

English
Year 1
SET 6
Activity book

ENGLISH

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

Machines



SET 6 Activity book

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Please glue onto card and cut out on the dashed lines.

wh

ch

ck

sh

gl

sl

pl

cl

wl

fl

th

ai



Moving machines

Chug, chug, bing, bam, boom!

Zoom, zoom, zip, zap, bang!

Washing machines go swish, swish, swish.

Scissors go snip, snip, snip!



Escalators go down, up, down.

Cars go rush, rush, beep, beep!

Wheels on trucks go rumble, rumble, rumble.

Trains go click, clack, click!

Helicopters go whoosh, whoosh, whirr!

Bulldozers go push, pull, grumble.



Fridges go _____



Trucks go _____

Spelling words



Trace the words. Write the words on the lines.

when

which

why

where

what

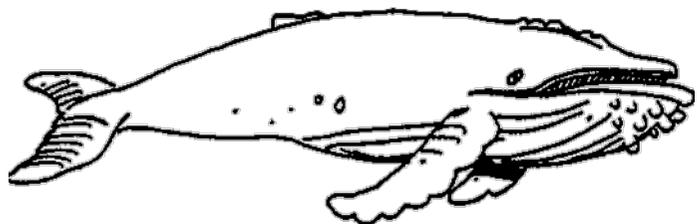
who

? ? ?

The answer!



When the wheels went on the table



When the wheels went

under the water

Whacky wheels



Starting at the star, trace the letters and the word.

Wh wh wheels 

Read the short story. Circle all the 'wh' digraphs with a colour pencil.

The wobbly wheels were whacky.
Wherever they rolled, they whined
whee! whee!



Down to the wharf, the wobbly wheels
rolled.



Stop!

But the wobbly wheels rolled over the
edge. They fell into a whirlpool below.

Did the wobbly wheels keep rolling and
whining under the sea?

Ask Whisk the white whale.



Add an ending



Base word	+ ed	+ ing
wheel	wheeled	wheeling
roll		
push		
load		
rush		

Print a sentence using one of the new words you made.

Cogwheels



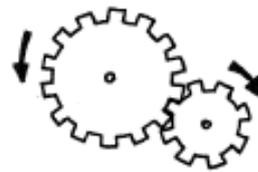
Cogwheels or cogs are a special kind of wheel that go around but don't move along.



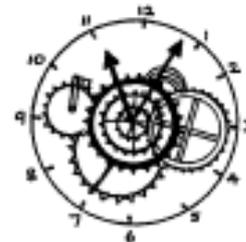
Cogwheels have teeth!



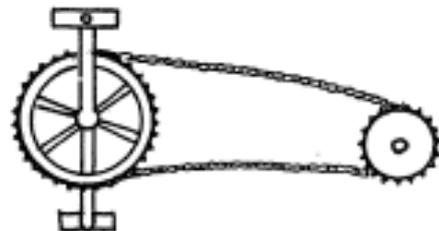
The teeth on cogwheels are connected and they make each other turn.



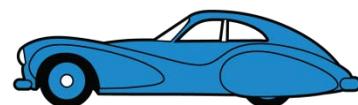
Cogwheels help machines work. You will find cogwheels in old clocks and watches.



Some cogwheels are connected by a chain. You can see this type of cogwheels on a bicycle. The cogwheels help to drive the wheels on the bike.



Gears in vehicles have cogwheels. The cog that does the driving is called the **gear**. The cog that is driven is called the **pinion**.



Making cogwheels 1

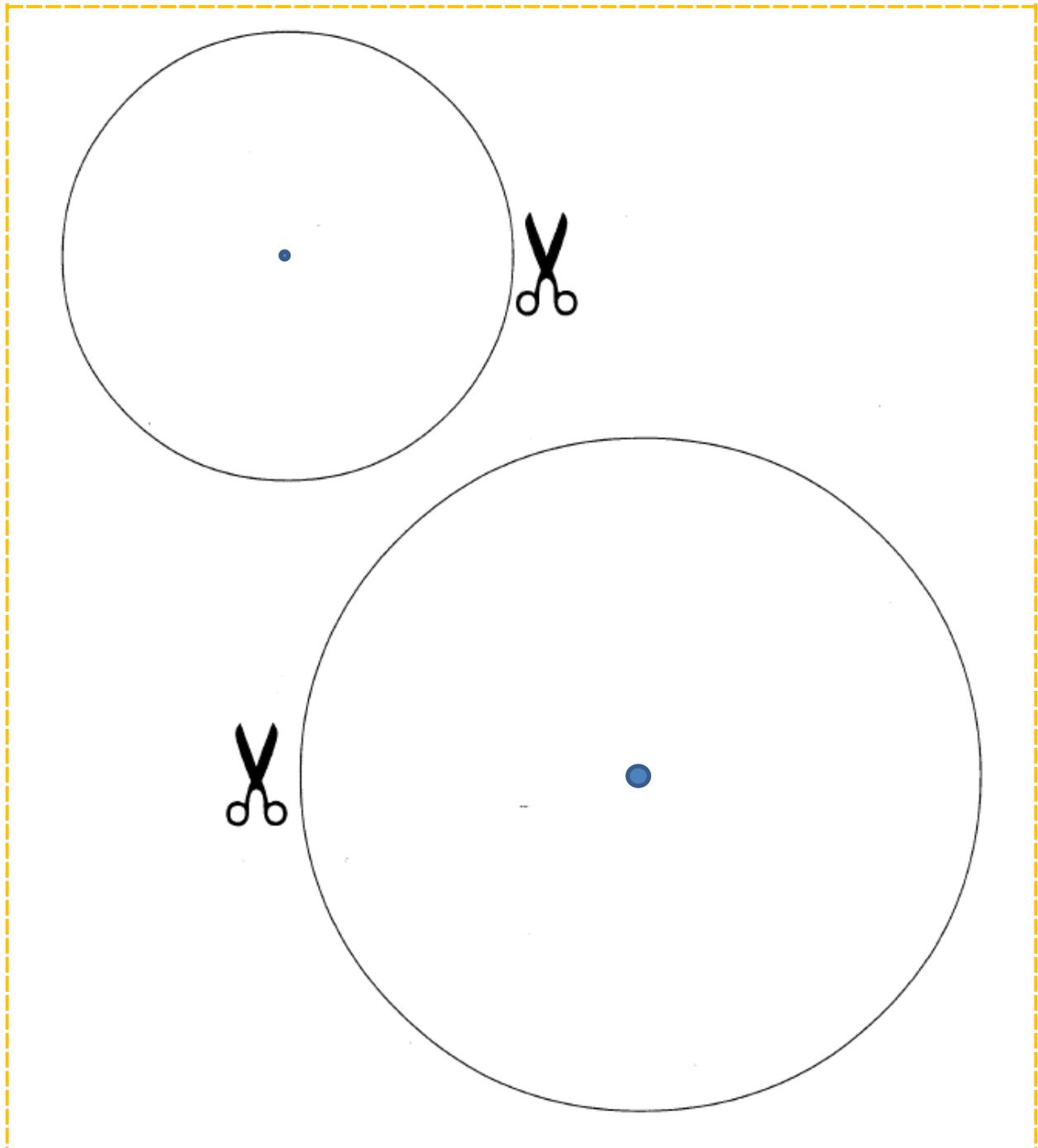


Cut out the rectangle on the dashed lines.

Glue it to strong card and dry.

Cut out the circles.

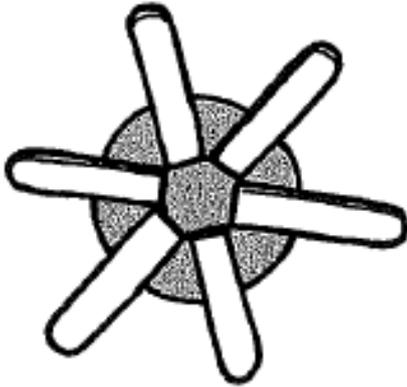
Use a sharp pencil or similar to make a small hole through the dot in the centre of each circle.



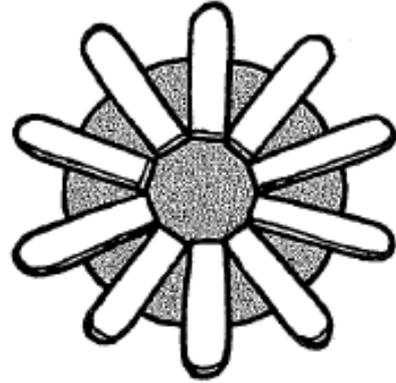
Making cogwheels 2



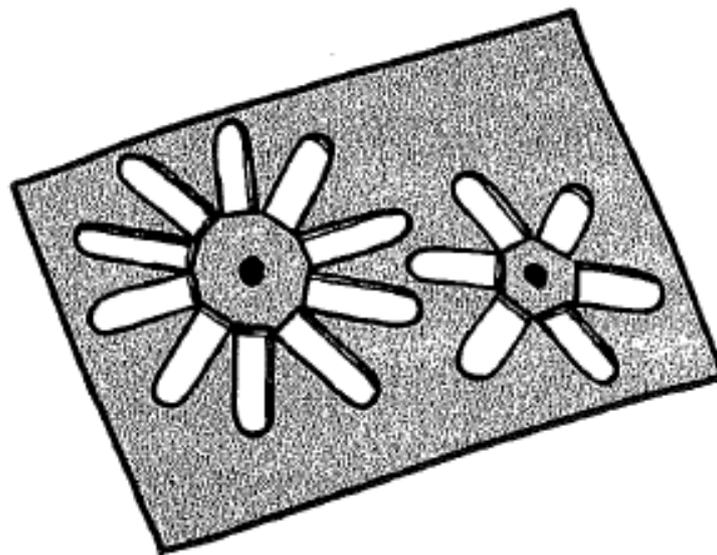
Follow these steps to make your cogwheels.



Glue six popstick halves evenly around the small circle.



Glue ten popstick halves evenly around the big circle.



Push the split pin through the hole at the centre of each cogwheel. Position the cogwheels on the A4 card, as shown in the picture above. The pop sticks will touch each other when the two cogs are moved. Attach the two cog wheels to the card using the split pins. Leave to dry.

Making the news



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

Pleasing blends



Trace the blends.

gl

sl

pl

Read Glug's story. Circle all the blends.

Glug put on his gloves and boots.



"I want a simple machine to glide over the snow, please," said Glug.

"You mean a sled?" asked the ranger.

The ranger gave Glug a sled. Away down the slope went Glug on the sled.

Faster and faster!

His plan was to slide down the slope to the town below. The sled ran into slushy snow and slowed.

The sled stopped!

Oh, please! grumbled Glug.

He left the plastic sled in the slushy place and walked to town.



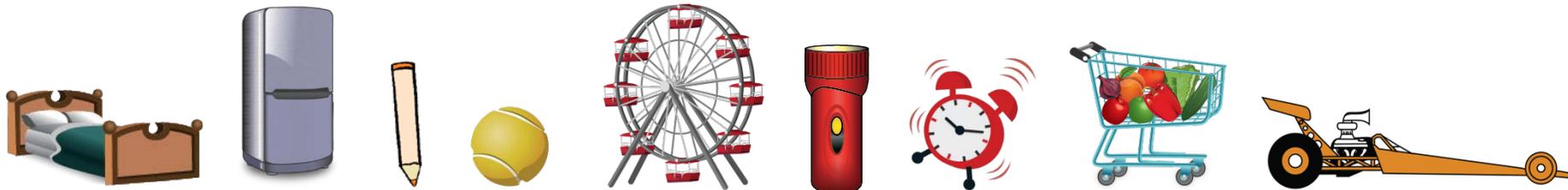
Machines in the home



I know something is a machine when:

- it moves or has at least one moving part
- it makes another object move
-

Circle the pictures of machines.



Draw something else that is a machine.

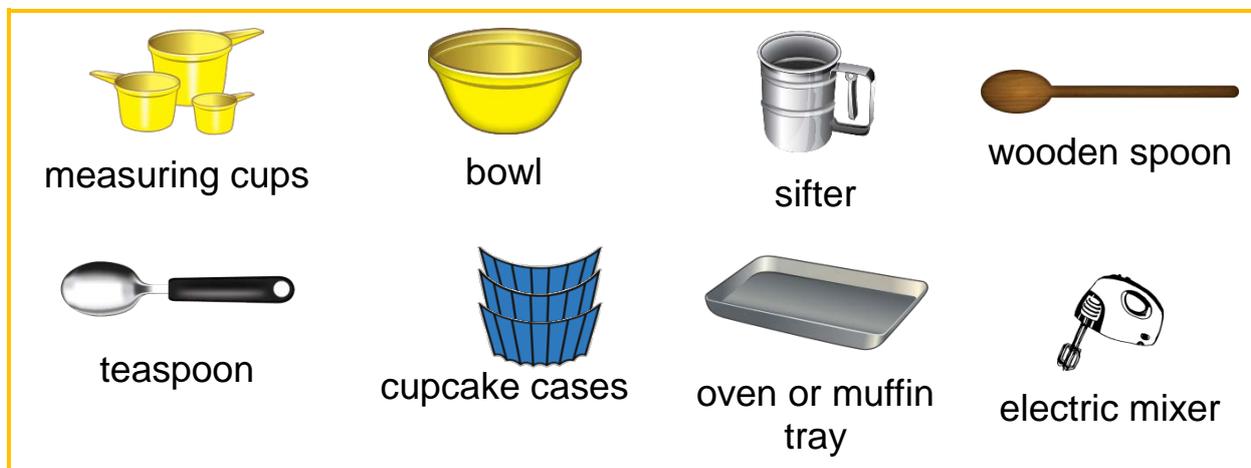
Draw something else that is not a machine.

Machines in the kitchen 1



Chocolate cupcakes

Utensils



Ingredients





Method:

1. Preheat oven to 180 C (160C fan-forced).
2. Line muffin or oven tray with paper cases.
3. Measure the butter, sugar and vanilla essence into the bowl.
4. Cream the mixture until fluffy and light coloured.
5. Add the eggs one at a time and beat lightly to mix.
6. Measure the flour, cocoa and bicarb soda.
7. Sift the flour, cocoa and bicarb soda into the bowl.
8. Measure the milk and add it to the bowl.
9. Beat the mixture until the ingredients are combined.
10. Spoon the mixture into the paper cases, filling to about 1/3 full.
11. Place the tray into the oven.
12. Set the timer for 15 minutes.
13. Check and if cakes are not cooked, cook for a few more minutes.
14. Remove cakes from the oven.
15. Place the cakes on a rack to cool.
16. Ice and decorate if you wish.



Wonderful wheels!



Push, push, push
My little scooter goes whoosh!
My feet go push, push, push.
Up and down, round and round.

Round, out wide
My roller blades quickly glide.
My feet go push, push, push.
Up and down, round and round.

Up, down, ding!
My bike bell goes ring, ring, ring.
My feet go push, push, push.
Up and down, round and round.

Wonderful wheels!
They don't go very fast,
But they take me quite far.
Wonderful wheels!



Word sleuth



*what where machine who
which why when wheels*

When you find a word, trace the word in the table above.

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



Working digraphs



Read the sentences. Circle all the digraphs

A clock uses special wheels called cogwheels.



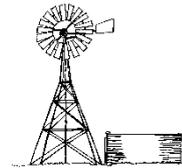
A bike links cogwheels with a chain.



A wheelbarrow has a front wheel. It is a machine.



Wind makes the wheel turn on a windmill.



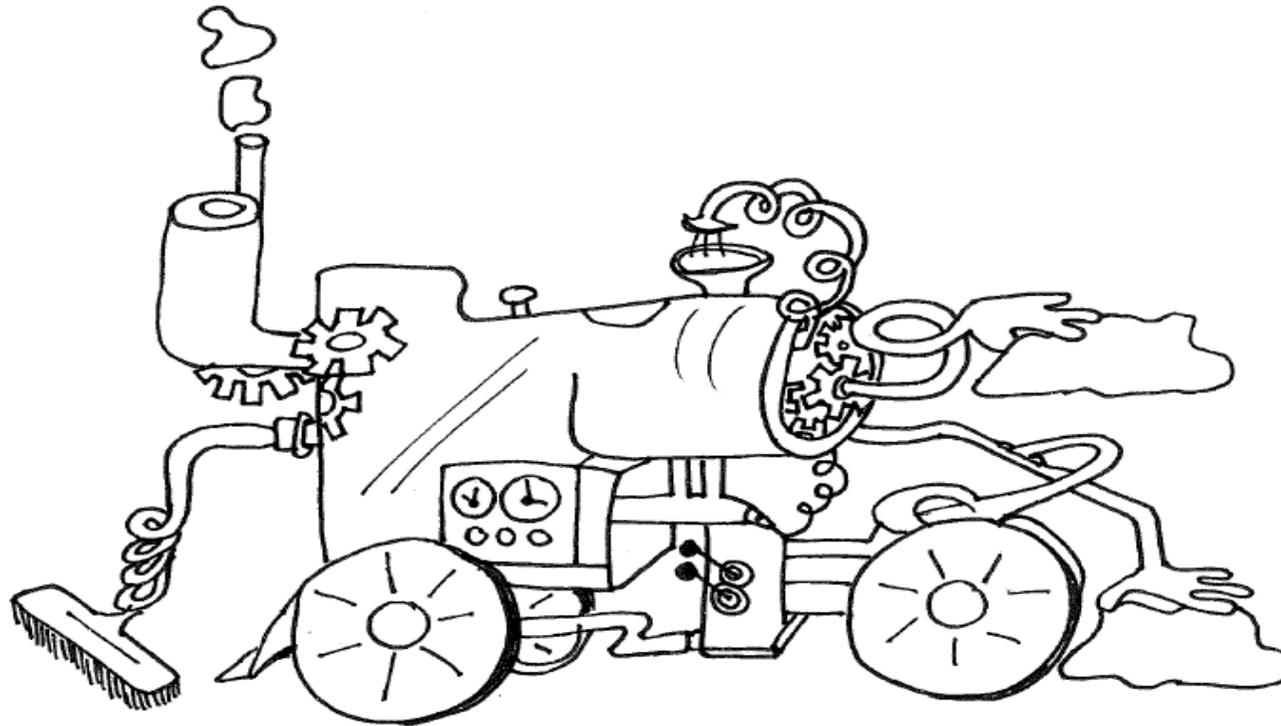
When you want to know if something is a machine, ask these three questions:

- does it make work easier?
- does it move or have a moving part?
- does it make something else move?

The wheel is probably the most important invention of all time.



Floyd's design



hose	dials	cloth	wheel	cogs
start button	water	switches	broom	

Floyd's invention



Trace the blends.

f

cl

bl

Floyd's invention

Floyd Flea didn't like cleaning his house. He wanted a cleaning machine. He found some black cloth, clips and blocks, cogs and wheels. Clever Floyd Flea worked all night to make a cleaning machine. Next morning, his machine was ready. He pushed the button. Clang, clack, flash! The black cloth blew off.

Trace and spell



what

where

when

which

why

who

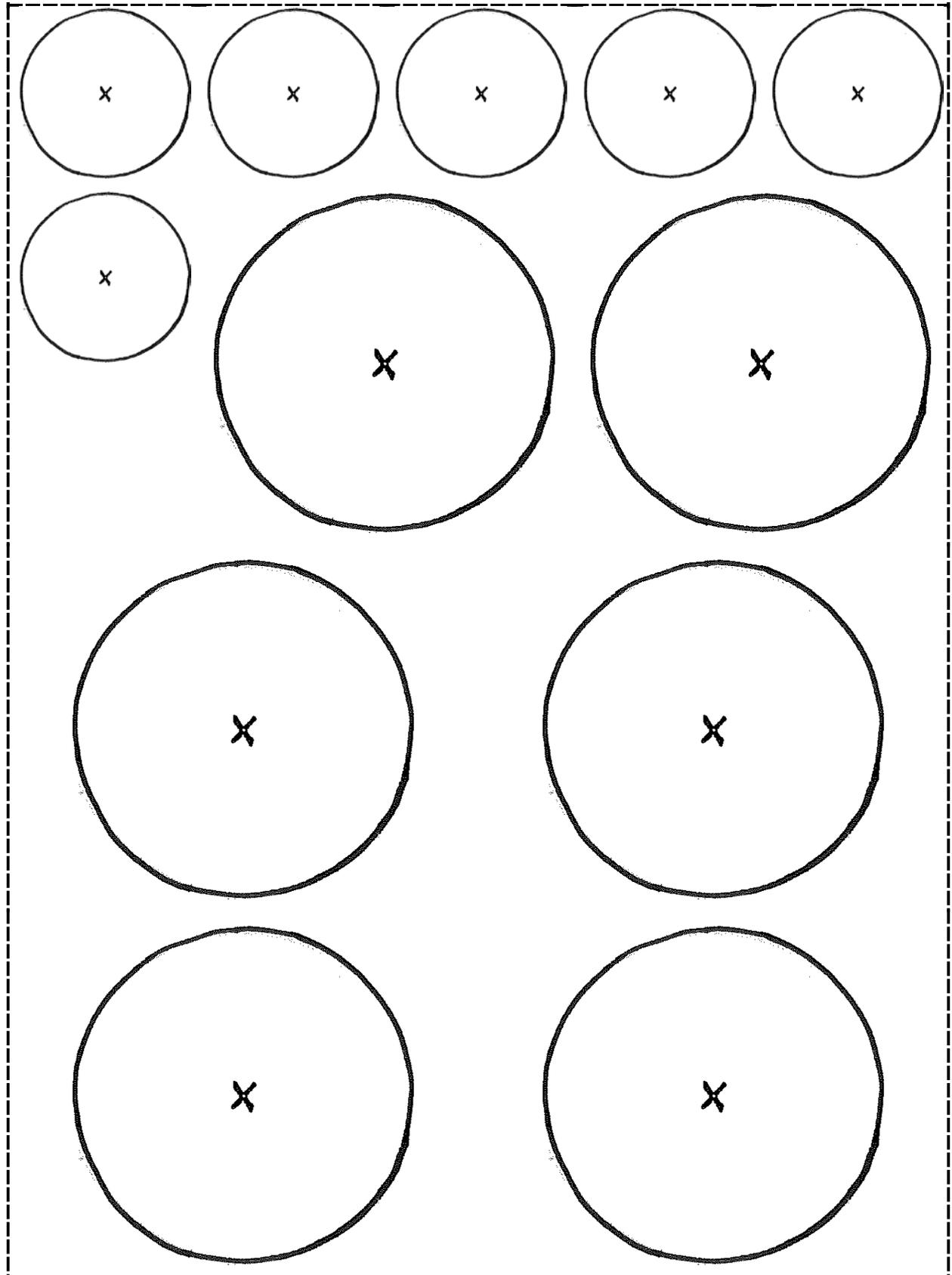
machine

wheels

Which wheels? 1



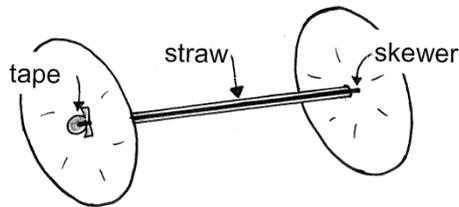
Cut out this rectangle. Glue it onto card and allow to dry.



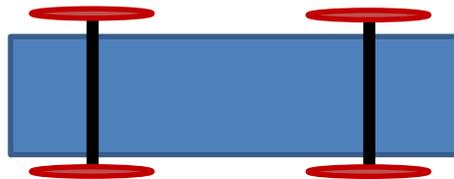
Which wheels? 2



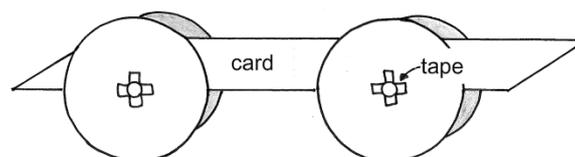
1. Thread each skewer through a straw.
2. Cut out all the wheels.
3. Use a sharp pencil or scissor point to poke a small hole through the centre of each wheel, where it is marked with a cross.
4. Select two small wheels and one axel.
5. Push each end of the skewer through the centre of a wheel.
6. Place a small piece of tape over each end of the skewer.



7. Repeat steps 5 and 6 using two more small wheels and an axle.
8. Place a card rectangle (car body) on the table.
9. Place the sets of wheels above the card, about 4 cm in from each end.



10. Tape the axels to the piece of card. Take care not to squash the straws or damage the wheels.
11. Turn the car over so the taped axels are underneath.



12. Follow the same instructions to make the other two cars. One car has four large wheels and one car has a pair of small wheels and a pair of large wheels.

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				

Alphabetical order



Print one vowel into each box.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

Print these words in alphabetical order.

<i>please</i>	<i>clap</i>	<i>flop</i>	<i>slip</i>
<i>machine</i>	<i>black</i>	<i>wheels</i>	<i>glide</i>

1.	2.
3.	4.
5.	6.
7.	8.

Print a sentence using some of the words.

I can spell!



Say and trace



Look and print



Cover and print



where

when

what

why

which

who

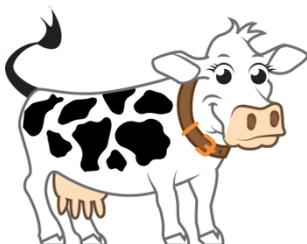
Machines for farming



A long time ago, all work on farms was done by people and animals. Animals pulled carts and ploughs. People walked behind, throwing out the seeds. When the crops were ripe, people harvested them, picking the fruit and vegetables or cutting down the grain by hand.

The windmill is one machine that has been used for hundreds of years. Windmills have big blades that catch the wind. The energy from the turning blades pulls water up from the ground. The water is pumped out to troughs in paddocks. The animals come to the troughs to drink.

Today machines do most of the slow, heavy work. Tractors push and pull heavy loads. Seeding machines plant the crops. Cherry pickers let people pick the fruit at the top of the tree. Combine harvesters cut the ripe crop and separate the grain we eat from the stalk. Cows are milked by machines.



News time

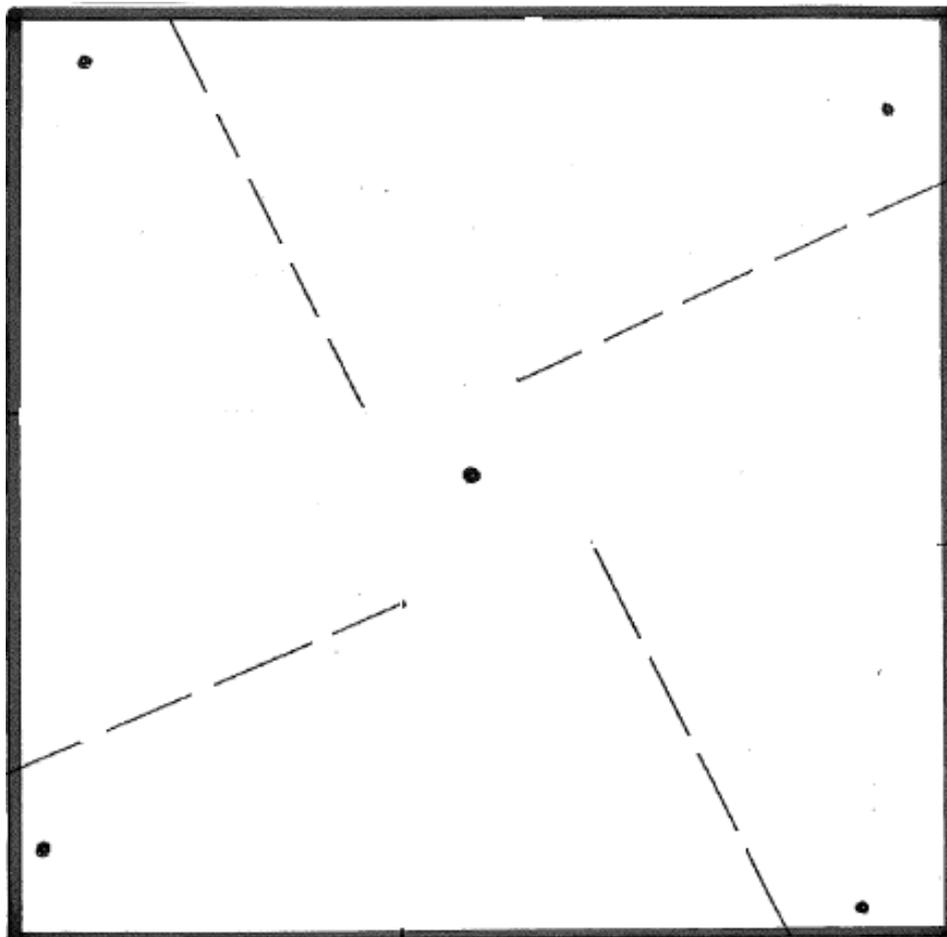


<i>Who?</i>	<i>Where?</i>	<i>When?</i>	<i>What?</i>	<i>Why?</i>

The pinwheel



1. Decorate the pinwheel template using bright colours.
2. Cut out the square pinwheel template along the bold lines.
3. Cut along the dashed lines from the outside edge towards the centre.
4. Make a small hole in each of the five dots on the template.
5. Fold each 'blade' into the centre hole, matching the holes in the 'blades' over the centre hole.
6. Push a split pin through each hole in each 'blade' so the 'blades' are threaded onto the pin.
7. Push the split pin through the hole in the centre of the pinwheel.
8. Make a hole through the straw, about 3 cm from one end.
9. Push the split pin through the hole in the straw.
10. Split the pin behind the straw.
11. Tape the split pin ends to the straw for safety.



Fire engines 1



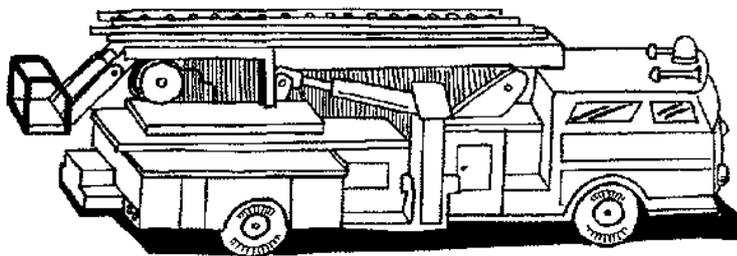
Fire engines are machines built to fight fires.

Modern fire engines carry water and hoses. They also carry tools such as axes, spades and hammers to help put out fires. On top of the truck, there is a very long ladder. The ladder can reach up to tall buildings or the tops of very tall trees. The firemen have a basket at the end of the ladder. They are able to stand in the basket and shoot water at the fire from above.

Fire men wear coats which protect against flames and heat. They wear breathing masks to protect them from smoke and poisonous gases.

Fire engines don't just fight fires. Firemen rescue people trapped in cars after accidents. They use a machine called 'the jaws of life' to cut open the vehicle and get the person out of the smashed car. When dangerous chemicals get spilt, fire engines clean it up.

Fire engines carry big lights so the firemen can see in thick, black smoke. Sirens and flashing lights warn people that fire engines are coming their way.



Fire engines 2

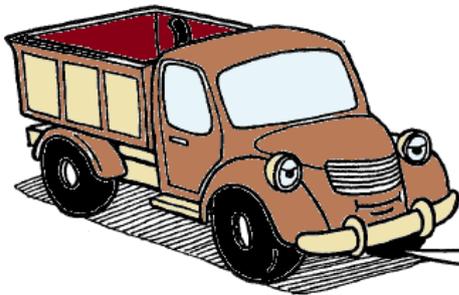


What does a fire engine do? A fire engine

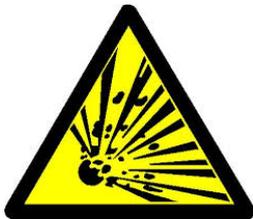
Why does a fire engine need a very long ladder? A fire engine
needs a long ladder

How do firemen protect themselves from fires? Firemen protect
themselves by

Signs



Trucks carrying dangerous things must display warning signs. Here are some. Can you guess what they mean?



The fire



A big fire was burning on a farm.

The farmer used his tractor to clear the track for the fire engine.

The siren wailed as the fire engine sped across the town.

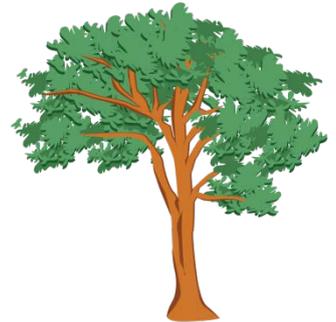
The fire engine stopped.

Out jumped the firemen.

Squirt! Squirt! Squirt!

The fire sizzled and went out.

Everyone cheered.



Weekend news



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

Which word?



who

what

when

why

where

which

_____ went with you

_____ was the circus



_____ did you go to the circus

_____ did you see

_____ did you like the clowns



_____ act did you like the best

Map fun



Perth

Indian Ocean

Adelaide

Sydney

Pacific Ocean

Nifty nouns



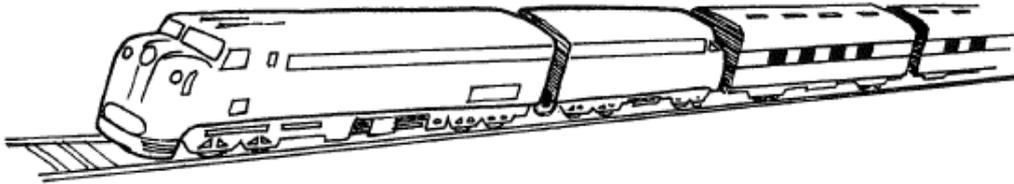
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Draw some pictures to show your favourite nouns.

The Indian Pacific



The Indian Pacific train travels one of the longest journeys in the world.



It travels 2352 Kilometres from coast to coast, from Perth to Sydney.



The train travels across the Nullabor Plain on the longest stretch of straight track in the world – 478 kilometres.



The journey takes two and a half days.



The train

The train was carting grain

Chug, chug, toot! toot!

The train crossed over the drain

Chug, chug, toot! toot!

The train went across the plain

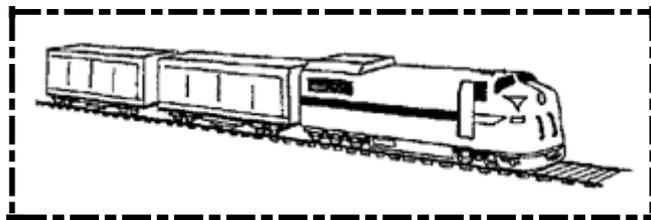
Chug, chug, clickety clack!

Then it started to rain

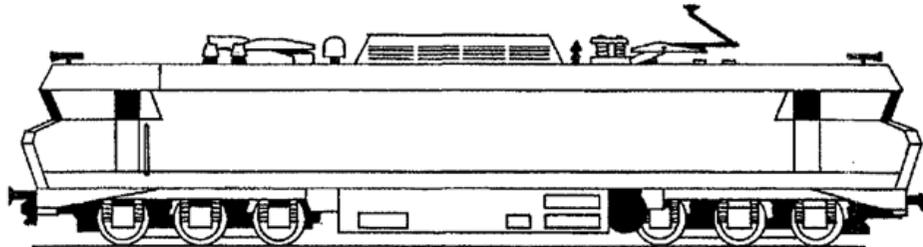
Drip drop! Drip drop!

And the big machine went

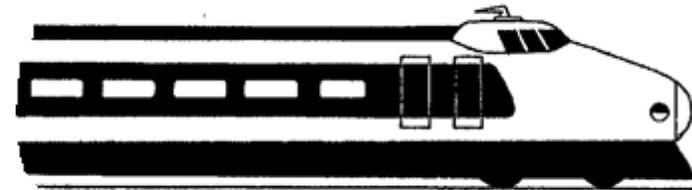
Chug, chug, toot! toot! clickety clack!



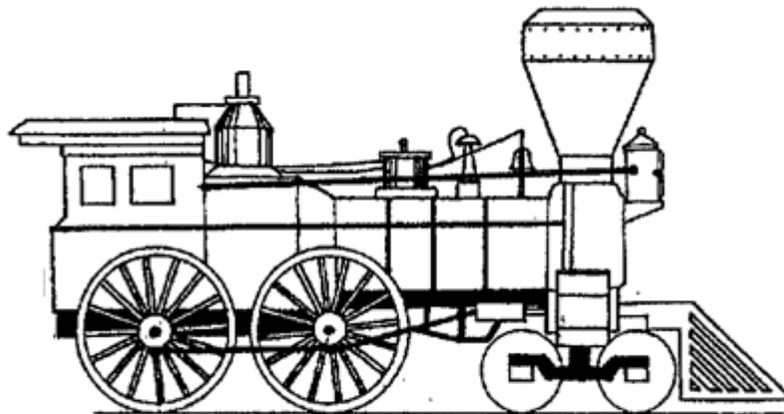
Train timeline



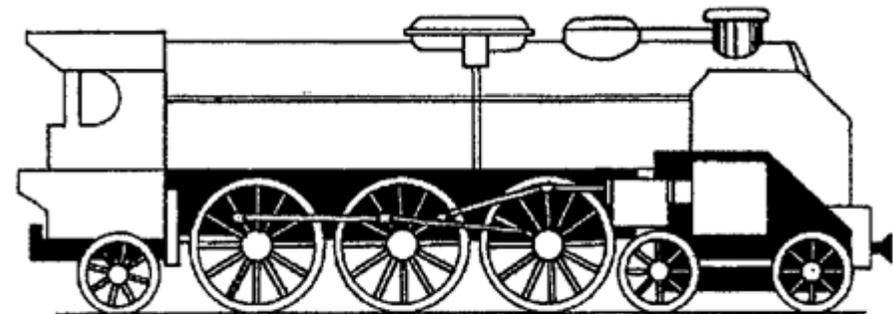
1970



1990



1860



1930

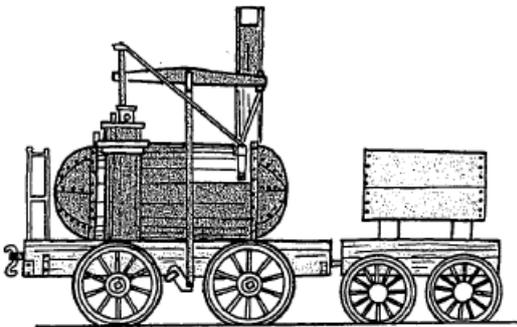
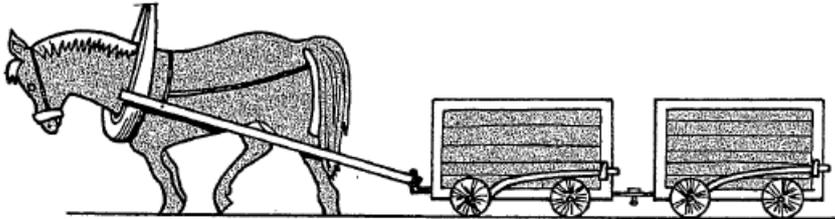
What is a train?



The first train was a human powered train that needed people to push or pull it along the track.

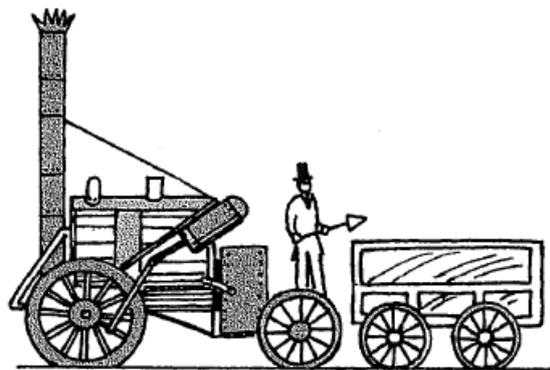


Mines had some of the first railways. They used horse power to haul the trucks along the tracks.



Some of the early steam engines had unusual names like 'Catch Me Who Can' and 'Puffing Billy'.

One of the most famous early steam engines was 'Rocket'. Its designer was Robert Stephenson and it was built in 1829, nearly 200 years ago.



Flying machines 1



A long time ago people wanted to make machines that could fly like birds. People made wings and fixed them to their arms. They jumped from high places and flapped their arms, but they could not fly.

The hot air balloon was the first people carrying flying machine. The first passengers were a sheep, a duck and a rooster. A hot air balloon has a basket hanging below the balloon. There is a burner in the basket. The burner heats the air in the balloon. This makes the balloon rise into the sky. When the pilot wants to land, he slowly lets the hot air out of the balloon. The balloon floats to the ground. The basket bumps along the ground a bit before coming to a stop.

A bird moves its wings to fly and has hollow bones so it are very light. Planes need to be very light for their size and have powerful engines to take off and fly. The wings and tail help the plane balance as it flies. The first engine powered plane was made and flown in America in 1903, more than 200 years ago.

Helicopters were invented about 80 years ago. The rotors or blades on top of the helicopter spin very fast. The rotors are like plane wings, helping the helicopter to lift off the ground and keep its balance. The helicopter has one or two large engines and it lands on skids. Helicopters are very useful emergency vehicles, helping the fire brigade, police and ambulance. They take injured people to hospital quickly, track robbers and help to put out bush fires by dropping water from above.

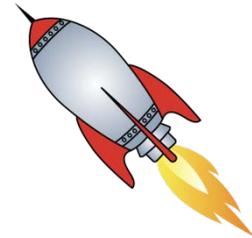
Draw and label a plane, hot air balloon or helicopter.

Flying machines 2



The oldest flying machine is

- a kite
- a helicopter
- a hot air balloon
- a rocket



The first passengers in the hot air balloon were

- a sheep, a dog and a rooster
- a cat, a duck and a rooster
- a sheep, a duck and a pig
- a sheep, a duck and a rooster



To be able to fly, planes need

- tail, wings, powerful engines and light for their size
- a tail, wings and powerful engines
- powerful engines and a tail
- to be light for their size, wings and a tail



Helicopters were invented

- 100 years ago
- about 80 years ago
- before hot air balloons
- 70 years ago



White Whale



who what when
why which where

Help White Whale find the track to his friend Shy Seahorse.

He can swim across the rows or down the columns on the spelling words.

		when	which	who
they	said	to	was	where
this	that	who	why	what
when	which	where	there	to
what	their	how	the	was
why	when	what	am	into
down	with	which	do	is
went	this	where	why	

Change it



Who?

When?

Where?

Why?

Which?

What?

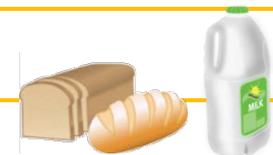
I went out to the shop.

I went with Mum.



We went after school.

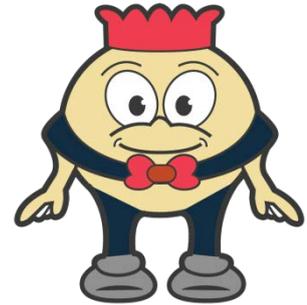
We bought milk and bread.



Humpty Dumpty



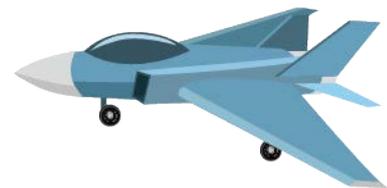
Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's horses
And all the king's men
Couldn't put Humpty together again!



Humpty Dumpty sat on a train
Humpty Dumpty had a great pain
All the train drivers
And the conductors too
Couldn't help Humpty and his pain just grew!

Humpty Dumpty rode in a truck
The truck began to rumble and buck
All the truck drivers
And all the workmen
Couldn't help Humpty out of the truck again!

Humpty Dumpty flew up in the air
Humpty Dumpty got a great scare
All the kind stewards
And the jet pilots too
Couldn't get Humpty to look at the view!



Concentration



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ENGLISH

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

Machines



SET 6 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
imitate sound patterns in poems				
read and spell list words				
recognise questions and use question marks				
Identify, read and write words with the /wh/ digraph				
identify blends and use blends to read and write				
read texts using emerging reading strategies				
label diagrams				
use materials and equipment to safely make models				
assemble and test models				
record results of tests				
understand that people design and create familiar products from a need				
share personal experiences through news telling				
contribute ideas and predict possible test results				

Identify vowels, change to create new words				
write words in alphabetical order				
write using emerging writing strategies.				
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
relate news clearly and confidently, use an introduction				
use a search engine to locate information about topics				
identify nouns in sentences				
change a statement to a question				
with help, identify key words				
use comprehension strategies to answer questions about a text				
recognise signs as a means of communication				
recognise that people make changes to meet needs				
Identify and use the /ai/ digraph				
explore an atlas				
understand capital cities as important cities				
locate capital cities of Australia and oceans on a map				
create a simple timeline to show development of trains				
present learning clearly using introductions				

order nouns into alphabetical order				
find key words to answer multiple choice comprehension				
assemble and test balloons				
make predictions, observe and justify results of tests				
use digraphs, blends and rime to spell and write words				
create a design and list materials				
safely use recycled materials to make a model from the drawn design				
compare the design to the model and note differences				
suggest possible improvements to the model				
write and spell correctly the spelling words				
make a script using learning reflections				
use an introduction and present a script about learning clearly and confidently.				
Other comments				

Set return checklist

Day	Items to return	Check
1	Explosion chart – student writing	
	Tell me about wheels – student writing	
	What I learnt – scan or photograph	
	The answer!	
2	Add an ending	
	Questions?	
	Pleasing blends	
	Making cogwheels – photograph	
	Cogwheel fun – student writing	
3	News time	
	Working digraphs	
	Machines in the home – scan or photograph	
	Machines in the kitchen – photographs	
4	Floyd's invention	
	Trace and spell	
	Which wheels? – photographs	
	The big test! – video recordings	
	The results – scan or photograph	
5	News time – video recording	
	Alphabetical order	
	Whacky wheels	
	I can spell	

5 cont'd	Farm machines – student writing	
	Pinwheel facts – student writing and photograph	
	Reflections sheet Days 1 – 5	
6	The fire	
	Which word?	
	Fire engines 2	
	Signs	
7	Nifty nouns	
	My train of the future – student writing	
8	Alphabetical nouns	
	Flying machines 2	
	Hot air balloons – video recordings	
	My observations – scan or photograph	
9	Digraph /ai/ – student writing	
	Change it	
	The design – student diagram	
	The list – student writing	
	A machine of the future – photographs	
	A machine of the future – video recording	
10	Humpty in rhyme	
	Word check – student spelling	
	My video news – video recording	
	Reflection sheet Days 6 – 10	

English
Year 1
SET 6
Lesson notes

ENGLISH

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

Machines



SET 6 Lesson notes

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Overview

Year 1 Set 6: Machines

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	





Early Childhood Digital Technologies

Content strands	
Knowledge and Understanding	
Processes and Production Skills	

Content Descriptions	
Knowledge and Understanding	
Digital Systems	
Digital systems (hardware and software) are used in everyday life and have specific features (ACTDIK001)	
Representation of Data	
Data can have patterns and can be represented as pictures, symbols and diagrams (ACTDIK002)	
Processes and Production Skills	
Collecting, Managing and Analysing Data	
Present data of any kind using a variety of digital tools (ACTDIP003)	
Digital Implementation	
Use data to solve similar tasks/problems (ACTDIP003)	
Share and publish information in a safe online environment, with known people (ACTDIP006)	
Creating Solutions by:	
Investigating and defining	
Explore design to meet needs or opportunities	
Designing	
Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps	
Producing and implementing	
Use components and given equipment to safely make solutions	



Evaluating	
Use simple criteria to evaluate the success of design processes and solutions	
Collaborating and managing	
Work collaboratively to safely create and share a procedure for a solution	



Early Childhood Media

Content strands	
Making	
Responding	

Content Descriptions	
Making	
Ideas	
Exploration and experimentation of images, sounds and text, considering how these communicate ideas and tell stories (ACAMAM054)	
Use of familiar signs and symbols, including logos and icons, used in different contexts (e.g. technology icons used on a variety of devices) (ACAMAM054)	
Skills	
Exploration and experimentation of the codes (elements) and conventions of media: <ul style="list-style-type: none"> • technical (capturing, selecting and arranging images) • audio (selecting and capturing sounds to create a mood or feeling; loudness and softness; music to create mood or feeling) • written (adding text) • to produce media work (ACAMAM055) 	
Production	
Production of media by the selection and editing of sound, text and images, into a sequence that communicates an idea to an audience (ACAMAM056)	
Responding	
Different media works that convey messages (advertisements on television, billboards, digital and print) (ACAMAR057)	
Personal responses, expressing ideas and feelings about the media works they view and produce (ACAMAR057)	



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
• Moving machines	
• Digraphs and blends (glued onto card and cut out)	
• Whacky wheels	
• Spelling words	
• The answer!	
Resources	
• Lesson notes – Day 1	
• dotted thirds lined paper	
Reading books	
• Wheels	
Other resources	
• large sheet of blank paper	
• magazines	
• scissors	



• glue	
• bowl of water with 3 to 4 cms of sand spread over the bottom of the bowl	
• small toy vehicle	
• clipboard and blank paper	

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

What are machines?

Materials:

- sheet of blank paper.

Say

What do you think a machine is? **Answers will vary.**

Tell me what you know about machines. **Answers will vary.**

What are some machines you know? **Answers will vary.**

In this set, we're going to look at machines, different sorts of machines and how some of them work.





Say You're going to make an explosion chart. You put the topic in the centre of the paper and all your ideas about the topic around it. .

Place the blank paper on the table.

Say Draw a circle in the centre of the paper.
Write the word 'Machines' into the circle. I'll help you sound the word.
Around the circle draw some machines you know.
Draw or print words about anything else you know about machines.
Draw lines from your pictures or words to the circle with the word 'machines'.

Go outside.

Ask the student to find as many machines as he/she can.

When the student finds a machine, ask:

- why is that a machine?
- does it move?
- how is it like the x you drew on the paper?
- what else can you tell me about the machine?

When the student has found a number of machines, return to the table.

Say What can you add to the explosion chart? **Answers will vary.**
Look at the explosion chart.
What do you think a machine is? **Answers will vary, eg something that moves, something with wheels, something that does work.**
Machines have been invented to make work easier.



Store or scan and save the explosion chart.

Moving machines

Materials:

- activity sheet – *Moving machines*.

Say (Point to the activity sheet.) This is a short rap or poem about some machines you know.
Do you know what a rap is? **Answers will vary.**

**Say**

A rap is a type of music. The words are said quickly over the top of a musical beat.

Point to the words and we'll read it together.

Read the rap again, trying to read more quickly.

Say

A rap has a rhythm or a beat. When we read the rap this time, clap your hands for all the noises the machines make. The clapping can be the beat.

Clap the first two sentences.

Clap swish, swish, swish for the washing machine.

Clap when you get to the noises the machines make.

How do the scissors go? **snip, snip, snip**

Scissors are simple machines.

How do scissors make work easier? **Scissors help us cut out or cut things.**

Point to the picture of the fridge.

Say

What is this a picture of? **a fridge**

What noise does a fridge make? **Answers will vary, eg hum, buzz, tick tick.**

On the line print the noise a fridge makes.

What is the next picture of? **a truck**

What noise does a big truck make? **rumble, rumble**

Print the noise a truck makes on the line under the picture.



Store the activity sheet for future use.

Exploring words

Whacky wheels

Materials:

- activity sheet – *Whacky wheels*
- /wh/ digraph card.

Say

Listen to these words, what, whistle, whale. What sound do they begin with?
/w/

Do you know how to spell that sound? **Answers will vary.**



Place the digraph card on the table.

Say

What is a digraph? **two letters together which make one sound**

This is the /wh/ digraph. Which two letters make the /wh/ sound? **/wh/**

Say the digraph. **/wh/**

Which letter is silent in the digraph? **/h/**

Trace the letters in the /wh/ digraph.

Tell me some words that begin with the /wh/ digraph. **Answers will vary.**

Place the activity sheet on the table.

Say

Point to the capital /w/.

When do we use a capital letter? **for someone's name or to begin a sentence**

Show me a lower case /w/.

Trace the two /wh/ digraphs using a colour pencil.

Read the word. **wheels**

Trace the digraph in colour and the other letters in printing pencil.

Read the instructions with me.

Read the story with me, pointing to each word as we read.

What do you think the whale might say? **Answers will vary.**

Ask the student to read the story independently.

Ask the student to circle any /wh/ digraphs he/she can find in the story.

Say

How many /wh/ digraphs did you circle? **15**

We're going to use the /wh/ digraph in our next activity.



Keep the activity sheet aside for later use.

Store the card.

Spelling words

Materials:

- activity sheet – *Spelling words*.

Place the activity sheet on the table.



Many of our questioning words begin with 'wh'. Can you tell me some?

Answers will vary.

Look at our spelling words for this week. What do you notice about the words?

all begin with the /wh/ digraph

Point to the first word and read it. **wh en when**

Use a colour pencil to trace the 'wh' digraph.

Trace the other letters using a printing pencil.

Say

Print the word 'when' into the second column. Say each letter as you print it.

Ask me a question using 'when'. **Answers will vary.**

Point to the second word and read it. **wh i ch which**

Use the same colour pencil to trace the 'wh' digraph.

Trace the other letters using a printing pencil.

Print the word 'which' into the second column. Say each letter as you print it.

Ask me a question using 'which'. **Answers will vary.**

Ask the student to complete the words 'why' and 'where' in the same way.

What is the next word? **Answers will vary.**

It is the word 'what'. Say it with me as I point to the letters. **wh a t what**

What is the difficult part of the word? **the /a/ says /o/**

Using a different colour pencil, trace the letter /a/.

Trace the digraph using the /wh/ colour pencil.

Trace the /t/ using printing pencil.

Print the word into the second column, saying the letters as you print them.

Ask me a question using 'what'. **Answers will vary.**

Say

Read the last word. **Answers will vary.**

It is 'who'. Say the word 'who'. **who**

What sound does it begin with? **/h/**

This time /wh/ says /h/ not /w/. Which letter is the silent letter? **/w/**

Say it with me as I point to the letters. **wh o who**

What letter makes the /oo/ sound? **/o/**

Trace the word /wh/ using a different colour pencil and trace the /o/ using a printing pencil.

Print the word into the second column, saying the letters as you print them.

Ask me a question using 'who'. **Answers will vary.**

**Say**

What can you see in the last row? **Answers will vary, eg question marks, punctuation marks, squiggles and dots.**

These punctuation marks are question marks. When would we use them?
when we ask a question

Usually we finish a sentence with a full stop but when we ask a question, we use a question mark instead. Trace the question marks, starting on the stars.

Draw some question marks on the line.

Ask the student to read all the words.



Store the Spelling words sheet for future use.

Fun with print

Tell me about wheels

Materials:

- reading book – *Wheels*
- clipboard
- blank sheet of A4 paper.

Place the book on the table.

Say

Point to the title and read it. **Wheels**

Thinking about the title and looking at the pictures on the cover, what do you think the book will be about? **Answers will vary, eg different sorts of wheels**

What sort of text do you think this book will be? **non-fiction, an information text**

Do you think all wheels are the same? **Answers will vary.**

This book talks about different sorts of wheels and what they're used for.

Open to page one. This is the contents page. It lists all the topics in the book.

Point to and read the first topic. **Introduction**

Point to and read the second topic. **Wheels and axles.**

Read the rest of the contents of the book. **Cogwheels pulleys.**

Turn to page 2 and let's read.

What sort of things do wheels help us do? **Answers will vary.**

**Say**

What if we didn't have wheels? What couldn't we do? **Answers will vary.**
Point to the words and we'll read the book together.

Read the book, allowing time for discussion and explanation of unknown words.

Read the book a second time maintaining fluency to help with understanding.

Give the student a clipboard or something to lean on and a blank sheet of paper.

Say

In the book there were lots of different types of wheels .We're going for a short walk to see how many different wheels you can find.

Draw or print your answers on the paper on the clipboard

Walk through the house looking at clocks, computers and kitchen gadgets until the student has recorded eight to ten objects with wheels.

Say

How many different wheels did you find altogether? **Answers will vary.**

Where did you see most of the wheels? **Answers will vary.**

What was the most unusual place you found wheels? **Answers will vary.**

Many machines have wheels.

A machine is anything that makes work easier.

Tell me about a machine you saw which you think would make a job much easier. **Answers will vary.**

Go for a walk outside noting vehicles, windmills and similar.

Ask the student to print or draw any kind of wheels he/she sees onto the paper on the clipboard.

Say

How many different wheels did you find altogether? **Answers will vary.**

Where did you see most of the wheels? **Answers will vary.**

What was the most unusual sort of wheel you saw? **Answers will vary.**



Store or scan and save the student writing.

What I learnt

Materials:

- dotted thirds lined paper
- book – *Wheels* (from previous activity).

Place the paper and the book 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 24/2/2017

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

Print the title 'Set 3 Day 1 What I learnt' below his/her name.

Say

What did you learn about wheels today? **Answers will vary.**

On the paper, print a sentence to tell what you learned about wheels. Remember to use a capital letter to begin the sentence.

Read the sentence.

Does it make sense? **Answers will vary.**

Let's look in the book and check the spelling.

What else did you learn? **Answers will vary.**

Print the second sentence remembering to start with a capital letter.

Read the second sentence.

Does it make sense? **Answers will vary.**

Are there any words you think we should check the spelling of? **Answers will vary.**

Draw a picture to match your writing.

Help the student edit his/her spelling using the book.



Scan or photograph and save a copy of the student writing into the Set folder.

Store the original writing for use on Day 10.

Store the book.

The answer!

Materials:

- activity sheet – *Whacky wheels*
- activity sheet – *The answer!*
- bowl of water with 3 to 4 cms of sand spread over the bottom of the bowl
- small toy car.

Place the *Whacky wheels* activity sheet on the table.

**Say**

Have you ever tried to ride a bike through sand or water? **Answers will vary.**

Is it easier to ride on the footpath or through sand? **Answers will vary.**

Point to the words and read about the whacky wheels again.

Do you think the wobbly wheels will keep whining and rolling under the sea?

Answers will vary.

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

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

You're going to find out what happens to the wheels when they fall into the sea.

Place the bowl of water and sand on the table with the toy car.

Say

Look at the wheels on your car. Are they a bit wobbly? **Answers will vary.**

Push the car along the table.

How did the car go? **Answers will vary, eg easily, fast, smoothly**

How do you think the wheels would roll on sand underwater? **Answers will vary.**

Do you think the wheels will stop rolling and whining under the sea? **Answers will vary.**

You're going to push the car through the sand under the water to find out what Whisk the white whale knows.

Put your car on the sand under the water. Push the car to the other side of the bowl.

How did the car go? **Answers will vary.**

What do you think Whisk the white whale's answer is about the whacky wheels under the water. **The wheels didn't keep rolling.**

Why not? **Answers will vary.**

The sand is rough and you had to push the car against the water. This made it harder for the wheels to roll than when the car was on the smooth table.

Put aside the bowl, water and car.

Place the activity sheet on the table.

Say

Look at the two sentences.

Take a colour pencil and trace over the digraphs.

How many times did you trace the /wh/ digraph? **4**

Read the beginning of first sentence. **When the wheels.....table**

**Say**

How could you finish the sentence? **Answers will vary, eg the car rolled easily.**

Trace over the words and finish the sentence.

What do you draw to show the end of a sentence? **a full stop**

Let's read the beginning of Whisk the white whale's answer. **When the wheels water**

How will you finish the sentence? **Answers will vary, eg the car was hard to push, the wheels didn't work, the car couldn't go.**

Finish writing the sentence remembering to put in a full stop.

Whisk's fins and tail are more useful in the water than wheels.

Draw a seascape around Whisk.



Store or scan and save *The answer!* activity sheet.

The activity sheet *Whacky wheels* will be used in other activities.

Tutor

Set return checklist

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



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



Day 2

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

Materials checklist

Activity sheets (please print)	Check
• Add an ending	
• Questions?	
• Pleasing blends	
• Cogwheels	
• Making cogwheels 1 (prepared as per instructions on activity sheet)	
• Making cogwheels 2	
• Making the news	
Resources (please print)	
• Lesson notes – Day 2	
• Moving machines (from Day 1)	
• Blend cards gl, sl, pl (from Day 1)	
• dotted thirds lined paper	
Reading books	
• Wheels	
Home resources	
• 3 plastic cups	
• A4 thick card	
• 2 x split pins	
• strong glue	



• scissors	
• camera	

In short

Moving machines

Materials:

- activity sheet – *Moving machines* (from Day1).

Place the rap on the table.

Say

Yesterday we read about some machines and the noises they make.
 Read the rap.
 Clap your hands for the machines.
 Can you click your fingers? **Answers will vary.**
 This time clap your hands for the machines.
 Click your fingers for the noises the machines make.
 For the first two sentences we click our fingers five times.
 For the washing machines it goes: clap, clap, clap, click, click, click.
 Scissors go, clap, clap, click, click, click.
 (Continue to the end.) That’s tricky. How did you go? **Answers will vary.**
 Let’s do it once more. We’ll stand up and move our bodies with the clap, click beat.



Store the activity sheet.

Exploring words

Add an ending

Materials:

- activity sheet – *Add an ending*.

Say

I can jump over the fence. I jumped over the fence.
 I can jump on the trampoline. I jumped on the trampoline.



**Say**

What changed in the second sentences? **there was no 'can' and jump changed to jumped**

I will crush the ant. I crushed the ant.

What word changed? **crush**

The words 'jump' and 'crush' are base words. That means we can add to the word to make another word. We can use /ed/ or /ing/.

I hop. I hopped. I am hopping. 'Hop' is the base word.

Add to the word 'look' using /ed/. **looked**

Add to the word 'look' using /ing/. **looking**

Add to the word 'cry'. **cried, crying**

You think of a word and add /ed/ and /ing/. **Answers will vary.**

Place the activity sheet on the table.

Say

What is a base word? **a word which is used to build other words**

What endings can we add to the base word? **ed, ing, s**

What is the base word in the first row? **wheel**

What endings can we add? **/ed/ and /ing/**

Read the first row of words. **wheel, wheeled, wheeling**

Trace the two endings for the base word 'wheel'.

Read the next base word. **roll**

What word will you print in the middle column? **rolled**

Print the word 'rolled'.

What word will you put into the last column? **rolling**

Print the word 'rolling' into the last column.

Read the next word and add the endings. **push, pushed, pushing**

Print 'pushed' into the middle column.

Print 'pushing' into the last column.

Read the next word and add the endings. **load, loaded, loading**

Print the base word and endings into the correct columns.

Read the last word and add the endings. **rush, rushed, rushing**

Print the base word and endings into the correct columns.



Store or scan and save the activity sheet.



Questions?

Materials:

- activity sheet – *Questions?*

Close your eyes and I'll draw something on your hand. (Draw a question mark on the student's hand.)

Now I'll draw it on your back. (Draw a question mark on the student's back, saying half a circle, straight line, full stop.)

Say What did I draw? **a question mark**

Draw one on my hand and describe it as you draw. **Answers will vary, eg starts like a half circle then has a small straight line. It has a full stop under it.**

Why do we use question marks? **to show a question is being asked**

Place the activity sheet on the table.

Read the words in the boxes.

What do you notice about the words in the boxes? **Answers will vary, eg they are the spelling words, they have question marks, they have /wh/.**

Read the first instruction with me. **Trace themarks.**

Trace the words using printing pencil and the question marks using coloured pencil.

Say each letter as you trace it.

We often begin a question with these words.

Read the next instruction. **Print a word.**

Say Ask me a question using the first word, 'why'. **Answers will vary.**

Beginning with a capital letter and the word 'why', print the question on the first line(s).

What do you need at the end to show it is a question? **a question mark**

Draw a question mark using a blue pencil.

The next word to use in a question is 'which'.

Ask me a question using 'which'. **Answers will vary.**

Beginning with a capital letter, print the question on the next line.

What do you need at the end to show it is a question? **a question mark**

Draw a question mark using a blue pencil.

Encourage the student to ask and print questions using the other words. Help with spelling if required.



Ask the student to read all the questions and underline the spelling words with a coloured pencil.



Store or scan and save the activity sheet.

Pleasing blends

Materials;

- Blend cards *gl, sl, pl*
- 3 plastic cups
- activity sheet – *Pleasing blends*.

Hold the cards in your hand. Place the cups on the table.

What do you know about blends? **Answers will vary, eg blends are two letters together where we hear both sounds, blends help us to read and spell.**

Today we have three new blends. I'll show you the cards and you say the blends.

(Show the 'gl' blend.) What is the blend? **gl**

Can you think of any words with the 'gl' blend? **Answers will vary, eg glass, glow, globe, glad.**

(Show the 'sl' blend.) What is the blend? **sl**

Can you think of any words with the 'sl' blend? **Answers will vary, eg slip, slide, slap.**

Say

(Show the 'pl' blend.) What is the blend? **pl**

Can you think of any words with the 'pl' blend? **Answers will vary, eg please, plan, play.**

I'm going to put the blend cards on the table and place a cup over each blend. Watch carefully so you know which blend is inside which cup. (Push the blend cards up into the cups so they move when the cups are slid across the table.)

Watch carefully as I move the cups around.

Which cup has the 'gl' blend? **Answers will vary.**

Pick up the cup and check. **Answers will vary.**

Were you right? **Answers will vary.**

Shuffle the cups again and ask the student to locate the 'sl' blend and then the 'pl' blend.

Shuffle the cups again.

**Say**

Point to a cup and tell me which blend you think is underneath. **Answers will vary.**

Lift the cup.

What's the blend? **Answers will vary.**

Did you guess the blend? **Answers will vary.**

Repeat four times.

Let the student have two turns at shuffling the cups so you can guess the blend.

Place the activity sheet on the table.

Say

Read the first instruction. **Trace the blends.**

Trace the blends, saying the letters as you trace.

Read the next instruction. **Read Glug's story.**

Point to the words and read the story with me.

What was the simple machine in the story? **a sled**

Do you think it would be easier to go down the snowy slope on a sled rather than walking all the way? **Answers will vary.**

Why did the sled stop? **It hit some slushy snow.**

The snow was partly melted so, like your car under water yesterday, the sled slowed down and stopped.

What was the sled made out of? **plastic**

What word tells you Glug wasn't happy when the sled stopped? **Grumbled**

Read the next instruction. **Circle all the blends.**

Read the story again and circle all the 'gl' blends with a red pencil.

How many did you circle? **7**

Circle all the 'sl' blends with a blue pencil.

How many did you circle? **12**

Circle all the 'pl' blends with a green pencil.

How many did you circle? **5**

The /gl/ blends: Glug, gloves, glide, Glug, Glug, Glug, Glug.

The /sl/ blends: sled, sled, slope, sled, slide, slope, sled, slushy, slowed, sled, sled, slushy.

The /pl/ blends: please, plan, please, plastic, place

The student may include /st/ in stopped and /gr/ in grumbled.



Store or scan and save the activity sheet.



Fun with print

Cogwheels

Materials:

- reading book – *Wheels*
- activity sheet – *Cogwheels*.

Place the book on the table.

Say

Tell me some different types of machines. **Answers will vary.**

What do you know about all machines? **All machines make work easier.**

Even simple machines like the sled in our story make work easier.

Turn to the contents page. Show me where it says ‘Cogwheels’.

On which page will you find information about cogwheels? **page 6**

Turn to page 6.

Point to the words and we’ll read about cogwheels.

Bicycles have cogwheels. The cogs are linked by the chain.

If the student has a bicycle, look at the cog wheel that the chain goes around.

Point out the teeth on the cog which catch the chain.

Place the *Cogwheels* activity sheet on the table.

Say

We’re going to find out a bit more about cogs. Point to the words and we’ll read together.

Read each sentence with the student and discuss the matching picture.

Say

Why are cogs a special kind of wheel? **They go round but don’t move along.**

Where do you find cogwheels? **in old clocks and watches and on bikes**

The gears in cars, trucks, bulldozers and other big machines have cogwheels.
The cogwheels help the machines work.



Store the reading book and activity sheet.



Making cogwheels

Materials:

- activity sheet – *Making cogwheels 1* (circles glued to card and cut out)
- activity sheet – *Making cogwheels 2*
- 8 pop sticks cut in half
- A4 sheet of thick card
- strong glue
- scissors
- 2 x split pins
- camera.

Place the activity sheet *Making cogwheels 2* and the cut out circles on the table with the other materials.

Discuss the pictures and read the instructions on the activity sheet.

Encourage the student to follow the steps and make the cogwheels as independently as possible. Give help where required.



Help the student take a photograph of the cogwheels.

Place the cogwheels at the top of the table to dry. The student will need to look at them during the next activity, while they are drying.



Save the photograph into the Set folder.

Cogwheel fun

Materials:

- dotted thirds lined paper
- cogwheels model (from previous activity).

Place the lined paper (portrait orientation) on the table.

Say

Fold the paper in half.

At the top of the paper, in the middle of the first line, put the title 'Cogwheels'.

Look at the cogwheels you've made. In the top half of the paper, draw a picture of your cogwheels.

If required, prompt the student with questions about the cogwheels so he/she includes all the parts.

**Say**

You want others to know what you used to make the cogwheels model. How can you do that on the diagram? **use labels**

What is a label? **a word or tag which shows something**

Rule a line next to the large cog.

Print 'pop stick' on the line.

Draw an arrow from the word to one of the pop sticks in your diagram.

What else do you need to show? **split pin**

Draw a line with the ruler and print 'split pin' on the line.

Draw an arrow from the word to one of the split pins.

Label the card circles in the same way.

Place the diagram to one side.

Place the cogwheels in front of the student.

Say

When you turn the large cog, what do you think will happen? **Answers will vary.**

Carefully turn the large cog.

What happened? **Answers will vary.**

Carefully turn the large cog again and look at the direction the cogs move.

Which way did the large cog turn? **Answers will vary, eg clockwise, anti-clockwise, to the left/right.**

Which way did the small cog turn? **The opposite way to the big cog.**

Carefully turn the large cog and watch the small cog. Stop when the small cog has completed a full turn.

Has the large cog completed a full turn? **no**

Why not? **Answers will vary, eg it is larger, has further to turn.**

Carefully turn the large cog and watch both cogs.

Which cog moves more quickly? **the little cog**

Cogs move parts in a machine.

Place the lined paper with the student's diagram on the table.

Say

Under the diagram you can print some sentences to tell what you learnt about cogwheels.

What is one thing you found out about the cogwheels? **Answers will vary.**

Print a sentence to explain that. Remember a capital letter to start and a full stop to finish.

Encourage the student to print independently. Give help with spelling if required.



Guide the student to print two more sentences in the same way.

Say

Did you enjoy making and testing the cogwheels? **Answers will vary.**

What could you print to explain how you felt about experimenting with cogwheels? **Answers will vary, eg it was fun, it was interesting.**

Begin with a capital letter and write the sentence.



Scan or photograph and save a copy of the student writing into the Set folder.

Store the original writing for use on Day 10.

Encourage the student to show the cogwheels to others and tell them how they were made and how they work.

Making the news

Materials:

- activity sheet – *Making the news*.

Place the activity sheet on the table.

Say

Tell me what you know about this news plan. **Answers will vary, eg I can draw pictures in each space, the words have question marks.**

Read the words going across the row.

What can you tell me about these words? **Answers will vary, eg they are all words used to ask questions, they have question marks after them**

The words will begin questions about making the cogwheels.

Who made the cogwheels? **I did.**

In the column under the word 'who' draw a picture of yourself.

Read the next word. **where**

Where did you make the cogwheel? **Answers will vary.**

Draw a picture to show where you made the cogwheels in the column under the word.

Read the next word. **when**

When did you make the wheels? **today, Tuesday**

You can't really draw a picture to show Tuesday so write the word in the column under the word 'when'. I'll help you sound the word.

The next word is ...? **what**

What did you make? **cogwheels**

Draw a picture of the cogwheels.



Say

Why/how? What will you draw to show how or why you made the cogwheels?

Answers will vary.

You could draw a picture to show yourself making the cogwheels to show how'.

Tomorrow you're going to use this worksheet and pictures to tell news about making the cogwheels



Store the activity sheet for Day 3.

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">Wonderful wheels!	
<ul style="list-style-type: none">Working digraphs	
<ul style="list-style-type: none">Word sleuth	
<ul style="list-style-type: none">Machines in the home	
<ul style="list-style-type: none">Machines in the kitchen 1 and 2	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 3	
<ul style="list-style-type: none">Making the news – (from Day 2)	
<ul style="list-style-type: none">digraph cards wh, sh, ch, ck, th (from Day 1)	
<ul style="list-style-type: none">dotted thirds lined paper	
Reading books	
<ul style="list-style-type: none">Machines in the home	
Home resources	
<ul style="list-style-type: none">½ cup butter	
<ul style="list-style-type: none">2/3 cup of caster sugar	
<ul style="list-style-type: none">1 tsp vanilla essence	
<ul style="list-style-type: none">2 eggs	
<ul style="list-style-type: none">1 cup SR flour	
<ul style="list-style-type: none">1/3 cup cocoa	
<ul style="list-style-type: none">½ tsp carbonate soda	



• ½ cup milk	
• paper cupcake cases	
• muffin or biscuit tray	
• sifter	
• wooden spoon	
• electric mixer	

In short

Wonderful wheels

Materials:

- activity sheet – *Wonderful wheels*.

Say

Wheels are everywhere in and around the home.

What do you have with wheels? **Answers will vary.**

How do the wheels help you? **I can get around faster, go further and it is easier than walking.**

Are scooters, skateboards or roller blades machines? **Answers will vary.**

They are all simple machines.

What makes these things machines? **They move or move you and they make getting around easier. They all have wheels.**

Imagine a world without wheels. What are some of the things you wouldn't be able to do? **Answers will vary.**

Read the title of the poem. **Wonderful wheels**

Let's read the poem.

Read the poem again. As you read each verse, draw a picture next to the verse to show yourself on the wheels described.

Next to the last verse, draw yourself on the quad bike.

Do you think your illustrations have added something to the poem? **Answers will vary.**

How? **Answers will vary.**

Do your pictures match the text? **Answers will vary.**



Store the poem.



News time

Materials:

- activity sheet – *Making the news* (from Day 2).

Place the activity sheet on the table.

Say

Today, for news, you're going to talk about making cogwheels.

How will you introduce yourself and the topic of your news? **Answers will vary, eg Hi, this is X. Today I'm going to tell you about the cogwheels I made yesterday.**

Put the sheet where you can see it.

Talk about making cogwheels.

Point to each picture and tell your news.

Encourage the student to speak clearly and confidently.

Ensure the student uses all pictures in the retell.



Store or scan and save the activity sheet.

Exploring words

Digraph revision

Materials:

- *Digraph cards wh, sh, ch, ck, th.*

Hold the cards in your hand.

Show all the cards twice.

Say

What is a digraph? **two letters together that make one sound**

I'm going to show you a digraph card. Say the sound.

On the second showing, lay the cards face up on the table.

Say

I'll say words containing the digraphs. When I say a word, listen for the digraph then point to the card which shows the digraph.

For example, I say 'church'. You would point to the /ch/ card.

whale **wh**

this **th**

**Say**black **ck**white **wh**shops **sh**the **th**pick **ck**shell **sh**what **wh**them **th**push **sh**Where is the /sh/ sound in the word 'push'? **at the end**stuck **ck**cushion **sh**Where is the /sh/ sound in the word 'cushion'? **in the middle**

Keep the cards for a later activity.

Tricky /ch/

Materials:

- book – *Machines in the Home*.

SayRead the title of the book with me. **Machines in the Home.**What is the digraph in the first word? **/ch/**

The word is 'machines'.

Say the word 'machine'. **ma..sheen.**What sound does the /ch/ digraph make in the word 'ma..shh..een'? **/sh/**

The word 'machine' has a /ch/ digraph but it makes the /sh/ sound. Sometimes a letter or digraph can have the same spelling but make different sounds. We have /ch/ as in 'chicken' or /ch/, with the /sh/ sound as in 'machine'.

The /ch/ digraph can be tricky.



Store book for later use.



Working digraphs

Materials:

- Digraph cards *wh, sh, ch, ck, th* (from Digraph revision)
- activity sheet – *Working digraphs*.

Place the cards on the table face up with the activity sheet.

Say

The sheet has information about machines. Point to the words and read the text with me.

What is probably the most important invention of all time? **wheels**

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

Wheels are used in most machines.

Read the sentences about the wheelbarrow. **A wheelbarrow has a front wheel. It is a machine.**

With a red pencil, circle the digraph in the word 'machine'.

What is the digraph? **/ch/**

What sound does it make in the word 'machine'? **/sh/**

Point to another word 'machine' in the text.

With a red pencil, circle the digraph in the word 'machine'.

Look at the cards. They are all digraphs you've learned.

Let's take turns to point to each card, say the digraph and a word which contains the digraph.

(Point to the 'ck' card.) **/ck/, lucky.**

Continue until all the digraphs have been used.

Say

Read the first sentence. **A clock cogwheels.**

Take a green pencil and circle the digraphs in the sentence.

What digraphs did you circle? **/ck/ in 'clock', /wh/ in 'wheels and cogwheels**

Read the second sentence. **A bike chain.**

Take a green pencil and circle the digraphs in the sentence.

What did you circle? **/wh/ in 'cogwheels', /th/ in 'with' and /ch/ in 'chain'**

Read the wheelbarrow sentences. **A wheelbarrow machine.**

You have already circled the /ch/ digraph in 'machine'. What other digraphs will you circle? **/wh/ in wheelbarrow and wheel**

You can finish circling all the digraphs in the text.



A **clock** uses special **wheels** called cog**wheels**.

A bike links cog**wheels** with a **chain**.

A **wheelbarrow** has a front **wheel**. It is a **machine**.

Wind makes **the wheel** turn on a windmill.

When you want to know if something is a **machine**, ask **these three** questions:

- does it make work easier?
- does it move or have a moving part?
- does it make something else move?

The wheel is probably **the** most important invention of all time.

Say

Including the /ch/ digraphs in the word 'machines', how many digraphs did you circle altogether? **19**



Store or scan and save the activity sheet.

Store the cards.

Word sleuth

Materials:

- activity sheet – *Word sleuth*
- colour pencils.

Place the activity sheet on the table.

Say

Read the words in the boxes at the top of the page. **who, why...wheels**

They are words we have been using in our learning. They are all hidden in the sleuth.

Look closely and see if you can find the letters /w/ and /h/ together. Answers could be 'why' in the top row or 'wheels' going down in the first column.

Look at the next letter(s). Does it make one of the words in the boxes at the top? **Answers will vary.**

If the letters make one of the words take a colour pencil and circle every letter in the word.

Trace the same word in a box at the top to show you've found it.

**Say**

Find a letter /m/. (The student points.)

Look at the letters going across.

Do the letters make a word in one of the boxes at the top? **yes, machine**

Use a different colour and circle all the letters in the word 'machine'.

Trace the word 'machine' in the box at the top of the page.

See if you can find one of the words.

Use a different colour to circle the letters in the word.

Encourage the student to find the beginning letter(s) then follow across or down to make a word.

Ask the student to use a different colour for every new word.

Ask the student to put two colours around any letters that fit more than one word.

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



Display the sleuth.

Fun with print

Machines in the home

Materials:

- reading book – *Machines in the home*
- activity sheet – *Machines in the home*.



Say What is a machine? **something that makes work easier**

Place the book on the table.

Look at the title and the cover.

Read the title. **Machines in the Home.**

What sort of text do you think this is? **non-fiction, an information text**

Open to the first page.

(Point.) The author is Rob Morrison.

Turn over to the next page.

What is the title at the top of the page? **Contents**

What is a contents page? **It lists the topics in the book and the pages to find the topics**

The first topic is the introduction. Look at the pictures.

Do you have any of those things in your home? **Answers will vary.**

Point to the words and read with me.

Say Do you think any of the pictures on the page are not machines? **Answers will vary.**

Turn the page and let's find out.

What is she using to make gardening easier? **a spade and a wheelbarrow**

Read the pages with me.

Turn to the next page and read.

(Point to the question mark.) What is the name of this symbol and why is it used? **It's a question mark and it shows a question is being asked.**

Read pages 6 and 7.

You made some cogs. Did the cogs do work? **Yes, they made each other move.**

Did the cogs move? **yes**

Did the cog make something else move? **yes, another cog**

Cogs are parts of machines.

Let's read all the book and find out more about machines in the home.

Ask the student to point to the words and read wherever possible.

Allow the student to search for the machines on pages 18 -19 and pages 20 – 21.

Say What is the one thing that all or most of the machines have? **wheels**

Place the activity sheet on the table.

**Say**

Point to the words and read the text in the top box.

What is the third way to know if something is a machine? **Answers will vary, eg it does work, it makes work easier.**

What is the title of our worksheet? **Machines in the home.**

Turn to the contents page in the book and tell me where you will look to find out what a machine is. **page 6**

Turn to page six and read.

It gives information but doesn't give us the answer about what makes a machine a machine. Read page seven. .

Print your answer on the line.

You are continuing a sentence so don't begin with a capital letter.

Remember to end the sentence with a full stop.

Read your answer. **Answers will vary, eg it does work, it makes work easier and quicker.**

Read the next instruction. **Circle the pictures of machines.**

What pictures did you circle? **fridge, ferris wheel, clock, trolley, car**

Tell me why you circled those pictures? **Answers will vary, eg when I asked myself the three questions about them, the answers were yes.**

Why didn't you circle the other pictures? **Answers will vary, eg The bed doesn't move, the pencil does work and move but it doesn't have any moving parts and the ball can only move.**

Ask the student to read the two instructions in the boxes and complete the tasks.



Scan or photograph and save a copy of the activity sheet into the Set folder.
Store the original activity sheet for use on Day 10.



Machines in the kitchen

Materials:

- activity sheets – *Machines in the kitchen 1 and 2*
- ½ cup butter
- 2/3 cup of caster sugar
- 1 tsp vanilla essence
- 2 eggs
- 1 cup SR flour
- 1/3 cup cocoa
- ½ tsp bicarbonate soda
- ½ cup milk
- paper cupcake cases
- muffin tray or oven tray
- sifter
- wooden spoon
- electric mixer
- camera.

Move to the kitchen or cooking area.

Say

We looked at all sorts of machines around the home. Most of the machines had wheels.

Look around the kitchen and see if you can find some machines. **Answers will vary, eg fridge, clock, knife.**

Not all machines have wheels, but all machines make doing jobs easier. We're going to use some simple machines to help us make some cupcakes.

Before we begin we need to wash and dry our hands.

Place the *Machines in the kitchen 1* activity sheet on the table.

Point to and read out the utensils with the student.

Ask the student to find them and place them on the bench. Give help if required.

Point to and read out the ingredients with the student.

Ask the student to find them and place them on the bench. Give help if required.

Place the *Machines in the kitchen 2* activity sheet on the table.



Say

We are going to use some kitchen machines to make cupcakes.

What sort of text is this? **a recipe, instructions**

(Point to 'Method'.) These are the steps we need to follow to make the cakes. Let's read the first instruction and I'll help you do it.



Take about five photographs of the student completing different steps of the recipe.

Help the student turn the oven to the correct temperature.

Read the second instruction and ask the student to complete it.

Help the student read and complete step 3.

Help the student read step 4.

Say

'Cream' is another word for mix or beat. Take the wooden spoon and mix the mixture.

(Allow a couple of minutes.) How is the beating going? **Answers will vary.**

We can use a machine to help. Let's use the electric mixer to beat the mixture.

Help the student set up and use the mixer.

Say

How is the beating now? **easier and the mixture is combining**

Help the student read and complete steps 5 and 6.

Read step 7 together.

Say

Look at the sifter. Is it a machine? Think about the three questions before you answer. **Answers will vary.**

Does it have moving parts, does it move the flour through the sieve and does it make the job easier? **yes**

The sifter is another machine that can help us.

Help the student sift the ingredients into the bowl.

Read and complete steps 8 and 12 with the student.

Ask the student to help you clean and tidy the cooking area while the cakes cook.

Ask the student to place a cake rack on the bench.

Read and complete steps 13 – 15 with the student.



Take a photograph of the student with the completed cakes.

At a suitable time, ask the student to invite family members to share the cakes.



Save the photographs into the Set folder.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 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
• Floyd's invention	
• Floyd's design	
• Which wheels? 1 (cut out and glued to card, allow to dry)	
• Which wheels? 2	
Resources (please print)	
• Lesson notes – Day 4	
• Wonderful wheels (from Day 3)	
• Blend cards fl, cl, bl (from Day 1)	
• dotted thirds lined paper	
Reading books	
• Wheels	
• Machines in the Home	
Home resources	
• tin lid (powdered milk or similar)	
• marbles	
• camera	
• 3 rectangles of card (20cms x 7cms, cut out)	
• 6 straws (7cms in length)	
• 6 blunted skewers	
• strong adhesive tape	



• large piece of cardboard (to make a ramp)	
• video camera	
• scissors	
• glue	

In short

Getting around

Materials:

- activity sheet – Wonderful wheels. (from Day 3)

Say

Scooters, skateboards and roller blades are all simple machines. What’s the best thing about riding on your X? **Answers will vary.**

How does your X make things easier for you? **It is quicker to get to places and less tiring.**

If wheels hadn’t been invented, how would you get around? **walk**

Show me your normal walk.

Show me a slow walk.

Show me a fast walk.

Show me how you would move if you were a bit late and wanted to get somewhere on time.

Show me how you would move if you were a very late and wanted to get somewhere on time.

Point to the words and let’s read the poem.

Part of the poem is repeated in every verse except for the last verse. Do you know what it is called when part of a poem is repeated? **Answers will vary.**

It is called a refrain or a chorus. Songs can also have a refrain or a chorus. When we read this time, lift your feet and pretend to ride a bike, up, down, round and round.

Read the poem by yourself and add actions.



Store the poem.





Exploring words

Floyd's invention

Materials:

- Blend cards fl, cl, bl
- activity sheet – *Floyd's invention*.

Hold the blend cards in your hand.

Say

What is a blend? **when we have two or three letters together and we hear all the sounds**

I'll show you some new blends. Say each blend when I show you a card.

Encourage the student to put the two sounds together and say the blend.

Repeat for the three blends.

Place the activity sheet *Floyd's invention 1* on the table.

Ask the student to read the first instruction.

Ensure the student is ready to write and has the correct pencil grip.

Say

Trace the /fl/ blend, starting at the star.

Can you think of a word beginning with the /fl/ blend? **Answers will vary.**

Trace the /cl/ blend. Start at the star.

What is a word beginning with the /cl/ blend? **Answers will vary.**

Begin at the star and trace the /bl/ blend.

The word blend begins with /bl/. What is another word which starts with /bl/?
Answers will vary, eg blue, blow.

Let's read the title of our story. **Floyd's invention**

What is an invention? **Answers will vary, eg something new is made, somebody makes something which hasn't been made before.**

Read the first sentence.

What do you think Floyd's invention might be? **Answers will vary.**

Most inventions are machines and they are invented because people want to make work easier and quicker.

Point to the words and read the story with me.

Read the story again and circle all the /fl/, /cl/, /bl/ blends with a colour pencil.

How many did you circle? **19**



Floyd's invention

Floyd Flea didn't like cleaning his house.

He wanted a cleaning machine. He found some black cloth, clips and blocks, cogs and wheels. Clever Floyd Flea worked all night to make a cleaning machine.

Next morning, his machine was ready. He pushed the button.

Clang, clack, flash! The black cloth blew off.

Say

The story is not quite finished.

There are three lines at the bottom of the page.

What do you think happened in the end? **Answers will vary.**

Print a sentence or two to finish the story.

Remember to begin the sentences with capital letters.

Ask the student to read the sentence/s to you.



Store or scan and save the activity sheet.

Floyd's design

Materials:

- activity sheet – *Floyd's design*
- scissors
- glue.

Place the activity sheet on the table.

Say

Floyd was very busy making his machine. He was so busy he forgot to label his diagram and now he can't tell his friends how to make and use the cleaning machine. You can help Floyd by labelling his machine.

Look for the start button on top of the engine.

I've told you where to find the start button. Without a label no one else will know where to start the machine.

Help Floyd to finish his design by cutting out the labels and gluing them onto the design.

Help the student to sound and read any unknown words. Discuss if required.

Say

Colour Floyd's invention. Remember the cloth is ..? **black**



Store *Floyd's design* activity sheet for use on Day 9.

Trace and spell

Materials:

- activity sheet – *Trace and spell*
- scissors.

Ask the student to cut out the rectangle containing the words.

Ask the student to cut down the thick dashed line to make two columns, one with words and one without.

Ask the student to read each word in the column.

Ask the student to trace each letter, saying it to spell each word.

Hold the completed list of words so the student cannot see it.

Give the student the blank column.

Do not help the student with the next task.

Say

You have practised your spelling words. Now I'll say each word and you print it into a space. I wonder how many you will remember.

The first word is 'what'. What is your name? Print 'what'.

The second word is 'where'. Where is your hat? Print 'where'.

The third word is 'when'. When is your birthday? Print 'when'.

Continue until all the words have been printed.

Give the student the list of words.

Ask the student to check the spelling of each word.

Each letter that is in the correct position can be ticked. If the whole word is correct, the student can draw a star at the end.

✓✓✓✓ ✓✓✓

w h e n ★ w h e e r



Store or scan and save the marked spelling list.

Store the traced list for future use.



Fun with print

Move the stone

Materials:

- book – Wheels
- tin lid (powdered milk or similar)
- pencils
- marbles.

Place the book on the table with the materials.

What is the title of the book? **Wheels**

Open the book and let's read.

(Stop at page 3.) Look carefully at the picture. What are the two people in front of the big stone doing? **Answers will vary.**

Put five pencils out in rows on the carpet (or a rough surface). Have a finger space between each pencil. Put the palm of your hand flat over the pencils.

Push down and push your hand forward.

Say What happens? **Answers will vary, eg my hand came off the pencils, pencils were left behind.**

The block of stone in the picture would roll off the logs in the same way. What could the workers do to make sure they could keep moving the stone using the logs? **Answers will vary.**

As the stone moved over the logs, people took the other logs from behind the stone and ran to the front of the stone. They placed the logs down ready for the stone to roll over. They would keep doing this until they got the stone to where they wanted it.

Put the lid and marbles on the table.

Imagine this lid is a big heavy stone. You have to move it.

Put your hand on the lid, press down hard and move the lid.

Now put six marbles under the lid, around the edges. Push the lid.

Say Which way moved the stone more easily? **with the marbles**

The marbles are like wheels under the big, heavy stone.

Most inventions happen because people want to make a job quicker and easier, just like the Ancient Egyptians and the logs and Floyd with his cleaning machine.

Put aside the materials and place the book in front of the student.

**Say**

Turn over to page 4 and read.

Your scooter (skateboard, roller skates) has an axle. Axles join the wheels together. Our car has axles.

Read page 5.

Your scooter (skateboard, roller skates) has small wheels.

The wheels on our car are much bigger.

What are the biggest wheels you've ever seen? **Answers will vary, eg tractor, mine truck, ferris wheel.**

Do you think the size of the wheels makes any difference to the speed of the scooter, tractor or car? **Answers will vary.**

You're going to find out by making and testing cars with different sized wheels.



Store the book and materials.

Which wheels?

Materials:

- activity sheet – Which wheels? 1 – glued onto card and dried.
- activity sheet – Which wheels? 2
- 3 rectangles of card (20cms x 7cms, cut out)
- 6 straws (7cms long)
- 6 blunted skewers
- strong adhesive tape
- camera.

Arrange the materials at the top of the table, with all the skewers together, straws together etc.

Say

Today you will make some cars and test them on a ramp. Let's begin by making the three cars. (Point to the rectangle that contains the wheels.) These wheels have been glued to card. Why do you think we did that? **Answers will vary, eg to make them stronger, paper wheels will not roll.**

Look at the groups of materials. What do you think we will use to make the car bodies? **Answers will vary.**

The rectangular pieces of card will make the body of each vehicle. They are the same shape and size.

**Say**

Look at the groups of materials. What do you think we will use to make the axles? **Answers will vary.**

The axles are made by threading the skewers through the straws. The axles are the same length. The only parts that will be different are the wheels.

Activity sheet *Which wheels? 2* tells us what to do. Read instruction number 1. **Thread each skewer through a straw.**

Follow the instruction using all the skewers and straws. Lay them across the table when you have finished.

Read instruction number 2. **Cut out all the wheels.**



Please take photographs at different times as the student makes the cars.

Help the student cut out the wheels. Trim to ensure they are all round.

Read the other instructions together and help the student complete each task.

Ask the student to use each diagram to check he/she is following the instructions correctly.

Read instruction 12 together and help the student complete each car.

Ask the student to check that the cars will roll along the table.

Ask the student to put away any extra materials.



Store the photographs into the Set folder.

The cars will be used in the next activity.

The big test!

Materials:

- a large piece of cardboard from a box (approx. 60cm long, 40cm wide)
- 2 thick books
- three student made vehicles (from previous exercise)
- video camera.

Place one end of the cardboard on a thick book to create a ramp.

Say

This is the big test! What are we going to test? **Answers will vary.**

Which vehicle do you think will reach the bottom of the ramp first? **Answers will vary.**

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

**Say**

Which car do you think will travel the most distance? **Answers will vary.**

How many times will we test the cars? **Answers will vary.**

What could we change to further test our ideas? **the slope of the ramp**

We could also turn the car with the different sized wheels around.

If we change something in a test or experiment, the thing we change is called a variable. The ramp is the variable in this test.

Choose a car and hold it at the top of the ramp.

I'll hold the other two cars.

On the count of three, we'll let the cars go.

What happened? **Answers will vary.**

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

If we do it again, do you think the same thing will happen? **Answers will vary.**

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

We'll try two more times and see if we get the same result.

What happened? **Answers will vary.**



Video the student as he/she explains what happened in the test.

Put another book under the ramp.

Say

What happened to the ramp? **It is steeper.**

How do you think this might change the car test? **Answers will vary, eg the cars will go faster, further.**

Put your car at the top and let's test your ideas.

I'll hold the other two cars.

On the count of three, let the cars go.

What happened? **Answers will vary.**

Did the same car go faster and further? **Answers will vary.**

Is it what you expected to happen? **Answers will vary.**

Repeat the test twice more.



Video the student as he/she explains what happened in the test.

Say

This time, we'll turn the car with different sized wheels around the other way.

Do you think it will change the result? **Answers will vary.**

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

Let's test your idea.



Repeat the test twice.



Video the student as he/she explains what happened in the test.



Store the recordings to the set folder.

The results

Materials:

- dotted thirds lined paper.

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 24/2/2017

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 The results' below his/her name.

Say

What did you find out about wheels from the tests? **Answers will vary.**

What is one sentence you could write to explain what you found out? **Answers will vary.**

Remember to begin with a capital letter and write the sentence on the lines.

What was another thing you learned from the tests? **Answers will vary.**

Start with a capital and write what you learned on the next lines.

Read what you have written.

Under your writing, draw a diagram to match one of the sentences.

Remember to label the diagram.

Help the student to sound words if needed.

Help the student label the drawing.



Scan or photograph and save a copy of the student writing into the Set folder.

Store the original writing for use on Day 10.



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">• News time	
<ul style="list-style-type: none">• Alphabet chart	
<ul style="list-style-type: none">• Alphabetical order	
<ul style="list-style-type: none">• I can spell	
<ul style="list-style-type: none">• Machines for farming	
<ul style="list-style-type: none">• The pin wheel	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 5	
<ul style="list-style-type: none">• Moving machines (from Day 1)	
<ul style="list-style-type: none">• Wonderful wheels (from Day 3)	
<ul style="list-style-type: none">• dotted thirds lined paper	
<ul style="list-style-type: none">• Phonics book	
<ul style="list-style-type: none">• Spelling journal	
Reading books	
<ul style="list-style-type: none">• Machines in the Home	
<ul style="list-style-type: none">• Wheels	
Other resources	
<ul style="list-style-type: none">• camera	
<ul style="list-style-type: none">• blank sheet of A4 paper	
<ul style="list-style-type: none">• computer with internet access	



• split pin	
• straw	
• scissors	

In short

News time

Materials:

- activity sheet – *News time*
- video camera.

Place the activity sheet on the table.

Say

You prepared a news sheet like this for cogwheels. You can make one to help you tell me about making and testing the three cars yesterday.

Read each heading and tell me what you will draw.

Ask the student to draw the pictures in each column.

Say

Use the news plan to tell me your news.

Now I'll make a video recording of you when you tell your news again. How will you introduce yourself? **Answers will vary, eg Hi this is X. Today I'm going to tell you about three cars and their wheels.**



Video the student as he/she uses the news sheet to retell the news.



Save the recording into the Set folder.

Store or display the news sheet.

Wheels in motion

Materials:

- activity sheet – *Wonderful wheels* (Day 3).

Place the activity sheet on the table.



**Say**

What do all the machines in this poem do? **Answers will vary, eg move me.**
Let's read the poem and use our feet to make actions to match the words.

Encourage the student to suggest the actions, eg 'push' - stand and make pushing actions with one foot as if pushing a scooter.

Read the poem again with the actions.

Point to the lines below the poem.

Say

We're going to add another verse to the poem. This verse will be about wheelchairs. What can you tell me about them? **Answers will vary.**
How does the person make the wheelchair move? **They roll the wheelchair by turning the big wheels with their hands.**
Is the person pushing or pulling the wheels? **They push the wheels down.**
Let's make up the first line for our verse so it tells us how we move a wheelchair. What could I print? **Answers will vary, eg pushing down; roll, roll, roll; push the wheels;**

Help the student print his/her suggestion on the first line below the poem.

Say

What does the second line tell us? **something the machine does**
What does a wheelchair do? **It helps people who can't walk to move.**
What could we say about the wheelchair? **Answers will vary, eg the wheelchair helps everyone move.**

Help the student print the phrase to make the second line of the poem, eg a wheelchair rolls and people move.

Say

What was the name of the repeated part in a poem or song? **the refrain or chorus**
When we read this verse, we need to remember to say the refrain or chorus to finish.

Ask the student to read the new verse including the refrain.

Ask the student to suggest actions for the verse.

Read the whole poem, including the new verse and using actions.



Store the poem.



Exploring words

Alphabetical order

Materials:

- *Alphabet chart*
- activity sheet – *Alphabetical order*.

Place the alphabet chart on the table with the activity sheet.

What do you know about the alphabet? **Answers will vary, eg it's our letters, all the letters in order.**

It is all the letters of the English language in the usual order.

How many letters are there altogether in the alphabet? **26**

What are the names of the two different sorts of letters in the alphabet?
consonants and vowels

What can you tell me about the vowels? **There must be at least one vowel in every word.**

Say the five vowels. **a, e, i, o, u**

In the table at the top of the paper, print the five vowels'.

Look at the alphabet chart. Point to the letters and say the alphabet in order.
Why is it important that we know the order of the letters? **Answers will vary, eg it helps us use a dictionary.**

Take a colour pencil, find and circle all the vowels.

Say

Read the next instructions with me. **Print these wordsorder.**

What is the first letter of the alphabet? **/a/**

Are there any words that begin with /a/? **no**

What is the second letter of the alphabet? Use the chart if you are not sure. **/b/**

Are there any words that begin with /b/? **yes, black**

Print the word 'black' on the first line in the first column.

Which letter comes after /b/? Use the chart if you are not sure. **/c/**

Are there any words which begin with /c/? **clap**

Print 'clap' next to the word 'black' in the second column.

Which letter comes next in the alphabet? Use the chart if you are not sure. **/d/**

Are there any words that begin with the letter /d/? **no**

Which letter follows /d/? **/e/**

Any words beginning with /e/? **no**

Which letter comes next? **/f/**

**Say**

Is there a word which begins with /f/? **yes, flop**
 Print 'flop' on the next line under the word 'black.'

Encourage the student to complete the task independently, using the alphabet chart as a guide.

Mark the order with the student.

Say

Read the words as you've written them in alphabetical order. **black, clap, flop, glide, machine, please, slip, wheels**

Ask the student to read the last instruction and complete the task. **Answers will vary.**



Store or scan and save the activity sheet.

Change the vowel

Materials:

- nil required.

Repeat the words, emphasising the vowel, if needed.

Say

Name the five vowels. **/a/, /e/, /i/, /o/, /u/**

Why are vowels important? **There must be a vowel in every word.**

I'm going to say some words. Listen to the vowel in the word. Change the vowel to make a different word.

For example, I say hat.

What is the vowel in the word 'hat'? **/a/**

Change the /a/ vowel to an /o/ vowel and the new word is 'hot, hat to hot.

cat **cot**

mitt **mat, met**

cap **cup, cop,**

set **sat, sit**

rub **rib**

log **leg, lug, lag**

These words will have digraphs. Change the vowel to make a new word.

ship **shop**

chop **chip, chap**

**Say**lick **lack, lock, luck**then **than**chop **chip, chap,**shin **shone, show**

These words will use blends. Change the vowel to make a new word.

flip **flop, flap**clap **clip**black **block**flack **flick, flock**

Into the Phonics book

Materials:

- activity sheet – *Whacky wheels* (from Day 1)
- activity sheet – *Spelling words* (from Day 1)
- *Digraph card /wh/*
- Phonics book
- Spelling journal
- glue
- scissors.

Place the activity sheet *Whacky wheels* on the table with the Phonics book.

Say

Read the short story.

You tested a car under water. What did you find out? **Answers will vary.**

Open to the next double page in your phonics book.

In the top left hand corner, glue the /wh/ digraph card.

In the middle of the first page, draw a picture of Whisk the white whale.

From the story, choose and print four /wh/ words around Whisk.

Which words did you print? **Answers will vary, eg white, whale, wheels, wharf.**

Place the spelling words on the table.

**Say**

Read the words going down the column.

Cut out the words along the dashed lines and place them on the table.

Make a group of the words that begin with /wh/ in whale.

Which word isn't in the group? **who**

Glue the /wh/ words onto the page with Whisk the whale.

Place the Spelling journal on the table.

Say

What sound does the word 'who' begin with? **/hh/**

We know that 'who' doesn't belong with the /wh/ words so you can add it to your spelling journal.

What letter does the word 'who' begin with? **/w/**

Say the alphabet in order as you look through your journal to find the /w/ page.

Glue the card onto the /w/ page.

Which letter is silent in 'who'? **the /h/**



Store or scan and save the activity sheet *Whacky wheels*. Store the books.

I can spell

Materials:

- activity sheet – *I can spell*
- ruler or piece of paper to cover words.

Place the activity sheet and ruler on the table.

Say

Let's check how well you can spell the words from your spelling list. Look at the headings for each column in the table. Let's read them together. Use the pictures to help you work out what they say. **Say and trace, look and print, cover and print**

Read each word down the column.

'Which' is not one of your spelling words but it is a word used to ask questions.

What digraph does the word 'which' begin with? **/wh/**

What digraph does it end with? **/ch/**

I know you will be able to spell 'which' with the other question words.

Tell me how you will do this task. **Trace the words first. I'll look at each word and print it in the middle column. Then I'll cover the words and print the words into the last column.**

**Say**

Follow the instructions and complete the 'where' row.

Now tell me what you will do to complete the 'when' row. **Look at the word 'when' and print/copy it into the middle/second column then cover both words and print 'when' into the third column.**

Follow the instructions and complete the 'when' row.

Encourage the student to complete the activity independently.

Say

Let's find out how you went. Look at your spelling of 'where' in the third column. Check each letter against the word 'where' in the first column. Tick each correct letter.

If the word is spelled correctly, ask the student to draw a star after it.

Watch as the student marks the remaining words.



Store or scan and save the activity sheet.

Fun with print

Machines on the farm

Materials:

- reading book – *Machines in the Home*
- sheet of blank A4 paper
- computer with internet access.

Place the book *Machines in the Home* and the blank sheet of paper on the table.

Say

Point to the words and read the title. **Machines in the home.**

Open the book and point to the words as you read.

Encourage the student to read independently.

Say

What are some of the machines around the home? **Answers will vary, eg spade, wheelbarrow, beater, hammer, knife.**

What makes a machine a machine? **A machine is something that does work, and moves or makes something else move.**

Today, we're going to look at some machines on a farm. What machines do you know that can be found on a farm? **Answers will vary, eg tractor, truck, motor bike.**

**Say**

On the paper, print the names of as many farm machines as you can. I'll help you sound words if you need help.

Let's go online and see what other machines can be found on a farm.

Move to a computer.

Help the student turn on the computer and open a search engine.

Help the student type in 'farm machines at work' and press the enter key.

View and discuss several videos of different machines working on a farm, including cows being milked.

Help the student close the computer.

Move back to the table

Say

We've looked at farm machines on line. Can you add any farm machines to the brainstorm sheet? **Answers will vary, eg combine harvester, milking machine.**



The brainstorm sheet will be used in the next activity.

Machines for farming

Materials:

- book – *Wheels*
- *Machines on the farm* (student work from previous activity)
- activity sheet – *Machines for farming*.

Place the activity sheet *Machines for farming* on the table.

Say

Farms have machines for all sorts of jobs. What were some of the jobs the machines were doing on the farms? **Answers will vary.**

What is the title of the activity sheet? **Machines for farming**

Do you think this is a story? **Answers will vary.**

What type of text do you think it is? **Answers will vary, eg an information text, non-fiction.**

Point to the words as we read together.

Before machines, how did people plough up the ground? **They used animals/horses.**

Who did the harvesting? **people**

**Say**

As the population, the number of people in the world increased, more food was needed to feed everyone. People started to invent machines so they could plant and harvest large amounts of food quickly and easily.

Which farm machine has been around for hundreds of years? **the windmill**

What does the windmill do? **pulls water up from the ground and pumps it to troughs**

If the farmer didn't have a windmill, how could he water the animals? **Answers will vary, eg He could have dams or he would have to carry water to the animals.**

Give the student the *Wheels* book.

Say

Windmills are quite simple machines.

Open the book to page 8 and read the information about windmills.

What makes the wheel turn? **wind**

On the brainstorm sheet, draw a picture of a windmill and print the name.



Store or scan and save the brainstorm sheet.

Store the activity sheet and the book.

The pinwheel

Materials:

- activity sheet – *The pinwheel*
- scissors
- split pin
- thick shake straw
- felt tip pens.

Place the materials on the table.

Say

Have you ever been to a show or a fair and seen or bought a pin wheel? **Answers will vary.**

Sometimes you will see pinwheels in gardens as decorations and to keep the birds away. They are often very colourful with stripes and other patterns. A pinwheel is like a windmill. It has blades and the wind makes them spin around.

**Say**

Look at the pinwheel template on the activity sheet. What can you tell me about it? **Answers will vary.**

The steps on the activity sheet will tell you how to make your pinwheel.

Help the student to read and follow the instructions to make the pin wheel.

Ask the student to blow on the pinwheel to make it move.

Encourage the student to experiment to find the most effective way to blow on the pin wheel.

If the pinwheel does not move freely, ask the student to watch as you blow on it, to work out why it isn't working. Help the student make modifications to the pinwheel so it moves freely. **Answers will vary, eg the split pin is holding the pinwheel too close to the straw or the holes in the pinwheel blades and centre are not large enough.**

Ask the student to take the pinwheel outside to test the pinwheel in the breeze.

Ask the student how he/she can make it spin instead of blowing it or using the breeze. **Answers will vary, eg run, holding it up, put it near a fan.**

Ask the student to experiment with those ideas.



The pinwheel will be used in the next activity.

Pinwheel facts

Materials:

- dotted thirds lined paper
- pinwheel
- camera.

Place the lined paper on the table.

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

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 5 Pinwheel facts' below his/her name.

Say

It is time to print some sentences about what you learnt in the pinwheel activity.

Tell me one thing you learned. **Answers will vary.**

**Say**

Begin with a capital letter and print a sentence to explain about X.
What do you need at the end to show the sentence is finished? **a full stop**
Tell me about something else you learnt. **Answers will vary.**
How will you print that as a sentence? **Answers will vary.**
Begin with a capital and print the sentence.
Did you learn anything else? **Answers will vary.**

Encourage the student to print more sentences if he/she wishes to do so.



Take a photograph of the student blowing the pinwheel.

Print the photo and attach it below the sentences.



Scan or photograph and save a copy of the student writing into the Set folder.
Store the original writing for use on Day 10.

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 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	
• The fire	
• Which word?	
• Fire engines 1	
• Fire engines 2	
• Signs	
Resources (please print)	
• Lesson notes – Day 6	
Reading books	
• Amazing Facts About Trucks	
Home resources	
• toy car or truck	
• highlighter	



In short

Weekend news

Materials:

- activity sheet – *Weekend news*.

Place the activity sheet on the table.

Say Tell me what you know about this activity sheet. **Answers will vary, eg I can draw pictures in each space, the words have question marks.**

Read the words going across the row.

What can you tell me about these words? **Answers will vary, eg they are all words used to ask questions, they have questions marks after them**

The words will begin questions about someone’s weekend news. Who would you like to ask about their weekend news? **Answers will vary, eg dad, brother.**

Who will you draw in the ‘who’ column? **Answers will vary, eg dad, brother.**

In the column under the word ‘who’ draw the picture.

Now you need to speak with X. You need to ask them a question so you know what to draw in each column.

Read the next word. **where**

You will need to ask X a ‘where’ question.

The student talks to the person, asking questions to fill each column. After each answer is received, the student draws a picture to show the information.

Ask the student to retell the news to you and the person.



Display the activity sheet.

Exploring words

Nouns

Materials:

- toy car or truck
- activity sheet – *The fire*.

Place the toy on the table.

**Say**

What is this? **a toy car/truck**

A toy car/truck is what we call this. Toy and car both name things.

There is a special name for words that name things. Do you know the special word? **noun**

A word that names something is called a noun. (Point to the wheels on the car.) What are these? **wheels**

'Wheels' is the name for these round things on the bottom of the car. Is 'wheel' a noun? **yes**

Look inside the toy car.

What can you see? **seats**

Is the word seat a noun? **yes**

Seat is a noun because it is the name of something we sit on.

A noun is a naming word. Look at the car and find three other nouns. **Answers will vary, eg door, window, lights.**

Let's have a game of eye-spy using nouns.

I spy with my little eye something beginning with /t/. **table**

Table is a noun. It is the name of something we work on.

It's your turn to spy a noun.

Take it in turns to play eye-spy using nouns. Have four turns each.

Place the activity sheet *The fire* on the table.

Say

What are the pictures on the activity sheet? **a tree, a fire engine and fire/flames.**

Are those words nouns? **yes**

Why? **They name something.**

What is the title of the story? **The fire**

Is 'fire' a noun? **Yes, it is the name of hot, burning flames.**

Point to the words as we read the story.

Encourage the student to read as much of the story as possible.

Say

Who are the characters in the story? **the farmer and the firemen**

What is the setting for the story, where did the fire happen? **on a farm**

What was the story about? **Answers will vary.**

We're going to read the story again. Every time you read a noun, circle the word with a colour pencil.

**Say**

Read the first sentence and circle the nouns.

What are the nouns? **fire, farm**

Read the second sentence and circle the nouns.

What words did you circle? **farmer, track, tractor, fire engine**

Read and circle the nouns in the third sentence. **siren, fire engine, town**

The fire engine stopped. Circle the noun in the sentence. **fire engine**

Read and circle the noun in the next sentence. **firemen**

Squirt! Is squirt a noun? **no**

Circle the noun in the sentence. **fire**

Can you find a noun, the name of something, in the last sentence? **Answers will vary.**

There is a special noun in the last sentence. The word 'everyone' is a group of people. The word is about people so it is called a pronoun.



Store or scan and save the activity sheet.

Fun with print

Which word?

Materials:

- activity sheet – *Which word?*

Place the activity sheet on the table.

Say

Read the title. **Which word?**

What can you tell me about the word 'which'? **'Which' has the /wh/ digraph and it's a question word.**

Point to and read the words in the box across the top.

Below the words there are some questions about somebody going to a circus but the questioning words are missing. You need to choose a word to begin each question.

Read through all the questions first so you can choose the correct words. There is one question for each word.

Read the first question. **went with you**

Which word will you print on the line to make a question? **who**

Remember to start with a capital and print 'who' on the line.

**Say**

What do you need at the end to show it is a question? **a question mark**

Draw the question mark.

Tick 'who' in the box to show you have used that word.

Read question two. **was the circus**

Test the words to work out which one fits.

Which word will you use? **where**

Print the word 'where' on the line, starting with a capital letter and ending with...? **a question mark**

Tick the word and read the next line. **did you go to the circus**

Test the words to work out which one fits.

Which word will you use? **why**

Print the word 'why' on the line, starting with a capital letter and ending with...? **a question mark**

Encourage the student to complete the activity independently.

Who went with you?

Where was the circus?

When did you go to the circus?

What did you see?

Why did you like the clowns?

Which act did you like the best?



Store or scan and save the activity sheet.

Shared reading

Materials:

- book – *Amazing Facts About Trucks*.

Place the book on the table.

Say

What can you tell me about trucks? **Answers will vary.**

Australia is a very big country. Trucks are very important. Why do you think trucks are important in Australia? **Answers will vary, eg trucks help move food and other things from one place to another.**

**Say**

Trucks move all sorts of goods all over Australia. 'Goods' is another word for all the things we use, things like food, clothes, shoes, washing machines and equipment. Goods are usually moved by trucks and trains.

Read the title with me. **Amazing facts about trucks**

Facts are true statements about something. What sort of text do you think this is? **an information text**

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

Open to page 1 and read the heading. **Contents**

Why do we have a contents page? **Answers will vary, eg it tells the reader the topics in the book and the page to find each topic.**

I'll read the contents page with you.

Turn the page.

Point to the words as we read about trucks together.

Which truck did you find most interesting? **Answers will vary.**

Why? **Answers will vary.**

Today we're going to look at the special trucks. Turn to page 13 to find out which trucks are special.

Why are ambulances and fire engines special? **Answers will vary, eg they help people, they go to emergencies.**



Store the book.

Special trucks

Materials:

- computer.

Move to a computer.

Help the student turn on the computer and open a search engine.

Help the student type in 'fire engines' and press the enter key.

Look at and discuss several different videos of fire engines at work.

Ask:

- How does the fire engine warn people it is coming?
- How does it fight fires in high places?
- What are the firemen wearing?
- Why do they wear breathing masks?
- What are they wearing on their feet?



- What are the firemen standing in at the top of the ladder?
- Ask the student to talk about things which interest him/her.

Help the student close the computer.

Move back to the table.

Fire engines

Materials:

- activity sheet – *Fire engines 1*
- activity sheet – *Fire engines 2*
- highlighter.

Place the activity sheet, *Fire engines 1* on the table.

Say

We've just watched fire engines at work. Now let's read about fire engines. Point to the words as we read.

Encourage the student to read as independently as possible. Tell the student unknown words and explain meanings where these are not known.

Ask the student to tell you two new facts he/she learnt from the story.

Place the *Fire engines 2* activity sheet on the table with the first activity sheet and the highlighter.

Say

What can you tell me about key words? **Key words give important information.**

Key words show us where to find the answer to the question. We look for key words in the question and find the same words or words with the same meaning in the story.

Read the first question? **What doesdo?**

What are the key words, the important words in the question? **fire engine, do**

Highlight 'fire engine' and 'do'.

Look at the story. Which sentence in the text tells you what a fire engine does? **the first one**

Highlight the words 'fire engine', 'to', 'fight' and 'fires'. They are the key words.

Look at the words you have highlighted. What sentence could you write using the key words? **Answers will vary, eg A fire engine fights fires.**

Read the first part of the answer. **A fire engine...**

Print the rest of the answer on the lines.

Read the second question. **Why does long ladder?**

**Say**

What are the key words? **fire engine need, long ladder**

Highlight those words.

(Point to the second paragraph.) Read this paragraph and highlight any words that tell you the answer. **Answers will vary, eg tall buildings, tall trees, shoot water from above.**

Read the first part of the answer. **A fire engine needs a long ladder ...**

Look at the words you highlighted. How will you finish the answer? **Answers will vary, eg to reach tall buildings and tall trees, to shoot water from above.**

Print the answer on the line.

Read question three.

What are the key words? **firemen, protect**

Highlight the words.

Find the sentences that tell us about this.

What are the key in the two sentences? **coats protect, breathing masks protect**

Highlight the words. **coats, breathing masks, protect**

Read the beginning of the last answer. **Firemen protect themselves by ...**

Tell me the whole sentence. **Firemen protect themselves by wearing coats and breathing masks.**

Print the last part on the lines, remembering the full stop at the end.



Store or scan and save the *Fire engines 2* sheet.

Store *Fire engines 1* sheet so the student can reread it at another time.

Signs

Materials:

- activity sheet – *Signs*.

Say

What other emergency vehicles can you think of? **Answers will vary, eg ambulances and police cars.**

How do emergency vehicles warn people they are coming? **sirens and flashing lights**

Sirens and flashing lights tell people that there is an emergency. They are very important means of communicating or giving a message.

**Say**

Colours also give messages without words.

The fire engine is painted red. Why do you think it is red? **Answers will vary, eg red means danger, red means stop, it's easy to see.**

What colour is an ambulance? **white with green checks**

Why? **Answers will vary.**

Emergency vehicles like fire engines, police cars and ambulances are always painted the same colours. That way, people immediately know it is an emergency vehicle and can let it pass.

Place the activity sheet on the table.

Point to the ice-cream truck on the activity sheet.

Say

Look at the van. What is this van carrying? **ice-creams**

How do you know? **the pictures, the word ice-cream**

(Cover the word with your finger.) Without the word do you still know it is an ice-cream van? **yes**

How do you know? **the picture is an ice-cream**

Pictures and signs are useful ways to communicate messages. (Point to the police car.) What sort of car is it? **a police car**

How do you know? **the checks, colours and flash lights on top of the car**

Point to the speech bubble on the activity sheet.

Say

Read what the truck is saying in the speech bubble.

Have you seen any of these signs on trucks? **Answers will vary.**

There are signs and symbols drawn on trucks to warn people the truck is carrying something dangerous. If there was an accident, the warning sign would tell the people in the emergency vehicles to be careful.

Not all signs mean danger but they all communicate a message.

What do you think the first sign warns about? What does it look like? **an explosion**

The sign warns that the truck is carrying explosives, goods which explode or blow up easily. What does the sign next to the explosion sign look like? **a fire**

This sign is used for flammable goods. It means the goods catch fire easily.

Do you know what the sign which looks like a fan means? **Answers will vary.**

The sign is to tell us the truck is carrying radioactive goods. Radioactive goods are very dangerous and poisonous to all living things.

Read the words on the last sign with me.



The word 'danger' is big. Why do you think it is big? **Answers will vary, eg to warn people, because it's important, to get our attention.**

(Point to the symbol in the triangle.) Do you know what this sign means? **Answers will vary.**

Say

It means 'warning'. You often see this sign on trucks.

Signs are often black and yellow, or black and red, the red for stop and the black to tell people it is dangerous.

Dangerous animals can be red and black. Can you think of a little tiny dangerous red and black animal? **the red back spider.**

Point to the blank space below the signs.

In the blank box, draw your own warning sign for communicating a message.

What colours will you use? **Answers will vary.**

Say

Will you use words and signs? **Answers will vary.**

Will you use different sized print? **Answers will vary.**

When you've finished, I'll see if I can guess what the sign is communicating.

Try to guess what the completed sign represents.

Ask the student to explain the sign.



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 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
• What is a train?	
• Nifty nouns	
• The train	
• The Indian Pacific	
• Map fun	
• Train timeline	
Resources	
• Lesson notes – Day 7	
• diagraph card /ai/	
• Phonics book	
• dotted thirds lined paper	
Home resources	
• atlas	
• scissors	
• glue	
• 2 sheets of A4 paper	

In short

What is a train?

Materials:

- activity sheet – *What is a train?*



Say

What do you know about trains? **Answers will vary.**

Do trains move? **yes**

Do trains move people and things? **yes**

Do trains make things easier and quicker for us? **yes**

What is a train? **a machine**

Trains are big, strong machines. Can you think of some things that trains carry? **Answers will vary.**

Have you been on a train? **Answers will vary.**

Today, the passenger trains run using electricity. The goods trains, or trains used to carry things run using a fuel called diesel. Diesel is like petrol. How do you think the first trains moved? **Answers will vary.**

Let's find out.

Place the activity sheet on the table.

Say

Look at the first picture. How is the carriage being moved? **by a man**

Point to the words and we'll read the text next to the picture together.

What powered the first train? **men/people**

Do you think that train would have made work much easier? **Answers will vary.**

People pushing full carts must have been slow, hard work. Point to the words and we'll read the text below the picture together.

What did the next train use to move the carriages? **horses**

What do you notice about this train? **Answers will vary, eg The wheels are very small, there are only two carriages.**

Horses would have been stronger than a person and a bit faster but they could still only pull small carriages.

Point to the words and we'll read the text next to the picture together.

What train came after the horse train? **steam engines**

Point to the words and read the last parts of the text.

The steam engine had a fire in the engine. The driver put coal on the fire. The fire heated water. When the water got very hot, it made steam. The steam made parts in the engine move and this made the train move.

Look at the bottom picture. What is the man holding? **a spade**

He used the spade to shovel coal onto the fire.

That train is almost 200 years old.

Do you think steam trains were better than horse trains? **Answers will vary.**

**Say**

Steam engines could carry more but they were still very slow.

How is the steam engine different to the trains today? **Answers will vary.**

Today we have very strong, fast trains that can carry very heavy loads.



Put aside the activity sheet for the *Train timeline* activity.

Exploring words

Nifty nouns

Materials:

- activity sheet – *Nifty nouns*.

Place the activity sheet on the table.

Say

Think about nouns. Can you remember what a noun is? **a naming word**

Some nouns I know are dog, elephant, chair, city, and computer. Tell me some nouns you know. **Answers will vary.**

What is the first picture of? **a boomerang**

Do you think the boomerang is a machine? **Answers will vary.**

The boomerang is a simple machine. It moves and it moves the air it flies through. It made hunting much easier for the Aboriginal people.

Look at the rest of the pictures in the first column. These things are all nouns. What else can you tell me about them? **They are all machines.**

How do you know? **Answers will vary, eg they all do work, they all move or have moving parts.**

All the machines, except the boomerang, have wheels of some sort. You can't see the wheels on the clock or the rocket.

On the line next to the picture, print the name of the object or the noun.

There is an empty box at the bottom of the page. Draw some pictures that show some of your favourite nouns. You might draw some machines you own like a scooter.



Store or scan and save the activity sheet.



The train

Materials:

- Digraph card /ai/ (from Day 1)
- activity sheet – *The train*
- Phonics book
- scissors
- glue.

Place the card on the table.

Say	What do you know about digraphs? two letters together that make one sound
	Look at the digraph on the card. It is in the word train, rain and wait. What do you think it says? /ai/
	What are the two letters in the /ai/ digraph? /a/ and /i/
	Say the digraph sound. /ai/ (train)
	Hold your pencil correctly and trace the digraph. Tell me three words that have the /ai/ digraph. Answers will vary.

Place the activity sheet on the table.

Say	What is the title of the poem? The train
	Hold your pencil correctly and trace the digraph in the word 'train'.
	Look at the picture.
	What sort of train do you think this is? Answers will vary. It is called a 'goods train' because it carries things, not people. Let's read the text to find out what the goods train is doing.

Read together, modelling expressive reading.

Say	Read the text again and circle all the words with the /ai/ digraph.
	What words did you circle? train, grain, drain, plain, rain
	Tell me the meaning of each word. (Help with unknown words.)
	Print the /ai/ words you've circled in the boxes under the train.
	Read the words.
	What do you notice about the words? The words rhyme and they all end in /ain/. When the words rhyme and the end part or the rime is the same it helps us to read and spell.



Ask the student to colour the train.

Place the Phonics book on the table with the activity sheet and the phonics card.

Say

Turn to the next double page in your Phonics book.

Glue the /ai/ digraph card on the top left hand corner of the page.

Cut out along the dotted lines around the picture of the train and the words you printed.

Glue the picture of the train under the card.

Glue the five words under the picture of the train.



Store the Phonics book.

Display or store the poem.

Fun with print

The Indian Pacific

Materials:

- activity sheet – *The Indian Pacific*
- atlas.

Place the activity sheet *The Indian Pacific* on the table.

Say

Have you ever been on a really long train journey? **Answers will vary.**

(Point to the train.) This is a train in Australia that travels a very long way.

Point to the title and we'll read the name of the train. **The Indian Pacific**

Let's read the first two sentences about The Indian Pacific.

(Point to the map.) This is a picture of the country we live in, Australia.

(Point to the railway track on the map.) This track shows us where the Indian Pacific train travels across Australia.

Point to the word 'Perth' in the sentence.

Now find 'Perth' on the map.

Perth is the capital city of Western Australia. A capital city is the most important city and is usually the biggest city.

Point to the word 'Sydney' in the sentence.

Now find 'Sydney' on the map.

Sydney is the capital city of New South Wales.



Trace the railway track from Perth to Sydney. That is where the Indian Pacific train travels.

Let's look at the towns the train travels through. The first one after Perth is Kalgoorlie. Find Kalgoorlie on the map of Australia.

What sound does Kalgoorlie begin with? **/k/**

The next town is Cook. What sound does Cook begin with? **/k/**

Find Cook on the map of Australia.

What sound does Port begin with? **/p/**

The next town is Port Augusta. Find Port Augusta on the map of Australia.

Trace the railway track from Kalgoorlie to Port Augusta.

After the train has passed through Port Augusta, it goes to Adelaide. Adelaide is the capital of South Australia. Trace the track from Port Augusta to Adelaide.

Say

Then the train goes onto Broken Hill. Trace the track to Broken Hill.

Where does the train end its journey? **Sydney.**

Trace the track through to Sydney.

Let's read the sentence below the map together.

(Point to the section of the track that begins at Kalgoorlie and crosses the Nullabor Plain.) The long straight track travels across the Nullabor Plain. The Nullabor Plain is part of a desert. What do you know about deserts? **Answers will vary, eg hot, dry, not many people live there.**

Look at the picture below the sentence we just read. What do you notice about the Nullabor Plain? **Answers will vary.**

There are no trees, rivers or hills.

Let's read the last sentence.

How long does the Indian Pacific take to travel from Perth to Sydney? **two and a half days**

Place the atlas in front of the student.

Say

Do you know what this book is? **Answers will vary.**

It is an atlas. An atlas is a book of maps. It shows every place in the world. It shows the countries, the cities, the mountains, the rivers and the oceans.

Explore the atlas with the student, helping him/her to look at the maps and find countries, oceans and town names.

Help the student find a clear map of Australia, showing capital cities.

Say

Australia is an island. What is an island? **Answers will vary.**

An island is land which is completely surrounded by water.



Australia is the largest island in the world. Run your finger around the edge or coast of Australia. You can see that it is not joined to any other countries.

Look down to the bottom of the map of Australia and find a small island.

Can you see the water all around it? **yes**

This island is Tasmania and it is part of Australia.

Find Perth on the map of Australia.

(Point to the Indian Ocean.) This big area of water is the Indian Ocean. If you live in Perth, you go swimming in the Indian Ocean.

From Perth, use your finger and go all the way across the country to the other side, to Sydney.

(Point to the Pacific Ocean.) This is the Pacific Ocean. If you lived in Sydney, you go swimming in the Pacific Ocean.

Why do you think the train is called the Indian Pacific? **Answers will vary.**

It is the Indian Pacific because it runs from the Indian Ocean all the way across to the Pacific Ocean.

Use your finger and trace from Sydney to Perth as if you were on the train.

On the way The Indian Pacific stops at another capital city, Adelaide.

Let's find Adelaide in the atlas.

Say

The Indian Pacific stops at three capital cities but there are more capital cities in Australia. Let's use the atlas and find them all.

Put your finger on Sydney.

Trace down from Sydney and find Melbourne. Put your finger on Melbourne. Melbourne is the capital city of Victoria.

Keep going down to the island state of Tasmania and find Hobart. Hobart is the capital of Tasmania.

Put your finger on Sydney again. Go up from Sydney and find Brisbane. Brisbane is the capital city of Queensland.

Run your finger up from Brisbane to the top of the map. Go across the top and find Darwin, the capital of the Northern Territory.

Use your finger to point to all the capital cities around Australia beginning in Perth and going up to Darwin. (Read the names together.)

What do you notice about where all the capital cities are? **They are all close to the oceans.**

There is one other capital we need to find. This is the capital city of all of Australia. It is Canberra. Help me find Canberra in the atlas.

Canberra is the most important city in Australia. It is where the Government of Australia is and where all our laws are made.

Let's point to all the capital cities in Australia once more. Begin with Canberra.



Read each capital name together.

Explore and discuss other parts of the atlas with the student.



Store the atlas.

The activity sheet will be used in the next activity.

Map fun

Materials:

- activity sheet – *Map fun*
- activity sheet – *The Indian Pacific*
- scissors
- glue.

Place the activity sheets on the table.

Tell me about the picture on the *Map fun* activity sheet. **Answers will vary, eg it is a map of Australia and it has a long railway line.**

When a country like Australia is surrounded by water what is it called? **an island**

Look at the other activity sheet. What are the capital cities that the Indian Pacific stops at? **Perth, Adelaide and Sydney.**

We're going to cut out the capital cities and glue them onto the map.

Can you remember what a capital city is? **the most important city**

Cut out the labels from the *Map fun* activity sheet.

Say

Put each capital city label onto the map where you think it should go. Use the other map to help you.

Glue the labels into place.

We're going to glue the ocean labels onto the oceans around our map of Australia.

If you lived in Perth which ocean would you go swimming in? **the Indian Ocean**

Glue the label onto the map, near Perth.

If you lived in Sydney, which ocean would you swim in? **the Pacific Ocean**

Glue the label onto the map near Sydney.



Display both activity sheets. Encourage the student to read and share them with others.



Train timeline

Materials:

- activity sheet – *What is a train?*
- activity sheet – *Train timeline*
- 2 blank sheets of A4 paper
- scissors
- glue
- felt tip pens.

Ask the student to look at the pictures on the *Train timeline* activity sheet and tell you what he/she sees. **Answers will vary.**

Ask the student to cut out the pictures while you prepare the timeline strip. Fold both sheets of paper in half lengthways. Cut the paper down the folds and glue the pieces end to end, to make one long strip of paper.

Place the activity sheet, *What is a train?* on the table with the prepared timeline.

Say

We're going to make a timeline to show how trains have changed.

What is a timeline? **Answers will vary.**

A timeline is a quick way of showing how something changes and develops over a period of time. Our timeline will begin with the first train and show the changes up to now.

What was the very first train? **the man pushing the cart**

Cut out the picture and glue it onto the left end of the paper strip.

What do you notice about the wheels on the cart? **they are very small**

People wanted a faster, easier way to move things. What was the next train after people pushing carts? **horses pulled small trucks**

Cut out the picture of the horse and little carriages.

What do you notice about the wheels? **The wheels were still small.**

Leave a two finger space between the pictures and glue the horse train next to the first train.

The horse train was followed by ...? **steam trains**

Choose one of the steam train pictures and cut it out.

Leave a two finger space between pictures of the trains and glue the steam train onto the timeline.

Spread the *Train timeline* pictures on the table.



Look at the pictures. Which train do you think is the oldest? **Answers will vary.**

Which train do you think is the most modern? **Answers will vary.**

Put the pictures in order to show what you think is the oldest to the newest train.

Now I can help you check your order. Does number 18 come before number 19? **yes**

Find the train with the 18 date, 1860. **The student picks out the 1860 train.**

This train is more than 100 years old. It is the next train on our timeline.

What do you notice about the wheels? **they are big**

Glue it after the steam train. Remember two finger spacing.

How do you think this train moved? **Answers will vary.**

Say

It was a steam train too. The train driver had to put coal on a fire to keep the water hot and make steam.

Which train do you think will come next on the timeline? **Answers will vary.**

Why do you think that one is next? **Answers will vary, eg it looks old, it has big wheels, it still uses steam, I read the date.**

Leave a two finger space and glue the 1930 train next on the timeline.

This steam train is nearly 100 years old.

The next train for the timeline changes from steam to electric power. Which train is next? **Answers will vary.**

(Point to the bent arm on top of the 1970 model.) This train comes next. This arm connects to the electric wires above the train. Leave two finger spacing and glue the train onto the paper.

Describe the modern train. **Answers will vary.**

Glue it onto the timeline, after a two finger space.

Lay the whole timeline out for the student to see.

Say

What can you tell me about our trains? **Answers will vary.**

The first train was a very simple machine. As people needed more things to be moved and moved faster, trains became big, powerful and more efficient machines.

Say

Below each train, print one word to explain how the train moved. How did the first train move? **a man pushed it**

Print the word 'man' below the first picture.

The second train was powered by a ...? **horse**



Print 'horse' under the picture.

The next three trains all needed coal and water. What fuel did the coal and hot water make? **steam**

Print 'steam' below the next three trains.

Now the trains are getting a bit more modern. What powered the next two trains? **electricity**

I'll help you sound the word as you print it below the pictures.

Point to the pictures on the timeline and tell me how trains have changed from being very simple machines to the modern machine.



The timeline will be used in the next activity.

My train of the future

Materials:

- *Train timeline* from previous activity
- dotted thirds lined paper.

Place the timeline on the table.

Today we have huge trains that carry very heavy loads. We have trains that go very fast. The fastest train in the world is called the Bullet. It is in Japan and can travel 250 kilometres per hour.

What train do you know which travels a very long way? **the Indian Pacific**

Say

Some of the big mines in Australia have trains without drivers. The trains are controlled by computers.

How do you think trains might change in the future? **Answers will vary.**

How will the trains move? **Answers will vary, eg electricity, solar.**

Will the trains need a driver? **Answers will vary.**

Think about what you think a train of the future would look like and do.

Ask the student to tell you about his/her train of the future:

- is it fast?
- does it carry people or goods?
- does it have a driver?
- what makes it go?
- does it drive on rails?
- does it have wheels?

**Say**

At the end of the timeline draw a picture of your train of the future.

How does your train move? **Answers will vary.**

Print the word under your train.

Place the lined paper on the table.

Ask the student to rule a margin down the left side of the lined paper.

Ask the student to print the date in the margin and his/her name on the top line.

Ask the student to print 'Day 7 My train of the future' below his/her name.

Ask the student to print five or six sentences that describe his/her train and how it works. The student works independently, using have a go spelling and sounding skills and known writing strategies.

The student can draw the train below the writing if he/she wishes.



Store or scan and save the writing.

Display the timeline as a wall mural in the student's room.

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
• White whale	
• Flying machines 1 and 2	
Resources (please print)	
• Lesson notes – Day 8	
• Alphabet chart (from Day 5)	
• dotted thirds lined paper	
Home resources	
• computer with internet access	
• video camera	
• bag (not transparent) containing 7 items (eg pencil, rubber, toy)	
• 2 x small paper cups (4 holes evenly distributed around the cup, just under the rim)	
• 8 pieces of string or wool 30cms long, each piece knotted at one end	
• piece of plastic shopping bag, 20cm square	
• piece of light material, 20cm square	
• marking pen	
• scissors	
• glue	



In short

Machines on the move

Materials;

- open space.

Say

What kind of noises does a train make? **Answers will vary, eg clickety clack, toot, toot.**

How does it feel when you're on a fast train? **Answers will vary, eg the train rocks, the train rolls from side to side.**

Stand up and move as if you are on a moving train.

Now you are the driver. Sound the horn so people know you are arriving in the station.

Use your arms to show me how the wheels on a train move.

Make the movement slowly as the train starts to leave the station.

Now get faster and faster as it flies along the track.

You're coming into a station now so sound your horn and slow your wheels.

Put on the brakes and stop.

Let's do that again and you can move around the area as you make the movements with your arms and hands.

Repeat the train 'story' or make up your own, as the student moves around the area, making the actions.

Say

What kind of noises does a truck make? **Answers will vary.**

You are the truck driver. Sound the horn so people know you are leaving the truck stop.

Move around the area, using the huge steering wheel to steer the truck in a line.

Now use the steering wheel to turn to the right and continue straight.

Now turn to the left.

Reverse the truck into a driveway. Make some truck noises to go with this.

Now use a lever to tip up the tray and empty out some sand. Make some truck noises to go with this.

Put the tray back down and drive away. Make some truck noises to go with this.

Choose a vehicle you would like to be or drive.

Move around the area making actions and sounds to match the vehicle and I'll try to guess what you are.



Exploring words

Statement or question

Materials”

- nil required.

Say

What can you tell me about questions? **A question is asked to find something out. It has a question mark at the end.**

What can you tell me about a statement? **It gives a fact or tells about something which happened.**

I'll say a statement or a question. Tell me if it is a question or a statement.

I went home. **statement**

Can I come with you? **question**

Where are you going? **question**

Why did you put the book there? **question**

I have learnt lots about wheels. **statement**

I went to my friend's place on Sunday. **statement**

It was his birthday. **statement**

Did you take a present? **question**

Did he have a party? **question**

He was very happy. **statement**

Alphabetical nouns

Materials:

- *Alphabet chart* (from Day 5)
- bag containing 7 items
- dotted thirds lined paper.

Place the *Alphabet sheet* on the table.

Say

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

Point to each letter and say its name.

Place the lined paper on the table with the alphabet chart.

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



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

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

Ask the student to print his/her name at the top of the page, on the right.

Print the title 'Set 3 Day 8 Alphabetical nouns' below his/her name.

Hold the bag.

Say This bag contains some mystery items. Put your hand in and choose an item but do not take it out or look at it. Feel the item using your fingers. What can you tell me about it? **Answers will vary, eg its soft, smooth, round.**

You have described the item using adjectives. What do you think it is? **Answers will vary, eg ball.**

Take it out to see if you are correct.

X is the name of the item. What do we call naming words? **nouns**

Print the noun on the first line in the left column, on the paper.

Put your hand in and choose an item but do not take it out or look at it. Feel the item using your fingers. What can you tell me about it? **Answers will vary, eg its smooth, has corners, edges and sides and little holes in it.**

You have described the item using adjectives. What do you think it is? **Answers will vary, eg die.**

Take it out to see if you are correct.

X is the noun used to name it.

Print the noun below the first noun in the column.

Continue until all the items have been described, named and recorded.

Say We are going to put the nouns into alphabetical order. You can use the alphabet chart to help you do this. Which beginning letter will we look for first? **/a/**

Do any words begin with /a/? **Answers will vary.**
(If yes, ask the student to draw a 1 next to the word.)

Which letter will we look for next? **/b/**

Do any words begin with /b/? **Answers will vary.**

Ask the student to independently number the remaining words, using the Alphabet chart to help.



**Say**

The nouns are numbered in alphabetical order.

What is the noun next to the number 1? **Answers will vary.**

Print the noun on the first line in the right column.

What is the noun next to the number 2? **Answers will vary.**

Print the noun on the line below the first noun in the right column.

Ask the student to complete the task independently.

Ask the student to read the words now they are in alphabetical order.



Store or scan and save the activity sheet.

White Whale

Materials:

- activity sheet – *White Whale*.

Place the activity sheet on the table.

Say

Read and trace the spelling words in the box at the top of the page. **who**
....where

What do you know about these words? **Answers will vary, eg used to ask questions, begin with the letters w and h, some begin with /wh/ whip.**

Point to the words and read the instructions. **Help White.....spelling words.**

You will make a track joining the spelling words, to get from White Whale to Shy Seahorse. You can only draw the track through the spelling word boxes.

Put your pencil on White Whale and read the words in the boxes that touch his box. **when, they, said**

Which of those words is a spelling word? **when**

Draw a line from White Whale's box to the 'when' box.

Read the words in the boxes that touch the 'when' box. **to, which**

Which of those words is a spelling word? **which**

Continue the line from the 'when' box to the 'which' box.

Read the words in the boxes that touch the 'which' box. **was, who**

Which of those words is a spelling word? **who**

Continue the line from the 'which' box to the 'who' box.

Read the words in the boxes that touch the 'who' box. **which, where**



Say

'who' is already joined to 'which' and you don't want to take the track backwards. Where will you move to next? **the 'where' box**

Continue the line from the 'who' box to the 'where' box.

Keep reading the words and drawing the track from one spelling word to the next until you get to Shy Seahorse.

Encourage the student to finish the task independently.

		when	which	who
they	said	to	was	where
this	that	who	why	what
when	which	where	there	to
what	their	how	the	was
why	when	what	am	into
down	with	which	do	is
went	this	where	why	

Ask the student to read all the words on the track.

Ask the student to read all the sight words going across each row of the grid.



Display the activity sheet.

Fun with print

First attempts

Materials:

- computer with internet access.

Say

We have looked at many different machines. Today we're going to look at flying machines.

What machines do you know that fly? **Answers will vary, eg planes, helicopters, hot air balloons, kites, rockets**

Think about the three things that make a machine. Is a kite a machine? **Answers will vary.**



**Say**

Does it make anything easier or quicker? Does it have moving parts? **no**

A kite is not a machine. People tried to fly in many different ways. How do you think a bird flies? **Answers will vary.**

What do you think is needed for something to be able to fly? **Answers will vary.**

Move to a computer.

Help the student turn on the computer and open a search engine.

Help the student type in 'Images of early airplanes' and press the enter key.

Discuss:

- the various forms of flying machines.
- the designs
- the materials used.
- features such as wings and wheels.

Ask the student if he/she thinks particular airplanes would fly.

Help the student close the computer.

Move back to the table.

Flying machines

Materials:

- activity sheet – *Flying machines 1*
- activity sheet – *Flying machines 2*.

Place the activity sheet *Flying machines 1* on the table.

Say

What is the title of the text? **Flying machines 1**

What do you think the reading will be about? **things that fly, aeroplanes**

Do you think it will be a story or an information text? **Answers will vary.**

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

What did you find out? **Answers will vary.**

Point to the words and read the second paragraph with me.

Who were the first passengers in a balloon? **A sheep, a duck and a rooster**

Where do the people stand? **in a basket**

How does a balloon land? **Answers will vary, eg the pilot lets out some air, the balloon bumps onto the ground.**

**Say**

What else did you find out about hot air balloons? **Answers will vary.**
Point to the words and read the third paragraph with me.
Have you ever flown in an aeroplane? **Answers will vary.**
How does an aeroplane land? **on wheels**
How does the plane balance? **It uses the wings and the tail.**
Was there anything else you found out about planes? **Answers will vary.**
Point to the words and read the fourth paragraph with me.
How long ago were helicopters invented? **about 80 years ago**
What does a helicopter use to land? **skids**
Skids keep the helicopter straight so it can fly up or down. It doesn't need a runway like a plane.
What sort of things can a helicopter do to help people? **They help fight fires, they can take hurt people to hospital and they can chase robbers.**
Would you like to ride in a helicopter? **Answers will vary.**

Place the activity sheet *Flying machines 2* on the table.

Say

You will use this sheet to make some true facts about flying machines. Each box on the sheet has a sentence beginning (point) and four possible endings (point). Only one ending is correct.
Read the first sentence beginning. **The oldest flying machine was**
What are the key words, the important words in the sentence beginning?
oldest flying machine
Read the four endings.
Do you know the correct ending? **Answers will vary.**
Check your choice in the *Flying machines 1* text. Look for the key words.
Which line has those words? **line 5**
Circle the words with a colour pencil.
Read your choice of endings again.
Which bubble will you choose? **the third bubble**
Colour the third bubble, making sure to stay inside the shape.
Read the second sentence beginning and work out the ending using the text.

The student works independently to find and circle the answer in the text and then shade the matching bubble.



The oldest flying machine is



a hot air balloon

The first passengers in the hot air balloon were



a sheep, a duck and a rooster

To be able to fly, planes need



wings, tail, powerful engines and light for their size

Helicopters were invented



about 80 years ago

Ask the student to read the instruction in the box on the *Flying machines 1* activity sheet and complete the task.



Store or scan and save the activity sheets.

Hot air balloons

Materials:

- 2 x small paper cups (with 4 small holes evenly distributed around the cup, just under the rim)
- 8 pieces of string or wool 30cms long, each piece knotted at one end
- piece of plastic shopping bag, 20cm square
- piece of light material, 20cm square
- marking pen
- video camera.

Place the activity sheet and the materials on the table.

Say

We're going to make two hot air balloons. What do you notice about the cups? **they're the same size**

What part of the hot air balloon do you think the cups will be? **the baskets**



Look at the strings. What do you notice? **They are the same length.**

Tell me about the balloon material. **One is a piece of plastic, the other is material.**

Say Use a marking pen and print a capital A on one cup and a capital B on the other.

Thread four strings through the four holes, from outside to inside, of cup A.

Pull them through until the knots hit the rim of the cup.

Help the student tie the unknotted end of each string to each corner of the material square. Ensure the strings between the cup and the material are the same length when tied.

Repeat for the second cup and the plastic. Ensure the strings between the cup and the plastic are the same length when tied, and the same length as those on the material balloon.

When we test things, we try to keep everything the same except for the thing we want to test. What are we changing in this test? **the balloon material**

Say The balloon material is called the variable. It varies or changes so we can test to find out the best material for the balloon.

What do you think will happen when you drop the balloons? **Answers will vary.**

Ask the student to hold the centre of each piece of balloon material between two fingers with the cup dangling below, in each hand.



Please make a video recording of the student dropping the balloons and the discussion that follows.

Ask the student to hold his/her arms straight out in front and on the count of three, drop both balloons.

What happened? **Answers will vary.**

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

Drop the balloons twice more to see if the result is the same.

Say Was the result the same? **Answers will vary.**

Do you think the result will be the same if you drop the balloons from a higher point? **Answers will vary.**

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

Help the student stand on a chair, stool or other stable object that is about a metre off the ground.

Ask the student to hold the centre of each piece of balloon material between two fingers with the cup dangling below, in each hand.



Please make a video recording of the student dropping the balloons and the discussion that follows.

Ask the student to hold his/her arms straight out in front and on the count of three, drop both balloons.

Say

What happened? **Answers will vary.**

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

Drop the balloons twice more to see if the result is the same.

Was the result the same? **Answers will vary.**

Play the videos and watch with the student.

Say

Did the balloons go faster when you stood on a chair? **Answers will vary.**

If you made another hot air balloon, what would you make it from? **Answers will vary.**

Why? **Answers will vary.**

Why didn't our hot air balloons fly? **Answers will vary, eg There was no hot air to fill the balloons, they didn't have burners.**



Save the video recordings to the set folder.

The student can experiment with the hot air balloons after the lesson.

My observations

Materials:

- dotted thirds lined paper.

Say

Today we have looked at flying machines. We went online. What did we look at? **people trying to fly**

What kind of flying machine did we make? **We made hot air balloons.**

Tell me one thing you learnt today. **Answers will vary.**

Place the lined paper on the table.

Ask the student to rule a margin down the left side of the lined paper.

Ask the student to print the date in the margin and his/her name on the top line.

Ask the student to print 'Day 8 My observations' below his/her name.

Ask the student to print some sentences to describe what he/she did in the hot balloon experiment and the results. The student works independently, using his/her spelling and sounding skills and known writing strategies.



The student can draw a picture below the writing if he/she wishes.



Scan or photograph and save a copy of the student writing into the Set folder.
Store the original writing for use on Day 10.

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">• Humpty Dumpty	
<ul style="list-style-type: none">• Change it	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 9	
<ul style="list-style-type: none">• dotted thirds lined paper	
Reading books	
<ul style="list-style-type: none">• Wheels	
<ul style="list-style-type: none">• Amazing Facts About Trucks	
<ul style="list-style-type: none">• Machines in the Home	
Home resources	
<ul style="list-style-type: none">• highlighter	
<ul style="list-style-type: none">• blank paper	
<ul style="list-style-type: none">• recycled/materials (eg small boxes, straws, bottle tops, card, pipe cleaners, small pieces of fabric, string, buttons, pop sticks)	
<ul style="list-style-type: none">• strong adhesive tape	
<ul style="list-style-type: none">• glue	
<ul style="list-style-type: none">• scissors	
<ul style="list-style-type: none">• camera	
<ul style="list-style-type: none">• video camera	



In short

Humpty Dumpty

Materials:

- activity sheet – *Humpty Dumpty*
- highlighter.

Place the rhyme on the table.

Say

Do you know the Humpty Dumpty rhyme? **Answers will vary.**

Let's say it together.

Now let's read it. Point to the words and read the first verse with me.

Let's read the next verse and find out what Humpty gets up to.

Where is Humpty? **on a train**

What is wrong with him? **He has a pain.**

Who are conductors? **Answers will vary.**

Conductors make sure people have tickets, show them to their seats and help anyone who might need help.

Highlight the word.

Point to the words and read the third verse.

Where is Humpty? **In a truck**

What is wrong with him? **He couldn't get out of the truck.**

Who tried to help Humpty? **the drivers and workmen**

Where do you think Humpty is stuck? **Answers will vary.**

Look at the last picture. What machine do you think Humpty is going in this time? **a plane, a jet**

It's a jet and jet planes can fly upside down, fly straight up very quickly and fly very fast. Would you like to fly in a jet? **Answers will vary.**

Read on and we'll find out if Humpty likes jets.

Do you think Humpty liked his ride? **Answers will vary.**

Humpty was so frightened he wouldn't look out the window at the view.

Who tried to help him? **the stewards and the pilots**

Do you know what a steward does? **Answers will vary.**

Who are pilots? **The people who drive the planes.**

Highlight the words stewards and pilots.

**Say**

Read the words you highlighted.

What is the name for the words you highlighted? **Answers will vary, eg nouns.**

Job names are nouns.



Store the rhyme for use on Day 10.

Exploring words

Blends

Materials:

- nil required.

Say

What is a blend? **two letters together but you hear both sounds**

What is a sentence? **a group of words that together make sense**

I'm going to say a blend. Tell me a word using the blend.

fl (example) **fly**

Tell me a sentence using the word 'fly'. **Answers will vary.**

I'll say the blend. You say a word using the blend then put the word into a sentence.

cl **Answers will vary, eg clip, She put a clip in her hair.**

pl **Answers will vary, eg please, Please can I have an ice-cream.**

gl **Answers will vary, eg glass, He put the glass on the sink.**

bl **Answers will vary, eg black, The dog was black.**

sl **Answers will vary, eg slip, Don't slip on the wet floor.**

Digraph /ai/

Materials:

- dotted thirds lined paper.

Place the lined paper on the table.

Say

Train, main, rain, what end sound do you hear? **/ain/**

**Say**

Train, main, rain, what digraph do you hear? **/ai/**

What is a digraph? **two letters together which make one sound**

What is the digraph in the word train? **/ai/**

What two letters make the digraph? **/a/ and /i/**

Print the digraph at the top of the page in big letters. Draw a coloured box around the digraph.

I'll say a word which has the /ai/ digraph. Listen carefully to the beginning and end sounds. Print the word on the paper.

Please do not correct any words the student spells incorrectly.

Say

The first word is pain, p-ai-n.

The second word is g-ai-n.

What can you tell me about the two words, pain and gain? **they rhyme**

What do you know about words that rhyme? **the end part sounds the same**

Look at the spelling of the two words and tell me what you notice. **The letters at the end are the same.**

The end part of rhyming words sounds the same and is usually spelt the same way.

Print these words as I say them.

main, m-ai-n

grain, gr-ai-n

stain, st-ai-n

drain, dr-ai-n

train, tr-ai-n

chain, ch-ai-n

brain, br-ai-n

Read all the words you have written.

If the student recognises a mistake when reading, he/she can correct the word.



Store or scan and save the student's work.

Change it

Materials:

- activity sheet – *Change it*.

Place the activity sheet on the table.



Read the words in the box at the top. **who? When? Where? Why? Which? What?**

What do you know about these words? **they all begin with /wh/, they are all words that begin questions**

Read the title. **Change it.**

Read the first sentence.

What does the sentence tell you? **that I went out**

This type of sentence is called a statement. It just gives a fact, tells about something that happened.

You're going to change the statements into questions by using a word from one of the boxes. You won't use all of the words in the boxes.

Read the first sentence again. The first statement tells that you went to a place.

If you were going to ask me where I went, what question would you ask?

Where did you go?

I would say, "I went out." Which word from the boxes did you use to ask that question? **Where**

On the line below the statement, print the question you asked me. **Where did you go?**

Say

What do you need at the end to show it is a question? **a question mark**

Read the question. **Where did you go?**

Read the next statement. **I went with Mum.**

The statement tells about a person, your company.

Ask me a question to find out who went with me. **Who did you go with?**

Which word will you choose to change the statement into a question? **who**

Print the question on the line below the statement. **Who did you go with?**

Read the third statement. **We went after school.**

The word 'after' tells about the time you went. Which word would you use to find out about the time? **when**

What question would you ask? **When did you go?**

Print the question on the line, remembering the question mark at the end.

There are two words left. You only need one word.

Read the question. **We bought milk and bread.**

Ask me a question to find out what I bought. **What did you buy?**

Print the question on the line remembering to finish with a question mark.

What is the remaining word? **which**

**Say**

Ask me a question using 'which'? **Answers will vary, eg Which shop did you go to?**

You read the questions and I'll answer with the statements.

Swap and have the tutor ask the questions and the student read the statements.



Store or scan and save the activity sheet.

Fun with print

Let's read

Materials:

- reading book – *Machines in the Home*
- video camera.

Place the book *Machines in the Home* on the table.

Say

Open the book and read silently. You can ask me any words you cannot remember.

Now choose four pages to read aloud.

Read them to me.

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

Place the video camera so you can see the pages of the book and the student's hands. (This will allow the teacher to see and hear the reading strategies the student uses when reading.)



Record the student as he/she reads the selected pages.



Save the recording into the set folder.

All about machines

Materials:

- reading book – *Wheels*
- reading book – *Amazing Facts About Trucks*.

Say

Today you're going to design and build your own machine. Before you begin, you should do some research to find ideas. These reading books will help you.



Place the book *Wheels* on the table.

Say

Point to the words and read each page. Look closely at the pictures and think about what the machine does.

Did you read about or see anything in this book that you might use in your machine design? **Answers will vary, eg I'm using cogs.**

Place the book *Amazing Facts About Trucks* on the table.

Say

What is the title of the second book? **Amazing Facts About Trucks.**

Point to the words and we'll read the book together.

Did you read about or see anything in this book that you might use in your machine design? **Answers will vary, eg My machine might go on land and water.**



Store the reading books.

Floyd's design

Materials:

- activity sheet – *Floyd's design* (from Day 4).

Say

Let's explore Floyd's design. This will help you plan your own design and help you think about what your machine will do and how it will do it.

Why did Floyd want to make a cleaning machine? **He didn't like cleaning.**

Look at Floyd's design and tell me about it. **Answers will vary.**

Can you find the broom? **Answers will vary.**

Look at the hands with the cleaning cloths. What do you think makes them work? **all the cogwheels at the front of the machine**

Where do you think all the rubbish and dust goes? **into the drum, the middle of the machine**

Find the two levers between the wheels. What do you think they do? **Answers will vary, eg move the machine up or down, change the speed.**

Find the dials on the side of Floyd's machine. What do you think they do?

Answers will vary, eg set the time.

What do all the cogwheels at the back of the machine do? **move the broom**

Why do you think Floyd put his machine on wheels? **so it could move**

Do you think the wheels are a good size? **Answers will vary.**

**Say**

Why? **Answers will vary.**

Do you think Floyd's invention is a good cleaning machine? **Answers will vary.**

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



Store or display the activity sheet.

The design

Materials:

- blank paper.

Place the blank paper on the table.

Say

Why do people make machines and invent things? **People want to make their work easier.**

How did the Egyptians move heavy stones? **They put logs under the stones and pulled them.**

How did Floyd make cleaning easier? **He invented a cleaning machine.**

What jobs around the house are made easier with machines? **Answers will vary, eg washing machines, vacuum cleaners, lawn mowers, egg beaters.**

Can you think of a machine that could do all those jobs? **Answers will vary.**

People are working towards making robots that will do all those jobs.

People are very interested in knowing what's out in space. What machine was invented so people could go out into space? **rockets**

What do astronauts wear to go up in a rocket? **suits and breathing masks**

Why do they need suits and masks? **so people can breathe out in space where there is no air**

Our oceans are very deep. How do you think scientists can explore the bottom of our oceans? **Answers will vary.**

Scientists are building submarines that can go deep down under the water. Imagine what you might see! People are always trying to invent new machines to make work easier and to search new or unknown places.

Floyd made a cleaning machine. What sort of machine could you make? **Answers will vary, eg a playground machine.**

Will it move? **Answers will vary.**

What sort of parts will your machine have? **Answers will vary.**

How will it help you? **Answers will vary.**



Ask the student to draw a design for his/her machine on the blank paper.

Ask the student to think of a name for the machine and print it above the design.

Ask the student to label the machine parts.



Keep the design for the next activity.

The list

Materials:

- craft materials (eg small boxes, straws, bottle tops, card, pipe cleaners, small pieces of fabric, string, buttons)
- dotted thirds lined paper
- design (from previous activity).

Lay the materials out on the table.

Say

Look at the materials you have to make your machine. What can you tell me about them? **Answers will vary.**

Most of these materials have been used for something before. We are recycling them. Do you know what recycled means? **the things have been used and we are using them again.**

Tell me where some of these items were used before. **Answers will vary, eg This cardboard cylinder comes from the middle of a paper towel roll.**

Using recycled materials in different ways is fantastic for our planet. We make less rubbish and it is cheaper.

Choose the materials you think you might use and place them in front of you.

On the lined paper, print a list of the materials you have chosen.

If you don't use the materials it doesn't matter. If you use more, we can add them to the list later.



The design, list and materials will be used in the next activity.



A machine of the future

Materials:

- the design (from previous activity)
- student list of materials (from previous activity)
- materials (from previous activity)
- strong adhesive tape
- glue
- scissors
- camera
- video camera.

Place the materials on the table.

Say Follow your design and make your machine.

Encourage the student to work independently. Help the student cut or hold something if needed.



Take photographs of the student as he/she builds the machine.



Please video the following discussions.

Say Does your machine look like the picture you drew? **Answers will vary.**
What is the same about the design and the machine you made? **Answers will vary.**
What is different about the design and the machine you made? **Answers will vary.**
Let's check to see if you used the materials you wrote on the list. Tick them off as we find them.
Did you use any extra materials? **Answers will vary.**

If required, ask the student to add any extra materials to the list.

Say Tell me what your machine does.
How does it work? **Answers will vary.**
How does it make work easier or faster? **Answers will vary.**
Are you happy with your machine? **Answers will vary.**
Can you think of any ways you could improve your machine? **Answers will vary.**



Save the photographs and video recording to the set folder.

Store or scan and save the student design and materials list.

The machine will be used in the next activity.

My machine

Materials:

- the machine (built by the student)
- dotted thirds lined paper.

Place the lined paper on the table.

Ask the student to rule a margin down the left side of the lined paper.

Ask the student to print the date in the margin and his/her name on the top line.

Ask the student to print 'Day 9 My machine' below his/her name.

Ask the student to print the name of his/her machine below the title.

Ask the student to print some sentences to describe why he/she made this machine and what it does. The student works independently, using have a go spelling and sounding skills and known writing strategies.



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

Display the machine.

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"> Concentration 	
Resources	
<ul style="list-style-type: none"> Lesson notes – Day 10 	
<ul style="list-style-type: none"> Reflection sheet Day 10 	
<ul style="list-style-type: none"> Humpty Dumpty (from Day 9) 	
<ul style="list-style-type: none"> dotted thirds lined paper 	
<ul style="list-style-type: none"> Student writing – What I learnt (from Day 1) 	
<ul style="list-style-type: none"> Student writing – Cogwheel fun (from Day 2) 	
<ul style="list-style-type: none"> Student writing – The results (from Day 4) 	
<ul style="list-style-type: none"> Student writing – Pinwheel facts (from Day 5) 	
<ul style="list-style-type: none"> Student writing – My observations (from Day 8) 	
<ul style="list-style-type: none"> activity sheet – Machines in the home (from Day 3) 	
Home resources	
<ul style="list-style-type: none"> sheet of blank A4 paper 	
<ul style="list-style-type: none"> stapler 	
<ul style="list-style-type: none"> video camera 	

In short

What am I?

Materials:

- nil required.

**Say**

Do you know what a riddle is? **Answers will vary.**

A riddle is when something is described. You don't know what the item is but the description gives you clues so you can guess. We'll take it in turns to say some riddles about machines.

Listen as I describe a machine.

I am a simple machine. I am used in the garden to help carry things. I have one wheel at the front. What am I? **a wheelbarrow**

Now it's your turn to describe and I'll guess the machine.

Take it in turns to create and guess three riddles each.

Exploring words

Concentration

Materials:

- activity sheet – *Concentration*
- scissors.

Ask the student to read the digraphs and blends on the activity sheet.

Ask the student to cut out the cards.

Place the cards face down on the table.

Say

We are going to play concentration. The idea of the game is to match two cards with the same digraph or blend.

Turn over two cards.

Say the digraphs or blends on the cards.

Are they the same? **Answers will vary.**

If they are the same, keep the pair. If not, turn them face down again.

Continue playing until all the cards have been paired.



Store the cards and play at other times.

Humpty in rhyme

Materials:

- activity sheet – *Humpty Dumpty* (from Day 9).



Say What can you tell me about Humpty Dumpty? **Answers will vary, eg he is an egg, he fell off a wall.**

Look at the poem. Can you remember what happened to Humpty in verse two? **Answers will vary.**

Read it to me and we'll find out. (Help with reading if required.)

Can you remember what happened to Humpty in verse three? **Answers will vary.**

Read it to me and we'll find out. (Help with reading if required.)

Repeat for verse four.

Say Is this a rhyming poem? **yes**

Read the first verse.

How many pairs of rhyming words did you hear? **2**

Circle the first pair of rhyming words using a coloured pencil.

What did you circle? **wall and fall**

Circle the second pair using a different coloured pencil.

What did you circle? **men and again**

Read the second verse.

How many pairs of rhyming words did you hear? **2**

Circle the first pair of rhyming words using a coloured pencil.

What did you circle? **train and pain**

Circle the second pair using a different coloured pencil.

What did you circle? **too and grew**

Repeat for verses three and four.

truck, buck; workmen, again

air, scare; too, view

Read the poem with the student, clapping on each rhyming word.

In the space below the poem, ask the student to draw a picture of Humpty in or on another machine.

Ask the student to draw pictures to match verses two and three.



Store or scan and save the activity sheet.





Word check

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 sate 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 10 Word check' below his/her name.

Say During the set you have used the question words in different activities. Tell me the question words you remember. **who, where, when, what, which, why**

Let's see if you can spell them by yourself. I'll say each word and put it in a question, 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 'when'. When did you learn to read? when
Print the word on the line below your heading.

The second word is 'which'. Which way did the dog go? Which.
Print the word on the line below your first word, so you make a list.

The third word is 'why'. Why are you smiling? Why.
Print the word on the line below, so you make a list.

The fourth word is 'what'. What is your name? What.
Print the word on the line below.

The fifth word is 'where'. Where are my keys? Where.
Print the word on the line below.

The sixth word is 'who'. Who is going on the bus? Who.
Print the word 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.

✓✓✓✓

when ★

✓✓✓ ✓

wheer





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

Making a script

Materials:

- Student writing – *What I learnt* (from Day 1)
- Student writing – *Cogwheel fun* (from Day 2)
- Student writing – *The results* (from Day 4)
- Student writing – *Pinwheel facts* (from Day 5)
- Student writing – *My observations* (from Day 8)
- activity sheet – *Machines in the home* (from Day 3)
- stapler
- blank sheet of A4 paper.

Place the materials on the table.

Say

Today is the last day of our topic about machines and these pages tell us some of the things you have learnt.

Tell me some things you have learnt about machines. **Answers will vary.**

What was your favourite activity? **Answers will vary.**

We will turn your writing into a script so we can make a video in the next activity. Do you know what a script is? **Answers will vary.**

A script has all the information you want to say in a video or film. All the information is in the order you want to present it, and the script is stapled together with a cover.

Place your sheets in a row across the table.

Order the sheets from Day 1 on the left to Day 5 on the right.

Pick up the sheets in order from Day one to Day five. Day one is on top and Day five is on the bottom.

Place the blank sheet on top of Day one.

Help the student staple the booklet together down the left side of the pages.



Ask the student to make a cover that includes the word 'script', their name and the date.

Ask the student to read through the script and look at the pictures to help him/her remember what was written.



The script will be used in the next activity.

My video news

Materials:

- Script (from previous activity)
- video camera
- table
- chair.

Say

You will use your script to present your news. What can you tell me about the news programs on television? **Answers will vary, eg the news reader sits at a table, reads from notes, there are videos and pictures.**

Let's set up the table and chair ready for you to read your news. You want to choose an interesting background. Will you read the news outside or inside?

Help the student arrange the table and chair in front of the chosen background.

Say

You are a newsreader. What will you wear? **Answers will vary, eg a bow tie, a jacket, overalls because I am talking about machines, my tee shirt with the tractor picture.**

Encourage the student to find and wear something as a newsreader costume.

Say

Place your script on the table and sit down. Think about how news readers begin the news. What do they say? **Answers will vary, eg This is X bringing you the news at six o'clock.**

Practise your opening. Smile and speak clearly as you introduce yourself.

What are your news items about? **Answers will vary, eg what I know about machines, what I learnt in this set.**

How will you tell the audience? **Answers will vary, eg Today I'm going to tell you what I've learnt about machines.**

Practise your full introduction and then I'll video it. keep your head up as if you were looking into the camera.



Watch the student practise, then video the introduction.



Say Now you can use your script to report the news. Open your script to the Day one page. On Day 1 you tested wheels under water. What did you find out? **Answers will vary.**

Read what you wrote on Day 1.

Use your writing and the picture to help you make up something to say about this news. **Answers will vary.**

Remember to speak clearly and look at the camera while you practise. You can show the picture too.

Watch the student and give positive feedback.



Record the student as he/she repeats the news item.

Say Turn to Day 2 in your script. What did you do on Day 2? **made cogwheels**
Look at the diagram and read the labels.

Read the sentences you wrote.

Use your writing and the picture to help you make up something to say about this news. Show the diagram and point to its parts to make your news item interesting. **Answers will vary.**

I'll watch while you practise talking about Day 2. Remember to speak clearly, point to parts of the diagram and look at the camera when you can as you practise.



Record the student after the practice session.

Say Turn to Day 3 in your script. What did you do on Day 3? **what makes a machine**

Read the words that tell us what makes a machine. You can also tell the audience other things you know about machines.



Record the student as she/he talks about the third day.

Ask the student to use the script to make up news items about Days four, five and eight. Record the items after the student has practised.

Provide student with positive feedback and remind her/him to speak clearly and look at the camera as you record.

Watch the video together. Give the student positive feedback.

Ask the student to make comments about his/her performance.



Save the video recording to the set folder.



Tutor

Reflection

Please complete the *Day Reflection*. Write your observations and comments about how capably the student worked on the Days 6 – 10 activities.

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



Store the Reflection for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



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