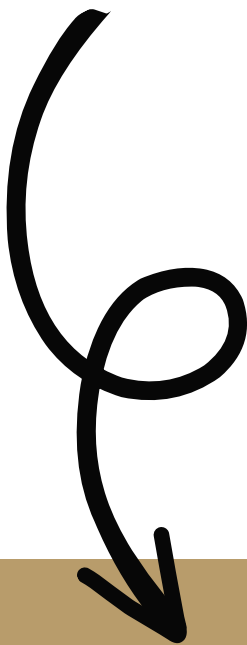


IGGY PECK ARCHITECT

BUILD A BIRD



SCROLL

to take a look inside!



MULTISTAGE K-2

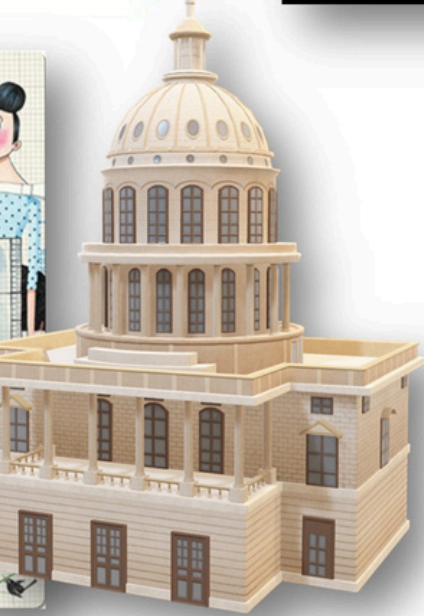
UNIT 10 TERM 2B

MULTISTAGE K-2

IGGY PECK ARCHITECT

CONTEXT

PRESENTATION



NSW Aligned Units



UNIT 10

CONTEXT REPRESENTATION

K-2 multi-age - Year B - Unit 10

where you deem them useful for your students

I do we do you do

I DO	WE DO	YOU DO	YOU DO
• Direct Instruction	• Interactive Checks, Prompts, Cues	• Provide Feedback	• Student Assumes Full Responsibility

Click on the icon if it will say TEMPLATE PREVIEW. Click on that link to make your copy.



MULTISTAGE TERM 2B

YEAR K-2 UNIT 10

★ Huge powerpoint to support the teaching of this unit.

★ Year B MULTISTAGE

★ Years K-2



A collage of educational resources for the 'MULTISTAGE K-2 UNIT 10 TERM 2B' unit. It features the book 'IGGY PECK ARCHITECT' by Andrea Beaty, a model of a suspension bridge, and various teaching aids including a 'UNIT 10 CONTEXT REPRESENTATION' poster, a 'MULTISTAGE K-2' banner, and a 'K-2 multi-age - Year B - Unit 10' poster. The resources are designed to support the teaching of the unit.

Aligned to NSW curriculum

✓ 170+ Page PPT

✓ embedded videos

✓ teaching notes

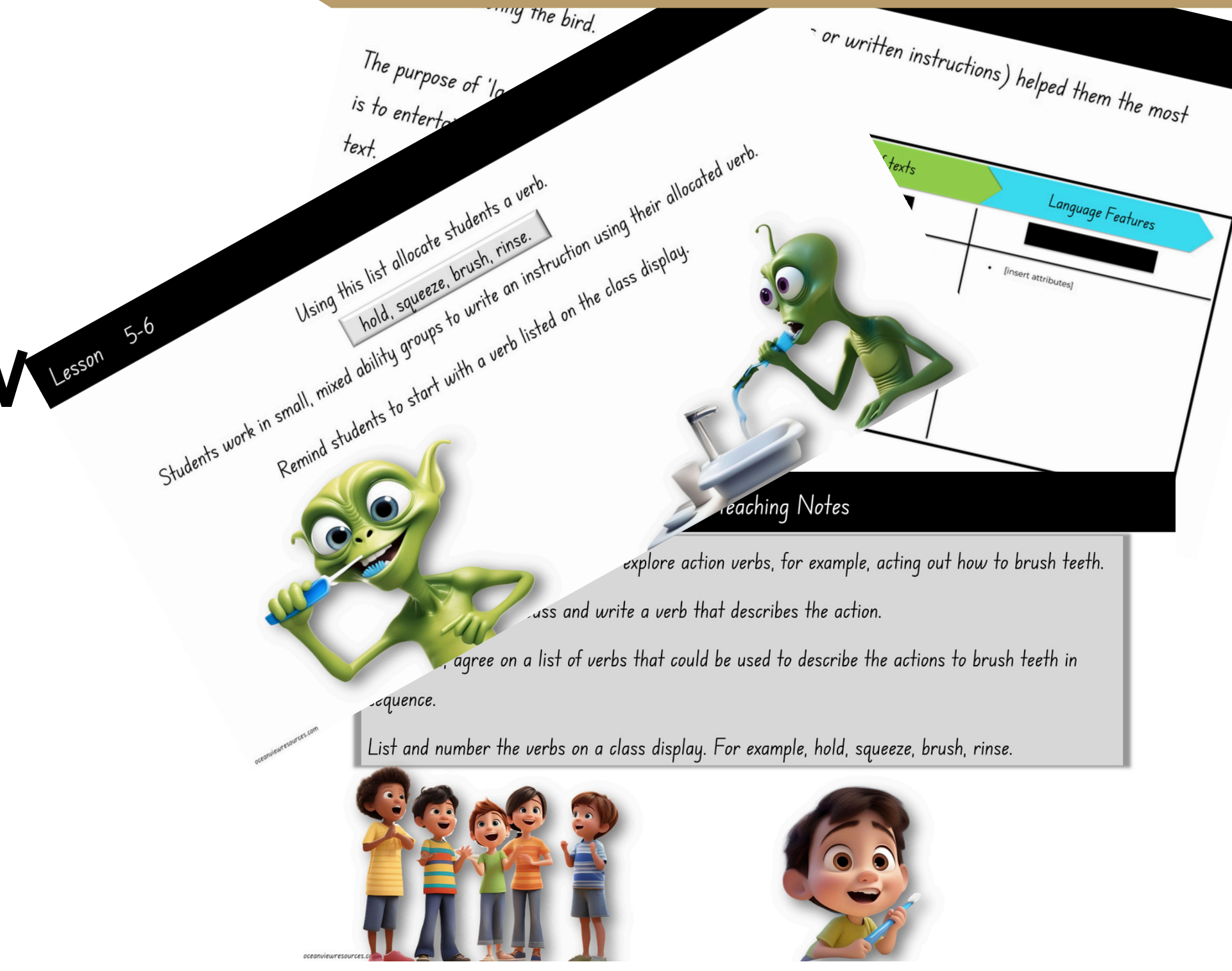
✓ interactive contents

✓ differentiated



- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ engaging

time saving for
easy planning



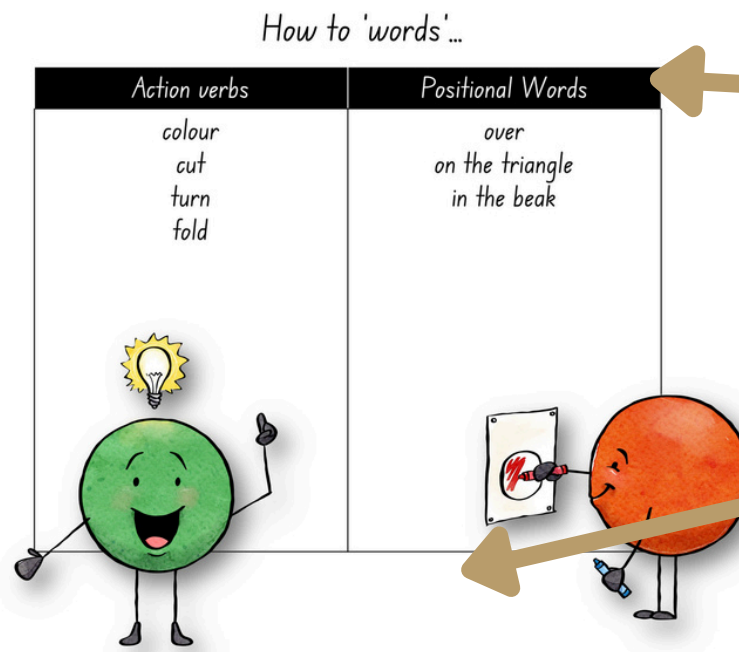
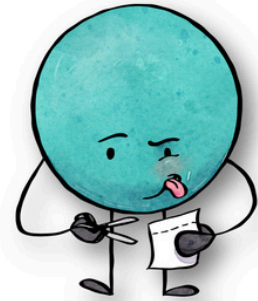
What's inside?

Lesson 4-6

You will use the list from activity 5 to create
Directions on how to make something.

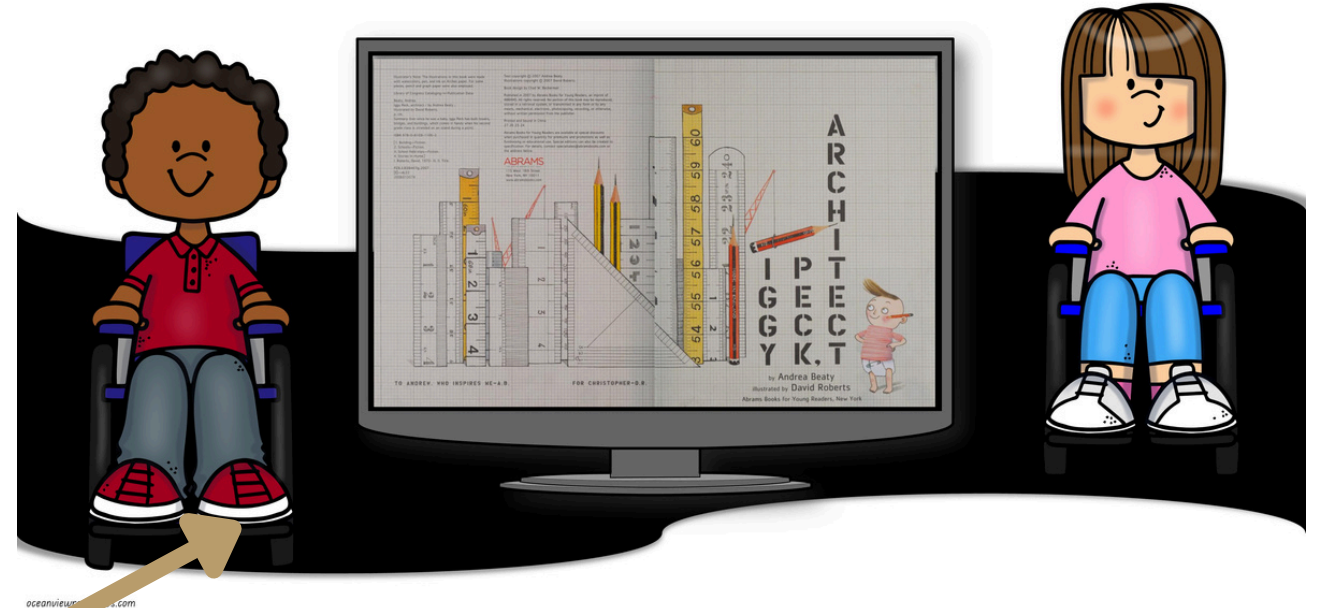
e.g.

'I cut the paper'



student
worksheets
landscape

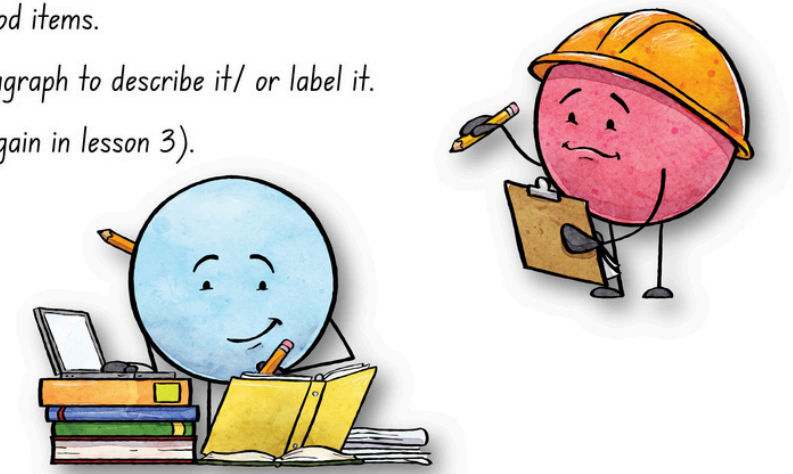
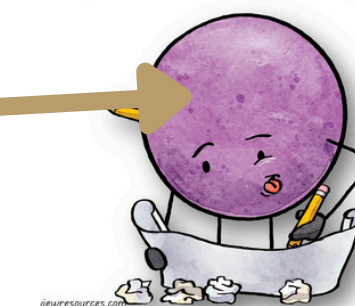
Lesson 2-1 [Re-read](#)



Lesson 1-11

Task

Imagine you are all architects, like Iggy Peck, and you will design (draw) a bridge.
Draw a bridge that is made from everyday materials found at home or in the classroom, for example,
pencils, chairs, mini whiteboards, food items.
Then write a short sentence or paragraph to describe it/ or label it.
(We will use your bridge designs again in lesson 3).



Lesson 4-2

What you need:

- Coloured pencils
- Scissors
- Glue
- Bird template

HOW TO BUILD YOUR BIRD



1. Colour the bird.

2. Cut the bird.

3. Turn the paper over. Fold on the dotted lines.

4. Put glue on the triangle that says 'Glue A'. Fold the triangle down.

5. Put glue on the triangle that says 'Glue B'. Fold the triangle down.

6. Wait for the glue to dry. Put 2 fingers in the beak to move it up and down!

This is an informative text, and its purpose is to give instructions on how to make something.

Colourful images

support the NSW
DET units

Interactive Slides

linked to units



print and go



embedded videos

over 130
pages of
slides

pdf and
PowerPoint
versions

NSW Aligned Units

MULTISTAGE K-2 UNIT 10 TERM 2B

Lesson 1-1/4: Think-Pair-Share, IGGY PECK ARCHITECT, What type of food is it? What is the author's intention?

Lesson 1-1/5: architect, architect, An architect is a person who plans and guides the building of things such as houses and bridges.

Lesson 1-1/6: Features of Text, Language Features, Imaginative Text, [Insert attributes]

Lesson 2-1: IGGY PECK ARCHITECT, David Roberts, An architect is a person who plans and guides the building of things such as houses and bridges.

Quick Links

Lesson 1 Lesson 2 Lesson 3

Lesson 6 Lesson 7 Lesson 8

NSW Aligned Units

MULTISTAGE K-2 UNIT 10 TERM 2B

Stage 1 Lesson 2-1/8: Authors use simple sentences to express one idea clearly and directly. These sentences are often used for basic descriptions, actions, or statements. Compound sentences are to combine two related ideas into one sentence. This helps to show connections between thoughts and create more complex and engaging writing.

Lesson 3-5: Using our transition ideas, we will co-construct a sentence describing Miss Lisa Green walking across the bridge. For example, "Miss Lisa Green hopped with joy on the wobbly across the bridge." Identify the verb and adjective used in the sentence.

Lesson 4-4: The diagrams help make sense of the instructions. Highlight the use of the color, cut, fold and glue in the written instructions. Present these words as a feature of informative texts.

Lesson 4-6: You will use the list from activity 5 to create Directions on how to make something. How to write... You will use the list from activity 5 to create Directions on how to make something. How to write... You will use the list from activity 5 to create Directions on how to make something. How to write...

NSW Aligned Units

MULTISTAGE K-2 UNIT 10 TERM 2B

Lesson 5-4: Using this list students create a work. Students work in small, mixed ability groups to write an instruction using their allocated work. Remind students to start with a verb listed on the class display.

Lesson 6-4: Firstly, you will need background knowledge about bridges to design and make a bridge project. Remind the bridge building from activity 1 and then you will be creating more about bridges to help you with your design. Use the website: [Bridges 101](#).

Lesson 6-11: Students participate in a gallery walk to view what information was recorded about bridges. Encourage students to identify any new pieces of information that they could include on Resource 5. What do you know about bridges?

Lesson 6-6: WATCH THE VIDEO ABOUT BRIDGES

NSW Aligned Units

MULTISTAGE K-2 UNIT 10 TERM 2B

MULTISTAGE K-2
IGGY PECK ARCHITECT
CONTEXT
REPRESENTATION

IGGY PECK ARCHITECT by Andrea Beatty

UNIT 10
CONTEXT
REPRESENTATION

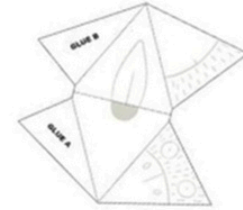
K-2 multi-age - Year B - Unit 10

What you need:

- Coloured pencils
- Scissors
- Glue
- Bird template



HOW TO BUILD YOUR BIRD



“This was a great resource. My students loved doing the activities and I found it very helpful!”

“Fantastic resource! I absolutely love it. Easy to use and very engaging for the students.”

“Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!”

Design a bridge out of household items.
Then write a short sentence or paragraph to describe it/ or label it.



Use your bridge design and write a short sentence describing how someone from our class might move across the bridge.

“Evie tiptoed carefully across the wobbly bridge so that she would not fall over the side.”

