

pl + an = plan



**She to leave soon.
plans**

pl + an = plan



Be sure to ahead.

PLan

pl + an = plan



I will our vacation.
pLAN

pl + an = plan



We shall our escape.
Plan

pl + an = plan



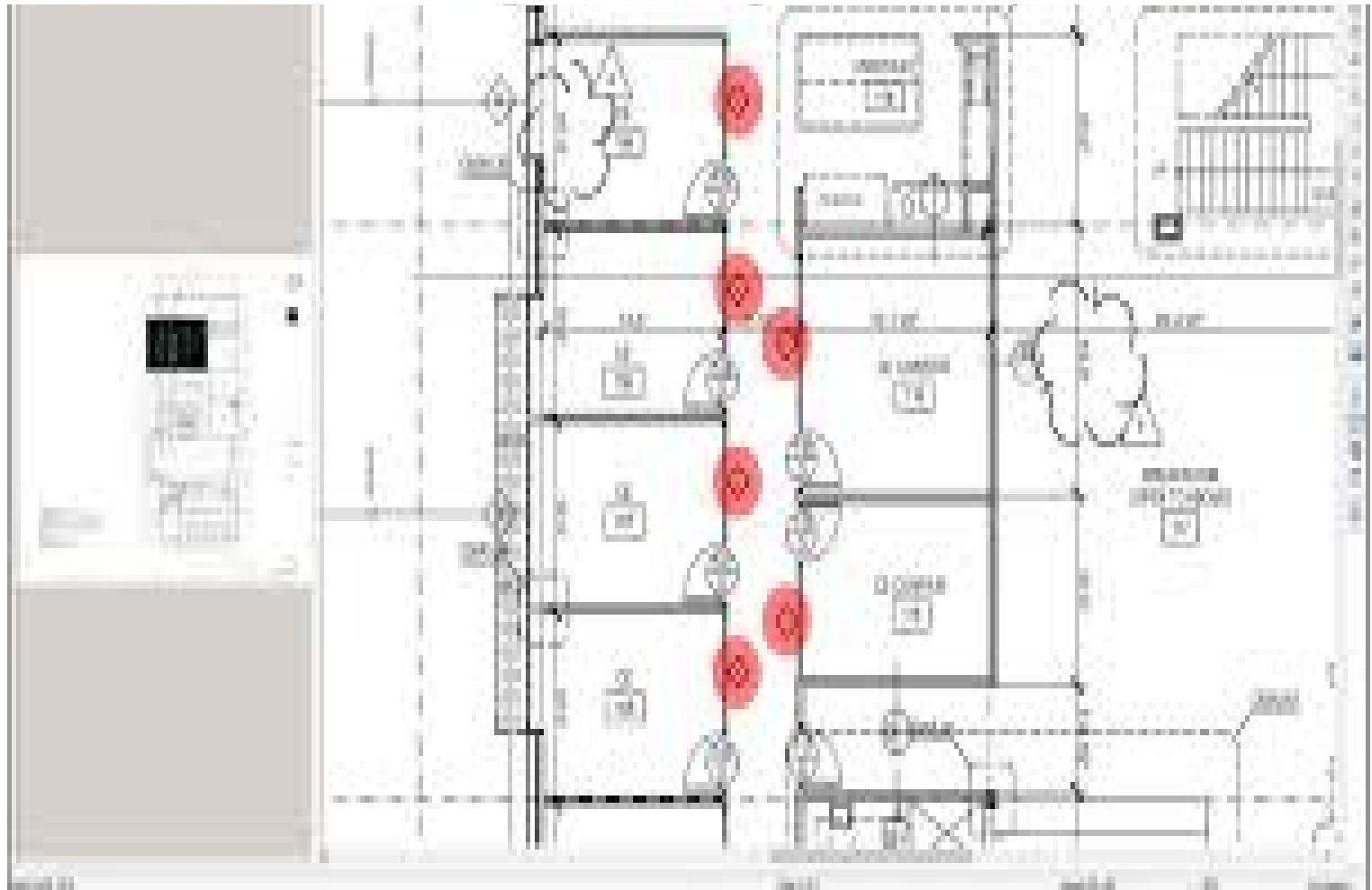
**What your is
plan?**

pl + an = plan



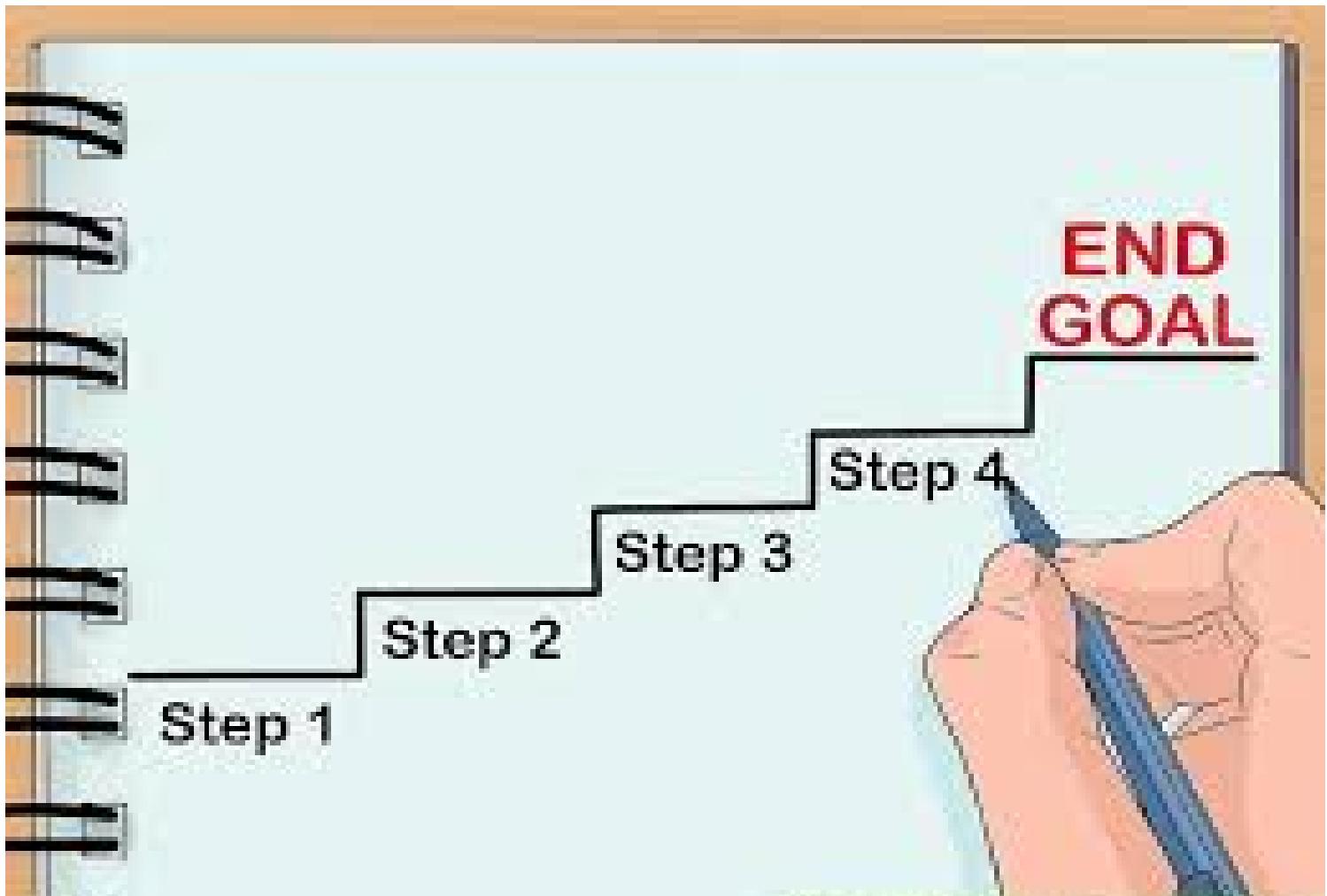
Here is my plan

pl + an = plan



**make of copy a
the plan**

pl + an = plan



The will take four weeks. Plan

pl + an = plan

MY MEAL PLAN LIST

S MEAT DAY	M MEAT DAY	T SOUP DAY	W NO MEAT DAY	TH NO MEAT DAY	F PIZZA DAY	S QUICK & EASY DAY
Roast chicken	Pot pie	Chicken noodle	Mango salad	Shrimp tacos	Pizza night!	Homemade
Roast lamb	Enchiladas	Chicken & rice	Bean salad	Fish n' chips		Mac n' cheese
Ham	Lasagna	Lentil	Fried rice	Salmon		Sandwiches
Turkey	Fajitas	Cheesy Potato	Lettuce wraps	Shrimp scampi		Grilled cheese
Beef pot roast	Gnocchi	Spicy Chili	Stir fry	Salmon patties		Mexican
Steak	Alfredo pasta	White Chili	3 layer bean dip	Parm, Mozzarella		Grilled hotdog
		Taco Soup		Tuna Casserole		BBQ
		Creamy chowder				Out-to-eat

this my is meal
plan for the week.

pl + an = plan



will mAKE you a
meal PLan? i

pl + an = plan

The Sea - Tangaroa God of the Sea Integrated Unit			Everyone chooses 1 and 1 other option.			Blooms Taxonomy
Lesson Blooms	Lesson Objectives	Success Criteria	Main Activity	Literacy	ICT	Differentiation
			ICT Integration		Math's	
Lesson 1 Knowledge Recall draw observe Match Recognise Label	Set key questions and establish prior knowledge.	I can think of a question. I can write a sentence. Use good sentences.	Read Tangaroa's Gift 1. All of the class think of five questions about the sea linking to what they want to know. 2. List five facts about the sea (prior knowledge). 3. Using Jigsaw Planet take a photo from Tangaroa's Gift and create a puzzle.			Year 1 to contribute orally and work with year 2 for written.
Lesson 2 Comprehension Understanding Summarising State main ideas Compare Interpret	Write about the Sea. Show you understand the topic by drawing or talking about it.	I can use what I know know to write about the Sea (everyone). I can choose another option from 2,3 or 4.	1. Write using pau (let 10 organize ideas). 2. Describe on Quick Talk three different types of creature you might see in the sea. 3. Share what you have learnt with a buddy. 4. Compare the illustration of the pau in the story with a real pau shell. Discuss how the illustrator used lines, colours and shapes.			Year one and Te Rangi can choose option 4 and write in supported guided writing group.
Lesson 3 Application Choose Plan select Interview, List Solve Construct.	I can show my understanding by making my own story. I can show understanding by creating a brainstrom List of words to answer a key question.	I can contribute to a word brainstrom. I use observation skills to accurately sketch a pau shell.	1. Using Brainstormer construct a list of words that you can use to answer one of the five questions. 2. Pencil sketch two shells being as accurate as you can with lines and shapes . 3. Make a cartoon strip using strip design . 4. Compare pencil sketch with drawing on paint program.			Year one choose option 3 or work with a year 2 on prezi or padematic.

the teAcher A hAs unit plAn