

Year 2 - English - Learn from home timetable – Example 1

Spelling Focus - _____

Exploring nouns and retelling/summarising texts

Monday	Tuesday	Wednesday	Thursday	Friday										
<p align="center">Spelling - Introduction</p> <p>This week's spelling focus is _____</p> <p>_____</p> <ul style="list-style-type: none"> - Read through the spelling list - Discuss any patterns you can see. Are there any generalisations that can be made? - Can you think of any other words that use this letter pattern? 	<p align="center">Spelling – Exploring sound</p> <ul style="list-style-type: none"> - Write your words in alphabetical order 	<p align="center">Spelling – Exploring meaning</p> <ul style="list-style-type: none"> - Use your dictionary/i-pad to look up the meaning of your words 	<p align="center">Spelling - Applying</p> <ul style="list-style-type: none"> • Write a story using as many words from your word list as you can. 	<p align="center">Spelling – Checking for learning</p> <ul style="list-style-type: none"> • Have your caregiver say your spelling words for you to write independently. Together, have a look at what you wrote and discuss how you went. 										
<p align="center">Nouns</p> <ul style="list-style-type: none"> • Discuss what a noun is. (a noun is a word that represents people, places, objects and abstract things like organisations). • There are 3 type of nouns: <ul style="list-style-type: none"> - common nouns (table, shop) - proper nouns (Toowoomba, Susan) - pronouns (he, she, we, I) • Go for a walk around the house and make a list of 10 common nouns. 	<p align="center">Proper Nouns</p> <p>A proper noun is a name used for an individual person, place, or organization. It is written with a capital letter. Write the proper noun for the following:</p> 	<p align="center">Pronouns</p> <ul style="list-style-type: none"> • Discuss what a pronoun is. (A pronoun is a word that replaces the subject in a sentence. E.g. John went to the shops. <u>He</u> bought an ice block) • Choose a section of text from a book/newspaper/magazine/on-line and highlight the pronouns. Read back to try and identify which noun the pronoun is referring to. 	<p align="center">Noun Groups</p> <ul style="list-style-type: none"> • A noun group is a group of words relating to or building on the noun. For example, “a small brown mouse” or “the large glass of juice”. It is usually made up of a pointer (a, the etc) and descriptors which include adjectives and adverbs. Write a noun group for the following images. 	<p align="center">Noun Hunt</p> <p>Choose a section of text from a newspaper/magazine and highlight the 3 different types of nouns and noun groups.</p>										
<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p align="center">Reading</p> <ul style="list-style-type: none"> • Re-read one of this week's stories. 	<p align="center">Listening/Viewing</p> <ul style="list-style-type: none"> • Choose a short you-tube clip, tv or movie clip, or audio book. 	<p align="center">Reading – Nonfiction</p> <ul style="list-style-type: none"> • Read something that is nonfiction. It could be a story from a newspaper or an information report about an event, animal or person. 										
<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • Complete a five finger retell 	<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • If you had to sum up the story in 3 words, what would you say? • Draw 3-5 pictures to retell the story through pictures. • Speak to the pictures to retell the story orally in sequence. 	<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • Make a list of 5 common nouns, 5 proper nouns and 5 pronouns you came across in the story. 	<p align="center">After reading/writing activity</p> <p>Complete a 5 W chart</p> <table border="1"> <tr> <td>Who</td> <td></td> </tr> <tr> <td>What</td> <td></td> </tr> <tr> <td>When</td> <td></td> </tr> <tr> <td>Where</td> <td></td> </tr> <tr> <td>Why</td> <td></td> </tr> </table>	Who		What		When		Where		Why		<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • Discuss how factual texts are different from fiction texts.
Who														
What														
When														
Where														
Why														
<p>Independent Reading.</p> <p>Read the books that your teacher has sent home for you to read. If you finish these, choose your own texts to read. They are the right level for you if you when read the first page there are no more than five tricky words.</p>														

Year 2 - English - Learn from home timetable – Example 2

Spelling Focus - _____

Synonyms and antonyms, reviewing simple sentences and making connections when we read

Monday	Tuesday	Wednesday	Thursday	Friday																								
<p align="center">Spelling - Introduction</p> <p>This week's spelling focus is _____</p> <p>_____</p> <ul style="list-style-type: none"> - Read through the spelling list - Discuss any patterns you can see. Are there any generalisations that can be made? - Can you think of any other words that use this spelling focus? 	<p align="center">Spelling – Exploring sound</p> <ul style="list-style-type: none"> - Choose 5 words and look for smaller words in each. 	<p align="center">Spelling – Exploring meaning</p> <ul style="list-style-type: none"> - Choose 5 words and illustrate them 	<p align="center">Spelling - Applying</p> <ul style="list-style-type: none"> • Write a recount of a holiday and use as many words from your word list as you can. 	<p align="center">Spelling – Checking for learning</p> <ul style="list-style-type: none"> • Have your caregiver say your spelling words for you to write independently. Together, have a look at what you wrote and discuss how you went. 																								
<p align="center">Synonyms</p> <ul style="list-style-type: none"> • Synonyms are words that mean the same or nearly the same as another word or phrase. • Write a synonym for the following words: <table border="1"> <tr><td>small</td><td></td></tr> <tr><td>big</td><td></td></tr> <tr><td>happy</td><td></td></tr> <tr><td>sad</td><td></td></tr> <tr><td>fast</td><td></td></tr> <tr><td>slow</td><td></td></tr> </table>	small		big		happy		sad		fast		slow		<p align="center">Antonyms</p> <ul style="list-style-type: none"> • Antonyms are words that mean the opposite of another word. • Write an antonym for the following words <table border="1"> <tr><td>light</td><td></td></tr> <tr><td>black</td><td></td></tr> <tr><td>hard</td><td></td></tr> <tr><td>neat</td><td></td></tr> <tr><td>tired</td><td></td></tr> <tr><td>sweet</td><td></td></tr> </table>	light		black		hard		neat		tired		sweet		<p align="center">Simple Sentences</p> <ul style="list-style-type: none"> • Discuss what a simple sentence is. It must have a who (subject/object/noun) and a what (predicate/verb/verb group). It also often has a circumstance. E.g. John walked to the shop. The who is John. The what is walked. The circumstance is to the shop. • In the following sentences, underline the noun red and the verb green and the circumstance blue. <ul style="list-style-type: none"> - Lucy rode her bike. - The table stood at the end of the hall. - The flowers grew in the garden. - The class of students climbed onto the bus. 	<p align="center">Simple Sentences</p> <ul style="list-style-type: none"> • Choose from the following words to make two simple sentences. <p>Sally jumped into the sand pit loudly. The phone rang.</p>	<p align="center">Simple Sentences</p> <ul style="list-style-type: none"> • Look through one of the books you have read this week and write out 3 simple sentences you might come across. Underline the noun and circle the verb.
small																												
big																												
happy																												
sad																												
fast																												
slow																												
light																												
black																												
hard																												
neat																												
tired																												
sweet																												
<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p align="center">Listening/Viewing</p> <ul style="list-style-type: none"> • Choose a short you-tube clip, tv or movie clip, or audio book. 	<p align="center">Reading – Nonfiction</p> <ul style="list-style-type: none"> • Read something that is nonfiction. It could be a story from a newspaper or an information report about an event, animal or person. 																								
<p align="center">After reading/writing activity</p> <p>Making Connections</p> <ul style="list-style-type: none"> • Discuss what connections you made to the book based on your own experiences. Eg. When the main character got lost, this reminded me of when I couldn't find you at the shops". Record this connection. It may look like this: <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 100px; margin-right: 10px;">Book</div> <div style="margin-right: 10px;"> <p style="font-size: 2em;">→</p> <p style="font-size: 0.8em;">This reminds me of...</p> </div> <div style="border: 1px solid black; width: 60px; height: 100px; margin-right: 10px;">Picture</div> <div style="margin-left: 10px;"> <p style="font-size: 0.8em;">Draw your thoughts</p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> </div>	<p align="center">After reading/writing activity</p> <p>Text to Text Connections</p> <ul style="list-style-type: none"> • Discuss personal connections you made with the character or events in the story. • Use the template below to make a connection to another text. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>What was the text about?</p> <hr/><hr/><hr/><hr/> <p>Can you think of another text that connects with this story?</p> </div> <div style="font-size: 2em; margin: 0 20px;">↷</div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>Why do these texts connect?</p> <hr/><hr/><hr/><hr/> </div> </div>	<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • Write a retell of the story including the characters, setting and main events. 	<p align="center">After reading/writing activity</p> <p>Text to World Connections</p> <ul style="list-style-type: none"> • From what you have just read, try to make text to world connections by asking yourself the following questions. <ul style="list-style-type: none"> - What does this remind me of in the real world? - How is this text similar to things that happen in the real world? - How is this different from things that happen in the real world? 	<p align="center">After reading/writing activity</p> <p>Write a response to the following questions:</p> <ul style="list-style-type: none"> • What was the text about? • What was the most important piece of information? <p>What is one more fact that you learnt?</p>																								

Independent Reading.

Read the books that your teacher has sent home for you to read. If you finish these, choose your own texts to read. They are the right level for you if you when read the first page there are no more than five tricky words.

Year 2 - English - Learn from home timetable – Example 3

Spelling Focus - _____

Adjectives, commas when writing lists, Exploring Characters

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Spelling - Introduction</p> <p>This week's spelling focus is _____</p> <p>_____</p> <ul style="list-style-type: none"> - Read through the spelling list - Discuss with your caregiver any patterns you can see. Are there any generalisations that can be made? - Can you think of any other words that use this spelling focus? 	<p>Spelling – Exploring sound</p> <ul style="list-style-type: none"> - Choose 5 words and add, delete or change parts of the words to make new words. 	<p>Spelling – Exploring meaning</p> <ul style="list-style-type: none"> - Choose 5 words and write 'What word am I?' clues for your caregiver to guess. 	<p>Spelling - Applying</p> <ul style="list-style-type: none"> • Write a recipe for a food of your choice and use as many words from your word list as you can. 	<p>Spelling – Checking for learning</p> <ul style="list-style-type: none"> • Have your caregiver say your spelling words for you to write independently. Together, have a look at what you wrote and discuss how you went.
<p>Adjectives</p> <ul style="list-style-type: none"> • Discuss what an adjective is. (an adjective is a describing word like sweet, brave, wacky) Read through the following words and circle the adjectives. <p>jump angry sing table kind chair small list write beautiful dry book hairy dog purple loud</p>	<p>Adjectives</p> <ul style="list-style-type: none"> • Draw a picture of something you can see. Underneath your picture, write a sentence using appropriate adjectives to describe it. (E.g. The <u>tall</u>, <u>green</u> tree had <u>rough oval</u> leaves.) 	<p>Adjectives</p> <ul style="list-style-type: none"> • Add appropriate adjectives to the following sentences. <p>The _____ policeman walked into the _____ warehouse.</p> <p>The _____ lady tried on the _____ dress.</p> <p>The _____ boy decided to play the _____ computer game.</p>	<p>Commas</p> <ul style="list-style-type: none"> • One of the ways we can use commas is to separate items in lists. Eg. The picture is red, blue, green and yellow. The 'and' works like a comma before the last item. • Put commas in the following sentences. <ul style="list-style-type: none"> - The wizard collected potions wands and magic books. - Dogs cats fish and birds are my favourite animals. - My shirts shorts and socks belong in the wardrobe. - Don't forget to clean up sweep mop and wash the dishes. 	<p>Commas</p> <ul style="list-style-type: none"> • Look back through the books you have read this week for examples of commas being used to separate items in lists. Write these out.
<p>Reading</p> <ul style="list-style-type: none"> • Read the following character description of Aunt Sponge from James and the Giant Peach by Roald Dahl. • Aunt Sponge was enormously fat and very short. She had small piggy eyes, a sunken mouth and one of those white flabby faces that looked exactly as though it had been boiled. She was like a great white soggy overboiled cabbage. 	<p>Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p>Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p>Listening/Viewing</p> <ul style="list-style-type: none"> • Choose a short you-tube clip, tv or movie clip, or audio book. 	<p>Reading – Nonfiction</p> <ul style="list-style-type: none"> • Read something that is nonfiction. It could be a story from a newspaper or an information report about an event, animal or person.
<p>After reading/writing activity</p> <p>Characters</p> <ul style="list-style-type: none"> • Create a character profile for the character description you just listened to. Draw the character and label it with direct evidence from the text and any inferences you made. Below is an example. <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>Walking cane</p> <p>Bright eyes</p> <p>Quirky in his movements, like a squirrel</p> </div> <div style="text-align: center;"> <p>Willy Wonka</p> <p>Black top hat</p> <p>Gloves</p> <p>Tail Coat</p> </div> </div>	<p>After reading/writing activity</p> <p>Characters</p> <ul style="list-style-type: none"> • Create another character profile for one of the characters in the book you just read. 	<p>After reading/writing activity</p> <p>Characters</p> <ul style="list-style-type: none"> • Compare and contrast two different characters in the book • State your preference for which character you liked the best and why. <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Sally Character 1</p> </div> <div style="text-align: center;"> <p>Judy Character 2</p> </div> </div>	<p>After reading/writing activity</p> <ul style="list-style-type: none"> • Choose a stimulus picture below and write a character description. <div style="display: flex; justify-content: space-around; align-items: center;"> </div>	<p>After reading/writing activity</p> <p>Write 5 quiz questions that you could ask some at home, based on what you just read.</p>

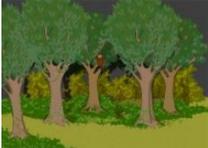
Independent Reading.

Read the books that your teacher has sent home for you to read. If you finish these, choose your own texts to read. They are the right level for you if you when read the first page there are no more than five tricky words.

Year 2 - English - Learn from home timetable – Example 4

Spelling Focus - _____

Tiers of vocabulary, compound sentences, exploring settings

Monday	Tuesday	Wednesday	Thursday	Friday																								
<p align="center">Spelling - Introduction</p> <p>This week's spelling focus is _____</p> <p>_____</p> <ul style="list-style-type: none"> - Read through the spelling list - Discuss with your caregiver any patterns you can see. Are there any generalisations that can be made? - Can you think of any other words that use this spelling focus? 	<p align="center">Spelling – Exploring sound</p> <ul style="list-style-type: none"> - Choose 5 words and write a rhyming word for each 	<p align="center">Spelling – Exploring meaning</p> <ul style="list-style-type: none"> - Choose 5 words and write a synonym and antonym for each. 	<p align="center">Spelling - Applying</p> <ul style="list-style-type: none"> • Write a fact sheet about your favourite animal, person or sport and use as many words from your word list as you can. 	<p align="center">Spelling – Checking for learning</p> <ul style="list-style-type: none"> • Have your caregiver say your spelling words for you to write independently. Together, have a look at what you wrote and discuss how you went. 																								
<p align="center">Vocabulary</p> <ul style="list-style-type: none"> • Discuss the 3 levels of vocabulary <ul style="list-style-type: none"> - Tier 1 - Everyday words (big, said, house etc) - Tier 2 - Mature language (melancholy, justify, regardless) - Tier 3 - Technical/subject specific words (isotope, meteorologist, habitat) • Look at the words below. Highlight the words according to their colour. <p>small tectonic plates acquire at</p> <p>quadrilateral the hesitant huge</p> <p>jump whispered telescope examine</p>	<p align="center">Vocabulary</p> <ul style="list-style-type: none"> • Choose a section of text from a book/newspaper/magazine/on-line and highlight the Tier 1, 2 and 3 words. 	<p align="center">Compound sentences</p> <p>A compound sentence is made up of two or more complete simple sentences connected by a conjunction (a joining word) such as and, but, or, so etc. A comma is placed before the conjunction. E.g. <u>Sally went to the shop</u>, <u>but she forgot her purse</u>.</p> <ul style="list-style-type: none"> • Create your own compound sentences by combining a sentence from column A with column B using a conjunction. <table border="1"> <thead> <tr> <th align="center">Column A</th> <th></th> <th align="center">Column B</th> </tr> </thead> <tbody> <tr> <td>Sam swept</td> <td>for</td> <td>He lost.</td> </tr> <tr> <td>We all listened.</td> <td>and</td> <td>Jenny mopped.</td> </tr> <tr> <td>Sam went to basketball.</td> <td>nor</td> <td>He only won a sticker.</td> </tr> <tr> <td>Sam played a computer game.</td> <td>but</td> <td>Many people looked up to him.</td> </tr> <tr> <td>Sam decided he could buy a game.</td> <td>or</td> <td>He could work on his slam dunks.</td> </tr> <tr> <td>Sam was often in trouble.</td> <td>yet</td> <td>He could buy new pyjamas.</td> </tr> <tr> <td>Sam tried to win a stuffed bear.</td> <td>so</td> <td>He bought news of our families.</td> </tr> </tbody> </table>	Column A		Column B	Sam swept	for	He lost.	We all listened.	and	Jenny mopped.	Sam went to basketball.	nor	He only won a sticker.	Sam played a computer game.	but	Many people looked up to him.	Sam decided he could buy a game.	or	He could work on his slam dunks.	Sam was often in trouble.	yet	He could buy new pyjamas.	Sam tried to win a stuffed bear.	so	He bought news of our families.	<p align="center">Compound sentences</p> <ul style="list-style-type: none"> • Re-read one of the books already read this week. • Look for examples of compound words. • Choose 3 and write them out. 	<p align="center">Compound sentences</p> <ul style="list-style-type: none"> • Write a compound sentence for each of the following stimulus pictures.   
Column A		Column B																										
Sam swept	for	He lost.																										
We all listened.	and	Jenny mopped.																										
Sam went to basketball.	nor	He only won a sticker.																										
Sam played a computer game.	but	Many people looked up to him.																										
Sam decided he could buy a game.	or	He could work on his slam dunks.																										
Sam was often in trouble.	yet	He could buy new pyjamas.																										
Sam tried to win a stuffed bear.	so	He bought news of our families.																										
<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together • Retell the story aloud. 	<p align="center">Reading</p> <p>Read this setting description.</p> <p>The air was humid, and the sun was radiating a blistering heat. There was a constant sound of waves crashing on the sand. The landscape looked untouched, as though no one had ever been here before. I slowly made my way up to the single palm tree and sat in the small patch of shade create by the leaves.</p>	<p align="center">Reading</p> <ul style="list-style-type: none"> • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together 	<p align="center">Listening/Viewing</p> <ul style="list-style-type: none"> • Choose a short you-tube clip, tv or movie clip, or audio book. 	<p align="center">Reading – Nonfiction</p> <ul style="list-style-type: none"> • Read something that is nonfiction. It could be a story from a newspaper or an information report about an event, animal or person. 																								
<p align="center">After reading/writing activity</p> <p>Settings</p> <ul style="list-style-type: none"> • Discuss the setting in the book. • How did the author describe it? • Did the pictures enhance your understanding of the setting? 	<p align="center">After reading/writing activity</p> <p>Draw what you visualised from the setting description.</p>	<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • Using the following picture and describing words, write a setting description  <table border="1"> <tr> <td>dark gloomy damp shadowy alive</td> </tr> </table>	dark gloomy damp shadowy alive	<p align="center">After reading/writing activity</p> <ul style="list-style-type: none"> • Discuss where the story was set. • If you were to recreate this story what parts of the setting would you change or what might you add? 	<p align="center">After reading/writing activity</p> <p>Write a response to the following questions:</p> <ul style="list-style-type: none"> • What was the text about? • What was the most important piece of information? <p>What is one more fact that you learnt?</p>																							
dark gloomy damp shadowy alive																												

Independent Reading.

Read the books that your teacher has sent home for you to read. If you finish these, choose your own texts to read. They are the right level for you if you when read the first page there are no more than five tricky words.

Year 2 - English - Learn from home timetable – Example 5

Spelling Focus - _____

Rhyme, answering 'Right There' questions

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Spelling - Introduction This week's spelling focus is _____</p> <ul style="list-style-type: none"> - Read through the spelling list - Discuss with your caregiver any patterns you can see. Are there any generalisations that can be made? 	<p>Spelling – Exploring sound Practise writing this week's words - with your finger on a tray of salt, in sand, on the couch, on each other's back, in the air. - using magnetic/wooden/tiled/stamped letters - with a pencil/crayon/texta on paper</p>	<p>Spelling – Exploring meaning - Choose 5 words and use them in interesting sentences.</p>	<p>Spelling - Applying • Write a character description using as many of your words as possible.</p>	<p>Spelling – Checking for learning • Have your caregiver say your spelling words for you to write independently. Together, have a look at what you wrote and discuss how you went.</p>
<p>Rhyme A rhyme is two words make the same sound at the end. Examples are 'look' and 'book' and 'hat' and 'sat'. Sometimes the rhyme does not have the same spelling, but still has the same sound, like 'gate' and 'weight'. Below are a list of words. Highlight the rhyming pairs in the same colour.</p> <p>blue home my carrot goat coal rain cane silk soul milk shoe mind parrot lock roam clock tie boat find</p>	<p>Rhyme • Write the words of the pictures to create rhyming pairs.</p>   	<p>Rhyme • Read the following Rhyme and list all the rhyming pairs.</p> <p>Be Glad Your Nose is on Your Face</p> <p>Be glad your nose is on your face, not pasted on some other place, for if it were where it is not, you might dislike your nose a lot.</p> <p>Imagine if your precious nose were sandwiched in between your toes, that clearly would not be a treat, for you'd be forced to smell your feet.</p> <p>Your nose would be a source of dread were it attached atop your head, it soon would drive you to despair, forever tickled by your hair.</p> <p>Within your ear, your nose would be an absolute catastrophe, for when you were obliged to sneeze, your brain would rattle from the breeze.</p> <p>Your nose, instead, through thick and thin, remains between your eyes and chin, not pasted on some other place-- be glad your nose is on your face!</p> <p>Jack Prelutsky</p>	<p>Rhyming couplets A Rhyming Couplet is two lines of the same length that rhyme and complete one thought. E.g. The wind blew strong as we scurried along. The plastic snake Was very fake.</p> <p>• Choose a rhyming word to finish these rhyming couplets.</p> <p>My cat, she likes to chase a mouse Especially one that's in the _____.</p> <p>It's hard to see a butterfly because it glides across the _____.</p> <p>A spider lays out in the sun Then runs across the floor for _____.</p> <p>Be sure to turn right at the sign ahead That is unless the light is _____.</p> <p>I bought my dog an ice-cream cone But all he wanted was his _____.</p>	<p>Rhyming couplets Write two rhyming couplets using the stimulus pictures below.</p>  
<p>Reading • Read this poem</p> <p>I have a little frog whose name is Tiny Tim. I put him in the bathtub To see if he could swim. He drank up all the water and gobbled up all the soap, and when he tried to talk he had a bubble in his throat. Mum said he had to go which made me really sad, but watching him jump in the pond made me really glad.</p>	<p>Reading • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together</p>	<p>Reading • Choose a picture book • Identify the author, read the title and look at the images. Discuss what you can see. • Make a prediction about what the book will be about. • Read the story together</p>	<p>Listening/Viewing • Choose a short you-tube clip, tv or movie clip, or audio book.</p>	<p>Reading – Nonfiction • Read something that is nonfiction. It could be a story from a newspaper or an information report about an event, animal or person.</p>
<p>After reading/writing activity 'Right There' questions require the reader to find information that is directly stated in the text. The words used to make up the question and words used to answer the question are usually found in the same sentence. These questions often begin with <i>Who is...? Where is...? What is...? When is...? How many...? When did...?</i> Practise these 'right there' questions for the poem you just read. Q1. What is the frog's name? Q2. Who said, 'he had to go'? Q3. What did the frog gobble up? Q4. Where did the frog jump?</p>	<p>After reading/writing activity Ask your caregiver to use the following question starters to you 'Right There' questions about the story you just read.</p> <ul style="list-style-type: none"> • When is/was/did... ? • Who is/was/did/are.. ? • What is/was/did/does / kind... ? • Where is/was/does... ? • When does this story take place? • How many...? • Name... • List... 	<p>After reading/writing activity Innovating on Literature Innovate on the story by doing one of the following:</p> <ul style="list-style-type: none"> • predicting what you think might have happened to the characters after the story ended. • Create a new story with the same characters but different events • Create a new story with the same events but different characters. <p>Writing • Record this by drawing pictures and writing sentences.</p>	<p>After reading/writing activity Use the following question starters to write 'Right There' questions to ask your caregiver about the story you just read.</p> <ul style="list-style-type: none"> • When is/was/did... ? • Who is/was/did/are.. ? • What is/was/did/does / kind... ? • Where is/was/does... ? • When does this story take place? • How many...? • Name... • List... 	<p>After reading/writing activity • Create a timeline, diagram or picture to explain what you just learnt about.</p> 

Independent Reading.

Read the books that your teacher has sent home for you to read. If you finish these, choose your own texts to read. They are the right level for you if you when read the first page there are no more than five tricky words.