

Levels 1-2 Remote Learning Pack – Day

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 1: Attendance and Wellbeing 9–9.20am	<p>LI</p> <ul style="list-style-type: none"> We will practise our listening and self-regulation skills We will learn about the importance of listening to help us communicate with others <p>SC</p> <ul style="list-style-type: none"> I can listen and follow instructions I can explain why listening is important to help me communicate with others 	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> Identify personal strengths and describe how these strengths are useful in school or family life (VCPCSE009) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u></p> <p>Whole class video conference with call-in number for students with limited bandwidth.</p> <p>Record attendance</p> <p>The Traffic Lights Game: A focus on listening</p> <ol style="list-style-type: none"> Review previous lesson about strengths. Explain that today we are going to play a game that focuses on a strength that will help with communication. Play the Traffic Lights Game with students After playing, ask students to reflect on the following questions: <ul style="list-style-type: none"> What skills did you use to play this game? What did you have to do to make sure you made the right move? Prompt on the importance of listening for this game if needed. Ask: Can you think of some more times when the skill of listening is very important? Reflection: Discuss what it looks like, sounds like and feels like when others are using listening skills in the online environment. <p><i>* For full instructions see 'The Traffic Lights Game' activity from Respectful Relationships: Emotional Literacy Levels 1-2, p9</i></p>	<p>Full instructions: Page 9 of Resilience, Rights and Respectful Relationships - Years 1 and 2</p>
Session 2: Literacy 9:20 – 11.00am	<p>LI</p> <ul style="list-style-type: none"> We can keep track of our thinking as we read to help us understand the story <p>SC</p>	<p>English Level 1</p> <p><u>Reading and Viewing</u></p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that</p>	<p><u>Whole class introduction to reading and writing learning tasks</u></p> <p>Videoconference, 30 mins</p> <p>Ensure that a recorded version of this activity or supporting introductory materials are available on the classroom learning platform for students to review at any time.</p> <p><u>Reading and Viewing</u></p>	<p>Picture story book something (e.g. Post-it notes) to record thinking.</p>

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<ul style="list-style-type: none"> I can hear the inner conversation in my head as I read I can record my thinking and questions as I read 	<p>they listen to, view and read by drawing on growing knowledge of context, text structures and language features (VCELY186)</p> <p><u>Writing</u> Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)</p> <p>Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (VCELY196)</p> <p><u>Speaking and Listening</u> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)</p> <p>English Level 2 <u>Reading and Viewing</u> Use comprehension strategies to build literal</p>	<p>Explicit Instruction and modelling independent learning task:</p> <ol style="list-style-type: none"> Ask students for examples of times when they have had a thought or a question pop into their head when reading. Explain that this is their 'inner conversation' and helps them to understand what they are reading. Read a text to the students, modelling your thinking about each page as you go. Record questions and ideas (e.g. on a post it note, reading journal or on paper) while reading. If any of the questions are answered as you continue reading, record the answers. Invite students to offer their ideas or questions as you continue reading, and record these (e.g. on a post it note) too. At the end of the story, reflect on your thinking and how it helped you understand the text. Explain to student that they will listen to their inner conversation and record their thinking and questions as they read. <p><u>Writing</u></p> <ol style="list-style-type: none"> Review the structure, features and language of procedural texts from previous lessons. Explain that today students are going to begin to write a procedural text for something that they do every day, for example fill a glass of water, build a lego house etc Model how to write the text, using a simple example that students will be familiar with (e.g. pouring a glass of milk). Complete each step first with materials, then write the step down. Explain that students will choose their topic and record each step for their own text. Explain that we will publish our texts into a book for our classroom library. <p><u>Independent learning (offline)</u> Reading and Viewing</p> <ol style="list-style-type: none"> Recording my Inner Conversation 	

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	<p>and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (VCELY222)</p> <p><u>Writing</u> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230)</p> <p>Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position (VCELY232)</p> <p><u>Speaking and Listening</u> Compare opinions about characters, events and settings in and between texts (VCELT242)</p>	<p>2. Students read a picture story book, and listen to their inner conversation – the thoughts, questions and ideas that they have about the book as they read. They record their thinking and questions in their reading journal.</p> <p>Differentiation - Support Students work with the teacher to complete a shared reading of a text, and record their inner conversation</p> <p>Differentiation - Extension Students record their inner conversation as they read, and when completed, record how this helped them understand the text better. They identify any questions that remained unanswered and record how they might find the answers to those questions.</p> <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <p>Focus Group 1 - Videoconference with teacher, 30 mins Teacher, 20 mins Text: Rose Meets Mr Wintergarten by Bob Graham</p> <ol style="list-style-type: none"> 1. Read the text together. 2. Share inner thoughts and questions on each page – model these aloud. 3. Invite students to share their thinking 4. Record on an anchor chart. <p>Formative assessment:</p> <ul style="list-style-type: none"> • Can students predict what the story will be about from the cover image? • Can students update their prediction as they move through the text? • Can students retell the main ideas from the text? • Can students retell the main events in sequence? <p>1:1 Student Conferences (Videoconference or phone)</p>	

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Creative Play 10.15 – 10.30am		Creative play – e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits. 1:1 Student Conferences/check In (videoconference or phone) Teacher can listens to individual students read and provides positive feedback on their reading. They may provide one item for improvement also.	
Literacy 10.30 – 11.00am		<u>Writing</u> Independent learning (Offline) 1. Students choose a topic for writing, focusing on a procedural text – students choose something that they are familiar doing (for example building a Lego house, making toast etc). 2. Students do the activity, and record each step, creating a draft text.	
Break 11–11.30am			
Session 3: Mathematics 11.30am–12.15pm	LI <ul style="list-style-type: none"> We are learning to use effective strategies for addition SC <ul style="list-style-type: none"> I can count on to add two numbers I can count on from the larger number to add 	Level 1 Mathematics Number and Algebra <ul style="list-style-type: none"> Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089) Level 2 Mathematics Number and Algebra <ul style="list-style-type: none"> Explore the connection between addition and subtraction (VCMNA106) Solve simple addition and subtraction 	Whole class Mathematics Introduction to learning tasks (Videoconference, 20 mins) <u>Maths Warm-up</u> (5 mins) Subitising cards (see resources list) Ensure that a recorded version of this activity or supporting introductory materials are available on the classroom learning platform for students to review at any time. <ol style="list-style-type: none"> Prompt discussion with students about the strategies they already know for addition (e.g. count all). Explain that we are going to learn a new strategy today, called ‘Counting on’ Using counters (two colours) and a tens frame, model to students how to count on, initially from any number, then model how it is easier to start from the larger number. Ask students what they noticed (prompt to elicit starting from the larger number if needed). Demonstrate principle of commutativity – that $7+2$ is the same as $2+7$ (model on tens frame). Demonstrate how to record in their book using a tens frame

[Subitising card sets](#)

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	<p>problems using a range of efficient mental and written strategies (VCMNA107)</p>	<p>Model learning activity</p> <ol style="list-style-type: none"> 6. Use a 6/10/20 sided die (depending on number confidence of student) and a 4-sided die. 7. Roll both dice and record the number sentence. 8. Model the number sentence using counters and a tens frame. 9. Count on from the larger number to complete the addition. Support the count using a number line if needed. <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher.</u></p> <ol style="list-style-type: none"> 1. Students use dice, counters and tens frame or number line if needed from their learning pack to complete the activity. 2. Students record the number sentence and use the materials to find the answer. Record the answer in their book. <p><i>Differentiation - Support</i> Students complete the task using a six-sided and three-sided die, supported with a 10-frame and counters.</p> <p><i>Differentiation - Extension</i> Students complete the task using a twenty-sided die and 6 sided die. Prompt question for reflection: how might your knowledge of rainbow-10 (single digit numbers that add to 10) help you to add more effectively than counting on?</p> <p>Maths Focus Group 1 (Videoconference with teacher, 30 mins)</p> <ol style="list-style-type: none"> 1. Students are still building security with conservation of number. Ensure that students are provided with a tens frame and number line for all activities. 2. Complete the task using a six-sided and four-sided die, supported with a 10-frame and counters. 3. Model by counting aloud as you place the larger number of counters on the tens frame. Then as you add the second amount count out the additional number, then say (for example) – there are five here (point to first collection) and two more, so five, six, seven). 	

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		<p>4. Repeat, providing each student an opportunity to practice counting on.</p> <p>Formative assessment opportunities</p> <ul style="list-style-type: none"> • What strategy do students use to count and find the total e.g. count all, count on etc? • How secure are students with conservation of number? • Are students able to correctly write numerals? <p>1:1 Student Conferences or teacher remains available online to support students</p>	
<p>Creative Play 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/Check in videoconference or phone</p>	
<p>Session 4: Review and reflection on learning 12.30 – 1.00pm</p>	<p>Reflection on learning</p>	<p>Sharing and reflection whole-class videoconference</p> <ul style="list-style-type: none"> • 3-4 focus children to share each day, as per classroom sharing schedule • Students complete self-assessment against learning goals. • Reflection prompts How are you feeling about your learning today? • Read shared book with students if time. 	
<p>Lunch break 1.00–2.00pm</p>			
<p>Session 5: Health and Physical Education 2.00–3.00 pm</p>	<p>LI</p> <ul style="list-style-type: none"> • We are learning to step forward with our opposite leg to help us throw or roll a ball underarm. <p>SC</p> <ul style="list-style-type: none"> • I can use my opposite leg to my arm to throw or roll a ball underarm. 	<p>Health and PE</p> <p><u>Movement and Physical Activity</u> Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)</p> <p>Create and participate in games (VCHPEM082)</p>	<ol style="list-style-type: none"> 1. Explain that we are learning to roll a ball with greater accuracy by using correct technique, including stepping. 2. Demonstrate how to step with the opposite foot, while pretending to roll a ball. Demonstrate with both left and right hand. 3. Demonstrate while rolling a soft ball or pair of socks to make a ball, using both left and right hand. 4. Have students practice without a ball, if possible with their camera on to review technique. <p>Model learning activity:</p> <ol style="list-style-type: none"> 5. Explain that we will play a modified version of 'Apwerte'. 6. Model how to set up the goals (students can use anything they have at hand). <p>Instructions for Apwerte game</p>

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		<p>7. Take 5 steps back from the goals, and then use a step and underarm roll technique to aim between the goals.</p> <p>8. Students score one point for each goal. Model how to keep a tally of their score.</p> <p>9. Students can challenge themselves by moving further back from the goals.</p> <p>Independent Learning (offline)</p> <ul style="list-style-type: none"> • Students set up and play Apwerte, recording their score. • Invite students/parents to upload a photo or short video of them playing the game. 	
3.00 – 3.30pm		Mindfulness: Quiet play, independent reading, colouring etc	