

Week 4

| Lesson Topic + Resources | Focus | Lesson Notes |
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| <p>Lesson 1 Doors</p> <p>Resources <i>Fair's Fair</i> + <i>R&R Workbook 2</i> <i>Dictionary</i></p> | <ul style="list-style-type: none"> to predict the story line to develop close reading skills and dictionary use | <ul style="list-style-type: none"> Read pages 12 and 13 of Fair's Fair - don't turn the page! Turn to page 11 in <i>R&R</i> - 'You got a key'. You have to decide what the key that Jackson has found might open. Discuss what it might be and write down three things, then complete 'what might happen'. Now read pages 14, 15 and 16 of Fair's Fair. If you have time, work through p 12 in <i>R&R</i>. |
| <p>Lesson 2 The story so far: A 'found' poem</p> <p>Resources <i>Fair's Fair</i> + <i>R&R Workbook 2</i></p> | <ul style="list-style-type: none"> to recap the events in the story so far and develop oral story telling skills to read a short piece of text closely and select effective vocabulary | <ul style="list-style-type: none"> Read pages 17, 18, 19, 20 and 21 in Fair's Fair. Think about what has happened so far in the story. Turn to page 13 in <i>R&R</i>. You are given some 'key words' to help you tell the story so far. Tell the story out loud using these words to help you. You don't need to write it down. Now turn to page 14 in <i>R&R</i>. You will need to read pages 22, 23, 24 and 25 in the story book. Write a poem about the house as suggested on page 14 of the workbook. |
| <p>Lesson 3 Missing!</p> <p>Resources <i>Fair's Fair</i> + <i>R&R Workbook2</i></p> | <ul style="list-style-type: none"> to review what is remembered about the two main characters to re-read the story closely to select key information | <ul style="list-style-type: none"> Read pages 26, 27, 28 and 29 in Fair's Fair. Then turn to page 15 in <i>R&R</i>. You will need to re-read through the story up to this point to collect information about Jackson and Lillipolly. You can use the space on this page to draft your poster - remember to include the information you have written down. Make the final copy of the poster on a computer, using the different tools to make it look interesting. |
| <p>Lesson 4 'I wonder' The two men</p> <p>Resources <i>Fair's Fair</i> + <i>R&R Workbook 2</i></p> | <ul style="list-style-type: none"> to make inferences, deductions and predictions while reading to find textual evidence by scanning the story to predict what happens next | <ul style="list-style-type: none"> Read pages 30 and 31 in Fair's Fair. Turn to page 16 in <i>R&R</i>. Look at the questions on this page. Discuss the possible answers to the questions (you don't need to write them down). Use your imagination to think of answers. Now read pages 32 to 40. Turn to page 17 in <i>R&R</i>. Think about what has happened so far and fill in the table on this page. Now fill in what you think in the last box. Finish reading the story before next week. |
| <p>Lesson 5 Spelling - the ow letter cluster</p> <p>Resources <i>English Workbook 2a</i></p> | <ul style="list-style-type: none"> to consolidate understanding of words using this letter cluster to continue with language games | <ul style="list-style-type: none"> Do your spelling test for the week. Find Worksheet 7 in <i>Eng Wbk 2a</i>. There are two different sounds both spelt 'ow'. Complete this worksheet to practise these words. Choose a game from the Speaking & Listening section. Finish reading Fair's Fair over the weekend. |



Lessons 1, 2, 3, 4: Fair's Fair

The lessons this week are based on a gradual reading of the book. Your child should not read ahead as much of the work is based on prediction of 'what will happen next'. The pages should be read as specified and are best read aloud by your child and discussed. Your child may want to go back later and re-read silently.

Lesson 1

The activity on page 11 of the *R&R* workbook - 'You got a key' requires some careful reflection on the text and may be hard for many children. Finding the key is the 'fiction trigger' for the plot of the story. Discuss this with your child and encourage prediction of what might be unlocked by the key. A sensible selection of 'keys' might be 'door, gate and box'. When your child has written them in, encourage speculation about what might happen when Jackson opens the door, gate or box - what he might find and what might happen then. Your child just needs to write one short sentence in the space provided but should 'talk around' this in more detail.

The exercise on page 12 is not an 'Extension Activity' as such, as it is easier than the previous work but is a useful exercise if time permits. If time is short, leave this and move on to the work suggested when you start Lesson 2.

Lesson 2

The first part of this lesson is an oral story telling. Your child should not spend long on this. It is just a recap of what has happened so far. Spend just a few minutes deciding if all the important parts of the story have been included and then move on to the next page. The poetry writing exercise provides a good model for your child. Remind him/her that it is only interesting words and phrases about the house that should be noted. Discuss an effective order for the phrases written down. If time, look also at *Morning After a Storm* on page 11 in *The Way Through the Woods*. This is also made up of a list of interesting phrases and sentences.

Using IT

If you have a computer, then either the poem in Lesson 2 or the poster in Lesson 3, should be produced in a word processing or desk-top publishing program. Your child should be encouraged to make corrections, changes etc using the tools provided for the poem and to choose suitable fonts, centre lines, change font sizes and use *bold* and *italic* for effect in the poster.

Speaking and Listening

At least one activity is suggested from this section each week but do try to include further opportunities if possible. Let your child choose activities but give guidance to provide a variety of spoken language experiences. Identify a 'store' of short activities that can be included when there is a spare 10 minutes. Make sure that you have the 'props' available for some of the longer activities which can be included during Lesson 5 in each week.

Tutor Assignment – English Assignment 1

Send the following to your tutor at the end of this week:

- the recounts from Week 2, Lessons 1 and 2
- a completed Assignment Sheet for Week 4 (see appendix)

The two men

Read up to 'The two men looked at each other; then the first one clapped his hands.'

- Work as a word detective. Use a dictionary and discuss with a partner the meaning of each of these words.

kind brave patient honest generous

- In the spaces below write what Jackson and Lillipolly have done since they entered the house that shows that they are:

| | |
|----------|--|
| kind | |
| brave | |
| patient | |
| honest | |
| generous | |

Here's the last bit you read:

'The two men looked at each other; then the first one clapped his hands.'



- What do you think happens next? Are the two men evil robbers? Or is there a different explanation? Write your ideas below.

- Now work with a partner and practise telling the next bit of the story, based on your ideas. Make it as interesting and exciting as you can.