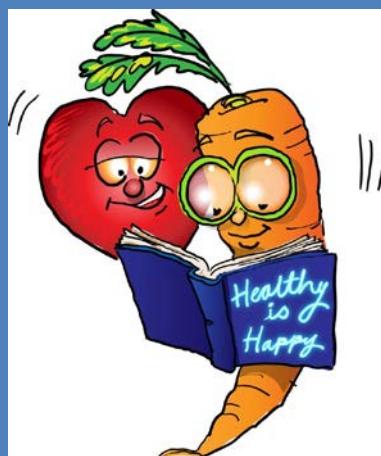


**English
Year 2
SET 9
Lesson notes**

ENGLISH

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

Feeling fabulous



First published 2015

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Overview

Year 2 Set 9: Feeling fabulous!

Early Childhood English – Year 2

Western Australian Curriculum

Content strands	
Language	
Literature	
Literacy	

Content Descriptions
LANGUAGE
Language variation and change
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
Language for interaction
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on <u>context</u> (ACELA1461)
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
Text structure and organisation
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)
Expressing and developing ideas
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	
Phonics and word knowledge	
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)	
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)	
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)	
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)	
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)	
Understand that a sound can be represented by various letter combinations (ACELA1825)	
LITERATURE	
Literature and content	
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	
Responding to literature	
Compare opinions about characters, events and settings in and between texts (ACELT1589)	
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	
Examining Literature	
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	
Creating literature	
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)	

LITERACY	
Texts in context	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
Interacting with others	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
	Rehearse and deliver short presentations on familiar and new topics (ACELY1667)
Interpreting, analysing, evaluating	Identify the audience of imaginative, informative and persuasive texts (ACELY1668)
	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)
Creating texts	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
	Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)
	Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)
	Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

Early Childhood Science – Year 2

Western Australian Curriculum

Content strands

Science Understanding	
Science as a Human Endeavour	
Science Inquiry Skills	

Content Descriptions

Science Understanding

Biological Sciences

Living things grow, change and have offspring similar to themselves (ACSSU030)

Chemical Sciences

Different materials can be combined for a particular purpose (ACSSU031)

Earth and Space Sciences

Earth's resources are used in a variety of ways (ACSSU032)

Physical Sciences

A push or a pull affects how an object moves or changes shape (ACSSU033)

Science as Human Endeavour

Nature and development of science

Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)

Use and influence of science

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

Science Inquiry Skills

Questioning and predicting

Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037)

Planning and conducting

Participate in guided investigations to explore and answer questions (ACSIS038)

Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS039)

Processing and Analysing Data and Information

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACESIS040)

Evaluating

Compare observations with those of others (ACESIS041)

Communicating

Represent and communicate observations and ideas in a variety of ways (ACESIS042)

Early Childhood Humanities and Social Sciences – Year 2

Western Australian Curriculum

Content strands

Knowledge and Understanding

Humanities and Social Sciences skills

Content Descriptions

Knowledge and Understanding - Geography

People are connected to many places

The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia (ACHGK009)

Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) (ACHGK010)

The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place (ACHGK011)

The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters) (ACHGK012)

The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places (ACHGK013)

Knowledge and Understanding – History	
The past in the present	
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)	
The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHHK045)	
The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today (ACHHK046)	
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 – Year 2

Western Australian Curriculum

Content strands

Knowledge and Understanding	
Processes and production skills	

Content Descriptions

Knowledge and Understanding

Technologies and Society

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)

Technologies Contexts

Engineering principles and systems

Forces create movement in products (ACTDEK002)

Food and fibre production

Food and fibre choices for healthy living (ACTDEK003)

Materials and technologies specialisations

Characteristics and properties of materials and individual components that are used to produce design solutions (ACTDEK004)

Processes and production skills

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 Digital Technologies – Year 2

Western Australian Curriculum

Content strands	
Knowledge and Understanding	
Processes and Production Skills	

Content Descriptions	
Knowledge and Understanding	
Digital Systems	
Digital systems (hardware and software) are used for an identified purpose (ACTDIK001)	
Representation of Data	
Data can have patterns and can be represented and used to make simple conclusions (ACTDIK002)	
Processes and Production Skills	
Collecting, managing and analysing data	
Present data 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)	
Create 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 Health and Physical Education – Year 2

Western Australian Curriculum

Content strands	
Personal, social and community health	
Movement and physical activity	

Content Descriptions	
Personal, Social and Community Health	
Being healthy, safe and active	
Personal strengths and achievements and how they contribute to personal identities (ACPPS015)	
Changes in relationships and responsibilities as individuals grow older (ACPPS016)	
Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency locating safety houses and trusted networks in the local community (ACPPS017)	
Strategies and behaviours that promote health and wellbeing: personal hygiene practices healthy eating sufficient sleep staying hydrated regular physical activity (ACPPS018)	

Communicate and interact for health and well being	
Strategies to include others in activities and games (ACPPS019)	
Ways to interpret the feelings of others in different situations, such as: words other people use facial expressions body language (ACPPS020)	
Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)	
Contributing to healthy and active communities	
Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated being sun smart following school rules (ACPPS022)	
Movement and Physical Activity	
Moving our body	
Body management skills: forward roll (ACPMP025)	
Locomotor skills: jump for height (ACPMP025)	
Object control skills: overarm throw punt two-hand side strike (ACPMP025)	
Fundamental movement skills involving the control of objects in simple games: overarm throw kick (ACPMP027)	
Simple games that use a combination of movement skills (ACPMP027)	
Understanding movement	
Positive responses to physical activity, such as a feeling of wellbeing (ACPMP028)	
Ways in which the body reacts during physical activity (ACPMP028)	
Ways to maintain a balanced position while performing various skills (ACPMP029)	

Learning through movement	
Positive choices when participating in group activities, such as: dealing with winning and losing encouraging team-mates (ACMPMP030)	
Alternatives and their effectiveness when solving movement challenges, such as: gaining possession scoring changing positions use of equipment (ACMPMP031)	
Importance of rules and fair play in partner, group activities and minor games(ACMPMP032)	

Early Childhood Dance – Year 2

Western Australian Curriculum

Content strands	
Making	
Responding	

Content Descriptions	
Making	
Ideas	
Improvisation and organisation of movement ideas to create a dance, demonstrating a beginning, middle and end (ACADAM001)	
Skills	
Exploration of, and experimentation with, three (3) elements of dance Body: body awareness (awareness of body in space in relation to objects) body zones (whole body movements, moving different parts of the body) body bases (feet, knees) (ACADAM001)	

<p>Space:</p> <p>levels (medium, low, high)</p> <p>direction (forward, backward)</p> <p>personal space and general space</p> <p>dimensions (big, small)</p> <p>shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry)</p> <p>pathways (in the air with the arms, under, over) (ACADAM001)</p>	
<p>Time:</p> <p>tempo (fast, slow, slowing down, speeding up)</p> <p>to create dance (ACADAM001)</p>	
<p>Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop control, posture, strength, balance and coordination (ACADAM002)</p>	
<p>Safe dance practices, including being aware of the dance space boundaries when involved in dance lessons or rehearsals (ACADAM002)</p>	
Performance	
<p>Performance of a learned dance to an audience that communicates an idea demonstrating a beginning, middle and end (ACADAM003)</p>	
<p>Performance skills (holding, starting and ending positions) when sharing dance with peers (ACADAM003)</p>	
Responding	
<p>Audience behaviour (being attentive, responding appropriately) when students view different dance styles (ACADAR004)</p>	
<p>Reasons why people dance (ACADAR004)</p>	
<p>Personal responses to the elements of body, space and time in dances they view and make (ACADAR004)</p>	

Early Childhood Drama – Year 2

Western Australian Curriculum

Content strands

Making	
Responding	

Content Descriptions

Making

Ideas

Use of dramatic action to sequence events communicating an idea, message or story (ACADRM027)

Improvisation skills (establishing a situation) to develop dramatic action and ideas (ACADRM028)

Skills

Exploration and experimentation of the four (4) elements of drama:
voice (loud, soft, varying loud and soft; pace and pitch)
movement (big, small; use of facial expressions; gestures; posture)
role (fictional character; listening and responding in role)
situation (establishing a fictional setting and relating to it in role)
to create drama (ACADAM028)

Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies (ACADRM029)

Performance

Performance of drama to an audience demonstrating story structures to set the scene, link action and create an ending (ACADRM029)

Performance skills (suitable openings and conclusions to performances, appropriate stage crosses) when sharing drama with familiar audiences (ACADRM029)

Responding

Audience behaviour (responding to interactive elements) where students view drama that uses different styles and unfamiliar stories (ACADRR030)

Reasons why people make drama (ACADRR030)

Personal responses using the elements of voice and movement in drama they view and make (ACADRR030)

Early Childhood Media Arts – Year 2

Western Australian Curriculum

Content strands

Making	
Responding	

Content Descriptions

Making

Ideas

Exploration of how meaning can be changed in familiar stories in different media types through character and settings (ACAMAM054)

Exploration of archetypes and settings in stories and how they enhance the narrative (ACAMAM054)

Use of unfamiliar and contemporary signs and symbols, including logos and icons, to create meaning and purpose in a variety of contexts (ACAMAM054)

Skills

Exploration and experimentation of the codes (elements) and conventions of media:

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 (selecting, arranging and editing text to organise important features of an idea or story)

to produce media work (ACAMAM055)

Production

Production of media work conveying a story or section of a story using archetypes to communicate (audio and/or visual) an idea to an audience (ACAMAM056)

Responding

Different media works use specific features to communicate messages to different audience groups (ACAMAR057)

Personal responses, identifying interests and preferences in media works they view and produce (ACAMAR057)

Early Childhood Music – Year 2

Western Australian Curriculum

Content strands

Making	
Responding	

Content Descriptions

Making

Ideas

Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to communicate music ideas (ACAMUM082)

Selection and combination of pitch and rhythm patterns, using dynamic contrasts to shape, record and communicate simple compositions (ACAMUM082)

Skills

Development of aural skills by exploring the elements of music including:

rhythm (experience and identify time signatures , , ; use bar lines as a division for beats; terminology and notation for )

tempo (changing tempos)

pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale)

dynamics (getting louder, getting softer, very soft (**pp**) and very loud (**ff**))

form (introduction, verse, chorus and rounds)

timbre (how sounds are produced on different instruments; match different sounds to specific instruments)

texture (identify the melody and accompaniment in a piece of music) (ACAMUM080; ACAMUM082)

Performance

Performance of simple songs and own and others' compositions, singing and playing using dynamics to communicate and share music ideas with different audiences (ACAMUM081)

Performance skills (demonstrating appropriate technique when playing instruments) when performing own and others' compositions (ACAMUM081)

Responding	
Audience behaviour (responding to different roles and the expectation of the audience) according to the purpose and cultural context of performance (ACAMUR083)	
Reasons why people make music (ACADRR083)	
Personal responses using the elements of music to make connections; identifying how they are used to communicate mood and meaning in music they listen to or make (ACAMUR083)	

Early Childhood Visual Arts – Year 2

Western Australian Curriculum

Content strands	
Making	
Responding	

Content Descriptions	
Making	
Ideas	
Exploration of, and experimentation with, the visual elements of shape, line, colour, space and texture and how these are used in the environment (ACAVAM106)	
Use of appropriate materials, techniques and technologies (ACAVAM107)	
Skills	
Development of artistic skills through experimentation with: shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes) colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours) line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral; lines that show motion) space (background, foreground; overlapping to show depth; horizon line) texture (familiar objects; changes in texture; transfer of texture; different man-made and natural materials) to create artworks (ACAVAM107)	
Use of appropriate techniques when planning artworks (ACAVAM107)	

Production	
Presentation and display of original artworks, using artistic elements and techniques to communicate ideas and messages to an audience (ACAVAM108)	
Responding	
Reasons why people make art (ACAVAR109)	
Personal responses, identifying how the elements of shape, line, colour, space and texture are used in artworks they view and make (ACAVAR109)	

WA Curriculum – Year 2

Western Australian Curriculum

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	Activity	Content focus
1	Let's move Soft 'gee' Body words Moving body parts My moving body Describing movement	Stretching and moving, exploring why moving makes people feel good Exploring soft 'gee' sounds through listening, talking and moving Exploring spelling words – reading, digraphs and meaning Exploring an information book, movement and body part vocabulary Prepare and present a talk about different body movements, writing 'talk' notes Demonstrating verbs, describing verbs using adverbs
2	Let's move Exploring soft 'gee' Making a spelling list Word building Bones inside our body The bare bones Bony facts Reading eggs	Stretching and moving, identifying 'soft gee' words Reading soft 'gee' words, identifying the 'gi', 'ge', and 'gy' spelling patterns Sorting spelling words into alphabetical order, examining spelling patterns Adding suffixes er, est, ing, s, ly to base words Exploring an information book, practising known reading strategies Exploring an information sheet including headings, diagrams and text Identifying and listing key words and phrases in an information sheet Practising known reading and comprehension strategies

3	<p>Let's move</p> <p>Sorting soft 'g'</p> <p>Healthy words</p> <p>Test your memory</p> <p>In a sentence</p> <p>Connecting the bones</p> <p>Connecting words</p> <p>Acrostic poems</p> <p>Acrostic connections</p>	<p>Stretching and moving, saying 'soft gee' words</p> <p>Reading and sorting soft 'gee' words according to the 'gi', 'ge' and 'gy' patterns</p> <p>Selecting 'healthy soft 'gee' words and substantiating the choice, putting each word into a sentence</p> <p>Identifying syllables, practising spelling strategies to spell list words</p> <p>Discussing spelling words and writing each word in a sentence</p> <p>Exploring bones through reading, writing and discussion</p> <p>Exploring and identifying conjunctions</p> <p>Exploring the features of acrostic poems, reading poems on the computer and identifying their features</p> <p>Using information texts to help create an acrostic poem</p>
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4	<p>Let's move</p> <p>Soft 'gee' in the Phonics book</p> <p>Soft 'gee' 14</p> <p>Look and print</p> <p>Crossword</p> <p>All about the heart</p> <p>Looking for answers</p> <p>Conjunctions</p> <p>Preparing an information sheet</p>	<p>Stretching and moving, responding to a poem</p> <p>Reading and sorting soft 'gee' words according to the 'gi', 'ge' and 'gy' patterns</p> <p>Using spelling knowledge to locate soft 'gee' words hidden in a sleuth</p> <p>Using spelling words in a sentence, practising spelling strategies to spell list words</p> <p>Using word features to fit words into a crossword grid</p> <p>Exploring an information book and information sheet, practising known reading strategies, identifying key facts</p> <p>Answer questions based on an information text, locate the answers within the text</p> <p>Identifying conjunctions, identifying simple sentences that make compound sentences, using conjunctions in sentences</p> <p>Identifying key facts about a chosen topic and presenting them in note form</p>
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5	Let's move Soft 'gee' or not? Letter count Spelling check All about the lungs Breathing Writing an information sheet Reading eggs	Feeling and counting the pulse before, during and after activity Exploring soft and hard 'gee', identifying the difference Examining spelling words and sorting according to letters Checking spelling words using a dictated paragraph Exploring an information book and information sheet, practising known reading strategies, identifying key facts Answer questions based on an information text, locate the answers within the text Using own notes and information sheet models to write own information sheet Practising known reading and comprehension strategies
6	Let's move Soft 'cee' Body fuel The story of Cecily Naming vegetables Fuel record My favourite vegetable	Stretching and moving, using different body parts Exploring soft 'cee' sounds through listening, talking and moving Exploring spelling words – reading, digraphs, meaning and alphabetical order Exploring a narrative poem, discussing the story and poetic features Exploring vegetable names, spelling, giving oral clues Discussing healthy food requirements, completing a table to record food eaten Descriptive writing, demonstrating adjective knowledge, writing and spelling strategies

7	<p>Let's move</p> <p>Investigating soft 'cee'</p> <p>Body fuel spelling</p> <p>Join a word</p> <p>Exploring Cecily's story</p> <p>Key facts</p> <p>Puzzle clues</p> <p>Fuel record</p> <p>Reading eggs</p>	<p>Stretching and moving, identifying 'soft c' words</p> <p>Reading soft 'cee' words, identifying the 'ci', 'ce', and 'cy' spelling patterns</p> <p>Sorting spelling words into alphabetical order, examining spelling patterns</p> <p>Use spelling strategies to place word into a grid to form a crossword</p> <p>Exploring a narrative poem, practising known reading strategies, finding rhyming pairs, illustrating written text</p> <p>Identifying key facts in a narrative poem and using them to write a summary</p> <p>Apply knowledge of the meaning of spelling words to write crossword clues</p> <p>Completing a table to record healthy food eaten</p> <p>Practising known reading and comprehension strategies</p>
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8	Let's move Soft 'cee' sort Staying healthy Quick spell In a poem New fruit Fruit in a book Cooking compounds Acrostic fruit Fuel record	Stretching and moving, identifying 'soft g' words Reading and sorting soft 'cee' words according to the 'ci', 'ce' and 'cy' patterns Selecting healthy soft 'cee' words and substantiating the choice, using the words to make a poster Identifying syllables, practising spelling strategies to spell list words Using spelling words to create a poem, present a poetry reading Creating an oral fruit alphabet, researching and recording information about fruit Exploring a cook book including headings, contents list, index, pictures and text Identifying, splitting and making compound words Create an acrostic poem relating to a favourite fruit Completing a table to record healthy food eaten
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9	Let's move Soft 'cee' lists Cyclone sentences I can spell Solve a crossword Fruit and vegetable crazy Banana bites My procedure Fuel record	Stretching and moving, making 'whole body' letters to spell words Reading and sorting soft 'cee' words according to the 'ci', 'ce' and 'cy' patterns Using soft 'cee' words to complete sentences Using spelling words in a sentence, practising spelling strategies to spell list words Reading clues to complete a spelling list based crossword Exploring an information book, practising known reading strategies, identifying and recording key facts Explore the features of a procedure, follow a procedure (recipe) Demonstrate known writing strategies to write a procedure on a chosen topic Completing a table to record healthy food eaten
10	Let's move Connecting pairs Spot the soft 'cee' I know a sentence Healthy living Healthy living facts I live a healthy life	Stretching and moving, creating movements and actions to illustrate to a poem Grouping soft 'cee' words and substantiating grouping Identifying soft and hard 'cee' spelling patterns and rules Checking spelling words using a dictated paragraph Exploring and interpreting a chart Exploring an information sheet, practising known reading strategies, identifying key facts, oral reading Use known facts to write an explanation

Day 1

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

If the student has charts and cards from previous sets, these can be reused. There is no need to reprint these items.

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
• Body words	
• Moving body parts	
• My moving body	
• Describing movement	
Resources	
• Lesson notes – Day 1	
Reading text (please source the following)	
• non-fiction text about the parts of the body	
Other resources	
• video camera	
• camera	

Background information

It is important to encourage independence however, as the student's ability to read and print will vary depending on the activity, assist by reading to, or with the student.

Use the *Lesson notes* to guide you through the activities. Refer the student to any of the charts and support materials when completing activities.

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

Let's move!

Materials:

- open space where the student can move around
- siblings/friends.

Say

This set is called Feeling fabulous! What do you think it is about? **Answers will vary.**

The first week we'll explore our bodies, how they move and their main parts. How do you feel after you have been doing some physical activity like bike riding or swimming? **Answers will vary.**

How do you feel after you have played a game like hide-and-seek or a ball game with friends? **Answers will vary.**

Let's stretch and move so we feel alive and ready to learn.

Stand in the open space (with siblings/friends).

Ask the student to:

- make his/her body into the smallest shape he/she can
- slowly stretch out one arm
- slowly stretch the hand and fingers on that arm
- stretch the second arm, hand and fingers
- slowly stand, uncurling the legs and body
- stand up tall with arms by sides
- slowly bring arms out from the sides and up above the head
- join the fingers and stretch the arms as high as possible.
- flop the arms down to the sides
- bring the arms up in front of the body, stretching them as far out as possible
- continue bringing the arms up until they are alongside the ears
- stretch the whole body up as tall as it will go

- drop the body and curl up into a small shape
- jump up and stretch as high as you can
- do three more high stretching jumps on the spot.

Say

How do you feel now that you have stretched and curled your body? **Answers will vary.**

Return to the work area.

Phonics fun

'g' saying 'j'

Materials:

- nil required.

Say

Listen to these words engine, giraffe, giant, magic, angel, energy. What sound can you hear in all the words? **j**

In these words, the 'j' sound is made by the letter 'g'. It always has a vowel following it. Let's try to think of some words that have the 'g' saying 'j' sound in them. I can think of ginger. What can you think of? **Answers will vary.**

Continue to take turns to think of 'g' saying 'j' words. If the student suggests a word that is spelled using 'j' (eg jelly), tell him/her that the 'j' letter is used in that word.

Continue until ten words have been given.

Say

Listen to and follow this instruction. Use your arm and hand to show me a giraffe's long neck and head. What word had the 'g' saying 'j'? **giraffe**

Move around the room stretching your giraffe neck as high as you can.

Listen to and follow this instruction. Move around the room like a huge giant.

Which words had the 'g' saying 'j'? **giant, huge**

Use your arms as large angel wings and float around the room.

Which words had the 'g' saying 'j'? **large, angel**

Use your body to make energetic engine movements.

Which words had the 'g' saying 'j'? **energetic, engine**

Pull a gerbil out of your magic hat.

Which words had the 'g' saying 'j'? **gerbil, magic**

Pretend you are gently peeling an orange.

Which words had the 'g' saying 'j'? **gently, orange**

Say

Let's spell some of the words. You can use your finger to print them on the table as we spell them.

The first word is magic. Break it into syllables. **ma-gic**

Now print the letters on the table as you say them. **m-a-g-i-c** (help if required)

Giant. Break it into syllables. **gi-ant**

Now print the letters on the table as you say them. **g-i-a-n-t** (help if required)

Ginger. Break it into syllables. **gin-ger**

Now print the letters on the table as you say them. **g-i-n-g-e-r** (help if required)

Gem. Break it into syllables. **gem**

Now print the letters on the table as you say them. **g-e-m** (help if required)

There is only one syllable in 'huge'. Try to sound out and print 'huge'. **h-u-g-e**

Orange. Break it into syllables. **or-ange**

Now print the letters on the table as you say them. **o-r-a-n-g-e** (help if required)

Ask the student to think of another 'g' saying 'j' word, break it into syllables and print it on the table top.

Let's spell

Body words

Materials:

- activity sheet – *Body words*
- camera
- dictionary.

Say

We feel fabulous when our body feels fabulous. We have been moving about to make our body feel alive and to help us learn. Let's close our eyes and think of body words. I can think of eyes. What is your body part? **Answers will vary.**

Continue listing body words (eg legs, heart, brain, knees, hair) until the student cannot think of any more.

Stand up.

Say

Open your eyes and look at me. Can you think of any more body words?

Encourage the student to list as many more words as he/she can, eg freckles, lips.

Place the activity sheet on the table.

Say

Our spelling words this week are all body words. Point to any that you know and read them to me. **Answers will vary.**

Let's work out the words you didn't read.

Point to each unknown word. Ask the student to break the word into pieces and sound it, eg sk-el-e-ton.

Say

One space is empty. What is a body word that you cannot spell and would like to learn? **Answers will vary.** (Encourage the student to select a word that has five or more letters, eg freckle, elbow.)

Help the student correctly print the word into the empty space.

Ask the student to read all the words. Help if required.

Ask the student to tell you the meaning of each word.

Help the student look up the meanings of unknown words in the dictionary.

Ask the student to find and loop any blends or digraphs he/she knows. **Answers will vary, eg 'y', 'o-e', 'er', 'ai', 'sp, 'i-e', 'ear', 'sk' and any from the student's chosen word.**

Ask the student to cut out the word cards and place them in a column down the table.

Ask the student to put the words into alphabetical order. Encourage the student to experiment. Do not help.



Take a photograph of the column of words.

If any words are placed incorrectly, take them out of the column and ask the student to look at the second or third letter to help him/her place them correctly into the column.

Encourage the student to experiment and remake the column.

If words are still incorrectly placed, talk the student through the process of using the second or third letter to place them correctly.

body, bone, fingernail, heart, lungs, skeleton, skin, skull, spine (including the student's chosen word)



Save the photograph into the Set folder.

Store the word cards for future use.

Let's read

Moving body parts

Materials:

- non-fiction reading text about the parts of the body
- activity sheet *Moving body parts*.

Place the text on the table.

Say Look at the cover of this book. Read the title. **Answers will vary.**

Is it a fiction or an information text? **Information text**

How do you know? **Answers will vary. Possible responses include:**

- **the title**
- **the pictures**
- **it does not look like it tells a story**
- **it looks like it will give us some facts.**

Look through the book to see if you can find other things that will show this in an information text. Tell me what you have found. **Answers will vary.**

Possible responses include:

- **contents page**
- **glossary**
- **photographs**
- **diagrams.**

We have many body parts that we can see. Tell me what you know about your legs. **Answers will vary. Possible responses include:**

- **let me stand up/sit/walk around**
- **two parts joined by my knee**
- **joined by my ankle to my foot**
- **let me hop/run/skip**
- **are the longest part of my body.**

Sit on the floor with your legs out in front.

Describe what you see. **Answers will vary.**

Feel your knees. Describe what you feel. **Answers will vary.**

The bony part on the top of your knee is the kneecap. It protects the moving parts of your knee.

Stand up and move around the area in different ways, showing me what your legs can do. (Student may hop, jump, skip, run, walk backwards etc.)

Say

Crouch down and move around the room in different ways, showing me what your legs can do. (The student may crawl, bunny hop, duck waddle etc)

Look at the contents page in the book. Read the headings to see if you can find one that might tell us where to find information about legs.

If the contents page does not have an appropriate heading, ask the student to look through the book until he/she find some information about legs.

Encourage the student to read the information independently, using known reading strategies. Help if required.

Ask the student to tell you what he/she learned about legs.

Place the activity sheet on the table.

Ask the student to read the title and describe the picture.

Say

This body shape will become a poster that tells us how our body parts can move. You just showed me the different ways your legs can move. You can print some words inside and around the legs of the body shape. Start by printing 'bend' into one thigh.

Encourage the student to print the words, using 'have a go' spelling. Words inside the legs can be printed vertically. The student should include 8 – 10 words. Ensure the space around the feet is left clear.

Answers will vary, eg bend, walk, run, hop, jump, skip, leap, kneel, cross, twist, waddle, shake, wriggle, stretch, kick, crawl.

Say

Tell me what you know about your feet. **Answers will vary. Possible responses include:**

- **I stand on them**
- **joined by my ankle to my legs**
- **let me hop/run/skip/tiptoe**
- **can point**
- **have ten toes.**

Look at your feet.

Describe what you see. **Answers will vary.**

Your foot joins to your leg with your ankle. Move your foot around in a circle and look at how your ankle moves.

Stand up and move around the area in different ways, showing me what your feet can do. (Student may point, rotate, hop, jump, skip, run, dance etc.)

Look at the contents page in the book. Read the headings to see if you can find one that might tell us where to find information about feet.

If the contents page does not have an appropriate heading, ask the student to look through the book until he/she find some information about feet.

Encourage the student to read the information independently, using known reading strategies. Help if required.

Ask the student to tell you what he/she learned about feet.

Say

You just showed me the different ways your feet can move. You can print some words around the feet of the body shape. Start by printing 'point' near one foot.

The student should not print words used for the legs.

Encourage the student to print the words, using 'have a go' spelling. Words inside the legs can be printed vertically. The student should include 4 – 5 words.

Answers will vary, eg bend, walk, run, hop, jump, skip, leap, rotate, circle, scrunch up, shake, wriggle, stretch, kick.

Repeat the discussion, book search, reading and printing for arms, hands, head and torso.



The activity sheet will be used in the next activity.

My moving body

Materials:

- activity sheet – *Moving body parts*
- activity sheet – *My moving body*
- video camera.

Place the activity sheets on the table.

Say

You are going to make a presentation that tells and shows people how your body parts move. The work you did in the previous activity (point to the *Moving body parts* sheet) will help you plan your presentation. (point to the *My moving body* sheet) This sheet is your planning sheet. There are six spaces for you to fill with key points about your moving body, an opening and a closing. The first space is the title. Read what it says. **Opening My moving body**

You will want to say the title. What else can you do in the opening of the presentation? **Answers will vary. Possible responses include:**

- **point to my body**
- **hold up a photograph of me**
- **make my body into a crazy shape**
- **move/shake/twist all of my body.**

Draw a picture or print a couple of words to remind you what you will do.

Encourage the student to print the notes independently, using 'have a go' spelling.

Say

- Which body part will you show and talk about first? **Answers will vary.**
Read the words from your *Moving body parts* sheet to remind you what that body part can do.
Choose four movements to show in your video and print them into space number 1.
Which body part will you show and talk about next? **Answers will vary.**
Read the words from your *Moving body parts* sheet to remind you what that body part can do.
Choose four movements to show in your video and print them into space number 2.

Encourage the student to work independently, using the *Moving body parts* sheet to help complete the presentation plan, including the closing.

Say

- Use your plan to tell me what you will be showing and saying in your presentation. **Answers will vary.**
Think about how you will present the information about each body part. You need to use full sentences when you are describing the movements.

Discuss different presentation ideas with the student, eg

- point to the body part, say its name, describe its movement (eg bend) then make a movement to match. Repeat for each movement.
- point to the body part, say its name, describe its movement (eg bend) as it is moved. Repeat for each movement.
- move the body part and say its name and describe the movement. Repeat for each movement.
- use a sentence to join all the information together and make the movements as/after you name them, eg My foot can point, tiptoe, curl up and make circles.

The student can vary the presentation format for each body part if he/she wishes.

Leave the student for a few minutes to practise the presentation.

Ask the student to show you his/her presentation. Give positive feedback about each section.

The student can practise again if he/she wishes to do so.



Video the student as he/she performs the presentation.



Save the video into the Set folder.

Store or scan and save the activity sheet – *My moving body*

The activity sheet – *Moving body parts* will be used in the next activity.

Let's write

Describing movement

Materials:

- open space where the student can move around
- activity sheet – *Moving body parts*
- activity sheet – *Describing movement*.

Ask the student to read the movements he/she listed on the activity sheet – *Moving body parts*.

Move to the open space.

Say The words listed on the activity sheet are verbs. What is a verb? **an action or doing word**

You can perform actions in different ways. How can you jump? **Answers will vary, eg long jumps, short jumps, high jumps, slow jumps, fast jumps.**

Jump around the space in different ways and describe your jumping as you do it. **Answers will vary.**

How can you crawl? **Answers will vary, eg slowly jumps, quickly, on my knees and hands, on my toes and hands, backwards.**

Crawl around the space in different ways and describe your crawling as you do it. **Answers will vary.**

How can you flap your arms? **Answers will vary, eg slowly, quickly, one at a time, stretching out as far as I can.**

Flap your arms in different ways and describe your flapping as you do it. **Answers will vary.**

How can you stretch your hands? **Answers will vary, eg slowly, one finger at a time, whole hand, quickly.**

Stretch your hands in different ways and describe your stretching as you do it. **Answers will vary.**

How can you move your whole body? **Answers will vary, eg roll, stretch, shake, wriggle, dance, twirl.**

Move your whole body in different ways and describe your movements as you do them. **Answers will vary.**

Move back to the work area.

Say You used and demonstrated lots of describing words to tell me about your actions. When you describe verbs or actions, you are using special words called adverbs. Listen to the word ad – verb, adverb. You are adding to the verbs to make them more descriptive.

Ask the student to stand and jump ten times on the spot.

Say

Did I want you to jump slowly or quickly? **I don't know.**

Did I want you to jump high? **I don't know.**

Make six quick, high jumps on the spot.

Did you know how I wanted you to jump? **Yes**

If I use adverbs, you will know how I want you to do something.

Place the activity sheet on the table.

Say

This is a story about an energetic girl called Geri. Geri's name starts with the 'soft g' sound we learnt about earlier. She goes to the park to burn off some energy. Let's read the story and find out what she does. There are some missing words so we'll skip the gaps as we read.

Encourage the student to read the story independently. Give help as required.

Say

What does Geri do at the park? **Answers will vary. Possible responses include:**

- **ran along the path**
- **jumped on the grass**
- **skipped to the slide**
- **climbed the ladder**
- **slid down the slide**
- **ran around flapping her arms**
- **walked like a tiger**
- **stretched and ran home.**

This story contains lots of verbs. Choose a colour pencil and circle all the verbs you can find.

Verbs: went, ran, jumped, skipped, climbed, slid, ran, flapping, looked, nodding, walked, stretched, jogged.

Say

These verbs need adverbs to describe how Geri made the actions. Read the first two sentences in the story.

Which word needs an adverb? **ran**

How do you think Geri ran? **Answers will vary, eg fast, quickly, rapidly, happily.**

Print the word into the space.

Read the next sentence until the word 'jumped' and think of a different adverb to describe how Geri jumped.

Say

Print your choice into the space. **Answers will vary, eg quickly, rapidly, happily, slowly.**

Now read the rest of the sentence and think of a different adverb to describe how Geri skipped.

Print your choice into the space. **Answers will vary, eg quickly, rapidly, happily, slowly, cheerfully, carefully.**

Read the first three sentences now that you have added the adverbs. **Answers will vary.**

Some sentences have one adverb and some have two. Try to use as many different adverbs as you can as you finish the activity.

Encourage the student to complete the activity independently.

Ask the student to read the completed story to you.



Store or scan and save both the activity sheets.

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
• Exploring soft ‘gee’	
• LSCWC week 1	
• Word building	
• The bare bones	
Resources	
• Lesson notes – Day 2	
• Body words – spelling word cards from Day 1	
• dotted thirds lined paper	
Reading text	
• non-fiction text about the parts of the body	
Other resources	
• dictionary (print or online)	
• highlighter pen	
• computer (with access to the ABC Reading Eggs website)	

Let's move!

Materials:

- open space where the student can move around
- siblings/friends.

Stand in the open space (with siblings/friends).

Say

Let's stretch and move so we feel alive and ready to learn.

Ask the student to:

- make his/her body into the smallest shape he/she can
- join the fingers above the head and stretch as tall as possible.
- relax to a standing position.

Say

Our digraph this week is 'soft gee' or 'g' saying 'j'. I'll say some words. When you hear a 'g' saying 'j' word, bob down as small as you can. Then I'll say more words and you stand up and listen for the next 'soft g' word.

Banana, pear, plum, peach, orange (student bobs down) small, tall, huge.
(student bobs down) Angel. (student bobs down)

Now slowly move around while I say the words and bob down when you hear the 'soft g' word. Fairy, wand, crown, magic

Hippopotamus, platypus, lion, tiger, elephant, giraffe (student bobs down)
plant, herb, ginger (student bobs down)

Now move quickly around the area while I say the words. Listen carefully so you know when to bob down.

Whale, train, building, house, large (student bobs down) big, gem (student bobs down)

Return to the work area.

Phonics fun

Exploring soft 'gee'

Materials:

- activity sheet – *Exploring soft 'gee'*
- dictionary (print or online).

Place the activity sheet on the table.

Say

You have just used a lot of energy to play with 'soft gee' words. Let's explore the 'soft gee' words on this activity sheet.

Look across each row of words and read me any that you know. I'll put a small tick in a corner of the box if you are correct.

Let's work out the words you did not know. Remember that each word has a 'soft gee' and one word has two!

Point to each unknown word. Ask the student to break the word into pieces and sound it, eg im-ag-ine. Help when required.

Read through all the words together. Help the student look up and read the meanings for any unknown words in the dictionary.

Say

'soft gee' is made when a vowel follows the 'g'. Look at the word 'magic'. Which vowel comes after the 'gee'? **i**

Loop the 'gi' using a red pencil.

Look at the words to find and read others that have an 'i' after the 'gee'. Loop the 'gi' in red. **giraffe, giant, engine, imagine, ginger, margin, gipsy, engineer, fragile, agile, digit**

Look at the word 'gentle'. Which vowel comes after the 'gee'? **e**

Loop the 'ge' using a blue pencil.

Look at the words to find and read others that have an 'e' after the 'gee'. Loop the 'ge' in blue. **gem, ginger, large, angel, change, challenge, strange, gerbil, urgent, barge, orange, emergency, huge, urge**

Look at the word 'gym'. Which vowel comes after the 'gee'? **y**

Loop the 'gy' using a green pencil.

Look at the words to find and read others that have a 'y' after the 'gee'. Loop the 'gy' in green. **energy, Egypt, apology**

Check that all the words have the 'soft gee' letters looped. Loop any that you have missed.



Store activity sheet for future use.

Let's spell

Making a spelling list

Materials:

- *Body words* – word cards from Day 1
- *LSCWC week 1* – activity sheet.

Ask the student to spread the word cards on the table.

Ask the student to read each word and point to the body part it represents.

Ask the student to make a column with the words, placing them in alphabetical order.

body, bone, fingernail, heart, lungs, skeleton, skin, skull, spine (including the student's chosen word)

Place the activity sheet on the table.

Ask the student to copy the words (in order) from the word cards into the *My word*' column.

Ask the student to stack the word cards at the top of the desk, face down.

Say

Look carefully at the first word. Look at the letters.

Say the letters. **Answers will vary, eg b-o-d-y**

Break the word into syllables. **Answers will vary, eg bo-dy.**

Cover the word using one of the word cards. Try to print it into the Day 2 column.

Check the word. Tick each letter that you have in the correct position.

Look carefully at the second word. Look at the letters.

Say the letters. **Answers will vary, eg b-o-n-e.**

Break the word into syllables. **Answers will vary, eg bone.**

Cover the word using a word card. Try to print it into the Day 2 column.

Check the word. Tick each letter that you have in the correct position.

Encourage the student to repeat the steps independently for the remaining words. Listen to the oral spelling and syllabification for each word.



Store the activity sheet for use on Day 3.

Store the word cards.

Word building

Materials:

- activity sheet – *Word building*.

Place the activity sheet on the table.

Say

This activity is called *Word building*. What do you think that means? **Answers will vary.**

In this activity, you will use some words you know to make new words. Read the title of the first column. **Base words**

Base words are the beginning words. You will build onto them to make new words.

Ask the student to read the list of words.

Say

We can add endings to these words to make new words.

(Read the title of the second column.) This word (point to the word ‘suffix’ in the table) says ‘suffix’. Read it **suffix**

Say

It's easy to remember because it has two fs and finishes with an x.

Do you know what a suffix is? **Answers will vary.**

A suffix is an ending that you add onto a base word. The suffix could be one letter, like an 's' or more than one letter, like 'er' or 'ing'.

The first base word in the list is 'fast'. What words do you know that begin with 'fast'? **Answers will vary, eg faster, fastest, fasting, fasts.**

To make these words, you add a suffix to the end of the base word 'fast'.

What is the ending you need to add to 'fast' to make 'faster'? **er**

What is the ending you need to add to 'fast' to make 'fasts'? **s**

What is the ending you need to add to 'fast' to make 'fastest'? **est**

What is the ending you need to add to 'fast' to make 'fasting'? **ing**

Which word would you like to make? **Answers will vary.**

What ending will you need to add to make your new word? **Answers will vary, eg er, est, s, ing.**

Print your suffix onto the word using a colour pencil.

What other word can you make by adding a suffix to 'fast'? **Answers will vary, eg faster, fastest, fasting, fasts.**

Print the new word into the next column. Use a colour pencil to print the suffix.

What is the next base word? **slow**

What words do you know that begin with 'slow'? **Answers will vary, eg slower, slowly, slowest, slowing, slows.**

Which word would you like to make? **Answers will vary.**

What suffix will you add to make your new word? **Answers will vary, eg ly, er, est, s, ing.**

Print your ending onto the word using a colour pencil.

What other word can you make by adding a suffix to 'slow'? **Answers will vary, eg ly, er, est, s, ing.**

Print the new word into the next column. Use a colour pencil to print the suffix.

Continue to guide the student as he/she makes the new words for each base word. Nonsense words should not be included.

Ask the student to read each row when the table is complete.



Store or scan and save the activity sheet.

Let's read

Bones inside our body

Materials:

- non-fiction reading text about the parts of the body.

Place the reading book on the table.

Say

Today we are going inside our body to look at our bones. Tell me what you know about our bones. **Answers will vary. Possible responses include:**

- our bones can get broken**
- we have bones inside our fingers and toes**
- ribs are bones**
- we have bones inside our ears**
- the skull is made of bone and its inside our head.**

Look at the contents page in the book. Read the headings to see if you can find one that might tell us where to find information about bones.

If the contents page does not have an appropriate heading, ask the student to look through the book until he/she find some information about bones.

Encourage the student to read the information independently, using known reading strategies. Help if required.

Ask the student to tell you what he/she learned about bones.



Store the reading text.

The bare bones

Materials:

- activity sheet – *The bare bones*
- dictionary – print or online.

Place the activity sheet *The bare bones* on the table.

Ask the student to read the title. **The bare bones**

Say

This is an information sheet. What do you think it will tell us? **Answers will vary.**

Look at the diagrams on the top right of the page. What are they? **Answers will vary, eg bones in the foot and hand, an x-ray of a hand.**

Look at the diagram of the large bone. It is cut away to show us what is inside the bone.

Read the labels with the student.

Help the student look up any unknown meanings in the dictionary.

Ask the student to look at the diagrams at the bottom of the page.

Read the labels and point to the student's own shoulder joint so he/she understands where it is on his/her body.

Say

Let's read the first part of the information sheet to find out more about bones.

Encourage the student to read the first two paragraphs independently. Read unknown words to the student so his/her understanding is not interrupted.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to read the title of the next section. **What's inside a bone**

Say

We have already looked at the diagram of the bone. I wonder what else we will learn. Let's read it to find out.

Encourage the student to read the first two paragraphs independently. Read unknown words to the student so his/her understanding is not interrupted.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**



The activity sheet will be used in the next activity.

Let's write

Bony facts

Materials:

- activity sheet – *The bare bones*
- highlighter pen
- dotted thirds lined paper.

Place the activity sheet on the table.

Say

You read the information sheet and told me the information you remembered. I'd like you to read the sheet again and highlight the key or main facts. You need to highlight a few words for each fact, not the whole sentence.

Encourage the student to read and highlight independently. Give help with reading if required.

Answers will vary, possible responses include:

- **26 bones in each foot**
- **27 bones in the wrist/fingers/hand**
- **28 bones in the skull**
- **skeleton holds body up**
- **protects organs**
- **bone, hard outside**
- **marrow, new cells for blood, centre of bone**
- **spongy bone, strong, keeps bones light**
- **two bones meet, joint**
- **joints move.**

Place the lined paper on the table.

Ask the student to rule a margin down the left hand side, using a colour pencil.

Ask the student to print the date in the first line of the margin.

Ask the student to print his/her name into the first line, next to the margin.

Say

This activity is called *Bony facts*. On the line below your name, print the title. (Help with spelling if required.)

You will be printing a list of your bony facts however we need an beginning for your list. Miss a line and print *My bony facts are*.

After the word ‘are’ you need to put a colon. A colon is two dots, one above the other. (Help if required.)

Draw a small spot next to the margin on the next line.

You have highlighted the bony facts on the information sheet and now you will print them in a bullet list on this page.

Print your first fact after the bullet point. You do not need to use capital letters or full stops for each point. Remember to start each new fact on a new line.

Guide the student as he/she copies the first two facts.

Encourage the student to finish making the list independently.

Ask the student to place a full stop at the end of the last fact.



Store or scan and save the list.

Store the information (activity) sheet.

Reading Eggs

Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading eggs website.
(Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete fifteen minutes of reading related activities.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 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
• Connecting the bones (glue or print onto card)	
• Connecting words	
• Acrostic connections	
Resources	
• Lesson notes – Day 3	
• Exploring soft ‘gee’ (Day 2)	
• dotted thirds lined paper	
• Body words – word cards from Day 1	
• LSCWC week 1 (Day 2)	
Reading books	
• non-fiction reading text about the parts of the body.	
Other resources	
• scissors	
• ruler or piece of card to cover the words.	
• string or wool	
• adhesive tape.	
• computer with internet access	

Let's move!

Materials:

- open space where the student can move around
- siblings/friends.

Stand in the open space (with siblings/friends).

Say

Let's stretch and move so we feel alive and ready to learn.

Ask the student (and others) to:

- make his/her body into the widest shape he/she can
- make his/her body into the narrowest shape he/she can
- shake his/her whole body
- relax to a standing position
- ask the players stand, facing a partner.

Say

Our digraph this week is ‘soft gee’ or ‘g’ saying ‘j’. Player 1 says a soft ‘gee’ word and players high five each other. Player 2 says a soft ‘gee’ word and players high five each other.

The players all have a practise turn. If other players are too young to say their own soft ‘gee’ word, they can repeat the last word said.

Players take turns to say soft ‘gee’ words. If the student cannot think of a soft ‘gee’ word, he/she jumps four times on the spot.

Continue until the student has said at least six soft ‘gee’ words.

Return to the work area.

Phonics fun

Sorting soft ‘gee’

Materials:

- activity sheet – *Exploring soft ‘gee’* (Day 2)
- scissors.
- friends or siblings to play the game (if available).

Place the activity sheet on the table.

Ask the student to point to and read all the words he/she knows.

Help the student read any unknown words.

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

Ask the student to find the cards for ‘giraffe’, ‘gem’ and ‘Egypt’ and place them in a row across the table.

Say

These words all have the soft ‘gee’ sound. What type of letter comes after the ‘gee’ in each word? **a vowel**

What is the vowel in ‘gem’? **e**

What is the vowel in ‘Egypt’? **y**

What is the vowel in ‘giraffe’? **i**

Sort the other word cards into columns below these key words. Each column should have the same vowel following the ‘gee’.

gem: **gentle, large, angel, change, challenge, strange, gerbil, urgent, barge, orange, emergency, huge, urge**

giraffe: **digit, agile, fragile, engineer, gipsy, margin, imagine, engine, magic, giant**

Egypt: **gym, energy, apology**

Ginger can be placed with either ‘giraffe’ or ‘gem’.

Ask the student to read the words in each column.

Ask the student to turn over and mix the word cards.

Ask all the players to sit where they can reach the cards.

Say

We can use the cards to make matching pairs. Each pair must have the same vowel following the ‘gee’ to make a matching pair. ‘Magic’ and ‘giraffe’ will match but ‘magic’ and ‘angel’ won’t.

Ask the student to turn over three cards and read the words.

Ask the student to check if two of the cards match.

If they do, he/she can place them face up together, at the top of the table. If not, the cards are turned face down again.

Ask the other players in turn to turn over three cards and check for a matching pair.

Continue until all the cards have been matched.

Ask each player to read the words on their matched pairs.



The word cards will be used in the next activity.

Healthy words

Materials:

- Soft ‘gee’ word cards (from previous activity)
- dotted thirds lined paper.

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

Say

Some of our soft ‘gee’ words are healthy words. Let’s see if we can decide which words they are. Look at them all and pick up any you think relate to being healthy.

The student should work independently to make his/her choices. **Answers will vary.**

Say

Place your words in a row.

Read each word and tell me why you think it is a healthy word.

If the student can substantiate his/her choice then the word can be kept. If the reason is not clear, ask the student to return the word card to the main group.

Answers will vary. Possible responses include:

- **gentle – be gentle when you play games**
- **engine – our body is like an engine and needs care and fuel**
- **ginger – a plant that can be used to cook healthy food**
- **large – eat a large helping of vegetables each day**
- **change – change your diet and eat more healthily**
- **challenge – challenge yourself to exercise each day**
- **gym – you can go to the gym to exercise**
- **energy – eat well and you will have plenty of energy**
- **orange – a healthy fruit**
- **emergency – if you hurt yourself you might need emergency help**
- **agile – a tennis player is agile and moves very fast**
- **digit – another name for a finger or part of the body.**

Ask the student to choose eight of the healthy words.

Place the lined paper on the table.

Ask the student to rule a coloured margin down the left side of the page.

Ask the student to print the date in the first line of the margin, and his/her name on the same line, outside the margin.

Ask the student to print the title ‘Set 9 Day 3 Healthy words’ on the next line.

Ask the student to miss a line and print a ‘1’ in the margin.

Ask the student to think of a healthy sentence using one of the eight chosen words.

Ask the student to print the sentence on the line/s next to the ‘1’. The student should work independently, using ‘have a go’ spelling. The healthy word can be printed in colour, eg I like **oranges** because they are healthy.

Ask the student to print a ‘2’ in the margin at the start of the next blank line.

Ask the student to think of a healthy sentence using another of the eight chosen words.

Ask the student to print the sentence on the line/s next to the ‘2’. The student should work independently, using ‘have a go’ spelling. The healthy word can be printed in colour, eg My mum goes to the **gym** to exercise.

Encourage the student to work independently to number and print sentences for the remaining six words.

Ask the student to read the sentences and add any missed punctuation.



Store or scan and save the *Healthy words* sentences.

Store the word cards for future use.

Let's spell

Test your memory

Materials:

- *Body words* – word cards from Day 1
- LSCWC week 1 – activity sheet
- ruler or piece of card to cover the words.

Ask the student to spread the word cards on the table.

Ask the student to read each word and point to the body part it represents.

Ask the student to say each word, clapping the syllables and tell you the number of syllables in each word.

body, bo/dy 2

bone, bone 1

fingernail, fin/ger/nail 3

heart heart 1,

lungs, lungs 1

skeleton, ske/le/ton 3

skin, skin 1

skull, skull 1

spine, spine 1

and student’s chosen word

Ask the student to collect the cards and place them to one side.

Place the activity sheet on the table.

Say

Look carefully at the first word. Look at the letters.

Say the letters. **Answers will vary, eg b-o-d-y**

Cover the word and print it into the Day 3 column.

Check the word. Tick each letter that you have in the correct position.

Look carefully at the second word. Look at the letters.

Say the letters. **Answers will vary, eg b-o-n-e**

Cover the word and print it into the Day 3 column.

Check the word. Tick each letter that you have in the correct position.

Encourage the student to repeat the steps independently for the remaining words.
Listen to the oral spelling for each word.



Store the activity sheet for use on Day 4.

The word cards will be used in the next activity.

In a sentence

Materials:

- *Body words* – word cards from Day 1
- dotted thirds lined paper.

Ask the student to place the word cards in a row across the top of the table.

Place the lined paper on the table.

Ask the student to rule a margin down the left side, using a colour pencil.

Ask the student to print the date in the first line of the margin.

Ask the student to print his/her name into the first line, next to the margin.

Ask the student to print ‘Day 3 In a sentence’ on the line below his/her name.

Say

Look at the first word card in your row. What does it say? **Answers will vary, eg heart.**

Tell me what you know about your heart. **Answers will vary. Possible responses include:**

- **inside my body**
- **it pumps blood**
- **it beats.**

Print a sentence about your heart on the next line of the page.

Read the next line in the row. **Answers will vary, eg bone.**

Say

Tell me what you know about bone or bones. **Answers will vary. Possible responses include:**

- **bone is hard**
- **it is soft on the inside**
- **bones are strong and light.**

Print a sentence using the word ‘bone’ or ‘bones’ on the next line of the page.

Continue with these steps of discussion and printing until the student has printed a sentence using each word.



Store or scan and save the sentence sheet.

Store the word cards for future use.

Let's read

Connecting the bones

Materials:

- non-fiction reading text about the parts of the body.
- activity sheet – *Connecting the bones*
- scissors
- string or wool
- adhesive tape.

Place the reading text on the table.

Ask the student to look through the Contents page headings to see if he/she can find skeleton information. (If not, ask him/her to look through the book to find a diagram, picture, photograph or information.)

Encourage the student to read the information independently, using known reading strategies. Help if required.

Ask the student to look at and describe any skeleton diagrams, pictures or photographs.

Ask the student to tell you what he/she knows about skeletons. **Answers will vary.**

Possible responses include:

- **made from lots of bones**
- **a skull is part of the skeleton**
- **bones are hard**
- **gives our body structure so we can stand up, walk, sit down**
- **held together by muscles/joints/tendons/ligaments.**

Place the activity sheet *Connecting the bones* on the table.

Ask the student to identify any of the bones, either using personal knowledge or by referring to the reading text.

Ask the student to label the bones he/she can identify by printing the word inside the bone, eg skull, hips, ribs/rib cage, feet, hands, thigh, shin, upper arm, lower arm, spine.

If medical terms are known or listed in the reading text, these can be used, eg tibia, femur.

Help the student cut out the skeleton parts. (Cut around the outside of the whole hands and feet.)

Ask the student to sort out the skeleton parts and from them into a skeleton. Pictures in the reading book can be used to help.

Say

These skeleton parts are separate. What are the body parts called that connect the skeleton parts together? **muscles/joints/tendons/ligaments**

We need to connect the bones using the tape and wool.

Help the student cut 14 pieces of wool approximately 5 cm long.

Ask the student to turn the skeleton pieces over.

Help the student:

- tape the end of one piece of wool to the chin of the skull and tape the other end to the top of the spine at the top of the rib cage
- select the upper arm, lower arm and hand bones for each arm
- lay out the three pieces to make each arm
- use tape and short pieces of wool to connect the three parts to make each arm
- tape the end of one piece of wool to the left shoulder of the rib cage and tape the other end to the left arm. Repeat for the right shoulder and right arm.
- select the thigh, shin and foot bones for each leg
- lay out the three pieces that make each leg
- use tape and short pieces of wool to connect the three parts to make each leg
- tape the end of one piece of wool to the bottom of the spine and tape the other end to the centre of the hip/pelvic bone
- tape the end of one piece of wool to the bone ‘loop’ on the left side of the hip bones and tape the other end to the left leg. Repeat for the right leg.

Cut a longer piece of wool and tape it to the top of the skull.

Hang/tape the skeleton where the student can see it.

Say

Now the skeleton has tape and wool to act as muscles, tendons and ligaments to hold it together and allow it to move.



The reading text will be used in the next activity.

Let's write

Connecting words

Materials:

- non-fiction reading text about the parts of the body.
- activity sheet – *Connecting words*.

Place the reading text on the table.

Say

Muscles, ligaments and tendons connect our skeleton. The skeleton you make is connected using tape and wool. The connections between the bones of our skeleton make it work properly. Sentences can work in the same way. We can use connecting words or conjunctions to make our writing easier to read. This helps us to connect bits of information that go together.

Can you tell me any connecting words or conjunctions? **Answers will vary, eg and, but, then, because, however, so, also, as, to, since.**

Look through the reading text to find some connecting words or conjunctions. When you find one, print it into the table on the activity sheet.

Encourage the student to find six connecting words.

Ask the student to read the instruction for the next activity and complete the activity independently.

I was sad **because** I lost my dog.

Sam went to town **and/then** bought some games.

Liz ate her sandwich **then/and** went walking.

I tried to catch a butterfly **but/however/as** it flew away.



Store or scan and save the activity sheet.

Acrostic poems

Materials:

- computer.

Say

The title of this activity is *Acrostic poems*. Tell me what you know about acrostic poems. **Answers will vary.**

Let's do some research on the computer to see what we can find.

Ask the student to turn on the computer and open the window of the search engine.

Ask the student to type 'acrostic poems' into the search bar and click the 'enter' key.

Ask the student to read the definition that appears as the first entry in the results.

Ask the student to select 'images for acrostic poems' below the definition.

Ask the student to select one of the images using a single click of the right mouse button.

Ask the student to tell you the vertical word in the poem. **Answers will vary.**

Say

All the lines in the poem should be about this word. Let's read the poem to see if that is true.

Read the poem to see if the acrostic rule has been followed.

Ask the student to select other poems, identify the key word and read to check that they are acrostics.

Ask the student to close the search engine and turn off the computer (if appropriate).

Acrostic connections

Materials:

- activity sheet – *Acrostic connections*
- non-fiction reading text about the parts of the body.
- activity sheet – *The bare bones*. (Day 2)

Say

We know that an acrostic poem begins with a word printed vertically down the page.

Place the activity sheet on the table.

Say

Read the word printed down the page. **skeleton**

Say

This word 'skeleton' is the spine of the poem. We know that each line in the poem starts with one letter of the word and is printed horizontally across the page. It is joined to the 'spine' by the letter.

Say

Each line can be a single word or a short phrase. It must relate to the spine word in some way. In this poem, all the lines must have something to do with the skeleton.

Look at the letters. Can you think of a word or phrase that you could print next to one of the letters? **Answers will vary eg, spine, spines are backbones, spines have many little bones, skulls can be scary.**

Print your word/line next to your chosen letter. Remember, you don't need to print the first letter of your word because it is already on the page.

Encourage the student to print a line for each letter. The student can use the reading text and *The bare bones* information sheet for ideas.

Answers will vary, eg

Spines are back bones

Keeps my body standing up

Everyone has a skeleton

Little bones in my toes

Eye sockets

Teeth are in the jawbone

Our skeleton helps us sit

Neck bones are at the top of the spine

Ask the student to read the poem to you.

Ask the student to read the instructions and complete the last task.



Store or scan and save the acrostic poem.

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
• Soft 'gee' in the Phonics book	
• Soft 'gee' 14	
• Crossword	
• All about the heart	
• Looking for answers	
• Conjunctions	
Resources	
• Lesson notes – Day 4	
• Soft 'gee' word cards from Day 3	
• dotted thirds lined paper	
• Body words – word cards from Day 1	
• LSCWC week 1 from Day 2	
• My phonics book (made up as described in the <i>Tutor Guide</i>)	
Reading books	
• non-fiction reading text about the parts of the body.	
Other resources	
• scissors	
• ruler or piece of card	
• glue	
• dictionary	

Let's move!

Materials:

- open space where the student can move around
- siblings/friends.

Stand in the open space (with siblings/friends).

Say

Let's stretch and move so we feel alive and ready to learn. Make actions to match this skeleton poem.

Skeleton skeleton stretch up tall
Skeleton make a tiny ball
Stretch two bony skeleton hands out
And wave two skeleton arms about
Straighten the spine
And wiggle the hips
Stretch the legs
And make both feet flip
Float about as light as a bird
Stamp about
So your bony steps are heard
Crack your bones
And rattle your teeth
Collapse on the ground
In a bony heap!
Return to the work area.

Phonics fun

Soft 'gee' in the Phonics book

Materials:

- activity sheet – *Soft 'gee' in the Phonics book*
- soft 'gee' word cards
- scissors
- glue
- My phonics book
- dictionary.

Place the materials on the table.

Ask the student to sort the word cards into three groups, ‘ge’, ‘gi’ and ‘gy’.

Ask the student to read the words in each list.

Ask the student to look at the activity sheet.

Say ↗

Today you will add ‘soft gee’ words to your phonics book. (Point to the giraffe.) This soft ‘gee’ is /j/ as in ? **giraffe**

(Point to the gem.) This soft ‘gee’ is /j/ as in ? **gem**

(Point to the map of Egypt.) This soft ‘gee’ is /j/ as in ? **Egypt**

Each list needs more words to fill it. You can copy words from your word cards into each list on the activity sheet. You can also look for words in the dictionary. If you know any other ‘soft g’ words, you can use them too. You’ll need to check new words with me first.

The student should fill the ‘ge’ and ‘gi’ lists. The ‘gy’ list may not be completely filled.

Ask the student to read the words he/she has added to each list.

Ask the student to cut around the completed lists on the dashed lines.

Ask the student to glue the lists onto the next blank page in the My phonics book.



Store the phonics book.

The word cards will be used in the next activity.

Soft ‘gee’ 14

Materials:

- Soft ‘gee’ word cards (from previous activity)
- activity sheet – Soft ‘gee’ 14.

Place the activity sheet on the table.

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

Ask the student to count the word cards. **30**

Say ↗

Fourteen of our soft ‘gee’ words are hidden in this skull grid. Look at the word cards. Do any of the words have a ‘z’? **no**

The boxes on the grid that have a ‘z’ inside will not be used to make any of the ‘soft gee’ words. All the other letters will be used. Each hidden word should be lightly shaded in a different colour. The words go across or down the grid.

Look at the grid to see if you can spot a word from your list.

Say

What word did you find? **Answers will vary.**

Lightly shade each letter in the word in one colour.

Turn over or remove the matching word card.

The student should work independently to complete the activity.

challenge, magic, giraffe, change, huge, angel, Egypt, giant, emergency, fragile, gipsy, urge, gem, gym

Ask the student to read the remaining word cards.

Ask the student to point to and read each word in the grid.



Store or scan and save the activity sheet.

Store the word cards for future use.

Let's spell

Look and print

Materials:

- *Body words* – word cards from Day 1
- activity sheet – LSCWC week 1
- ruler or piece of card to cover the words.

Ask the student to spread the word cards on the table.

Ask the student to say a sentence that contains each word, eg I broke my fingernail.

Ask the student to collect the cards and place them to one side.

Place the activity sheet on the table.

Say

Look carefully at the first word. Look at the letters.

Say the letters. **Answers will vary, eg b-o-d-y**

Cover the word and try to print it into the Day 4 column.

Check the word. Tick each letter that you have in the correct position.

Look carefully at the second word. Look at the letters.

Say the letters. **Answers will vary, eg b-o-n-e**

Cover the word and try to print it into the Day 4 column.

Check the word. Tick each letter that you have in the correct position.

Encourage the student to repeat the steps independently for the remaining words.
Listen to the oral spelling for each word.



Store or scan and save the activity sheet.

The word cards will be used in the next activity.

Crossword

Materials:

- *Body words* – word cards from Day 1
- activity sheet – *Crossword*

Ask the student to place the word cards in a row across the top of the table.

Place the activity sheet on the table.

Ask the student look at the activity sheet and read the word inside the grid. **fingernail**

Say

Fingernail is one of your spelling words. It has already been printed into the grid, so you can turn over its matching word card. All your other spelling words, except the one you chose, are hidden in this crossword grid. The words go across or down the grid.

You can use the letters from the word ‘fingernail’ and the number of letters in each spelling word, to work out where each word fits.

(Point to the ‘i’ in ‘fingernail’.) Which spelling words have an ‘i’ as the third letter? **spine, skin**

Look at the number of spaces for the word. How many letters does this word need? **five**

Which word has five letters, skin or spine? **spine**

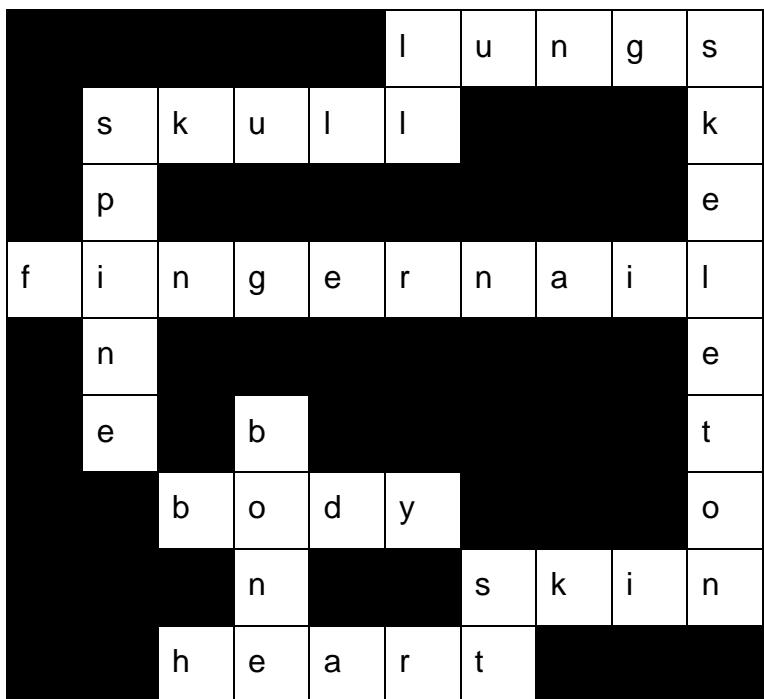
Print the missing letters into the boxes to spell the word.

Turn over the ‘spine’ card.

The student should word independently to complete the puzzle.

Bone, body and heart form their own ‘mini-crossword’ at the bottom of the grid. They do not connect to any other words. Encourage the student to experiment with these three words until they are placed correctly.

See solution on next page.



Store or scan and save the activity sheet.

Store the word cards for future use.

Let's read

All about the heart

Materials:

- non-fiction reading text about the parts of the body.
- activity sheet – *All about the heart*
- dictionary – print or online.

Place the reading text on the table.



Today we are reading about the heart and what it does. What do you know about the heart? **Answers will vary.**

Ask the student to look through the Contents page headings to see if he/she can find a heading for heart information. (If not, ask him/her to look through the book to find a diagram, picture, photograph or information.)

Encourage the student to read the information independently, using known reading strategies. Help if required.

Ask the student to look at and describe any diagrams, pictures or photographs.

Ask the student to tell you what he/she had read about the heart. **Answers will vary.**
Possible responses include:

- **a muscle**
- **beats**
- **pumps blood around the body**

Place the activity sheet *All about the heart* on the table.

Ask the student to read the title. **All about the heart**

Say

This is an information sheet. What do you think it will tell us? **Answers will vary.**

Look at the body diagram. What can you tell me about it? **Answers will vary, eg heart, things inside the body.**

Read the labels with the student.

Help the student look up any unknown meanings in the dictionary.

Say

The heart is part of our circulatory system. It pushes the blood around the body, through the blood vessels. Blood vessels are like tunnels inside the body. Let's read the first part of the information sheet to find out more about the heart and blood vessels.

Encourage the student to read the first three paragraphs independently. Read unknown words to the student so his/her understanding is not interrupted.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to underline key words or phrases that give him/her information about the heart. **Answers will vary, eg muscle, oxygen, goodness from food, fight germs, shaped, pear, fist**

Say

The next two paragraphs tell us about the job of the blood vessels.

Encourage the student to read these two paragraphs independently. Read unknown words to the student so his/her understanding is not interrupted.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to underline key words or phrases that give him/her information about the blood vessels. **Answers will vary, eg arteries, away from the heart, veins, back to the heart**

Say

(Point to the diagram below the paragraphs.) This is a diagram of a spot of blood.

Read the labels with the student.

Help the student look up any unknown meanings in the dictionary.

Encourage the student to read the rest of the text independently. Read unknown words to the student so his/her understanding is not interrupted.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to underline key words or phrases that give him/her information about the blood. **Answers will vary, eg red cells, white cells, platelets, watery liquid, plasma, carry oxygen, fight germs**



The activity (information) sheet will be used in the next activity.

Store the reading text.

Looking for answers

Materials:

- activity sheet – *All about the heart* (from previous activity)
- activity sheet – *Looking for answers*.

Place the activity sheets on the table.

Ask the student to read the title *Looking for answers*.

Say

The *Looking for answers* sheet has some questions about the information you read in the last activity. You need to read the questions and answer them. If you cannot remember the answers, you can find them in the *All about the heart* information sheet.

The student should work independently. Give help to read the questions or words in the text if required.

Is the heart a muscle? **yes**

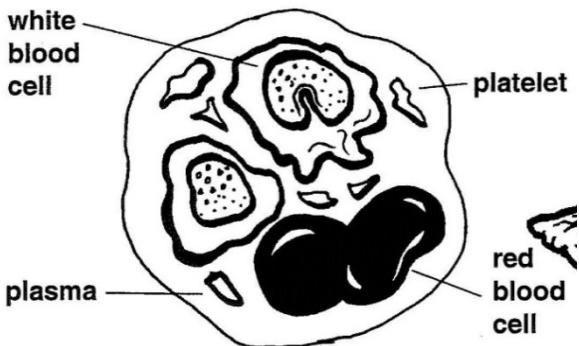
What does the heart pump to the cells in the body? **The heart pumps oxygen from the air and goodness from food.**

How big is your heart? **My heart is as big as my fist/fist sized.**

What are two types of blood vessels? **Two types of blood vessels are arteries and veins.**

What do red blood cells carry? **They carry oxygen.**

What do white blood cells do? **They fight germs.**



Mark then store or scan and save the *Looking for answers* activity sheet.

The information sheet *All about the heart* will be used in the final activity.

Let's write

Conjunctions

Materials:

- activity sheet – *Conjunctions*.

Place the activity sheet on the table.

Say

What is a conjunction? **connecting words, joining words**

Tell me four conjunctions. **Answers will vary, eg and, but, then, because, however, so, also, as, to, since.**

When we use conjunctions to join two simple sentences, we make a compound sentence. Listen to this compound sentence and tell me which word is the conjunction. I went for a walk because I wanted to see the beach. **because**

The cat ate its dinner then curled up in a ball. **then**

The heart pumps the blood around the body and back to the heart. **and**

Read the instruction on the activity sheet and complete the task.

I ate too much for dinner, **so** I couldn't finish my dessert.

Tom played soccer **then** he had a drink.

My arm was broken **but** I could still print and draw.

Floss ate her fruit **while** she watched television.

A skull and crossbones is used on a pirate flag **and** to warn people of danger.

Say

Look at the first compound sentence. It is made from two simple sentences. What is the first simple sentence? **I ate too much dinner.**

What is the second simple sentence? **I couldn't finish my dessert.**

What are the two simple sentences in the next compound sentence? **Tom played soccer. He had a drink.**

What are the two simple sentences in the next compound sentence? **My arm was broken. I could still print and draw.**

What are the two simple sentences in the next compound sentence? **Floss ate her fruit. She watched television.**

The last compound sentence is slightly different. What is the first simple sentence? **A skull and crossbones is used on a pirate flag.**

The second part of the sentence says 'to warn people of danger'. Is this a full sentence? **no**

What is missing? **the beginning of the sentence**

What would the beginning of the second simple sentence say? **A skull and crossbones is used**

In this compound sentence, these words are missing. If they were included, the sentence would be very long. It would say 'A skull and crossbones is used on a pirate flag and a skull and crossbones is used to warn people of danger'. Because the conjunction 'and' is used, we don't need to say those words again. The conjunction joins the two pieces of information and makes the sentence shorter.

Read the next instruction and complete the task. **Answers will vary.**



Store or scan and save the activity sheet.

Preparing an information sheet

Materials:

- dotted thirds lined paper
- non-fiction reading text about the parts of the body
- information sheet – *All about the heart*
- computer with internet access (optional)
- other non-fiction books about the body (optional).

Place the materials on the table.

Say

This book and sheet give us true or factual information about things. The book tells us about many parts of the body while the sheet tells us about one part of the body.

I'd like you to create an information sheet about a part of the body. What does this information sheet use to tell us about the heart? **words, pictures, diagrams, headings**

Your information sheet will need to use those too. You can write about any body part except the heart or skeleton. You might like to choose one of the body parts from your spelling words or you could look through the reading book to find one.

You can get your information from the reading book, other books, the internet or out of your own head. The information sheet should include about eight facts about your body part. Today you can do some research and make notes on a sheet of lined paper.

Help the student decide where he/she will find information.

If necessary, find other books or help the student find a website with information.

The student makes some notes by copying key words and phrases from books or the internet, or writing them from his/her own knowledge.

Ask the student to read the notes and order them by numbering, to show the order he/she will use them in the article.



Store the student notes for use on Day 5.

Store the reading text and information sheet.

Tutor

Set return checklist

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



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

Day 5

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

Materials checklist

Activity sheets (please print)	Check
• Feel the beat	
• Soft ‘gee’ or not?	
• Letter count	
• All about lungs	
• Breathing	
Resources	
• Lesson notes – Day 5	
• Body words – word cards from Day 1	
• dotted thirds lined paper	
• My spelling journal	
• student notes from Day 4	
Reading books	
• non-fiction reading text about the parts of the body.	
Other resources	
• dictionary	
• computer (with access to the ABC Reading Eggs website)	

Let's move!

Materials:

- open space where the student can move around
- a watch or similar to time one and two minute intervals
- activity sheet – *Feel the beat*.

Stand in the open space.

Say

Today we will find out how our heart changes when we exercise. Exercise is good for our heart as it makes it pump faster and work better. It pushes the blood around our body so the oxygen and food get to our cells quickly.

Let's follow the steps on the activity sheet to find and count our heart beat or pulse. Our pulse is measured by feeling an artery. Each time the artery jumps, it is telling us that the heart took a beat and pumped some blood around our body.

Read the activity sheet with the student and follow the instructions to find and count the student's standing heartbeat for one minute.

Ask the student to print the number on the activity sheet.

Time the student as he/she walks around the area for two minutes.

Help the student find and count his/her heartbeat for one minute.

Ask the student to print the number on the activity sheet in the appropriate space on the table.

Repeat the steps for jumping and running.

Ask the student to keep a finger on his/her pulse for two minutes to see what happens now the exercise is finished.

Say

What happens to your heartbeat during exercise? **It gets faster.**

Why? **Answers will vary, eg My body is more active so I need more oxygen so the heart beats faster to get it for me.**

What happens to your pulse when you stop exercising? **It slows down.**



Store the activity sheet.

Return to the work area.

Phonics fun

Soft 'gee' or not?

Materials:

- activity sheet – Soft 'gee' or not?

Place the activity sheet on the table.

Say

Think about our soft 'gee' sound. What makes the 'gee' say /j/? **The e, i or y that comes after it.**

Say

Listen to these words. get, gecko, forget. Do they have a hard or soft ‘gee’ sound? **hard**

Those words all have ‘ge’ in their spelling but the letters don’t make the /j/ sound. Listen to these words. gibbon, giggle, gift. Do they have a hard or soft ‘gee’ sound? **hard**

Those words all have ‘gi’ in their spelling but the letters don’t make the /j/ sound.

Listen to these words. gynaecologist, gyroscope, gyrocopter. Do they have a hard or soft ‘gee’ sound? **hard**

Those words all have ‘gy’ in their spelling but the letters don’t make the /j/ sound.

We need to remember that not all ‘ge’, ‘gi’ and ‘gy’ spelling will be said as a soft ‘gee’ or /j/.

Ask the student to read the first instruction on the activity sheet and complete the task.

gentle ✓	forget	gibbon
engine ✓	gelato ✓	gym ✓
get	gigantic ✓	large ✓
energy ✓	ginger ✓	giggle

Ask the student to read the next instruction and the first tongue twister.

Take turns to read the tongue twisters three or four time, getting faster with each repetition.

Ask the student to read the second instruction, looping the ‘gees’.

Geri and George ate giant ginger gelatos.

Greg and Gilbert giggled at the grey gecko.

Gary and Gemma galloped away on a
gorgeous gentle giraffe.

Ask the student to read the question and complete the answers.

<i>How many did you find?</i>	<i>soft g 11</i>	<i>hard g 10</i>
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Ask the student to read the instruction. Tell the student he can use any of the words from the activity sheet or his/her own ideas. **Answers will vary.**



Store or scan and save the activity sheet.

Let's spell

Letter count

Materials:

- *Body words* – word cards from Day 1
- activity sheet – *Letter count*.

Ask the student to read each word card.

Ask the student to take out the word card for ‘bone’.

Say Let's make a tally of all the letters in our spelling words. How do we tally items? **Answers will vary.**

For each letter we find, you will draw a stroke or tally mark in the box next to the letter. If you get to five, the fifth stroke is drawn across the group of marks to show you have counted five.

Look at the letters that spell ‘bone’. What is the first letter? **b**

Find ‘b’ on the activity sheet and draw a tally mark in the box next to it.

What is the second letter? **o**

Find ‘o’ on the activity sheet and draw a tally mark in the box next to it.

What is the third letter? **n**

Find ‘n’ on the activity sheet and draw a tally mark in the box next to it.

What is the fourth letter? **e**

Find ‘e’ on the activity sheet and draw a tally mark in the box next to it.

You have tallied the letters in ‘bone’. Put the word card to one side and find the card for ‘body’. What is the first letter? **b**

Find ‘b’ on the activity sheet and draw a tally mark in the box next to it.

How many ‘b’s have you tallied? **two**

Say

- What is the second letter in ‘body’? **o**
Find ‘o’ on the activity sheet and draw a tally mark in the box next to it.
How many ‘o’s have you tallied? **two**
What is the third letter? **d**
Find ‘d’ on the activity sheet and draw a tally mark in the box next to it.
What is the fourth letter? **y**
Find ‘y’ on the activity sheet and draw a tally mark in the box next to it.
Put the word card to one side and choose another word.
Tally the letters in this word.

The student can work independently to tally the letters in each word.

Ask the student to read the questions and print the answers.

Answers will vary depending on the list word selected by the student.



Store or scan and save the activity sheet.

Spelling check

Materials:

- dotted thirds lined paper
- ruler
- colour pencil
- *My spelling journal.*

Spelling words	bone, body, spine, fingernail, heart, lungs, skull, skin, skeleton + student’s own word
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Place the lined paper on the table.

Ask the student to use the ruler and colour pencil to rule a margin on the left of the page. The margin is ruler width.

Ask the student to print his/her name at the top of the page.

Ask the student to add the title ‘Set 9 Day 5 Spelling check’.

Say

- Let’s find out today’s date and you can print it on your page, in the first line in the margin.

Help the student locate the date and print it in the correct format, into the margin.

Say

To check your spelling, I'll read some sentences for you to print onto your page. Listen while I read the paragraph.

My body has a skeleton made of bone. My spine and skull are part of my skeleton. My heart and lungs are inside my skeleton. My fingernails protect my fingers.

Now I'll read each sentence and then break it into parts so you can print it.

Remember to use a capital letter at the start of each sentence and a full stop to end it.

Listen to the first sentence. My body has a skeleton made of bone.

Now I'll break it up and you can print it.

My body (wait for student to finish writing)

My body has a skeleton (wait for student to finish writing)

My body has a skeleton made of bone. (wait for student to finish writing)

Now I'll say the whole sentence again and you can check that you have written all the words. My body has a skeleton made of bone.

Check your punctuation too.

The next sentence will begin on the same line because you are writing a paragraph. Listen to the sentence. My spine and skull are part of my skeleton.

My spine and skull (wait for student to finish writing)

My spine and skull are part of (wait for student to finish writing)

My spine and skull are part of my skeleton (wait for student to finish writing)

Check the words and your punctuation while I read the full sentence to you. My spine and skull are part of my skeleton.

The next sentence will begin on the same line. Listen to the sentence. My heart and lungs are inside my skeleton.

My heart and lungs (wait for student to finish writing)

My heart and lungs are inside (wait for student to finish writing)

My heart and lungs are inside my skeleton. (wait for student to finish writing)

Check the words and your punctuation while I read the full sentence to you. My spine and skull are part of my skeleton.

The next sentence will begin on the same line. Listen to the sentence. My fingernails protect my fingers.

My fingernails (wait for student to finish writing)

My fingernails protect my fingers. (wait for student to finish writing)

Check the words and your punctuation while I read the full sentence to you.. My fingernails protect my fingers.

We haven't used your spelling word in a sentence. Think of a sentence that uses your word and print it onto the next line. **Answers will vary.**

Ask the student to loop the word he/she chose to add to the spelling list.
Check and tick all the words that are spelled correctly in the sentences.
Tick capitals to start and full stops to end the sentences.
Any incorrect words are printed correctly into the appropriate page (eg Bb page for birthday) of the student's *My spelling journal*.
Unknown words can be learnt by tracing them, printing them in sand or drawing them in the air or on someone's back.



Store or scan and save the Spelling check sheet.

Let's read

All about the lungs

Materials:

- non-fiction reading text about the parts of the body.
- activity sheet – *All about the lungs*
- dictionary – print or online.

Place the reading text on the table.

Say

Today we are reading about the lungs and what they do. What do you know about the lungs? **Answers will vary.**

Ask the student to look through the Contents page headings to see if he/she can find a heading for lung information. (If not, ask him/her to look through the book to find a diagram, picture or photograph and information.)

Encourage the student to read the information independently, using known reading strategies. Help if required.

Ask the student to look at and describe any diagrams, pictures or photographs.

Ask the student to tell you what he/she had read about the lungs. **Answers will vary.**
Possible responses include:

- **lungs help you breathe**
- **there are two lungs/a pair**
- **air goes into the lungs and the oxygen part is sent to the heart.**

Place the activity sheet *All about the lungs* on the table.

Ask the student to read the title. **All about the lungs**

Say

This is an information sheet. What do you think it will tell us? **Answers will vary.**

Look at the diagram at the top of the page. What can you tell me about it? **It is part of our skeleton.**

Let's find out what the skeleton has to do with our lungs. The lungs are part of our respiratory or breathing system.

Encourage the student to read the first two paragraphs independently. Read unknown words to the student so his/her understanding is not interrupted.

Help the student look up any unknown meanings in the dictionary.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to underline key words or phrases that give him/her information about the lungs. **Answers will vary, eg rib cage, lungs in front of heart, bottom of rib cage, breathe, respire, 20 000 breaths, asleep, breathe.**

Ask the student to describe the diagram.

Read the labels with the student.

Ask the student to read the heading for the next section.

Encourage the student to read the next two paragraphs independently. Read unknown words to the student so his/her understanding is not interrupted.

Help the student look up any unknown meanings in the dictionary.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to underline key words or phrases that give him/her information about breathing. **Answers will vary, eg cells, oxygen, air in nose, air down windpipe, trachea, air into blood, heart pumps blood, breathe out, air leaves body.**

Ask the student to read to the end of the article. Read unknown words to the student so his/her understanding is not interrupted.

Help the student look up any unknown meanings in the dictionary.

Ask the student to tell you what he/she remembers from the reading. **Answers will vary.**

Ask the student to underline key words or phrases that give him/her information about breathing. **Answers will vary, eg muscle, diaphragm, automatic, brain and lungs, cover nose, cover mouth, still breathe.**



The activity (information) sheet will be used in the next activity.

Store the reading text.

Breathing

Materials:

- activity sheet – *All about the lungs*
- activity sheet – *Breathing*.

Place the activity sheets on the table.

Say

The *Breathing* sheet has some questions about the information you read in the last activity. You need to read the questions and answer them. If you cannot remember the answers, you can find them in the *All about the lungs* information sheet.

The student should work independently. Give help to read the questions or words in the text if required.

What protects the heart and lungs? **the rib cage**

Where do the lungs sit? **Answers will vary, eg in the rib cage, in front of the heart, in my chest.**

Why do we need lungs? **We need them so we can breathe.**

Do we breathe when we are asleep? **yes**

How does air get into the lungs? **The air comes through the nose and down the windpipe/trachea.**

Where does the oxygen go after it gets into the blood? **The oxygen goes around the body/to other parts of the body**

What happens to the rest of the air that you breathed in? **It is breathed out.**

Which body parts help us breathe? **brain, lungs, diaphragm**



Mark then store or scan and save the *Breathing* and *All about the lungs* activity sheets.

Let's write

Writing an information sheet

Materials:

- student notes (Day 4)
- information sheet – *All about the lungs*
- dotted thirds lined paper.

Place the materials on the table.

Ask the student to rule a margin down the left side of a sheet of lined paper.

Ask the student to print the date in the margin and his/her name on the top line.

Say

Look at the *All about the lungs* sheet. What does this information sheet use to tell us about the lungs? **words, pictures, diagrams, headings**

Your information sheet will need to use those too.

Yesterday you prepared some notes to use in your information sheet. Read your notes so you can remember what you wrote.

Think about your diagrams or pictures. Where will you put them? If you need to, draw a box/boxes on the page so you know where they will go.

Think about a title for your information sheet and print in on the line below your name.

Think about the headings you might use. Don't forget to include them as you write.

You numbered your notes so you know which order you will include them. You are ready to begin writing.

This is an independent writing activity. The student can use 'have a go' spelling for unknown words.

Ask the student to read his/her completed information sheet and add any missing punctuation.



Store or scan and save the student notes and information sheet.

Store the *All about the lungs* sheet.

Reading Eggs

Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading Eggs website. (Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete fifteen minutes of reading related activities.

Tutor

Reflection

Please complete the Day *Reflection*. Write 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*.

If the student has charts and cards from previous sets, these can be reused. There is no need to reprint these items.

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
• Body fuel	
• The story of Cecily (x 4 pages)	
• Naming vegetables	
• Fuel record	
Resources	
• Lesson notes – Day 6	
• dotted thirds lined paper	
Other resources	
• ten soft toys or similar to act as markers	
• camera	
• dictionary	
• sheet of A4 paper	
• scissors	

• vegetable (carrot, parsnip, small potato) for print making	
• meat tray	
• paint, two colours	
• knife	

Background information

It is important to encourage independence however, as the student's ability to read and print will vary depending on the activity, assist by reading to, or with the student.

Use the *Lesson notes* to guide you through the activities. Refer the student to any of the charts and support materials when completing activities.

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

Let's move!

Materials:

- open space where the student can move around
- siblings/friends (optional)
- ten soft toys or similar to act as markers.

Ask the student to place the markers in different places on the floor around the space.

Stand in the open space (with siblings/friends).

Say

This week we'll explore how we feed and look after bodies so they stay strong and healthy. One way we can do that is to stretch, move and exercise. How did you feel last week after you had done the Let's move! activities? **Answers will vary.**

Let's stretch and move so we feel alive and ready to learn.

Ask the student to:

- make his/her body into the smallest shape he/she can
- slowly stretch out different body parts until he/she is stretching as tall as possible
- relax
- hop around the area, pausing to touch his/her toes to five markers
- jump around the area, pausing to touch his/her nose to three markers
- skip around the area, pausing to touch his/her elbow to eight markers
- stride around the area, pausing to touch his/her knee to seven markers

- walk quickly around the area, pausing to touch his/her chin to ten markers
- collect and store the markers.

Say

How do you feel now that you have stretched and curled your body? **Answers will vary.**

Return to the work area.

Phonics fun

Soft ‘cee’

Materials:

- nil required.

Say

Last week we looked at soft ‘gee’ sounds. Listen to these words engine, giraffe, giant, magic, angel, energy. What sound is the ‘gee’ making in these words? **j**

This week we will explore soft ‘cee’ sounds. Listen to these words science, cells, agency, niece. Can you hear the ‘s’ sound? **yes**

The ‘s’ sound is made by the letter ‘cee’. It always has a vowel following it. Let’s try to think of some words that have the ‘cee’ saying ‘s’ sound in them. I can think of once from ‘once upon a time’. What can you think of? **Answers will vary, eg cycle, bicycle, city, face, space, nice, voice, Grace, dance, prince, princess, fence, bounce, sentence.**

Continue to take turns to think of ‘cee’ saying ‘s’ words. If the student suggests a word that is spelled using ‘s’, tell him/her that the ‘s’ letter is used in that word.

Continue until ten words have been given.

Say

Listen to and follow this instruction. Use your fingers to show me a building shape.

Use your arms to show me a building shape.

Use your whole body to show me a building shape.

If we live in a place where there are lots of homes and office buildings, where do we live? **in a city**

A city is full of office buildings. Both city and office use soft ‘cee’.

Show me how a prince/princess would stroll around a palace.

Which two words had ‘cee’ saying ‘s’? **prince/princess, palace**

Say

Listen for the soft ‘cee’ words in this sentence. I put spice and sauce on my rice. **spice, sauce, rice**

What soft ‘cee’ word means a piece of pie or cake? **slice**

What soft ‘cee’ word is something you have in a salad? **celery, lettuce**

What soft ‘cee’ word is a stick of ice? **icicle**

What soft ‘cee’ word is somewhere you go to see clowns? **circus**

Let’s spell some of the words. You can use your finger to print them on the table as we spell them.

The first word is circus. Break it into syllables. **cir-cus**

Print the letters on the table as you say them. **c-i-r-c-u-s** (help if required)

Pencil. Break it into syllables. **pen-cil**

Print the letters on the table as you say them. **p-e-n-c-i-l** (help if required)

Icy. Break it into syllables. **i-cy**

Print the letters on the table as you say them. **i-c-y** (help if required)

City. Break it into syllables. **ci-ty**

Print the letters on the table as you say them. **c-i-t-y** (help if required)

There is only one syllable in ‘cell’. Try to sound out and print ‘cell’. **c-e-l-l** (help if required)

There is only one syllable in ‘dance’. Try to sound out and print ‘dance’. **d-a-n-c-e** (help if required)

Ask the student to think of another soft ‘cee’ word, break it into syllables and print it on the table top.

Let’s spell

Body fuel

Materials:

- activity sheet – *Body fuel*
- camera
- dictionary.

Say

We feel fabulous when our body feels fabulous. We exercise to make our body feel alive and to help us learn. Listen to the word ‘exercise’.

What can you tell me about it? **It has soft ‘cee’.**

Our body is a machine. To keep it healthy we need to give it fuel or food.

Say

Let's close our eyes and think of healthy things that fuel our body. I can think of vegetables. What can you think of? **Answers will vary, eg fruit, meat, fish, cereal, water, milk.**

Let's see how many vegetables we can list. I can think of carrots. What can you think of? **Answers will vary.**

Continue listing words until the student cannot think of any more.

Say

Let's see how many fruit we can list. I can think of watermelon. What can you think of? **Answers will vary.**

Continue listing words until the student cannot think of any more.

Say

We know two ways we can keep our body healthy. What are they? **exercise and food/fuel**

There are two more things that help us stay healthy. One we do every night. **sleep**

The other we get when we go outside. **sunlight**

If we have a mix of exercise, fuel, sleep and sunlight, we can keep our bodies' healthy.

Place the activity sheet on the table.

Say

Our spelling words this week are about keeping our body healthy. Point to any that you know and read them to me. **Answers will vary.**

Let's work out the words you didn't read.

Point to each unknown word. Help the student to break the word into pieces and sound it, eg ex-er-cise.

Say

One space is empty. What is a body fuel word that you cannot spell and would like to learn? **Answers will vary.** (Encourage the student to select a word that has five or more letters, eg watermelon, growing, growth, muscle.)

Help the student correctly print the word into the empty space.

Ask the student to read all the words. Help if required.

Ask the student to tell you the meaning of each word.

Help the student look up the meanings of unknown words in the dictionary.

Ask the student to find and loop any blends or digraphs he/she knows. **Answers will vary, eg 'fr', 'ui', soft 'g', 'ble', 'a', 'er', 'ght', 'ea', 'th', 'y', 'str', 'tch', 'ld', soft 'cee', 'i-e', and any from the student's chosen word.**

Ask the student to cut out the word cards and place them in a column down the table.

Ask the student to put the words into alphabetical order. Encourage the student to experiment. Do not help.



Take a photograph of the column of words.

If any words are placed incorrectly, take them out of the column and ask the student to look at the second or third letter to help him/her place them correctly into the column.

Encourage the student to experiment and remake the column.

If words are still incorrectly placed, talk the student through the process of using the second or third letter to place them correctly.

build, exercise, fruit, healthy, stretch, strong, sunlight, vegetable, water (including the student's chosen word)



Save the photograph into the Set folder.

Store the word cards for future use.

Let's read

The story of Cecily

Materials:

- activity sheets *The story of Cecily* x 4.

Place the activity sheets in order (pages numbered at the bottom), in a stack on the table.

Read the title with the student.

Say

Look at the girl's name in the title. What do you notice about her name? **It has two soft 'c's.**

Look at the pictures at the top of the page. Describe them to me. **Answers will vary, eg Cecily mixing something in a bowl, cakes, jellybeans and gingerbread men, biscuits.**

Now you know the title and have looked at the pictures on the first page, what do you think the story will be about? **Answers will vary.**

Do you think this is fiction or fact? **fiction**

How do you know? **Answers will vary. Possible responses include:**

- the title says 'The story of' so it's a story/fiction**
- the pictures**
- it does not look like it will give us facts/information.**

Listen while I read this page of the story.

As you read the story, emphasise the rhythm and rhyming words.

Say

This story is told in a special way. What does it have? **rhyming words**
It is a narrative poem, or a poem that tells a story. Do you think this is a funny story? **Answers will vary.**

Why? **Answers will vary.**

What did Cecily love to eat? **Answers will vary, eg chocolate biscuits, sticky cakes, treats, sugary food, sweets.**

What did Cecily hate to eat? **vegetables**

You read this page of the narrative poem.

Encourage the student to read independently. Give help when required.

Say

Find the lines that tell us where Cecily hid her vegetables and read them.

Cecily doesn't like any vegetables at all. What vegetables do you like? **Answers will vary.**

Do you prefer raw or cooked vegetables? **Answers will vary.**

Are there any vegetables that you do not like? **Answers will vary.**

We often hear or read that vegetables are healthy and 'good for us'. Why are they good for us? **Answers will vary. Possible responses include:**

- **help us grow**
- **help our bones/muscles grow**
- **are food for our body so it works properly**
- **give us vitamins that help keep us healthy**
- **keep our teeth/bones healthy**
- **give us energy.**

Cecily doesn't eat her vegetables. What do you think is happening to her body? **Answers will vary. Possible responses include:**

- **teeth might get holes**
- **bones might break easily**
- **her muscles will not be strong**
- **she will be tired.**

Turn to page two and describe the pictures on the page. **bowls of salad**

What vegetables do you like in a salad? **Answers will vary.**

Read this page to me and we'll find out what happens next in the narrative story.

Encourage the student to read independently. Give help when required.

Say

What did Cecily think cauliflower tasted like? **dirty socks**

Have you ever eaten dirty socks? **No**

Do you think Cecily has eaten dirty socks? **Answers will vary.**

If Cecily hasn't eaten dirty socks, how do you think she knows cauliflower tastes like them? **Answers will vary, eg dirty socks smell horrible so they would taste horrible too.**

Count the different ways Cecily hides her vegetables on this page. How many are there? **seven**

Which way is the funniest? **Answers will vary.**

Turn to page three and describe the pictures on the page. **plates of vegetables**

What cooked vegetables do you like? **Answers will vary.**

Read this page to me and we'll find out what happens next in the narrative story.

Encourage the student to read independently. Give help when required.

Say

Four green vegetables are mentioned on this page. What are they? **broccoli, peas, brussel sprouts, spinach**

Which of those vegetables have you tasted? **Answers will vary.**

Which of those vegetables do you like? **Answers will vary.**

Cecily invented ways to get rid of her vegetables. Think back to what you have read. What was the most inventive way she got rid of her vegetables? **Answers will vary.**

On the next page, the story finishes. What do you think will happen? **Answers will vary.**

Turn to page four and describe the pictures on the page. **plates of vegetables and bowls of salad**

Read this page to me and we'll find out what happens next in the narrative story.

Encourage the student to read independently. Give help when required.

Say

Was your idea for the story ending close to what happened? **Answers will vary.**

Why did Cecily decide she liked vegetables? **she tasted them**

Had Cecily tasted the vegetables before she decided she didn't like them? **no**

Cecily had been so busy thinking of where she could hide the vegetables that she didn't taste any of them.

Say

What happened after Cecily decided she like vegetables? **She ate every vegetable she could find, even those she had hidden.**

Now that Cecily is eating her vegetables, she will be living a much healthier life. This narrative poem has a message. Do you know what it is? **Answers will vary, eg taste food/try things before you decide if you like them.**

Read the poem with the student, taking turns to read the lines.

Model expressive reading and emphasise the rhyming words. Encourage the student to copy your reading style.



The activity sheets will be used in the next activity.

Naming vegetables

Materials:

- activity sheets *The story of Cecily* x 4.
- activity sheet – *Naming vegetables*
- sheet of A4 paper
- dictionary (online or print)
- scissors.

Place the activity sheets on the table.

Say

The *Naming vegetables* sheet will be made into game cards. Each game card will have the name of a vegetable printed on it. Look through *The story of Cecily* and find the vegetable names. Copy one name into each card.

Tell me some other vegetable names. **Answers will vary.**

You need to choose the vegetable names you want to include on the rest of the cards. Choose one name. **Answers will vary.**

Print the name on the black page and I will check the spelling.

Note: a tomato is a fruit and should not be included.

If the spelling is correct, the student can copy the name into a space on the activity sheet.

If incorrect, help the student locate the word in the dictionary and copy it into a space.

Continue until the spaces are filled.

Ask the student to cut out the completed name cards.

Ask the student to turn the cards face down on the table.

Take turns to choose a card and silently read it.

Give two clues so the other player can guess the hidden vegetable name.

If the guess is correct, the card remains face up on the table, if not, it is returned face down to the table.

Continue until all the vegetable names have been guessed.



Store the cards.

Store the activity sheets – *The story of Cecily* for future use.

Let's write

Fuel record

Materials:

- activity sheet – *Fuel record*.

Place the activity sheet on the table.

Say This week you can keep a fuel record to show how many serves of vegetables, fruit and water you have each day. A serve of fruit is one small piece or one cup of chopped fruit, a serve of vegetables is half a cup and a serve of water is a medium glass.

What day is it today? **Answers will vary.**

Print the day name into the first space in the first column. Remember to use a capital because a day name is a proper noun.

Look at the pictures in the next space. What are they? **carrots**

Each carrot represents one serve of vegetables. How many carrots are in the space? **5**

We should eat five serves of vegetables each day.

Have you eaten any vegetables today? **Answers will vary.**

If the student has eaten some vegetables, help him/her work out how many half cup serves and colour in the carrots to show this.

Say Look at the pictures in the next space. What are they? **apples**

Each apple represents one serve of fruit. How many apples are in the space? **2**

We should eat two serves of fruit each day.

Have you eaten any fruit today? **Answers will vary.**

If the student has eaten some fruit, help him/her work out how many serves and colour in the apples to show this.

Say

Look at the pictures in the next space. What are they? **glasses**

Each glass represents one serve of water. How many glasses are in the space? **5**

You should drink five glasses of water each day.

Have you drunk any water today? **Answers will vary.**

If the student has had some water, help him/her work out how many glasses and colour in the glasses to show this.

Say

Each time you eat or drink something today, you might be able to add to the fuel record.



Store the activity sheet in a place where the student can access it and record the food during the day.

My favourite vegetable

Materials:

- dotted thirds lined paper
- vegetable that can be used for printmaking, eg carrot, parsnip, small potato
- paint – two colours
- meat tray or similar to pour the paint into
- knife.

Ask the student to use a coloured pencil to rule a ruler-width margin around each side of the page, to make a border.

Ask the student to print today's date and his/her name on the top line (not in the border).

Ask the student to print the title 'My favourite vegetable' on the line below the name and date.

Say

I want to know about your favourite vegetable. What could you tell me? **Answers will vary. Possible responses include:**

- **name/size/colour**
- **how it feels/tastes**
- **where/how it grows**
- **how it can be eaten/cooked**
- **why I like it.**

Say

You can make this piece of writing a description or a puzzle. If it is a description, you can include the vegetable name. If it is a puzzle, don't include the name.

You need to print about ten sentences about your vegetable. Use describing words or adjectives and remember capitals and full stops.

The student should complete the writing independently, using 'have a go' spelling strategies including sounding and known blends and digraphs.

Ask the student to read the piece and add any punctuation.

Read the piece with the student and underline misspelled words.

Help the student make simple corrections, eg adding a missing letter.

Print the correct spelling of more difficult words above the student's attempt.

Cut the vegetable into several chunks.

Pour blobs of paint onto the tray.

Guide the student to lightly dip the vegetable pieces into the paint and make a print pattern in the border around the edge of the page.

Place the sheet out to dry.



Store or scan and save the written piece.

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
• Investigating soft ‘cee’	
• LSCWC week 2	
• Join a word	
Resources	
• Lesson notes – Day 7	
• Body fuel – spelling word cards from Day 6	
• The story of Cecily x 4 sheets from Day 6	
• dotted thirds lined paper	
• Fuel record from Day 6	
Other resources	
• dictionary (print or online)	
• computer (with access to the ABC Reading Eggs website)	

Let's move!

Materials:

- open space where the student can move around
- siblings/friends (optional).

Stand in the open space (with siblings/friends).

Say

Let's stretch and move so we feel alive and ready to learn.

Ask the student to:

- make his/her body into the smallest shape he/she can
- join the fingers above the head and stretch as tall as possible.
- relax to a standing position.

Say

Our digraph this week is soft ‘cee’ or ‘c’ saying ‘s’. I’ll say some words while you jump on the spot. When you hear a soft ‘cee’ word, bob down as small as you can. Then I’ll say more words and you start jumping on the spot again.

Carrot, cucumber, corn, cabbage, celery, (student bobs down), turnip, peas, beans, lettuce, (student bobs down), capsicum.

Cats, dogs, cows, mice (student bobs down), drum, guitar, piano, cymbals (student bobs down) cylinder, (student bobs down).

Now slowly move around while I say the words and bob down when you hear the ‘soft c’ word. New Zealand, Africa, England, Bali, Cambodia, France, (student bobs down)

Hippopotamus, platypus, lion, tiger, elephant, giraffe, rhinoceros (student bobs down) kick, roll, bounce (student bobs down)

Now move quickly around the area while I say the words. Listen carefully so you know when to bob down.

Seahorse, starfish, ocean (student bobs down) city, (student bobs down), cell (student bobs down)

Return to the work area.

Phonics fun

Investigating soft ‘cee’

Materials:

- activity sheet – *Investigating soft ‘cee’*
- dictionary (print or online).

Place the activity sheet on the table.

Say

You have been exercising and listening for the ‘soft cee’ words. Let’s explore the ‘soft cee’ words on this activity sheet.

Look across each row of words and read me any that you know. I’ll put a small tick in a corner of the box if you are correct.

Let’s work out the words you did not know. Remember that each word has a ‘soft cee’.

Point to each unknown word. Ask the student to break the word into parts or syllables and sound it, eg rhi/no/cer/os. Help when required.

Read through all the words together. Help the student look up and read the meanings for any unknown words in the dictionary.

Say

Soft ‘cee’ is made when a vowel follows the ‘cee’. Look at the word ‘cell’. Which vowel comes after the ‘cee’? **e**

Loop the ‘ce’ using a red pencil.

Look at the words to find and read others that have an ‘e’ after the ‘cee’. Loop the ‘ce’ in red. **cent, celebrate, celery, ceremony, ocean, rhinoceros, bounce, lettuce, police**

Look at the word ‘cycle’. Which vowel comes after the ‘cee’? **y**

Loop the ‘cy’ using a blue pencil.

Look at the words to find and read others that have a ‘y’ after the ‘cee’. Loop the ‘cy’ in blue. **cylinder, cymbals, cyclone, cygnet, bicycle, icy, spicy, juicy, recycle**

Look at the word ‘circus’. Which vowel comes after the ‘cee’? **i**

Loop the ‘ci’ using a green pencil.

Look at the words to find and read others that have an ‘i’ after the ‘cee’. Loop the ‘ci’ in green. **city, circle, cicada, cinema, pencil, exciting, icicle, medicine, decide**

Check that all the words have the ‘soft cee’ letters looped. Loop any that you have missed.



Store activity sheet for future use.

Let's spell

Body fuel spelling

Materials:

- *Body fuel* – word cards from Day 6
- activity sheet – LSCWC week 2

Ask the student to spread the word cards on the table.

Ask the student to read each word and tell or show you what it means.

Ask the student to make a column with the words, placing them in alphabetical order.

**build, exercise, fruit, healthy, stretch, strong, sunlight, vegetable, water
(including the student’s chosen word)**

Place the activity sheet on the table.

Ask the student to copy the words (in order) from the word cards into the *My word* column.

Ask the student to stack the word cards at the top of the desk, face up.

Say

- Look carefully at the first word. Look at the letters.
Say the letters. **Answers will vary, eg b-u-i-l-d**
Break the word into syllables. **Answers will vary, eg build.**
Cover the word using a word card. Print it into the Day 7 column.
Check the word. Tick each letter that you have in the correct position.
Look carefully at the second word. Look at the letters.
Say the letters. **Answers will vary, eg e-x-e-r-c-i-s-e**
Break the word into syllables. **Answers will vary, eg ex-er-cise**
Cover the word using a word card. Print it into the Day 7 column.
Check the word. Tick each letter that you have in the correct position.

Encourage the student to repeat the steps independently for the remaining words.
Listen to the oral spelling and syllabification for each word.



Store the activity sheet for use on Day 8.

The word cards will be used in the next activity.

Join a word

Materials:

- activity sheet – *Join a word*
- Body fuel* – word cards from Day 6.

Say

This activity is called *Join a word*. What do you think that means? **Answers will vary.**

In this activity, you will use your spelling words to make a puzzle. Each spelling word will be printed into the grid. The words can be printed across or down the grid. Each word must join onto at least one other word.

Place the activity sheet on the table.

Ask the student to place the word cards across the table.

Read the activity sheet instructions and the hint with the student.

Ask the student to choose a word and print it across the middle of the grid, eg

v	e	g	e	t	a	b	l	e				

Ask the student to turn over the card of the used word.

Ask the student to find a word that has one or more of the same letters as the word in the grid.

Ask the student to print it down the grid, using the common letter, eg

				s								
v	e	g	e	t	a	b	l	e				
				r								
				e								
				t								
				c								
				h								

Ask the student to turn over the card of the second used word.

Ask the student to look for a word that will join to either the first or second word.

Ask the student to print it across or down the grid, using the common letter, eg

				s	u	n	l	i	g	h	t	
v	e	g	e	t	a	b	l	e				
				r								
				e								
				t								
				c								
				h								

Ask the student to turn over the card of the used word.

Encourage the student to continue until all words have been placed.

The student can erase words to move them. **Answers will vary, see example on next page.**

									w	
									a	
			s	u	n	l	i	g	h	t
v	e	g	e	t	a	b	l	e		e
x			r				f		r	
c			e				r			
e			t			b	u	i	l	d
r			c				i			
c			h	e	a	l	t	h	y	
i										
s	t	r	o	n	g					
e										



Store the activity sheet for future use.

Let's read

Exploring Cecily's story

Materials:

- activity sheets – *The story of Cecily* x 4 pages (Day 6).

Place the activity sheets on the table.

Say	<p>Tell me what you remember about <i>The story of Cecily</i>. Answers will vary.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> it's a narrative/funny poem Cecily loves sweets/sugary foods Cecily hides her vegetables all over the house Cecily tastes vegetables and decides she loves them Cecily finds all her hidden vegetables and eats them.
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Say

Read the poem to yourself and use different colours to loop the pairs of rhyming words.

The student works independently on the task.

eat, treat; hate, plate; fat, that; drink, sink; socks, blocks; persevere, disappear; cat, mat; loo, shoe; peas, disease; chuck, muck; ears, years; out, out; south, mouth; great, ate; away, anyway

Ask the student to draw two pictures on each page to illustrate two parts of the poem. The pictures can be drawn next to the text or at the bottom of each page, or both.

Ask the student to use a ruler and coloured pencil to underline in the text that he/she has chosen to illustrate.

The student can draw more illustrations if he/she wishes.



The activity sheets will be used in the next activity.

Key facts

Materials:

- activity sheets – *The story of Cecily* x 4 sheets
- dotted thirds lined paper.

Place the activity sheets and lined paper on the table.

Ask the student to use a coloured pencil to rule a margin down the left side of the lined paper.

Ask the student to print today's date on the top line of the margin.

Ask the student to print his/her name on the top line in the second column.

Ask the student to print the title 'Key facts' on the line below his/her name.

Say

When we talk about the key facts or points in a story, what do we mean?
Answers will vary, eg the main events/ things that happen.

What are some of the key events in *The story of Cecily*? **Answers will vary.**
Possible responses include:

- **Cecily hides her vegetables all over the house**
- **Cecily loves sweets/sugary foods**
- **Cecily tastes vegetables and decides she loves them**
- **Cecily hates vegetables**
- **Cecily finds all her hidden vegetables and eats them.**

Say

On the lined paper, record the key events in order of what happened. Read the poem in sections and then print one or two sentences to say what happened in that section.

Remember to use capitals and full stops.

The student completes the task independently, using the story as a reference and spelling help. **Answers will vary, eg**

Cecily loves eating sweets/sugary foods. She hates vegetables and will not eat them. Cecily hides her vegetables under her food and inside the house. She has to keep finding other places to hide her vegetables. Cecily invents new ways to hide them so they won't be found for years. One day Cecily realises she has no more hiding places so she has to eat the vegetables. When she tries them, she likes them and eats them all. She finds all her old hidden vegetables and eats them too. After she has eaten all the vegetables she can find, Cecily asks for more.

Say

You have written a summary or short recount of the narrative poem. A summary is helpful when people do not have time to read the whole story but they want to know what happened.



Store or scan and save the *Key facts* writing.

Store the story sheets for future use.

Let's write

Puzzle clues

Materials:

- activity sheet – *Join a word*
- *Body fuel* – word cards from Day 6
- dotted thirds lined paper.

Place the materials on the table.

Ask the student to rule a margin down the left hand side of the lined paper, using a colour pencil.

Ask the student to print the date in the first line of the margin.

Ask the student to print his/her name into the first line, next to the margin.

Ask the student to print the heading ‘Puzzle clues’ on the line below his/her name.

Say

Let's make this *Join a word* grid into a puzzle. You won't tell the person what the hidden words are so you need some clues to help them work out the words they need to find.

Ask the student to place the word cards in a row across the top of the table.

Say

One of the words in the puzzle is ‘vegetable’. What clue could you print?
Answers will vary, eg You eat these with meat, these are plants.

Print a number one into the margin.

Print your clue next to the number.

Encourage the student to use known spelling strategies to print unknown words.

Remind the student to use capital letters and full stops.

Ask the student to turn over the ‘vegetable’ word card.

Say

Print a number two into the margin, on the line below the last word of the clue.

Another word in the puzzle is ‘healthy’. What clue could you print? **Answers will vary, eg If you eat well and exercise you will be _____.**

Print your clue next to the number.

Encourage the student to use known spelling strategies to print unknown words.

Remind the student to use capital letters and full stops.

Ask the student to turn over the ‘healthy’ word card.

The student should work independently to complete the remaining clues.

Ask the student to check and add missing punctuation.

Ask the student to read the completed clues to you and you say the answers.

Read the clues with the student and underline misspelled words.

Help the student make simple corrections, eg adding a missing letter.

Print the correct spelling of more difficult words above the student’s attempt.

Ask the student to print various letters into the blank squares in the *Join a word* grid. Guide the student to use letters that do not appear in the list words, eg j, k, m, p, q, v and z; no vowels. Letters may change depending on the student’s chosen spelling word. Letters can be used more than once but should be mixed.

Ask the student to give the puzzle and clues to someone to solve.



Store or scan and save the solved puzzle and the clues.

Store the word cards.

Fuel record

Materials:

- activity sheet – *Fuel record* (Day 6).

Place the activity sheet on the table.

Ask the student to check that the fuel record has been completed for yesterday.

Say

What is one serve of vegetables? **half a cup**

What is one serve of fruit? **one piece or one cup of chopped fruit**

What is one serve of water? **a medium glass**

What day is it today? **Answers will vary.**

Print the day name into the second space in the first column. Remember to use a capital because a day name is a proper noun.

Look at the pictures in the next space. What does one carrot represent? **one serve of vegetables**

Why are there five carrots? **We should eat five serves of vegetables each day.**

Have you eaten any vegetables today? **Answers will vary.**

If the student has eaten some vegetables, help him/her work out how many half cup serves and colour in the carrots to show this.

Say

What does each apple represent? **one serve of fruit**

How many serves of fruit should we have each day? **two**

Have you eaten any fruit today? **Answers will vary.**

If the student has eaten some fruit, help him/her work out how many serves and colour in the apples to show this.

Say

How many glasses of water should you drink each day? **at least 5**

Have you drunk any water today? **Answers will vary.**

If the student has had some water, help him/her work out how many glasses and colour in the glasses to show this.

Say

Each time you eat or drink something today, you might be able to add to the fuel record.



Store the activity sheet in a place where the student can access it and record the food during the day.

Reading Eggs

Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading eggs website.
(Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete fifteen minutes of reading related activities.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 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
• New fruit	
• Fruit in a book	
• Cooking compounds	
Resources	
• Lesson notes – Day 8	
• Investigating soft ‘cee’ from Day 7	
• dotted thirds lined paper	
• Body fuel words – word cards from Day 6	
• LSCWC week 2 from Day 7	
• Fuel record from Day 6	
Reading books	
• a simple cookbook containing fruit recipes	
Other resources	
• medium sized ball	
• scissors	
• magnifying glass or microscope	
• strands of hair (from two people or a person and an animal)	
• 2 sheets of A4 or larger blank paper	
• felt tip pens	
• video camera	

• computer with internet access	
• food colouring – two colours	
• two small flat plastic containers	
• piece of fruit suitable for printmaking, eg banana, strawberry	
• knife	

Let's move!

Materials:

- open space where the student can move around
- siblings/friends (optional)
- medium sized ball.

Stand in the open space (with siblings/friends).

Say

Let's stretch and move so we feel alive and ready to learn.

Ask the student (and others) to:

- make his/her body into the widest shape he/she can
- make his/her body into the narrowest shape he/she can
- shake his/her whole body
- relax to a standing position
- ask the players stand in a circle.

Say

Our digraph this week is ‘soft cee’ or ‘c’ saying ‘s’. Player 1 says a soft ‘cee’ word and bounces the ball to another player. Player 2 says a soft ‘cee’ word and bounces the ball to another player.

The players all have a practise turn. If other players are too young to say their own soft ‘cee’ word, they can repeat the last word said.

Players take turns to say soft ‘cee’ words. If the student cannot think of a soft ‘cee’ word, he/she jumps four times on the spot.

Continue until the student has said at least six soft ‘cee’ words.

Return to the work area.

Phonics fun

Soft ‘c’ sort

Materials:

- activity sheet – *Investigating soft ‘cee’* (Day 7)
- scissors
- friends or siblings to play the game (if available).

Place the activity sheet on the table.

Ask the student to point to and read all the words he/she knows.

Help the student read any unknown words.

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

Ask the student to find the cards for ‘cell’, ‘city’ and ‘cyclone’ and place them in a row across the table.

Say These words all have the soft ‘cee’ sound. What type of letter comes after the ‘cee’ in each word? **a vowel**

What is the vowel in ‘cell’? **e**

What is the vowel in ‘cyclone’? **y**

What is the vowel in ‘city’? **i**

Sort the other word cards into columns below these key words. Each column should have the same vowel following the ‘cee’.

cell: **cent, celebrate, celery, ceremony, ocean, rhinoceros, bounce, lettuce, police**

cyclone: **recycle, juicy, bicycle, spicy, cygnet, icy, cycle, cymbals, cylinder**

city: **circus, circle, cicada, cinema, pencil, exciting, icicle, medicine, decide**

Ask the student to read the words in each column.

Ask the student to turn over and mix the word cards.

Ask all the players to sit where they can reach the cards.

Say We can use the cards to make matching pairs. Each pair must have the same vowel following the ‘cee’ to make a matching pair. ‘Cell’ and ‘cent’ will match but ‘cell’ and ‘icy’ won’t.

Ask the student to turn over three cards and read the words.

Ask the student to check if two of the cards match.

If they do, he/she can place them face up together, at the top of the table. If not, the cards are turned face down again.

Ask the other players in turn to turn over three cards and check for a matching pair.

Continue until all the cards have been matched.

Ask each player to read the words on their matched pairs.



The word cards will be used in the next activity.

Staying healthy

Materials:

- Soft ‘cee’ word cards (from previous activity)
- magnifying glass or microscope
- strands of hair (from two people or a person and an animal)
- 2 sheets of A4 or larger blank paper
- lead pencil
- felt tip pens.

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

Say Find the word ‘cell’.

Every part of our body is made from cells. They grow, multiply and die every minute of every day. The cells are tiny, tinier than grains of sand and very difficult to see. The cells grow in special ways, depending on their job. A skin cell looks different to a blood cell or a muscle cell.

Place the strands of hair on the table.

Say Use the magnifying glass to look at the two strands of hair. Each hair is made from many tiny cells, so tiny you won’t be able to see them. The cells that make up hair are dead. That’s why we don’t feel any pain when our hair is cut.

Tell me what you see when you look at the hair. **Answers will vary, eg one is black and one is red, one is thicker.**

Say Use the magnifying glass to look at the skin on the back of your hand. Our skin is made from tiny living cells so when we cut ourselves, it hurts. Every day millions of tiny skin cells die and drop on the ground, into our clothes and bed clothes. We need to shower, change our clothes and bed clothes to get rid of the dead cells.

Say Use the magnifying glass to look at the skin on the front of one of your fingers. You should be able to see your fingerprint. Our skin cells grow in a special way to make our fingerprints.

If we look after ourselves, our cells grow properly and can do their jobs so we stay healthy. ‘Cell’ is a ‘staying healthy’ word. Other soft ‘c’ words are ‘staying healthy’ words. Read the words and choose any you think fit in the ‘staying healthy’ group.

The student should work independently to make his/her choices. **Answers will vary.**

Say

Place your words in a row.

Read each word and tell me why you think it is a healthy word.

If the student can substantiate his/her choice then the word can be kept. If the reason is not clear, ask the student to return the word card to the main group.

Answers will vary. Possible responses include:

- **cycle – cells grow and die in a cycle, I cycle for exercise**
- **circle – I can run in a circle for exercise**
- **celery – a healthy vegetable**
- **cereal – a healthy breakfast**
- **ceremony – we get trophies at a ceremony to show we play sport**
- **bicycle – I can ride a bicycle to keep my muscles strong**
- **ocean – swimming in the ocean is good exercise**
- **bounce – when I jump I bounce on my toes**
- **icy – icy water is a healthy drink**
- **exciting – it's exciting to try new food/sport**
- **spicy – healthy food can be spicy**
- **lettuce – a healthy salad vegetable**
- **juicy – a juicy orange is healthy**
- **medicine – helps you recover when you are sick**
- **recycle – recycle your food scraps into the vegetable garden to grow healthy food.**

Place the blank paper and art materials on the table.

Say

You can use all or some of your healthy words to make a 'Staying healthy' poster on this blank sheet of paper.

You need the title 'Staying healthy' on the poster with at least 8 words and some illustrations. You can use the words on their own or in a phrase like 'eat a juicy piece of fruit'.

Use your lead pencil and selected word cards to plan your poster on one sheet of paper. Start by writing the title.

Now choose the word cards for the words you think you will use.

The student works independently to plan the placing of the title and words on the poster in lead pencil. Illustrations do not need to be included.

Help the student to check spelling and add any punctuation.

Ask the student to use the art materials to make the display poster.



Store or scan and save the poster plan.

Scan and save or photograph the poster.
Display the original poster in the work area or home.
Store the word cards for future use.

Let's spell

Quick spell

Materials:

- *Body fuel* – word cards from Day 6
- *LSCWC week 2* – activity sheet

Ask the student to spread the word cards on the table.

Ask the student to say each word, clapping the syllables and tell you the number of syllables in each word.

build, build 1

fruit, fruit 1

vegetable, veg/e/ta/ble 4

water, wa/ter 2

sunlight, sun/light 2

healthy, health/y 2

stretch, stretch 1

exercise, ex/er/cise 3

strong, strong 1

and student's chosen word

Ask the student to collect the cards and place them to one side.

Place the activity sheet on the table.

Say

- | | |
|--|--|
| | <p>Look carefully at the first word. Look at the letters.
Cover the word and try to print it into the Day 8 column.
Check the word. Tick each letter that you have in the correct position.</p> <p>Look carefully at the second word. Look at the letters.
Cover the word and try to print it into the Day 8 column.
Check the word. Tick each letter that you have in the correct position.</p> |
|--|--|

Encourage the student to repeat the steps independently for the remaining words.



Store the activity sheet for use on Day 9.

The word cards will be used in the next activity.

In a poem

Materials:

- *Body fuel words* – word cards from Day 6
- dotted thirds lined paper
- video camera.

Ask the student to place the word cards in a row across the top of the table.

Place the lined paper on the table.

Ask the student to rule a margin down the left hand side, using a colour pencil.

Ask the student to print the date in the first line of the margin.

Ask the student to print his/her name into the first line, next to the margin.

Ask the student to print ‘Day 8 In a poem’ on the line below his/her name.

Ask the student to place the word cards on the table in a column.

Say Let's write a ten line poem using your spelling words. Each spelling word will be in one line. Look at your column of words. Which word will you use in the first line? **Answers will vary**.

Place that word card at the top of the column.

Sort the other word cards to show the order you will use them. You can change the order as you write the poem.

Think of the first line in your poem. Keep your lines short, a phrase rather than a sentence. What will you print? **Answers will vary, eg Sunlight makes me feel happy.**

Miss two lines on the page and print your first line.

Think of a phrase for your second word. **Answers will vary, eg stretch your muscles as far as you can**

Print your second line below the first.

The student continues to print a phrase for each word. The order of the words can be changed at any time.

The student works independently using known spelling strategies.

Ask the student to read the completed poem to you.

Read the poem with the student and underline misspelled words.

Help the student make simple corrections, eg adding a missing letter.

Print the correct spelling of more difficult words above the student’s attempt.

Ask the student to practise reading the poem expressively.



Make a video of the student reciting the poem.



Store or scan and save the poem.

Save the video into the set folder.

Let's read

New fruit

Materials:

- computer with internet access
- activity sheet – *New fruit*.

Place the activity sheet on the table.

Say

There are many different fruits. I wonder if we can think of one fruit for each letter of the alphabet. Let's try to say a fruit each for every letter. 'A' for apricot. Your turn. **Answers will vary, eg 'A' for apple.**

We both thought of fruit beginning with 'a' so you can put two ticks into the 'a' box on the activity sheet.

What do you say for 'b'? **Answers will vary, eg 'B' for banana.**

'B' for blackberry. That's two ticks for 'b' on the sheet.

'C' for coconut. Your turn. **Answers will vary, eg 'C' for cranberry.**

Continue in the same manner for all the letters of the alphabet. If only one fruit can be listed, one tick is placed in the box. If no fruit names are known, the letter box is left blank.

NOTE: tomatoes and zucchini are fruit, rhubarb is a vegetable.

Say

Are there any letters where we could not name any fruit? **Answers will vary.**

Are there any letters where we could name only one fruit? **Answers will vary.**

Let's do an internet hunt to find fruit names for the letters with only one or no ticks.

Ask the student to turn on the computer and open the internet.

Ask the student to type 'fruit beginning with (letter)' into the search box.

Ask the student to press the 'enter' key to start the search.

Help the student select an appropriate result and open it.

Ask the student to select one of the fruit names provided and print it onto the top line in the activity sheet.

Ask the student to find information about the fruit (either read from the current page or do another search) and print a sentence or two about it in the second column (three lines) in the table.

Ask the student to draw a picture of the fruit below its name.

grapes	Grapes grow on vines. They grow
	in bunches and we can eat them raw or make them into jam.

Repeat the search for three other fruit and complete the table in the same way.



Store or scan and save the activity sheet.

Fruit in a book

Materials:

- a simple cookbook containing fruit recipes
- activity sheet – *Fruit in a book*.

Place the reading text on the table.

Ask the student to read the title and describe the illustrations.

Ask the student to look through the book, finding the Contents page, index, glossary, recipe headings and any other titles.

Look through the different sections of the book and discuss what they are and their uses with the student, eg information about herbs, spices and meats, instructions on how to prepare a cake tin etc.

Ask the student to use the contents page or index to find four recipes using fruit.

Discuss the recipe headings, eg ingredients, method.

Help the student find special instructions, eg cooking temperature and time.

Encourage the student to read each recipe independently, using known reading strategies. Help if required.

Find the meaning of unknown words (glossary or dictionary or you can explain).

Say	<p>Do your chosen recipes have pictures of the item? Answers will vary.</p> <p>Is this/Would this be a good idea? Answers will vary.</p> <p>Why? Answers will vary, eg you can see what the finished food looks like.</p> <p>A recipe is a procedure. It tells you what to do and in what order.</p>
-----	---

Ask the student to complete the title and ‘On the cover’ sections on the activity sheet.

Ask the student to read the next sentence and shade the appropriate bubble.

The student completes the ‘because’ part of the sentence, printing why he/she chose the answer bubble.

Ask the student to list five section headings from the book in the ‘This book has’ section.

Ask the student to choose one of the four recipes he/she has read and complete the details in the last section.



Store or scan and save the activity sheet.

Store the cook book.

Let’s write

Cooking compounds

Materials:

- activity sheet – *Cooking compounds*.

When we cook, we put lots of small ingredients together to make one large item. A cake combines eggs, butter, sugar and flour.

Think about compound words. What do they combine? **two smaller words into one larger/longer word**

Compound words are a bit like a cake. You have two small words that combine to make a large word. I can think of a compound word – teatime. Which two small words make teatime? **tea and time**

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

Look at the activity sheet. This activity is about making compound words. All the compound words are about food. What do you think you do in the first activity? **join two pictures so their names make compound words**

Use a different colour pencil when you join each pair.

teacup, pancake, eggshell, blackberry, watermelon, cookbook, teaspoon

Ask the student to read the instruction for the second activity and complete the task.

table + cloth, straw + berry, cheese + cake, ham + burger



Mark then store or scan and save the activity sheet.

Acrostic fruit

Materials:

- dotted thirds lined paper
- food colouring – two colours
- two small flat plastic containers
- piece of fruit suitable for printmaking, eg banana, strawberry.
- knife.

Ask the student to use a coloured pencil to rule a margin around each side of the page, to make a border.

Ask the student to print today's date and his/her name on the top line (not in the border).

Ask the student to print the title 'Acrostic fruit' on the line below the name and date.

I want to know about your favourite fruit. tell me about it. **Answers will vary.**

Possible responses include:

- **name, eg orange**
- **size, eg round like a tennis ball**
- **colour, eg orange**
- **how it feels, eg rough and bumpy**
- **how it tastes, eg, sweet**
- **where it grows, eg on an orchard**
- **how it grows, eg on a tree**
- **how it can be eaten, eg raw, frozen**
- **how it can be cooked, eg juice in a cake**
- **why I like it, eg a food with a drink together**

Say

We know that an acrostic poem begins with a word printed vertically down the page. We know that each line in the poem starts with one letter of the word and is printed horizontally across the page. It is joined to the 'spine' by the letter. Each line can be a single word or a short phrase. It must relate to the spine word in some way.

I want you to print an acrostic poem about your fruit, using your fruit name. Use describing words or adjectives in your poem.

Help the student to print the name of his/her favourite fruit down the page, one letter on each line, next to the left border.

Ask the student to add a word or phrase to each letter to describe the chosen fruit.

The student should complete the writing independently, using 'have a go' spelling strategies including sounding and known blends and digraphs.

Read the piece with the student and underline misspelled words.
Help the student make simple corrections, eg adding a missing letter.
Print the correct spelling of more difficult words above the student's attempt.
Cut the fruit into several chunks.
Pour some food colouring into the two containers.
Guide the student to lightly dip the fruit pieces into the colouring and make a print pattern in the border around the edge of the page.
Place the sheet out to dry.



Store or scan and save the poem.

Fuel record

Materials:

- activity sheet – *Fuel record* (Day 6).

Place the activity sheet on the table.

Ask the student to check that the fuel record has been completed for yesterday.

Say ↗

What is one serve of vegetables? **half a cup**
What is one serve of fruit? **one piece or one cup of chopped fruit**
What is one serve of water? **a medium glass**
What day is it today? **Answers will vary.**
Print the day name into the second space in the first column. Remember to use a capital because a day name is a proper noun.

Help the student to complete the table by working out the amount of vegetable, fruit and water serves eaten so far today.

Say ↗

Each time you eat or drink something today, you might be able to add to the fuel record.



Store the activity sheet in a place where the student can access it and record the food during the day.

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
• Soft ‘cee’ lists	
• Cyclone sentences	
• Solve a crossword	
• Fruit and vegetable crazy	
• Banana bites (two sheets)	
Resources	
• Lesson notes – Day 9	
• soft ‘c’ word cards from Day 6	
• dotted thirds lined paper	
• Body fuel words – word cards from Day 6	
• LSCWC week 2 from Day 7	
• My phonics book (made up as described in the <i>Tutor Guide</i>)	
• Fuel record from Day 6	
Reading books	
• A simple cook book containing fruit and vegetable recipes	
Other resources	
• scissors	
• glue	
• dictionary	
• camera	

- box containing:
 - 2 bananas (or other fruit if not available, eg pear, apple)
 - ½ cup desiccated coconut
 - 1 orange
 - chopping board
 - knife
 - ½ cup measuring cup
 - small bowl
 - hand juicer
 - fork
 - plate.

Let's move!

Materials:

- open space where the student can move around
- siblings/friends.

Stand in the open space (with siblings/friends).

Say Let's stretch and move so we feel alive and ready to learn. Shake your whole body as quickly as you can while you count to five.

Move your whole body as slowly as you can while you count to five.

You can use your whole body to make letters to spell words. Make the letter f.

Now make the letter r

Now the letter u.

Make an i.

The last letter is a t.

What word have you spelled? **fruit**

Continue in the same way, asking the student to make each letter for 'water' and 'exercise'.

Say Now you can make letters to spell the word 'stretch' without me saying them to you. I'll check that you have the letters in the correct order.

The student says and makes each letter. If the student says an incorrect letter, ask him/her to sound through the word and make the correct letter.

Repeat for the word 'build'.

Return to the work area.

Phonics fun

Soft ‘cee’ lists

Materials:

- activity sheet – *Soft ‘cee’ lists*
- Soft ‘cee’ word cards from Day 6
- scissors
- glue
- *My phonics book*
- dictionary.

Place the materials on the table.

Ask the student to sort the word cards into three groups, ‘ce’, ‘ci’ and ‘cy’.

Ask the student to read the words in each list.

Ask the student to look at the activity sheet.

Say Today you will add ‘soft cee’ words to your phonics book. (Point to the cell picture.) This soft ‘cee’ is /s/ as in ? **cell**

(Point to the city picture.) This soft ‘cee’ is /s/ as in ? **city**

(Point to the bicycle picture.) This soft ‘cee’ is /s/ as in ? **bicycle**

Each list needs more words to fill it. You can copy words from your word cards into each list on the activity sheet. You can also look for words in the dictionary. If you know any other ‘soft cee’ words, you can use them too. You’ll need to check new words with me first.

The student should fill the lists.

Ask the student to read the words he/she has added to each list.

Ask the student to cut around the completed lists on the dashed lines.

Ask the student to glue the lists onto the next blank page in the *My phonics book*.



Store the phonics book.

The word cards will be used in the next activity.

Cyclone sentences

Materials:

- activity sheet – *Cyclone sentences*
- Soft ‘cee’ word cards.

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

Ask the student to read the word cards.

Place the activity sheet on the table.

Ask the student to read the instructions.

The student should work independently to complete the activity.

The student can use each word more than once.

Answers will vary. Possible responses include:

I love to go to the **cinema/ocean/circus/city**.

The salad has **lettuce** and **celery**.

The **icicle** dripped **icy** water on me.

The **police** found my lost **bicycle/cymbals/pencil**.

Ben bashed the **cymbals** at the **ceremony/cinema/circus**.

The **rhinoceros/cygnets/cicada** did not like living in the **city** zoo.

Kate found a **cylinder/circle** of twenty **cent** coins.

All reasonable options can be marked correct.

Ask the student to read the completed sentences to you.

The student should work independently to complete the activity.



Mark then store or scan and save the activity sheet.

Store the word cards for future use.

Let's spell

I can spell

Materials:

- *Body fuel* – word cards from Day 6
- activity sheet – LSCWC week 2
- ruler.

Ask the student to spread the word cards on the table.

Ask the student to say a sentence that contains each word, eg I ride my bike to exercise.

Ask the student to choose one card and turn it over. The student collects the remaining cards and places them to one side.

Place the activity sheet on the table.

Say

Look carefully at the first word. Look at the letters.

Say the letters. **Answers will vary, eg f-r-u-i-t.**

Cover the word using the ruler and print it into the Day 9 column.

Check the word. Tick each letter that you have in the correct position.

Encourage the student to repeat the steps independently for the remaining words.
Listen to the oral spelling for each word.



Store or scan and save the activity sheet.

Store the word cards.

Solve a crossword

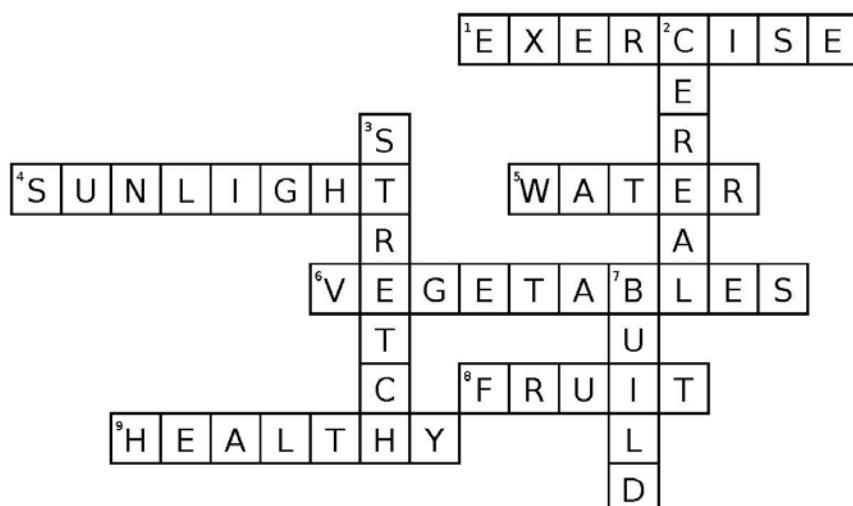
Materials:

- activity sheet – *Solve a crossword*

Place the activity sheet on the table.

Ask the student look at the activity sheet read the instructions.

The student should word independently to complete the puzzle.



Mark then store or scan and save the activity sheet.

Let's read

Fruit and vegetable crazy

Materials:

- a simple cook book containing fruit recipes
- activity sheet – *Fruit and vegetable crazy*.

Ask the student to use the Index or Contents page to find some recipes that use fruit.

Encourage the student to read the recipes independently and choose one he/she would like to eat. Help with unknown words.

Place the activity sheet on the table.

Ask the student to print the selected recipe title next to the 'recipe' heading on the activity page.

Ask the student to print the fruit name/s used in the recipe next to the title 'fruit'.

Ask the student to read the 'Method' again to find out how the fruit is prepared and/or cooked.

Ask the student to print some words to describe this into the space next to the heading 'cook'.

recipe	fruit kebabs
fruit	banana, apple, watermelon
cook	peel, chop, thread on skewers

Ask the student to repeat the steps to complete the next table.

Ask the student to use the Index or Contents page to find some recipes that use vegetables.

Encourage the student to read the recipes independently and choose one he/she would like to eat.

Ask the student to complete the next section of the table.

Ask the student to repeat the steps to complete the last table.



Store or scan and save the activity sheet.

Banana bites

Materials:

- activity sheets – *Banana bites* (x 2 sheets)
- box containing:
 - 2 bananas (or other fruit if not available, eg pear, apple)
 - ½ cup desiccated coconut
 - 1 orange
 - chopping board
 - knife
 - ½ cup measuring cup
 - small bowl
 - hand juicer
 - fork
 - plate.
- camera.

Place the activity sheets on the table.

Ask the student to look at both sheets.

Say

What can you tell me about this reading text? **Answers will vary, eg a recipe, includes pictures, has headings, looks like the recipes in my cook book.**

What is the title of this recipe? **Banana bites**

Read the Ingredients list and tell me what they are. **bananas, coconut and an orange**

Read the list and tell me what utensils are needed. **chopping board, knife, bowl, measuring cups, hand juicer, plate and fork**

The method tells you the procedure to make the banana bites. If you follow each step, your banana bites will work. How many steps are there? **seven**

Read each step in the Method to me.

Encourage the student to read independently. Read unknown words to the student so his/her understanding is not interrupted.

Place the box containing the ingredients and utensils on the table.

Ask the student to read the ingredients list, taking each item out of the box and placing it on the table.

Say

Do we have all the ingredients? **yes**

Ask the student to read the utensils list, taking each item out of the box and placing it on the table.

Say

Do we have all the utensils? **yes**

What do we need to do before we begin to make the banana bites? **wash our hands**

Now you can make the banana bites. Follow the method steps carefully.

Encourage the student to work independently to follow the recipe. Closely supervise the use of the knife or cut the fruit if required.



Take a photograph of the student as he/she follows each step (seven photographs in all).



Save the photographs into the Set folder.

Label each photograph 'Day 9 Banana bites 1, 2 etc.'

Let's write

My procedure

Materials:

- dotted thirds lined paper.

Say

We know that a recipe is a procedure. What is the purpose of a procedure? **to tell us how to do/make something**

What can you do or make? **Answers will vary, eg tie shoelaces, make pancakes, get dressed, make my bed, build a rocket.**

Think of something you can do or make that you can tell other people about. You'll write a procedure to explain how to do it.

Place the lined paper on the table.

Ask the student to rule a margin down the left side, using a colour pencil.

Ask the student to print the date on the first line of the margin.

Ask the student to print his/her name into the first line, next to the margin.

Ask the student to print 'Day 9 My procedure' on the line below his/her name.

Say

What will you explain? **Answers will vary, eg How to make a tiger mask.**

That is your title. Miss a line below your name and print it.

What comes next? **Answers will vary, eg ingredients, materials.**

If the student has chosen to print a recipe, ask him/her to use the heading 'Ingredients', printing it on the next line and listing the ingredients needed, one on each line.

The student misses a line and prints the title 'Utensils' and lists those, one on each line.

If the student has chosen to make something else, the heading 'materials' should be used, with the required items listed below, one on each line.

Ask the student to miss a line and print the heading 'Method' (for a recipe) or 'Steps' for other items.

Ask the student to tell you the steps to make the chosen item.

Ask the student to work independently to print the steps for the procedure. The student uses known spelling strategies to spell unknown words.

Each step should begin on a new line. The student can number the steps if he/she wishes (in the margin).

Remind the student to use full sentences with capitals and full stops.

Ask the student to read the completed procedure, adding punctuation or missing words if required.

Read the procedure with the student, underlining any misspelt words.

Help the student to make simple corrections, eg adding a missing letter.

Print the correct spelling of more difficult words above the student's attempt.



Store or scan and save the procedure.

Fuel record

Materials:

- activity sheet – *Fuel record*.

Place the activity sheet on the table.

Ask the student to check that the fuel record has been completed for yesterday.

Say

What is one serve of vegetables? **half a cup**

What is one serve of fruit? **one piece or one cup of chopped fruit**

What is one serve of water? **a medium glass**

What day is it today? **Answers will vary.**

Print the day name into the second space in the first column. Remember to use a capital because a day name is a proper noun.

Help the student to complete the table by working out the amount of vegetable, fruit and water serves eaten so far today.

Say

Each time you eat or drink something today, you might be able to add to the fuel record.



Store the activity sheet in a place where the student can access it and record the food during the day.

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
• Spot the soft 'cee'	
• Healthy living	
• Healthy living facts	
Resources	
• Lesson notes – Day 10	
• soft 'cee' word cards from Day 6	
• dotted thirds lined paper	
• My spelling journal	
• Fuel record from Day 6	
Other resources	
• highlighter pen	
• recording device	

Let's move!

Materials:

- open space where the student can move around
- siblings or friends (optional).

Stand in the open space.

Say

Let's stretch and move so we feel alive and ready to learn. Listen to this poem and think about the whole body actions and movements you can do to match the words.

Read the poem to the student.

I am a banana with a smooth skin
I am a bean long and thin
I am an orange rolling along the ground
I am a beetroot growing without a sound
I am an onion shaped like a pearl
I am a carrot shaved into curls
I am an apple round as a ball
I am a bunch of grapes shaking until I fall
I am a potato growing chubby in the soil
I am a corn kernel popping in hot oil
We are fruit and vegetables
We like to keep you strong
Eat us and stay healthy
All the year long

Read the poem again while the student makes the actions/movements.



Store the activity sheet.

Return to the work area.

Phonics fun

Connecting pairs

Materials:

- soft ‘cee’ word cards from Day 6.

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

Say

Let’s try to connect the words on our cards in some way to make pairs or groups. I can put circus and cinema together because they are places we like to go.

Pick up the cards and place them face up, side by side at the top of the desk.

Say

Can you see another word that could go into this group? **ocean/ceremony/city**
We like to go to the ocean/a ceremony/the city. Add that card to the group.
Can you add any more words to that group? **Answers will vary.**
Look at the cards and make a new group. **Answers will vary.**

Take turns to add to existing groups or make new groups, until all the cards have been grouped/connected in some way.

Answers will vary. Possible responses include:

- **celery, lettuce – salad vegetables**
- **celery, lettuce, medicine – you put them in your mouth/eat them**
- **cymbals, circle, cent, cylinder – they have a circle shape**
- **spicy, juicy, icy – describe food**
- **rhinoceros, cygnet, cicada – animals**
- **police, medicine – both help you**

Ask the student to spread the cards face down on the table.

Say

In this game we will choose word cards and try to connect them in some way. If we can connect the words, we can keep the pair. If I turn over celery and lettuce, I could connect them by saying they are both vegetables or go into a salad. I can then keep the pair. If we can't connect the words, we turn them back over.

Take turns to select word cards and try to connect them. Accept any reasonable connect given by the student.

Continue until all the cards are paired.

Count the collected pairs. The player with the most pairs wins.



Store the cards.

Spot the soft ‘cee’

Materials:

- activity sheet – *Spot the soft ‘cee’*.

Place the activity sheet on the table.

Say

This activity sheet is about our soft ‘cee’ sounds. You can read the instructions and complete the tasks on your own.

The student works independently to complete the tasks. Help with the reading of instructions if required.

<u>sentence</u>	<u>circus</u>	<u>cycle</u>
<u>circle</u>	<u>caravan</u>	<u>corn</u>
<u>coconut</u>	<u>cinema</u>	<u>princess</u>

Look at and read these 'soft c' and 'hard c' words.

Work out the spelling rule for each one.

Soft 'c' is always followed by y, i or e.

Hard 'c' is always followed by a, u or o.

Read this soft 'c' alliteration and loop the soft c's and their vowels.

Celia cycled around the city on her bicycle.

Print your own alliteration using hard 'c' words. **Answers will vary.**



Mark then store or scan and save the activity sheet.

Let's spell

I know a sentence

Materials:

- dotted thirds lined paper
- ruler
- colour pencil
- My spelling journal.

Place the lined paper on the table.

Ask the student to use the ruler and colour pencil to rule a margin on the left of the page. The margin is ruler width.

Ask the student to print his/her name at the top of the page.

Ask the student to add the title ‘Set 9 Day 10 I know a sentence’.

Say

Let’s find out today’s date and you can print it on your page, in the first line in the margin.

Help the student locate the date and print it in the correct format, into the margin.

Say

I’ll read some sentences and you print them onto your page. Listen while I read them.

I drink water and eat fruit and vegetables to build a strong body. I like to stretch and exercise in the sunlight to keep healthy.

Now I’ll read each sentence and then break it into parts so you can print it.

Remember to use a capital letter at the start of each sentence and a full stop to end it.

Listen to the first sentence. I drink water and eat fruit and vegetables to build a strong body.

Now I’ll break it up and you can print it.

I drink water (wait for student to finish writing)

I drink water and eat fruit (wait for student to finish writing)

I drink water and eat fruit and vegetables (wait for student to finish writing)

I drink water and eat fruit and vegetables to build a strong body. (wait for student to finish writing)

Now I’ll say the whole sentence again and you can check that you have written all the words. I drink water and eat fruit and vegetables to build a strong body.

Check your punctuation too.

The next sentence will begin on the same line because you are writing a paragraph. Listen to the sentence. I like to stretch and exercise in the sunlight to keep healthy.

I like to stretch (wait for student to finish writing)

I like to stretch and exercise (wait for student to finish writing)

I like to stretch and exercise in the sunlight (wait for student to finish writing)

I like to stretch and exercise in the sunlight to keep healthy. (wait for student to finish writing)

Check the words and your punctuation while I read the full sentence to you. I like to stretch and exercise in the sunlight to keep healthy.

We haven’t used your spelling word in a sentence. Think of a sentence that uses your word and print it onto the next line. **Answers will vary.**

Ask the student to loop the word he/she chose to add to the spelling list.

Check and tick all the words that are spelled correctly in the sentences.

Tick capitals to start and full stops to end the sentences.

Any incorrect words are printed correctly into the appropriate page (eg Bb page for birthday) of the student's *My spelling journal*.

Unknown words can be learnt by tracing them, printing them in sand or drawing them in the air or on someone's back.



Store or scan and save the *I know a sentence* sheet.

Let's read

Healthy living

Materials:

- activity sheet – *Healthy living*.

If we want to live in a healthy way, what can we do? **Answers will vary.**
Possible responses include:

- eat healthy food
- drink water
- exercise
- get enough sleep
- play outside in the sun
- use sunscreen
- wear hat, sunglasses, shirt in the sun.

We know that there are foods that help us stay healthy and grow strong. Tell me the names of some of those foods. **Answers will vary, eg fruit, peach, apple, vegetables, peas, carrots, cheese, meat, milk, water.**

There are foods that are tasty but are not very healthy. Tell me some of their names. **Answers will vary, eg lollies, biscuits, cake, chocolate, chips.**

Place the activity sheet on the table.

Ask the student to read the heading on the sheet. **Healthy living**

Say What do you think this chart shows us? **things we can do to live a healthy life**

The triangle is called (point to title) the Healthy eating pyramid. Tell me what you see in the bottom level. **vegetables and fruit**

Which section is larger, the fruit or the vegetables? **vegetables**

Why do you think that is? **Answers will vary, eg we need to eat more vegetables each day, we need five serves of vegetables but only two serves of fruit each day.**

Say

Tell me what you see in the level above the fruit and vegetables. **bread and cereals/grains**

You should eat four serves from this group each day and I should eat six serves. We need to choose wholegrain foods and stay away from sugary cereals.

The two bottom levels are the largest because we should be eating most of our daily food from these groups.

Tell me what two groups you see in the level above the grain foods. **Answers will vary, eg dairy, milk, cheese, yoghurt and meat, fish, chicken, eggs.**

The milk group includes all types of milk. We can get milk from cows and goats. What other sorts of milk are there? **Answers will vary, eg soy, almond.**

The different sorts of milk can be made into cheese and yoghurt, which are also good for us. You should eat one and a half serves from this group each day and I should eat two and a half serves.

The name for the meat group is protein. All meats, eggs, nuts and seeds give us protein, which is very important because it helps builds bone, muscles, skin and blood. You should eat one and a half serves from protein each day and I should eat two and a half serves. We need to remember to choose meats that do not contain a lot of fat.

What can you see in the tip of the pyramid? **oil**

Healthy fats that come from plants, such as olives and nuts, are good for our brain and heart so we need a little each day. We also get healthy fats from foods such as avocado, nuts, seeds and fish.

This activity sheet is called *Healthy living* because we have the *Healthy eating pyramid* combined with other healthy behaviours. What healthy behaviour do the water bottles represent? **drink at least 5 glasses of water each day**

What healthy behaviour is shown by the moon and girl sitting on the bed? **make sure you get enough sleep each night**

What healthy behaviour is shown by the boy under the tree? **he is outside in the fresh air, relaxing**

What healthy behaviour is shown by the sun? **play outside/in the sunlight and remember to wear a hat, sunscreen, glasses and a shirt**

What healthy behaviour is shown by the children? **exercise by playing sport or with friends**

This is an excellent chart to remind everyone how to live a healthy life.

Read the sentence beginning at the bottom of the page. **My favourite**

You can complete the sentence by writing your favourite healthy foods or favourite exercise.

The student thinks of and prints a sentence ending, using known spelling strategies. **Answers will vary. Possible responses include:**

- **My favourite healthy food is salad.**
- **My favourite healthy foods are mango and pineapple.**
- **My favourite exercise is riding my bike.**
- **My favourite outdoor activity is playing hide and seek.**

Ask the student to read the sentence to you.



The chart will be used in the *Let's Write* activity.

Healthy living facts

Materials:

- activity sheets – *Healthy living facts*
- highlighter pen
- recording device.

Place the activity sheets on the table.

Ask the student to read the title of the activity sheet. **Healthy living facts**

Say

Do you think this piece of text will be fiction or non-fiction? **Answers will vary.**
Why? **Answers will vary, eg the title does not sound like a story, title says 'facts'.**

Read the introduction to the article. The introduction tells us the main focus of the article.

The student should read independently. Give help with unknown words.

Say

What is the focus of the article? **Answers will vary, eg we like to be healthy and there are guidelines to help us.**

Ask the student to read the heading and paragraph below.

The student should read independently. Give help with unknown words.

Say

Tell me one new fact you learnt in that paragraph. **Answers will vary.**
Use the highlighter pen to highlight the words that tell you the new fact.

Ask the student to read the next heading and paragraph below.

The student should read independently. Give help with unknown words.

Ask the student to tell you one new fact he/she learned from the reading. **Answers will vary.**

Ask the student to highlight the words that tell him/her the new fact.

Repeat the steps for the final two paragraphs on the page.

Ask the student to read the information on the second page.

Ask the student to highlight key facts in each section of the article.

Ask the student to tell you the most important fact he/she learned on this page.



Ask the student to select and silently read any three paragraphs from the activity sheets.

Ask the student to read the chosen paragraphs aloud, while you record him/her.



Save the recording into the Set folder.

The activity sheets will be used in the next activity.

Let's write

I live a healthy life

Materials:

- activity sheets – *Healthy living facts*
- chart – *Healthy living*
- dotted thirds lined paper.

Place the materials on the table.

Ask the student to rule a margin down the left side of a sheet of 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 the title *I live a healthy life* below his/her name.

In this set we have discussed and learnt about how we can care for ourselves and live a healthy life. Think back on what you have learnt.

Do you think you live a healthy life? **Answers will vary.**

Why? **Answers will vary.**

Say

I want you to write about your healthy life. You'll need to include information about why your life is healthy. You can refer to the chart and *Healthy living facts* sheets to get ideas and prompt your memory.

How could you begin? **I live a healthy life because I ...**

Remember to use correct punctuation and have a go at spelling any unknown words.

The student should complete the task independently.

He/she should print at least **ten** sentences.

Ask the student to read his/her completed information sheet and add any missing punctuation.



Store or scan and save the student writing.

Display the *Healthy living chart*.

Store the activity sheets.

Fuel record

Materials:

- activity sheet – *Fuel record*.

Place the activity sheet on the table.

Ask the student to check that the fuel record has been completed for yesterday.

Say

Print the day name into the second space in the first column. Remember to use a capital because a day name is a proper noun.

Help the student to complete the table by working out the amount of vegetable, fruit and water serves eaten so far today.

Say

Look at each of the days. Which day did you eat the most vegetables?

Answers will vary.

Which day did you eat two pieces of fruit? **Answers will vary.**

Which day did you drink five glasses of water? **Answers will vary.**

Which day/s was your healthiest eating and drinking day? **Answers will vary.**

Complete the chart for today after dinner tonight.



Store or scan and save the activity sheet.

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.