



## DPS Remote Learning: Year 1, Week 5

Week beginning Monday 11th May – Friday 15th of May

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...

#### Independent Reading for 10-15 minutes

Find a 'Good Fit' book from your learning space/reading level in **Sunshine Online, Epic or Literacy Planet**.

- ☐ This week we are continuing to focus on **expression**
- ☐ When you see **punctuation** such as "talking marks" **question marks ?** and **exclamation marks !** in your text, you can change your voice.
- ☐ If you get stuck on a word don't forget to use your reading strategies and Jolly Phonics chart.
- ☐ **Comprehension Questions** task card

#### Complete your Word Study for 15-20mins

- ☐ Read your rainbow words as flashcards for **5minutes** or on a bingo board
- ☐ Practice writing your rainbow words for **10-15 minutes** by using a task from the;
- ☐ **Fun Spelling photo board**
- ☐ **Spelling Choice Board**
- ☐ **Literacy Planet:**  
<https://app.literacyplanet.com/log>

#### Complete Counting Caterpillar for 10 minutes

- ☐ Continue to practise the goal you are working on in your Counting Caterpillar grid book (**at least 3 times a week**)
- ☐ OR write them on a whiteboard or long strip of paper leaving out missing numbers.

#### Log in to Essential Assessments for 10 minutes

- ☐ Complete your assigned tasks in My Numeracy (**at least 2 times a week**)

### 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 4:** Summary - SWBST

**Writing - Activity 1:** Recount

**Maths-Activity 4:** Estimating and comparing lengths of objects.

### Other learning tasks you may like to complete at home...

#### Online Zoo Experiences

Explore: <https://www.zoo.org.au/animals-at-home/>  
<https://www.adelaidezoo.com.au/>

The Melbourne and Adelaide Zoo has set up live stream animal cameras and the keepers have recorded their talks so you can bring the zoo to life from anywhere. Create a poster of facts you learn about a zoo animal. What habitat do they live in? What do they eat? What special features do they have?



#### STEM Challenge

##### Partner Challenge

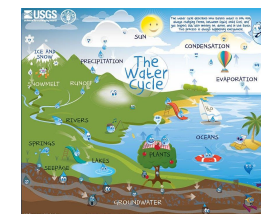
- Build a simple lego structure (car, house, marble run) or create a pattern using lego. **DO NOT** show anyone.
- Sit back to back with a family member, and without looking, explain to them how to build your structure or pattern.
- At the end, take a photo to compare the two.
- SWAP - this time you have to listen to the instructions!



#### Inquiry Focus: Earth's Natural Resources

**Term 2 Big Idea:** Everyone plays a role in using and protecting Earth's natural resources

- ☐ **View:** <https://youtu.be/y5gFI3pMvoI?t=5>
- ☐ **Discuss:** What do we NOW know about the water cycle. What do all living things need to survive? What do we call the water that flows across the ground? What do we call water that moves through the ground?
- ☐ **Create:** A labeled poster about the water cycle using the following words, evaporation, condensation and precipitation.
- ☐ **Revise:** Write and complete the following sentence: At home, water is used for \_\_\_\_\_. (There is more than one answer)





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/1-5bmbqFiEcpyJqjeioXR7NikZl\\_1ujSK?usp=sharing](https://drive.google.com/drive/folders/1-5bmbqFiEcpyJqjeioXR7NikZl_1ujSK?usp=sharing)

**Reading Focus: Narrative- Retell key information**

**Activity 1- Inside Character Traits**  
**Watch:** 'Possum Magic' <https://www.youtube.com/watch?v=XhLH6ZELEX4>

- Watch [introductory video](#) with Mrs Thompson
- Draw a picture of Grandma Poss and Hush
- Write some inside and outside character traits around the outside of each character.

**Activity 2-Retell-Key Information**  
**Watch:** 'Possum Magic' (link above)

- Discuss:** Where did Hush eat all the different foods in Australia? Using the [Map of Australia](#) and [Food Template](#)
- Match the pictures to the places in Australia where Hush ate the food.
- Make a puppet of Hush and retell the story highlighting the sequence of the food Hush ate to become visible again, whilst you move around the map..

**Activity 3- Retell-Sequence the Story**  
**Watch:** 'Possum Magic' (link above)

- What happened at the **beginning** (characters and setting in the story), **middle** (problem and sequence of events) and **end** of the story (problem solved)?
- Cut up the [sequence template](#)
- Use the picture cues to help read the sentences.
- Put the storyboard in the correct order to retell the key information of the story Possum Magic.
- Listen to the story to check your storyboard.

**Activity 4 - Summary-SWBST (Somebody, wanted but, so, then)**  
**Watch:** 'Possum Magic' (link above)

- Watch [introductory video](#) with Mrs Thompson:
- Fill in the [SUMMARY sheet](#)
- Discuss **SOMEBODY**: Who is the main character
- Discuss **WANTED**: What did they want?
- Discuss **BUT**: What is the problem?
- Discuss **SO**: How was the problem solved?
- Discuss **THEN**: How did it end?

**Activity 5- Character Reactions**  
**View:** Stimulus pictures at [link](#)

- Discuss how Hush felt when he was stuck being invisible, How did Grandma Poss feel? Infer from the picture.
- Discuss how Poss felt when he saw his tail become visible? How did Grandma Poss feel? Infer from the picture
- How did they both feel when Poss finally turned visible? Infer from the picture.

**Writing Focus: Word choice**

**Activity 1: Recount (using interesting adjectives)**

- Watch the [introductory video](#) by Miss Howard
- Write a recount about what you got up to on the weekend. You might like to select one special / particular event. Don't forget to include:
  - a Title
  - orientation (when, who, where)
  - sequence of events for what you did (use sentence starters such as; First..., Next..., After that).
  - personal comment (eg; It was great fun).

**Activity 2: Synonyms - Words that mean the same thing**  
In Possum Magic, Mem Fox carefully selects words to use. Instead of writing, 'because Hush couldn't be seen, she could be sat on by koalas', Mem Fox wrote 'squashed'.

- Draw a table in your book (like below).
- Write down at least 5 verbs in the left column, then record some interesting synonyms you could replace the 'boring' verb with.
- Put three of the interesting verbs into sentences.

Boring Verb	Interesting Verb
eg: jump	leap, bounce, spring, bound,

**Activity 3: What if you were invisible?**  
*Because Hush couldn't be seen, he could be squashed by koalas, slide down kangaroos and be safe from snakes.*  
**What could you do if you were invisible?**

- Write out the below sentences (like below) and finish them using your own verbs, nouns and adjectives.  
eg: Because I can't be seen, I could be **slithered** on by a **slimy, green** snake.  
Because I can't be seen, I could be...  
Because I can't be seen, I can...  
Because I can't be seen, I am safe from...

**Activity 4 and 5: Imaginative Narrative**

- Watch the [introductory video](#) by Miss Howard;
- use the **SOMEBODY, WANTED, BUT, SO, THEN** (see Reading activity 4) technique to plan and then draft a narrative about how YOU became invisible, what you did while invisible, and the adventures you went on to make yourself seen again.

**Maths Focus: Measuring length using informal units.**

**Activity 1: Measuring with your hands and feet.**

- View:** [The Length Powerpoint](#)
- Find 4 objects around your house. Measure how long each object is using your hand and your foot.  
Eg. The kitchen table is \_\_\_ feet long.  
The kitchen table is \_\_\_ hands long.

CHALLENGE: Can you use a ruler properly to measure?

**Activity 2: Long, Longer, Longest**

- View:** Log into Epic Reading "Long, Longer, Longest" has been assigned to you (adult can help read this).
- Using Playdoh, blocks, lego, straws, string, teddies or pencils, create 2 different posters, labelled with the object being long, longer and longest.

**Activity 3 Ordering Lengths.**

- Watch the [introductory video](#) by Ms Hoyne
- Order the following activities from shortest to the longest lengths. Draw a picture for each activity.
  - Jumping up in the air.
  - Kicking a football.
  - The distance you can run in half a minute.
  - The length of a bug

**Activity 4 Estimating and measuring lengths of objects.**

- Watch the [introductory video](#) by Ms Hoyne
- Select 5 objects to measure. Select a measuring unit/tool. Estimate and then measure your objects using a consistent unit.

**Activity 5 Who has the longest head?**

- View:** [https://www.youtube.com/watch?v=\\_YzACucjF38](https://www.youtube.com/watch?v=_YzACucjF38)
- Measure the circumference of your head using a strip of paper or a piece of string.
- Use an informal measurement (Blocks, paper clips, cars, spoons) to check the length of your head.
- Test other family members and write 2 sentences to explain your results. EG. Mary has the longest head length. Jenny has the smallest head length.



# SPECIALIST ACTIVITIES

# Week 5

## ART

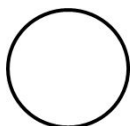
Hello Year 1 this week's activity is below -I've included a learning video to help you create this week. Have fun!

[https://docs.google.com/document/d/1k0\\_xsq9cpZqCF6IYe1WrCVHCnvn7kRZR7drBT2zmPqs/edit?usp=sharing](https://docs.google.com/document/d/1k0_xsq9cpZqCF6IYe1WrCVHCnvn7kRZR7drBT2zmPqs/edit?usp=sharing)

## Indonesian

## Bentuk-bentuk

### Shapes



lingkaran  
(circle)



segitiga  
(triangle)



segi empat panjang  
(rectangle)



segi empat  
(square)



bintang  
(star)

Choose 1 or more ways to practise writing, reading and saying these Indonesian words for shapes -

Draw and label these shapes outside using chalk (**kapur**). Jump on each shape and say the Indonesian word.

Draw and label these shapes on paper (**kertas**) then cut these out. Place these on the floor, close your eyes (**tutup mata**), pick up a shape, feel it and say the Indonesian word. Open your eyes (**buka mata**).

Make these shapes using wool (**wol**) or string (**tali**) on the floor. Write the Indonesian words to make labels. Switch the labels around and ask someone to match the correct label to the shape.

**Lagu** - Song

**Topi Saya Bundar** - My hat is round

<https://www.youtube.com/watch?reload=9&v=0W9IWW5KI9o>

## Performing Arts- "Instruments in an Orchestra and Zin Zin Violin"

We are learning to: *Explore the different instruments and sounds in an orchestra.*

What is an Orchestra? An orchestra is a large group of musicians who play together on a variety of string, wind and percussion instruments. Leading the group of musicians in the conductor. The instruments of the orchestra are organized into families: String, Woodwinds, Brass and Percussion.

Task: Watch and read: **'Zin Zin Violin'** <https://safeYouTube.net/w/kilC>

Zin Zin Violin' Questions to think about:

- Which instrument in Zin Zin Violin was your favourite? (Why?)
- How many people were in the Zin Zin Orchestra?
- Why do you think an orchestra needs a conductor?

\*Complete the 'Zin Zin Violin' activity sheet (attached at bottom of this grid.) choose the instrument you would like to play and draw the instruments you would like in your orchestra.



### Physical Education:

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

Complete the 3 physical education tasks below (10-15mins each).

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

Alternatively, search the apple app store for *Moovosity* to see video demonstrations in the app (only available on apple).

I will also be adding resources on the school website for extra ideas of things to do at home. <http://www.drysdaleps.vic.edu.au/?cat=318>

**Yr1&2 Gamified Catching Assessment** (find it in the 'Skills Beach' category in app)

**Equipment:** 1 x large, medium and small "catchable" object per player. Suggestion; Basketball, playball and tennis ball.

**Instructions:** 1. Have a go at catching all 3 items so you are comfortable. The assessment will be timed for a period of 5 minutes.

2. Follow the instructions below, beginning at Level 1.

Level 1: Underarm toss a basketball up into the air (above head height) and catch with two hands 5 times in a row. If you succeed at Level 1 then go to Level 2 and drop a catch before reaching 5 in a row then you remain at Level 1 until you catch 5 in a row.

Level 2: Underarm toss a playball (bigger than tennis ball, smaller than basketball) up into the air (above head height) and catch with two hands 5 times in a row. If you succeed at Level 2 then go to Level 3 and if you drop a catch before reaching 5 catches in a row then you go back to Level 1

Level 3: Underarm toss a tennis ball against a wall and catch with two hands 5 times in a row. If you succeed at Level 3 then you remain there until you drop catch and if you drop a catch then you go back to Level 2.

At the end of the 5 minutes, record where you were at the end of the 5 minutes; Level 1 (Basketball), Level 2 (Playball) or Level 3 (Tennis ball). You cannot go any lower than Level 1 and you cannot go any higher than Level 3. i.e You keep catching at Level 1 until you get 5 in a row and you keep catching at Level 3 until you drop one.

**After completing the catching assessment please fill out this short survey** <https://forms.gle/uFdnBfZuYjH3bwWh7>

**Catch-a-lot** (find it in the Skills Beach' category in app)

**Equipment:** Hard surface with a wall

**Instructions:** 1. Student 1 begins with the ball and throws it downward at the wall. The ball must bounce before it hits the wall.

2. Student 2 moves into position and catches the ball on the full off the wall.

3. Student 2 throws the ball downward at wall so that it bounces before it hits the wall.

4. Student 1 moves and catches the ball on the full off the wall. This continues until the catcher drops or is unable to catch the ball, or the thrower lands the ball outside the playing boundary.

5. Students may not enter the safety zone, nor can the ball be placed there by the thrower. That is, the ball must be thrown with enough force so that it doesn't land in the safety zone.

6. Students throw with different force and angles to make it difficult to catch.

Variations: Use a larger ball to slow the play down (easier), or a smaller ball to speed it up (harder).

**Weekly Challenge (optional)**

[T-shirt Challenge](#)



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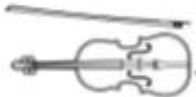
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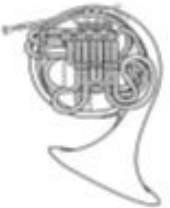
Name: \_\_\_\_\_


# Zin! Zin! Zin! A Violin!


Today in music class we read the book, Zin! Zin! Zin! A Violin! by Lloyd Moss.  
I circled my favorite part below.

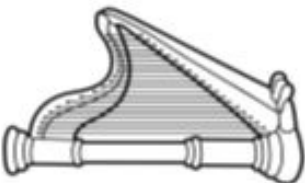
  
violin


  
flute


  
French horn


  
clarinet

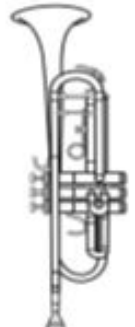
  
oboe

  
harp

  
trombone

  
bassoon

  
cello

  
trumpet

If I had my own orchestra, it would have \_\_\_\_\_ of people and they  
would play the following instruments: