**WEEK SEVEN: DAY TWO**

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| **Big Book**  **Oi Frog**  **20 minutes** | **Based on Big Book: Oi Frog**  **First Reading:** On the first reading, the focus should be on enjoying the book and not focusing specifically on sight word recognition or phonics instruction.  **Vocabulary:** (nobbly, uncomfortable, comfortable, splinters, hare, perhaps, mule, gopher, stork, plough, pillar, weasel, easel, dove, newt, flute, puffins, gibbons, puma, satsuma,  **Comprehension**: Rhyming patterns, make predictions, ask and answer questions  **Good Writers**: Link the chart about what good writers do with the lesson. (Recap on question marks.)  **Before Reading Activities**  • Talk about the title, author, illustrator, if there is a blurb and dedication, discuss.  • Examine the cover of the book. Can the children locate the title and the author’s name? What can the children see on the front cover? What animal is on the front cover? How do you think the frog is feeling? How can we tell? Is there anything else in the picture? What might the story be about? What other characters might be in the story?  **During Reading Activities** Read the story and focus the children’s attention on each new illustration and ask predictive questions. The flow of the story should not be interrupted. Stress the rhyming pattern in the story. Pause occasionally and ask predictive question about what animals might be next and what will they be sitting on? At the end of the story invite the children to predict what dogs sit on.  **After the Reading Activities**  **Use talk partners or small groups to encourage the children to contribute.**  Do the children know what rhyming words are?/what poetry is? (Draw on the children’s book knowledge from previous big books.) Explain about rhymes and rhyming words and choose one or two pages from the story to identify rhyming pairs of words. Can the children remember any further rhyming pairs from the story? Use the illustrations to prompt and support their contributions.  **Characters:**  •Who are the main characters? Why does frog not want to sit on a log? What words describe how frog feels about sitting on a log? Why do you think the cat wants the frog to sit on a log? Where do you think the frog would most prefer to sit? Take a closer look at the animal illustrations, invite children to discuss which ones look comfortable/uncomfortable? Which animals do the children think are happy with their place to sit? Do you have a favourite place to sit at home/school?  •Do you think the cat’s rules about where each animal should sit are fair? Why/why not?  •Why did the cat draw the animals sitting in their places on a blackboard for the frog? Point out the cat’s expression on this page, how might the cat be feeling? What about the frog, what do you think the frog is thinking?  Why does the author use bold/highlighted/different sized text for some of the words?  Reflection Divide the children into groups to reflect on what they have learned. |
| **Drama**  **(20 minutes)** | **Based on the Big Book “Oi Frog”**  **Vocabulary**: nobbly, uncomfortable, comfortable, splinters, hare, perhaps, mule, gopher, stork, plough, pillar, weasel, easel, dove, newt, flute, puffins, gibbons, puma, satsuma,  **Comprehension**: retell the story in their own words, recall details about characters, make inferences based on illustrations, respond to text through drama activities   * **Role Play**: Children work in pairs/small groups and take turns to act out an animal from the story sitting on their object. Children take turns in their pairs, to describe to each other what it’s like/how it feels to sit on that object. * **Brainstorming**: Examine the illustrations of some of the animal characters and discuss what they might be thinking. Encourage the children to discuss what the animals might say or think about where they are sitting. Could do this as a whole class or in small groups. If children work in groups, provide a small copy of the book to refer to. Facilitator records children’s contributions on flipchart to support Hot Seat activity. * **Hot Seat:** Following the brainstorming activity, facilitator models hot seating as the cat/frog/other animals. Children take turns in the hot seat answering the group’s questions (and about where they would prefer to sit). Children will refer back to these ideas in day 3 art activity. |

**WEEK SEVEN: DAY THREE**

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| **Independent Writing**  **20 Minutes** | **Mini-Lesson**: Story Cauldron – sequencing events  **Vocabulary:** order, retell, beginning/middle/ending, reread, understanding, problem, solution.  **Comprehension**: recall events in sequence, ask and answer questions, compare and contrast, recognise problems and solutions.  What do Good Writers do? Plan their stories.  **Introduction** Revise the concept of the story cauldron with the children. Retell the story Handa’s Hen using the story cauldron. What was the beginning/setting/characters/problems/solutions/ending? Encourage the children to plan their stories carefully to make sure they make sense.  **Writing:** Conference with two or three children. Encourage the use of planning and rereading to ensure that the writing will make sense to the audience.  **Share Session**: Gather the children and select two or three children to share their writing in the Author’s Chair. Highlight the children who demonstrated good planning. Refer to the “Good Writers Chart.” Reflection Ask the children to examine their piece of writing and choose one thing from their writing that shows they are a good writer (use spaces, detailed drawing etc.). Share this with a partner. |

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| **Art**  **20 Minutes** | **Based on Big Book: Oi Frog**  **Discussion:** Look back at some of the positions and objects the animals are sitting on. Do they all look comfortable? Discuss where some of them might like to sit to be more comfortable. Recall discussion from previous day’s Hot Seating.  **Comprehension**: Respond to story through creative art.  **Activity**: Children to create an illustration of their own interpretation of where Frog would like to sit. The children may also like to illustrate some of the other animals’ favourite/preferred places to sit. |

**WEEK EIGHT: DAY ONE**

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| **Week 2, Day 1**  **P.E. (15 minutes)** | **Game:** Couch Potato  **Equipment**: beanbags, fruit pictures  **Discussion**: What is a couch potato? Is a couch potato healthy? What do they eat? How can we keep away from being a couch potato?  **Set- Up**: one area for couch potatoes to go to, one area for refrigerator where pictures of fruit are stored.  **Activity**: the children run/skip/crawl around the designated play area. If a student is tagged by the “remote control” (beanbag carried by the child who is ‘it’) then they must go to the couch to be a couch potato where they must be lazy and pretend to watch T.V. To come back into the game, another child must get a piece of fruit from the fridge and bring it to the couch potato. The couch potato needs to prove that they are not a couch potato by performing a specific action (5 jumping jacks/push ups/skips/jumps/spins etc.) The child who gave the couch potato the piece of fruit must monitor the task to make sure the couch potato does the appropriate amount of exercise. Both children can re-join the game. The child who is ‘it’ can be changed periodically. |

**WEEK EIGHT: DAY TWO**

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| **Big Book**  **Oi Frog**  **20 minutes** | **Second Reading:**.  **Vocabulary:** nobbly, uncomfortable, comfortable, splinters, hare, perhaps, mule, gopher, stork, plough, pillar, weasel, easel, dove, newt, flute, puffins, gibbons, puma, satsuma,  **Comprehension**: Rhyming patterns, make inferences based on illustrations and discussion, recall characters and events, sequencing story events, ask and answer questions.  **Good Writers**: Link the chart about what good writers do with the lesson.  **Before Reading Activities**  •Talk about the title, author, illustrator, if a dedication and blurb are included, discuss.  •Recall the main characters and events from the story.  •Recap on what the children know about rhyme and rhyming patterns.  **During Reading Activities**  •Read the story and focus the children’s attention on each new illustration. Stress the rhyming pattern in the story.  •Invite children to identify rhyming pairs throughout the story. (Could use pre-printed pictures of animal characters and the objects they sit on and invite children to help match the animals with the objects and reciting the rhyme.)  •Look at the frog’s expression at different points in the story. How would you describe his expressions?  (sore, hopeful, relaxed, happy, worried, grumpy, concerned, quizzical, stuck, cocky, happy, amused, cross, elated, thoughtful, hungry, smug).  **After Reading Activities**  The children can discuss some or all of these questions individually, in pairs and/or small groups.  •Discuss favourite part of the story and why.  •At the end of Oi Frog!, the Frog is trapped underneath the dog. What do you think will happen next? Will someone help him or not? How might Frog escape?  Reflection: Divide the children into groups to reflect on what they have learned about the story. |

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| **Drama**  **(20 minutes)** | * **Role Play**: Divide class into two groups. Each group is given a set of pictures of the animal characters and a set the objects they sit upon. Children take turns to match animal to object pictures whilst reciting corresponding rhyming sentence. Each group can then perform for the other. * **Musical Rhymes:** Class sits in a circle and passes round a pot containing pictures of the animal characters while music is playing. When the music stops whoever has the pot, takes out a card and says the matching rhyme. If the child cannot remember, facilitator give a clue or child can ask a friend to help. |

**WEEK EIGHT: DAY THREE**

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| **Independent Writing**  **20 Minutes** | **Mini-Lesson**: Thank you notes  **Vocabulary:** thank, specific vocabulary for topic,  **Comprehension**: Sentence structure - capital letters (for sentence beginnings and people’s names,) and full stops.  What do Good Writers do? Revise the chart in the introduction and reflect on the new mini lesson and add the new point on the chart during reflection.  **Introduction** We are going to think about a time/times when we need to say a special thank you to someone. Help the children to think about the kind of things we might want to say thank you for (both big and small). EG, when we are invited to a party/playdate, receiving a gift, when someone does something kind for us, saying thank you to a friend for just being a good friend, invitation to a special event/celebration. What do people usually do when they get a present? (thank you note). Why would you send a thank you note? Who would read your note? What would you have to write on the thank you note? What words would you need to spell? List the words the children might need to spell on the flipchart. What should we write? (who it is to, from, message) What else would you need to have on the thank you card? (pictures) Examine some thank you cards. What would be a good picture to put on the front of the thank you card?  Discuss with your partner what you will write.    **Writing** Conference with two or three children.  **Share Session** Divide the children into pairs to discuss their thank you messages.  Refer to the “Good Writers Chart.”  Reflection What other reasons would you write thank you notes? |

**WEEK NINE: DAY ONE**

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| **Week 3, Day 1**  **P.E. (15 minutes)** | **Activity: Couch Potato**  **Equipment**: beanbags, fruit pictures  **Discussion**: What is a couch potato? Is a couch potato healthy? What do they eat? How can we keep away from being a couch potato?  **Set- Up**: one area for couch potatoes to go to, one area for refrigerator where pictures of fruit are stored.  **Activity**: the children run/skip/crawl around the designated play area. If a student is tagged by the “remote control” (beanbag carried by the child who is ‘it’) then they must go to the couch to be a couch potato where they must be lazy and pretend to watch T.V. To come back into the game, another child must get a piece of fruit from the fridge and bring it to the couch potato. The couch potato needs to prove that they are not a couch potato by performing a specific action (5 jumping jacks/push ups/skips/jumps/spins etc.) The child who gave the couch potato the piece of fruit must monitor the task to make sure the couch potato does the appropriate amount of exercise. Both children can re-join the game. The child who is ‘it’ can be changed periodically. |

**WEEK NINE: DAY TWO**

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| **Big Book: Oi Frog**  **20 minutes** | **Third Reading:**  **Vocabulary:** nobbly, uncomfortable, comfortable, splinters, hare, perhaps, mule, gopher, stork, plough, pillar, weasel, easel, dove, newt, flute, puffins, gibbons, puma, satsuma,  **Comprehension**: Extending knowledge of rhyming patterns, make predictions, ask and answer questions  **Good Writers**: Link the chart about what good writers do with the lesson.  **Before Reading Activities**  • Talk about the title, author, illustrator, (if dedication and blurb are included, read and discuss).  •Recall the main characters and events from the story.  **During Reading:**  The children will know the story well enough to join in with the reading, particularly the rhyming pairs of words.  **After Reading Activities**  The children can discuss some or all these questions individually, in pairs and/or small groups.  •Discuss favourite part of the story/illustration and why.  •Discuss other rhyming pairs of animals and objects, eg “ducks sit on trucks”, “hens sit on pens”, “spiders sit on gliders”, bears sit on stairs, Baboons (spoons) Fishes (dishes) Ants (pants) Stoats (boats) Yaks (sacks) Toads (roads) Pikes (bikes) Deer’s (ears) Bugs (jugs) Snails (pails) Otters (jotters) Clams (prams), etc. Children can work in pairs/small groups to illustrate their ideas to create a class book of rhyming pairs. (Could use Drama slot to complete this work.)  **Alternative Activity:**  Opportunity for children to explore information books on frogs and other animal lifecycles and habitats, eg farm, countryside, woodland, rainforest, coastline, ocean, domestic. |

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| **Drama**  **(20 minutes)** | * **Rhyming Pairs:** Children can work in pairs/small groups to illustrate their ideas of other rhyming pairs of animals and objects to create class book. * **Hot Spot:** Children to work in pairs and talk about an animal/pet for 30 seconds. The children should be told to brainstorm what they could say about an animal or pet they have/know. Divide the children into pairs to talk about the topic. Stress that when Child A is speaking, Child B should listen and vice versa. Allow each child to talk for thirty seconds to their partner. Have children report back to the group about what their partner was talking about. |

**WEEK NINE: DAY THREE**

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| **Writing**  **20 minutes** | **Mini-Lesson**: Beginning, Middle, End  **Vocabulary**: beginning, middle, end, characters, setting, problem, solution, , ending  **Topic:** Searching for something lost or missing.  **Comprehension**: recall events/characters, retell story in sequence, compare and contrast stories, make text to text connections, respond through writing, ask and answer questions. What do Good Writers do? Revise the chart in the introduction and reflect on the new mini lesson and add the new point on the chart during reflection.  **Introduction** Retell Handa’s Hen. What was Handa searching for? Explain to the children that they are going to write a new story about looking for or searching for something that’s missing or lost. What ingredients do they need? (Beginning, characters, setting, problem, solution, ending). Where will we set our story? (Zoo, Beach, Forest, Park? etc.) Who will be in our story? What will you be searching for/What have your lost? (The children could choose an animal from the story if they do not come up with their own idea.) How will the story end? Brainstorm all these questions with the children, or have the children brainstorm the questions in groups.  **Writing** The children can write the story as a class or they can stay in their groups and each group can write a different story, with the children in each group taking turns to contribute to the writing. If the children are working in groups, conference with each group.  **Share Session** If the children have been working in groups, have each group share their story with the rest of the class. Compare and contrast the stories that were written by the children. The stories can also be compared to Handa’s Hen.  Reflection How were the stories the same? How were the stories different? |