
















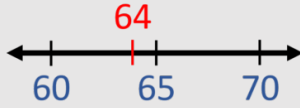











Stage 1

6/9/21 – 10/9/21

This pack includes a variety of both digital and non-digital activities. You will need help from a parent/carer and the resource pack from your teacher.

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------|--|--|--|---|--|
| 9:00am | <p>No zoom today. Please check in on seesaw for today's lessons and activities. </p> <p>https://www.abc.net.au/education/#/home</p> <p>Look at a range of activities and videos on this website for some fun activities.</p> | <p>Library</p> <p>Enjoy a library session with Mrs Mitchell.</p> | <p>English</p> <p>Login to ePM readers. Draw a picture of your favourite part and upload it to Seesaw.</p> | <p>English</p> <p>Read a book of choice to yourself or someone at home.</p> | <p>No zoom today. Please check in on seesaw for today's lessons and activities. </p> <p>https://www.abc.net.au/education/#/home</p> <p>Look at a range of activities and videos on this website for some fun activities.</p> |
| Morning | <p>English</p> <p>1st read: A Book about Scary by Danny Katz</p> <p>Story Box Online</p> <p>Logon to Seesaw.</p> | <p>English</p> <p>Morning Circle & Modelled Writing (9:30am): Whole class modelled writing - composing </p> <p>2nd read: A Book about Scary</p> | <p>English</p> <p>Morning Circle & Modelled Writing (9:30am): Whole class modelled writing - revising </p> <p>3rd read: A Book about Scary.</p> | <p>English</p> <p>Morning Circle & Modelled Writing (9:30am): Whole class modelled writing - editing </p> <p>L.I: To edit a poem that describes in detail familiar things and is supported by visual information</p> | <p>English</p> <p>L.I: To publish a poem that describes in detail familiar things and is supported by visual information</p> <p>S.G:</p> <p>My publishing includes:</p> <ul style="list-style-type: none"> • My neatest handwriting • Even spacing between my |

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| | <p>Select the Guided Writing – Planning Week 9 Lesson. Follow the instructions.</p> <p>You will need some paper and pencils.</p>  <p>L.I: To plan a poem that describes in detail familiar things and is supported by visual information.</p> <p>S.C: My plan includes:</p> <ul style="list-style-type: none"> - Vocabulary (alliteration, onomatopoeia examples and repetition) - The five senses <p>Independent writing: Draw/write your own poem plan</p> <p>Upload your plan to Seesaw.</p>  | <p>by Danny Katz</p> <p>Story Box Online</p>  <p>L.I: To compose a poem that describes in detail familiar things and is supported by visual information</p> <p>S.C: My composing includes:</p> <ul style="list-style-type: none"> - Title - 5 lines – one for each of the five senses <p>Independent writing: Use your plan from yesterday to compose your poem.</p> <p>Upload your poem to Seesaw</p>  | <p>by Danny Katz</p> <p>Story Box Online</p>  <p>L.I: To revise a poem that describes in detail familiar things and is supported by visual information</p> <p>S.C: My revising includes:</p> <ul style="list-style-type: none"> - The five senses - Descriptive language including alliteration, onomatopoeia examples and repetition <p>Independent writing: Revise your poem.</p> <p>Upload your revised plan to Seesaw</p>  | <p>S.C: My editing includes:</p> <ul style="list-style-type: none"> - Full stops and capital letters. - Descriptive language - The five senses - Words from the word bank / dictionary - I have read my writing to check that it makes sense <p>Independent writing: Edit your own poem.</p> <p>Upload your edited poem to Seesaw</p>  | <p>words</p> <ul style="list-style-type: none"> ● Staying on the writing lines ● An illustration <p>Independent writing: Publish and illustrate your own poem</p> <p>Upload a picture of your published imaginative text (inc. illustration) to Seesaw</p>  |
| Break | Enjoy a break and have some lunch! | Enjoy a break and have some lunch! | Enjoy a break and have some lunch! | Enjoy a break and have some lunch! | Enjoy a break and have some lunch! |

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| Middle | <p>Mathematics Number Talk</p>  <p>L./: use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>S.G.: Record number sentences using drawings, words, numerals and the symbols +, – and =</p> <p>Independent activity: Logon to Seesaw and complete the counting on task</p>  | <p>Mathematics</p> <p>L./: apply place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p>S.G.: I can recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line I can use and record a range of mental strategies for addition and subtraction of two-digit numbers</p> <p>Explicit Teaching (12:30pm): Rounding numbers</p>  <p>Independent activity: Logon to Seesaw and complete the rounding task</p>  | <p>Mathematics Number Talk</p>   <p>64 rounds to 60</p> <p>L./: manipulates, sorts, represents, describes and explores two-dimensional shapes</p> <p>S.G.: I can Use the terms 'side' and 'vertex' to describe and compare two-dimensional shapes I can Identify, perform, describe and record the result of full, half and quarter 'turns'</p> <p>Explicit Teaching (12:30pm): Describing 2D shapes</p>  <p>Independent activity: Logon to Seesaw and complete the assigned 2D shape task</p>  | <p>Mathematics</p> <p>L./: use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>S.G.: I can Record number sentences using drawings, words, numerals and the symbols +, – and = I can Use and record a range of mental strategies for addition and subtraction of two-digit numbers</p> <p>Explicit Teaching (12:30pm): Subtraction</p>  <p>Independent activity: Logon to Seesaw and complete the assigned subtraction task</p>  | <p>Mathematics Number Talk</p>  <p>L./: apply place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p>S.G.: I can Recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line</p> <p>Independent activity: Logon to Seesaw and complete the assigned ordinal numbers task</p>  |
| Break | Enjoy a break | Enjoy a break | Enjoy a break | Enjoy a break | Enjoy a break |
| Afternoon | <p>Geography Login to Seesaw and complete the 'Suburbs' task.</p>  | <p>PDH Login to Seesaw and complete the 'RUOK' task.</p>  | <p>Science Login to Seesaw and complete the 'Seasonal Changes' task</p>  | <p>Creative Arts Login to Seesaw and complete the 'Move it, Move it!' activity.</p>  | <p>PE Login to Seesaw and complete 'PE Physical Challenge' task</p>  |

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