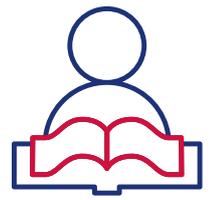


Year 1 & 2

English/literacy – Shared reading



Things your child will need

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

Ideal

- [Lesson 1](#) video – listening
- [Lesson 2](#) video – think aloud
- [Lesson 3](#) video – vocabulary
- Activity sheet 1: retell the story
- Activity sheet 2: action verbs
- Activity sheet 3: pairs of action verbs
- Colour pencils

Backup

- A copy of the book: *Alexander's Outing* by Pamela Allen
- Paper

Before your child starts

These lessons relate to a new book 'Alexander's Outing' by Pamela Allen.

Make sure your child has everything ready at the start of each lesson. There are 3 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 activity sheets if required.

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](#), complete activity sheet 1, and retell the story to someone else.

Day 3 – Watch [Lesson 2](#) and think aloud with someone else.

Day 5 – Watch [Lesson 3](#) and complete activity sheets 2 and 3.

Year 1 & 2

English/literacy – Shared reading

What your child can do next

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 'bored' and 'adventure' at the beginning of the story?
- What do you notice that is different between the illustrations and the words in the story? Why do you think the illustrator made them different?
- Why did Alexander end up in the hole? What does he need to do so that it won't happen again?
- 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. Do they know what ducks are and how they behave? Do they know where Sydney is? Have they ever gone on an outing? 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.

For the action verbs, ask your child to move different ways (such as jump up and down, clap hands) and then identify the action verbs each time aloud (such as jump, clap). Or, read the words on the action verbs activity sheets aloud, ask your child to identify the action verb, and you point to the word for them to circle.

Explain some of the more complex vocabulary used when Alexander fell down the hole, such as 'din' and 'faint' and 'distant'. Talk about how these words have been used because Alexander is in a very deep hole so it would be hard to hear the sounds he made.

Activity too easy?

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

Why did the author call the story Alexander's Outing? Does the title connect to the message of the story?

Extension/Additional activity

- Your child might like to retell the whole story of Alexander's Outing in writing or as a play.
- 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 do an activity where they do lots of moving, or watch a short video of other people moving. They can then write precise action verbs to match the movements.

Year 1 & 2

English/literacy – Shared reading

Activity sheet 1: Retell the story

Learning intention

To understand how to summarise a text and retell it in the correct order.

Success criteria

- I can draw pictures to retell the main parts that happened in a story.

Your task

Draw three pictures to show what happened at the beginning, middle and end of Alexander's Outing. Use your pictures to retell the story to someone else.

Beginning

Middle

End

Year 1 & 2

English/literacy – Shared reading

Activity sheet 2: Action verbs

Learning intention

To understand how an author uses precise vocabulary to make their story more effective.

Success criteria

- I can identify precise action verbs that authors use to make their stories more interesting.

Verbs are words that tell us what is happening.

Action verbs are verbs that tell us what something is doing or saying. Sometimes they can even be found in pairs.

The action verbs are highlighted in these sentences. Text in [square brackets] identifies highlighted words.

- He [straggled] behind with his head in the air.
- Alexander's mother [quacked] and [quacked].

Your task

Circle the action verbs in these sentences based on Alexander's Outing.

1. Alexander straggled behind.
2. He had disappeared.
3. They pranced in one long snaky line.
4. Now, dipping and tipping, they danced.

Draw a picture to match one of the sentences.

Year 1 & 2

English/literacy – Shared reading

Activity sheet 3: Pairs of action verbs

Learning intention

To understand how an author uses precise vocabulary to make their story more effective.

Success criteria

- I can identify pairs of action verbs that authors use to make their stories more interesting.

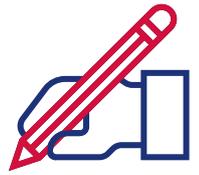
Your task

Can you use some of these words to make pairs of action verbs? You might even try to put them into a sentence.

flapping tripping dipping danced clapped pranced flapped tipping quacking

Year 1 & 2

English/literacy – Handwriting



Things your child will need

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

Ideal

- [Lesson 1](#) video – o, d, n
- [Lesson 2](#) video – h, w
- [Handwriting practice sheet – Stage 1](#)
- Parents' guide to [handwriting in the early years](#)
- Lead pencil

Backup

- 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 the letters o, d, n, h and w. They will practise these letters individually. 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 each letter is formed.

Year 1 & 2

English/literacy – Handwriting

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 3 – 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 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 ('d' and 'w' 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 on blank paper. See if they can form the letters with a consistent size and shape.

Extension/Additional activity

- Print more copies of the practice sheet. Your child could practise all of the letters again, or practise one that they found difficult.
- 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'.
- Practise using a computer or device to type the letters.
- Take turns writing the letters on a partner's 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 up and over. 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 1](#) video – every
- [Lesson 2](#) video – they
- [Lesson 3](#) video – would
- Pencils or markers
- Blank sheets of paper

Backup

- 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.

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.

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 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.

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
- Activity sheet 1: Planning
- Pencils and colour pencils

Backup

- A copy of the book: Alexander's Outing by Pamela Allen and published by Penguin Books Australia.
- Paper

Before your child starts

This lesson relates to the book 'Alexander's Outing' by Pamela Allen.

Make sure your child has everything ready at the start of the lesson. There is one video lesson to work through.

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

Print the activity sheet if required.

What your child needs to do

Your child is learning to write an imaginative story of their own based on the book 'Alexander's Outing' by Pamela Allen. They will be encouraged to think about a new outing or adventure that Alexander might go on. To do this they will draw a plan for a story on Activity Sheet 1 – planning.

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 a beginning, middle and end.

What your child can do next

Your child will need to watch and listen to the 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 your child to think through the writing process and helps them to create their own story.

Day 1 – watch [Lesson 1](#). Complete the drawing activity to plan a story about Alexander's new outing/adventure.

Year 1 & 2

English/literacy – Modelled writing

Options for your child

Activity too hard?

You might like to draw with your child as they think about the new adventure or outing that Alexander can go on. Help them think about Alexander's new adventure. What happens at the beginning, in the middle and at the end.

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

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 or write another story with a new character that has a beginning, a middle and an end.

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 1: Planning

Learning intention

We are learning to write imaginative stories.

Success criteria

- I can plan a story with a beginning, middle and end.

Your task

Draw three pictures to show what might happen at the beginning, middle and end of Alexander's next outing. Tell your story to someone else.

Beginning

Middle

End