

## Year 1 – Learning from Home

If you would like to submit work for marking and feedback, you can upload your work to the year 1 Google Classroom.

**Year 1 Google Classroom link:** <https://classroom.google.com/u/1/c/Mjl2MzMxODkxMDIy>

**Google Classroom Class Code:** 3qzfo3r

**EPIC Reading:** If you would like access to additional reading material, please access the link below and follow the steps to find your individual student profile. <https://www.getepic.com/students>

### Class codes

**1 Lime:** nwa2870

**1 Orange:** njv1185

**1 Purple:** zlc1006

**Additional resources:** To support learning from home, there are additional resources for different activities. You will see these listed in the matrix in italics and underlined for your reference. As an example: *Week 1 - Monday Spelling*. These resources can be printed or used as a guide. They have been attached to the school website.

### **Tips to be safe when participating in sport or fitness activities:**

- Find a clear safe space
- Wear your sport clothes and don't forget to check your laces are tied
- Remember to be sun safe and stay hydrated
- Ensure an adult is present and they have checked your area and you are safe and ready to start
- Have fun!

### **Acknowledgement of Country**

We acknowledge the traditional custodians of the land on which we learn and teach, the Wodi Wodi people of the Tharawal Nation. We pay our respect to the Elders, past, present and emerging and recognise their deep connection to Country.

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	<p>too fast, to do your movements. Swan Lake/Nutcracker by Tchaikovsky is a great piece of music if you're stuck for ideas. Practice your movements to music and if you feel comfortable, send me a video of your 'bubble' dance. Yes! You have created a dance. Movement to music that expresses your idea of a bubble. :)</p>	
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**Write in your daily journal (optional):**

Would you rather ride on a waterslide or a rollercoaster? Why?

**YAY! IT'S THE AFTERNOON :)**

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Remote Learning  
Week 1, Term 4

Year 1

Friday 8th October 2021

**Daily task:** What a terrific start to the term! Not long now until we are back in our classrooms :) Write down 3 things you look forward to the most about returning to school.

**Spelling focus:** 'oo' as in book and look - 'u' as in bush and put.

**Spelling words:** book, look, took, cook, good, wood, foot, stood, put, push, pull, bull, putting, pulling, would, could, butcher, should, woman, wouldn't.



**Morning session: ENGLISH**

Crunch & Sip	Enjoy a piece of fruit while Miss Gilbee reads "Pig the Grub" by Aaron Blabey <a href="https://www.youtube.com/embed/hbTaj4aGsck">https://www.youtube.com/embed/hbTaj4aGsck</a>	
Phonics	Listen and complete the phonemic awareness demonstration video with Miss Young - <b>this is for</b>	

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	<b>students ONLY who require the practise</b> <a href="https://www.youtube.com/embed/xZxFjsjYVY8">https://www.youtube.com/embed/xZxFjsjYVY8</a>	
Sight Words	<p>Practise your chosen 10 sight words.</p> <p>Here is a link to fun, interactive games to help with your sight words - <a href="https://sightwords.com/sight-words/games/">https://sightwords.com/sight-words/games/</a></p> <p>When you have memorised the reading of your 10 sight words, practise writing them and get a family member to test you on them.</p> <p>BONUS: Record a video of you reading your sight words and upload this to the google classroom.</p>	<p><u><i>Sight Word List 1</i></u> <u><i>Sight Word List 2</i></u> <u><i>Sight Word List 3</i></u></p>
Spelling	<p>Sing along to the <b>SoundWaves chant</b> (just like we do in class!) <a href="https://www.youtube.com/embed/yM3dMF-Bxuk">https://www.youtube.com/embed/yM3dMF-Bxuk</a></p> <p>Look, say, cover, write and check your spelling words.</p> <p>Have someone at home test you on your spelling words. Make sure the ‘tester’ says these words in a sentence to help you. How did you go?</p> <p>OPTIONAL: Complete ONE spelling activity from the <u><i>Week 1 - Spelling activities worksheet.</i></u></p> <p>BONUS: If you have access to technology you can go to Sound Waves online and play some of the interactive games. This week we are focusing on <b>UNIT 27</b>. Our code for year 1 is <b>foot293</b>. <a href="https://online.fireflyeducation.com.au/services/student_login/soundwaves">https://online.fireflyeducation.com.au/services/student_login/soundwaves</a></p>	<p><u><i>Week 1 - Spelling activities worksheet</i></u></p>

Reading

**Today we are going to learn how to make a milkshake.**

Read the information below to learn the steps needed to make your milkshake.

Method

1. Measure 1 cup of cold milk. Pour the milk into the blender.
2. Add 2 large scoops of ice cream in the blender.
3. Measure 1 teaspoon of your favourite topping. Add this to the blender.
4. Blend the ingredients for 1 minute. Check there are no lumps. Make sure you turn the blender off at the powerpoint before you take off the lid.
5. Carefully pour your milkshake into a tall glass.
6. Add a swirl of whipped cream to the top of your milkshake.
7. Enjoy!

Complete the questions Week 1 - Friday Reading How to Make a Milkshake.

classroom.



Week 1 - Friday Reading How to Make a Milkshake

Upload a picture of yourself with your milkshake to google


Writing


For today's writing we are going to be focusing just on the **orientation** of an imaginative text or narrative and being able to '**hook**' the reader or '**set the scene**' through different ways.

Have a look at the poster below that outlines what an **orientation** is.


# Writing Narratives

## Orientation

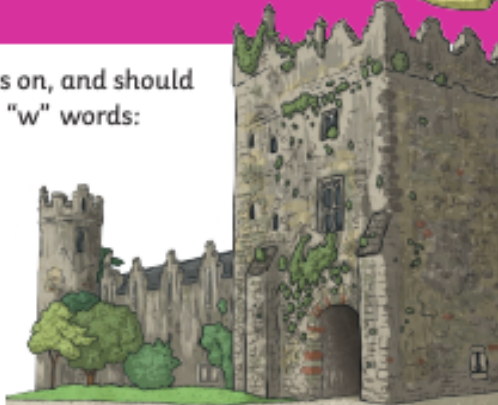
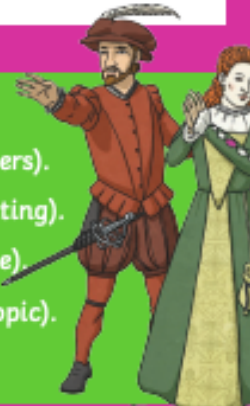
 The orientation is described as the beginning of a story. It is where the writer sets the scene, creates a mood and introduces the characters. You want to try to explain to the reader what the story is going to be about.

 In an orientation you need to:

- Introduce **who** the story is about (characters).
- Introduce **where** the story takes place (setting).
- Introduce **when** the story takes place (time).
- Introduce **what** the story will be about (topic).
- Introduce **why** things will be happening.

 The orientation focuses on, and should include, the following "w" words:

- who
- what
- when
- where
- why



The following posters go into more depth about an orientation and how to 'hook' the reader.

## Orientation

The main purpose of your orientation is to 'hook' the readers' interest and make them want to read on.  
There are many ways to do this, but you may try:

**Action:** Get straight to the point; begin your narrative in the heat of battle.  
'Charging at the old, abandoned door of the house, he used all his strength to force it open.'

**Dialogue:** Slightly less dramatic than full-blown action, but still gets into the story quickly.  
"How on earth could that have possibly happened!" complained Andrew.'

**Character:** Immediately give the readers someone to connect with.  
'Her curls of golden hair fell across her face, catching the light from the glistening moon.'

**Setting:** Immediately give the readers somewhere to imagine.  
'The stale smell lingered in the air. The smell of rotting wood could be sensed from towns away. It had not been entered for years.'



## Orientation

If your orientation raises questions, it will keep the reader interested.

Action: Get straight to the point; begin your narrative in the heat of battle.

'Charging at the old, abandoned door of the house, he used all his strength to force it open.'

**What's behind the door? Is he running away from something? Does he want to get in or out?**

Dialogue: Slightly less dramatic than full-blown action, but still gets into the story quickly.

"How on earth could that have possibly happened!" complained Andrew.'

**What has happened? Who is Andrew?**



## Orientation

If your orientation raises questions, it will keep the reader interested.

**Character:** Immediately give the readers someone to connect with.

'Her curls of golden hair fell across her face, catching the light from the glistening moon.'

**Who is this girl? What is so great about her?**

**Setting:** Immediately give the readers somewhere to imagine.

'The stale smell lingered in the air. The smell of rotting wood could be sensed from towns away. It had not been entered for years.'

**Where do you think this place is?  
Why do you think it has not been entered?  
Why do you think rotting wood can be smelt?**





Below are some examples of good orientations that have been written based on the following image called 'Jurassic Age'.

**Idea 1:** The dinosaurs all gave a simultaneous roar. It was coming...

**Idea 2:** Moments before, the lake had been quiet and peaceful. As the golden sun rose above the shadowy, jagged mountains on the horizon, creatures came from far and wide to enjoy their early morning drink from the tranquil pool. All they could hear was the gentle lapping of water and contented grunts as thirsts were quenched.

**Idea 3:** Then they had heard them: footsteps in the distance. Thump...Thump...Thump...It could mean only one thing: a T-Rex...



Now it's your turn!

Using the image above I want you to create your very own **orientation** to a story. You can also use the template that has this image and some lined paper :)

Watch this video which might help you to get started on writing your own orientation  
<https://www.youtube.com/embed/LdjdLvUwndI>

\*\*See Week 1 Friday Writing Jurassic Age

**BREAK**

**Have a snack, do some stretches and play a game.**

**Middle session: MATHEMATICS**

<p>Number of the Day</p>	<p>Our numbers of the day today are: <b>82</b> and <b>320</b></p> <p>Remember! You pick which number is going to challenge you and you also have the number of the day worksheet to help you.</p>	
<p>TEN</p>	<p>See TEN in Tuesday's resource folder.</p>	
<p>Maths</p>	<p>Measurement- Area</p> <p>Yesterday we discussed the concept of area. We ordered handprints from the smallest to largest area by superimposing (placing objects on top of each other to compare size) and used informal units to measure the area of our handprints.</p> <p>In today's lesson, we will be measuring and comparing the area of different sized triangles using square tiles.</p> <p><b>1. How Many More?</b></p> <p>When area is measured, we repeat one object (unit) to make a row and then repeat the rows until we have covered the entire surface of the area we are measuring.</p> <p>On the 'How Many More?' Worksheet, you are shown a rectangle that is partly covered with squares (e.g. one row and one column). Can you work out how many more squares you would need to completely cover the rectangle? You may draw the lines in to complete each square and then count how many squares were needed to fill the rectangle, however if you would like to extend yourself, try visualising the lines instead.</p> <p><b>2. How Do I Know?</b></p> <p>If we had two objects we could not superimpose (place on top of each other to compare) how could we find out which area is smaller or larger?</p> <p>We could use tiles or squares that are of an identical size to measure the area of each object (as we did in the last activity) and then compare.</p>	<p><u>Maths Mentals.</u></p> <p><u>How Many More</u></p> <p><u>How Do I Know</u></p>

	<p>Using the 'How Do I Know' Worksheet, work out which shape has the largest area without taking the rectangles off the grid paper. Try to visualise the tiles inside each rectangle and if you require further support, you may draw the tiles inside each shape.</p> <p>Can you explain what strategies you used to work out why that particular rectangle is the largest?</p> <p>OPTIONAL: Complete ONE day of the <i>Maths Mentals</i>.</p>	
<p><b>LUNCH</b> Eat a healthy lunch, move your body and refresh your mind.</p>		
<p><b>Afternoon session</b></p>		
<p>Bounce Back</p>	<p><b><u>What is courage?</u></b> To begin listen to the following text: <a href="https://www.youtube.com/embed/ySpztuBS_el">https://www.youtube.com/embed/ySpztuBS_el</a> - Do you think Lucy was brave? Why/Why not? I think Lucy was brave and built courage as she flew south with the flock.</p> <p><b><i>So what is courage?</i></b> It is about facing fear rather than not having any. Courage means feeling frightened about doing something scary or difficult (because you might get hurt, you might fail or get rejected, etc.) but being brave and doing it anyway. Deciding to do the brave thing sometimes happens very quickly, but sometimes you have to think about it for a while before you decide to be brave. You can watch the follow video to learn more about courage here: <a href="https://www.youtube.com/embed/rkg-ffNGv_E">https://www.youtube.com/embed/rkg-ffNGv_E</a></p> <p><b><u>You activity:</u></b> Using the <i>Week 1 - Courage</i> worksheet, draw a picture and write a sentence about a time when you needed or think you'd need courage. You can use sentence starters 'I was brave when I...' and 'I was scared when...'</p>	<p><u>Week 1 - Courage</u></p>
<p><b>FRIDAY DANCE OFF!</b></p>	<p><b>We made it to the end of the week! Well done on all your hard work. Celebrate the weekend by playing your favourite song and dancing with your family (WE PROMISE IT IS SO MUCH FUN!)</b></p>	