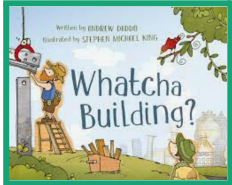




Learning Activities

The activities planned in this learning bundle to discern how some or all of the ideas could be used in a remote learning situation. Whilst we have endeavoured to write this learning bundle with parents in mind, it is not intended to be given to parents in this format. It is designed to give teachers ideas for different learning experiences that are integrated and meet the NSW syllabus expectations. Multiple opportunities exist throughout the learning sequence to gather evidence of student learning. This evidence contributes to teacher knowledge of individual student progress and achievement of syllabus outcomes. Teachers are encouraged to routinely collect student work samples and anecdotal evidence to support future differentiation and discernment of how to use these learning experiences.

Please note that where there are slides and templates that there are provisions in place to ensure students are working on their own copy.

Stage	Two
Grade(s)	3
Slides	This bespoke & hybrid learning bundle can be found in a slide version below. Tasks 1-6 Tasks 7-12 Tasks 13-17
Topic/Theme (Brief Description)	 Themes: creativity, heritage, recycling and sustainability. Our world is changing around us. Students will consider local places near them and how communities and landscapes change, and how growth affects the world we live in. How do we feel about change? Is change good or bad? We can take responsibility for recycling, upcycling and preserving the environment around us—everything we do counts. We are the caretakers of our earth. Students will review the structure and language features of a persuasive text while developing a written persuasive letter in order to persuade a family member or their Principal that they should be allowed to raise chickens.
KLA Links	English, Maths, Science & Technology & Geography
Language	<u>Word walls play such an important role in supporting student learning and make a significant difference in students' academic writing. Students should make reference to and be encouraged to add to their portable word wall.</u> Vocabulary I might need to know: Portable world wall. Ensure students make a copy of the vocabulary slides, rename them and add extra slides along their learning journey if required.

	timber, wood, materials, landmark, renovation, recycling, preserve, materials, sustainability, produce, preserve, shelter, communication, protection, predators, nostalgia, milk bar are already there for you.
Outcomes with Relevant Syllabus Content Descriptors	<u>English:</u> EN2-2A: plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language Students: <i>Develop and apply contextual knowledge</i> ● identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences ● Understand and apply knowledge of language forms and features ● plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structure and language features <i>Respond to and compose texts</i> ● plan, compose and review persuasive texts ● discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features ● plan and organise ideas using headings, graphic organisers, questions and mind maps EN2-4A: uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies Students: <i>Understand and apply knowledge of <u>language forms and features</u></i> ● use <u>metalanguage</u> to describe the effects of ideas, <u>text structures</u> and <u>language features</u> of <u>literary texts</u> ● understand how texts are made cohesive through the use of linking devices including <u>pronoun</u> reference and <u>text connective</u> <i>Respond to, read and view texts</i> ● use strategies to confirm <u>predictions</u> about author intent in <u>persuasive texts</u> ● connect information by observing text connectives ● summarise a paragraph and indicate the main idea, key points or key <u>arguments</u> in imaginative, informative and persuasive texts EN2-7B: identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts Students: <i>Develop and apply contextual knowledge</i> ● identify and analyse the <u>purpose</u> and <u>audience</u> of <u>persuasive texts</u> ● understand how characters, actions and events in imaginative texts can engage the reader or viewer

EN2-10C: thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Students:

Develop and apply contextual knowledge

- identify and analyse the different organisational patterns and features to engage their audience

Understand and apply knowledge of language forms and features

- identify creative language features in persuasive texts that contribute to engagement

EN2-11D: Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Students:

Engage personally with text

- recognise how aspects of personal perspective influence responses to texts

Understand and apply knowledge of language forms and features

- Understand differences between the language of opinion and feeling and the language of factual reporting or recording. (ACELA 1489). ✨ 👤

ESL Scales:

The levels on the ESL scales needed to achieve the above English syllabus outcomes are Writing level 5, Reading and responding level 5 and Oral Interaction level 6.

Mathematics:

MA2-1WM uses appropriate terminology to describe, and symbols to represent mathematical ideas

MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems

MA2-3WM checks the accuracy of a statement and explains the reasoning used

MA2-6NA uses mental and informal written strategies for multiplication and division

Science & Technology:

ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity

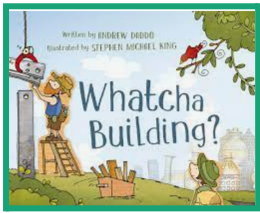
ST2-7MW-T investigates the suitability of natural and processed materials for a range of purposes

Geography:

GE-2-1 examines features and characteristics of places and environments

Students:

- investigate how the protection of places is influenced by people's perception of places, for example: (ACHGK018) 🌿
- description of how and why people perceive places differently 🏠 👤

Learning Intention	We are learning to: - plan, compose and publish a persuasive text - Identify and use idioms - use arrays and factors to arrange chickens - design and make a chicken coop for your backyard
Success Criteria	We know we have been successful with our learning when we can: - compose and publish a persuasive text about the first place you will go when lockdown is over independently - plan and write a persuasive letter to a family member or school principal about why we should be allowed to raise chickens at home/school - Identify and use idioms in the correct context - demonstrate our use of arrays and factors to organise Little Davey's chickens - design a chicken coop for your backyard
Symbols: What I need to do.	      Read Speaking & Listening Investigate Write Watch Design/Make
Learning Task(s)	
	
   <u>TASK 1</u> We are learning to: make predictions using the visuals on the front cover of a book. We know we have been successful with our learning when we can: make predictions about the book. <u>Before reading:</u> Invite your child/students to predict what the boy on the front cover is doing? - Can you predict the setting of this text? - What are the buildings in the image made from? - Why do you think they may be made from this material? - Does it give us any clues about the book? Who do you think is asking the question, “<i>Whatcha Building?</i>” - What do you think might be getting built? - What are some keywords you may expect to see/hear in this text?AFL: O Read/Listen to the story “Whatcha Building” by Andrew Daddo and Stephen Michael King. Video Clip-Whatcha Building?	

During Reading:

(Stop on page 1 of book or Video at 20 seconds)

- Every day after school, Little Davey stops and watches what is happening to the old milk bar on the corner. Look at the cityscape on the left-hand side; what is the skyline telling us about this story? We have a giant crane. Why is there so much construction happening? Why is everything changing? Can you see the old Milk Bar on the corner being taken down? What is a milk bar? What are we more likely to call milk bars today?
- Continue listening/reading and stop on **page 20** or stop the video at **3 mins 42 secs** and ask your child what they think Little Davey Durak is doing with the materials he is taking every day from Big Bruce. What do you think he is going to build?

After Reading:

Discuss with a friend or someone at home the following questions:

- Why do you think Big Bruce was so interested in what Little Davey was doing with the building materials?
- 'Did you notice anything about the language Big Bruce uses? Words such as 'fella' and 'seriously' and 'matey'? Do you know what we call this type of language? It is called **slang** or **colloquial** language.
- How do we feel about this new building replacing the Old Milk Bar?
- Why do things change? Is change good or bad?
- How do you feel when things change? Do you know the word '**nostalgia**'? Let's look at our [Vocabulary](#) slides and find out what it means. Can you use this word in a sentence?



TASK 2

We are learning to: compare and contrast using adjectives (descriptive language).

We know we have been successful with our learning when we can: identify the differences of the two landscapes and compare and contrast using adjectives. AAL: O, D

In the last session, we met Little Davey Durak and Big Bruce. We witnessed a community going through some significant changes. Let's have a look again at the first-page spread or stop the video at 20 seconds. Why do you think the author uses recycled materials to depict the city? Tell me about the contrast of the left-hand side of the page compared to the right-hand side where the milk bar sits. Let's create a Venn Diagram to think of adjectives (descriptive language). Make a copy (duplicate) of the slide and add your name to it to ensure your teacher knows who did the work. [Venn Diagram](#) Task.

After you've had a go at thinking of all of the words you can, enter some of your words into [Maptionary](#) and see how much fun you can have finding synonyms and translating words in another language or even your own mother tongue.



TASK 3

We are learning to: reflect on and discuss a time in our life or something around us that changed and how we felt about this change.

We know we have been successful with our learning when we can: describe how we felt about the change and how we adapted and express it in writing. [Diary Entry Writing template](#). AAL: W

(Some examples might be our family got a puppy, mum had another baby, we moved away, I changed schools, we started remote learning, I got a new teacher etc)

Invite your child/student to:

- Tell you a time that something changed in their life.
- Discuss how they felt about this change? Happy, excited, scared, nervous etc
- Talk about if there were things to look forward to after the change?
- Discuss how they had to adapt to this change? Adapt? Check your [portable word wall](#).
- Praise your child for handling change well.

Invite your child/student to recount and write a diary entry and when it is complete, take a picture and upload it to Seesaw/Google Classroom.



TASK 4

We are learning to: investigate our local area or area of choice using Google Earth.

We know we have been successful with our learning when we can: find our house, school, church, family vacation spot etc on Google Earth and describe how it has changed. AAL: D

- Why do you think places are so special to people?
- Think about a place near or far from your house that is special to you. Why is this place special to you and your family?
- You might be familiar with Google Maps. It is really helpful getting us to places but Google Earth is for explorers. So, today you will use [Google Earth](#) to explore a place that is special to you. Maybe it is in your local area or near a favourite family vacation spot, perhaps it is your church.
- Can you find 'before' and 'after' photos of that special place near you or what was on the land where you live before your house was there. Maybe your school is made up of older buildings and has had new buildings constructed and you can see what it looked like before or maybe your school is very new and you can find what the land looked like before your school was built.
- Take a photo of the before and after of a special place to you in your local area. Upload this with a written response (one paragraph) on Seesaw/Google Classroom to explain why this place is special to you and how it has changed.



Task 5

We are learning to: design and build one of Big Bruce's ideas with appropriate scrap materials.

We know we have been successful with our learning when we can: select appropriate materials to design and build an object.

How do you decide upon which material to use for a particular purpose?

What do you think the differences are between natural and processed materials?
Which do you think what do you think are the advantages and disadvantages of each?

Let's watch the '[Whatcha Building?](#)' video clip again. AFL: P/C

Let's think about all the things that Big Bruce thought Little Davey was going to build with all the scrap materials he was taking away. Choose one of the objects that Big Bruce thinks Little Davey is making such as the rocket ship, cubby, boat or Ferris wheel, scarecrow, skateboard ramp etc.

Design and construct using paddle pop sticks, toothpicks and/or any other 'bits and pieces' that you can find in your home. If you don't have pop sticks at home maybe you can find some small sticks around outside your house? Describe the purpose of the materials you used in your design and draw a labelled diagram of your design before you start the building process.

Materials you may need:

- pop sticks/toothpicks
- glue
- paper
- textas
- scissors

Reflect on the construction phase. Was it easy or difficult to make?
What design elements required adjustments and why?

Take a picture of your draft labelled design as well as your finished product and record an oral or written response answering the above questions and upload it to Seesaw/Google classroom for your teacher.



Task 6

[Chicken Coop Maths](#)

We are learning to: use arrays (multiplication combinations) and/or factors.

We know we have been successful with our learning when: we can calculate all the possible ways to organise the chicken coops and share our thinking with a family member/friend. AOL: O, W
(Core+Extension Questions)

Review the Google Slides linked above.

Remind your child/student how Little Davey built a chicken coop in his backyard. Why do many people choose to have chickens in their backyard? Do you have enough space in your backyard to have a chicken coop? Maybe you already have one?

Take a photo of your working out and upload to Seesaw/Google Classroom.

Task 7



We are learning to: consider what is required to build a chicken coop.

We know we have been successful with our learning when we can: articulate what resources we need to build a chicken coop and care for our chickens. AFL: W

Animals as architects:

Watch this youtube clip titled, 'Animal Architects'. [Youtube](#) (10 mins 46 secs)

Unlike the creatures you saw in the video, not all animals can build their own shelters for protection from predators.

Let's investigate the best design for a chicken coop. Do you know that 'Coop' actually means house. A house for a chicken.

Read through the [PowerPoint](#) to learn more about chickens. What do they need to survive? Make a list of key things that you will need to consider when planning your chicken coop design.

Today, you will design a chicken coop for your backyard. [Design template 1](#). [Option 2](#)

Once you have complete your chicken coop design, take a picture and upload it to Seesaw/Google Classroom for your teacher to see.

Task 8



We are learning to: identify and understand what an idiom is.

We know we have been successful with our learning when we can: articulate what an idiom is and use one in a sentence in the correct context. AFL: W

Explain to your child/students that idioms are a funny part of the English language. It can make learning English quite tricky. They are not meant to be taken literally.

Idioms are a group of words that make up an expression that has a figurative meaning. Example: pull up your socks. This expression does not literally mean bending over and pull up your socks that are on your feet. It actually means to encourage someone to achieve something or do something well. You might explain some more familiar idioms that you have used with your child before such as, it's raining cats and dogs, money doesn't grow on trees, hit the sack, break a leg etc.

See if you can match the expressions relating to chickens to the real meaning. Drag and drop your answer (dark green) beside the idiom (light green) [Idiom Matching Slides](#).

OR

Can you predict what these idioms mean? Have a go before you look them up. [Template](#)

Once you have complete your chicken coop design, take a picture and upload it to Seesaw/Google Classroom for your teacher to see.

Task 9



We are learning to: understand what a persuasive text is.

We know we have been successful with our learning when we can: reconstruct and label the persuasive text.

AFL: O

What is a Persuasive Text? A persuasive text is a piece of writing where the author shares their opinion and aims to convince the reader to agree with them. Persuasive texts use strong emotive language to persuade their audience.

There are different kinds of persuasive texts. They can be a letter, an argument, a speech or an advertisement.

Watch the video clip on [What is a persuasive text?](#)

Explain to your child/student that people often have different points of view about specific situations or issues. Ask your child to share their opinion or point of view about some everyday problems that they can relate to. Encourage your child to explain and justify their reasoning. What do they think, how do they feel, and why do they think or feel this way.

Here are some ideas to discuss:

- Students should not have homework
- We should have a family pet
- Should we pay for plastic bags
- The school day should be shorter
- Cats are better than dogs
- We shouldn't have to wear a school uniform
- The school week should be shorter
- You shouldn't have to clean your room
- Big dogs are better than small dogs
- Everyone should have to learn a second language
- Animals should not be kept in captivity

Explicitly unpack for your child/students the structure of a persuasive text. It has 4 main parts.

A persuasive text includes:

- 1) **A title**- what is your text about?
- 2) **Introduction**- statement of position (are you for or against something)- This is where you introduce the topic (Why you should be allowed to have chickens) by giving your opinion
- 3) **Arguments & evidence** (reasons)- Give the audience your reasons why and try to convince them. Prove you are right with your point, evidence and examples.
- 4) **Conclusion**- restate position and arguments.

Go to [slide 3](#) and following the instructions. Let's see what Juno is trying to persuade us. This text was written by a student who is just like you. Juno is trying to convince us that cats are superior to dogs.

Pay attention to the structure of her text. Take note that;

- Persuasive texts are usually written in the first person (I, My)
- Persuasive texts try to convince the reader of a specific viewpoint
- Each paragraph states a reason why
- Conclusion-restates reasons why

Can you reconstruct the [text](#) looking for key indications of why you think that is the Title, introduction, first argument/opinion, second argument/opinion, the conclusion and if there is a call to action etc. What keywords or language features might you be looking for to help you decide?



Task 10

We are learning to: identify a persuasive text and its purpose

We know we have been successful with our learning when we can: identify a persuasive text and find and write all of the key features. AAL: R/W

A Persuasive Text Scavenger Hunt- Scavenger Hunt [Template](#)

Text 1: Read the instructions from [slide 4](#).

Can you identify some of the key features that are typically found in a persuasive text? When you identify a text feature, write it in the correct box on the Scavenger Hunt template attached above. The title has been filled in for you.

The information below might help you if you need to reference language features.

Remember that persuasive writing is when we want to convince someone of something and explain how we think or feel about a topic.

[Language Features of a persuasive text:](#)

Language of Opinion (Sentence Starters): thinking and feeling verbs that let the reader know your opinion.

Modality: the degree of certainty the writer is showing us. ([Slide 22](#))

Time Connectives: words that let us know when and sequence ideas.

[Slide 21](#).



Task 11

We are learning to: use emotive language in a sentence.

We know we have been successful with our learning when we can: create a sentence using the emotive language sentence starters. AAL:O

Let's have a go at practising using emotive language in a sentence. Spin the wheel for your sentence starter [here](#).

For example, *It is fair to say that many people believe there are many benefits to raising chickens.*

I have no doubt that raising chickens will teach me to be more responsible.

After having a go with the wheel, write **4** of your sentences down on paper, take a picture and upload it onto Seesaw/Google Classroom for your teacher.

Task 12



We are learning to: identify language features of a persuasive text.

We know we have been successful with our learning when we can: identify the persuasive text language features and write them in the matrix under the correct heading. AAL: W

A Persuasive Text Scavenger Hunt- Scavenger Hunt [Template](#)

Text 2: Read the instructions about Aidan's persuasive text from [slide 11](#) and use the last column on your template above to find the language features.

TASK 13



We are learning to: write an introduction for our persuasive text.

We know we have been successful with our learning when we can: jointly construct our introduction for our persuasive text about raising chickens. AAL: W

Using the persuasive text [template](#), let's have a go (jointly construct) at writing our introduction today.

Remember to include our title, hook our reader, state our opinion, and introduce our arguments. Look at Juno and Aidan's introduction in the [google slides](#) as a reference if you need to.

Task 14



We are learning to: brainstorm and state 3 main reasons why we should raise chickens.

We know we have been successful with our learning when we can: articulate 3 main reasons we should raise chickens.

Remember that we want to develop reasons to convince our family members or principal why we think we should have chickens. To help you, read the following information about the benefit of having [Chickens](#).

Now, let's brainstorm and write down ([slides 6 & 7](#)) our reasons and arguments from the presentation linked above. This will undoubtedly help us convince our family/principal that we should most definitely have chickens. Make sure you have duplicated a slide and/or taken a photo of your brainstorming.

Once you have chosen your three top reasons, plan out your evidence to support these reasons [Teacher Sample here](#). Blank student template [here](#).

Take a picture and upload this to Seesaw/Google Classroom for your teacher.

TASK 15



We are learning to: further, develop our 3 main reasons why we should raise chickens.

We know we have been successful with our learning when we can: present our arguments and evidence about why we should have chickens. AAL: W

Using our persuasive text [template](#), write your 3 key reasons you will use to persuade your family member or principal that you should be able to raise chickens. Make sure that you are going to be able to support and expand on your ideas with evidence.



TASK 15

We are learning to: understand the degree of modality in a persuasive statement by ranking statements from most persuasive to least persuasive on a cline.

We know we have been successful with our learning when we can: rank the statements from most persuasive to least persuasive on the cline. AAL:O

Tell your child/student that they are going to read and rank the persuasive comments. They will be asked to rate from most persuasive to least persuasive. [Persuasive Comments-Slide 9.](#)

1. Read the comments.
2. Drag the comments to the end of the continuum you think best suits the statement.
3. Reread your comments to double-check
4. Check your answer on the next slide



Task 16

We are learning to plan and compose a persuasive text.

We know we have been successful with our learning when we can: plan, compose and publish our persuasive text about owning and raising chickens.

Use the **Persuasive Writing Scaffold** to support your writing. Today, you will draft your ideas on the persuasive writing [template](#) to begin to gather your thoughts and arguments in preparation to write a letter to your parents or your school principal persuading them to let you have a chicken coop so you can have chickens.



TASK 17

We are learning to: compose and publish a persuasive text of your choice.

We know we have been successful with our learning when we can: compose and publish a persuasive text independently. AOL: W

[Assessment Writing Template](#)

Resources/Slides

[Word Wall](#)
[Prediction-Front Cover](#)
[Whatcha Building? Youtube Clip](#)
[Venn Diagram](#)
[Maptionary](#)
[Diary Entry Template](#)
[Chicken Coop Maths](#)
[Animal Architects Youtube](#)
[Idiom Matching Slides](#)
[Idiom Search Template](#)
[What is a persuasive text? Video](#)
[Persuasive Text Slides](#)
[Text Reconstruction](#)
[Persuasive Text Scavenger Hunt Template](#)
[Language Features of a persuasive text](#)
[Opinion Language Spinner](#)
[Persuasive Writing-Scaffold template](#)
[Main Arguments](#)
[Modality](#)
[Student Argument Template](#)
[Persuasive Writing \(AOL: W\) Assessment Template](#)