The Very Cranky Bear

By Nick Bland

A Literature Unit

Early Stage 1 : Kindergarten
## EARLY STAGE 1: ENGLISH PROGRAM OVERVIEW

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<td>Cross-curriculum priorities</td>
<td>ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</td>
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<td>ENe-2A composes simple texts to convey an idea or message</td>
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<td>ENe-3A produces most lower and upper case letters and uses digital technologies to construct text</td>
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<td>ENe-4A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</td>
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### Content Overview

#### Speaking & Listening
- Develop and apply conceptual knowledge
  - understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns
  - Demonstrate skills in speaking, listening and paired/small group activities

#### Writing & Representing
- Develop and apply conceptual knowledge
  - share writing with others for enjoyment
  - Share writing with peers and class buddies

#### Handwriting & Using Digital technologies
- Develop and apply conceptual knowledge
  - demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

#### Reading & Viewing
- Develop and apply conceptual knowledge
  - identify & compare similar ideas, characters & settings in texts
  - Engage with a variety of texts that have animal characters solving problems that students can relate to

#### Spelling
- Develop and apply conceptual knowledge
  - understand that initial approximations can lead to correct formal spelling
  - identify rhymes, syllables & sounds (phonemes) in spoken words
  - Consistently identify words that start with the same initial sound

### General capabilities
- Critical & creative thinking
- Ethical understanding
- Information & communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal & social capability

### Other learning across the curriculum areas
- Civics & citizenship
- Difference & diversity
- Work & enterprise

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<th>Cluster 2</th>
<th>Objective B: use language to shape and make meaning according to purpose, audience and context</th>
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<td>☐ Reading Texts</td>
<td>ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</td>
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<td>☐ Comprehension</td>
<td>ENe-7B recognises some different purposes for writing and that own texts differ in various ways</td>
</tr>
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<td>☐ Vocabulary Knowledge</td>
<td>ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</td>
</tr>
<tr>
<td>☐ Aspects of Writing</td>
<td>ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</td>
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<td>☐ Aspects of Speaking</td>
<td>☐ Phonics</td>
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<td>☐ Phonemic Awareness</td>
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<td>☐ Concepts About Prints</td>
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**Cluster 3**

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness
- Concepts About Prints

**Content Overview**

**Speaking & Listening**

- Develop and apply conceptual knowledge
  - understand that language can be used to explore ways of expressing needs, likes and dislikes
  - What did the characters in the text need?
  - How did they go about trying to fulfil their needs?
  - Brainstorm words for like and dislike
  - Express likes and dislikes

- Understand and apply knowledge of language forms and features
  - identify the difference between a question and a statement
  - Explain the difference
  - Demonstrate asking a question and making a statement

- Respond to and compose texts
  - compose texts to communicate feelings, needs, opinions and ideas
  - Choose a specific need to create a task demonstrating how they feel

**Writing & Representing**

- Develop and apply conceptual knowledge
  - discuss the different purposes of drawing and writing in simple text
  - Identify text verses illustration in text
  - Using an unfamiliar text share with illustrations only, text only and then both
  - Discuss after each sharing of the text

- Understand and apply knowledge of language forms and features
  - identify that imaginative texts are about ‘characters’ that are represented by nouns and noun groups
  - Explain that nouns are naming words
  - Identify the nouns in the story that name the characters
  - Look at how the noun changes when we use it to name a group; eg lion, lions

- Respond to and compose texts
  - compose texts for known audience
  - Use pictures to help identify and add meaning
  - create a word wall of vocabulary from the text

**Reading & Viewing**

- Develop and apply conceptual knowledge
  - understand that readers/viewers may have varied and individual responses to a text
  - Share a variety of texts and invite students to discuss how they felt about each
  - Discuss differences in opinion and why each person’s opinion is acceptable

- Understand and apply knowledge of language forms and features
  - identify some features of texts including events and characters and retell events from a text
  - Identify main characters, setting and main events of texts

- Respond to, read and view texts
  - engage with shared stories and join in book activities on familiar and imaginary books
  - Explore sequencing of a story, focusing on beginning, middle and end and recognise cultural patterns of storytelling

**Grammar, Punctuation & Vocabulary**

- Develop and apply conceptual knowledge
  - show a growing awareness of words that enrich their vocabulary
  - Encourage use of vocabulary words in class discussion and everyday language

- Demonstrate ability to use vocabulary words in context during class discussion and everyday language

- Understand and apply knowledge of language forms and features
  - identify statements, questions, commands and exclamations and their functions in texts
  - Identify full stops, question marks and exclamation marks if students are competent at questions and statements

- Discuss their purpose

- Jointly write statements, questions and commands to demonstrate correct use of punctuation marks

- Understand and apply knowledge of vocabulary
  - know the meaning of commonly used words
  - Create a word wall of vocabulary from the text
  - Discuss meanings of unknown words

- Use pictures to help identify and add meaning to vocabulary words

- Respond to and compose texts
  - begin to use statements and questions with appropriate punctuation
  - Using interactive white board, provide examples of statements and questions, without punctuation
  - Students match correct punctuation mark to examples of statements and questions

- Extend to add commands requiring exclamation marks if students are competent at questions and commands

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<th>Objective C: think in ways that are imaginative, creative, interpretive and critical</th>
<th>Objective D: express themselves and their relationships with others and their world</th>
<th>Objective E: learn and reflect on their learning through their study of English</th>
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<tr>
<td><strong>ENe-10C</strong> thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</td>
<td><strong>ENe-11D</strong> responds to and composes simple texts about familiar aspects of the world and their own experiences</td>
<td><strong>ENe-12E</strong> demonstrates awareness of how to reflect on aspects of their own and others’ learning</td>
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### Thinking Imaginatively & Creatively

- **Expressing Themselves**
  - **Reflecting on Learning**

### Understanding and Applying Knowledge of Language Forms and Features

#### Engage personally with texts
- Develop and apply conceptual knowledge
- Understand and apply knowledge of language forms and features
- Respond to and compose texts

#### Understand and apply knowledge of language forms and features
- Share a variety of texts, including dreamtime stories, using multiply stories from the same author
- Discuss favourite stories, authors and illustrators from shared text? Why they appealed to them?

#### Respond to and compose texts
- Discuss the words that made the story and characters interesting
- Identify creative language features in imaginative texts that can enhance enjoyment
- Discuss creative language features in imaginative texts
- Discuss characters from *The Very Cranky Bear*
- Create a class chart identifying each character's traits and the positive and negatives about each one that effects how the students feel about them

### Responding to and Composing Texts

- *Share a variety of texts (including dreamtime stories), using multiply stories from the same author*
- *Discuss favourite stories, authors and illustrators from shared text? Why they appealed to them?*
- *When sharing texts, discuss the words that made the story and characters interesting*
- *Identify the repetition of phrases in *The Very Cranky Bear* to understand the story and encourage students to join in reading repeated phrases, eg 'In the jingle, jangle jungle.....'*
- *Discuss whether this makes the story more enjoyable or not? Why?*
- *Reread the story and encourage students to join in reading repeated phrases, eg 'In the jingle, jangle jungle.....'*

### Responding to and Composing Texts

- *Dislike and apply conceptual knowledge
- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences*
- *What is an author?*
- *Who is the author of the story?*
- *When are you an author?*
- *Is there anything in the story that reminds you of something that has happened to you? Explain. Describe event.*
- *What events in the story have never happened to you? Explain.*

### Reflecting on Learning

- **Assessment for Learning**
  - **Assessment as Learning**
  - **Assessment of Learning**

#### Assessment for Learning
- *Teacher feedback on learning activities, with future directions and areas of need identified and clearly communicated to the student.*
- *Anecdotal records*
- *Comments or notations*
- *Conversations*
- *Marks & grades*

#### Assessment as Learning
- *Self assessment*
- *Peer assessment*
- *Questioning*
- *Skill practise*

#### Assessment of Learning
- *Tasks graded based on set criteria, eg handwriting*
- *Student achievement based on outcomes*
- *Student achievement based on set goals*
THE VERY CRANKY BEAR

Synopsis

Summary

In the Jingle Jangle Jungle, four friends go into a cave to get out of the rain. Unfortunately, there is already a very cranky bear in the cave and he chases them out again. Zebra, Lion and Moose decide to cheer the cranky bear up by giving him the things they have that make them happy – stripes, a golden mane and a pair of antlers. Plain Sheep isn’t at all sure about this and waits outside in the cold. Sure enough, a strange and still very cranky bear chases Zebra, Lion and Moose out again. He roars at Sheep that all he wants is somewhere quiet to sleep. Thoughtful Sheep clips off half her wool and stuffs it in a bag to make Bear a pillow. Bear’s bad mood goes away. Now as Bear sleeps peacefully, the four friends can shelter in the cave.

About the Author

NICK BLAND was born in Victoria in 1973 and lived on a farm until he was five. He spent his early days climbing haystacks and sneaking into his father’s painting studio. When Nick’s family moved to the bush he found a whole new world to draw and explore. He wanted to be a cartoonist or a storyteller. After he finished school, he moved to the city and eventually got a job in a bookshop. The picture books in the shop inspired him and he realised he ‘wanted all my words and all my pictures out of my head and onto the shelf.’

Now Nick lives in Darwin. He had a job as a four-wheel drive tour guide in Kakadu National Park while he worked on his first book, A Monster Wrote Me a Letter. This book was a Children’s Book Council of Australia Notable Book. He has also illustrated Colin Buchanan’s Aussie Jingle Bells and Trudie Trewin’s I’ve Lost My Kisses and in 2008 published his book When Henry Caught Imaginitis. Several overseas publishers have picked up his books. Now he works full time as a writer and illustrator, working on the weekends as a guardian for aboriginal boys from around Northern Australia who board in Darwin.

Background and Themes

When we see someone else with a problem, we often assume that the best way for them to solve it is the way we would. When confronted with a very cranky bear, this is how Zebra, Lion and Moose respond to him. They assume Bear would want what makes them happy.

Sheep, on the other hand, waits and watches, and listens to Bear. Then she offers a solution that really fits the problem, and everyone is happy.


Friendships are relationships that require listening, supporting, understanding and caring for one another.

Respect: Zebra, Lion and Moose focussed on ‘how they looked’ rather than how they treated others and not seeing that everyone is unique.
<table>
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<th>LEARNING INTENT</th>
<th>TEACHING/LEARNING ACTIVITIES</th>
<th>ASSESSMENT</th>
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| To make predictions and locate key information | **SPEAKING AND LISTENING** Discussion Questions  
**Prior to Reading:**  
- Locate key information from the cover of the book (Title, author etc)  
- Using the title and cover illustration, predict what the text maybe about, setting, main character and any other information that can be derived from the cover.  
- What sort of book do you think it is? (i.e. information, imaginative, etc)  
- What might the bear be cranky about? (front cover)  
- Why might the other animals be running away? (back cover)  
**During Reading:**  
- What is the problem that Sheep, Lion, Zebra and Moose have?  
- How do the three fancy animals try to solve the problem?  
- Why doesn’t it work?  
- What does sheep do differently?  
- Why did that work?  
**After Reading:**  
- Do the animals look and act like real animals?  
- How are they different to real animals?  
- How are they the same?  
- In what ways are they like people?  
**Rhyming Words:**  
- day / play  
- mane / plain  
- chin / in  
- too / do  
- bear / pair  
- gold / cold  
- sheep / sleep  
- wool / full  
Use attached cards as a prompt for matching rhyming words both orally and visually  
**Needs, Likes and Dislikes** Discuss:  
- What did the characters in the story need? (sleep and somewhere dry to play)  
- What did bear do to fulfil his need for sleep?  
- What did the animals do to fulfil their need for somewhere dry to play?  
- Which character was able to fulfil both needs? How?  
- What are likes and dislikes? Brainstorm words that we use when we like/dislike something (eg; great, cool, yuck, horrible)  
- Have students express like/dislike verbally | **ASSESSMENT FOR: Anecdotal records, comments and notations**  
**ASSESSMENT AS: Self assessment/reflection of comprehension and prediction skills**  
**ASSESSMENT FOR: Anecdotal records, comments and notations**  
**ASSESSMENT AS: Self assessment of matching skills**  
**ASSESSMENT OF: Student achievement against set goals**  
**ASSESSMENT FOR: Anecdotal records, comments and notations**  
**ASSESSMENT AS: Reflection on understanding of needs, likes, dislikes**  
**ASSESSMENT OF: Student achievement against set goals** |
<p>| To comprehend text (literal &amp; inferred), provide justifications, give descriptions and explanations | | |
| To draw conclusions and make parallels | | |
| To identify, recognise and match rhyming words | | |
| To recognise that we all have needs, likes and dislikes and that these can be expressed and fulfilled in a variety of ways | | |</p>
<table>
<thead>
<tr>
<th>To distinguish between feelings, needs, opinions and ideas</th>
<th>Feelings, Needs, Opinions and Ideas</th>
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<td>To express likes and dislikes from own and character’s perspective</td>
<td>Discuss:</td>
</tr>
<tr>
<td>To effectively communicate when needs are and are not met</td>
<td>- What is a need? What do we need?</td>
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<td>To identify and utilise given beginning sounds</td>
<td>- What is a want? Name some things you want</td>
</tr>
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<td>To recognise high frequency words which can be written correctly using sound knowledge</td>
<td>- What is an opinion? (Remind students about likes and dislikes)</td>
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<tr>
<td>To examine the impact and use of illustrations in picture books</td>
<td>- What is an idea? What ideas did the characters in the story have?</td>
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**WRITING AND REPRESENTING**

**Likes and Dislikes**
Using the words that the class brainstormed for like and dislike, write a sentence which expresses each of these. Jointly write a sentence for each from the perspective of one of the characters and then have students write a sentence for each about their own likes and dislikes.

**Feelings, Needs, Opinions and Ideas**
Have students complete a chart for meeting the chosen need. Write the need at the top. Draw a picture for how they feel when the need is met and how they feel when the need is not met. Students should attempt to write a brief sentence or word to describe each picture.

**Character Beginning Sounds**
Students match the correct beginning sound to each character in the story and write the sound. Identify vocabulary and high frequency words (using Word Wall) which begin with the same sounds as the characters. Extend activity by matching sound to words and writing words for given sounds.

**High Frequency Words**
Identify all two letter and cvc high frequency words which can be easily blended by students. Encourage students to hear and blend sounds orally and in written form using magnetic letters and white boards:
   - Modelled- utilising smartboard, for example
   - Guided- utilising magnetic letters
   - Independent- student writing on whiteboards

**Text Verses Illustrations**
Share the text *Where's My Teddy* by Jez Alborough (This text is also about a bear with a problem and uses a rhyming text structure)
   - Share the illustrations only. Discuss what the story might be about? Make predictions and encouraged students to make inferred meaning from illustrations.
   - Share the text only. Discuss how hearing the story changed/didn’t change perception of the story. Were predictions accurate? Can you recall what text may have been matched to the illustrations that you saw?
   - Share with text and illustrations. Discuss how this altered enjoyment of the text. Was it easier to understand what was happening in the story when, with illustrations to support text?
   - Discuss which sharing of text was most enjoyable? Explain.

**ASSESSMENT FOR**: Anecdotal records, comments and notations
**ASSESSMENT AS**: Reflection on understanding of needs, likes, dislikes
**ASSESSMENT OF**: Student achievement against set goals
'Characters' are Represented by Nouns

Define what a character is:
character
A character is any person, place, or thing that takes part in the actual story. Inanimate things such as Winter can be a character, in addition to living things.

Define what a noun is:
noun
A word used to represent people, places, ideas and things.
- Nouns used to name any one of a class of things are known as common nouns, for example girl, classroom, egg.
- Nouns used to name a place, a person or the title of something are known as proper nouns. They are signalled by a capital letter, for example Sam, Wagga Wagga, Olympic Games.
- Nouns used to name a group of things are known as collective nouns, for example crowd, swarm, team.
- Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as abstract nouns, for example sadness, love, wonder.

Identify the nouns in the story that name the characters (Bear, Sheep, Zebra, Moose, Lion)

- Match noun labels to the correct character, using beginning sound knowledge

Discuss how nouns change when we use them to describe a group

- Add plurals to the noun characters, ie, lion, lions
- Match noun group labels to groups, using beginning sound and single noun knowledge
- Discuss what happened to the noun group for sheep. What other nouns don’t change when we use them to describe a group, ie, fish, deer, scissors, pants, etc. Explain that these ‘tricky’ noun groups are called irregular plural nouns (emphasis is on exposing students to correct terminology)

HANDWRITING AND USING DIGITAL TECHNOLOGIES

Handwriting Letter Emphasis

Upper and lower case: b, l, z, s, m

Emphasise correct formation of these letters in all writing activities, not just in isolated handwriting tasks.

During modelled and guided activities, students should be encouraged to verbalise letter formation as letters are written (in the air, on whiteboards & paper, etc)
| To recognise concepts of print in shared texts | Examine print in text, discuss concepts of print:  
- Use of capital letters  
- Legibility of text  
- Spacing between words  
- Sentence structure  
Discuss why these concepts of print are important, especially when they are writing for an audience, such as, peers or class buddies. |
|---|---|
| READING AND VIEWING | The Very Cranky Bear  
Explore the *use of words* that made the story and characters interesting:  
- Moose has marvellous antlers  
- Lion, a golden mane  
- Zebra had fantastic stripes  
- He gnashed his teeth and stomped his feet  
- Etc  
Identify the *repetition of phrases*:  
- In the Jingle Jangle Jungle on a cold and rainy day  
- Encourage the students to join in the reading of these parts of the story  
Discuss:  
- Do these words and phrases make the story more enjoyable? Why? Why not?  
- What do we call these types of words?  
- Create some phrases to describe the class  
- Jointly construct sentences about familiar characters using descriptive language |
| To explore descriptive language in text | **Character Study:**  
- Discuss the individual characters from the story; their traits, positive and negatives  
- How do students feel about each character?  
- What sex do the student’s think each character is? Explain and justify  
- Create a class character chart from discussion |
| To explore repetitive phrases in text | **Bear:**  
Focus on the behaviour of the character Bear:  
- Describe Bear’s behaviour  
- Brainstorm words to describe Bear’s behaviour  
- Why did Bear behave that way? Was it justified? Explain  
Watch the Youtube clip of Bear’s interview [http://www.youtube.com/watch?v=tGMY90P9-7Y&feature=youtu.be](http://www.youtube.com/watch?v=tGMY90P9-7Y&feature=youtu.be)  
- Compare Bear with how the class described him  
- Do you think Bear would agree with the classes’ description of him? Explain  
- Do you think that Bear was being honest in his interview? Why/Why not? Explain  
**Familiar Themes:**  
Discuss aspects of the text which students can relate to; playing inside on a rainy day, friendship etc  
- Is there an event in the story that reminds you of something that has happened to you? Explain. Describe event.  
- What events from the story have never happened to you? |
| To develop an understanding and knowledge of authors | Discuss:
- When has someone annoyed you when you just wanted to be left alone? Describe the situation.
- Have you gotten into trouble for playing in the wrong place on a rainy day? Explain.
- Think of a time that a friend has done something to make you feel better. Explain.

**Author:**

- What is an author?
  - **author**
    The composer or originator of a work (for example a novel, play, poem, film, website, speech, essay, autobiography). *Author* is most commonly used in relation to novels.
- Who is the author of the story?
- When are you an author?

| To explore and discuss a variety of texts, rhymes and songs | **Sharing Texts, Rhymes and Songs**
Examine a variety of picture books with animal characters that must solve a problem. Discuss:
- How students felt about each book
- Why do some people like some stories and others don’t? (Difference in opinion)
- Why is each person’s opinion acceptable? (Recall discussion on likes/dislikes and how this relates to opinion)

Look at a variety of texts from the same author/illustrator and Dreamtime stories. Discuss:
- Favourite stories/authors/illustrators
- Why did favourites have appeal? Explain

| To identify and explain correct sentence structure | **Sentence Conventions**
Discuss sentence structure:
- Capital letter to begin a sentence
- Full stop to end a sentence
- Spacing between words
- Text that makes sense

Examine sentences in the text:
- Identify beginning and end of sentence
- Identify an individual word in a sentence
- Identify a complete sentence

Reconstruct sentences from the text using cut up sentences. Students should be encouraged to write reconstructed sentence independently, by copying the sentence they have reconstructed. Illustrate sentence to convey meaning.

| To identify the use of rhyme and familiar sounds in text | **Rhyme and Sounds**
**Rhyme Time:**
- Reread the text
- Listen for the words that rhyme
- Identify recognition of rhyme by clapping each time you hear a word that rhymes with another
- Match the rhyming words from the text.
Sound Hoops:
- Identify beginning sound of each main character and place each in the centre of a hoop
- Go on a sound hunt for words and objects in the room which begin with the same sound and place them in the correct hoop
- Vocabulary and high frequency words should be taken from the Word Wall and added to the correct hoop.
- Check that all words and objects are in the correct hoop

Characters, Setting, Main Events
Review shared texts and create a class chart to identify:
- Title
- Main characters
- Setting
- Main events
Add words and/or pictures to each section of the chart to compare and contrast texts shared
Discuss the similarities and differences of texts shared

Sequencing Events
Using shared texts and chart created in previous activity as a prompt; have students select their favourite text:
- Sequence the events of chosen text (Differentiate by the number of events to sequence)
- Draw a picture for each event
- Use sound knowledge and sight word knowledge to label events

SPELLING
Vocabulary and High Frequency Words

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>High Frequency Words</th>
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<tbody>
<tr>
<td>jingle</td>
<td>me</td>
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<td>jangle</td>
<td>up</td>
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<td>jungle</td>
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<td>them</td>
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Word Wall
Create a word wall of vocabulary and high frequency words.

Spelling Activities
- Sentence building
- Word building
- Word boxes

ASSESSMENT FOR:
- Discussion, task marking, feedback

ASSESSMENT OF:
- Student achievement against set goals

ASSESSMENT FOR:
- Marks and grades, discussion, feedback

ASSESSMENT OF:
- Student marks based on set goals
To correctly recognise and use full stops, question marks and exclamation marks.

GRAMMAR, PUNCTUATION AND VOCABULARY

Full Stops, Question Marks and Exclamation Marks

Define each:

full stop (.)
A punctuation marker used to indicate the end of a sentence that is a statement or command, for example 'Maria came into the room.', 'Come into the room, Maria.'

question mark (?)
A punctuation marker used at the end of a sentence to indicate that a question is being asked.

exclamation mark (!)
A punctuation marker used at the end of a sentence to emphasise the emotion or feeling that is contained in the sentence. In some forms, such as personal letters, it may be used to strengthen the humorous element in a sentence, for example 'We found the cat asleep in the rubbish bin!' Exclamation marks are always used at the end of sentences containing a command – Go!

Identify the use of full stops, question marks and exclamation marks in the text. Highlight the use of each using a digital copy of text on smartboard.

Jointly write sentences about different characters from the book and/or students in the class, to highlight the correct use of punctuation marks.

Add the correct punctuation mark to teacher generated text. Begin with commands and questions, before attempting exclamations.

Word Wall
Create a word wall of vocabulary and high frequency words.

- Discuss meaning and usage of unknown words
- Use pictures to help identify and add meaning to words included on the word wall
- Read and utilise words on a daily basis

ASSESSMENT FOR: Anecdotal notes and comments, discussion, feedback
ASSESSMENT AS: Reflection on task completion
ASSESSMENT OF: Student achievement based on outcome

Sharon Tooney
sheep  sleep  wool  
full
Need:__________________

____________________

____________________
Write the beginning sounds by yourself (don’t forget your spaces):

___________________________
___________________________

Draw a line from each beginning sound to the character that begins with that sound:
<table>
<thead>
<tr>
<th>PD/H/PE</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interacting</strong></td>
<td><strong>FRIENDSHIP AND RESPECT</strong></td>
</tr>
<tr>
<td>INES1.3 Relates well to others in work and play situations.</td>
<td><strong>Friendships</strong></td>
</tr>
<tr>
<td></td>
<td>Friendships are relationships that require listening, supporting, understanding and caring for one another.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>PSES1.5 Seeks help as needed when faced with simple problems.</td>
<td>The fact that Zebra, lion and Moose focussed on ‘how they looked’ rather than how they treated others and not seeing that everyone is unique, is central to an understanding of respect, diversity and difference</td>
</tr>
<tr>
<td><strong>Interpersonal Relationships</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>IRES1.11 identifies how individuals care for each other.</td>
<td><strong>Role Play :</strong></td>
</tr>
<tr>
<td></td>
<td>➢ What <strong>could</strong> you do to solve a problem?</td>
</tr>
<tr>
<td></td>
<td>➢ What <strong>should</strong> you do?</td>
</tr>
<tr>
<td></td>
<td>Explore different options when problem solving to overcome a problem for friends. Is the easy option always the best one?</td>
</tr>
<tr>
<td><strong>Good Friend:</strong></td>
<td><strong>Define respect</strong></td>
</tr>
<tr>
<td></td>
<td>➢ Brainstorm characteristics of a good friend</td>
</tr>
<tr>
<td></td>
<td>➢ Create a ‘Wanted Poster’ for a good friend based on a person in the class, listing their unique characteristics</td>
</tr>
<tr>
<td><strong>Respect:</strong></td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td></td>
<td>➢ Define respect</td>
</tr>
<tr>
<td></td>
<td>➢ Respect</td>
</tr>
<tr>
<td></td>
<td>➢ It means valuing each others’ points of views. It means being open to being wrong. It means accepting people as they are. It means being polite and kind always, because being kind to people is not negotiable. It means not being mean to people because they’re different to you.</td>
</tr>
<tr>
<td></td>
<td>➢ Brainstorm respect words</td>
</tr>
<tr>
<td></td>
<td>➢ Jointly write a rhyme about respect</td>
</tr>
<tr>
<td></td>
<td>➢ Act it out as a class</td>
</tr>
</tbody>
</table>

Sharon Tooney