

Monday

Today we are learning

English – What is a procedure?

Maths – Identify and sorting coins.








The materials I will need are





- Worksheets
- Lead Pencil
- A4 Writing book

When you see this icon







you will need your A4 writing book.

Zones Check In 	How are you feeling this morning? Which zone are you in? If you are not in green zone, how can you get to green zone?
	9-10am English 1. Watch the video – What is a procedure. 2. Look at the poster on procedures attached. 3. Complete the questions asked in your writing book.  
Stop and enjoy a fruit break outside – stretch and touch your toes 3 times	
	10 – 10:30am Reading Comprehension Complete the attached reading comprehension sheet. Read through the procedure and answer the questions on the sheet. 
	10:30 – 11am Spelling – Complete the spelling task for the day (in attachments). 
Stop and have something to eat and go outside and enjoy the fresh air.	
	12 – 1:30pm Maths Warm Up Ladders (instructions are attached). If you don't have dice, write the numbers on pieces of paper and pull them out instead.  Number Fact Fluency Using the fact sheet given set a timer for four minutes and do as many of the number facts as you can. Record how far you get and see if you can beat it by one tomorrow.  Movement Break Go noodle - https://app.gonoodle.com/ You can set up a free go noodle account using your email, students can choose their favourite. They should be familiar.  Maths Lesson Complete the attached worksheet on money. Take a picture for your teacher.
Stop and have some lunch. Play outside for 30 minutes	

	<p>2-3pm</p> <p>Follow the video procedure on go noodle on How To Make a Fortune Teller, make a fortune teller. https://app.gonoodle.com/</p> <p>If you don't have access to the video there is an instruction sheet provided.</p> 
<p>Check In</p> 	<p>Fill in your check in sheet for Monday. Take a photo for your teacher.</p> 

Daily Check In

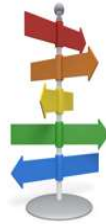
	Monday
What zone are you in?	
How did I work today?	<div>  <p>I can do better</p> </div> <div>  <p>I did ok</p> </div> <div>  <p>I did a great job</p> </div>
One thing I can do better. Eg. I can be faster in my fast facts.	
One thing I am proud of. Eg. I finished all my work	

Procedure Text

Procedure texts inform how to do or make something through a series of steps.

There are many types of procedure texts, such as:

- recipes
- instructions
- directions
- rules.



Students to view the Video — What is a procedure?

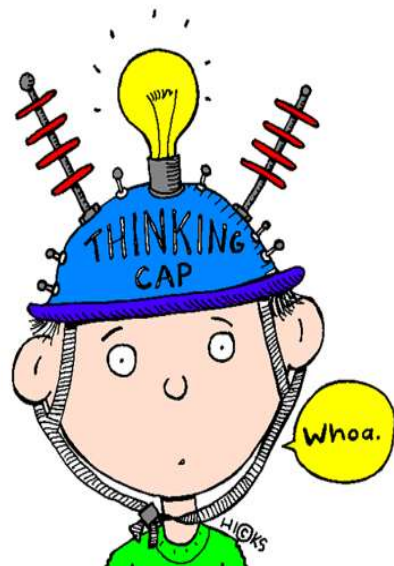


Answer these questions in your writing book?

What is the purpose of a procedure?

What is a procedure you do every day?

What other procedures do you know?



HOW TO MAKE

Pancakes

Ingredients:

1 cup of self-raising flour
1 tablespoon of sugar
1 egg, lightly beaten
 $\frac{3}{4}$ cup of milk
50 g butter, melted

Equipment:

Mixing bowl
Wooden spoon
Sifter
Whisk



Method:

- 1) Wash your hands with soap and then gather all the ingredients.
- 2) Whisk the flour and sugar in a mixing bowl.
- 3) Mix in the egg.
- 4) Mix in the milk a little at a time until the batter is smooth and lump free.
- 5) Put the pan on medium heat.
- 6) Brush butter over the cooking surface.
- 7) Pour $\frac{1}{4}$ of a cup of the pancake mixture into the middle of the pan.
- 8) Flip the pancake over when large bubbles form on the surface.
- 9) Cook until lightly golden on the other side.
- 10) Repeat steps 7-10 until all of the pancake mixture has gone.

Comprehension Questions

1) What is this procedure about?

2) List the things you will need.

3) How many steps are there in this procedure?

4) List the ten words used at the beginning of each step.

5) What types of words are these? (e.g. noun, verb, adjective)

6) What would happen if you forgot to complete step 5 of the method?

Spelling Week 2 - Monday

Weekly Focus:

Long vowel patterns

ā — 'ei', 'a_e'; ē — 'ie', 'ea'; ī — 'igh', 'i_e'

Long vowel patterns are patterns of vowels that make the long vowel sound. The long vowel sounds are: /a/, /e/, /i/, /o/ and /u/ — or the names of the letters. There are a number of vowel patterns that make the long vowel sounds. The long vowels are indicated by using a small straight line above the letter, for example: ā, ē, ī, ō, ū.

Activity 1:

Watch the attached video

Week 2 spelling video Long Vowel Patterns



Activity 2:

Write out your words on the weekly spelling handwriting sheet under "Week 2."

WEEK 2	Tuesday	Wednesday	Thursday	Friday
veil				
eight				
brave				
field				
brief				
dream				
high				
night				
glide				
shine				

WEEK 2TuesdayWednesdayThursdayFriday

veil



eight



brave



field



brief



dream



high



night



glide



shine

Ladders

A game for small groups
or Whole Class

Big Idea: Place Value

Suits: Years 1-7

Materials:

10 sided dice (2 per group)

The aim of the game is for each player to write 2 digit numbers and order them correctly.

Instructions:

- Each player draws a ladder with 6 rungs (7 spaces).
- Players take turns to roll the dice and use the digits to make a 2-digit number. For example, Player 1 rolls 6 and 8. He can make 68 or 86.
- Players write their chosen number in one of the spaces on their ladder.
- Players continue to roll the dice and add numbers to their ladder, keeping a sequence of smallest to biggest (bottom to top)
- The first player who fills their entire ladder is the winner.

There will be times when a player is unable to write a number on their ladder, they simply miss their turn. For example, a player with the ladder above rolls a 5 and a 6, there is nowhere to put 56 or 65, so they miss their turn.



To play the game as a whole class, each student draws their own ladder. The teacher rolls the dice. Students choose the number to be made and write it on their own ladders. Students will complete their ladders at different times. Discuss students' strategies for playing the game.

Be aware that:

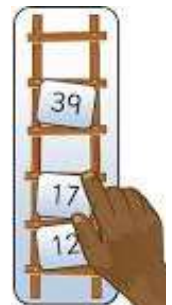
- The first time students play this game, they may not have a strategy for making and placing numbers.
- Have this discussion with them after the first game. Talk about the biggest and smallest numbers possible.

Differentiate the task by:

- Using three dice and making 3-digit whole numbers
- Rolling two dice to make numbers with decimals, eg. 6 and 6 are rolled. Possible numbers are 5.6 and 6.5
- Varying the number of rungs on the ladder.
- Using fewer or more dice to suit ages and abilities.
- Using a 6-sided dice.
- Having students record all possible numbers from their rolls, not just the one they are using.
- Giving students the lowest number and the highest number on the ladder. Students make and order numbers within the given range.

Guiding Questions:

- *What strategy did you use when choosing numbers to put on the ladder?*
- *How did you decide where to place your numbers?*
- *What are you doing now that you weren't doing the first time you played this game?*



$6 + 6 =$	$8 - 6 =$	$9 - 3 =$	$13 - 4 =$	$4 - 1 =$
$14 + 5 =$	$2 + 17 =$	$7 - 4 =$	$4 + 9 =$	$4 - 2 =$
$9 - 7 =$	$3 + 9 =$	$15 - 1 =$	$20 - 10 =$	$10 - 5 =$
$2 + 11 =$	$3 + 1 =$	$14 - 7 =$	$17 + 2 =$	$2 + 3 =$
$2 + 15 =$	$3 - 2 =$	$9 + 3 =$	$6 + 4 =$	$15 - 6 =$
$7 - 3 =$	$11 + 5 =$	$8 - 5 =$	$7 + 8 =$	$4 + 6 =$
$10 + 10 =$	$18 - 4 =$	$3 + 4 =$	$20 - 19 =$	$4 + 9 =$
$8 - 2 =$	$10 + 0 =$	$8 + 8 =$	$14 + 2 =$	$7 - 2 =$
$11 + 1 =$	$13 - 5 =$	$17 - 2 =$	$9 - 4 =$	$19 + 1 =$
$14 - 1 =$	$12 - 9 =$	$3 + 7 =$	$5 + 5 =$	$15 - 9 =$

Correct answers:

Time:

Name: _____

I Spy
Australian
Notes

I can identify values of
Australian notes.



\$100 - green

Colour Key

\$50 - yellow

\$20 red

\$10 - blue

\$5 - pink

Name: _____

Dollars or
Cents?

I can sort Australian
money as dollars or cents.



Dollars

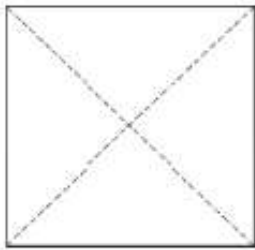
Cents



Fortune Teller

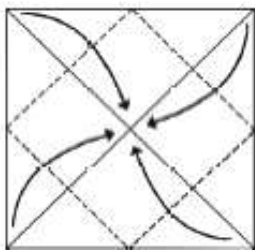
Instructions

①



With pictures face down, fold on both diagonal lines. Unfold.

②



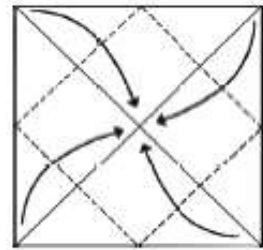
Fold all four corners to the centre.

③



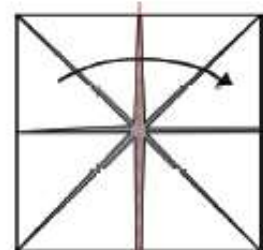
Turn paper over.

④



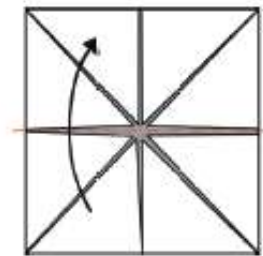
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold.

⑥



Fold in half from top to bottom. Do not unfold.

⑦

