

Needs:
 Display in classroom for the week:
 -Speaking in full sentences
 - Vocabulary building

Prep Literacy Planner (Reading focus: Full stops)

Term 2, Week 8, Text: Where the Forest meets the Sea. By Jeannie Baker

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Oral Language Focus</p> <p>ICPALER:</p> <ul style="list-style-type: none"> • Reviewing ideas • Language: Word meanings/ Acting out key words • 1Conventions • Oral language: Listening and Speaking 	<p>Focus: Vocabulary from front Cover- Name all the items on the front cover e.g.: birds, trees, beach, boat, people, water, sand, etc</p> <p>Focus: speaking in full sentences.</p>	<p>Title page - Where the Forest meets the Sea- Use our meaning making motor to discuss: what does the word Forest mean? Make a poster with synonyms for each word. (forest, sea)</p> <p>Focus: Synonyms: think of other words for the title record new titles / key words and record on chart.</p>	<p>Focus: Retell events from the story so far using who, what, when, where and why.</p> <p>Teacher models: The boy is exploring in the rainforest with his father. Children act out this action sentence. Then retell in their own words. Talk about what they might hear, see and feel.</p>	<p>Focus: Action sentences: Have chn act out the story so far using action sentences.</p> <p>Eg: The boy and his father get in a boat. When they arrive, they hear cockatoos squawking. They make a sandcastle. They follow the creek into the rainforest. The vines and the creepers try to hold me back. I sit still and watch and listen. I climb inside a dark tree.</p>	<p>Revise good listening chart - what do good listeners do?</p> <p>Chn practice being a good listener by working in pairs one person listen's the other speaks about their favourite part of the story so far. See if you can add any more ideas to the listening chart. Focus: listening skills.</p>
<p>Shared Reading</p>	<p>Predict: What could happen in the story? What does the title mean? What are the people in the boat doing? Think / Pair Share</p> <p>Read pages 1-3. Predict Where could the special place be? Why wouldn't many people go there? What is a reef?</p>	<p>Revise where we thought the people were going. Read page: 4-11 Discuss what do you see on each page? Key words pg 4/5: squawking (synonyms poster). Pg 6/7: From the picture discuss what the people are doing. Pg 8-9: Discuss what is a rainforest? Where might it lead the boy? Picture chat. Pg 10-11: Picture chat: Talk about how long ago a hundred million years is, and what might have existed</p>	<p>Pg: 12/13: Action sentence: moving through the forest Pg 14/15: describe the picture using full sentences Pg 16/17: Discuss the words ancient, hollow, aboriginal Pg 18/19: What lives inside a tree? Why is it a good place to hide?</p>	<p>Go back and read from the beginning (done above in oral language session)</p> <p>Read pg 20/21: picture chat Pg 22/23: act out sentence Father is cooking the fire Pg 24/25: Picture chat. Why does he feel sad?</p>	<p>Reread pg 24/25 and introduce full stop, use a little poster of full stop and discuss how they are used at the end of the sentence. Unpack a sentence spaces between words, Capital letter at the beginning of sentence and full stop at end. How many full stops can you see? Model reading with full stops.</p> <p>Read pg 26/27: Discuss children's ideas about what is going to happen to the forest. Look at the information on the back page. Discuss where in Australia this story is set. Why do you think the author wrote this story?</p>

Activities	Where the Forest meets the Sea sentence sort. Design a new front cover. Focus: initial sounds	Children to complete word picture match of key vocab in book: Forest, ocean, dinosaur, boat, lizard. Focus: initial sounds	Children close their eyes and imagine what they would hear, see and feel in the forest. Complete book response Focus: responding to text, key vocab	Sequence pictures from story. Chn order beginning, middle and end so far and add in their own picture of what they think will happen next?	Picture comparison: What did the forest look like before? What will it look like after?
Teacher Focus Group	<i>Students' names:</i> Level 2 text – Focus: initial sounds (not inventing text) <i>Students' names:</i> Shared reading, Level 3 text Focus: 'at' blend – word list and middle sounds	<i>Students' names:</i> Shared reading, Level 3 text Focus: 'at' blend – word list and middle sounds <i>Students' names:</i> Shared reading level 5 Focus: magic/bossy e (kit/cak/tim/lin etc)	<i>Students' names:</i> Shared reading level 5 Focus: magic/bossy e (kit/cak/tim/lin etc) <i>Students' names:</i> Shared reading Level 6 text Focus: magic/bossy e	<i>Students' names:</i> Shared reading Level 6 text Focus: magic/bossy e <i>Students' names:</i> Level 9 text – shared reading Focus: reading with expression	<i>Students' names:</i> Level 9 text – shared reading Focus: reading with expression <i>Students' names:</i> Level 2 text – Focus: initial sounds (not inventing text)
Word/Sound Focus	Go through last 6 Dianna Rigg sounds using picture cards and actions.	Revise 'at' words make with magnetic letters changing the initial sound to make new words.	Revise last 6 sounds of D. Rigg program.	Revise 'in' words make with magnetic letters changing the initial sound to make new words.	Revise last 6 sounds of D. Rigg program.
Modelled Writing	Recount of weekend including who, what, when where, and why. Model full stops and capital letters,	Describe what the forest looks like using the title page. Eg. The forest is colourful.	Model writing I see... I feel... I hear... sentences about the forest.	Handwriting session – model letter formation and direction.	Use the last page of the book to model writing a description of what the forest looks like now. Eg. The forest is now dirty/busy/ruined.
Writing Activity	Chn write about their weekend Focus: using spaces.	Children record their own sentences about the forest. Focus: Capital letters and full stops	Chn complete I see... I feel... I hear... sentences Focus: initial sounds.	Handwriting pages: Jj and Ww Focus: pencil grip	Chn write their own description of the forest now. Focus: Appropriate use of capitals and lower case letters
Teacher focus group	Focus: Lower case and upper case letters where to use in our writing. Group: <i>Students' names.</i>	Focus: Writing with spaces between words. Group: <i>Students' names.</i>	Focus: Writing with added detail. Group: <i>Students' names.</i>	Focus: Initial sounds Group: <i>Students' names</i>	Focus: Sounding out words BME Group: <i>Students' names</i>
Reflection Time	Chn share writing in circle	Reflect on learning using focus	Chn share writing in circle.	Reflect on learning using focus	I am a good listener when I...