

THREE

THE GRUFFALO

SCROLL
to take a look inside!



NSW Aligned Units

MULTISTAGE K-2
UNIT 9 TERM 2A

MULTISTAGE K-2
TERM 2A
THREE
THE GRUFFALO

THREE & THE GRUFFALO



K-2 multi-age - Year A - Unit 9- Character



THREE & THE GRUFFALO



K-2 multi-age - Year A - Unit 9- Character



Anything which appears in a grey box is a note for the teacher.

I DO	WE DO	YOU DO (I watch)	YOU DO
• Direct Instruction • Model • Think Aloud	• Interactive Checks, Prompts, Cues	• Provide Feedback	• Student Assumes Full Responsibility

© oceanview resources

MULTISTAGE TERM 2A

YEAR K-2 UNIT 9

★ Huge powerpoint to support the teaching of this unit.

★ GOOGLE slides version

★ Year 2A

★ K-2 Multistage Classes



MULTISTAGE K-2 UNIT 1 TERM 2A

Lesson 4-1



Lesson 6-4

Read the character descriptions with me.



"His eyes are orange," "his tongue is black," "He has purple prickles all over his back."

EXIT TICKET

ADMIT ONE

Exit ticket responses

What part of this lesson did you like the most?
Insert your answer here.

Who was your favourite character?
Insert your answer here.

Lesson Early Stage 1 8-4

Work with a partner to create and answer questions that will help you to create your character's actions.



What is one thing you are afraid of?

How do you help other people or other characters?

Lesson Stage 1 7-10/11 Example

Draw a picture of your character and label its physical features using adjectives and nouns.
Use the word banks to help you.



Ginny is very kind-hearted, and she likes to help others out when they are in trouble. She has a superpower. She can feel what other people are feeling and make them feel better.

Ginny has sparkly, brown eyes on long antennae so that she can see in lots of directions at once.

The one thing that she is frightened of is rats. Sometimes they are up in the attic. Tina and she hides in the corner, so they won't see her.

She lives in the attic of houses where it is nice and warm, and she can safely keep an eye on the children while they are asleep.

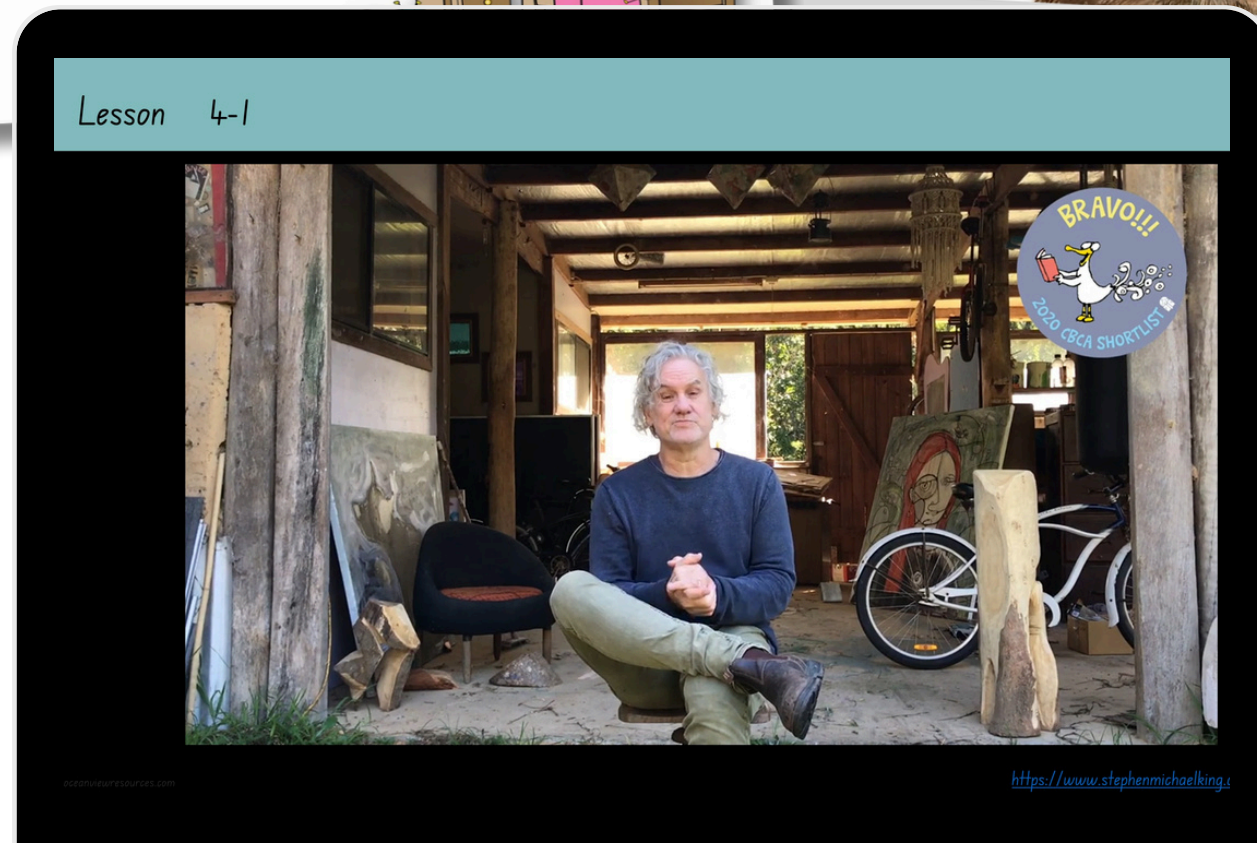
Her tail is jet propelled so that she can move quickly and even fly across water.

Lesson 7-2 Examples



Aligned to NSW curriculum

- ✓ 170+ Page PPT
- ✓ embedded videos
- ✓ teaching notes
- ✓ interactive contents
- ✓ differentiated



- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ engaging

time saving for
easy planning

Lesson 3-8

What would you and your family, would do if 'Three' came to your house?
Discuss your ideas in small groups.
Make sure that everyone gets a turn to share their ideas.

A noun group (sometimes is a cluster of words) give more information

NOUNS, NOUN GROUPS AND COOKIES

(such as his, her, the, a, an, that or described with an **adjective** (Early Stage 1).

ing Task

with a woolly coat.

the noun being described?

Task

Draw an animal that is not a character in the story and describe its characteristics to a partner using the modelled language.

For example,

- ✓ describe what the animal looks like,
- ✓ how they move and
- ✓ what sound they make.



What's inside?

Lesson 4-1

Crayon Poem

With these crayons
I could draw...

A crazy
purple dinosaur.

An orange mouse
with yellow cheese.

A big black dog
with big brown fleas.

A tall blue house,
a small green door,
four white windows.

Something more?

Silver raindrops.
Golden sun.

Then a . . . RAINBOW
sounds like fun!

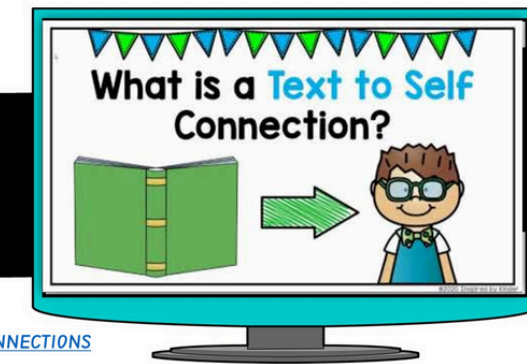
With these crayons, I could draw
So. Much. More.



student
worksheets
landscape

Lesson 4-2

Individual experiences can shape a reader's ideas and opinions of texts and how they connect with them.
Explain that students will make connections with their own lives and instances where they have experienced similar traits.



TEXT TO SELF CONNECTIONS

Lesson Stage 1 3-12/13

Adverbs of manner tell how something is done.

For example: *Three walked slowly through the countryside.*

If we change the adverb 'slowly' and use a different one,
how does it change the meaning of the sentence?

Try reading the sentence using these different adverbs:
quickly, silently, angrily, warily

ADVERBS OF MANNER



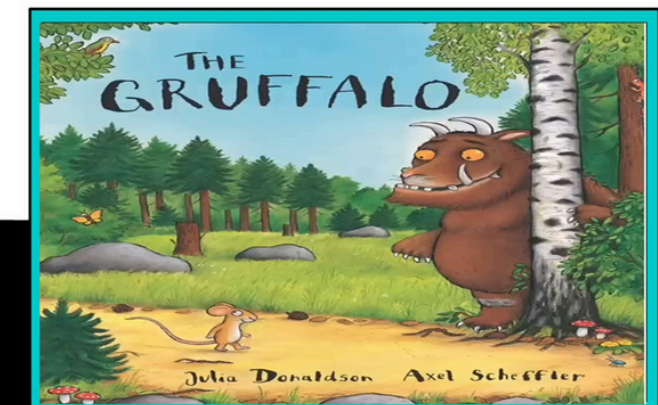
Discuss the impact the adverbs have on the sentence. Highlight how each adverb contains a base word (free morpheme) that is built on by the suffix (bound morpheme) -ly. For example: *slow/slowly, quick/quickly, angry/angrily.*

Colourful images

support the NSW
DET units

Lesson 6-1/2

[READ ONLINE](#)



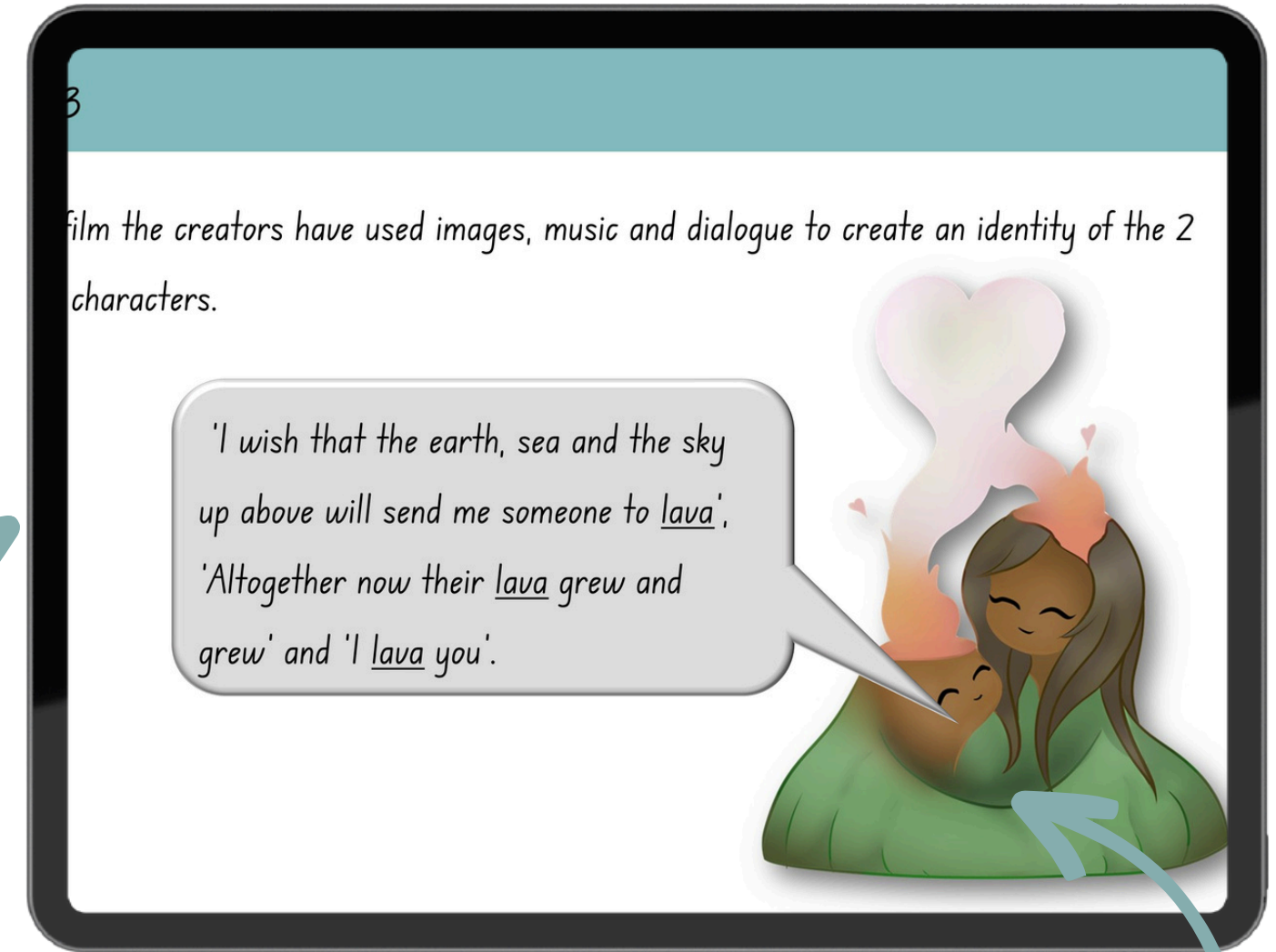
Interactive Slides

linked to units

use for
display

engaging
activities

print and go



© oceanview resources

© oceanview resources



MULTISTAGE K-2 UNIT 1 TERM 2A

NSW Aligned Units



Lesson: Early Stage 1 / 1-108 Teaching Notes

- Place the film to display an image from Looie to use as a stimulus for discussion.
- Explain that when talking about characters, the speaker may not always use their own name or the character's name.
- Introduce the term pronoun and describe as a noun that is used in place of a noun.
For example, he, they, I, we.



PRONOUNS

Lesson: Stage 1 / 1-166

On a mini whiteboard or paper, write sentences that describe the characters in Looie.

Use correct pronoun referencing



Lesson: 2-2 WATCH



Lesson: 2-3

- List the different characters on a mini whiteboard or paper.
- Identify and describe how Three, refers to the other characters he meets.



He met a pink bear leg that sneaked through the forest. Finally home.





Provide students with modelling clay or drawing materials to represent the 2 volcanos at a point in the clip, such as when they were longing for each other or when they were united.

Encourage students to describe the characters using the language recorded during previous activities.

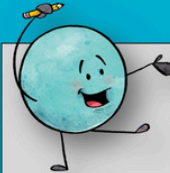


oceanviewresources.com

This was a great resource. My students loved doing the activities and I found it very helpful!

Thank you so much. This made my job really easy. My students were so engaged and they did well in their writing.

Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!

 T	 A	 G
Tell something that you really liked here. Explain why you liked it.	Ask a question to better understand the work presented.	Give a suggestion to help make the work presented even better.



