




Daily Learning Tasks: Yellow

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.



How do I contact my teacher? 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.		Screen Time Recommendations Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning). Supervision of Online Learning If your child is accessing online learning activities, please ensure your child is supervised.
If you are self-isolating: Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		
If the school is requested to close: 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.		
Please note: 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.		Brain Breaks Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
End of week check: Has my teacher seen my learning this fortnight? If not, please send some of your learning to your teacher via Seesaw or another agreed method.	Key: photograph voice recording video   	
		What learning is taking place at school? Students who are at school participate in the same Learning Units that are used at home.


Daily Learning Tasks: Yellow




Weeks 2 – 3

Day 1		Day 2		Day 3		Day 4		Day 5	
Morning	<p>Phonics/Spelling</p> <p>Read over the phonics/ spelling core list and sight word list for the corresponding week.</p> <p>Appendix 1: Phonics/Spelling List</p> <p>Choose one activity below or do both:</p> <p>1. Select at least 8 words from the core list. Write your chosen words and all sight words in your exercise book.</p> <p>2. Complete today’s activity on Seesaw: Phonics/Spelling activity</p> <p>Access: Phonics/Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/ spelling core list and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <p>1. Rewrite your core list words and trace the sound that is the weekly focus with a coloured pencil. Then rewrite your sight words and trace the vowels with a coloured pencil.</p> <p>2. Complete today’s activity on Seesaw: Phonics/Spelling activity</p> <p>Access: Phonics/Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/ spelling core list and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <p>1. Rewrite your words in alphabetical order, including your core list words and sight words.</p> <p>2. Complete today’s activity on Seesaw: Phonics/Spelling activity</p> <p></p> <p>Access: Phonics/Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/ spelling core list and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <p>1. Rewrite your core list words and sight words using fancy writing.</p> <p>2. Complete today’s activity on Seesaw: Phonics/Spelling activity</p> <p></p> <p>Access: Phonics/Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/ spelling core list and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <p>1. Write a sentence using a spelling word in each sentence.</p> <p>Can you include 2 or more words from your spelling list in the one sentence?</p> <p>2. Complete today’s activity on Seesaw: Phonics/Spelling activity</p> <p></p> <p>Access: Phonics/Spelling Enrichment Learning Grid</p>				
	<p>Reading</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>Reading</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>Reading</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>Reading</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>Reading</p> <p>Enjoy a book on your own.</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>Appendix 2: Examples of Procedural Texts</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>Appendix 3: WILF</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 verb 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>Appendix 3: WILF</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 'How to Make a _____ Sandwich.'</p> <p>Look at the example of a Procedural Text Plan:</p> <p>Appendix 4: Writing WILF</p> <p>On a new line write the heading 'Equipment' and list the materials needed to make your sandwich.</p> <p>Now write the heading 'Ingredients' and list the grocery items needed to make your sandwich.</p> <p>On a new line write the heading 'Method.' 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"> 1. Check you have the correct punctuation. 2. Have you used verbs to describe the actions in each step? 3. Are the steps in the correct order? 4. Have you used joining words (and, so, but, or, because) to make compound sentences? 5. Is there any additional information you could include to make the procedure clearer for the reader to follow? <p>Appendix 4: WILF</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>Appendix 5: Procedural Text Ideas</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><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 verb 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>Appendix 3: WILF</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>Appendix 4: Writing WILF</p> <p>On a new line write the heading 'Equipment' and list the materials needed to carry out your chosen task/activity.</p> <p>On a new line write the heading 'Method.' 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>With a parent/carer, reread your procedural text and consider how it may be improved.</p> <ol style="list-style-type: none"> 1. Check you have the correct punctuation. 2. Have you used verbs to describe the actions in each step? 3. Are the steps in the correct order? 4. Have you used joining words (and, so, but, or, because) to make compound sentences? 5. Is there any additional information you could include to make the procedure clearer for the reader to follow? <p>Appendix 4: WILF</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"> 1. Something you did well. 2. Something you could improve on. 

	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid
Break	Access: Brain Breaks Enrichment Learning Grid				
Middle	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid
	<p>Number of the Day Choose at least one number: 19 41 63 531 Represent the number using numerals, words, MAB blocks, place value partitioning and number sentences.</p> <p>Appendix 6: Number of the Day.</p> <p>Note: In Week 3, complete the same activity using the numbers below: 14 28 56 331</p>	<p>Counting Practice Skip Counting Count forwards by 2s. <i>How far can you go in one minute?</i> 10, (10, 12, ...) 24, (24, 26, ...) 100, (100, 102, ...)</p> <p>Note: You can use the hundreds chart to help you.</p> <p>Repeat this activity over the two weeks.</p>	<p>Number of the Day Choose at least one number: 38 87 91 411 Represent the number using numerals, words, MAB blocks, place value partitioning and number sentences.</p> <p>Appendix 6: Number of the Day.</p> <p>Note: In Week 3, complete the same activity using the numbers below: 11 67 84 305</p>	<p>Counting Practice Skip Counting Count backwards by 2s. From: 10, (10, 8, ...) 24, (24, 22, ...) 100, (100, 98 ...)</p> <p>Note: You can use the hundreds chart to help you.</p>  <p>Repeat this activity over the two weeks.</p>	<p>Number of the Day Choose at least one number: Think of a few two- and three-digit numbers and complete the activity Represent the number using numerals, words, MAB blocks, place value partitioning and number sentences.</p> <p>Appendix 6: Number of the Day.</p> <p>Note: In Week 3, complete the same activity as above.</p>

	<p>Addition Practice Race to 30, 50, 100...</p> <ol style="list-style-type: none"> 1. Start with a zero. 2. Roll a die and add this number to zero. Each time you roll the die, add it to the previous number. 3. The winner is the first person to get to their challenge number.  <p>Appendix 6: Race to 30, 50, 100...</p> <p>Note: In Week 3, repeat the activity above. If you want to challenge yourself use two dice.</p>	<p>Equal Groups</p> <p>Count out 24 objects (counters, buttons, rocks etc).</p> <ol style="list-style-type: none"> 1. Organise into groups of 2, and skip count the objects by 2s. 2. Draw your groups of 2 in your workbook using pictures and numerals.  <p>Note: In Week 3, count out 30 objects and repeat the activity above.</p>	<p>Subtraction Practice Race to Zero</p> <ol style="list-style-type: none"> 1. Start with 30, 50 or 100. 2. Write your challenge number on your white board or one hundreds chart. 3. Roll a die and subtract that 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>Appendix 6: Race to Zero</p> <p>Note: In Week 3, repeat the activity above. If you want to challenge yourself use two dice.</p>	<p>Fractions Finding fractions of a whole</p> <ol style="list-style-type: none"> 1. On a piece of paper draw a square and a rectangle and divide it into halves. 2. Colour each half a different colour. 3. Label your 2D shapes with the correct notation. E.g. $\frac{1}{2}$ <p>Note: In Week 3, on a piece of paper draw a triangle and a circle. Divide each into halves. Colour each half a different colour. Remember to label your 2D shapes.</p>	<p>Family Fraction Fun</p> <ol style="list-style-type: none"> 1. Ask someone to get you a piece of fruit, vegetable, lolly or a biscuit. (Any food that can be divided into halves.) 2. Let them help you cut or divide each item into halves. 3. Display your halves on a plate. 4. Discuss how you can prove that they are equal halves. <p>Enjoy your Fractions Snack.</p>  <p>Note: In Week 3, repeat the activity above.</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
Break	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	<p>Science & Technology</p> <p>Access: Science & Technology Enrichment Learning Grid</p>	<p>PDHPE</p> <p>Access: PDHPE Enrichment Learning Grid</p>	<p>Creative Arts</p> <p>Access: Creative Arts Enrichment Learning Grid</p>	<p>History/Geography</p> <p>Access: History/ Geography Enrichment Learning Grid</p>	<p>Family Time or Free Play</p> <p>Enjoy an activity with your family or have some free play.</p>
	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>

Appendix 1

Phonics/Spelling List

Week 2 – dr, gr		
Rule: Adjacent Consonants are two or more consonants that appear next to one another within a word and they each represent a different sound. e.g. drop - the 'dr' are adjacent consonants because they appear next to each other but they make two different sounds. /d/ and /r/.		
Core List		Sight Words
drag	dropped	like
drip	drilling	about
drum	dragon	same
grid	grins	too
grab	grunted	
green	grilling	

Week 3 – sn, st		
Rule: Adjacent Consonants are two or more consonants that appear next to one another within a word and they each represent a different sound. e.g. stop - the 'st' are adjacent consonants because they appear next to each other but they make two different sounds. /s/ and /t/.		
Core List		Sight Words
snug	snaps	don't
snip	snake	because
sniff	snoring	game
step	stuffing	who
stem	stars	
stamp	stabbed	


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

- Put on your wetsuit, making sure that everything fits properly, is secure, and is zipped up correctly.
- Use a light, small foam board or surfboard with a leg rope.
- At the beach, select an area between the flags that is not too crowded.
- Make sure you can always see a lifeguard.
- Secure your board to you by placing the leg rope around your ankle.
- Lie on your surfboard and paddle out beyond the shore break.
- When you see a wave with a lip, turn your surfboard around so that it is facing the shore.
- Begin to paddle furiously just before the wave reaches you.
- Try kneeling on your surfboard once you are on the wave.
- 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

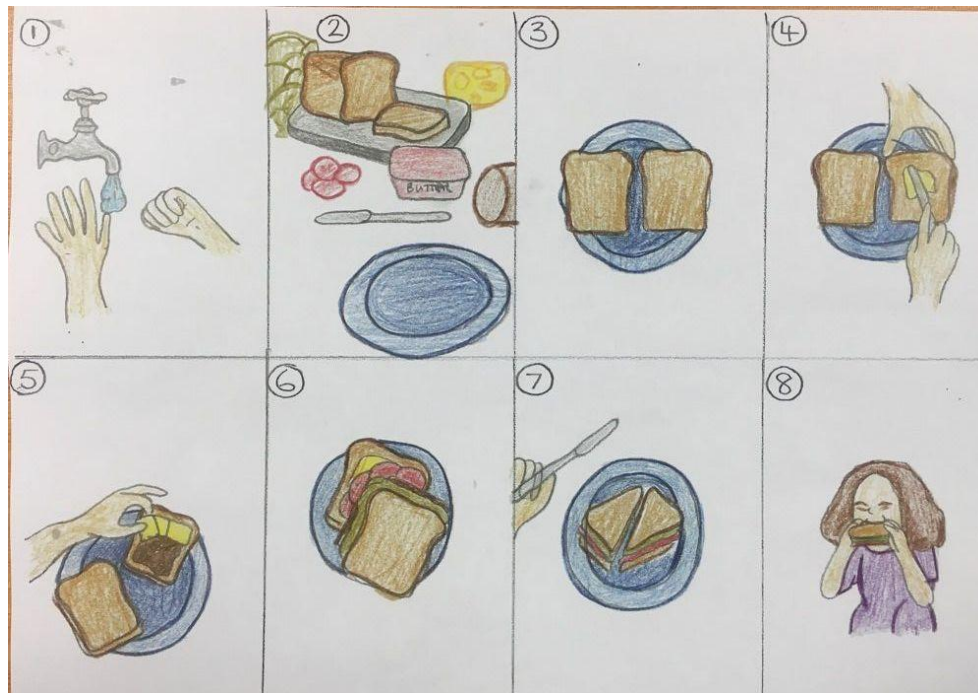
- Sift the flour into the mixing bowl.
- Crack the eggs into the bowl.
- Pour the milk into the bowl.
- Stir vigorously until smooth.
- Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
- Turn the pancake when the bubbles begin to pop.
- Serve sprinkled with lemon juice and 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 style="text-align: center;">Procedural Text Plan</p> <p>Title: _____</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Equipment</th> <th style="width: 50%;">Ingredients</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> </tr> </tbody> </table> <p>Method</p> <p>Step 1: _____</p> <p>_____</p> <p>Step 2: _____</p> <p>_____</p> <p>Step 3: _____</p> <p>_____</p> <p>Step 4: _____</p> <p>_____</p> <p>Step 5: _____</p> <p>_____</p>	Equipment	Ingredients			<ol style="list-style-type: none"> 1. Title of your writing and date 2. Capital letters and full stops 3. Spaces between words 4. Verbs to describe the actions in each step e.g. spread, place, cut, stir, mix. 5. The steps included in your procedure are in the correct order 6. The information in the procedure is real (factual) 7. Your writing makes sense <p>An adult can help you with topic words e.g. equipment, ingredients, method, margarine, lettuce, avocado.</p>
Equipment	Ingredients				

WALT edit our writing using the editing guide.

WILF



Self-Editing







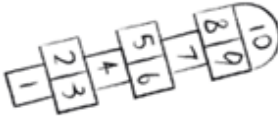

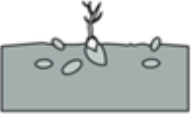






- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - the wind ^{was} strong
- New paragraph - [Suddenly...]
- No erasers or white-out



Appendix 5

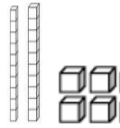
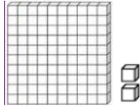
Procedural Text Ideas

(Sourced from www.teachstarter.com)



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

Appendix 6

Number of the Day

Numerals	Words	MAB Blocks	Partition 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		$100 + 0 + 2 = 102$	$50 + 50 + 2 = 102$ $110 - 8 = 102$ $80 + 20 + 2 = 102$ $122 - 10 = 102$

Race to 30, 50, 100... Race to Zero

What you will need	Race to 30, 50, 100...	Race to Zero
<ol style="list-style-type: none"> 1. Dice 2. Hundred chart 3. White board markers 4. White board 	 <p>Start at zero and continue to add until you reach your challenge number.</p> <p>Remember you can record answers on your white board.</p>	 <p>Start at your challenge number, 30, 50, 100 and subtract until you reach zero.</p> <p>Remember you can record answers on your white board.</p> <ol style="list-style-type: none"> 1. Start from 30 2. Start from 50 3. Start from 100