



Parent Pipeline



CAFÉ Strategy: Use Text Features

Non-fiction texts contain information that is true. They also contain features such as titles, headings and subheadings, captions, maps, diagrams, charts and graphs, legends, bold and italicized text, glossaries, indexes, and cutaways. These features are a common part of non-fiction reading that we often use or reference to help gain understanding of what is being read. As experienced readers, we do this without notice.

When students read nonfiction material, they will also encounter text features that are different from those they come across when reading fiction. Students who have had experience and know the purpose of text features improve their comprehension of the text.

How can you help your child with this strategy at home?

1. When reading with your child, tune in to these features and think out loud when you use them. For example, when coming across a word in bold print you might say, "I notice this word is darker than the rest of the words. It is in bold print. I bet the author wanted me to notice this word because it stands out. I need to make sure I know what this word means."
2. Break it down into individual text features to bring awareness to your child about these features in text. Begin by asking your child to look for words in **bold**. Then, have your child list any words in *italics*. You can also have your child look for titles, headings, charts, legends, glossaries, and captions.
3. Guide your child in using his/her background knowledge about text features to aid in comprehension. Have your child read a non-fiction selection to you, stopping when a text feature is used. Ask your child to explain his/her thinking about that text feature to you.

Thank you for your continued support at home!

* Ideas and strategies are taken from: The CAFÉ Book, written by Gail Boushey & Joan Moser
Written by: Allison Behne ©2010 www.thedailycafe.com

Reading

TASK 1

Learning Intention: A good reader uses text features to help understand what we are reading.

Success Criteria:

	With support and guidance, I can identify different text features, point to them in a text and record the examples in my workbook.
	I can identify different text features, point to them in a text and record the examples in my workbook.
	I can identify different text features, explain their purpose and record the examples in my workbook.

1/2A - Your video can be found in your Reading tab

1/2B - You can wait until Tuesday to start your tasks during live WebEx sessions.

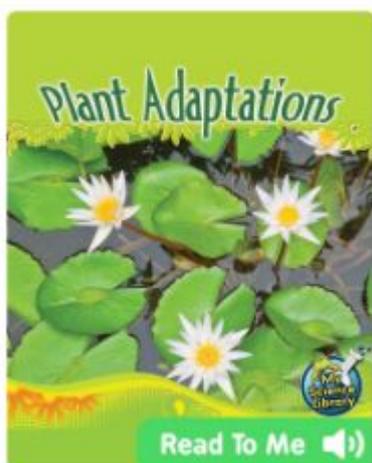
Instructions:

Using your class log on go to Epic Books www.getepic.com

1/2A class code: mx3055

1/2B class code: rcm9693

Here you will find a selection of books that have been assigned to you. For today's task you need to choose Plant adaptations, begin reading with the 'read to me' feature off, if this text is too challenging for you, turn the read to me back on.



In your Reading workbook you will need to record the title of the book, the date, and make a list of the different text features that you found/noticed in the text. You can create a table or write it out as a list.

Reading

TASK 2

Learning Intention: A good reader uses text features to help understand what we are reading.

Success Criteria:

★	With support and guidance, I can identify different text features, point to them in a text and record the examples in my workbook.
★★	I can identify different text features, point to them in a text and record the examples in my workbook.
★★★	I can identify different text features, explain their purpose and record the examples in my workbook.

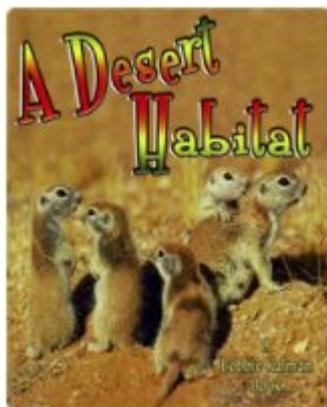
Instructions:

Using your class log on go to Epic Books www.getepic.com

1/2A class code: mxd3055

1/2B class code: rcm9693

Here you will find a selection of books that have been assigned to you. For today's task you need to choose A Desert habitat



A Desert Habitat

In your Reading workbook you will need to record the title of the book, the date, and make a list of the different text features that you found/noticed in the text. You can create a table or write it out as a list.

Reading

TASK 3

Learning Intention: A good reader uses text features to help understand what we are reading.

Success Criteria:

	With support and guidance, I can identify different text features, point to them in a text and record the examples in my workbook.
	I can identify different text features, point to them in a text and record the examples in my workbook.
	I can identify different text features, explain their purpose and record the examples in my workbook.

Instructions:

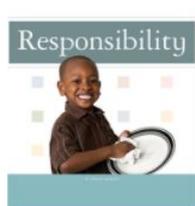
Using your class log on go to Epic Books www.getepic.com

1/2A class code: mx3055

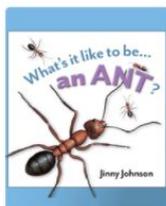
1/2B class code: rcm9693

Here you will find a selection of books that have been assigned to you. For today's task you need to choose any book you like from those that have been assigned to you.

In your Reading workbook you will need to record the title of the book, the date, and make a list of the different text features that you found/noticed in the text. You can create a table or write it out as a list.



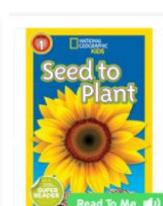
Responsibility



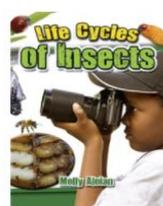
What's It Like To Be An Ant?



Where Do Insects Live?



National Geographic...



Life Cycles of Insects



A Kid's Guide to Feelings: Feeling...



Values

Reading

TASK 4

Learning Intention: A good reader uses text features to help understand what we are reading.

Success Criteria:

	With support and guidance, I can identify different text features, point to them in a text and record the examples in my workbook.
	I can identify different text features, point to them in a text and record the examples in my workbook.
	I can identify different text features, explain their purpose and record the examples in my workbook.

Instructions:

Using your class log on go to Epic Books www.getepic.com

1/2A class code: mxd3055

1/2B class code: rcm9693

Here you will find a selection of books that have been assigned to you. For today's task you need to choose any book you like from those that have been assigned to you.

In your Reading workbook you will need to record the title of the book, the date, and make a list of the different text features that you found/noticed in the text. You can create a table or write it out as a list.

Writer's Notebook

Task 1

Brainstorm a list of 10 living things and 10 non-living things and record them using a T-chart in your Writer's Notebook (or other book if you don't have your Writer's Notebook). There is an example below to get you started.

LIVING	NON-LIVING
lizard	brick
hedgehog	coffee cup
dung beetle	pen
rose bush	sprinkles

When you have made your T-chart, circle one thing from the Living column and one thing from the Non-Living column like in the above example.

Using those two things, come up with a creative writing idea you can record in your Writer's Notebook to use later on, or for a Free Writing time.

A dung beetle falls into a woman's coffee cup and she swallows him, and he goes on an adventure in the human body.

If you can think of more than one idea, you can write down more than one idea. Think of as many ideas as you like!

Writing

Writing trait: Organisation

Task 2

Learning Intention: We are learning to organise our writing in a way that makes sense to the reader.

Success Criteria:

	I can record my ideas on the page and attempt to organise them.
	I can record my ideas and group them so they begin to make sense.
	I can record my ideas and group them in clear categories that make sense to the person reading my writing.

When we write something, we want our ideas to make sense to the person reading our writing. Our writing makes sense when we organise our ideas in a way that is *logical*.

When we write a story, it has a beginning, a middle and an end. That's how we organise it – otherwise it wouldn't make sense! What happens if we aren't writing a story though – how do we organise our ideas then?

1/2A – Have a look at the video on the activity page that explains the trait of organisation.

1/2B – Miss White will teach you all about organisation in your live WebEx sessions.

Write down 6 or 7 things that have happened to you in your life – anything that stands out or was a big event.

Now, how could you organise these things so that they make sense to the reader? You could organise them by:

- the order that they happened
- happy things and sad things
- times you were injured and times you weren't
- times you liked and times you didn't like

Have a go at re-writing your list and organising your ideas in a way that makes sense to you. How are you going to organise your ideas, and why did you choose to organise your ideas that way?

Look at the example below of how you could organise your writing. What do you notice? How have these ideas been organised?

My Life
I was born in 1985. I moved to Victoria in 2008. When I was eight years old I sprained my ankle rollerskating. The first class I ever taught was Grade 2M. I got engaged to Sam in January 2019. I broke my wrist in Grade 9 when I fell off the billy cart.

My Life
I was born in 1985. I moved to Victoria in 2008. The first class I ever taught was ^{Grade} 2M. I got engaged to Sam in January 2019. When I was eight years old I sprained my ankle rollerskating. I broke my wrist in Grade 9 when I fell off the billy cart.

Writing

Writing trait: Organisation

Task 3

Learning Intention: We are learning to record all of our ideas before we organise them in a logical way.

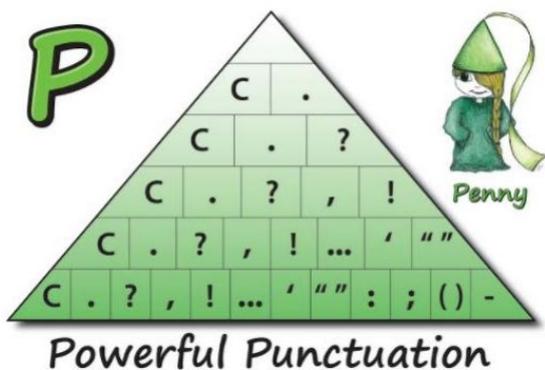
Success Criteria:

★	I can record my ideas on the page and can write at least 25 words.
★ ★	I can record my ideas on the page and can write at least 50 words; using full stops to separate my ideas.
★ ★ ★	I can record my ideas on the page and can write more than 50 words; using capital letters and full stops correctly to separate my ideas.

Pick something you are an *expert** in – it could be an animal, cars, cooking, building Lego, Pokemon, Minecraft, farming – anything!

*An expert means you know LOTS of information about this topic, and the information is already in your brain!

Give yourself 15-20 minutes to do a **Rapid Write** and write down as much as you can about what you know about your topic. Don't worry about spelling or organisation – just write! Get all of your ideas out of your head and onto the paper first.



Don't forget to include your punctuation and remember your finger spaces!

When you finish your writing, have a rest and then come back and read it later. When you read it back, what do you notice? Do your ideas flow in an order that makes sense, or are your ideas all mixed up?

When you have finished, please send a copy of your Rapid Write to your teacher.

Writing

Writing trait: Organisation

Task 4

Learning Intention: We are learning to revise our writing and organise our ideas in a logical way.

Success Criteria:

★	I can read my writing and with assistance I can organise my ideas into groups that make sense.
★ ★	I can revise my writing and independently organise my ideas into groups that make sense to the reader.
★ ★ ★	I can revise and edit my writing independently and organise my ideas into groups that flow logically and make sense to the reader.

Read back through your 'expert' writing from yesterday. If you don't have enough writing, add some more today. This part is important!

Proofread - What did you notice when you read back through your writing? Did it make sense? Did all of your ideas fit together nicely or are they all muddled up?

Find some ideas in your writing that could go together in a group, and write them together on a new page. Can you find any other ideas that go together? Keep looking for ideas that could fit in the same group. Rewrite your expert piece of writing again, but this time have a go at trying to organise your ideas so that they go together and make sense.

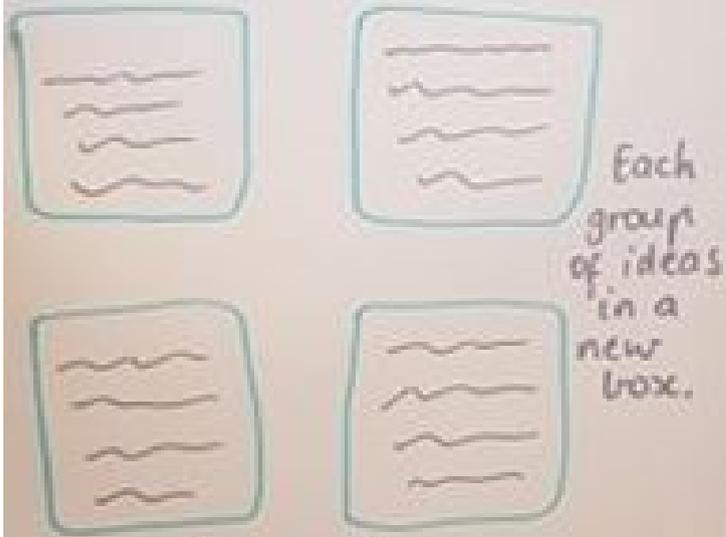
1/2A – watch the video on the activity page to see this modelled for you.

1/2B – Miss White will do this with you in your live WebEx sessions.

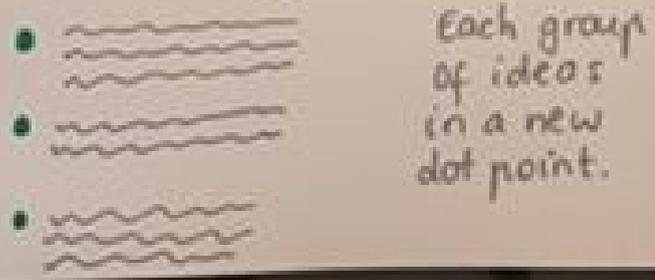
You can organise and display your writing any way you like – in a way that makes sense to you and to the person reading it. Below are some ways you might like to show how you organised your ideas.

When you have finished your organised piece of writing, please send a copy of your to your teacher.

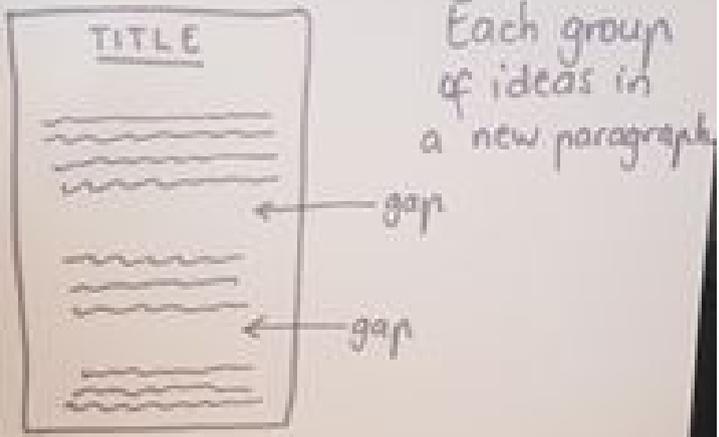
Way #1



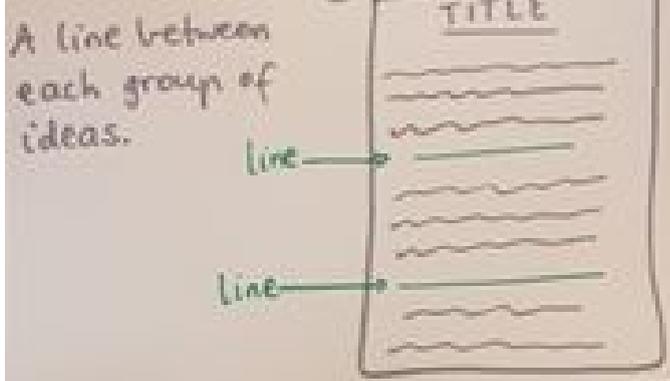
Way #2



Way #3



Way #4



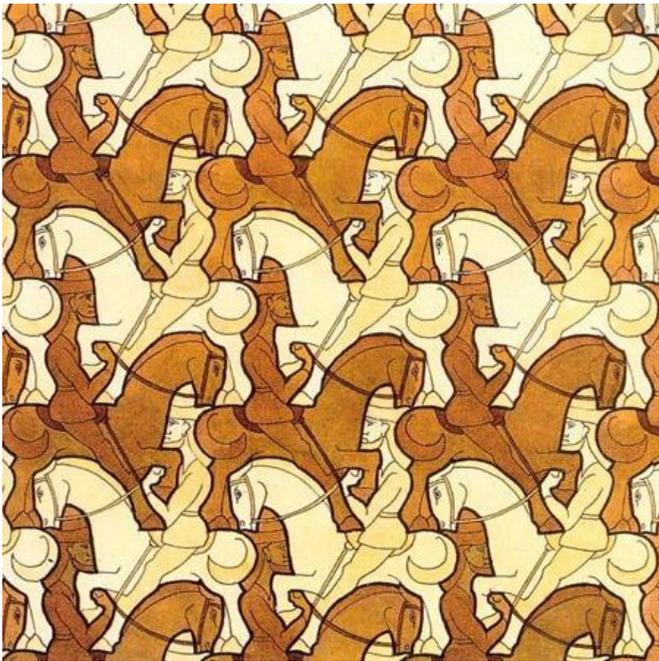
Class Maths



Learning Intention: We are learning about tessellations.

Success Criteria: I can identify, and complete an example of a tessellation using slides, flips and reversals.

When a geometric shape is repeated over and over again, covering an area of tiles without any gaps or overlaps, it results in a tessellation - a mosaic pattern of a mesmerising visual effect.



Task 1 - Part A

For this task you will need to log onto Mathletics and complete the assigned task, please email your class teacher if you have any problems doing this. (we understand some families have limited internet access, and if this is an issue please go to part B of the task.

Task 1 - Part B

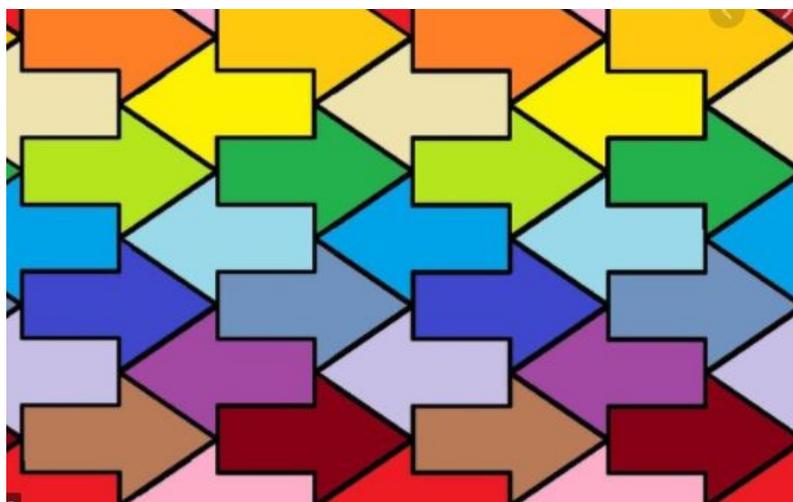
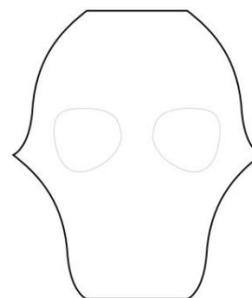
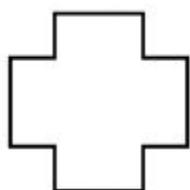
Using what you have at home, create a tessellation using flips, slides, and rotations.

Make or find something to use as a stencil.

Here are some suggestions:

- 1) Using some cardboard (cereal box) or plastic from a milk bottle draw a stencil shape to cut out and trace into your workbook or piece of paper.
- 2) Find a small shape you could trace around, a lego block, a bead, the lid of a jar, cookie cutter, you might even have a stencil from a toy or a ruler.
- 3) Use a shape that will fit together with itself when it's repeated, remember no gaps or overlaps.

Create your tessellation in your work book, or on a piece of paper to stick into your workbook. Start with a pencil and experiment with what works best. Rotate the shape, flip the shape. Once you are happy with your design, choose a couple of colours and enjoy!



Miss Radford and Miss White can't wait to see your creations either online during webex sessions or via email, or maybe even both!

The S.M.A.R.T Weekly Spelling Sheet

Focus: the digraph /ee/ making the sound "ee" as in 'tree'

Date: 24/08/20

Say the word Write the word	Monday	Tuesday	Wednesday	Thursday
Red Words				
bee				
see				
tree				
free				
feed				
feet				
Orange Words				
three				
sleep				
sweet				
creep				
street				
keeping				
Green Words				
deeply				
weekend				
agreement				
between				
succeed				
eighteen				