

# Connected Learning Team Primary

Year 2

## English Package

2 weeks

- **Phonemic Awareness**

- Blending words (compound words)
- Substituting words (compound words)
- Blending syllables
- Blending sounds
- Substituting initial sounds

- **Reading**

- Fluency
- Vocabulary
- Making predictions
- Sentence building
- High frequency words
- Locating simple facts and details

- **Writing**

- Recount writing
- Procedural writing

- **Grammar**

- Verbs

## Curriculum Links

Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)

Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words

Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)

Understand that a sound can be represented by various letter combinations (ACELA1825)

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)

Use comprehension strategies to build literal 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 (ACELY1670)

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 (ACELY1671)

Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)

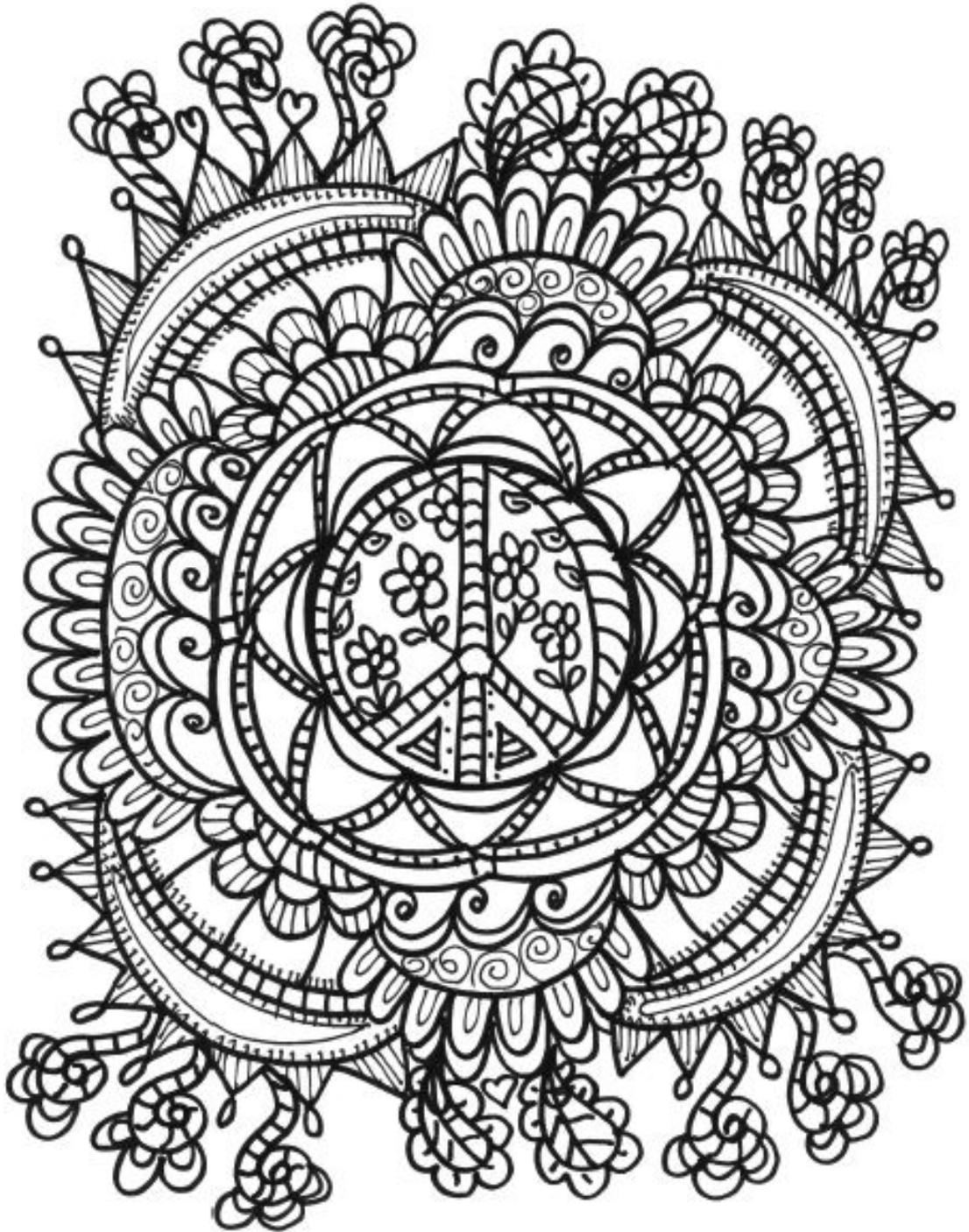
## Using this package

- This package includes explicit teaching pages and activities to assist you with teaching your child different focus concepts.
- This package includes activities to practise and consolidate different skills.
- This package includes answers to some activities and can be found at the end of the package.

English Home Learning Week 1 : Overview					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Learning Intentions</b>  <u>English</u>  <b>Phonemic Awareness</b> <b>Reading</b> <b>Writing</b>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally blend words together to say whole words. These words are called compound words.</li> <li>Become a fluent reader</li> <li>write a personal recount of an event/s that we did on the weekend. This task includes planning, writing and a self-assessment.</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally blend two small words together to say new whole words. These words are called compound words.</li> <li>Practice reading short texts to become a fluent reader</li> <li>Identify the features of a procedural text</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>We are learning to substitute words in compound words to make new compound words.</li> <li>We are learning to increase our vocabulary and learn to apply new words into our written work.</li> <li>Identify the features of a procedural text</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally blend two syllables together to say the whole word</li> <li>make predictions when reading</li> <li>identify and recognise the grammar features of a procedural text (verbs)</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally blend two and three syllables to say real and nonsense words</li> <li>build sentences with words</li> <li>identify the features of a procedural text by writing a complete list of materials and ingredients.</li> </ul>
<b>Success Criteria</b>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two words together then say the whole compound word.</li> <li>I can read words with fluency and automaticity</li> <li>I can write a recount about a personal event/s</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two words together then say the whole compound word.</li> <li>I can read words with fluency and automaticity</li> <li>I can recognise the features of a procedural text</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two words together then say the whole compound word.</li> <li>I can read words with fluency and automaticity</li> <li>I can follow sequential steps to finish a picture of a pet shop.</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two syllables together then say the whole word.</li> <li>I can read words with fluency and automaticity</li> <li>I can make predictions</li> <li>I can identify what a verb is</li> <li>I can recognise the use of verbs at the beginning of each step in the method section of a procedural text.</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two and three syllables to say real and nonsense words.</li> <li>I can read words with fluency and automaticity</li> <li>I can write a complete list of materials or ingredients</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Phonemic Awareness: Compound words lesson 1 sheet</li> <li>"The Secret Base" reading passage</li> <li>Recount plan, lined pages and self-assessment</li> <li>Writing pencil</li> <li>highlighter</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: Compound words lesson 2 sheet</li> <li>Read and Roll fluency passage sheet</li> <li>'Muddled up' mud pies procedure and blank procedure template</li> <li>Dice template</li> <li>Writing pencil</li> <li>Glue</li> <li>scissors</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: Compound words lesson 3 sheet</li> <li>"The Old Wooden Chest" reading passage and activity sheet</li> <li>Tom's Pet Shop Activity sheet</li> <li>Coloured pencils</li> <li>Highlighter</li> <li>Writing pencil</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: Blending syllables sheet</li> <li>"The Old Wooden Chest" reading passage and activity sheets</li> <li>Grammar – Verbs activity sheet</li> <li>Coloured pencils</li> <li>Highlighter</li> <li>Writing pencil</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: Blending two and three syllable words sheet</li> <li>"Build a Sentence" cards (made from activity sheet)</li> <li>Procedure Writing: Materials and Equipment Sheet</li> <li>Scissors</li> <li>Writing pencil</li> </ul>
<b>Learning Activities</b>	<b>Phonemic Awareness:</b> Blending compound words: lesson 1 <b>Reading:</b> "The Secret Base" fluency passage Long a sound word search <b>Writing:</b> personal recount	<b>Phonemic Awareness:</b> Blending compound words: lesson 2 <b>Reading:</b> Roll and Read fluency statements <b>Writing:</b> unjumble the procedural text "mud pies"	<b>Phonemic Awareness:</b> Substituting compound words <b>Reading:</b> "The Old Wooden Chest" fluency reading passage and activity sheet Long a sound word search <b>Writing:</b> Tom's Pet Shop	<b>Phonemic Awareness:</b> Blending syllables <b>Reading:</b> "The Old Wooden Chest" fluency passage and activity sheet <b>Writing:</b> Verbs activity sheets	<b>Phonemic Awareness:</b> Blending two and three syllables <b>Reading:</b> "Build a Sentence" activity <b>Writing:</b> Materials and Equipment sheet
<b>Accountability</b>	Recount Writing Self-assessment				
<b>Place a tick in the box once completed</b>	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing

English Home Learning Week 2 : Overview					
	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Learning Intentions</b>  <u>English</u>  <b>Phonemic Awareness</b> <b>Reading</b> <b>Writing</b>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally blend sounds together to say new words.</li> <li>Become a fluent reader</li> <li>write a personal recount of an event/s that we did on the weekend. This task includes planning, writing and a self-assessment.</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally blend sounds together to say new words.</li> <li>Improve our automatic recall of high frequency words</li> <li>Identify verbs as being action words.</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally substitute initial sounds in spoken words.</li> <li>locate facts and details in a simple text</li> <li>Identify the features of a procedural text</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally substitute initial sounds in spoken words</li> <li>become fluent readers</li> <li>build sentences with words</li> <li>write a procedure text</li> </ul>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>orally substitute initial sounds in spoken words</li> <li>read with fluency</li> <li>independently write a procedural text</li> </ul>
<b>Success Criteria</b>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two words together then say the whole compound word.</li> <li>I can read words with fluency and automaticity</li> <li>I can write a recount about a personal event/s</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend sounds together then say new words.</li> <li>I can automatically read and recall high frequency words with fluency and automaticity</li> <li>I can identify and describe verbs as being words that describe an action.</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally substitute initial sounds in spoken words.</li> <li>I can find highlight answers in a text</li> <li>I can follow sequential steps to finish a picture of a pet shop.</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>I can orally blend two syllables together then say the whole word.</li> <li>I can read words with fluency and automaticity</li> <li>I can build sentences with individual words</li> <li>I can write 5 silly or real sentences using the sentence building cards</li> <li>I can write the method or steps in sequential order</li> </ul>	<b>I am successful when:</b> <ul style="list-style-type: none"> <li>Orally substitute initial sounds in spoken words</li> <li>I can read statements containing the oi/oy sound</li> <li>I can write a procedural text independently that includes title, goal, materials and method (or steps)</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Phonemic Awareness: blending sounds</li> <li>"The Birthday Surprise" reading passage</li> <li>High frequency words tally activity sheet</li> <li>Recount plan, lined pages and self assessment</li> <li>Writing pencil</li> <li>Coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: blending sounds</li> <li>High frequency words snakes and ladders game board</li> <li>Verbs activity sheets</li> <li>Dice template</li> <li>Writing pencil</li> <li>Glue</li> <li>Scissors</li> <li>Die (template included if required)</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: substituting sounds</li> <li>"Treat Time" reading passage and comprehension sheet</li> <li>Procedure writing : 'How to brush your teeth' activity sheet</li> <li>Coloured pencils</li> <li>Highlighter</li> <li>Writing pencil</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: substituting sounds</li> <li>"build a sentence' cards</li> <li>"Build a sentence" activity sheet</li> <li>Procedure writing: 'How to make a fruit salad' activity sheet</li> <li>Writing pencil</li> <li>scissors</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic Awareness: substituting sounds</li> <li>oi/oy fluency passage</li> <li>Procedure Writing blank writing pages</li> <li>Writing pencil</li> <li>Coloured pencils</li> <li>Die (use template included in pack if required)</li> </ul>
<b>Learning Activities</b>	<b>Phonemic Awareness:</b> Blending sounds <b>Reading:</b> "The Birthday Surprise" fluency passage High frequency words tally <b>Writing:</b> personal recount writing	<b>Phonemic Awareness:</b> Blending sounds <b>Reading:</b> High frequency words snakes and ladders game <b>Writing:</b> identify verbs in sentences and noun/verb/adjective word sort	<b>Phonemic Awareness:</b> Substituting sounds <b>Reading:</b> Treat Time! <b>Writing:</b> 'How to brush your teeth' procedure writing task	<b>Phonemic Awareness:</b> Substituting sounds <b>Reading:</b> "Build a Sentence" activity <b>Writing:</b> How to make a fruit salad	<b>Phonemic Awareness:</b> Substituting sounds <b>Reading:</b> Oi/oy fluency passage <b>Writing:</b> write your own procedural text
<b>Accountability</b>	Recount Writing Self assessment				Procedural text Self assessment
<b>Place a tick in the box once completed</b>	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing	<u>Activities completed</u> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Reading <input type="checkbox"/> Writing

# ~WEEK 1~



# Day 1

## **Phonemic Awareness**

Focus: *blending words*

### **Compound Words**

We are learning to orally blend two small words together to say whole words. These words are called compound words.

## **Reading**

Focus: *Fluency*

We are learning to become fluent readers.

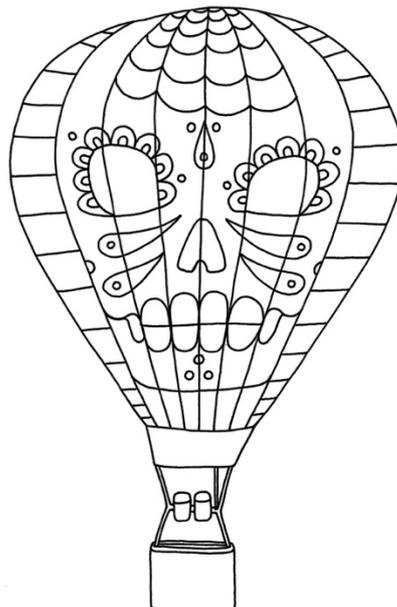
We are learning to identify different ways to read and make the 'long a' sound.

## **Writing**

Focus: *Recount Writing*

We are learning to write a personal recount of an event/s that we did on the weekend. This task includes planning, writing and a self-assessment.

(Note: if you are going on an outing during the week, you could write about the event instead)



**Day 1**  
**Phonemic Awareness: Blending words**  
**Compound Words: Lesson 1**

We are learning to orally blend two small words together to say new words. These new words are called compound words.

I am successful when I can orally blend two words together then say the whole compound word.

**Compound words are words that are made up of two or more smaller words. When the words are joined together, they make a new word with a different meaning.**

**For example:**

**butter**



**fly**



**butterfly**



**Task Instructions:** This task is an oral task. You will need an adult or a partner to help you with this activity. Have an adult read to you each word. Your task is to repeat each word and blend them together to say the whole word.

**Example:**

Partner would say: butter / fly: Student to orally repeat each word /butter/ /fly/ then blend the two words together to say the whole word butterfly.

If you are completing this activity without partner assistance, you could read the individual words aloud and blend the words together to read the whole word.

**Example:**

/foot/ /ball/ – Read each word aloud /foot/ /ball/ then blend the words together to read the whole word football.

**Your turn:** blend these words together aloud to say the whole compound word. You will need to repeat each word first, then say the whole word.

foot / ball	door / bell	pop / corn
milk / shake	cup / cake	rain / bow
book / shelf	light / house	note / pad
cheese / burger	skate / board	dragon / fly
snow / man	rain / coat	gold / fish
cow / boy	horse / shoe	tooth / brush

**Day 1****Reading: Fluency****Activity 1****Instructions**

We are practicing our reading to become fluent readers.

**Task:** Ask an adult to put a timer on for 1 minute and read as much of the text below as you can until the timer goes off. Circle the last word you say when the timer goes off. You are going to repeat this three times and record your score using the recording table.

*Can you beat your score each time?*

**Recording table**

	Number of words read
<b>First Read</b>	
<b>Second Read</b>	
<b>Third Read</b>	

**The Secret Base**

**9** On Sunday, Jay made pancakes with jam. He put  
**21** his dish in the sink and then went to play with the  
**27** neighbours next door, May and Jack.

**37** Jay's house had a big backyard with an old tent  
**48** that the children used as a base. May put her plain  
**58** red hat on and raced down to the base. "What  
**67** can we do today?" said May. "Let's be secret  
**75** agents and protect the base" said Jack. "That  
**79** sounds ace," said Jay.

**89** May and Jack went into the tent and closed the  
**100** door with the zip. They sat and waited in the dark  
**112** and made a plan to creep up on Jay. Jay went and  
**124** hid behind the trees in the shade. He sat on a damp  
**133** log waiting for May and Jack to find him.

**143** Jack unzipped the tent door. They both crept out of  
**153** the tent carefully and went to look for Jay. They  
**160** looked high. They looked low. They looked  
**168** everywhere! "We need to use our secret agent  
**177** skills", said Jack to May. Then May spotted the  
**185** footprints that lead down to the shady trees.



# Day 1: Recount Writing

We are learning to write a personal recount of an event/s .

I am successful when:

- I plan and write a recount about my weekend
- I use capital letters and end punctuation in my writing
- I can write a recount with the events in order (first, next, then, finally)
  - I use paragraphs in my writing
  - I include descriptive language

## **Task 1: Planning**

When writing a recount, you will need to include an **introduction** that includes:

Who?  
When?  
Where?  
What?  
Why?  
How?



The **main body** will need to include your events in the correct order.

First...  
Next...  
Then...  
Finally...

## **Conclusion**

How would you sum up your event/s? How did you feel about the event/s? What feelings did you experience?

### ***What will you write about?***

Will you write about your whole weekend, one day or just one event?

*Circle your choice.*

**Whole weekend**

**One day**

**One event**

Look at the example on the next page as inspiration.

## Example Recount

### **My Adventure to the Lake**

Title

#### **Introduction**

Who  
What  
Where  
When  
Why

On Sunday, my brother Jordan and I went to the lake. We went to the lake across the road from our house to find and collect tadpoles.

#### **Main Body**

First

First we collected all the equipment that we would need for our big adventure. We got a net, a bucket and a shovel from the shed.

Next

Next we headed over the lake to look for the perfect spot to catch tadpoles. Jordan insisted that we head to the far end of the lake as that is where the water was the deepest and where he had seen live tadpoles before.

Then

Finally

Then we used our nets, shovels and buckets to scoop up the water. We looked carefully in the bucket each time to see if there were any tadpoles. We did this about ten times before we got our first tadpoles. We were excited to find that there were three in the bucket.

Finally we collected up all our equipment and raced back home with our tadpoles. We couldn't wait to show our Nanna and Dad the precious tadpoles that we had collected. Dad said we could keep them for an hour but then had to return them back to the water, which we did.

#### **Conclusion**

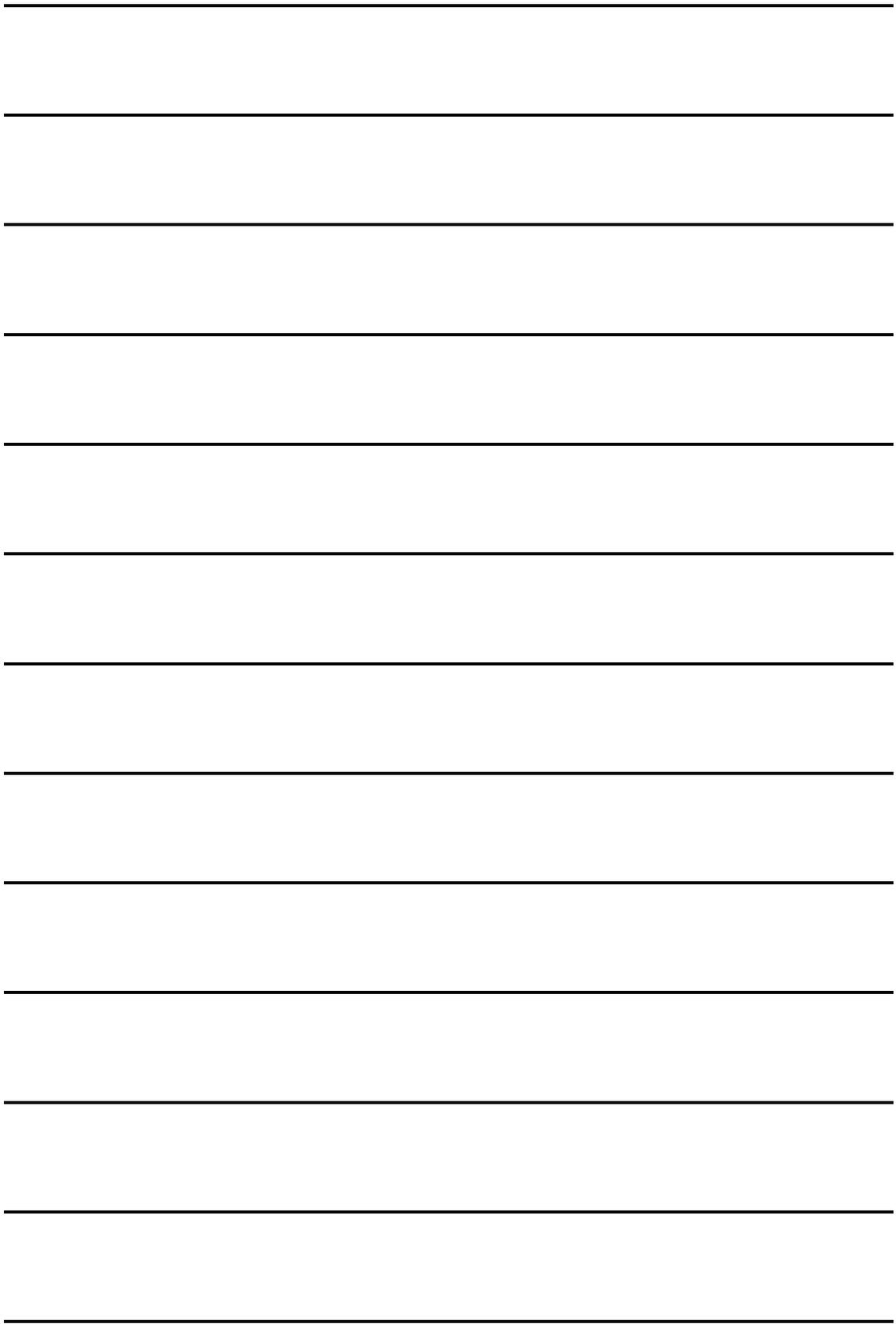
It was such a fun adventure and I can not wait to collect more tadpoles next time.

## Recount Writing : Planning Page

*Use this page to plan your ideas before you start your writing.*

<b>Title</b>		
<b>Introduction</b>	Who	
	What	
	Where	
	When	
	Why	
<b>Main Body</b>	First	
	Next	
	Then	
	Finally	
<b>Conclusion</b>		





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### **Task 3**

## Recount Writing: Self Assessment

Use this checklist to self assess your personal recount.

			
	I have consistently included	I am developing this area	I need more assistance
<b><u>Title</u></b> I have included a title.			
<b><u>Introduction</u></b> My introduction includes: Who What Where When Why			
<b><u>Main body</u></b> The main body of the recount is in the correct order using the words : first, then, next and finally.			
<b><u>Conclusion</u></b> I have included my thoughts and feelings about the event/s.			
I have used a new paragraph for each new section.			
I have used a capital letter at the start of each sentence.			
I have used capital letters for proper nouns (for people's names, places and the word 'I')			
I have used punctuation at the end of each sentence (full stops, question marks and exclamation marks.)			
I have included exciting and interesting words in my recount.			

## Day 2

### Phonemic Awareness

Focus: *blending words*  
**Compound Words**

We are learning to orally blend two words together to say compound words.

### Reading

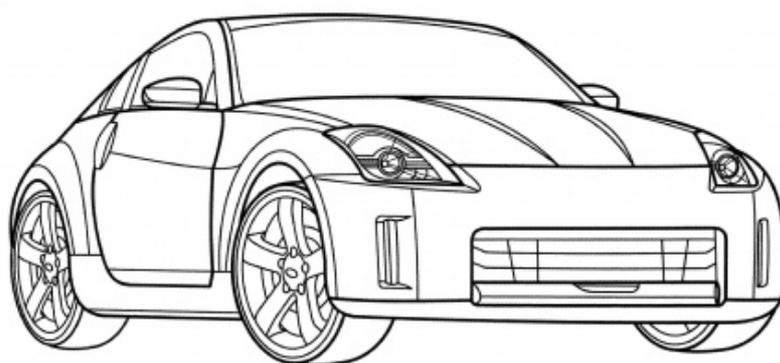
Focus: fluency

We are learning to become fluent readers.

### Writing

Focus: *Procedural Writing*

We are learning to identify the features of a procedural text.



**Day 2**  
**Phonemic Awareness: Blending words**  
**Compound Words: Lesson 2**

We are learning to orally blend words together to say new words. These new words are called compound words.

I am successful when I can orally blend two words together then say the whole compound word.

**Compound words are words that are made up of two or more smaller words. When the words are joined together, they make a new word with a different meaning.**

**For example:**

**basket**



**ball**



**basketball**



**Task Instructions:** This task is an oral task. You will need an adult or a partner to help you with this activity. Have an adult read to you each word. Your task is to repeat each word and blend them together to say the whole word.

**Example:**

Partner would say: basket / ball: Student to orally repeat each word /basket/ /ball/ then blend the two words together to say the whole word *basketball*.

If you are completing this activity without partner assistance, you could read the individual words aloud and blend the words together to read the whole word.

**Example:**

/foot/ /ball/ – Read each word aloud /foot/ /ball/ then blend the words together to read the whole word *football*.

**Your turn:** blend these words together aloud to say the whole compound word. You will need to repeat each word first, then say the whole word.

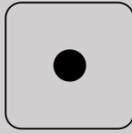
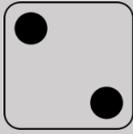
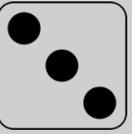
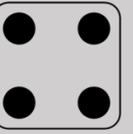
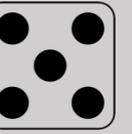
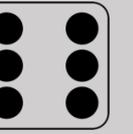
sea / horse	wheel / chair	foot / print
jelly / fish	mail / box	fire / man
star / fish	hair / cut	tea / pot
table / spoon	sail / boat	lady / bug
water / melon	fire / work	pan / cake
cow / boy	horse / shoe	tooth / brush

**Day 2****Reading: Fluency**

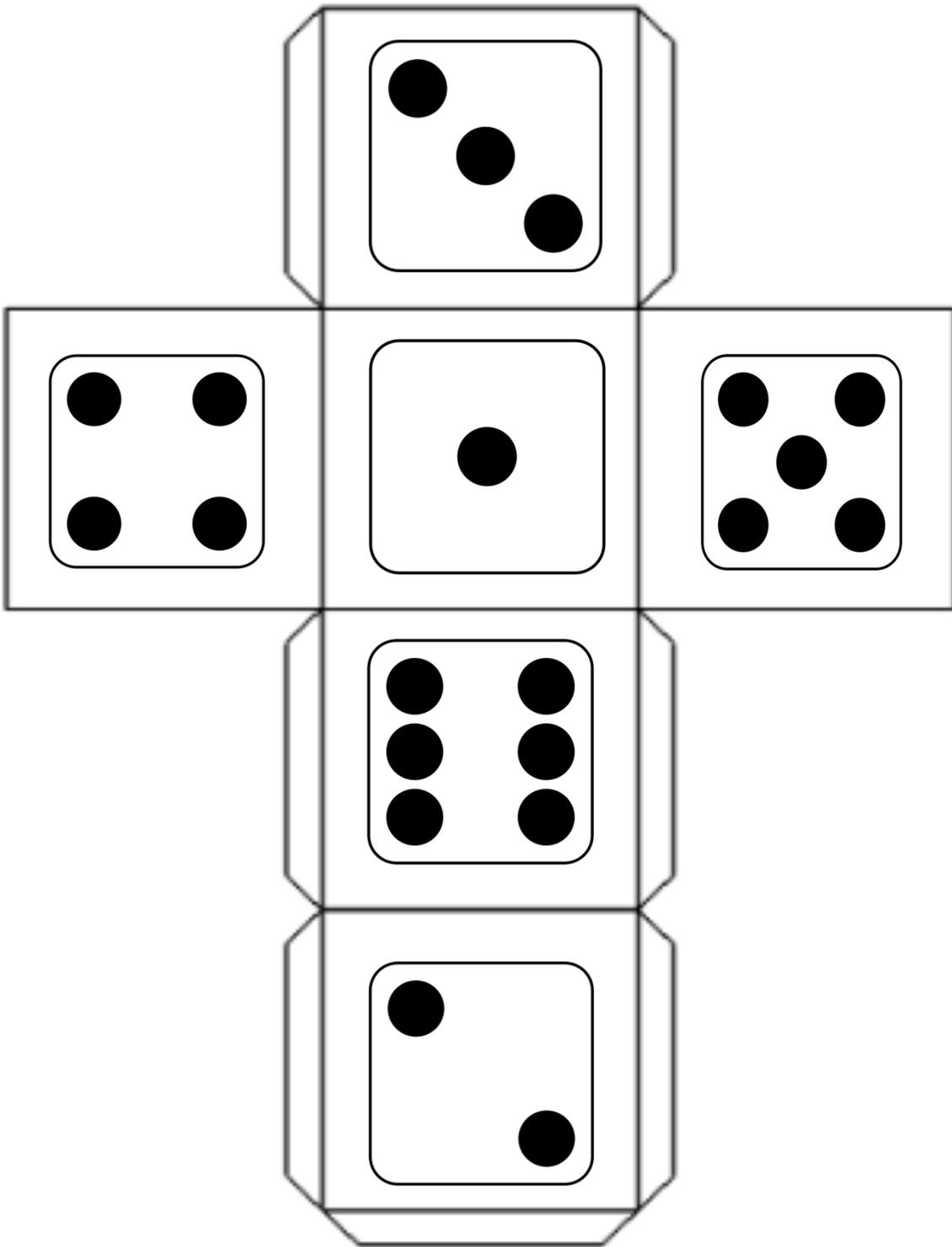
**Activity instructions:** Using the dice template on the following page, roll the dice and read first statement in the matching column as quickly as you can. Once you have read the statement, cross it off with a pencil. Continue rolling the dice until you have read the whole sheet.

***Which column will you finish first?***

**Roll and Read Fluency Statements**

					
Where is the lid?	The bin is out the back.	Bob and Jan can hop.	Can you tow my car?	Look out!	I hurt my foot.
A hammer and a nail.	Go to the back of the room.	Long weeds grow in the garden.	The snake is on the log.	A boy and a girl on a boat.	The room was a big mess.
Do you like to go to the park?	At night I like to look at the stars.	The cat is on the black rug.	Can you mix the pot?	The bird is in the nest.	My hat is green and yellow.
I will sit next to the tree.	The three dogs ran at the cars.	Jed and Mack go to the shops.	Did you go on a long trip?	The moon is bright in the night sky.	The rat is black and brown.
A box of nuts and bolts.	A tent on the beach.	The snail is on the ground.	I need help with the chain.	What was that?	Wow! Look at that!
How far is the shops?	My bed is so soft.	Hand it over, now!	Do you sing songs?	The men look sad.	I can see a green leaf.
We had fun at the zoo.	Pete went on a sled.	I do not want to slip.	I have a new stamp.	Can you trap the crab?	The jet is wet in the rain.

Dice Template



## Day 2: Writing – Procedural Writing

**A procedure tells us how to make or do something.**

Some examples of procedures are:

- Recipes (how to make an ice cream sundae)
- Rules (how to play the card game 'snap')
- Directions (how to get to the shops)

*We are learning to identify the features of a procedure.*

*I am successful when:*

- I can recognise the features of a procedural text including:
  - title
  - goal
  - ingredients (or materials)
  - method (or directions)

**Activity:** For the first activity, you will be looking at the features of a procedure.

Today you will:

1. Read an example of a procedural text (How to Make Mud Pies)
2. Cut, sequence and stick a 'muddled up' procedural text.

## Example of a Procedural Text

<b>Title</b>	How to make mud pies
<b>Goal</b>	Mud pies are fun and easy to make. Follow this recipe to make your own mud pies at home.
<b>Ingredients/ materials</b>	<ul style="list-style-type: none"><li>• 4 cups of dirt</li><li>• 3 leaves</li><li>• 1 cup of water</li><li>• Flowers, leaves and woodchips to decorate</li><li>• 1 measuring cup</li><li>• 1 mixing bowl</li><li>• 1 mixing spoon</li></ul>
<b>Method/ Directions</b>	<ol style="list-style-type: none"><li>1. Scoop up and measure four cups of dirt and place the dirt into a mixing bowl.</li><li>2. Crush up three leaves using your hands and add to the dirt.</li><li>3. Stir to combine.</li><li>4. Measure one cup of water and add to the dirt mixture.</li><li>5. Mix the dirt and water together with a mixing spoon.</li><li>6. Scoop out handfuls of the mixture and mould to make mud pies.</li><li>7. Decorate with flowers, leaves or woodchips.</li></ol>

## Day 2 Procedure Writing: Muddled Up Text

**Task 1:** Oh no! All the sections of the mud pie procedural text have been muddled up! Can you cut and sequence the procedural text to make it whole again? Use the blank template on the following page to help you.

*Challenge: can you draw a picture for each step in the method?*

Mud pies are fun and easy to make. Follow this recipe to make your own mud pies at home.

### Title

How to make mud pies

1. Scoop up and measure four cups of dirt and place the dirt into a mixing bowl.
2. Crush up three leaves using your hands and add to the dirt.
3. Stir to combine.
4. Measure one cup of water and add to the dirt mixture.
5. Mix the dirt and water together with a mixing spoon.
6. Scoop out handfuls of the mixture and mould to make mud pies.
7. Decorate with flowers, leaves or woodchips.

### Goal

### Method

### Ingredients

- 4 cups of dirt
- 3 leaves
- 1 cup of water
- Flowers, leaves and woodchips to decorate
- 1 measuring cup
- 1 mixing bowl
- 1 mixing spoon


## Day 3

### Phonemic Awareness

Focus: *substituting words*  
**Compound Words**

We are learning to substitute words in compound words to make new compound words.

### Reading

Focus: *vocabulary*

We are learning to increase our vocabulary and learn to apply new words into our written work.

### Writing

Focus: *Procedural Writing*

We are learning to identify the features of a procedural text.



**Day 3**  
**Phonemic Awareness: substituting words**  
**Compound Words: Lesson 3**

We are learning to substitute words in compound words to make new compound words.

I am successful when I can substitute a word in a compound word then say the new compound word.

**Example:**

Word 1	Word 2	Compound word
<b>butter</b> 	<b>fly</b> 	<b>butterfly</b> 

**Instruction: substitute the word 'butter' to 'dragon'**

<b>dragon</b> 	<b>fly</b> 	<b>dragonfly</b> 
---	--	--

**Task Instructions:** This task is an *oral task*. You will need an adult or a partner to help you with this activity. Have an adult read to you each word. Your task is to *repeat each word* and blend them together to say the compound word.

Next, your partner will give you a new first word to substitute to make a new word.

**Example:**

Partner would say: butter / fly: Student to orally repeat each word /butter/ /fly/ then blend the two words together to say the whole word *butterfly*. Change the word *butter* to *dragon*. The new word is *dragonfly*.

If you are completing this activity without partner assistance, you could read the individual words aloud and blend the words together to read the whole word. You then need to substitute the first word to make a new compound word.

**Example:**

/foot/ /ball/ – Read each word aloud /foot/ /ball/ then blend the words together to read the whole word *football*. Change the word *foot* to *basket*. Say the new word aloud 'basketball'

**Day 3**  
**Phonemic Awareness: substituting words**  
**Compound Words: Lesson 3**

**Your turn:** blend these words together aloud to say the whole compound word. You will need to repeat each word first, then say the whole word.

**Example:**

Word 1	Word 2	Compound word
<b>butter</b> 	<b>fly</b> 	<b>butterfly</b> 

**Instruction: substitute the word 'butter' to 'dragon'**

<b>dragon</b> 	<b>fly</b> 	<b>dragonfly</b> 
--	---	---

<u>Partner</u> to say first word then second word		<u>Student</u> to say	<u>Partner</u> to say	<u>Student</u> to say
<u>Student</u> to repeat		'the compound word is...'	'Substitute first word to'	'The new compound word is...'
First Word	Second word			
Eg: foot	ball	football	basket	basketball
star	fish		gold	
four	teen		six	
cook	book		note	
mail	box		post	
class	room		bath	
cup	cake		pan	
life	boat		sail	
tooth	brush		hair	
milk	shake		hand	
light	house		green	
book	case		suit	
bed	time		day	
every	one		no	

**Day 3 : Reading**  
**Reading: Vocabulary**

**Task 1:** Read the story below called "The Old Wooden Chest". You will then have some vocabulary activities using this story.



## **The Old Wooden Chest**

In the corner of the old tin shed was a dusty wooden chest. It had been left untouched for many years.

One Sunday afternoon, when exploring their Pop's farmhouse, the children found something odd looking in the corner of the tin shed. It had a thick layer of dust on it and lots of webs from spiders who had made this chest their new home.

"What do you think this is?" said Matilda to Benson as she pointed to the chest. "I'm not sure but it looks really old and really dusty", said Benson.

Blowing the dust from the top of the chest, Benson revealed the old wooden chest. Looking closer, he read the word '*fragile*'. "Wow, we need to be careful with this chest", said Benson. "How do you know that?" said Matilda. Benson explained to Matilda how he knew that they needed to be careful.

**Day 3 : Reading**  
**Focus: Vocabulary**

**Task 2: New Vocabulary:** Use a highlighter or a coloured pencil to highlight any words in the text that are new or unfamiliar to you. Can you work out what the words mean? Write your new vocabulary words in the box below.

**Unfamiliar vocabulary (write your words in this box)**

**Task 3: Vocabulary in context**

1. What do you think the word '*revealed*' means?

---

---

2. Can you think of another word (or synonym) that means the same as '*revealed*'?

---

3. Circle the words that mean the same as '**odd**'

strange	happy	wierd	angry
lazy	unusual	peculiar	sunny

4. Why do you think Benson said 'Wow! We need to be careful with this chest?' What word from the story tells Benson to be careful with the chest?

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5. Write your own sentence with the word '*fragile*' in it.

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## Day 3 – Procedural Writing

### Following instructions

*We are learning to identify the features of procedural texts.*

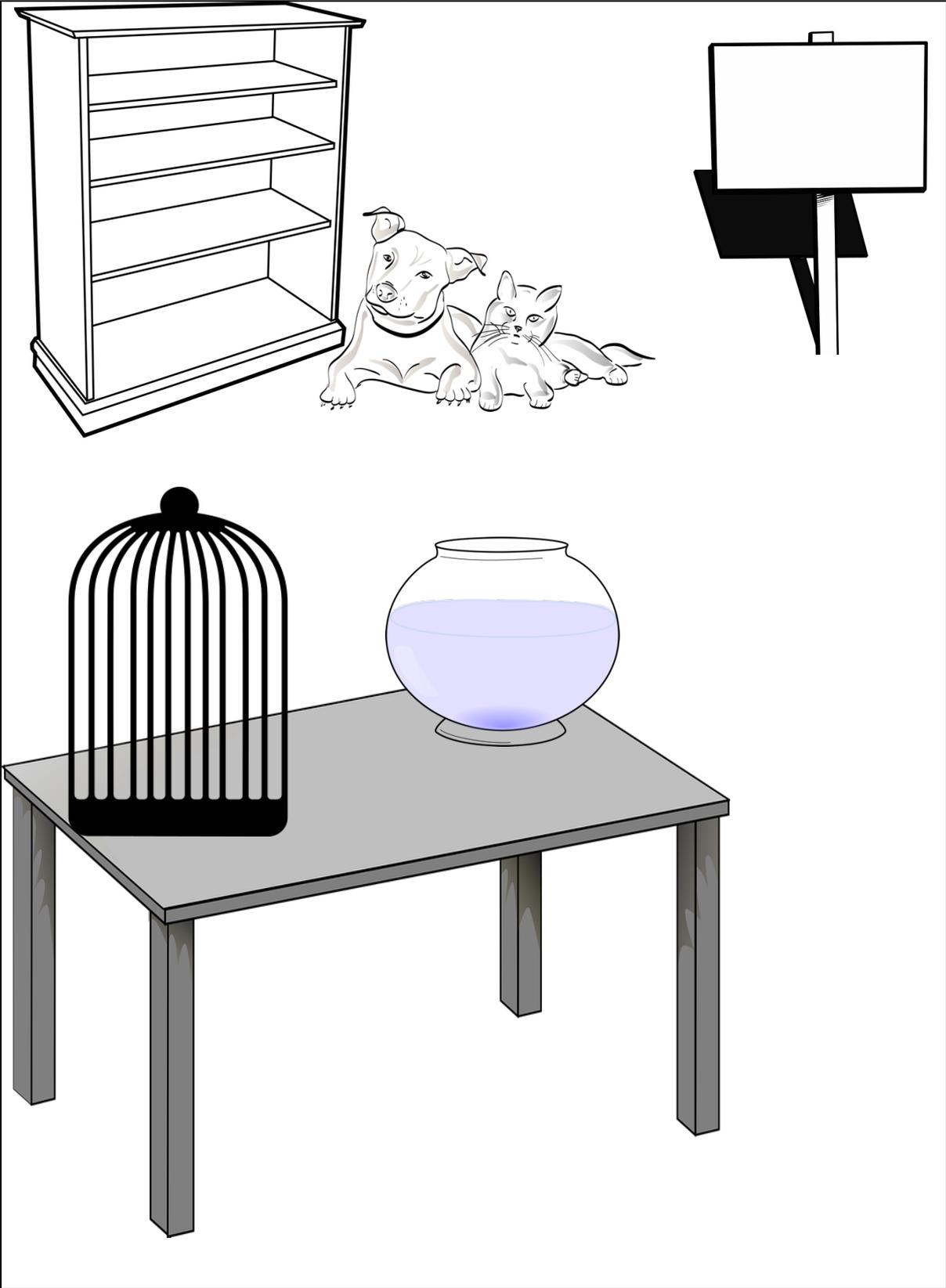
*We are successful when we are able to follow sequential steps to finish a picture of a pet shop.*

**Task:** Read the procedure below called 'Tom's Pet Shop'. Your task is to follow the steps below carefully to finish the Pet Shop picture.

### Tom's Pet shop

<b>Goal</b>	Finish the picture of the pet shop
<b>Materials:</b> <b>You will need</b>	<ul style="list-style-type: none"><li>▪ Lead pencil</li><li>▪ Coloured pencils</li><li>▪ Tom's Pet shop activity sheet</li></ul>
<b>Method (Steps)</b>	<ol style="list-style-type: none"><li>1. Colour the table in brown.</li><li>2. Draw a blue and yellow bird inside the cage.</li><li>3. Write the word 'open' on the sign.</li><li>4. Draw 5 tins of dog food on the shelves.</li><li>5. Drawn two orange fish in the fish bowl.</li><li>6. Draw a shop keeper to the right hand side of the table.</li><li>7. Colour the rest of the picture.</li></ol>

# Tom's Pet Shop Activity Sheet



# Day 4

## Phonemic Awareness

Focus: Blending syllables

We are learning to blend two syllable words together to say the whole word.

## Reading

Focus: making predictions. What will happen next?

We are learning to make predictions about what might happen next in a story.

## Writing

Focus: Procedural writing

**Grammar: Verbs**

*We are learning the language features and structure of a procedural text.*

*I am successful when I identify and recognise the use of verbs at the beginning of each step in the method section.*



## Day 4

### Phonemic Awareness: Blending syllables

We are learning to orally blend two syllables together to say a whole word.

I am successful when I can orally blend two syllables together then say the whole word.

**Syllables are chunks or parts of words.**

**Task Instructions:** This task is an oral task. You will need an adult or a partner to help you with this activity. Have an adult read to you each 'part' or 'chunk' (syllable) of the word. Your task is to repeat each 'chunk' (syllable) and blend them together to say the whole word.

**Example:**

Partner would say: gar / den: Student to orally repeat each syllable gar/ /den then blend the syllables together to say the whole word garden.

If you are completing this activity without partner assistance, you could read the individual syllables aloud and blend the syllables together to read the whole word.

**Example:**

Tur/key/ – Read each syllable aloud tur/ key then blend the syllables together to read the whole word turkey

**Your turn:** blend these syllables together aloud to say the whole word

gar / den	pen / cil	rep / tile
win / ter	break/ fast	ro / bot
pre / tend	riv / er	mem / ber
spi / der	po / et	win / dow
part / ner	ex / am	fish / ing

### Nonsense words

crum / bot	dee / mut	fri / zen
gam / der	mat / jet	on / swet
p/l/o/ch	f/l/ai/ss	y/oo/t

**Day 4 : Reading**  
**Reading: Making Predictions**

Yesterday, we read the story "The Old Wooden Chest". We looked at some unfamiliar words and **vocabulary** in the story. These words have been highlighted in the story below. Can you remember what they mean?

**Task 1:** Re-read the story below called "The Old Wooden Chest".



## The Old Wooden Chest

In the corner of the old tin shed was a dusty wooden chest. It had been left untouched for many years.

One Sunday afternoon, when exploring their Pop's farmhouse, the children found something odd looking in the corner of the tin shed. It had a thick layer of dust on it and lots of webs from spiders who had made this chest their new home.

"What do you think this is?" said Matilda to Benson as she pointed to the chest. "I'm not sure but it looks really old and really dusty", said Benson.

Blowing the dust from the top of the chest, Benson revealed the old wooden chest. Looking closer, he read the word '*fragile*'. "Wow, we need to be careful with this chest", said Benson. "How do you know that?" said Matilda. Benson explained to Matilda how he knew that they needed to be careful.

## Day 4: Reading Making Predictions

**Task 2:** Below is the last paragraph from the story “The Old Wooden Chest”.

Blowing the dust from the top of the chest, Benson revealed the old wooden chest. Looking closer, he read the word ‘*fragile*’.

“Wow, we need to be careful with this chest”, said Benson. “How do you know that?” said Matilda. Benson explained to Matilda how he knew that they needed to be careful.

### Put your thinking cap on....

What do you think could be in the chest? What might Benson and Matilda find inside? Write some ideas in this space here.



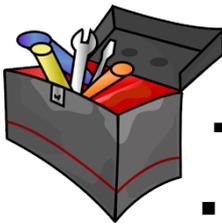
**Task 3** : Benson knew that they needed to be careful with the chest. The **fragile** sign tells the children there is something delicate or something to be careful with inside the chest.



Continue writing the next paragraph of the story. You might choose to use one of these sentence starters to help you get started, or you could write your own.

*Sentence starter ideas:*

- Matilda carefully lifted the lid on the chest....
- Benson stood back as Matilda opened....
- Carefully, the children opened the lid to reveal...
- Creak creak creak... the lid was opened...
- The old lid on the chest flung open....



**Sentence Writing Tool Kit**

*Make sure your sentences include:*

- Capital letters at the start of each sentence
- Punctuation at the end of each sentences (full stops, exclamation marks or question marks)
- Interesting words in your writing

**Write your paragraph here**

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## Day 4 – Procedure Writing

### Focus: Grammar - Verbs

*We are learning the language features and structure of a procedural text.*

*I am successful when I identify and recognise the use of verbs at the beginning of each step in the method section.*

**Verbs:** Verbs are doing words. They express a physical action.

**Task 1** – Verb Hunt. Hidden in this grid are verbs. Colour the boxes that have verbs in them.

happy	seeds	water	cage	bridge
sun	stir	hop	run	book
the	mix	angry	draw	steam
butter	collect	went	stick	cereal
ham	jump	pool	eat	sport
mean	swim	eyes	go	where
corn	cut	put	spread	zoo
glad	worm	any	dirty	mouth

What shape did you **reveal**? \_\_\_\_\_

**Day 4 – Procedure Writing**  
**Focus: Grammar - Verbs**

**Task 2** : Read the recipe below called ‘Playdough recipe’  
Circle all the **verbs** in each of the steps in the method section.

<b>Title</b>	Playdough Recipe
<b>Goal</b>	Follow this recipe to make your own play dough
<b>Ingredients</b>	1 cup flour 1/3 cup salt 1/2 cup water 2 teaspoons oil 2 drops of food colouring Bowl Wooden spoon
<b>Method</b>	<ol style="list-style-type: none"> <li>1. Mix the flour and salt in a bowl with a wooden spoon.</li> <li>2. Pour the water, food colouring and oil into the bowl and mix with the flour and salt mixture.</li> <li>3. Knead the dough with your hands until it is smooth and all there are no lumps.</li> <li>4. Enjoy playing with your dough.</li> </ol>

**Task 3** : Answer these questions about the use of verbs in procedures.

1. Where are verbs mainly used in a procedure?

<b>title</b>	<b>goal</b>	<b>ingredients</b>	<b>method</b>
--------------	-------------	--------------------	---------------

2. What part of the sentence would you usually find the verb?

Beginning of sentence	Middle of sentence	End of sentence
-----------------------	--------------------	-----------------

3. Why is it important to use verbs when writing procedure steps?

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## Day 5

### Phonemic Awareness

Focus: blending syllables

We are learning to blend two and three syllables together to make real and nonsense words.

### Reading

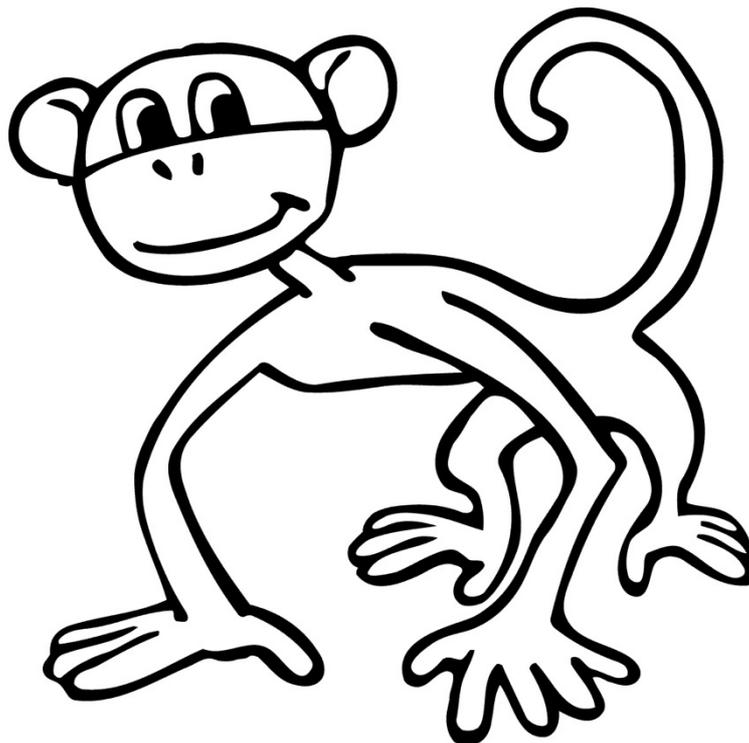
Focus: build a sentence

We are learning to build sentences with words.

### Writing

Focus: Procedural Writing : How to write a complete list of materials/ingredients

We are learning write a write a complete list of materials or ingredients.



## Day 5

### Phonemic Awareness: Blending two and three syllable words

We are learning to orally blend two and three syllables together to say new words.

I am successful when I can orally blend two or three syllables together then say the whole word.

#### **Syllables are chunks or parts of words.**

**Task Instructions:** This task is an *oral task*. You will need an adult or a partner to help you with this activity. Have an adult read to you each 'part' or 'chunk' (syllable) of the word. Your task is to repeat each 'chunk' (syllable) and blend them together to say the whole word.

**Example:**

Partner would say: pic / nic: Student to orally repeat each syllable pic/ /nic then blend the syllables together to say the whole word *picnic*.

If you are completing this activity without partner assistance, you could read the individual syllables aloud and blend the syllables together to read the whole word.

**Example:**

tur/tle/ – Read each syllable aloud tur/ tle then blend the syllables together to read the whole word *turtle*.

**Your turn:** blend these syllables together aloud to say the whole word

pic / nic	tur / tle	rep / tile
el / e / phant	go / an/na	a/ pri / cot
po / ta/to	riv / er	sub / ma /rine
hos / pit / al	vol / ca / no	ter / i / ble
but / ter / fly	un / wind	ad / mit

### **Nonsense words**

dram / pot	bos / cav /in	pli / mut
Ree/nu/gal	spor / ab	glam / oth
mam / pin	dus/ rup /al	buz/a/cal

## Day 5: Reading

### *Build a Sentence*

**Task:** Cut out the words below and use the words to build and make real and silly sentences. Practice reading your sentences to an adult or a partner.

**Note:** There are not full stops or capital letters so you can arrange the words however you would like.

<b>the</b>	<b>blue</b>	<b>fish</b>	<b>was</b>
<b>will</b>	<b>green</b>	<b>hat</b>	<b>is</b>
<b>A</b>	<b>red</b>	<b>shirt</b>	<b>you</b>
<b>can</b>	<b>pink</b>	<b>girl</b>	<b>play</b>
<b>sad</b>	<b>yellow</b>	<b>boy</b>	<b>dog</b>
<b>I</b>	<b>with</b>	<b>cheese</b>	<b>me</b>
<b>in</b>	<b>the</b>	<b>tree</b>	<b>go</b>
<b>on</b>	<b>a</b>	<b>seat</b>	<b>to</b>
<b>me</b>	<b>tall</b>	<b>pool</b>	<b>shops</b>
<b>with</b>	<b>can</b>	<b>pond</b>	<b>zoo</b>
<b>under</b>	<b>went</b>	<b>car</b>	<b>went</b>

## Day 5 : Procedure Writing Materials and Equipment

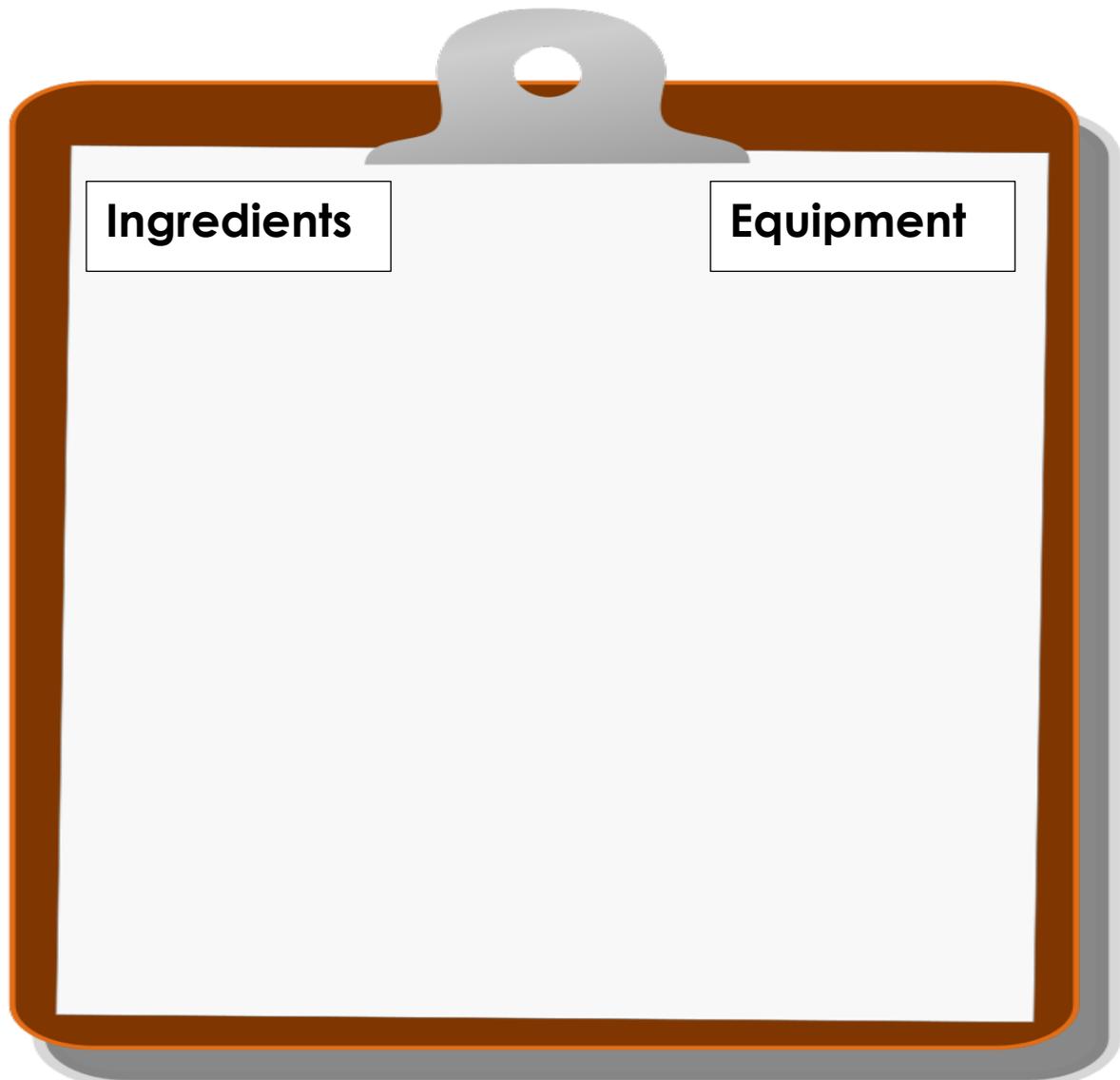
*We are learning to write a complete list of all the materials and ingredients required to make a jam sandwich.*

*I am successful when:*

- I include all the ingredients required to make a jam sandwich
- I include all the equipment required to make a jam sandwich

**Task:** *Your family has asked you to gather all the equipment and ingredients to make a delicious jam sandwich.*

*Your task is to write a list of ingredients and equipment required to make a jam sandwich.*



**Ingredients**

**Equipment**

# ~Week 2~



# Day 6

## **Phonemic Awareness**

Focus: Blending Sounds

We are learning to orally blend sounds together to say new words.

## **Reading**

Focus: Fluency

We are learning to become fluent readers.

## **Writing**

Focus: Recount Writing

We are learning to write a personal recount of an event/s that we did on the weekend. This task includes planning, writing and a self-assessment.

(Note: if you are going on an outing during the week, you could write about the event instead)



## Day 6

### Phonemic Awareness: Blending sounds

We are learning to orally blend sounds together to say new words.

I am successful when I can blend individual sounds orally then say the whole word.

**Task Instructions:** This task is an oral task. You will need an adult or a partner to help you with this activity. Have an adult read to you each of the sounds for each example word. Your task is to repeat each of the individual sounds and blend them together to say whole words.

**Example:**

Partner would say: s//ee/p: Orally repeat each sound out /s/ // /ee/ /p/ then blend the sounds together to say the whole word sleep

If you are completing this activity without partner assistance, you could read the individual sounds aloud and blend the sounds together to read whole words.

**Example:**

b/r/ea/d – Read each sound aloud /b/ /r/ /ea/ /d/ then blend the sounds together to read the whole word bread.

**Your turn:** blend these sounds together aloud to say the whole word

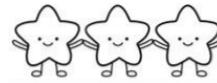
j/a/m	p/e/n	s/e/t
g/u/m	d/i/d	h/o/g
g/r/u/b	s/k/i/d	p/i/n/k
s/l/a/m	c/l/u/b	p/l/a/n
w/i/sh	m/u/ch	th/a/t
p/r/e/ss	b/r/ai/n	c/r/ee/k
b/r/a/n/d	b/u/n/ch	m/ar/ch
b/r/a/n/ch	th/i/ng	b/r/igh/t
<b>Nonsense words</b>		
s/n/e/z	g/l/igh/t	ch/e/p
h/a/b	z/ee/ch	t/oo/p
p/r/i/ng	t/oa/ch	y/air/n

**Day 6****Reading: Fluency****Activity 1****Instructions**

We are practicing our reading to become fluent readers.

**Task:** Ask an adult to put a timer on for 1 minute and read as much of the text below as you can until the timer goes off. Circle the last word you say when the timer goes off. You are going to repeat this three times and record your score using the recording table.

**Can you beat your score each time?**

**Recording table**

**Number  
of words  
read**

**First Read**

**Second Read**

**Third Read**

**The Birthday Surprise**

11 Pat woke up early Saturday morning filled with the joy of  
23 it being his birthday. He was hoping he was going to get  
35 the gift that he had always dreamed of. The one that he  
46 knew he would remember for the rest of his life! Pat  
53 wanted to have his own pet rabbit!

66 Pat's mum and dad had already told him it was a big job  
78 having a pet. He would have to give him or her cuddles  
88 every day, make sure that there was always food and  
98 water in the water bowl and also remembering to give  
105 the rabbit lots of yum fresh carrots.

117 Pat said that he would always take care of his pet rabbit  
128 and that he would even clean out the cage once a  
129 week.

140 So that morning, Pat ran downstairs as fast as he could.  
149 He looked everywhere in search of his birthday present.  
160 Pat looked in the living room, he looked in the kitchen  
172 and even looked in the garden, but it was nowhere to be  
173 seen.

184 So, Pat began to walk back up the stairs towards his  
192 bedroom, feeling really sad. Suddenly, the doorbell rang  
204 and Pat ran down the stairs as fast as he could. He  
215 opened the door to see his dad standing there holding a  
225 pet rabbit with a bright red bow. "Happy birthday Pat!",  
228 his dad said.

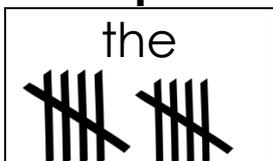
## Day 6 Reading: High Frequency Words

**High Frequency words are the most common words that that are used in spoken and written texts.**

**Task 2:** Using "The Birthday Surprise" Story, record using tally marks how many times you find the high frequency words in the table below.

**Hint:** You might find it easy to use a different coloured pencil for each word.

**Example:**



### Tally table

was	said	there
could	looked	would

*Which high frequency word did you find the most?*

\_\_\_\_\_

## Day 6: Recount Writing

We are learning to write a personal recount of an event/s .

I am successful when:

- I plan and write a recount about my weekend
- I use capital letters and end punctuation in my writing
- I can write a recount with the events in order (first, next, then, finally)
  - I use paragraphs in my writing
  - I include descriptive language

### **Task 1: Planning**

When writing a recount, you will need to include an **introduction** that includes:

Who?  
When?  
Where?  
What?  
Why?  
How?



The **main body** will need to include your events in the correct order.

First...  
Next...  
Then...  
Finally...

### **Conclusion**

How would you sum up your event/s? How did you feel about the event/s? What feelings did you experience?

### **What will you write about?**

Will you write about your whole weekend, one day or just one event?

*Circle your choice.*

**Whole weekend**

**One day**

**One event**

Look at the example on the next page as inspiration.

## Example Recount

### **My Adventure to the Lake**

Title

#### **Introduction**

Who  
What  
Where  
When  
Why

On Sunday, my brother Jordan and I went to the lake. We went to the lake across the road from our house to find and collect tadpoles.

#### **Main Body**

First

First we collected all the equipment that we would need for our big adventure. We got a net, a bucket and a shovel from the shed.

Next

Next we headed over the lake to look for the perfect spot to catch tadpoles. Jordan insisted that we head to the far end of the lake as that is where the water was the deepest and where he had seen live tadpoles before.

Then

Finally

Then we used our nets, shovels and buckets to scoop up the water. We looked carefully in the bucket each time to see if there were any tadpoles. We did this about ten times before we got our first tadpoles. We were excited to find that there were three in the bucket.

Finally we collected up all our equipment and raced back home with our tadpoles. We couldn't wait to show our Nanna and Dad the precious tadpoles that we had collected. Dad said we could keep them for an hour but then had to return them back to the water, which we did.

#### **Conclusion**

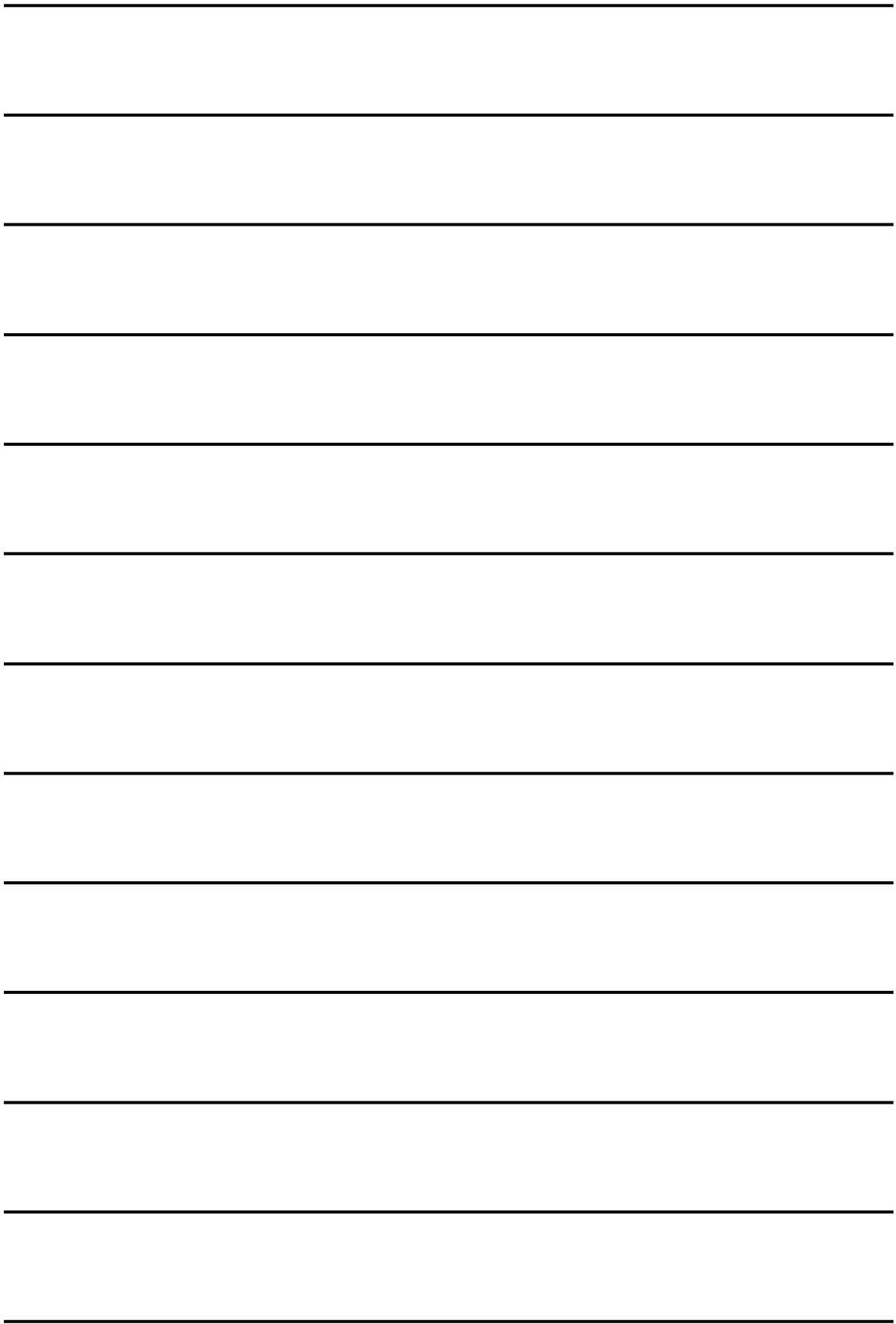
It was such a fun adventure and I can not wait to collect more tadpoles next time.

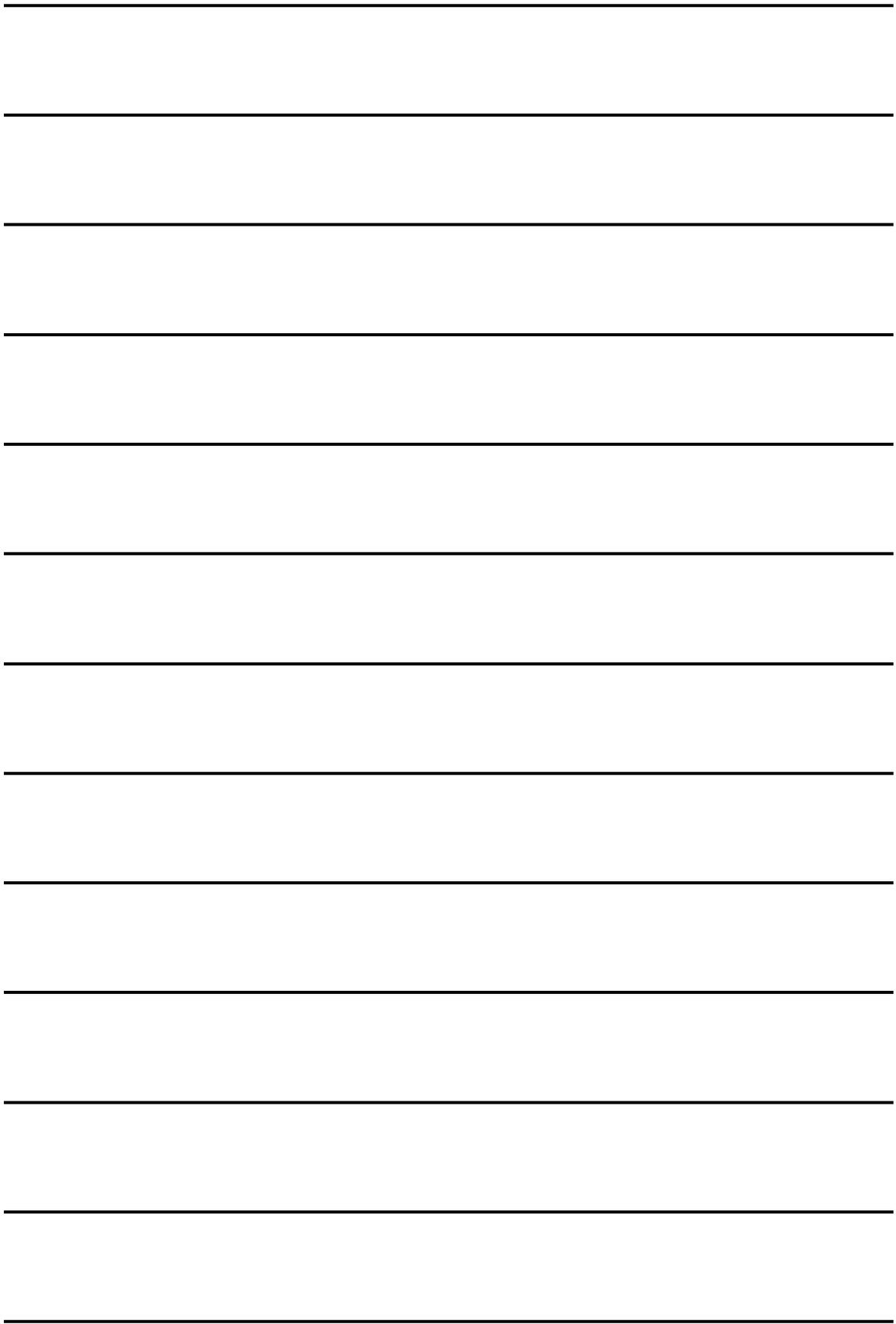
## Recount Writing : Planning Page

*Use this page to plan your ideas before you start your writing.*

<b>Title</b>		
<b>Introduction</b>	Who	
	What	
	Where	
	When	
	Why	
<b>Main Body</b>	First	
	Next	
	Then	
	Finally	
<b>Conclusion</b>		







### **Task 3**

## Recount Writing: Self Assessment

Use this checklist to self assess your personal recount.

			
	I have consistently included	I am developing this area	I need more assistance
<b>Title</b> I have included a title.			
<b>Introduction</b> My introduction includes: Who What Where When Why			
<b>Main body</b> The main body of the recount is in the correct order using the words : first, then, next and finally.			
<b>Conclusion</b> I have included my thoughts and feelings about the event/s.			
I have used a new paragraph for each new section.			
I have used a capital letter at the start of each sentence.			
I have used capital letters for proper nouns (for people's names, places and the word 'I')			
I have used punctuation at the end of each sentence (full stops, question marks and exclamation marks.)			
I have included exciting and interesting words in my recount.			

# Day 7

## **Phonemic Awareness**

Focus: Blending Sounds

We are learning to orally blend sounds together to say new words.

## **Reading**

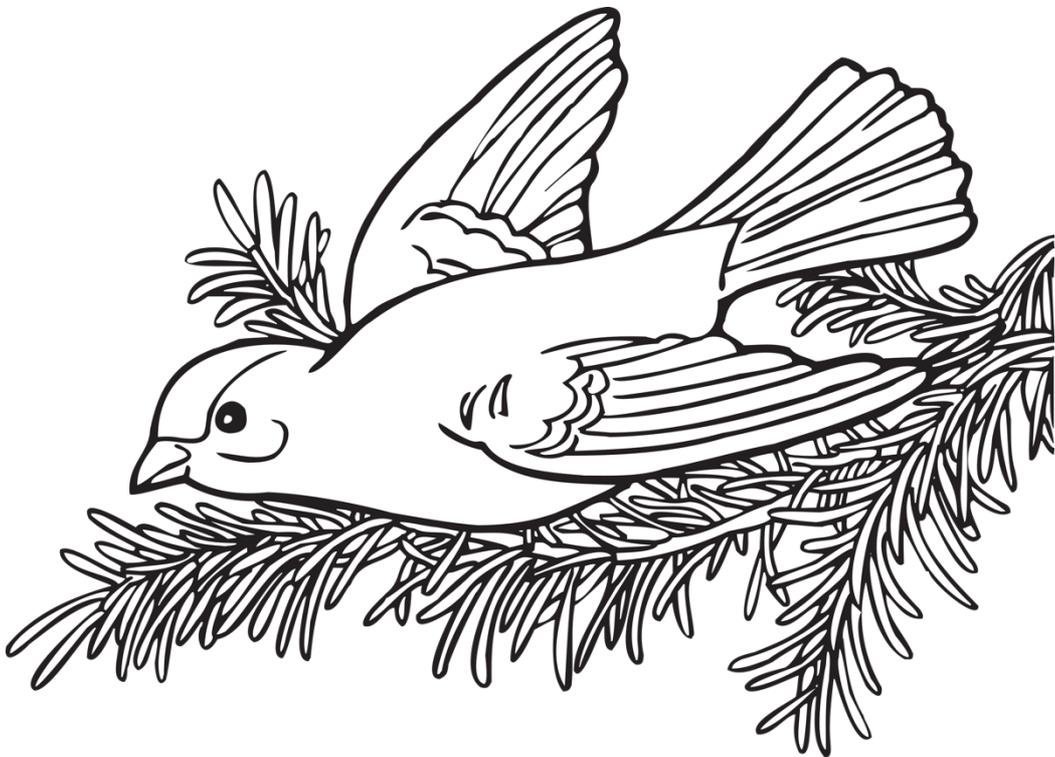
Focus: High frequency words

We are learning to improve our automatic recall of high frequency words.

## **Writing**

Focus: Grammar - Verbs

We are learning to identify verbs as being action word. They express a physical action.



## Day 7

### Phonemic Awareness: Blending sounds

We are learning to orally blend sounds together to say new words.

I am successful when I can blend individual sounds orally then say the whole word.

**Task Instructions:** This task is an oral task. You will need an adult or a partner to help you with this activity. Have an adult read to you each of the sounds for each example word. Your task is to repeat each of the individual sounds and blend them together to say whole words.

**Example:**

Partner would say: m/a/p: Orally repeat each sound out /m/ /a/ /p/ then blend the sounds together to say the whole word map

If you are completing this activity without partner assistance, you could read the individual sounds aloud and blend the sounds together to read whole words.

**Example:**

d/e/ck – Read each sound aloud /d/ /e/ /ck/ then blend the sounds together to read the whole word deck.

**Your turn:** blend these sounds together aloud to say the whole word

g/e/t	b/e/d	r/u/g
v/a/n	m/o/p	h/i/m
s/k/i/n	d/r/o/p	s/w/i/m
c/r/i/b	p/l/o/p	b/r/a/g
m/o/sh	ch/a/t	f/i/sh
p/r/i/n/t	c/r/a/m/p	f/l/i/ck
b/r/u/sh	c/r/a/ck	s/p/ee/ch
b/r/a/n/ch	s/n/ai/l	d/r/ea/m
<b>Nonsense words</b>		
b/r/i/v	s/t/r/o/b	r/u/s/p
sh/i/m	b/l/ee/n	w/e/n/d
p/l/o/ch	f/l/ai/ss	y/oo/t

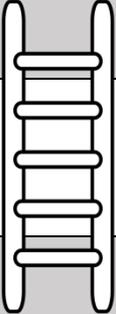
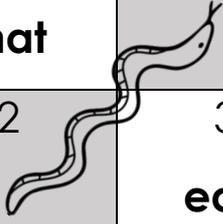
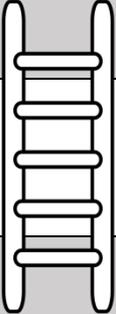
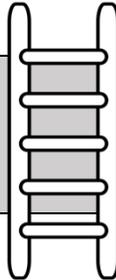
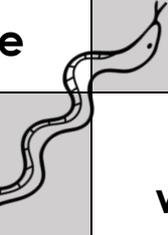
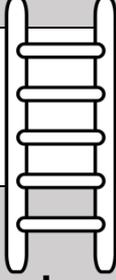
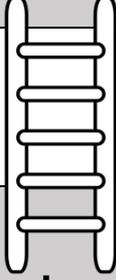
## Day 7 Reading: High Frequency Words

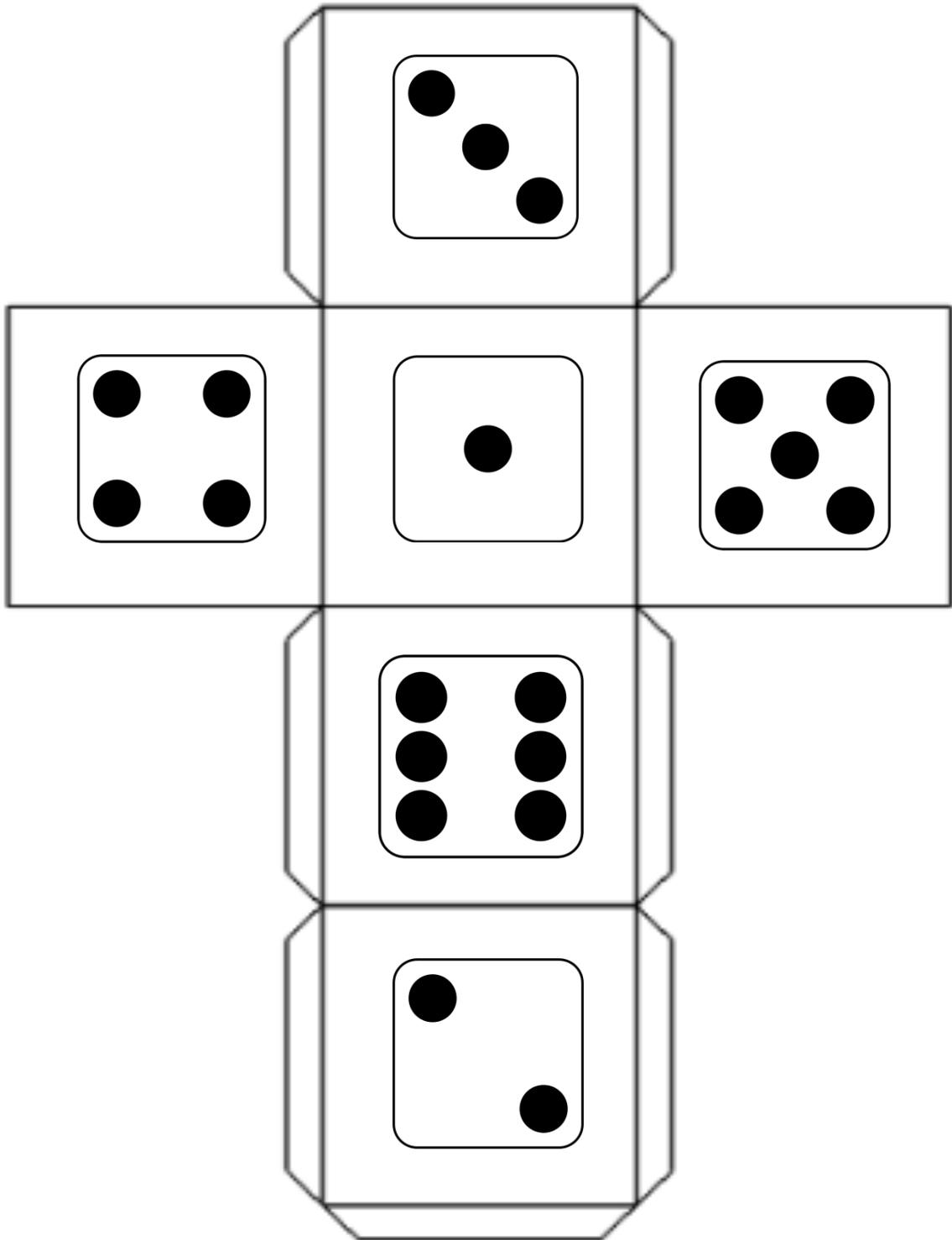
**Task:** Play a game of *High Frequency Words Snakes and Ladders* to help with your fluency with reading high frequency words.

<b>Title</b>	How to play high frequency words snakes and ladders
<b>Goal</b>	If you follow these instructions, you will be able to play a game of high frequency words snakes and ladders
<b>You will need</b>	<ul style="list-style-type: none"><li>▪ A die (if you do not have one you can use the template on the following page to make a dice)</li><li>▪ Playing pieces (you could use buttons, lids, construction pieces, tokens, coins or playing pieces from another game you have at home.)</li><li>▪ High frequency words snakes and ladders game board</li></ul>
<b>Instructions</b>  <b>'How to Play'</b>	<ol style="list-style-type: none"><li>1. The player(s) start by all placing their game pieces on the START square.</li><li>2. The youngest player will go first. The player rolls the die and moves forward that number of spaces, reading each sight word on each square that they pass. If someone gets a word wrong, another player can help them to read the word and the player needs to go back to their previous square.</li><li>3. If a player rolls a number that lands them at the bottom of a ladder and they get the word correct, they may "climb" to the top of the ladder. If a player rolls a number that lands them on the head of a snake, then they "slide" down to the square at the snake's tail.</li><li>4. The game finishes when all the players get to the finish square, with the first player to the end being the winner.</li></ol>

Day 7 Reading: High Frequency Words

**Snakes and Ladders**

50 <b>FINISH</b>	49 <b>called</b>	48 <b>house</b>	47 <b>were</b>	46 <b>their</b>
41 <b>where</b>	42 <b>people</b>	43 <b>off</b>	44 <b>could</b>	45 <b>time</b>
40  Mr	39 <b>what</b>	38  to	37 <b>and</b>	36 <b>asked</b>
31  he	32 <b>very</b>	33  each	34  who	35 <b>was</b>
30 <b>some</b>	29 <b>water</b>	28 <b>make</b>	27 <b>when</b>	26 <b>first</b>
21 <b>there</b>	22  after	23 <b>too</b>	24 <b>been</b>	25 <b>first</b>
20  and	19 <b>when</b>	18 <b>come</b>	17 <b>about</b>	16  you
11 <b>the</b>	12 <b>your</b>	13 <b>the</b>	14 <b>many</b>	15 <b>which</b>
10 <b>said</b>	9  what	8 <b>were</b>	7  their	6 <b>do</b>
1 <b>START</b>	2  people	3 <b>she</b>	4 <b>called</b>	5 <b>asked</b>



**Dice template and playing pieces**

# Week 7 – Grammar

## Focus: verbs

**Verbs:** Verbs are doing words. They express a physical action.

*We are learning to identify verbs as being action word. They express a physical action.*

*I am successful when I can identify and describe verbs as being words that describe an action.*

**Task 1** - Circle the verbs in each of the sentences below.

1. The cat chased the mouse in the garden.
2. The sisters are swimming in the pool.
3. My dad cooks the meat on the barbeque in the backyard.
4. The rabbit is sleeping in the sun.
5. The students eat their lunch together in the school yard.

### **Task 2: Guess my verb**

**Extension idea:** Play a game of 'guess my verb' with a partner. Act out a verb and see if you partner can guess it.

# Week 7 – Grammar

## Focus: verbs

**Verbs:** Verbs are doing words. They express a physical action.

We are learning about verbs being an action word.

I am successful when I can identify and describe verbs as being words that describe an action.

**Task 2** – *Noun, verb and adjective sort.*

Cut out the words below and organise them into nouns, verbs and adjectives.



run	mean	Perth	skip
cut	brown	flower	kind
teacher	pencil	koala	dance
hop	school	friendly	cooks
angry	pretty		

**Grammar sort: Nouns, Verbs and Adjectives**

<b>Noun</b> Person, place, thing or idea	<b>Verb</b> Action word	<b>Adjective</b> Describing word

***Challenge: Can you come up with more examples for each column?***

# Day 8

## **Phonemic Awareness**

Focus: substituting sounds

We are learning to orally substitute the initial sound in spoken words.

## **Reading**

Focus: *Locating facts and details in a text*

We are learning to locate facts and details in simple texts.

## **Writing**

Focus: *procedural writing*

We are learning to write a procedure.

We are learning to write the steps/method section in clear, sequential order.



## Day 8

### Phonemic Awareness: substituting sounds

We are learning to orally substitute the initial sound in spoken words.

I am successful when I can orally substitute the first sound in words.

**Task Instructions:** This task is an *oral task*. You will need an adult or a partner to help you with this activity.

Have an adult read to you each of the sounds for each word. Your task is to repeat each of the individual sounds and blend them together to say whole words.

An adult will then give you another sound to substitute. Your job is to substitute (or change) the first sound to make a new word.

**Example:**

The adult would say: m/a/t: Student to orally repeat each sound /m/ /a/ /t/ then blend the sounds together to say the whole word *mat*. The adult will then say change the /m/ to a /p/. What is the new word? *pat*.

**Your turn:** blend these sounds together aloud to say the whole word then substitute the first sound.

Adult script: "repeat the sounds and the. blend them together to say a whole word"	Adult script: "change the first sound in the word to 'xx'. What is the new word?"
m / a / t	/p/
l / o / ck	/d/
r / u / g	/m/
h / ea / d	/r/
y / a / m	/h/
s / l / u / g	/p/
p / e / n	/wh/
ch/i/p	/sh/
d/ a/ y	/h/
<b>Nonsense words</b>	
b/r/o/v	/t/
sh/a/m	/ch/

## Day 8: Reading: locating facts and details

We are learning to locate facts and details in simple texts.

I am successful when I can :

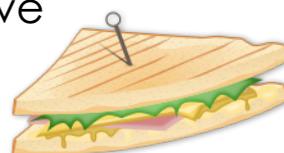
- Highlight the correct answers in a text
- Choose the correct answer from a list of multiple choices

**Task 1:** Read the following text called '*Treat Time*' and then answer the questions on the following page.

### Treat time!

Whenever I get back from playing football, I love to have a ham, cheese, and salad toastie! It is my favourite treat. Dad always knows how to make it for me so that it is not too hot!

By Ryan



I love making pancakes with my mum! When I make pancakes I love to cover them with juicy red strawberries, sweet honey and fresh cream. Yum! This is my favourite treat!

By Jasmine



Mum says that I would eat chocolate every day if I could but I only eat it as a special treat! I love it at Easter time when mum buys my little sister Daisy and me a chocolate bunny each! Yum!

By Rose

## Day 8: Reading: locating facts and details

We are learning to locate facts and information in simple texts.

I am successful when I can :

- Highlight the correct answers in a text
- Choose the correct answer from a list of multiple choices

**Task 2:** Using the text called 'Treat Time', read the comprehension questions below and look for the answers in the text. You will need to highlight your answer to each question in the text first and then circle the correct answer.

### Comprehension Questions

#### **Question 1**

What sport does Ryan play?

- a. Soccer
- b. football
- c. cricket

#### **Question 2**

When does Rose get to eat her favourite chocolate bunny treat?

- a. At the weekends
- b. At Easter time
- c. Whenever she plays with her sister

#### **Question 3**

What does Jasmine like making with her mum?

- a. Pancakes
- b. Toasted sandwiches
- c. Chocolate

#### **Question 4**

Whose dad knows how to make toasted sandwiches so they are not too hot!

- a. Jasmine
- b. Rose
- c. Ryan

#### **Question 5**

Highlight the title. What could be another title instead?

- a. Our favourite treats!
- b. Sugary treats!
- c. Healthy snacks

## Day 8 – Procedure Writing

We are learning to write a procedure.

I am successful when

- I can write a list of equipment and materials
- write a list of steps in the correct sequential order.
- I include precise verbs for each step

**Task 1:** Today you are going to write the steps / method section on how to brush your teeth.

You can check how successful and clear your steps are by giving your steps to a partner.

## How to brush your teeth

<b>Title</b>	<b>How to brush your teeth</b>
<b>Goal</b>	If you follow these instructions, you will be able to brush your teeth successfully.
<b>You will need</b>	
<b>Materials / equipment</b>	





# Day 9

## Phonemic Awareness

Focus: substituting sounds

We are learning to substitute the initial sound in spoken words.

## Reading

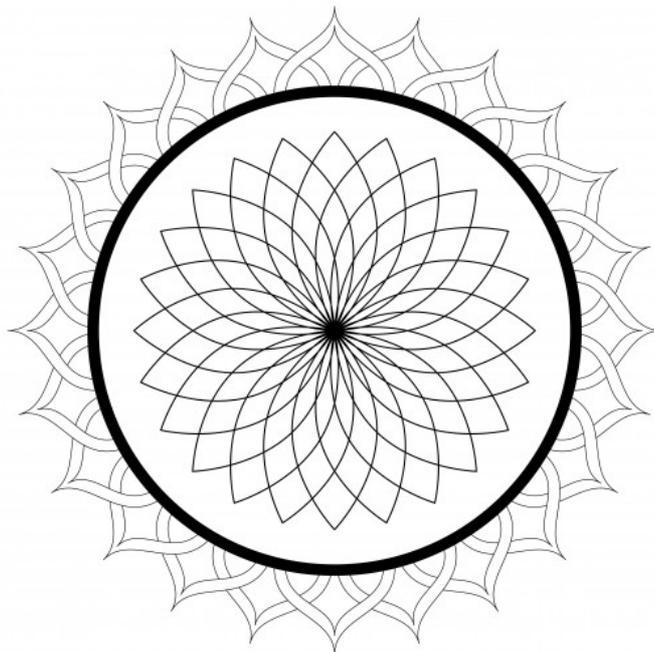
Focus: fluency

We are learning to use words to build and write real and silly sentences .

## Writing

Focus: procedural writing

We are learning to write clear and sequential method steps on how to make a delicious fruit salad.



## Day 9

### Phonemic Awareness: substituting sounds

We are learning to orally substitute the initial sound in spoken words.

I am successful when I can orally substitute the first sound in words.

**Task Instructions:** This task is an *oral task*. You will need an adult or a partner to help you with this activity.

Have an adult read to you each of the sounds for each word. Your task is to repeat each of the individual sounds and blend them together to say whole words.

An adult will then give you another sound to substitute. Your job is to substitute (or change) the first sound to make a new word.

**Example:**

The adult would say: h/o/t: Student to orally repeat each sound /h/ /o/ /t/ then blend the sounds together to say the whole word *hot*. The adult will then say change the /h/ to a /p/. What is the new word? *pot*.

**Your turn:** blend these sounds together aloud to say the whole word then substitute the first sound.

Adult script: "repeat the sounds and the. blend them together to say a whole word"	Adult script: "change the first sound in the word to 'xx'. What is the new word?"
m/e/n	/wh/
s/a/ ck	/p/
r / u / g	/m/
s / ee / d	/r/
c / a / p	/m/
w / i / sh	/d/
c / a / sh	/r/
th/a/t	/f/
s/ i/ ng	/w/
<b>Nonsense words</b>	
s/l/i/p	/p/
b/l/o/m	/c/

**Day 9: Reading  
Fluency**

**Task:** Cut out the words below and use the words to build and make real and silly sentences. Practice reading your sentences to an adult or a partner.

Write 5 sentences on the next page.

**Note:** There are not full stops or capital letters so you can arrange the words however you would like.

<b>the</b>	<b>gold</b>	<b>rabbit</b>	<b>was</b>
<b>will</b>	<b>purple</b>	<b>shoes</b>	<b>is</b>
<b>a</b>	<b>black</b>	<b>skirt</b>	<b>you</b>
<b>can</b>	<b>brown</b>	<b>girl</b>	<b>play</b>
<b>mad</b>	<b>green</b>	<b>boy</b>	<b>mouse</b>
<b>I</b>	<b>with</b>	<b>meet</b>	<b>me</b>
<b>in</b>	<b>the</b>	<b>park</b>	<b>go</b>
<b>on</b>	<b>can't</b>	<b>chair</b>	<b>to</b>
<b>my</b>	<b>tall</b>	<b>pool</b>	<b>shops</b>
<b>with</b>	<b>teacher</b>	<b>on</b>	<b>beach</b>
<b>under</b>	<b>went</b>	<b>train</b>	<b>went</b>
<b>at</b>	<b>short</b>	<b>hug</b>	<b>has</b>



## Day 9 – Procedure Writing

*We are learning to a write procedure.*

*I am successful when I can write the steps in the correct sequential order.*

**Task:** Today you are going to make a delicious fruit salad. It might be a good idea to work with an adult for this activity.

You will need to write a procedure for how to make a fruit salad.

***Don't forget to include all of your ingredients and materials too!***

<b>Title</b>	
<b>Goal</b>	
<b>Materials / Ingredients</b>	

<b>Method / Steps</b>	
---------------------------	--

# Day 10

## **Phonemic Awareness**

Focus: substituting initial sounds

We are learning to orally substitute the initial sound in spoken words.

## **Reading**

Focus: fluency

We are learning to read short sentences with fluency, focussing on the /oi/ /oy/ sound

## **Writing**

Focus: procedural writing

We are learning to interpedently write a procedural text that includes a title, goal, ingredients (or materials) and method (or steps)



# Day 10

## Phonemic Awareness: substituting sounds

We are learning to orally substitute the initial sound in spoken words.

I am successful when I can orally substitute the first sound in words.

**Task Instructions:** This task is an *oral task*. You will need an adult or a partner to help you with this activity.

Have an adult read to you each of the sounds for each word. Your task is to repeat each of the individual sounds and blend them together to say whole words.

An adult will then give you another sound to substitute. Your job is to substitute (or change) the first sound to make a new word.

**Example:**

The adult would say: w/i/t: Student to orally repeat each sound /w/ /i/ /t/ then blend the sounds together to say the whole word *wit*. The adult will then say change the /w/ to a /l/. What is the new word? *lit*.

**Your turn:** blend these sounds together aloud to say the whole word then substitute the first sound.

Adult script: "repeat the sounds and the. blend them together to say a whole word"	Adult script: "change the first sound in the word to 'xx'. What is the new word?"
b/ea/ch	/p/
s/o/ck	/d/
g/oa/t	/b/
h/a/n/d	/s/
p/a/l	/g/
l/u/m/p	/h/
s/i/l/k	/m/
l/a/m/p	/c/
b/u/n/k	/p/
<b>Nonsense words</b>	
g/r/u/n/d	/t/
c/r/e/n/th	/b/

## Day 10 : Reading: Fluency

We are learning to read with fluency.

I am successful when I can read the statements below fluently

### Focus sound: oi/oy

There are two ways of making the sound /oi/.

- We usually use /oi/ in the middle of a word.
- We usually use /oy/ at the end of a word.

**Task:** For today's reading activity, we will be focusing on improving our reading fluency with the oi/oy sound.

**Instructions:** Roll a die and read the passage that matches the number you have rolled. Underline the oi/oy sound as you read it. Each time you read the passage, colour in a coin. **Which passage will you read 3 times first?**



The boy found his toys that were hidden by his annoying sister. He showed so much joy that he had found them hidden away in the bottom of his drawers.



Troy had to avoid the poison that was spilt on the road. He was careful to avoid the big oily mess so that it would not destroy his bike tyres.



The loud noise came from the convoy of trucks that were passing by on the main road. The people did not enjoy hearing the noisy sounds all day and night.



The cowboy went to the shops to get tin foil, oil and oysters. He paid for the items with the coins that he had in his back pocket.



Greg was boiling the kettle to make a cup of tea. He liked to sit and enjoy his tea whilst enjoying the noise of the birds in the trees.



"Would you like to join in this game of chess?", said Roy to his friend Joy. The friends enjoyed playing chess.



## Day 10 – Writing

*We are learning to write a procedural text.*

*I am successful when:*

- I include a title
- I include a goal
- I include a materials section
- I include a clear method/steps
- I include precise vocabulary (verbs)

**Task:** Write a procedure on how to complete a task.

It might be making your favourite sandwich?

How to draw a picture?

How to ride a bike?

How to make an ice cream sandwich?

How to feed the dog?

Activity: Use the next few lined pages to write your procedure.

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## Procedural Writing: Self Assessment

Use this checklist to self assess your procedure.

			
	I have consistently included	I am developing this area	I need more assistance
<b><u>Title</u></b> I have included a title.			
<b><u>Goal</u></b> I have included a goal.			
<b><u>Ingredients / materials section</u></b> I have included all the materials and equipment required.			
<b><u>Steps / method section</u></b> I written the steps in order.  I have used verbs at the beginning of my sentences.			
I have used a capital letter at the start of each sentence.			
I have used full stops at the end of each sentence			
I have included clear and precise vocabulary (verbs)			

# Answer Pages

## Day 1 Reading Fluency: The Secret Base

### Activity 2



Your task is to be a *secret agent* and search for all the words that contain the 'long a' sound in the text called 'The Secret Base'. The *long a* sound can be made by the letters *ay*, *a\_e*, *ai*, *a* and *eigh*.

Using a highlighter or coloured pencil, highlight all the words in the text that have the **long a** sound in the text. Record your words in the table below.

'Long a' sound				
ay	a_e	ai	a	eigh
Sunday Jay play May	made pancakes base raced ace shade	rain plain waited waiting	agent shady	neighbours

**Day 3**  
**Phonemic Awareness: substituting words**  
**Compound Words: Lesson 3**

**Your turn:** blend these words together aloud to say the whole compound word. You will need to repeat each word first, then say the whole word.

**Example:**

<b>Word 1</b>	<b>Word 2</b>	<b>Compound word</b>
<b>butter</b> 	<b>fly</b> 	<b>butterfly</b> 

**Instruction: substitute the word 'butter' to 'dragon'**

<b>dragon</b> 	<b>fly</b> 	<b>dragonfly</b> 
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<u>Partner</u> to say first word then second word		<u>Student</u> to say 'the compound word is...'	Partner to say 'Substitute first word to'	Student to say 'The new compound word is...'
<u>Student</u> to repeat				
First Word	Second word			
Eg: foot	ball	football	basket	basketball
star	fish	starfish	gold	goldfish
four	teen	fourteen	six	sixteen
cook	book	cookbook	note	notebook
mail	box	mailbox	post	postbox
class	room	classroom	bath	bathroom
cup	cake	cupcake	pan	pancake
life	boat	lifeboat	sail	sailboat
tooth	brush	toothbrush	hair	hairbrush
milk	shake	milkshake	hand	handshake
light	house	lighthouse	green	greenhouse
book	case	bookcase	suit	suitcase
bed	time	bedtime	day	daytime
every	one	everyone	no	noone

**Day 3 : Reading**  
**Focus: Vocabulary**

**Task 2: New Vocabulary:** Use a highlighter or a coloured pencil to highlight any words in the text that are new or unfamiliar to you. Can you work out what the words mean? Write your new vocabulary words in the box below.

**Unfamiliar vocabulary (write your words in this box)**  
**Answers differ but could include:**

Untouched, fragile, explained, revealed

**Task 3: Vocabulary in context**

1. What do you think the word 'revealed' means?  
Students own response

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2. Can you think of another word (or synonym) that means the same as '**revealed**'?  
*Showed, displayed, gave, found, discovered*

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3. Circle the words that mean the same as '**odd**'

strange	happy	wierd	angry
lazy	unusual	peculiar	sunny

4. Why do you think Benson said 'Wow! We need to be careful with this chest?' What word from the story tells Benson to be careful with the chest?

fragile

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5. Write your own sentence with the word 'fragile' in it.

Students own response

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## Day 4 – Procedure Writing

### Focus: Grammar - Verbs

*We are learning the language features and structure of a procedural text.*

*I am successful when I identify and recognise the use of verbs at the beginning of each step in the method section.*

**Verbs:** Verbs are doing words. They express a physical action.

**Task 1** – Verb Hunt. Hidden in this grid are verbs. Colour the boxes that have verbs in them.

happy	seeds	water	cage	bridge
sun	stir	hop	run	book
the	mix	angry	draw	steam
butter	collect	went	stick	cereal
ham	jump	pool	eat	sport
mean	swim	eyes	go	where
corn	cut	put	spread	zoo
glad	worm	any	dirty	mouth

What shape did you **reveal**? \_\_\_\_\_ **rectangle** \_\_\_\_\_

## Day 4 – Procedure Writing

### Focus: Grammar - Verbs

**Task 2** : Read the recipe below called ‘Playdough recipe’  
Circle all the **verbs** in each of the steps in the method section.

<b>Title</b>	Playdough Recipe
<b>Goal</b>	Follow this recipe to make your own play dough
<b>Ingredients</b>	1 cup flour 1/3 cup salt 1/2 cup water 2 teaspoons oil 2 drops of food colouring Bowl Wooden spoon
<b>Method</b>	<ol style="list-style-type: none"> <li>1. <b>Mix</b> the flour and salt in a bowl with a wooden spoon.</li> <li>2. <b>Pour</b> the water, food colouring and oil into the bowl and mix with the flour and salt mixture.</li> <li>3. <b>Knead</b> the dough with your hands until it is it smooth and all there are no lumps.</li> <li>4. Enjoy <b>playing</b> with your dough.</li> </ol>

**Task 3** : Answer these questions about the use of verbs in procedures.

1. Where are verbs mainly used in a procedure?

<b>title</b>	<b>goal</b>	<b>ingredients</b>	<b>method</b>
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2. What part of the sentence would you usually find the verb?

Beginning of sentence	Middle of sentence	End of sentence
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3. Why is it important to use verbs when writing procedure steps?

**Verbs are doing words. They tell you what action to perform.**

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## Day 5 : Procedure Writing Materials and Equipment

*We are learning to write a complete list of all the materials and ingredients required to make a jam sandwich.*

*I am successful when:*

- I include all the ingredients required to make a jam sandwich
- I include all the equipment required to make a jam sandwich

**Task:** *Your family has asked you to gather all the equipment and ingredients to make a delicious jam sandwich.*

*Your task is to write a list of ingredients and equipment required to make a jam sandwich.*

Ingredients	Equipment
Jam Butter bread	Knife Plate

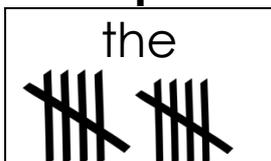
## Day 6 Reading: High Frequency Words

**High Frequency words are the most common words that that are used in spoken and written texts.**

**Task 2:** Using "The Birthday Surprise" Story, record using tally marks how many times you find the high frequency words in the table below.

**Hint:** You might find it easy to use a different coloured pencil for each word.

**Example:**



### Tally table

was 	said 	there 
could 	looked 	would 

Which high frequency word did you find the most?

was

# Week 7 – Grammar

## Focus: verbs

**Verbs:** Verbs are doing words. They express a physical action.

*We are learning to identify verbs as being action word. They express a physical action.*

*I am successful when I can identify and describe verbs as being words that describe an action.*

**Task 1** - Circle the verbs in each of the sentences below.

1. The cat **chased** the mouse in the garden.
2. The sisters are **swimming** in the pool.
3. My dad **cooks** the meat on the barbeque in the backyard.
4. The rabbit is **sleeping** in the sun.
5. The students **eat** their lunch together in the school yard.

### **Task 2: Guess my verb**

		
run	hug	sing

**Extension idea:** Play a game of 'guess my verb' with a partner. Act out a verb and see if you partner can guess it.

## Week 7 – Grammar

### Focus: verbs

**Verbs:** Verbs are doing words. They express a physical action.

We are learning about verbs being an action word.

I am successful when I can identify and describe verbs as being words that describe an action.

**Task 2** – *Noun, verb and adjective sort.*

Cut out the words below and organise them into nouns, verbs and adjectives.

<b>Grammar sort: Nouns, Verbs and Adjectives</b>		
<b>Noun</b> Person, place, thing or idea	<b>Verb</b> Action word	<b>Adjective</b> Describing word
<b>Perth</b> <b>flower</b> <b>teacher</b> <b>pencil</b> <b>koala</b> <b>school</b>	<b>run</b> <b>skip</b> <b>cut</b> <b>dance</b> <b>hop</b> <b>cooks</b>	<b>mean</b> <b>brown</b> <b>kind</b> <b>friendly</b> <b>angry</b> <b>pretty</b>

**Challenge:** Can you come up with more examples for each column? Student answers will vary.

## Day 8: Reading: locating facts and details

We are learning to locate facts and details in simple texts.

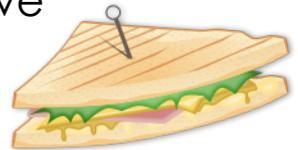
I am successful when I can :

- Highlight the correct answers in a text
- Choose the correct answer from a list of multiple choices

**Task 1:** Read the following text called '*Treat Time*' and then answer the questions on the following page.

### Treat time!

Whenever I get back from playing football, I love to have a ham, cheese, and salad toastie! It is my favourite treat. Dad always knows how to make it for me so that it is not too hot!



By Ryan



I love making pancakes with my mum! When I make pancakes I love to cover them with juicy red strawberries, sweet honey and fresh cream. Yum! This is my favourite treat!

By Jasmine



Mum says that I would eat chocolate every day if I could but I only eat it as a special treat! I love it at Easter time when mum buys my little sister Daisy and me a chocolate bunny each! Yum!

By Rose

## Day 8: Reading: locating facts and details

We are learning to locate facts and information in simple texts.

I am successful when I can :

- Highlight the correct answers in a text
- Choose the correct answer from a list of multiple choices

**Task 2:** Using the text called 'Treat Time', read the comprehension questions below and look for the answers in the text. You will need to highlight your answer to each question in the text first and then circle the correct answer.

### Comprehension Questions

#### **Question 1**

What sport does Ryan play?

- a. Soccer
- b. football
- c. cricket

#### **Question 2**

When does Rose get to eat her favourite chocolate bunny treat?

- a. At the weekends
- b. At Easter time
- c. Whenever she plays with her sister

#### **Question 3**

What does Jasmine like making with her mum?

- a. Pancakes
- b. Toasted sandwiches
- c. Chocolate

#### **Question 4**

Whose dad knows how to make toasted sandwiches so they are not too hot!

- a. Jasmine
- b. Rose
- c. Ryan

#### **Question 5**

Highlight the title. What could be another title instead?

- a. Our favourite treats!
- b. Sugary treats!
- c. Healthy snacks