

# Stage 1

11/10/21 – 16/10/21



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	<b>English, Literacy Groups Activities-</b> <b>Daily 5</b> literacy activities: 1. <b>Response to text:</b> Login to <a href="#">ePM readers</a> or select from the library 2. <b>Read to someone</b> 3. <b>Silly Sentence</b> 4. <b>Word Work</b> 5. <b>Handwriting</b> 	<b>English, Literacy Groups Activities-</b> <b>Daily 5</b> literacy activities: 1. <b>Response to text:</b> Login to <a href="#">ePM readers</a> or select from the library 2. <b>Read to someone</b> 3. <b>Silly Sentence</b> 4. <b>Word Work</b> 5. <b>Handwriting</b> 	<b>English, Literacy Groups Activities-</b> <b>Daily 5</b> literacy activities: 1. <b>Response to text:</b> Login to <a href="#">ePM readers</a> or select from the library 2. <b>Read to someone</b> 3. <b>Silly Sentence</b> 4. <b>Word Work</b> 5. <b>Handwriting</b> 	<b>English, Literacy Groups Activities-</b> <b>Daily 5</b> literacy activities: 1. <b>Response to text:</b> Login to <a href="#">ePM readers</a> or select from the library 2. <b>Read to someone</b> 3. <b>Silly Sentence</b> 4. <b>Word Work</b> 5. <b>Handwriting</b> 	<b>English, Literacy Groups Activities-</b> <b>Daily 5</b> literacy activities: 1. <b>Response to text:</b> Login to <a href="#">ePM readers</a> or select from the library 2. <b>Read to someone</b> 3. <b>Silly Sentence</b> 4. <b>Word Work</b> 5. <b>Handwriting</b> 
Morning	<b>No Zooms today</b> <b>English Independent Writing</b>	<b>English Morning Circle &amp; Modelled Writing (9:30am):</b> Whole class 	<b>English Morning Circle &amp; Modelled Writing (9:30am):</b> Whole class modelled writing - revising 	<b>English Morning Circle &amp; Modelled Writing (9:30am):</b> Whole class modelled writing - editing 	<b>No Zooms today</b> <b>English Independent Writing</b> <b>L.I:</b> To publish my persuasive text.



**1st read:** *Meet the Dullards* by Sara Pennypacker and Daniel Salmieri.

<https://www.youtube.com/watch?v=b-IYGbWh2ek>

**L.I:** Plan a persuasive speech.

**S.C: My plan includes:**

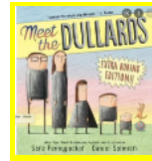
- Topic/ view statement
- Vocabulary
- Evidence
- Arguments

**Independent writing:**

Complete plan of persuasive speech

**Upload** your plan to Seesaw

modelled writing -  
Compose



**2nd read:** *Meet the Dullards*

<https://www.youtube.com/watch?v=b-IYGbWh2ek>

**L.I:** To compose my persuasive speech.

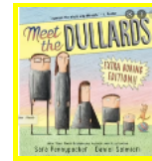
**S.C:** My composing includes:

- Topic
- Title
- Introduction stating your view/position statement
- At least three arguments
- Conclusion
- Words containing spelling focus

**Independent writing:**

complete composing text to persuade Mr and Mrs Dullard to let the kids go to school.

**Upload** your composed text to Seesaw.



**3rd read:** *Meet the Dullards* by Sara Pennypacker and Daniel Salmieri.

<https://www.youtube.com/watch?v=b-IYGbWh2ek>

**L.I:** To revise my persuasive text.

**S.C:** My revised text includes:

- Full stops and capital letters.
- I have read over composed text ensuring it makes sense.
- I have added at least 1 rhetorical question

**Independent writing:**

Revise your speech to Mrs and Mrs Dullard.

**Upload** your revised text to Seesaw.



**L.I:** To edit my persuasive text.

**S.C:** My edited text includes:

- I can read my own writing
- Close hearing and recording attempts
- I can include at least 1 rhetorical question

**Independent writing:**

Complete revision of your composed text.

**Upload** your edited poem to Seesaw



**S.C:**

My published text includes:

- I can ensure my writing is neat
- I can engage my audience
- I can think about the presentation of my text.
- Time connectives

**Independent writing:**

Publish my composed text.

**Upload** a picture of your published persuasive text (inc. illustration) to Seesaw

**Upload** your completed work to Seesaw.



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!
Middle	<p><b>Mathematics</b></p> <p><b>Number Talk</b></p> <p>Some children were playing a game. They collected cards with ladybirds on them. Here are the cards they had at the end of the game:</p> <div> <div> <p>Aisha</p> </div> <div> <p>Ben</p> </div> <div> <p>Carmel</p> </div> <div> <p>Danny</p> </div> <div> <p>Elaine</p> </div> </div> <p>What do you notice about the data collected?</p> <p><b>LI:</b> We are learning to collect and create data</p> <p><b>SC:</b> I can:</p> <ul style="list-style-type: none"> <li>-record data using tally marks</li> <li>-record data in a column graph</li> <li>-interpret the data to answer questions</li> </ul> <p>Independent activity: Complete the Outdoor Collect, Tally and Graph Activity</p>	<p><b>Mathematics</b></p> <p><b>Explicit Teaching (12:30pm):</b></p> <p><b>Interpreting data</b></p> <p>LI: We are learning to interpret and create data displays</p> <p>SC: I can:</p> <ul style="list-style-type: none"> <li>-record data using tally marks</li> <li>-record data in a picture graph</li> <li>-answer questions about information in a picture graph</li> <li>-pose questions about data</li> </ul> <p><b>Independent Activity:</b> Complete the assigned Counting and Representing Data activity</p>	<p><b>Library</b></p> <p>Enjoy a library session with Mrs Mitchell</p> <p><b>(12:30pm-1:00pm)</b></p> <p><b>Mathematics</b></p> <p><b>Explicit Teaching (1:30pm):</b></p> <p>LI: we are learning to record equivalent number sentences.</p> <p>SC: I can describe equivalence as being 'the same as', 'equivalent to', 'equivalent in value to'. I can organise the same collection in different ways on a ten-frame.</p> <p><b>Independent Activity:</b> Complete the equivalent number sentences activity.</p>	<p><b>Mathematics</b></p> <p><b>Explicit Teaching (12:30pm):</b></p> <p>LI: we are learning to record equivalent number sentences.</p> <p>SC: I can explain the meaning of 'balance'. I can make a number sentence balance.</p> <p><b>Independent activity:</b> Complete the 'balance the number sentences' activity.</p> <p><b>Mathematics</b></p> <p><b>Number Talk</b></p> <div> <div> <p>\$1</p> </div> <div> <p>\$1</p> </div> <div> <p>\$1</p> </div> </div>	<p><b>Mathematics</b></p> <p><b>Number Talk</b></p> <div> <div> </div> <div> </div> </div> <p>LI: We are learning to identify money.</p> <p>SC: I can correctly name Australian coins and notes.</p> <p><b>Independent activity:</b> Complete the match coins and notes activity.</p>

© NSW Department of Education, May-203