



Teacher Name: Vanessa Maduka (Foundation 1 A) & Ashlynn Bennett (Foundation 1 B)  
Teaching and Learning Sequence - Week 9: Monday 7<sup>th</sup> September – Friday 11<sup>th</sup> September

READING FOCUS		WRITING FOCUS		SPEAKING & LISTENING FOCUS	
<b>Foundation</b>					
<ul style="list-style-type: none"> <li>sharing experiences of different texts and discussing some differences</li> <li>identifying and selecting texts for information purposes and commenting on how the text might help with a task</li> <li>talking about the meanings in texts listened to, viewed and read</li> <li>visualising elements in a text (for example drawing an event or character from a text read aloud)</li> <li>providing a simple, correctly-sequenced retelling of narrative texts</li> </ul>	<ul style="list-style-type: none"> <li>pointing to the letters and the punctuation in a text</li> <li>commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'</li> <li>creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts</li> <li>using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts</li> </ul>	<ul style="list-style-type: none"> <li>Share feelings and thoughts about the events and characters in the texts</li> <li>Listening to the sounds a student hears in the word, and writing letters to represent these sounds</li> <li>talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories</li> <li>participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language</li> <li>identifying rhyme and syllables in spoken words</li> </ul>			
<b>Grade One</b>					
<ul style="list-style-type: none"> <li>Talking about what is real and what is imagined in texts.</li> <li>Recognising that letters can have more than one sound (for example, 'u' in 'cut' 'put' and 'use'.</li> <li>Recognising sounds that can be produced by different letters, (for example the /s/ sound in 'sat' 'cent' 'scene').</li> <li>Learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs.</li> <li>Talking about what is 'real' and what is imagined in texts.</li> </ul>	<ul style="list-style-type: none"> <li>identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)</li> <li>discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry</li> <li>Write using unjoined lower-case and upper-case letters</li> <li>writing character descriptions drawn from illustrations in stories</li> </ul>	<ul style="list-style-type: none"> <li>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others.</li> <li>Understand that there different ways of asking for information, making offers and giving commands.</li> <li>discuss how authors create characters using language an images</li> <li>formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions</li> <li>participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others</li> <li>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</li> </ul>			
<b>SPELLING</b>					
<b>Foundation</b>					
<b>Sound/Visual Lesson</b>		<b>Sound/Visual Lesson</b>		<b>Sound/Visual Lesson</b>	
<b>Spelling Investigation: 'ch'</b> <b>Jolly Phonics:</b> Sound 'ch' Action - Move arms at sides as if you are a train and say <i>ch, ch, ch</i> Discuss the common spellings that the letter 'ch' makes – 'ch' <b>chicken / 'tch' watch</b> Look at the 2 words. <b>Questions:</b> How do they look the same? How are they different? Examine the 'ch' sound on <a href="http://www.starfall.com">Starfall www.starfall.com</a> and read the poem ' <b>Munch, Munch!</b> ' and discuss the 'ch' words (lunch, chips, cheeseburger, etc). As a whole class make a list of 'ch' words. <a href="http://www.starfall.com">www.starfall.com</a> Smart Phonics Manual 1 p. 113		<b>Sound Sheet: 'ch'</b> <b>Focus:</b> Identifying words that begin and end in 'ch'. <b>Whole Class:</b> Discuss the different words that begin with 'ch' and end in 'ch'. Write some words on the board then put them into 2 categories, words beginning with 'ch' and words ending with 'ch' <b>Student Task:</b> Students need to complete the worksheet, adding the 'ch' sound to the words, finding words in a word search, writing words in their correct shape, using words in a word bank to complete sentences. <b>Extension:</b> On another page, make a 'ch' chart, labeling each picture. Complete Digraphs p. 10 & 12		<b>Riddles using 'ch' words</b> <b>Focus:</b> To write a 'what am I?' riddle with the answer being something that begins with 'ch' <b>Whole Class Activity:</b> Relook at the class list of 'ch' words and see if students have any ch' words they would like to add. Then model writing a 'what am I?' riddle about something that starts with 'ch' from the class list. Eg. I eat bananas. I live in the jungle. I swing on branches. What am I? <b>Student Activity:</b> Each student will need to pick one of the 'ch' words to write their own 'what am I' riddle about.	
<b>Grade One</b>					
<b>Spelling Investigation: 'ir'</b> <b>Focus:</b> To investigate the digraph 'ir' and create a class list of 'ir' words. <b>Common Spellings:</b> Discuss spellings for the sound 'ir' 'bird' 'first' 'dirt' 'shirt'. Discuss other blends which make the same sound, 'er' 'ur' 'ear'. Discuss using visuals to decide which 'er' sound to use. <b>Chart:</b> As a group, make a list of 'ir' words and make generalisations about the sound. Smart Phonics Manual 1		<b>Thinking Critically about the 'I Wonder' poem</b> <b>Focus:</b> to think critically about a poem based 'ir' <b>Whole Class:</b> Discuss the questions together and ask students about their thoughts. <b>Student Task:</b> Students need to read the poem and then answer the questions that require them to think critically about the text. I Wonder Poem - Super Book of Phonics Poems, p. 65 Worksheet - Ash's Computer		<b>Spelling Investigation: 'ir'</b> <b>Focus:</b> Words that begin contain the 'ir' sound <b>Whole Class Activity:</b> Read through the 'ir' words on the chart and distinguish which have the long e and which have the short e. <b>Student Activity:</b> Students need to complete the activity sheets by; writing the correct word under each picture, write the correct words to complete the sentences, write the correct sentence that matches the picture. Complete the crossword. Complete Digraphs, p. 62 & 63	
<b>READING &amp; WRITING</b>					
Session	Whole Class / Learning Intention		Independent		Success Criteria / Reflection
1	<b>Words of the Week</b> <b>Learning intention:</b> To learn and understand the words of the week. <b>Foundation:</b> Introduce the words of the week 'day' 'saw' 'car' using flash cards. Discuss the initial sound and other sounds and how to blend them together. Ask students to put the words into a sentence. <b>Grade One:</b> Introduce the 3 words of the week 'games', 'old', 'woke' using flash cards. Ask students to write 3 sentences in their literacy book using the words.		<b>Foundation:</b> Students trace, then copy the words of the week, colour the letters that make the words of the week, match the words to their shape and draw a picture to represent each word. Finally, write each word into a sentence. <b>Grade One:</b> Students trace, then copy the words of the week, colour the letters that make the words of the week, match the words to their shape, identify how many syllables in each and put them in alphabetical order. Finally write each word in a sentence.		<b>Success Criteria:</b> I can spell the words of the week. I can show my understanding by using the words of the week in sentences. 'Words of the Week' sheet
2	<b>Words of the Week Dictation</b> <b>Learning intention:</b> To assess if students learned the words of the week. <b>Independent Writing:</b> Dictation sentence containing the words of the week: <b>Foundation:</b> <i>One day I saw a little red car with driving on the road very fast.</i> <b>Grade One:</b> <i>On the weekend I woke up and played old board games.</i>		<b>Foundation / Grade One:</b> Students listen to the sentence being read to them word by word and write down what they can hear.		<b>Success Criteria:</b> I can write the sounds I hear in words to write a sentence. I can spell the words of the week correctly.
3	<b>Recount: On the weekend...</b> <b>Learning Intention:</b> To write about personal events that have already happened. <b>Modelled/Shared Writing:</b> Model how to write a recount about something that you have done on the weekend. Ask students to turn and talk to a partner about their weekend. Then write about your weekend on the whiteboard. Model using capital letters, lower case letters in words and full stops to finish a sentence. Discuss using the word wall for words we have learnt and then sounding aloud to attempt unfamiliar words.		<b>Foundation:</b> Students start their writing with 'On the weekend I...' They need to write at least one sentence about something they did on the weekend. <b>Grade One:</b> Students need to write about something they did on the weekend or about different things they did on the weekend.		<b>Success Criteria:</b> I can retell events from my own life. I can put a sequence of events in order.
4	<b>Integrated Studies: Author Study - Margaret Wild</b> <b>Text: Chatterbox</b> <b>Learning Intention:</b> We are learning to predict what Daisy's first words could be. <b>Whole Class:</b> Only read the story until the end of page where 'Daisy put down her spoon'. Discuss what everyone is trying to get Daisy to do (talk) and why. Think about not being able to speak and what you'd like to say first. <b>Modelled/Shared:</b> Model how to complete the sentence 'Daisy's first sentence will be' by asking students to give you ideas about what she could say. Complete the sentence then draw a matching illustration.		<b>Foundation:</b> Students are to predict what Daisy's first sentence is by completing the sentence starter on BLM10 Daisy's first sentence will be.... draw a matching illustration. <b>Grade One:</b> Students are to predict what Daisy's first sentence is by completing the sentence starter on BLM10 Daisy's first sentence will be.... draw a matching illustration.		<b>Success Criteria:</b> I can write about what I think Daisy's first words might be. BLM 10 Daisy's First Sentence
5	<b>Integrated Studies: Author Study - Margaret Wild</b> <b>Text: Chatterbox</b> <b>Learning Intention:</b> We are learning to label a picture. <b>Whole Class:</b> Students are to find out what their first words were as a child *send a note home asking for this information and a photo* <b>Modelled:</b> Model how to write five of your first words as a baby in the speech bubbles. Draw a picture of yourself as a baby and stick your baby photo in the corner of the page.		<b>Foundation:</b> Students are to draw themselves as a baby, then write in separate speech bubbles the first five words they spoke. They then stick their baby photo in the corner of the page. <b>Grade One:</b> Students are to draw themselves as a baby then write in separate speech bubbles the first five words they spoke. They then stick their baby photo in the corner of the page.		<b>Success Criteria:</b> I can label a picture. BLM 11 Chatterbox
6 SUPER LESSON	<b>Writer's Notebook - Cheeky Chimp</b> <b>Learning Intention:</b> We are learning to explain the reasons behind our thinking. We are learning to re-read our writing as we write. <b>Modelled/Shared Writing:</b> Students are to look at the picture of the chimp poking his tongue out. Discuss with students using a think, feel, wonder chart. What do you think the chimp is doing? How do you think the chimp might feel? What does the picture make you wonder? As a whole class come up with some different sentence starters such as, I think the chimp... The chimp feels.... I wonder...		<b>Foundation:</b> Students complete the sentence starter 'I think the chimp feels ____ because...' <b>Extension:</b> Choose another sentence to complete. <b>Grade One:</b> Students are to complete all three sentence starters. The chimp feels... I think... I wonder...		<b>Success Criteria:</b> I can write about how I think the chimp is feeling and explain why. I can re-read my writing to make sure it makes sense.



<p>7</p>	<p><b>Picture Story Book Response</b>  <b>Chocolate Mousse for Greedy Goose</b>  <i>Learning Intention: We are learning to write a sentence using rhyming words.</i>  <i>We are learning to know when talking marks are used.</i>  <b>Modelled/Shared Writing:</b> Read the story, discuss each animal and the rhyming words that are used to complete each sentence. Come up with other animal names and words that rhyme with them. Create a class list. From that list have students come up with suggestions for sentences. E.g. "Let's make a wish," said the fish.</p>	<p><b>Foundation:</b> Students are to write a rhyming sentence, choosing an animal name from the class list, or thinking of one of their own.   <b>Grade One:</b> Students are to write at least 3 rhyming sentences, choosing animal names from the class list, or thinking of their own.</p>	<p><b>Success Criteria:</b> I can write a sentence using rhyming words. I can use talking marks in my writing.</p>
<p>8 Art/Literacy Activity</p>	<p><b>Chickens</b>  <i>Learning Intention: We are learning to follow instructions to create a chicken.</i>  <b>Focus:</b> Fine motor skills - colouring, pasting, cutting, painting to create a chicken.   <b>You will need:</b>          * Large Kinder Circle          * Smaller Kinder Circle          * Googly Eyes          * Paint</p>	<p>Students are to paste two circles onto a piece of paper, draw hair, cut a triangle for a beak then stick on googly eyes. Teacher will assist with painting students hands to make the wings and feet.</p>	<p><b>Success Criteria:</b> I can follow instructions to make a chicken.</p>
<p><b>HANDWRITING</b></p>			
<p><b>Foundation &amp; Grade One</b></p>			
<p><b>Whole Class / Learning Intention</b></p>		<p><b>Independent / Success Criteria</b></p>	
<p><b>Handwriting - 'ch'</b>  <i>Learning Intention: We are learning to use the lines in our book to help form each letter.</i>  <b>Whole Class:</b> Revisit how to form the letter c and h. Practice drawing them with their fingers in the air and using mini whiteboards.          Discuss with the class the importance of using the dotted thirds and the formation of letters including direction. Model to students how write a sentence on the board.          Five cheeky chimps were chasing a chicken into a cheese factory.</p>		<p><b>Student Task:</b> Copy the sentence from the board, forming letters correctly, using the dotted thirds to guide them and following a line.  <b>Extension:</b> Draw a matching picture   <b>Success Criteria:</b> I can use the lines in my book to form letters.</p>	





Week 9	Whole Class Reading	Ducklings (2) Zechariah, Zion, Rose, Habib, +Zavier	Butterflies (4) Leni, Christina, Zavier, +Elwood	Elephants Riley Matthews, Elwood (6) Imran, Honor (8)	Crocodiles (10) Asha, Wil, Ryan, Riley Marshall	Bees Lily, Maya, Meena (11) Leshantai (14)
Mon (Miss Kelly)	---	<p><b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task.</p> <p>(1) Word Work (2) Tuning-in (3) Guided Reading: Strategy Teaching Points (4) Comprehension Task</p>	<p><b>Sound Art (F) 'ch' - cheese (1) 'ir' - bird</b> <i>Learning Intention:</i> Sound recognition &amp; writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>Spelling (F) Sorting Sheet - ch &amp; th (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>
Tue	<p><b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Elicit prior knowledge, make predictions, and read for enjoyment. <b>Activity:</b> From cover, ask students to predict what they think might happen in the story. Read story through without stopping, modelling good fluency, phrasing and expression.</p>	<p><b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task.</p> <p>(1) Word Work (2) Tuning-in (3) Guided Reading: Strategy Teaching Points (4) Comprehension Task</p>	<p><b>Sound Art (F) 'ch' - cheese (1) 'ir' - bird</b> <i>Learning Intention:</i> Sound recognition &amp; writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>Spelling (F) Sorting Sheet - ch &amp; th (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>
Wed (Laura)	<p><b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Characters &amp; Setting <b>Activity:</b> Discuss and list the main characters. Describe the setting (how do we know, show me the evidence).</p>	<p><b>Spelling (F) Sorting Sheet - ch &amp; th (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task.</p> <p>(1) Word Work (2) Tuning-in (3) Guided Reading: Strategy Teaching Points (4) Comprehension Task</p>	<p><b>Sound Art (F) 'ch' - cheese (1) 'ir' - bird</b> <i>Learning Intention:</i> Sound recognition &amp; writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>
Thu (Karen)	<p><b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Noticing punctuation. <b>Activity:</b> Using book tape, have students mark: - Notice spaces and words: count the words on a page - Capital letters: start of sentences and proper nouns - Full stops: count the sentences on a page Speech/talking marks: reread the text, having students say aloud what the character said.</p>	<p><b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>Spelling (F) Sorting Sheet - ch &amp; th (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task.</p> <p>(1) Word Work (2) Tuning-in (3) Guided Reading: Strategy Teaching Points (4) Comprehension Task</p>	<p><b>Sound Art (F) 'ch' - cheese (1) 'ir' - bird</b> <i>Learning Intention:</i> Sound recognition &amp; writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>
Fri (Belinda)	<p><b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Elicit prior knowledge, make predictions, and read for enjoyment. <b>Activity:</b> From cover, ask students to predict what they think might happen in the story. Read story through without stopping, modelling good fluency, phrasing and expression.</p>	<p><b>Sound Art (F) 'ch' - cheese (1) 'ir' - bird</b> <i>Learning Intention:</i> Sound recognition &amp; writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>Spelling (F) Sorting Sheet - ch &amp; th (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.</p> <p><b>Phonics Game</b> <i>Learning Intention:</i> To consolidate sound/HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.</p>	<p><b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug</p> <p><b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.</p>	<p><b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task.</p> <p>(1) Word Work (2) Tuning-in (3) Guided Reading: Strategy Teaching Points (4) Comprehension Task</p>



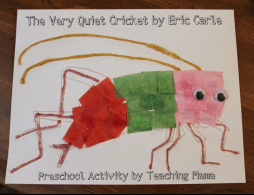


Teacher Name: Vanessa Maduka (Foundation 1 A) & Ashlynn Bennett (Foundation 1 B)  
Teaching and Learning Sequence - Week 10: Monday 14<sup>th</sup> September – Friday 18<sup>th</sup> Spetember

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<ul style="list-style-type: none"> <li>sharing experiences of different texts and discussing some differences</li> <li>identifying and selecting texts for information purposes and commenting on how the text might help with a task</li> <li>talking about the meanings in texts listened to, viewed and read</li> <li>visualising elements in a text (for example drawing an event or character from a text read aloud)</li> <li>providing a simple, correctly-sequenced retelling of narrative texts</li> </ul>	<ul style="list-style-type: none"> <li>pointing to the letters and the punctuation in a text</li> <li>commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'</li> <li>creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts</li> <li>using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts</li> </ul>	<ul style="list-style-type: none"> <li>share feelings and thoughts about the events and characters in the texts</li> <li>listening to the sounds a student hears in the word, and writing letters to represent these sounds</li> <li>talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories</li> <li>participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language</li> <li>identifying rhyme and syllables in spoken words</li> </ul>			
<b>Grade One</b>					
<ul style="list-style-type: none"> <li>talking about what is real and what is imagined in texts.</li> <li>recognising that letters can have more than one sound (for example, 'u' in 'cut' 'put' and 'use'.</li> <li>recognising sounds that can be produced by different letters, (for example the /s/ sound in 'sat' 'cent' 'scene').</li> <li>learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs.</li> <li>talking about what is 'real' and what is imagined in texts.</li> </ul>	<ul style="list-style-type: none"> <li>identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)</li> <li>discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry</li> <li>Write using unjoined lower-case and upper-case letters</li> <li>writing character descriptions drawn from illustrations in stories</li> </ul>	<ul style="list-style-type: none"> <li>understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others.</li> <li>understand that there different ways of asking for information, making offers and giving commands.</li> <li>discuss how authors create characters using language an images</li> <li>formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions</li> <li>participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others</li> <li>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</li> </ul>			
<b>SPELLING</b>					
<b>Foundation</b>					
<b>Sound/Visual Lesson</b>		<b>Sound/Visual Lesson</b>		<b>Sound/Visual Lesson</b>	
<b>Spelling Investigation: 'qu'</b> <b>Focus:</b> To investigate the sound 'qu' and create a class list of 'qu' words. <b>Jolly Phonics:</b> Sound Action: Make a duck's beak with your hands and say qu, qu, qu, qu. Discuss the <b>common spellings</b> that the sound 'qu' makes. Found at the beginning of words and in the middles of words. Look at the sounds and words. <b>Questions:</b> How are they different? Examine the 'qu' sound by reading the <b>poem 'Quack, Quack'</b> and discuss the 'qu' words (quack, quietly, quacking etc) As a whole class make a list of 'qu' words. <a href="http://www.starfall.com">www.starfall.com</a> <a href="#">The Super Book of Phonics Poems, p. 32</a>		<b>Sound Sheet: 'qu'</b> <b>Focus:</b> Recognising words that begin with the 'qu' sound. Reading and comprehending questions. <b>Whole Class:</b> Trace the 'qu' sounds in the context sentence. Trace the 'qu' words. Answer the questions with 'yes' or 'no'. <b>Student Task:</b> Students complete the task page about the blend 'qu'. <b>Extension:</b> Write two questions of your own. Remember the ? <a href="#">Read, Sound, Write 1, p. 47</a>		<b>Spelling Investigation: 'qu'</b> <b>Focus:</b> Identifying words which begin or contain 'qu'. <b>Whole Class Activity:</b> Show students words and pictures, beginning and containing 'qu', model how to match them and place under the correct heading. <b>Student Activity:</b> Each student will need to cut out the 8 words and 8 pictures and match them by pasting them in their books. <a href="#">qu Sheet - Ash's Computer</a>	
<b>Grade One</b>					
<b>Blend Revision</b> ch, sh, ee, ing, ea, wh, ou, y making long e, ir <b>Focus:</b> Find the blends in the word search <b>Whole Class:</b> Discuss each word, and strategies used to find words within the word search. <b>Student Task:</b> Students are to find the words in the word search, then use the words to write sentences on the back of the search. <b>Extension:</b> Use the words from the word search to write sentences. <a href="#">Word Search - Ash's Computer</a>		<b>Blend Revision</b> ch, sh, ee, ing, ea, wh, ou, y making long e, ir <b>Focus:</b> Writing words in the correct shape <b>Whole Class:</b> Discuss each word, the letter and their shapes that make up each word. <b>Student Task:</b> Students are to put the words into their correct shape. Draw a picture to match each word. <a href="#">Worksheet - Ash's Computer</a>		<b>Revision</b> <b>Focus:</b> Finding words which begin with the blends covered this term. ch, sh, ee, ing, ea, wh, ou, y making long e, ir <b>Whole Class:</b> Go over each sound that has been covered and see if students can find any around the classroom. <b>Student Task:</b> Students are to write two words for each blend. They then choose one of those words and put it into a sentence. <a href="#">Sheet - Ash's Computer</a>	
<b>READING &amp; WRITING</b>					
Session	Whole Class / Learning Intention		Independent	Success Criteria / Reflection	
1	<b>Foundation:</b> Introduce the words of the week 'next' 'two' 'little' using flash cards. Discuss the initial sound and other sounds and how to blend them together. Ask students to put the words into a sentence. <b>Grade One:</b> Introduce the 3 words of the week 'wanted', 'bike', 'no' using flash cards. Ask students to write 3 sentences in their literacy book using the words.		<b>Foundation:</b> Students trace, then copy the words of the week, colour the letters that make the words of the week, match the words to their shape and draw a picture to represent each word. Finally, write each word into a sentence. <b>Grade One:</b> Students trace, then copy the words of the week, colour the letters that make the words of the week, match the words to their shape, identify how many syllables in each and put them in alphabetical order. Finally write each word in a sentence.	<b>Success Criteria:</b> I can spell the words of the week. I can show my understanding by using the words of the week in sentences.  <a href="#">'Words of the Week' worksheet</a>	
2	<b>Words of the Week Dictation</b> <b>Learning intention:</b> To assess if students learned the words of the week. <b>Independent Writing:</b> Dictate a selection of the term 3 words of the week. <b>Foundation:</b> See term planner. <b>Grade One:</b> See term planner.		<b>Foundation / Grade One:</b> Students listen to the words being read to them and write down what they can hear.	<b>Success Criteria:</b> I can write the sounds I hear in words. I can spell the words of the week correctly.	
3	<b>Integrated Studies: Author Study - Margaret Wild</b> <b>Text: The Pocket Dogs</b> <b>Whole Class:</b> Read the story and discuss the two main characters Biff (black dog) and Buff (tan dog), where they live and where they went. Discuss what happened to Biff and how he may have felt, when he was lost and how Buff felt when his friend was missing. <b>Modelled/Shared:</b> Model how to complete the task by writing how Biff and Buff would be feeling in the story with a reason why. Biff felt... Biff felt...		<b>Foundation:</b> Students are to write 1 sentence about how Biff felt when he was lost on his side of the pocket, and how Buff felt when his friend was lost on his side of the pocket. Linking the sentence with 'because' to explain their reason/s why they would be feeling that way. <b>Grade One:</b> Students are to write 2 sentences about how Biff felt when he was lost on his side of the pocket, and how Buff felt when his friend was lost on his side of the pocket. Linking the sentence with 'because' to explain their reason/s why they would be feeling that way.	<b>Success Criteria:</b> I can write about Biff and Buff's feelings and explain why.  <a href="#">BLM 8- Pocket Dogs Pocket</a>	
4	<b>Integrated Studies: Author Study - Margaret Wild</b> <b>Text: The Pocket Dogs Go on Holiday</b> <b>Whole Class:</b> Read the story and discuss the story and where Biff and Buff go on a holiday. Talk about their coat, what happens to it and why they are upset. Model how to complete the story map showing characters, setting, problem and solution. <b>Modelled:</b> Model how to complete the story map by listing the characters then writing a sentence about the setting, problem and solution.		<b>Foundation:</b> Students are to complete the story map by listing the characters in the story, writing a sentence about where the story was set, the problem and solution. Students can then illustrate each section of the map. <b>Grade One:</b> Students are to complete the story map by listing the characters in the story, writing a sentence about where the story was set, the problem and solution. Students can then illustrate each section of the map.	<b>Success Criteria:</b> I can remember key information from the book to write: characters, setting, problem and the solution.  <a href="#">BLM 9 The Pocket Dogs go on Holiday Story Map</a>	
5	<b>Video Response: Quoll Facts</b> (Scan the QR Code). <b>Learning Intention:</b> We are learning to remember key facts about quolls. <b>Modelled/Interactive</b> As a whole class watch the Animal Encounters Eastern Quoll video. <b>Shared Writing:</b> As a whole class discuss some facts about quolls, where do they live? What do they eat? Who are their predators? What do they look like? Make a list of Quoll facts on the board.		<b>Foundation:</b> Students are to complete a response to the video by writing some things they learnt about Quolls around the Quoll picture. Colour in the Quoll picture. <b>Grade One:</b> Students are to complete a response to the video by writing some things they learnt about Quolls around the Quoll picture. Colour in the picture.	<b>Success Criteria:</b> I can write facts from the video.  <a href="#">Quoll Picture</a>	





<p>6 LEARNING TO WRITE</p>	<p><b>Writer's Notebook: Earthquake</b>  <b>Learning Intention:</b> We are learning to write what we think, feel and wonder about a picture.          We are learning to use full stops to complete our sentence and follow with a capital letter.          We are learning to re-read our writing.  <b>Whole Class:</b> Have students think about the seed (earthquake) and ask them to explain what they are feeling and what they see and what they wonder in the seed. List student's responses in a think, feel, wonder chart. Discuss earthquakes and what they can do to land, houses etc. Show students example of earthquakes using books, pictures or video clips on YouTube.  <b>Modelled Writing:</b> Model writing a sentence using either 'I think.. I feel... I wonder...' created from the seed. Discuss other ways to being writing a sentence about the picture. Discuss sounding out words, what is the difference between a word and a sentence and capital letters and full stops.</p>	<p><b>Foundation:</b> Students need to complete          I think          I wonder  <b>Extension:</b> Complete the sentence starter 'The people...'  <b>Grade One:</b> Students need to complete at least three sentence starters, 'I think...' 'I feel...' 'I wonder...' then come up with one of their own.</p>	<p><b>Success Criteria:</b> I can write what I think and wonder about a picture.          I can start a sentence with a capital letter.          I can use a full stop to finish a sentence.          I can re-read my writing to make sure it makes sense.</p>
<p>7</p>	<p><b>Book Response: The Very Quiet Cricket by Eric Carle</b>  <b>Learning Intention:</b> We are learning to match movement words or animal sounds with the correct animal.  <b>Modelled/Shared/Interactive Writing:</b>          Read the story and discuss each animal and the sound it makes or the movement word. Make a list of animal names on the board and ask students to make suggestions as to which word matches the animal.          Model how to complete the activity sheet.</p>	<p><b>Foundation:</b> Students are to cut and past the movement or sound word with the correct animal. Draw each animal.  <b>Grade One:</b> Students are to write the movement or sound word, which matches the animal. Draw each animal.</p>	<p><b>Success Criteria:</b> I can match the movement word or animal sound to the correct animal.</p>
<p>8 Art/Literacy Activity</p>	<p><b>Crickets</b>  <b>Learning Intention:</b> We are learning to follow instructions to make a quiet cricket.  <b>Focus:</b> Fine motor skills - colouring, pasting, cutting, paining to create a quiet cricket  <b>You will need:</b>          * Cricket Outline          * PVA * Glitter          * Tissue Paper- cut into squares          * Googly Eyes</p> 	<ol style="list-style-type: none"> <li>1. Paste tissue paper onto the cricket ensuring they keep in the lines as best they can</li> <li>2. Glue on some eyes</li> <li>3. Use PVA to paint on the legs and antennas</li> <li>4. Shake glitter over the PVA</li> </ol>	<p><b>Success Criteria:</b> I can follow instructions to make 'The Very Quiet Cricket'.</p>
<p style="text-align: center;"><b>Handwriting</b></p>		<p style="text-align: center;"><b>Independent</b></p>	
<p style="text-align: center;"><b>Focus (Whole Class)</b></p>		<p style="text-align: center;"><b>Foundation &amp; Grade One</b></p>	
<p><b>Handwriting: Letter 'q'</b></p>	<p><b>Learning Intention:</b> We are learning to write the letter 'q'.  <b>Whole Class:</b> Discuss the letter formation of 'q'. Students can practise drawing it with their finger in the air before beginning and can use mini whiteboards to practise the correct letter formation.</p>	<p><b>Student Task:</b> Track and trace the letter 'q' in their handwriting books. Colour the pictures.  <b>Extension:</b> Students can practise writing the letter 'q' using a mini whiteboard.</p>	<p><b>Success Criteria:</b> I can write the letter 'q' using the lines to help me.</p>



Week 10	Whole Class Reading	<b>Ducklings (2)</b> Zechariah, Zion, Rose, Habib, +Zavier	<b>Butterflies (4)</b> Leni, Christina, Zavier, +Elwood	<b>Elephants</b> Riley Matthews, Elwood (6) Imran, Honor (8)	<b>Crocodiles (10)</b> Asha, Wil, Ryan, Riley Marshall	<b>Bees</b> Lily, Maya, Meena (11) Leshantai (14)
Mon (Miss Kelly)	---	<b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task. <b>(1) Word Work</b> <b>(2) Tuning-in</b> <b>(3) Guided Reading:</b> Strategy Teaching Points <b>(4) Comprehension Task</b>	<b>Sound Art (F) 'qu' - queen</b> <b>(1) blend revision</b> <i>Learning Intention:</i> Sound recognition & writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>Spelling (F) Sorting Sheet – th &amp; qu (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.
Tue	<b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Elicit prior knowledge, make predictions, and read for enjoyment. <b>Activity:</b> From cover, ask students to predict what they think might happen in the story. Read story through without stopping, modelling good fluency, phrasing and expression.	<b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task. <b>(1) Word Work</b> <b>(2) Tuning-in</b> <b>(3) Guided Reading:</b> Strategy Teaching Points <b>(4) Comprehension Task</b>	<b>Sound Art (F) 'qu' - queen</b> <b>(1) blend revision</b> <i>Learning Intention:</i> Sound recognition & writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>Spelling (F) Sorting Sheet – th &amp; qu (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.
Wed (Laura)	<b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Characters & Setting <b>Activity:</b> Discuss and list the main characters. Describe the setting (how do we know, show me the evidence).	<b>Spelling (F) Sorting Sheet – th &amp; qu (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task. <b>(1) Word Work</b> <b>(2) Tuning-in</b> <b>(3) Guided Reading:</b> Strategy Teaching Points <b>(4) Comprehension Task</b>	<b>Sound Art (F) 'qu' - queen</b> <b>(1) blend revision</b> <i>Learning Intention:</i> Sound recognition & writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.
Thu (Karen)	<b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Noticing punctuation. <b>Activity:</b> Using book tape, have students mark: - Notice spaces and words: count the words on a page - Capital letters: start of sentences and proper nouns - Full stops: count the sentences on a page Speech/talking marks: reread the text, having students say aloud what the character said.	<b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>Spelling (F) Sorting Sheet – th &amp; qu (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task. <b>(1) Word Work</b> <b>(2) Tuning-in</b> <b>(3) Guided Reading:</b> Strategy Teaching Points <b>(4) Comprehension Task</b>	<b>Sound Art (F) 'qu' - queen</b> <b>(1) blend revision</b> <i>Learning Intention:</i> Sound recognition & writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.
Fri (Belinda)	<b>Text:</b> Dan's Lost Hat by Joy Cowley (Big Book) <b>Focus:</b> Main events or problem and solution <b>Activity:</b> Reread the story. Ask students to identify the main events / problem & solution. List them on a chart. Model putting them into our own words. <i>Could model using a 'Story Telling Glove'.</i>	<b>Sound Art (F) 'qu' - queen</b> <b>(1) blend revision</b> <i>Learning Intention:</i> Sound recognition & writing words. <b>Activity:</b> Students are to draw and label pictures of objects that contain the focus sound.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /sight word knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Words of the Week Build-A-Word</b> <i>Learning Intention:</i> Automatic recall of sight words. <b>Activity:</b> Build the words of the week using magnetic letters. Then choose a word, use it in a sentence, and draw a picture to match (Build-A-Word sheet).  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>Spelling (F) Sorting Sheet – th &amp; qu (1) Integrated Word Study</b> <i>Learning Intention:</i> Consolidating sound and letter knowledge. <b>Activity:</b> Students match pictures with words and sort into two columns. <b>Extension:</b> Students label the pictures themselves.  <b>Phonics Game</b> <i>Learning Intention:</i> To consolidate <u>sound</u> /HFW knowledge. <b>Activity:</b> Uh Oh! Alphabet.	<b>Book Response</b> <i>Learning Intention:</i> To develop comprehension and thinking skills. <b>Activity:</b> Pig the Pug  <b>iPads</b> <i>Learning Intention:</i> Sight word recognition. <b>Eggy Words</b> <b>Activity:</b> Read the word and click it when It appears on the screen in order to advance to the next level.	<b>TEACHER GROUP Guided Reading</b> <i>Learning Intention:</i> To develop, within context, the use of effective reading strategies. To assist students to bring meaning to the reading task. <b>(1) Word Work</b> <b>(2) Tuning-in</b> <b>(3) Guided Reading:</b> Strategy Teaching Points <b>(4) Comprehension Task</b>