**Framework for teaching online – Stage 1 sample**

**EAL/D Enhancements for learning**

\*Enhanced suggestions for EAL/D students

You will need access to a digital device and help from a parent/carer to complete the following activities. Approximate times for each activity will be shared on our Class Team.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Task | Have a go at tying up your shoes | Can you help make dinner tonight? | Have you cleaned your teeth in the morning and night? | Could you help bring in the clothes? | Are you able to help fold the clothes? |
| Morning | English  Visit our Class Team to check your sight words and spelling words for the week.  \*EAL/D students in the beginning and emerging phase could cut appropriate spelling words up into its phonemic parts to help with reading and pronunciation. Practice typing words into Google Translate to assist with hearing words in context.  Ensure all sight words are provided with an image which represents the meaning where possible.  [spellingteachme game](https://www.spellingcity.com/spelling-games-vocabulary-games.html)  Type your spelling words into our Class Team.  Writing – what did you do on the weekend? Try and include who, when, where, why, what.  \*Using a teacher’s modelled example, EAL/D students in the beginning and emerging phases could reproduce a similar text or put visuals of main events into the correct sequence accompanied with words and phrases.  Make your sight words out of wool. | English  Practise your spelling words on [touch typing](https://fuse.education.vic.gov.au/Resource/ByPin?Pin=AB6QXU&SearchScope=All)  Play a comprehension [reading game](https://www.education.com/games/first-grade/ela/reading/).  Read a fictional book aloud with a friend/family member. Upload a video of you retelling the story to our Class Team.  Read texts from the students’ home language if available. Share something of interest with the class.  Writing – What can you see out your window or door? Try using adjectives (describing words) when you write what you can see.  \*EAL/D students at beginning phases would benefit from 'everyday' vocabulary scaffolded in the form of word banks accompanied with images, picture dictionaries etc.  Provide sentence stems, “I can see …which can be repeated by the student” | English  Choose a writing stimulus from [Pobble365](http://www.pobble365.com/)  Meet with your class on Class Teams at 10am to discuss the stimulus.  Upload a picture of your work to our Class Team.  \*Provide sentence stems for EAL/D students in emerging and developing phases. Beginner phased students would need further differentiation of the task such as a sequencing task and simple sentence models for this type of text. | English  Play transition [bug story writing game](https://www.education.com/game/star-rumble-3/).  Play [identify the text features](https://www.education.com/game/text-features/).  Draw a picture from the text and upload to our Class Team.  Writing - Write a letter to a friend into our Class Team.  \*Provide strong and repeated oral and written models of these sentence structures for EAL/D students, and allow students many opportunities to use them.  Alternatively, students could complete a supported cloze or jumbled text. | English  [Create your own talking dinosaur](https://education.abc.net.au/home#!/media/31788/my-design-talking-dinosaur-create-own-text).  Read a non-fictional book aloud with a family member.  \*Provide opportunities for EAL/D students to use new vocabulary and language structures orally.  Alternatively, listen to a no fiction text provided by the teacher. Write down any words you don’t know.  Upload a video of you to our Class Team explaining: What was this book about? What did you learn about it?  Writing - Write a list of food you would like for dinner. Think of a main dish and dessert. \*Provide text structure frameworks within which to write this type of text or provide a picture with captions. |
| Break | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. |
| Middle | Mathematics  Get some counters (or sultanas or M&Ms or Tiny Teddies etc.)  Take a handful of counters (or sultanas or M&Ms or Tiny Teddies etc.) and, without looking, estimate how many you have in your hand. Write your estimates in your maths book.  Organise your counters. Draw your counter arrangement in your maths book or take a photo to upload to our Class Team.  Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count? Are there more or less counters than you estimated? How many more or less?  \*Teach Maths vocabulary explicitly. Build visual word banks for targeted Maths language. | Mathematics  Go on a shape hunt around your house! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. You can make shapes using toothpicks, paddle pop sticks or sticks. Draw or take photos of the different shapes you found and made. Upload them to your Class Team. \*  Play [shape sorter](https://education.abc.net.au/home#!/media/1387673/shape-sorter-polygons)  Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance. Upload a video of your paper plane flying to our Class Team.  \*Include visuals of labelled shapes. | Mathematics  [Volumes and surface areas](https://education.abc.net.au/home#!/media/2951668/volumes-and-surface-areas)  Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers the most to the least. Draw the cups in order in your maths book.  Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?  \*Use visual reinforcement to teach the vocabulary. Ask parents or bilingual assistants to assist, as the students may know this vocabulary in their first  language.  Play [design a park](https://education.abc.net.au/home#!/media/32300/design-a-park) | Mathematics  Pattern hunt: What patterns can you find in and around your house? Record the patterns you found in your notebook by drawing them. Ask someone to help you describe your favourite pattern.  Play [look at a pattern](https://education.abc.net.au/home#!/media/32561/monster-choir-missing-monsters)  Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book and take a photo to upload to our Class Team.  \*Provide pattern sequence examples as a scaffold. | PDHPE  Describe 5 ways that you can keep yourself healthy, and active. Choose one of your ideas and create a poster to explain it to a family member or friend  Create a game that has rules and one piece of equipment. Play the game with a family member or friend. |
| Break | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. |
| Afternoon | Visit our Class Team to hear about your exciting project for the week!  Make a puppet using recycled materials or paper. Watch [making a newspaper puppet](https://www.youtube.com/watch?v=rbhyXehruSk&feature=youtu.be) to assist. You may choose to use a variety of techniques or materials such as socks, wooden spoons.  Think of a character for your puppet.  If you have time, create more than one puppet. | Meet with your teacher on our Class Team.  Write a few sentences about the characteristics of your puppet/s. Are they happy, grumpy or sleepy and so on? What do they like to do? \*Provide text structure frameworks within which to write this type of text. Provide images of the target emotion words.  Finish your puppet or make another one. Take a photo of your puppet and upload it with your sentences to our Class Team. | Meet with your teacher on our Class Team.  Puppets can do things that are impossible for humans. Experiment with the fun things the puppet might do. For example, the puppet might jump off a wall and fly.  Choose some music. Play the music and practise making your puppet move in interesting and fun ways.  Ask someone in your home to be a leader and have your puppet follow them around. Think about where their eyes would look and how they move. | Meet with your teacher on our Class Team.  Create a scene for your puppet to interact with yourself or another puppet you have made. For example, they might visit the pool, the bank, the bus stop, the restaurant, or a fun fair. Improvise a simple scene involving the puppets in that place. The scene should involve a complication to create dramatic tension. For example, two puppets are at the pool. One puppet is scared to jump in the pool. The other puppet reassures the scared puppet that they can swim and will be fine. They agree to hold hands and jump in together. | Meet with your teacher on our Class Team.  Film your scene or work with a helper to create an [iMovie](https://blog.storyblocks.com/video-tutorials/getting-started-imovie/) or video of your scene.  Upload your video to our Class Team for your class to watch. Watch the videos other students have created. |