

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 – analysing images (long shot)
- [Lesson 2](#) video – analysing images (mid-shot)
- [Lesson 3](#) video – analysing images (close up)
- Activity sheet 1: Analysing long shots
- Activity sheet 2: Analysing mid-shots
- Activity sheet 3: Analysing close ups
- Pencils & colour pencils
- Blank sheets of paper or activity sheets in this guide

Backup

- 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.

Year 1 & 2

English/literacy – Shared reading

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 complete activity sheet 1.

Day 2 – watch [Lesson 2](#) and complete activity sheet 2.

Day 2 – watch [Lesson 3](#) and complete activity sheet 3.

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:

- 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 how the illustrations show how David changes throughout the story.

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

Create new illustrations using different camera shots for the story using the words from 'There's a sea in my Bedroom'.

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. Explain why a close up, mid-shot or long shot was used in your drawing.

Year 1 & 2

English/literacy – Shared reading

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 could illustrate their story using different camera shots that add to the meaning of their words.
- Your child might like to look at other picture books and identify the camera shots that they can see. Discuss what the author/illustrator might have been trying to show through selecting that particular camera shot.
- Your child might like to see if they can identify camera shots in cartoon animations or other videos. They can discuss what they notice is the same or different when looking at still images in a book or in animation that moves through different camera shots.
- Your child might like to create their own picture book story about what happens when David next visits the sea. They could choose different camera shots in their story and explain what they were wanting to show the reader with that choice.

Year 1 & 2

English/literacy – Shared reading

Activity sheet 1: Analysing long shots

Learning intention

To understand how images help to create meaning in a story.

Success criteria

- I can identify a 'long shot' and draw a picture to match.

The camera shot

The 'camera shot' describes what you can see in an image or illustration (close up, mid-shot, long shot). Illustrators chose the camera shot to create meaning for the reader. These images are long shots.



A long shot makes us feel the character is a small part of the world.

Year 1 & 2

English/literacy – Shared reading

Activity sheet 1: Analysing long shots (continued)

Your task

Draw an illustration that is a long shot and matches this sentence.

“The girl laughed as she ran across the park.”

Year 1 & 2

English/literacy – Shared reading

Activity sheet 2: Analysing mid-shots

Learning intention

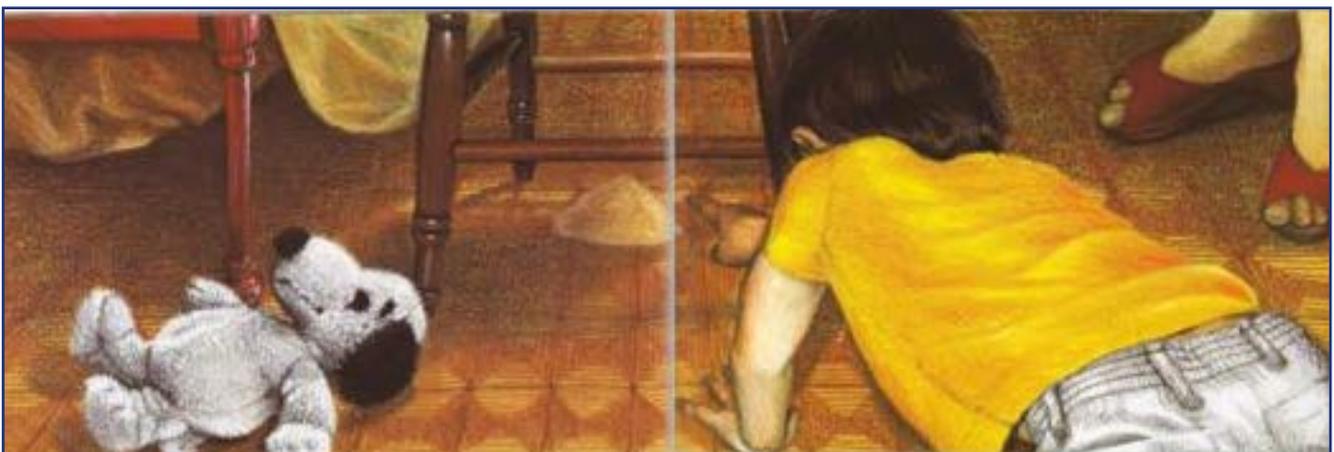
To understand how images help to create meaning in a story.

Success criteria

- I can identify a 'mid-shot' and draw a picture to match.

The camera shot

The 'camera shot' describes what you can see in an image or illustration (close up, mid-shot, long shot). Illustrators chose the camera shot to create meaning for the reader. These images are mid-shots.



A mid-shot helps us understand the character in their world.

Year 1 & 2

English/literacy – Shared reading

Activity sheet 2: Analysing mid-shots (continued)

Your task

Draw an illustration that is a mid-shot and matches this sentence.

“He looked curiously at the cat as it slept.”

Year 1 & 2

English/literacy – Shared reading

Activity sheet 3: analysing close ups

Learning intention

To understand how images help to create meaning in a story.

Success criteria

- I can identify a 'close up' and draw a picture to match.

The camera shot

The 'camera shot' describes what you can see in an image or illustration (close up, mid-shot, long shot). Illustrators chose the camera shot to create meaning for the reader. These images are close ups.



A close up helps us feel what the character feels.

Year 1 & 2

English/literacy – Shared reading

Activity sheet 3: analysing close ups (continued)

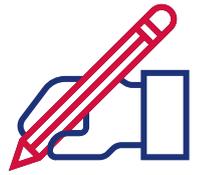
Your task

Draw an illustration that is a mid-shot and matches this sentence.

“The lolly fizzed in her mouth.”

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 – th, ch
- [Lesson 2](#) video – ay, ng
- [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 letter combinations t-h, c-h, a-y and n-g. 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.

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

Day 2 – 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 a 'c', starting from the bottom of the letter and going 'up' instead of 'down' and lifting their pencil to form parts of letters such as 'g' 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 ('y' and 'g' 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

- 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 or letter combination and your child has to respond. E.g. "I am thinking about a tall letter that goes straight down and then across. What is it?"
- Make the letter combinations out of dough, rolled up towels, counters or blocks.
- Form the letter shapes with their body or items around the house.
- Find words in a book that have the sets of letters and copy them neatly on a piece of paper, e.g. find words with 'th' in them.
- Write some words with missing letters. Ask your child to choose the correct letters from their handwriting to complete the words, e.g. add 'ch' or 'th' to these words:
 - _ _ op, _ _ is, _ _ at, _ _ in, wi _ _ , whi _ _ , _ _ at _ _ , _ _ ur _ _ .

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 – work
- [Lesson 2](#) video – done
- [Lesson 3](#) video – bingo
- Activity sheet 1: Sight word bingo
- Pencils or textas

Backup

- An adult who can help your child read, say and write the words.
- Blank paper for the bingo game (lesson 3).

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.

An adult can write the words onto paper for the matching pairs game.

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.

Place a time limit on the matching pairs game to encourage your child to remember the sight words they have already turned over and finish the game more quickly.

Extension/Additional activity

- Write the words on pieces of paper and place them in positions around the house such as on 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 in chalk and use them to create a hopscotch game where every time someone jumps on a word they must say the word aloud.

Year 1 & 2

English/literacy – High frequency sight words

Activity sheet 1: Sight word bingo

use

many

where

work

done

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 – adjectives
- [Lesson 2](#) video – noun groups
- [Lesson 3](#) video – adding description
- Activity sheets 1a, 1b, 2a, 2b, 3a and 3b
- Pencil or coloured pencils

Backup

- 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 three modelled writing videos 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 1a and 1b for the first lesson, activity sheets 2a and 2b for the second lesson, and activity sheets 3a and 3b for the third 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 using adjectives building noun groups. They will be encouraged to write using images as prompts or their own environment and life.

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.

Year 1 & 2

English/literacy – Modelled writing

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.

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

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

Day 5 – watch [Lesson 3](#). Follow the teacher on the video with Activity sheet 3a. Complete the planning and writing for Activity sheet 3b.

Extension/Additional activity

Your child might like to:

- look at other picture books and identify examples of nouns, adjectives and noun groups in the stories
- try creating more noun pyramids for a variety of subjects
- publish their writing by writing it neatly on a new piece of paper or by typing it using a device
- illustrate their writing after they finish. If they watched the shared reading videos this week, they might think about what camera shots and perspectives their pictures are drawn in.
- read other pieces of text that they have written to see if they have used, or could add, some adjectives or noun groups.

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 noun and one example of an adjective or noun group.

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.

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 1a: Adjectives

Learning intention

We're learning to add details to our writing.

Success criteria

- I can use adjectives to add more detail to my writing.

Nouns are naming words for a person, place or thing.

Adjectives are words that describe nouns.

Your task

With the teacher

Underline the nouns in these sentences from *There's a Sea in my Bedroom* by Margaret Wild. Circle the adjectives.

Then he heard the sea.

It was soft and growly and friendly.

Your writing

Write a descriptive sentence about a person, place or thing, using adjectives.

Ideas for writing



city

building

bird

parrot

water

river

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 1b: Adjectives

Your task

Planning

Writing – noun pyramid

Noun

Adjective

2 adjectives

3 adjectives

Writing – final sentence

Turn your noun pyramid into a sentence like this one from *There's a Sea in my Bedroom* by Margaret Wild:

It was such a friendly sea, all soft and growly.

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 2a: Noun groups

Learning intention

We're learning to add details to our writing.

Success criteria

- I can create noun groups to add more detail to my writing.

Nouns are naming words for a person, place or thing.

A noun group is a group of words that contains the noun and words to describe the noun.

Your task

With the teacher

Underline the nouns in these sentences from *There's a Sea in my Bedroom* by Margaret Wild. Circle details that describe the nouns. Underline the noun groups.

But David knew there had been a sea in his bedroom.

There was even a small pile of sand underneath his chair.

Your writing

Imagine your bedroom was another place or an exciting event happened in it. Write a couple of sentences to describe something that was left behind by building a noun group.

Ideas for writing



Places: castle, rainforest, garden, desert.

Events: snowstorm, car race, holiday, party.

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 2b: Noun groups

Your task

Planning

Writing – build a noun group

Place or event

Noun

Adjective

Phrase

Positional words:

in across on under over next to beside on top underneath

Writing – final sentence

Turn your noun pyramid into a sentence like this one from *There's a Sea in my Bedroom* by Margaret Wild:

But David knew there had been a sea in his bedroom. There was even a small pile of sand underneath his chair.

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 3a: Adding description

Learning intention

We're learning to add details to our writing.

Success criteria

- I can create noun groups to add more detail to my writing.

Nouns are naming words for a person, place or thing.

A noun group is a group of words that contains the noun and words to describe the noun.

Your task**With the teacher**

Underline the nouns in these sentences from *There's a Sea in my Bedroom* by Margaret Wild. Circle details that describe the nouns. Underline the noun groups.

But he liked collecting shells.

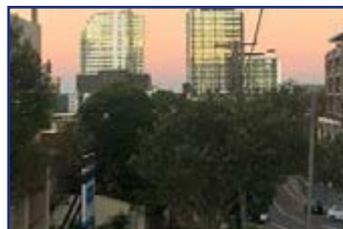
He had fan-shaped ones, some that looked like trumpets and some that looked like curved animals' teeth.

Your writing

Think about exploring your country, where you live. Write a couple of basic sentences about it. Then edit your sentences to add more description, by building noun groups.

Ideas for writing

Places in your area



Your neighbourhood



Inside where you live

Year 1 & 2

English/literacy – Modelled writing

Activity sheet 3b: Adding description

Your task

Planning

Example from *There's a Sea in my Bedroom* by Margaret Wild

But he liked collecting shells. He had fan-shaped ones, some that looked like trumpets and some that looked like curved animals' teeth.

The sentences without details:

But he liked collecting shells. He had shells, shells and shells.

Writing – sentences with added description

Add detail to your sentences.