

Level F Remote Learning Pack – Day

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit Teaching and Learning Tasks	Resources
Session 1: Wellbeing 9-9.20am	<p>LI</p> <ul style="list-style-type: none"> We will learn about our emotions We will learn about how people show emotions on their face and body <p>SC</p> <ul style="list-style-type: none"> I can name some emotions I can show what emotions look like on someone's face or body 	<p>Personal and Social Capability</p> <p><u>Self-Awareness and Management</u></p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPCSE001)</p>	<p><u>Attendance, social skill development and wellbeing check-in activity (Whole class video conference)</u></p> <p>What do emotions look like?</p> <ol style="list-style-type: none"> Explain that today we are going to learn about emotions. Read "Today I Feel Silly: And Other Moods that Make My Day" by Jamie Lee Curtis Invite students to discuss what they notice about each illustration and to guess what they think the character is feeling – prompt for facial expressions and body language as needed. Record responses. 	<p>Well-being activity wellbeing-social-emotional-learning-activities-primary.pdf (education.vic.gov.au)</p> <p>Book: Today I Feel Silly: And Other Moods that Make My Day" by Jamie Lee Curtis</p> <p>Full instructions: Page 5 of Resilience, Rights and Respectful Relationships - Foundation)</p>
Session 2: Literacy 1 9.20-10.00am	<p>LI</p> <ul style="list-style-type: none"> We can recognise the letters s, a, t, p, i, n and the sounds they make in words <p>SC</p> <ul style="list-style-type: none"> I can make the sounds for s, a, t, p, i, n I can find the letters s, a, t, p, i, n in words in my book I can make words using the letters s, a, t, p, i, n 	<p>English</p> <p><u>Reading and Viewing</u></p> <p>Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146)</p> <p>Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147)</p>	<p><u>Whole-class introduction to Literacy tasks (15 mins videoconference)</u></p> <p>Introduction (<i>Note: modify selection of letters/sounds to suit the needs of students based on available assessment data</i>)</p> <ol style="list-style-type: none"> Review letters and letter sounds s, a, t, p, i, n (short vowel sounds for a and i) using flashcards Show how we can combine these letters to make CVC words (sat, sit, pin, pat) Model how to use alphabet cards to make CVC words – put out the cards and then sound out the word, pointing to each letter and make the sound, then blend into the word. Answer questions & clarify instructions for activities (should be familiar activities that students have completed in class where possible) 	<p>Letter cards (use cards as appropriate for students based on available assessment data)</p>

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		<p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <p>Instructions for all activities to be included in home learning pack and with an explanation video/slide show on the class sharing platform</p> <p>Students choose activities from the following:</p> <ul style="list-style-type: none"> • Read through the alphabet flashcards and say the sound of each letter aloud • Use the alphabet cards to make as many CVC words as possible • On your whiteboard, practice writing the letters s, a, t, p, i, n. In your take home reader, every time you find one of the letters, write the letter on your mini whiteboard. • Watch the recorded shared story on our classroom space and when you hear a word that starts with any of the s, a, t, p, i, n sounds, clap your hands • Play concentration with your flashcards, saying the sound aloud when you turn each card. You can play on your own or with someone else <p><u>Differentiation</u></p> <p>Support</p> <ol style="list-style-type: none"> 1. Use picture flash cards and say the name of the object (e.g. pin, pit, pan, nap). 2. Sort all the flashcards with objects that start with the same sound in a pile together. 3. Practice tracing the shape the letter makes with your finger on the letter sheet in your learning pack 4. Use a pencil to trace the dots for each letter on your worksheet. Circle your best three letters. 	

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		<p>Extension</p> <ol style="list-style-type: none"> 1. In your take home book, find words with s, a, t, p, i, n in any part of the word, not just the beginning letter. Record the word in your workbook. 2. Use the flashcards to make CVC words. Say the word aloud, and then write it down, sort the words by the sound of their starting letter. Make as many words as you can. 3. Play 'trash or treasure' with the s, a, t, p, i, n word flashcards. Sort the cards into 'trash' (words that are not real) and 'treasure' (words that are real words) <p><u>Focus Group 1 - Guided reading session</u> Teacher, 30 mins. Videoconference</p> <ol style="list-style-type: none"> 1. See link in Literacy Teaching Toolkit for teaching suggestions 2. Review the letters and sounds that we are learning. 3. Model how to make VC and CVC words using the letters that we are learning. 4. Practice sounding out and blending the letters. 5. Practice writing the letters on their mini whiteboard. 6. Read a decodable book that uses the letters s, a, t, p, i, n to the students (each student has their own copy of the book if possible). Model tracking with finger as reading, to show left to right and sweep return. Students track progress with their finger as teacher reads. 7. After reading, students identify the VC and CVC words in the text, and make them using their flashcards, saying the letters and blending them to say the word. Model as needed. 8. Students record the word on their whiteboard or in their book <p><u>Formative assessment</u></p> <ol style="list-style-type: none"> 1. Are students able to track left to right as we read? 2. Are students able to identify each lower case letter by the sound it makes? 3. Are students able to blend letters to say the word? 4. Do students demonstrate correct pencil grip? 	<p>Literacy Teaching Toolkit</p>

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		5. Do students use correct letter formation, including starting points?	
Session 3: Creative play/ Student conferences 10.00– 10.30am		Students participate in their own creative play: e.g., make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits. Teachers 1:1 Student Conferences	
Session 4: Literacy/Student conferences 10.30– 11.00am		<u>Independent Literacy Learning Tasks from prepared material/learning pack</u> Students to continue with activities from Session 2 above. 1:1 Student Conferences (teachers)	
Morning Break 11-11.30am			
Session 5: Mathematics 11.30–12.15pm	<p>LI</p> <ul style="list-style-type: none"> We are learning to count to 10 using materials <p>SC</p> <ul style="list-style-type: none"> I can say the number names to 10 I can count a collection of objects up to 10 I count each object once and say the name as I touch it. 	<p>Mathematics</p> <p><u>Number and Algebra</u> Use number names in sequence to count in everyday situations, initially from one to ten (VCMNA052)</p>	<p><u>Whole class Mathematics - introduction to maths tasks</u> <i>15 mins videoconference</i></p> <ol style="list-style-type: none"> Remind students of the importance of only touching an object once when we are counting it (one to one correspondence). Model counting to 10 aloud, while moving each counter onto a tens frame. Next, place the counters in a row of 10, with the side of each counter touching and count them. Now spread them out and ask students to predict if there are more, less or the same number of counters (conservation of number). Count the counters again, touching each counter and saying the number name aloud. Show how we still have same number of counters even though one row was more widely spaced. <p>Counters Number cards with numerals and dots Tens frame</p>

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		<p><u>Model Learning Activity</u></p> <ol style="list-style-type: none"> Using number cards (0-10), draw a card from the top of the pack. Count the number of marks on the card, pointing to each symbol and saying the number allowed. Draw the corresponding number of dots onto a tens frame and then write the numeral and the word for the number in the space next to the tens frame. Answer questions & clarify instructions. <p><u>Independent learning activity, completed offline by all students except those participating in a small focus group activity with the teacher</u> <i>30 minutes</i></p> <ol style="list-style-type: none"> Students use the deck of cards and laminated page of tens frames in their learning pack to complete the activity. Students record the numeral and attempt to write the word for the number next to the tens frame. <p>Differentiation – Support:</p> <ol style="list-style-type: none"> Students practice counting to 6 using the online abacus (Number Rack by The Math Learning Center) or with a collection of 6 counters. Modify the learning activity, so that students roll a 6-sided die for their number, and record this using the tens frame, writing the numeral. <p><u>Small group learning activities - online with teacher</u></p> <p>Focus Group – Extension: Make 10 (20 minutes)</p> <ol style="list-style-type: none"> Guide students to ‘Make 10’ using two-sided counters. Throw 10 counters and record the result on a tens frame using two different colours. Record the number sentence as ‘X and Y make 10’. 	<p>Number Rack by The Math Learning Center</p>

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		<p>4. Students complete independently, looking for all the pairs that make 10.</p> <p>Formative assessment:</p> <ul style="list-style-type: none"> • What strategy do students use to count and find the total (e.g. count on, count all etc)? • Are students able to correctly write numerals? • Do students recognise commutativity? <p>1:1 Student Conferences or teacher remains available online to support students</p>	
<p>Session 6: Creative play/ Student conferences 12.15–12.30pm</p>		<p>Creative play: e.g., make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p>1:1 Student Conferences Teachers</p>	
<p>Review and reflection on learning 12.30–1.00pm</p>		<p><u>Whole class sharing and reflection</u> <i>Videoconference</i></p> <ul style="list-style-type: none"> • 3-4 focus students to share each day, as per classroom sharing schedule • Students complete self-assessment against learning goals. Introduce Inquiry topic and model activity. 	
<p>Lunch Break 1.00–2.00pm</p>			
<p>Session 7 Visual Arts 2.00–3.00pm</p>	<p>LI</p> <ul style="list-style-type: none"> • We are learning to use found objects around the home to make a collage <p>SC</p> <ul style="list-style-type: none"> • I can use different materials I find at home to make a collage 	<p>Visual Arts</p> <p><u>Explore and Express Ideas</u> Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017)</p> <p><u>Visual Arts Practices</u> Experiment with different materials and techniques to make artworks (VCAVAV018)</p>	<p>Synchronous or instructions available in learning pack and/or on class platform</p> <p>Whole-class introduction to task</p> <ol style="list-style-type: none"> 1. Explain to students what a collage is, and show different examples or images that demonstrate what a collage is (use examples appropriate to young students) 2. Explain that we are going to make self-portraits using materials that they can find in their home. <ul style="list-style-type: none"> • Ask students what they think a self-portrait (selfie) is. • Ask students what are the main features they should be including on their self-portraits (e.g. eyes, nose, mouth, hair etc)

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		<ol style="list-style-type: none"> 3. Remind students to check with a grown up before using any materials, and that they have some coloured paper squares, scissors, glue stick and other materials they can use in their home learning pack. 4. Model how to create a self-portrait. 5. Answer questions & clarify instructions <p><u>Independent learning activity, completed offline by all students except those students who need support</u></p> <ol style="list-style-type: none"> 1. Specialist teacher to stay online to support any students who may require it. 2. Parents/carers upload an image of student's self-portrait to the class learning platform. <p>Formative assessment</p> <ol style="list-style-type: none"> 1. Can students hold and use scissors correctly? 2. Can students manipulate the paper to cut it? 3. Can students hold a pencil or pen correctly? 4. Do students attempt to include the main features of the face, including the eyes, mouth and nose? What other features do they include? 	
<p>Session 8: Creative Play 3-3.30pm</p>		<p><u>Let's get physical!</u> Dance, physical exercise, or outdoor play</p> <p><u>Mindfulness</u> Quiet play, reading, colouring etc</p>	