

Muswellbrook South Public School

Year 1

Term 4,

Weeks 1 & 2



At Home Learning Plan: Term 4 Weeks 1 and 2

If you wish to complete your activities online:

The Seesaw column will assist you to access teaching videos and activities online. Activities completed online can be viewed and marked by classroom teachers.

If you wish to complete your activities in your workbook:

You may use the instructions in the activities column to complete your work in your workbook.

Digital Resource List		
https://www.storylineonline.net/	https://www.getepic.com/	https://readingeggs.com.au/
https://www.phonicshero.com/	https://www.abcya.com/	https://www.youtube.com/user/JackHartmann
https://www.mathplayground.com/	https://au.ixl.com/	https://www.freechildrenstories.com/
https://new.phonicsplay.co.uk/resources	https://www.youtube.com/user/CosmicKidsYoga	https://www.abc.net.au/education/

Activities	Seesaw	Optional															
<p>English Reading</p> <p>Pick a book to read to a parent/carer and ask them to record you. Focus on your fluency (how the book sounds). Make sure you change your voice to suit the text. Listen/watch the recording to improve your fluency. This can be added to Seesaw for your teacher to watch.</p> <p><u>Extension:</u> Write a recount on the book that you read detailing the beginning, middle and end.</p> <p>Writing - Recount: 'My Favourite Family Memory'</p> <p>Planning</p> <p>This term we will be learning how to write a <i>recount</i>. A recount is a piece of writing that retells ('recounts') an event or an experience. This week, we will be writing a recount about our favourite family memory.</p> <p>Today we will be planning our recount. This will help us organise our ideas before we start writing. In a writing plan, we draw very detailed pictures of our ideas. We can also add any key words to go with our pictures that we will use in our writing. Example:</p> <div data-bbox="667 730 1125 1005" data-label="Image"> </div> <ol style="list-style-type: none"> 1. My Favourite Family Memory Think of your favourite memory with your family (this could be a birthday, holiday you went on or even just a day at home). 2. Orientation and Background Information Use the first three boxes on the planning worksheet to draw a detailed picture for who is in your family, where the memory happened and what you and your family were doing. Include any key words you would like to use in your writing. 3. Series of Events in Order In the next three boxes, you will draw your memory in the order that it happened. These boxes are labelled using the time connectives you will use in your writing: first, next and finally. Use detailed drawings and any key words you might need. 4. Conclusion In the last box, draw a detailed picture of how this memory makes you feel. <p>You will use this completed planning page during tomorrow's writing lesson.</p> <p><u>Support:</u> Ask a family member to help you write your key words to go with your drawings.</p> <p><u>Extension:</u> Include adjectives (describing words) in the key words you use with your drawing.</p> <div data-bbox="885 1713 1141 2063" data-label="Form"> <p><small>Writing Planning Page - My Favourite Memory</small> <small>Draw detailed pictures to plan your memory. This plan will help you write your own writing piece about your memory.</small></p> <table border="1"> <thead> <tr> <th>Who</th> <th>Where</th> <th>What</th> </tr> </thead> <tbody> <tr> <td>Who were you with?</td> <td>Where did you go?</td> <td>What are you doing there to?</td> </tr> <tr> <td>Draw detailed pictures of what happened in your favourite memory.</td> <td>First</td> <td>Next</td> </tr> <tr> <td>Draw detailed pictures of what happened in your favourite memory.</td> <td>Finally</td> <td></td> </tr> <tr> <td>Draw a picture of how the memory makes you feel.</td> <td></td> <td></td> </tr> </tbody> </table> </div>	Who	Where	What	Who were you with?	Where did you go?	What are you doing there to?	Draw detailed pictures of what happened in your favourite memory.	First	Next	Draw detailed pictures of what happened in your favourite memory.	Finally		Draw a picture of how the memory makes you feel.			<p>Log into Seesaw to watch the video and complete the task. 'TUESDAY, Week 1 - Reading'.</p> <p>Upload a picture of your work to your teacher on Seesaw.</p>	<p>Reading Eggs</p> <p>Epic</p>
Who	Where	What															
Who were you with?	Where did you go?	What are you doing there to?															
Draw detailed pictures of what happened in your favourite memory.	First	Next															
Draw detailed pictures of what happened in your favourite memory.	Finally																
Draw a picture of how the memory makes you feel.																	

Brain Break

Run on the spot or around your backyard for 1 minute.

Spelling

This week the spelling focus is **o_e** words:

- Using the spelling word list below, make spelling word flashcards.
- Sort words into categories. Examples of different categories can be; sight words, same sound, same/different beginning sound etc)

Spelling list:

code, home, rope, here, come, look

Extension: Complete the above activities with the extension words:

slope, those, phone, decode, explode

Log into Seesaw to watch the o_e phonics lesson and upload a photo of your work 'TUESDAY, Week 1 - Phonics/ Spelling'

Break

Mathematics

Subitising

Scan QR code to watch the instruction video. The same video can also be viewed on Seesaw.

Today we're going to practise subitising. This means that when we can look at something and see how many there are without having to count.



Get ready:

- Grab some dried pasta, blocks or counters and a space to work.
- If you don't have access to the video see if you can try this activity with a parent or sibling.
-



Player 1:

- Grab a small handful of pasta, blocks or counters (up to 10) and arrange them on the table. Make sure that player 2 cannot see them. You could hide them with a screen or paper plate.
- When you are ready, lift the screen and show player 2 for 3 seconds and cover again.

Player 2:

- Imagine what you saw and try to recreate it. Look for chunks that you don't have to count. Explain your thinking to player 1.

Repeat several times with different numbers.



How did you go working out the total without having to count everything?

Were you able to use your mathematical imagination?

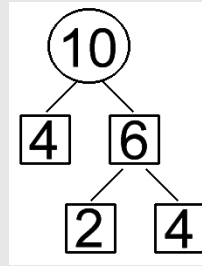
Did you find that you saw things in a different way to other people in your house?

Log into Seesaw to view the instruction video. 'TUESDAY, Week 1 - Subitising'

Whole Number
Part-Part-Whole

Today we're going to be practising breaking big numbers into smaller parts.

If you can, watch: Numberblocks – Five and Friends:
<https://www.youtube.com/watch?v=GPadTPISg5I>



- In your workbook, split 10 into two smaller numbers, then split *one* of those numbers into two even smaller numbers. e.g.:
- See how many different ways to split 10 you can come up with!

Extension:

- Write the numbers in the squares below so that each line across *and down* adds up to 10. You can only use each number once!

1, 2, 3, 5, 6, 7

$$\begin{array}{r} \boxed{1} + \boxed{} + \boxed{} = 10 \\ + \quad + \quad + \\ \boxed{} + \boxed{2} + \boxed{} = 10 \\ + \quad + \quad + \\ \boxed{} + \boxed{} + \boxed{3} = 10 \\ \parallel \quad \parallel \quad \parallel \\ \overrightarrow{0} \quad \overrightarrow{0} \quad \overrightarrow{0} \end{array}$$

Upload a picture of your work to your teacher on Seesaw.

Break

Geography

Using the Map of Australia identify and label the states and territories. We have seven including: Western Australia, Queensland, New South Wales, Northern Territory, Tasmania, South Australia and Australian Capital Territory.

Quiz to check answers:

<https://mrnuusbaum.com/australia-provinces-map-quiz-online>

Optional: Once labelled can you find some interesting facts about each state. It might be places you have visited, interesting landmarks, animals etc.

Some interesting facts:

<https://mrnuusbaum.com/australia-and-oceania-interactive-map>

Upload a picture of your work to your teacher on Seesaw.

Choose an activity from the digital resource list.

Writing Planning Page – My Favourite Memory

Draw detailed pictures to plan your recount. This plan will help you when you are writing your recount tomorrow.

Who	Where	What
In my family there is...	We like to go...	When we are there, we like to...

Draw detailed pictures of what happened in your favourite memory.

First	Next	Finally
-------	------	---------

Draw a picture of how this memory makes you feel
--

Australia



- | | | | |
|---|-------|---|-------|
| 1 | _____ | 5 | _____ |
| 2 | _____ | 6 | _____ |
| 3 | _____ | 7 | _____ |
| 4 | _____ | 8 | _____ |



Term 4 Week 1 Wednesday 6th October 2021

Activities

Seesaw

Optional

English

Reading

Scan QR code to listen to the story Bluey: The Creek. After listening to the story, draw what you think the creek looks like in your workbook. What can you see? Can you label the creek with nouns and adjectives?



You can also find the story on Youtube. Search- Bluey: The Creek Read aloud by John Wood

Writing - Recount: 'My Favourite Family Memory'

Today you are going to begin writing your recount about your favourite family memory. Yesterday you planned your recount using detailed drawings and key words. You will now use your plan and the worksheet provided to finish the sentences below.

Orientation and Background Information

In my family there is...

We like to go...

When we are there we like to...

Series of Events in Order

First...

Next...

Finally...

Concluding Sentence

This is my favourite memory because...

It makes me feel...

Remember to use

- Capital letters at the start of a sentence
- A full stop at the end of a sentence
- A range of connectives e.g., and, but, so, because, then, also

Support: Just write one simple sentence after each sentence starter on the worksheet.

Extension: Challenge yourself to add extra detail to your writing by using describing words (adjectives).

(Worksheet for Activity)

Draft Recount 'My favourite family memory'

In my family there is _____
We like to go _____
When we are there we like to _____

First _____

Next _____

Finally _____

This is my favourite memory because _____

It makes me feel _____

Upload a picture of your work to your teacher on Seesaw.

Reading Eggs

Epic

Log into Seesaw to upload a picture of the Wednesday writing task (Week 1).

Brain Break

See how long you can hold your body in the plank position..

Spelling

Using this week's spelling words focusing on the **o_e** sound:

- Write down your spelling words and mark sounds using dots or dashes,



Extension:

Complete the above activity with the extension words.

Upload a picture of your work to your teacher on Seesaw.

Mathematics
Tens Frame Filler

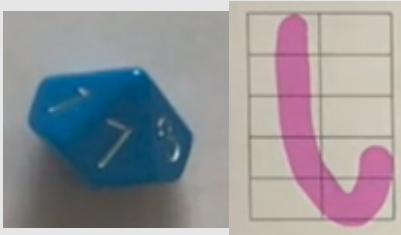
If you can, watch the instructions video on Seesaw.

You will need:

- 2 players
- One game board (paper copy on next page or digital version on Seesaw)
- 2 different coloured pencils/markers/pens
- 0-9 sided dice or spinner (available on the game board page or digital version on Seesaw)

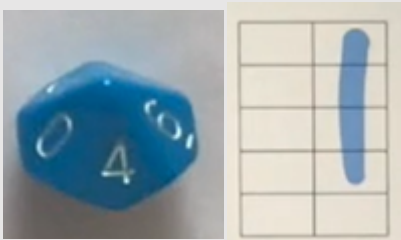
Instructions:

1. Roll your dice or spin your spinner. Colour in the number in a ten frame.



2. Next player's turn

A 4 won't fit in the top ten-frame so a new one had to be started



Can you keep going to see who can fill the ten-frame first or the most ten-frames all together?

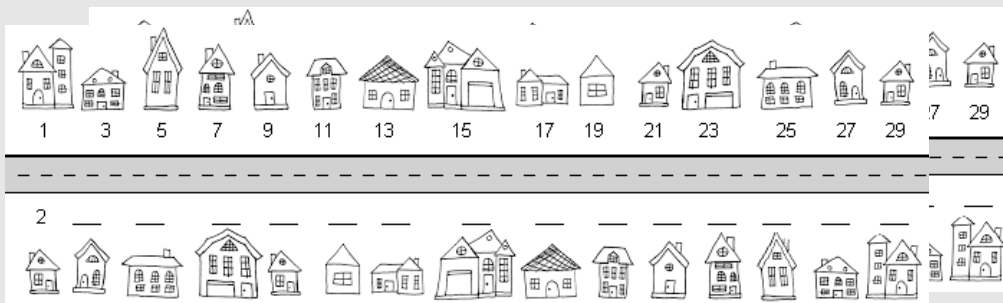
What is some of the maths in this game? What are some of the small numbers hiding inside of 10? Can you tell someone about it or write about it?

Counting by 2s

If you can, watch: The Counting by Twos Song:

<https://www.youtube.com/watch?v=GvTcpfSnOMQ>

Activity: Tommy lives at number 22 Two street. Counting by twos, write in the house numbers below so Tommy can find his way home. Colour in Tommy's house green.



- Tammy lives at number 12. Colour in her house red. How many houses up the street does she need to walk to reach Tommy's house? _____
- Craig lives at number 30. Colour in his house blue. How many houses down the street does he need to walk to reach Tammy's house (the red one)? _

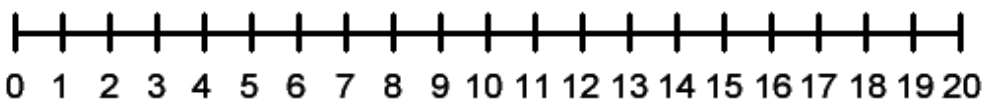
Log into Seesaw to view the instruction video and complete this activity online.

'WEDNESDAY, Week 1 - Tens Frame Filler'

Upload a picture of your work to your teacher on Seesaw.

Extension:

Pick a number on the number line. Count *up* by twos until you reach the end, then count *down* by twos until you reach the other end. Practice with both odd and even numbers.



Break

Physical Activity - Gymnastics

Zoo: Pretend you are on an imaginary trip to the Zoo. Move around your home like the different animals below:

- **Zebra** - Gallop round with one leg remaining in front, change leading legs and repeat
- **Kangaroo** - On toes with legs together, jumping around
- **Giraffe** - Standing stretching very tall, walking with high legs and giant strides
- **Gorilla** - Side galloping, repeating on both sides
- **Crab** - Sit on bottom, hands flat on floor, lift bottom and walk forwards
- **Rabbit** - In crouch move hands forward together, then jump feet in and repeat
- **Crocodile** - On fronts, commando crawl, using opposite arm to leg action

Basic Gymnastic shapes

Now practise the 3 main gymnastic shapes. Once you get into the position hold it for 3 seconds and then repeat.

- **Straight:** Body tall and thin, legs together and arms stretched beside ears
- **Tuck:** Sit on the floor, curl knees into chest, hold onto shins with legs together
- **Star:** Arms and legs stretched out wide and as far away from each other

Simon Says: With a family member, play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.

Make sure to send a photo or video to your teacher as they would love to see you in your gymnastic shapes.

Log into Seesaw to view a video that explains this Physical activity Task (Wednesday Week 1)'

Choose an activity from the digital resource list.

Draft Recount 'My favourite family memory'

In my family there is _____

We like to go _____

When we are there we like to _____

First _____

Next _____

Finally _____

This is my favourite memory because _____

It makes me feel _____

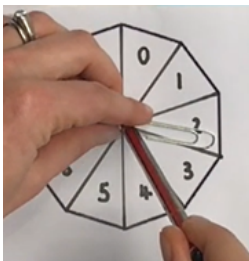
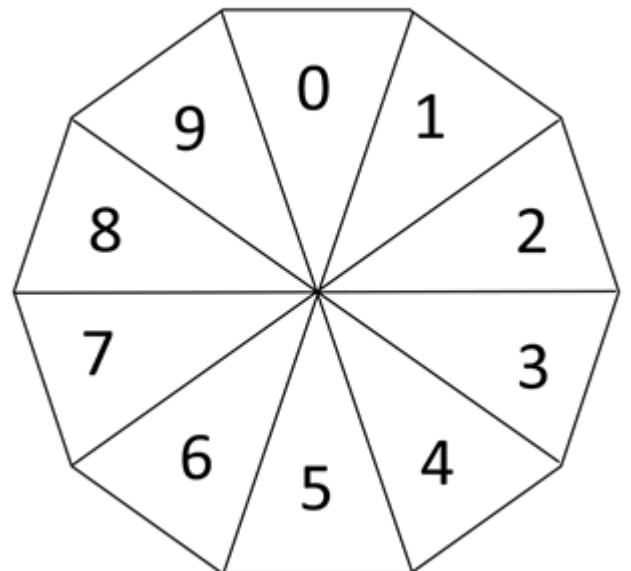
10-Frame Filler Game


Spinner template

Please note: A digital spinner is available on Seesaw.

To use the spinner:

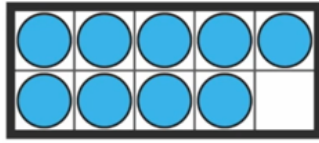
- You will need a pencil and a paperclip
- Place the tip of the pencil inside the end of the paperclip on the centre of the 0-9 spinner.
- Spin the paperclip and watch what number it lands on!



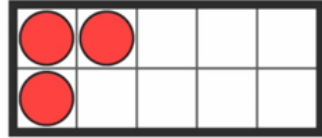
Activities	Seesaw	Optional
<p>English Reading Pick a book to read to a parent/carer and ask them to record you. Focus on your fluency (how the book sounds). Make sure you change your voice to suit the text. Listen/watch the recording to improve your fluency. This can be added to Seesaw for your teacher to watch.</p> <p><u>Extension:</u> Write a recount on the book that you read detailing the beginning, middle and end.</p> <p>Writing - Recount: 'My Favourite Family Memory' Revising and Editing You are going to proof-read and edit your recount that you have written over the past week. Follow the steps below in order:</p> <ol style="list-style-type: none"> Read your story aloud to a family member. This will make sure it sounds correct when spoken. Using a different coloured pencil, check that you have used capital letters at the start of a sentence and a full stop at the end of a sentence. Using another coloured pencil, with a family member, work through your writing to correct any simple spelling mistakes. You should only be correcting sight words as these are the words we should already know. e.g. and, the, to, was, he, she, in, is, at, then, went, be, as, are, all Finally draw a picture to match the story you have written <p>Support: Have a family member read your recount back to you instead of reading it yourself. Extension: Go back through your writing and if there are any spelling mistakes of more challenging words use an online dictionary to make any corrections.</p>	<p>Log into Seesaw to complete the task. 'THURSDAY, Week 1 - Reading'.</p> <p>Log into Seesaw to upload a photo of your writing. 'THURSDAY, Week 1 - Writing'.</p>	<p>Reading Eggs Epic</p>
<p>Brain Break Hold a V-sit for 30 seconds.</p> <p>Spelling: Complete: fill in the missing word in the cloze passage activity. code, home, rope, here, come, look</p> <ol style="list-style-type: none"> After school I will go _____. When we play tug-o-war we use a _____. I will put the _____ into the computer. Have a _____ for your homework in your school bag. Do you want to _____ over to my house on the weekend? _____ is the ball for the game of soccer. <p><u>Extension:</u> Create your own cloze passage using the extension words.</p>	<p>Log into Seesaw to complete this activity online. 'THURSDAY, Week 1 - Cloze Passage Activity'</p>	
Break		
<p>Mathematics Dot Card Talk If you can, watch the instructions video on Seesaw or by opening the QR code.</p>		

Get your eyes ready! Have a quick look at the dots and see if you can draw them in your workbook without looking again. Can you use your mathematical imagination? What do you notice?

How do you see the dots?



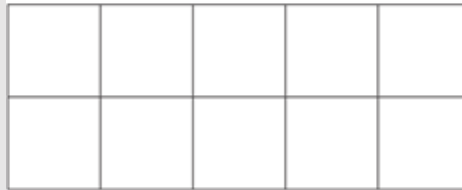
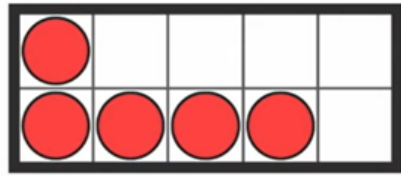
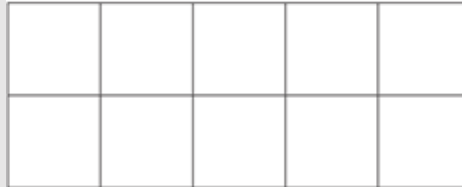
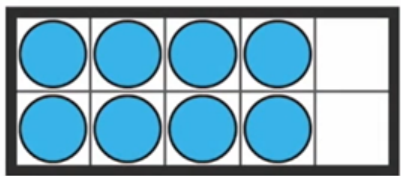
And how many are there in total?



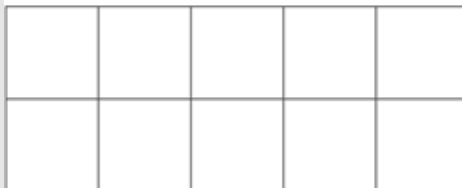
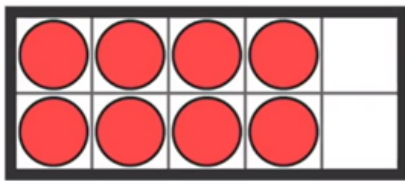
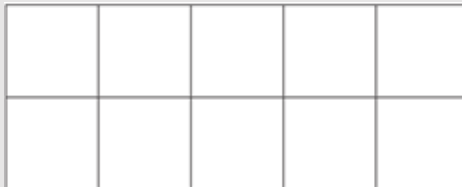
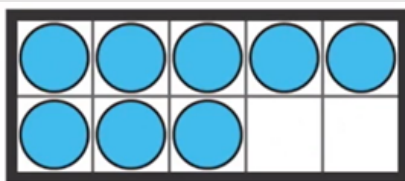
Can you imagine dots moving from the bottom ten frame, up to the top one, so then we would have 10 and something? Can you rename that number?

- After you've drawn the dots in your workbook – take a look and see if you were right! How many dots are there altogether? How did you work it out?
- Next, take a peek at the first set of dot cards below - Think: How many dots are there? How do you see them? Can you tell someone?
- Can you draw another other way to show the number on the blank dot cards?

Hint: Imagine dots moving from the bottom ten frame to the top one, so then we would have 10 and something?



- Have a look at the second set of dot cards. Think: How many dots are there? How do you see them? Can you tell someone?
- Can you draw another other way to show the number on the blank dot cards?



Log into Seesaw to view the instruction video for this activity. 'THURSDAY, Week 1 - Dot Card Talk'

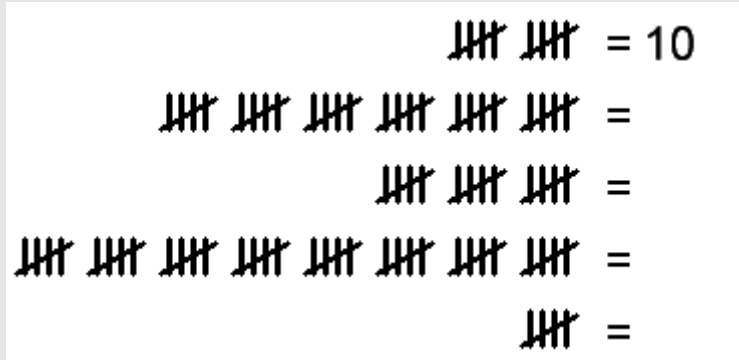
Counting by 5s

If you can, watch: The Counting by Fives Song:

<https://www.youtube.com/watch?v=EemjeA2Djjw>

Activity:

- Write these tally marks as numbers:
- Count by 5s as high as you can go, writing down each number in your workbook. You can count the fingers on one hand to help!



Extension:

Pick a number between 1 and 9 (other than 5) as your starting point, and practice skip-counting by 5s from there (e.g., 3, 8, 13...). Write these numbers down in your workbook.

What pattern can you see?

Break

Creative Arts

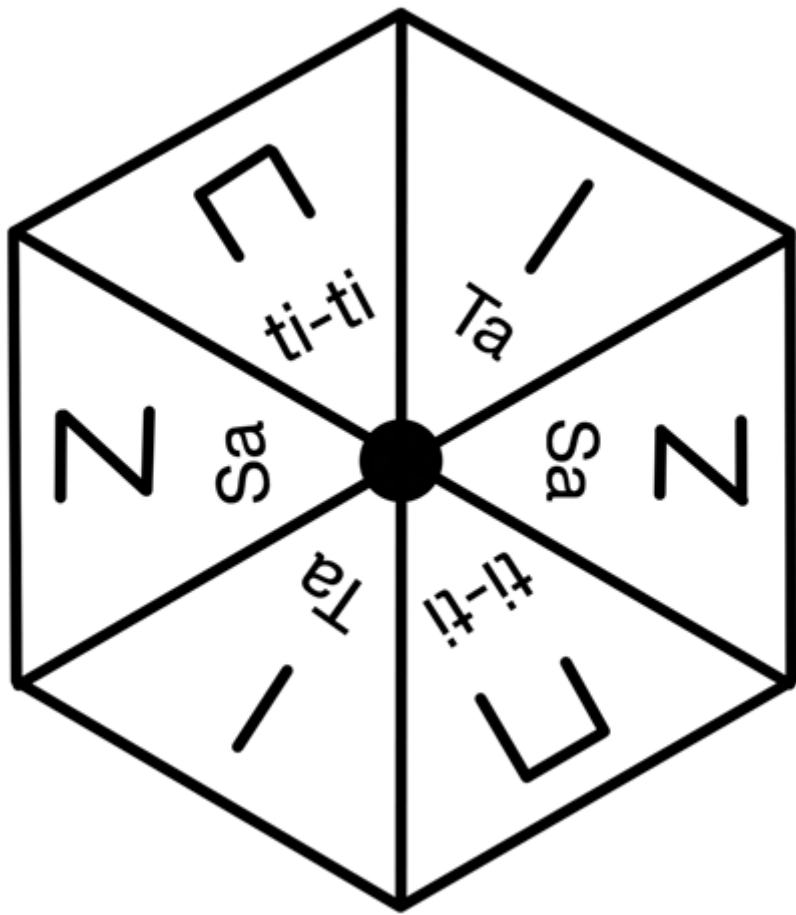
Spin the Wheel Music Composition

- Make a music spinner wheel using the template below and a pencil (make sure the wheel is close to the bottom of the pencil). Be careful when you push the pencil through the black circle in the centre so you don't hurt yourself.
- Use the spinner wheel to randomly choose notes to put in your composition. Each note on the spinner wheel is equal to one Ta note, so you will need to spin the wheel four times for every bar so you have four notes in each bar because we are writing in 4/4 time. Use the blank bars in the week 1 resource section to write your composition. Remember to put a double bar line at the very end to show your composition is finished.
- Make your composition at least 8 bars long (you can make it longer if you want!) You can clap your composition or use a home-made percussion instrument to play it.

Extension:

- Have a go at stomping the beat while you play it.
- Divide your composition into 2 separate 4-bar compositions. See if someone at home can clap or play one of them with you while you play the other (as a duet!) This can be super tricky – you will have to concentrate really hard!

Choose an activity from the digital resource list.





Blank bars for spinner wheel music composition activity

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Activities	Seesaw	Optional
<p>English Reading Scan the QR code and listen to the first story on Kids News ABC.</p> <p>As you listen to the story, think about something that you have learnt. Draw or write an interesting fact that you have learnt from the first story below. https://players.brightcove.net/6110393209001/default_index.html?videoId=6269699432001</p> <p>Extension: Listen to more than one story and write two facts from each story.</p> <p>Writing - Recount: 'My Favourite Family Memory' Publishing You have worked so hard this week to write an amazing recount about your favourite family memory. Now it's time to create your final published copy. You can either use the lined paper to write your recount or type it out on a computer.</p> <ul style="list-style-type: none"> - Practice reading your edited draft recount aloud to make sure it sounds its best - Write very neat or type correctly as this is the final copy - Add neat and detailed illustrations after you have written out your recount - Once you have finished, go through the checklist below to make sure you have done everything you can to produce a well-published recount. <p>Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> □ Is my handwriting neat? <input type="checkbox"/> □ Did I take my time? <input type="checkbox"/> □ Are my drawings neat, detailed, and colourful? <input type="checkbox"/> □ Did I copy my edited draft correctly? <input type="checkbox"/> □ Am I ready to present my recount to my family? <p> or </p> <p>Extension: Once you have finished you can have a 'Publish Party' with your family. This is where you can read out your recount to your whole family and they can give you positive feedback afterwards.</p>	<p>Upload a picture of your interesting fact to your teacher on Seesaw.</p> <p>Upload a picture of your writing to your teacher on Seesaw.</p>	<p>Reading Eggs Epic</p>
<p>Brain Break Play your favourite song and dance to it.</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Using the flask cards you made in Tuesday's spelling activity and play a game of memory with a member of your family. <p>Extension: Use the extension words in the memory game.</p>	<p>Upload a picture of your work to your teacher on Seesaw.</p>	
<p>Break</p>		

Mathematics

Guess My Number. How to play guess my number

1. Write the numbers from 1 to 20 on a piece of paper. You could use cards or sticky notes to make your own number cards.
2. Ask someone at home to choose a secret number within your given range. They can't tell you the number.
3. Guess their number.
4. They will tell you if their number is greater than or less than your guess
5. Try and guess the secret number with a few guesses
6. Repeat using different numbers

Questions to think about:

What was the best way for you to guess the number quickly?

If you played the game again, what would you do differently? Why?



Support: Use numbers 1-10

Extension: Use numbers 1-30

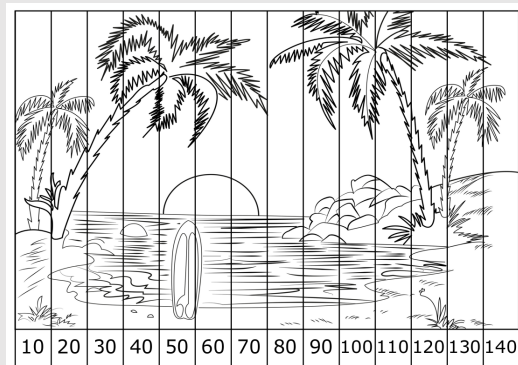
Counting by 10s

If you can, watch: The Counting by Tens Song:

<https://www.youtube.com/watch?v=Ftati8iGQcs>

Activity:

1. Cut around the border of the colouring-in worksheet below.
2. Cut the picture into strips along the black lines so that each strip has a number at the bottom.
3. Mix up the strips, then paste them in order into your workbook to complete the puzzle.
4. Colour-in your picture!



Upload a picture of your work to your teacher on Seesaw.

Extension: Continue counting by 10s past 140. How high can you go?

Break

Personal Development and Health

An emergency is when...

- Someone is badly injured or very unwell
- Your life or somebody else's life is in danger.
- There is a serious accident or crime taking place.

If there is an emergency, look around to see if there is a helper, such as a parent, an older brother or sister, or a teacher. If there are no helpers around, find a phone and call Triple Zero 000. When you call Triple Zero, you need to tell the operator which emergency service you need – Police, Fire or Ambulance

Under each emergency situation write what emergency services should be called e.g. house fire = fire brigade

bushfire	snake bite	car crash	broken arm	robbery

Log into Seesaw to complete this activity online. 'FRIDAY, Week 1 - PDH Activity'

Choose an activity from the digital resource list.

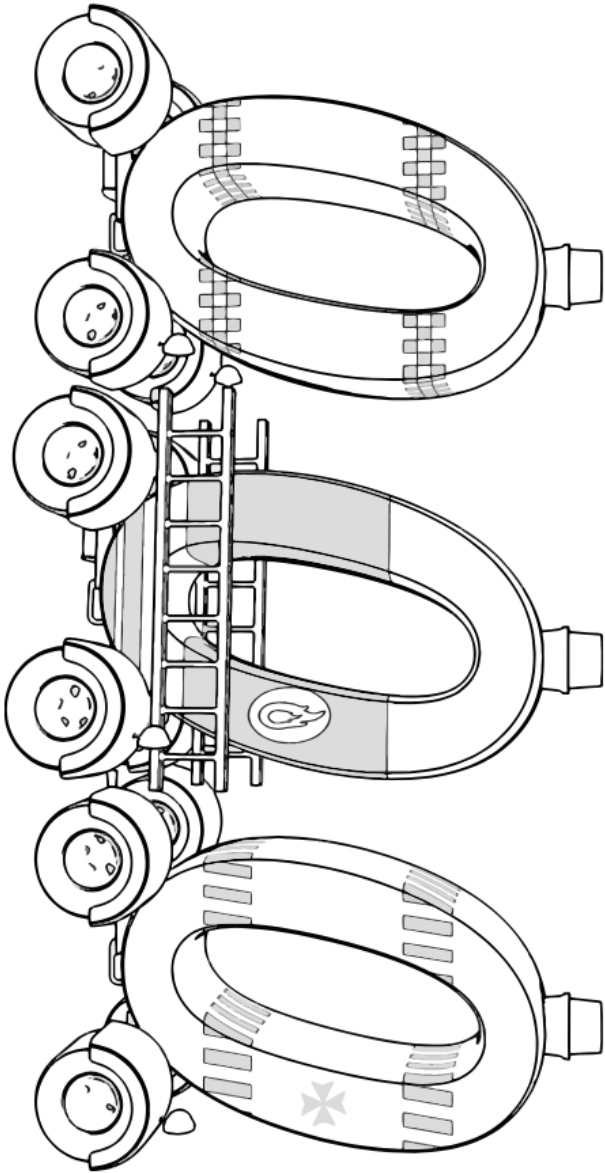
Watch 'What happens when I call triple zero?' on Youtube

<https://www.youtube.com/watch?v=2k91afXuIJU>

After watching the clip discuss these questions with a family member:

- What should you do if there is an emergency?
- Who can you ask for help?
- Is there a special number you can call?
- Does anyone know what Triple Zero is?
- How many zeroes in Triple Zero?
- When should we call Triple Zero?

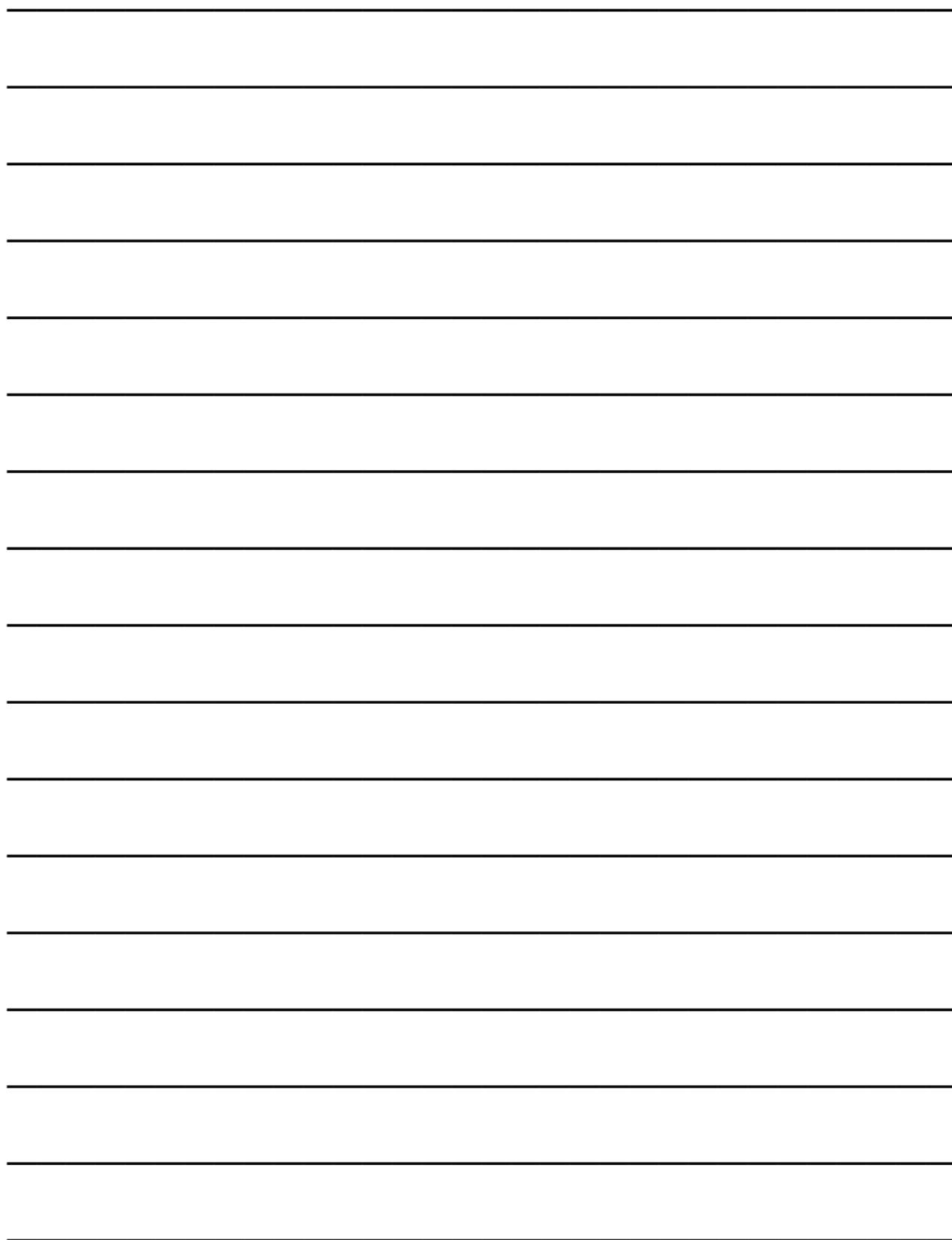
ZERO ZERO ZERO COLOURING-IN WORKSHEET




www.triplezero.gov.au

LESSON PLAN
2

POLICE, FIRE, AMBULANCE

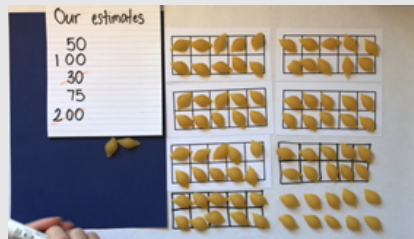




Activities	Seesaw	Optional
<p>English Reading Read the story Pig the Pug (or scan the code to listen to the story). What rhyming words can you find? Write them down in your workbook.</p>  <p>Writing - Time connectives This week we are learning to write a recount. Today you are going to learn why we use time connectives in recounts and how to use them in a sentence.</p> <p>With the help of a family member, work through the provided time connective worksheet.</p> <p><small>A time connective is a word or phrase which tells the reader when an action is happening. Read these sentences. The time connectives have been highlighted.</small></p> <p>Eventually, mum took us home.</p> <p>Finally, the dog ran into the backyard.</p> <p><small>YOUR TASK: Ask someone in your home to read these sentences to you. Circle the time connectives in these sentences:</small></p> <ol style="list-style-type: none"> After we had lunch, mum let us play on the swings. I brushed my teeth and after that I jumped into bed. First, I put my socks on, next I put my shoes on and finally I ran out the door. <p><small>Slide the time connectives:</small></p> <p>next last afterwards secondly later now then suddenly later meanwhile before finally</p> <p><small>Practice: Choose the time connectives from above, to fill in the missing time connectives from these sentences- Re-read to check they make sense.</small></p> <ol style="list-style-type: none"> Dad fixed my bike and _____ I could go for a ride. The cat jumped on the table and _____ the plates crashed to the floor. Nan said I must brush my hair _____ I could go to my friend's house. _____ I put my lunch in my bag and _____ I put my hat on. <p>Extension: After you finish the worksheet, write your own sentences that include time connectives.</p>	<p>Upload a picture of your work to your teacher on Seesaw.</p> <p>Log into Seesaw to complete the Monday writing task online (Week 2).</p>	<p>Reading Eggs</p> <p>Epic</p>
<p>Brain Break Do 15 star jumps.</p> <p>Spelling This week the spelling focus is oa words:</p> <ul style="list-style-type: none"> Using the spelling word list below, make spelling word flashcards. Sort words into categories. Examples of different categories can be; sight words, same sound, same/different beginning sound etc) <p>Spelling list: road, coat, goat, big, little, said</p> <p><u>Extension:</u> Complete the above activities with the extension words: throat, coast, groan, raincoat, approach</p>	<p>Log into Seesaw to watch the oa phonics lesson and upload a photo of your work 'MONDAY, Week 2 - Phonics/ Spelling'</p>	
<p>Break</p>		
<p>Mathematics Counting With Understanding If you can, watch the instructions video on Seesaw. <u>You will need:</u></p> <ul style="list-style-type: none"> A small cup Pasta or another collection of small objects 	<p>Log into Seesaw to watch the instruction video. 'MONDAY,</p>	

Instructions:

1. Look at your scooping cup. How many objects do you think it will hold? Write your estimates down in your workbook. You can ask your family for their estimates, too!
2. Fill your cup with objects- to the top, but not overflowing.
3. Tip out the objects and look at your collection.
4. Are any of your estimates too big or too small? Revise your estimates- cross out the ones you don't need.
5. Let's count to find out. Draw yourself some 10-frames to help you count the collection. The 10-frame helps you keep track- we call two tens, twenty. What do we call three tens?
6. If you run out of 10-frames, you can draw some in your workbook. You can also imagine a 10-frame!
7. Count by tens to count the total of your collection. Do you have any extra ones? How many in total? Now check your estimates – which one was the closest?



Week 2 -
Counting with
understanding'

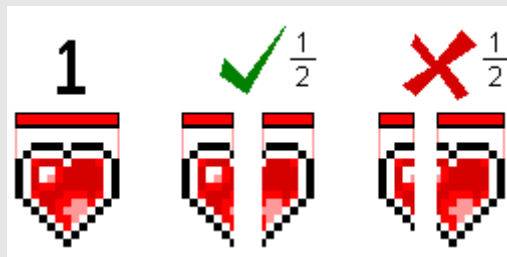
Extension: Can you find another kind of object to estimate and count? Can you use a different sized cup to fill with objects to count?

Understanding halves

If you can, watch: Fractions! | Mini Math Movies | Scratch Garden

<https://www.youtube.com/watch?v=362JVVvgYPE>

When one whole is cut into *two* parts that are the *same size*, each part is called a *half*, or two *halves*. When the parts are *not* the same size, they are *not* halves.

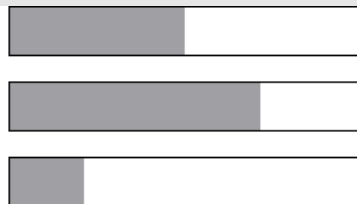


We write "half" as $\frac{1}{2}$

When something is cut in two parts, each part can be said to be *less than half*, *about half*, or *more than half*.

Activity:

- Draw lines connecting the shaded parts of these rectangles with the words that describe them.

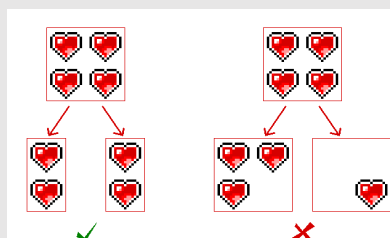


less than half

about half

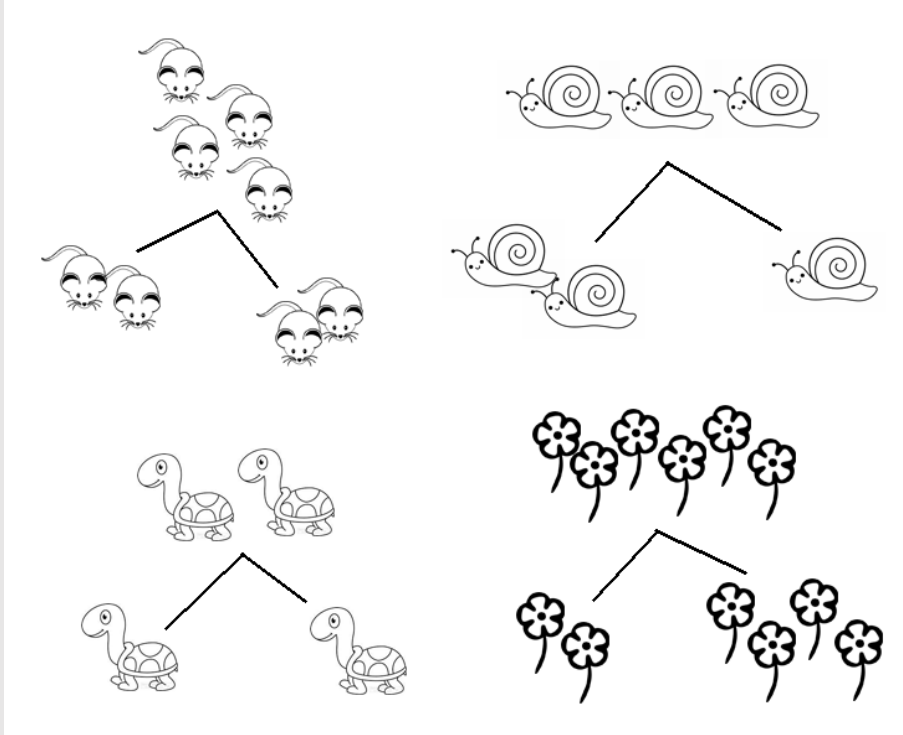
more than half

We can also split *groups* of things into smaller groups. When these groups are *the same*, we can say each smaller group is *half* of the bigger group.



Activity:

- Circle the groups that have been split in half.



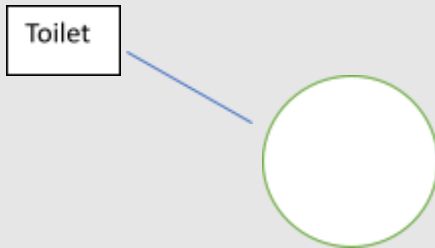
Extension:

Find things around the house that have been cut or split into halves. Draw or take a photo of it. Can you think of anything else that comes in halves?

Break

Science

Water is one of the most important resources the earth has. Have a look around your house and find out where you use water. Write or draw them on a mind map



Use these words to identify water use in your world;
drinking, washing clothes, cleaning the house, bathing/showering, cooking,
generating electricity, farming, gardening

Upload a picture of your work to your teacher on Seesaw.

Choose an activity from the digital resource list.

Water in My World

What do we use water for?

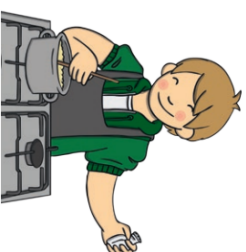
Water can be used for:



D _____



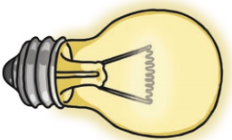
G _____



C _____



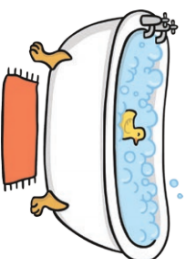
F _____



G _____
e _____



C _____
h _____



B _____
s _____



W _____
c _____

Drinking, Washing clothes, Cleaning the house, Bathing/showering, Cooking, Generating electricity, Farming, Gardening

A time connective is a word or phrase which tells the reader when an action is happening. Read these sentences.

The time connectives have been highlighted.

Eventually mum took us home.

Finally, the dog ran into the backyard.

Your turn. Ask someone in your home to read these sentences to you.

Circle the time connectives in these sentences:

1. After we had lunch, mum let us play on the swings.
2. I brushed my teeth and after that I jumped into bed.
3. First, I put my socks on, next I put my shoes on and finally I ran out the door.


Circle the time connectives:

next last afterwards secondly
now then suddenly later
meanwhile before finally

Practice: Choose the time connectives from above, to fill in the missing time connectives from these sentences-

Re-read to check they make sense.

1. Dad fixed my bike and I could go for a ride.
2. The cat jumped on the table andthe plates crashed to the fall.
3. Nan said I must brush my hair I could go to my friend's house.
4. I put my lunch in my bag and I put my hat on.

Activities	Seesaw	Optional
<p>English Reading</p> <p>Pick a book to read to a parent/carer and ask them to record you. Focus on your fluency (how the book sounds). Make sure you change your voice to suit the text. Listen/watch the recording to improve your fluency. This can be added to Seesaw for your teacher to watch.</p> <p><u>Extension:</u> Write a recount on the book that you read detailing the beginning, middle and end.</p> <p>Writing - Recount: 'My favourite tv show'</p> <p>Planning</p> <p>We are learning how to write a <i>recount</i>. A recount is a piece of writing that retells (recounts) an event or an experience. This week, we will be writing a recount about our favourite tv show.</p> <p>Today we will be planning our recount. This will help us organise our ideas before we start writing. In a writing plan, we draw very detailed pictures of our ideas. We can also add any key words to go with our pictures that we will use in our writing.</p> <p>Example:</p>  <ol style="list-style-type: none"> My Favourite TV Show Watch an episode of your favourite tv show. Pay close attention to who is in the episode, where they are and what they are doing. Orientation and Background Information Use the first three boxes on the planning worksheet to draw a detailed picture for what your favourite tv show is, who the main characters are, where they go in the episode and what they do there. Include any key words you would like to use in your writing. Series of Events in Order In the next three boxes, you will draw the events of your favourite tv show in the order that it happened. Choose three different time connectives from yesterday's worksheet as headings for your drawings (you will use these in your writing). Draw detailed drawings of the episode's events and write any key words you need for your writing. Conclusion In the last box, draw a detailed picture of how this tv show makes you feel. <p>You will use this completed planning page during tomorrow's writing lesson.</p> <p>Support: Use the time connectives first, next and finally.</p> <p>Extension: Include adjectives (describing words) in the key words you use with your drawing.</p> <p><i>(Worksheet for Activity)</i></p>	<p>Log into Seesaw to complete the 'TUESDAY, Week 2 - Reading' task.</p> <p>Upload a picture of your work to your teacher on Seesaw.</p>	<p>Reading Eggs</p> <p>Epic</p>

Writing Planning Page
Draw detailed pictures for your recount. This plan will help you when you are writing your recount tomorrow.

What	Who	Where
My favourite show is...	The main characters are...	In my favourite episode, they go... and they like to...
1. _____	2. _____	3. _____
Draw a picture of how this show makes you feel		

Brain Break

Run on the spot or around your backyard for 1 minute.

Spelling

Using this week's spelling words focusing on the **oa** sound:

- Write down your spelling words and mark sounds using dots or dashes, e.g.



Extension: Complete the above activity with the extension words.

Upload a picture of your work to your teacher on Seesaw.

Break

Mathematics

SPLAT!

If you can, watch the instructions video on Seesaw or by opening the QR code. You will need a partner to play SPLAT.



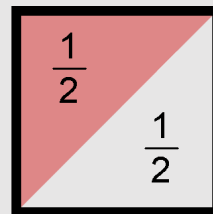
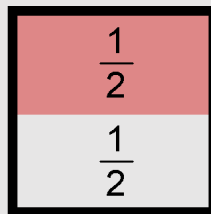
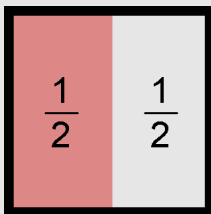
Log into Seesaw to complete this activity online. 'TUESDAY, Week 2 - Splat'

Instructions:

- Cut out the Splat game cards below (at the end of Tuesday, Week 2) and put them in a pile face down.
- Quickly turn over one card and look at the dots for 3 seconds. Now try to draw the dots. No peeking!
- Can you think of other ways to represent that number?
- Continue turning one card at a time. Only show it for 3 seconds.
- When you see the black SPLAT card try to work out many dots are covered.

Making Halves

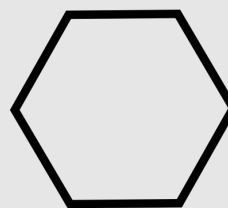
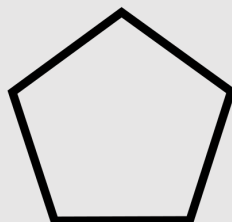
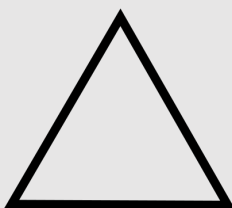
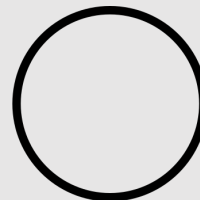
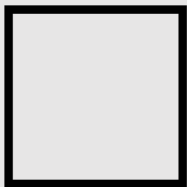
We can cut, or *divide*, the same shape into halves in lots of different ways. All that matters is that the two parts are *the same*. These are all squares that have been *divided* in half. Notice how both halves are the same?



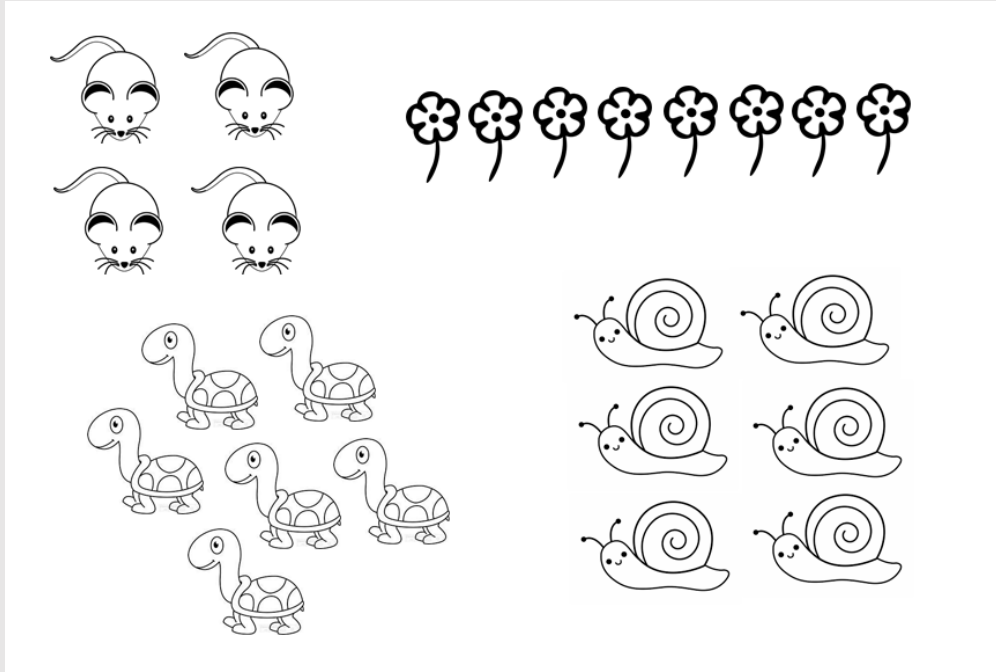
Upload a picture of your work to your teacher on Seesaw.

Activity:

- Divide these shapes in half by colouring half of each one:

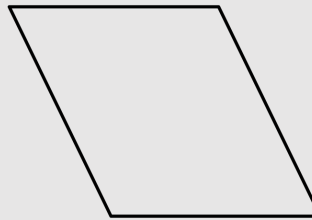
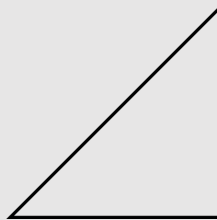
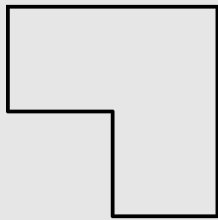


- Divide these groups in half by circling half of each one.



Extension:

How would you divide these trickier shapes in half? Colour in half of each shape.



Break

Geography

Flags- Flags have long been used to represent and transmit messages. For example, certain flags are used at sea so that ships can talk to one another, and signal flags have been used during wars to send messages and to move the military. Flags can also represent families, such as with a coat of arms.

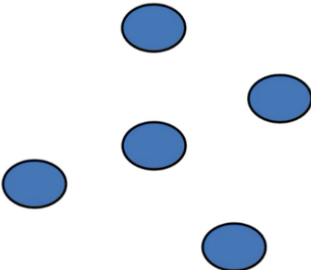
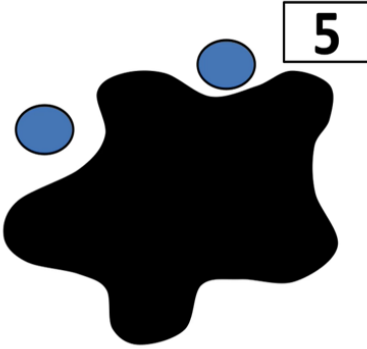
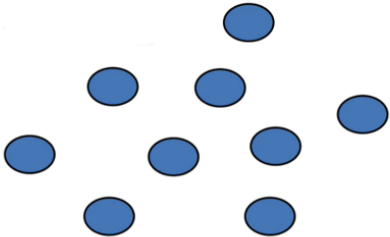
The theme of a flag is communication. But special flags can also let someone know how you are feeling or what means a lot to you.

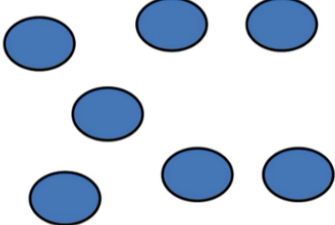
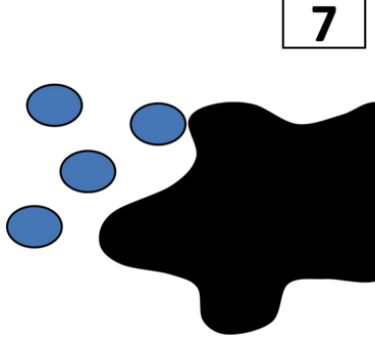
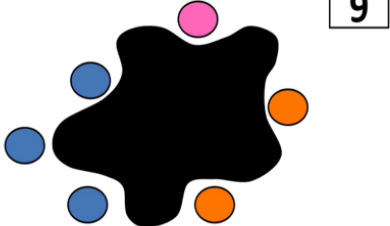
Create a flag that has some significance to you or your family then write a small justification why you used different pictures and objects in your personal flag.

Upload a picture of your drawing to your teacher on Seesaw.

Choose an activity from the digital resource list.

SPLAT! Cards

		
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Writing Planning Page

Draw detailed pictures to plan your recount. This plan will help you when you are writing your recount tomorrow.

What

Who

Where

My favourite tv show is...	The main characters are...	In my favourite episode, they go... and they like to...
----------------------------	----------------------------	---


Choose your own time connectives from yesterday's worksheet to use as headings for your plan.

Draw detailed pictures of what happened in the beginning, middle and end of the episode.

1. _____	2. _____	3. _____
----------	----------	----------

Draw a picture of how this tv show makes you feel

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Activities	Seesaw	Optional
<p>English Reading</p> <p>Listen to the book 'There's a Hippopotamus on our Roof Eating Cake' by scanning the QR code. https://www.youtube.com/watch?v=1bwTI5aMRX0</p> <p>If you can't listen to the book, choose one of your favourite picture books.</p> <p>Now think about the story you listened to:</p> <ul style="list-style-type: none"> • Draw and label the characters from the book. • Draw and label the places (setting) from the book. <p>Recount Writing: 'My Favourite Tv Show'</p> <p>Today you are going to begin writing your recount about your favourite tv show. Yesterday you planned your recount using detailed drawings and key words. You will now use your plan and the worksheet provided to finish the sentences below.</p> <p>Orientation and Background Information</p> <p>My favourite tv show is... The main characters are... In my favourite episode they go...and they like to...</p> <p>Series of Events in Order</p> <p>You will choose your own time connectives for writing this week. There are 3 blank boxes on the worksheet for you to add your own time connective in. Go back to your time connective stencil you used on Monday if you need some inspiration.</p> <p>Concluding Sentence</p> <p>I like this show because... It makes me feel...</p> <p>Remember to use <i>(Worksheet for Activity)</i></p> <ul style="list-style-type: none"> - Capital letters at the start of a sentence - A full stop at the end of a sentence - A range of connectives e.g., and, but, so, because, then, also <p>Support: Just write one simple sentence after each sentence starter on the worksheet.</p> <p>Extension: Challenge yourself to add extra detail to your writing by using describing words (adjectives).</p>	 <p>Upload a picture of your work to your teacher on Seesaw.</p> <p>Log into Seesaw to upload a picture of the Wednesday writing task (Week 2).</p>	<p>Reading Eggs</p> <p>Epic</p>
<p>Brain Break</p> <p>Hold a V-sit for 30 seconds.</p> <p>Spelling</p> <p>Complete: fill in the missing word in the cloze passage activity. road, coat, goat, big, little, said</p> <ol style="list-style-type: none"> 1) "Before you go outside, put your _____ on", _____ mum. 2) I can see the sheep, cow and _____ in the field. 3) The _____ bug crawled on my arm. 4) I walked along the _____ to get to my house. 5) The _____ truck had mud all over the wheels. <p>Extension: Create your own cloze passage using the extension words.</p>	<p>Upload a picture of your work to your teacher on Seesaw.</p>	

Draft Recount 'My favourite tv show'

My favourite tv show is...
The main characters are...
In my favourite episode they go...
and they like to...
I like this show because...
It makes me feel...

Break

Mathematics

Sorting

If you can, watch the instructions video on Seesaw or by opening the QR code.



Log into Seesaw to view the instruction video. 'WEDNESDAY, Week 2 - Sorting'

You will need:

- A collection of objects
- Pencils or markers
- Your workbook



What are some different ways you can sort your collection?

How many different ways can you sort your collection?

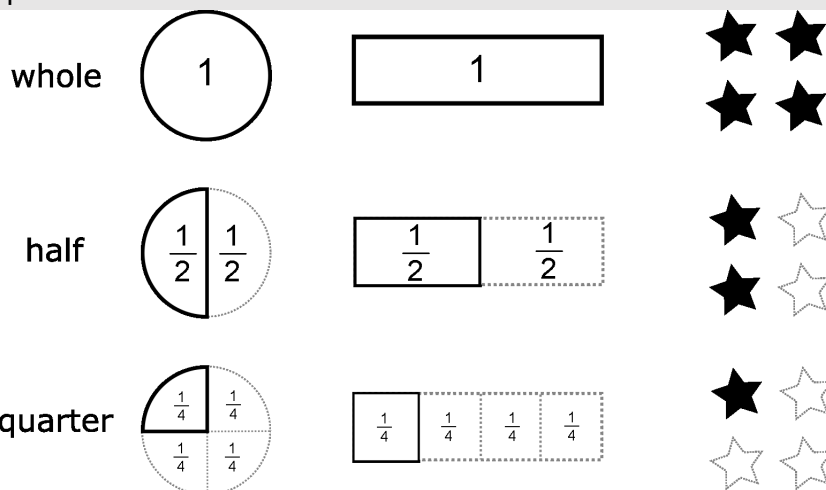
Record your ways of thinking in your workbook.

Upload a photo of each of your collections to Seesaw.

Understanding Quarters

When we divide something into 2 equal parts, they are called *halves*. When we divide something into 4 equal parts, they are called *quarters*. A quarter can be thought of as *half of a half*.

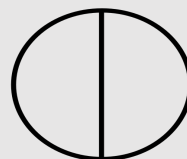
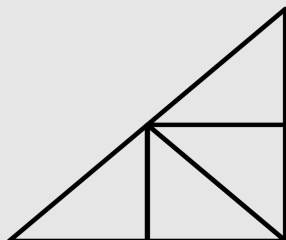
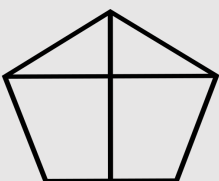
We write "quarter" as $\frac{1}{4}$



Upload a picture of your work to your teacher on Seesaw.

Activity:

- Circle the shapes that have been divided into quarters (remember, quarters must be the same size!).



Extension: Find things around the house that have been divided into quarters. Draw or take a photo of it. Can you think of anything else that comes in quarters?

Break

Physical Education

Physical Activity - Gymnastics

In your backyard or inside your home you are going to move around like animals, using different levels and directions.

- We can move around at a high, medium and low level.
- We can move in different directions, forwards, backwards and sideways.

With a family member perform each of these high, medium and low movements below. To make it more fun try and make the sound of the animal you are trying to be.

Animals that travel in a high position

- Gallop...like a Horse, Jump...like a Kangaroo Walk...like a giraffe Side step...like a Gorilla

Now do these in different directions (forwards, backwards)

Animals that travel in a medium position?

- Walk...like a Monkey, Hop...like a Bunny Rabbit, Crawl...like a Crab, Creep...like a Caterpillar

Now do these in different directions (forwards, backwards)

Animals that travel in a low position

- Crawl...like a Crocodile Slide...like a Snake

Now do these in different directions (forwards, backwards)

Animals on a Beam

- *Lay a rope or towel down on the ground in a straight line. This is going to be a pretend balance beam that you will travel along.*
- *Now pick your five favourite animal movements and move along the towel making sure your feet stay on the towel and don't touch the ground.*
- *Try doing the same five animal movements going forwards and backwards.*

Send a photo or video to your teacher as they would love to see you performing your animal movements.

Choose an activity from the digital resource list.

Draft Recount 'My favourite tv show'

My favourite tv show is _____

The main characters are _____

In my favourite episode they go _____

and they like to _____

I like this show because _____

It makes me feel _____

Term 4 Week 2 Thursday 14th October 2021

Activities	Seesaw	Optional
<p>English Reading Pick a book to read to a parent/carer and ask them to record you. Focus on your fluency (how the book sounds). Make sure you change your voice to suit the text. Listen/watch the recording to improve your fluency. This can be added to Seesaw for your teacher to watch.</p> <p>Writing - Recount: 'My favourite tv show' Revising and Editing You are going to proof-read and edit your recount that you have written over the past week. Follow the steps below in order:</p> <ol style="list-style-type: none"> 1. Read your story aloud to a family member. This will make sure it sounds correct when spoken. 2. Using a different coloured pencil, check that you have used capital letters at the start of a sentence and a full stop at the end of a sentence. 3. Using another coloured pencil, with a family member, work through your writing to correct any simple spelling mistakes. You should only be correcting sight words as these are the words we should already know. e.g. and, the, to, was, he, she, in, is, at, then, went, be, as, are, all 4. Finally draw a picture to match the story you have written <p>Support: Have a family member read your recount back to you instead of reading it yourself. Extension: Go back through your writing and if there are any spelling mistakes of more challenging words use an online dictionary to make any corrections.</p>	<p><i>Log into Seesaw to complete the 'THURSDAY, Week 2 - Reading' activity.</i></p> <p><i>Log into Seesaw to upload a photo of your writing. 'THURSDAY, Week 2 - Writing'.</i></p>	<p>Reading Eggs</p> <p>Epic</p>
<p>Brain Break See how long you can hold your body in the plank position.</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Using the flask cards you made in Monday's spelling activity and play a game of memory with a member of your family. <p><u>Extension:</u> Use the extension words in the memory game.</p>	<p><i>Upload a picture of your work to your teacher on Seesaw.</i></p>	
Break		

Mathematics

Pentominoes

If you can, watch the instructions video on Seesaw or by opening the QR code.

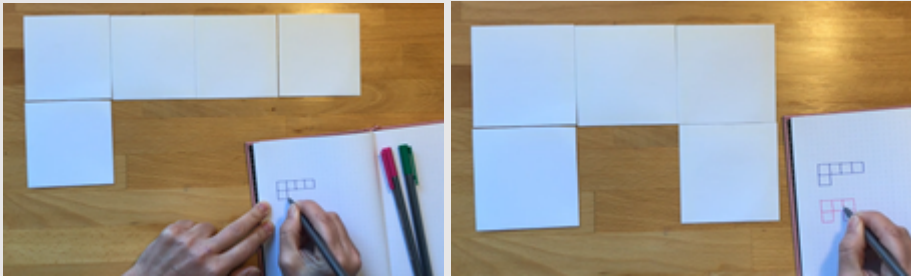
You will need:

- 5 paper squares
- grid paper (see below)
- coloured pencils



Instructions:

- Find all the unique shapes you can make using all 5 squares. The edges of each square must join other squares perfectly.
- All of the shapes you make must be different.
- Record the shapes you made on the grid paper below or in your workbook. Colour in the pentominoes in different colours.
- Share your work with your teacher by taking a photo and uploading it to Seesaw.



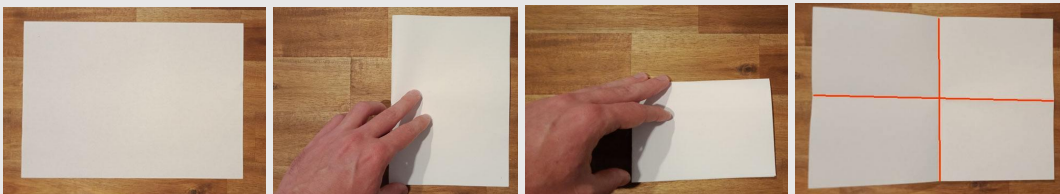
Making Quarters

You will need:

- Two pieces of paper (any size)

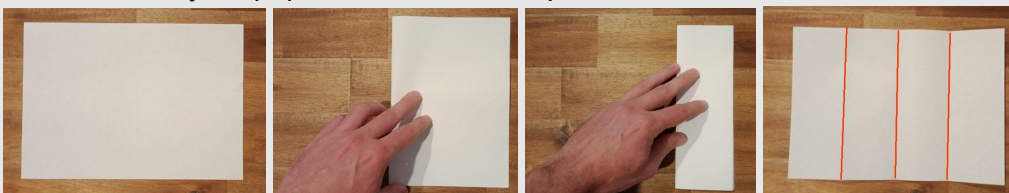
Activity:

- Start with a blank piece of paper
- Fold it in half
- Then fold it in half again
- Unfold your paper and look at the quarters!



With your other piece of paper:

- Fold it in half
- Fold it again *the same way*
- Unfold your paper and look at the quarters!



Extension: How many different ways can you think of to divide a square into quarters? Draw each one in your workbook.

Log into Seesaw to watch the instruction video. 'THURSDAY, Week 2 - Pentominoes'

Creative Arts**Shadow (Silhouette) Art**

You will need: a branch or flower to cast a shadow; paper; writing pencil; black texta, pencil, or crayon for colouring.

A silhouette is a shadow-like outline/image of a person, scene, or object, usually coloured in solid black. Silhouette pictures of people were very popular in the Victorian era (1837-1901).

Only very rich people could afford to have their pictures painted and photography had only recently been invented and was also very expensive. Silhouettes were a way for people to create a picture memory of their family members easily and cheaply. Here is an example:

**Instructions:**

1. To make a nature shadow silhouette, you need to find a branch or flower that you can use to create a shadow. If it is a sunny day, use the sun as your source of light. Your branch needs to be above your paper with enough room underneath for you to trace the outline of the shadow with your pencil. You might need to have your branch secured to something like a chair with a clip or sitting on a pile of books to keep it above the paper and still so the shadow doesn't jump all over the place!





2. When you have the shadow on the page where you would like it, start tracing around the outside of the shadow with your pencil. Try and make it as detailed as you can so it looks as life-like as possible.

3. When you have finished tracing, use your black pencil, texta, or crayon to solidly colour in you tracing. It might look something like these when you have finished:



Upload a picture of your work to your teacher on Seesaw.

Choose an activity from the digital resource list.

Activities	Seesaw	Optional
<p>English Reading Scan the code to listen to the story, 'Let's Go, Little Roo'. Can you remember a time when you were afraid or shy of a new place just like Little Roo? Write one or two sentences or draw a picture about a time you were afraid or shy.</p> <p>You can also find the story on Youtube. Search-Let's go, little Roo.</p> <p>Writing - Recount: 'My Favourite Tv Show' Publishing You have worked so hard this week to write an amazing recount about your favourite tv show. Now it's time to create your final published copy. You can either use the lined paper worksheet to write your recount or type it out on a computer.</p> <ul style="list-style-type: none"> - Practice reading your edited draft recount aloud to make sure it sounds its best - Write very neat or type correctly as this is the final copy - Add neat and detailed illustrations after you have written out your recount - Once you have finished, go through the checklist below to make sure you have done everything you can to produce a well-published recount. <p>Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> □Is my handwriting neat? <input type="checkbox"/> □Did I take my time? <input type="checkbox"/> □Are my drawings neat, detailed, and colourful? <input type="checkbox"/> □Did I copy my edited draft correctly? <input type="checkbox"/> □Am I ready to present my recount to my family? <p><small>My Favourite TV Show</small></p>  <p>or</p>  <p>Extension: Once you have finished you can have a 'Publish Party' with your family. This is where you can read out your recount to your whole family and they can give you positive feedback afterwards.</p>	<p><i>Upload a picture of your work to your teacher on Seesaw.</i></p> <p><i>Upload a picture of your writing to your teacher on Seesaw.</i></p>	<p>Reading Eggs</p> <p>Epic</p>
<p>Brain Break Play your favourite song and dance to it.</p> <p>Spelling Ask a family member to test you on this week's spelling words.</p>	<p><i>Upload a picture of your work to your teacher on Seesaw.</i></p>	
<p>Break</p>		

Mathematics

Three Tens in a Row

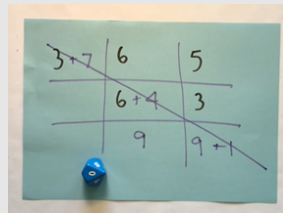
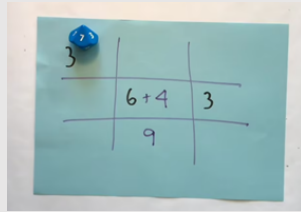
If you can, watch the instructions video on Seesaw or by opening the QR code.



Log into Seesaw to watch the instruction video. 'FRIDAY, Week 2 - Three tens in a row'

Instructions:

- Draw a 3x3 grid as a game board (like noughts and crosses). You will need a nine-sided die or a 0-9 spinner (a paper copy of a spinner is below and a digital spinner is available on Seesaw).
- Players take turns to roll the dice and write the number in one of their boxes. The goal is to be able to write two numbers in each box that combine to make 10.
- Players continue taking turns until a player has been the first to make 3 tens in a row.










Grouping Into Halves and Quarters

Activity:

- Complete the table showing how whole groups can be divided into halves and quarters. If you can't make equal halves or quarters, draw a 'X'
- You can use things at home (pencils, pasta, marbles) to help you make and split groups evenly!

Upload a picture of your work to your teacher on Seesaw.

Whole (1)	Half ($\frac{1}{2}$)	Quarter ($\frac{1}{4}$)
 4	 2	 1
 6		X
		 2
	 1	
 5		

Extension:

- Continue the table in your workbooks by adding bigger groups and dividing them into halves and quarters.
- What did you notice about the numbers that can and can't be divided in half?

Break

Personal Development and Health

Places that help us to be healthy, safe and active

Mindfulness Activity – Watch the clip ‘Superpower Listening | Cosmic Kids Zen Den - Mindfulness for kids’ on YouTube.

<https://www.youtube.com/watch?v=jJ9zpRAlul>

Activity:

Draw places in the community, at your home or at school where you can either play, be active or engage in mindfulness or rest.

Examples:

- A quiet space at the park: quietly talking to friends, reading together, playing quiet games
- Playground equipment: practise inclusive play, turn-taking, being active and safe.

With a family member, look at your drawings and discuss:

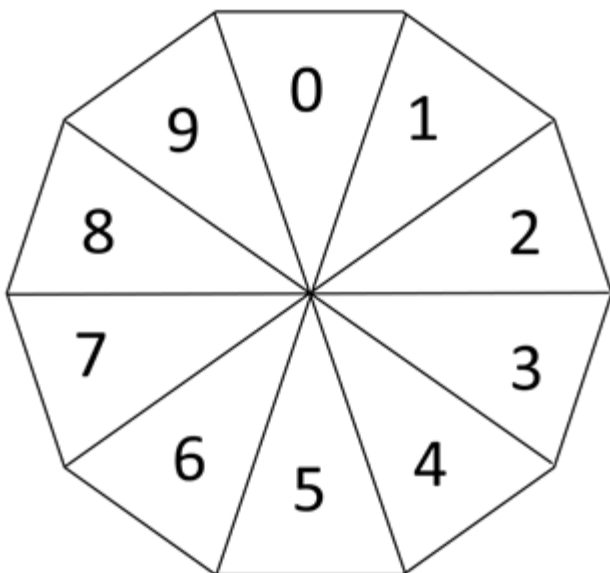
1. Who uses these places?
2. How is each place used?
3. What are some special features these places have?
4. How do these places contribute to improving mindfulness, rest, play and a healthy, safe and active lifestyle?

Now **design a new place** you would like to have at school, home or in their community that could help you to stay healthy, safe and/or active.



Possible places could be a rock climbing wall, a comfortable hammock or even a vegetable garden.

Choose an activity from the digital resource list.



Spinner template

Please note: A digital spinner is available on Seesaw.

To use the spinner:

- You will need a pencil and a paperclip
- Place the tip of the pencil inside the end of the paperclip on the centre of the 0-9 spinner.
- Spin the paperclip and watch what number it lands on!

