



Please complete your daily learning tasks every day.

Then complete 1 Reading, Writing and Maths task each day, in sequence, from the activities (on the second page) for at least 20mins.

Please make contact with us every day to show us you have started your learning, then upload 1 or 2 photos with a brief description of what you've done for the day.

****Make sure that by the end of the week, you have uploaded photos of your 3 essential learning tasks.**

Complete these daily learning tasks every day...

<p>Independent Reading for 10-15 minutes Find a 'Good Fit' book from your learning space/reading level in Sunshine Online, Epic or Literacy Planet.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This week we are focussing on expression <input type="checkbox"/> When you see punctuation such as "talking marks" question marks ? and exclamation marks ! in your text you can change your voice. <input type="checkbox"/> If you get stuck on a word don't forget to use your reading strategies and Jolly Phonics chart. <input type="checkbox"/> Comprehension Questions task card 	<p>Complete your Word Study for 15-20mins</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read your rainbow words as flashcards for 5minutes or on a bingo board <input type="checkbox"/> Practice writing your rainbow words for 10-15 minutes by using a task from the; <input type="checkbox"/> Fun Spelling photo board <input type="checkbox"/> Spelling Choice Board <input type="checkbox"/> Literacy Planet: https://app.literacyplanet.com/log 	<p>Complete Counting Caterpillar for 10 minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to practise the goal you are working on in your Counting Caterpillar grid book (at least 3 times a week) <input type="checkbox"/> OR write them on a whiteboard or long strip of paper leaving out missing numbers. <p>Log in to Essential Assessments for 10 minutes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete your assigned tasks (at least 2 times a week)
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On Friday...

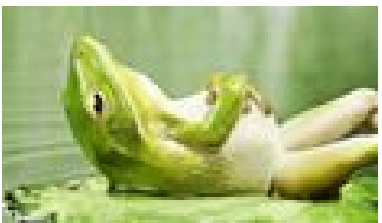
1. Get a family member to test you on your **Rainbow Words**. Move onto the next list if you can read MOST (1-2 errors) of the words.
2. Get a family member to test you on your **Counting Caterpillar goal** using the script provided in the folder. You need to **SAY** your skip counting pattern accurately without using any resources. Only move onto your next goal when you've completed a page and can fluently **SAY** your skip counting pattern.

Essential Learning Tasks to be submitted to your teacher on Flexibuzz by the end of Friday...

Reading - Activity 1 Description of character	Writing - Proper Nouns Text AND Imaginative Narrative	Maths - Activity 2 - Addition Stories
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Other learning tasks you may like to complete at home...

Relaxation & Mindfulness
Spend some time doing something that you find relaxing. This might be reading a book, listening to music, craft, doing 'Smiling Mind' or colouring in.



How does your body feel when you are relaxed?

STEM Challenge
Create a Pirate Ship

- Captain Hook needs a new Pirate Ship and wants you to build it!



Inquiry Focus: Earth's Natural Resources
Term 2 Big Idea: Everyone plays a role in using and protecting Earth's natural resources

- View:** Log into Epic Reading and watch the Audiobook "The Tiny Seed" By Eric Carle that has been assigned to you.
- Create:** Using a seed, cutting, or roots from a vegetable grow your own plant. Re-use pots, jars or containers and some soil from your garden. Draw, label and date your plant every 4 days.
- Discuss:** What do you think might happen to your seed? What needs to be done to this seed for it to grow? How long will it take?



Complete 1 Reading, Writing and Maths essential learning task each day, in sequence, from the activities below for at least 20minutes.

All videos and supporting resources can be found by clicking on the following link - <https://drive.google.com/drive/folders/1BMqFWFaZtBtTOJe-DD9L3hNNSyGMt3iQ?usp=sharing>

Reading Focus: Characters and Setting

Activity 1- Description of the character

- Watch: 'Room on the Broom' <https://safeYouTube.net/w/XqkA>
- Watch [instructional video](#) by Mrs Thompson
- Draw a picture of the witch on her broom at the top of a blank page. Label the drawing by using the sentence starters and adding descriptive words to finish the sentence;

Her hat is....	Her nose is....
Her hair is.....	Her skin is...
Her cloak is....	On her broom is a...

Activity 2-Retell

- Watch: 'Room on the Broom' (same as Activity 1 [link](#))
- Discuss: What happened at the **beginning** (characters and setting in the story), **middle** (problem and sequence of events) and **end** of the story (problem solved).
- Create character puppets to retell the story (click [here](#) for puppet ideas). You might also like to make a hat, bow and wand as these were the things the witch lost in the story.

Activity 3- Comic Strip

- Watch: 'Room on the Broom' (see [link](#))
- Rule a blank page so that it has 6-8 squares. Create a comic strip using pictures and speech bubbles. What happens at the **beginning**, **middle** and **end** of the story as discussed yesterday. What order did the witch meet the characters and drop her belongings in the story? What did she say to the characters?

Activity 4 - Character Reactions

- Watch [instructional video](#) by Mrs Thompson
- Using the picture prompts on the resource page, [link](#), describe how all the characters reacted to the events in the story.

Activity 5-Comprehension Questions

- Watch: 'Room on the Broom' (see [link](#))
- View comprehension questions on pages 4-5.
- Highlight or look at the **Wh** word at the start of each question. What is the question asking you? Read through the questions on page 4 and 5 (or 6 for a challenge) and answer them together.

Writing Focus: Proper Nouns AND Imaginative Narrative

Activity 1 - Proper Nouns

Proper Nouns are the names of people, places and things.

- Watch: the [introductory video](#) by Miss Howard
- Finish off the sentence starters presented at the end of video by adding in a proper noun of your choice. Don't forget to use an uppercase!
**A copy of the sentence PPT shared on the video can be found at this [link](#).

Activity 2 - Planning your Narrative

Last week we did some brainstorming about a character and setting we could use in an imaginative narrative (story). If you are happy with your character and setting, it is now time to PLAN your story.

- Go to the link below, and watch how to use a story map to help you to plan your story. <https://safeyoutube.net/w/Xrka>
- Draw the story map template in your book (just beginning, middle and end section).
- Plan your narrative
**don't forget to include a problem in the middle.

**If you have decided you would like a different character and setting, go back to the 'brainstorming' step and complete the activity at this link:

Activity 3 - Writing an Introduction

- Watch: the Video <https://safeyoutube.net/w/4ska>
- Write your introduction by choosing to begin with either a sound, a character talking, an action or a descriptive setting.

**Try to include as many adjectives as you can so that the reader can visualise the setting and character.

ACTIVITIES 4 and 5 - Writing about Events (middle and end)

- Watch: the Video <https://safeYouTube.net/w/uk1A>
- Use your plan to write about what happens next in your story.
*You should leave an empty line between your introduction writing and your events, so that each part of the narrative has its own paragraph.

CHALLENGE: Add a closing to your story <https://safeYouTube.net/w/2wka>

OPTIONAL EXTRA - Handwriting: Complete the next letter in your handwriting book

Maths Focus: Addition

Activity 1- Snap (Doubles and Near Doubles)

- Play the normal rules of the card game, snap. You can only snap if you create a double or near doubles. When you 'snap', you must say the correct answer to get the cards.

Activity 2- Bridging to Ten

Mr Nelson has recorded two videos **for parents to view**. If you (your child) are working on **making numbers 5-10 in different ways**, please:

- Watch: [video](#) - Making Numbers in Different Ways.
- Then watch the [Hide and Seek activity instructional video](#).

If you can already do this, please:

- Watch: [video](#) - Bridging through 10.
- Then watch the [4 in a Row instructional video](#).

Activity 3- Ten or Twenty

- Watch the [introductory video](#) by Mrs Hoyne.
- Equipment: deck of cards,

How to Play: Try to make a set of 3 cards that total 10 or 20 in value and say what it equals. The winner is the person who has made the most sets when all of the pile is gone.

Activity 4 - Get out of my House (mental addition)

Equipment: 2 dice (10 sided) "Get out of my house" game drawn up (just a table with numbers 2-20 in any format), 10 counters per person.

How to Play: Each player takes it in turns to roll both dice. They then use an addition strategy to add the numbers together. The player puts a counter on the number they make.. If someone lands on a number that is occupied by an opponent, they say 'Excuse me ____, please get out of my house' and replace their opponent's counter with their own. The first player to get all their counters into houses is the winner.

- Play 'Get out of my House'

Activity 5 - Addition Stories

- Watch the [introductory video](#) by Mrs Hoyne
- Make up your own "addition story" and ask an adult to help you write it. Draw the story in a picture. Read and explain this addition problem to another family member and see if they can work out the answer before you tell them. Write the addition equation at the bottom of your page.



SPECIALIST ACTIVITIES

Week 4

ART

Hi Grade 1 - follow the link below for this week's art activity. Have fun!

<https://docs.google.com/document/d/1jFQ-VgDHVUZMALUqc3Y4fOvPJwFy8TQcKDddZJ-sjX4/edit?usp=sharing>

PERFORMING ARTS - 'The Sounds at My House Go'

We all know the song 'The Wheels on the Bus'.

This week we are going to **write our own song** using the same music, but about different things that happen at our house while we are learning at home.

It could be about a family member, an animal or something you do and the sound it makes.

Follow the instructions and make sure you have fun!

1. Listen and sing along to 'The Wheels on the Bus' (Original): <https://safeYouTube.net/w/uzkA>
2. Can you make up an object (person, animal or thing) and the sound it makes using the same plan as the wheels on the bus verse?

E.g. here are a few Mr Stephens has made up at his house:

The <u>Daddy</u> at the <u>sink</u> says <u>wash your hands</u> ,	The <u>doggy</u> at the door says <u>woof, woof, woof</u>
<u>Wash your hands</u>	<u>Woof, Woof, Woof</u>
<u>Wash your hands</u>	<u>Woof, Woof, Woof</u>
The <u>Daddy</u> at the <u>sink</u> says <u>wash your hands</u>	The <u>doggy</u> at the door says <u>woof, woof, woof</u>
All day long.	All day long.

Task: *I can write my own words (lyrics) to the tune of 'The Wheels on the Bus'*

Now it's your turn to create your own song to the tune of 'The Wheels on the Bus' and see if it fits by singing your new lyrics to the track with no singing.

The Wheels on the Bus (No singing): <https://safeYouTube.net/w/ZzKA> *Try to make up as many different parts about your home as you can and sing along to 'The Wheels on the Bus (No singing)'



LANGUAGES Indonesian

This week you are going to form groups using numbers in Indonesian.

Let's revise the numbers in Indonesian

1 - 10

https://www.education.vic.gov.au/languagesonline/indonesian/sect03/no_1/no_1.htm

Ibu Kas shares her tricks for remembering numbers in Indonesian -

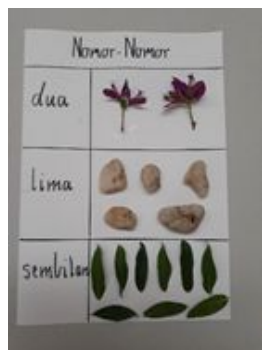
<https://safeYouTube.net/w/xjhA>

Activity

- Choose three numbers between 1 and 10.
- Write the Indonesian words for these numbers on your page.
- Walk outside and find various things from nature that you can use to make these groups
e.g. **bunga-bunga** (flowers), **batu-batu** (stones), **daun- daun** (leaves).

(Do you notice that the word is duplicated (written more than once)? In Indonesian, this shows the plural form.

Here is an example -



If you would like to use numbers greater than 10 in this activity, please watch this clip - 11 - 20

https://www.education.vic.gov.au/languagesonline/indonesian/sect05/no_1/no_1.htm

PHYSICAL EDUCATION

Try to do something daily totalling 30 minutes of physical activity.

Complete the 3 physical education tasks below.

Video demonstrations of the activities can be found at <https://vimeo.com/showcase/7033922> (password is *moovosity*)

Soft Toy Catches Level 2

Equipment: One soft toy per person

Instructions:

1. Begin by throwing and catching with your partner with one toy.
2. Once confident catching one toy, add the second toy and throw at the same time.
3. One can throw high and the other low or you could throw left and right.
4. Each catch is worth a point but they must be in a row. If you drop one, go back to the start and try and beat your score.

Level Catches

Equipment: A ball of any size between two.

Instructions:

1. Stand facing your partner at close range.
2. Begin by throwing and catching with your partner with a ball of any size
3. Once you have thrown and caught a ball each at the first distance you both then take a step back away from each other
4. If either pair drops the ball then you go back to the starting distance.
5. A point is awarded each time you and your partner step back and the goal is to beat your top score achieved each time.

Card Catches

Equipment: One ball





Instructions:

1. Pairs work together for a timed period of 5 minutes to score as many points as possible.
2. Start in standing position 2 metres apart.
3. Use underarm throw to partner
4. If both pairs successfully catch the ball then they go through the levels below

Level 1- Standing

Level 2- Kneeling on one knee

Level 3- Kneeling on two knees

Level 4- Sitting with legs crossed

Level 5- Laying flat on back.

5. Remember that if a ball is dropped at any level then both pairs lose a level and go back to the previous level.
6. IF a pair successfully completes all 5 levels then they are rewarded with a point and then they return to Level 1.
7. Repeat multiple rounds.

Weekly Challenge (optional)

[Target Shooting](#)