




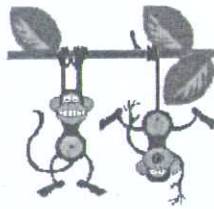
Junior Literacy Planner – READING HOUR

Term: 2

Week: 10

Text: The Mixed Up Chameleon



| DAY ONE | DAY TWO | DAY THREE | DAY FOUR | DAY FIVE |
|--|--|---|---|--|
| <p>8.50 – 9.05: Independent reading Children read orally for 10 minutes from their reader and 10 minutes silently from another book. Teachers use this time to do running records.</p> <p>9.05 – 9.20: MODELLED READING <i>Focus: Prediction and getting your filing cabinets of knowledge ready.</i> Show chn the cover of the book. Ask the chn what they already know about chameleons. What is special about them? (Camouflage) What do we think this story might be about? Read the blurb (slide 2). Were our predictions correct? Do we want to add anything? Read the story. Discuss our predictions and how close we were to what actually happened.</p> <p>No mini lesson: Explain rotations.</p> | <p>8.50 – 9.05: Independent reading Children read orally for 10 minutes from their reader and 10 minutes silently from another book. Teachers use this time to do running records.</p> <p>9.05 – 9.20: SHARED READING <i>Focus: Good readers look for small words and base words inside big words to decode.</i> Start from the beginning of the story. Look at words such as 'brownish', 'reddish' etc. Look at the base words inside these words, the phonogram 'sh'. These all help us to decode. Continue with other words, eg: hardly, turned, waited etc.</p> <p><i>Mini Lesson: Punctuation-the use of italics to show thoughts rather than quotation marks.</i> Look at slide ... Point out the italics. Why are these sentences in italics? Why don't we use quotation marks? Have chn read the different pages using expression.</p> | <p>8.50 – 9.05: Independent reading Children read orally for 10 minutes from their reader and 10 minutes silently from another book. Teachers use this time to do running records.</p> <p>9.05 – 9.20: SHARED READING <i>Focus: Good readers infer about a character.</i> Read the first few pages of the book. Discuss the chameleon. What do we know about the chameleon? What does he think about himself? How do you know? Why might he feel like that about himself? What does he realize about himself by the end of the story?</p> <p><i>Mini lesson: 'V' Power</i> Remind chn of 'V' power- Every sentence has a verb and every syllable has a vowel. Look at Easi-teach day 3. Read through sentences. Identify verbs in each sentence and break some words into syllables using chin bob. Identify vowels in syllables.</p> | <p>8.50 – 9.05: Independent reading Children read orally for 10 minutes from their reader and 10 minutes silently from another book. Teachers use this time to do running records.</p> <p>9.05 – 9.20: SHARED READING <i>Focus: Good readers can recall knowledge learnt from reading a text.</i> Think about what we know about chameleons after reading the text. Have chn share their learning. Have chn tell their learning in full sentences. Write down on a poster. May need to reread different parts of the text to refresh their memories. <i>The main reason for this is to have the chn say their facts in full sentences that make sense. Eg: A chameleon has a long, sticky tongue.</i> Teacher could ask questions such as: What sort of a tongue does a chameleon have? Instead of allowing chn to answer...a long sticky one, they must answer with a full sentence.</p> | <p>9.00-9.30 ASSEMBLY</p> <p>9.30 – 10.00 DICTIONATION.</p> <p>Write the following sentence on the board as children watch.</p> <p>"When the chameleon was warm and had something to eat, it turned sparkling green."</p> <p>Look at familiar phonograms – <i>ch, ar, th, ing, ea, ur, ed, ee.</i></p> <p>Highlight and discuss. Get the children to read through several times and focus on what they will find tricky. minimise.</p> <p>When they have finished get them to check their work and take note of what they did correctly</p> |
| 9.20 – 9.50 GROUP ROTATIONS FOR THE WEEK – parent helpers required | | | | |
| <p>BOOK RESPONSE</p> <p>Chn think about the story and the thoughts the chameleon had about wanting to be something different. Chn write about what they would like to be. Illustrate.</p> | <p>SPELLING</p> <p>Chn have letters for the title "The Mixed Up Chameleon." Chn arrange letters to make smaller words. Fill in on sheet.</p>  | <p>SEQUENCING</p> <p>Concertina chameleons. Chn follow the instructions to cut out the chameleon and cut in half. Glue to half sheet of A4 paper. On paper chn write the beginning, middle and end of the story.</p> | <p>COMPUTER</p> <p>Chn can explore the Rainforest section of Myclasses or continue with their rainforest animal report.</p>  | |
| 9.50 – 10.00: Pack up/ share time | 9.50 – 10.00: Pack up/ share time | 9.50 – 10.00: Pack up/ share time | 9.50 – 10.00: Pack up/ share time | |