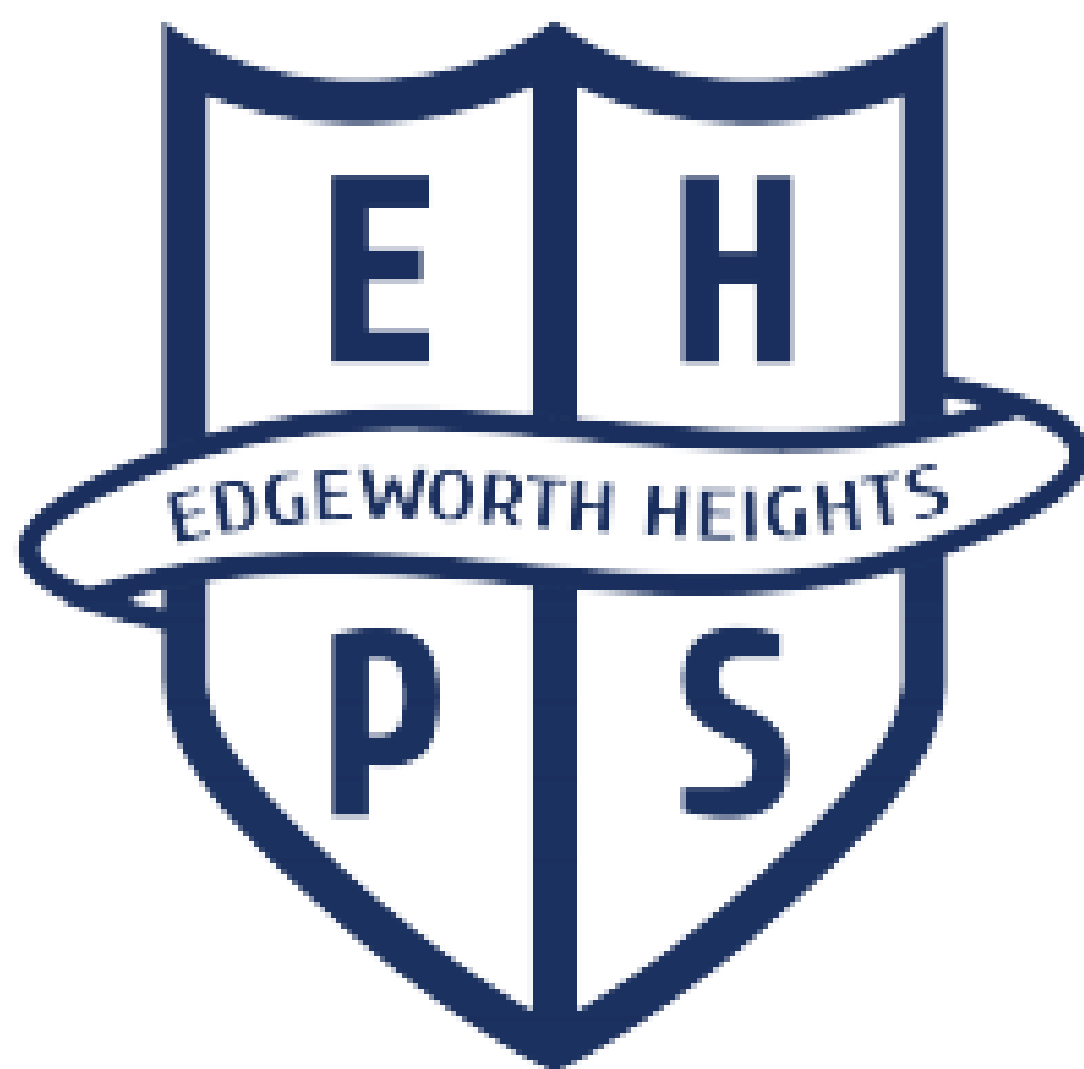


Stage One Literacy

Term 4 Week 2-3



The expectation is that you complete 10 activities over the fortnight. **Work across the grid from left to right, completing activities in order.**

This week we will be learning to:

- Ask questions when reading to help us understand.
- Identify and use adverbs when reading.
- Use verbs and adverbs to add detail to our writing.
- Write procedures that explain how to do something.
- Re-read and edit our work looking for spelling and punctuation errors.
- Read, say, and write words quickly.
- Form letters using correct size, slope and spacing.

- Each day you should be attempting **1 activity**.

Activities with a ✓ are Must Do tasks. These are to be submitted for feedback from teachers. You need to upload your ✓ task on Seesaw and return the paper /home learning book copy of the task to the school when requested by your teacher.

Activities

1. Adverbs That Tell Us When

You have learnt about adverbs that tell us **how**, now it's time to learn about adverbs that tell us **when**.
Adverbs are words that tell us more about a verb. Some adverbs tell us when a verb happens. The video below will tell you more about adverbs:
<https://www.youtube.com/embed/drbcKE1Pcsc>

Task

Read the sentences on stencil 1 and circle the verbs (**blue**) and the adverbs (**red**). The adverbs tell us more about the verb.

Example

We will **eat** our lunch **later**.
The word later tells us about the action verb, eat.
The word later is an adverb.

CHALLENGE

Write 5 sentences that have an adverb in your workbook. Remember to use capital letters and full stops.

2. Finding Verbs and Adverbs

Verbs are action words.
Adverbs tell us more details about a verb.

Task

Complete the word searches on stencil 2 to find all the verbs and adverbs.

3. Using Adverbs

Adverbs are words that tell us about how, when or where the action is happening.

Task

Play the board game on stencil 3 with a family member to practice using adverbs. Roll a dice and move your counter. Read the adverb on your space and use it in a sentence. The first person to get to the end space wins.

CHALLENGE

Write the sentences you came up with during the game in your workbook.

4. Good Readers Ask Questions

Asking questions and talking about your ideas helps us make sense of what we are reading.

Task

Choose your favourite storybook to read with a family member.

Use stencil 4 to help you talk about the story you chose. Answer at least 3 questions **BEFORE** you read, 3 questions **DURING** your reading, and 3 questions **AFTER** you read the book. You can highlight the questions as you go to help you keep track.

CHALLENGE

Choose another book to read and answer some different questions from stencil 4.

<p>5. Procedure Comprehension</p> <p>We have been learning about procedures. Procedures tell us simple steps to help us make or do something.</p> <p>Task Read the procedure about how to wash your dog on stencil 5a. Use the information to answer the questions on stencil 5b. Remember to use full sentences to answer the questions.</p>	<p>6. Using Adverbs</p> <p>Adverbs give us more details about action verbs. They can explain how an action is being done.</p> <p>Example swimming <u>quickly</u>.</p> <p>The word quickly gives us more information about the verb, swimming.</p> <p>The word quickly is an adverb.</p> <p>Task Use the word bank on stencil 6 or think of your own adverbs to match the action verbs on the stencil.</p> <p>CHALLENGE When you have finished, act out the verbs and adverbs.</p>	<p>7. Colour The Adverbs</p> <p>Adverbs are words that tell us details about verbs.</p> <p>Task Use the colour code on stencil 7 to see the different types of adverbs. Read each word in the picture and decide if it's telling you 'when', 'where', 'how' or 'how often'.</p> <p>Brown = Adverbs that tell us when. Green = Adverbs that tell us where. Blue = Adverbs that tell us how. Orange = Adverbs that tell us how often.</p> <p>Hint It might help to say or write the words in a sentence if you get stuck.</p>	<p>8. Editing</p> <p>Editing is when we re-read our work to look for any errors, or things we could make better. When re-reading we check our writing for correct spelling, proper punctuation and make sure it makes sense. By checking our work, and fixing any errors, we make it is easy for people to understand our writing.</p> <p>Task Read the sentences on stencil 8 and circle all the errors. Re-write the sentence without any errors. There is a list to help you find all the errors in the paragraph.</p>
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<p>9. I Can Write With Adverbs</p> <p>The more detail we can add to sentences, the more interesting they become. Adverbs help us give more details about the verbs in our sentences.</p> <p>Task Use the words and pictures on stencil 9 to help you write interesting sentences. The stencil gives you who, what and how words. Can you put them together to make an interesting sentence? Remember capital letters and full stops!</p> <p>The link below is a song that helps you remember what adverbs do: https://www.youtube.com/embed/FQP Dk fMcs0</p>	<p>10. Procedure Writing</p> <p>MUST DO ✓</p> <p>We have been learning about writing procedures. Procedures tell us how to do something.</p> <p>The video below shows us what happens when our steps are NOT given clearly. https://www.youtube.com/embed/-3w8sE72wmE</p> <p>The next video is an example of an effective procedure with clear steps. https://www.youtube.com/embed/4W UIaN9bIQ4</p> <p>The steps to writing a procedure can also be found on stencil 10a.</p> <p>Task On stencil 10b write a procedure that explains how to make your favourite sandwich. Your procedure will need:</p> <ol style="list-style-type: none"> 1. A title – eg. <u>How to Make a Jam Sandwich</u> 2. A list of ingredients and equipment. 3. Steps in order of what to do - The steps should be clear, in order and include verbs and adverbs. <p>There is an additional page in your grid to help you with this 'must do' task.</p>	<p>11. When And How</p> <p>The video link below will be used to help you learn, read and write the high frequency words 'when' and 'how'. https://vimeo.com/413154737</p> <p>You will need:</p> <ul style="list-style-type: none"> - Your workbook - Pencil - Post it notes (cut up squares of paper and sticky tape/blu tac can be used instead) <p>Task Using your workbook, complete the following mini spelling tasks.</p> <ol style="list-style-type: none"> 1. Write the word 'when'. 2. Read the word aloud. 3. Say the word in a sentence. 4. With your magic finger write the word 'when' in the air, on your leg and on your arm. Say it aloud each time you have done it. 5. In your workbook write the word 'when' as many times as you can (or use a timer for 30 seconds). Each time you spell the word correctly, draw a circle around it. <p>Repeat steps 1- 5 for the word 'how'. Note: You may split these mini spelling lessons up throughout the day or use them as a short, sharp speed round between learning.</p> <p>CHALLENGE Be a word detective and look for the words when and how in books.</p>	<p>12. Because, By And Have</p> <p>The video link below will be used to help you learn, read and write the high frequency words 'because', 'by' and 'have'. https://vimeo.com/413155962</p> <p>You will need:</p> <ul style="list-style-type: none"> - Your workbook - Pencil - Post it notes (cut up squares of paper and sticky tape/blu tac can be used instead) <p>Task Using your workbook, complete the following mini spelling tasks.</p> <ol style="list-style-type: none"> 1. Write the word 'because'. 2. Read the word aloud. 3. Say the word in a sentence. 4. With your magic finger write the word 'because' in the air, on your leg and on your arm. Say it aloud each time you have done it. 5. In your workbook write the word 'because' as many times as you can (or use a timer for 30 seconds). Each time you spell the word correctly, draw a circle around it. <p>Repeat steps 1- 5 for the words 'by' and 'have'. Note: You may split these mini spelling lessons up throughout the day or use them as a short, sharp speed round between learning.</p> <p>CHALLENGE Write the words 'because', 'by' and 'have' on pieces of paper and place in positions around the house that are frequently visited, such as a door. 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.</p>
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<p style="text-align: center;">13. Every</p> <p>The video link below will be used to help you learn, read and write the high frequency word 'every'. https://vimeo.com/416180925</p> <p>You will need:</p> <ul style="list-style-type: none"> - Your workbook - Pencil - Post it notes (cut up squares of paper and sticky tape/blu tac can be used instead) <p>Task Using your workbook, complete the following mini spelling tasks.</p> <ol style="list-style-type: none"> 1. Write the word 'every'. 2. Read the word aloud. 3. Say the word in a sentence. 4. With your magic finger write the word 'every' in the air, on your leg and on your arm. Say it aloud each time you have done it. 5. In your workbook write the word 'every' as many times as you can (or use a timer for 30 seconds). Each time you spell the word correctly, draw a circle around it. <p>CHALLENGE Write the word 'every' on a path in chalk and use it to create a hopscotch game. Every time someone jumps on the word 'every', they must say it aloud.</p>	<p style="text-align: center;">14. They</p> <p>The video link below will be used to help you learn, read and write the high frequency word 'they'. https://vimeo.com/415843493</p> <p>You will need:</p> <ul style="list-style-type: none"> - Your workbook - Pencil - Post it notes (cut up squares of paper and sticky tape/blu tac can be used instead) <p>Task Using your workbook, complete the following mini spelling tasks.</p> <ol style="list-style-type: none"> 1. Write the word 'they'. 2. Read the word aloud. 3. Say the word in a sentence. 4. With your magic finger write the word 'they' in the air, on your leg and on your arm. Say it aloud each time you have done it. 5. In your workbook write the word 'they' as many times as you can (or use a timer for 30 seconds). Each time you spell the word correctly, draw a circle around it. <p>CHALLENGE Write as many sentences in your workbook as you can, using the word 'they' (for example: I went to the shop with my family and they asked if I wanted Henny Penny).</p>	<p style="text-align: center;">15. Would</p> <p>The video link below will be used to help you learn, read and write the high frequency word 'would'. https://vimeo.com/415848344</p> <p>You will need:</p> <ul style="list-style-type: none"> - Your workbook - Pencil - Post it notes (cut up squares of paper and sticky tape/blu tac can be used instead) <p>Task Using your workbook, complete the following mini spelling tasks.</p> <ol style="list-style-type: none"> 1. Write the word 'would'. 2. Read the word aloud. 3. Say the word in a sentence. 4. With your magic finger write the word 'would' in the air, on your leg and on your arm. Say it aloud each time you have done it. 5. In your workbook write the word 'would' as many times as you can (or use a timer for 30 seconds). Each time you spell the word correctly, draw a circle around it. <p>CHALLENGE Create a poster in your workbook, writing the word 'would' in the centre of the page. Make it as colourful and decorative as you can (You could write would in graffiti font, rainbow colours or curly letters).</p>	<p style="text-align: center;">16. Practicing The Letters O, D And N</p> <p>Task In this lesson you will be learning to correctly form the upper- and lower-case letters 'o', 'd' and 'n'. You will practice these letters one by one using stencil 16. Note: You may use the video below to help you with instructions for the direction that each letter is formed. https://vimeo.com/415859848</p> <p>Remember:</p> <ul style="list-style-type: none"> - To use finger spacing and the whole line to practice your letters. - Hold your pencil correctly. <p>CHALLENGE Play a guessing game where you describe a letter, and your partner must respond. E.g. "I am thinking about a tall letter that goes straight down, then up and over. What is it?"</p>
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<p>17. Practicing The Letters H And W</p> <p>Task In this lesson you will be learning to correctly form the upper- and lower-case letters 'h' and 'w'. You will practice these letters one by one using stencil 17. Note: You may use the video below to help you with instructions for the direction that each letter is formed. https://vimeo.com/415900185</p> <p>Remember</p> <ul style="list-style-type: none"> - To use finger spacing and the whole line to practice your letters. - Hold your pencil correctly. <p>CHALLENGE <u>Rainbow writing.</u> In your workbook, write the letters in a light colour (like yellow) on the page. Trace over the letters, each time in a different colour to create 'rainbow writing.'</p>	<p>18. Practicing The Words 'On', 'Do' And 'How'</p> <p>Task In this lesson you will be learning to correctly form the words 'on', 'do' and 'how'. You will practice these letters and words one by one using stencil 18.</p> <p>Note You may use the video below to help you with instructions for the direction that each letter is formed. https://vimeo.com/417905094</p> <p>Remember</p> <ul style="list-style-type: none"> - To use finger spacing and the whole line to practice your letters. - Hold your pencil correctly. <p>CHALLENGE Write each word in a sentence in your workbook.</p>	<p>19. Practicing The Words 'Who' And 'Down'</p> <p>Task In this lesson you will be learning to correctly form the words 'who' and 'down'. You will practice these letters and words one by one using stencil 19.</p> <p>Note You may use the video below to help you with instructions for the direction that each letter is formed. https://vimeo.com/417911919</p> <p>Remember</p> <ul style="list-style-type: none"> - To use finger spacing and the whole line to practice your letters. - Hold your pencil correctly. <p>CHALLENGE Use some water and your finger (or a paint brush) to write the words on an outside wall, path or paved area.</p>	<p>20. The Quick Brown Fox Jumps Over The Lazy Dog</p> <p>MUST DO ✓</p> <p>Task Complete stencil 20 by copying the sentence 'The quick brown fox jumps over the lazy dog' on the lines underneath.</p> <p>Remember</p> <ul style="list-style-type: none"> - To take your time and form the letters correctly. You may visit this link for revision of letters in this task. (All of the letters from a – z can be found on here: https://www.youtube.com/watch?v=Vj-lwQnjmek&list=PLv8XS4I3DrfUENngog1IVH9JCvh9tD6Lu) - Use finger spacing between words - Use the self-reflection tool at the bottom of the stencil to colour in the smiley face that best shows how you feel about your handwriting.
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Stencil 1:

Adverbs

Name _____

Identifying Adverbs

Date _____

**Adverbs are words that tell more about
a verb.**

The boys and girls are playing inside.

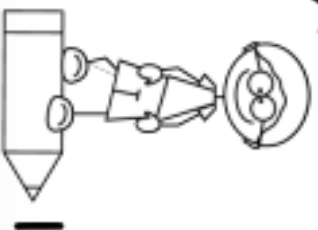
↑ ↑
verb adverb

**The adverb "inside" tells more about
where the children are playing.**



Circle the adverb in the sentence.

1. We walked to my friend's house today.
2. I rode my bike quickly down the street.
3. Sammy woke up early to get ready.
4. The sun is shining outside.
5. I will take a bath later.



Stencil 2:

Name _____ HA

Verbs Word Search

c	d	x	y	z	w	w	v	x	l
r	y	a	y	q	a	z	y	g	a
a	x	y	n	z	l	q	u	r	u
w	a	c	b	c	k	d	e	o	g
l	r	u	n	n	i	n	g	w	h
i	x	y	x	z	n	n	q	l	i
n	c	b	a	x	g	q	g	i	n
g	z	t	h	i	n	k	i	n	g
s	l	e	e	p	i	n	g	g	x
o	c	r	e	e	p	i	n	g	z

walking	growing
creeping	laughing
sleeping	dancing
crawling	thinking
running	

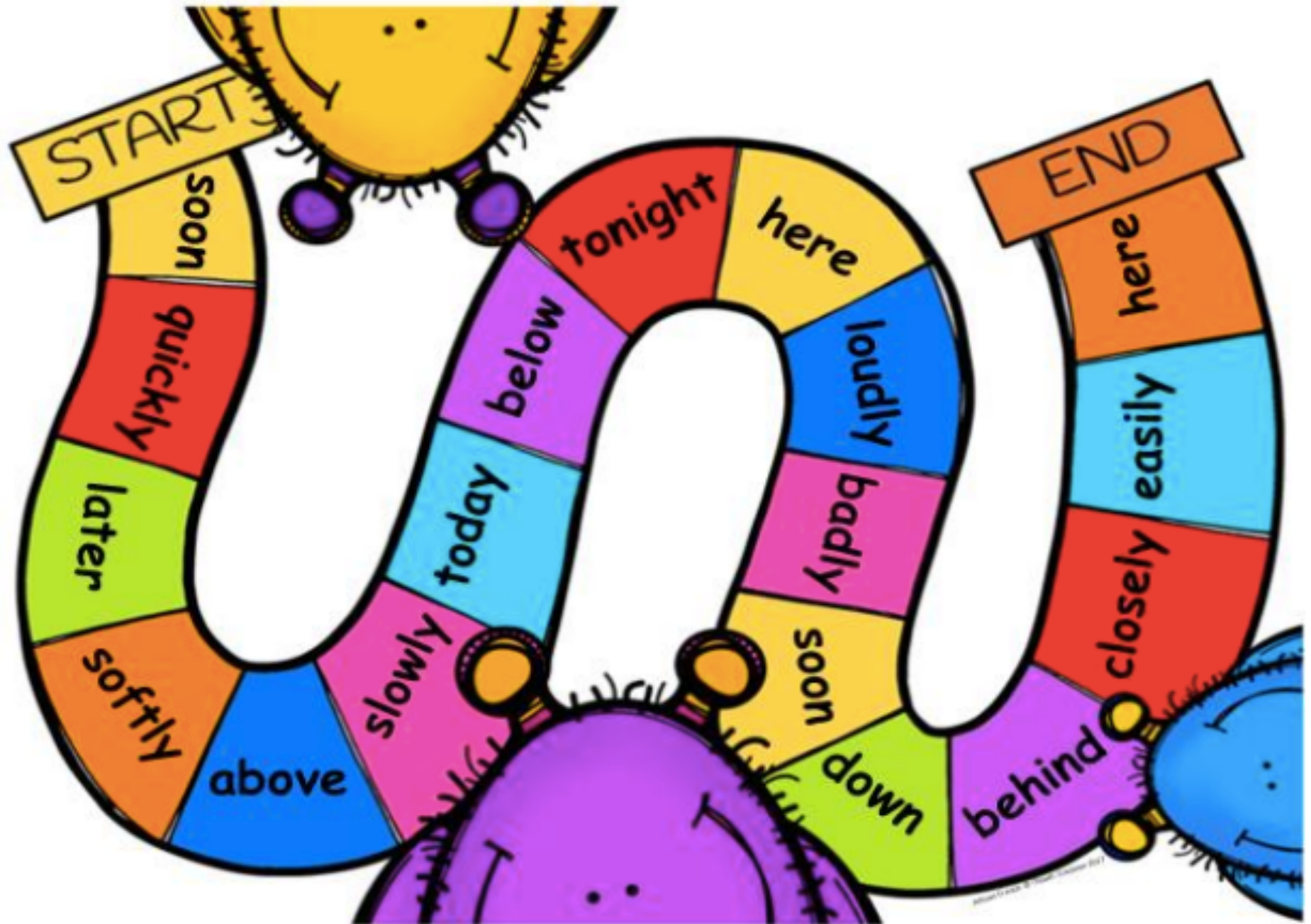
Name _____ HA

Adverbs Word Search

q	u	i	c	k	l	y	s	q	c
r	o	p	x	t	k	z	o	p	a
n	o	i	s	i	l	y	f	l	r
q	z	x	g	h	y	m	t	a	e
k	m	s	x	l	w	g	l	y	f
j	k	l	w	f	b	x	y	f	u
d	p	o	q	v	j	q	k	u	l
w	l	u	z	h	c	b	m	l	l
s	o	o	b	r	a	v	e	l	y
e	x	c	i	t	e	d	l	y	a

quickly	excitedly
slowly	softly
bravely	noisily
carefully	playfully

Stencil 3:





GOOD READERS ASK Questions



BEFORE

What clues does the title give you?

Who do you think the characters are?

Are you interested in reading this story? Why?

What do you already know about this topic?

What genre is this book?

Using the cover picture what do you think will happen?

Do you see any words you know?

What predictions can you make?

DURING

Which character do you like the best so far? Why?

Can you summarise the main ideas so far?

What do you think will happen next?

What would you do next if you were the main character?

Has the setting changed? Why has it changed?

What is the problem in the story?

How do you think the story will end?

AFTER

How did the story make you feel? Why?

What was your favourite part of the story?

Who was the most important character in the story?

Was your prediction about the story correct?

How was the problem in the story solved?








What connections can you make to the story?

What could have been another good title for the story? Why?

Procedure Text

'How to wash a dog'

Read the information below and answer the questions on the following page.

	1. Gather the items you need to wash the dog. You will need: A large bucket, a hose, dog shampoo, a towel and of course, a dog!
	2. Start by filling up the bucket with water. Be careful not to overfill because when you put the dog in, the water will rise!
	3. Put the dirty dog into the bucket and get the fur nice and wet.
	4. Add some dog shampoo to the bucket and onto the fur of the dog.
	5. Scrub the dog's fur until he or she is all lathered in shampoo and is nice and clean.
	6. Take the dog out of the bath and using a towel, dry the dog by rubbing it's fur until it is dry.
	7. Your dog is now nice and clean. Make sure you empty the dirty water onto the grass.

Procedure Text

'How to wash a dog'

1. How many steps are in this procedure?

2. List the items needed to wash a dog

3. Why do you need to be careful when filling up the bucket with water?

4. What type of shampoo do you use to wash a dog? _____
5. In this procedure, what is used to dry the dog? _____
6. Do you have a dog (Circle)

YESNO
7. Why do you think that the author says to empty the dirty water onto the grass?

8. Colour the pictures in the procedure.

ADVERBS - Use the word bank or add your own adverbs to the action verbs.

loudly
hungrily

happily
carefully

gracefully
easily

excitedly
angrily

quietly
slowly

quickly
nicely



singing _____



dancing _____



eating _____



snoring _____



hiding _____



reading _____



swimming _____



skipping _____



sweeping _____



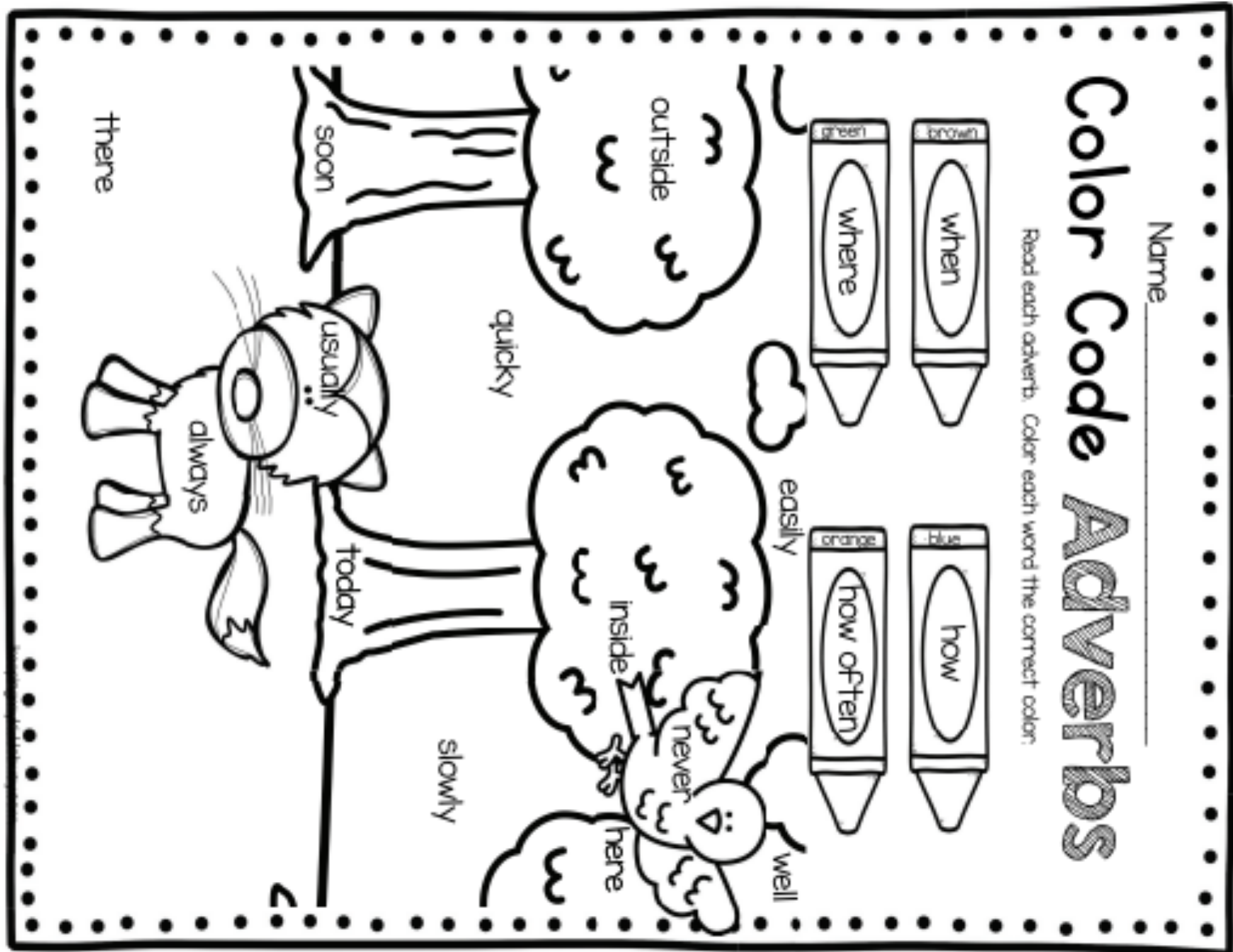
growling _____



bouncing _____



giggling _____



Editing Detective

Read and circle all the errors. Copy the sentences without any mistakes.

Find the errors

- 3 spelling errors
- 4 missing full stops
- 2 missing capital letters






Sally and Tom went to the beech
They went fer a swim they built
castles for lunch thay had fruit

Name _____

Date _____

I can Write with **Adverbs!**

 girls	 man	 woman
softly	loudly	quietly
whispers	snores	sneezes

Use the word bank to write a sentence for each picture.

1.

2.

3.

WRITING A PROCEDURE

PROCEDURES TELL HOW TO DO SOMETHING.
E.G. RECIPES, INSTRUCTIONS, EXPERIMENTS



 **Goal** 
The title states the goal or aim.

 **Materials** 
List of materials required to perform the procedure. Teach This

 **Method** 

- **SEQUENCE OF STEPS** in correct order
- Begin each step on a new line
- Written in **PRESENT TENSE**
- Use **ACTION VERBS** e.g mix, make
- Use **ADVERBS** telling how e.g quickly
- Use **CONNECTIVES** to indicate time e.g first, then, next, after, when
- Can include pictures, diagrams, or maps

[illegible]

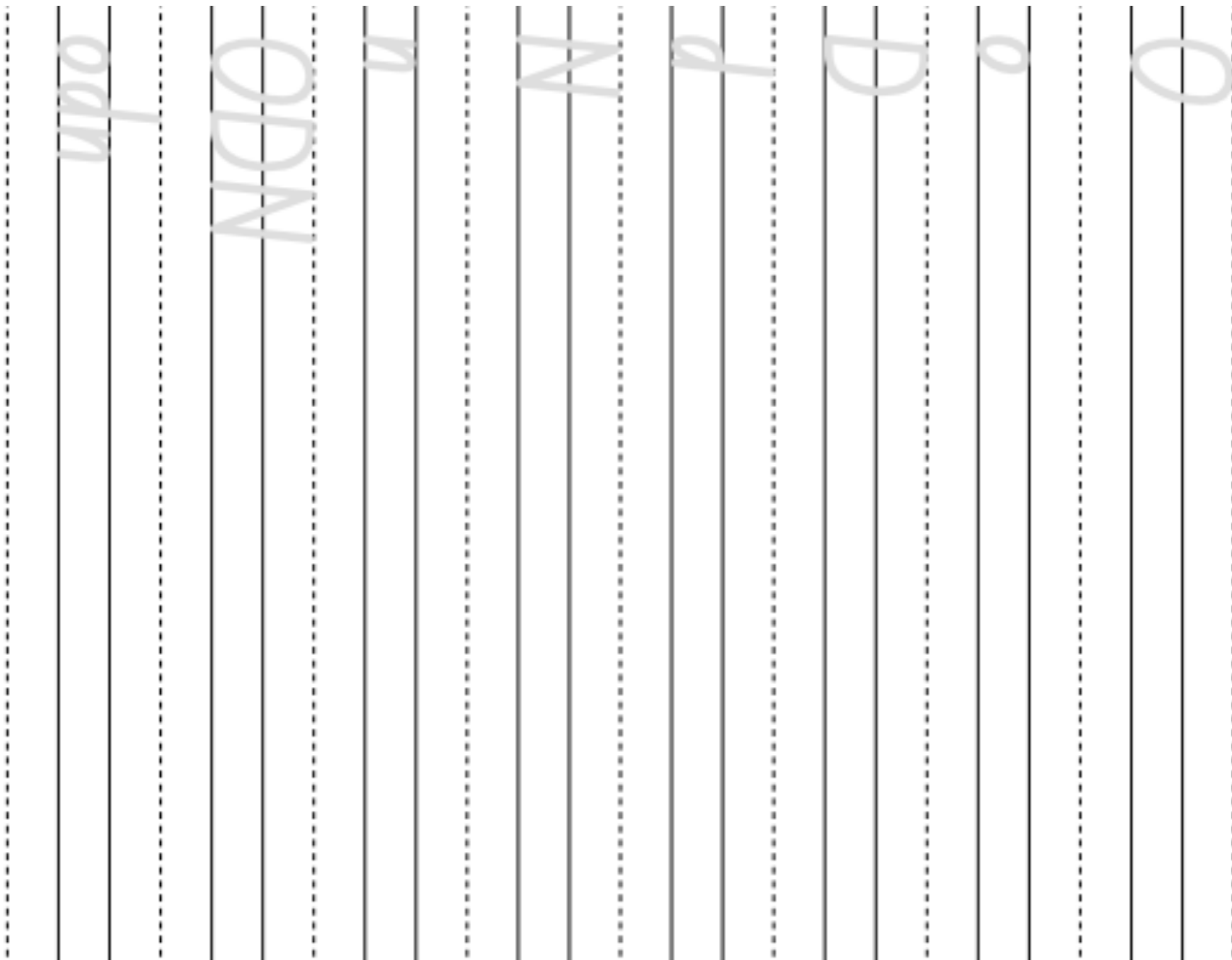
Stencil 16

Term 4

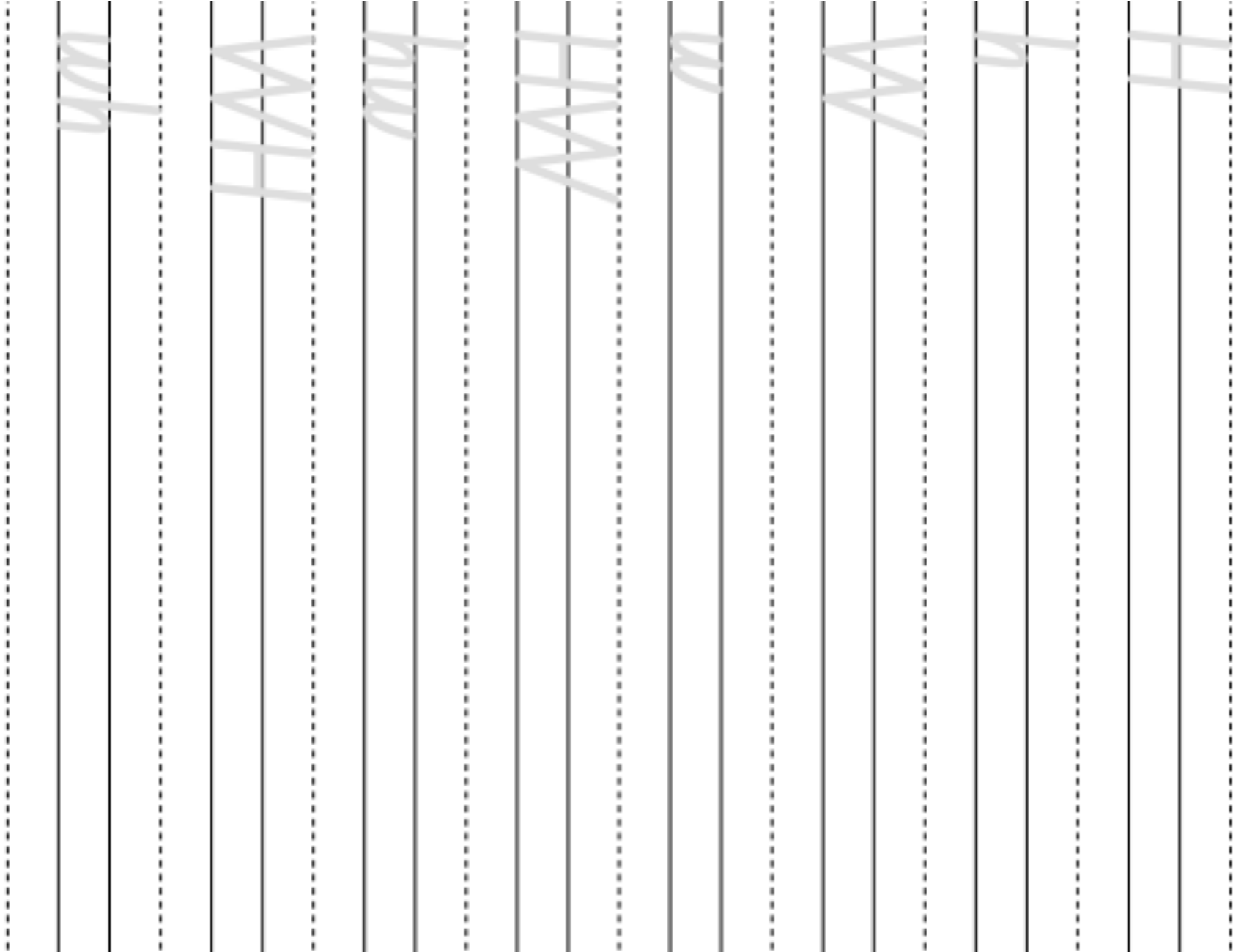
Stage 1

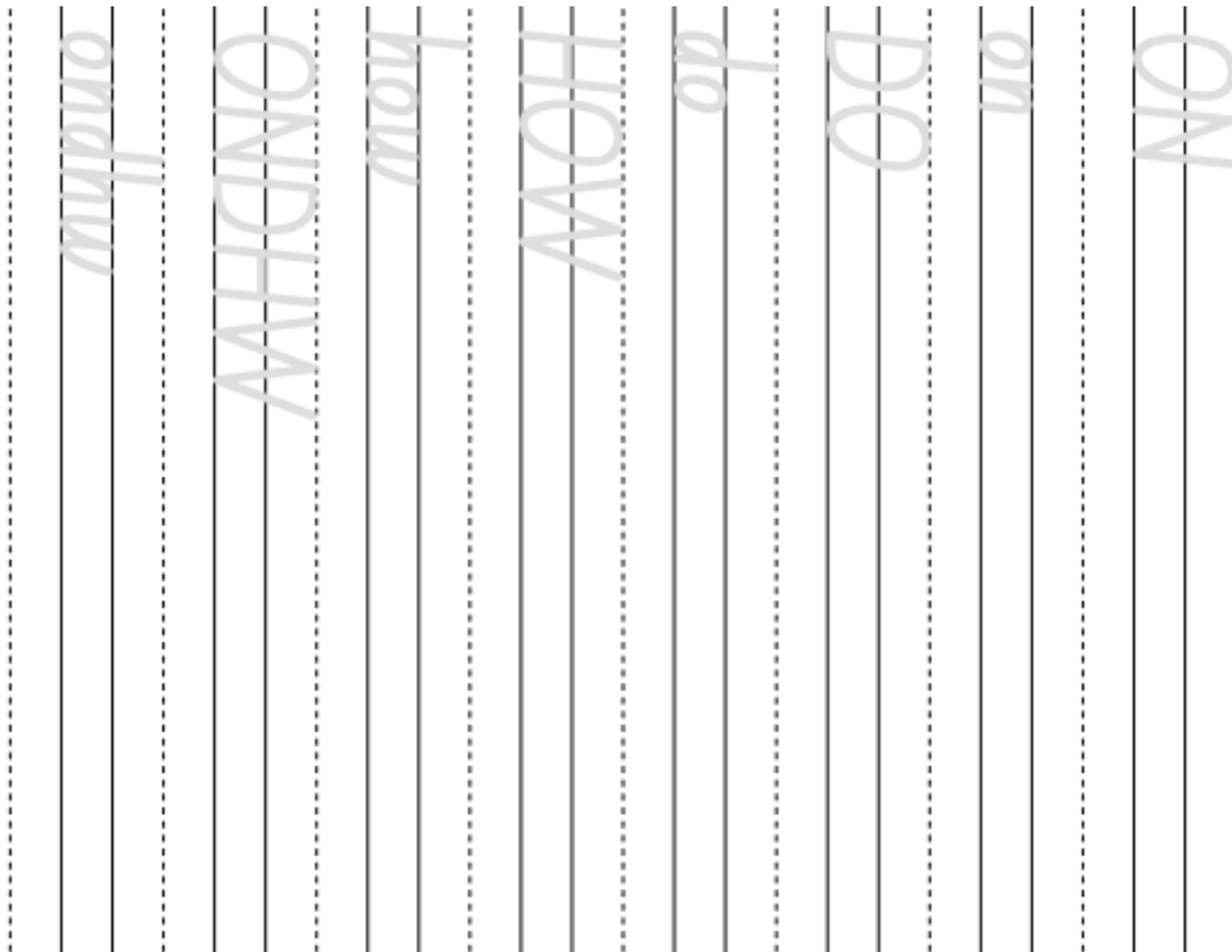
Week 2 & 3

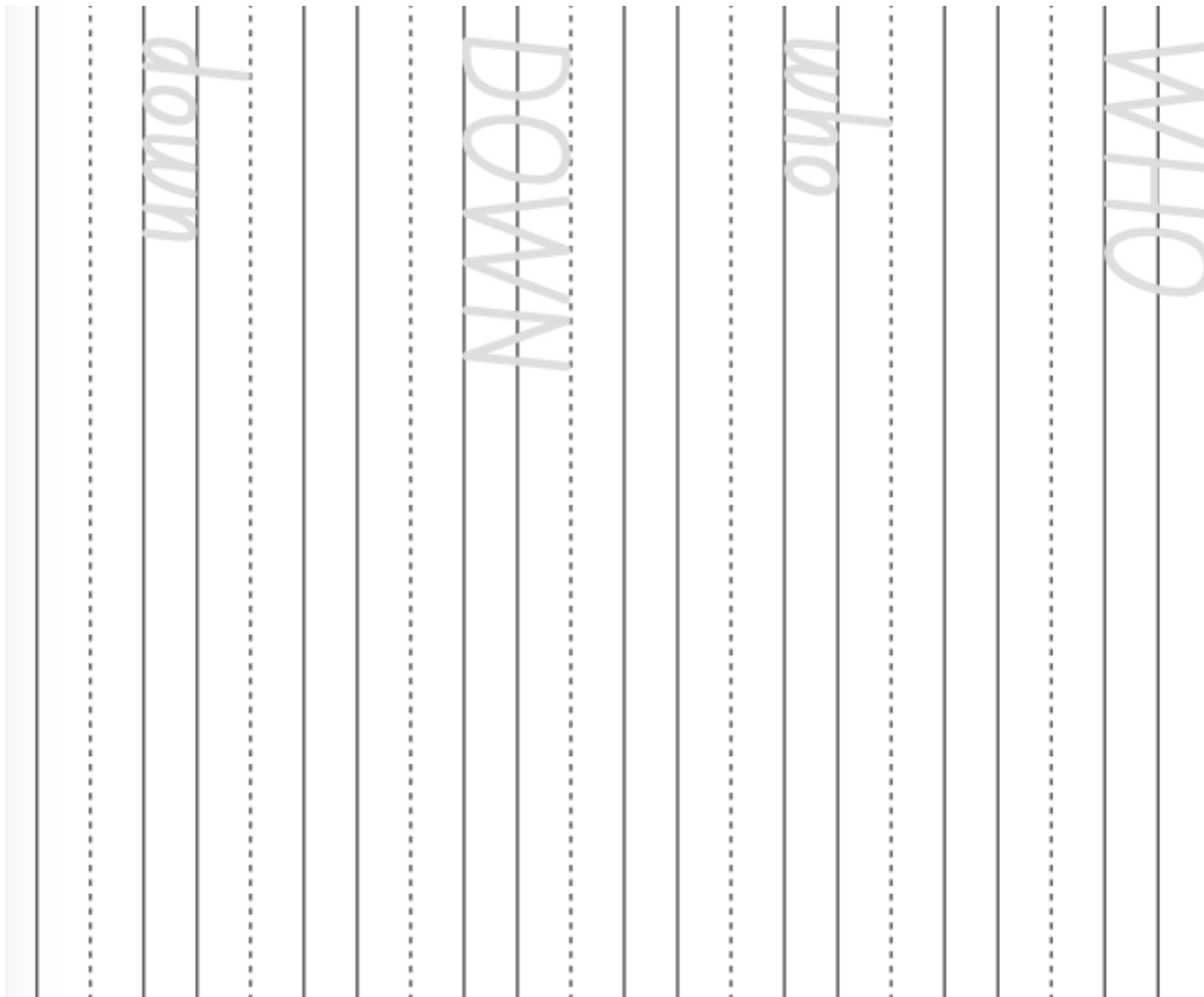
Literacy



Stencil 17












Date: _____

The quick brown fox jumps over the
lazy dog.

				
				135

We Are Learning To (WALT): Write a procedure using verbs and adverbs.

What I am Looking For (WILF): Clear instructions in full sentences using verbs and adverbs to add detail.

Task:

On stencil 10 write a procedure that explains how to make your favourite sandwich. Your procedure will need:

1. A title – eg. How to Make a Jam Sandwich
2. A list of ingredients and equipment – everything you need to make your sandwich should be listed including ingredients and equipment. You can have more than one item on each line if you need more space.
3. Steps in order of what to do - The steps should be clear, in order and include verbs and adverbs. The more detail you include in your steps the easier it will be for the reader to follow the instructions.

Task Support:

List the ingredients and equipment you need.

Ingredients:

Bread _____

Butter _____

Jam _____

Equipment:

Knife _____

Plate _____

Clean bench _____

Write your title.

How to Make a Jam Sandwich

Use verbs to explain what needs to be done.

Step 1: First, take two slices of bread and put them on the clean bench.

Step 2: Then spread some butter thinly on the bread all the way to the edges.

Step 3: Next, wipe your knife to make it clean before you use the jam.

Step 4: Now carefully spread the jam all over the bread.

Step 5: Put your slices of bread together to make your sandwich.

Step 6: Cut your sandwich in half and put it on your plate.

Step 7: Finally, you can enjoy your sandwich! But don't forget to clean up your mess!

Use adverbs to give more detail.

carefully

Use capital letters and full stops.

Step 1: First, take two slices of bread and put them on the clean bench.

Step 2: Then spread some butter thinly on the bread all the way to the edges.

Step 3: Next, wipe your knife to make it clean before you use the jam.

Step 4: Now carefully spread the jam all over the bread.

Step 5: Put your slices of bread together to make your sandwich.

Step 6: Cut your sandwich in half and put it on your plate.

Step 7: Finally, you can enjoy your sandwich! But don't forget to clean up your mess!

Write in full sentences.

Step 1: First, take two slices of bread and put them on the clean bench.

Step 2: Then spread some butter thinly on the bread all the way to the edges.

Step 3: Next, wipe your knife to make it clean before you use the jam.

Step 4: Now carefully spread the jam all over the bread.

Step 5: Put your slices of bread together to make your sandwich.

Step 6: Cut your sandwich in half and put it on your plate.

Step 7: Finally, you can enjoy your sandwich! But don't forget to clean up your mess!

Procedure Writing	Working Beyond	Working At	Working Below
Ingredients and equipment	All ingredients and equipment are listed	Most ingredients and equipment are listed.	Some ingredients and equipment are listed.
Steps	Steps are in order, written in full sentences and includes verbs and adverbs.	Steps are in order, mostly written in full sentences and includes verbs.	Steps are in order, not written in full sentences and include limited verbs.
Presentation	Work is presented neatly with quality handwriting.	Work is well presented.	Work lacks quality handwriting and presentation
Punctuation	Work demonstrates correct spelling and punctuation.	Work demonstrates a sound knowledge of spelling and punctuation.	Work contains errors with spelling and punctuation.

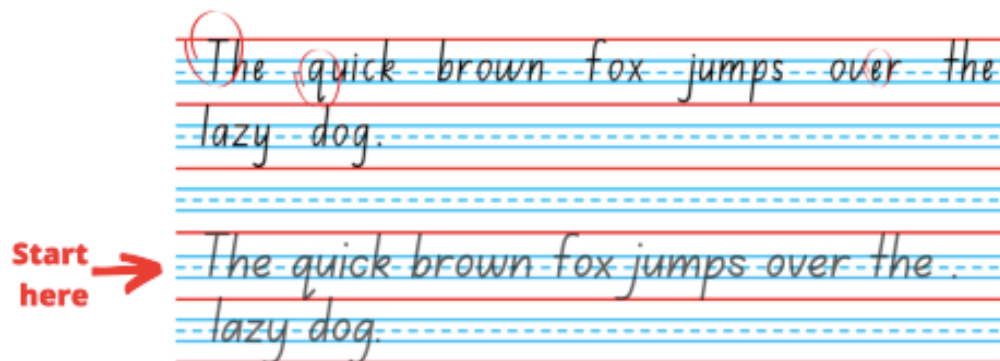
Task 20 WAGOLL

We Are Learning To (WALT): Form all letters correctly when writing them in the sentence 'The quick brown fox jumps over the lazy dog'.

- **What I am Looking For (WILF):** Letters that are-
- Formed correctly
- Consistent in size and shape
- Appropriately spaced
- Within the correct guided lines

Your Task: Copy the sentence 'The quick brown fox jumps over the lazy dog' on the lines underneath the typed sentence on your stencil. You had to complete this task in the week 9 – 10 learning grid, however this time it is a **MUST DO** task. Remember to take your time, form your letters correctly and remember to write your letters within the correct guided lines (For example; An upper-case T must touch the top red line, a lower-case q must touch the bottom red line and an e should be sitting within the two straight blue lines).

Date 22.10.21



Success Criteria	Working Beyond Stage Expectations	Working At Stage Expectations	Working Towards Stage Expectations
Letter Formation	Consistently forms upper- and lower-case letters correctly.	Mostly forms upper- and lower-case letters correctly.	Sometimes forms upper- and lower-case letters correctly.
Size and shape	Always writes letters of consistent size and shape.	Mostly writes letters of consistent size and shape.	Sometimes writes letters of consistent size and shape.
Spacing	Consistently uses spaces between words and letters.	Mostly uses spaces between words and letters.	Sometimes uses spaces between words and letters.
Guided lines	Positions words and letters consistently on the correct lines	Positions most words and letters on the correct lines	Positions some words and letters on the correct lines

