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Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9:00-10:00	Reading 	Reading 	Reading 	Reading 	Reading 
Session 2 10:00-11:00	Writing 	Writing 	Write on Time 	Writing 	Spelling investigation 
11:10-11:40	Lunch YD 11:25-11:40 area 3	Lunch	Lunch YD 11:10-11:25 Area 4	Lunch YD 11:25-11.40 area 3	Lunch
Session 3 11:40-12:40	Maths 	Performing Art	Maths 	Maths 	CBL 
Session 4 12:40-1:40	CBL 	Maths 	Art Suzie Kirk	CBL 	CBL 
1:40-2:10	Recess	Recess	Recess	Recess	Chess Club
Session 5 2:10-3:10	Spanish Senorita Garcia	CBL 	P.E Joe Muscari	Stop Think Do	Finishing off

Monday		Whole Class Focus	Independent / Group Learning	Reflection	Assessment
Session 1	<p>Learning Intention:</p> <ul style="list-style-type: none"> Explain inferences <p>Success Criteria:</p> <ul style="list-style-type: none"> Support predictions with evidence from text Infer using what I already know and information in the text 	<p>Reading readiness: https://docs.google.com/presentation/d/11y5sLhFhPwWN3OKuEaye0-dxhucwnooX0o32eFwTVq8/edit#slide=id.p C: support prediction with evidence from text Mentor text: excerpt from Willy Wonka describing a character, use picture from movie to support description</p> <p>Questions: Students infer name of a famous character by hearing its description. How did they know? Which words triggered your thoughts? Model supporting inference with evidence from text. Think aloud identifying words that help me visualise the character.</p> <p>Model identifying what the author isn't telling us and recording it in my reading journal.</p>	<p>Pick a new story to read and before reading and write down what the author is not telling us.</p> <p>Guided Reading: Greer, Fadi, Youshia, Talia</p>	<p>Students reflect on what it means to infer and discuss how inferring helps with comprehension.</p>	<p>Running Record</p>
Session 2	<p>Learning Intention:</p> <ul style="list-style-type: none"> understand the way a narrative is organised <p>Success Criteria:</p> <ul style="list-style-type: none"> Deconstruct a narrative Describe each stages of a narrative 	<p>O: use graphic organiser to sequence a narrative Mentor text: Mr Huff Focus on how orientation and complication are developed. Focus on action verbs in complication. Model describing each stages of the narrative using story map. Think aloud identifying text features that signal different stages of a writing</p>	<p>Prompt: Students deconstruct their narrative from reading to create a story map.</p> <p>Teacher group: Harjas, Siddak, Parota, Gurnoor (identifying difference between speaking and writing) Extension: W.N</p> <p>Youshia: Identify and record words he knows how to read using high frequency cards.</p>	<p>Students reflect on why a narrative is organised this way. How will this learning help me in my writing?</p>	<p>Writing conference: Greer, Fadi</p>
Session 3	<p>Learning Intention:</p> <ul style="list-style-type: none"> Compare addition and subtraction <p>Success Criteria:</p> <ul style="list-style-type: none"> Represent addition and subtraction using tens frame Understand the link 	<p>Number fluency: Mental addition game</p> <p>Whole class: Venn diagram- compare similarities and differences between addition and subtraction Explicit: part-part-whole, how many more (does this imply addition or subtraction) 15+x=20 How many more do I need to make 20?</p>	<p>Addition (first 15 min) and Subtraction (last 15min) in a group of 4</p> <p>Greer, Hazal, Adit, Angel, Youshia</p> <p>Table 1: Gurnoor, Aydin, Nathan, Valentine</p> <p>Table 2: Parota, Fadi, Adiyah, Tayah</p> <p>Table 3: Taylor, Batu, Irvan, Talia</p>	<p>Students compare addition recorded on numeracy book with subtraction recorded on mini whiteboard. Share the pattern they have noticed</p>	<p>NFA</p>

	between addition and subtraction	<p>How can I use subtraction to find out how many more I need.</p> <p>Model using 20 frame and number line to represent how many more.</p> <p>Invite students to record this addition fact on the board.</p> <p>1st half: find out how many more I need to add to number on the spinner to make 20.</p> <p>2nd half: subtract number spun from 20.</p> <p>Model subtraction from 20: (Fishbowl method) using addition facts recorded from first half of addition lesson.</p> <p>Think aloud the pattern I notice between addition and subtraction</p>	<p>Table 4: Harjas, Pranav, Kanav and Siddak</p> <p>Group activity 1st half: 1st person spins the spinner 2nd person records the equations in numeracy book. 3rd person represent addition using 20 frame and counters 4th person checks answer using number line Rotate</p> <p>Group activity 2nd half: 1st person spins the spinner 2nd person records the equations on the mini whiteboard 3rd person represents subtraction using 20 frame and counters 4th person checks answer using number line Rotate</p>	and what this tells them about addition and subtraction.	
Session 4	<p>Learning Intention:</p> <ul style="list-style-type: none"> Create a powerful city using 3D structures <p>Success Criteria:</p> <ul style="list-style-type: none"> Construct 3D buildings Describe properties of the 3D objects 	<p>Mentor Text: book about cities around the world</p> <p>Model:making building using nets</p> <p>Question: What makes a city powerful? Why do we use particular 3D shapes to make buildings? Why did Egyptians choose to build pyramids not prisms?</p>	<p>Create 3D structures of buildings</p> <p>http://littlebits.cc/lessons/hack-my-house-workshop</p>	What did I learn through building a city? What did you have to think about when building a powerful city?	<p>3D structures built by students.</p> <p>Students describing the 3D shapes they are building</p>
Session 5	<h1>Spanish</h1>				

Tuesday		Whole Class Focus	Independent / Group Learning	Reflection	Assessment
Session 1	<p>Learning Intention:</p> <ul style="list-style-type: none"> Visualise to create mind pictures of 	<p style="background-color: #ffe0b2;">C: visualise to create mind pictures of characters</p> <p>Reading readiness: https://docs.google.com/presentation/d/11y5sLhFhP</p>	<p>Prompt: Read to self and collect words that help you visualise characters, place and things (label them with parts of speech)</p>	What reading strategy did I practise today?	RR and Reading Conference

	<p>characters, places and things</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Collect words that helps me create mind pictures Describe what I have visualised 	<p>wWN3OKuEaye0-dxhucwnooX0o32eFWTVg8/edit#slide=id.p</p> <p>Mentor text: excerpt from Harry Potter describing voldemort or Snape</p> <p>Model identifying words from the excerpt that helped me visualise</p> <p>Think aloud describing the character I have visualised.</p> <p>Questions: How does visualising help me in my reading? What parts of speech does this word belong to? How does identifying the parts of speech help me make good guess of words I don't know?</p>	<p>Guided reading: Taylor, Batu, Adit, Hazal</p> <p>Youshia: read pink book and identify cvc words.</p>	<p>How does visualising help me in reading?</p>	
Session 2	<p>Learning Intention:</p> <ul style="list-style-type: none"> Use words that create a mental picture for the reader <p>Success Criteria:</p> <ul style="list-style-type: none"> Brainstorm words to describe a villain Use powerful words in my writing Help readers create a mental picture of the character 	<p>O: sequence details in order</p> <p>Discuss villains that we know from stories and films. Ask students to use powerful words to describe the character.</p> <p>Model writing a paragraph using the words students brainstorm about a villain.</p>	<p>Write a description of a character using powerful words collected in our reading. They can be either a hero or a villain.</p> <p>Students swap with a partner and the other partner has to draw the character on in the Visualise app and guess who it is.</p> <p>Teacher's group: Youshia, Hazal, Batu, Greer</p> <p>Extension: writer's notebook</p>	<p>What skill did we develop in this lesson? How will this help me as a writer?</p>	<p>Roving Conference</p> <p>Writing conference</p>
Session 3	<h1>Performing Arts</h1>				

<p>Session 4</p>	<p>Learning Intention:</p> <ul style="list-style-type: none"> investigate why we use certain 3D objects <p>Success Criteria:</p> <ul style="list-style-type: none"> Explain power of different 3D objects Identify 3D objects in our environment Describe properties of different 3D objects 	<p>Worded question: I have 2 squares and 5 hexagons. How many edges will I be able to count altogether?</p> <p>Tuning In: Google city tour</p> <p>Questions: Why do you think engineers and architects have designed using certain 3D shapes?</p> <p>Explicit language: vertices, faces, edges, names of 3D shapes.</p> <p>Model capturing 3D objects in the Google City tour and adding it on popplet. Show the thinking students are expected to demonstrate through popplet: describe properties using languages such as edges, vertices, faces etc.</p> <p>Resource: iPads</p>	<p>Identify and pick a 3D in our environment using Google City Tour https://goo.gl/6VTzQx</p> <p>Capture the 3D shape and use popplet to describe the properties and explain why this particular 3D shape is used.</p> <p>Extension: identify 2D shapes within the 3D shapes. Is it a prism, pyramid or either? How do you know?</p>	<p>What have I learnt through this lesson? Why is it important to learn about different shapes? Why do we need to be able to describe them? How are shapes powerful?</p>	<p>NFA</p>
<p>Session 5</p>	<p>Learning Intention:</p> <ul style="list-style-type: none"> Explore different ways we use power <p>Success Criteria:</p> <ul style="list-style-type: none"> Describe different types of power Discuss where power comes from Explain how electrical power can be used in a good and a bad way 	<p>Introduce three key questions and brainstorm ideas using popplet.</p> <p>Model organising ideas and linking answers to relevant questions.</p> <ul style="list-style-type: none"> Where does power come from? What does power look like? How is electrical power used in positive negative ways? <p>Model reading and looking for key words that can help me answer my questions.</p> <p>Model taking notes in my CBL journal.</p> <p>Introduce QR codes for the following websites: http://www.enwin.com/kids/electricity/index.cfm http://www.enwin.com/kids/electricity/power_source.s.cfm</p>	<p>Teacher Group: Hazal, Adit, Youshia, Batu</p> <p>Students research using QR code links and take notes that is relevant to each question.</p>	<p>Revisit questions and our prior thinking on popplet. Students use their information collected to add new learning.</p> <p>Students reflect on their thinking at the start with thinking after research.</p> <p>Emphasise how learning changes our thinking.</p>	<p>Note taking skills, comprehension skills Popplet</p>

Wednesday		Whole Class Focus	Independent / Group Learning	Reflection	Assessment
Session 1	<p>Learning Intention:</p> <ul style="list-style-type: none"> Comprehend my reading by asking 	<p>Reading readiness: https://docs.google.com/presentation/d/11y5sLhFhPwWN3OKuEaye0-dxhucwnooX0o32eFWTVq8/e</p>	<p>Students identify 5Ws in their reading during read-to-self in their reading journal.</p>	<p>Students reflect on the reading strategy we</p>	<p>Running Record and reading conference</p>

	<p>who, what, when, where and why</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Ask 5W questions about my reading Describe how asking questions helps my reading comprehension Notice metaphors used in Mr Huff 	<p>dit#slide=id.p</p> <p>C: use questions to monitor my understanding</p> <p>Mentor text: Mr Huff</p> <p>Discuss: Compare the play with the book. Which do you prefer? Why? 'Cloudy with a chance of rain' literal or metaphor?</p> <p>Think aloud and model asking questions during reading and using evidence in the text to answer my questions.</p> <p>Key Questions: how does asking 5W questions help me with my reading? What is a metaphor? What do you think Mr Huff was a metaphor of?</p> <p>Model recording 5Ws in my reading journal from the reading.</p> <p>Vocab: reflection, metaphor</p>	<p>Guided reading: Tayah, Kanav, Pranav, Nathan</p>	<p>were practising today. How will this help me during my reading?</p>	
Session 2	<p>Learning Intention:</p> <ul style="list-style-type: none"> Apply writing stamina during write on time <p>Success Criteria:</p> <ul style="list-style-type: none"> Use colourful and interesting words 	<p>Write on Time</p> <p>Magic - Surprise!</p> <p>E: use colourful and interesting words in my writing</p> <p>Model brainstorming and generating text type and idea to write about.</p> <p>Model planning writing using structure I know.</p>	<p>Students apply their writing stamina and writing process to complete their writing.</p>	<p>Did I meet the goal of using colourful and interesting words in my writing? If yes, how does it make my writing better? If no what could help me next time?</p>	
Session 3	<p>Learning Intention:</p> <ul style="list-style-type: none"> Understand the structure of a worded problem <p>Success Criteria:</p> <ul style="list-style-type: none"> Use words on the maths wall to create a worded problem involving addition and subtraction Apply problem solving strategies to solve problem 	<p>Question: There are 20 buildings in the city altogether. There were 12 buildings with lights on in the city one day. Next day, 5 more lights were lit. How many lights are off?</p> <p>Introduce two step worded problem involving both addition and subtraction involving power.</p> <p>Invite students to think aloud problem solving steps.</p> <p>TPS- to plan how they will solve the problem.</p> <p>Concrete model: 3D objects to model a city of 20 buildings.</p> <p>Ask what math they are planning to do and which words triggered their thinking.</p> <p>Model identifying words on the maths wall to link</p>	<p>Students create a worded problem similar to the problem that they have just solved in pairs. Model changing context and numbers.</p> <p>Students swap with another team to solve the problem.</p> <p>Harjas and Siddak:</p>	<p>What did you notice when making your own problems for others to solve? How could today help you when you have to solve a problem yourself?</p>	<p>Dialogue happening between students when creating and solving problems</p>

		to operation needed. Invite students to use mini whiteboards to solve the problem in pairs.			
Session 4	<h1>Arts</h1>				
Session 5	<h1>P.E.</h1>				

Thursday		Whole Class Focus	Independent / Group Learning	Reflection	Assessment
Session 1	<p>Learning Intention:</p> <ul style="list-style-type: none"> Understand the purpose of a villain in a story <p>Success Criteria:</p> <ul style="list-style-type: none"> Describe different villains I know Identify the problem in the story Explain why villains are useful in the story 	<p><u>Reading Readiness</u> C: notice and discuss thinking during reading Mentor text: Andy Griffiths http://splash.abc.net.au/home#!/media/2140452/ Think aloud: Before watching, ask students who causes problems in fairytales such as three little pig and Cinderella. Watch the clip and think about why it's good to have villains in stories. Key Questions: Why is it useful to have a big bad wolf character in his story? Discuss: Think about some of the stories you've read lately. Which characters were the "big bad wolf" characters and what did they add to the stories?</p>	<p>Ask students to read a story from storyboard and identify the problem in the story. Students record who created the problem.</p> <p>Extension: Understanding characters in stories- http://www.scootle.edu.au/ec/viewing/S5860/index.html QR code</p> <p>Guided Reading: Kanav, Angel, Nathan, Aydin</p>	<p>What did we learn about today? How can today's learning during reading help me in my writing?</p>	<p>Running Record</p>
Session 2	<p>Learning Intention: Investigate ways to learn my spelling words</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Self-assess to collect spelling words I need to practise Collect compound words and add to 	<p>Spelling investigation: Compound words Explicit teaching: co-construct an anchor chart. Give examples of compound words and get students to come up with their own definition. Students search in different books to identify compound words and collect them on the anchor chart. Questions: How can this spelling investigation help me learn my spelling words? What are things I need to do to improve my</p>	<p>Students self-assess spelling words I need to practise using most used word chart. Students have a go at correcting highlighted spelling mistakes in their Write on Time book and collect their spelling words to take home and practise.</p> <p>Teacher Group- Harjas, Gurnoor, Parota and Siddak: Investigate the use of apostrophes in writing C: use apostrophe for ownership and contractions</p>	<p>Students share a strategy they will use to practise their spelling at home. Agree on an incentive i.e. dojo points.</p>	<p>Self-assessment of spelling words</p>

	<p>anchor chart</p> <ul style="list-style-type: none"> Explain strategy I will use at home to practise my spelling words 	<p>spelling? What can I do at home to improve my spelling?</p>			
Session 3	<p>Learning Intention:</p> <ul style="list-style-type: none"> Understand how to use power in a positive way <p>Success Criteria:</p> <ul style="list-style-type: none"> Use power to light up our 3D buildings Describe how we can use power for good research how we can source power for our 3D buildings 	<p><u>Number Fluency</u> Discuss what power the buildings need to have. Question: What power does the buildings need? How can we source the power? Is this a good or a bad power? How can electricity be used for good? For bad? What technology did we experience using last week when we explored different powers? What will be suitable to create power in these buildings?</p> <p>Investigate how we can use little bits to create electricity for our buildings?</p>	<p><u>Hack my House-</u> Students learn about geometry concepts through building 3-d paper structures. During this lesson, students use pre-designed templates or make their own, craft materials, and littleBits modules to create 3-dimensional buildings.</p>	<p>What did I learn through this activity that I can use in the future?</p>	
Session 4	<p>Learning Intention: Create a powerful city using 3D structures</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Plan what a powerful city needs to have Create a city using 3D structures 	<p>Prompt: Students need to create a powerful city using their 3D structures and little bits. What does a powerful city look like, sound like and feel like? How can we build a powerful city? What does it need?</p> <p>Model sketching a powerful city and labelling what it will need.</p> <p>Think aloud why I have included particular features.</p>	<p>Students collaboratively plan how they will build a powerful city on a A3 paper.</p> <p>Mixed ability group</p> <p>After planning, students create a city as a team using their plan.</p>	<p>Students share their creations and give constructive feedbacks to each other.</p>	<p>Planning and labels</p> <p>Dialogues happening during planning and construction process</p>

Stop Think Do

Stop. Think. Do!

Friday		Whole Class Focus	Independent / Group Learning	Reflection	Assessment
Session 1	<p>Learning Intention:</p> <ul style="list-style-type: none"> Comprehend my reading by identifying cause and effect <p>Success Criteria:</p> <ul style="list-style-type: none"> Identify cause and effect in the story Summarise story using narrative structure 	<p>Mentor text: Mr Huff C: use cause and effect to understand my reading Think aloud: what I notice Bill doing that is causing the problem and predicting what could happen next.</p> <p>Key Questions: Complication • What problems does the main character need to overcome? Story Organisation • What events happen first, next and last? • What does the main character do? • How will you describe the actions? Resolution • How will things work out? • What loose ends will need to be tidied up? • How will your story end? What was the cause of the problem? Model: identifying the cause and effect in the story and recording them in the reading journal</p>	<p>Students read to self a narrative and record cause and effect in their reading journal</p> <p>Guided reading: black books (focus on comprehension strategies and vocabulary)</p>	<p>Students reflect on how identifying cause and effect can help them understand the story better.</p> <p>Why do narratives contain cause and effect?</p>	Running Record and Reading conferences
Session 2	<p>Learning Intention:</p> <ul style="list-style-type: none"> Use powerful words that cause effect on the audience <p>Success Criteria:</p> <ul style="list-style-type: none"> Plan different stages of a narrative using ozobot as our character Use powerful words in our writing 	<p>Mentor text: Mr Huff E: use words that create mental image for my readers Model using story map to plan narrative using ozobot as a character going on a journey. Model describing ozobot as a character using powerful character traits Discuss the problem that ozobot will face and how it will be solved.</p>	<p>In partners, students complete a story map using ozobot as a character.</p> <p>After planning, students write their narrative about their ozobot in their writing book.</p>	<p>What words did I use to help my readers visualise?</p>	Writing conference
Session 3	<p>Learning Intention:</p> <ul style="list-style-type: none"> use power of technology to improve literacy <p>Success Criteria:</p> <ul style="list-style-type: none"> Code using ozobots Tell a story using 	<p>Model by roleplaying working collaboratively to decide on each person's role. Discuss what makes a good team member</p> <ul style="list-style-type: none"> Ozobot's FairyTale -Students learn how we can use programming/power of technology to improve our reading, writing, speaking and listening skills. 	<p>In mixed ability groups, student workout how to tell a story using ozobots and iPads. Students share each other's story and decide which story is most suitable to use with ozobots.</p> <p>In groups, they draw a setting where ozobots will travel on to meet a villain.</p> <p>Students sort out the role of each member in the group:</p>		

	ozobots <ul style="list-style-type: none"> Work as a team to tell a story 		One student has to record using book creator of video, one student narrates the story.		
Session 4	Learning Intention: <ul style="list-style-type: none"> Reflect on our learning using our guiding questions Success Criteria: <ul style="list-style-type: none"> Combine learning altogether to create a bigger picture Explain my understanding of power using guiding questions 	Students reflect on their progress with their ozobot story. Discuss guiding questions to focus our learning: What makes our story powerful? Where does power come from? What does power look like? How is electrical power used in positive negative ways? Think aloud using the city from hack my house as my setting in the story.	Students continue telling stories with ozobots and add the city constructed through hack my house as a setting. Students role play/act out their favourite narrative demonstrating increased awareness of text features. (characters, setting, problem, solution) Chn could use creations from hack my house as a setting in their role plays.	Share each other's story recorded on iPad and give each other feedback. Students reflect on the skills they have learnt through this activity.	
Session 5	<h1>Finishing Off</h1>				