

Weekly Remote Learning Pack: Level 1-2

Week overview

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00– 9.20am	Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Personal and Social Capability Attendance and wellbeing check-in activity Video conference	Whole school assembly Online
Session 2 9.20 – 11.00am	Literacy Reading and Viewing Writing, Speaking and Listening Interpreting, Analysing, Evaluating, Expressing and Developing Ideas 1. Class video conference: Narrative texts and Reading comprehension 2. Video conference and independent work/focus groups/student conferences	Literacy Reading and Viewing Writing, Speaking and Listening Interpreting, Analysing, Evaluating, Expressing and Developing Ideas 1. Class video conference: Narrative texts and Reading comprehension 2. Video conference and independent work/focus groups/student conferences	Literacy Reading and Viewing Writing, Speaking and Listening Interpreting, Analysing, Evaluating, Expressing and Developing Ideas 1. Class video conference: Narrative texts and Reading comprehension 2. Video conference and independent work/focus groups/student conferences	Literacy Reading and Viewing Writing, Speaking and Listening Interpreting, Analysing, Evaluating, Expressing and Developing Ideas 1. Class video conference: Narrative texts and Reading comprehension 2. Video conference and independent work/focus groups/student conferences	Literacy Reading and Viewing Writing, Speaking and Listening Interpreting, Analysing, Evaluating, Expressing and Developing Ideas 1. Class video conference: Narrative texts and Reading comprehension 2. Video conference and independent work/focus groups/student conferences
Break 11.00–11.30am					
Session 3 11.30am– 12.30pm	Mathematics Number and Place Value Measurement and Geometry 1. Game 2. Count and record numbers in different ways 3. Video conference and independent work/focus groups/student conferences	Mathematics Number and Algebra 1. Game 2. Skip count numbers up to 100 and backwards from 100 3. Video conference and independent work/focus groups/student conferences	Mathematics Number and Algebra 1. Game 2. Skip count numbers up to 100 and backwards from 100 3. Video conference and independent work/focus groups/student conferences	Mathematics Number and Algebra 1. Game 2. Measure the length of objects using informal units 3. Video conference and independent work/focus groups/student conferences	Mathematics Number and Algebra 1. Game 2. Compare the length of two objects 3. Video conference and independent work/focus groups/student conferences
Sharing and Reflection 12.30-1.00pm	Whole-class videoconference	Whole-class videoconference	Whole-class videoconference	Whole-class videoconference	Whole-class videoconference
Lunch break 1.00–2.00pm					
Session 4 2.00– 3.30pm	Art Visual Arts Practices Personal and Social Capability Experiment with different techniques to make artworks	Inquiry - Science Biological Science What living things need to survive.	Physical Education Movement and Physical Activity Dance Practices Changing movement in response to changes in music tempo	Inquiry - Science Biological Science What happens when habitats change, and some living things can no longer have their needs met	Whole class Fun Friday Personal Strengths Charades

Monday

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.15am</p>	<p>LI</p> <ul style="list-style-type: none"> We can describe actions that make us feel proud We can identify personal strengths used for learning <p>SC</p> <ul style="list-style-type: none"> I can describe actions that make me feel proud I can identify personal strengths used for learning 	<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 (VCPSCSE009) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Personal Strengths</p> <ol style="list-style-type: none"> Introduce the emotion feeling proud and the sorts of experiences that lead students to feel proud of themselves (ensure that acts of persistence, kindness and caring are noted as well as 'being a winner'). Ask students to share some examples of when they have felt proud at home and at school. 	<p>Well-being activity wellbeing-social-emotional-learning-activities-primary.pdf (education.vic.gov.au)</p> <p>Full instructions: Pages 9 to 17 of Resilience, Rights and Respectful Relationships - Years 1 and 2</p>
<p>Session 2: Literacy 9:20 – 11.00am</p>	<p><u>Reading</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to make personal connections with the texts we read <p>SC</p> <ul style="list-style-type: none"> I can make personal connections with the text (This reminds me of the time...). I can make a personal connection with the character or events in the text <p><u>Writing</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to write about characters from the texts we read or view <p>SC</p> <ul style="list-style-type: none"> I can describe characters from the texts I read. 	<p>English Level 1</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts. (VCELY186) <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will be able to create short imaginative and informative texts using language features from familiar texts, demonstrating an emerging use of appropriate text structure. (VCELY194) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELY192) Students will be able to reread their own texts and discuss possible changes to improve meaning, spelling, punctuation and grammar. (VCELY195) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) <p>English Level 2</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222) Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) <p><u>Writing</u></p> <ul style="list-style-type: none"> Build on familiar texts by experimenting with character, setting or plot (VCELT229) Students will be able to reread their work and edit to check spelling, sentence level punctuation and text structure (VCELY231) <p><u>Speaking and Listening</u></p>	<p>Whole class introduction on Narrative texts (genre focus) and making connections to texts (reading comprehension focus)</p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Using a picture book, explain to students that when you are reading the book you are going to stop and share personal connections you have with the text. Explain that you will also be asking students to think about their own personal connections with the text. Before starting share some of the sentence starters you would use when making a connection and write these for students to see. For example “This reminds me of...” . “This character makes me think of...” “I can relate to this because...” “I can understand how..... felt because.....” Show the students the front cover and make a personal connection using the image. For example, “Before I even start to read this front cover reminds me of a time I” Begin the story, stopping two or three times to model how to share a personal connection. Ensure you make a connection with events, characters and setting. Begin asking students to share some of their personal connections with the text. Support students to use full sentences that use the same connection language modelled. Answer questions & clarify instructions <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Ask students to think back to the text that was read in the whole class instruction today, use the text as a visual prompt. Ask what characters were in the text? Choose one character to model writing a character description. Have a chosen character in the middle of the page and divide the page in two with a zig zag line down the middle (character could be drawn or copied). Explain that together you would like the class to help you write about what the character looks like on the outside (physical traits). Label one half outside, the other half inside. Together brainstorm words to describe the character on the outside – what you can see. For example, young, short hair, brown eyes, long legs, happy face. After the brainstorm, ask students to help you use some of the words and write them into sentences about the characters. For example, <i>Jo Jo is a small boy. He has short brown hair.</i> 	

Weekly Remote Learning Pack: Level 1-2

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		<ul style="list-style-type: none"> Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) 	<p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <p>Students read their own texts and stop and think about the personal connections they have with their texts.</p> <p><u>Differentiation (to above task)</u> Support: Teacher to ask the students to share a connection starting sentence with them.</p> <p>Extension (to above task) Students are asked to think of examples of connections with characters, events, and settings</p> <p><u>Focus Group Guided Reading</u> Teacher, 20 mins</p> <p>Before reading:</p> <ol style="list-style-type: none"> Introduce the text. Ask students what they think the text might be about. <i>What words might you see in this text? What personal connections might you have with this text?</i> Share any words that are in the text that may be challenging. During reading: Ask students to think about personal connections as they read. After reading share personal connections they had with the text. <p><u>Creative play (15 minutes)</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>Independent Writing</u></p> <ol style="list-style-type: none"> Students to draw a character from the class text and divide their page into half. Use words to describe the outside of the character. <p>Differentiation (to above task) <i>Support:</i> Ask them to use word lists and the class example to assist them in writing descriptive words.</p> <p>Extension Direct students to use full sentences to describe how their character looks.</p> <p><u>1:1 Student Conferences</u> Can the student make personal connections with characters, events or settings found in their own texts?</p>	
<p>Break 11–11.30am</p>				
<p>Session 3: Mathematics 11.30am–12.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to count and record numbers in different ways <p>SC</p> <ul style="list-style-type: none"> I can count and record numbers in different ways. 	<p>Mathematics Level 1</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Students will be able to recognise model, read, write and order numbers to at least 100 and locate them on a number line. (VCMNA088) Students will be able to investigate number sequences to and from 100 by ones from any starting point. Skip counting by twos, fives and tens starting from zero. (VCMNA087) <p><u>Measurement and Geometry</u></p>	<p>Whole Class Mathematics</p> <p><u>Warm Up Game</u> 15 mins Demonstrate the 'Curious George' warm-up game to whole class, before allowing them time to have a go on their own. They will play this game tomorrow as their warm up.</p> <p><u>Explicit teaching and modelling</u></p> <ol style="list-style-type: none"> Watch 'Count Us In, Ep 11: We can help you keep count!' Help Dodly count his sheep. Try to keep count for Dodly as he keeps forgetting how many sheep he has in the backyard. 	<p>Curious George Warm up Game</p> <p>Count Us In, Ep 11: We can help you keep count! Count Us In, Ep 11: We can help you keep count! - ABC Education</p>

Weekly Remote Learning Pack: Level 1-2

Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
	<ul style="list-style-type: none"> Students will be able to measure and compare the lengths, mass and capacity of pairs of objects using uniform informal units. (VCMMG095) <p>Mathematics Level 2</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Students will be able to recognise, model, read, write and order numbers to at least 1000. (VCMNA104) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure, compare and order lengths, area, capacity and mass using informal units, and compare mass using a balance scale. (VCMMG115) 	<p>3. In the video the boy at the shop drinks lots of milkshakes. Ask students how many does he end up drinking? How does he record this number? In the video the characters count and record collections in different ways, this is what students maths task is today.</p> <p>4. Answer questions & clarify instructions</p> <p>Independent Maths</p> <ol style="list-style-type: none"> Make a collection of things. How many things do you have? How many different ways can you record this number? (Hint: think of the ways that Dodly recorded the number of sheep.) Karen's party invitation had lots of numbers on it. What numbers can you find around you? See if you can find all the numbers from one to ten. <p><u>Differentiation</u></p> <p><i>Support:</i> Go on a '10 hunt' to find different ways of showing 10. You could collect 10 of your toys or draw 10 fingers or toes. Draw 4 ways that you found to show 10.</p> <p><i>Extension</i></p> <ol style="list-style-type: none"> In the video the Flying Girl shows us how the Egyptians recorded the numbers from one to ten. Can you remember how they did this? Write all the numbers from one to ten in numerals. Then, next to each numeral, show how the Egyptians would have shown that number. Can you show each numeral with a model? <p>Mathematics Focus Group Teacher</p> <ol style="list-style-type: none"> Work with support group to look at collections of 10. Practice modelling and showing 10 in different ways. Ask how many different ways can we show the number 10? <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>1:1 Student Conferences</u> Can students show collections of numbers in different ways? What ways can they record their counting?</p>	
<p>Sharing and Reflection 12.30-1.00pm</p>		<p><u>Whole-class videoconference: sharing and reflection</u> (3-4 focus children to share each day videoconference with call-in number for students with limited bandwidth)</p>	
<p>Lunch break 1.00–2.00pm</p>			

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<p>Session 4: Specialist – Art 2.00-3.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to experiment with different techniques to make artworks. <p>SC</p> <ul style="list-style-type: none"> I can make different shadings in my artworks using heavy and light lines. 	<p>Visual Arts Level 1 and 2</p> <p><u>Explore and Express Ideas</u></p> <ul style="list-style-type: none"> Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022) <p>Personal and Social Capability Level 1 and 2</p> <p><u>Self-Awareness and Management</u></p> <ul style="list-style-type: none"> Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008) 	<p><u>Explicit teaching and modelling (Visual Art lesson taught by specialist)</u> (Classroom teacher doing PLT Planning)</p> <ol style="list-style-type: none"> Use the link for detailed out line of this lesson and the link to the video Art_May01_ArtWithMatiAndDada_Rembrandt_LowerPrimary.pdf Model how to shade using heavy and light lines. <p>Independent learning 15 mins Students create their self-portrait and experiment with shading.</p> <p>Differentiation - Extension Create another self-portrait with a different expression.</p> <p><u>Let's get physical!</u> 15 mins Dance, physical exercise or outdoor play</p> <p><u>Mindfulness</u> 15 mins Quiet play, reading, colouring etc</p>	

Tuesday

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.15am</p>	<p>LI</p> <ul style="list-style-type: none"> We can describe actions that make us feel proud We can identify personal strengths used for learning <p>SC</p> <ul style="list-style-type: none"> I can describe actions that make me feel proud I can identify personal strengths used for learning 	<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 (VCPSCSE009) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Personal Strengths</p> <ol style="list-style-type: none"> Ask students what feeling was discussed the previous day. Ask a student to describe what it means to feel proud. Tell your students that you will share the start of a story, and they will have to suggest some endings. Jordi's father asked her what happened at school that day. She told him that she had done something that made her feel very proud...What do you think she did? Only allow one answer that focuses on winning something. As students share their thoughts, start building some strength vocabulary – e.g. helpful, kind, persistent. 	<p>Well-being activity wellbeing-social-emotional-learning-activities-primary.pdf (education.vic.gov.au)</p> <p>Full instructions: Pages 9 to 17 of Resilience, Rights and Respectful Relationships - Years 1 and 2</p>
<p>Session 2: Literacy 9:20 – 11.00am</p>	<p><u>Reading</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to make connections to a text to help us understand more about what we read 	<p>English Level 1</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts. (VCELY186) <p><u>Writing</u></p>	<p>Whole-class introduction to literacy tasks <i>30 mins videoconference</i></p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Ask students to brainstorm some sentence starters that were used in the previous lesson around making connections with a text. Use their ideas to create a 'Making Connections' Anchor Chart for display. Explain to the students that today when you are making connections, you will also talk about how this helps you understand the text. 	

Weekly Remote Learning Pack: Level 1-2

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<p>SC</p> <ul style="list-style-type: none"> I can make connections to a text to help me understand and analyse what I read. I can make connections between the text and my own experiences and experiences with other texts <p><u>Writing</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to write about characters from the texts we read or view <p>SC</p> <ul style="list-style-type: none"> I can describe characters from the texts I read. 	<ul style="list-style-type: none"> Students will be able to create short imaginative and informative texts using language features from familiar texts, demonstrating an emerging use of appropriate text structure. (VCELY194) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELY192) Students will be able to reread their own texts and discuss possible changes to improve meaning, spelling, punctuation and grammar. (VCELY195) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) <p>English Level 2</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222) Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) <p><u>Writing</u></p> <ul style="list-style-type: none"> Build on familiar texts by experimenting with character, setting or plot (VCELT229) Students will be able to reread their work and edit to check spelling, sentence level punctuation and text structure (VCELY231) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) 	<ol style="list-style-type: none"> Re-read the text from the previous day. Again, pause to model making connections but adding on a brief explanation about how making connections help you make meaning from the text. For example, "This reminds me when.... so I think the character might be feeling really happy right now". My connection helps me understand how the character might be feeling. Or this connection helps me understand more about why this might have happened. Answer questions & clarify instructions <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Using the same character from yesterday explain to the students that today they will be writing about what their characters are like on the inside. This is not what we can see but what we know about how they think, feel and act. Ask students to share their ideas about the character. Add descriptive words to the character on the 'inside or personality traits' side of the page. Use some of these words to write a sentence. For example, Jo Jo really likes to play with his friend Zac. Sometimes Jo Jo is caring because he looks after people when they are sad. <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <p>Students read their own texts and stop and think about the personal connections they have with their texts.</p> <p>Differentiation Support: Teacher to ask the students to share a connection starting sentence with them.</p> <p><u>Extension</u> Students are asked to think of examples of connections with characters, events and settings</p> <p>Focus Group Guided Reading Teacher, 20 mins</p> <ol style="list-style-type: none"> Before reading Introduce the text. Ask students what they think the text might be about. <i>What words might you see in this text? What personal connections might you have with this text?</i> Share any words that are in the text that may be challenging. During reading: Ask students to think about personal connections as they read and how this helps them understand the text more deeply. After reading: Share personal connections they had with the text draw out how the connections add to their understanding of the text. <p><u>Creative play (15 minutes)</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>Independent Writing</u></p> <ol style="list-style-type: none"> Students to add words to describe the personality traits or the 'inside' of their character from the day before. Can the student make personal connections with characters, events or settings found in their own texts? Can they explain how it helps them understand the text? <p>Differentiation <i>Support:</i> Ask them to use word lists and the class example to assist them in</p>	

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			1:1 Student Conferences	
<p>Break 11–11.30am</p>				
<p>Session 3: Mathematics 11.30am–12.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to skip count numbers up to 100 and backwards from 100 <p>SC</p> <ul style="list-style-type: none"> I can skip count by different numbers I can skip count backwards 	<p>Mathematics Level 1</p> <p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> Students will be able to recognise model, read, write and order numbers to at least 100 and locate them on a number line. (VCMNA088) Students will be able to investigate number sequences to and from 100 by ones from any starting point. Skip counting by twos, fives and tens starting from zero. (VCMNA087) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure and compare the lengths, mass and capacity of pairs of objects using uniform informal units. (VCMMG095) <p>Mathematics Level 2</p> <p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> Students will be able to recognise, model, read, write and order numbers to at least 1000. (VCMNA104) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure, compare and order lengths, area, capacity and mass using informal units, and compare mass using a balance scale. (VCMMG115) 	<p>Whole Class Mathematics</p> <p><u>Independent Warm Up Game</u> 15 mins Counting game – Curious George Warm up Game</p> <p><u>Explicit teaching and modelling</u></p> <ol style="list-style-type: none"> Watch the short video on skip counting. Ask what do we mean when we say 'skip counting'? Model the use of the 100 chart for skip counting both forwards and backwards, finding patterns and practice skip counting out loud. Skip count together out loud. Encourage students to practice skip counting out loud after each completed chart. They could video themselves skip counting and add this to the class sharing platform. Answer questions & clarify instructions <p><u>Independent Maths</u> Students to use 100 chart interactive for skip counting</p> <p><u>Differentiation</u> Direct different students to which numbers they need to count by and which number chart they need to use.</p> <p><u>Extension</u> Numbers to 120, skip counting backwards</p> <p>Mathematics Focus Group 2 Teacher</p> <ol style="list-style-type: none"> Ask students to cut a strip of paper. Students record a counting sequence as far as they can. You may assign the counting sequence and starting number or may allow students to choose their own. Writing the numbers vertically assists the students to focus on any patterns that are formed. After students have completed their strips, teachers ask questions such as: <ul style="list-style-type: none"> 'What pattern did you notice when counting by fives?' 'When counting by fives would the number 70 be part of your counting pattern? How do you know?' 'What if you were counting by fives and started at 135 what would the next few numbers be?' 'What if you were counting backwards by fives from 90 what would the next few numbers be?' <p>Reflection: What skip counting skills do students have? Can they count by 10s, 5s and 2s? Can some skip count backwards?</p> <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p>1:1 Student Conferences</p>	<p>Curious George Warm up Game</p> <p>Video on skip counting. https://iview.abc.net.au/video/ZW2707A013S00</p> <p>Number chart https://www.abcya.com/games/interactive_100_number_chart</p> <p>Focus Group 2: Maths Curriculum Companion activity Patterns - Maths Curriculum Companion - Department of Education & Training</p>

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Sharing and Reflection 12.30-1.00pm			<u>Whole-class videoconference: sharing and reflection</u> (3-4 focus children to share each day - videoconference with call-in number for students with limited bandwidth)	
Lunch break 1.00-2.00pm				
Session 4: Inquiry-Science 2.00-3.30pm	<p>LI</p> <ul style="list-style-type: none"> We are learning about what living things need to survive. <p>SC</p> <ul style="list-style-type: none"> I can name what living things need to survive. 	<p>Science Level 1 & 2</p> <p><u>Biological Sciences</u></p> <ul style="list-style-type: none"> Living things have a variety of external features and live-in different places where their basic needs, including food, water and shelter, are met. (VCSSU042) 	<p>Whole-class Inquiry – Science</p> <p>Teacher preparation of learning materials and Student wellbeing calls</p> <ol style="list-style-type: none"> Watch the different animals on the Smithsonian's National Zoo webcams. You can watch the lion pride relaxing, the pandas eating and the elephants playing. Watch different animal webcams. What can you see? What do different animals need to survive? <p><u>Independent learning using prepared pack</u></p> <p>Differentiation Write or draw what different animals need to survive.</p> <p><u>Let's get physical!</u> 15 mins Dance, physical exercise or outdoor play</p> <p><u>Mindfulness</u> 15 mins Quiet play, reading, colouring etc</p>	<p>Smithsonian's National Zoo webcams</p> <p>Webcams Smithsonian's National Zoo (si.edu)</p>

Wednesday

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.15am</p>	<p>LI</p> <ul style="list-style-type: none"> We can describe actions that make us feel proud We can identify personal strengths used for learning <p>SC</p> <ul style="list-style-type: none"> I can describe actions that make me feel proud I can identify personal strengths used for learning 	<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> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Personal Strengths</p> <ol style="list-style-type: none"> Refer to the previous lesson. Class brainstorm: What were some of the strengths we talked about yesterday that Jordi showed at school? What is a strength you have? Can you put this in a sentence starting with “I”? Give an example. Ask each student to share one “I statement” that tells the class about their strength. e.g., I help others when they are hurt, I try hard when I am reading, I care about others. 	<p>Well-being activity wellbeing-social-emotional-learning-activities-primary.pdf (education.vic.gov.au)</p> <p>Full instructions: Pages 9 to 17 of Resilience, Rights and Respectful Relationships - Years 1 and 2</p>
<p>Session 2: Literacy 9:20 – 11.00am</p>	<p><u>Reading</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to make connections to a text to help us understand more about what we read <p>SC</p> <ul style="list-style-type: none"> I can make connections to a text to help me understand and analyse what I read. I can make connections between the text and my own experiences and experiences with other texts <p><u>Writing</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to create new plots and settings for characters <p>SC</p> <ul style="list-style-type: none"> I can use characters from texts to help 	<p>English Level 1</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts. (VCELY186) <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will be able to create short imaginative and informative texts using language features from familiar texts, demonstrating an emerging use of appropriate text structure. (VCELY194) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELY192) Students will be able to reread their own texts and discuss possible changes to improve meaning, spelling, punctuation and grammar. (VCELY195) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) <p>English Level 2</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222) Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) 	<p><u>Whole-class introduction to literacy tasks</u> <i>30 mins videoconference</i></p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Refer students back to the Making Connections Anchor Chart. Ask that they think about making connections with the text as they listen and view. When they think of a connection ask them to show this by linking their fingers together. View the animated story ‘The Buyungura who didn’t listen’ Pause to ask some students that have shown linked fingers to tell the class their connection. Support them to use the connection sentence starters. Answer questions & clarify instructions. <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Explain to students that today we are going to begin writing a new story for the characters we have been writing about. Using the class chosen character ask the students to think of a new setting for the character. Brainstorm other settings, make a list of these for students to draw from. Ask students what could happen to the character in this story that didn’t happen in the book we read? Share ideas. <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"> Students read their own texts and stop and link their fingers when they make a personal connection or a connection with another text. <p>Differentiation Support: Teacher to ask the students to show how they link their fingers to show when they are thinking about a connection.</p>	<p>The Buyungura who didn’t listen</p>

Weekly Remote Learning Pack: Level 1-2

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
	<p>create my ideas for writing.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ● Build on familiar texts by experimenting with character, setting or plot (VCELT229) ● Students will be able to reread their work and edit to check spelling, sentence level punctuation and text structure (VCELY231) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ● Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) 	<p>Extension Students are asked to think of multiple ways their text connects to themselves and to voice record their thinking using connection sentence starters. Focus Group Guided Reading Teacher, 20 mins</p> <ol style="list-style-type: none"> 1. Before reading: Introduce the text. Ask students what they think the text might be about. <i>Have you read any other books like this one?</i> Share any words that are in the text that may be challenging. 2. During reading: Ask students to think about similarities between this text and another text they have read. What connections can they make between the two texts. 3. After reading: Share text to text connections using the sentence starters. <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>Independent Writing</u> Students to begin drafting a story using their chosen character from the previous lessons.</p> <p>Differentiation Support Shared writing using the class character.</p> <p><u>1:1 Student Conferences</u> Can the student make text to text connections? Can they share their ideas and thoughts clearly?</p>	
<p>Break 11–11.30 am</p>				
<p>Session 3: Mathematics 11.30am–12.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> ● We are learning to skip count numbers up to 100 and backwards from 100 <p>SC</p> <ul style="list-style-type: none"> ● I can skip count by different numbers ● I can skip count backwards 	<p>Mathematics Level 1</p> <p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> ● Students will be able to recognise model, read, write and order numbers to at least 100 and locate them on a number line. (VCMNA088) ● Students will be able to investigate number sequences to and from 100 by ones from any starting point. Skip counting by twos, fives and tens starting from zero. (VCMNA087) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> ● Students will be able to measure and compare the lengths, mass and capacity of pairs of objects using uniform informal units. (VCMMG095) <p>Mathematics Level 2</p> <p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> ● Students will be able to recognise, model, read, write and order numbers to at least 1000. (VCMNA104) <p><u>Measurement and Geometry</u></p>	<p><u>Whole Class Mathematics</u></p> <p><u>Independent Warm Up Game</u> 15 mins Practice skip counting</p> <p><u>Explicit teaching and modelling</u></p> <ol style="list-style-type: none"> 1. Review the previous lesson had how we used 100s charts to help us with skip counting. Explain that we are going to continue our work on skip counting today using some other online tools. 2. Watch the 'skip counting' video together at the top of the page in the link. 3. Model how to do the various interactives. Skip count together. Remind students that skip counting out loud can help us learn. 4. Answer questions & clarify instructions <p><u>Independent Maths</u> Students to use the various interactives found on the link for practicing their skip counting.</p> <p><u>Differentiation</u></p>	<p>Practice Skip Counting Number Bubble Skip Counting – FUSE Resource</p> <p>Skip Counting Resources – FUSE Resource</p> <p>Focus Group 3 Maths Curriculum Companion activity Patterns - Maths Curriculum Companion - Department of Education & Training</p>

Weekly Remote Learning Pack: Level 1-2

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		<ul style="list-style-type: none"> Students will be able to measure, compare and order lengths, area, capacity and mass using informal units, and compare mass using a balance scale. (VCMMG115) 	<p>The link provides a wide range of differentiation for students to access.</p> <p>Mathematics Focus Group 3 Teacher</p> <ol style="list-style-type: none"> Ask students to cut a strip of paper. Students record a counting sequence as far as they can. You may assign the counting sequence and starting number or may allow students to choose their own. Writing the numbers vertically assists the students to focus on any patterns that are formed. After students have completed their strips, teachers ask questions such as: <ul style="list-style-type: none"> What pattern did you notice when counting by fives? When counting by fives would the number 70 be part of your counting pattern? How do you know? What if you were counting by fives and started at 135 what would the next few numbers be? What if you were counting backwards by fives from 90 what would the next few numbers be? <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>1:1 Student Conferences</u> What skip counting skills do students have? Can they count by 10s, 5s and 2s? Can some skip count backwards?</p>	
<p>Sharing and Reflection 12.30-1.00pm</p>			<p><u>Whole-class videoconference: sharing and reflection</u> (3-4 focus children to share each day) <i>(videoconference with call-in number for students with limited bandwidth)</i></p>	
<p>Lunch break 1.00–2.00pm</p>				
<p>Session 4: Specialist - Physical Education 2–3.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to show changes in speed, direction and level of movement in response to changes in music tempo. <p>SC</p> <ul style="list-style-type: none"> I can move my body at different speeds and in different directions in response to music. I can follow dance sequences. 	<p>Health and Physical Education Level 1 and 2</p> <p><u>Movement and Physical Activity</u></p> <ul style="list-style-type: none"> Construct and perform imaginative and original movement sequences in response to stimuli (VCHPEM081) <p>Dance Level 1 and 2</p> <p><u>Dance Practices</u></p> <ul style="list-style-type: none"> Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022) 	<p><u>Specialist Lesson- Physical Education</u> <i>Classroom teacher doing PLT Planning</i></p> <p><u>Warm Up</u> 15 mins Play the Kids Dance Party video and ask the students to follow the guided dance</p> <ol style="list-style-type: none"> Students watch the videos to learn the dance. Ask the students to complete the following: <ul style="list-style-type: none"> Practice at least three times so that you can keep up with the music video. When you have learnt the dance as best as you can ask someone in your family to watch you and give you feedback on your speed and movement in response to changes in the music. <p><u>Independent learning – specialist</u></p>	<p>Kids Dance Party (FUSE resource)</p>

Weekly Remote Learning Pack: Level 1-2

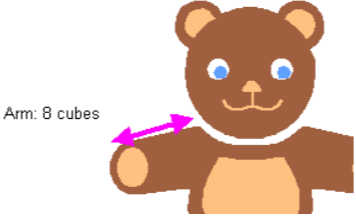
	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
			<p><u>Differentiation</u> <i>Support:</i> Watch smaller clips like the warmup to learn small movements, rather than an entire dance.</p> <p><u>Extension</u> Ask students if they would like to perform the dance at Friday's assembly.</p> <p><u>Let's get physical!</u> <i>15 mins</i> Dance, physical exercise or outdoor play</p> <p><u>Mindfulness</u> <i>15 mins</i> Quiet play, reading, colouring etc</p>	

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Wellbeing 9–9.15am</p>	<p>LI</p> <ul style="list-style-type: none"> We can describe actions that make us feel proud We can identify personal strengths used for learning <p>SC</p> <ul style="list-style-type: none"> I can describe actions that make me feel proud I can identify personal strengths used for learning 	<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 (VCPSCSE009) 	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Personal Strengths</p> <ol style="list-style-type: none"> Go through the list of personal strengths from the previous day. Ask students to choose one strength that they would like to draw a picture of to share with the class during reflection time. Allow them some time to begin their drawings. Students to finish their drawings in the 15minute Inquiry block. Share during reflection time tomorrow. 	<p>Well-being activity wellbeing-social-emotional-learning-activities-primary.pdf (education.vic.gov.au)</p> <p>Full instructions: Pages 9 to 17 of Resilience, Rights and Respectful Relationships - Years 1 and 2</p>
<p>Session 2: Literacy 9:20 – 11.00am</p>	<p><u>Reading</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to make connections between texts <p>SC</p> <ul style="list-style-type: none"> I can make connections between the text and my experiences with other texts <p><u>Writing</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to improve our writing by changing or adding to details of the characters, setting or plot. <p>SC</p> <ul style="list-style-type: none"> I can improve my writing by changing or adding to details 	<p>English Level 1</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts. (VCELY186) <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will be able to create short imaginative and informative texts using language features from familiar texts, demonstrating an emerging use of appropriate text structure. (VCELY194) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELY192) Students will be able to reread their own texts and discuss possible changes to improve meaning, spelling, punctuation and grammar. (VCELY195) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) <p>English Level 2</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222) Understand that simple connections can be made between ideas by using a compound sentence with two 	<p><u>Whole-class introduction to literacy tasks</u> <i>30 mins videoconference</i></p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Review tasks from previous lessons. Today we are going to begin making connections between texts we read or view. We can still use our anchor chart on ‘Making Connections’ and we may be able to add some more sentence starters to this. Choose a text that has some clear connections with the previous day’s texts. As you read stop and model how to make a text-to-text connection. This reminds me of..... book because..... Ask two key questions: <ul style="list-style-type: none"> What does this remind you of in another book you have read? How is this text similar to other things you have read? Answer questions & clarify instructions <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Watch Pencil Pals – Telling a Good Story Ask the following questions: <ul style="list-style-type: none"> What are some ways we can improve our stories, so they are more interesting? What did the student in the video do to make her story more interesting? What was the problem with her second attempt? Ask students to help you write a story that is silly and doesn’t make much sense. 	<p>Pencil Pals - Telling a Good Story https://iview.abc.net.au/video/CH1925V003S00</p>

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	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
	<p>of the characters, setting or plot.</p>	<p>or more clauses usually linked by a coordinating conjunction (VCELA214)</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> ● Build on familiar texts by experimenting with character, setting or plot (VCELT229) ● Students will be able to reread their work and edit to check spelling, sentence level punctuation and text structure (VCELY231) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ● Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) 	<p>4. How could we write a story that is interesting, but not too silly? Brainstorm problems that can be solved for the class character.</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>Students read their own texts and stop and think about what other texts their book reminds them of.</p> <p><u>Differentiation</u> Support: Teacher to ask the students to share a connection with their text and another text they have read or viewed.</p> <p><u>Extension</u> Students are asked to think of multiple ways their text connects to another text and to begin to think about how they might be different.</p> <p>Focus Group <u>Guided Reading</u> Teacher, 20 mins</p> <ol style="list-style-type: none"> 1. Before reading: Introduce the text. Ask students what they think the text might be about. <i>Have you read any other books like this one?</i> Share any words that are in the text that may be challenging. 2. During reading: Ask students to think about similarities between this text and another text they have read. What connections can they make between the two texts. 3. After reading: Share text to text connections using the sentence starters. <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>Differentiation</u> Support: Create an oral story using their character. Voice records their story.</p> <p><u>Extension</u> Students share their stories together and give each other feedback on how they could change their story, so it is more exciting.</p> <p><u>1:1 Student Conferences</u> Can the student make text to text connections?</p>	
<p>Break 11– 11.30am</p>				
<p>Session 3: Mathematics 11.30am – 12.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> ● We are learning to measure the length of objects using informal units. 	<p>Mathematics Level 1</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> ● Students will be able to recognise model, read, write and order numbers to at least 100 and locate them on a number line. (VCMNA088) 	<p>Whole Class Mathematics</p> <p><u>Warm Up Game (15 mins)</u> Practice Skip Counting</p> <p><u>Explicit teaching and modelling</u></p>	<p>Practice Skip Counting Number Bubble Skip Counting – FUSE Resource</p> <p>Skip Counting Resources – FUSE Resource</p> <p>Introduction to Nonstandard Measurement for Kids: Using Paper Clips to Measure</p>

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Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>SC</p> <ul style="list-style-type: none"> I can use informal units to measure the length of an object. 	<ul style="list-style-type: none"> Students will be able to investigate number sequences to and from 100 by ones from any starting point. Skip counting by twos, fives and tens starting from zero. (VCMNA087) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure and compare the lengths, mass and capacity of pairs of objects using uniform informal units. (VCMMG095) <p>Mathematics Level 2</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Students will be able to recognise, model, read, write and order numbers to at least 1000. (VCMNA104) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure, compare and order lengths, area, capacity and mass using informal units, and compare mass using a balance scale. (VCMMG115) 	<ol style="list-style-type: none"> Watch the ‘Introduction to Nonstandard Measurement for Kids: Using Paper Clips to Measure’ clip together, pausing after each error to build a ‘Measuring Length’ anchor chart that shows what success looks like. Compare the anchor chart with the video ideas explained at the end. Ask do we have everything we need on our chart to know how to measure length correctly? Prior to independent tasks ask students to think about what they have that they could use to measure objects in their homes. Brainstorm: playing cards, toothpicks, paperclips, their feet, hands. <p>Model recording – Object, measurement E.g -</p>  <ol style="list-style-type: none"> Answer questions & clarify instructions <p><u>Independent Maths</u> Students to measure different objects and record the lengths of each.</p> <p><u>Differentiation</u> <i>Support:</i> Give them three specific objects to measure</p> <p><u>Extension</u> Ask them to use at least three different informal measurement tools.</p> <p>Mathematics Focus Group 4 Teacher</p> <ol style="list-style-type: none"> Ask students to measure their bedrooms by walking heel to toe from one wall to the next and come back and share how many feet the length of their room is. Compare the responses and ask ‘Who has the longest room?’ Wait for responses to see if students pick up the problem with this task, students have different size feet. Go back over the anchor chart. If we really wanted to find out who has the longest bedroom what could we do. Discuss how we need to find a unit of measure that is the same for everyone. Ask students to measure the length of their rooms using three different units of measure. Record and share results. <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>1:1 Student Conferences</u> Are students able to measure accurately using informal units? Can they record their measurements?</p>	<p>https://fuse.education.vic.gov.au/?J5BPJF</p>

Weekly Remote Learning Pack: Level 1-2

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
			Do they use the SC to see if they have measured correctly?	
Sharing and Reflection 12.30-1.00pm			<u>Whole-class videoconference: sharing and reflection</u> 3-4 focus children to share each day videoconference with call-in number for students with limited bandwidth	
Lunch break 1.00–2.00				
Session 4: Inquiry-Science 2.00–3.30pm	<p>LI</p> <ul style="list-style-type: none"> We are learning about what happens when habitats change, and some living things can no longer have their needs met <p>SC</p> <ul style="list-style-type: none"> I can describe what living things need to survive and can explain what can happen if their habitat changes 	<p>Science Level 1 & 2</p> <p><u>Biological Sciences</u> Living things have a variety of external features and live-in different places where their basic needs, including food, water and shelter, are met (VCSSU042)</p>	<p><u>Whole-class Inquiry – Science</u> Teacher preparation of learning materials and Student wellbeing calls</p> <ol style="list-style-type: none"> Prior Knowledge from previous lesson on what animals need to survive. Introduce the new vocabulary: habitat and ecosystem Learn about the desert ecosystem with the 'Feed the Dingo' interactive game set in the Australian outback. <p><u>Let's get physical!</u> 15 mins Dance, physical exercise or outdoor play</p> <p><u>Mindfulness</u> 15 mins Quiet play, reading, colouring etc</p>	<p>'Feed the Dingo' Interactive Game http://pbskids.org/plumlanding/games/ecosystem/feed_the_dingo.html</p>

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>Session 1: Assembly 9–9.20am</p>			<p><u>Whole school assembly (online)</u></p>	
<p>Session 2: Literacy 9:20 – 11.00am</p>	<p><u>Reading</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning how to express our ideas using complex sentences <p>SC</p> <ul style="list-style-type: none"> I can join my ideas using complex sentences with the word 'because'. <p><u>Writing</u></p> <p>LI</p> <ul style="list-style-type: none"> We are learning to reread our writing to check if it makes sense and to correct spelling <p>SC</p> <ul style="list-style-type: none"> I can reread my writing to check that it makes sense. I can check my writing to correct my spelling. 	<p>English Level 1</p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts. (VCELY186) <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will be able to create short imaginative and informative texts using language features from familiar texts, demonstrating an emerging use of appropriate text structure. (VCELY194) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (VCELY192) Students will be able to reread their own texts and discuss possible changes to improve meaning, spelling, punctuation and grammar. (VCELY195) <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202) <p>English Level 2</p> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> Students will be able to use comprehension strategies to build literal and inferred meaning and begin to analyse texts (VCELY222) <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (VCELA214) <p><u>Writing</u></p> <ul style="list-style-type: none"> Build on familiar texts by experimenting with character, setting or plot (VCELT229) Students will be able to reread their work and edit to check spelling, sentence level punctuation and text structure (VCELY231) <p><u>Language for Interaction</u></p> <ul style="list-style-type: none"> Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) 	<p><u>Whole-class introduction to literacy tasks</u> 30 mins videoconference</p> <p><u>Reading – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Discuss with students: We have already started saying and writing complex sentences this week. When we think of text connections we have been using sentence starters, such as “This text reminds me of...” When we add in a reason, our sentence becomes what is known as a complex sentence. Show the start of Series 1 ‘Dognapped’ Before viewing the story ask if anyone can make a text to text between this text and other books they have read , such as Pig the Pug. Ask the student/s to explain why this would remind them of the other text, demonstrating how to create a complex sentence: This text makes me think of the book [name] ... View the text and ask students if they can make connections and add in the word 'because' to express their ideas. <p><u>Writing – Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Using a prepared text sample of a story, model reading aloud to check that the story makes sense. Demonstrate adding in or taking away a word to help the story make sense. Model underlining words that you think are not spelt correctly. Create a “Tips to correct our spelling” Anchor Chart Ask students - How can we correct our spelling? Create the anchor chart together: Say the word out loud – what sounds can you hear? Stretch the word – say it slowly Clap out the syllables Use a dictionary <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"> Students to choose a book to read or listen to from the Clifford the Dog website. Students to make a connection between the two texts they have viewed today – Mike the Pug and Clifford the Big Red Dog, practising the use of the word 'because' to join their ideas. <p><u>Differentiation</u> Support: Teacher to direct students to the sentence starters Extension: Students come up with multiple text connections using the joining wo</p> <p>Focus Group 1 Guided Reading Teacher, 20 mins</p>	<p>Series 1 ‘Dognapped’ Series 1 Dognapped : ABC iview</p> <p>Clifford the Dog Interactive Story Books http://teacher.scholastic.com/clifford1/index.html</p>

Weekly Remote Learning Pack: Level 1-2

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
			<p>1. Before reading: Introduce the text. Ask students what they think the text might be about. Have you read any other books like this one? Share any words that are in the text that may be challenging.</p> <p>2. During reading: Ask students to think about similarities between this text and another text they have read. What connections can they make between the two texts.</p> <p>3. After reading: Share text to text connections using the sentence starters and the word 'because' to make a complex sentence.</p> <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>Independent Writing</u> Students to read over their writing from the previous lesson, check it makes sense and underline four words that may need to be checked for spelling. Use the anchor chart to help them correct their spelling.</p> <p><u>1:1 Student Conferences</u> Can the student make text connections using complex sentences with the word 'because'?</p>	
<p>Break 11–11.30am</p>				
<p>Session 3: Mathematics 11.30am–12.30pm</p>	<p>LI</p> <ul style="list-style-type: none"> We are learning to compare the length of two objects <p>SC</p> <ul style="list-style-type: none"> I can compare the length of two objects and say which is longer or shorter. I can compare and order the length of objects using informal units. 	<p>Mathematics Level 1</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Students will be able to recognise model, read, write and order numbers to at least 100 and locate them on a number line. (VCMNA088) Students will be able to investigate number sequences to and from 100 by ones from any starting point. Skip counting by twos, fives and tens starting from zero. (VCMNA087) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure and compare the lengths, mass and capacity of pairs of objects using uniform informal units. (VCMMG095) <p>Mathematics Level 2</p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Students will be able to recognise, model, read, write and order numbers to at least 1000. (VCMNA104) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Students will be able to measure, compare and order lengths, area, capacity and mass using informal units, and compare mass using a balance scale. (VCMMG115) 	<p><u>Whole Class Mathematics</u></p> <p><u>Warm Up Game</u> 15 mins Measuring using coins</p> <p><u>Explicit instruction & modelling</u></p> <ol style="list-style-type: none"> Watch 'Count Us In, Ep 14: How big is the magic bus?' clip for first 3 minutes only. Ask which bus was bigger? Why was this hard to answer? Which bus was longer? Sometimes we need to measure to work out which objects are longer or higher or wider. Show students two objects. Ask students which object is longer? How can we check this? Model tracing around each object on paper. Using paperclips, or other informal measurement tools, measure each object using the anchor chart of SC from previous lesson. Ask which object is longer? Record your findings. Answer questions & clarify instructions <p><u>Independent Maths</u> Students to measure the length of two favourite toys using paper to trace.</p> <p><u>Differentiation</u> <i>Support:</i> Check in with students that they have chosen how they are going to measure their two toys.</p> <p><u>Extension</u> Measure more than two toys, order according to height. Choose objects that look close in size. Find the difference in length between two objects. Mathematics Focus Group 5 Teacher</p>	<p>Measuring using coins https://www.starfall.com/h/geometry/measure-this/</p> <p>Count Us In, Ep 14: How big is the magic bus? Count Us In, Ep 14: How big is the magic bus? - ABC Education</p>

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		<ol style="list-style-type: none"> 1. Ask students to measure their bedrooms by walking heel to toe from one wall to the next and come back and share how many feet the length of their room is. 2. Compare the responses and ask 'Who has the longest room?' Wait for responses to see if students pick up the problem with this task, students have different size feet. 3. Go back over the anchor chart. If we really wanted to find out who has the longest bedroom what could we do. 4. Discuss how we need to find a unit of measure that is the same for everyone. Ask students to measure the length of their rooms using three different units of measure. 5. Record and share results. <p><u>Creative play</u> e.g. make a jigsaw, build with Lego, play with your toys. Play outside if the weather permits.</p> <p><u>1:1 Student Conferences</u> Are students able to measure and compare the lengths of objects using informal units? Can they identify which objects are shorter or longer?</p>	
<p>Sharing and Reflection 12.30-1.00pm</p>		<p><u>Whole-class videoconference: sharing and reflection</u> (3-4 focus children to share each day) <i>(videoconference with call-in number for students with limited bandwidth)</i></p>	
<p>Lunch break 1.00–2.00pm</p>			
<p>Session 4: 2.00 – 3.30pm</p>		<p><u>Whole class Fun Friday</u> <i>optional class social time</i> <i>Teacher preparation of learning materials and Student wellbeing calls</i></p> <p><u>Personal Strengths Charades</u></p> <ol style="list-style-type: none"> 1. Have a list of personal strengths visible to the students. 2. Choose a student to act out a strength for the class. 3. Class guesses the strength. 4. Students to complete their personal strengths drawings. <p><u>Let's get physical!</u> <i>15 mins</i> Dance, physical exercise or outdoor play</p> <p><u>Mindfulness</u> <i>15 mins</i> Quiet play, reading, colouring etc</p>	