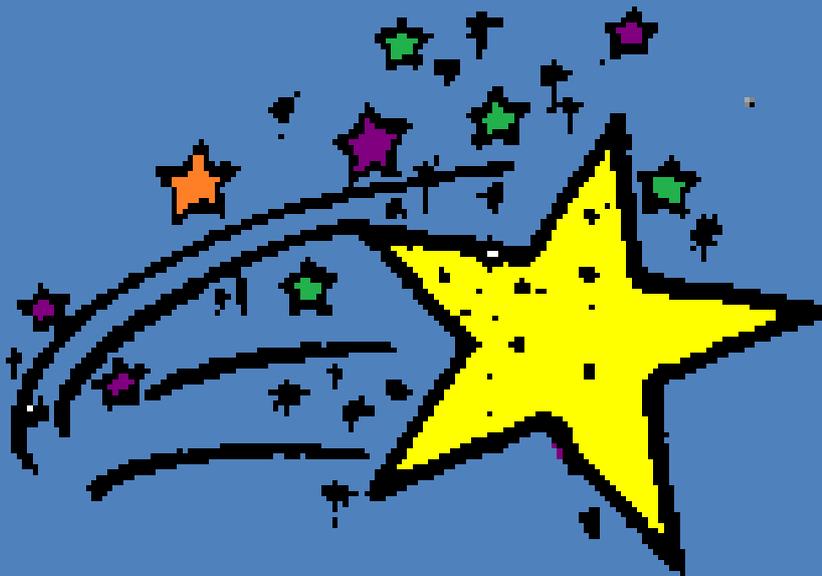


English  
Year 2  
SET 14  
Lesson notes

# ENGLISH

*Lesson notes and Home tutor guide* for this set can be viewed electronically.

## *Telling Tales*



*Set 14 Lesson notes*

First published 2016

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## Overview

### Year 2 Set 14: telling tales

### Early Childhood English – Year 2

Western Australian Curriculum

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
<b>LANGUAGE</b>	
<b>Language variation and change</b>	
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	
<b>Language for interaction</b>	
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)	
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	
<b>Text structure and organisation</b>	
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)	
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	
<b>Expressing and developing ideas</b>	
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)	
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	



Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	
<b>Phonics and word knowledge</b>	
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)	
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)	
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)	
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)	
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)	
Understand that a sound can be represented by various letter combinations (ACELA1825)	
<b>LITERATURE</b>	
<b>Literature and content</b>	
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	
<b>Responding to literature</b>	
Compare opinions about characters, events and settings in and between texts (ACELT1589)	
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	
<b>Examining Literature</b>	
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	
<b>Creating literature</b>	
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)	



LITERACY	
<b>Texts in context</b>	
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	
<b>Interacting with others</b>	
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)	
<b>Interpreting, analysing, evaluating</b>	
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)	
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)	
<b>Creating texts</b>	
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	
Re-read and edit text for spelling, sentence-boundary punctuation and text structure ( <a href="#">ACELY1672</a> )	
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	



Early Childhood Science – Year 2

Western Australian Curriculum

Content strands

Science Understanding

Science as a Human Endeavour

Science Inquiry Skills

Content Descriptions

Science Understanding

Biological Sciences

Living things grow, change and have offspring similar to themselves (ACSSU030)

Chemical Sciences

Different materials can be combined for a particular purpose (ACSSU031)

Earth and Space Sciences

Earth's resources are used in a variety of ways (ACSSU032)

Physical Sciences

A push or a pull affects how an object moves or changes shape (ACSSU033)

Science as Human Endeavour

Nature and development of science

Science involves observing, asking questions about, and describing changes in objects and events (ACSHE034)

Use and influence of science

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

Science Inquiry Skills

Questioning and predicting

Pose and respond to questions, and make predictions about familiar objects and events (AC SIS037)

Planning and conducting

Participate in guided investigations to explore and answer questions (AC SIS038)

Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS039)



<b>Processing and Analysing Data and Information</b>	
Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (AC SIS040)	
<b>Evaluating</b>	
Compare observations with those of others (AC SIS041)	
<b>Communicating</b>	
Represent and communicate observations and ideas in a variety of ways (AC SIS042)	



Early Childhood Humanities and Social Sciences – Year 2

Western Australian Curriculum

Content strands

Knowledge and Understanding

Humanities and Social Sciences skills

Content Descriptions

Knowledge and Understanding - Geography

People are connected to many places

The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia ([ACHGK009](#))

Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) ([ACHGK010](#))

The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place ([ACHGK011](#))

The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters) ([ACHGK012](#))

The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places ([ACHGK013](#))

Knowledge and Understanding – History

The past in the present

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past ([ACHHK044](#))

The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) ([ACHHK045](#))

The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today ([ACHHK046](#))

Humanities and Social Sciences skills

Questioning and researching

Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)

Pose questions about the familiar and unfamiliar



<b>Content Descriptions</b>	
Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)	
Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)	
<b>Analysing</b>	
Identify relevant information	
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)	
Explore points of view (e.g. understand that stories can be told from different perspectives)	
Represent collected information and/or data in to different formats (e.g. tables, maps, plans)	
<b>Evaluating</b>	
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)	
<b>Communicating and reflecting</b>	
Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)	
Develop texts, including narratives, that describes an event or place	
Reflect on learning and respond to findings (e.g. discussing what they have learned)	



Early Childhood Design and Technologies – Year 2

Western Australian Curriculum

Content strands	
Knowledge and Understanding	
Processes and production skills	

Content Descriptions	
Knowledge and Understanding	
Technologies and Society	
Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)	
Technologies Contexts	
<i>Engineering principles and systems</i>	
Forces create movement in products (ACTDEK002)	
<i>Food and fibre production</i>	
Food and fibre choices for healthy living ( <a href="#">ACTDEK003</a> )	
<i>Materials and technologies specialisations</i>	
Characteristics and properties of materials and individual components that are used to produce design solutions ( <a href="#">ACTDEK004</a> )	
Processes and production skills	
Creating solutions by:	
<i>Investigating and defining</i>	
Explore design to meet needs or opportunities	
<i>Designing</i>	
Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps	
<i>Producing and implementing</i>	
Use components and given equipment to safely make solutions	



<b>Evaluating</b>	
Use simple criteria to evaluate the success of design processes and solutions	
<b>Collaborating and managing</b>	
Work collaboratively to safely create and share a procedure for a solution	

## Early Childhood Digital Technologies – Year 2

**Western Australian Curriculum**

Content strands	
Knowledge and Understanding	
Processes and Production Skills	

Content Descriptions	
<b>Knowledge and Understanding</b>	
<b>Digital Systems</b>	
Digital systems (hardware and software) are used for an identified purpose ( <a href="#">ACTDIK001</a> )	
<b>Representation of Data</b>	
Data can have patterns and can be represented and used to make simple conclusions ( <a href="#">ACTDIK002</a> )	
<b>Processes and Production Skills</b>	
<b>Collecting, managing and analysing data</b>	
Present data using a variety of digital tools ( <a href="#">ACTDIP003</a> )	
<b>Digital implementation</b>	
Use data to solve similar tasks/problems ( <a href="#">ACTDIP003</a> )	
Share and publish information in a safe online environment, with known people ( <a href="#">ACTDIP006</a> )	
<b>Create solutions by:</b>	
<b>Investigating and defining</b>	
Explore design to meet needs or opportunities	



<b>Designing</b>	
Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps	
<b>Producing and implementing</b>	
Use components and given equipment to safely make solutions	
<b>Evaluating</b>	
Use simple criteria to evaluate the success of design processes and solutions	
<b>Collaborating and managing</b>	
Work collaboratively to safely create and share a procedure for a solution	



Early Childhood Health and Physical Education – Year 2

Western Australian Curriculum

Content strands

Personal, social and community health

Movement and physical activity

Content Descriptions

Personal, Social and Community Health

Being healthy, safe and active

Personal strengths and achievements and how they contribute to personal identities ([ACPPS015](#))

Changes in relationships and responsibilities as individuals grow older ([ACPPS016](#))

Strategies to use when help is needed:

procedure and practice for dialling 000 in an emergency

locating safety houses and trusted networks in the local community ([ACPPS017](#))

Strategies and behaviours that promote health and wellbeing:

personal hygiene practices

healthy eating

sufficient sleep

staying hydrated

regular physical activity ([ACPPS018](#))

Communicate and interact for health and well being

Strategies to include others in activities and games ([ACPPS019](#))

Ways to interpret the feelings of others in different situations, such as:

words other people use

facial expressions

body language ([ACPPS020](#))

Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' ([ACPPS021](#))



<b>Contributing to healthy and active communities</b>	
<p>Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> <li>staying hydrated</li> <li>being sun smart</li> <li>following school rules (<a href="#">ACPPS022</a>)</li> </ul>	
<b>Movement and Physical Activity</b>	
<b>Moving our body</b>	
<p>Body management skills:</p> <ul style="list-style-type: none"> <li>forward roll (<a href="#">ACPMP025</a>)</li> </ul>	
<p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>jump for height (<a href="#">ACPMP025</a>)</li> </ul>	
<p>Object control skills:</p> <ul style="list-style-type: none"> <li>overarm throw</li> <li>punt</li> <li>two-hand side strike (<a href="#">ACPMP025</a>)</li> </ul>	
<p>Fundamental movement skills involving the control of objects in simple games:</p> <ul style="list-style-type: none"> <li>overarm throw</li> <li>kick (<a href="#">ACPMP027</a>)</li> </ul>	
<p>Simple games that use a combination of movement skills (<a href="#">ACPMP027</a>)</p>	
<b>Understanding movement</b>	
<p>Positive responses to physical activity, such as a feeling of wellbeing (<a href="#">ACPMP028</a>)</p>	
<p>Ways in which the body reacts during physical activity (<a href="#">ACPMP028</a>)</p>	
<p>Ways to maintain a balanced position while performing various skills (<a href="#">ACPMP029</a>)</p>	
<b>Learning through movement</b>	
<p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> <li>dealing with winning and losing</li> <li>encouraging team-mates (<a href="#">ACPMP030</a>)</li> </ul>	
<p>Alternatives and their effectiveness when solving movement challenges, such as:</p> <ul style="list-style-type: none"> <li>gaining possession</li> <li>scoring</li> <li>changing positions</li> <li>use of equipment (<a href="#">ACPMP031</a>)</li> </ul>	
<p>Importance of rules and fair play in partner, group activities and minor games (<a href="#">ACPMP032</a>)</p>	



Early Childhood Dance – Year 2

Western Australian Curriculum

Content strands

Making

Responding

Content Descriptions

Making

Ideas

Improvisation and organisation of movement ideas to create a dance, demonstrating a beginning, middle and end ([ACADAM001](#))

Skills

Exploration of, and experimentation with, three (3) elements of dance

Body:

body awareness (awareness of body in space in relation to objects)

body zones (whole body movements, moving different parts of the body)

body bases (feet, knees) ([ACADAM001](#))

Space:

levels (medium, low, high)

direction (forward, backward)

personal space and general space

dimensions (big, small)

shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry)

pathways (in the air with the arms, under, over) ([ACADAM001](#))

Time:

tempo (fast, slow, slowing down, speeding up)

to create dance ([ACADAM001](#))

Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop control, posture, strength, balance and coordination ([ACADAM002](#))

Safe dance practices, including being aware of the dance space boundaries when involved in dance lessons or rehearsals ([ACADAM002](#))



<b>Performance</b>	
Performance of a learned dance to an audience that communicates an idea demonstrating a beginning, middle and end ( <a href="#">ACADAM003</a> )	
Performance skills (holding, starting and ending positions) when sharing dance with peers ( <a href="#">ACADAM003</a> )	
<b>Responding</b>	
Audience behaviour (being attentive, responding appropriately) when students view different dance styles ( <a href="#">ACADAR004</a> )	
Reasons why people dance ( <a href="#">ACADAR004</a> )	
Personal responses to the elements of body, space and time in dances they view and make ( <a href="#">ACADAR004</a> )	



Early Childhood Drama – Year 2

Western Australian Curriculum

Content strands	
Making	
Responding	

Content Descriptions	
<b>Making</b>	
<b>Ideas</b>	
Use of dramatic action to sequence events communicating an idea, message or story ( <a href="#">ACADRM027</a> )	
Improvisation skills (establishing a situation) to develop dramatic action and ideas ( <a href="#">ACADRM028</a> )	
<b>Skills</b>	
Exploration and experimentation of the four (4) elements of drama: voice (loud, soft, varying loud and soft; pace and pitch) movement (big, small; use of facial expressions; gestures; posture) role (fictional character; listening and responding in role) situation (establishing a fictional setting and relating to it in role) to create drama ( <a href="#">ACADAM028</a> )	
Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies ( <a href="#">ACADRM029</a> )	
<b>Performance</b>	
Performance of drama to an audience demonstrating story structures to set the scene, link action and create an ending ( <a href="#">ACADRM029</a> )	
Performance skills (suitable openings and conclusions to performances, appropriate stage crosses) when sharing drama with familiar audiences ( <a href="#">ACADRM029</a> )	
<b>Responding</b>	
Audience behaviour (responding to interactive elements) where students view drama that uses different styles and unfamiliar stories ( <a href="#">ACADRR030</a> )	
Reasons why people make drama ( <a href="#">ACADRR030</a> )	
Personal responses using the elements of voice and movement in drama they view and make ( <a href="#">ACADRR030</a> )	



Early Childhood Media Arts – Year 2

Western Australian Curriculum

Content strands

Making

Responding

Content Descriptions

Making

Ideas

Exploration of how meaning can be changed in familiar stories in different media types through character and settings ([ACAMAM054](#))

Exploration of archetypes and settings in stories and how they enhance the narrative ([ACAMAM054](#))

Use of unfamiliar and contemporary signs and symbols, including logos and icons, to create meaning and purpose in a variety of contexts ([ACAMAM054](#))

Skills

Exploration and experimentation of the codes (elements) and conventions of media:  
 technical (capturing, selecting and arranging images)  
 audio (selecting and capturing sounds to create a mood or feeling; loudness and softness; music to create mood or feeling)  
 written (selecting, arranging and editing text to organise important features of an idea or story)  
 to produce media work ([ACAMAM055](#))

Production

Production of media work conveying a story or section of a story using archetypes to communicate (audio and/or visual) an idea to an audience ([ACAMAM056](#))

Responding

Different media works use specific features to communicate messages to different audience groups ([ACAMAR057](#))

Personal responses, identifying interests and preferences in media works they view and produce ([ACAMAR057](#))



Early Childhood Music – Year 2

Western Australian Curriculum

Content strands	
Making	
Responding	

Content Descriptions	
Making	
Ideas	
Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to communicate music ideas ( <a href="#">ACAMUM082</a> )	
Selection and combination of pitch and rhythm patterns, using dynamic contrasts to shape, record and communicate simple compositions ( <a href="#">ACAMUM082</a> )	
Skills	
Development of aural skills by exploring the elements of music including:  rhythm (experience and identify time signatures $\frac{2}{4}$ , $\frac{3}{4}$ , $\frac{4}{4}$ ; use bar lines as a division for beats; terminology and notation for $\downarrow$ , $\circ$ )  tempo (changing tempos)  pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale)  dynamics (getting louder, getting softer, very soft ( <i>pp</i> ) and very loud ( <i>ff</i> )  form (introduction, verse, chorus and rounds)  timbre (how sounds are produced on different instruments; match different sounds to specific instruments)  texture (identify the melody and accompaniment in a piece of music) ( <a href="#">ACAMUM080</a> ; <a href="#">ACAMUM082</a> )	
Performance	
Performance of simple songs and own and others' compositions, singing and playing using dynamics to communicate and share music ideas with different audiences ( <a href="#">ACAMUM081</a> )	
Performance skills (demonstrating appropriate technique when playing instruments) when performing own and others' compositions ( <a href="#">ACAMUM081</a> )	



Responding	
Audience behaviour (responding to different roles and the expectation of the audience) according to the purpose and cultural context of performance ( <a href="#">ACAMUR083</a> )	
Reasons why people make music ( <a href="#">ACADRR083</a> )	
Personal responses using the elements of music to make connections; identifying how they are used to communicate mood and meaning in music they listen to or make ( <a href="#">ACAMUR083</a> )	

## Early Childhood Visual Arts – Year 2

### Western Australian Curriculum

Content strands	
Making	
Responding	

Content Descriptions	
Making	
Ideas	
Exploration of, and experimentation with, the visual elements of shape, line, colour, space and texture and how these are used in the environment ( <a href="#">ACAVAM106</a> )	
Use of appropriate materials, techniques and technologies ( <a href="#">ACAVAM107</a> )	
Skills	
Development of artistic skills through experimentation with: shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes) colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours) line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral; lines that show motion) space (background, foreground; overlapping to show depth; horizon line) texture (familiar objects; changes in texture; transfer of texture; different man-made and natural materials) to create artworks ( <a href="#">ACAVAM107</a> )	
Use of appropriate techniques when planning artworks ( <a href="#">ACAVAM107</a> )	



<b>Production</b>	
Presentation and display of original artworks, using artistic elements and techniques to communicate ideas and messages to an audience ( <a href="#">ACAVAM108</a> )	
<b>Responding</b>	
Reasons why people make art ( <a href="#">ACAVAR109</a> )	
Personal responses, identifying how the elements of shape, line, colour, space and texture are used in artworks they view and make ( <a href="#">ACAVAR109</a> )	



WA Curriculum – Year 2

Western Australian Curriculum

General capabilities	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Cross-curriculum priorities	
Sustainability	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia’s engagement with Asia	

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## Day 1

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused. There is no need to reprint these items.

Reading texts (at the student’s reading level) for this set can be sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre – print and online resources
- your local library
- your personal library
- online book stores
- local book stores.

## Materials checklist

Activity sheets (please print)	Check
• Tale words	
• Matching homophones	
• Opposites or antonyms	
• Investigating tales	
• Tale essentials	
• Tale essentials – poster	
<b>Resources</b>	
• Lesson notes – Day 1	
• Phonics book (made up as described in the Tutor Guide)	
• dotted thirds lined paper	
<b>Reading texts</b>	
• 5 fairy tale picture books	



Other resources	
• open space – sand or hard surface	
• stick or chalk	
• 6 large tokens (eg bean bags, toys, plastic plates)	
• camera	
• dictionary	

### Background information

It is important to encourage independence however, as the student’s ability to read and print will vary depending on the activity, assist by reading to, or with the student.

Use the *Lesson notes* to guide you through the activities. Refer the student to any of the charts and support materials when completing activities.

When requested, help the student make sound or video clips, take photographs and save activity sheets for return to the teacher.

## Let’s move!

### 3 in a row

#### Materials:

- open space – sand or hard surface
- chalk or stick
- 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player
- another player.

Place the six tokens around the open space, at least three metres apart.

Ask the student to stand beside one token.

Ask the student to walk quickly between each token, touching each one and then moving on to the next, returning to the first token after the others have been tagged.

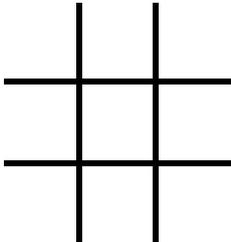
Ask the student to repeat, using different movements: hop, jump. skip, gallop, run.



On the last round, ask the student to collect the tokens.

Draw a large 3 x 3 grid on the ground. The grid lines should be thick and wide, so the student can walk onto the grid when necessary.

Each section is approximately 60 cm square. (see below)



Aim: to get three tokens in a row, either horizontally, vertically or diagonally; across the grid.

Take it in turns to place a token into the grid.

The first player with his/her three tokens in a row is the winner.

Play the game several times.



The grid and tokens will be used on Day 2

Return to the work area.

## Phonics fun

### Matching homophones

#### Materials:

- activity sheet – *Matching homophones*
- Phonics book.

**Say**

The title of this set is *Telling tales*. What do you think it will be about? **Answers will vary.**

There are two ways to spell tale. One is like the set title. What does this tale mean? **story**

**T a i l.** What does this tail mean? **Answers will vary, eg an animal's tail.**

Two words that sound the same but are spelled differently and have different meanings are called homophones. Can you think of any other homophones? **Answers will vary, eg two, too, to; there, their; hear, here; flower, flour.**

Take turns to list some homophones.

Ask the student to look at the activity sheet.



Ask the student to read the instructions.

Ask the student to complete the matching activity independently.



Mark the pairs.

Ask the student to cut along the dashed lines.

Ask the student to glue the sheet into the next page in the Phonics book. The student can use the sheet as a spelling reference when writing.



The phonics book will be used in the next activity.

## Using homophones

### Materials:

- Phonics book open to the homophones page from the last activity
- dotted thirds lined paper.

Place the items on the table.

Ask the student to rule a margin down the left side of the lined page.

Ask the student to print the date into the margin, on the top line.

Ask the student to print his/her name and 'Day 1 Using homophones' across the top lines of the page.

**Say**

I can see the homophones 'tail' and 'tale' on the page in the Phonics book. I can use them to make a sentence. Here it is. I know a tale about an elephant with a very long tail.

Choose a pair of homophones and make a sentence using them. **Answers will vary.**

I can see the homophones 'flower' and 'flour'. Here is my sentence. I made a flower shape on top of the cake using flour.

Choose another pair of homophones and make a sentence using them. **Answers will vary.**

You can print some sentences like this on the lined paper. Start each sentence on a new line and use 'have a go' spelling for difficult words.

Choose three different homophone pairs and print three sentences using them.

The student works independently to complete the sentences. The sentences can be sensible or silly.



Store or scan and save the student work. Store the Phonics book.

## Let's spell

### Tale words

#### Materials:

- activity sheet – *Tale words*
- camera
- dictionary.

Place the activity sheet on the table.

Ask the student to read any words he/she knows.

Ask the student to tell you what each known word means.

Help the student read any unknown words.

Ask the student to tell you what each unknown word means or help him/her to look it up in the dictionary and read the meaning.

Say

All these words belong to the tale or story theme. Can you tell me how? **Answers will vary.**

**Possible responses include:**

- **character – people or animals in stories/tales**
- **prince – character in a story/tale**
- **princess – character in a story/tale**
- **hero – some stories have a hero to save someone**
- **heroine – some stories have a heroine to save someone**
- **villain – a nasty person in a story**
- **wicked – describes witches or bad people in stories**
- **tale – a story**
- **castle – kings and queens in stories live in a castle**
- **kingdom – people in stories travel to kingdoms**

Ask the student to find and trace any blends he/she knows. **Answers will vary, eg ct, pr, ed, st, le.**

Ask the student to find and trace any digraphs he/she knows. **Answers will vary, eg ch, er, soft 'c', o, ck, a-e, ing.**

Ask the student to cut out the word cards and place them in a column down the table.



Ask the student to put the words into alphabetical order. Encourage the student to experiment. Do not help.



Take a photograph of the column of words.

Remove any incorrectly placed words from the column and ask the student to look at the other letters to help him/her place them correctly into the column.

Encourage the student to experiment and remake the column.

If words are still incorrectly placed, talk the student through the process of using the other letters to place them correctly.

**castle, character, hero, heroine, kingdom, prince, princess, tale, villain, wicked**



Save the photograph into the Set folder.

The word cards will be used in the next activity.

## Opposites or antonyms

### Materials:

- activity sheet – *Opposites or antonyms*
- *Tale words* – word cards from previous activity.

**Say**

What can you tell me about opposites? **Answers will vary, eg one thing is different from the other, one thing is the reverse of the other.**

Tell me the opposite of these position words: left **right**

up **down**

on **off**

under **over**

I'll say two words that are opposites, sunny and cloudy. You tell me two words with opposite meanings. **Answers will vary, eg yes, no; night, day.**

Continue to list opposite pairs until the student has given another four examples.

Ask the student to place the word cards on the table.

**Say**

Some of these spelling words make opposite pairs. Find them and place them together. **Answers will vary, eg prince, princess; hero, heroine; villain hero/heroine.**



Place the activity sheet on the table.

**Say**

Read the title of the activity sheet. **Opposites or antonyms**

What do you think antonym means? **Opposite**

'Anti' is a prefix that means opposite and 'onym' means name, so antonym means 'opposite name'.

Ask the student to read and follow the first instruction.

The words can be used more than once. **Answers will vary, eg prince and princess; hero and heroine; villain and hero; villain and heroine.**

Ask the student to read and follow the other instructions. **Answers will vary, eg**

wicked – **good, nice, lovely, caring, kind**

castle – **house, caravan, tent, cave**

king – **queen**

fairy – **giant**

wizard – **witch**

enemy – **friend, mate**

beautiful – **ugly, plain**

found – **lost**

fantasy – **fact, true, truth**

Read through the activity sheet with the student. Draw stars next to appropriate answers.



Store or scan and save the activity sheet.

## Let's read

### Investigating tales

#### Materials:

- activity sheet – *Investigating tales*.



What is the name of this set? **Telling tales**

What is a tale? **Answers will vary, a story, a fib, a lie.**

A tale is a story of some kind. It might be a story you like to read or hear, or a story that is a fib or lie. When do people tell tales that are fibs or lies? **Answers will vary, eg to get out of trouble, when we have done something wrong.**

Are these tales true? **no**

We make them up to get out of trouble. The other tales or stories are also made up. Why did people make them up? **entertain friends**

Many years ago before people had television, radio or the internet they told tales to entertain each other. These tales were passed down through families and they changed a little bit as time passed. People began writing the tales on paper and making them into books.

**Say**

More than 200 years ago two brothers, Jacob and Wilhelm Grimm collected tales from people all over the countryside in their homeland of Germany. They decided to make a record of all of these stories. They wrote down over 200 tales and published them in books. One book was called Grimm's fairy tales.

Some of the collected tales were Cinderella, Hansel and Gretel, Rapunzel, Snow White and the Frog Prince. Fairy tales are one type of tale. What do you know about them? **Answers will vary. Possible responses include:**

- **have a fairy or other magical creature**
- **made up**
- **magic things happen**
- **talking animals**
- **end happily**
- **start with 'Once upon a time' or 'Long long ago'**
- **have a hero and a villain/nasty character**

**Say**

Let's see how many fairy tales we can name.

Take turns to list different fairy tales. **Answers will vary, eg Cinderella, Beauty and the beast, Peter Pan, Sleeping Beauty, Rapunzel, Puss in Boots, Snow White, The Frog Prince, Hansel and Gretel, Rumpelstiltskin, Jack and the beanstalk.**

Ask the student to tell you the characters in two familiar fairy tales, eg Snow White, seven dwarves, prince and stepmother; Hansel, Gretel and witch; Peter Pan, Wendy, John, Michael and Nana the dog; Princess, king and Rumpelstiltskin.



Place the activity sheet on the table.

Ask the student to read the headings in each column.

Ask the student to tell you which character the girl in the first row could represent, eg Goldilocks, Thumbelina or Wendy.

Ask the student which tale this character could come from, eg Peter Pan, Red Riding Hood, Little Mermaid. Tale titles do not have to match characters.

Ask the student to print some of his/her answers into the lines. Help with spelling if required.

Ask the student to tell you which character the cat in the second row could represent, eg Cheshire cat, Puss in Boots.

Ask the student which tale this character could come from, eg Puss in Boots, Alice in Wonderland. Tale titles do not have to match characters.

Ask the student to print some of his/her answers into the lines. Help with spelling if required.

**Answers will vary, eg**

	Goldilocks, Gretel, Red Riding Hood, Beauty, Alice, Thumbelina	Goldilocks and the three Bears, Red Riding Hood, Beauty and the Beast, Alice in Wonderland, Thumbelina
	Puss in Boots, Cheshire cat, Dick Whittington's cat	Puss in Boots, Alice in Wonderland, Dick Whittington and his cat

Continue to support the student as he/she completes the activity sheet. **Answers will vary, eg**

	Tinkerbell, fairy godmother, Blue fairy	Peter Pan, Cinderella, Pinocchio, Sleeping Beauty
	King	Rumpelstiltskin, Snow White, Puss in Boots
	Prince	Cinderella, Snow White, Sleeping beauty

	Princess or queen	Sleeping Beauty, Princess and the Pea, Rapunzel, Snow White
	Witch or stepmother	Snow White, Rapunzel, Hansel and Gretel



	Troll, ogre, beast, giant	3 Billy Goats Gruff, Puss in Boots, Tom Thumb, Beauty and the Beast, Jack and the beanstalk
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Store or scan and save the activity sheet.

## Looking at books

### Materials:

- 4 fairy tale picture books.

We know that fairy tales have certain features. What are they?

Answers will vary. Possible responses include:

**Say**

- have a fairy or other magical creature
- made up story
- magic things happen
- talking animals
- end happily
- start with 'Once upon a time' or 'Long long ago'
- have a hero and a villain/nasty character
- good characters win over the bad characters.

Sit in a comfortable place with the student.

Look through the fairy tale books, discussing the illustrations and how the books are set out.

**Say**

What is the same about the illustrations? **Answers will vary.**

What is different? **Answers will vary.**



(Choose one book.) How is this book set out? **Answers will vary. Possible responses include:**

- **pages are numbered at the bottom**
- **illustrations are at the top**
- **text is along the bottom of each page**
- **different fonts used**
- **some text goes over the illustrations.**

(Choose the another book.) How is this book set out? **Answers will vary.**

**What is the setting in each tale? Answers will vary.**

**Say**

Who are the main characters in each tale? **Answers will vary.**

Who is the good character in each tale? **Answers will vary.**

Are the good characters heroes or heroines? **Answers will vary.**

Why? **Answers will vary.**

Who is the bad character or villain in each tale? **Answers will vary.**

What is similar about the characters in both tales? **Answers will vary.**

How does each tale begin? **Answers will vary, eg Once upon a time.**

How does each tale end? **Answers will vary, eg happily ever after.**

Ask the student to check the other two books to see how they begin and end.



Look at the illustrations in each book. What can you tell me? **Answers will vary. Possible responses include:**

- **the princesses are all beautiful**
- **the princes are handsome**
- **the bad characters have mean faces**
- **you can tell what the characters are thinking by the look on their faces.**

**Say**

Look at the colours used in the illustrations in each book. What can you tell me? **Answers will vary, eg the clothes are bright, dark, dingy, the backgrounds are colourful, dark colours.**

What colours does the illustrator use to show scenes that are happy? **Answers will vary, eg bright, colourful, blue and red.**

What colours does the illustrator use to show scenes that are sad? **Answers will vary, eg pale, washed out, grey, brown.**

What colours does the illustrator use to show scenes that are dangerous? **Answers will vary, eg dark, thundery, black.**

Ask the student to choose one book to read.

Ask the student to tell you the story using the pictures.

**Say**

What happens in the beginning of the tale? **Answers will vary.**

What are the main events in the middle of the tale? **Answers will vary.**

How does the story end? **Answers will vary.**

Take turns to read the pages in the book.



Is the beginning we read the same as the one shown in the illustrations? **Answers will vary.**

Why? **Answers will vary.**

Is the middle we read the same as the one shown in the illustrations? **Answers will vary.**

Why? **Answers will vary.**

**Say** What is the problem? **Answers will vary.**

How does the problem get solved? **Answers will vary.**

How does the story end? **Answers will vary.**

Is that the same as what the illustrations showed? **Answers will vary.**

What do you think about the ending? **Answers will vary.**



Store the books.

## Let's write

### Tale essentials

#### Materials:

- activity sheet – *Tale essentials*
- activity sheet – *Tale essentials – poster*
- fairy tale book.

Ask the student to look at the *Tale essentials – poster*.

**Say** What is the title of the poster? *Tale essentials – poster*.

What is another word for tale? **story**



What do you know about tales or stories? **Answers will vary. Possible responses include:**

- **tells a story**
- **made up, fiction, fantasy**
- **uses imagination**
- **has a beginning, middle and end**
- **has a problem that is solved.**

What does essential mean? **Answers will vary.**

Essential means necessary or important. What essentials do we need to survive? **food, water, shelter**

This poster tells us the essentials or important parts that make up a tale.

Read what the pencil's speech bubble. **A tale tells an imaginative story. It is a narrative.**

There are three parts to a tale, beginning, middle and end. On this poster, they have different names. Point to the first horizontal pencil. What does it say? **orientation**

**Say**

This is the beginning. Read the dot points.

These three pieces of information orientate or position the reader so he or she can understand the who, when and where of the tale. This can also be called the setting.

Point to the second horizontal pencil. What does it say? **complication**

This is the middle of the tale or narrative. Read the dot points.

This information makes up the main part or body of the story. The reader learns the plot or storyline. The reader also finds out about the characters, their personalities and how they behave.

Point to the third horizontal pencil. What does it say? **resolution**

This is the end of the tale or narrative. Read the dot points.

These dot points tell you about the two parts to the end of a story. The problem has to be solved and then the characters do something to close the story.

What solutions has the pencil at the bottom of the page thought of? **Answers will vary, eg happily ever after, cow and cat are friends, the king gets his money back.**

You can sort our fairy tale into these sections using the other activity sheet.

Place the *Tale essentials* activity sheet and the fairy tale book on the table.

Ask the student to read the headings on the sheet.



**Say**

You can complete the activity sheet using the fairy tale. You will need to use the illustrations and read some of the tale to find the information.

The student works independently to complete the activity sheet using words, lists, phrases or sentences. Give help with reading of required.

Read through the completed sheet with the student. The student shows you where he/she found the information in the book.

Tick or draw a star next to each piece of correct information.



Store or scan and save the activity sheet.

Store the poster and book.

## Tutor

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 1 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 2

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>• Homophones in sentences</li></ul>	
<ul style="list-style-type: none"><li>• Mystery word</li></ul>	
<ul style="list-style-type: none"><li>• A poem</li></ul>	
<ul style="list-style-type: none"><li>• Climb the tower</li></ul>	
<ul style="list-style-type: none"><li>• Build a tower</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Lesson notes – Day 2</li></ul>	
<ul style="list-style-type: none"><li>• Tale words – spelling word cards from Day 1</li></ul>	
<b>Reading text</b>	
<ul style="list-style-type: none"><li>• (optional) fairy tale – Rapunzel</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>• game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>• 6 large tokens (eg bean bags, toys, plastic plates)</li></ul>	
<ul style="list-style-type: none"><li>• sheet of A4 paper</li></ul>	
<ul style="list-style-type: none"><li>• scissors</li></ul>	
<ul style="list-style-type: none"><li>• highlighter pen</li></ul>	
<ul style="list-style-type: none"><li>• video camera</li></ul>	
<ul style="list-style-type: none"><li>• newspapers or similar, eg magazines with staples removed</li></ul>	
<ul style="list-style-type: none"><li>• adhesive tape</li></ul>	
<ul style="list-style-type: none"><li>• string or wool</li></ul>	



• tape measure	
• camera	
• computer (with access to internet and the ABC Reading Eggs website)	

## Let's move!

### Cross the grid

#### Materials:

- game grid drawn on the ground (from Day 1)
- 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player
- another player.

Ask the student to place the tokens in a straight line, about one metre apart.

Ask the student to walk in an 's' pattern between the tokens, from one end to the other and back.

Repeat with the student walking backwards.

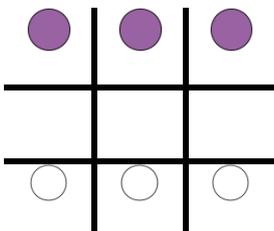
Repeat with the student jogging.

Repeat with the student skipping.

Repeat with the student running, picking up the tokens as he/she passes them.

Aim of the game: to move all three tokens to the opposite side of the grid to make a row of three tokens.

Each player places three tokens into three squares, to make a row on opposite sides of the grid, as shown.



Player 1 moves one token forward (vertically or diagonally) one square towards the other side of the grid.

Player 2 moves one token forward (vertically or diagonally) one square towards the other side of the grid.



Players take turns to move their tokens, one at a time, into a new square on the grid.

Tokens can be moved horizontally, vertically or diagonally.

Only one token is allowed in each square.

If a token cannot be moved because it is blocked in, the player misses a turn. Players cannot ‘jump’ other tokens.

The first player to move all three tokens across to the opposite side of the grid to make a row of three tokens, is the winner.

Return to the work area.

## Phonics fun

### Homophones in sentences

#### Materials:

- activity sheet – *Homophones in sentences*.

Place the activity sheet on the table.

**Say**

Yesterday you made homophone pairs. Today you need to circle the homophone that fits into the sentence.

Ask the student to read the sentences. The student can ask the meaning of unknown words.

Ask the student to complete the activity independently.

A koala and a panda both have soft fir/ <b>fur</b> .
Please <b>peel</b> /peal my orange.
We made a giant sandcastle on the beech/ <b>beach</b> .
I can <b>see</b> /sea the fish swimming in the see/ <b>sea</b> .
Did <b>you</b> /ewe see the you/ <b>ewe</b> and the lambs on the farm?
I court/ <b>caught</b> the ball on the basketball <b>court</b> /caught.
I <b>heard</b> /herd you ate my <b>piece</b> /peace of cake.
The <b>knights</b> /nights had a battle near the fought/ <b>fort</b> .
A pear/ <b>pair</b> /pare of ducks floated in the <b>creek</b> /creak.



Mark then store or scan and save the activity sheet.



## Let's spell

### How many letters?

#### Materials:

- *Tale words* – word cards from Day 1
- sheet of A4 paper
- scissors.

Ask the student to place the word cards in a row across the table.

Ask the student to read each word.

Ask the student to sort the words based on the number of letters in each word.

Ask the student to fold the sheet of paper into eight rectangles.

Ask the student to cut out the rectangles and place one with each group of words.

Ask the student to print the number of letters onto the rectangle, to label the groups.

4 = hero, tale

6 = prince, wicked, castle

7 = villain, heroine, kingdom

8 = princess

9 = character



The grouped words will be used in the next activity.

### Mystery word

#### Materials:

- *Tale words* – word cards from Day 1
- activity sheet – *Mystery word*.

Place the activity sheet on the table.

**Say**

What is the title of the activity sheet? **Mystery word**



Read the sentence beginning beside the puzzle. **Tales are also**

The mystery word will finish the sentence. What do you think it could be? **Answers will vary.**

The mystery word is made from one letter of each spelling word. When you have printed the spelling words into the grid, you will see the mystery word in the shaded boxes.

Each box has one letter printed into it. I'll give you a tip. Count the number of boxes in one row and match it to a word with the same number of letters.

Does any word group have only one word in it? **yes, 8 and 9 letters**

Those words are the easiest to place. Work out where they go and print them into the correct rows.

Turn those word cards over because you have used them.

Which words might fit into the fourth row? **hero or tale**

Here's a clue. Don't tell me the answer; just print it into the row. The word means a brave person.

Turn over the word card.

I'll give you some more clues. Don't tell me the answers, just print the words into the rows. The clue for the ninth row is another word for nasty.

Print the word and turn over the card.

The first row is a girl hero.

Print the word and turn over the card.

**Say**

The third row is the opposite of princess.

Print the word and turn over the card.

The seventh row is a place where kings rule.

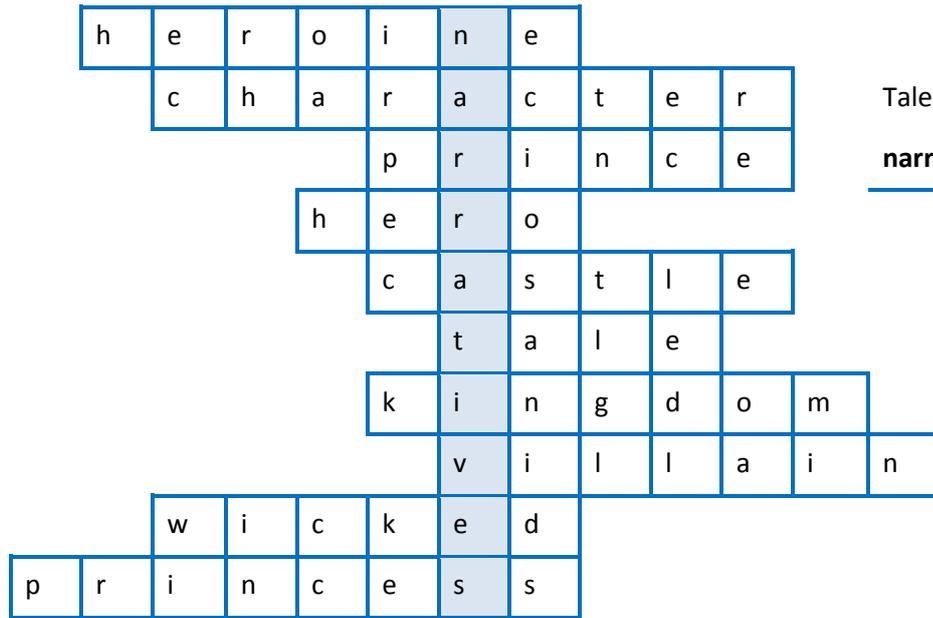
Print the word and turn over the card.

You can finish the puzzle now.

Print the letters in order, on the line after the sentence.

What is the word? **narratives**

What has the puzzle told us? **Tales are also narratives.**



Tales are also **narratives.**

**Say**

Narratives are tales that are told through the years. Parents tell or narrate tales to their children, and those children tell or narrate the tales to their children, and so they are shared over the years. This happened with fairy tales, fables, folktales and dreamtime stories from long ago.

**Say**

If tales are narratives then stories can also be? **narratives**  
You write a narrative every time you write a story. Narratives can be fiction or factual. A recount is a narrative that is factual because you are telling someone the true version of what happened.



Display or store the *Mystery words* activity sheet.

Store the word cards.

## Let's read

### A poem

#### Materials:

- activity sheet – *A poem*
- highlighter pen
- coloured pencils
- video camera.





Place the materials on the table.

**Say**

Tell me some of the things you can remember from the fairy tales we looked at on Day 1.

**Answers will vary. Possible responses include:**

- **magic**
- **witches**
- **prince/princess**
- **wicked stepmother**
- **talking animals**
- **happy ending.**

Look at the activity sheet. What illustrations do you see? **knight/prince, princess, castle, trees, dragon, witch, wands**

Read through the poem and highlight the words that match the illustrations. **prince, princess, castle, forest, dragons, witches**

The student may need guidance to interpret the trees as a forest.

Ask the student to read the poem silently. The student can ask for help with unknown words.

**Say**

What is the poem telling us? **Answers will vary, eg about the characters in tales and what they do, how the tales end with happily ever after.**

What is the key point in the poem? **tales end with happily ever after**

Is the poem telling us about one tale or lots of tales? **lots**

The poem has summarised many of the common or usual features of tales.

Use a red colour pencil to loop all the types of characters. **princes, princesses, villains, kings, queens, witches, dragons.**

Use a blue colour pencil to loop any words that describe a setting. **castles, towers, forest**

Use a purple pencil to underline the words that tell us what princesses do. **locked in castles and towers, are free**

Use a brown pencil to underline the words that tell us what princes do. **fight to save them for many long hours**

Use a black pencil to underline the words that tell us what villains do. **creeping through forests looking for ways to upset kings and queens**



This poem doesn't have a name. Think of one and print it into the title box.

Read the poem aloud.

Ask the student to practise reading the poem aloud several times. Give assistance with fluency, rhythm, expression and punctuation pauses.



Video the student reading the poem. The student should introduce him/herself and say the name of the poem before beginning the reading.

Ask the student to draw a villain hiding behind the trees.

Ask the student to choose suitable colours and colour the illustrations.



Save the recording into the Set folder.

Store or scan and save the activity sheet.

## Let's write

### Climb the tower

#### Materials:

- activity sheet – *Climb the tower*
- (optional) fairy tale - Rapunzel.

If you have the fairy tale Rapunzel, read the story with the student.

In the Rapunzel story, Rapunzel was locked in the top of a tall tower. When the witch or the Prince wanted to get into or out of the tower, they would climb up Rapunzel's long plait of hair.

**Say**

There is a puzzle though. How did the witch get Rapunzel into the tower when she first captured her? **Answers will vary.**

How could the prince have climbed into the tower without Rapunzel's hair? **Answers will vary.**

How could Rapunzel have escaped the tower? **Answers will vary.**

Encourage the student to brainstorm many ideas for answers to the three questions.

Ask the student to think of practical and creative ideas that use his/her imagination.

Place the activity sheet on the table.



Ask the student to read each question.

Ask the student to list two or three bullet point answers for each question.

Ask the student to read the instruction and complete the picture.



Store or scan and save the activity sheet.

## Build a tower

### Materials:

- activity sheet – *Build a tower*
- newspapers (or similar, eg old magazines with staples removed).
- adhesive tape
- string or wool
- tape measure
- camera.

Place the materials on the table or floor.

**Say**

Today you will try to build your own tower task and these are the materials you can use. Tell me what you see. **newspaper pages, tape and string**

Let's read the activity page to find out more.

Ask the student to read the Task and Constraints sections.

**Say**

What are constraints? **Answers will vary.**

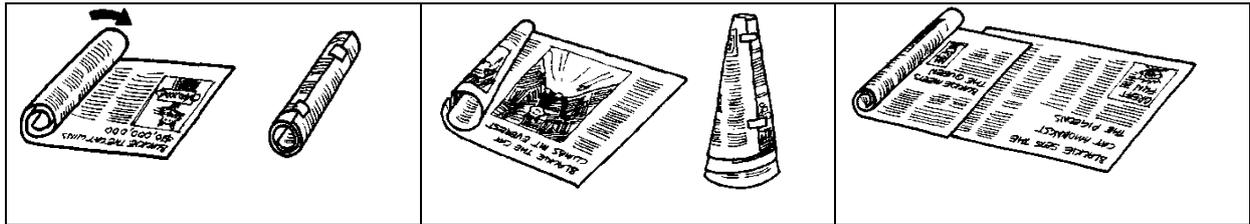
Constraints are rules or limitations. What are the rules for your tower? **freestanding, made from newspaper, string and tape, at least 2 metres tall**

What does freestanding mean? Read the speech bubble to find out. **Free standing means the tower must stand alone.**

The tower cannot lean against a wall or anything else. It must stand on its own.

Time to start experimenting. How can you roll, fold and join the newspaper to make the parts of your tower? Use the materials to try some ideas.

Encourage your child to investigate different ways of rolling, folding and joining the paper, eg



Ask the student to read the next heading on the activity page and draw his/her ideas into the space.

**Say**

The tower must be freestanding. How can you do this? **Answers will vary.**

The base of your tower needs to be strong and well balanced so your tower does not fall over. What will the base of the tower look like? **Answers will vary.**

In the next section on the activity sheet, draw some ideas to show how you think your tower will look.

Ask the student to make the tower.

The student should work independently. Please hold materials to assist if required.

Encourage the student to talk about what he/she is doing as he/she works.

If a problem occurs, encourage the student to solve it by asking questions, including: why do you think...? How do you think you can fix that?



Take three or four photographs of the student building the tower.



Take a photograph of the completed tower.

**Say**

Read the next section of the activity sheet and complete the task.

What was the hardest or most challenging part of building the tower? **Answers will vary.**

Read the final part of the sheet and print your responses.



Store or scan and save the activity sheet.

Save the photographs into the Set folder. Please label with day and number to show their sequence in the tower build.

## Reading Eggs

### Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading eggs website. (Help if required.)



Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete fifteen minutes of reading related activities.

### Tutor

#### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 2 stored or saved.



Store the checklist and complete it at the end of each lesson.



### Day 3

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>To the top</li></ul>	
<ul style="list-style-type: none"><li>Naughty or nice?</li></ul>	
<ul style="list-style-type: none"><li>Make a story</li></ul>	
<ul style="list-style-type: none"><li>Straw tower</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 2</li></ul>	
<ul style="list-style-type: none"><li>My phonics book (made up as described in the <i>Tutor Guide</i>)</li></ul>	
<ul style="list-style-type: none"><li>Tale words – spelling word cards from Day 1</li></ul>	
<ul style="list-style-type: none"><li>dotted thirds lined paper</li></ul>	
<b>Reading texts</b>	
<ul style="list-style-type: none"><li>selection of fairy tale books or stories</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>6 large tokens (eg bean bags, toys, plastic plates)</li></ul>	
<ul style="list-style-type: none"><li>tokens, eg buttons, counters, small blocks</li></ul>	
<ul style="list-style-type: none"><li>numbered die</li></ul>	
<ul style="list-style-type: none"><li>2 x sheets of blank paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>glue</li></ul>	
<ul style="list-style-type: none"><li>video camera</li></ul>	



• 25 plastic straws	
• play dough, poster putty or similar	
• tape measure	
• camera	
• computer (with access to internet and the ABC Reading Eggs website)	

## Let's move!

### Race to the other side

#### Materials:

- game grid drawn on the ground (from Day 1)
- 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player
- another player.

Ask the student to choose a token.

Ask the student to do the following tasks while balancing the token on his/her head:

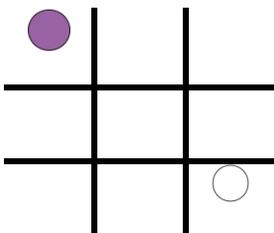
Walk, stride, walk backwards, waddle, crawl.

Aim of the game: to move as many tokens as possible to the opposite side of the grid.

The players stand on opposite sides of the grid.

Players can place up to three tokens the row closest to him/her on the grid.

Tokens not placed in the row now can be added to the row during the game.



Players can 'jump' other tokens. 'Jumped' tokens are removed from the board.

Player 1 moves one token forward (vertically or diagonally) one square towards the other side of the grid.

Player 2 moves one token forward (vertically or diagonally) one square towards the other side of the grid.



Players take turns to move their tokens, one at a time, into a new square on the grid.

Tokens can be moved horizontally, vertically or diagonally.

Only one token is allowed in each square.

Players can add any of the three unused tokens to the 'beginning' row during the game.

The winner is the player with the most tokens in the row on the opposite of the grid when the game finishes.

Return to the work area.

## Phonics fun

### To the top

#### Materials:

- activity sheet – *To the top*
- tokens, eg buttons, counters, small blocks
- numbered die.

**Say**

Let's say some rhyming words. Tell me a word that rhymes with cake. **Answers will vary, eg lake**

Continue with the following words, with the student providing a rhyming word;

lace, made, stage, same, cane, gape, late, rave, faze. **Answers will vary.**

**Say**

All the words I said had the same sound. What was it? **'ay'**

Which 'ay' sound was it? 'ay' in tray, 'ai' in train or 'a-e' in cake? **Answers will vary.**

It was 'a-e' in cake. Think about our set title *Telling tales*. It also has the 'a-e' in cake digraph. Tell me some words that rhyme with tale. **Answers will vary, eg pale, fail, trail, stale, mail.**

Some of the words you said use the 'a-e' in cake digraph and some do not. We want to find lots of words that use 'a-e' in cake.

Place the activity sheet on the table.

**Say**

This is a game board. What can you tell me about it? **Answers will vary. Possible responses include:**

- **the word 'tale' printed twice and one it upside down**
- **it has two walls/hills made from rectangles/bricks.**

This is a game board for two players. The players sit opposite each other, so they both have



the word 'tale' facing them the right way up.

Arrange the game board so the student and you are sitting on opposite sides.

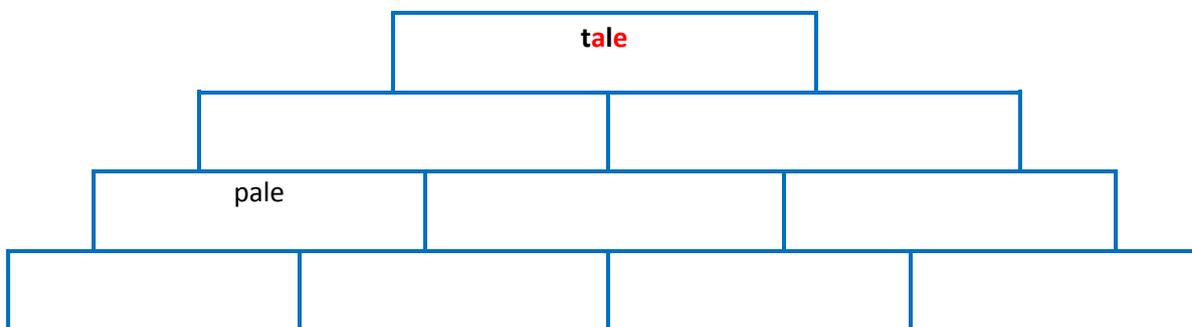
**Say**

We both have a wall to fill with words. This is my wall (point to the wall on your side of the sheet) and this is your wall (point to the student's wall).

To begin the game, we print 'a-e' cake words into the bricks. Let's begin by finding some words that rhyme with tale. Tell me a word that rhymes with tale. **Answers will vary, eg pale.**

What does that mean? **faint, not bright**

If the word rhymes with tale and is spelled with 'ale' at the end, ask the student to use a coloured pencil to print it into one of his/her bricks on his/her wall, eg



If the word is not spelled with 'ale' on the end, nothing is printed into a brick. Tell the student the sound used in the given word, eg nail uses 'ai' train.

If the meaning is incorrect, tell the student the correct meaning, eg the student may say mail means letters and parcels. You can say 'That is spelled using 'ai' train. Male with 'ale' means a man or boy'. The student can then print the word into a brick on his/her wall.

**Say**

Now it's my turn. My word is stale. It is spelled with 'ale' and means not fresh. I can print it into one of my bricks. (Print the word into one of the brick on your wall.)

Now we both have a word printed in our own wall. Your word is X and my word is 'stale'.

Continue to find three more 'ale' words to add to each wall. Answers will vary, eg male, whale, dale, vale, bale, gale, hale, kale, sale, female, scale.

Each player says the meaning of the word before it is printed into his/her wall.

**Say**

Now we can use other cake 'a-e' words to fill our walls. What is your word? **Answers will vary, eg cake, late, gate, made.**

If the word is not spelled with 'a-e', nothing is printed into a brick. Tell the student the sound used in the given word, eg play uses 'ay' tray.

If the meaning is incorrect, tell the student the correct meaning, eg the student may say pain means something hurts. You can say 'That is spelled using 'ai' train. Pane



with 'ane' is a piece of glass in a window. The student can then print the word into a brick in his/her wall.

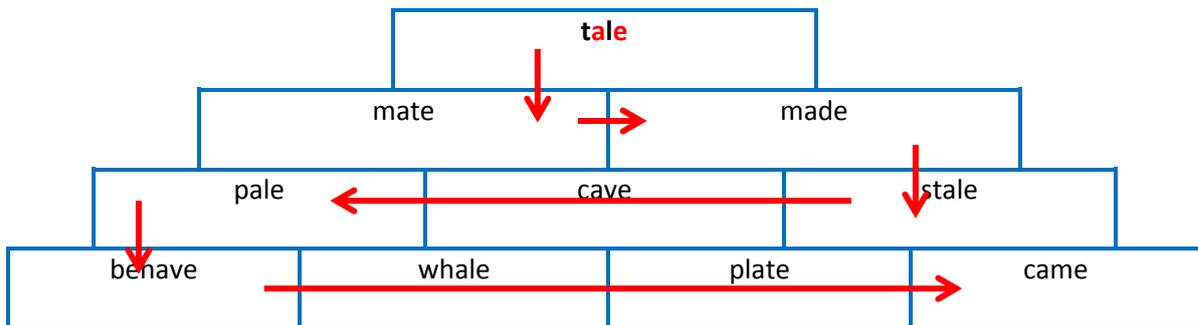
Continue to find a-e words until both walls are filled. Each player's wall will contain different words.

To play the game:

Option 1:

Players place a token on their 'tale' brick.

Players throw the die and count along and down the bricks in the wall, saying each word as they count.



The player who reads all the words correctly and reaches the last brick first, is the winner.

Option 2:

Play in the same way as option 1, starting on one of the end bricks in the bottom line.

Option 3:

Aim: to read each word in the wall and cover it with a counter.

Players place a token in any brick.

Players take turns to move their token in any direction, into an adjoining box.

Players read the word in the box and then cover it with a button, block or counter.

Players continue to move around the wall until all bricks are covered.

Players cannot move into a brick that has a counter covering the word.

Players can jump over one covered brick to get to another brick.

If a player is blocked in and cannot move to an adjoining brick, or jump one brick to get to a new brick, the game is finished.

Option 4:

Play as for Option 3 with this change:

All words are covered with buttons. As the players move around the board, they remove the buttons.



Option 5:

Play the game as for Option 3 with this change:

Players can jump over the covered brick but they must remove the counter from that brick. They must go back to that brick at another time to read and cover the word.



Store the game parts. Play at other times. For variety, the players can spell the words or put them into a sentence.

## Let's spell

### Letters, sounds and syllables

#### Materials:

- *Tale words* – word cards from Day 1
- coloured pencils
- dotted thirds lined paper.

Ask the student to place the word cards in a row across the table.

Ask the student to read each word and make an action, noise or facial expression to show its meaning, eg 'hero' – pretend to have a sword fight.

Place the lined paper on the table.

Ask the student to rule a margin down the left side of the page.

Ask the student to print the date into the margin, on the top line.

Ask the student to fold the right edge of the paper across to the margin line and press to make a fold. This will make two equal columns.

Ask the student to print his/her name and 'Day 3 Letters, sounds and syllables' across the top lines of the two columns.

Ask the student to rule a line below the headings as shown in this example.

17/11/17	Sam Ellis	
	Day 3 Letters, sounds and syllables	
Letters	Sounds	Syllables



--	--	--

Ask the student to print the headings Letters, sounds and syllables as shown in the example above.

Ask the student to rule a line below the headings as shown in the example.

The student works independently on each task. Do not help or ask questions that will influence the student as he/she works through each task.

Ask the student to organise the word cards into a column, based on the number of letters in each word. **Answers will vary when more than one word has the same number of letters, eg tale, hero, prince, wicked, castle, villain, heroine, kingdom, princess, character.**

Ask the student to look at the first word card in the column. (tale or hero)

Ask the student to copy the word into the ‘Sounds’ column.

Ask the student to repeat for the remaining words.

Ask the student to use a coloured pencil to print the number of letters into the ‘Letters’ margin, next to the matching word, as shown below.

17/11/17	Sam Ellis	
	Day 3 Sounds and syllables	
Letters	Sounds	Syllables
4	tale	
4	hero	
6	castle	

Ask the student to collect the word cards and place them to one side.

Ask the student to look at the first word in the Sounds column and then cover it.

Ask the student to attempt to print the word into the Syllables column. The student can check the word if he/she is unsure of the letters, eg student prints ‘cas’ then checks the word and prints ‘tle’.

Ask the student to repeat for all words in the list.

Ask the student to check the words and make any corrections to the spelling if required.

Ask the student to use the ‘Sounds’ list and coloured pencils for the next task.

Ask the student to say each word and print the number of sounds he/she hears after the word, eg hero 2.



Ask the student to draw coloured lines between the letters to show each sound, eg he/ro.

**Say** You can break the words into syllables too. What must each syllable have? **a vowel sound**

Ask the student to use the 'Syllables' list and coloured pencils for the next task.

Ask the student to read each word and print the number of syllables he/she sees at the end of the word, eg hero 2.

Ask the student to draw coloured lines between the letters to show each syllable, eg he/ro.

**Say** Look across the rows in the lists. Are there any words that have the same number of letters, sounds and syllables? **no**  
Look across the Sounds and Syllables rows. Are there any words that have a different number of sounds and syllables? **no**  
Are there any words that are divided differently for sounds and syllables? **Answers will vary, eg ca/stle and cas/tle, he/ro/ine and her/o/ine.**

Order of words may vary slightly:

Letters	Sounds	Syllables
4	he/ro 2	he/ro 2
4	tale 1	tale 1
6	wick/ed 2	wick/ed 2
6	ca/stle 2	cas/tle 2
6	prince 1	prince 1
7	king/dom 2	king/dom 2
7	vill/ain 2	vill/ain 2
7	her/o/ine 3 or he/ro/ine 3	her/o/ine 3
8	prin/cess 2	prin/cess 2
9	char/ac/ter 3	char/ac/ter 3



Mark then store or scan and save the student work.

Store the word cards.



## Let's read

### Naughty or nice?

#### Materials:

- 2 fairy tale books or stories
- activity sheet – *Naughty or nice?*

Find a comfortable place to sit with the student.

Share read (take turns to read one page of the story) two of the stories with the student. Model and encourage sound reading strategies including fluent reading, different voices for the characters and expression to add interest.

**Say** What is the difference between characters and main characters in a story? **Answers will vary, eg the characters are all the people, animals and creatures in the story and the main characters are those that the story is all about.**

Let's think back to the first story we read. Who were the characters? **Answers will vary.**

Tell me the main characters. **Answers will vary.**

Was there a hero or heroine? **Answers will vary.**

Was there a villain? **Answers will vary.**

Tell me some words to describe the hero or good character/s. **Answers will vary.**

Tell me some words to describe the villain or bad character/s. **Answers will vary.**

Repeat the discussion questions using the second story.

Ask the student to look at the activity sheet and read the title.

**Say** There is space for you to describe the personalities of three fairy tale characters. You can choose them from the stories we read or from other stories you know. Choose some good characters and some bad. Tell me one character you will use. **Answers will vary, eg Red Riding Hood, the wolf**

Print the name after the heading 'Character'.

Is X a good or bad character? **Answers will vary.**

Choose two more characters and print the names into the other two 'Character' heading lines. **Answers will vary.**

Think about the personality of your first character. You will shade some bubbles to show the



words that describe him/her.

Let's read the words in the lists.

Ask the student to read each word in the two lists. Discuss any unknown words.

Ask the student to shade the bubbles that match the character's personality.

Ask the student to print another adjective into the 'My adjective' space.

Ask the student to draw the character into the space on the left of the box.

Encourage the student to complete the information and drawings for the remaining two characters.



Store or scan and save the activity sheet.

## Make a story

### Materials:

- activity sheet – *Make a story*
- 2 x sheets of blank paper
- scissors
- glue
- video camera.

Place the materials on the table.

Ask the student to read the text in each box.

**Say**

What do you think these bits of text tell us? **Answers will vary.**

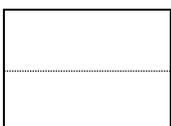
Cut them out along the dashed lines and we'll see what we can do with them.

Ask the student place the strips face up on the table.

Ask the student to sort the text into groups that match parts of a narrative. **Answers will vary, eg characters, setting, problem/s, events, resolution/ending.**

**Ask the student to explain his/her groups.**

Ask the student to fold one sheet of paper (portrait style) into four lines.






**Say**

In the second line, print the word 'Setting'.

Place any of the setting words into this space. **fields, cave, castle**

Glue the strips into place.

In the third line, print the word 'Characters'.

Place any of the character names into this space. **Dragon, King Hector, Princess Eloise, Princess Marina, Prince George**

Glue the strips into place.

What do you have left? **Answers will vary, eg things that happened in the story, events.**

Sort the events so they tell a story. **Answers will vary.**

Tell me your story. Use the events to help you.

The student reads the text and adds his/her own words to tell the story.

The student can change the events as the story is told, if he/she wishes. **Answers will vary as some events can be placed in various positions, eg dragon is lonely, dragon and Prince meet. All sequences are acceptable as long as they storyline makes sense.**

Ask the student to glue the strips in order onto the second sheet of A4 paper.



Ask the student to read and tell the story as you make a video recording.

What is the problem in the story? **Answers will vary.**

What did the dragon do? **stole the princesses**

Why did he do that? **he was lonely**

All the events in the story happened because the dragon was lonely so what was the problem? **The dragon was lonely.**

Print your answer into the last space, below the character names.

Find the events strip that tells us how the problem is solved.

What was done so the dragon was not lonely anymore? **He moved closer to the castle.**

Print 'Resolution' near the strip.



This story needs a title. Think of one and print it into the top space, above the Settings' space.  
**Answers will vary.**



Store or scan and save the two sheets.

## Let's write

### Straw tower

#### Materials:

- activity sheet – *Straw tower*
- 25 plastic straws
- play dough, poster putty or similar
- tape measure
- camera.

Place the materials on the table or floor.

**Say**

Today you have another 'build your own tower' task and these are the materials you can use.  
Tell me what you see. **straws and play dough**  
Let's read the activity page to find out more.

Ask the student to read the Task and Constraints sections.

**Say**

What are constraints? **Rules, limits, restrictions**  
What are the constraints for your tower? **freestanding, made from straws and play dough, as tall as possible**  
What does freestanding mean? **the tower must stand alone, cannot lean against anything**  
Time to start experimenting. Try joining some of the straws together using the play dough to see how much you need and how to make it work.

Ask the student to experiment.

**Say**

The tower must be freestanding. How can you do this? **Answers will vary.**  
What will the base of the tower look like? **Answers will vary.**  
In the next section on the activity sheet, draw some ideas to show how you think your tower



will look.

Ask the student to make the tower.

The student should work independently. Please hold materials to assist if required.

Encourage the student to talk about what he/she is doing as he/she works.

If a problem occurs, encourage the student to solve it by asking questions, including: why do you think...? How do you think you can fix that?



Take three or four photographs of the student building the tower.



Take a photograph of the completed tower.

The student works independently to read the next question and find the height of the tower. The tower can be measured in any way the student decides, eg using the tape, straws, against his/her body. If asked, hold one end of the tape for the student.

Ask the student to record an answer, eg 95 cm. up to my hip, three and a half straws.

Ask the student to read and complete the remaining tasks.



Store or scan and save the activity sheet.

Save the photographs into the Set folder. Please label with day and number to show their sequence in the tower build.

## Reading Eggs

### Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading eggs website. (Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete fifteen minutes of reading related activities.

## Tutor

### Set return checklist



Please complete the *Set return checklist* provided to ensure you have all the required items for Day 3 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 4

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>• Make a word</li></ul>	
<ul style="list-style-type: none"><li>• A modern fairy tale</li></ul>	
<ul style="list-style-type: none"><li>• Who says?</li></ul>	
<ul style="list-style-type: none"><li>• Who said what?</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Lesson notes – Day 4</li></ul>	
<ul style="list-style-type: none"><li>• Tale words – word cards from Day 1</li></ul>	
<ul style="list-style-type: none"><li>• dotted thirds lined paper</li></ul>	
<b>Reading texts</b>	
<ul style="list-style-type: none"><li>• a modern or fractured fairy tale, eg The Tough Princess, Prince Cinders, The True Story of the Three Little Pigs, Paper Bag Princess.</li></ul>	
<ul style="list-style-type: none"><li>• a traditional fairy tale</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>• game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>• large tokens (eg bean bags, toys, plastic plates)</li></ul>	
<ul style="list-style-type: none"><li>• numbered die</li></ul>	
<ul style="list-style-type: none"><li>• small blocks or counters</li></ul>	
<ul style="list-style-type: none"><li>• scissors</li></ul>	
<ul style="list-style-type: none"><li>• glue</li></ul>	
<ul style="list-style-type: none"><li>• highlighter pen</li></ul>	



## Let's move!

### Round the grid

#### Materials:

- game grid drawn on the ground (from Day 1)
- large tokens (eg bean bags, toys, plastic plates) – 1 for each player
- numbered die
- another player.

Ask the student to run on the spot.

Ask the student to run quickly on the spot.

Ask the student to run slowly on the spot.

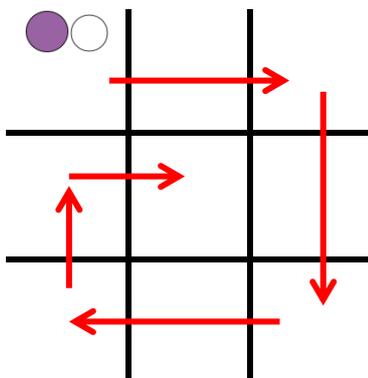
Ask the student to keep running slowly on the spot, and when you say 'go', to run off at that slow speed, until you say 'stop'.

Ask the student to keep running quickly on the spot, and when you say 'go', to run off at that quick speed, until you say 'stop'.

Aim of the game: to move the token from the edge of the grid, around the grid and into the centre.

Players take turns to throw the die and move their tokens around the grid.

Tokens are moved in the direction shown on the diagram below.



The winner's token is the one that reaches the centre first.

Play the game several times.

Return to the work area.



## Phonics fun

### Tall towers

#### Materials:

- blocks or counters.

#### Say

This activity is about the /ow/ sounds. What /ow/ sounds do you know? **ow cow and ou house**

We are going to use these digraphs to play some tower games.

Game 1:

How tall till it falls?

Aim: build a tall tower together. Keep playing until it falls.

Each player says an /ow/ word and adds a block or counter to the tower.

When the tower falls, count the blocks/counters.

Play again to see if you can make a higher tower. Try to use different words.

Game 2:

Who can make the tallest tower?

Aim: to make the tallest tower.

Player 1 (tutor) says the words listed below.

Player 2 (student) says 'ou house' or 'ow cow' to show which digraph is used in the word.

If player 2 is correct he/she adds a block/counter to his/her tower. If not correct, player 1 adds a block/counter to his/her tower.

Play the game using these words:

tower, cow, house, mouse, cloud, owl, round, how, now, pouch, down, bounce, ground, brown, frown, town, couch, count, growl, mouth.

The player with the highest tower wins.

Play using other /ow/ words.



Store the blocks/counters.





## Let's spell

### Make a word

#### Materials:

- *Tale words* – word cards from Day 1
- activity sheet – *Make a word*
- dotted thirds lined paper
- scissors
- glue.

Ask the student to print the date, his/her name and the title 'Day 4 Word puzzle' across the top of the lined paper.

Ask the student to cut along the solid lines of the letter cards to make strips of the same letter, eg

a	a	a	a	a
---	---	---	---	---

Ask the student to lay the strips out at the top of the table.

Ask the student to read through the spelling word cards.

Ask the student to say a sentence that contains each word, eg A prince wears a crown.

Place the stack of word cards to one side, face down.

The student works independently to complete the tasks. Do not help.

#### Say

Think about the word 'wicked'.

You will use the letters to make the word 'wicked'. Think about the letters you need.

Cut them off each strip and place them onto the lined paper.

Put the letters in order.

Glue them onto one line on the lined paper.

Find the word card for 'wicked' and place it at the top of the table.

Place the stack of other word cards to one side, face down.

What is a spelling word you remember? **Answers will vary.**

Think about the letters you need to spell the word.

Cut them off each strip and place them onto the lined paper.



Put the letters in order.

Glue them onto one line on the lined paper.

Find the matching word card and place it at the top of the table, on top of the 'wicked' card.

Place the stack of other word cards to one side, face down.

What is another spelling word you remember? **Answers will vary.**

Think about the letters you need to spell the word.

Cut them off each strip and place them onto the lined paper.

**Say**

Put the letters in order.

Glue them onto one line on the lined paper.

Find the matching word card and place it at the top of the table, on top of the spelled word cards.

Place the stack of other word cards to one side, face down.

Now you have practised the task, you can spell and make the other words. If you cannot remember the words, I will tell you one.

The student works independently to make the remaining words.

Only give help if the student cannot remember a word from the list.

Do not help with spelling.

**Say**

Use the word cards to check your glued words. Tick all the words that are correct.



Store or scan and save the completed work.

Store the word cards for future use.

## Let's read

### A modern fairy tale

#### Materials:

- activity sheet – A modern fairy tale
- reading text – a traditional fairy tale



- reading text – a modern or fractured fairy tale, eg The Tough Princess, Prince Cinders, The True Story of the Three Little Pigs, Paper Bag Princess.

**Say**

We have read and explored several traditional fairy tales. Today we'll look at a modern fairy tale. Look at the covers of both story books. Read me the story titles and authors. **Answers will vary.**

**Say**

Tell me what is the same about the book covers. **Answers will vary, eg both have title, colourful picture, show a princess.**

Tell me the differences between the covers. **Answers will vary, eg one has a wolf and one has a fairy, characters are wearing old fashioned/modern clothes.**

What do you think will happen in the modern tale? **Answers will vary.**

Do you think the story will have the same happy ending as old fairy tales? **Answers will vary.**

Why? **Answers will vary.**

Place the activity sheet on the table.

Ask the student to read and complete the first two tasks.

**Say**

Look through the modern fairy tale book, paying attention to the illustrations.

Describe the illustrations. **Answers will vary.**

Tell me the story using the illustrations to help you. **Answers will vary.**

Find a comfortable place to sit.

Share read (take turns to read one page of the story) both tales with the student. Model and encourage sound reading strategies including fluent reading, different voices for the characters and expression to add interest.

**Say**

Was your prediction about the modern tale storyline correct? **Answers will vary.**

What do you think makes a modern fairy tale different to the traditional fairy tale? **Answers will vary.**

Ask the student to complete the Similarities and Differences chart, listing similarities and differences between the modern and traditional tales.

Ask the student to read the first instruction, and print the chosen characters' names beside the titles "Modern character" and "Traditional character".

Ask the student to read the second instruction and complete the final task.



**Say**

Some modern fairy tales tell a very different story to any traditional tales. Other modern fairy tales are parodies. A parody is a humorous retelling of an existing story.

Is this modern fairy tale a parody? **Answers will vary.**

If the answer is yes, ask the student to name the story that is being retold. **Answers will vary.**

If no, ask the student if the modern tale reminds them of any other tales, and if so, what are their names? **Answers will vary.**



Store or scan and save the activity sheet.

Reading texts will be used in the next activity.

## Who says?

### Materials:

- activity sheet – *Who says?*
- reading text – a traditional fairy tale
- reading text – a modern or fractured fairy tale
- highlighter pen.

Ask the student to choose the tale he/she wishes to use for this task.

**Say**

When we read the fairy tales, there was dialogue or talking happening to tell the story. We tried to use different voices to show who was talking. Open the tale to a page where people are talking.

Look at the page in the books. How do we know when someone is talking? **Answers will vary, eg there are marks/quotation marks/speech marks/inverted commas around the words.**

Find some words that a character is saying and point to the marks before the first word. What do they look like? **Answers will vary, eg 66, upside down commas or apostrophes.**

Point to the marks after the last word. What do they look like? **Answers will vary, eg 99, commas, apostrophes.**

They are called quotation marks. Let's find out a bit more about them.

Place the activity sheet on the table.

**Say**

(Point to the first speech bubble.) What is this? **speech bubble**



Where have you seen speech bubbles? **Answers will vary, eg comics.**

Why are speech bubbles used? **to show that someone is saying something**

Who is talking through these speech bubbles? **the quotation marks, 66s and 99s**

The quotation marks are using the speech bubbles to show what they are saying. Speech bubbles are one way of showing what characters are saying. Quotation marks are another way.

Ask the student to read the first two speech bubbles.

Look back at the quotation marks in our tale. Are they double or single? **Answers will vary.**

Sometimes book publishers use single quotation marks however when we write, we use double or a pair. This means the quotation marks do not get confused with apostrophes.

Read the next two speech bubbles.

**Say** Point to some talking or speech on the page.

Point to the starting quotation marks.

Read the words the character says. Remember to stop when the quotation marks close.

**Answers will vary.**

The quotation or speech marks enclose the words that would be spoken.

Ask the student read and complete the next task on the activity sheet.

Ask the student to read the next two speech bubbles.

Look at the page in our book. Which characters are talking? **Answers will vary.**

**Say** We'll read the speech on the page together. We won't read any other words. Which character will you read? **Answers will vary.**

I'll read X. Think about how your character will sound and make your voice like that when you read.

Read the speech, using different voices for the characters. Model using expression and encourage the student to use expression too.

Swap characters and read again.

Turn to another page and repeat the reading.

Ask the student to read the last speech bubble and the two sentences in the space below.



Ask the student to use a highlighter pen to highlight the words that represent the speech in each sentence.

Ask the student to loop the quotation marks around the spoken words in the sentences.

“We are quotation marks!” said “  
“We work in pairs!” said ”

Ask the student to read the speech in the next three sentences.

Ask the student who might be saying the words and to print their names on the lines.

“My chair is broken!” said **Baby Bear**.

I’ll huff and I’ll puff! cried **the Wolf**.

Let down your hair. called **the witch/prince**.

Ask the student to loop the quotation marks in the first sentence.

Ask the student to highlight the spoken words in all three sentences.

Ask the student to draw the quotation marks into the last two sentences.

“My chair is broken!” said **Baby Bear**.

“I’ll huff and I’ll puff!” cried **the Wolf**.

“Let down your hair.” called **the witch/prince**.



Store the activity sheet for use on Day 9.

Store the books.

## Let’s write

### Who said what?

#### Materials:

- activity sheet – *Who said what?*
- highlighter pen.

Ask the student to look at the activity sheet.



**Say**

Look at the speech example at the top of the page.

Point to the quotation marks.

Point to the capital letter.

Point to the question mark.

Read the sentence. **Why did you try to blow down the pigs' house?** asked

Who might have asked that question? **Answers will vary.**

Print the name in after the word 'asked' and finish the sentence with a full stop.

What words did X say? **Why did you try to blow down the pigs' house?**

Read the next sentence.

Who was X talking to? **the wolf**

What words did the wolf say? **I thought they would be nice to eat.**

**Say**

Highlight the words each character said.

Look at the two empty speech bubbles. One will show what the wolf said and the other will show what your character said. Point to the wolf's speech bubble.

Print the words he said into the bubble.

The student can rule lines to print on if her/she wishes.

**Say**

Draw a picture of your character's face next to the top speech bubble.

Print the words he/she said inside the bubble.

Look at the speech bubble conversation in the next box.

Who is having the conversation? **Answers will vary, eg Goldilocks and the Blue fairy.**

What is (Goldilocks) saying? **Please help me because I am lost.**

What is the (Blue fairy) saying? **I'll use my magic wand to send you home.**

Who spoke first? **(Goldilocks)**

How do you know? **Answers will vary. Possible responses include:**

- her speech bubble is above the fairy's
- she asked for help and the fairy answered her.

You need to change the speech bubble conversation into a quotation mark conversation. Look



at what the wolf said in quotation marks.

What is the first thing you draw? **quotation marks**

Do you use the 66 or 99? **66**

Draw them in on the line below the picture.

What do you print next? **the words she said**

What did she say? **Please help me because I am lost.**

Print that. Remember to use a capital to begin.

Did (Goldilocks) say anything else? **no**

The sentence isn't quite finished so you draw a comma after the word 'lost'.

How do you show that the speaking is finished? **draw the 99/quotation marks**

You need to draw them after the comma. Put them in.

How will we show who did the speaking? **print their name**

What could you print? **Answers will vary, eg said X, cried X, whispered X**

Print your idea to finish the sentence. Remember to end the sentence with a full stop.

Read your sentence and look at all the different punctuation you have used.

**Say**

Tell me what you used. **capital, comma, full stop, apostrophe, quotation marks**

Highlight the words in the sentence that X said.

Now you can have a go at turning the fairy's speech bubble into a sentence with quotation marks. Follow the pattern you used for X's sentence.

The student should work independently to complete the task.

**Say**

Read your sentence and look at all the different punctuation you have used.

Tell me what you used. **capital, comma, full stop, apostrophe, quotation marks**

Highlight the words in the sentence that the fairy said.

Tick all the punctuation that was used correctly.



Store or scan and save the activity sheet.



## Reading Eggs

### Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading eggs website. (Help if required.)

Use the login details supplied by the student’s teacher to access spelling and reading activities tailored to the student’s reading level.

The student should complete fifteen minutes of reading related activities.

## Tutor

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 4 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 5

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>• What's in the bottle?</li></ul>	
<ul style="list-style-type: none"><li>• Fairy tale passport</li></ul>	
<ul style="list-style-type: none"><li>• Fairy tale puppets</li></ul>	
<ul style="list-style-type: none"><li>• Character conversations</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Lesson notes – Day 5</li></ul>	
<ul style="list-style-type: none"><li>• dotted thirds lined paper</li></ul>	
<ul style="list-style-type: none"><li>• My spelling journal</li></ul>	
<b>Reading texts</b>	
<ul style="list-style-type: none"><li>• Fairy tale – one not read previously</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>• game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>• 1 large token (eg bean bags, toys, plastic plates) for each player</li></ul>	
<ul style="list-style-type: none"><li>• passport (optional)</li></ul>	
<ul style="list-style-type: none"><li>• recycled materials suitable for making two puppets, eg pop sticks, straws, small boxes, paper bags, cotton wool, paper and material scraps, wool, card</li></ul>	
<ul style="list-style-type: none"><li>• art materials, eg scissors, craft glue, felt pens</li></ul>	
<ul style="list-style-type: none"><li>• camera</li></ul>	



## Let's move!

### Hop and jump

#### Materials:

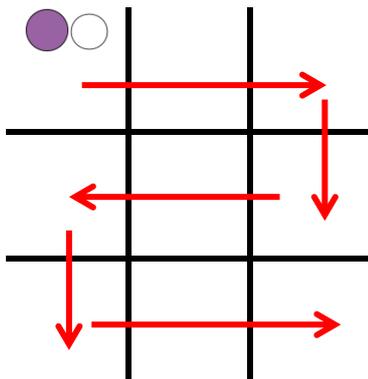
- game grid drawn on the ground (from Day 1)
- 1 large token (eg bean bags, toys, plastic plates) for each player
- other players.

Aim of the game: to toss a token into each grid square and successfully hop around the grid, hopping over the square that contains the token.

Player 1 places his/her token into the first square in the grid.

Player 1 hops over the first square and continues hopping in the direction shown on the grid below, until he/she gets to the end of the grid.

If the player's second foot touches the ground, he/she cannot continue and walks out of the grid.



Player 1 hops out of the grid from the last square and removes his/her token from the square.

Other players take a turn in the same way.

Players who have completed the hop from one end of the grid to the other toss their tokens into the second square.

Players who did not complete the grid hop leave their tokens in the first square and repeat the attempt when it is their turn.

Players hop into the first square, over the second square and around the grid, hopping out of the grid when they get to the last square.

Players continue tossing their tokens into each square and hopping around the grid until the token has been tossed into every square.

Play the game again, jumping instead of hopping.

Return to the work area.



## Phonics fun

### What's in the bottle?

#### Materials:

- activity sheet – *What's in the bottle?*

Place the activity sheet on the table.

**Say** What things might we find in a bottle? **Answers will vary, eg sauce, drink, water, oil, milk, vinegar, medicine, perfume, ship, message, genie.**

Listen to this word and tell me the final sound – bottle. **l**

Do you know the letters that make the sound? **le**

Can you hear the 'e' when I say bottle? **no**

There are many words that have this 'l' sound at the end. Let's see how many we can list.

Take turns to list words. **Answers will vary, eg mumble, crumble, squabble, battle, tinkle, winkle, angle, cradle, middle, dimple.**

Place the activity sheet on the table.

**Say** This is an interesting bottle. Look at its shape. What might be inside this bottle? **Answers will vary, eg perfume, genie, magic dust.**

You can see that this bottle has some words written inside. Read the words silently.

What do they all have that is the same? **le on the end**

Choose one colour pencil and trace all the 'le' endings.

I can see some blends. Choose another colour pencil and trace all the blends you can find.

crackle **twinkle** **stumble** **squiggle** **castle** **sparkle**

**Say** I can see some digraphs. Choose another colour pencil and trace them.

crackle **beetle** **purple** **sparkle** **shuffle** **circle** (c – city and ir in girl)

**Say** I can see some double letters. Choose another colour pencil and trace them.

bottle **cuddle** **squiggle** **bubble** **apple** **shuffle** **puzzle**

**Say** Trace the remaining letters using your printing pencil.



Read the words to me.

Tell me what each word means.

**Say**

On the left side of the bottle, draw something that might have been in the bottle.

On the right side of the bottle, draw something that you would keep in this bottle.



Ask the student to display the activity sheet or glue it into the Phonics book so it can be used to help with spelling.

## Let's spell

### Watch me spell

#### Materials:

- dotted thirds lined paper
- ruler
- colour pencil
- My spelling journal.

Place the lined paper on the table.

Ask the student to use the ruler and colour pencil to rule a margin on the left of the page. The margin is ruler width.

Ask the student to print the date on the top line in the margin.

Ask the student to print his/her name at the top of the page.

Ask the student to add the title 'Set 14 Day 5 Watch me spell.

**Say**

To check your spelling I'll read three sentences for you to print onto your page. I'll read the first sentence and then break it into parts so you can print it.

Remember to use a capital letter at the start of each sentence and a full stop to end it.

Listen to the first sentence. A hero or heroine is a brave character in a tale.

Now I'll break it up and you can print it. A hero or heroine (wait for student to finish writing)

A hero or heroine is a brave character (wait for student to finish writing)



A hero or heroine is a brave character in a tale. (wait for student to finish writing)

Now I'll say the whole sentence again and you can check that you have written all the words.

A hero or heroine is a brave character in a tale.

Check your punctuation too.

This is the second sentence. A prince and his princess lived in a castle in a faraway kingdom.

Now I'll break it into parts so you can print it. Start this sentence on a new line.

A prince and his princess. (wait for student to finish writing)

A prince and his princess lived in a castle. (wait for student to finish writing)

A prince and his princess lived in a castle in a faraway kingdom. (wait for student to finish writing)

Now I'll say the whole sentence again and you can check that you have written all the words.

A prince and his princess lived in a castle in a faraway kingdom.

**Say**

Check your punctuation too.

This is the third sentence. It makes a paragraph with the second sentence. A wicked villain tried to steal their gold.

Now I'll break it into parts so you can print it. Start this sentence after the full stop from the last sentence.

A wicked villain. (wait for student to finish writing).

A wicked villain tried to steal. (wait for student to finish writing).

A wicked villain tried to steal their gold. (wait for student to finish writing).

Now I'll say the whole sentence again and you can check that you have written all the words.

A wicked villain tried to steal their gold.

Check your punctuation too.

Check and tick all the words that are spelled correctly in the sentences, including those not in the spelling list.

Tick capitals to start and full stops to end the sentences.

Any incorrect words are printed correctly into the appropriate page (eg Bb page for birthday) of the student's *My spelling journal*.

Unknown words can be learnt by tracing them, printing them in sand or drawing them the air or on someone's back.



Store or scan and save the *Watch me spell* sheet.



## Let's read

### Fairy tale passport

#### Materials:

- activity sheet – *Fairy tale passport*
- a fairy tale book (one not previously read)
- passport (optional).

Sit in a comfortable place and look at the cover of the book with the student.

Ask the student to read any information from the cover and describe what is happening in the illustration.

Look through the book with the student.

Ask the student to use the pictures to help him/her tell you the different characters.

Ask the student to tell you which characters are good or heroes and which are bad or villains.

Ask the student to tell you the story using the pictures.

Read the story in a Readers' Theatre way. The student creates different voices for the characters and reads what they say. The tutor reads all other text.

Ask the student to identify the:

- settings
- time the story takes place (long ago or once upon a time are acceptable)
- problem
- character that has the problem
- the resolution of the problem.

#### Say

Today you will make a passport for a fairy tale character. What can you tell me about passports? **Answers will vary.**

Passports are important documents that we use when we travel to different countries. They prove who we are and where we live. If you do not have a passport, you cannot travel to other countries.

Can you think of any story characters that have travelled to different countries? **Answers will vary, eg Jack went up the beanstalk to Giantland, the children in Enid Blyton's Magic Faraway Tree books went to different countries at the top of the tree, the children in the Narnia books went to Narnia through the wardrobe.**

If you have a passport, show it to the student now and discuss the features on the cover and inside or tell the student the standard features of a passport, eg country name on the cover, photograph,



name, date of birth, country and city/town of birth, passport number, issue and expiry dates and stamps of countries visited.

**Say** Choose a character from the story we just read and we'll make a passport. **Answers will vary.**

Place the activity sheet on the table.

**Say** You can use this sheet to make the passport.

Ask the student to read the titles on the 'passport'. **Name, Birth date, Birth place, Address, Phone number, Email, Occupation, Hobby, Physical features, Personality, Contact person**

Explain any titles if necessary, eg contact person – a relative or best friend; physical features – something that stands out, eg sharp teeth, pointed ears; personality – kind, wicked (more than one word is encouraged).

**Say** Print your character's name onto the correct line.  
Create a birthdate. Print this on the correct line.  
Where was your character born? Can you think of an interesting and imaginative idea?  
**Answers will vary, eg Fairyland, Giant Hill.**  
Print that onto the Birth place line.  
What is your character's address now? You need a street name and number and a town name. Think about the story and where the character might live. What ideas do you have?  
**Answers will vary, eg 13 Badelf Street, Giantland.**

Ask the student to print the address onto the passport.

Ask the student to use his/her imagination to complete the passport. Remind the student to keep the character in mind as he/she prints the information.

**Answers will vary, eg**

	Name: Wendy Witch	Occupation: Princess catcher
	Birth date: 19 May1621	Physical features: pale skin, spikey red
	Birth place: Magictown	Hair, long fingers, black eyes
Address: 13a Black Cat Lane	Personality: naughty, sneaky, tricky,	
Land of Make Believe	funny	



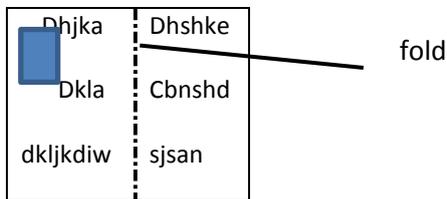
Phone number: 1313131313	Hobbies making trouble for Kings
Email: wwitch@blackcat.com	Contact person: Old Wizard Joe

**Say**

A passport needs a picture of the owner’s face. Draw the character face into the blank rectangle beside the name.

Ask the student to cut along the dashed lines around the outside of the passport.

Ask the student to fold the passport on the thinner dash–dot line, to make a small ‘book’ with the information on the inside.



**Say**

The passport needs a front cover. Australian passports have our crest and the words ‘Australia’ and ‘passport’ on them. Think about what you will put on your character passport and then make the cover.

I wonder where your characters have travelled. What ideas do you have? **Answers will vary, eg Magicland, Disneyland, Africa, Mars.**

On the back of the passport, draw some stamps to show two places your character has visited. You can use made up places or real places.



Store or scan and save the passport.

## Let’s write

### Fairy tale puppets

#### Materials:

- activity sheet – *Fairy tale puppets*
- recycled materials suitable for making two puppets, eg pop sticks, straws, small boxes, paper bags, cotton wool, paper and material scraps, wool, card, socks
- art materials, eg scissors, craft glue, felt pens
- camera.





### Say

You can use these materials to make two fairy tale character puppets. The characters can be any that you would like to see in a fairy tale. What characters might you make? **Answers will vary, eg giant bunny, King mouse, gingerbread man because I want him to have another adventure.**

You can make your puppet in any way you like. Look at your materials and think of some ideas. What ideas do you have? **Answers will vary, eg pop stick puppet, cardboard box finger puppet, paper bag or sock puppet.**

The student can make the two puppets in any way he/she chooses.



Take four photographs that show the student making the puppets, and photographs of the finished puppets.

Place the puppets in a safe place when they have been completed.

Place the activity sheet on the table.

Ask the student to read the headings and fill in the two character names next to the Puppet 1 and 2 headings. **Answers will vary, eg Green fairy, the fox, Princess Bella.**

Ask the student to list the materials used to make the first puppet. More than one item can be listed on each line of necessary.

Ask the student to tell you what the biggest challenge was and to print a description after the relevant heading.

Ask the student to tell you how he/she solved the biggest challenge was and to print a description after the relevant heading.

Ask the student to work independently to complete the information for the second puppet.



Store or scan and save the activity sheet. Save the photographs into the Set folder.

The puppets will be used in the next activity.

## Character conversations

### Materials:

- activity sheet – *Character conversations*
- puppets from previous activity
- dotted thirds lined paper.



**Say**

Imagine you met Rapunzel. What would you say to her? **Answers will vary.**

If I was Rapunzel, I would reply by saying ....(own choice in a Rapunzel voice).

What would you say in reply? **Answers will vary.**

Let's imagine that I am Goldilocks. What would you say to me? **Answers will vary.**

Continue the conversation with each person saying two or three things to each other. Use a voice to match the Goldilocks character.

**Say**

Imagine you are Baby Bear. Hello Baby Bear. Have you seen Goldilocks today? **The student replies using a baby bear voice.**

I hope Father Bear has locked the cottage door. **The student replies.**

Which character would you like to be in our next conversation? **Answers will vary.**

Have a conversation with the student playing the chosen character.

**Say**

Which character would you like to be in our next conversation? **Answers will vary.**

I'm the giant from Jack and the Beanstalk. I have just met you at the top of my beanstalk. (Using Giant's voice.) What are you doing here?

Continue the conversation with the student playing the chosen character.

Place the activity sheet on the table.

**Say**

Now you can have a chat with one of your puppets. Choose one and think about where you will meet. **Answers will vary.**

What will you talk about? **Answers will vary.**

What will you say first? **Answers will vary, eg Hello Mr Wolf.**

Listen as the student has the conversation with the puppet. Prompt with questions if required, eg what if? Could you tell him about?

Ask the student to have a conversation with the second puppet on a different topic. Prompt where required.

**Say**

Now you can try to use quotation marks to write a conversation between yourself and one of your fairy tale puppets. You are character 1 so print your name next to that heading.

Which puppet will you have a conversation with? **Answers will vary.**

That is character 2. Print the name next to that heading.



We need to add a setting. Where do you meet? It can be the same place you used in your conversation or a new place. **Answers will vary.**

Print the information into the setting lines.

What will you talk about? You can write down one of the conversations you just had or make up a new one. **Answers will vary.**

If you want, you can act out the conversation as you write. What will you say to your puppet first? **Answers will vary.**

How will you show you are writing a conversation? **quotation marks**

Draw the opening quotation marks and then print what you will say.

How do you show you have finished speaking? **comma and quotation marks/99s**

Add those punctuation marks.

Who said those words? **I did**

What will you print to show that? **Answers will vary, eg said Jamie.**

Print those words and finish the sentence with a ? **full stop**

Think about what your character will say to you.

**Say**

When a new person speaks, you use a new line. On the next line draw the opening quotation marks and then print what the character will say.

Add the punctuation marks to show the character has finished speaking.

Who said those words? **X**

What will you print to show that? **Answers will vary, eg said the wolf.**

Print those words and finish the sentence with a ? **full stop**

Think about what you would say next and then print it, using the punctuation marks.

You can keep writing the conversation yourself.

The student prints more conversation, using the punctuation marks as shown. Each character should say at least four things.

Ask the student to read what he/she has written to you.

Ask the student to use a coloured pencil to add any missed punctuation that he/she can see.



Store or scan and save the activity sheet.



Store the puppets for future use.

### Tutor

### Reflection

Please complete the *Day Reflection*. Write your observations and comments about how capably the student worked on the Days 1 – 5 activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the *Reflection* for return with the set.

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 5 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 6

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused. There is no need to reprint these items.

Reading texts (at the student’s reading level) for this set can be sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre – print and online
- your local library
- your personal library
- online book stores
- local book stores.

### Materials checklist

Activity sheets (please print)	Check
• Making the /air/ sound	
• More tale words	
• Traditional character cameos	
• Modern character cameos	
• Investigate settings	
<b>Resources</b>	
• Lesson notes – Day 6	
• My Phonics book.	
• fairy tale puppets (from Day 5)	
<b>Reading texts</b>	
• 4 traditional fairy tale books/stories	
• 2 modern or fractured fairy tales, eg Prince Cinders, The Tough Princess	

**Other resources**



• game grid drawn on the ground (from Day 1)	
• 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player	
• dictionary	
• scissors	
• glue	
• 10 counters or buttons	
• 2 sheets of blank A4 paper	

### Background information

It is important to encourage independence however, as the student’s ability to read and print will vary depending on the activity, assist by reading to, or with the student.

Use the *Lesson notes* to guide you through the activities. Refer the student to any of the charts and support materials when completing activities.

When requested, help the student make sound or video clips, take photographs and save activity sheets for return to the teacher.

## Let’s move!

### 3 in a row

#### Materials:

- game grid drawn on the ground
- 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player
- another player.

Place the six tokens around the open space, at least three metres apart.

Ask the student to stand beside one token.

Ask the student to walk quickly between each token, touching each one and then moving on to the next, returning to the first token after the others have been tagged.

Ask the student to repeat, using different movements: hop, jump, skip, gallop, run.

On the last round, ask the student to collect the tokens.



Play the *3 in a row* game from Day 1.

Aim: to get three tokens in a row, either horizontally, vertically or diagonally; across the grid.

Take it in turns to place a token into the grid.

The first player with his/her three tokens in a row is the winner.

Play the game several times.



The grid and tokens will be used on Day 2

Return to the work area.

## Phonics fun

### Making the /air/ sound

#### Materials:

- activity sheet – *Making the /air/ sound*
- dictionary
- scissors
- glue
- *My Phonics book*.

**Say**

The English language is very confusing for us when we try to read and spell. Let's think about words using the 'air' sound. I can think of fairy. What can you think of? **Answers will vary.**

Continue to take turns to think of 'air' sounding words until ten have been said, eg dairy, fair, care, rare, stare, stair, where.

**Say**

There are many different ways to spell the /air/ sound. Today we will look at the five spellings that we often use. Have a guess at what these might be. **Answers will vary.**

Place the activity sheet on the table.

**Say**

Look at the bold words on the activity sheet. They show five different ways we can spell the /air/ sound. Read each one.

What do you notice about the letters in each sound? **Answers will vary, eg they have two vowels and one consonant; they have an 'r', they are trigraphs; they have three letters.**

They are all trigraphs. Choose a different colour pencil for each trigraph.



**Say**

Trace each sound and say the letters as you trace. **a-i-r, e a r, a r e, e r e, e i r**

What colour did you use for the trigraph spelled a i r? **Answers will vary.**

Use the same colour to trace all the matching sounds in the words. **hair, stair, pair, flair, fair, glair**

Trace the other letters in the words using your printing pencils.

Read the words. **hair, stair, pair, flair, fair, glair**

Tell me what each word means. We can look up any unknown words in the dictionary.

What colour did you use for the trigraph spelled e a r? **Answers will vary.**

Use the same colour to trace all the matching sounds in the words. **wear, bear, pear**

Trace the other letters in the words using your printing pencils.

Read the words. **wear, bear, pear**

Tell me what each word means. We can look up any unknown words in the dictionary.

Repeat for the /are/, /ere/ and /eir/ words.

Ask the student to read all the words in the grid.

**Say**

What is the most unusual word and meaning? **glair is the white of an egg**

What do all the words have in common? **they all rhyme, all have an /air/ sound in them**

Cut out the word and sound cards and place them face up on the table.

Ask the student to separate the trigraphs from the words.

**Say**

Sort the words into groups using their trigraph spelling.

How many groups do you have? **five**

When you were reading the words, what did you notice about some of them? **some words sound the same but are spelled differently**

What is the same for words that sound the same but are spelled differently and have different meanings? **Homophones**

Look at the trigraph spelled a i r. It is a trigraph and a word. What is the meaning of the word 'air'? **Answers will vary, eg we breathe it in, it's all around us.**

Look through the word cards to find a word that also says 'air'.

How is it spelled? **heir**



Put those homophones together.

Sort the remaining words into homophone groups and read them to me.

**air, heir; stare, stair; hare, hair; fare, fair; bare, bear; there, their, glare, glair;  
flare, flare; wear, where, ware; pear, pare, pair**

**Say**

What can you tell me about the homophone groups? **Some have two words and some have three.**

Choose one coloured pencil and draw a small star or tick next to the words on each bear/bare card. The coloured star shows they are homophones.

Choose another coloured pencil to draw a star or tick on the cards that say stare and stair.

Ask the student to continue until all the homophones are matched by coloured stars or ticks.

Ask the student to:

- sort the cards into their five trigraph groups again.
- open to a blank double page in the Phonics book.
- fold the edge of each page into the stapled centre and then open out again, to make four columns across the double page.
- glue the trigraph /air/ at the top of the first column.
- glue the trigraph /are/ at the top of the second column.
- glue the trigraph /ear/ at the top of the third column.

Help the student count the lines in the third column and rule a line to divide the column in half.

Ask the student to glue the trigraph /ere/ at the top of the column and the trigraph /eir/ below the ruled line in the lower half of the column.

Ask the student to glue the word cards into the appropriate columns.



Store the Phonics book.

## Let's spell

### More tale words

#### Materials:

- activity sheet – *More tale words*
- 10 counters or buttons
- dictionary.



Place the activity sheet on the table.

Ask the student to read any words he/she knows.

Help the student read any unknown words.

Ask the student to tell you the meaning of each word.

Check unknown words in the dictionary.

Ask the student to find and trace any blends or digraphs he/she knows, using coloured pencils.

**Answers will vary, eg 'air', 'y', 'qu', 'st', 'soft c', 'ace', 'soft g', 'ion', 'tr', 'dr', 'br'.**

Ask the student to trace the remaining letters using a printing pencil.

**Say**

All these words belong to the tales theme. Can you tell me how? **Answers will vary. Possible responses include:**

- **fairy – a character in tales**
- **adventure – characters have adventures**
- **quest – princes go on quests to save princesses**
- **once – fairy tales begin with 'once upon a time'**
- **palace – kings and queens in fairy tales live in palaces**
- **magic – fairy tale characters use magic**
- **potion – magic spell**
- **country – princes travel across the country to find adventure**
- **hundred – Sleeping Beauty slept for a hundred years**
- **abracadabra – a magic word**

Ask the student to choose a spelling word.

Ask the student to read the word, then close his/her eyes and try to spell the word. Do not help.

If the word is spelled correctly the student receives a counter.

Continue until all words have been attempted.

Ask the student to record the number of words correctly spelled in a safe place so he/she can refer back to it on other days.



Store the activity sheet for use on Day 7.

## Let's read

### Traditional character cameos



## Materials:

- 2 traditional fairy tale books/stories
- activity sheet – *Traditional character cameos*.

Sit in a comfortable place with the student and the two tales.

Discuss the title, author, illustrator and cover illustrations on the first book.

If the story is unknown to the student, ask him/her to predict the storyline.

Ask the student to use the pictures to tell you the story.

Share read the story, taking turns to read a page. Model good reading strategies including fluent reading, pausing at punctuation, expressive reading and using different voices for the characters.

Tell me about the good character/s in the tale. **Answers will vary. Possible responses include:**

- **Cinderella was beautiful, hardworking, friendly**
- **Fairy godmother was kind and generous.**

Look through the book and find the pictures that show you this information. **Answers will vary, eg character smiling, working, with a bird on her hand.**

Look through the book and find the words that tell you this information. **Answers will vary, eg happy, a friendly voice, sang.**

**Say**

Tell me about the bad character/s or villain/s in the tale. **Answers will vary. Possible responses include:**

- **Witch was mean, nasty, ugly, scary**
- **Wolf was hungry, scary, a bully, dangerous.**

Look through the book and find the pictures that show you this information. **Answers will vary, eg character snarling, nasty eyes, locking children into a cage.**

Look through the book and find the words that tell you this information. **Answers will vary, eg the big bad wolf, wicked idea.**

Place the activity sheet and second fairy tale book on the table.

This activity is called Traditional character cameos. We just read a traditional fairy tale. Do you know what a cameo is? **Answers will vary.**

**Say**

Many years ago people had small portraits painted of their faces which they gave to friends. These cameos were put inside lockets or small frames. They were a small reminder of the person. Cameos or small pictures were also carved into gemstones and made into jewellery. Cameos were often oval shaped.

Now, famous people often have cameo roles in movies. They appear for a very short time and



the audience is prompted to remember the person.

On this activity sheet you will use words to make cameos of two characters in this second fairy tale. Your cameos will describe each character.

Let's read the second traditional fairy tale together. Think about the characters as you look at the pictures and we read.

Share read the story, taking turns to read a page. Model good reading strategies including fluent reading, pausing at punctuation, expressive reading and using different voices for the characters.

**Say**

Which hero or good character will you feature in your first cameo? **Answers will vary.**

Print his/her name on the top line in the first oval.

Which villain or bad character will you feature in your second cameo? **Answers will vary.**

Print his/her name on the top line in the second oval.

Look through the book to find words you can use or pictures you can describe to show the personality of the good character.

Print the words and phrases onto the lines inside the first oval.

The student works independently to complete the task.

**Answers will vary, eg smiling, happy, helpful, bright eyes.**

**Say**

Look through the book to find words you can use or pictures you can describe to show the personality of the bad character.

Print the words and phrases onto the lines inside the second oval.

The student works independently to complete the task.

**Answers will vary, eg snarled, nasty grin, shifty eyes, wicked laugh.**



The activity sheet will be used in the next activity.

Store the books.

## Modern character cameos

### Materials:

- a modern or fractured fairy tale, eg Prince Cinders, The Tough Princess
- activity sheet – *Modern character cameos*



- activity sheet – *Traditional character cameos*.

Sit in a comfortable place with the student and the two tales.

Discuss the title, author, illustrator and cover illustrations on the first book.

If the story is unknown to the student, ask him/her to predict the storyline.

Ask the student to use the pictures to tell you the story.

Share read the story, taking turns to read a page. Model good reading strategies including fluent reading, pausing at punctuation, expressive reading and using different voices for the characters.

**Say**

In the last activity you searched through the tales for information that gave you a picture of the two characters' personalities. You could see how the pictures and words showed the reader what the characters were like.

The way the author builds the characters helps us to follow and understand the storyline.

The main characters in traditional fairy tales are called stereotypes. The hero is good and the villain is bad, fairies cast good spells and witches cast bad spells. If the hero did something bad, we would be surprised.

The characters in modern fairy tales are a bit different. What was different about the good character in the tale we just read? **Answers will vary.**

What was different about the villain? **Answers will vary.**

Place the activity sheet on the table.

**Say**

On this activity sheet you will use words to make cameos of two characters in this modern fairy tale.

Which hero or good character will you feature in your first cameo? **Answers will vary.**

Print his/her name on the top line in the first oval.

Which villain or bad character will you feature in your second cameo? **Answers will vary.**

Print his/her name on the top line in the second oval.

Look through the book to find words you can use or pictures you can describe to show the personality of the characters.

Print the words and phrases onto the lines inside the matching oval.

The student works independently to complete the task.

Place the *Traditional character cameos* activity sheet on the table.



**Say**

Read the notes you wrote about the good characters in both tales. Tell me any words or phrases that describe the same features. **Answers will vary.**

Tell me any words or phrases that describe different features. **Answers will vary.**

Repeat the questions to compare the villain cameo information.



The activity sheets will be used in the next activity.

Store the book.



## Let's write

### Build a character

#### Materials:

- activity sheet – *Traditional character cameos*
- activity sheet – *Modern character cameos*
- fairy tale puppets (from Day 5)
- 2 sheets of blank A4 paper.

Place the materials on the table.

**Say** In this activity you will use words and pictures to build the characters of a hero and a villain. They will be the main characters in the fairy tale you write this week.

Look at your fairy tale puppets. In your fairy tale, which puppet will be the villain and which will be the good character? **Answers will vary.**

Let's begin with the good character. In the centre of one page, draw a picture of the character.

Ask the student to draw a picture of the bad character in the centre of the second blank sheet of paper.

**Say** Look at your characters. Will you write a traditional or modern fairy tale about them?  
**Answers will vary.**

Think of character names that will match the style of fairy tale you are writing. Print them above or below the drawings.

In the blank space on the page, print words and phrases that describe the personalities and features of each character. Keep in mind your chosen fairy tale style. You can use the cameos for ideas if you want.

The student works independently to complete the character sheets. Encourage the student to print at least ten ideas for each character.



Store or scan and save the two activity sheets.

Store the *Build a character* sheets and puppets for use on other days.



## Investigate settings

### Materials:

- 4 fairy tale books – traditional and modern
- activity sheet – *Investigate settings*.

#### Say

When we talk about the setting of a story or tale, what do we mean? **where and when it happens**

A tale can have one setting or several. Let's look through this traditional tale tales and discover where and when it is set.

Encourage the student to use the pictures and text to discover when and where the story is set, and tell you the information. **Answers will vary, eg when is once upon a time; where is a castle and a forest.**

Place the activity sheet on the table.

#### Say

This activity sheet has spaces so you can record the setting details of the other three fairy tales. You can do this work on your own. If you have any questions you can ask me.

The student works independently, using the three books to complete the information.

Ask the student to read the information for each book to you and to show you where he/she found the information.

#### Say

Tomorrow you will plan and build a setting for your fairy tale. You want to choose a setting that will work for your fairy tale style. Where do you think you will set it? **Answers will vary, eg fairyland and a bridge, palace and cave, forest, shopping centre.**

Close your eyes and imagine what your setting looks like. Describe it to me. **Answers will vary.**

Discuss the following options with the student so he/she can decide on the most suitable for his/her situation.

Option 1: diorama style

Cut off the top and one side from a large tissue box or similar and build the setting inside.

Option 2: birds eye view

Use the lid of a pizza box or cut the top from a large cereal box.

Build the setting inside the box.

Option 3: piece of card, floor or table

Build the setting directly onto the floor or table.



### Say

Now you have chosen how you will present your setting, think about the size it will be. What can you use to build your setting? **Answers will vary, eg blocks, boxes, twigs, egg carton, scrap paper, glue, play dough.**

Help the student collect any suggested and useful items.



Store or scan and save the *Investigate settings* activity sheet.

Store the materials for the Day 7 activity. Store the books.

## Tutor

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 6 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 7

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>Around the square</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 8</li></ul>	
<ul style="list-style-type: none"><li>My Phonics book</li></ul>	
<ul style="list-style-type: none"><li>More tale words (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>book or paper where the student recorded the number of spelling words correct on Day 6</li></ul>	
<ul style="list-style-type: none"><li>dotted thirds lined paper</li></ul>	
<ul style="list-style-type: none"><li>materials collected to build the setting on Day 6</li></ul>	
<b>Reading texts</b>	
<ul style="list-style-type: none"><li>traditional fairy tale (selected by the student)</li></ul>	
<ul style="list-style-type: none"><li>modern fairy tale (selected by the student)</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>counters</li></ul>	
<ul style="list-style-type: none"><li>camera</li></ul>	
<ul style="list-style-type: none"><li>video camera</li></ul>	
<ul style="list-style-type: none"><li>sheet of A4 blank paper</li></ul>	



## Let's move!

### Cross the grid

#### Materials:

- game grid drawn on the ground (from Day 1)
- 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player
- another player.

Ask the student to place the tokens in a straight line, about one metre apart.

Ask the student to walk in an 's' pattern between the tokens, from one end to the other and back.

Repeat with the student walking backwards.

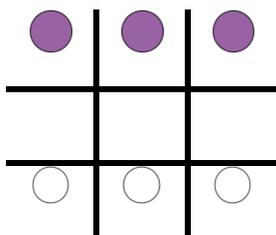
Repeat with the student jogging.

Repeat with the student skipping.

Repeat with the student running, picking up the tokens as he/she passes them.

Play the *Cross the grid* game from Day 2

Each player places three tokens into three squares, to make a row on opposite sides of the grid, as shown.



Aim of the game: to move all three tokens to the opposite of the grid to make a row of three tokens.

Player 1 moves one token forward (vertically or diagonally) one square towards the other side of the grid.

Player 2 moves one token forward (vertically or diagonally) one square towards the other side of the grid.

Players take turns to move their tokens, one at a time, into a new square on the grid.

Tokens can be moved horizontally, vertically or diagonally.

Only one token is allowed in each square.

If a token cannot be moved because it is blocked in, the player misses a turn.



The first player to move all three tokens across to the opposite side of the grid to make a row of three tokens, is the winner.

Return to the work area.

## Phonics fun

### Around the square

#### Materials:

- activity sheet – *Around the square*
- coloured pencils
- *My Phonics book*.

Place the materials on the table.

Ask the student to open to the /air/ pages in the Phonics book.

Ask the student to choose and read two words from each /air/ list.

#### Say

In this activity you use the /air/ list words to surround and fill the square on the activity sheet. You can use different coloured pencils to print each word.

Look at where the word 'square' is printed on the activity sheet. You will print other words around the outside of the square.

Choose an /are/ square word from your list. **Answers will vary.**

Print your word next to 'square' on the top of the square on the activity page.

Choose another /are/ square word from your list. **Answers will vary.**

Print this word next to your other word.

Choose another /are/ square word from your list. **Answers will vary.**

Print this word next to your last word. You might need to print around the corner of the shape.

The student continues to choose and print /are/ words until no more will fit around the outside of the shape. If all the words from the list are used, the student can use his/her own /are/ square words to finish the shape, eg mare, dare, care.

#### Say

Now you will fill the shape using a spiral of words. You print /air/ words inside the shape, going around and around in a spiral until the shape is full.

Point to the word 'fairy' inside the square. This is the beginning of the spiral. Choose an /air/



fairy word from your list. **Answers will vary.**

Print your word next to the word 'fairy'.

Choose another /air/ fairy word from your list and print it next to the word you just printed.

Choose another /air/ fairy word from your list and print it next to the word you just printed.  
You might need to print around the corner of the shape.

The student continues to choose and print /air/ words until the shape is full. If all the words from the list are used, the student can choose words from the other /air/ lists, eg their, there, where.



Store or scan and save the activity sheet.

## Let's spell

### Have a go spelling

#### Materials:

- *More tale words* – activity sheet from Day 6
- scissors
- counters
- book or paper where the student recorded the number of words correct on Day 6
- camera.

Ask the student to cut out the word cards and place them face up on the table.

Ask the student to choose one word, look at the letters and then turn it over.

Ask the student to use a finger to print the each letter from the word onto your palm, saying the letter as he/she prints. Do not help.

If the spelling is correct, give the student a counter.

Continue until all words have been attempted.

Ask the student to record the number of words correctly spelled in the same place as on Day 6.

Compare the Day 6 and Day 7 results. Did the student spell more, the same or less words correctly?

Ask the student to place the word cards in a column down the table.

Ask the student to put the words into alphabetical order. Encourage the student to experiment. Do not help.



Take a photograph of the column of words.

If any words are placed incorrectly, take them out of the column and ask the student to look at the second letter to help him/her place them correctly into the column.

Encourage the student to experiment and remake the column.

If words are still incorrectly placed, talk the student through the process of using the second or third letter to place them correctly.

**abracadabra, adventure, country, fairy, hundred, magic, once, palace, potion, quest**



Save the photograph into the Set folder.

Store the word cards for future use.

## Let's read

### A new ending

#### Materials:

- traditional fairy tale (selected by the student)
- modern fairy tale (selected by the student)
- video camera.

Sit in a comfortable place with the student and the stories.

If the stories are new to the student, ask him/her to read the titles and predict the story line.

Share read one story, taking turns to read a page. Model good reading strategies including fluent reading, pausing at punctuation, expressive reading and using different voices for the characters.

Ask the student to describe the ending in his/her own words.

Ask the student to describe how else the story could have ended. **Answers will vary.**

Share read the second story, taking turns to read a page. Model good reading strategies including fluent reading, pausing at punctuation, expressive reading and using different voices for the characters.

Ask the student to describe the ending in his/her own words.

Ask the student to describe how else the story could have ended. **Answers will vary.**

**Say**

Now it's time to record some of your reading. Choose one of these books to read and find the pages you would like to read. You will also record a new ending to the story.



The number of pages chosen will depend on the amount of text on the pages. The student should read for approximately 2 minutes.

Ask the student to silently read the selected page/s.

Ask the student to read the pages aloud to you.

Give feedback about fluent reading, pausing at punctuation, expressive reading and using different voices for the characters.

Ask the student to introduce him/herself, say the Day and the title of the story and then read the pages aloud.

Remind the student to include the introduction when you video the reading.



Video record the student reading. Ensure the recording shows the book and the strategies the student uses when reading, eg runs a finger along each line, if appropriate.

Set the camera up so it will record the following discussion.

**Say**

Did you read a modern or traditional fairy tale? **Answers will vary.**

How did the story end? **Answers will vary.**

Describe a different ending for the story. **Answers will vary.**



Save the video recordings into the Set folder.

The traditional tale will be used in the next activity.

## Let's write

### What if?

#### Materials:

- traditional fairy tale
- dotted thirds lined paper.

Ask the student to rule a margin down the left side of the page.

Ask the student to print the date into the margin.

Ask the student to print his/her name on the top line and the title 'Day 7 What if?' on the line below.

Place the book on the table.



**Say**

Which character was the hero or good character in this fairy tale? **Answers will vary.**

Which character was the villain in this fairy tale? **Answers will vary.**

What if X wasn't really the villain? Perhaps (good character) is the real villain. How would the story go if the villain told it? What do you think the villain would say? **Answers will vary.**

On the lined paper, write the story as if the villain is telling it. Let us know what he/she thinks.

The student should write independently. He/she can use the fairy tale book, spelling journal and phonics books to help with ideas and spelling.

Ask the student to read the story to you.

Ask the student to read the story silently, checking and amending punctuation, spelling and meaning where required.



Store or scan and save the story.

## Build a setting

### Materials:

- items collected on Day 6, eg blocks, boxes, twigs, cottonwool, paint, play dough
- glue
- scissors
- dotted thirds lined paper
- sheet of blank A4 paper
- camera.

Place the lined paper on the table.

Ask the student to rule a margin down the left side of the page.

Ask the student to print the date into the margin.

Ask the student to print his/her name on the top line and the title 'Day 8 Build a setting' on the line below.

Ask the student to think about the setting he described yesterday while he/she looks at the materials.

On the lined page, ask the student to make a list of the materials he/she might use to build the setting.

Ask the student to draw a simple plan on the blank paper to show the setting he/she will make.



Ask the student to label the materials to be used on the plan, eg a tree might have 'twig' and 'cottonwool' as labels.



Ask the student to use the plan and materials to build the setting. Take several photographs as the student builds.

Take a photograph of the finished set.

Place the setting in a safe place.

Ask the student to read the materials list and tick off the materials he/she used.

Ask the student to add any extra materials to the list.

**Say**

Look at your plan and the setting. What is the same? **Answers will vary.**

What is different? **Answers will vary.**

Why are those things different? **Answers will vary.**

What materials worked well in your setting building? **Answers will vary.**

What other materials would you have liked to use? **Answers will vary.**

What problems did you have? **Answers will vary.**

How did you solve them? **Answers will vary.**



Store the photographs in the Set folder.

Store or scan and save the materials list and plan.

Store the setting model for use on Day 8.

## Tutor

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 7 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 8

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>Find the words</li></ul>	
<ul style="list-style-type: none"><li>Finding information</li></ul>	
<ul style="list-style-type: none"><li>Character flips</li></ul>	
<ul style="list-style-type: none"><li>Plan a plot</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 8</li></ul>	
<ul style="list-style-type: none"><li>My Phonics book.</li></ul>	
<ul style="list-style-type: none"><li>More tales words – word cards from Day 7.</li></ul>	
<ul style="list-style-type: none"><li>Tale words – word cards from Day 1.</li></ul>	
<ul style="list-style-type: none"><li>Tale essentials (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>puppets (from Day 5)</li></ul>	
<ul style="list-style-type: none"><li>setting built (from Day 7)</li></ul>	
<ul style="list-style-type: none"><li>Build a character sheets (from Day 6)</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player</li></ul>	
<ul style="list-style-type: none"><li>4 blank A4 sheets of paper</li></ul>	
<ul style="list-style-type: none"><li>stapler</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>camera</li></ul>	



<ul style="list-style-type: none"><li>• video camera</li></ul>	
<ul style="list-style-type: none"><li>• computer (with access to internet and the ABC Reading Eggs website)</li></ul>	

## Let's move!

### Race to the other side

#### Materials:

- game grid drawn on the ground (from Day 1)
- 6 large tokens (eg bean bags, toys, plastic plates) – 3 for each player
- another player.

Ask the student to choose a token.

Ask the student to do the following tasks while balancing the token on his/her head:

Walk, stride, walk backwards, waddle, crawl.

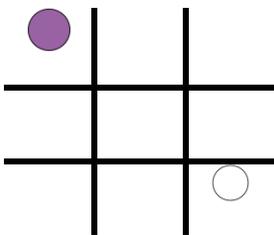
Play the *Race to the other side* game from Day 3.

Aim of the game: to move as many tokens as possible to the opposite side of the grid.

The players stand on opposite sides of the grid.

Players can place up to three tokens the row closest to him/her on the grid.

Tokens not placed in the row now can be added to the row during the game.



Players can 'jump' other tokens. 'Jumped' tokens are removed from the board.

Player 1 moves one token forward (vertically or diagonally) one square towards the other side of the grid.

Player 2 moves one token forward (vertically or diagonally) one square towards the other side of the grid.

Players take turns to move their tokens, one at a time, into a new square on the grid.



Tokens can be moved horizontally, vertically or diagonally.

Only one token is allowed in each square.

Players can add any of the three unused tokens to the 'beginning' row during the game.

The winner is the player with the most tokens in the row on the opposite of the grid when the game finishes.

Return to the work area.

## Phonics fun

### Y and ey

#### Materials:

- My Phonics book
- *More tales words* – word cards from Day 7.

**Say** Look through and read the spelling words.

Which words have an /ee/ sound in them? **country, fairy**

Where is the /ee/ sound in these words? **at the end**

What letter makes the /ee/ sound in both words? **y**

What is special about the letter 'y'. **it can be a consonant and a vowel**

What other words do you know that have 'y' saying /ee/? **Answers will vary, eg hairy, Sally, runny, belly, funny.**

Take turns to list words with 'y' saying /ee/. If the student suggests a word with a different /ee/ spelling, eg honey, tell him/her how this word is spelled.

Continue until 10 words have been listed (5 each).

**Say** Listen to these words and tell me which /ee/ digraph is used. honey, money, key, donkey.  
**/ey/ in key**

Tell me five words you know that use this digraph. **Answers will vary, eg monkey, turkey, trolley, hockey.**

Ask the student to open the Phonics book to a new page.

Ask the student to fold the edge of the page across to the centre staples, press down the fold and then open, making two columns on the page.



Ask the student to print 'y funny' at the top of one column and 'ey key' at the top of the other.

Ask the student to think of and print a list of ten words to match the sound, in each column. **Answers will vary.**

Ask the student to draw an illustration for each word, where possible.



Store the Phonics book and word cards.

## Let's spell

### Find the words

#### Materials:

- *More tale words* – word cards from Day 7
- activity sheet – *Find the words*.
- *Tale words* – word cards from Day 1.

Ask the student to make a stack of the word cards.

Ask the student to read each word and then hold it up to show you while he/she attempts to spell it. Correctly spelled words are placed on the table face down and incorrectly spelled words are placed on the table face up.

Ask the student to record the number of words correctly spelled in the same place as on Day 7.

Compare the results with those from previous days. Did the student spell more, the same or less words correctly?

Ask the student to place the cards on the table where he/she can see them.

Ask the student to read the instructions on the activity sheet.

#### Say

Some of your spelling words are used in the tale more than once and some are not used at all. Read the tale silently.

What happened in the tale? **Answers will vary.**

Now read the tale again and loop the spelling words.

**Once** upon a time in a faraway **kingdom** a king built a huge **palace**. It was shaped like a **castle** with turrets and secret rooms for **Prince** Max and **Princess** Amelia to play **adventure** games. Not everyone was happy that the king had built a **castle** in the **country**. Jax, a **wicked villain** did not like hearing the **prince** and **princess** as they played.

"They're too noisy!" he'd growl as he crept through the forest near the **castle**. Jax brewed a sleeping **potion** and spread it around the gardens. Everyone who walked on the grass slipped to the ground



and fell into a deep sleep. The grass grew long and the trees surrounded the castle as the people slept for one **hundred** years.

Mimosa the **fairy** was on a problem solving **quest** so she could earn her **magic** wand. As she glided over the **countryside**, she was surprised to see the **castle** hidden amongst the trees. She was even more surprised to see people asleep in the long grass. “Here is my **quest**,” she thought, ‘I’ll free the **palace** and its sleeping people.”

Mimosa landed on a tree and watched. She saw Jax hobble through long grass and heard him cackling. “Why are you making that nasty sound?” she asked him.

He laughed. “I had my revenge on those noisy children! They’ve been asleep for one **hundred** years!” Mimosa looked at him.

“Did you tell them they were too noisy?” she asked.

“Um no I didn’t” Jax answered.

“Don’t you think they have slept for long enough?” she asked.

“Oh I suppose so.” Jax replied in a huff. He waved his **magic** wand and called “**Abracadabra** all awake!”

The grass became shorter, the trees moved apart and the people stretched and yawned.

“Next time,” Mimosa said quietly, “Tell people if you have a problem. I’m sure they’ll be happy to help.” With a final glance at Jax, the **fairy heroine** flew away.



The activity sheet will be used in the next activity.

Store the word cards.

## Let’s read

### Finding information

#### Materials:

- activity sheet – *Find the words*
- activity sheet – *Finding information*.

Place the activity sheets on the table.

#### Say

In this activity you will find information in the story to answer the questions on the *Finding information* activity sheet. Make sure you read the questions carefully before you look for the answers.



The student works independently to complete the activity.

Which words describe the palace? **huge, castle, turrets, secret rooms, gardens, grass, forest**

Which words describe Jax? **wicked villain, crept, hobble, cackling, nasty sound, laughed, in a huff**

What sort of quest was Mimosa on? **a problem solving quest**

What was the most surprising thing Mimosa saw? **people asleep in the long grass around the castle**

Why do you think Jax was in a huff? **Answers will vary, eg he knew he had done the wrong thing, he was embarrassed.**

What tale does this story remind you of? **Answers will vary, eg Sleeping Beauty, Rip Van Winkle, Snow White.**



Mark then store or scan and save both activity sheets.

## Character flips

### Materials:

- activity sheet – *Character flips*
- 4 blank A4 sheets of paper
- coloured pencils
- ruler
- stapler
- scissors
- camera.

Place the materials on the table.

Ask the student to silently read the activity sheet.

**Say**

What is the activity sheet about? **instructions to make a book**

How many steps are there? **11**

What sort of writing is this? **procedure**

This procedure tells you how to make a fairy tale character flip book. The characters are four people or animals. You can make them up or use some of your favourites from our fairy tales. Think about four characters you would like to use to make the book.



What characters will you draw? **Answers will vary.**

You can follow the instructions to make the book. If you need help, please ask me.

The student works independently to make the flip book. Give help when asked.

Ask the student to flip some of the pages and make some funny characters to show you.

Ask the student to name the new characters, eg queenfroggyhairylegs.

Ask the student to open the flip book to a new character.



Take a photograph of the character.

Take two more photographs of characters created by the student.



Save the photographs into the Set folder.

Ask the student to share the flip book with other family members during the day.

## Let's write

### Plan a plot

#### Materials:

- *Tale essentials* (from Day 1)
- puppets (from Day 5)
- setting built on Day 7
- *Build a character* sheets (from Day 6)
- activity sheet – *Plan a plot*
- video camera.

Say

You are slowly gathering together all the parts of a fairy tale. What do you have so far? **characters and some information about them, the setting**

Look at the *Tale essentials* poster. What else do you need? **the time or when, complication/problem, main events, resolution and ending**

What style of fairy tale are you writing? **Answers will vary, eg traditional, modern.**

When does your story take place? **Answers will vary, eg Long ago, in the year 3011, one hundred years ago.**



Print that on the 'When?' line on the activity sheet.

The complication or problem is part of the plot or storyline. Think about the problem your characters could have. Tell me your ideas. **Answers will vary.**

Print some words or phrases to describe your complication after the heading on the work sheet.

How will the characters solve the problem? **Answers will vary.**

Print some words or phrases to describe your resolution after the heading on the work sheet.

What will happen at the end of the tale? **Answers will vary.**

Print some words or phrases to describe your ending after the heading on the work sheet.

Read through the notes you have made. This is the plot outline. What does the next heading say? **events**

The events add detail to the story. They take us from the setting and characters to the problem, resolution and ending.

Think about your storyline. What happens to take the characters from the beginning to the problem? **Answers will vary.**

How do the characters get from the problem to the resolution? **Answers will vary.**

**Say**

Print some phrases next to the bullet points to describe these events.

Read through your notes. This is a plan so you can change it or add more if you wish. Think about it and make any changes.

When you write your fairy tale you might change your ideas again if you think of an idea you like better.

Using your puppets and setting to act out the events will help you see if they work to get you from the story beginning to the ending. They can have conversations and do the things you want to happen. It will also help you decide what other characters you need in the story.

While you are using the puppets, you can add more information to your outline if you wish.



Video the student as he/she uses the puppets to act out and experiment with the storyline.

View the video with the student and discuss his/her ideas.

Did the events work?

Did he/she have to change or add events?



Are other characters needed?



Store the video recording in the Set folder.

Store the activity sheets and other materials for use on Day 9.

## Reading Eggs

### Materials:

- computer.

Ask the student to turn on the computer and log in to the Reading eggs website. (Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete fifteen minutes of reading related activities.

## Tutor

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 8 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 9

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>• /ee/ poems</li></ul>	
<ul style="list-style-type: none"><li>• Use the clues</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Lesson notes – Day 9</li></ul>	
<ul style="list-style-type: none"><li>• My Phonics book</li></ul>	
<ul style="list-style-type: none"><li>• More tale words – word cards from Day 7</li></ul>	
<ul style="list-style-type: none"><li>• book or paper where the student recorded the number of spelling words correct on Day 8</li></ul>	
<ul style="list-style-type: none"><li>• puppets (from Day 5)</li></ul>	
<ul style="list-style-type: none"><li>• setting model (from Day 7)</li></ul>	
<ul style="list-style-type: none"><li>• <i>Build a character</i> sheets (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>• activity sheet – <i>Plan a plot</i> (from Day 8)</li></ul>	
<ul style="list-style-type: none"><li>• dotted thirds writing paper</li></ul>	
<ul style="list-style-type: none"><li>• Spelling Journal</li></ul>	
<ul style="list-style-type: none"><li>• activity sheet – <i>Who says?</i> (from Day 4).</li></ul>	
<b>Reading texts</b>	
<ul style="list-style-type: none"><li>• two fairy tale books – student choice</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>• game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>• large tokens (eg bean bags, toys, plastic plates) – 1 for each player</li></ul>	



• numbered die	
• highlighter pen	
• blank sheets of A4 paper	
• scissors	
• glue	
• drawing materials	
• video camera	

## Let's move!

### Round the grid

#### Materials:

- game grid drawn on the ground (from Day 1)
- large tokens (eg bean bags, toys, plastic plates) – 1 for each player
- numbered die
- other players.

Ask the student to run on the spot.

Ask the student to run quickly on the spot.

Ask the student to run slowly on the spot.

Ask the student to keep running slowly on the spot, and when you say 'go', to run off at that slow speed, until you say 'stop'.

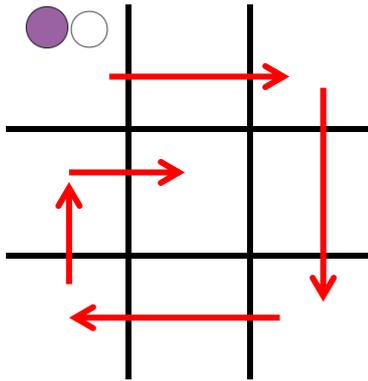
Ask the student to keep running quickly on the spot, and when you say 'go', to run off at that quick speed, until you say 'stop'.

Play the *Round the grid* game from Day 4.

Aim of the game: to move the token from the edge of the grid, around the grid and into the centre.

Players take turns to throw the die and move their tokens around the grid.

Tokens are moved in the direction shown on the diagram below.



The winner's token is the one that reaches the centre first.

Play the game several times.

Return to the work area.

## Phonics fun

### /ee/ poems

#### Materials:

- activity sheet – /ee/ poems
- highlighter pen
- *Phonics book*.

Place the activity page on the table.

Ask the student to read the four poems silently.

Ask the student to read the four poems aloud.

#### Say

What sound did you hear in lots of the words? **ee**

Read the poems again and use coloured pencils to loop the words with the /ee/ sounds.

Use the highlighter pen to highlight the letters that make the different /ee/ sounds.

Now it's your turn to write a four line poem that uses some /ee/ words. Your poem does not have to rhyme. Each line must have one /ee/ word.

Let's begin by thinking of some /ee/ words. I can think of seed. What can you think of?

**Answers will vary, eg donkey, flea, beat, sheep.**

Take turns to think of five /ee/ words each.

Ask the student to open the Phonics book to the /ee/ pages. These can be used to help with the poem writing.



Ask the student to make up and print his/her poem. The student can use the back of the activity sheet to draft the poem if he/she wishes.

Ask the student to draw a picture to illustrate all the poems.



Store or scan and save the activity sheet.

## Let's spell

### Use the clues

#### Materials:

- *More tale words* – word cards from Day 7
- book or paper where the student recorded the number of spelling words correct on Day 8
- activity sheet – *Use the clues*.

Read each word card to the student and ask him/her to spell the word to you.

Give the student the word card of each correctly spelled word.

Continue until all words have been attempted.

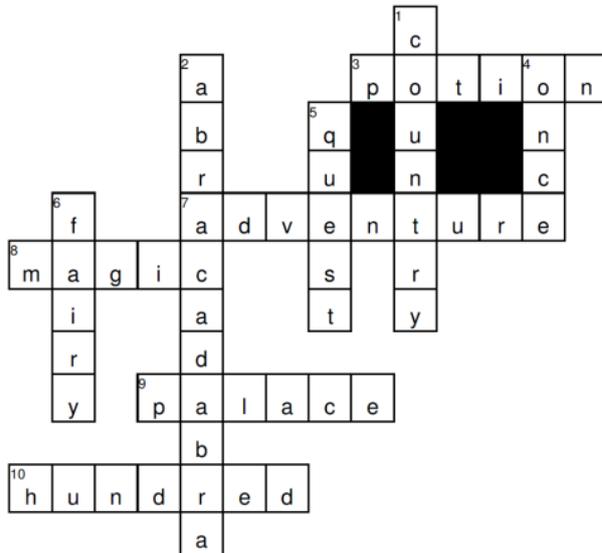
Ask the student to record the number of words correctly spelled in the same place as on Day 8.

Compare the results with those from previous days. Did the student spell more, the same or less words correctly?

Ask the student read the instructions on the activity sheet.

The student should work independently to complete the puzzle.

The student can refer to the word cards if required.



Store or scan and save the activity sheet.

## Let's read

### What happened next?

#### Materials:

- two fairy tale books – student choice
- blank sheets of A4 paper
- scissors
- glue
- drawing materials
- video camera.

Sit in a comfortable place with the student and the two books.

Ask the student to choose one book to silently read. You silently read the other book.

When the books have been read, share the following facts with each other:

- story title
- main characters
- other characters
- setting/s
- problem/complication
- how the problem was solved



- ending.

Ask the student to choose one of the stories to use in the next activity.

**Say**

This activity is called 'What happened next?' What do you think you will do? **Answers will vary.**

Let's prepare the paper and see if you can work it out.

Place two pieces of paper in the portrait position on the table.

Ask the student to fold the two pieces of blank paper to make four lines.

Ask the student to cut the sheets along the folds to make 8 strips.

Ask the student to glue the strips together to make a long strip.

**Say**

What do you think the activity is? **Answers will vary.**

In the first section of the strip, print the title of your chosen fairy tale.

**Say**

This activity is a timeline or events line to show what happened in the fairy tale you have chosen. In each strip you will draw a picture of an event and print some words to describe what happened.

The activity is called 'What happened next?' because that's what you will be asking yourself as you draw and write about the events in story sequence.

What happened first in your story? **Answers will vary, eg Cinderella does all the work.**

Print that into the strip.

Draw a little picture to illustrate it.

What happened next? **Answers will vary, eg An invitation arrives.**

Print that into the strip.

Draw a little picture to illustrate it.

You can continue the events line. Use the book to help you if you are not sure what happened next. You can make and glue on extra strips if you need them.

The student continues the task independently. The printed words should be short phrases.

When the events line is complete, ask the student to retell the story, using it as a reference.



Video the student as he/she uses the events line to retell the story. Ensure the video shows the events line.



Store the video recording in the Set folder.

Ask the student to retell the story to others, using the events line

Store or display the events line.

## Let's write

### Telling a tale

#### Materials:

- puppets (from Day 5)
- setting built on Day 7
- *Build a character* sheets (from Day 6)
- activity sheet – *Plan a plot* (from Day 8)
- dotted thirds writing paper
- *My Phonics book*
- *Spelling Journal*
- activity sheet – *Who says?* (from Day 4).

Place all the materials on the table.

**Say**

You have completed all the work needed to help you write an excellent fairy tale that everyone will want to read or hear.

Ask the student to rule a margin down the left side of the page.

Ask the student to print the date into the margin.

Ask the student to print his/her name on the top line and the title 'Day 9 Telling a tale' on the line below.

**Say**

Look at your setting model and think about how you will describe it in your story. Tell me what you might say. **Answers will vary, eg a palace of gold with windows made from diamonds.**

Look at each puppet and read its 'Build a character' sheet to remind you of its personality and other characteristics.



Read your 'Plan a plot' notes to remind you of your storyline.

You can use your phonics book and spelling journal to help with spelling. If you want to use speech, use the 'Who says?' activity sheet to remind you what to do. Now you are ready to write!

This is an independent writing activity. The student uses the support documents and known spelling and writing strategies to write the story.

Ask the student to silently read the completed story, making any changes and checking punctuation.

Ask the student to read the story to you. Provide constructive feedback and allow the student to make changes and edit if he/she wishes.



Store or scan and save the *Build a character* sheets, *Plan a plot* and *Who says?* activity sheets.

Store the draft story, puppets and setting model for use on Day 10.

## Tutor

### Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 9 stored or saved.



Store the checklist and complete it at the end of each lesson.



## Day 10

Collect and prepare the items listed on the *Materials checklist*.

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>Let's share</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 10</li></ul>	
<ul style="list-style-type: none"><li>My Phonics book</li></ul>	
<ul style="list-style-type: none"><li>My spelling journal</li></ul>	
<ul style="list-style-type: none"><li>dotted thirds lined paper</li></ul>	
<ul style="list-style-type: none"><li>student fairy tale written on Day 9</li></ul>	
<ul style="list-style-type: none"><li>setting model (from Day 7)</li></ul>	
<ul style="list-style-type: none"><li>puppets (from Day 5)</li></ul>	
<b>Other resources</b>	
<ul style="list-style-type: none"><li>game grid drawn on the ground (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>1 large token (eg bean bags, toys, plastic plates) for each player</li></ul>	
<ul style="list-style-type: none"><li>computer</li></ul>	
<b>Optional requirements</b> (depending on publication method chosen – see activity notes)	
<ul style="list-style-type: none"><li>printer</li><li>ebook maker program</li><li>art materials</li><li>camera</li></ul>	
<ul style="list-style-type: none"><li>video camera</li></ul>	



## Let's move!

### Hop and jump

#### Materials:

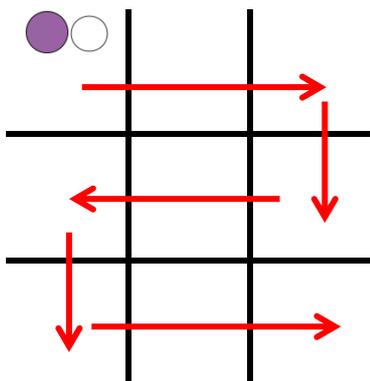
- game grid drawn on the ground (from Day 1)
- 1 large token (eg bean bags, toys, plastic plates) for each player
- other players.

Aim of the game: to toss a token into each grid square and successfully hop around the grid, hopping over the square that contains the token.

Player 1 places his/her token into the first square in the grid.

Player 1 hops over the first square and continues hopping in the direction shown on the grid below, until he/she gets to the end of the grid.

If the player's second foot touches the ground, he/she cannot continue and walks out of the grid.



Player 1 hops out of the grid from the last square and removes his/her token from the square.

Other players take a turn in the same way.

Players who have completed the hop from one end of the grid to the other toss their tokens into the second square.

Players who did not complete the grid hop leave their tokens in the first square and repeat the attempt when it is their turn.

Players hop into the first square, over the second square and around the grid, hopping out of the grid when they get to the last square.

Players continue tossing their tokens into each square and hopping around the grid until the token has been tossed into every square.

Play the game again, jumping instead of hopping.

Return to the work area.



## Phonics fun

### Guess my word

#### Materials:

- *My Phonics book*.

Place the book on the table.

Ask the student to open to any page in the book.

Ask the student to tell you the sound on the chosen page, eg oo moon, all the /ee/ sounds.

Take turns to read the words on the chosen page.

#### Say

I have a favourite word on this page. I'll give you a clue and you guess the word.

Say a simple clue, eg this animal likes to eat fruit. **monkey**

Ask the student to choose a word and give a clue for you to guess.

Ask the student to select another page in the book.

Ask the student to tell you the sound on the chosen page.

Take turns to read the words on the chosen page.

Play the clue game, taking one turn each.

Continue playing using ten different pages.



Store the book.

## Let's spell

### Spell check

#### Materials:

- dotted thirds paper
- *My spelling journal*
- book or paper where the student recorded the number of words correct on Day 9.

Place the lined paper on the table.



Ask the student to use the ruler and colour pencil to rule a margin on the left of the page. The margin is ruler width.

Ask the student to print the date into the margin.

Ask the student to print his/her name at the top of the page.

Ask the student to add the title 'Set 14 Day 10 Spell check'.

To check your spelling, I'll read some sentences for you to print onto your page. I'll read the first sentence and then break it into parts so you can print it.

Remember to use a capital letter at the start of each sentence and a full stop to end it.

Listen to the first sentence. In fairy tales princes go on quests or adventures.

Now I'll break it up and you can print it. In fairy tales (wait for student to finish writing)

In fairy tales princes go on (wait for student to finish writing)

In fairy tales princes go on quests or adventures. (wait for student to finish writing)

Now I'll say the whole sentence again and you can check that you have written all the words. In fairy tales princes go on quests or adventures.

Check your punctuation too.

This is the second sentence. "Abracadabra," said the witch as she stirred her magic potion.

Did you hear what the witch said? **abracadabra**

**Say**

How will you show she said that word? **use quotation marks**

Draw your opening set of quotation marks and then we will begin.

Start this sentence on a new line. I'll break it into parts so you can print it.

"Abracadabra," (wait for student to finish writing)

The witch has finished talking. Add the punctuation to show this.

Now for the rest of the sentence. "Abracadabra," said the witch (wait for student to finish writing)

"Abracadabra," said the witch as she stirred (wait for student to finish writing)

"Abracadabra," said the witch as she stirred her magic potion. (wait for student to finish writing)

Now I'll say the whole sentence again and you can check that you have written all the words. "Abracadabra," said the witch as she stirred her magic potion.

Check your punctuation too.



This is the third sentence. Once upon a time a villain rode across a country and into a hundred year old palace.

I'll break it into parts so you can print it. Start this sentence on a new line.

Once upon a time (wait for student to finish writing)

Once upon a time a villain rode (wait for student to finish writing)

**Say**

Once upon a time a villain rode across a country (wait for student to finish writing)

Once upon a time a villain rode across a country and into (wait for student to finish writing)

Once upon a time a villain rode across a country and into a hundred year old palace. (wait for student to finish writing)

Now I'll say the whole sentence again and you can check that you have written all the words. Once upon a time a villain rode across a country and into a hundred year old palace.

Check your punctuation too.

Check and tick all the words that are spelled correctly in the sentences.

Tick capitals to start and full stops to end the sentences, quotation marks and commas.

Any incorrect words are printed correctly into the appropriate page (eg Bb page for birthday) of the student's *My spelling journal*.

Ask the student to record the number of list words correctly spelled in the same place as on Day 9.

Compare the results with those from previous days. Did the student spell more, the same or less words correctly?



Store or scan and save the *Spell check* sheet.

## Read and write

### A tale becomes a book

#### Materials:

- student fairy tale written on Day 9
- puppets (from Day 5)
- setting model (from Day 7)



- computer.

Optional requirements (depending on publication method – see options below)

- printer
- ebook maker program
- art materials
- camera.

Ask the student to turn on the computer and open a blank document.

**Say**

Today you will turn your fairy tale into a book using the computer. Let's choose a font style and size for your story.

You can begin by typing your story into the blank document.

Ask the student to check the completed document for coloured underlining. Explain what these mean, eg red – possible spelling/typing errors, blue – possible grammar errors.

Read each error and ask the student how it needs to be changed.

Ask the student to make each change.

**Say**

To make your story into a book you need to decide what text will go onto each page. Let's read through the story and break it into events.

Read the beginning of the story with the student and encourage him/her to add an extra line space after the setting and character introduction.

Ask the student to read through the story and make line spaces to show which events will go on each page. Give help where required.

Show the student how to replace each line space with an inserted page break and ask him/her to add these breaks to make separate pages.

**Say**

You have created each page for your book. How many pages do you have? **Answers will vary.**

Now your story is finished, you need to think of a title. As we put the book together you can think about that.

Please read the following options to complete the book and help the student select those most appropriate to your situation and available resources.

Image options:

- hand drawn or collaged or other art based method
- computer generated – clip art, drawing tools or programs



- photographs using puppets and setting model – added to online document or glued to print pages
- combination of any or all of the above.

Book making options:

Option 1: Computer completion:

The student adds a new page and creates a cover with title and author.

The student adds images to illustrate the cover and story pages.

The book is printed or saved electronically.

Option 2: ebook maker programs

The student uses an ebook maker to create an online book. Free ebook makers can be found online.

The student follows the instructions to add text and images.

The book is printed or saved electronically.

Option 3: Print and draw

The student prints the pages.

The student uses art materials or photographs to add the images.

The student creates a front and back cover using card.

The student binds the completed book using staples, tape, ribbon, wool or other materials.

Ask the student to read the completed book to you and other people.



The book will be used in the next activity.

## Let's share

### Materials:

- activity sheet – *Let's share*
- completed fairy tale book
- puppets (from Day 5)
- setting model (from Day 7)



- computer (if fairy tale book is a computer based document or ebook)
- video camera.

### Say

You have spent many hours writing and making your fairy tale book and now it's time to show it to the world! There are several parts to the sharing activity. Let's read the activity sheet to find out more.

Ask the student to read each heading.

### Say

Each section needs some notes or words to remind you what to say on the video. How will you introduce yourself? **Answers will vary, eg name, Day 10, telling you about my fairy tale and reading it.**

Print that information next to the dot point.

The next section is about your setting model. What are three things you could tell the audience? **Answers will vary, eg what it is, what I used to make it, how I made it, any problems.**

### Say

Print one idea next to each dot point.

The next section is about your puppet characters. What are three things you could tell the audience? **Answers will vary, eg what/who they are, their personalities, what I used to make them.**

Print one idea next to each dot point.

Part four is about your fairy tale. You will read the book (or ebook) onto the video and show the pages as you read. What do you need to do to make sure your story is the star of this part? **Answers will vary, eg read the title, read clearly, read with expression, use different voices for the characters.**

Print one idea next to each dot point.

What was the most enjoyable part of this book making activity? **Answers will vary, eg making the character puppets, reading the story on this video.**

Print your idea on the last line. This will finish the video.

You can practise each part and then I will film it. This will give you time to check your notes and get your props ready.

Ask the student to practise his/her introduction.



Video the introduction.

Ask the student to practise Part 2, using the setting model as a prop.



Video Part 2.

Ask the student to practise Part 3, using the puppets as props.



Video Part 3.

Print book: ask the student to sit comfortably with the book and read it aloud.

Ebook: ask the student to open the book on the computer or tablet and read it aloud.

Position the video camera so you can film both the student and the book.



Video the story reading.

Ask the student practise the closing. The model, puppets and book could be included in this screen.



Video the closing.

View the video with the student.

Sections can be reshot if the student wishes to do this.



Save the video recording into the Set folder.

Store or scan and save the activity sheet.

Encourage the student to share the puppets, model and book with others.

## Tutor

### Reflection

Please complete the *Day Reflection*. Write your observations and comments about how capably the student worked on the Days 6 – 10 activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the *Reflection* for return with the set.

### Set return checklist



Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



Store the checklist and complete it at the end of each lesson.