

Stage 1 Home Learning Grid- Term 3, Week 5

You will not need access to a digital device to complete the following activities.

All activities can be completed on paper, homework book or an exercise book.

You can upload photos of your work to seesaw for the teacher's to give you feedback at the end of each day.

Stage 1 teachers

Monday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the meaning of new vocabulary in texts.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences

Read the text below and answer the questions below . *Inference charts to support you have been pasted at the end of the grid.*

George's marvellous medicine- Dahl, R. (1981) George's marvellous medicine. Jonathan Cape, UK.

'I'm going shopping in the village,' George's mother said to George on Saturday morning. 'So be a good boy and don't get up to **mischief**.'

This was a silly thing to say to a small boy at any time. It immediately made him wonder what sort of mischief he might get up to.

'And don't forget to give Grandma her medicine at eleven o'clock', the mother said. Then out she went, closing the back door behind her.

Grandma, who was **dozing** in her chair by the window, opened one **wicked** little eye and said, 'Now you heard what your mother said, George. Don't forget my medicine.'

'No Grandma,' George said.

'And just try to behave yourself for once while she's away.'

'Yes, Grandma' George said.

George was bored to tears. He didn't have a brother or sister. His father was a farmer and the farm they lived on was

miles away from anywhere, so there were never any children to play with. He was tired of staring at pigs and hens and cows and sheep. He was especially tired of having to live in the same house as that **grizzly** old **grunion** of a Grandma. Looking after her all by himself was hardly the most exciting way to spend a Saturday morning.

Use your background knowledge and clues in the text to work out the meaning of the **vocabulary** (new words) highlighted. Can you write what each highlighted word means?

Can you write a word that could replace the word in the text, e.g. **dozing** could be changed to **sleeping** and it would still make sense.

Writing

Learning Intention: We are learning to understand persuasive texts.

Success Criteria: We will be able to:

- Identify persuasive texts
- Use persuasive language

Persuasive Sentences

Go through the slideshow to learn about Persuasive writing.

https://docs.google.com/presentation/d/1a9NcVAuBk8EWkSsUar5-rB-pg7HBpUV_jujHwitMo34/edit?usp=sharing

Write a persuasive sentence for three of the topics below:

Example:

I agree that learning is important because the fact of the matter is we need to learn in order to develop our skills.



Superheros Are Brave.



Pirates Are Mean.



Dragons Are Dangerous.



Learning is important.



Playgrounds are fun.



Birthdays are special.

Sentence Starters

- In my opinion...
- I strongly believe that...
- I am absolutely certain...
- The fact is...
- Others must agree...
- Without doubt...
- Firstly, secondly, thirdly
- In conclusion...

Language

Your words need to CONVINCE others.

- | | |
|--------------|--------------|
| ➤ Important | ➤ Must |
| ➤ Most | ➤ Definitely |
| ➤ Need | ➤ Truly |
| ➤ Sure | ➤ Powerful |
| ➤ Should | ➤ Vital |
| ➤ Will | ➤ Certain |
| ➤ Believe | ➤ Amazing |
| ➤ Frequently | ➤ Likely |
| ➤ Always | ➤ Never |
| ➤ Obviously | ➤ clearly |

Sight Words

Sight Words

Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.

Mathematics

Learning Intention: We are learning to use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers

Number of the Day

COMPLETE ON A NEW NUMBER EACH DAY

Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.

You may write about any number between 30 and 9 999.

Is there anything else you can add that you know about that number?

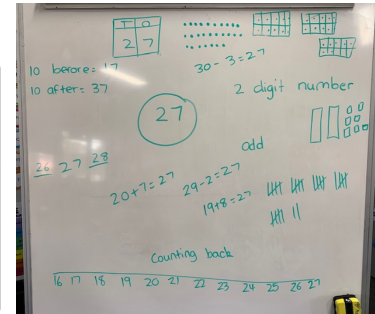
Success Criteria:

I can add and take away numbers using different strategies.

I can record my working out in number sentences.

I can explain, describe and talk about how I solved my maths problems.

Number	Before	After	10 before	10 after
752	751	753	742	762
Expand	In words		Place Value	
$700 + 50 + 2$	seven hundred and fifty-two		7 hundreds, 5 tens, 4 ones ($7 \times 100 + 5 \times 10 + 4 \times 1$)	



Problem of the Day:

Arthur has 37 pairs of socks. He throws some pairs away. There are 19 pairs of socks left. How many pairs did she throw away?

Maths Topic: Addition and Subtraction:

Make your own addition and subtraction number sentences and solve them using different strategies (see the strategy table below to help you use different strategies). How many different ways can you solve the same problem- you may use cards, dominoes, dice, hundred charts or number lines to help you. You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.

Examples could be:

$32 + 14$	$174 + 28$	$326 - 33$	$76 - 18$
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Optional link showing how to use jump strategy:

<https://drive.google.com/file/d/1uKDUOV3y8YGIqq6Tg08S8UtlycCDQjE-/view?usp=sharing>

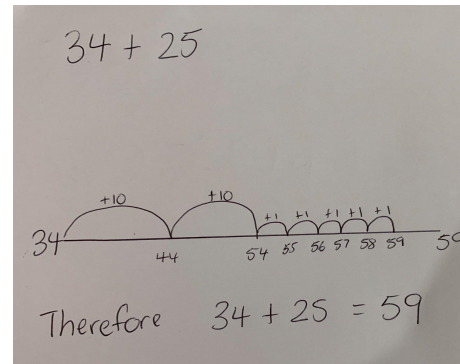
Optional link showing how to use split strategy:

<https://drive.google.com/file/d/1lUs52FDUTrfgtl7lWfij0JHsCyTHNZY/view?usp=sharing>

Split Strategy Example: $34 + 25$	Jump Strategy	Bridging to Ten Example $17 + 5$
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I need to separate the tens and the ones from each number
 $= 30 + 20 + 4 + 5$
 Now I need to add the tens together
 $= 50 + 4 + 5$
 Now I add the ones
 $= 50 + 9$
 Now I add it together:
 $50 + 9 = 59$

See the poster at the end of this document to see what it looks like as a drawing. There is also optional video links to watch that explains the split strategy with addition and subtraction



I know that 17 is close to 20 (it's nearest 10).
 So now I know that 17 and 3 more makes 20. If I add 3 from the 5, I will have 20 and 2 leftover. I can now add the remaining 2 and the answer is 22.

See the poster at the end of this document to see what it looks like as a drawing. There is also optional video links to watch that explains the split strategy with addition and subtraction

Partitioning (breaking numbers up)

$17 + 5$

I know 17 is made up of 10 and 7 so I have $10 + 7 + 5$, I know my number facts and $7 + 5$ is 12 so I now have $10 + 12$. If I add the tens ($10 + 10$) I have 20 and add the remaining 2, I have 22.

$17 + 5$
 $10 + 7 + 5$
 $10 + 12$
 $10 + 10 + 2 = 22$

I can partition the numbers below to add them together.

$63 + 28$
 $10 + 10 + 10 + 10 + 10 + 10 + 3 + 10 + 10 + 4 + 4$

I can add all the tens to make 80

$80 + 3 + 4 + 4$

I can double 4 to make 8 so I then have $88 + 3$, I can add 2 from the 3 to bridge to the nearest ten to make 90 then

add the remaining 1 to make 91.

Here is a video explaining partitioning with Mrs. Mabon and Mrs. Anderson:

<https://drive.google.com/file/d/1CvNGxjR4a2ZjNBhkTS16HcsI03wUmEUB/view>

Other KLA area's

Creative Arts - Fruit Collage!

What is your favourite fruit? Apple? Banana? Pear? Draw your fruit and with the materials you cut up, glue them onto your fruit outline.

Materials:

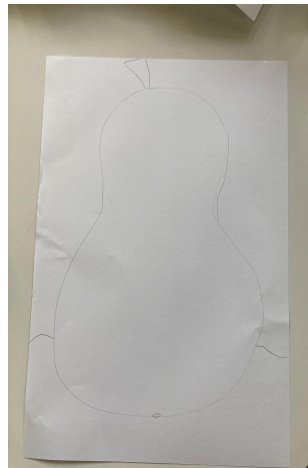
Paper

Glue

Scissors

Coloured pencils

Chip packets/scrap paper/tissue box to cut up



Tuesday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences

Read the text below and answer the questions below . *Inference charts to support you have been pasted at the end of the grid.*

George's marvellous medicine- Dahl, R. (1981) George's marvellous medicine. Jonathan Cape, UK.

'I'm going shopping in the village,' George's mother said to George on Saturday morning. 'So be a good boy and don't get up to mischief'

This was a silly thing to say to a small boy at any time. It immediately made him wonder what sort of mischief he might get up to.

'And don't forget to give Grandma her medicine at eleven o'clock', the mother said. Then out she went, closing the back door behind her.

Grandma, who was dozing in her chair by the window, opened one wicked little eye and said, 'Now you heard what your mother said, George. Don't forget my medicine.'


'No Grandma,' George said.

'And just try to behave yourself for once while she's away.'

'Yes, Grandma' George said.

George was bored to tears. He didn't have a brother or sister. His father was a farmer and the farm they lived on was miles away from anywhere, so there were never any children to play with. He was tired of staring at pigs and hens and cows and sheep. He was especially tired of having to live in the same house as that grizzly old grunion of a Grandma. Looking after her all by himself was hardly the most exciting way to spend a Saturday morning.

Use your background knowledge and clues in the text to write a text or draw a picture describing what is happening in the text. What is happening?

<p style="text-align: center;">Writing</p> <p>Learning Intention: We are learning to understand persuasive texts.</p> <p>Success Criteria: We will be able to:</p> <ul style="list-style-type: none"> Identify persuasive texts Use persuasive language 	<p style="text-align: center;"><u>Discussion of Television Commercial</u></p> <p>Watch: https://youtu.be/zCNQSouo0ac</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is this commercial advertising? <input type="checkbox"/> Who is the target audience? <input type="checkbox"/> What techniques are used in this advertisement to sell the product? <input type="checkbox"/> Do you think this advertisement is effective? Why or why not? <input type="checkbox"/> Where else do you see or hear advertisements? <div style="text-align: center;"> <p>Advertisement Techniques</p>  <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Exaggeration: The gatorade bottle is large and in the centre.</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffff00;"> <p>Repetition</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; background-color: #90ee90;"> <p>Visual Images: Showing gatorade winning</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffff00;"> <p>Colours</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; background-color: #000080; color: white;"> <p>Catchy words/phrases</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffff00;"> <p>Emotional Appeal</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; background-color: #800080;"> <p>Slogan: Gatorade always wins!</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #800080;"> <p>Effects: The other water bottles fading into the background.</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffff00;"> <p>Humour</p> </div> </div> </div>
<p style="text-align: center;">Sight Words</p>	<p style="text-align: center;"><u>Sight Words</u></p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p style="text-align: center;">Mathematics</p> <p>Learning Intention: We are learning to use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>Success Criteria: I can add and take away</p>	<p><u>Complete a new number of the day using the information from Monday.</u></p> <p><u>Problem of the Day:</u> There are 58 children at a party. 12 children don't want to play in the game. How many children did play in the game?</p> <p><u>Maths Topic: Addition and Subtraction:</u></p> <p>Make your own addition and subtraction number sentences and solve them using different strategies (see the strategy table on Monday's page to help you use different strategies). <i>How many different ways can you solve the same</i></p>

<p>numbers using different strategies. I can record my working out in number sentences. I can explain, describe and talk about how I solved my maths problems.</p>	<p><i>problem-</i> you may use cards, dominoes, dice, hundred charts or number lines to help you. <i>You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.</i></p> <p>Examples could be:</p> <table border="1" data-bbox="533 342 1990 407"> <tr> <td>13 +35</td> <td>186+68</td> <td>287- 36</td> <td>72-41</td> </tr> </table> <p>Optional link showing how to use jump strategy: https://drive.google.com/file/d/1uKDUOV3y8YGIqq6Tg08S8UtlycCDQjE-/view?usp=sharing</p> <p>Optional link showing how to use split strategy: https://drive.google.com/file/d/1lUs52FDUTrfgtl7lWfij0JHsCyTHNZY/view?usp=sharing</p>	13 +35	186+68	287- 36	72-41
13 +35	186+68	287- 36	72-41		
<p>Other KLA area's Describes external features of living thing things</p>	<p style="text-align: center;"><u>Science:</u></p> <p>Discuss how living things move in different ways because they look different and are made up of different parts. Cats and Dogs move differently to people because they have 4 legs instead of two. Create a Y chart, to describe what an earth worm <i>looks like, feels like, and sounds like</i>. Use your adjectives to fill these spaces. You might even be able to find one in your backyard!</p> <p>Use your Y chart to describe 6 other animals you can think of. Could be animals in the sky, water, land or underground. You choose! Discuss your research with a member of your family.</p> <div data-bbox="1604 721 1976 1065" data-label="Diagram"> <p>The diagram is a circle divided into three equal sectors by three lines meeting at the center. The top sector is labeled 'Looks like', the bottom-left sector is labeled 'Feels like', and the bottom-right sector is labeled 'Sounds like'.</p> </div>				

Wednesday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences

Read the text below and answer the questions below . *Inference charts to support you have been pasted at the end of the grid.*

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This was a silly thing to say to a small boy at any time. It immediately made him wonder what sort of mischief he might get up to.

'And don't forget to give Grandma her medicine at eleven o'clock', the mother said. Then out she went, closing the back door behind her.

Grandma, who was dozing in her chair by the window, opened one wicked little eye and said, 'Now you heard what your mother said, George. Don't forget my medicine.'

'No Grandma,' George said.

'And just try to behave yourself for once while she's away.'

'Yes, Grandma' George said.

George was bored to tears. He didn't have a brother or sister. His father was a farmer and the farm they lived on was miles away from anywhere, so there were never any children to play with. He was tired of staring at pigs and hens and cows and sheep. He was especially tired of having to live in the same house as that grizzly old grunion of a Grandma. Looking after her all by himself was hardly the most exciting way to spend a Saturday morning.

Use your background knowledge and clues in the text to answer the questions below.

1. Describe George- what do we know about him?(What clues does the author give us to describe the character George?)
2. What do you think the author means by stating, 'George was bored to tears'?

	<p>3. What can you infer from the statement, 'Then out she went, closing the back door behind her' ?</p> <p>4. If you were George, describe how you would feel and what you might be thinking.</p>
<p>Writing Learning Intention: We are learning to plan our writing.</p> <p>Success Criteria: I can plan my writing using keywords, drawings, diagrams or notes.</p>	<p style="text-align: center;">Planning</p> <p>Can you use your knowledge of persuasive texts to create a short advertisement to PERSUADE families to visit a chocolate factory. Today you will plan your advertisement for your chocolate factory. You can choose the type of plan that you would like to do.</p> <p>During the composing lesson tomorrow you will create a short video (radio or television advertisement), a song, a poem or poster to persuade your audience to come to your chocolate factory. Think about what you could add to your advertisement to capture the audience's attention.</p> <p>Your advertisement must include:</p> <ul style="list-style-type: none"> ● The name of your chocolate factory ● When you are open i.e 9-5 seven days a week ● Why they should come to your chocolate factory <p>Which features of persuasive writing will you use in your advertisement:</p> <ul style="list-style-type: none"> ● Figurative language- similes, personification, metaphors, onomatopoeia (we use all of these in class) ● Evidence -facts to convince the reader. ● Rhetorical Questions- a question you are asking that you don't expect an answer to. ● Emotive language- words that evoke an emotional response in the reader.
<p style="text-align: center;">Sight Words</p>	<p style="text-align: center;">Sight Words</p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p>Mathematics Learning Intention: We are learning to use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>Success Criteria:</p>	<p>Complete a new number of the day using the information from Monday.</p> <p>Problem of the Day: A teacher has 95 pencils in a cupboard. She gives out 28 pencils to new students, then puts 34 in a tray on her desk and the rest of the pencils in the cupboard. How many pencils are put in the cupboard?</p> <p>Maths Topic: Addition and Subtraction:</p> <p>Make your own addition and subtraction number sentences and solve them using different strategies (see the strategy table on Monday's page to help you use different strategies). <i>How many different ways can you solve the same</i></p>

I can add and take away numbers using different strategies.
I can record my working out in number sentences.
I can explain, describe and talk about how I solved my maths problems.

problem- you may use cards, dominoes, dice, hundred charts or number lines to help you. *You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.*

Examples could be:

54 +27	345+56	317- 78	49-26
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Optional link showing how to use jump strategy:

<https://drive.google.com/file/d/1uKDUOV3y8YGIqq6Tg08S8UtlycCDQjE-/view?usp=sharing>

Optional link showing how to use split strategy:

<https://drive.google.com/file/d/11Us52FDUTrfgtnl7IWfij0JHsCyTHNZY/view?usp=sharing>

Other KLA area's

PDHPE - Staying safe in the sun!

<https://www.youtube.com/watch?v=T7ghJsZug60>

Watch this link all about sun safety, be on the lookout for 5 different ways you can stay safe in the sun.

After you have watched the video, discuss the following questions with a family member.

1. *What types of clothes should you wear when playing outside in the sun.*
2. *Should you stay in the sun for a long time?*
3. *What is the best type of hat to wear that will protect your head, ears and neck?*

Activity:

Design a sun safe character that is wearing protective clothing to keep their body safe when playing outside in the sun. Use the information you learnt from the video to create your character.

After, answer the questions on the next page to demonstrate your understanding of sun safety.

1. What do we need to be protected from the sun?
2. What do we do to protect ourselves?
3. What does the sun feel like? Use your best wow words to describe this.
4. What parts of the body does the hat protect? Why is this so important?



Thursday

Reading

Summarise

Read a text of your choice for 20 minutes. Write a summary about the text you have read.

Writing

Learning Intention: We are learning to compose a text for a purpose and audience.

Success Criteria: I can use my plan to compose a text for a purpose and audience. I can use language features, different sentences and organise my ideas.

Composing- draft

Can you use your knowledge of persuasive texts to create a short advertisement to PERSUADE families to visit a chocolate factory. **Today you will compose your advertisement and tomorrow you can publish.**

You could create a short video (radio or television advertisement), a song, a poem or poster to persuade your audience to come to your chocolate factory. Think about what you could add to your advertisement to capture the audience's attention.

Your advertisement must include:

- The name of your chocolate factory
- When you are open i.e 9-5 seven days a week
- Why they should come to your chocolate factory

Which features of persuasive writing will you use in your advertisement:

- Figurative language- similes, personification, metaphors, onomatopoeia (we use all of these in class)
- Evidence -facts to convince the reader.
- Rhetorical Questions- a question you are asking that you don't expect an answer to.
- Emotive language- words that evoke an emotional response in the reader.

Sight Words

Sight Words

Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.

Mathematics

Learning Intention: We are learning to use a range of strategies and informal recording methods for addition

Complete a new number of the day using the information from Monday.

Problem of the Day:

Mandi buys a packet of chips at the canteen for \$1.70 cents. She paid using a 2 dollar coin. How much money will she get back from the canteen lady?

and subtraction involving one- and two-digit numbers

Success Criteria:

I can add and take away numbers using different strategies.

I can record my working out in number sentences.

I can explain, describe and talk about how I solved my maths problems.

Maths Topic: Addition and Subtraction:

Make your own addition and subtraction number sentences and solve them using different strategies (see the [strategy table on Monday's page to help you use different strategies](#)). *How many different ways can you solve the same problem-* you may use cards, dominoes, dice, hundred charts or number lines to help you. *You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.*

Examples could be:

47 +15	413+87	234- 56	97-32
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Optional link showing how to use jump strategy:

<https://drive.google.com/file/d/1uKDUOV3y8YGlqq6Tg08S8UtlycCDQiE-/view?usp=sharing>

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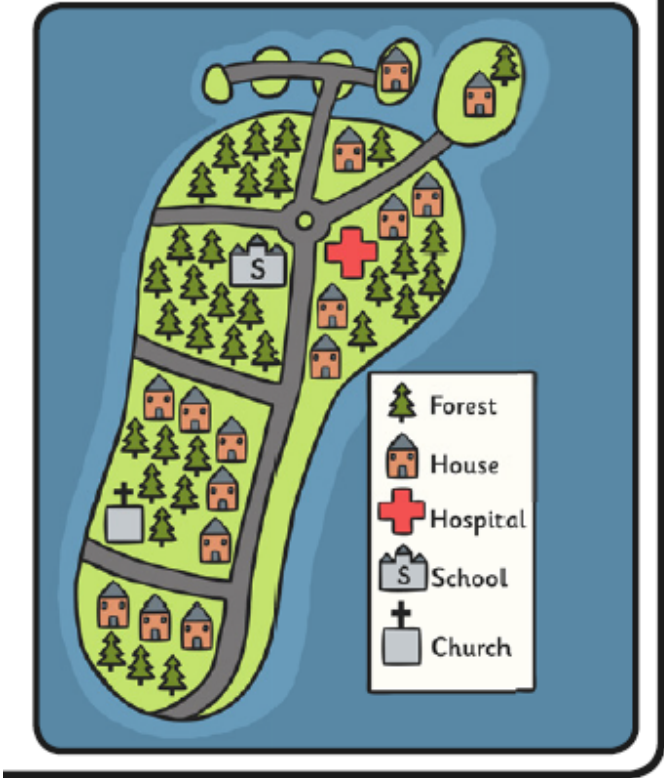
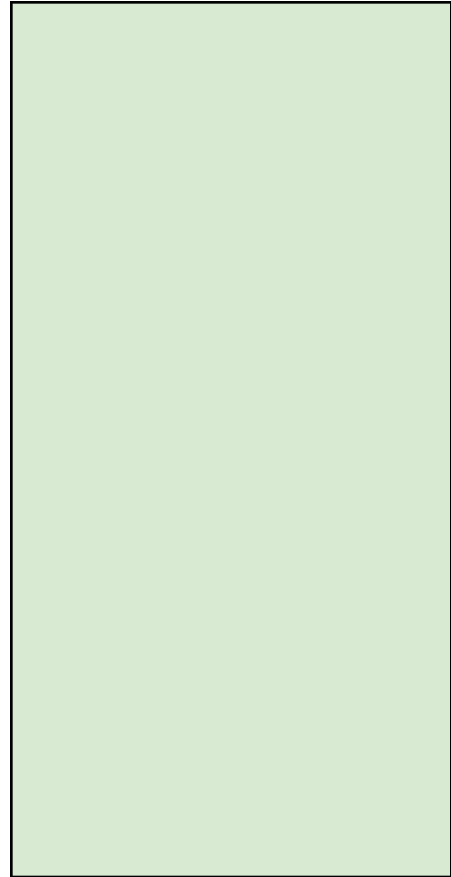
<https://drive.google.com/file/d/1lUs52FDUTrfgtnl7lWfij0JHsCyTHNZY/view?usp=sharing>

Other KLA area's

Barefoot Island - Making a Map

Equipment needed: piece of paper, colouring in pencils or crayons, your bare foot!

You are going to make a map of your own Barefoot Island! Carefully draw around your foot. Your island must include houses, a post office, playground, roads, school, doctors' surgery and then you can choose any other features you would like to add. Add a title, key and compass rose. Here is an example to show you:



Friday

Reading

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Self-Reflection

Write about how you are being an effective reader. Use the reading criteria sheet attached to help you with this. What are two things you have done well? What is something you could improve on for next time?

Writing

Learning Intention: We are learning to publish our text for a purpose and audience.

Success Criteria: I can use my composed text to publish my work.

Publishing

Yesterday you will have composed your advertisement. Today you can use your writing time to check over your advertisement from yesterday. See if there is anything that you could add or change to make your advertisement even more attention grabbing. You can then do a published copy of your advertisement. **Remember if you are making a video, make sure you are using expression in your voice.**

Sight Words

Sight Words

Ask someone at home to test you on reading and writing each of your words in your sight word list. If you are able to read and write them correctly without any help

Mathematics

Learning Intention: We are learning to use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers

Success Criteria:

I can add and take away numbers using different strategies.

I can record my working out in

Complete a new number of the day using the information from Monday.

Problem of the Day:

Marcel has 48 lollies in his bag. He decides to share 23 of his lollies with his friends and eats 9 lollies himself. How many lollies does Marcel have left in his bag?

Maths Topic: Addition and Subtraction:

Make your own addition and subtraction number sentences and solve them using different strategies ([see the strategy table on Monday's page to help you use different strategies](#)). *How many different ways can you solve the same problem- you may use cards, dominoes, dice, hundred charts or number lines to help you. You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.*

<p>number sentences. I can explain, describe and talk about how I solved my maths problems.</p>	<p>Examples could be:</p> <table border="1" data-bbox="537 272 1980 337"> <tr> <td data-bbox="537 272 898 337">33 +17</td> <td data-bbox="898 272 1257 337">162+76</td> <td data-bbox="1257 272 1617 337">305- 31</td> <td data-bbox="1617 272 1980 337">90-49</td> </tr> </table> <p>Optional link showing how to use jump strategy: https://drive.google.com/file/d/1uKDUOV3y8YGIqq6Tg08S8UtlycCDQiE-/view?usp=sharing</p> <p>Optional link showing how to use split strategy: https://drive.google.com/file/d/1Us52FDUTrfgtl7IWfij0JHsCyTHNZY/view?usp=sharing</p>	33 +17	162+76	305- 31	90-49
33 +17	162+76	305- 31	90-49		
<p>Other KLA area's Geography</p>	<p style="text-align: center;"><u>Sport- Mini Olympics</u></p> <p>Make up your own mini olympics sport activities and practice for 20 minutes.</p> <p>Ideas: Sock shot put Hurdles over paper plates Balloon tennis Soccer Shootout Paper airplane javelin Spoon relays</p>				

Making Inferences

I infer by thinking about:

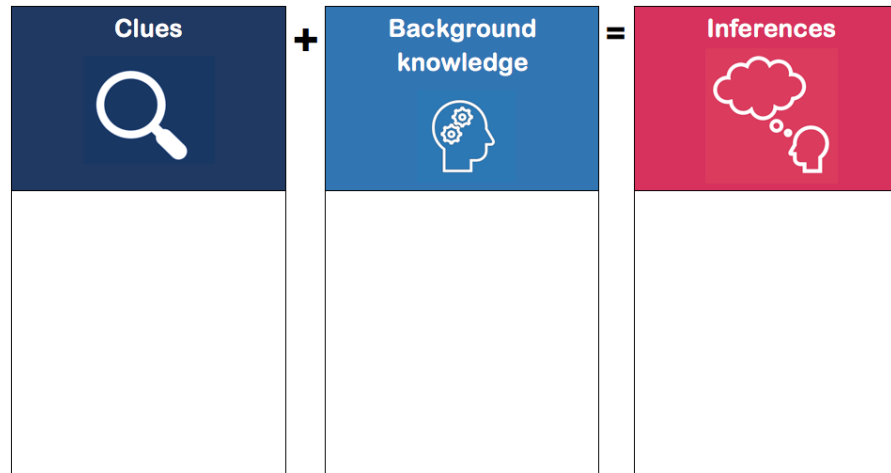
- the characters actions
- the setting and why it is important
- what the character says
- the characters feelings
- the plot and why certain events take place
- what you already know







The reader uses what they already know (**background knowledge**), along with what the author wrote (**text evidence**), and puts it all together (**making an inference**).

When you make an inference, you go **BEYOND** the author's words to understand what is ***not said*** in the text.

Appendix 1- Inference equation



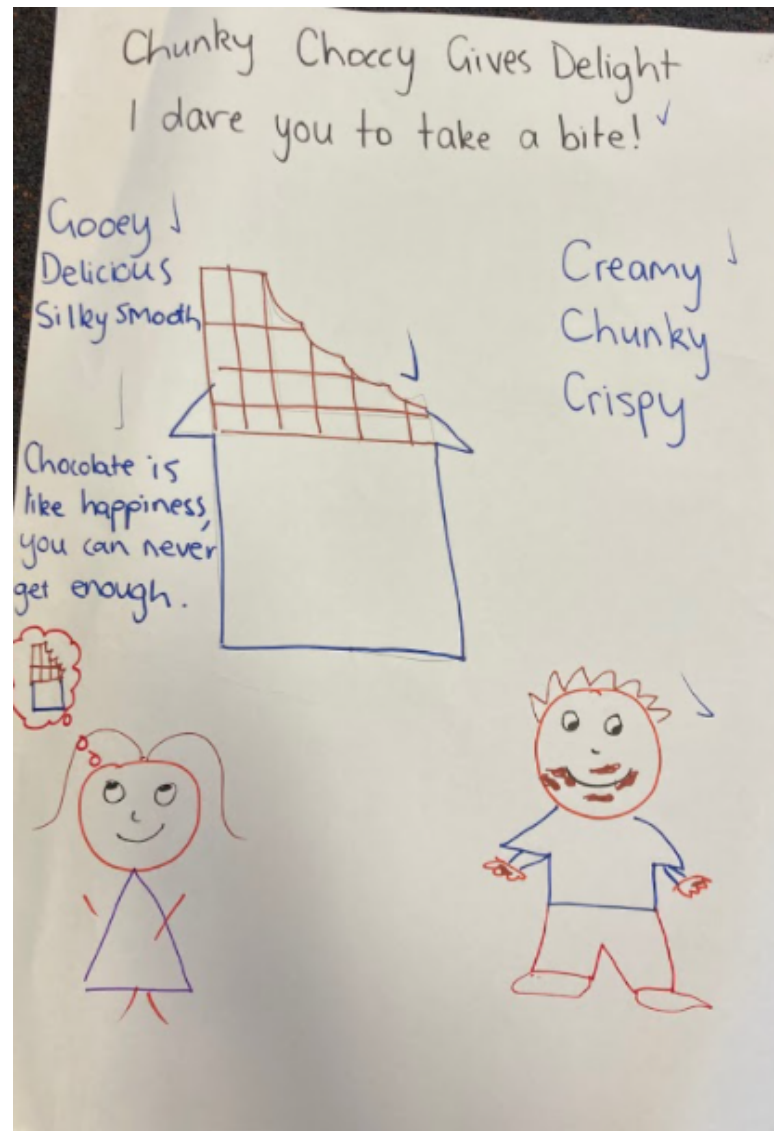
Writing Criteria

Writing Goals Self-Assessment	
My criteria for reflection:	
	I have planned my writing.
	I can reread my writing all the time to see if it makes sense.
	I can talk about how I have structured my text and organised my ideas to meet my purpose.
	I can talk about how I use language features to meet my purpose and audience.
	I can talk about how I used effective well-structured sentences.
	I can talk about how I recraft and revise my writing to boost and improve it further.
	I can reflect on my writing.
Two things I have done well in my writing are:	
 	
I can improve my writing by:	
	

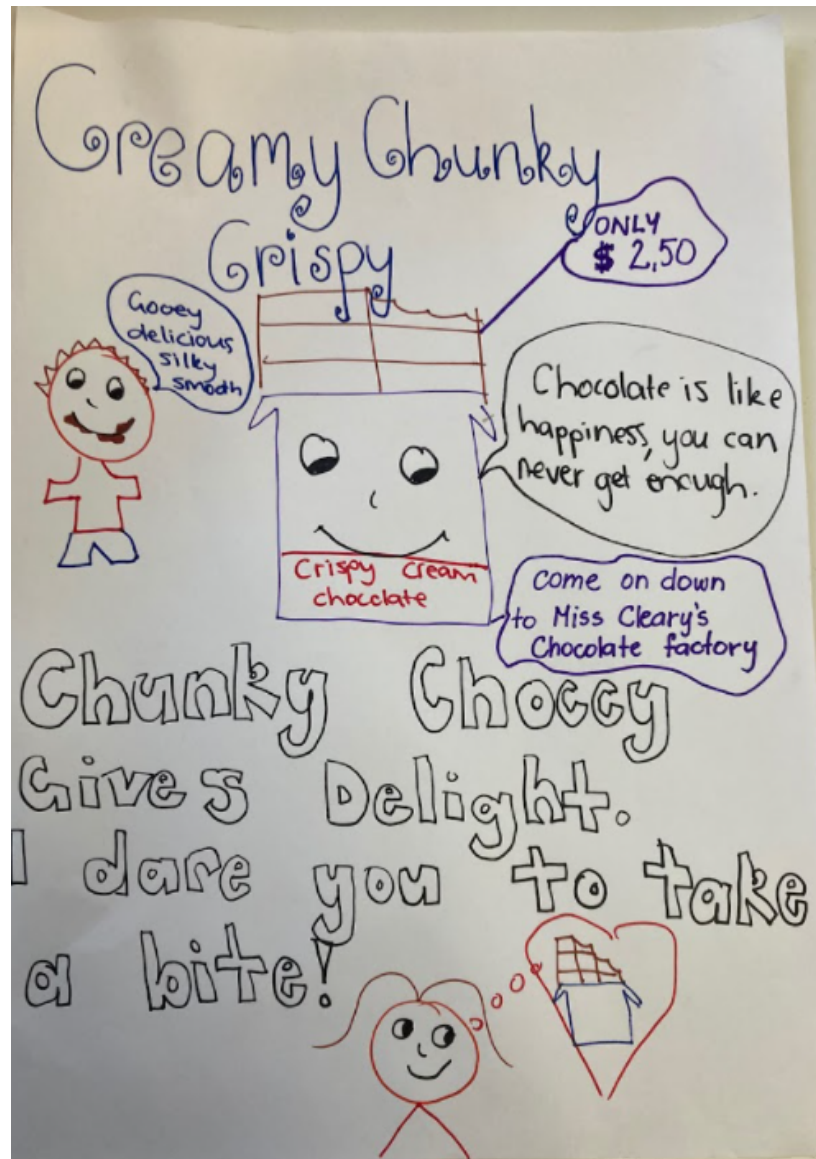
Reading Criteria

Stage 1
Monitors meaning and self-corrects when reading texts.
Identifies new and unknown vocabulary using word, context and grammar knowledge, e.g. morphological knowledge.
Skim and scan to find information in a range of texts
Talk about and identify text structure, organisation and features including headings, diagrams, tables, graphs and flowcharts.
Discuss purpose and audience in a range of texts.
Uses background knowledge and clues in the text to make inferences.
Make connections with texts and myself, text to text and text to world.
Annotates texts to make meaning
Discuss different texts, identifying similarities and differences.
Make and justify predictions using evidence from the text, before, during and after reading.
Summarise the main ideas in the text
Reflect and discuss my learning against criteria.

Poster Planning Example



Poster Composing Example



List 1	List 4	List 7	List 10	List 13	List 16	List 19	List 22	List 25	List 28	
is	where	other	them	should	put	through	school	knew	real	
I	we	into	new	miss	found	woman	keep	while	believe	
the	do	no	will	came	think	even	tree	Australia	late	
to	but	good	many	after	says	children	never	really	idea	
was	had	out	home	also	don't	we'll	picture	ready	eat	
said	if	men	very	old	both	play	start	group	face	
and	that	were	made	before	right	air	eye	began	lose	
a	his	come	there	down	want	house	light	together	carry	
are	or	look	part	same	another	done	mother	heard	naughty	
of	all	make	these	help	large	quiet	city	tomorrow	push	
List 2	List 5	List 8	List 11	List 14	List 17	List 20	List 23	List 26	List 29	
he	like	take	because	each	eight	women	different	question	earth	
go	I'm	so	car	away	friend	thought	walk	side	state	
for	day	off	might	too	today	sure	love	we're	hour	
has	one	than	last	year	late	own	head	nothing	across	
at	when	man	would	just	first	write	under	world	already	
you	went	some	must	long	need	child	few	sea	brother	
my	from	now	Mr	little	number	gone	along	four	brought	
see	girl	your	well	Ms	time	learn	listen	behind	young	
not	an	with	live	mean	turn	high	such	laugh	leave	
saw	how	way	Mrs	say	read	quite	until	father	build	
List 3	List 6	List 9	List 12	List 15	List 18	List 21	List 24	List 27	List 30	
they	boy	who	it's	great	often	always	above	buy	money	
on	which	place	know	enough	most	watch	another	paint	family	
have	their	only	much	again	ask	night	close	change	afternoon	
what	why	two	over	any	can't	early	something	grow	yesterday	
as	me	then	those	between	move	pull	seem	answer	second	
she	her	could	goes	left	try	near	hard	loose	almost	
here	going	more	thing	follow	kind	food	open	whole	sister	
this	been	find	word	show	people	below	ever	hear	bought	
be	our	water	use	small	around	every	begin	once	Dr	
by	about	call	soon	does	work	give	life	easy	colour	

List 31	List 34	List 37	List 40	List 43	List 46	List 49
telephone	farmer	stadium	paddle	scuffing	straight	special
Sunday	peaceful	welcome	snout	injection	chosen	festival
birthday	shred	stranger	grumble	decided	amount	available
listen	chocolate	confusion	corner	tidying	enjoyment	material
aeroplane	haystack	swimming	verandah	pecked	weather	length
Saturday	squirt	laughed	waddle	needles	security	determine
surprise	shrink	greetings	followed	splash	cereals	tradition
asleep	shovel	crowd	ripple	information	chicken	climate
lying	mountain	rocket	paddock	learnt	hamburger	piece
unload	handsome	written	patient	whistle	conditions	vary
List 32	List 35	List 38	List 41	List 44	List 47	List 50
bright	Thursday	illustrate	settle	decision	fruity	drape
height	trailer	muddle	plodding	pyramid	container	shoulder
carried	plough	dictionary	stubborn	healthy	mixture	supposed
climbing	shouted	wrinkled	evening	special	forecast	young
burners	Olympics	diseases	wobble	vegetables	island	fabric
right	Tuesday	author	feathers	rectangle	ingredients	knot
sight	tractor	encourage	creeping	oblong	juicy	waist
television	machines	dictate	against	nutrients	seedlings	patterns
humour	loudspeaker	noble	leapt	important	waste	marry
lifted	happened	prune	panic	vitamins	culture	wrapped
List 33	List 36	List 39	List 42	List 45	List 48	List 51
pointed	noticed	strawberry	starve	plenty	opposed	sandals
drifted	beginning	anything	ginger	relaxation	introduce	knit
spaceship	properly	board	whip	picnic	represent	certainty
suit	replied	praise	excitement	lettuce	occasion	jacket
whizzed	country	suggested	arriving	pineapple	style	skirt
ground	gasp	everything	sniff	margarine	watched	graduate
quickly	equipment	spoil	energy	exercise	common	separate
gliding	thoughtful	ideal	chance	wholemeal	clothes	buckle
beard	graceful	announce	intelligent	mandarins	celebrate	jumper
Dashed	understand	glance	ripple	measure	history	scarf

Spelling Selection

Aim: I can practise spelling words I need to know.



Select two spelling activities to do each day.

Monday	Tuesday	Wednesday	Thursday
<p>1 UPPER and Lower</p> <p>Write each of your words out two times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p>1 Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p>1 UPPER and Lower</p> <p>Write each of your words out two times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p>1 Air Writing</p> <p>Write your words in the air with your finger. Ask someone to read your words as you write. Or ask someone to air write the letters you tell them to spell your word.</p>
<p>2 Curly Words</p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p>2 Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be <i>curly</i> or <i>dotty</i>... or whatever you decide!</p>	<p>2 Rainbow Words</p> <p>Write your words out in pencil.</p> <p>Next draw around each letter 5 more times using a different coloured pencil.</p>	<p>2 Letter Magnets</p> <p>Look at the words in your jotter. Try to make each one using the letter magnets. Check if you used the correct letters!</p>
<p>3 Rainbow Words</p> <p>Write your words out in pencil.</p> <p>Next draw around each letter 5 more times using a different coloured pencil.</p>	<p>3 Join the Dots</p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p>3 Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be <i>curly</i> or <i>dotty</i>... or whatever you decide!</p>	<p>3 ABC Order</p> <p>Write your words out in alphabetical order.</p>
<p>4 Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p>4 Curly Words</p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p>4 Join the Dots</p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p>4 Backwards Words</p> <p>Write your words out forwards then backwards.</p>