

## My Sister (P1) Unit Overview

### Week 1 SR 1 Outcome:

Recognise some book terminology.

### Week 1 SW 1 Outcomes:

1. Recognise and use numbers in sequential order and within a sentence
2. Use the language structures, 'My name is...' and 'I am...years old.' to describe oneself.

### Week 2 SR 2 Outcomes:

1. Recognise some content words in familiar text.
2. Use pictures to interpret the text.
3. Use 'I, he, she, it, they, this' to refer to people and things.

### Week 2 SW 2 Outcomes:

1. Use the language structure, 'This is my...' to write about their possession.
2. Use appropriate capitalisation and full stops.

### Week 3 SR 3 Outcomes:

1. Recognise some colour words.
2. Match pictures to the words.
3. Use 'it, they, this' to refer people and things.

### Week 3 SW 3 Outcomes:

1. Use adjectives to describe objects.
2. Use appropriate capitalisation and full stops.

### Week 4 SR 4 Outcome:

Retell story by sequencing sentences.

### Week 4 SW 4 Outcomes:

1. Use the language structures, 'This is my...' to write about their possession.
2. Use 'it' as subject to identify objects.
3. Use adjectives to describe objects.
4. Use the language structure, 'I like my...'
5. Use appropriate capitalisation and full stops.

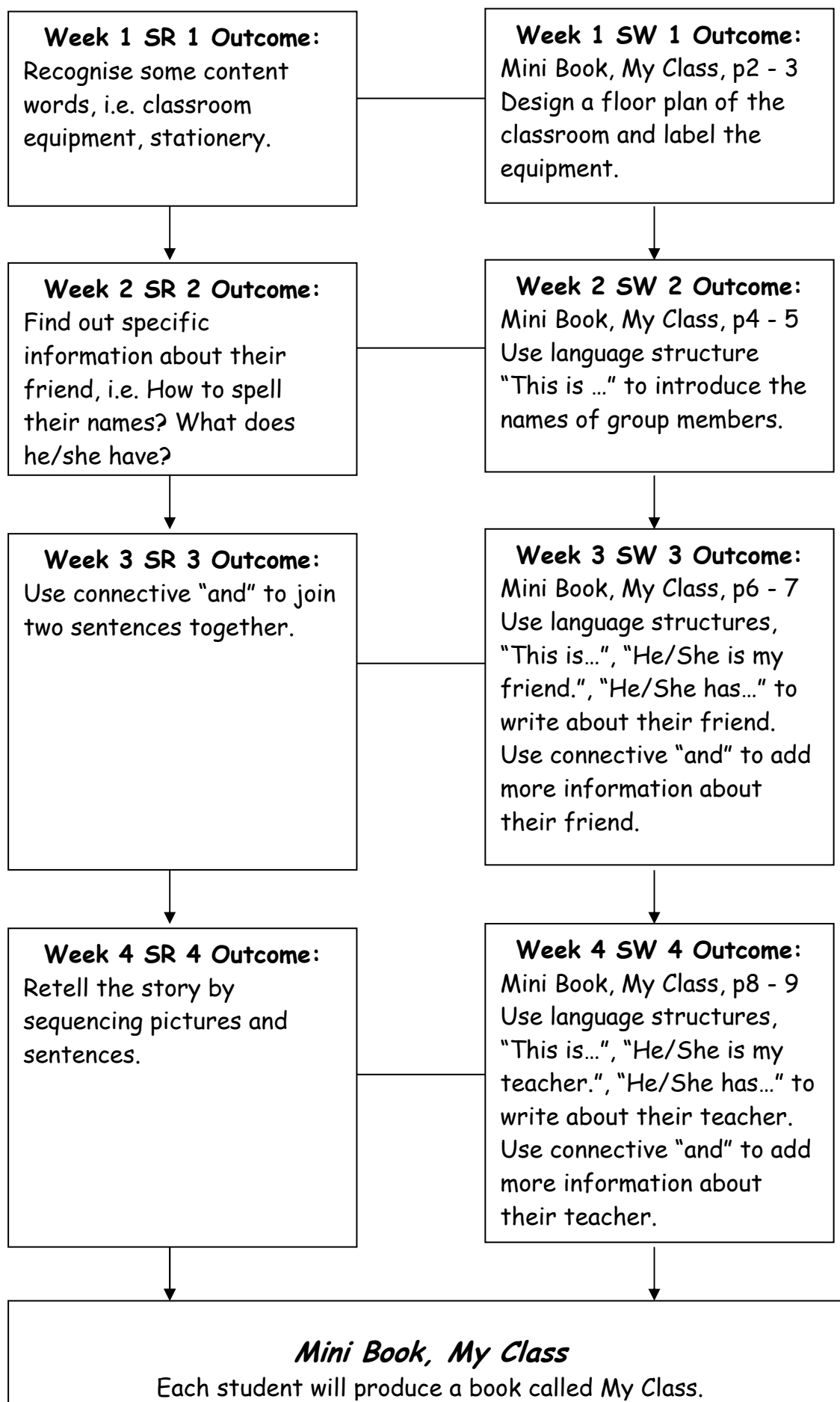
### Class Book

Each student fills out a page with picture and description of their favourite toy, i.e.

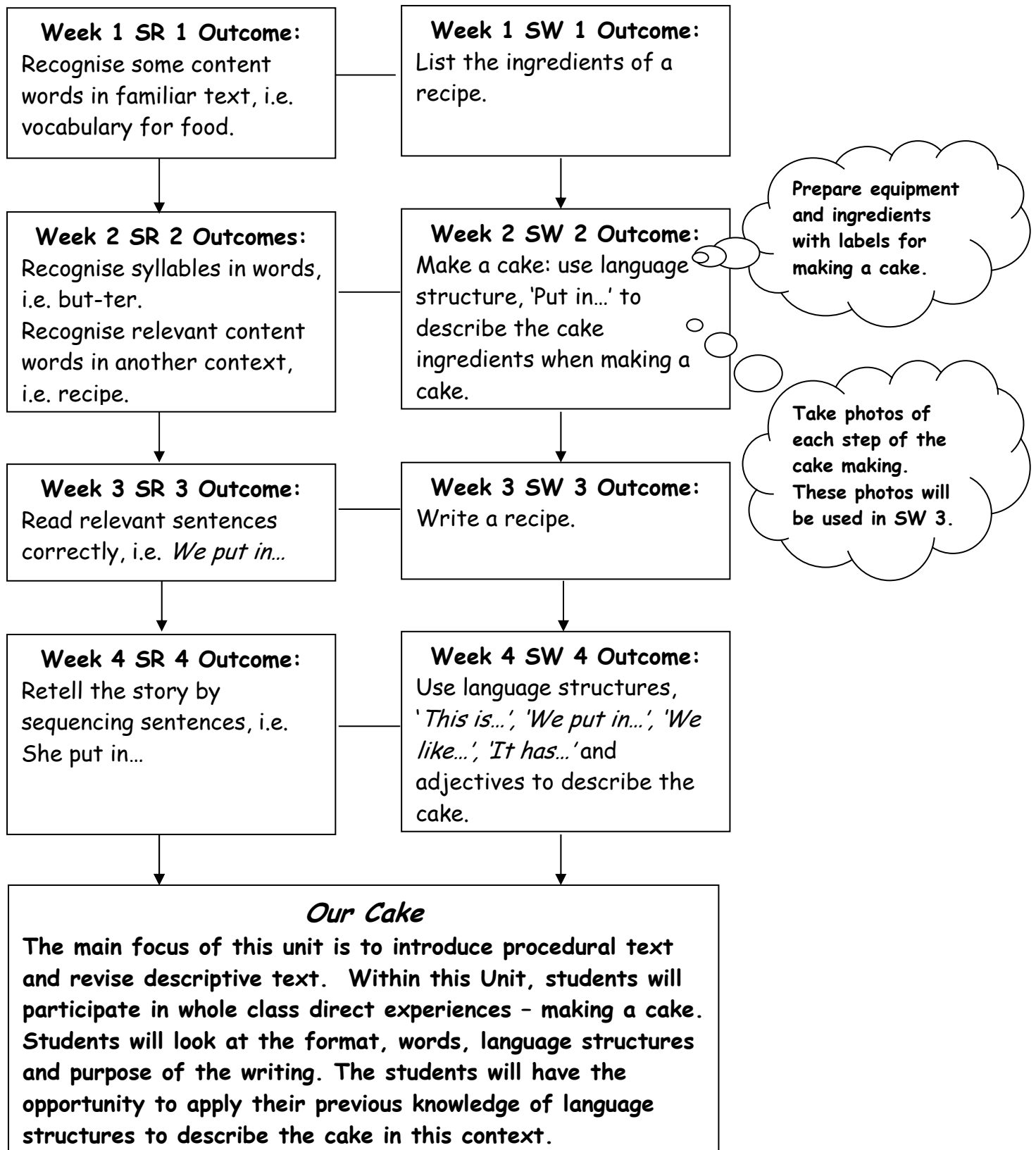
*This is a (toy's name).*  
*It is (colour) and (colour).*  
*I like my (toy's name).*

# My Friend, Oscar Unit

## Unit Overview



## Grandma and the Birthday Cake Unit Overview





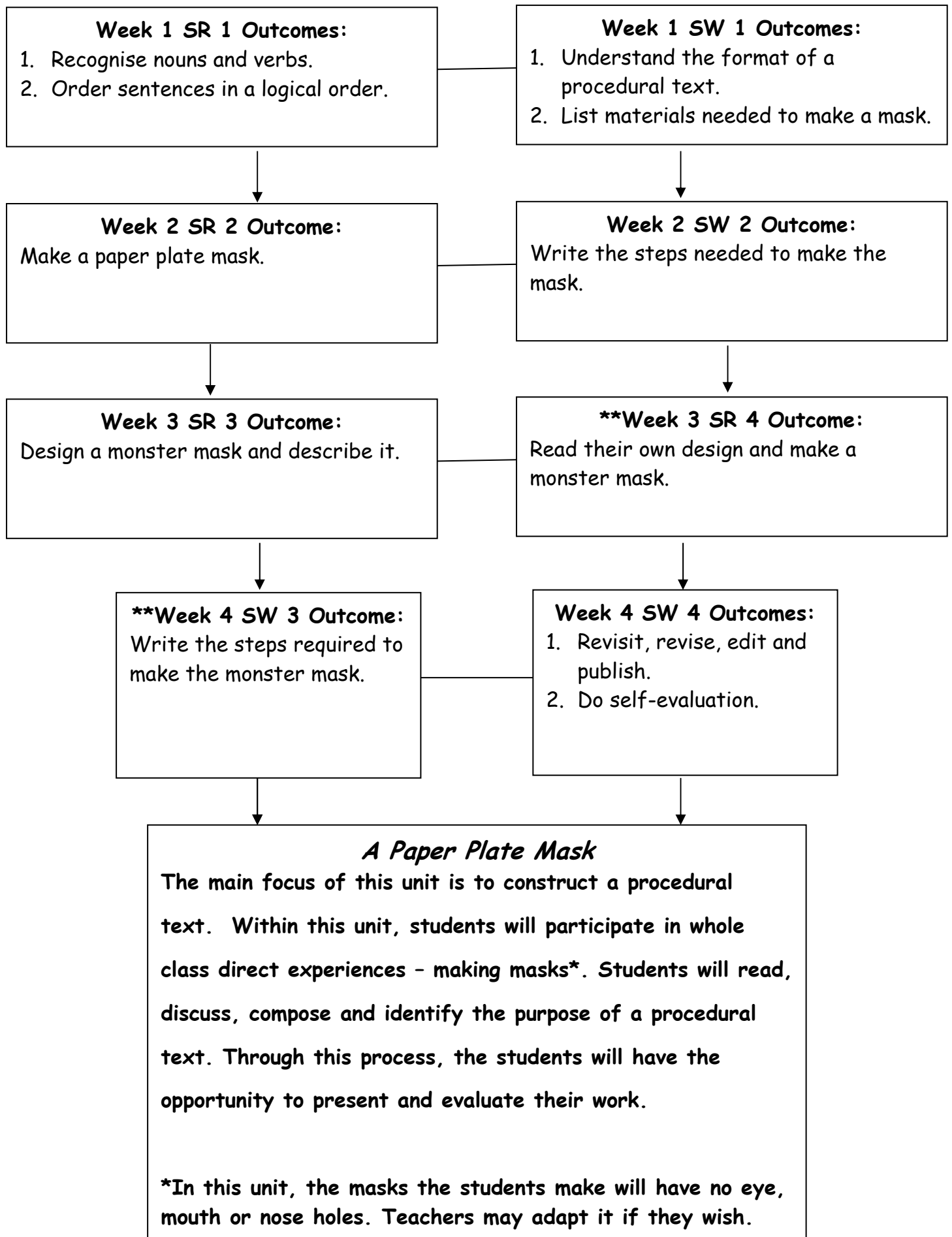
Steps:

1. Put in the butter.
2. Put in the sugar.
3. Put in the eggs.
4. Put in the milk.
5. Put in the flour.
6. Put in the chocolate.
7. Put in the Jellybeans.



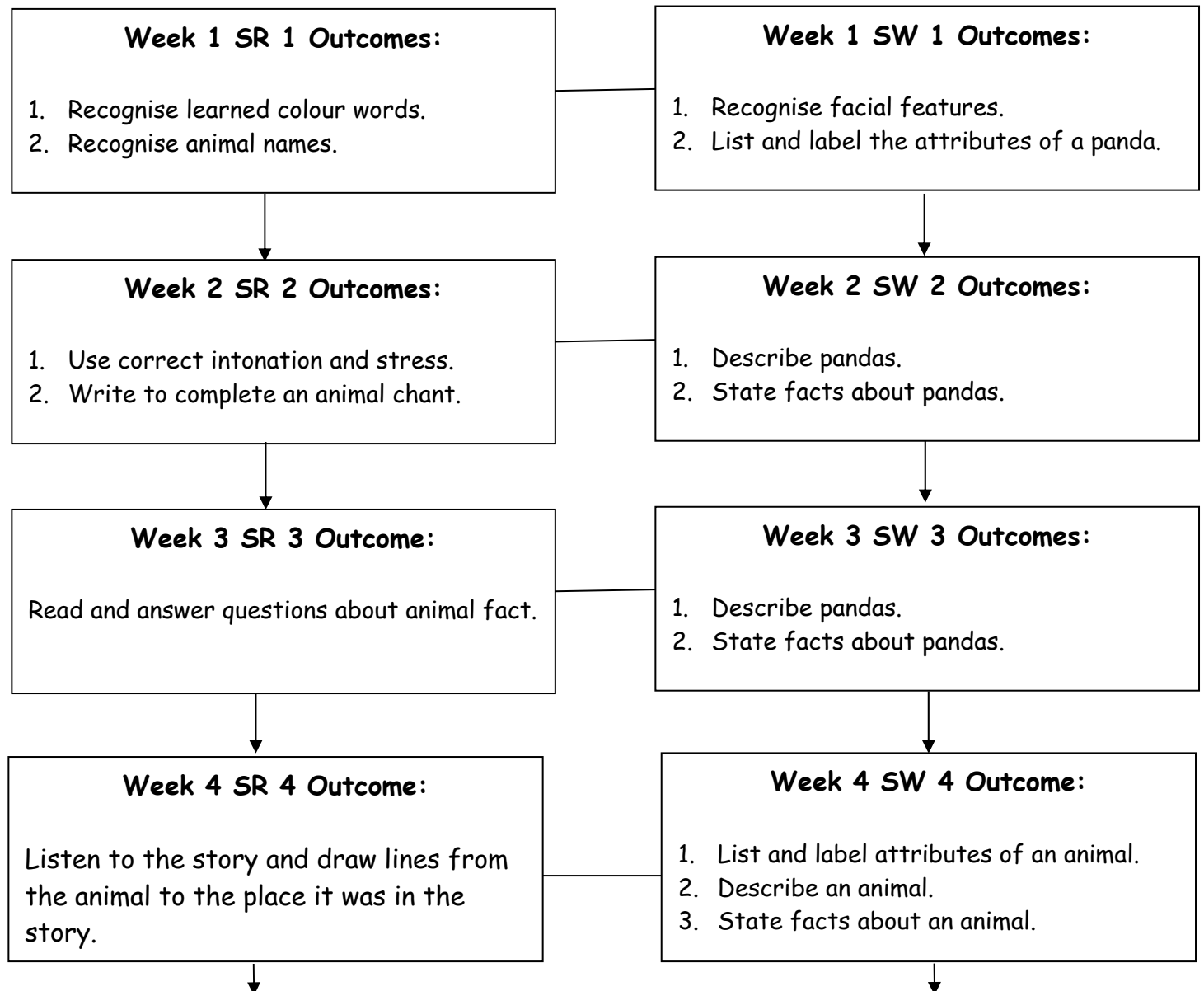
# A Paper Plate Mask Unit

## Unit Overview



## Where Am I?

### Unit Overview



### Where Am I?

The main focus of this unit is to use a narrative with rhyme and rhythm focusing on the theme of a visit to a zoo. Students will have opportunities to obtain facts about specific animals culminating in the writing and presentation of a chart about an animal. Students will demonstrate the following in their writing and presentation by:

1. listing and labelling the attributes of an animal
2. stating facts about animals
3. describing animals
4. ordering sentences in a logical sequence
5. presenting their animal charts to others
6. using correct intonation and stress



**Prior to this Unit**, as far as practicable, **students should be placed in developmental groups.**

Teachers should use their professional judgement to decide which students are at each level. In this Unit, worksheet activities are provided for three developmental levels. There are three types of worksheet, A, B and C. Worksheet A has the most support for students. Worksheet B has the average support and worksheet C has the least support.

## Fun Time at the Zoo (P1)

### Unit Overview

#### Week 1 SR 1 Outcomes:

1. Recognise learned high frequency words.
2. Use learned high frequency words and content words to construct sentences.

#### Week 1 SW 1 Outcomes:

1. Construct a mind map.
2. Use the mind map to write sentences.

#### Week 2 SR 2 Outcomes:

1. Recognise learned high frequency words.
2. Use learned high frequency words, content words and colour adjectives to construct sentences.

#### Week 2 SW 2 Outcomes:

1. Replicate the mind map from SW 1 and include colour adjectives.
2. Use the mind map to write sentences with colour adjectives.

#### Week 3 SR 3 Outcome:

Classify vocabulary according to criteria, e.g. facial features, clothing items and actions.

#### Week 3 SW 3 Outcomes:

Create a mind map about a toy animal's facial features, clothing items and actions.

#### Week 4 SW 4 Outcomes:

1. Use the mind map to write sentences with facial features, clothing items and actions of an animal doll.
2. Use colour adjectives and connective 'and' to construct compound sentences.

#### Week 4 SR 4 Outcome:

Revisit, edit and publish.

### *Fun Time at the Zoo*

The main focus of this unit is to use a narrative focusing on the theme of a fashion show in a zoo. Students will have opportunities to become familiar with the use of adjectives to describe clothing. Students will also have the opportunity to apply their previous knowledge of language structures, to describe a toy animal of their own choice, focusing on facial features. Students will demonstrate the following in their writing and presentation by:

1. describing clothing items, facial features and actions
2. creating and using a simple mind map about a toy animal's clothing, facial features and actions
3. ordering sentences in a logical sequence
4. planning and dressing their own toy animals