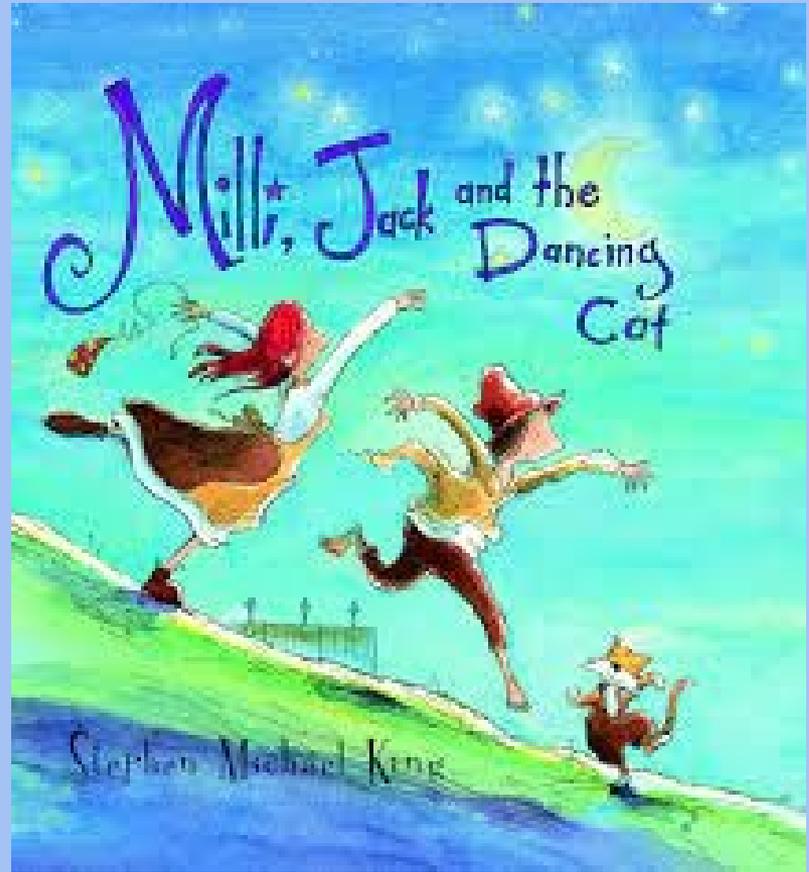


Milli, Jack and the Dancing Cat

Stephen Michael King



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 bustling, trudging, wandering	Review bustling, trudging, wandering
Read the Story	Because, but, so	**REVIEW - Fragments to sentences	Lesson 1- Guided: I can write a single paragraph outline for an informational/ descriptive text and use this to write a paragraph	Lesson 2- Independent: 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				

Day 1

Learning Intention

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

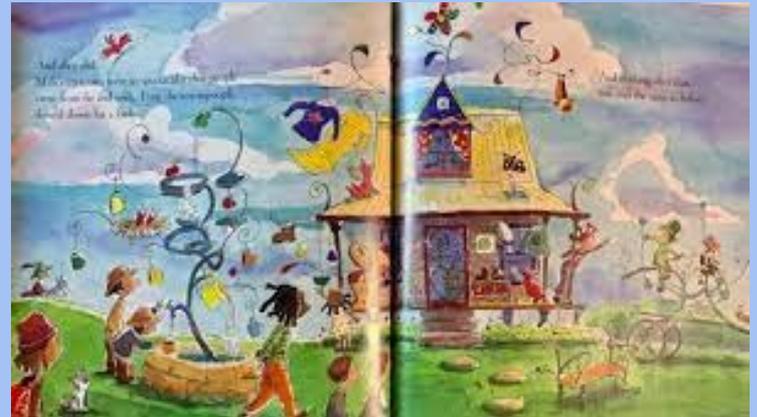
I will summarise the beginning, middle and end of a fictional story.

I will give reasons for my feelings about the story.

Before the Story



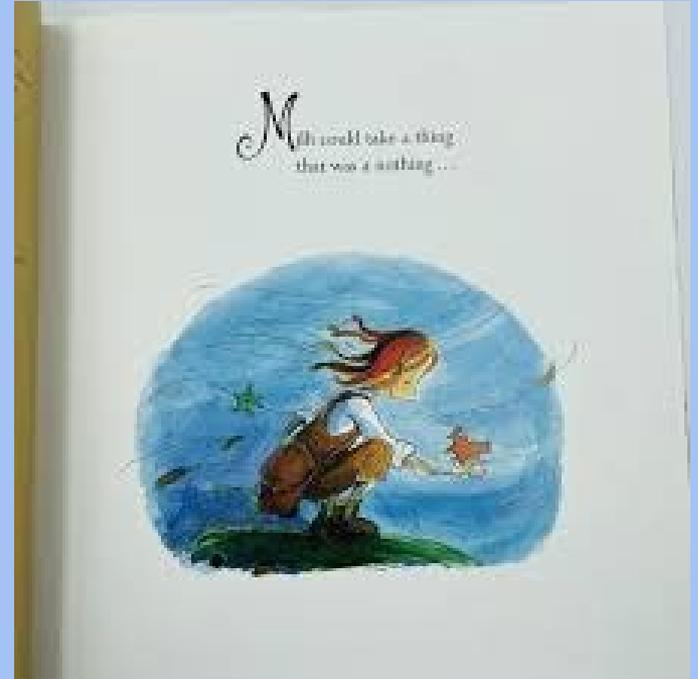
1. Concepts of Print - author? Illustrator?
2. Predictions - let's look at the front cover and title to help us guess what the story might be about.
3. Activate Prior Knowledge – are people all the same or are they different? How are people different? What is one of your favourite things to do? Is that different to some of your classmates?



After the Story



1. Do you like making things? What do you like to make?
2. What was your favourite part of the story? Why?
3. Summarise beginning, middle, end.



Summarise the Story



Beginning:

Middle:

End:

B Make stuff out of things
M Jack and dancing cat came to the town

E Milli started to make bright, colourful things and everyone came to see her shoe shop.

B Milli was making boring boots

M Jack and cat came to town and loved dancing

E Milli was making lots of good stuff and all of the people came to look at it it made Milli happy.

B Milli could turn nothing into something!

M Jack and Cat came to town.

E Milli made her shoe shop pretty!!
happy ending

B Milli was making boring boots.

M Jack and the dancing cat were dancing with Milli.

E Milli made her stuff bright and everyone came to see!

Day 2

Learning Intention

Today I will discuss the story and answer questions

I will generate sentences using the conjunctions because and but.

Reread story, pausing to answer questions
Talk About the Story (pg 230)



Add words to Helpful House of Words and discuss briefly.



We are learning to complete sentences using conjunctions **because** and **but**.

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.

Concept Development



CFU:
Conjunctions are...
Why do we use
conjunctions?
Because...
What is the reason they like
ice-cream?

Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

Examples:

I like ice-cream **because** it tastes sweet.

The conjunction because gives the reason why.

This has added more information for the reader.



Concept Development



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

CFU:
Conjunctions are...
Why do we use conjunctions?
But shows....
What is the change of direction?

Examples: ✓

I like ice-cream, **but** it can make my teeth hurt.

The conjunction **but** changes the direction of the sentence.

This has added more information for the reader.



Concept Development

Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction



CFU:
Conjunctions are...
Why do we use conjunctions?
Because tells us...
What is the reason motorbikes are great?

Examples: 

Motorbikes are great **because** they can go fast.

The conjunction because gives the reason why.

This has added more information for the reader.



Concept Development



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

CFU:
Conjunctions are...
Why do we use conjunctions?
But...
What is the change of direction?

Examples: ✓

Motorbikes are great, but you get wet when riding in winter.

The conjunction **but** changes the direction of the sentence.

This has added more information for the reader.



Concept Development



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

CFU:
Conjunctions are...
Why do we use
conjunctions?
Because...

Examples: ✓

The baby was crying **because** she wanted her teddy.

The conjunction **because** gives the reason why.

This has added more information for the reader.

Concept Development



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

CFU:
Conjunctions are...
Why do we use
conjunctions?
but...

Examples: ✓

The baby was crying, **but** stopped when she saw her teddy.

The conjunction **but** changes the direction of the sentence.

This has added more information for the reader.

Concept Development

Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

Non-Examples: X

I like babies, but they are cute.

The sentence ending does not match the purpose of the conjunction but.

I like babies because they do cry a lot.

The sentence ending does not match the purpose of the conjunction because.



CFU:

- Why is this not an example of a ...

Concept Development



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction



CFU:

What is the function of the conjunction 'because'?

What is the function of the conjunction 'but'?

Dogs are great pets **because** they can play fetch.

Dogs are great pets, **but** they make lots of mess.

Concept development



CFU:

- Why is that answer correct/incorrect?

Complete the sentence with more information that matches the conjunction.

Which sentence endings make sense?

My family played a board game because...

the power was out. 

I like cats. 

it was a rainy day. 



Skill development: We do



CFU:

- Why is that answer correct/incorrect?

Complete the sentence with more information that matches the conjunction.

Which sentence endings make sense?

I like most animals, but...

they are interesting. 

I don't like snakes. 

they are cute. 

Hinge Point Question



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

CFU:

- Why is it/ isn't it an example of a ...
- Go through each option one-at-a-time once students have answered on their whiteboards

Which sentences use conjunctions because and but correctly-



The dog is running because he saw a cat.



The dog is running because I like dogs.



The dog is running but he can't catch the cat.



The dog is running but the girl has food.

Concept Development- re-explanation



Conjunctions are joining words that connect parts of a sentence together to give more information to the reader.

Because is a conjunction that explains why something happened or why something is true

But is a conjunction that shows a change in direction

CFU:

- What are some other reasons that would match the match conjunction because/but?

I have my umbrella **because** it is raining.

The conjunction because is giving the reason why I have my umbrella.

I have my umbrella, **but** my feet are still wet.

The conjunction but changes the direction of the sentence.

Skill development: I do

Complete the sentence with more information that matches the conjunction.



CFU:

What conjunction has been used?

What does because tell us?

What is the reason?

What other reasons would match the conjunction because?

This morning, I was late for work **because** I slept in.

Skill development: We do



1. Read the sentence
2. Choose the correct conjunction
3. Re-write the sentence with the conjunction

CFU:
Why did you choose this conjunction? How does it link the next part of the sentence?

Which conjunction makes sense?

We went to the vet, but we forgot to bring our dog.

but

because

Skill development: We do



1. Read the sentence
2. Choose the correct conjunction
3. Re-write the sentence with the conjunction

CFU:
Why did you choose this conjunction? How does it link the next part of the sentence?

Which conjunction makes sense?

I bumped into the table because I wasn't looking.

but

because

Skill development: We do



1. Read the sentence
2. Choose the correct conjunction
3. Re-write the sentence with the conjunction

CFU:

Why did you choose this conjunction? How does it link the next part of the sentence?

Which conjunction makes sense?

You should wear a jacket because it's cold outside.

but

because

Skill development: We do



1. Read the sentence
2. Choose the correct conjunction
3. Re-write the sentence with the conjunction

CFU:
Why did you choose this conjunction? How does it link the next part of the sentence?

Which conjunction makes sense?

Sally knocked on the door, but there was no answer.

but

because

Skill development: I do



1. Read the start of the sentence
2. Complete the sentence based on the conjunction

CFU:
Why did you choose this conjunction? How does it link the next part of the sentence?

James needed to put on sunscreen because...

Pair-share possible endings, listen to some non-volunteers and option to model writing one answer.

Skill development: We do



CFU:

Why did you choose this conjunction? How does it link the next part of the sentence?

1. Read the start of the sentence
2. Complete the sentence based on the conjunction

James needed to put on sunscreen, but...

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing the completion of the sentence.

Skill development: We do



CFU:

Why did you choose this conjunction? How does it link the next part of the sentence?

1. Read the start of the sentence
2. Complete the sentence based on the conjunction

The teacher was happy with our work because...

Skill development: We do



CFU:
Why did you choose this conjunction? How does it link the next part of the sentence?

1. Read the start of the sentence
2. Complete the sentence based on the conjunction

Write a possible sentence ending on whiteboards and share orally some answers.

The teacher was happy with our work, but...



1. Read the start of the sentence
2. Complete the sentence based on the conjunction

The dog is digging because...

The dog is digging, but...

The tiger is chasing the zebra because...

The tiger is chasing the zebra, but...

Day 3

Learning Intention

Today I will use the words bustle,
trudge and wander.

I will change fragments into sentences.

bustle

Verb - moving

Syllables

bust/le

Meaning



To move around in an active, busy way.

I watched the busy workers **bustle** through the streets.

bustle

Verb – moving

Synonyms

hurry, rush,
hustle

Antonyms

walk slowly, creep,
meander, wander



I could tell he was in a rush because I watched him **bustle** through the crowds.

trudge

Verb - moving

Syllables

trudge

Meaning



*Walk in a slow tired way,
dragging your feet.*

After a long day skiing, the girl **trudged** through the snow to get home.

trudge

Verb - moving

Synonyms

plod, stomp, trek

Antonyms

hover, glide,
tiptoe, slide



Billy **trudged** up the stairs to his room, reluctant to go to bed.

wander

Verb - moving

Syllables

wan/der

Meaning



To walk about without really knowing where you are going.

I **wandered** around for a while, waiting for the ice cream shop to open.

wander

Verb - moving

Synonyms

meander, stray,
stroll, drift, roam

Antonyms

bustle, run,



The elderly lady **wandered** around the shops without a care in the world.



bustle

verb

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

*Should you **bustle** around just before bedtime? Why not?*

*Let's all **bustle** around the classroom, pretending to tidy up.*





trudge

verb

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

*Would you **trudge** to the ice cream van at the beach? Why not?*

Imagine that you have just run a huge race and you are now **trudging** back to class. Show me how you would look.





wander

Verb

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

Should you wander to the toilet during class time? Why? Why not?

Imagine that you are at a new playground. You **wander** around looking at the different equipment, before deciding what to do first.



Which word fits?



- bustle



- wander



- trudge



Year: 1

Term: 2

Objective: Convert fragments into sentences

Author: B. Howard



We are learning to convert fragments into sentences.



▪ A **sentence** is a group of words that is made of two parts:

1. A who/what (which is also called the *subject*).
2. A what doing (which is also called a *verb*).

If a group of words is missing one of these parts, it is called a **fragment**.
Fragments are not sentences.

CFU:

- What does a sentence always need?
- For each sentence example: What is the who/what doing in this sentence?

Examples: These are sentences.



1. The ducks swim in the pond.
2. The little girl fell over.
3. Bill made a big cake.



▪ A **sentence** is a group of words that is made of two parts:

1. A who/what (which is also called the **subject**).
2. A what doing (which is also called a **verb**).

If a group of words is missing one of these parts, it is called a **fragment**.
Fragments are not sentences.

CFU:

- For each fragment: Why is this not an example of a sentence?
- What is this fragment missing?

Non-Examples: These are fragments.



1. Milly is

This is a fragment (not a sentence) because it is missing the what doing.

2. danced in the garden

This is a fragment (not a sentence) because it is missing the who.



- A **fragment** can be turned into a **sentence** by adding the information that the fragment is missing.
- If the fragment has a **subject** then you must add a **verb**.
- If the fragment has a **verb** then you must add a **subject**.

1. Read each fragment.
2. Circle the information the fragment needs. Either, **who/what** or **what doing (verb)**.

went to the zoo yesterday

Subject or verb

the boys

Subject or **verb**

my brother Tim

Subject or **verb**

ate the fresh green grass

Subject or verb



- A **fragment** can be turned into a **sentence** by adding the information that the fragment is missing.
- If the fragment has a **subject** then you must add a **verb**.
- If the fragment has a **verb** then you must add a **subject**.

1. Read each fragment.
2. Identify the information that is needed.
3. Turn the fragment into a sentence by adding the correct information and punctuation.

CFU:

- Which information is this fragment missing? How do you know?
- How do we know that Kelly is **who/what** information?

Kelly likes to

This fragment needs: **Subject** or **verb**

Kelly likes to play the piano.

climbed the tall tree

This fragment needs: **Subject** or **verb**

Sam and Jay climbed the tall tree.



CFU:

- What still needs to be included/ fixed?
- Why is this a correct answer?

Which of the following answers has correctly tuned this fragment into a sentence?

went to visit his grandma

- a) Went to visit his grandma and swim in her pool. ❌
- b) The boy went to visit his grandma. ✅
- c) Went to the shops and then went to visit his grandma. ❌
- d) Bill went to. ❌



▪ A **fragment** can be turned into a **sentence** by adding the information that the fragment is missing.

▪ If the fragment has **who/what** then you must add a **what doing (verb)**.

▪ If the fragment has a **what doing (verb)** then you must add a **who/what**.



CFU:

- Which part of a sentence is this fragment missing?
- How do you know?

1. Read each fragment carefully.
2. Identify the information that is missing and write either **S** or **V** next to it.
3. Rewrite the sentence by adding in the missing information.

1. ran up the stairs S

The orange cat ran up the stairs.

2. the sneaky kids V

The sneaky kids stole all of the cookies.

3. a small dog was V

A small dog was barking at the gate.



1. Read each fragment carefully.
2. Identify the information that is missing and write either **S** or **V** next to it.
3. Rewrite the sentence by adding in the missing information.

- CFU:**
- What is missing from each fragment?
 - What else could I have put instead of "my big brother"/ "the small fairy"?

1. They always like to V

They always like to eat after going swimming.

2. ate all of the cake S

My big brother ate all of the cake.

3. landed on a branch S

The small fairy landed on a branch.



CFU:

- What is missing from each fragment?

1. Read each fragment carefully.
2. Identify the information that is missing and write either **S** or **V** next to it.
3. Rewrite the sentence by adding in the missing information.

1. The dragon

V
.....

2. Tina and Dan will

V
.....

3. slid on the wet floor

S
.....



1. Read each fragment carefully.
2. Identify the information that is missing and write either **S** or **V** next to it.
3. Rewrite the sentence by adding in the missing information.

Complete these in your workbook:

(alternatively, all of the fragments are available to print as a worksheet)

1. Molly and her dog
2. played on the slide
3. quickly flew away



1. Read each fragment carefully.
2. Identify the information that is missing and write either “**who**” or “**what doing**” next to it.
3. Rewrite the sentence by adding in the missing information.

Complete these in your workbook

(alternatively, all of the fragments are available to print as a worksheet)

1. Insert fragments based on content/topics/texts covered in class



1. Read each fragment carefully.
2. Identify the information that is missing and write either "**who**" or "**what doing**" next to it.
3. Rewrite the sentence by adding in the missing information.

Complete these in your workbook

(alternatively, all of the fragments are available to print as a worksheet)

1. rode his blue scooter

2. the little girl is

3. the two geese were

Name:

Date:

Converting Fragments into Sentences

1. Molly and her dog

.....

2. played on the slide

.....

3. quickly flew away

.....

4. rode his blue scooter

.....

5. the little girl is

.....

6. the two geese were

.....

DAY 4

Learning Intention

Today I will use adjectives to describe.

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

bustle

Verb - moving

Syllables

bust/le

Meaning



To move around in an active, busy way.

I watched the busy workers bustle through the streets.

bustle

Verb – moving

Synonyms

hurry, rush,
hustle

Antonyms

walk slowly, creep,
meander, wander



I could tell he was in a rush because I watched him **bustle** through the crowds.

trudge

Verb - moving

Syllables

trudge

Meaning



*Walk in a slow tired way,
dragging your feet.*

After a long day skiing, the girl **trudged** through the snow to get home.

trudge

Verb - moving

Synonyms

plod, stomp, trek

Antonyms

hover, glide,
tiptoe, slide



Billy **trudged** up the stairs to his room, reluctant to go to bed.

wander

Verb - moving

Syllables

wan/der

Meaning



To walk about without really knowing where you are going.

I **wandered** around for a while, waiting for the ice cream shop to open.

wander

Verb - moving

Synonyms

meander, stray,
stroll, drift, roam

Antonyms

bustle, run,



The elderly lady **wandered** around the shops without a care in the world.

Why Learn the SPO strategy?

An SPO can help us:

1. Organise our thinking
2. Put details in order
3. Create a paragraph about a topic

What is a Topic Sentence?

A Topic Sentence expresses a paragraph's main idea.

- It is followed by supporting details
- All other sentences in the paragraph will be about this Topic Sentence
- It is the first sentence in a paragraph



A) Milli has red hair.

B) Milli's best friend is a Dancing Cat.



C) Milli is a creative young girl who likes to make things.



D) The town Milli lives in is boring.

Single-Paragraph Outline

Name: _____

Date: _____

Milli is a creative young girl who

T.S.

likes to make things.

1. _____

2. _____

3. _____

4. _____

C.S.

Milli has many talents to offer her
community.



A) Milli is tall.

B) The town is now colourful.

C) The Dancing Cat became famous.

D) Milli has many talents to offer her community.



Single-Paragraph Outline

Name: _____ Date: _____

Milli is a creative young girl who

T.S. _____
likes to make things.

1. _____

2. _____

3. _____

4. _____

C.S. _____



DAY 5

Learning Intention

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



A) Ahmet loves pomegranates.

B) Syria is in Asia.

C) Backpacks are important for refugees.



D) Ahmet is a refugee boy who has fled Syria because of war.

Single-Paragraph Outline

Name: _____ Date: _____

T.S.

1.

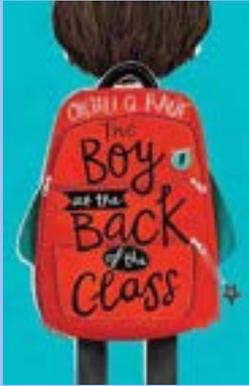
2.

3.

4.

C.S.

A writing template for a single-paragraph outline. It includes a header for 'Name' and 'Date', followed by a 'T.S.' (Topic Sentence) line, four numbered lines for supporting details, and a 'C.S.' (Concluding Sentence) line. Each line is a light blue shaded area with a horizontal line below it.



- What does he look like?
- What does he like doing?
- What is he good at?
- What do we know about his family?
- What are some of his favourite things?
- Who are his friends?
- Who are his enemies?

Single-Paragraph Outline

Name: _____ Date: _____

T.S. _____

1. _____

2. _____

3. _____

4. _____

C.S. _____

