

## READING PLANNER

Reading Planner		Year level 1/2	Term 2 2010	Week 1	St Monica's
<b>Kangaroo Flat</b>					
<u>Roleplay Readers</u> <i>(Names of students)</i>		<u>Experimental Readers</u> <i>(Names of students)</i>		<u>Early Readers</u> <i>(Names of students)</i>	
<p><b>Key Goal:</b>            Foster students' enjoyment of reading and take risks with confidence            For fluency teach the use of conventions of print.            Read and reread a variety of texts with both literary and informational, providing opportunities for students do the same            Responding to texts focusing on the meaning of print and pictures            Children to talk about texts and relating them to their own experiences –            Reading Strategies - Connecting / Creating Images / Self Questioning            Continue to build phonological and graphophonic awareness and word knowledge.</p>					
<b>Session 1</b>		<b>Session 2</b>		<b>Session 3</b>	
<u>Familiar Reading</u>		<u>Familiar Reading</u>		<u>Familiar Reading</u>	
<p><b>Whole Class:</b>  <u>Shared Reading: Turnips for Tea</u>            Big Book Session 1:            Ask questions from cover.            Students learn key vocabulary, unfamiliar words and synonyms from story.            Answer 4W + H questions.            Develop an action sentence about something that happened in the text.            Reconstruct sentence to say the same thing.</p>		<p><b>Whole Class:</b>  <u>Shared Reading: Turnips for Tea</u>            Big Book Session 2:            Review words. What did this mean?            What's another word for the key words?            Pre listening strategy "What did the 1st page tell you"? Make a video in your head. Illustrate part of the story.            Use whiteboards and then compare ideas and parts of the story.</p>		<p><b>Whole Class:</b>  <u>Shared Reading: Turnips for Tea</u>            Big Book Session 3:            Students review existing knowledge of the story            Students put key sentences into actions (comprehension and colourful semantics)            Build upon session 1 word knowledge (word links, antonyms, synonyms, word webs)</p>	
<p><u>Conventions</u>            Focus – Build up children sight vocabulary.             Activity – Words of the day using high frequency words and adapted from stat of the day activity.</p>		<p><u>Conventions</u>            Focus – Learning about words and how they work.             Activity            5. Word sorts            Pg 74, 75 &amp; 128. (map)</p>		<p><u>Conventions</u>            Focus – help children link regular sounds with letters             Activity            14 Change a Letter            Pg 134 and 185 (Map)</p>	
<p><u>Conventions</u>            Focus – identifying location of sounds in words.             Activity            9.Elkonin sound boxes Pg 79 Resource Book</p>					

<p><u>Read to</u> <u>Use picture story books</u></p> <p><u>Title:</u> Focus: Let's think about what we know and then what new things we find out.</p> <p>Strategy – Connecting (Teaching Notes Pg 118)</p> <p>2 Before and After Pg 138 Resource book)</p>	<p><u>Read to</u> <u>Use picture story books</u></p> <p><u>Title:</u> Focus: Make connections to different parts of story.</p> <p>1 What's Your Story pg 163 Resource book.</p>	<p><u>Read To</u> <u>Use picture story books</u></p> <p><u>Title:</u> Focus: Readers use lots of thinking strategies to make meaning</p> <p>Strategy – Self Questioning (Teaching Notes pg 118)</p> <p>1 Clouds of wonder pg 155 RB</p>	<p><u>Read to</u> <u>Use picture story books</u></p> <p><u>Title:</u> Focus: Readers make pictures in their head about what they read</p> <p>Strategy – Self Imaging (Teaching Notes pg 118)</p> <p>5 Open Minded Portrait pg 153 ( Resource Book)</p>
<p><u>Target Group: Roleplay</u> Procedure: Language Experience Focus: Distinguishing between a word, letter and a sound as well as matching said word with written word.</p>	<p><u>Target Group: Experimental</u> Focus: Scaffolded reading and word decoding.</p>	<p><u>Target Group: Early</u> Focus: Scaffolded reading and word decoding.</p>	<p><u>Target Group: Experimental</u> Focus: Scaffolded reading and word decoding.</p>

## WRITING PLANNER

<i>Writing Planner</i>		<i>Year level 1/2</i>	<i>Term 2</i>	<i>Week 1-5</i>	<i>St Monica's Kangaroo Flat</i>
<b>Roleplay Writers:</b> <i>(Names of students)</i>	<b>Experimental Writers:</b> <i>(Names of students)</i>	<b>Early Writers:</b> <i>(Names of students)</i>			
<p><b><u>Key Goal:</u></b>            Create a joy of writing.            Encourage children to express their personal voice and individual writing style.            Provide opportunities for students to compose a range of texts – Reports, glossary, labelling, Poems, Retells, Explanation            Children begin to understand that writers make decisions about what they write.            Develop and use new vocabulary as well as increase known high frequency words            Children continue to understand how words work            Children begin to understand that as writers we think about what we are going to write.</p>					
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
<p><b><u>Spelling</u></b> (10mins)            Focus — Hearing all sounds in words using elkonin boxes and magnetic buttons            6 Elkonin Sound Boxes pg 75 (Reading book pg 92) (map)</p> <p>Children practice writing words in parts – letter patterns and onset and rime</p> <p><b><u>Write new words on Word Wall</u></b></p>	<p><b><u>Spelling</u></b>            Focus –            Generic Games            Odd one Out pg 81 (Map)</p> <p>Children practice writing words in parts – letter patterns and onset and rime</p> <p><b><u>Write new words on Word Wall</u></b></p>	<p><b><u>Spelling</u></b>            Focus – Help chn know what letter makes the sounds in the words.</p> <p>1. Sound Hunter p. 76</p> <p>Children practice writing words in parts – letter patterns and onset and rime</p> <p><b><u>Write new words on Word Wall</u></b></p>	<p><b><u>Spelling</u></b>            Focus – Hearing all sounds in words using Elkonin boxes and magnetic buttons</p> <p>6 Elkonin Sound Boxes pg 75 (Reading book pg 92) (map)</p> <p>Children practice writing words in parts – letter patterns and onset and rime</p> <p><b><u>Write new words on Word Wall</u></b></p>	<p><b><u>Spelling</u></b>            Generic Games            Trip to the Moon pg 81</p> <p>Children practice writing words in parts – letter patterns and onset and rime</p> <p><b><u>Write new words on Word Wall</u></b></p>	
<p><b><u>Whole Class Writing: Modelled/ Shared Writing</u></b>            Focus – How to explain orally and in written form</p> <p><u>Explanation -</u>            Literacy Activities - dot 1 and dot 2 pg 78 resource book (How do snails move)</p>	<p><b><u>Whole Class Writing: Modelled / Shared Writing</u></b>            Focus: Using words to create images.</p> <p><u>Poems -</u>            Acrostic poems pg 49 resource book            Cinquain pg 49 resource book</p>	<p><b><u>Whole Class Writing Modelled or Shared Writing</u></b>            Focus: We use special words when we describe.</p> <p><u>Reports -</u>            Word Web pg 42 Resource book            Writing interest table pg 43 resource book            Picture Talk pg 42</p>	<p><b><u>Whole Class Writing: Modelled or Shared Writing</u></b>            Focus - To understand a sentence as a unit of meaning.</p> <p>12. Chain Writing p. 127            13. Physical Sentence Construction p. 127            14 Sentence Frames p. 128</p>	<p><b><u>Whole Class Writing: Modelled or Shared Writing</u></b>            Focus: Help children organise their thinking and understanding a structure of a story.</p> <p>2. Story Maps p. 98</p>	
<p><b><u>Target Group)</u></b>            Focus on handwriting – letter formation, pencil grip, sizing and starting points.</p>	<p><b><u>Target Group:</u></b>            Focus on handwriting – letter formation, pencil grip, sizing and starting points.</p>	<p><b><u>Target Group:</u></b>            Focus on handwriting – letter formation, pencil grip, sizing and starting points.</p>	<p><b><u>Target Group:</u></b>            Focus on handwriting – letter formation, pencil grip, sizing and starting points.</p>	<p><b><u>Target Group:</u></b>            Focus on handwriting – letter formation, pencil grip, sizing and starting points.</p>	