

Recalling our P2 Rocks and Sand Experience



The Three Little Dassies

My house is _____



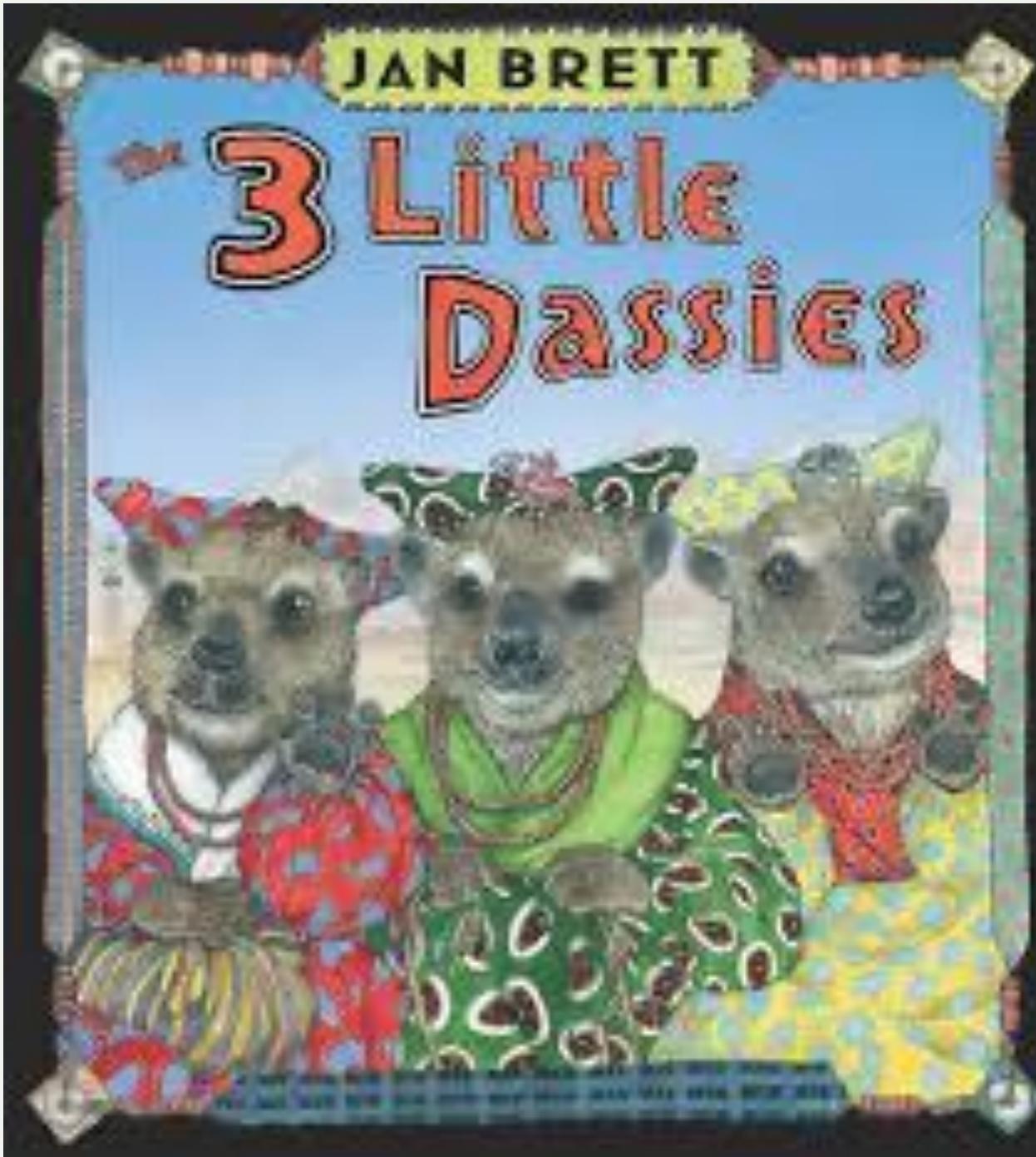
Think/Pair and Share -

Discuss these questions in pairs



Thinking Caps On!!!

- Who is the author of this story?
- Who are the characters in this story?
- Predict what will happen in this story - (Predict = to make a smart guess about what might happen next.)
- What do you see in this picture?
- How many Dassies are there?





- I will pop up throughout our learning journey as we discover new words

- I have seen the word "Predict" - can anyone share what this word means?

- Predict = to make a smart guess about what might happen next.

- You use clues from the picture, the story, or what you already know.

- **Example:**

If the sky is dark and you see clouds, you can *predict* it might rain.

"When we predict, we think about what could happen before it happens."

- Let's add it to our physical Word Wall in the classroom so we can see our new vocabulary grow.

- As we keep learning, we'll add words with definitions, pictures, or examples. Our Word Wall will be a space we can look back on to support our talking and writing.

WALT & Success Criteria

✍ WALT (We Are Learning To...)

We are learning to understand a story, find and use nouns and new words, sound out words, and write sentences about a house using describing words.

🌟 Success Criteria I can...

- Answer questions about the story and make a smart guess (predict) about what might happen.
- Find nouns (people, places, and things) in the story and around the classroom.
- Use new words from our Word Wall to talk and write.
- Write about a house using nouns and describing words (size, colour, shape, materials).
- Sound out words to find missing letters
- Use capital letters and full stops in my sentences.



For this lesson we need:

- Whiteboards and markers
- Pencils
- A learning journal - a copy to keep all our wonderful writing in one place!



What We Remember..... (Sentence stems)

Group discussion

3-minute timer set - in groups pick a sentence and add to it.
Choose to add to 2/3 sentences.

- I remember learning about....
- I noticed that
- I saw that.....
- The rock looked.....
- The sand felt.....
- I thought that.....
- I wondered why.....





Detail Detectives Activity

Today we are going to become **Detail Detectives!!!** When you hear/see a noun - make the hand symbol shown (your mini magnifying glass)

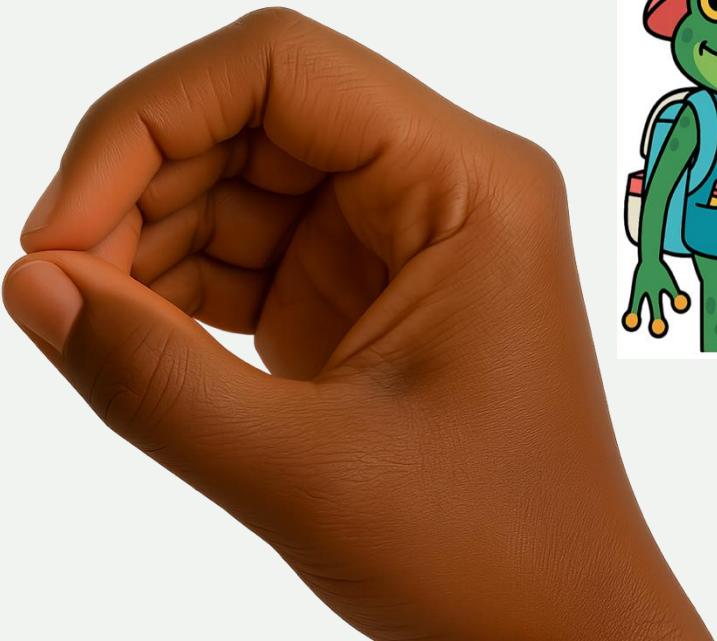
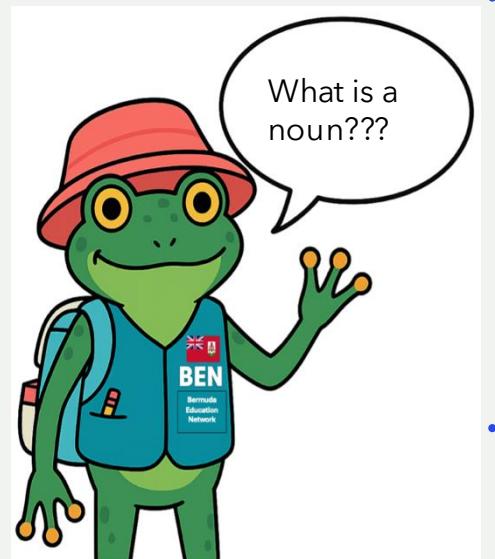
- Well, my friends ... a noun is a word that names a person, place, or thing.

It tells us who or what we are talking about in a sentence.

- Example:

The blue bird flew away.

👉 “Bird” is the noun because it is the thing the sentence is about.



Let's do a warmup!
In groups talk and find 5 nouns around you !

What is a Noun ??

A **noun** is a word that names a person, place, thing



Person



Place



Things

teacher

school

phone

doctor

park

table

Maria

London

pencil

child

kitchen

chair

musician

beach

computer

friend

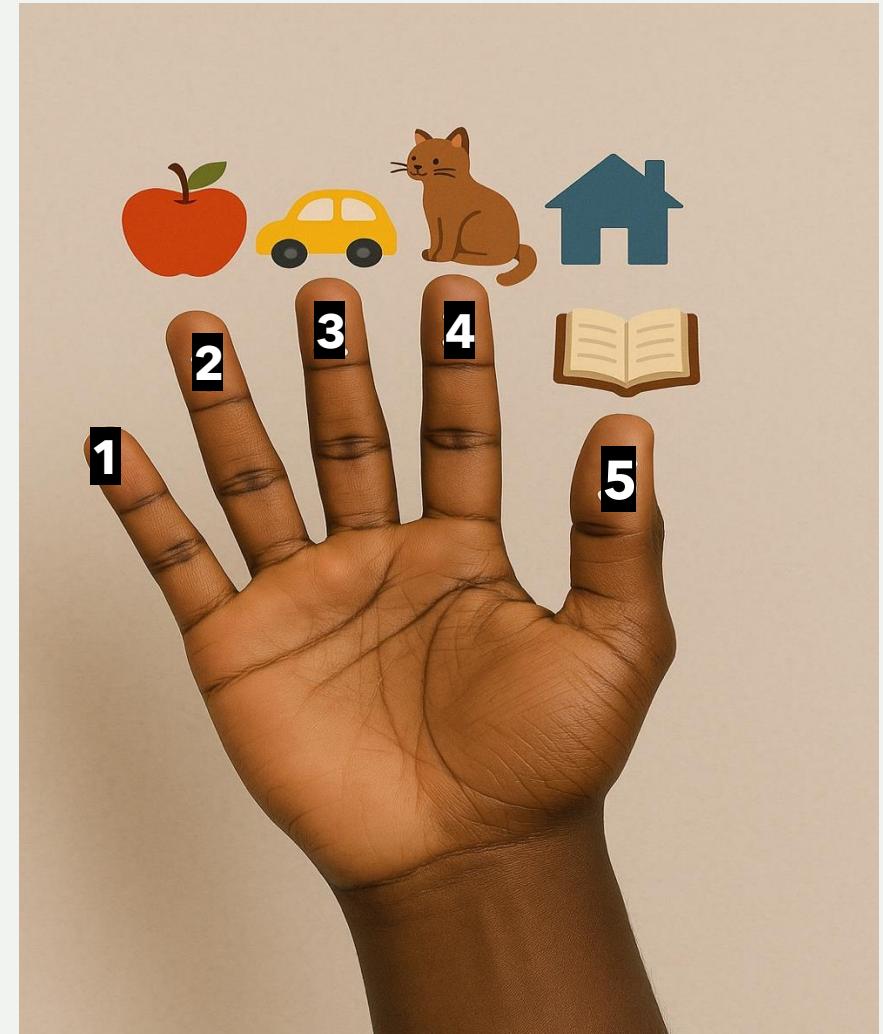
hospital

book

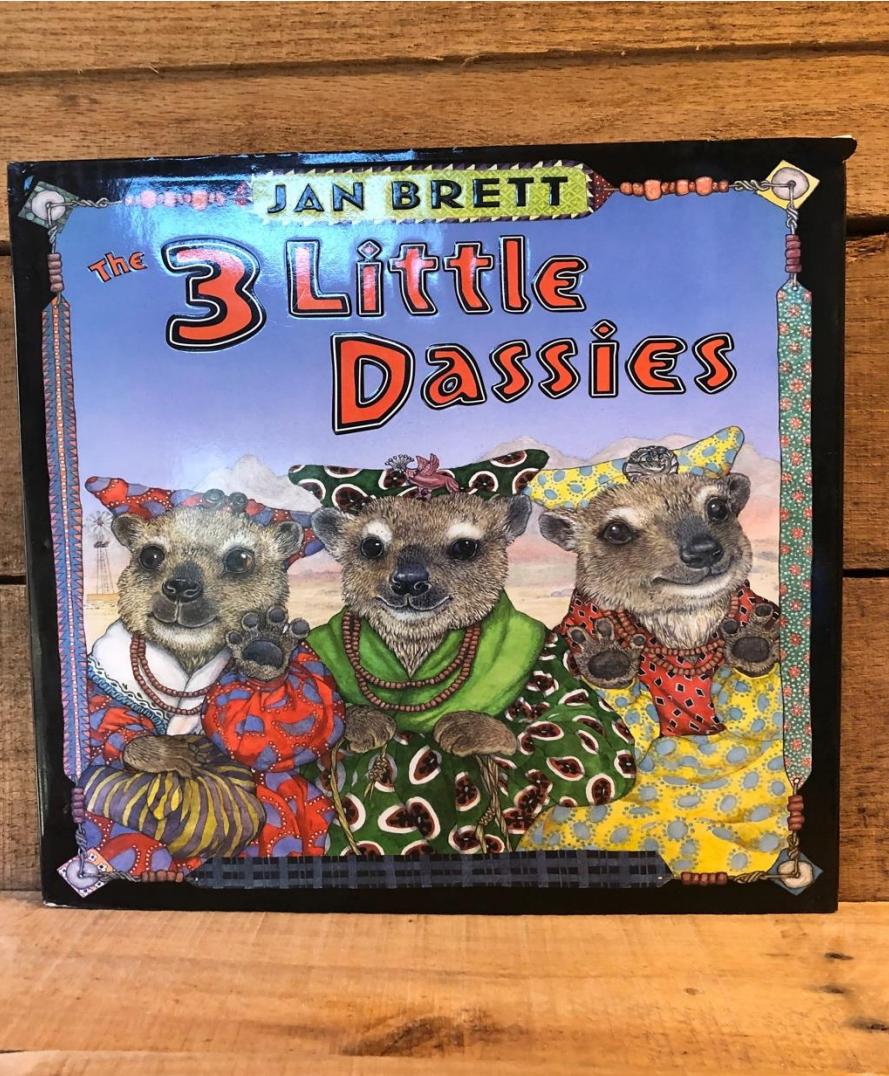
pilot

restaurant

car



Time to read - The Three Little Dassies



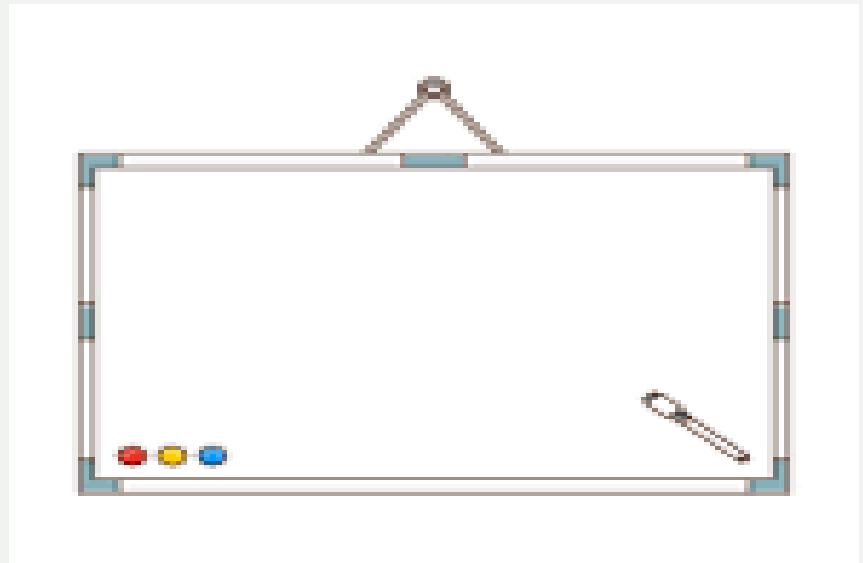
- Turn you listening ears on and get ready to find some nouns!!!



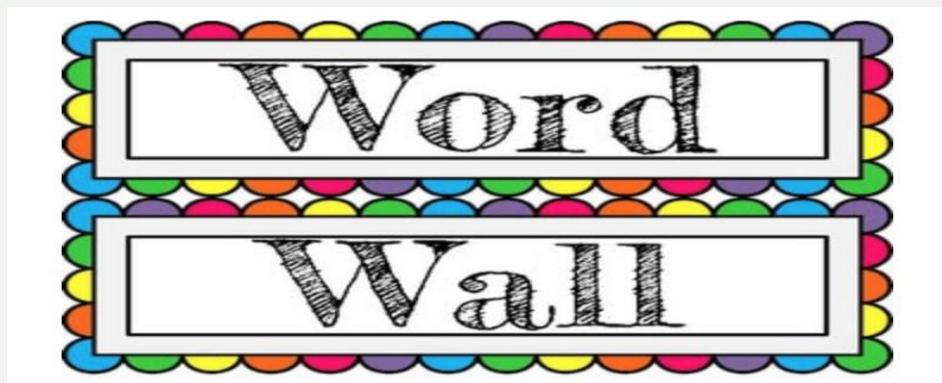
Word Wall Vocabulary

Add 3-5 new words to our word wall:

Nouns from our story:



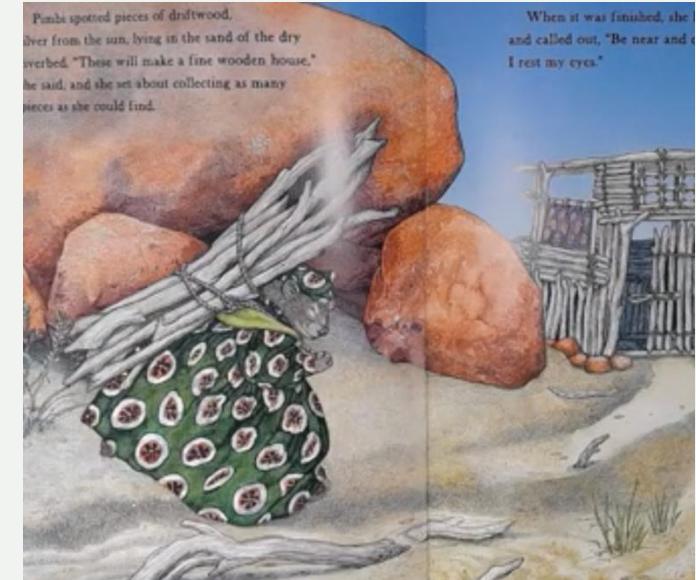
What else did we find? Let's add to the word wall



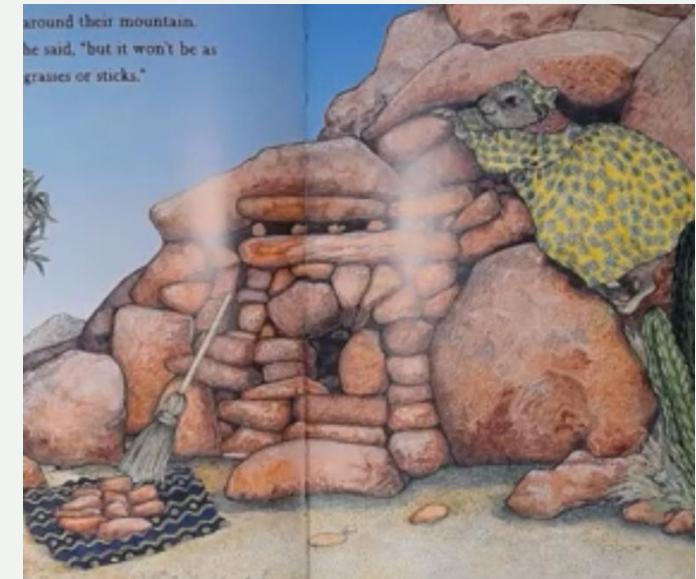
Discuss with your partner...

The story and the expedition....

- Who were the characters in this story?
- What materials did the three Dassies make their houses out of?
- Can you think of words to describe each of the houses?



THINK-PAIR-SHARE



Dassies used to make their houses.... **Sticks, Rocks, Grass.**

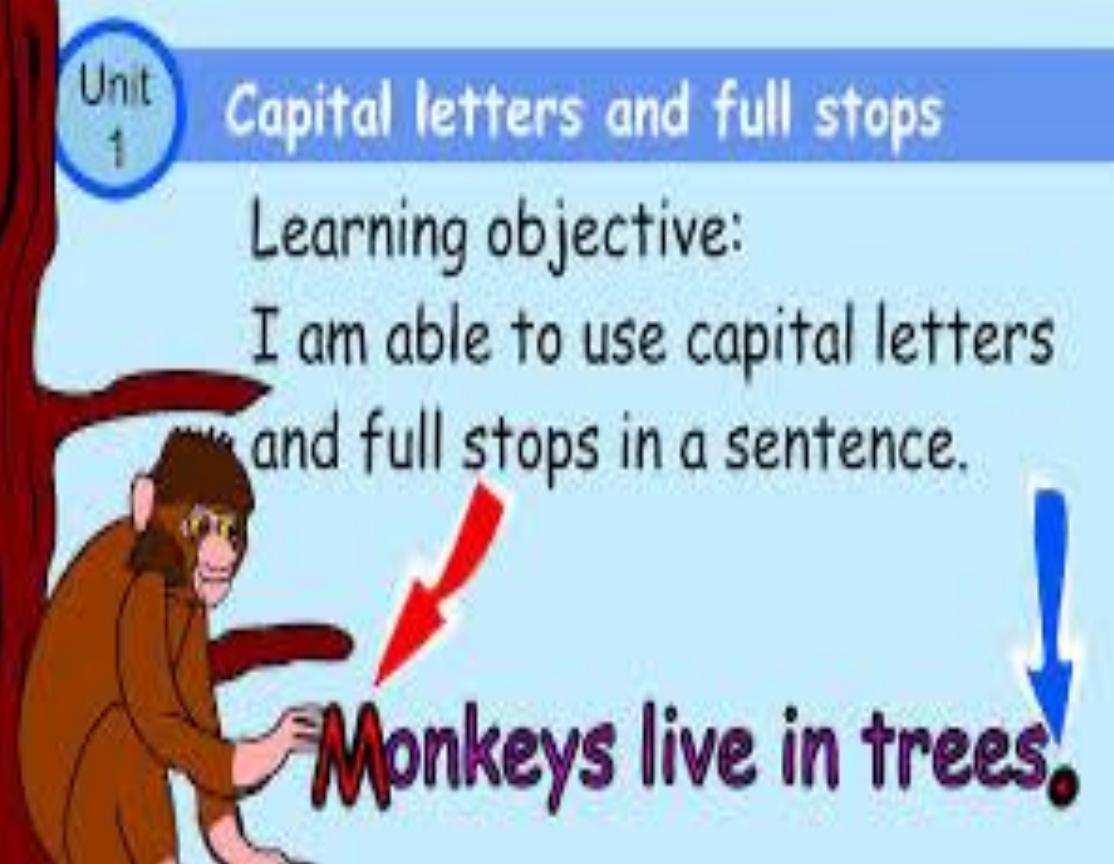
1. What sounds are missing?
2. Can you help me sound these words out?
3. Can you clap the sounds out?
4. How many sounds are in this word?

S t ck

r ss

o ck

Before we begin to write let's go over the rules of writing



Unit 1 Capital letters and full stops

Learning objective:
I am able to use capital letters and full stops in a sentence.

Monkeys live in trees!

1. At the beginning of a sentence we always use a "capital letter" - a big letter.

- "The man is tall".
- "We are happy".

Can we practice tracing the capital letter for the name of our school in the air? Can you trace it on your hand?

2. At the end of a sentence, we use a full stop.

"The cup is hot."

Let's practice making a full stop on our hands.

Now make a full stop in the air. Make a full stop on your nose. Well done ! We all know how to draw a full stop now. Remember ... it is a small dot! Not a big circle.

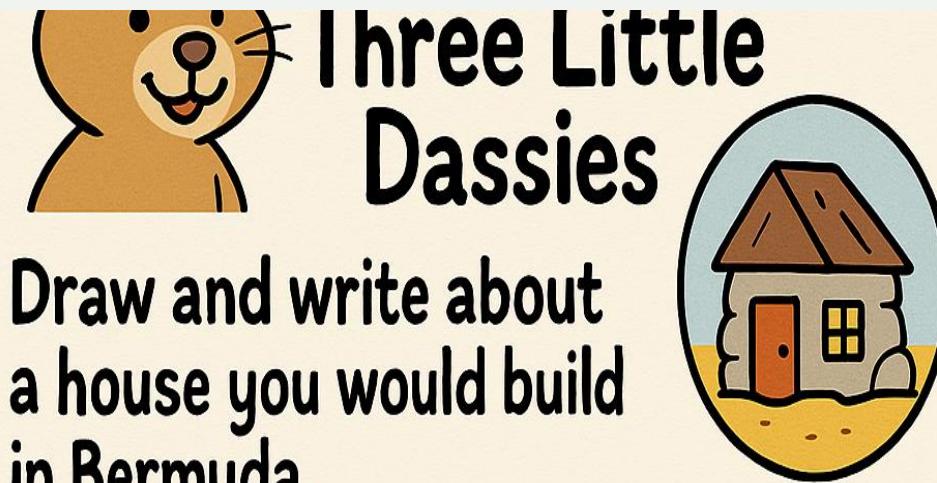
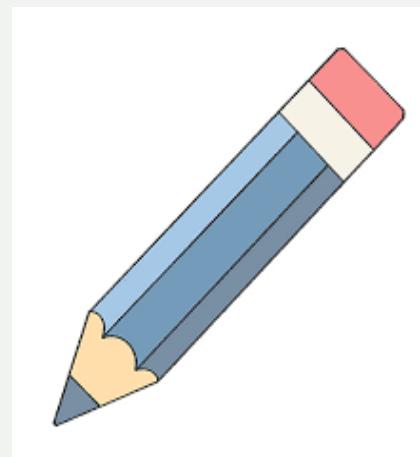
Journal time: Descriptive Writing

DEAR time- drop everything and record

- Draw and write about a house you would build in Bermuda.
- Some ideas....

1. My house is made out of _____.
2. My house is_____. (describe size)
3. It is _____ (colour, shape).
4. I think it is _____ (your opinion).

Move to the next slide for vocabulary bank and sentence structuring.



Draw and write about a house you would build in Bermuda.

Some

My house is made of _____
My house is _____.

Some ideas...

My house is made of _____.

My house is _____.

It looks _____
(describe size, colour, shape, etc.)

Descriptive vocabulary for our writing

Vocabulary Bank

1. Materials:

1. rocks
2. sand
3. wood
4. straw
5. bricks
6. leaves
7. Sticks

2. Shapes:

1. big
2. small
3. tiny
4. tall
5. huge

3. Colours:

1. pink
2. blue
3. green
4. yellow
5. white
6. brown

4. Describing Words:

1. strong
2. cosy
3. soft
4. pointy
5. smooth
6. shiny

Draw and write about a house you would build in Bermuda.

1. My house is made of _____.

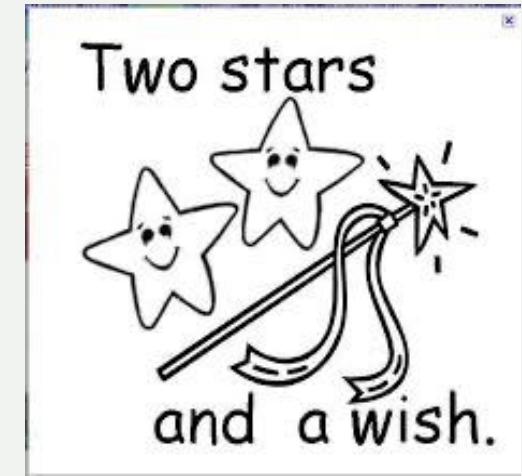
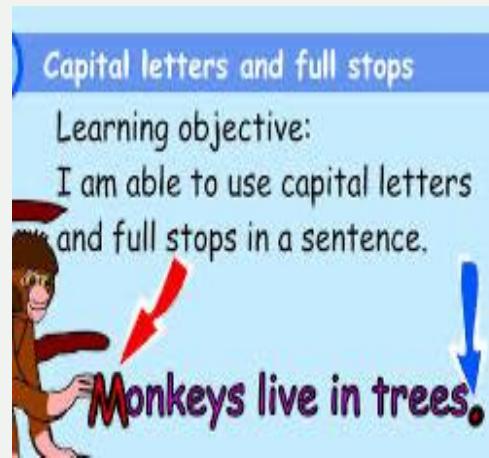
2. My house is _____.
(describe size)

3. It is _____ (colour,
shape).

4. I think it is _____
(your opinion).

Gallery Walk

- Leave your writing and picture of your house on your table.
- Let's walk around the room and look at our friends houses and writing.
- What's two things they did well?
- What is one way they can improve their writing.



Conclusion....



- Let's share our writing and drawings.
 - Who can tell us one new word they used today?
- Any nouns used in your writing?
- Can you give me an example of a noun?



Did we learn these things?

Thumbs up/down

反思 - Did I...

- Understand the story and talk about what might happen next?
- Answer questions and make a smart guess (predict) using clues?
- Find nouns (people, places, and things) in the story and in our classroom?
- Use new words from our Word Wall when I was talking and writing?
- Sound out words to find the missing letters?
- Write sentences about a house using describing words (size, colour, shape, materials)?
- Use capital letters at the beginning and full stops at the end of my sentences?





End of Lesson Actions

Tidy up journals and return them to the basket.

Push in your chair and get ready for the movement break.

Movement Break



Copy and paste this link into YouTube:

https://www.youtube.com/watch?v=KhfkYzUwYFk&list=RDKhfkYzUwYFk&start_radio=1

Learning Objectives Covered

- **Reading Comprehension & Story Elements**

- **2Ri.08** Describe story settings and characters
- **2Ri.15** Answer questions about texts with some explanation of thinking
- **2Rs.01** Talk about the sequence of events or ideas in a text

- **Vocabulary Development**

- **2Rv.01** Identify possible meanings of unfamiliar words
- **2Rv.02** Identify and record interesting and significant words from texts to inform own writing

- **Grammar & Language**

- **2Rg.05** Explore examples of nouns and noun phrases, including use of common adjectives
- **2Rg.02** Explore in texts, and understand, the differences in use of full stops and question marks (partially covered through writing rules)

- **Phonics & Word Study**

- **2Rw.05** Use phonic knowledge to decode unfamiliar words

- **Writing**

- **2Wc.03** Include simple descriptions of settings and characters when writing stories
- **2Wg.01** Use capital letters, full stops and question marks correctly in simple sentences
- **2Ws.01** Write a sequence of events or ideas
- **2Wp.05** Read own writing to others and share ideas for improvements