WHOLE CLASS PLANNING

Unit Outcomes/Indicators	Content/Teaching/Learning/Activities	Adjustments	Resources
RES1.6Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts Indicators: **Uses picture cues to predict text** **Recognises sight words in the printed text** **Creates sentences that make sense** TES1.1Communicates with peers and known adults in informal situation and structured activities dealing briefly with familiar topics Indicators: **Listens to descriptive text** **Carries out instructions involving one step**	Reading the text: 1)Present story to whole class using: Sensory props Encourage prediction of text using visual cues 2)Present story to individuals using large and small book-student follows teacher reading with own book 3)Begin with sight words with picture cues, 4)Match picture cue sight words with text only 5) Move onto students identifying text only sight words 6)Use text only sight words to fill in the missing words to create sentences 7)Using large book as whole class activity and small book as individual activity student looks for sight words within the text Comprehension: Use notebook program "Spiders"	Use document camera for use with Interactive Whiteboard to increase size of text	Book-Misunderstood Spiders by John L'Hommedieu Spider sensory items Notebook Program "Spiders" Boardmaker sight words and sentences
Assessment Strategies	Save students completed Notebook programs to assess their level of accuracy		Observation and checklist

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NES1.1Counts to 30, orders, reads and represents numbers in the range 0-20 *Indicators:* **Counts forwards to 10** **Reads numbers to 10** MES1.2Describes area using everyday language and compares areas using direct comparison *Indicators:* **Uses comparative language to describe area, bigger than, smaller than, the same**	. Students would have previously read the book Misunderstood Spiders as a whole class activity. Using the Notebook program Spiders students work through the activities. Demonstrate the program as a whole class activity first. Using information tabs where necessary.	Physical guidance may be needed for those students with a physical disability to move the pictures on the Interactive Whiteboard	Book-Misunderstood Spiders by John L'Hommedieu Notebook Program "Spiders" Pages 2,3 and 4
Assessment Strategies	Save students completed Notebook programs to assess their level of accuracy		