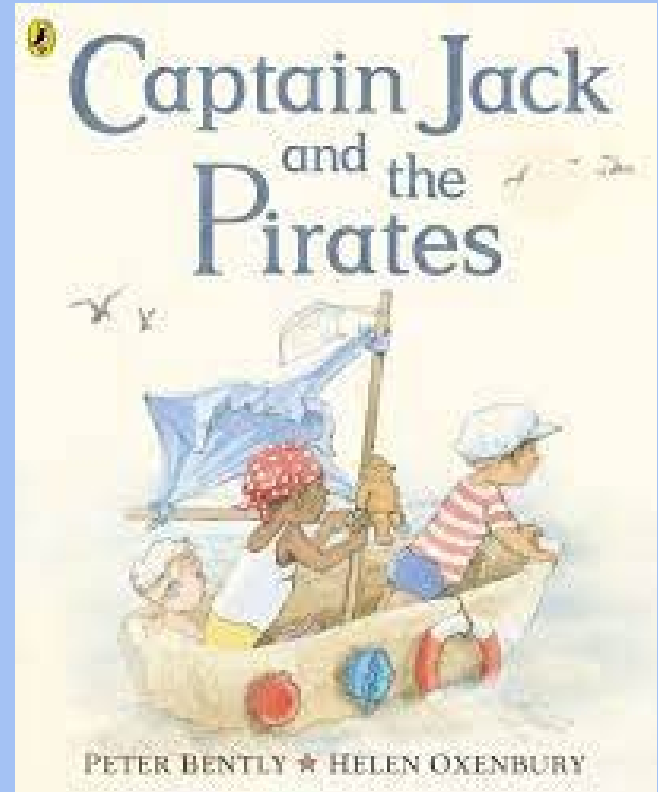


Captain Jack and the Pirates

*Peter Bentley
Helen Oxenbury*



Day 1	Day 2	Day 3	Day 4	Day 5
Before the Story	Talk About the Story (pg 159)	Helpful House of Words Word Work - Act it out Which word fits?	Review abandon, spy, holler	Review abandon, spy, holler
Read the Story	Plural nouns	Sentences –but conjunction	Lesson 1- Modelled: I can write a single paragraph outline for an informational/ descriptive text and use this to write a paragraph	Lesson 2- Guided: I can write a single paragraph outline for an informational/descriptive text and use this to write a paragraph
Summarise the Story - title, characters, beg/ mid/ end				

Learning Intention

Today I will predict what is going to happen in the story.

I will summarise the beginning, middle and end of a fictional story.

I will give reasons for my feelings about the story.

Day 1

Before the Story



1. Concepts of Print - author? Illustrator?
2. Predictions - let's look at the front cover and title to help us guess what the story might be about.
3. Activate Prior Knowledge – what do you like to do at the beach? Have you ever made anything out of sand? What sorts of things have you made with sand?

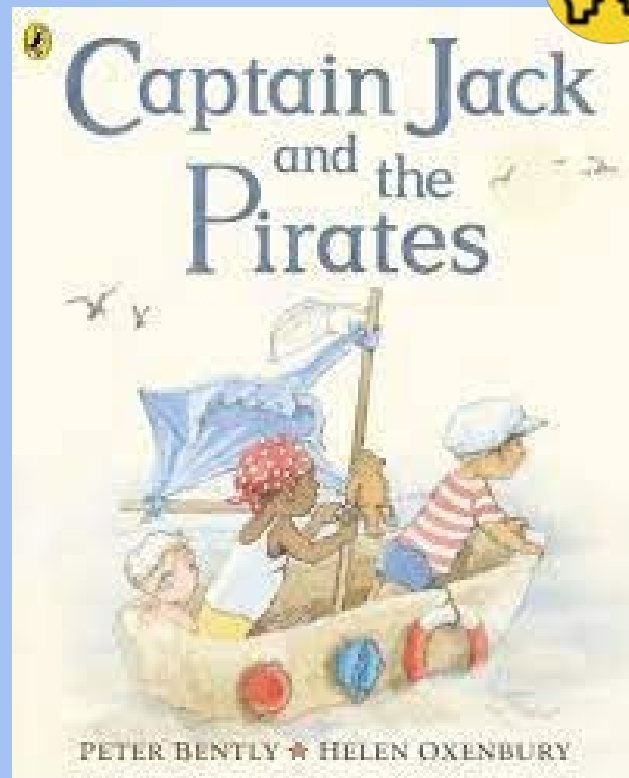




After the Story



1. Have you ever played imaginative, make-believe games? What have you pretended to be? Who do you play these games with?
2. What was your favourite part of the story? Why?
3. Summarise beginning, middle, end.



Summarise the Story



Beginning:

Middle:

End:

Day 2

Learning Intention

Today I will discuss the story and answer questions

I will change words into plurals by changing the y and adding ies
(K will add s to show more than one of something)

Reread story, pausing to answer questions
Talk About the Story (pg 158)



Add words to Helpful House of Words and discuss briefly.

Year: 1

Term: 3

Objective: Define pronouns and use correct one within a sentence- I, you, he, she, they, it, we, him, her, it, us

Author: Penny Lucas



We are learning to write plurals by changing the y to ies

Step 3



cat



cats

cat



cats



Step 6



cup



cups

cup



cups



Activity 2: Introduction to suffix 's' – plurals

Step 7



bag



bags

bag



bags



Step 10



hen



hens

hen



hens



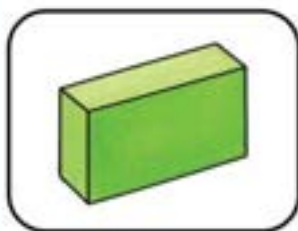
We add **-s** to make nouns plural.



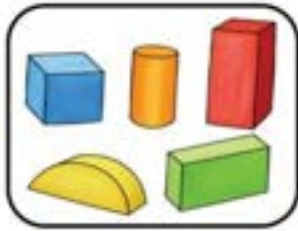
girl → **girls**



shoe → **shoes**



block → **blocks**





- Plurals are words that tell us there are more of something.
- Sometimes we add an 's' to words that can make a sssss or zzzzz sound
- If a word ends in y, we change the y to i and add es

CFU:

- What is a plural?
- One hand, two ..?

Examples:



1 bab~~y~~



3 babi~~es~~


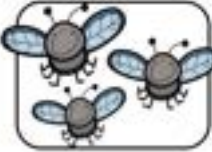






- Plurals are words that tell us there are more of something.
- Sometimes we add an 's' to words that can make a sssss or zzzzz sound
- If a word ends in y, we change the y to i and add es

- CFU:**
- What is a plural?
 - What do we do if a word ends in y?

Examples:

If a word ends in **y**, we drop the y and **add -ies** to make it plural.

	fly → flies	
	puppy → puppies	
	berry → berries	



- Plurals are words that tell us there are more of something.
- Sometimes we add an 's' to words that can make a sssss or zzzzz sound
- If a word ends in y, we change the y to i and add es

CFU:

- Does this words end in y?
- Will we add s or change the y to i and add es?

1. daisy → daisi + es = daisies

2. fairy → fairi + es = fairies

3. spider → spiders

4. bucket → buckets

5. ruby → rubi + es = rubies



Which words are correct plural spellings?

- a) berry – berrys ❌
- b) berry – berries ✅
- c) stick – sticks ✅
- d) stick – stickies ❌
- e) pony – ponies ✅
- f) pony - ponys ❌

CFU:

- Does this words end in y?
- Will we add s or change the y to i and add es?






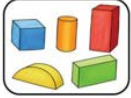
- Plurals are words that tell us there are more of something.
- Sometimes we add an 's' to words that can make a sssss or zzzzz sound
- If a word ends in y, we change the y to i and add es









- Plurals are words that tell us there are more of something.
- Sometimes we add an 's' to words that can make a ssss or zzzzz sound
- If a word ends in y, we change the y to i and add es

- CFU:**
- Does this words end in y?
 - Will we add s or change the y to i and add es?

We **add -s** to make nouns plural.

	girl → girls	
	shoe → shoes	
	block → blocks	

If a word ends in **y**, we drop the y and **add -ies** to make it plural.

	fly → flies	
	puppy → puppies	
	berry → berries	



1. Let's change these words into plurals

Singular	Plural
one bag	
one penny	
one baby	
one tree	
one butterfly	

- CFU:**
- Does this words end in y?
 - Will we add s or change the y to i and add es?

Skill development: You do



1. Draw a column down the middle of your whiteboard.
2. Change these words into plurals

- CFU:**
- Does this words end in y?
 - Will we add s or change the y to i and add es?

Singular	Plural
one hat	two _____
one frog	
one lolly	
one truck	

Singular	Plural
one dictionary	two _____
one drawing	
one blackberry	
one lolly	
one butterfly	

Day 3

Learning Intention

Today I will use the words abandon, spy and holler.

I will write sentences with the conjunction *but* to show a change of direction.

abandon

Other verb

Syllables

a/ban/don

Meaning



*Leaving something behind,
usually forever*

We had to **abandon** the car on the backroad because it was making funny noises.

abandon

verb

Synonyms

forsake, give up,
leave, surrender

Antonyms

keep, stay,
defend, remain



The house was all rickety and looked completely **abandoned**.

(to) **spy**

verb

Syllables

spy

Meaning



To carefully search for and see something

The police had to **spy** on the thief to see where he hid the stolen money.

spy

verb

Synonyms

observe, seek,
watch

Antonyms

neglect, ignore,
miss, overlook



If you look very carefully in the crowd, you might be able to **spy** a famous person.

holler

Verb - saying

Syllables

hol / ler

Meaning

To call out or shout loudly



When the fire alarm went off, I heard a loud **holler** from Mrs Lucas.

holler

Verb - saying

Synonyms

shout, yell, call,
cry, bellow

Antonyms

whisper, mutter,
mumble

We **hollered** at our dad
when we saw a big brown
snake.





abandon

verb

Using the word: *Ask the children to think of some things you might **abandon**.*

*Would you **abandon** your favourite toy? Why not?*

*Pretend that you have an old toy with you. Now, get up and show me how you would **abandon** it.*





spy

verb

Using the word: *Ask the children to think of some contexts in which the word is used.*

*Have a game of **Spy** with objects in the classroom.*

Show me how you would look if you were on a cliff trying to **spy** a boat or whale that is far out to sea.





holler

Verb - saying

Using the word: *When might you need to **holler**?*

*Would you **holler** in the library? Why or why not?*

Pretend that you are looking out at the ocean and you spy a shark in the water – what would you **holler** out to warn people?



Which word fits?



- abandon

- spy

- holler

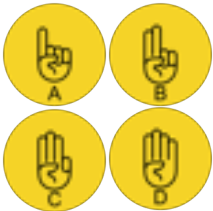


Year: 2

Term: 1

Objective: Complete sentences when provided with but, because, so sentence stems (compound and complex sentences)

Author: Teagan Dunning



Multiple
Choice



Vote



Pair Share



Pick a Stick/Answer
(non-volunteer)



Whiteboards



In Your Workbook



Track with me



Read with me



We are learning to complete sentences using the conjunctions: *but*, *because*, *so*

[Conjunctions Song](#)

BECAUSE

conjunction



Tells us why something has happened or why something is true.

The dog ran away because the gate was left open.

BUT

conjunction



Indicates a **change of direction**

I am hungry, but there is no food in the fridge.

SO

conjunction



Indicates a cause and effect

I missed the bus, so I walked to school.

Concept Development



- A conjunction is a 'joining word' that links ideas or sentences together.
- *Because* explains why something is true.
- *But* suggests a change of direction.
- *So* tells us what happens as a result of something else – in other words, a cause and its effect.
- When linking ideas using *but* or *so*, a comma is needed before the conjunction.



Examples:

The teacher was happy **because** we raised our hands.

The teacher was happy, **but** she still gave us homework.

The teacher was happy, **so** she gave us a longer recess.

CFU:

- What is a conjunction?
- What is the purpose of the conjunction *because*?
- What is the purpose of the conjunction *but*?
- What is the purpose of the conjunction *so*?

Skill development: I do



- CFU:**
- What does the conjunction *but* mean?
 - What do you need to do to complete the sentence?

1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

I went to my friend's house, but

I went to my friend's house, **but** no one was home.

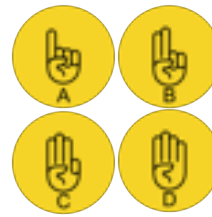


but
*change of
direction*

because
*explains why
something is true*

so
*cause and it's
effect*

Hinge Point Question



What sentences have been expanded correctly?

a) Sarah called her friend, but nobody answered.



b) I fell off my bike because I didn't get hurt.



c) My bedroom was very cold because I forgot to close my window.



d) It was cold so I turned on the heater.



CFU:

- Why is it/isn't it a an example of a sentence expanded correctly?

- A conjunction is a 'joining word' that links ideas or sentences together.
- *Because* explains why something is true.
- *But* suggests a change of direction – similar to a U-turn.
- *So* tells us what happens as a result of something else – in other words, a cause and its effect.
- When linking ideas using *but* or *so*, a comma is needed before the conjunction.

Skill development: I do



- CFU:**
- What does the conjunction *because* mean?
 - What do you need to do to complete the sentence?

1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

The door was creaking, but

The door was creaking, **but** there was no one there.



but
*change of
direction*

because
*explains why
something is true*

so
*cause and it's
effect*

Skill development: I do



- CFU:**
- What does the conjunction *because* mean?
 - What do you need to do to complete the sentence?

1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

The flight was delayed, but

The flight was delayed, **but** we still waited at the airport.



but
*change of
direction*

because
*explains why
something is true*

so
*cause and it's
effect*



1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

I had finished my dinner. I was still hungry.

I had finished my dinner , but I was still hungry.

but
*change of
direction*

because
*explains why
something is true*

so
*cause and it's
effect*

Skill development: We do



1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

My mum was mad

, but

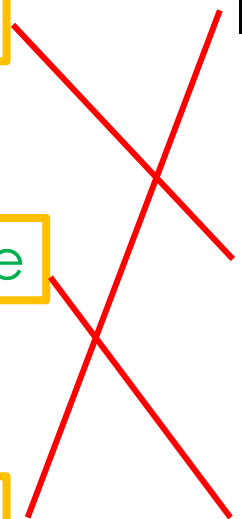
because

, so

I cleaned my room.

she didn't let it ruin her day.

I didn't clean my room.



Skill development: We do



1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

The competition
was cancelled

, but

because

, so

there wasn't enough
competitors.

we caught the next
flight home.

we still enjoyed
ourselves on the
trip.



Skill development: You do



1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

Complete these sentence stems in your book:

I heard a mysterious sound, but

Skill development: You do



1. Read sentence stem.
2. Think about the purpose of the conjunction.
3. Complete the sentence with an idea that matches the sentence stem and conjunction.
4. Punctuate with commas where needed.

Complete these sentence stems in your book:

Jack and his shipmates got caught by the pirates, but



DAY 4

Learning Intention

Today I will read relevant information from a map.

I will write a topic sentence and supporting details for a procedure.

abandon

Other verb

Syllables

a/ban/don

Meaning



*Leaving something behind,
usually forever*

We had to **abandon** the car on the backroad because it was making funny noises.

(to) **spy**

verb

Syllables

spy

Meaning



To carefully search for and see something

The police had to **spy** on the thief to see where he hid the stolen money.

holler

Verb - saying

Syllables

hol / ler

Meaning

To call out or shout loudly



When the fire alarm went off, I heard a loud **holler** from Mrs Lucas.



Single-Paragraph Outline

Name: _____ Date: _____

T.S.

1.

2.

3.

4.

C.S.

Single-Paragraph Outline

Name: _____

Date: _____

T.S. If you follow these instructions, you will reach the treasure.

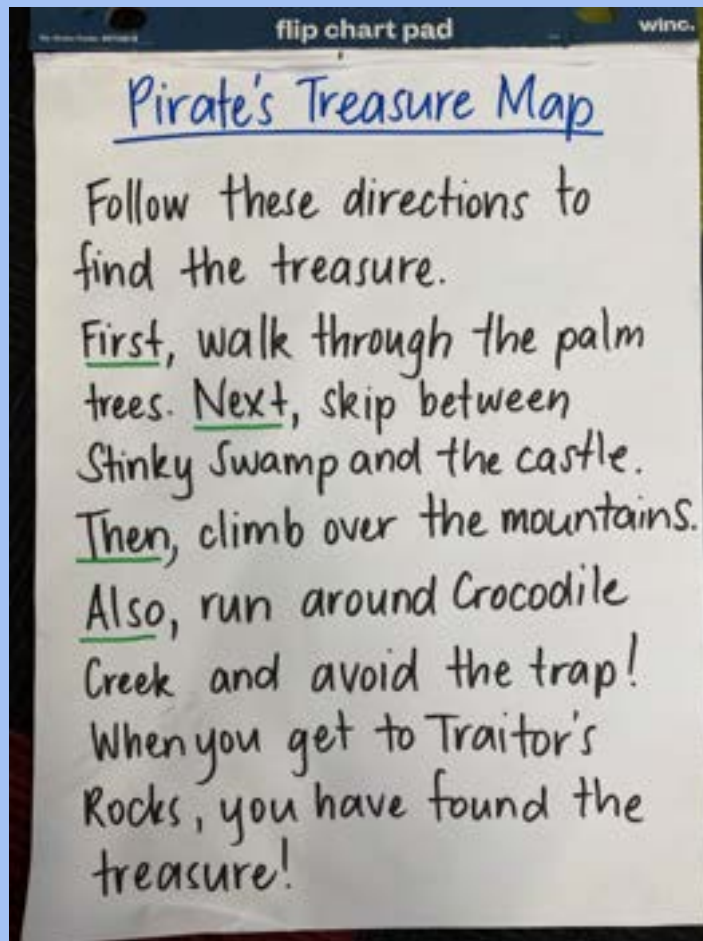
1. _____
through the palm trees

2. _____
between the castle and sticky swamp

3. _____
over the mountains

4. _____
past crocodile creek and up to Traitor's Rocks

C.S. Congratulations! You have found the treasure!



DAY 5

Learning Intention

Today I will write an SPO and use the SPO to write my own procedural text.

abandon

Other verb

Syllables

a/ban/don

Meaning



*Leaving something behind,
usually forever*

We had to **abandon** the car on the backroad because it was making funny noises.

(to) **spy**

verb

Syllables

spy

Meaning



To carefully search for and see something

The police had to **spy** on the thief to see where he hid the stolen money.

holler

Verb - saying

Syllables

hol / ler

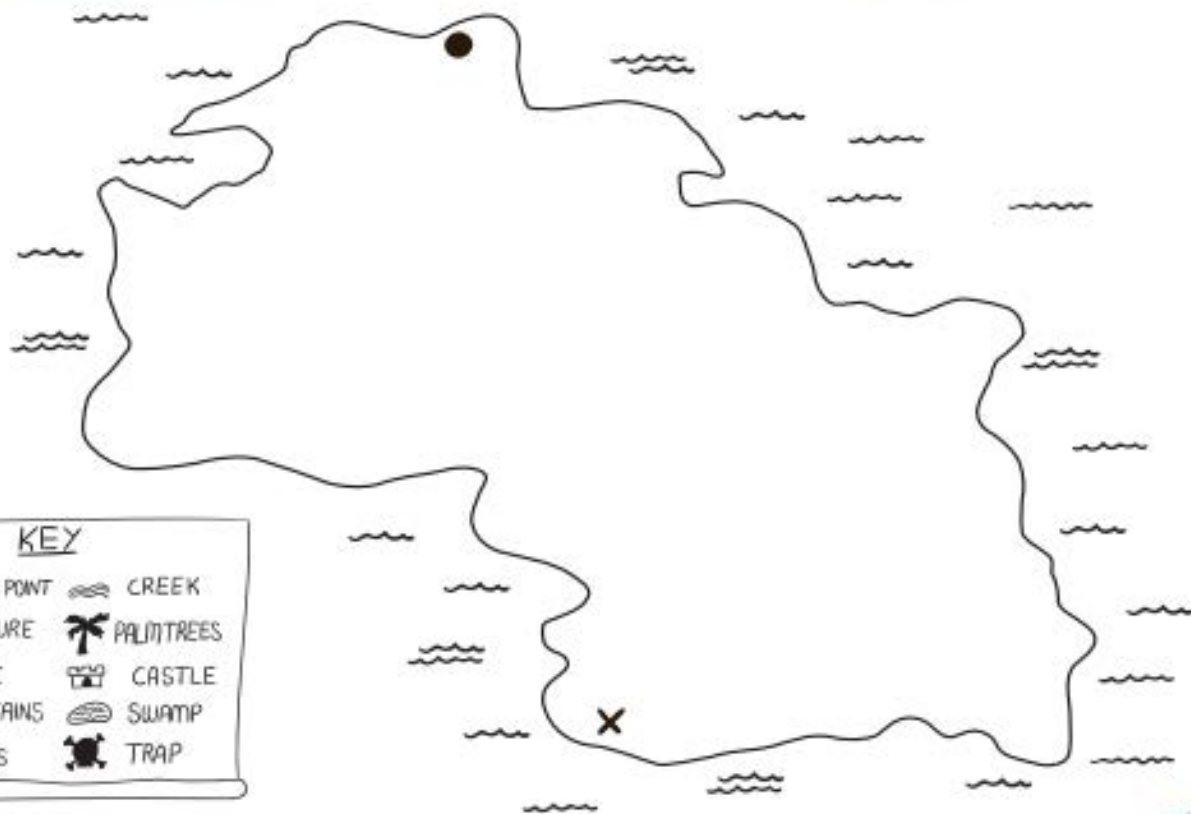
Meaning

To call out or shout loudly



When the fire alarm went off, I heard a loud **holler** from Mrs Lucas.

Name: _____



KEY

● STARTING POINT	☞ CREEK
✕ TREASURE	🌴 PALM TREES
🕒 CAVE	🏰 CASTLE
⛰ MOUNTAINS	🌿 SWAMP
🪨 ROCKS	🦂 TRAP

Single-Paragraph Outline

Name: _____

Date: _____

T.S.

1.

2.

3.

4.

C.S.

