**TERM 1, 2016 AFTER SCHOOL TUTORING PROGRAM OUTLINE 40 MINS MATHS:**

**Mentals**

**Alternate weeks** Practice skip counting by 2, 5, 10 from 2, 5 and 10 first; then from any even number. 2x5x10x tables rote

**Counting sequence** Weekly counting by one upto and over 100. Then to 200, then from any hundreds number on upto 1000.

**Understand place value**

**upto 4 digits** Read, write and represent 2, 3, and 4 digit numbers; order in ascending and descending order

Compare using < and >; expand these using place value partitioning; identify the digit in a given place value

Explain the meaning or value of a digit in a given place value upto thousand

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| **Week** | **Date** | **MATHS** | | |
| **Mentals** | **Counting sequences** | **Understand place value** |
| **5** | **29/2/16** | 2x, 5x, 10x partner testing | na | Read, write 2, 3 and 4 digit numbers practice  Draw a diagram to represent the number or show it using MAB blocks |
| **6** | **7/3/16**  **public hol** | Skip count from 2 – 100  5 – 200  10 – 300  **10 mins** | Use hundreds chart to chant numbers to 100  Identify repeating patterns of 0-9 sequences, changes in the ones, tens, hundreds places. Predict the next number for 2, 3, digits.  10 mins | Using dice, create 2, 3 and 4 digit numbers. Write the number in digits and words.  Create the biggest and smallest number. Write in words.  Expand these number using PV partitioning: 18, and 81; 452 and 104, 2106  Use greater than or less than to compare these numbers.  45 and 54; 276 and 267 4015 and 4115  **20 min** |
| **7** | **14/3/16** | 2x, 5,x 10x partner testing teacher test all **2x** 3 questions each. 10 mins. | Use hundreds chart to colour all 2s – what do you notice. (even nos, ones place 0,2,4,6,8). Count on from a given no in 2s using the pattern. 24 to 56; 124 to 158, 424 to 458. And 722 to 762. 10 mins | Write in words – 2, 3, 4 digit nos. Read the no to the teacher.  Write in digits – nos on board.  Arrange digits from smallest to largest.  What is the value of 8 in 28, 89, 842?  Which digit is in the tens place in 3954? Expand this digit using its place value.  **20 min** |
| **8** | **21/2/16** | 2x, 5,x 10x partner testing teacher test all **5x** 3 questions each. 10 mins. | Use hundreds chart to colour all 5s – what do you notice. (ones place only has 0, 5)  Count on from a given no in 5s using the pattern. 25 to 65; 125 to 155, 470 to 535 And 780 to 1005. 10 mins | Use odometer to select a 2 digit number. Read it, write it in words.  What number is 2 more? 2 less. Read it, write it in words.  Make a 5s number – what number is 5 more, 5 less. Read it, write it in words.  Make a 3 digit number. Read it , write it in words. What number is 1 more, 1 less, ten more, ten less.  What number is 100 more or 100 less. 20 mins. |
| **9** | **28/3/16** | 2x, 5,x 10x partner testing teacher test all **10x** 3 questions each. 10 mins. | Use hundreds chart to colour all 10s – what do you notice. (ones place only has 0)  Count on from a given no in 10s using the pattern. 20 to 160; 640 to 205, 1220 to 1340. 10 mins | Create a 2, 3, and 4 digit number with MAB blocks.  Write it on a number expander in digits. Write it in words.  Expand it using place value partitioning.  Write in digits from words 2, 3 and 4 digit no.  Compare these numbers using the < or > sign: 19 and 91; 59 and 37 |
| **10** | **4/4/16** | All – test 2,5,10x 5 questions each.  15 mins | Complete a missing number grid up to and through 100s.  Upto and over 100. 15 mins | Assessment – reading and writing 2, 3 and 4 digit numbers. Write in numbers from words Order descending order (big to small) Expand these nos. 73, 508, 3026  Which digit is in the H place in 372; th pl in 7025; Value of 6 in 1065; 1630? |

**TERM 1, 2016 AFTER SCHOOL TUTORING PROGRAM OUTLINE**

**25 MINS READING COMPREHENSION and LANGUAGE CONVENTIONS**

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| **Week** | **Date** | **ORAL READING AND READING COMPREHENSION** | | |
| **Oral reading** | **Explicit application of a range of strategies to explain vocab, locate directly-stated information, infer,** | **Language Conventions Practice** |
| **5** | **29/2/16** | na | | |
| **6** | **7/3/16**  **public hol** |  |  |  |
| **7** | **14/3/16** | choral reading of the text  RAZ kids with iPads – D, E, F, G text levels. | All choral reading of D, text level and work through questions and strategies for selecting the best answer.  Check scores and write down in your book.  Work with 2 students to hear them read a line each of another D level text and monitor application of strategies as they try to answer the text. | na |
| **8** | **21/3/16** | – choral reading of the text  RAZ kids with iPads – E, F, G text levels. | All choral reading of E, text level and work through questions and strategies for selecting the best answer.  Check scores and write down in your book.  Work with 2 students hear them read a line each of another D level text and monitor application of strategies as they try to answer the text. | [LC – Spelling only.](../Naplan/Literacy/Test%20papers/PDLIT104.pdf) |
| **9** | **28/3/16** | Understanding Words – explicit reading strategy  Metacognitive reading strategies  Book level A, B | Model strategy with Book A  Choral reading with each student.  Work through applying strategy, then practice page and then work with all for the on your own page. Do some and have students do the rest on their own.  Mark and discuss. | If time, as above. |
| **10** | **4/4/16** | Locating Information – explicit reading strategy  Metacognitive reading strategy  Book A, B. | As above. |  |