




## Daily Learning Tasks: Green

## Weeks 2 – 3



These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.



We understand and appreciate the different circumstances for each family and their capacity to support their child/ren’s home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren’s teacher will be communicating with you weekly, so please inform them of your child/ren’s progress as well as your concerns and challenges.



<b>How do I contact my teacher?</b>		<p style="text-align: center;"><b>Screen Time Recommendations</b></p> <p>Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).</p> <p style="text-align: center;"><b>Supervision of Online Learning</b></p> <p>If your child is accessing online learning activities, please ensure your child is supervised.</p>
Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.		
<b>If you are self-isolating:</b>		
Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		<p style="text-align: center;"><b>Brain Breaks</b></p> <p>Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.</p>
<b>If the school is requested to close:</b>		
Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.		<p style="text-align: center;"><b>What learning is taking place at school?</b></p> <p>Students who are at school participate in the same Learning Units that are used at home.</p>
<b>Please note:</b>		
Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven’t heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.		
<b>End of week check:</b>	<b>Key:</b>	
Has my teacher seen my learning this fortnight?	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>photograph</p>  </div> <div style="text-align: center;"> <p>voice recording</p>  </div> <div style="text-align: center;"> <p>video</p>  </div> </div>	
If not, please send some of your learning to your teacher via Seesaw or another agreed method.		


# Daily Learning Tasks: Green






# Weeks 2 – 3

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Morning</b>	<p><b>Phonics/Spelling</b></p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p><b>Appendix 1: Phonics/Spelling List</b></p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> <li>1. Write all core list words and all sight words in your exercise book.</li> </ol> <p>Write 3 words from the extension list in your exercise book.</p> <ol style="list-style-type: none"> <li>2. Complete today's activity on Seesaw: Phonics/Spelling activity</li> </ol> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> <li>1. Rewrite your core list words and circle the sound that is the weekly focus. Then rewrite your sight words and circle the vowels.</li> <li>2. Complete today's activity on Seesaw: Phonics/Spelling activity</li> </ol> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> <li>1. Add or change suffixes (word endings) to make as many new words as you can.</li> </ol> <p>Example: <i>hard - harder, hardest, harden, hardening.</i> <i>stuff - stuffy, stuffier, stuffiest</i></p> <ol style="list-style-type: none"> <li>2. Complete today's activity on Seesaw: Phonics/Spelling activity</li> </ol>  <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> <li>1. Write three sentences of your choice. Circle the verbs in the sentence.</li> <li>2. Complete today's activity on Seesaw: Phonics/Spelling activity</li> </ol> <p><b>Appendix 1: What is a verb?</b></p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> <li>1. Write a silly sentence using some of your spelling words.</li> </ol> <p><i>Can you include 2 or more words from your spelling list in the one sentence?</i></p> <p>Illustrate your silly sentences and then read them to someone.</p>  <ol style="list-style-type: none"> <li>2. Complete today's activity on Seesaw: Phonics/Spelling activity</li> </ol> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>
	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p><b>Reading</b></p> <p>Read aloud with a parent/ carer.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>

Building Background Knowledge for Writing Week 2	Drawing for Writing Week 2	Planning for Writing Week 2	Composing/Drafting Writing Week 2	Revising/Editing Writing Week 2
<p><i>Over the next two weeks we are going to learn how to write a procedural text.</i></p> <p><i>A procedural text is a factual text. It tells you how to do or make something, with step by step instructions or directions e.g. recipe, science experiment, instructions for a craft activity.</i></p> <p><i>Writing a procedural text is a great way to teach others how to make or do something.</i></p> <p>With a parent/carer, read through:</p> <p><b>Appendix 2: Examples of Procedural Texts</b></p> <p>With a parent/carer, make a delicious sandwich for lunch.</p> <p>Parent/carer to explain the procedure, in detail, including the equipment needed, grocery items and steps involved.</p>	<p><i>Think carefully about the sandwich you made with your parent/carer yesterday. Visualise each step of the process.</i></p> <p>With a parent/carer determine how many steps were involved in the process from start to finish. On a new page in your scrapbook, divide the page using horizontal and vertical lines to allow a space for drawing each step of the process.</p> <p>Draw a detailed picture plan to show each step of the process. Think about the equipment and ingredients required for each step. Imagine that someone is going to follow your instructions. Would they be able to understand what is required at each step of the process from your plan?</p> <p><b>Appendix 3: WILF</b></p>	<p><i>Look closely at your picture plan from yesterday.</i></p> <p>Label your plan with descriptive words and phrases to describe the equipment, ingredients and actions that you would like to include in your written procedural text.</p> <p>Remember a <b>verb</b> is a word that is used to describe an action. Verbs will help your reader visualise the action required e.g. spread, place, cut.</p> <p><b>Appendix 3: WILF</b></p> 	<p><i>Let's use our labelled picture plan from yesterday to write our procedural text.</i></p> <p>On a new page in your exercise book, write the title '<b>How to Make a _____ Sandwich.</b>'</p> <p>Look at the example of a Procedural Text Plan:</p> <p><b>Appendix 4: Writing WILF</b></p> <p>On a new line write the heading '<b>Equipment</b>' and list the materials needed to make your sandwich.</p> <p>Now write the heading '<b>Ingredients</b>' and list the grocery items needed to make your sandwich.</p> <p>On a new line write the heading '<b>Method.</b>' What were the steps you took during the procedure? (Look at your labelled picture plan.) List the steps in order, remembering to use verbs to describe the actions.</p>	<p>With a parent/carer, reread your procedural text and consider how it may be improved.</p> <ol style="list-style-type: none"> <li>1. Check you have the correct punctuation.</li> <li>2. Have you used <b>verbs</b> to describe the actions in each step?</li> <li>3. Are the steps in the correct order?</li> <li>4. Have you used joining words (and, so, but, or, because) to make compound sentences?</li> <li>5. Is there any additional information you could include to make the procedure clearer for the reader to follow?</li> </ol> <p><b>Appendix 4: WILF</b></p> 

Drawing for Writing Week 3	Planning for Writing Week 3	Composing/Drafting Writing Week 3	Revising/Editing Writing Week 3	Publishing Writing Week 3
<p><i>This week we are going to write another procedural text. This time you will write a procedural text of your choice.</i></p> <p>With a parent/carer, read through:</p> <p><b>Appendix 5: Procedural Text Ideas</b></p> <p>Select one of the topics listed or you could choose to write about a topic of your choice.</p> <p>Visualise the steps to be carried out for your chosen topic and determine how many steps are involved in the process from start to finish.</p> <p>On a new page in your scrapbook, divide the page using horizontal and vertical lines to allow a space for drawing each step of the process.</p> <p>Draw a detailed picture plan to show each step of the process. Imagine that someone is going to follow your instructions. Would they be able to understand what is required at each step of the process from your plan?</p> <p>Access: Writing Enrichment Learning Grid</p>	<p><i>Look closely at your picture plan from yesterday.</i></p> <p>Label your plan with descriptive words and phrases to describe the equipment/ materials/ ingredients and actions that you would like to include in your written procedural text.</p> <p>Remember a <b>verb</b> is a word that is used to describe an action. Verbs will help your reader visualise the action required e.g. stir, mix, build, pour, glue, add, etc.</p> <p><b>Appendix 3: WILF</b></p>  <p>Access: Writing Enrichment Learning Grid</p>	<p><i>Let's use our labelled picture plan from yesterday to write our procedural text.</i></p> <p>On a new page in your exercise book, write an appropriate title.</p> <p>Look at the example of a Procedural Text Plan:</p> <p><b>Appendix 4: Writing WILF</b></p> <p>On a new line write the heading '<b>Equipment</b>' and list the materials needed to carry out your chosen task/activity.</p> <p>On a new line write the heading '<b>Method.</b>' What are the steps required for your chosen task/activity? (Look at your labelled picture plan.) List the steps in order, remembering to use verbs to describe the actions.</p> <p>Access: Writing Enrichment Learning Grid</p>	<p>With a parent/carer, reread your procedural text and consider how it may be improved.</p> <ol style="list-style-type: none"> <li>1. Check you have the correct punctuation.</li> <li>2. Have you used <b>verbs</b> to describe the actions in each step?</li> <li>3. Are the steps in the correct order?</li> <li>4. Have you used joining words (and, so, but, or, because) to make compound sentences?</li> <li>5. Is there any additional information you could include to make the procedure clearer for the reader to follow?</li> </ol> <p><b>Appendix 4: WILF</b></p> <p>Access: Writing Enrichment Learning Grid</p>	<p>Reread your revised/edited procedural text.</p> <p>Starting on a new page of your exercise book, write your final procedural text.</p> <p>Concentrate on neat handwriting and quality.</p> <p>Record yourself reading your procedural text to your teacher. Also talk about:</p> <ol style="list-style-type: none"> <li>1. Something you did well.</li> <li>2. Something you could improve on.</li> </ol>  <p>Access: Writing Enrichment Learning Grid</p>

Break	Access: Brain Breaks Enrichment Learning Grid				
<b>Middle</b>	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid
	<p><b>Number of the Day</b> Choose at least one number:</p> <p><b>52 97 410 663 8201</b></p> <p>Represent the number using numerals, words, MAB blocks, partition according to place value and number sentences.</p> <p><b>Appendix 6: Number of the Day</b></p>  <p><b>Note:</b> In Week 3, complete the same activity using the numbers below:</p> <p><b>44 58 201 930 5678</b></p>	<p><b>Counting Practice</b> <b>Skip counting by 2s</b></p> <p>Count forwards by 2s starting from:</p> <ul style="list-style-type: none"> <li>• 24 (24, 26, 28...)</li> <li>• 3 (3, 5, 7...)</li> <li>• 150 (150, 152, 154...)</li> <li>• 2150 (2152, 2154...)</li> </ul> <p>You can use your hundreds chart to assist you.</p> <p><b>Appendix 7: Hundreds Chart</b></p> <p><b>Note:</b> In Week 3, complete the same activity using the numbers below:</p> <p><b>24 76 378 4706</b></p>	<p><b>Number of the Day</b> Choose at least one number:</p> <p><b>81 88 543 753 6005</b></p> <p>Represent the number using numerals, words, MAB blocks, partition according to place value and number sentences.</p> <p><b>Appendix 6: Number of the Day</b></p> <p><b>Note:</b> In Week 3, complete the same activity using the numbers below:</p> <p><b>35 92 456 890 9042</b></p>	<p><b>Counting Practice</b> <b>Skip counting by 2s</b></p> <p>Count backwards by 2s starting from:</p> <ul style="list-style-type: none"> <li>• 24 (24, 22, 20, ...)</li> <li>• 21 (21, 19, 17, ...)</li> <li>• 150 (150, 148, ...)</li> <li>• 2150 (2150, 2148...)</li> </ul> <p>You can use your hundreds chart to assist you.</p> <p><b>Appendix 7: Hundreds Chart</b></p> <p><b>Note:</b> In Week 3, complete the same activity using the numbers below:</p> <p><b>16 21 172 3304</b></p>	<p><b>Number of the Day</b> Choose at least one number:</p> <p>Think of a few three- or four-digit numbers and complete the activity.</p> <p>Represent the number using numerals, words, MAB blocks, partitioning according to place value and number sentences.</p> <p><b>Appendix 6: Number of the Day.</b></p> <p><b>Note:</b> In Week 3, complete the same activity.</p>
	<p><b>Addition Practice</b> <b>Race to 50, 100, 200...</b></p> <ol style="list-style-type: none"> <li>1. Start with a <b>zero</b>.</li> <li>2. Roll a die and add this number to zero. Each time you roll the die add it to the previous number.</li> <li>3. The winner is the first person</li> </ol>	<p><b>Equal Groups</b></p> <p>Count out 36 objects (counters, buttons, rocks etc).</p>	<p><b>Subtraction Practice</b> <b>Race to Zero</b></p> <ol style="list-style-type: none"> <li>1. Start with <b>30, 50 or 100</b>.</li> <li>2. Write your challenge number on your white board or one hundreds chart.</li> <li>3. Roll a die and subtract that</li> </ol>	<p><b>Fractions</b> <b>Finding fractions of a whole</b></p> <ol style="list-style-type: none"> <li>1. Start with a piece of paper either a square or a rectangle.</li> <li>2. Fold it in half.</li> <li>3. Fold it in half again.</li> </ol>	<p><b>Family Fraction Fun</b></p> <ol style="list-style-type: none"> <li>1. Ask someone to get you a piece of fruit, vegetable, lolly or a biscuit. (Any food that can be divided into quarters.)</li> <li>2. Let them help you cut or</li> </ol>

	<p>to get to their challenge number. 4. If you want to play it by yourself, time how long it takes you to get to zero.</p> <p>Appendix 8: Race to 50, 100, 200...</p>	<p><b>Challenge:</b> How many equal groups can you make?  Record an array for each group and record the repeated addition.</p> <p>Appendix 8: Equal Groups &amp; Repeated Addition</p>	<p>number from your starting number.  4. The winner is the first person to reach zero.  5. If you want to play it by yourself, time how long it takes you to get to zero.</p> <p>Appendix 8: Race to Zero</p> 	<p>4. How many sections are there? Are they all equal? How can you tell?  5. Label each section using fraction notation. (Hint: The number of equal parts is written on the bottom.)</p>	<p>divide each item into quarters.  3. Display your quarters on a plate.  4. Discuss how you can prove that they are equal quarters.  Enjoy your Fractions Snack.</p> 
	<p><b>Note:</b> In Week 3, complete the same activity using two or three dice.</p> 	<p><b>Note:</b> In Week 3, count out 48 objects and repeat the activity above.  How many equal groups can you make?  Record an array for each group and record the repeated addition.</p>	<p><b>Note:</b> In Week 3, complete the same activity using two or three dice.</p>	<p><b>Note:</b> In Week 3, do this activity again and see if you can make eight equal parts. Label each section using the correct notation.</p> 	<p><b>Note:</b> In Week 3, repeat the activity above, this time dividing each item into eighths.  Have fun!</p> 
	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid
<b>Break</b>	Access: Brain Breaks Enrichment Learning Grid				
<b>Afternoon</b>	<p><b>Science &amp; Technology</b> Access: Science &amp; Technology Enrichment Learning Grid</p>	<p><b>PDHPE</b> Access: PDHPE Enrichment Learning Grid</p>	<p><b>Creative Arts</b> Access: Creative Arts Enrichment Learning Grid</p>	<p><b>History</b> Access: History/Geography Enrichment Learning Grid</p>	<p><b>Family Time or Free Play</b> Enjoy an activity with your family or have some free play.</p>
	<p><b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid</p>

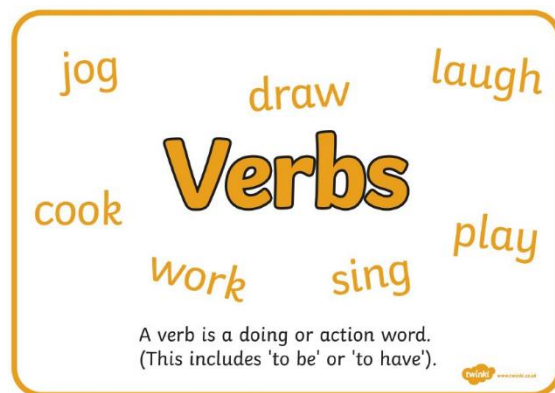
## Appendix 1

### Phonics/Spelling List

Week 2 – 'ar' digraph		
Rule: this is called a digraph. A digraph is two letters that, when placed together, generate one sound.		
Core List	Extension List	Sight Words
dart card start shark party arch	barked farmer sparks starting barnyard gardening	make there after

Week 3 – 'or' digraph		
Rule: this is called a digraph. A digraph is two letters that, when placed together, generate one sound.		
Core List	Extension List	Sight Words
word fork born afford story sport	working formed thorns forty torched scorecard	give before find

### What is a verb?




## Appendix 2

### Examples of Procedural Texts


(Sourced from twinkl.com.au)

### How to Brush Your Teeth


What you need:









Toothpaste



Toothbrush




Water

		
Get your toothbrush.	Slowly turn on the tap.	Carefully wet your toothbrush.
		
Gently squeeze the toothpaste onto the toothbrush.	Brush your teeth well and rinse out your mouth.	Slowly turn off the tap.

### How to Catch a Wave


**Things You Will Need**


Small foam board or surfboard  
Wetsuit




**Directions**

1. Put on your wetsuit, making sure that everything fits properly, is secure, and is zipped up correctly.
2. Use a light, small foam board or surfboard with a leg rope.
3. At the beach, select an area between the flags that is not too crowded.
4. Make sure you can always see a lifeguard.
5. Secure your board to you by placing the leg rope around your ankle.
6. Lie on your surfboard and paddle out beyond the shore break.
7. When you see a wave with a lip, turn your surfboard around so that it is facing the shore.
8. Begin to paddle furiously just before the wave reaches you.
9. Try kneeling on your surfboard once you are on the wave.
10. Bend your knees slightly, and use your arms to balance you when you are standing.





### Pancake Recipe



**Ingredients**

100g plain flour  
300ml milk  
2 eggs  
1tbsp caster sugar  
Lemon juice

**Equipment**

Sifter  
Large mixing bowl  
Kitchen scales  
Measuring jug  
Measuring spoons  
Wooden spoon  
Frypan  
Spatula  
Stove

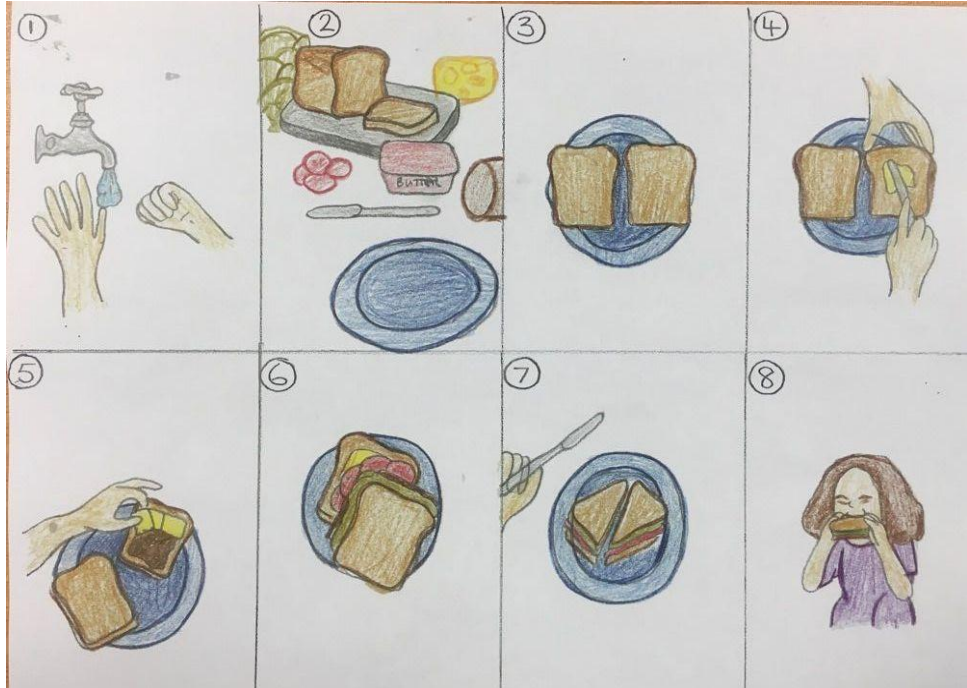

**Method**

1. Sift the flour into the mixing bowl.
2. Crack the eggs into the bowl.
3. Pour the milk into the bowl.
4. Stir vigorously until smooth.
5. Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
6. Turn the pancake when the bubbles begin to pop.
7. Serve sprinkled with lemon juice and sugar.



# Appendix 3

## Writing – WILF (examples only)

What I'm looking for (WILF)	
Drawing for Writing	Planning for Writing
	

## Appendix 4

### Writing - WILF (example only)

What I'm looking for (WILF)					
Composing/Drafting Writing (example only)	Composing/Drafting Writing				
<p><b>Procedural Text Plan</b></p> <p>Title: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Equipment</th> <th style="width: 50%; text-align: center;">Ingredients</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td></td> </tr> </tbody> </table> <p><b>Method</b></p> <p>Step 1: _____</p> <p>_____</p> <p>_____</p> <p>Step 2: _____</p> <p>_____</p> <p>_____</p> <p>Step 3: _____</p> <p>_____</p> <p>_____</p> <p>Step 4: _____</p> <p>_____</p> <p>_____</p> <p>Step 5: _____</p> <p>_____</p> <p>_____</p>	Equipment	Ingredients			<ol style="list-style-type: none"> <li>1. Title of your writing and date</li> <li>2. Capital letters and full stops</li> <li>3. Spaces between words</li> <li>4. Verbs to describe the actions in each step e.g. spread, place, cut, stir, mix.</li> <li>5. The steps included in your procedure are in the correct order</li> <li>6. The information in the procedure is real (factual)</li> <li>7. Your writing makes sense</li> </ol> <p>An adult can help you with topic words e.g. equipment, ingredients, method, margarine, lettuce, avocado.</p>
Equipment	Ingredients				

## Revising/Editing Tools

WALT edit our writing using the editing guide.

WILF



### Self-Editing







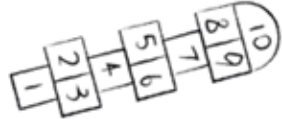





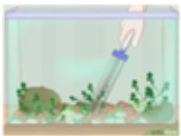



- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - *the wind<sup>was</sup> strong*
- New paragraph - *[Suddenly...*
- No erasers or white-out



## Appendix 5

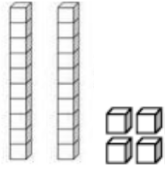
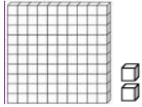
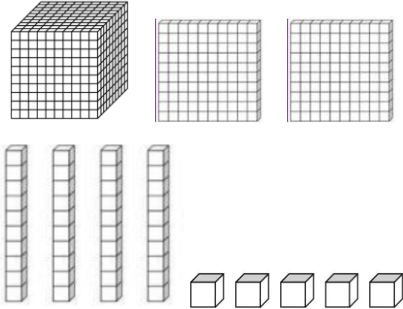
### Procedural Text Ideas

(Sourced from [www.teachstarter.com](http://www.teachstarter.com))

<p><b>Procedure Text Topic Cards</b></p> <p>How to Make an Ice Cream Sundae</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Pack Your School Bag</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Wash Your Dog</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Make a Puppet</p> 
<p><b>Procedure Text Topic Cards</b></p> <p>How to Get Dressed for School</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Make Your Bed</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Play Hopscotch</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Ride a Bike</p> 
<p><b>Procedure Text Topic Cards</b></p> <p>How to Plant a Seed</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Wash the Dishes</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Make a Pizza</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Build a Sandcastle</p> 
<p><b>Procedure Text Topic Cards</b></p> <p>How to Clean a Fish Tank</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Make your Breakfast</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Make a Milkshake</p> 	<p><b>Procedure Text Topic Cards</b></p> <p>How to Brush Your Teeth</p> 


## Appendix 6

### Number of the Day

Numerals	Words	MAB Blocks	Partitioning according to place value	Number Sentences How many can you make?
24	twenty-four		$20 + 4 = 24$	$14 + 10 = 24$ $30 - 6 = 24$ $5 + 5 + 5 + 9 = 24$ $28 - 4 = 24$
102	one hundred and two		$100 + 0 + 2 = 102$	$50 + 50 + 2 = 102$ $110 - 8 = 102$ $80 + 20 + 2 = 102$ $122 - 10 = 102$
1,245	one thousand, two hundred and forty-five		$1000 + 200 + 40 + 5 = 1,245$	$500 + 500 + 240 + 5 = 1,245$ $1,445 - 200 = 1,245$ $100 + 150 + 50 + 45 = 1,245$ $2,245 - 1,000 = 1,245$

## Appendix 7

### Hundreds Chart





The image shows a hundreds chart titled "Our Hundreds Chart". The title is written in a colorful, playful font. Below the title is a 10x10 grid of numbers from 1 to 100. The numbers are arranged in rows of 10, starting from 1 in the top-left corner and ending with 100 in the bottom-right corner. The grid is enclosed in a teal border.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Note: You should have a Hundreds Chart in your Resource Pack. If not, please inform your teacher.

## Appendix 8

### Race to 50, 100, 200... Race to Zero

What you will need	Race to 50, 100, 200 ...	Race to Zero
<ol style="list-style-type: none"> <li>1. Dice</li> <li>2. Hundreds chart</li> <li>3. Whiteboard markers</li> <li>4. Whiteboard</li> </ol>	 <p>Start at zero and roll a die or dice and add to reach your challenge number. Remember, you also use a white board.</p>	 <p>Start at your challenge number and roll a die or dice to reach zero. Remember you can also use a white board.</p>

### Equal Groups & Repeated Addition

16

Two equal groups



2 rows of 8 is 16

$$8 + 8 = 16$$

$$2 \times 8 = 16$$

Four equal groups



4 rows of 4 is 16

$$4 + 4 + 4 + 4 = 16$$

$$4 \times 4 = 16$$