**Framework for teaching online – Stage 2 sample**

**EAL/D Enhancements for learning**

\*Enhanced suggestions for EAL/D students

This is a sample that could be used to inform your own framework, using the [available K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources).

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.

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning | English  Read one chapter of our class novel and comment in our class Team. Use these questions to guide your response.   * How are the characters and plot creating an interesting narrative? * How have the main character/s changed? What/who is responsible for this? * What do you think will happen next? * Any other comments or thoughts.   Read and comment on the comments and ideas of others. Let’s make this feel like we are in class reading together.  \*Reading task: EAL/D students in the beginning and emerging phase could read to a parent/carer in their first language. If students can’t read a text like a novel, provide a suitable reading text that can be read independently. Provide suitable sight words to learn. | English  Read one chapter of our class novel and comment in our class Team. Use the questions from Monday to guide your response.  Read and comment on the comments and ideas of others. Let’s make this feel like we are in class reading together.  Writing – Write a description on what you can see out your door or window at your home.  Spelling: complete a three-course menu from our class Spelling Menu (available from our class Team) in your spelling book.  Journal writing – write and draw how you’re feeling today.  \*Reading task: EAL/D students unable to read a text like a class novel could access ‘Storyline online’ and provide a comment about the reading. Provide students with a spelling list or a word list to learn. These can be cut into phonemic parts to help with reading and pronunciation.  \*Writing: ensure EAL/D students are provided with the target language for the writing task. Provide a model as an example and provide images to match target vocabulary | English  Read one chapter of our class novel and comment in our class Team. Use the questions from Monday to guide your response.  Read and comment on the comments and ideas of others. Let’s make this feel like we are in class reading together.  Writing – Write a letter to a character from a text you are reading. Let them know what you like about their character, what you would like their character to do in the text.  Watch [BtN](https://www.abc.net.au/btn/) and choose your favourite story. Write the answers to the discussion questions posted in our class Team. (We will watch it together on our class Team at 10am. Join us if you can.)  \*Reading task: EAL/D students could ask a parent/guardian to read to them in their first language and talk about the text. Students could watch a TV program in their first language and provide a comment to the class team | English  Read one chapter of our class novel and comment in our class Team. Use the questions from Monday to guide your response.  Read and comment on the comments and ideas of others. Let’s make this feel like we are in class reading together.  Writing – Write a detailed description of a person or animal in your home. Remember to describe their personality as well as their physical appearance.  Write a Cinquain: [Mrs Warner’s 4th grade poetry](https://mrswarnerarlington.weebly.com/poetry.html)  \*Reading task: Provide EAL/D students with access to an online reading program such as ‘Reading Eggs’ or ‘Bug Club’. Teacher allocate texts according to reading level.  \*Writing task: Ensure EAL/D students are provided with a model for the poetry task. Provide sentence stems to further support the completion of this task | English  Read one chapter of our class novel and comment in our class Team. Use the questions from Monday to guide your response.  Read and comment on the comments and ideas of others. Let’s make this feel like we are in class reading together.  Journal writing – write and draw how you’re feeling today.  Write a story using one of these [Scholastic story starters](http://www.scholastic.com/teachers/story-starters/)  \*Reading task: EAL/D students at beginning/ emerging phases practice sight words and spelling list.  \*Writing task: Ensure EAL/D students using the Scholastic story resource can use the audio function to hear their sentences read aloud |
| 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  Number busting: our number for today is 17. Draw and write everything you know about 17 (you can use any operation you like).  Find a partner to play [Strike it Out](https://nrich.maths.org/6589)  Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.  \*Mathematics task: EAL/D students would benefit form a model of the number task. Use a different number to scaffold understanding for this. Provide readily accessible charts of abbreviations for measurement. | Mathematics  Play snakes and ladders with a family member...or another round of ‘Strike it out’.  What is in one of your cupboards at home? Ask your family which cupboard you can investigate. Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Create a graph to represent what is in the cupboard.  \*Mathematics task: EAL/D students could use a resource such as a bilingual dictionary to assist with identifying and listening items.  **PDHPE**  Create a game that includes rules, a way to score and at least one piece of equipment. Play the game with a family member or friend. After playing the game discuss ways that you could change the game.  \*PD/H/PE task: EAL/D students could list the rules of a game that is culturally significant or played commonly with family members. | Mathematics  Join us at 12pm for a number talk.  \*Number talk: Teach the morphemes within mathematical terms to help develop comprehension and expand vocabulary in EAL/D students Mathematics.  Design your dream bedroom using grid paper where 10cm = 1 metre. Your budget for new furniture is $1000. Make a list of the items you would buy, where you are buying them from, and their cost. You will have time to finish this tomorrow. Create digital version using [Google Drawings](https://docs.google.com/drawings) or [Auto Draw](https://www.autodraw.com/)  Post your design online to get feedback from our class.  \*Mathematics task: Provide readily accessible charts of abbreviations for measurement. | Mathematics  Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?  Complete the design of your dream room. Share your design and budget plan in our class Team.  Calculate how much paint you will need for the dream room you designed this week.  How many litres/cans of paint do you think you will need? You could estimate how much the paint would cost.  \*Mathematics task: Provide scaffolding for multi-step tasks like this with example model, sentence stems and cloze passages. | Mathematics  Play a barrier game with a partner.  Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it. Describe your design by describe the shapes you used and their location (for example, next to, on top of, between). Check to see how they went.  Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve?  \*Mathematics task: provide students with conversation cards/ sentence starters to use during the barrier game |
| 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 | Creative arts  Make up a dance to your favourite song or a play to show your family. You can get some inspiration from [Just Dance](https://www.google.com.au/search?safe=strict&source=hp&ei=F4JpXojhC7_Vz7sP1rmn-A4&q=just+dance&oq=just+dance&gs_l=psy-ab.3..0l2j0i131j0l7.1101.3108..3300...0.0..0.209.1654.0j10j1....2..0....1..gws-wiz.....0..0i395j0i131i395.tJGQ8WqJCZ4&ved=0ahUKEwjIyJnq1pPoAhW_6nMBHdbcCe8Q4dUDCAc&uact=5) | Creative arts  Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Post a photo of your sketch in our class Team.  \*Creative Arts: Provide explicit teaching and examples for the target language of the task- shape, shading and tone. | HSIE: geography  Download the map of Australia from our class Team and find, label and paste a picture of a natural landmark and a built landmark for each state and territory in the correct location. Describe why each of these landmarks are significant.  \*HSIE task: Provide examples of natural and built landmarks and a model text to scaffold understanding of what makes a landmark significant. | Science and technology  Complete the experiment on our class Team with a family member ([Fizzics education science experiments](https://www.fizzicseducation.com.au/category/150-science-experiments/))  Write what you did and what you observed or make a video to share in our class Team.  \*Science task: Provide a recording of the experiment in its completion. Provide a template/ scaffold for recording scientific observations pointing out the language focus to use. Provide clear models of sentence structures for EAL/D students to follow (for example ‘I think …, will …, if …’). | PDHPE  Design a healthy menu for a day at home using the [healthy eating plate](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating). Share this in our class Team so that we can share ideas.  \*PD/H/PE: Provide a template/ scaffold for a menu. Provide a sample menu as an example. |