

Example Two-week package – English

Curriculum support for students unable to access a school English Year 2 Fortnight 1

This package of curriculum resources provides learning opportunities for students to continue their educational development and progress while not being able to access a school.

These resources provide students with learning experiences and activities that are intended to be used for approximately an hour each day for completion over a two-week period.

It is anticipated that the resources could be used in a variety of contexts, including teacher-directed, parent-supported or students working independently. However, students in Prep to Year 3 will require adult support to read and understand instructions and possibly scribe responses and answers to questions.

No assessment lessons or tasks are included in this package.

Structure

The English materials contained in this package include:

- lessons
- handwriting book.

Lessons

There are nine lessons contained in this package. Students will need to complete them in the following order:

- Lesson 1 — [Representing characters through description](#)
- Lesson 2 — [Examining a description of a character](#)
- Lesson 3 — [Examining traditional representations of characters](#)
- Lesson 4 — [Examining an alternative representation of a character](#)
- Lesson 5 — [Comparing representations of characters](#)
- Lesson 7 — [Using language to describe characters](#)
- Lesson 8 — [Exploring vocabulary in texts 1](#)
- Lesson 9 — [Exploring vocabulary in texts 2](#)
- Lesson 10 — [Creating a description for an alternative character](#)

Resources

In this package, students are required to access the following texts:

- Wild, M and Brooks, R 2004, *Fox*, Allen & Unwin, St Leonards, NSW
- Lee, L 2005, *Emily and the dragon*, Omnibus Books, Malvern, South Australia
- Munsch, RN 1982, *The paper bag princess*, Hippo Books, Scholastic, London

If you don't have copies of these books at home, try some of the following ideas:

- search online for a video of someone reading the book
- join the local library or State Library of Queensland online to borrow a digital version (<https://www.sla.qld.gov.au/>)

Students:

- will need access to everyday stationery supplies, such as an exercise book, pencils, pens, an eraser, colouring pencils, scissors, glue
- may print the worksheets if they have access to a printer, or write responses in a notebook or on paper
- may need access to an internet search engine to locate a particular resource or text, for example: video, eBook, text, book cover and illustration.

Online safety warnings

Note: Assess websites for suitability prior to displaying to your child.

ENGLISH

Lesson 1

Year 2

Topic: Representations of characters

Representing characters through description

Lesson concepts

- Evaluative language — Appreciating: texts, qualities of
- Text and purpose — Purpose shapes different types of features
- Visual language — Images: complement or contradict text words
- Personal opinions — Comparing opinions: settings
- Features of literary texts — Language choices that present different ways
- Listening and speaking skills — Initiating topics, making appropriately, varying tone
- Comprehension strategies — Analysing texts: visual features

Lesson objective/s

- Understand how language is used to represent characters
- Understand how to compare and share opinions

Today students will:

- ▶ discuss the characters of Fox and Dog from the picture book
- ▶ create character profiles for Fox and Dog
- ▶ share and compare opinions about Fox and Dog.



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Year 2 English Lesson 1

Resources

Text

Wild, M and Brooks, R 2004, *Fox*, Allen & Unwin, St Leonards, NSW

Sheet

Sheet 1 — Character profiles: Fox and Dog
Sheet 2 — Character profiles information (cut out)

Find and prepare

Handwriting book

Key terms

character description, character profile, inference, qualities
For definitions and explanations of terms, please see the [Glossary](#).
Keep the [Glossary](#) for reference throughout this unit.

Lesson

Discuss characters from a known text

1. Show students the picture book *Fox* by Margaret Wild and read to students.
2. Discuss the characters and storyline.

Say to students

“We are going to look at the characters of Fox and Dog in this story and discuss their qualities. Qualities refer to the traits of the character and what they are like, such as whether they are kind or mean.”

Focus questions

- Q. *What kind of character is Fox? How would you describe his qualities?*
A. Fox is mean and untrustworthy.
- Q. *What words does the author use to talk about Fox's qualities?*
A. For example: Rage, envy
- Q. *What words does the author use to describe Fox's actions?*
A. For example: Staring, whispers
- Q. *How do the words the author has chosen help to create the character of Fox?*
A. For example: The words show Fox as an angry character. Words like 'staring' and 'whispers' make Fox seem watchful, sneaky and untrustworthy.
- Q. *Do the images match the words to help create the character of Fox? How?*
A. For example: The images match the words and show Fox sneaking and watching the other characters. The images show him whispering to Maggie when Dog isn't looking.

Year 2 English Lesson 1

Say to students

“Creating characters with a variety of qualities make stories entertaining. Margaret Wild has used carefully chosen words to build

Fox as a sly, lonely character; Dog as a kind, and Maggie as helpless. We know that Fox cannot encourage us to keep reading the story to find out Maggie.”

1 — [Character profiles: Fox and Dog](#) and explain to students written outline of a character's appearance, qualities, thoughts

character profile with students.

Character headings of the character profile.

How a character looks.

Qualities of the character, such as being kind and happy.

How the character thinks, which we often work out by what they are not always written in the text.

What the character does in the story.

Character profiles information.

Character profiles information.
Direct place on the character profile for either Fox or Dog on

Words used and Ron Brooks has created images that give an idea about the characters of Fox and Dog.

Do not use the words 'mean' and 'untrustworthy' to describe the way she describes his actions and thoughts in order to infer what he is like.

Use the words we infer, we 'think in our head' to combine what they already know to draw a conclusion.

Example Two-week package – Science

SCIENCE

Lesson 1

Year 5

Topic: Discovering the solar system

Introducing the solar system

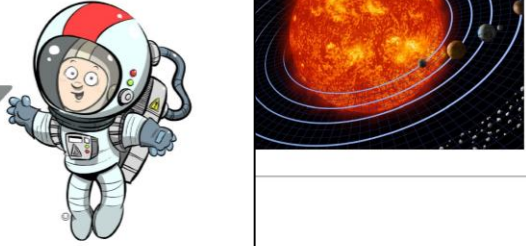
Today you will:

- ▶ understand that the universe is made up of many parts.

Resources	Key terms
Digital Video — The universe (3:00) Video — Drawing scaled planets (4:57)	galaxy, planet, solar system, star, sun, universe For definitions and explanations of terms, please see the Glossary .
Find and prepare Sheet 1 — Planetary data recording sheet (save for future lessons)	

Lesson

Hi! I'm Astro Andy the space explorer. Welcome to 'Our place in the solar system'. You will learn about people's contributions to our understanding of the Earth and our solar system. You will also learn about scientific understandings, discoveries and inventions that have solved problems and directly affected our lives. Let's get started exploring our solar system.



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1. Smith, H. & Generosa, L. (NASA) The Solar System, http://commons.wikimedia.org/wiki/File%3ASolar_sys.jpg

Year 5 Science Lesson 1

4. Read the information in the table below about the size of the sun and of each planet in our solar system.

	Size	Scaled size <small>1 : 1 000 000 000</small>
sun	1 392 000 km	139.2 cm
Mercury	4 900 km	0.5 cm
Venus	12 100 km	1.2 cm
Earth	12 800 km	1.3 cm
Mars	6 800 km	0.7 cm
Jupiter	143 000 km	14.3 cm
Saturn	120 000 km	12.0 cm
Uranus	51 200 km	5.1 cm
Neptune	48 600 km	4.9 cm

(Note: Some rounding has been used where appropriate.)




Now you will use the scaled size of the planets from the table to create a representation of each planet. You will do this by drawing each planet using a compass and pencil. Did you know that you can halve the scaled size of the planet to draw using a compass? For example, Saturn's scaled size is 12 cm, therefore half of its scaled size is 6 cm.

Answer the questions based on data from the planet table in Question 4.

What is the largest planet in our solar system?

Year 5 Science Lesson 1

Explore the different sizes of the planets and sun



Have you ever wondered how big Earth is in comparison to the other planets in our solar system? In the next part of this lesson you are going to construct representations of the planets and record data about the size of each planet in our solar system.


Year 5 Science Lesson 1

b. What is the smallest planet in our solar system?

c. Which planet is the closest in size to Earth?

6. Find **Sheet 1** — [Planetary data recording sheet](#) and record the size of planets in the solar system. Use the data from the planet table in Question 4. Some of the data has been recorded for you. Keep **Sheet 1** in a safe place ready for future lessons.

Reflection



In this lesson you have learnt about what makes up our universe and how big it is. With advances in technology, scientists are able to see further and further into our universe and learn more about it.

7. Create a list of new words from this lesson. For example: galaxy, planet, solar system, star, sun, universe.

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from one side to the other.

planets are physical objects. Planets are the same size as the Earth, then the distance between them is measured in metres rather than kilometres. The Earth has the smallest scale. The distance between planets is measured in kilometres.

below to help you create your own solar system.