

Week 5 - Package 1 - Year 1 and 2 English/literacy - Shared reading

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Lesson 1 video](#) – listening
- [Lesson 2 video](#) – think aloud
- [Lesson 3 video](#) – understanding positional language
- Lesson 1: Activity sheet 1 – visual and words
- Lesson 2: Activity sheet 2 – beyond the story
- Pencils & colour pencils
- Blank sheets of paper or activity sheets in this guide

Back up

- A copy of the book: 'There's a sea in my bedroom' written by Margaret Wild, illustrated by Jane Tanner and published by Penguin Books Australia. You may be able to find a reading of this book on a digital sharing platform, such as YouTube.
- Blank paper, use the digital worksheet on technology or a hand-copied version of the worksheets.

Before your child starts

Make sure your child has everything ready at the start of each lesson. There are 3 video lessons to work through in order, one each day.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment.

What your child needs to do

Your child is learning to think critically when listening to a story. Your child needs to know that people bring different experiences, thoughts and ideas to a story, and this can change how we understand it. They are learning to look at a story, and think about the author and illustrator's message.

It is important your child engages with a range of texts, including imaginative, persuasive and informative. These lessons will help your child to use new vocabulary and to understand how authors create their stories using words and pictures.

What your child can do next

Your child will need to watch and listen to each video carefully, just like they do when the teacher at school is sharing a story with them. During the video, you may like to pause it when your child is asked to respond to prompts and questions. Encourage your child to do this aloud so you can hear what they are thinking and check for understanding. Discussion encourages understanding of the story and provides an opportunity to ask and answer questions.

Day 1 – watch [Lesson 1](#), and retell the story to someone else

Day 2 – watch [Lesson 2](#) and think aloud with someone else

Day 3 – watch [Lesson 3](#) and complete Activity sheet 1

At the end of each video, talk about aspects of the story discussed in the lesson. Ask questions that will extend your child beyond the basic, obvious facts, for example 'Why do you think the illustrator put these things in the picture?'. A thoughtful question promotes deeper thinking, opening the way to explore rich vocabulary, ideas and meanings.

Examples include:

- Why do you think the author included words like 'not at all, not one little bit' throughout the story?
- Do you notice anything that is different between the illustrations and the words in the story? Why do you think the illustrator made them different?
- Why do you think the author made David's feelings change throughout the story?
- Does this story remind you of anything? Maybe something that happened to you? Or maybe something that you've seen or read in another story?

Options for your child

Activity too hard?

Check that your child knows what some of the subject is about. Have they ever gone on an outing to the beach? Have they ever listened to the sounds from a shell? Connect important parts of the story with your child's own knowledge and experiences. If they don't know something, you could tell them about it or show them pictures or a video.

Discuss what happens in the story and what it is about.

Talk about David and what you can see is happening to him and his environment in his bedroom. Take turns with your child to retell the story by just looking at the pictures.

Explain some of the more complex vocabulary used when describing the sea and how they reflect how David feels about the sea.

Activity too easy?

After the reading, discuss the characters and how they are portrayed in the story. How does David change throughout the story? Why?

Have you noticed the illustrations in 'There's a sea in my bedroom?' What extra information do they provide to the words?

Stories often share a message or moral. What might be the message or moral of 'There's a sea in my bedroom?' Look for words in the text and illustrations to see how the author has built this message throughout the story.

Why did the author call the story 'There's a sea in my bedroom?' Does the title connect to the message of the story?

Rewrite a story using positional words from 'There's a sea in my Bedroom' and create drawings to match.

Throughout the story David repeats the statement 'Not at all, not one bit.' Discuss how the meaning changes as the story progresses. Draw a picture that shows what David means each time he uses the words 'Not at all, not one bit' throughout the story.

Extension/additional activity

Your child might like to retell a story similar to 'There's a sea in my Bedroom' where the character is afraid of something other than the sea but overcomes that fear in the end. They might reuse the words 'Not at all, not one bit' in their story too with different meanings.

Your child might like to look at other picture books and identify the beginning, middle and end of the stories. They could draw these in three boxes or on 3 pieces of paper, and then retell the stories to someone.

Your child might like to imagine they have been asked to illustrate 'There's a sea in my bedroom'. They can choose a passage and draw or paint a new illustration to add information to the words.

Your child might like to create their own picture book story about what happens when David next visits the sea.

Activity 1: positional words

Learning intention

To understand how to describe the position of one thing compared to another.

Success criteria

I can identify the words that describe the position of one thing compared to another and draw a picture to match.

Your task

Positional words describe where one thing is in comparison to another thing. For example: “The cupcake is in front of the cup.”



Can you circle the positional words and draw a picture to match this sentence? ‘The girl sat in front of the television holding the popcorn in her lap.’

Can you circle the positional words and draw a picture to match this sentence? ‘The cat curled around his legs, while the dog jumped onto the couch next to him.’

Week 5 - Package 2 - Year 1 and 2 English/literacy - Handwriting

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Lesson 1 video](#) – ur, er
- [Lesson 2 video](#) – oi, oy
- Handwriting practice sheet – Stage 1
- Parents' [guide to handwriting](#) in the early years
- Lead pencil

Back up

- Use blank paper ruled with lines, try to copy the same handwriting practice lines as on the worksheets.
- A lead pencil is best, but can use any other writing tools such as coloured pencils, textas, pens or crayons can be used.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson.

There are 2 video lessons to complete throughout the week using one handwriting practice sheet with ruled lines.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions and learn how to form the letters correctly. Show your child how to pause the video and start it playing again.

Print the [Handwriting practice sheet – Stage 1](#).

What your child needs to do

In these lessons your child will be learning to correctly form common letter combinations. It is important for your child to hold their pencil correctly (the parent's guide to handwriting in the package has an image to refer to on page 4). It is also important to follow the instructions for the direction that each letter is formed.

What your child can do next

Your child will need to watch each video for their handwriting lesson and complete the worksheet during the lesson.

Day 2 – [watch Lesson 1](#) while completing the Handwriting practice sheet – Stage 1

Day 4 – [watch Lesson 2](#) while completing the Handwriting practice sheet – Stage 1

Check that your child is forming the letters correctly. Common mistakes that young learners can make will be going clockwise instead of anti-clockwise when forming an 'o', starting from the bottom of the letter and going 'up' instead of 'down' and writing a 'd' with 2 parts instead of in one complete motion. If you notice your child doing something incorrectly you could show them the right way, and do some more practise.

There will be questions in the video that your child needs to respond to. Encourage your child to interact with the lesson by responding out loud. They will also be asked to self-reflect by drawing very small smiley faces to indicate their best letter formation in each line. You might like to ask them why they chose each particular letter.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult ('e' and 'y' can be tricky for some young learners) try gently placing your hand over theirs and move their hand for them, so that they can feel the movement.

Sometimes writing the letter on the page and asking your child to trace over the letter can assist with learning the formation.

Activity too easy?

Reduce the size of the lines, making sure that all letters continue to be of similar size and consistent slope.

Ask your child to write the letters or words on blank paper. See if they can form the letters with a consistent size and shape.

Extension/additional activity

Your child might like to:

- practise all of the letters again, or practise one that they found difficult, on another copy of the handwriting practice sheet or a small whiteboard.
- connect to country by going outside to practise their handwriting. They could write the letters in the dirt or sand, or dip their finger in water and write on some bark or rocks.
- do rainbow writing. Write the letters in a light colour (like yellow) on a page and ask your child to trace over the letters many times, each time in a different colour to create 'rainbow writing'.
- practise using a computer or device to type the letters.
- play secret letters. Take turns writing the letters on a partner's back with a pointed finger. The partner has to try to guess the letters that the writer has written.
- play a guessing game where you describe a letter and your child has to respond. E.g. "I am thinking about a letter that goes down, up and over. What is it?"
- make the letter combinations out of dough, rolled up towels, counters or blocks.
- form the letter shapes with their body. They could take a photo of each letter or video themselves making each letter.

Week 4 - Package 3 - Year 1 and 2 English/literacy - High frequency sight words

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Lesson 1 video – use](#)
- [Lesson 2 video – where](#)
- [Lesson 3 video - many](#)
- Pencils or markers
- Blank sheets of paper

Back up

- An adult who can help your child read, say and write the words.
- Pencils are best, but you can use any other writing tools such as textas, pens or crayons.
- You could also use post-it notes.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson.
There are 3 video lessons throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons.
It will help if your child is in a quiet environment so that they can hear all of the instructions.

Ensure you have the pencils and paper ready.

What your child needs to do

In these lessons your child will be learning to read and write some high frequency sight words. These are words that are seen often in the books that your child is reading and being able to recognise them and say them automatically helps with smooth, flowing reading. It also helps them to write more efficiently as well.

What your child can do next

Your child will need to watch each video for their high frequency sight word lesson and complete the activity throughout the week.

Day 1 – watch [Lesson 1](#) and complete the activities in the video

Day 2 – watch [Lesson 2](#) and complete the activities in the video

Day 3 – watch [Lesson 3](#) and complete the activities in the video

Check that your child is recognising the words and saying them correctly.

There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions or to complete tasks such as writing.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult to write, write the words on the page in a light colour such as yellow and encourage them to trace the words instead.

Activity too easy?

If your child is finding these words easy, extend the activity by asking your child to say and write these words into sentences.

Extension/additional activity

Make flash cards that can be held up for your child to read or they can be placed around the house with blutak and your child can read them when they see them.

Write the words on pieces of paper and place them in positions around the house such as doors. Everyone who enters that door, (or opens the cupboard or fridge) where the words have been placed has to read the word correctly as a 'password' before they are allowed to enter through the door.

Be a word detective and look for the words in books.

Find the words in magazines and cut them out. You can stick them on a page to make a collage.

Write the words on a path using chalk. You can even make a hopscotch game where each square contains one of the sight words. Each time you jump on a square you must say the sight word correctly to move to the next square.

Week 4 - Package 4 - Year 1 & 2 English/literacy - Modelled writing

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Lesson 1 video](#) – beginning
- [Lesson 2 video](#) – middle
- Activity sheet 1
- Activity sheet 2
- Activity sheet 3
- Pencil or coloured pencils

Back up

- A copy of the book: *There's a Sea in my Bedroom* by Margaret Wild and published by Penguin Australia. You may be able to find a reading of this book on a digital sharing platform, such as YouTube
- Paper

Before your child starts

These lessons relate to the book 'There's a Sea in my Bedroom' by Margaret Wild.

Make sure your child has everything ready at the start of the lesson. There are two video lessons to work through this week.

Check that the videos are working and that the volume is turned up for each lesson. It will help if your child is in a quiet environment.

Print the activity sheets to support your child as they write this week. They will need activity sheets 1 and 2 for the first lesson, and activity sheet 3 for the second lesson.

What your child needs to do

Your child is learning to write sentences with greater details based on the book 'There's a Sea in my Bedroom' by Margaret Wild. To do this, they will be focusing on a part of speech called adverbials. They will be encouraged to write using images and their own environment as prompts.

It is important your child engages with a range of texts, including imaginative, persuasive and informative. These lessons will help your child to use new vocabulary and to understand how authors make their writing more interesting and descriptive by adding detail.

What your child can do next

Your child will need to watch and listen to each video carefully, just like they do when the teacher at school is writing with them. During the video, you may like to pause it when your child is asked to respond to prompts and questions. Encourage your child to do this aloud so you can hear what they are thinking and check for understanding. Discussion encourages your child to think through the writing process.

In lesson 2, your child will be asked to either look outside or go outside to get ideas for their writing. Before you start the video, tell them that they are not to go outside unless they ask you first.

Day 3 – watch [Lesson 1](#). Follow the teacher on the video with Activity sheet 1. Complete the planning and writing for Activity sheet 2.

Day 5 – watch [Lesson 2](#). Complete the planning and writing for Activity sheet 3.

Options for your child

Activity too hard?

You might like to ask your child what words and sentences they would like to write. You could take turns writing, encouraging your child to find the words. Shorter sentences are easier, so you might ask them to write one verb and one adverbial in the second sentence of each lesson rather than three.

Activity too easy?

You might like to encourage your child to write more than two sentences, or to write a complete text with their two sentences in it.

Extension/additional activity

Your child might like to:

- look at other picture books and identify examples of adverbials in the stories.
- publish their writing by writing it neatly on a new piece of paper and illustrating it.
- read other pieces of text that they have written to see if they have used, or could add, some adverbials.

Activity sheet 1: adverbials

Learning intention

We're learning to add details to our writing.

Success criteria

I can use adverbials to add more details to my writing.

Verbs are words that tell us what is happening or what is.

Adverbials add details to verbs.

They tell us how, when, where or why something is happening.

Your task

With the teacher

1. Underline the verb and circle the adverbial in this sentence from *There's a Sea in my Bedroom* by Margaret Wild:

David jumped into the waves.

2. Underline the verbs and circle the adverbials in the second sentence from *There's a Sea in my Bedroom* by Margaret Wild.

David was frightened of the sea.

It was a huge, wet monster that gobbled him up,

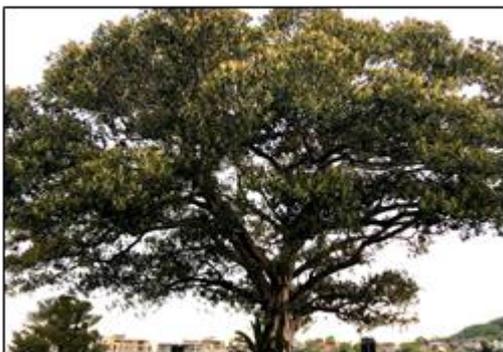
knocked him over, turned him upside down.

Activity sheet 2: adverbials

Your task:

Write two sentences that describe what your character is frightened of, using Margaret Wild's sentences for ideas. Be sure to add some details by using adverbials.

Images for writing



Planning

Writing

frightened scared afraid monster creature bird tiger tree down
out under over

Activity sheet 2: adverbials part 2

Learning intention

We're learning to add details to our writing.

Success criteria

I can use adverbials to add more details to my writing.

Your task:

Write two sentences that describe how something or someone is moving. Use adverbials.

Example

The sea rushed out of the shell.

It curled around his toes, foamed up his legs and beat gently against the bed.

from 'There's a sea in my bedroom' by Margaret Wild

Ideas for writing

Look outside. What can you see moving? eg, plants moving in the breeze, dust blowing across the fields, snow falling on the ground, cars driving past, a dog chasing a ball.

Planning

Writing

Positional words:

around up against in across on past down out under over