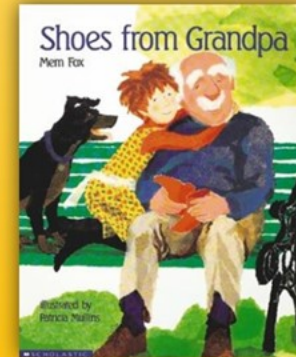


PERSPECTIVE



UNIT 10 PERSPECTIVE



English Unit 10 Early Stage 1- Week 1

About this resource



The numbers in the top right of the page refer to the component of each lesson.



English Unit 10 Early Stage 1- Week 1



PERSPECTIVE

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UNIT 10
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English Unit 10 Early Stage 1- Week 1

Quick Links



English Unit 10 Early Stage 1- Week 1



About this resource

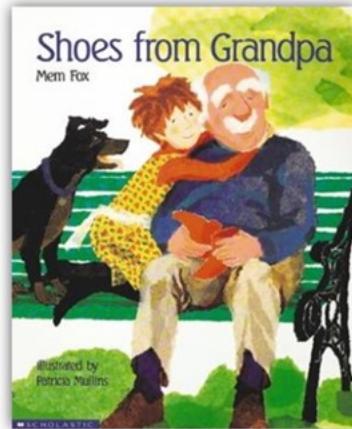
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English Unit 10 Early Stage 1- Week 1

Proper Nouns...

7



A proper noun is the name of a person place or thing.

A person or character starts with a capital letter.

What proper nouns can you see in these titles?



PERSPECTIVE

About this resource

The numbers in the top right of the page refer to the component of each lesson.



English Unit 10 Early Stage 1- Week 1



Book Stations...

2



- Who were the main characters in this story?
- Retell the events in this story.
- Where did this story take place?
- What was the problem and how was it resolved?

3:00

Learning Intention



We are learning to express likes and dislikes about texts and identify favourite stories and characters of in familiar texts.

English Unit 10 Early Stage 1- Week 1



WEEK 1

Introduce the unit...

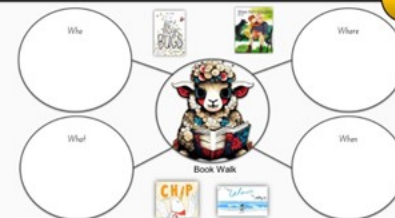
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Over the next few lessons we will be reviewing books that we have read before.

Record details of each text into the categories of who, what, where and when.

4



Review...

6

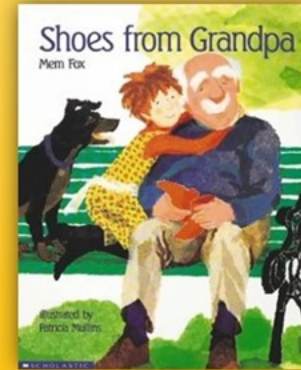


Use 2 sticky notes and draw a smiley face on one and a sad face on the other. Go to the book station, and put the smiley face on the book you liked most and a sad face on the one you liked

PERSPECTIVE



UNIT 10 PERSPECTIVE



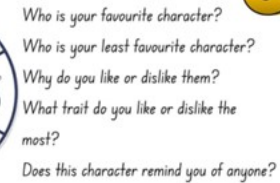
English Unit 10 Early Stage 1- Week 1

Record details of each text into the categories of *who*, *what*, *where* and *when*.

4



I dislike imaginative texts because



3

in or scary.

A group of cartoon characters including a mummy, a red ant, a penguin, a superhero, a ninja, a donkey, and a bee.

7

4

Traits



10



- I will photograph your work.
- I will make a slideshow of your work.
- We will find the proper nouns and capital letters in your writing.

Wave...

5



Who is your favourite character?

Who is your least favourite character?

Why do you like or dislike them?

What trait do you like or dislike the most?

Does this character remind you of anyone?

PERSPECTIVE

Illustrations... 1



Today we are going to learn that having pictures and words in a story helps us to better understand it.



Rhyming Words... 2

An author uses rhythm, rhyme and alliteration to make the descriptions sound funny to the reader.

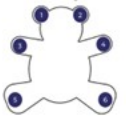
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Explore... 5

Each group decides which illustrations they liked the most.

- In small groups, students use Conversation bears to discuss the illustrations from all the texts.
- Encourage students to ask what, why and how questions and explain their opinions, likes and dislikes.
- Each student places a counter on the bear for each contribution made to the group.





Teaching Notes... 3

Discuss the use of rhyme and repetition. In a talking circle, students share their responses to the following questions:



- What do you like about rhyming texts?
- Why do authors use rhyme, alliteration, assonance and repetition?

Group choice... 7



ONE GARDEN BROOD A HOME

CHIP

WEEK 1

Language Features... 5



Chip uses humorous language to tell an imagined story.

'Chip and the amazing aerobatic gulls.'

Personal Pronouns...

9

In pairs, students use the singular pronouns, 'I' and 'my', to orally express their opinions about their favourite illustrations from one of the texts.

Students write 2 short sentences to express their opinions about their favourite illustration from one of the texts using 'I' and 'my'.

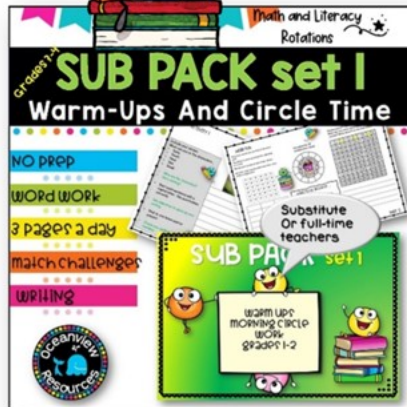


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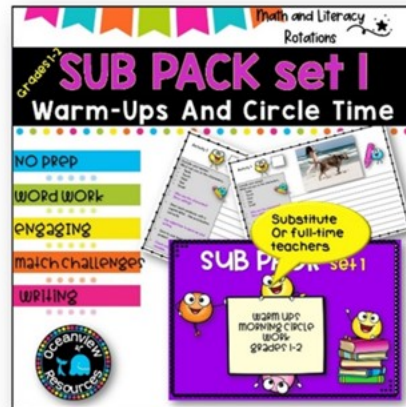




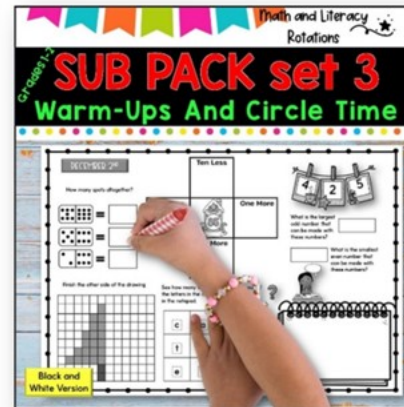
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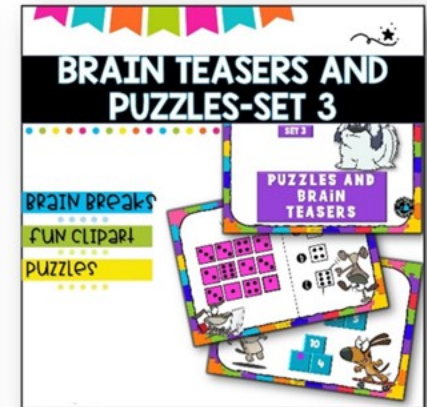
Sub pack Set 1 grades
1/2



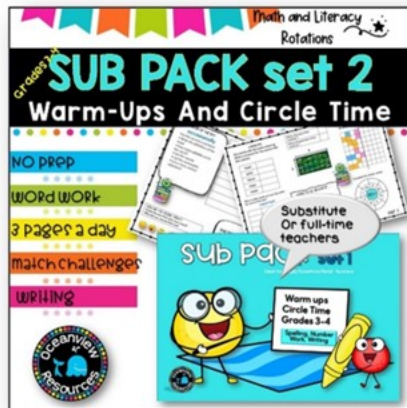
Sub pack Set 1 grades
3/4



Sub pack Set 3 grades
1/2



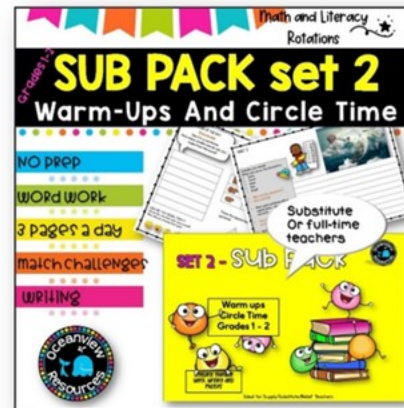
Brain teasers and
puzzles set 2



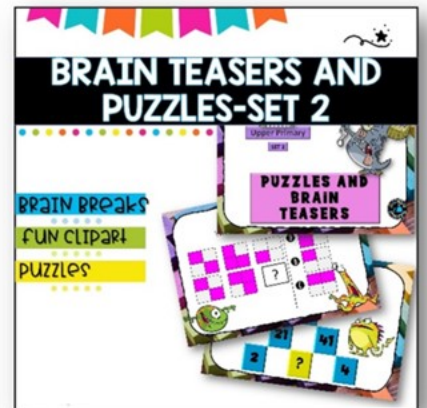
Sub pack Set 2 grades
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Getting to know you



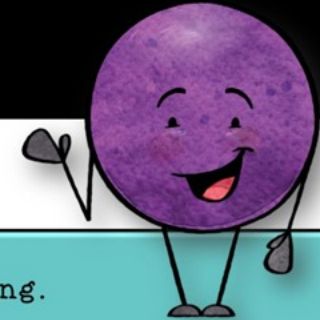
Sub pack Set 2 grades
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Brain teasers and
puzzles set 3



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