**English Unit Planner**

**Level:** Gr 3/4     **Term:**1 **2018       Weeks: 1-10**

**Teachers:** Sinead, Fran and Marg

**Language Mode:** Writing - Handwriting

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| **Victorian Curriculum Content Descriptions**  <http://victoriancurriculum.vcaa.vic.edu.au/english/curriculum/f-10> |
| **Grade 2**  Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position [(VCELY232)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY232)  **Grade 3**  Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size [(VCELY268)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY268)  **Grade 4**  Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity[(VCELY301)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY301)  **Grade 5**  Develop a handwriting style that is becoming legible, fluent and automatic [(VCELY331)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY331) |
| ***Learning Intentions and Success Criteria***  **We are learning to write using joined letters that are clearly formed and consistent in size.**  I will be successful if…  I am able to sort letters by their formation features  I am able to correctly form letters.  I am able to keep my writing ‘sitting’ on the lines.  I am able to join letters correctly.  I am able to keep the size of my letters accurate and consistent.  I am able to use consistent spacing between letters and words.  I am able to develop a clear, attractive and fluid writing style. |

**SESSION 1**

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| **WHOLE CLASS FOCUS >> INDIVIDUAL / SMALL GROUP / CLASS SESSION** |
| **Warm Up:**  ‘5x5’ Each finger touching each finger on the other hand  **Learning Intention and Success Criteria**  **We are learning to write using joined letters that are clearly formed and consistent in size.**  I will be successful if…  I am able to sort letters by their formation features  I am able to correctly form letters.  I am able to keep my writing ‘sitting’ on the lines.  **Focus: Upper Case Starting Points**  Students take individual alphabet sets and sort by capital, lowercase.  Set lower case aside and sort upper case by straight lines, curved lines, both.  Sort upper case by where these letters begin  Write letters into handwriting book under category headings eg.  ‘Begin on the line’ ‘Begin high’    Use greylead to begin, then when happy with results, students trace over with texta (grade 3) / texta or pen (grade 4)  Challenge: Sort second group by further split ‘Begin high and go down’ or ‘Begin high and go sideways’  **Follow Up: Worksheet**  on Capital letters. |

**SESSION 2**

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| **WHOLE CLASS FOCUS >> INDIVIDUAL / SMALL GROUP / CLASS SESSION** |
| **Warm Up:**  Rock paper scissors championship  **Learning Intention and Success Criteria**  **We are learning to write using joined letters that are clearly formed and consistent in size.**  I will be successful if…  I am able to sort letters by their formation features  I am able to correctly form letters.  I am able to keep my writing ‘sitting’ on the lines.  I am able to keep the size of my letters accurate and consistent.  **Focus: Lower Case Starting Points Lower Case heads, bodies, tails**  Students take individual alphabet sets and sort by capital, lowercase. Set upper case aside (put in bag ‘cause next lessons deal only with lowercase). Sort lower case by heads, bodies and tails.  Write letters into handwriting book under category headings eg.  ‘Bodies’ ‘Heads and Bodies’ ‘Bodies and Tails’ ‘All Three’    Use greylead to begin, then when happy with results, students trace over with texta (grade 3) / texta or pen (grade 4)  **Follow Up: Worksheet**  on lower case formation |

**SESSION 3**

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| **WHOLE CLASS FOCUS >> INDIVIDUAL / SMALL GROUP / CLASS SESSION** |
| **Warm Up:**  Race to the Alphabet – putting letters in alphabet order as quickly as possible – individuals, teams  **Learning Intention and Success Criteria**  **We are learning to write using joined letters that are clearly formed and consistent in size.**  I will be successful if…  I am able to sort letters by their formation features  I am able to correctly form letters.  I am able to keep my writing ‘sitting’ on the lines.  **Focus: Lower Case Starting Points**  Sort lower case by starting points – use a clock as reference.  Write letters into handwriting book under category headings eg.  ‘1 o’clock starts’ ‘High starts’ ’10 o’clock starts’ ‘Rounded starts’ ‘Odd ones’    Use greylead to begin, then when happy with results, students trace over with texta (grade 3) / texta or pen (grade 4)  **Follow Up: Worksheet**  on lower case formation |

**SESSION 4**

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| **WHOLE CLASS FOCUS >> INDIVIDUAL / SMALL GROUP / CLASS SESSION** |
| **Warm Up:**  Thumb rolls    **Learning Intention and Success Criteria**  **We are learning to write using joined letters that are clearly formed and consistent in size.**  I will be successful if…  I am able to sort letters by their formation features  I am able to correctly form letters.  I am able to keep my writing ‘sitting’ on the lines.  I am able to join letters correctly.  I am able to keep the size of my letters accurate and consistent.  I am able to use consistent spacing between letters and words.  I am able to develop a clear, attractive and fluid writing style.  **Focus: Lower Case Starting Points**  Sort lower case by starting points – use a clock as reference.  Write letters into handwriting book under category headings eg.  ‘1 o’clock starts’ ‘High starts’ ’10 o’clock starts’ ‘Rounded starts’ ‘Odd ones’    Use greylead to begin, then when happy with results, students trace over with texta (grade 3) / texta or pen (grade 4)  **Follow Up: Worksheet**  on lower case formation |