

Reading- Stamina	Writing - Poetry	Spelling	Viewing & Listening- BTN
Learning Intention: To increase reading stamina. Success Criteria: Reading stamina has been increased. Learning Task: Read a book from home or online (EPIC or Storyline Online) for at least 30 minutes a day. This can be broken up into 2 x 15 minute sessions if needed. Challenge: How long can you read for without getting distracted? Set a timer and start reading. When you get distracted, stop the timer and record your time. Each time, see if you can get better each time.	Learning Intention: To apply your knowledge of poetic devices to construct a Magic Box free verse poem. Success Criteria: Many poetic devices used to construct a Magic box free verse poem. Learning Task: Finish or begin your Magic Box Poem. Google 'The Magic Box Poem' by Kit Wright. This will inform the structure of your poem. Structure: ○ 4 stanzas = what will go in your box. ○ 5th stanza = what your box is made out of ○ 6th stanza = what you will do with your box. Include: something that is impossible, a switch, senses, firsts/lasts, alliteration, simile, imagery, hyperbole and personification. Challenge: Write a free-verse poem about a container noun and an abstract noun.	Learning Intention: To increase spelling ability. Success Criteria: Understanding of spelling unknown words. Learning Task Play word games with members at home such as Boggle, Scrabble, Bananagrams, ABCYa each day. If you spell a word incorrectly, write it down in your book to practise throughout the week.	Learning Intention: To accurately note take whilst watching BTN - Behind The News. Success Criteria: Notes will be on BTN topic and accurate. Learning Task each week: Before watching the episode, make a prediction on what stories you think they might cover this week. Watch the latest episode of Behind the News and take a minimum of 1 note per story. Share with an adult two new things that you learnt and one thing that you found interesting. Link to BTN: https://www.abc.net.au/btn/classroom/

	i.e: <i>In the city of confusion...</i> <i>In the tank of terror...</i> <i>In the office of optimism</i>		
Reading- Text-to-self connections	Writing - Poetry	Spelling- Celebrity Heads With Words	Viewing & Listening- News
Learning Intention: To use text connections when reading. Success Criteria: Using text connection to link with the world, other text and self. Learning Task: Familiarise yourself with the 3 types of connections: - Text-to-self - Text-to-text - Text-to-world Read a book from home or online (EPIC or Storyline Online). As you're reading, list down how this text relates to something in your life, the world or another book you have read. Create 3 columns in your book/piece of paper/google doc with the 3 different text connections and write/type them in the appropriate column as you find them.	Learning Intention: To identify poetic devices in song lyrics. Success Criteria: Able to identify different poetic devices in songs. Learning Task: Google your favourite (appropriate) song and find the lyrics to it. Can you find any poetic devices? ○ Onomatopoeia ○ Hyperbole ○ Kennings ○ Personification ○ Rhyme ○ Simile ○ Imagery ○ Alliteration When you find the poetic device, write the line in your book and write the poetic device that it contains. i.e. <i>'Now I'm floating like a butterfly' = simile.</i> Do this for 3 different songs. Record the information in your books	Learning Intention: To apply knowledge of words and spelling to play a game. Success Criteria: Understanding of spelling unknown words. Learning Task: Create a hat using coloured card and use Blu Tack to stick a word to a student's hat! They then need to work out what spelling word they are wearing by asking yes/no questions such as: Am I a noun? Am I a verb? Do I start with a consonant letter?	Learning Intention: To accurately note take. Success Criteria: Notes will be on a topic that are accurate. Learning task: At least 1 time per week. Watch the news with your family/carers and take one note per story. Have a discussion with adults at home on why it is important to be an informed member of the community. What was one really important message from the news that really 'stuck' with you and why.
Reading	Writing - Procedure	Spelling- Vocabulary	Listening- Blindfold Walking

Learning Intention: To accurately retell a story. Success Criteria: Able to retell and story in great depth. Learning Task: Read a book from home or online (EPIC or Storyline Online). After reading the story (or chapter for longer books) tell an adult in your house what it was about. Use first, next and last to sequence the events. Your retell should be brief but detailed enough for your audience to understand the story. Create a story map in your book or on a piece of paper. This will involve writing and drawing what happened in your story. Be sure to include the characters, setting, problem, series of events and the resolution.	Learning Intention: To identify features of a procedure text and define what a procedural text is. Success Criteria: Knowing what all features of a procedural text are and being able to define them. Learning Task: Look at this website: https://www.slideshare.net/noelynca-galawan/features-of-a-procedural-text. In your book, write a list of features that ALL procedure texts contain. In your house, see if you can find as many procedure texts as possible. List them in your books. Challenge: Follow the instructions of a procedure text you have found. Reflect on the process of following the procedure text in your books. What went well with the procedure text? What would improve the text you used?	Learning Intention: To expand vocabulary. Success Criteria: Improved vocabulary. Learning Task: As you read your novel or books each day, record any words that you come across that you don't know and record them. Each day, look up the definition of your word and write it in a sentence. By the end of term you should have at least a whole page of new words you have learnt, their definitions and written them in a sentence.	Learning Intention: To listen to and follow instructions. Success Criteria: Being able to know why it is important to follow instructions. Learning Task: Working in pairs, one person blindfolds his or her partner and then provides them with specific instructions on how to get to a designated item or point within a room (i.e. <i>Walk four steps straight ahead and then turn left, etc.</i>). Once the destination or item is reached, the partners switch places. Can you make this harder throughout the weeks? Make an obstacle course Time yourself to see if you can get faster.
Reading	Writing - Procedure	Touch Typing	Viewing/Listening- Inferring
Learning Intention: Read a non-fiction text and learn some new facts. Success Criteria: Gain facts from a non-fiction text. Learning Task:	Learning Intention: To apply the features of a procedure text to explain a process. Success Criteria: Being able to explain a process in written form.	Learning Intention: Improve touch typing speed and key awareness. Success Criteria: Building key awareness when using a keyboard.	Learning Intention: Watch the video to infer what is happening through the images. https://www.literacyshed.com/bubbles.html Success Criteria: Being able to infer from the video.

Read a non-fiction book on a topic of your choice. Draw a picture of something of something you learned. List 5 interesting facts you learnt from your book. Complete some extra research on this topic and add some more facts to your list. Extension: Show all this learning by creating a google slide or a poster that can be shared with your peers. Challenge: Complete all of these steps again on a non-fiction book/new topic that your parents choose for you.	Learning Task: Make up your own game/recipe/artwork (game may include board. Be sure to include: Aim, Materials, Sequence of events, adverbs, commanding verbs, diagram (if required) and rules (if required). Optional: record a video of you reading your procedure text and completing the steps. Challenge: Once you have created a stop motion video, write a procedure text to explain the process of making a stop-motion animation.	Learning Task: Use the website Typing Club to practise your typing skills. You will need to do this consistently to improve. Minimum of 10 minutes, 3 times per week.	Learning Task: Answer the following questions after watching the video. You may need to watch the video several times. How is the girl feeling before she finds bubble mixture? How do you know? Why does the first girl leave the bubble mixture on the beach for the second girl to find? Write some words (at least 3) to describe the bubbles in the film. If you could go anywhere on your bubble where would you go and why?
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