

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.

	Yoga: https://www.youtube.com/embed/-uKEuikMrRo	
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Write in your daily journal (optional):

Would you rather live on a farm or in a city? Why have you made this choice?

YAY! IT'S THE AFTERNOON :)

**Wilton Public School
Remote Learning
Week 1, Term 4**

Year 1

Thursday 7th October 2021

Daily task: Help wash up or put away the dishes.

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 Kentwell reads you a story. https://www.youtube.com/embed/kH8QfCW-drc	
Phonics	Listen and complete the phonemic awareness demonstration video with Miss Young - this is for students ONLY who require the practise https://www.youtube.com/embed/zkcWvuQgfQs	
Sight Words	Practise your chosen 10 sight words. Here is a link to fun, interactive games to help with your sight words - https://sightwords.com/sight-words/games/	<u>Sight Word List 1</u> <u>Sight Word List 2</u> <u>Sight Word List 3</u>

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	When you have memorised the reading of your 10 sight words, practise writing them and get a family member to test you on them.	
Spelling	<p>Sing along to the SoundWaves chant (just like we do in class!) https://www.youtube.com/embed/yM3dMF-Bxuk</p> <p>Look, say, cover, write, check your spelling words.</p> <p>Locate the <u><i>Week 1 - Spelling cut and paste activity worksheet</i></u> worksheet. Carefully cut out the pictures and place them in a neat pile. Then, carefully cut out the sentences and place these in a neat pile next to the pictures. Match the pictures with the correct sentence and paste these into your workbook/piece of paper. Work your way through the pile so all pictures match a sentence. You may want to colour in the pictures once you have finished.</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 UNIT 27. Our code for year 1 is foot293. https://online.fireflyeducation.com.au/services/student_login/soundwaves</p>	<p><u><i>Week 1 - Spelling cut and paste activity worksheet</i></u></p> <p><u><i>Week 1 - Spelling activities worksheet</i></u></p>
Reading	<p>Today we are learning about Rainforests! Begin by reading the attached text <u><i>Week 1- Rainforests</i></u> with a family member at home and then read the text again to yourself (try your best to work on fluency when reading the text a second time).</p> <p>After reading the text think about the following questions:</p> <ul style="list-style-type: none"> - What was the text type? How do you know? - What is one interesting fact from the text? <p>Now complete the 5 comprehension questions to check your understanding.</p>	<u><i>Week 1- Rainforests</i></u>
Writing	Welcome to Thursday's writing lesson. Today we will be looking at the text structure of an <i>Imaginative Text</i> .	

I want you to ask yourself ‘What do I already know about the structure of an Imaginative Text?’ before continuing.

Watch the *Parts of a story* song on youtube https://www.youtube.com/embed/_nePjWXecQ

After watching the video answer the following questions:

- What are the three main parts of a story?
- Who are the characters in a story?
- What is the setting of a story?

Below is an outline of a narrative text structure which is a type of imaginative text.

Narrative Text Structure

Orientation (the beginning)	Who is in the story? When and where does the story happen?
Complication (the middle)	What is the problem?
Series of Events (the middle)	What events lead to the solution?
Resolution (the end)	How is the problem resolved?

As you can see our WHO, WHEN, WHERE and WHAT are all integrated into the above text structure.

Next I want you to read or ask a family member to read the full story of the *Little Red Riding Hood*. This can be found under **See Week 1 Thursday Writing Little Red Riding Hood.

While reading, think about:

- Who are the characters?
- What is the setting?
- What is the problem?
- What is the sequence of events?
- How is the problem resolved?

These questions can also be found with the Little Red Riding Hood reading.

Below is an overview of how the text structure was evident in the story of *Little Red Riding Hood*.

Little Red Riding Hood - Orientation

Once upon a time, there lived a young girl called Little Red Riding Hood.

One day, her mother asked her to take some cake and cough medicine to her sick grandmother.

Grandmother lived in a small house in the woods.



Little Red Riding Hood - Complication

During her journey through the woods, Little Red Riding Hood met a wolf.

The wolf tricked Little Red Riding Hood into picking flowers so he could beat her to Grandmother's house.

He planned to eat them both for his lunch!



Pause for Thought

Why do you think stories need a crisis?
What would happen if everything just went well?

The **COMPLICATION** plays a huge importance within a narrative structure as if nothing goes wrong, there would be no challenge for the main character and very little excitement for the reader!!

Little Red Riding Hood - Series of Events



The wolf quickly ran to Grandmother's and hid her in the cupboard.



The wolf tried to trick Little Red Riding Hood by dressing up as her grandmother.



Red Riding Hood was thrown into the cupboard by the wolf. She cried for help.

Little Red Riding Hood - Resolution

A woodsman was walking through the forest. He heard the wolf snoring.

He scared the wolf away with his axe, then rescued Little Red Riding Hood and her grandmother.

They all lived happily ever after.



The next part of our lesson involves using a story map!

**See Week 1 Thursday Writing Story Map

What you are going to do is use the Story Map to create a summary (a shortened version) of all the important features of the story *Carla's Sandwich*. <https://www.youtube.com/embed/M-aceEquCtY>

With the story map you need to identify different parts of the structure like:

Story Map

Title _____

Characters	Setting
What also happened?	Problem
	Solution

	<p><u>The Orientation:</u></p> <ul style="list-style-type: none"> Who are the characters? Where is the setting? <p><u>The Complication:</u></p> <ul style="list-style-type: none"> What was the problem? <p><u>Series of events:</u></p> <ul style="list-style-type: none"> What else happened? <p><u>The Resolution:</u></p> <ul style="list-style-type: none"> What was the solution (also called resolution) to the problem? <p>Once you are finished don't forget to upload your amazing work to the google classroom! Good luck :)</p>	
<p>BREAK Have a snack, do some stretches and play a game.</p>		
<p>Middle session: MATHEMATICS</p>		
<p>Number of the Day</p>	<p>Our numbers of the day today are: 72 and 270</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>In measurement, area is the size of a surface. In the square below, the part coloured in orange would be considered the area.</p>	<p><u>Maths Mentals</u></p> <p><u>Handprints</u></p>



1. Trace your handprint on a piece of paper and cut it out. You will then superimpose (compare by placing on top of each other) your handprint against the handprints in the template provided and order them from the smallest to the largest area and explain the order you came up with.

Make sure to use language such as: *larger area, smaller area, largest area, smallest area, the same area as.*

2. Using a large collection of uniform objects, measure the area of your handprint by covering it with your selected uniform object. It is important that we use objects that are identical to cover the area of our handprint to ensure we are getting accurate measurements, so for this task you will need to make sure that the objects you use to measure are all of the same size and shape; such as pasta, same size lego pieces, counters.

Helpful tip when measuring area:

- Place your uniform objects in rows and/or columns so that the surface you are measuring is covered with no gaps or overlaps.

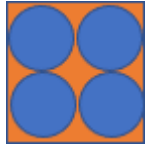
When you have covered your handprint with your uniform objects, record how many you have used.

Answer the following questions:

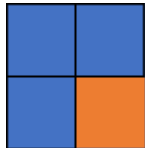
- Did the uniform objects you used in your handprint work well when measuring the area? Why or why not?
- Is there another large collection of uniform objects that you can find that would be better suited for measuring your handprint? Why would those objects be better?
- What shape object do you believe is best to measure the area of a shape?

When measuring area accurately, it is very important that we use objects that allow us to measure the surface without any overlap or gaps. Depending on the area we are measuring, some uniform objects

might be better than others to use. If we used circular objects to measure a square surface, there would be lots of gaps or overlaps as the sides of the circle would not touch completely which means we would not be getting an accurate measurement. A shape like a rectangle or square would be better suited when measuring a square surface.



Measuring a square with a circular object would result in gaps.



Measuring a square with a square object means there are no gaps or overlaps.

OPTIONAL: Complete ONE day of the *Maths Mentals*.

LUNCH

Eat a healthy lunch, move your body and refresh your mind.

Afternoon session

Creative Arts

What is dance?

Dance is an art form using movement to express the music or using movement in time with music. These movements can either be in a sequence using specific movements or it can be 'free' movement based on how you would express the music or subject matter.

Our dance lessons are going to be based around 'water'. The movement of water, creatures that live in water and water used in other ways.

Think about 'water' in your world.

Where is the water?

- Ocean
- Rivers
- Waterfalls
- Rain

- Swimming pool
- Shower/bath
- Drinking water

You can probably think of many more examples of water in your world.

Today we are going to focus on ‘bubbles’.

Make some bubbles

If you can, I would like you to make some bubble mixture with water and detergent or if you have bought some bubble mixture, you can use that.

- blow some bubbles and just watch them
- notice the shape and colour
- look at the movements
- watch carefully how they form, then float and how they pop and disappear
- if you are outside, watch how they move when they are captured by a breeze or an updraft of air movement

Now come back to your lesson.

Your personal bubble

We are going to create our own personal space, our own personal ‘bubble’.

Find somewhere that gives you room to move without bumping into anything or anyone.

- Stand with your feet apart.
- Reach above your head, in front and behind, as far as you can without moving off your spot.
- This is your personal bubble space and you have to keep this bubble around you, all the way through the activities we are going to do.
- Try moving around the room with your bubble around you, remember if you go too close to someone or something your bubble might ‘pop’.

Imagining your bubble

Follow this sequence of movements:

- form your bubble for 4 counts
- float for 4 counts
- turn slowly for 4 counts
- pop and freeze for 4 counts
- Repeat this sequence 3 more times form(4 counts), float (4 counts), turn slowly (4 counts) and pop and freeze (4 counts)

Musical bubbles

Now we are going to do the same sequence of movements to music. Find some relaxing music that’s not

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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 :)

Wilton Public School
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 https://www.youtube.com/embed/hbTaj4aGsck	
Phonics	Listen and complete the phonemic awareness demonstration video with Miss Young - this is for	