

**Term 3, 2018**

**Week 5 (28 August – )**

**Year 3 – 4**

### **Reading and viewing – searching for procedural texts**

Children engage in narrative and informative texts almost daily. Procedural texts however are often encountered in a more incidental manner. For this reading task, your child will firstly need to search the house (or even the school or local library!) for some procedural texts; writing that instructs us how to do something. They will soon discover that this text type can take many forms, such as recipes, manuals for appliances around the home and even board game instructions.

Once you have some examples, read some together. Some procedural texts, such as LEGO or IKEA instructions, do not have words. If this is the case, ask your child to articulate what the words that they would say for each step. After you have shared a few of these texts together, I recommend completing this week's writing task which will require your child to compose their own.

### **Writing – plan and compose a procedural text**

Following the reading task, your child should be beginning to establish an understanding of the structure and features associated with procedural texts. This activity will require your child to plan and write their own original text.

Brainstorm some ideas and interests where a procedural text might be useful. You may want to begin with something simple like 'how to brush your teeth' or 'how to make vegemite on toast'. If your child requires a text organiser, you may even wish to print the template on the following page. This may not be necessary for confident writers as it can restrict their creativity. If they choose to compose a recipe, it might be a nice experience for your child to write the text as they are preparing and cooking their dish!

The LEGO website is a fantastic resource for this text type as it has thousands of printable instruction booklets available online. Even if your child does not have a specific LEGO model to physically build, they will be certainly engaged by sourcing instructions and composing a text that goes with each step in the building process.

Visit <https://www.lego.com/en-us/service/buildinginstructions> to download specific LEGO sets. You can find instruction booklets by searching either set number, theme or year.

Visit <https://www.lego.com/en-us/themes/classic/building-instructions##sp=200> to source building instructions for more generic models, many of which that will require pieces that you may have around the house. The benefit of this resource is that they will be able to physically build the model as they compose their text.



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You will need:

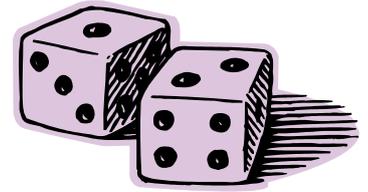
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Steps:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

## Mathematics – ‘The Nasty Game’

Students will love the humour of this place value game as it requires players to be somewhat ‘nasty’ to each other in order to make the largest number. You only require 1 die, a pen/pencil and a copy of the game board, which you can either draw or print (located below).



### How to play

Draw or print a place value chart as shown:

	<b>Th</b>	<b>H</b>	<b>T</b>	<b>O</b>
Player 1:				
Player 2:				
Player 3:				
Player 4:				

Take it in turns of rolling a die starting from the player on top of the list. Place the number rolled in any column beside anyone’s name. Keep playing until all of the boxes have been filled. To be “nasty”, place small numbers in other players’ thousands column. This will result in them having a smaller number. When all the boxes are filled, each player must read their number to the group and record everyone’s numbers in order from smallest to largest.

### How to win

The biggest number in the game wins.

### Variations

You could nominate the smallest number as the winner.

### Extension

For children that find articulating four-digit numbers easy, extend the chart to a higher place value, maybe even into the millions! To incorporate addition and subtraction strategies, ask your child to either add or find the difference between the two players’ numbers. You could also discuss chance and probability, particularly when assessing which column to place a number in when considering the likelihood of rolling a smaller or larger number.