluently means reading without stopping, except at full stops. When you read fluently, listeners can understand the story.

Using expression makes the story more interesting. We try to make the questions sound like questions by the way we use our voice.

Point to the words and read the story with me.

Encourage the student to read fluently and with expression.

Say

Now you have practised, I'll record your reading. How will you introduce yourself and the story? **Answers will vary, eg Hello, this is X. I'm going to read you a book I made about eggs.**

Practise introducing yourself.

Look at the camera and smile as you introduce yourself. I'll video you.



Video the student introducing him/herself.

Position yourself so the pages of the book show in the video.



Say

As you read the book, lift the flaps. That will allow the audience to see what's under the flap.

Have a practise while I watch.



Video the student as she/he reads the book.



Store the video recording into the set folder.

Store the book to share with family and friends.

Safe nests

Materials:

- nil required.

Say

Have you ever been swooped by a magpie? **Answers will vary.**

Why do you think magpies swoop people or other animals? **Answers will vary, eg they are protecting their eggs/baby birds.**

The crocodile lays her eggs in long grass and stays guarding her eggs.

Where does a spider lay her eggs? **Answers will vary, eg in corners of fences, under fence tops, in corners of windows.**

What do you think might happen if the animals didn't hide or protect their eggs? **Answers will vary, eg other animals might eat their eggs, people might take the eggs.**

Cats are a problem when baby birds are learning to fly. Why do you think cats could be a problem? **Answers will vary, eg they might eat the babies, they could catch the babies.**

If all the eggs or baby animals got eaten or destroyed what might happen? **Answers will vary, eg there would be no babies, the animals might become extinct.**

It is important we look after animals and their eggs and leave safe places for them to build a nest.

Can you think of some places where animals could safely build their nests?
parks, bush, nature reserves



My nest

Materials:

- 1 raw egg in a cup or similar
- recycled materials, eg cotton wool, feathers, shredded paper, string, material, small twigs, leaves
- scissors
- strong tape
- glue
- camera.

Spread the materials on the table.

Say

You have been given this precious egg to look after. Perhaps it is the egg of an endangered animal, an animal at risk of becoming extinct.

This cup is not a very good place to keep the egg so you're going to make a safe nest.

Look at all the things you can use to make your nest. What do you notice about most of the materials? **Answers will vary, eg recycled, used before.**

Birds and animals make their nests from recycled materials and you will do the same.

Discuss with the student:

- What materials do you think you will use?
- Why?
- What shape do you think your nest should be?
- How big does the nest need to be?

Ask the student to make the nest for the egg.



Please take several photos of the student making his/her nest and a photo of the finished product.

Leave the nest on the table where the student can see it.

Say

I really like how (your choice).

Describe your nest to me. **Answers will vary.**

How will it protect the egg? **Answers will vary.**

Where could you hide the nest and egg so predators don't find them? **Answers will vary.**

Do you like the nest you have made? **Answers will vary.**

What is the best part of the nest? **Answers will vary.**



Save the photographs into the Set folder.

The nest will be used in the next activity.

How to build a nest

Materials:

- dotted thirds lined paper
- student built nest.

Place the lined paper on the table with the nest.

Help the student rule a ruler-width margin down the left side of the lined paper using a colour pencil.

Help the student locate the date and print it on the top line, in the margin, eg 24/2/2017

Ask the student to print his/her name at the top of the page, in the large section.

Print the title 'Set 3 Day 10 How to build a nest' below his/her name.

Say

Tell me the first thing you did when making the nest? **Answers will vary.**

What sentence could you print to explain the first part of your nest building? **Answers will vary.**

Remember to start your sentence with a capital. Print the sentence on the first line under your name.

What did you do next? **Answers will vary.**

Print the sentence on the next line.

Have you got a capital letter and a full stop? **Answers will vary.**

Print a sentence to explain what you did next, remembering to start with a capital letter.

Encourage the student to print more sentences to finish describing the building of the nest, using have a go spelling.

Say

Do you think your nest is a good nest for an endangered animal? **Answers will vary.**

Why? **Answers will vary.**

Print a sentence to explain why your nest is a good nest.

Check and make sure you have a capital letter to begin the sentence and a full stop at the end.

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



Store or scan and save the writing. Display or discard the nest.

Tutor

Reflection

Please complete the *Reflection* sheet. Write your observations and comments about how capably the student worked on the Days 6 – 10 activities.

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



Store the Reflection for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



Store the checklist for return with the set.