

Learning Overview – Weeks 5 and 6 Term 3, 2024



Middle Learning Community-MLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 4	Jess Wailes	Jess	jessica.cochran@education.vic.gov.au
LC 5	Sarah Evans	Sarah	sarah.evans3@education.vic.gov.au

Please communicate with your child's teacher through the Communication and Learning Progress Diary unless the information is private and confidential.

English

Daily Review

Weeks 5 and 6:

- When the second last letter makes the sound 'a', 'e', 'i', 'o' or 'u' double the last letter and add the vowel suffix. (**stop/stopping**)

Phonics

Weeks 5 and 6 focus:

- The graph /u/ making the sound 'w' as in quilt (week 5).
- The graph /se/ making the 'z' sound as in cheese (week 6).

Handwriting

Weeks 5 and 6:

- li and Tt
- Focusing on the correct entry point and formation of the letters.

Reading Instruction

Weeks 5 and 6:

- Examining Literature: Monitor for Meaning. This is a comprehension strategy to help your child understand what they are reading. Students self-monitor by re-reading parts of the text or asking themselves questions. Students learn to 'stop and think' when things do not make sense to them.
- Author Study on [Aaron Blabey](#).

Seven Steps Writing

Weeks 5 and 6:

- [Persuasive Text](#) - To persuade
- Informative/ [Procedural - Kitchen Garden Cookbooks](#)



How you can help your child at home:

- English:** - We have chosen Aaron Blabey as the author our class will study later on this term. We have started to read the [Pig the Pug](#) series, but he has written a plethora of other books and series. Aaron is unique in that he writes both picture and chapter books. Why not head to the library to read one of his books?
 - Reading:** Please encourage your child to read every night at home. Your child should be bringing home a [Just Right Reading](#) book every night.
 - Epic is very popular amongst our students. It is available for all students to use whilst at school. The class code for students to access EPIC is below.
 - LC4 is: ejj564 and
 - LC5 is: yzj2344
- If you wish to use EPIC at home (out of school hours) you need to purchase an EPIC membership. They offer annual memberships for \$65.00.

Maths

Topic: - Multiplication and Division

Weeks 5 and 6 focus:

- Algebra and Patterns
- Odd numbers



How you can help your child at home:

- Practice recalling your multiplication facts. Students should start with the 2, 5, 10s multiplication facts and once mastered, then move on to the 3's and 4's multiplication facts. The students have been practicing these in class and have realized how valuable it is to have a sound knowledge of them.
- [Year 4 Patterns and Algebra](#)
- [Year 3 Patterns and Algebra](#)
- [Odd and Evens](#)

Just Right Reading

Too Easy

I can read the words very easily and quickly.

I do not have to think about what I am reading.

Staying Cool in the Library

Too Hard

There are many words I do not know.

I have to go back and re-read what I just read.

I do not understand what I am reading.

Staying Cool in the Library

Just Right

There are only a few words I do not know.

I understand most of what I am reading.

I like what I am reading.

Staying Cool in the Library

5 FINGER RULE

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

0-1	Too Easy
1-2	Perfect Choice
3-4	Give It A Try
5+	Too Hard

Persuasive Text

PERSUASIVE

A non-fiction argument to convince the reader of your opinion.

TITLE: Tells the reader what the topic is.

OPENING STATEMENT: Say your opinion

ARGUMENT + EVIDENCE 1: Write your argument and explain why

ARGUMENT + EVIDENCE 2: Write your argument and explain why

ARGUMENT + EVIDENCE 3: Write your argument and explain why

FINAL STATEMENT: Retell your opinion

Persuasive Writing


Introductions	Making Your Point	Other Words			
<p>I am sure that...</p> <p>It is certain...</p> <p>I am writing to...</p> <p>Of course...</p> <p>In the same way...</p> <p>On the other hand...</p> <p>In this situation...</p>	<p>Firstly...</p> <p>Secondly...</p> <p>Thirdly...</p> <p>Furthermore...</p> <p>In addition...</p> <p>Also...</p> <p>Finally...</p> <p>Likewise...</p> <p>Besides...</p> <p>Again...</p> <p>Moreover...</p> <p>Similarly...</p> <p>Surely...</p> <p>Certainly...</p> <p>Specifically...</p> <p>If then...</p> <p>because...</p>	<div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #e0f0ff;">reasons</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #fff0f0;">unfair</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #fff0e0;">arguments</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #e0ffe0;">for</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #fff0e0;">against</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #fff0f0;">pros</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; background-color: #fff0e0;">cons</div> </div>			
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Procedural Text – Kitchen Garden Cookbooks

WRITING A PROCEDURE


Purpose

- To explain how to do something
- To explain how to get somewhere
- When a set of rules need to be understood



When to use a Procedural Text

- Writing instructions for a game or a process
- Writing a Recipe for a Meal
- Recording a Scientific Investigation
- Creating Rules for something
- Giving a set of directions




Remember

- Keep your instructions short, simple and to the point
- Procedural texts are always written in **Present Tense**
- Procedures are presented from the **Second or Third Person Perspective**

PARTS OF A PROCEDURAL TEXT


Title

What is the goal or outcome of the activity?
Eg. How to Make a Banana & Fudge Sundae




Materials or Ingredients

What will we need to complete this activity? Be Specific, especially if you are writing a recipe. Use points or numbers. Include any special utensils or tools




Series of Steps


In order, list what needs to happen to complete your goal. In a recipe we refer to the steps as a **Method**. Start each instruction with an **Action Verb** such as shake or mix.



Conclusion

The conclusion is a short statement that may offer some specific tips or advice to make the task easier or more effective. It might even include safety warnings.



Enhance a Procedural Text by including simple pictures or diagrams. 

For examples and detailed instructions on how to write Procedures and a range of other text types please visit www.edgalaxy.com/writing



Carrot muffins with garlic butter

Makes 12

Ingredients

1 medium carrot	200 g carrot	100 g butter	200 g butter
150 g plain flour	100 g plain flour	100 g plain flour	100 g plain flour
100 g plain flour	100 g plain flour	100 g plain flour	100 g plain flour
100 g plain flour	100 g plain flour	100 g plain flour	100 g plain flour

Equipment

- metric measuring spoons
- small sieve
- small saucepan
- pastry brush
- 12 cupcake cases (if using)
- 1 x 12 hole muffin tin
- grease
- chopping board
- knives – 1 small, 1 large
- tea towel
- scale
- bowls – 1 small, 2 medium
- whisk
- tablespoon
- fork
- baking paper
- wire rack

Ingredients

- 1 tablespoon butter
- 1 medium carrot
- 150 g plain flour
- 100 g whole egg protein
- 220 g self-raising (all-purpose) flour
- 1 egg
- 100 g butter
- 100 g vegetable oil

What to do

- Preheat the oven to 180°C. If you are using cupcake cases, grease one each of the holes in the muffin tin. Otherwise, rub the 1 tablespoon of butter in the small saucepan, then use the pastry brush to grease the holes of the muffin tin.
- Set out the greased, chopping board and knives. Peel and grate the carrot – you'll need about ½ cup. Rinse the parsley, dry by wringing in the tea towel, then chop. Using the scales, weigh the cheese, then grate it. Mix the grated cheese, parsley and flour in a medium bowl, then add the carrot.
- In the second medium bowl, whisk the egg, butter and oil. Make a well in the dry ingredients and tip in the liquid mixture. Mix lightly, then spoon the batter into the cupcake cases or the greased holes of the muffin tin, filling them two-thirds full. Bake the muffins for 20–25 minutes, until browned on top.
- While the muffins are cooking, make the garlic butter. Peel the garlic, place it on the chopping board and flatten using the side of the large knife. Sprinkle the garlic with salt, then chop finely. Place the butter in the small bowl and soften with the fork. Add the garlic and mash until smooth. Flatten the garlic butter onto a piece of baking paper and roll up tightly like a small sausage, tucking the ends. Place the roll in the refrigerator for 15 minutes for firming so it can be sliced.
- Remove the muffins from the oven. Allow them to sit for a minute in the tin, before turning out onto the wire rack to cool. Take the garlic butter roll out of the refrigerator and slice finely. When the muffins are nearly cold, split the butter roll in half to make a slit on the top of each muffin and insert a slice of garlic butter.

BOTTOM DRAWER

- Understanding baking techniques: making a well in dry ingredients
- Flattening garlic cloves
- making a roll of butter or dough
- Question: What is butter milk?

Money and Quality in a Product

What is the quality of the product? How does it compare to other products? What are the ingredients? What are the ingredients? What are the ingredients? What are the ingredients?

