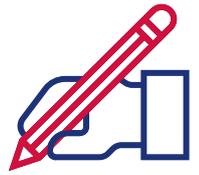


Year 1 & 2

English/literacy – Handwriting



Things your child will need

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

Ideal

- Lesson videos – [Lesson 1](#), [Lesson 2](#), [Lesson 3](#), [Lesson 4](#)
- Handwriting [worksheets](#)
- [Handwriting in the early years](#) information document
- Pencils

Backup

- Use blank paper ruled with lines, try to copy the same handwriting practise lines as on the worksheets.
- Pencils are best, but can use any other writing tools such as textas, pens or crayons.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 4 video lessons and 4 handwriting worksheets to complete 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 and learn how to form the letters correctly.

Print the worksheets.

What your child needs to do

In these lessons your child will be learning to correctly form the letters s, a, t and p, in both the lower case and the capital form. It is important for your child to hold the pencil correctly (the parent's guide to handwriting in the package has an image to refer to). It is also important to follow the instructions for the direction that letter is formed in.

What your child can do next

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

Day 1 – watch [Lesson 1](#) and complete the 's' worksheets

Day 2 – watch [Lesson 2](#) and complete the 't' worksheets

Day 3 – watch [Lesson 3](#) and complete the 'a' worksheets

Day 4 – watch [Lesson 4](#) and complete the 'p' worksheets

Year 1 & 2

English/literacy – Handwriting

What your child can do next

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 'a', starting from the bottom of the letter and going 'up' instead of 'down' and writing a 'p' with 2 parts instead in one complete motion. If you notice your child doing something incorrectly you could show them the right way, and do some more practice.

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. You may consider pausing the videos at times if your child needs more time to respond to the questions.

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 ('a' 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?

Encourage your child to write sentences that include words using the letters s,a,t and p.

Give your child more practise writing the letters from left to right across the page, making sure that all letters are of similar size and consistent slope.

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

Extension/Additional activity

- Find these letters in words in printed materials around the house, and copy the words onto post-it notes to place around the students desk.
- Use a finger to write the letters in a sand box, or in some shaving cream on the tiles in the bathroom, or on a plate of rice.
- Rainbow writing. Write the letters in a light colour (like yellow) on the page and ask your child to trace over the letter many times, each time in a different colour to create 'rainbow writing'.
- Take turns writing the letters on a partners back with a pointed finger. The partner has to try to guess the letter that the writer has written.
- Play a guessing game where you describe the letter and your child has to respond. For example, "I am thinking about a tall letter that goes straight down, then across. What is it?"
- Make the letters out of cookie dough and make 'letter' biscuits.
- Set a challenge to form the letter shapes with their bodies.

Year 1 & 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 videos – [Lesson 1](#), [Lesson 2](#)
- Blank paper or workbook
- Pencils

Backup

- Pencils are best, but can use any other writing tools such as textas, pens or crayons.

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 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

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.

Year 1 & 2

English/literacy – High frequency sight words

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 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 reads them when they see them.
- Write the words on pieces of paper and place 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 and stick on a page to make a collage.

Year 1 & 2

English/literacy – Modelled writing



Things your child will need

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

Ideal

- Video lesson – [Lesson 1](#) (Nobody Owns the Moon)
- [Worksheet 1 – vocabulary support](#)
- Paper and pencils

Backup

- A copy of the book: *Nobody Owns the Moon*, by Tohby Riddle and published by Berbay Publishing. You may possibly be able to find a copy of the text on a shared digital platform, such as YouTube.
- A notebook or other paper
- Markers or crayons
- You might re-create the vocabulary on this sheet as a list written clearly on paper or post-it notes.

Before your child starts

It is recommended your child completes all of the Shared reading – *Nobody Owns the Moon* lessons to build their knowledge and understanding of the text before watching the modelled writing video.

Make sure your child has everything that they will need at the start of the lesson. There is one video lesson. You may choose to watch it again during the week for more practise.

Check that the volume is turned up for the video lesson and that your child is in a quiet environment.

Print the worksheet to support your child as they write.

What your child needs to do

Your child needs to know that spoken words can be recorded as print. Then the words can be read over and over again because the print will not change. Words carry meaning and messages.

This lesson will allow your child to coordinate multiple skills, including handwriting skills, critical thinking, composing, refining, re-reading and editing. It is important your child learns to write independently, and feel confident in their abilities to do this, but they may need assistance and support in the beginning.

As your child is learning, it's expected they will invent their own spelling. When incorrect letters are recorded for similar sounds (phonemes), for example, your child may write 'fat' for 'that' or letters are missed, for example 'wen' instead of 'when' praise your child for good listening to the phonemes, indicate which letters they recorded correctly and then record the word correctly above their attempt.

Year 1 & 2

English/literacy – Modelled writing

What your child can do next

Day 1 – watch video – [Lesson 1](#) (Nobody Owns the Moon)

After watching the video, discuss the story Nobody Owns the Moon, and what your child might like to write about. Encourage them to look at [Worksheet 1 – vocabulary support](#) and select some vocabulary to show time in their writing as well as some other favourite words from the story. Keep the sentence relatively simple so it can be remembered by your child. Encourage your child to write and draw by themselves. Encourage them to use phonemes to stretch out words, and the corresponding letters, or graphemes, to write them down.

Options for your child

Activity too hard?

Ask your child to draw a picture (perhaps a character from the story) and tell your child together you are going to write labels for various parts of it. Together identify a few parts of the picture worth labelling, such as the tail, nose and paws of the fox. If appropriate, ask them to listen carefully for the initial phoneme of each word as you say it slowly. Once identified, if they know the corresponding grapheme, they can record it, but if not, help them do this. Then complete the rest of the word. Say the word aloud and ask your child to read it.

Help your child formulate the sentence they would like to record. Often a shorter sentence is more manageable. Monitor the process for your child, reminding them with gentle prompts, of the 'next step', for example 'should we re-read it again to make sure we've got all the words?'

Activity too easy?

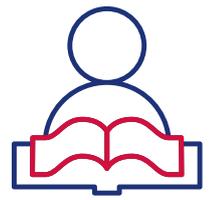
Encourage your child to write another sentence and add detail to their writing. As an example, 'Then he went home.' might become 'Then he went home because he could smell delicious food.'

Extension/Additional activity

- Once your child has determined the sentence they would like to write, ask whether the sentence can be improved with some describing words (adjectives) for each noun (naming word). For example, a child might like to write: 'It was a special-looking bike.' Ask if a word that describes the bike would improve the sentence (green) and encourage your child to describe when the character first encounters the bike. So, now the sentence could be: 'For his birthday he got a special-looking green bike.' This is much more interesting, as it gives finer detail about the both the bike and the character it belongs to.
- Build each day on the previous day's sentence, so a paragraph is gradually being built and showing time passing in the paragraph. For example,
 - Day 1 – For his birthday he got a special-looking green bike. He loved it because it was fast.
 - Day 2 – Soon he became a celebrated rider who made others laugh and sigh. His quick-witted riding was marvellous to see.
 - Day 3 - One day he rode over something glittering on the path and came to a wild stop. His bike swept out over the path.
 - Day 4 – Who could have left a delicious cake right in the middle of the path?
 - Day 5 - Then he wept because it was bittersweet to find a cake but run it over with his bike.
- Editing is an important skill, and your child will benefit from practising it as soon as they begin composing texts. This includes constant re-reading, adjusting and monitoring during the process.

Year 1 & 2

English/literacy – Shared reading



Things your child will need

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

Ideal

- Lesson videos – [Lesson 1](#), [Lesson 2](#), [Lesson 3](#), [Lesson 4](#)
- Lesson worksheets – [Lesson 3 worksheet 1](#), [Lesson 3 worksheet 2](#), [Lesson 3 worksheet 3](#), [Lesson 4 worksheet 1](#)
- Pencils & colour pencils
- Blank sheets of paper or workbook

Backup

- A copy of the book: *Nobody Owns the Moon*, by Tohby Riddle and published by Berbay Publishing. 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 the lesson. There are 4 video lessons to work through in order.

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.

Print the worksheets.

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 a sense of time in their stories.

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 as children are 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

Year 1 & 2

English/literacy – Shared reading

What your child can do next

Day 3 – watch [Lesson 3](#) and complete the worksheets

Day 4 – watch [Lesson 4](#) and complete the worksheet

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 illustrations combine both photographs and drawings?'. A thoughtful question promotes deeper thinking, opening the way to explore rich vocabulary, ideas and feelings. Examples include:

- Why do you think the author included words like 'dress circle' and 'premiere' when he described the theatre?
- What do you notice that is different between the illustrations of people or animals in the story? Why do you think the illustrator made them different?
- Why doesn't the author tell us what happens in the play Nobody Owns the Moon?

Options for your child

Activity too hard?

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

Talk about the characters in the story. Discuss how Humphrey's feelings change throughout the story. Look for words in the text and illustrations that show his feelings throughout the story.

Explain some of the more complex vocabulary used in the theatre scene (ie hors d'oeuvres, punch, foyer, dress circle) and how their use makes the theatre seem extraordinary.

Activity too easy?

After the reading, discuss the characters and how they are portrayed in the story. Why has the author used animals as the main characters in the story?

Have you noticed the illustrations in Nobody owns the moon? Why might the author have chosen to include photographs, simple sketches and detailed colour drawings in his illustrations?

Stories often share a message or moral. What might be the message or moral of Nobody Owns the Moon? 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 Nobody Owns the Moon? Does the title connect to the message of the story?

Extension/Additional activity

- Your child might like to write a story, play, poem or draw a picture that shows what they think happens in the theatre play Nobody Owns the Moon.
- Your child might like to write a diary entry and/or drawing from Humphrey as he sits under the statue of the great conqueror.
- Your child might like to create their own picture book story about a town where all the inhabitants are animals except for the main characters who are people.
- Your child might like to draw a story where the words and pictures clearly show 'time'.