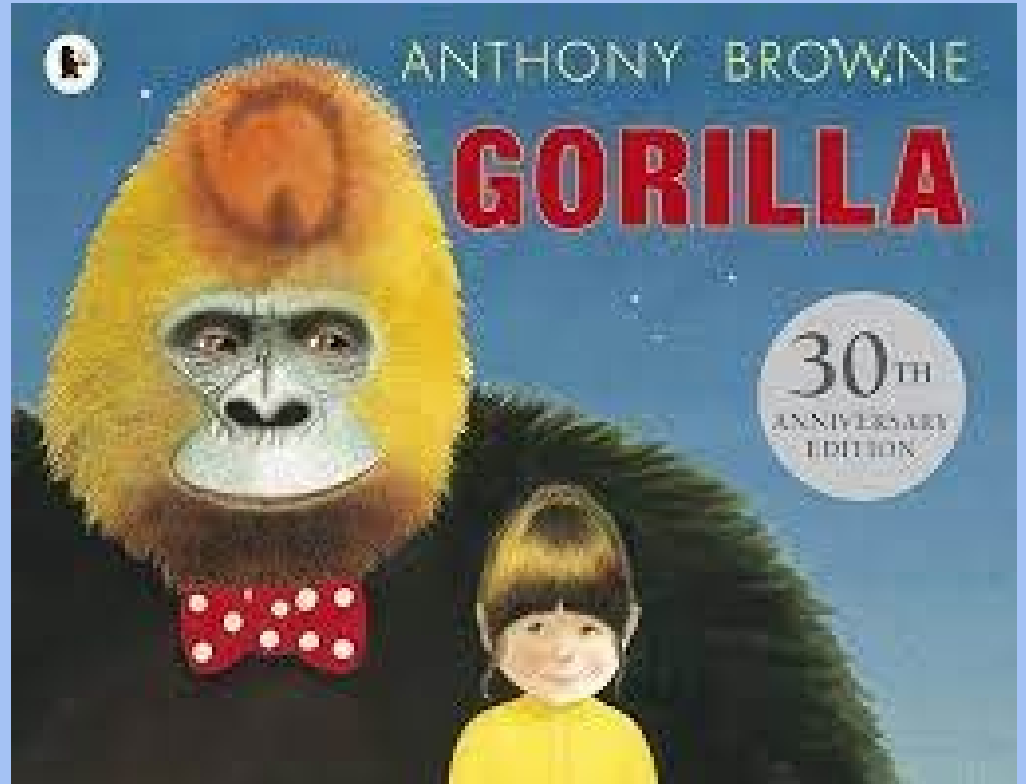


Gorilla

Anthony Browne



Day 1	Day 2	Day 3	Day 4	Day 5
Before the Story	Talk About the Story (pg 164)	Helpful House of Words Word Work - Act it out Which word fits?	Review tingling, thrilled, gently.	Review tingling, thrilled, gently.
Read the Story	4 Sentence Types	4 Sentence Types	Lesson 1- Modelled: I can write a single paragraph outline for an informational text and use this to write a paragraph on gorillas.	Lesson 2- Guided: I can write a single paragraph outline for an informational text and use this to write a paragraph on gorillas.
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.

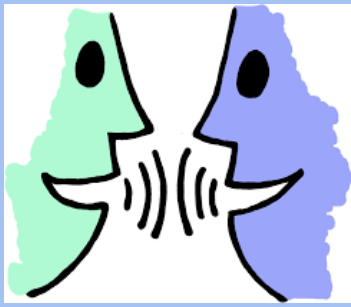
Day 1

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 – have you seen a gorilla before? Where? Where do gorillas normally live? What are they like? Do you have a favourite animal?





After the Story



1. What animal would you like to have an adventure with? What would you do?
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 identify the four different sentence types.

I will name the four different sentence types.

Re-read story, pausing to answer questions
Talk About the Story (pg 164)



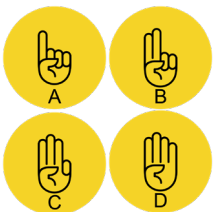
Add words to Helpful House of Words and discuss briefly.

Year: 2

Term: 1

Objective: Identify the four sentence types

Author: Stephanie Le Lievre



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 identify the four sentence types.



- A sentence is a group of words that makes sense by itself.
- It has a subject (what/who the sentence is about) and a verb (what the subject does, is or has).
- It starts with a capital and ends with a punctuation mark.

Does it...



make sense?



have a subject?



have a verb?



begin with a capital letter?



end with a full stop, exclamation mark or question mark?



There are 4 different sentence types:

- statement
- question
- command
- exclamation

Each sentence type is used for a different purpose.

CFU:

- How many types of sentences are there?
- What are they?



A statement sentence gives an idea or argument.

- ***The Serpentine Falls are in the Serpentine National Park.***

A question sentence asks something.

- ***Have you ever been to the Serpentine Falls?***

A command sentence gives instructions or expresses a request or command.

- ***Go and visit the Serpentine Falls.***

An exclamation expresses force or strong emotion.

- ***We must protect the Serpentine Falls!***



CFU:

- What does a statement do?

**A statement gives an idea or argument.
It ends in a full stop.**

The children were playing in the park.

They crept behind the shed.

Crocodiles belong to the reptile class.

Dogs are better than cats.



Can add in sentences based on topics taught in



**A question asks something.
It ends with a question mark.**

CFU:
• What does a question do?

How are mountains formed?

What should I have for dinner?

Are dogs better than cats?.

What can we do to reduce waste?



Can add in sentences based on topics taught in



CFU:

- What does a statement do?

A command gives instructions or expresses a request or command.
It ends in a full stop.

Pick up your rubbish.

Don't litter.

Go to the office.

Clean your room.



Can add in sentences based on topics taught in



CFU:

- What does an exclamation do?

A exclamation expresses force or strong emotion. It ends with an exclamation mark.

What a beautiful day!

It's freezing cold!

That hurt!

We won the swimming carnival!



Can add in sentences based on topics taught in

Hinge Point Question



Label each sentence as S, Q, C, E
(statement, question, command, exclamation)
(punctuation mark has not been included)



a) Help me

E



b) Echidnas lay eggs

S



c) When should children be allowed phones

Q



d) Put your name on the top of your page

C

CFU:

- How did you know it was a statement/question/command/exclamation
- What punctuation mark does it need?

Day 3

Learning Intention

Today I will use the words gently, tingling and thrilled.

I will write a variety of sentence types and use the correct punctuation.

tingling

Other verb

Syllables

ting/ling

Meaning



A light, prickly feeling

I had a funny **tingling** feeling in my toes when I woke up.

tingling

verb

Synonyms

prickling, stinging

Base word

tingle + ing
Drop the 'e' add 'ing'



I was **tingling** with excitement to go to Jamberoo Water Park with my friends.

gently

adverb

Syllables

gent/ly

Meaning



To do something softly and carefully

I carried the kitten **gently** to its bed.

gently

adverb

Synonyms

softly, carefully,
tenderly, cautiously

Antonyms

roughly, violently,
loudly, cruelly



We tiptoed **gently** through Bunyip because the babies were sleeping.

thrilled

adjective

Syllables

thrilled

Meaning



*To be very pleased, happy
and excited*

Mrs Lucas was **thrilled** to see the K/1/2 students after the holidays.

thrilled

adjective

Synonyms

happy, excited,
ecstatic, overjoyed

Antonyms

sad, bored,
unimpressed



Red House were **thrilled** when Mrs Cooper announced that they won the swimming carnival.

tingling

verb

Using the word: *If this would give you a **tingling** feeling, say **tingling**.*

1. *Walking on prickly grass*
2. *Walking on a smooth path*
3. *Feeling nervous just before jumping from up high into a pool.*

*Show me how you would look if you were waiting to dive off a high diving board and you were **tingling** with fear.*



gently

adverb

Using the word: *If this is something that you would do gently, put your thumbs up. If you don't need to do this gently, put your thumbs down.*



Show me how you would *gently* carry a chick in your hands.



thrilled

adjective

Using the word: if this is something that would make you feel thrilled, say thrilled. If it would not thrill you, shake your head.

1. *Staying at home*
2. *Going to see a new exciting movie*
3. *Finding your favourite toy when you thought it was lost*

Imagine you are going on a new water slide.
Show me how **thrilled** you are.





Wordplay

Criss cross

Applesauce

*Spiders crawling up
your back*

A cool breeze

Tingling

X S





1. Identify the sentence type (punctuation mark has not been included- it gives the game away!)
2. Re-write the sentence with the correct punctuation mark.

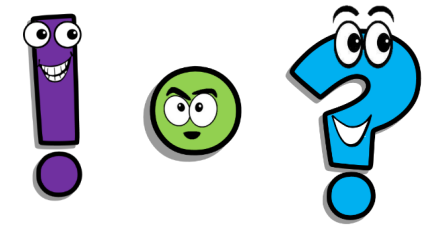
- CFU:**
- How did I know it was a statement/question/command/exclamation
 - What punctuation mark do I need to add?

Don't put food in the bin **command**
Don't put food in the bin.

I can't wait **exclamation**
I can't wait!

Crocodiles are an ancestor of dinosaurs **statement**
Crocodiles are an ancestor of dinosaurs.

How can we save the planet **question**
How can we save the planet?





1. Identify the sentence type (punctuation mark has not been included- it gives the game away!)
2. Re-write the sentence with the correct punctuation mark.

Where is the closest shopping centre

question

Where is the closest shopping centre?

What is your favourite subject at school

question

What is your favourite subject at school?

It's so hot, I can barely breathe

exclamation

It's so hot, I can barely breathe!

That's outrageous

exclamation

That's outrageous!

CFU:

- What sentence type? How can you tell?
- What punctuation mark do you need to add?



Skill Development: You do



1. Identify the sentence type (punctuation mark has not been included- it gives the game away!)
2. Re-write the sentence with the correct punctuation mark.

Add in sentences from topics/texts covered in class.

CFU:

- What sentence type? How can you tell?
- What punctuation mark do you need to add?

Gorilla Craft

Learning Intention

Today I will read relevant information from a map.

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

tingling

Other verb

Syllables

ting/ling

Meaning



A light, prickly feeling

I had a funny **tingling** feeling in my toes when I woke up.

gently

adverb

Syllables

gent/ly

Meaning



To do something softly and carefully

I carried the kitten **gently** to its bed.

thrilled

adjective

Syllables

thrilled

Meaning



*To be very pleased, happy
and excited*

Mrs Lucas was **thrilled** to see the K/1/2 students after the holidays.

Review – Topic Sentences – Kinders = fine motor with Mrs Birks

- Topic sentences express the main idea
- Supporting details give more information
- Concluding sentence wraps it all up.

Gorillas

1. In conclusion, sadly, gorillas are critically endangered so we must protect their environments. **CS**
2. Adult males are known as 'silverbacks'. **SD**
3. Gorilla nose prints are as unique as human fingerprints! **SD**
4. All wild gorillas live in central Africa and they are the largest of the Ape family. **TS**
5. Gorillas are very social animals, who live together in groups called 'troops'. **SD**

Single-Paragraph Outline

Name: _____ Date: _____

T.S. _____

1. _____

2. _____

3. _____

4. _____

C.S. _____

Gorillas

Name: _____

Date: _____

T.S. **All wild gorillas live in central Africa and they are the largest of the Ape family.**

1. **Gorillas are very social animals, who live together in groups called 'troops'.**

2. **Adult males are known as 'silverbacks'**

3. **Gorilla nose prints are as unique as human fingerprints!**

4. _____

C.S. **Sadly, gorillas are critically endangered so we must protect their environments.**

DAY 5

Learning Intention

Today I will write a topic sentence.

Ext: I will add supporting detail.



Why are we learning to write different topic sentences?

- To plan our ideas
- To help introduce our paragraph
- To make our writing more interesting

tingling

Other verb

Syllables

ting/ling

Meaning



A light, prickly feeling

I had a funny **tingling** feeling in my toes when I woke up.

gently

adverb

Syllables

gent/ly

Meaning



To do something softly and carefully

I carried the kitten **gently** to its bed.

thrilled

adjective

Syllables

thrilled

Meaning



*To be very pleased, happy
and excited*

Mrs Lucas was **thrilled** to see the K/1/2 students after the holidays.

What is a topic sentence?

A topic sentence introduces a paragraph's

main idea is usually the first sentence of a paragraph. The corals of the Great Barrier Reef are dying.

A topic sentence summarises the main idea of the paragraph and usually contains smaller details about the topic in a broad statement about the topic.



Single-Paragraph Outline

Name: _____ Date: _____



1. _____

2. _____

3. _____

4. _____

C.S. _____



What are supporting details?

Supporting details follow the topic sentence

They are sentences that follow in the body of the paragraph and should all provide details that relate to the idea of the topic sentence

Supporting details add more info



Single-Paragraph Outline

Name: _____ Date: _____

T.S. **The corals of the Great Barrier Reef are dying.**



1. **SD Coral bleaching happens when the coral loses its color.**

2. **SD Scientists are creating artificial reefs to grow new healthy coral.**

3. _____

4. _____

C.S. _____

Topic Sentence expresses a paragraph's main idea.

Supporting details add more information.



Single-Paragraph Outline

Name: _____ Date: _____

T.S. Lifeguards are ~~in~~ keeping
our beaches safe.

1. Lifeguards are excellent swimmers and are top
people.

2. They warn people against sharks, jellyfish, and
waters.

3. _____

4. _____

C.S. _____



Identify a topic sentence and support



1. Plastic pollution kills 100,000 marine mammals every year. **SD**

2. Pollution is destroying our marine life **TS**

3. It can injure coral reefs. **SD**



Identify a topic sentence and support



1. Bees have important **ts** jobs.
2. Bees pollinate our plants. **SD**
3. Bees honey can be used for medicine **SD**



Independent

Create a Topic Sentence about Lent.
What is the main idea?

Single-Paragraph Outline

Name: _____ Date: _____

T.S. _____

1. _____

2. _____

3. _____

4. _____

C.S. _____

Which would be the Topic Sentence - the sentence that expresses the main Idea?

_____ We can give things up like chocolate.



_____ It starts with Ash Wednesday.



_____ Lent is a special season that goes for 40 days and leads into the season of Easter.



_____ It reminds us of when Jesus was in the desert for 40 days.

