

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/MjI2MzMxODkxMDIy>

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 2 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.

Wilton Public School
Remote Learning
Week 2, Term 4

Year 1

Monday 11th October 2021

Welcome to Term 4 Week 2! We hope you had a fantastic start to the term and are continuing to work hard!

Daily task: Practise sitting still for 5 minutes. Can you do it?

Spelling focus: ‘y’ as in: yoyo, yes, yell, yard, your
‘ew’ as in: computer, Tuesday, cube



Spelling words: yap, yet, yes, yell, yells, yelled, yelling, yellow, yoyo, year, yard, yawn, you, your, yolk, yabby, huge, used, human, using, usually.

Morning session: ENGLISH

Crunch & Sip	Enjoy a piece of fruit while Miss Young reads ‘Give me a home among the gum trees’ - https://www.youtube.com/embed/d8PBGHuBJ8M	
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/QVQCp3PfqBs	
Sight Words	Choose 10 <u>NEW</u> sight words from the <u>Sight Word List 1</u> and learn them. You could make flash cards with your sight words and test yourself on them throughout this week. If you have completed the <u>Sight Word List 1</u>, you can start working on the <u>Sight Word List 2</u> OR <u>Sight Word List 3</u>. Here is a link to fun, interactive games to help with your sight words - https://sightwords.com/sight-words/games/ When you have memorised the reading of your 10 sight words, practise writing them and get a family member to test you on them.	<u>Sight Word List 1</u> <u>Sight Word List 2</u> <u>Sight Word List 3</u>

Sing along to the **SoundWaves chant** (just like we do in class!)

<https://www.youtube.com/embed/yM3dMF-Bxuk>

Please find your spelling words above.

The sound focus for this week is: 'Y' and 'oo,ew,ue,u_e,u'

Can you brainstorm as many 'Y' and 'oo,ew,ue,u_e,u' words that you know?

As you complete this week's home learning activities, make sure to look out for 'Y' and 'oo,ew,ue,u_e,u' words that you can add to your brainstorm list.

Read your spelling words aloud and then write your spelling words on paper.

OPTIONAL: Complete ONE spelling activity from the Week 2 spelling activities worksheet

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 28**. Our code for year 1 is **foot293**.

https://online.fireflyeducation.com.au/services/student_login/soundwaves

Week 2 spelling activities worksheet

Reading

Listen to the story 'Bluey: The Creek'. <https://www.youtube.com/embed/AJK3tG0p7Y>

Watch the video and join in the activity.

- Draw what you think the creek looks like.
- Label the creek with nouns and adjectives.



Why do you think the creek is beautiful?

- Write a sentence about what makes the creek beautiful.

I think the creek is beautiful because you get to look at animals and water.

BONUS: Write your own sentence about a beautiful place you have visited. Write down why it was beautiful and what you could do there.

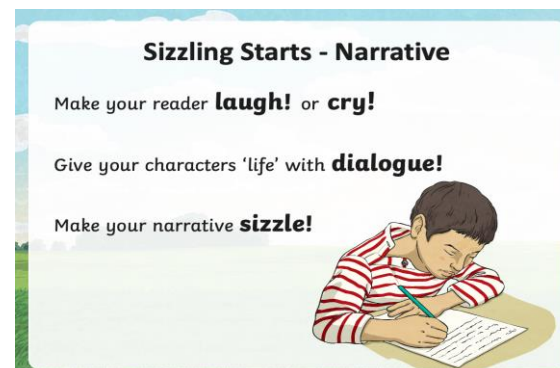
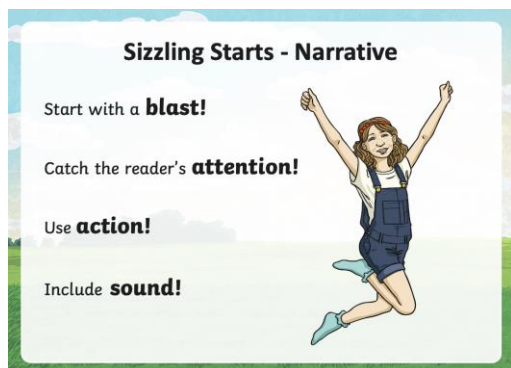
Writing

Welcome to week 2's first writing lesson!

At the end of last week we looked at the **orientation** of an imaginative narrative text. What we will be focusing on today is... **SIZZLING STARTERS!!**

A **SIZZLING STARTER** is a punchy and exciting opening within a narrative that grabs the reader's attention. Sizzling starts are essential to crafting engaging copy as they drop the reader right in the middle of the action and do not allow them to get bored or stop reading.

So let's learn how we can make our **orientation** **SIZZLE!**



Week 2 Monday
Writing
Describing

Week 2 Monday
Writing Narrative
Mission

TASK: Can you choose words that describe the actions, sounds and dialogue of the food fight pictured below?

Remember:

- **Actions** are the movements that might have occurred. An example from Miss Eccleston is: she used an over the shoulder **throw**.
- **Sounds** are the noises that you may have heard during the scene. An example from Miss Eccleston is: **SPLASH** as the cake covered her face.
- **Dialogue** is what one of the characters or people may have or did say during the scene. An example from Miss Eccleston is: **“cakkkeeee”** she shouted.



Use the following worksheet to write down all of your ideas.

**See Week 2 Monday Writing Describing.

Remember when using dialogue or speech you need to...

Using Speech

Use a new line for a new speaker and always start new speech with a capital letter.

Use speech marks before and after the spoken words.

Include other punctuation inside the speech marks.

Make sure the reader knows who is talking.

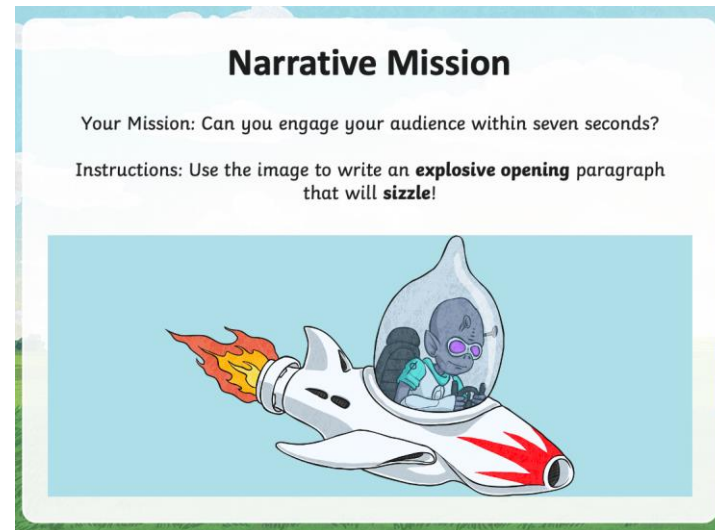
Once you have finished describing actions, sounds and dialogue for the picture I want you to create your very own SIZZLING STARTER.

Miss Eccleston has an example here for you:

*Sienna knew what was going to happen as she used an over the shoulder **throw** like she uses in basketball. “**Cakkkeeee**” shouted Mia as she seen the cake heading towards her face.... **SPLASH** went the cake, as it covered Mia’s face.*

TASK: Your next task is to use the prompt below to create your own SIZZLING STARTER. The picture and lined paper can also be located **See Week 2 Monday Writing Narrative Mission.

Once you are finished don’t forget to upload to the google classroom!



BREAK

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

Middle session: MATHEMATICS

Number of the Day

If you’d like a refresher on how to do the ‘Number of the day’ activity, you can re-watch Miss Gilbee explaining it here: https://www.youtube.com/embed/n_jl22Obj0I

Our numbers of the day today are: **13** and **113**

Remember! You pick which number is going to challenge you and you also have the number of the day worksheet to help you.

TEN

TEN - Targeting Early Numeracy			
Instructions	Targeting Early Numeracy (TEN) is an intensive program that develops students' knowledge and skills in addition and subtraction. TEN Should be completed daily for approximately 10 minutes. Please support your child in completing set tasks. These tasks are meant to be fun, whilst also developing Early Numeracy Skills. Task 1, 2 and 3 are progressions - You are not required to complete tasks 1, 2 and 3 daily. All students should start on task 1 on a Monday. Once your child is mastering the skills required in task 1, progress to Task 2, and so on for Task 3.		
	Task 1	Task 2	Task 3
WE ARE LEARNING TO	Can complete concealed items tasks but counts from one.	Count on or back to solve problems. A number takes the place of a completed count. Count back from the larger number.	Use known facts and other non-count-by-one strategies (e.g. compensation) to solve problems.
RESOURCES	Playing Cards	Playing Cards	Playing Cards
ACTIVITY	Cards 1. Flip over 2 playing cards and subtract the smaller number. 2. Record sum.	Cards 1. Choosing a starting number of 50, flip over 1 playing card and subtract that number from 50. Record the sum.	Cards 1. Choosing a starting number of more than 100, flip over 1 card. 2. Each player subtracts the corresponding card number from their number and records the answer. E.g. 145- 3= 142 3. Continue to take turns flipping a card and subtracting the corresponding card number from their cumulative total. E.g. 145-3= 142, 142- 5= 137... 4. Time how long it takes you to reach zero.
Language used	__ - __ =	20 - ____ =	50 - ____ =
TEACHING FOCUS	To count backwards in order to work out how many are left.	Counting back to demonstrate subtraction.	Counting back from 50 to demonstrate subtraction.

See Monday resource folder TEN Week two, Term 4

Maths

Skip Counting Backwards

Revise your skip counting forwards by 2s, 5s and 10s as far as you can go. You may use the hundreds splat chart to support you. <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

Maths Mentals

Using an interactive dice, roll to find a starting number. Skip count FORWARDS from this number by 2s, 5s and 10s for 5 terms (5 times).

Today we will be focusing on skip counting backwards. To warm up, watch the 'Count Back Cat! Skip Counting' Video and join in by skip counting backwards. <https://www.youtube.com/embed/GT0J178vjXg>

Using the interactive splat chart, skip count backwards from 120 by 2s, 5s and 10s. Can you see any patterns?

To extend, try skip counting from larger numbers or attempt backwards skip counting by 3s or 4s and identify the patterns you can see.

Next, use the interactive dice to find a starting number. Skip count BACKWARDS from this number by 2s, 5s and 10s for 5 terms (5 times). You may use the interactive splat chart for support. Record your skip counting patterns and submit to Google Classroom.

TIPS FOR SKIP COUNTING:

- If you are having trouble, don't forget to whisper count the numbers in between. For example, if my starting number is 37 and I am skip counting backwards by 5s I say **37** out loud and whisper count backwards 36, 35, 34, 33, and say the 5th number out loud **32**.
- You may also use your fingers to help you track how many times you have counted backwards. For example, if I am skip counting by 5s I hold up 5 fingers to help me count backwards. You can also use this technique on the hundreds chart and splat the number you say out loud.

















































Outdoor Activity: Create a hopscotch using chalk with different backwards skip counting patterns. Practice your skip counting by completing the hopscotch pattern.

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

LUNCH

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

Afternoon session

<p>Theme Unit</p>	<p>Today's lesson will build our vocabulary to describe different types of weather. We are going to look at the weather of today and discuss what the weather may look and feel like on other days of the year.</p> <p>Listen to this song to get us in the mood for looking at and describing weather! https://www.youtube.com/embed/6MGRkUIFZws</p> <p>First we're going to go outside (if it's a rainy day you may choose to do this from your window) and close our eyes and think about the following questions.</p> <ul style="list-style-type: none"> - What does this day feel like on your skin? - Is there a soft breeze? - Can you feel the warmth of the sun? <p>You don't need to write anything down, just think about it.</p> <p>Next I want you to guess what the temperature is today. A guide to follow is that 30+ degrees is a <u>very hot</u> day and 10 degrees would be a <u>very cold</u> day. It would be a safe estimate to keep your guess between these two numbers. Write your estimate in the temperature box on the <u>Today's Weather worksheet</u>. Once this is complete ask for some help at home to use a device to access the daily weather app so you can record what the actual temperature is. Record if there is any rainfall (yes/no), wind (yes/no, soft/strong) and clouds (yes/no, grey/white).</p> <p>Brainstorm as many different words to describe today's weather as you can in the 'Words to describe the weather' box on your worksheet. Here is a brainstorm I did earlier about general weather. What words can you add to the list that describe today's weather?</p> <table border="1" data-bbox="801 1038 1794 1385"> <tr> <td>storm </td> <td>sunlight </td> <td>sun </td> <td>fog </td> </tr> <tr> <td>cyclone </td> <td>sunshine </td> <td>clouds </td> <td>hail </td> </tr> <tr> <td>tornado </td> <td>gust </td> <td>rain </td> <td>rainbow </td> </tr> <tr> <td>blizzard </td> <td>downpour </td> <td>lightning </td> <td>wind </td> </tr> </table> <p>Complete the <u>My Perfect Day worksheet</u>, describing your perfect day using the appropriate vocabulary.</p>	storm 	sunlight 	sun 	fog 	cyclone 	sunshine 	clouds 	hail 	tornado 	gust 	rain 	rainbow 	blizzard 	downpour 	lightning 	wind 	<p><u>Today's Weather worksheet</u></p> <p><u>My Perfect Day! worksheet</u></p>
storm 	sunlight 	sun 	fog 															
cyclone 	sunshine 	clouds 	hail 															
tornado 	gust 	rain 	rainbow 															
blizzard 	downpour 	lightning 	wind 															

	<p>Optional task; Watch this informative video to find out about different weather systems in our world and what makes some countries and continents different temperatures to others. https://www.youtube.com/embed/iA23Sm-HI4I</p>	
--	---	--

Write in your daily journal (optional):

On the weekend I enjoyed...
 On the weekend I did not enjoy...

YAY! IT'S THE AFTERNOON :)

**Wilton Public School
 Remote Learning
 Week 2, Term 4**

Year 1

Tuesday 12th October 2021

Daily task: Help prepare your crunch and sip for the day.

Spelling focus: 'y' as in: yoyo, yes, yell, yard, your
 'ew' as in: computer, Tuesday, cube



Spelling words: yap, yet, yes, yell, yells, yelled, yelling, yellow, yoyo, year, yard, yawn, you, your, yolk, yabby, huge, used, human, using, usually.

Morning session: ENGLISH

Crunch & Sip	<p>Enjoy a piece of fruit while Mrs George reads you a story. https://www.youtube.com/embed/Z_UrxSLSDT0</p>	
Phonics	<p>Listen and complete the phonemic awareness demonstration video with Miss Young - this is for</p>	